OVERDRIVE

Overdrive *is a multimedia resource for Aboriginal and Torres Strait Islander people who are working (or are interested in working) in the automotive retail, service and repair industry.*

This resource supports the development of language, literacy and numeracy skills relating to selected units of competency from the **Automotive, Retail, Service and Repair Training Package AUR99.**

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Ph: (02) 9846 8101
Fax: (02) 9846 8195

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This resource was developed by:

- **TAFE NSW – Access Division**
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Project Manager

Oksana Hull
Program Manager Workplace Learning
TAFE NSW-Access Division

Author

Barbara Barnard
Language, Literacy and Numeracy
Consultant and Writer

Publishing Team

Sandra Mackay
Editor

Phuong Tran
Design and DTP

Gary Saunders
Clare Cowan
Cover Design

Sabina Leo
Data Processing

Project Team

Tony Dreise
Principal Education Officer
NSW DET Aboriginal Programs Unit

Barbara Barnard
Language, Literacy and Numeracy
Consultant and Writer

Heather McGregor
Curriculum Officer
NSW DET Aboriginal Programs Unit

Adele Howard
Producer
Fraynework Multimedia

Anne Walsh
Production Manager
Fraynework Multimedia

Steve Darmody
Creative and Technical Direction,
Programming and Design
Fraynework Multimedia

Gary Saunders
Design
Fraynework Multimedia

Terry Saunby
Technical Content Advisor
TAFE NSW-Construction and Transport Division

Jennifer Horne
Numeracy Consultant
TAFE NSW-Access Division

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Reference Group

Charles Davison (Chair)
President, NSW Aboriginal Education Consultative Group

Catherine Gyngell
Director, Adult Literacy Section DEST

Cathy Barry
Director, TAFE NSW- Access Division

Darcel Moyle
Federal Aboriginal Education Officer
Australian Education Union

Maryanne Petersen
Executive Officer Automotive Training Board NSW

Megan Lupton
Sponsorship and Community Relations
NRMA Insurance

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Engine Fit, Brunswick East Victoria

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Head Teacher, Automotive
Dubbo Campus, Western Institute of TAFE NSW

Warwick Smith
Head Teacher Automotive
Granville Campus, South Western Institute of TAFE NSW

Automotive students and staff at Dubbo Campus Western Institute of TAFE NSW and students and staff at North Coast Institute of TAFE NSW.

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Welcome to the Overdrive workbook

This workbook goes with the CD-ROM *Overdrive.* The workbook will give you more information about activities that are on the CR-ROM and will give you extra practice at doing these activities.

When you see the symbol **Guided activity**

this means that you teacher or trainer will guide you in these activities.

When you see this symbol **Group work**

this means that you do this activity with someone else.

There are other activities without any symbols. These activities are for you to do yourself. There are suggested answers for each section of the workbook.

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Overdrive

Job cards

Introduction

Guided activity

Most automotive workshops have job cards. The job card is like a contract between the owner and the workshop so an accurate description of the work to be carried out is very important.

Job cards have four main purposes:

- to communicate the work that needs to be done on vehicles
- to record the work that has been done by the service technician or mechanic
- to refer to if any questions come up later about the work that was done
- to serve as a legal document (contract) between the owner and the automotive workshop.

Does your workshop have job cards?

If not, what do they use?

Who needs the information on job cards and why?

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Tips

Tips for filling in job cards

- Use a completed job card as a model (Use the one in the workbook or one from your workshop).
- Use what the boss has filled in on the front of the job card under ‘Repair Instructions’ to help you with difficult words when you fill in the ‘Work Performed’ section on the back of the job card.
- Keep a personal dictionary of difficult words you need to use a lot. This will help you spell the words correctly. Spelling words correctly is important as it helps the workshop look professional.
- Record accurately and clearly the work you have done.
- Make sure you keep a record of the time taken for each job.

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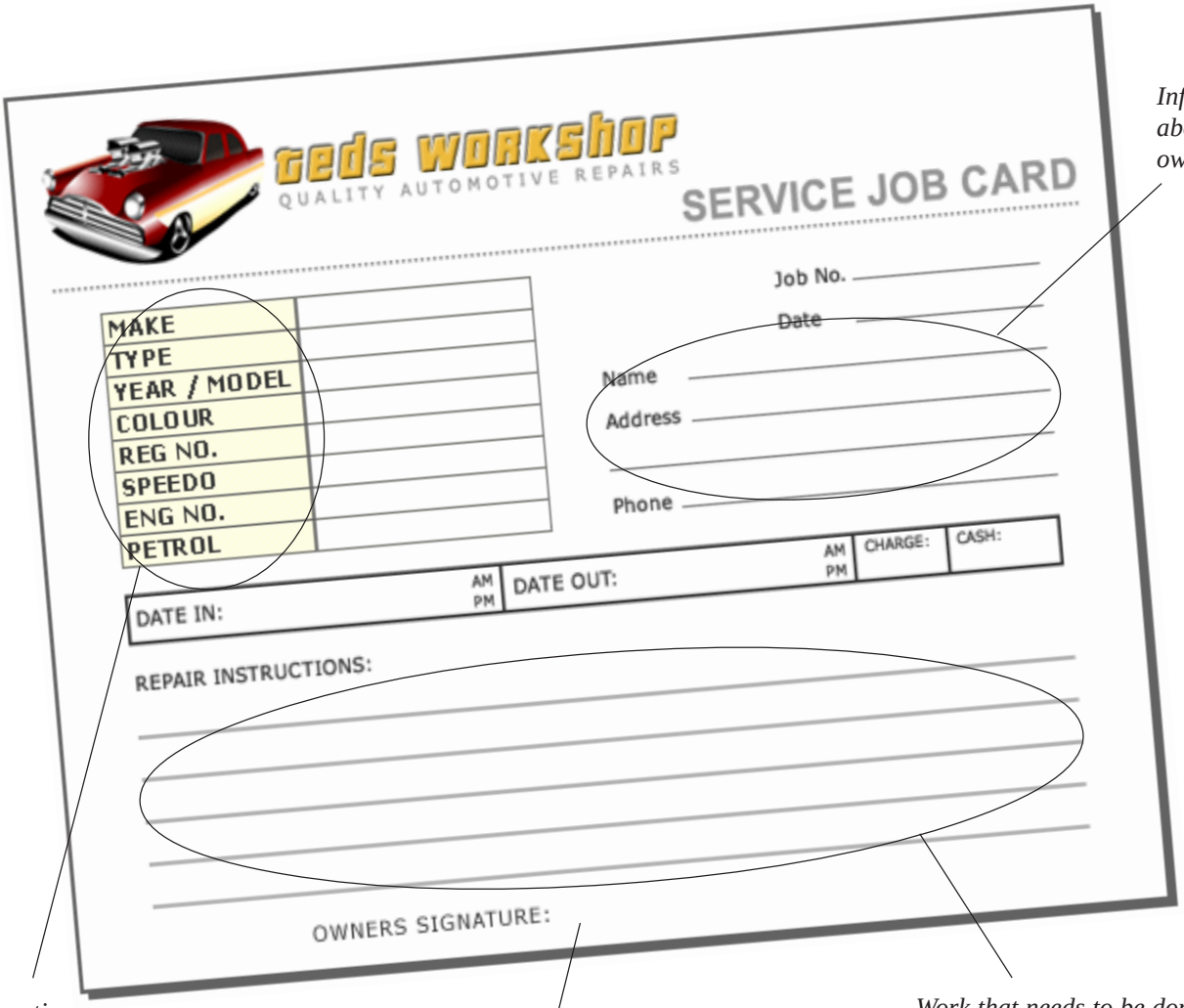
Filling in job cards

The front of a job card usually has information about the owner of the vehicle and details of the vehicle such as the vehicle registration number and the vehicle type and model.

Here is the front of the job card from Ted's workshop on the CD-ROM.



Information about the car owner

Information about the vehicle

The form must be signed by the owner before you start work on the car. If a dispute arises over the work carried out and the owner's signature is not on the form, the Department of Fair Trading will rule on the side of the owner.

Work that needs to be done to the vehicle. This information comes from the owner; the vehicle history records. Someone in the office will usually fill in this part of the job card.

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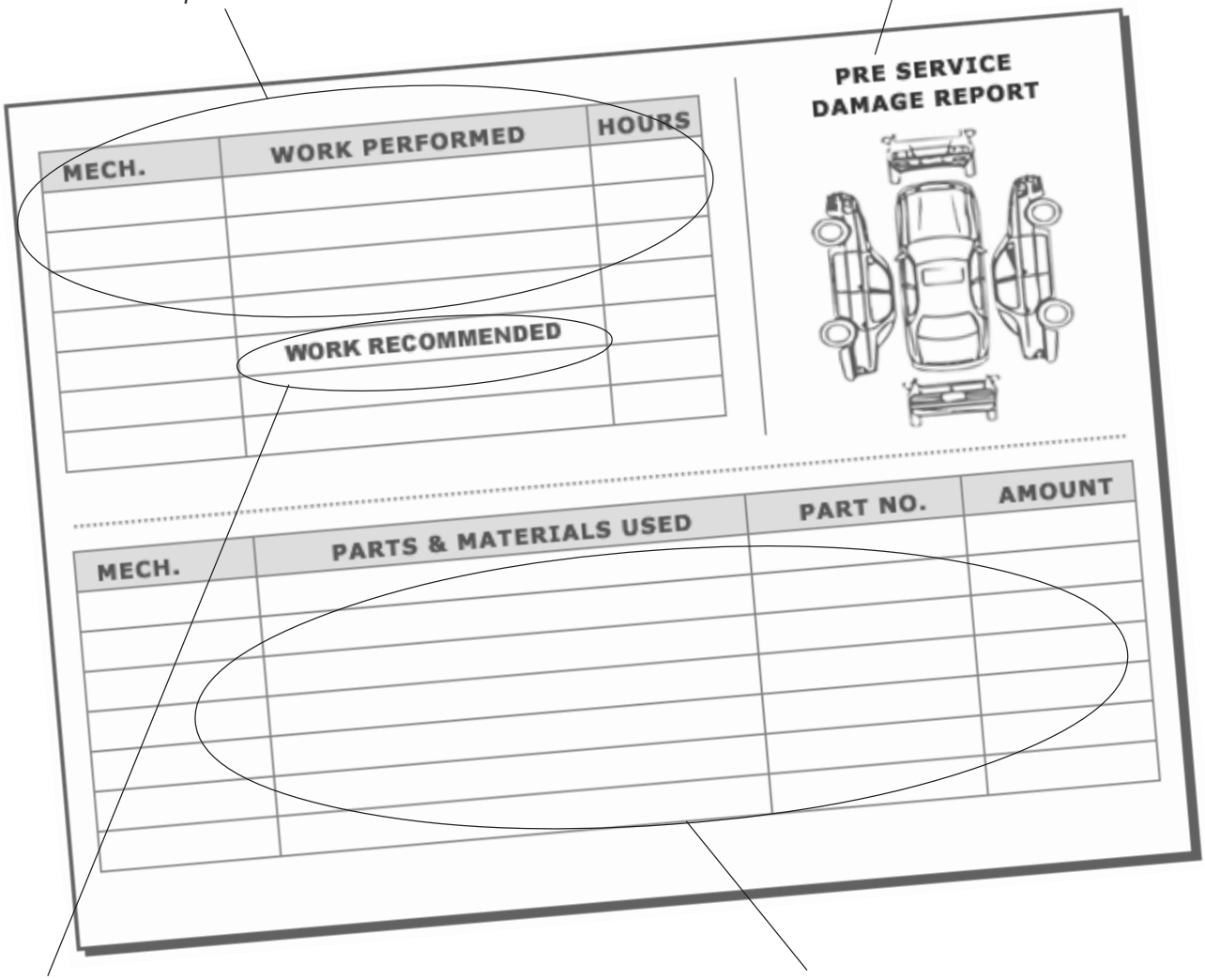
The technician servicing the vehicle fills in the back of the job card.

Here is the back of the job card from Ted's workshop on the CD-ROM.

The first thing a technician does is look at the vehicle and draw on the diagram any damage the vehicle already has. For example, scratches, dents.

The technician servicing the vehicle writes:
- their name
- the work they have done
- the amount of time that the work took.



The technician servicing the vehicle writes:
- additional work that needs to be done on the car.

- The technician servicing the vehicle writes:
- the parts that they used
- the part number
- any materials used
- the quantity of the materials.

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Group work

Look at the *Repair Instructions* on the front of the job card (on page 3).

Discuss:

- What is the boss asking the service technician to do?
- How does this relate to what the service technician wrote on the back of the job card (on page 4)?
- Who fills in the ‘Amount’ column in your workplace?

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Work performed

The work performed on a vehicle needs to be recorded accurately on a job card. The information you write is used to tell the customer what work was done so the customer knows what they are spending their money on.

Group work

Activity 1

Collect some job cards from your workplace. Ask your boss if you can make a copy of some completed job cards. Make sure you white out or block out the owner's name and their address, as this is confidential information.

Compare these job cards with the other members of the group.

Discuss:

1. Are any sections of the job cards the same?
2. Are any sections of the job cards different? Why?
3. Can you understand what the service technician wrote?
4. Are there any sections on the job card not filled in by the service technician?
5. How is the time written?

Check your answers at the end of this section.

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Activity 2

The front of the job card lists the work you will need to do:

For example: ***Change*** *the oil* ***Test*** *the battery*

The action word is at the beginning. This is the action that the boss wants you to take.

The back of the job card says what you have done. The action word changes to show that the task has been finished:

Changed *the oil* ***Tested*** *the battery*

The action word now has "ed" on the end.

For example **'change'** to **'changed'**.

Some words change in the middle. For example, **'give'** changes to **'gave'**.

The boss asked you to perform the following tasks on a vehicle.

Write what you did. The first one has been done for you.

The boss wrote…	You wrote when you finished…
1. Change the oil.	*Changed the oil.*
2. Check the brakes.	
3. Service the vehicle.	
4. Clean the interior.	
5. Replace the battery if necessary.	
6. Add new oil filter.	
7. Give the vehicle a wash.	
8. Refill the cooling system with coolant.	

Check your answers at the end of this section.

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Activity 3

When you write on job cards, it is not necessary to write a full sentence. You only have to write the important words. For example:

The service technician will say	They will write
1. I have serviced the vehicle like you asked.	*Serviced the vehicle.*
2. I have changed the coolant.	*Changed coolant.*
3. I replaced the battery because it was flat.	*Replaced battery.*

Change what you would say into what you would write. The first one has been done for you.

The service technician will say	They will write
1. I have replaced the fuel filter.	*Replaced the fuel filter.*
2. I did a full service.	
3. I have checked the tyre pressure.	
4. I gave the vehicle a grease and oil change.	
5. I topped up the coolant.	
6. I have changed the oil filter.	
7. I have cleaned the vehicle.	

Check your answers at the end of this section.

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Group work

Activity 4

When you are working on the vehicle, you may find that there is additional work that needs to be followed up by the owner or at the next service. You write this on the job card under **'work recommended'**. The workshop can then advise the customer and copy this information to the vehicle history.

Remember that you can only carry out work that the customer has agreed to.

Look at these examples of additional work that needs to be followed up:

- *Suggest 4 new tyres and wheel alignment*
- *Sun visor dangerously loose*
- *Rear tyres worn on outer edges*
- *Brake pads are worn. Need changing next service.*

Work with a partner. Make some suggestions of work that needs to be done. The first one has been done for you.

1. Tyres. *Front tyres worn*
2. Oil.
3. Battery.
4. Coolant.
5. Rear screen wiper switch.
6. Rear brake linings.
7. Radiator.

Remember: Put any words you will use again in a personal dictionary.

Check your answers at the end of this section.

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Hours

When you service a vehicle, it is important to write in the time it takes to do each job. The workshop can then work out how much to charge for your time.

There are different ways of writing times. For example three quarters of an hour could be written as:

Fraction	¾ hour or ¾ hr
Decimal	.75 hour or .75 hr
Minutes	45 minutes or 45 mins

Writing times chart

Hour	Fraction	Decimal	Minutes
1/10 hour	1/10 hr	.1 hr	6 mins
2/10 hour	2/10 hr	.2 hr	12 mins
3/10 hour	3/10 hr	.3 hr	18 mins
½ hour	½ hr	.5 hr	30 mins
1 hour	1 hr	1 hr	60 mins
1 hour 6 mins	1 1/10 hrs	1.1 hrs	66 minutes

Check to see which way of writing time suits your workshop job card.

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Some workshops have standard times for different levels of service. These times are often written as decimals of 1 hour.

For example

Service A = 1.1 hours (Standard time to change oil and check lights)

Service B = 1.9 hours (Standard time to change oil; check lights; tune; top up coolant; check spark plug; check tyre pressure)

Service C = 3.1 hours (Standard time to do a major flush and change coolant; check transmission)

Activity 1

Write these times in different ways. The first one has been done for you.

Hour	**Fraction**	**Decimal**	**Minutes**
1 hour 6 minutes	*1 1/10*	*1.1*	*66 minutes*
1 hour 30 minutes			
2 hours 45 minutes			
Quarter an hour			
¾ of an hour			

Check your answers at the end of this section.

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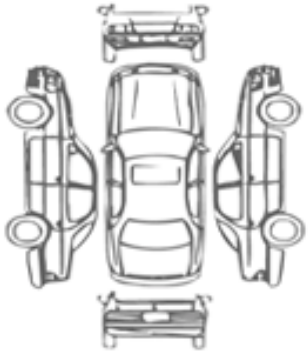
Activity 2

The first job card shows the hours worked by the service technician. The service technician has written the time taken to complete each job in hours and minutes.

Change these times into decimal hours and write them on the second job card. Then calculate the total hours

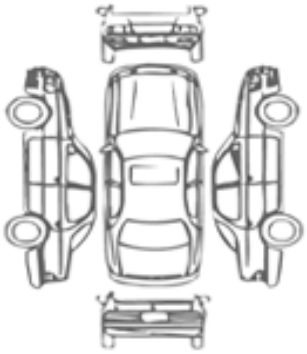
MECH.	WORK PERFORMED	HOURS
Chris	Replaced wheel bearings.	1 hr 30 mins
Chris	Changed engine oil and replaced oil filter	30 mins
Chris	Checked and topped up oil fluid levels.	20 mins
Chris	Rotated all tyres.	12 mins
Chris	Replaced brake pads.	45 mins

PRE SERVICE DAMAGE REPORT



MECH.	WORK PERFORMED	HOURS
Chris	Replaced wheel bearings.	
Chris	Changed engine oil and replaced oil filter	
Chris	Checked and topped up oil fluid levels.	
Chris	Rotated all tyres.	
Chris	Replaced brake pads.	

PRE SERVICE DAMAGE REPORT



Check your answers at the end of this section.

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Parts and materials used

Any parts, materials or fluid you use on a vehicle must be listed on the job card. The parts, materials or fluid are charged to the customer. If a part is missed, it will result in lost profit to the workshop.

Quantities of oil and coolant are usually measured in litres or parts of a litre. 1litre is the same as 1000 millilitres.

Writing quantities chart

¼ litre	¼ L	0.25 L	250 mls (millilitres)
½ litre	½ L	0.5 L	500 mls
¾ litre	¾ L	0.75 L	750 mls
1 litre	1 L	1 L	1000 mls
1½ litres	$1\frac{1}{2}$ L	1.5 L	1500 mls

Activity 1

Write in the quantities below as a decimal. The first one has been done for you.

1. 1 litre *1 L*
2. 1½ litres
3. ½ litre
4. 1¾ litres
5. 500 millilitres
6. 300 millilitres
7. ¾ litre
8. 1¼ litres

Check your answers at the end of this section.

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Calculating the amount of coolant

The amount of coolant to be added to a vehicle's cooling system can be written by the manufacturer in different ways. Some manufacturers:

- use a ratio form for example 1:1 (one part of coolant to one part of water).
- write the amount as a percentage for example 50% (50% percent of coolant).
- write the amount as a percentage composition for example 50/50 (50% coolant and 50% water).

The amount of coolant you need to put in will depend on the size, or capacity, of the vehicle's cooling system.

Ratio

Sometimes the manufacturer writes the amount of coolant and water as a ratio, for example 1:1; 1:2 or 2:3.

Example 1

The ratio 1:1 means **one part coolant** and **one part water**. Another way of saying this is equal amounts of coolant and water.

The manufacturer states that the amount of coolant is in the ratio of 1:1.

If the cooling system capacity of the vehicle is 8 L, you would add equal amounts of coolant and water.

That is you would add **4 L of coolant** and **4 L of water**.

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Example 2

The ratio 1:2 means **one part coolant** and **two parts water**.

The manufacturer states that the amount of coolant should be added in the ratio of 1:2.

The vehicle's cooling system capacity is **12 L**.

To work out the amount of coolant and water:

- **Add** the two parts together to find the total number of parts required: 1 + 2 = 3.
- **Divide** the cooling system capacity (**12 L**) by the total number of parts (3) so that you can find out the value of one part.

  12 ÷ 3 = 4

  This tells you that **one part** = **4 litres**

Answer:

The ratio is 1:2, so you will need one part coolant (4 L) and 2 parts of water (4 x 2 = 8 L).

- one part coolant (1 x 4) = 4 L coolant

and

- two parts of water (2 x 4) = 8 L water

Group work

Activity 2

The manufacturer has stated that the amount of coolant should be added in the ratio of 2:3. The vehicle's cooling system has a capacity of 10 L.

Calculate the amount of coolant and water required for this vehicle.

Check your answers at the end of this section.

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Percentage

Sometimes the manufacturer writes the amount of coolant as a percentage.

Example 1

The manufacturer states that the amount of coolant required for the vehicle's cooling system is 50%. The vehicle has a cooling system capacity of 10 L. To calculate the amount of coolant required:

50% of 10L

$$\frac{50}{100} \times \frac{10}{1} = \frac{500}{100} = 5 \text{ or } 5 \text{ L}$$

Remember, if you are adding 5 L of coolant and the capacity is 10 L, you will also need to add **5 L of water**.

Example 2

The manufacturer's coolant specification is 30%. The vehicle has a cooling system capacity of 12 litres.

To calculate the amount of coolant required:

30% of 12 L

$$\frac{30}{100} \times \frac{12}{1} = \frac{360}{100} = 3.6 \text{ (Litres)}$$

Remember, if you are adding 3.6L of coolant and the capacity is 12L, you will also need to add **8.4 L of water** (12 - 3.6 = 8.4).

Activity 3

Group work

Calculate the amount of coolant required. Check your answer using a calculator.

1. The manufacturer's coolant specification is 30%. The vehicle has a cooling system capacity of 10 L.
2. The manufacturer's coolant specification is 60% and the vehicle's cooling system capacity is 8 L.
3. The manufacturer's coolant specification is 40%, and the vehicle's cooling system capacity is 9.2 L.

Check your answers at the end of this section.

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Group work

Activity 4

Complete the table below by calculating the correct amount of coolant and water.

Vehicle cooling system capacity	Percentage composition	Coolant	Water
10 L	50/50 (coolant/ water)		
6 L	50/50		
9.2 L	50/50		
11.2 L	50/50		
10 L	30/70 (coolant/water)		
9.2 L	30/70		
6 L	40/60 (coolant/water)		
11.2 L	40/60		
10 L	60/40 (coolant/water)		
9.2 L	60/40		

Check your answers at the end of this section.

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Answers

Work performed

Activity 2

The first one has been done for you.

The boss wrote…	You wrote when you finished…
1. Change the oil.	Chang**ed** the oil.
2. Check the brakes.	Checked the brakes.
3. Service the vehicle.	Serviced the vehicle.
4. Clean the interior.	Cleaned the interior.
5. Replace the battery if necessary.	Replaced the battery.
6. Add new oil filter.	Replaced oil filter.
7. Give the vehicle a wash.	Give the car a wash.
8. Refill the cooling system with coolant.	Refilled the coolant.

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Activity 3

Write what you did. The first one has been done for you.

The service technician will say	They will write
1. I have replaced the fuel filter.	Replaced the fuel filter.
2. I did a full service.	Full service
3. I have checked the tyre pressure.	Checked tyre pressure
4. I gave the vehicle a grease and oil change.	Gave vehicle grease and oil change
5. I topped up the coolant.	Topped up coolant
6. I have changed the oil filter.	Changed the oil filter
7. I have cleaned the vehicle.	Cleaned the vehicle

Activity 4

1. Front tyres worn
2. Oil wetness about engine
3. Battery not holding charge. Battery needs changing next service
4. Coolant low in reservoir
5. Rear screen wiper switch is faulty
6. Rear brake linings need replacing next service
7. Radiator is leaking

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Hours

Activity 1

Hour	Fraction	Decimal	Minutes
1 hour 6 minutes	1 1/10 hrs	1.1 hrs	66 mins
1 hour 30 minutes	1½ hrs	1.5 hrs	90 mins
2 hours 45 minutes	2¾ hrs	2.75 hrs	165 mins
Quarter an hour	¼ hr	0.25 hrs	15 mins
¾ of an hour	¾ hr	0.75 hrs	45 mins

Parts and materials used

Activity 1

1. 1 litres 1 L
2. 1½ litres 1.5 L
3. ½ litre 0.5 L
4. 1¾ litres 1.75 L
5. 500 millilitres 0.5 L
6. 300 millilitres 0.3 L
7. ¾ litre 0.75 L
8. 1¼ litres 1.25 L

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Activity 2

1. Add the number of parts

   2 + 3 = 5

2. Divide the capacity of the cooling system by the number of parts in the ratio to find the value of each part

   10 ÷ 5 = 2

3. Multiply the number of parts of coolant required by the value of each part

   2 X 2 = **4 L (coolant)**

4. Multiply the number of parts of water required by the value of each part

   3 X 2 = **6 L (water)**

Activity 3

1. $\frac{3}{100} \times \frac{10}{1}$ = **3 or 3 L**

2. $\frac{60}{100} \times \frac{8}{1} = \frac{480}{100}$ = **4.8 or 4.8 L**

3. $\frac{40}{100} \times \frac{9.2}{1} = \frac{368}{100}$ = **3.68 or 3.68 L**

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Activity 4

Vehicle cooling system	Percentage composition	Coolant	Water
10 L	50/50 (coolant/ water)	**5 L**	**5 L**
6 L	50/50	**3 L**	**3 L**
9.2 L	50/50	**4.6 L**	**4.6 L**
11.2 L	50/50	**5.6 L**	**5.6 L**
10 L	30/70 (coolant/water)	**3 L**	**7 L**
9.2 L	30/70	**2.76 L or 2.8 L**	**6.44 L or 6.4 L**
6 L	40/60 (coolant/water)	**2.4L**	**3.6L**
11.2 L	40/60	**4.48 L or 4.5 L**	**6.72 L or 6.7 L**
10 L	60/40 (coolant/water)	**6 L**	**4L**
9.2 L	60/40	**5.52 L or 5.5 L**	**3.68 L or 3.7 L**

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Overdrive

Customer service

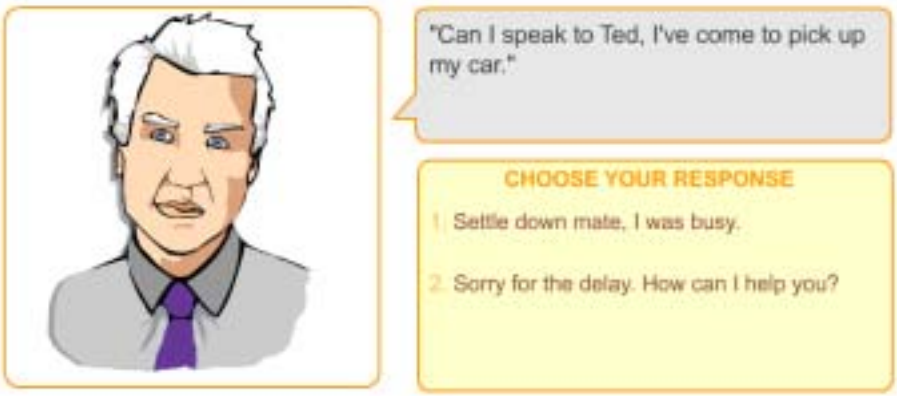
Introduction

Guided activity

An important part of working in the automotive retail, service and repair industry is dealing with customers.

- Why is dealing with customers sometimes difficult?
- Have you had any difficult situations? What did you do?
- Why is it important to be polite and stay calm?

On the CD-ROM you had to choose the best reply to make to a customer.



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Tips

Tips for good customer service

- Be friendly, smile as you greet the customer.
- If the customer is a regular, use their name in your greeting. If the customer is unknown to you, just say “Good Morning”.
- If the customer has a problem, show interest and ask questions. Be a good listener and act and speak calmly. Good service is all about doing a little bit more than you have to.
- Take all the customer complaints seriously. Repeat the problem back to the person complaining to check that you’ve got it right. Call your supervisor if you cannot fix the problem. Write down the details and always follow the problem up. Never show that you are angry with a customer.

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Good customer service

Group work

Activity 1

Which of these greetings is a good way to approach customers?

Put a "✓" in the right column.

Question	✓ Good approach	✓ Bad approach	Why?
Can I help you?			
Do you want something?			
Hello Mrs Matthews. Your car's ready to go.			
Yes. What can I do for you?			
You'll have to wait. I'm busy.			
Hey mate you can't come in here.			
How come you are here early?			
Hello. Could you just wait outside for a minute? I'll get Ted.			
Would you mind waiting a minute while I get this wheel on?			
Have you got a problem mate?			
Good Morning. How are you?			

Check your answers at the end of this section.

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Group work

Activity 2

Sometimes, one word can mean different things to different people. People of different age groups or from different cultures can sometimes use one word to mean different things. When you communicate with customers, you need to be careful to make sure that the customer knows exactly what you are trying to say.

Discuss Marlene's or Dave's story. What caused the misunderstanding?

Marlene's story

Marlene is training to be a service technician. She works as a trainee, but also does some extra work answering the phones and doing some bookwork.

A non-Aboriginal woman, Janet, and her daughter came to pick up a car that had been in for a service.

The mother came to the desk and said to Marlene:

'This is the third time I have brought my car here and I'm always really happy with the work.

I would like to meet the mechanic and thank him for doing such a good job. I think his name is Mark.'

Marlene replied:

'Yeah he's real deadly ay?

I'll ask him to come out but don't praise him too much or he'll be too shamed to talk to you.'

Marlene walked away to find Mark.

Janet was a bit confused. There were a few words that didn't seem to make sense to her.

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Dave's story

Dave is a 21 year old Aboriginal man who works as a service technician.

Dave has always used the words 'Uncle' or 'Aunty' when he talks to elders in his community, or other people who are older than him. Dave does this to show respect. It doesn't mean he is related to them.

For example, when he meets an older woman for the first time he usually calls her 'Aunty' whether she is Aboriginal or non-Aboriginal. It's just natural to him and he has done that since he was a small child.

A non-Aboriginal woman, Mrs Charles and her friend, both about 50 years old, came to pick up a car.

Dave explained that Mrs Charles would have to wait a few minutes and said:

'Would you like to sit down while you wait Aunty, there's a seat here.'

Mrs Charles looked at the word 'Aunty' differently. She turned to her friend and said:

'Why did he call me Aunty?'

Check your answers at the end of this section.

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Non-verbal behaviour

The words you choose to speak to a customer (verbal behaviour) are important , but non-verbal behaviour is also very important. Non-verbal behaviour means the expressions on your face, eye movements, your body language and also the tone of your voice.

It is important that your non-verbal behaviour matches what you are saying to the customer. For example, if you say “Good morning” then the tone of your voice should not be irritable and your face should not look angry.

In Marlene’s story, if the customer had paid attention to Marlene’s non-verbal behaviour (her body language and the tone of her voice), it would have helped her understand.

Group work

Activity 1

Discuss:

- What are some examples of positive non-verbal behaviour?
- What are some examples of negative non-verbal behaviour?
- Have you ever been in a situation where the non-verbal message you were getting was different to what the person was actually saying? What did you believe? The words or the body language?
- Do you know of any non-verbal behaviour that has different meanings for non-Indigenous people or for Indigenous people from a different place?

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Asking questions

When dealing with customers, you may have to get more information about them or their vehicle so that you can do your job properly. Customers will expect you to ask them questions about the work on their vehicle.

Some of these questions will get a 'Yes' and 'No' answer but others will give you more information.

If you want to check information and get a 'Yes' or 'No' answer, then use question words starting with: Did, Do, Can, Have, Will, Are.

For example:

Have *you had your car serviced here before?*

Are *you waiting for the Mazda?*

If you want more information, use questions with: What, Which, Where, When, How, and Why. For example:

What *sort of noises is it making?*

How often *do you need to top up your oil?*

When *do you have trouble starting the car?*

Make sure you listen carefully to the customer's answer. It is no use asking questions if you don't listen to the answer and use the information given.

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Activity 1

Tick "✓" what sort of answer you would get to the following questions?

Question	Yes/No	More information
When did the trouble start?		
Can I contact you on that number early this afternoon?		
Did it have the same problem last time it was serviced?		
How often do you need to top up the oil?		
When was it last serviced?		
What's your address?		
Is your phone number still the same?		
What time would you like to pick it up?		
Would you like to speak with the manager about that?		

Check your answers at the end of this section.

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Group work

Activity 2

What are some questions that you could ask these customers?

The customer tells you…	Your questions
…the car seems to be using up a lot of oil lately.	
…the water needs topping up every time she gets petrol.	
…the car had a flat battery a few days ago.	
that last time he was not happy with the appearance of the car after the service	
…her cousin gets his car serviced here and he thinks you do a good job.	
…the car is sometimes difficult to start.	
…she needs the car to pick up the kids from school.	

Check your answers at the end of this section.

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Dealing with difficult situations

Sometimes you may need to deal with a customer who is angry or upset about the work you have done. It is important that you deal with the situation well so that you keep them as a customer and the reputation of your business does not suffer.

Refer back to the tips at the beginning of this section.

Group work

Activity 1

Using the information in the tips, discuss with your group how you would deal with the following situations:

1. Customers who have problems with the cost of the service.
2. Customers who want the car finished in a hurry.
3. Customers who want to check some aspect of the service with their partner.
4. Customers who insist on talking to the manager even though the manager is not available.
5. Customers who say that they won't be able to pay for the service.
6. Customers who think that you have made the car look untidy or dirty.
7. Customers who are not happy with the work you have done.

Check your answers at the end of this section.

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Answers

Good customer service

Activity 1

Question	✓ Good approach	✓ Bad approach	Why?
Can I help you?	✓		*Standard service greeting*
Do you want something?		✓	*Confronting. Too direct.*
Hello Mrs Matthews. Your car's ready to go.	✓		*Polite greeting followed by information.*
Yes. What can I do for you?	✓	✓	*It depends on how you say it as to whether it is polite or not.*
You'll have to wait. I'm busy.		✓	*Not a good idea to tell customers that they 'have to' do something. Better to request 'could you', 'Would you mind'. It is good to give reason but 'I'm busy' is too abrupt. Give time when you will be available.*
Hey mate you can't come in here.		✓	*Some people may not like being called 'mate'. Not a good idea to tell customers they 'can't' do something. Better to use a request.*
How come you are here early?		✓	*Confronting, direct question. Customer does not have to give a reason.*

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Activity 1 (continued)

Question	✓ Good approach	✓ Bad approach	Why?
Hello. Could you just wait outside for a minute? I'll get Ted.	✓		*Requesting the customer wait and also telling them of your intentions.*
Would you mind waiting a minute while I get this wheel on?	✓		*Requesting the customer wait and also giving reason.*
Have you got a problem mate?		✓	*Direct and confronting – not polite*
Good Morning. How are you?	✓		*Standard polite greeting.*

Activity 2

Marlene's story

Word	What Janet thought it meant
Deadly	The woman thought the word 'deadly' meant dangerous.
Praise him up	The woman thought praise meant to draw a lot of attention to someone, and make a big deal about their good points. She did not know why the word 'up' was used in the sentence.
Shamed	The woman thought this word meant ashamed or feeling guilty about something. She thought Marlene was trying to say that Mark had done something wrong and would feel bad about it when he met them.

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Perhaps this is what Janet thought Marlene said.

'Mark is dangerous. I'll ask him to come out but don't draw too much attention to him or he will feel too guilty to talk to you.'

But that's not what Marlene really meant!

This is what Marlene was trying to say…

Deadly	Marlene meant that Mark was really good. In this situation, Marlene was trying to say that she agreed with the woman when she said that Mark was a skilled mechanic.
Praise him up	Marlene meant to focus attention on Mark and directly talk about his good work. Some people find this uncomfortable.
Shamed	Marlene meant that Mark would feel embarrassed. He would feel uncomfortable with too much attention on him.

Using Marlene/s meaning for the words, this is another way of saying what she really meant.

'Yes Mark is a very good mechanic. I'll ask him to come out. Sometimes he's a bit shy so he might feel a bit embarrassed when you tell him that you're so pleased with his work.'

So you can see that one person might say something that they think is polite. They know what they are trying to say. Everything they say makes perfect sense to them.

But sometimes, the person they are speaking to might look at it differently. They might think it means something else. This can make them confused or offended, even though you were trying to be polite.

There are lots of words that can have more than one meaning.

Make sure you think about what you really mean to say, and choose words that will help the customer to clearly understand you.

Dave's story

You can see that Dave and Mrs Charles have a different meaning for the word 'Aunty.' Dave uses it as a way of showing respect. He believes it is polite.

But the non-Aboriginal woman looks at the word Aunt as a sign of getting old. She believes it is insulting because she does not want to feel old.

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Asking questions

Activity 1

Question	Yes/No	More information
When did the trouble start?		✓
Can I contact you on that number early this afternoon?	✓	
Did it have the same problem last time it was serviced?	✓	
How often do you need to top up the oil?		✓
When was it last serviced?		✓
What's your address?		✓
Is your phone number still the same?	✓	
What time would you like to pick it up?		✓
Would you like to speak with the manager about that?	✓	

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Activity 2

The customer tells you…	Your questions
…the car seems to be using up a lot of oil lately.	*How often do you need to top it up?*
…the water needs topping up every time she gets petrol.	*How long has that been happening.* *Have you noticed if the car is overheating?*
…the car had a flat battery a few days ago.	*Is that the first time?*
…that last time he was not happy with the appearance of the car after the service	*What, in particular, were you not happy with?*
…her cousin gets his car serviced here and he thinks you do a good job.	*What's your cousin's name?*
…the car is sometimes difficult to start.	*Is it worse when the engine is cold?*
…she needs the car to pick up the kids from school.	*What time do you need the car then?*

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Dealing with difficult situations

Customers who have problems with the cost of the service.

Go through the invoice with them and explain the cost of each item. If they query the labour costs, show them the job card which shows how much time was spent on the car.

If they object to the cost of a part, you could explain the quality of the product means that it won't have to be replaced as often and will last much longer, which means it is cheaper in the long run.

Never mislead the customer as it can have negative consequences with the customer.

Customers who want the car finished in a hurry.

Explain the workload for the day and the priorities that you already have.

Assure them you will try to do your best but it may not be possible.

Check when they want the car ready for.

If it appears to be extremely important and you won't have the car ready, you could offer them another vehicle.

Customers who want to check some aspect of the service with their partner.

You may like to ask the customer if they would like to make the phone call from the office.

Customers who insist on talking to the manager even though the manager is not available.

Suggest another member of staff who may be able to help them. Ask them if the manager can contact them later.

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Customers who say that they won't be able to pay for the service.

Ask them if they would like to pay by credit card.

Offer to drive them to the bank.

Suggest they leave the car in the workshop while they get the money.

Customers who think that you have made the car look untidy or dirty.

Ask them what in particular is worrying them.

Ask them what they would like you to do about it.

Suggest they leave the car or wait in the office while you make the car more presentable.

Customers who are not happy with the work you have done.

Listen carefully and show the customer that you are genuinely concerned.

Ask them what in particular is worrying them.

Ask them what they would like you to do about it.

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Overdrive

Written instructions

Introduction

Guided activity

In the workshop you will probably find lots of examples of written instructions. These may include instructions in manuals on how to do the job and instructions on how to operate machinery such as the hoist.

Find some examples of written instructions from your workplace.

- What is the purpose of the instructions?
- Who put the instructions there and why?
- Do the instructions have numbered steps? If not, how do you know what order to follow?
- What would happen if you did not follow the instructions?

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Tips

Tips for reading written instructions

- Use what you know already about the task or the equipment you are using to guess the meanings of any new or difficult words.
- Check your guess with a dictionary or check with someone else.
- Look closely at any drawings to help you understand the words.
- Be sure to follow the steps in the right order.
- Ask for help. It is better than making a mistake, or having an accident.

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Understanding instructions

Here are the written instructions for changing the oil that you heard as spoken instructions on the CD-ROM.

Changing the oil

1. Warm up the engine-if the oil is warm, it will drain faster.
2. Stop the engine.
3. Put a pan under the drain plug.
4. Use a wrench to get the drain plug off. Be careful as the oil could be hot.
5. **Let** the oil drain out.
6. **Put** the drain plug and gasket back.
7. **Put** the oil in the oil collection container.

Adding oil

1. **Take** the filler cap off.
2. **Add** the oil and put the filler cap back on.
3. Check the oil level on the dipstick.
4. Run the engine and look for any small leaks from around the oil filter or drain plug.
5. Turn the engine off and wait a few minutes.
6. **Then** check the oil level again and add more oil if necessary.

Headings –what the instructions are for.

Numbers –the order to do things. Note that instructions are not always numbered.

Action words – what to do .

Sequence words – when to do the action eg before, after, then, next.

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Group work

Activity 1

Discuss:

- Which of the instructions (A or B) below, is an example of written language and which is an example of spoken language? How do you know?
- How are they different?

A	B
You need to warm it up a bit. Yep.	Make sure the car is at normal operating temperature.
Now park it where it's level.	Park on a level surface.
Turn it off and just wait for a few minutes.	Turn off the engine and wait a few minutes for the oil to drain back into the bottom of the engine.
See the dipstick there? Pull it out and wipe it off with a rag. That's it.	Pull out the dipstick and wipe it clean with a rag.
Now put it back in. Until you feel it hit the bottom. OK?	Reinsert the dipstick – push it in as far as it will go.
Now when you pull it out just have a look at where the oil is coming to on the stick. Is it between the 'F' and the 'L'? No?	Pull out the dipstick and look at the oil level on the end. If it is between the 'F' and 'L' marks it is all right.
Well mate looks like you need some more oil. Put a bit more in, bit more, that's it.	If it is below the 'L' mark add oil up to the 'F' line immediately.

Check your answers at the end of this section.

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Group work

Activity 2

Here is a set of instructions using pictures. The pictures show Scott lifting a box of coolant bottles safely. Write the correct instructions (on page 46) under each picture .

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

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- Keep your back straight. With your arms close to your body lift the load.
- Face the way you are going to go. Put your feet close to the load.
- Hold the load close to your body as you walk.
- Bend your knees. Hold the load firmly. Start to lift the load keeping it close to your body.
- Setting the load down is just as important as picking it up. Keep your back straight. Lower the load by bending your knees. When the load is safely down, release your grip.
- Check the path is clear.
- Check the weight of the load.

Check your answers at the end of this section.

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Activity 3

Read the instructions on Emergency Procedures for Fire. Tick "✓" if the statements are correct.

EMERGENCY PROCEDURES FOR FIRE

- Notify the Fire Brigade.
- Switch off the main power, if safe to do so.
- Evacuate people.
- Attempt to extinguish fire while waiting for the Fire Brigade to arrive if this is feasible. Do not endanger other people or your own safety.
- Ensure clear access for Fire Brigade.
- Advise Fire Brigade of situation on arrival at site.
- Secure premises and records only if safe to do so.

		Yes	No
1.	Telephone the Fire Brigade	___	___
2.	Leave the main power switched on	___	___
3.	Don't try to put out the fire while you wait for the Fire Brigade	___	___
4.	Make sure the Fire Brigade can get in to the building	___	___
5.	Don't talk to the Fire Brigade when they arrive	___	___

Check your answers at the end of this section.

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Activity 4

Below is another set of instructions about what to do if you ever have to fight a fire.

Add the action words in the box below to these instructions. You can only use each word in the list once. The first one has been done for you.

Action words:

make sure ***put*** ***use*** ***use*** ***aim*** ***leave***
close ***turn***

When fighting a fire:

- Always ***use*** extinguishers in the upright position.
- _____ you fight the fire from a position where you can get out quickly if necessary.
- _____ the extinguisher at the base of the fire
- _____ a sweeping movement across the base or source of the fire
- _____ used extinguishers down on their side so other people don't pick up empties to fight the fire with.
- Never _____ your back on a fire even if you think it is extinguished
- _____ the building and _____ the doors if the fire gets too large or too hot.

Check your answers at the end of this section.

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Using flowcharts

Flowcharts are diagrams that are often used in workplaces instead of written instructions. They usually have lines and arrows linking parts of the instructions that are related.

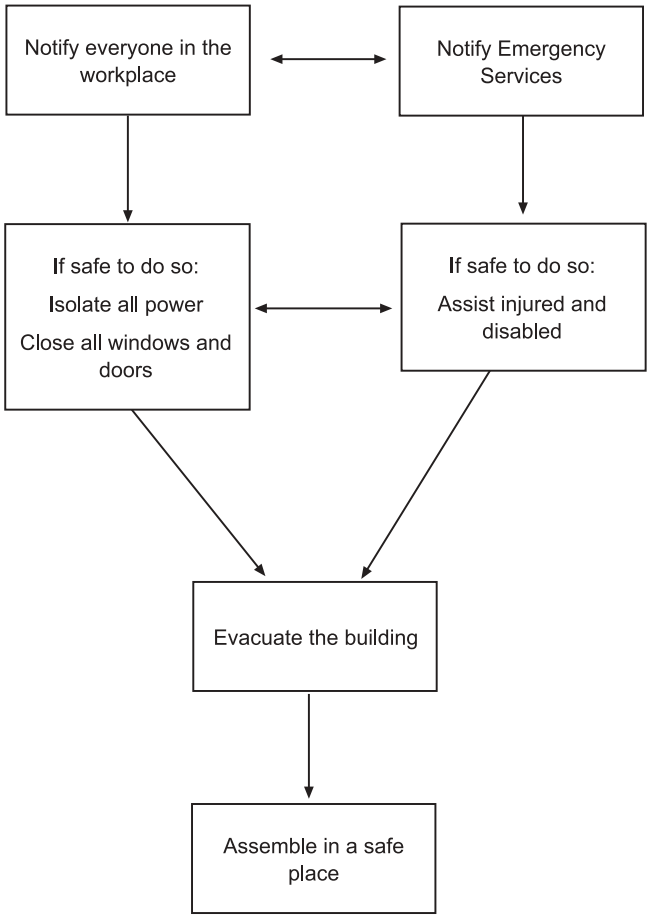
Discuss:

- Can you find any examples of flowcharts in your workplace?
- Do you find them easy or difficult to read?

Group work

Activity 1

Read the emergency evacuation flowchart. Fill in the missing words in the text opposite.



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In an emergency the first things you should do are _____

_____ and _____

Next you should only turn off the power and close the windows if

_____

If it is safe, you should also _____

before you _____

Once you are out of the building, then you must _____

_____

Group work

Activity 2

Discuss:

In the passage above there are some sequence words that were used to indicate when you should do something. Draw a line under these words. Why are there no sequence words in the flowchart?

Check your answers at the end of this section.

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Answers

Understanding instructions

Activity 1

Instruction ‘A’ is spoken.

Instruction ‘B’ is written.

Activity 2

1. Check the path is clear.
2. Check the weight of the load.
3. Face the way you are going to go. Put your feet close to the load.
4. Bend your knees. Hold the load firmly. Start to lift the load keeping it close to your body.
5. Keep your back straight. With your arms close to your body lift the load.
6. Hold the load close to your body as you walk.
7. Setting the load down is just as important as picking it up. Keep your back straight. Lower the load by bending your knees. When the load is safely down, release your grip.

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Activity 3

		Yes	No
1.	Telephone the Fire Brigade	✓	
2.	Leave the main power switched on		✓
3.	Don't try to put out the fire while you wait for the Fire Brigade		✓
4.	Make sure the Fire Brigade can get in to the building	✓	
5.	Don't talk to the Fire Brigade when they arrive		✓

Activity 4

Below is another set of instructions about what to do if you ever have to fight a fire.

Add the action words to the missing spaces in these instructions. You can only use each word in the list once.

When fighting a fire:

- Always *use* extinguishers in the upright position.
- *Make sure* you fight the fire from a position where you can get out quickly if necessary.
- *Aim* the extinguisher at the base of the fire
- *Use* a sweeping movement across the base or source of the fire
- *Put* used extinguishers down on their side so other people don't pick up empties to fight the fire with.
- Never *turn* your back on a fire even if you think it is extinguished
- *Leave* the building and *close* the doors if the fire gets too large or too hot.

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Using flowcharts

Activity 1

In an emergency the first things you should do are *notify the emergency services* and *everyone in the workplace*.

You should only turn off the power and close the windows *if it is safe to do so.*

If it is safe, you should also *assist any injured or disabled* before you *evacuate the building.*

Once you are out of the building, then you must *assemble in a safe place*.

Activity 2

In an emergency the first things you should do are *notify the emergency services* and *everyone in the workplace*.

Next you should only turn off the power and close the windows *if it is safe to do so.*

If it is safe you should also *assist any injured or disabled* before you *evacuate the building.*

Once you are out of the building, then you must *assemble in a safe place*.

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Overdrive

Phone messages

Introduction

Guided activity

In a workshop you will sometimes need to answer the phone, understand what the caller wants, and pass a message onto the correct person. You will usually need to write down some of these messages. Although this is not the main part of your job, it is an important part of being in a workplace and a very important part of customer service.

It is important to write messages clearly with all the necessary details.

- Can you think of any messages that you have written lately?
- Why did you write it down?
- How was it different from a spoken message?
- What bits did you write down? What bits did you leave out? Why?

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Tips

Tips for taking phone messages

- Be polite.
- Identify yourself and the workshop.
- Check the spelling of the person's name and telephone number.
- Repeat main points of the message to the caller to make sure details are correct.
- Write clearly so that people can read your handwriting.
- Keep the message short and to the point.
- Write the name of the person you are writing to.
- Write your own name at the end so that the person can ask you for more information if they need it.
- Include the time and date.
- If you can, check later that the person has received your message.

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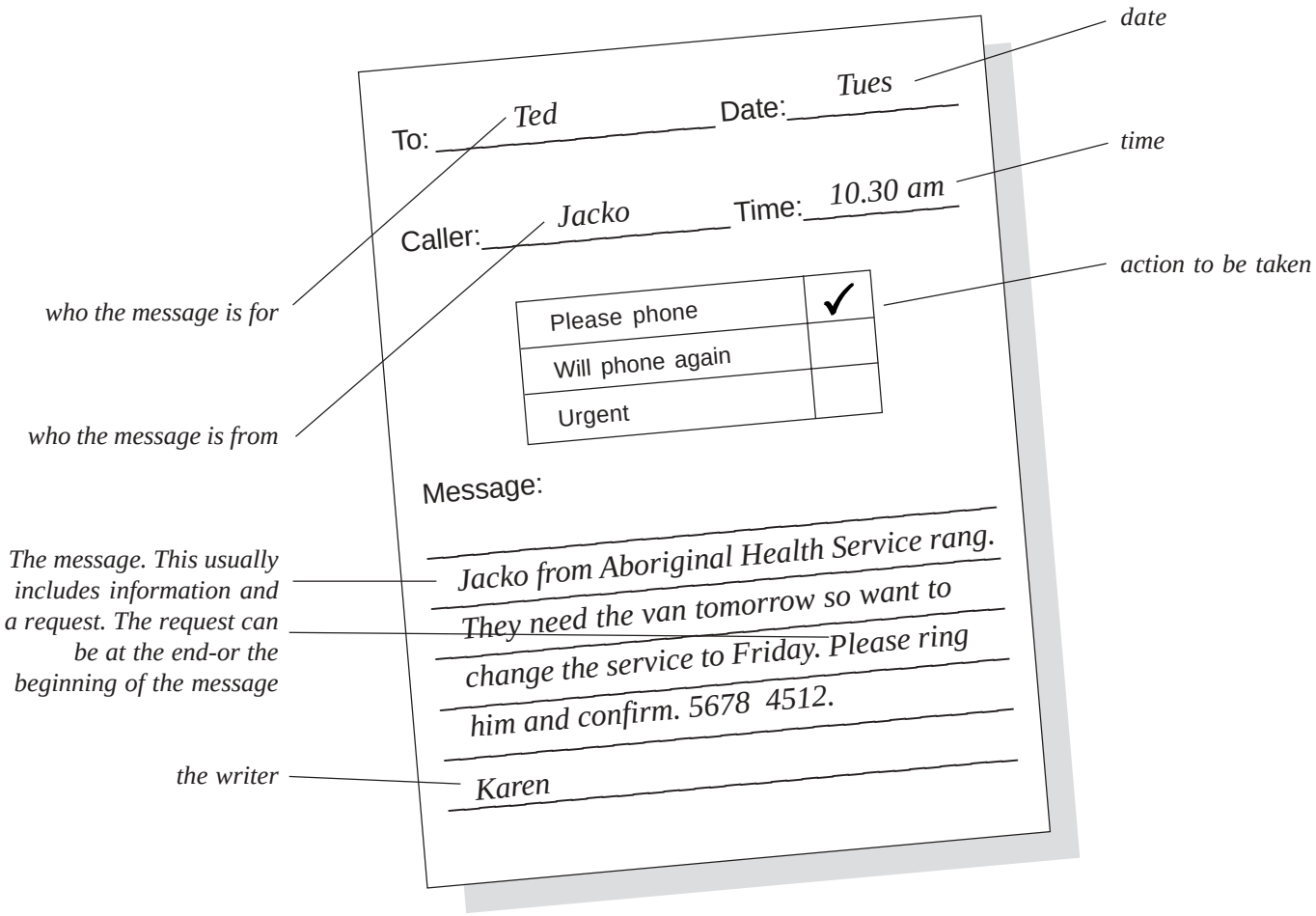
Understanding phone messages

Look again at the phone message you had to write in the CD-ROM.



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Activity 1

Underline the request in these messages.

Mary

Can't finish Mazda this morning - need to get part. Ring Sam Jessop - tell him it won't be ready until late arvo. Thanks,

Ted

_____

Mick

Becky rang. She wants you to pick up Ricky from the Simpson's house on your way home. Call Margaret Simpson and let her know what time you'll be there. She wants to go out for a while. 5678 4444.

Mary

_____

Ted

Steve from the Housing Co-op rang. The meeting tomorrow night has been cancelled. Can you please let Donna know?

Mary

Check your answers at the end of this section.

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Activity 2

Read the following messages and answer the questions below each message.

Message 1

To: *Ted* Date: *Tues*

Caller: *Jacko* Time: *10.30 am*

Please phone	✓
Will phone again	
Urgent	

Message:

Jacko from Aboriginal Health Service rang. They need the van tomorrow so want to change the service to Friday. Please ring him and confirm. 5678 4512.

Karen

- Who is the message for?
- Who wrote the message?
- What day does the Health Service need the van?
- What day is the best day to have the van serviced?
- What day can Ted service the vehicle?

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Message 2

To: *Mary* Date: *Wed*

Caller: *Bridge Auto Part* Time: *2 pm*

Please phone	
Will phone again	
Urgent	

Message:

Bridge Auto Parts rang. The parts for the Land Cruiser have not arrived yet. Ring Al Minkin and tell him very sorry but we can't do the Cruiser tomorrow. Monday is OK.

Ted

- Who is the message for?
- Who wrote the message?
- Who owns the Land Cruiser?
- Why can't Ted service the Land Cruiser tomorrow?
- What day can Ted service the vehicle?

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Message 3

To: *Ted* Date: *Wed*

Caller: *Mick Morgan* Time: *Lunchtime*

Please phone	✓
Will phone again	
Urgent	

Message:

Mick Morgan wants you to ring. Didn't want to say what it was about. He'll be at home until 2 - 6498 5643. After 2 on the mobile – 0408 888888.

Karen

- Who is the message for?
- Who wrote the message?
- What number should Ted ring before 2 o'clock?
- What number should Ted ring after 2 o'clock?
- What does Mick want to talk to Ted about?

Check your answers at the end of this section.

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Writing messages

When writing messages, it is useful to keep the messages as brief as you can. Two ways of doing this are using abbreviations and keeping your sentences short.

Group work

Activity 1

Abbreviations are often used in phone messages. For example 'ASAP' is an abbreviation of 'as soon as possible'.

Discuss any abbreviations that people use at your workplace. Make a list of them.

Activity 2

When people write phone messages, they often leave out some of the words that are not necessary for the meaning.

In the messages below put a line through the words that you can leave out.

The first one has been done for you.

Ted

~~There is a~~ problem with the parts order. ~~Could you~~ please ring Bridge Parts ASAP.

Mick

Your TAFE teacher rang you. The class tomorrow will be held at the Toyota dealers. You are to meet at TAFE at the usual time. You can all go together in the TAFE bus.

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Ted

Karen is having trouble starting her car. She will be about ½ an hour late but she will make it up this afternoon.

Mary

Mick rang. He is sick today and won't be coming in. Could you ring Bridge to see if the Jeep parts have come in? If they have, ring Jacko and tell him it's OK to bring the Jeep in tomorrow.

Dear Karen

Ted just phoned to say that he has to go and get some parts from Bridge Auto Parts on his way to work. He wants you to ring him if you need him to pick up any parts for you.

Best wishes

Mary

Dear Karen

Ted just rang to let you know that he will be late because he has to take Marty to the doctor. He said that he wants you to go ahead with the Holden. If you have any problems then ring him on the mobile.

Regards

Mary

Dear Mary

Mick rang to tell us that he is sick with the flu. He sounds like he will be in bed for at least 2 days. Would you mind ringing some of the customers and asking them if we can change the vehicle servicing to Friday?

Thank you very much

Ted

Check your answers at the end of this section.

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Activity 3

Use the three telephone conversations below to practice writing some phone messages.

Write the messages on the message pad.

Conversation 1

Mary: *Hello, Ted's Workshop. Mary speaking.*

Ted: *Morning Mary. It's Ted. Is Mick there yet?*

Mary: *Not yet Ted. Should be here any minute.*

Ted: *Listen I'm over at Martha Jackson's place. Over on Kent Road – you know? She can't get her car to start and I think I know the problem but I need a part. Could you ask Mick to nip over here with a starter motor ASAP? It's for an 86 Falcon.*

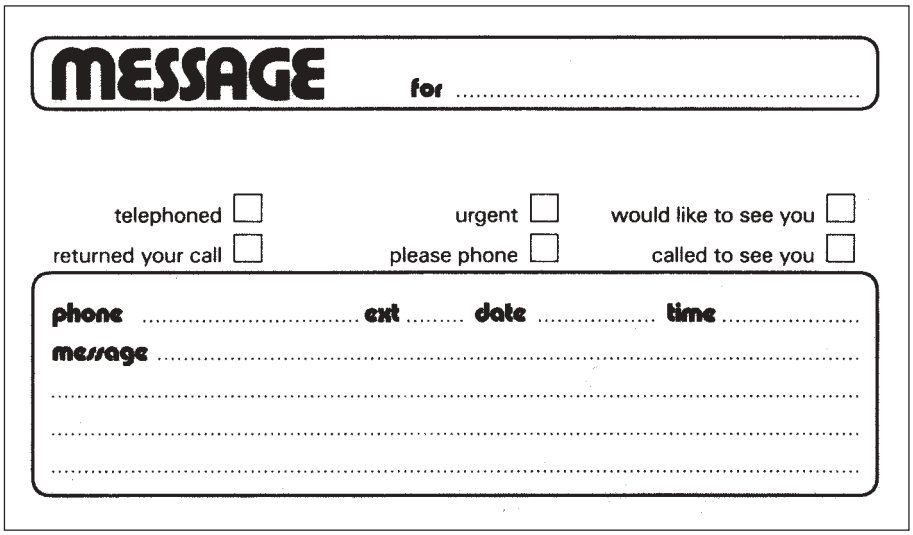
Mary: *Sure. You'd better give me the address.*

Ted: *It's 29 Kent Road . Martha's number is 5678 9999. Just in case.*

Mary: *OK. 29 Kent Road. 5678 9999 And that's a starter motor for an 86 Falcon that you need?*

Ted: *Yep, that's right. Bye.*

Mary: *Bye.*


MESSAGE for .....

telephoned ☐ urgent ☐ would like to see you ☐
returned your call ☐ please phone ☐ called to see you ☐

phone ..... ext ..... date ..... time .....
message .....
.....
.....
.....

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Conversation 2

Karen: *Hello, Ted's Workshop. Karen speaking.*

Ellie: *Oh hello. It's Ellie Richards here. I'd like to change my service time.*

Karen: *That's fine Ellie. When was the car booked in for?*

Ellie: *Tomorrow. But I need it to take the kids from the school on a trip.*

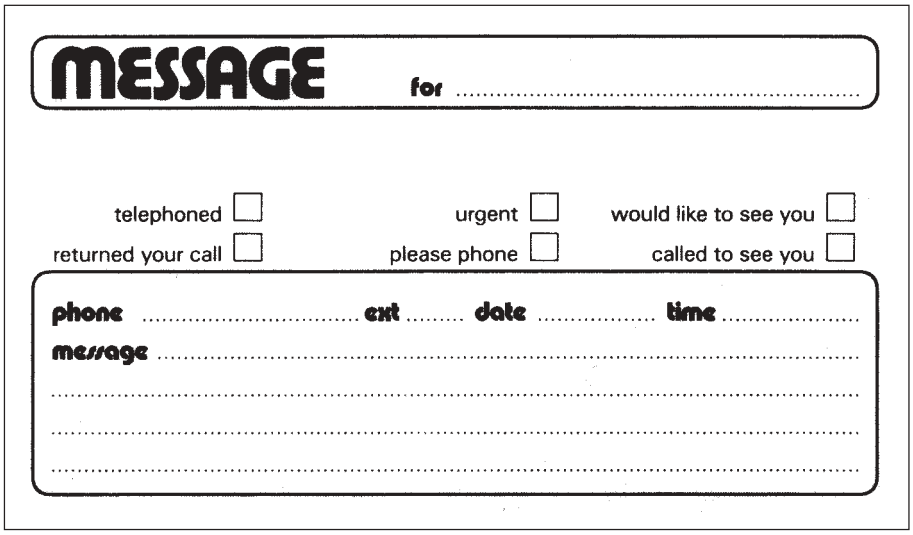
Karen: *Sounds good. When would you like to bring the car in?*

Ellie: *Next Tuesday if that's OK.*

Karen: *Should be OK. Mary's not in yet but I'll leave her a message. She can ring you if we are booked out. What's your number?*

Ellie: *5678 8888. Thanks for that. Bye.*

Karen: *Bye.*


MESSAGE for .....

telephoned ☐ urgent ☐ would like to see you ☐
returned your call ☐ please phone ☐ called to see you ☐

phone ..... ext ..... date ..... time .....
message .....
.....
.....
.....

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Conversation 3

Mick: *Hello, Ted's Workshop. Mick speaking.*

Rita: *Hi Mick. It's Rita here. Could I speak to Ted please?*

Mick: *Sorry Rita, but he's under a car right now. Can he call you back?*

Rita: *It's OK. Can you give him a message? Can you tell him I made an appointment at the dentist for him at 4.30 today? You know his tooth's been bugging him?*

Mick: *Yeah, it sounds pretty nasty.*

Rita: *Yeah. Tell him if he can't make that time he has to ring the dentist as soon as possible. The number is 5678 6666.*

Mick: *No problem. See you soon.*

Rita: *Bye*

MESSAGE for .....

telephoned ☐ urgent ☐ would like to see you ☐
returned your call ☐ please phone ☐ called to see you ☐

phone ..... **ext** ..... **date** ..... **time** .....
message .....
.....
.....
.....

Check your answers at the end of this section.

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Answers

Understanding phone messages

Activity 1

Mary

Can't finish Mazda this morning - need to get part. Ring Sam Jessop - tell him it won't be ready until late arvo.

Thanks,

Ted

Mick

Becky rang. She wants you to pick up Ricky from the Simpson's house on your way home. Call Margaret Simpson and let her know what time you'll be there. She wants to go out for a while. 5678 4444

Mary

Ted

Steve from the Housing Co-op rang. The meeting tomorrow night has been cancelled. Can you please let Donna know?

Mary

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Activity 2

message 1

Who is the message for? *Ted*

Who wrote the message? *Karen*

What day does the Health service need the van? *Wednesday*

What day is the best day to have the van serviced? *Friday*

message 2

Who is the message for? *Mary*

Who wrote the message? *Ted*

Who owns the Land Cruiser? *Al Minkin*

Why can't Ted service the Land Cruiser tomorrow? *The parts have not arrived.*

What day can they service the vehicle? *Monday*

message 3

Who is the message for? *Ted*

Who wrote the message? *Karen*

What number should Ted ring before 2 o'clock? *6498 5643*

What number should Ted ring after 2 o'clock? *0408 888888*

What does Mick want to talk to Ted about? *Mick did not say.*

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Writing messages

Activity 2

Note: The words to be deleted or left out have been underlined. You may have left out some different words. Check with your teacher or trainer.

Mick

Your TAFE teacher rang you. The class tomorrow will be held at the Toyota dealers. You are to meet at TAFE at the usual time. You can all go together in the TAFE bus.

Ted

Karen is having trouble starting her car. She will be about ½ an hour late but she will make it up this afternoon.

Mary

Mick rang. He is sick today and won't be coming in. Could you ring Bridge to see if the Jeep parts have come in. If they have, ring Jacko and tell him it's OK to bring the Jeep in tomorrow.

Dear Karen

Ted just phoned to say that he has to go and get some parts from Bridge Auto Parts on his way to work. He wants you to ring him if you need him to pick up any parts for you.

Best wishes

Mary

Dear Karen

Ted just rang to let you know that he will be late because he has to take Marty to the doctor. He said that he wants you to go ahead with the Holden. If you have any problems then ring him on the mobile.

Regards

Mary

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Dear Mary

Mick rang to tell us that he is sick with the flu. He sounds like he will be in bed for at least 2 days. Would you mind ringing some of the customers and asking them if we can change the car servicing to Friday?

Ted

Activity 3

Some suggested messages are:

message 1

Mick

Ted is at Martha Jackson's place. Martha's car won't start. Could you take him a starter motor for an 86 Falcon? Martha's address is 29 Kent Rd. Martha's number is 5678 9999.

Mary

message 2

Mary

Ellie Richards would like to change her service time from tomorrow to next Tuesday. Please ring her if Tuesday is not OK. 5678 8888.

Karen

message 3

Ted

Rita has made you an appointment at the dentist for 4.30. If you can't make that time ring the dentist ASAP on 5678 6666.

Mick

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Overdrive

Completing forms

Introduction

Guided activity

In all industries, not only the automotive retail, service and repair industry, you have to fill in forms. Forms are a way for management to gather information. They can also have a legal status.

- What forms have you had to fill in recently?
- Who wanted or needed the information?
- Was it short or long? Was it difficult to fill in?
- Did you ask someone to help you fill it in?

Find out what forms are used in your workplace. If possible, bring some examples to the group.

Discuss:

- Where are the forms kept?
- What is the purpose of each of the forms?
- Are there any sections that are the same on all the forms?
- Who needs the information and why?
- Who fills them in?
- What parts are the most difficult to understand?

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Tips

Tips for filling in forms

- Forms can use different names for the same thing. For example home address, residential address, private address.
- Look over the whole form before you start to write to give you an idea of what you have to write.
- Do the short bits you know first.
- If you are not sure what you need to write, ask someone for help.
- Ask someone if they have a completed copy of the same form that you could look at.
- If you can, take two copies of the form. You can practise your answers on one form and then write them again on the other.
- Write down and keep information you use often on forms in a personal dictionary.
- Forms can use abbreviations to save space. Some common abbreviations: Reg (Registration Number); M/D (Date of Manufacture); Trans (Manual or Automatic Transmission).

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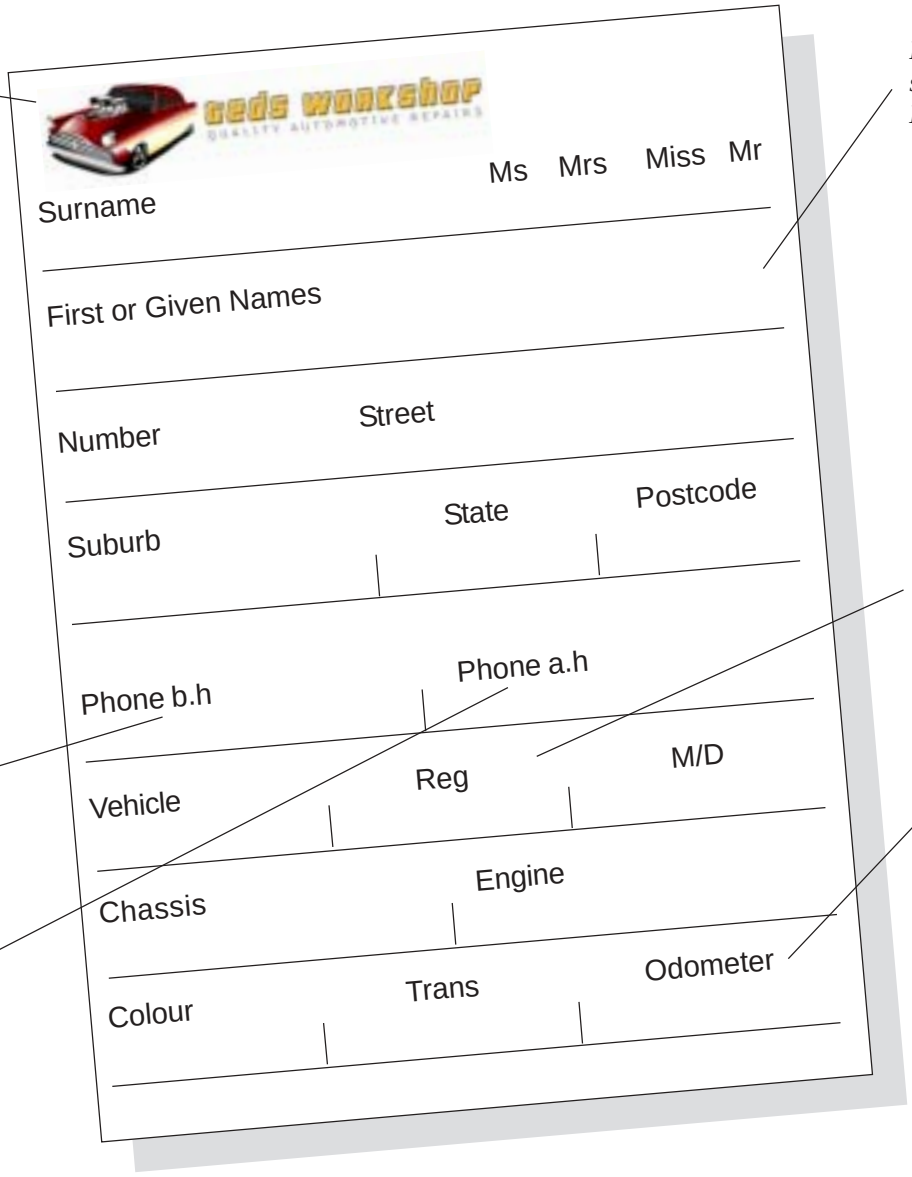
New customer forms

Guided activity

- Look again at the new customer form that you saw in Ted's workshop on the CD-ROM.
- Why is it important to fill in a new customer form accurately?

Logo, company name

Personal information section
Details of the owner



Specification information
Details of car

Owner's work phone number 'business hours'.

Odometer – it is important to fill in the kilometres on the odometer as soon as the vehicle is brought in.

Owner's work phone number 'after hours' home phone number if they are working.

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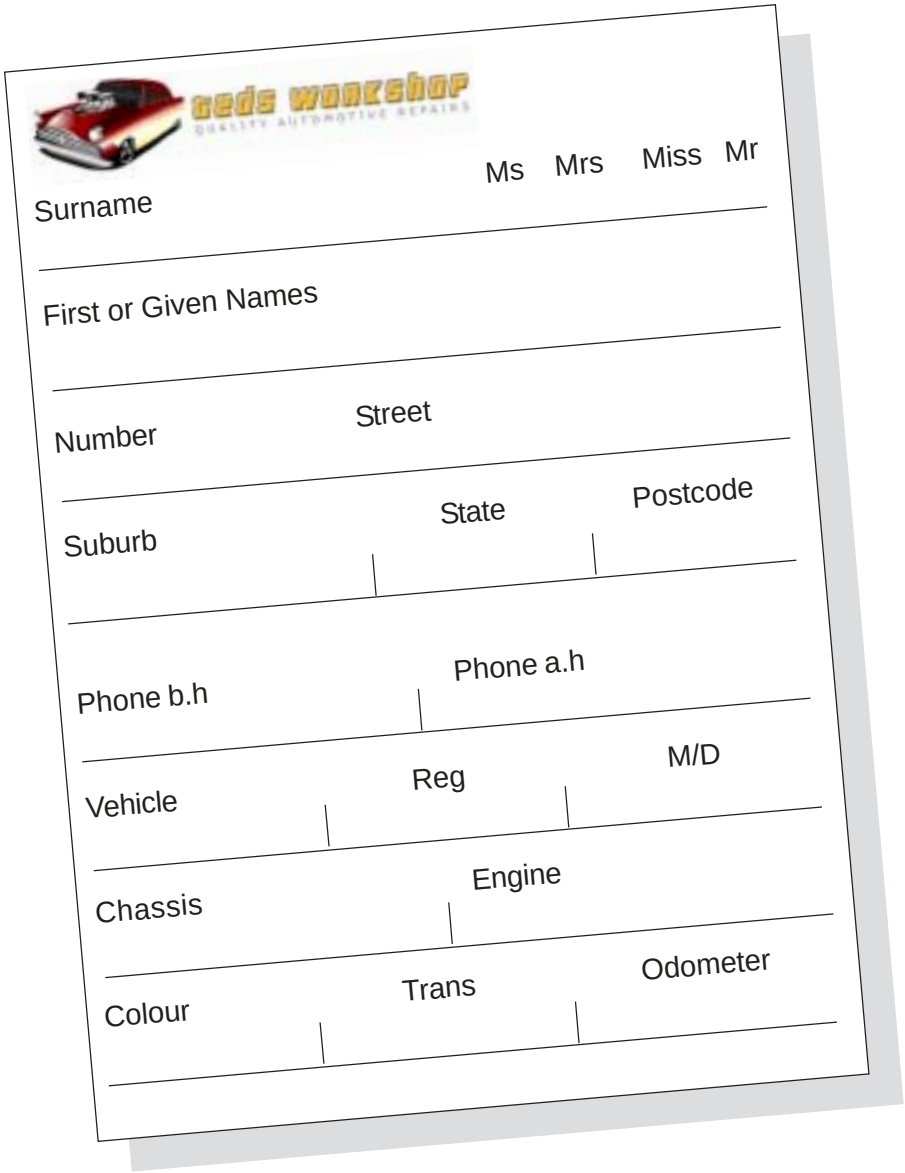
Activity 1

You are putting your own vehicle in to be serviced.

Complete the form with your details.

If you do not have a vehicle, then find the necessary information from a friend's vehicle.



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Leave forms

Group work

Activity 1

In workplaces there are different types of leave you can take. In some workplaces there is one type of form for all types of leave, other companies use different forms for each type of leave.

Here is an automotive workplace document explaining the type of leave workers can take.

The headings in the document are missing. Put them where they belong.

Annual leave; Bereavement leave; Sick/Carer's leave; Parental leave; Casual employee benefits.

Leave Entitlements

_____

A period of twenty-eight consecutive days leave shall be allowed annually to an employee after twelve months continuous service.

_____

After a period of 3 months continuous service a permanent employee is entitled to 30 hours of sick leave in the first year of service and 60.8 hours of sick leave in the second and subsequent year of service. They may not take sick leave on more than 2 single days in one year. All sick leave taken for more than 1 day is to be accompanied by a medical certificate.

_____

After a period of 3 months continuous service a permanent employee is entitled to up to 3 days bereavement leave following the death of a close family member in the first year of service and up to 3 days of bereavement leave after that. To be entitled to bereavement or carer's leave the person an employee is taking the leave for, must be a member of the employee's immediate family; or a member of the employee's household.

_____

After 12 months continuous service as a full time employee, a woman may take up to 52 weeks unpaid maternity leave. If the father takes paternity leave then this will be considered as part of the 52 weeks.

_____

Casual employees do not have the above-mentioned benefits but receive an increased rate of pay in lieu.

Check your answers at the end of this section.

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Group work

Activity 2

Look again at the leave entitlements document in Activity 1.

Find and underline the sentences that mean the same as the sentences below.

1. If you work for an employer for 12 months without a break, you can take 28 days leave.

2. You can take 3 days leave a year if someone in your family dies.

3. Casual workers do not get any paid leave. They are paid a higher rate.

Why are the sentences above easier to understand than the sentences in the leave entitlements document?

Check your answers at the end of this section.

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Group work

Activity 3

Tick "✓" which type of leave suits each of the following examples.

Shane is going to take 2 weeks holiday from work.

- ☐ Recreation leave
- ☐ Long service leave
- ☐ Parental leave
- ☐ Sick leave
- ☐ Bereavement leave
- ☐ Other (please specify)

Jack is a casual worker and he has the flu.

- ☐ Recreation leave
- ☐ Long service leave
- ☐ Parental leave
- ☐ Sick leave
- ☐ Bereavement leave
- ☐ Other (please specify)

Karen has to attend a funeral.

- ☐ Recreation leave
- ☐ Long service leave
- ☐ Parental leave
- ☐ Sick leave
- ☐ Bereavement leave
- ☐ Other (please specify)

Check your answers at the end of this section.

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Activity 4

Complete the leave forms for the following situations:

1. You want to take two weeks holiday leave to visit your cousin. The dates that you want to be away from work are 2 April to Monday 13 April.

APPLICATION FOR LEAVE

NOTE: Applications for holiday leave must be lodged in office two weeks prior to commencement of leave.

Name (Block letters) Position

Type of leave (please tick)

☐ Annual leave ……..days First day of leave …../…../…..

☐ Long service leave ……..days First day of leave …../…../…..

☐ Leave without pay ……..days

☐ Parental leave ……..days

☐ Bereavement leave ……..days

☐ Sick leave ……..days

☐ Other ……..days

Give Reason

Pay in advance requested?
☐ Yes ☐ No

TOTAL NUMBER OF DAYS ……..days

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2. You had 13 June to 15 June off work with the flu.

APPLICATION FOR LEAVE

NOTE: Applications for holiday leave must be lodged in office two weeks prior to commencement of leave.

Name (Block letters) Position

Type of leave (please tick)

☐ Annual leave ……..days First day of leave …../…../…..

☐ Long service leave ……..days First day of leave …../…../…..

☐ Leave without pay ……..days

☐ Parental leave ……..days

☐ Bereavement leave ……..days

☐ Sick leave ……..days

☐ Other ……..days

Give Reason

Pay in advance requested?

☐ Yes ☐ No

TOTAL NUMBER OF DAYS ……..days

Check your answers at the end of this section.

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Accident forms

When you have an accident at work, you have to fill in an accident report form in case there are insurance claims or industrial action at a later date. Usually your manager or supervisor will complete most of the form for you, but you may have to write a short account of how the accident happened.

On the CD-ROM Nick slipped on some oil. Here is the accident/ incident report form that Nick filled in:

ACCIDENT/INCIDENT REPORT

1. **Details of the injured person**
   Family Name: Walters Given Name: Nick
   Occupation: Service Technician Date: 13 October 2002

2. **Details of Witness (as applicable)**
   Name: Karen Thomas Occupation: Car Mechanic
   Date: 13 October 2002

3. **Details of Accident/Incident**
   Date of accident/Incident: 10/10/2002 Time: 2pm
   Where did the incident occur? Ted's Workshop
   What happened?
   (Describe the details of the accident/ incident)
   A small pool of oil had leaked from the car onto the floor of the workshop. I was stepping backwards from the car I was working on when I slipped in the pool of oil and fell. I landed on my elbow.

4. **Nature of injury**
   Part of Body: (If injury occurs)

☐ Abdomen	☐ Nose	☐ Shoulder	☐ Wrist	☐ Chest
☐ Neck	☐ Fingers	☐ Ear	☐ Head	☐ Ankle
☐ Eye	☐ Back	☐ Foot	☐ Toes	☐ Knee
☐ Leg	☐ Skin	☐ Lower Back	☑ Elbow	☐ Other

   Description of the injury: Fractured elbow

5. **Description of immediate action taken**
   Karen Thomas took me to the hospital where they x-rayed my arm.

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Group work

Activity 1

Find out what **accident/ incident** forms are used in your workplace.

Discuss:

- Where are the forms located?
- Who fills them in?
- Does the person who has the accident have to write or sign anything? Why? Or why not?

Group work

Activity 2

To write a short account of how an accident or injury happened, think about:

- what led up to the injury or accident?
- how exactly was the injury or accident caused?

Look at the examples below:

What led up to the injury or dangerous occurrence.

I was walking across the floor of the workshop when I slipped on some oil and fell. I sprained my ankle.

How the injury occurred.

What led up to the injury or dangerous occurrence.

Frequent washing of car parts has given me an allergy to the solvents. I have developed dermatitis on both hands.

How the injury occurred.

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Use the prompt words to make complete sentences describing how these accidents and injuries happened.

The first one has been done for you.

1.	Operate…….. hoist	electric shock
	I was operating the hoist	*when I got an electric shock*
2.	Walk……..through workshop	slipped……oil
3.	Lift……wheel	hurt……back
4.	Work under……car	got oil……eye
5.	Clean……engine parts	Cut…index finger…metal
6.	Use……grinder	metal……eye
7.	Clean……up broken glass	glass went……hand

Check your answers at the end of this section.

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Activity 3

Look at these pictures of accidents happening. Choose 2 of these accidents and write a short account of what happened.

*What was the injury?*_____

*Where did the accident occur?*_____

*What happened?*_____

_____

*What was the injury?*_____

*Where did the accident occur?*_____

*What happened?*_____

_____

*What was the injury?*_____

*Where did the accident occur?*_____

*What happened?*_____

_____

Check your answers at the end of this section.

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Answers

Leave forms

Activity 1

Leave Entitlements

Annual leave
A period of twenty-eight consecutive days leave shall be allowed annually to an employee after twelve months continuous service.

Sick/Carer's leave
After a period of 3 months continuous service a permanent employee is entitled to 30 hours of sick leave in the first year of service and 60.8 hours of sick leave in the second and subsequent year of service. They may not take sick leave on more than 2 single days in one year. All sick leave taken for more than 1 day is to be accompanied by a medical certificate.

Bereavement leave
After a period of 3 months continuous service a permanent employee is entitled to up to 3 days bereavement leave following the death of a close family member in the first year of service and up to 3 days of bereavement leave after that. To be entitled to bereavement or carer's leave the person an employee is taking the leave for, must be a member of the employee's immediate family; or a member of the employee's household.

Parental leave
After 12 months continuous service as a full time employee, a woman may take up to 52 weeks unpaid maternity leave. If the father takes paternity leave then this will be considered as part of the 52 weeks.

Casual employment benefits
Casual employees do not have the above-mentioned benefits but receive an increased rate of pay in lieu.

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Activity 2

1. A period of twenty-eight consecutive days leave shall be allowed annually to an employee after twelve months; continuous service.
2. After a period of 3 months continuous service a permanent employee is entitled to up to 3 days bereavement leave following the death of a close family member in the first year of service and up to 3 days of bereavement leave after that.
3. Casual employees do not have the above-mentioned benefits but receive an increased rate of pay in lieu.

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Activity 3

Tick "✓" which type of leave suits each of the following examples.

Shane is going to take 2 weeks holiday from work.

- ☑ Recreation leave
- ☐ Long service leave
- ☐ Parental leave
- ☐ Sick leave
- ☐ Bereavement leave
- ☐ Other (please specify)

Jack is a casual worker and he has the flu.

- ☐ Recreation leave
- ☐ Long Service leave
- ☐ Parental leave
- ☐ Sick leave
- ☐ Bereavement leave
- ☑ Other (please specify)

Jack is not entitle to paid leave because he is a casual employee. He is paid a higher rate in lieu.

Karen has to attend a funeral.

- ☐ Recreation leave
- ☐ Long Service leave
- ☐ Parental leave
- ☐ Sick leave
- ☑ Bereavement leave
- ☐ Other (please specify)

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Activity 4

1. ☑ Annual Leave; Total number of days is 12 days.
2. You had 13 June to 15 June off work with the flu.

geds workshop
QUALITY AUTOMOTIVE REPAIRS

APPLICATION FOR LEAVE

NOTE: Applications for holiday leave must be lodged in office two weeks prior to commencement of leave.

Name (Block letters) Position

Type of leave (please tick)

☐	Annual Leave	……..days	First day of leave 13/06/03
☐	Long service leave	……..days	Last day of leave 15/06/03
☐	Leave without pay	……..days	
☐	Parental leave	……..days	
☐	Bereavement Leave	……..days	
☑	Sick Leave	….. 3 days	
☐	Other	……..days	

Give Reason

I had the flu. Doctor's certificate attached.

Pay in advance requested?

☐ Yes ☐ No

TOTAL NUMBER OF DAYS ….. 3 days

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Accident forms

Activity 2

1. I was operating the hoist when I got an electric shock.
2. I was walking through the workshop when I slipped on some oil.
3. I was lifting a wheel when I hurt my back.
4. I was working under a car when I got oil in my eye.
5. I was cleaning some engine parts when I cut my index finger on some metal.
6. I was using the grinder when I got some metal in my eye.
7. I was cleaning up some broken glass when some glass went in my hand.

Activity 3

What was the injury? Twisted ankle

Where did the accident occur? In the workshop

What happened? I was walking through the workshop when I stepped in a small pool of oil and slipped. I twisted my ankle.

What was the injury? Strained back

Where did the accident occur? In the workshop

What happened? I bent over to pick up a box of coolant on the ground when I felt a sharp pain in my back. I found it difficult to straighten up.

What was the injury? Sprained wrist

Where did the accident occur? In the workshop

What happened? I was walking through the workshop when I tripped over a power cord, put my hand out to break my fall and sprained my wrist.

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Overdrive

Tables and service manuals

Introduction

Guided activity

Workplaces often use **tables** (or **charts**) to give specific information to their employees or customers. Tables are very useful when a lot of information has to be fitted into a small space. They are also a good way to show the reader the similarities and differences between a number of items.

- Do you find tables easy or difficult to read? Why?
- What sort of information have you seen in an automotive workshop in table form?

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Tips

Tips for reading tables

- Look over the whole table to work out what it is about in general.
- Look along the headings on the top row and down the left-hand column. These will tell you how the information has been organised.
- Bring your finger down from the top heading and your other finger across from the left hand heading. The box of information you need is where your fingers meet.
- Take your time. Most people find large tables of information difficult to read. Most people need their fingers!

Tips for reading a manual

- Use the table of contents and the index to find the page quickly.
- Try a different word or phrase if you don't find what you are looking for e.g. fuel injection or electronic fuel injection.
- Know exactly what information you need and just look for that. Scan quickly until you see what you want then just read that part carefully.
- Ask a workmate if you are still not sure. Better to be safe than sorry!

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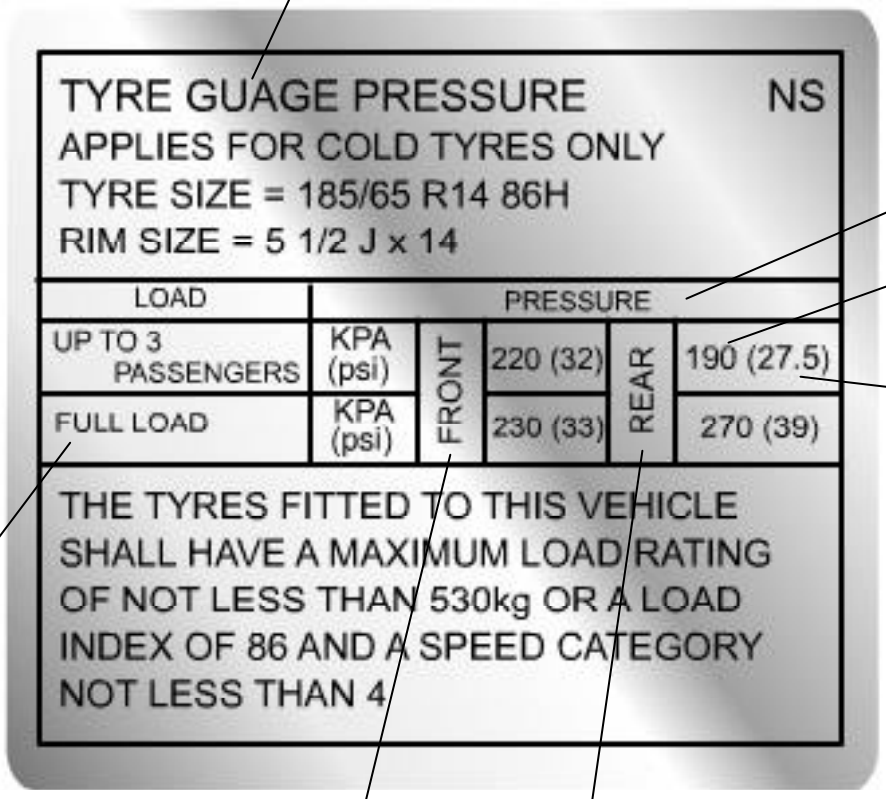
Reading tyre placards

In Ted's workshop the tyre placard was in the form of a table.

Heading tells you what the table is about.



TYRE GUAGE PRESSURE NS
APPLIES FOR COLD TYRES ONLY
TYRE SIZE = 185/65 R14 86H
RIM SIZE = 5 1/2 J x 14

LOAD	PRESSURE				
UP TO 3 PASSENGERS	KPA (psi)	FRONT	220 (32)	REAR	190 (27.5)
FULL LOAD	KPA (psi)		230 (33)		270 (39)

THE TYRES FITTED TO THIS VEHICLE SHALL HAVE A MAXIMUM LOAD RATING OF NOT LESS THAN 530kg OR A LOAD INDEX OF 86 AND A SPEED CATEGORY NOT LESS THAN 4

The pressure reading has two numbers:

One is a metric reading in kiloPascals (kPa).

The second (in brackets) is the pressure in pounds per square inch (psi).

The pressure is different if the vehicle is at full load.

There are different pressures for the front and the rear tyres.

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Activity 1

Look again at the tyre placard information. Answer these questions about the tyre placard.

1. How much air do you put in if the vehicle is carrying a full load?

   Front tyres_____ kPa _____ psi

   Rear tyres_____ kPa _____ psi

2. How much air do you put in the tyres if the vehicle is carrying 2 passengers?

   Front tyres_____ kPa _____ psi

   Rear tyres_____ kPa _____ psi

Check your answers at the end of this section.

Activity 2

Find tyre pressure placards for 2 different vehicles and complete the table below.

Tyre pressures (when tyres are cold)					
Make/Model	**Tyre size**	**Pressure kPa (psi)**			
		Normal load		**Maximum load**	
		Front	**Rear**	**Front**	**Rear**

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Using service manuals

Tables of contents and indexes are tables you will find in service manuals.

Group work

Activity 1

Discuss:

- Do you ever use a table of contents? When?
- Where do you find a table of contents?
- What is the purpose of a table of contents?
- Where do you find an index?
- What is the purpose of an index?
- How is reading the table of contents similar to reading a tyre placard?

Activity 2

Find the following information in service manuals for two vehicles:

1. From the table of contents **find the chapter/section** and write down where you would find the following:

	Vehicle 1	**Vehicle 2**
Road wheel tightening torque		
Fuel tank capacity		
Wheel bearing adjustment		
Air filter replacement		

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2. On what **pages** do the following chapters/sections start?

	Vehicle 1	**Vehicle 2**
Cooling system		
Steering system		
Engine electrical system		

3. On what **page/s** would you find the following information?

	Vehicle 1	**Vehicle 2**
Clutch free travel adjustment		
Alternator/water pump belt torque		
Engine cylinder head tightening sequence		

4. **Locate** and **record** the following specifications:

	Vehicle 1	**Vehicle 2**
Manifold tightening torque		
Engine coolant concentration		
Specified engine oil type		
Spark plug gap		

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Activity 3

Manuals provide a description of the service schedule. Codes are used to describe what has to be done for each aspect of the schedule.

Using the same workshop manual find out what has to be done for the specified service.

1. What needs to be done to the engine oil at the 40,000 k service?

2. What needs to be done to the oil filter at the 10,000 k service?

3. What needs to be done to the engine coolant at the 30,000 k service?

4. What needs to be done to the spark plugs at the 50,000 k service?

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Charts in automotive workshops

Table 1 shows the main sources of waste from automotive workshops.

Table 1: Main sources of wastes in automotive workshops

	Substance	Environmental effects	Off-site disposal options
Fluids wastes	Waste oil Sump oil Used oil filters	Health problems for people or animals if it gets into water	Refining/cleaning for re-use Controlled burning as fuel
	Cleaning solvent Degreasing solvent	Can catch fire and toxic	Recycling of used solvent (by solvent service firms)
	Radiator fluid	Highly toxic if it enters the waterways	Coolant recycling (several methods)
Solid wastes	Tyres	Stockpiles are a fire hazard as well as an eyesore	Controlled landfills
	Batteries	Hazardous substances	Battery recyclers
	Shock absorbers	Hazardous substance	Controlled landfills
	Empty fuel Containers	Can catch fire and toxic	Controlled landfills

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Group work

Activity 1

Discuss:

- What is the purpose of the *Main sources of wastes in automotive workshops* table?
- Go through the table and discuss any words that may be new to you.

Group work

Activity 2

Look at the *Main sources of wastes in automotive workshops* table again and answer these questions:

1. Why is it important to take care when disposing of the following items?

   - The cleaning solvent used to clean the vehicle parts
   - Empty fuel containers
   - Tyres

2. Where would you dispose of the following items?

   - Cleaning solvent
   - Tyres
   - Shock absorbers
   - Batteries
   - Used oil filters

Check your answers at the end of this section.

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Activity 3

At your workshop:

1. Find out which of the following waste substances are likely to be found at the workshop and how they are disposed of.

2. Fill in the name of the company or service that provides bins or disposal services.

Waste product	**How it is disposed of**
Sump oil	
Used oil filters	
Degreasing solvent	
Radiator fluid	
Tyres	
Batteries	
Shock absorbers	
Empty fuel and oil containers	

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You probably noticed that the fire extinguishers on the wall in Ted's workshop were different colours. This chart gives you more information about those extinguishers.

Types of fire extinguishers and their uses

Tank colour	Type	How does it extinguish the fire?	Use on	Never use on
Red with white band tank	Dry powder	Smothers the fire with a blanket of powder. Attacks the chain reaction of fire.	Effective on **flammable liquids** and **electrical fires**.	
Red with black band tank	Carbon dioxide	Smothers the fire with CO_2 which displaces the air/ oxygen gas.	Effective on **electrical fires** as it puts out the fire and does not do further damage to the equipment. Can be used on **all types of fires.**	
Blue tank	Foam A variety exist Advice needed	Smothers the fire (stops the air/oxygen reaction with the fuel	Use on **flammable liquids and greases**	**Never use on electrical fires or flammable gases**
Red tank	Water Soda Acid Water/CO_2 Water/Air	Cools the reaction to below level of combustion. Soda, CO_2 or air acts as a propellant for the water	Use for **normal combustibles**, paper, board, wood, rags, etc.	**Never use on an electrical fire, flammable gases or flammable and combustible liquids**

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Activity 4

Which type of extinguisher would you use for the following types of fires?

Complete the table.

Note: You may be able to use more than one type for some fires.

Fire	Type of extinguisher	Colour
Grass fire outside the workshop		
Fire in waste paper bin		
Electrical fire at back of refrigerator		
Interior of vehicle		
Vehicle engine		
Fuel spilt outside workshop		
Fire inside a computer		

Check your answers at the end of this section.

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Answers

Reading tyre placards

Activity 1

1. How much air do you put in if the vehicle is carrying a full load?

   Front tyres 230 kPa; ___33___ psi

   Rear tyres 270 kPa; ___39___ psi

2. How much air do you put in if the vehicle is carrying 2 passengers?

   Front tyres 220 kPa; ___32___ psi

   Rear tyres 190 kPa; ___27.5___ psi

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Charts in automotive workshops

Activity 2

1. Why is it important to take care when disposing of the following items?
   - The cleaning solvent used to clean the vehicle parts
     It is toxic and can catch on fire.
   - Empty fuel containers

     They are toxic and can catch on fire.
   - Tyres

     Piles of tyre look bad and are a fire hazard.
2. Where would you dispose of the following items?
   - Cleaning solvent
     Solvent service companies recycle the spent solvent.
   - Tyres

     Controlled landfills.
   - Shock absorbers

     Controlled landfills.
   - Batteries

     Battery recyclers.
   - Used oil filters

     Used as fuel in controlled burning.

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Activity 4

Fire	Type of extinguisher	Colour
Grass fire outside the workshop	*CO_2* Water	• *Red with black band* • *Red*
Fire in waste paper bin	*CO_2* Water	• *Red with black band* • *Red*
Electrical fire at back of refrigerator	*Dry powder* *CO_2*	• *Red with white band* • *Red with black band*
Interior of vehicle	*CO_2* Water	• *Red with black band* • *Red*
Vehicle engine	Foam *CO_2*	• *Blue* • *Red with black band*
Fuel spilt outside workshop	Foam *Dry powder*	• *Blue* • *Red with white band*
Fire inside a computer	*Dry powder* *CO_2*	• *Red with white band* • *Red with black band*

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Overdrive

Using the Internet

Introduction

Guided activity

The Internet is a useful tool for doing research on just about anything. You may be particularly interested in researching information on working in the automotive industry or finding out more about Aboriginal and Torres Strait Islander issues.

- What do you know about the Internet?
- Have you used the Internet? If so, what sort of information were you searching for?
- Did you find it easy or difficult to use?
- If you have not used it, would you like to? Why?
- Where in your local area is there a computer that you can use to access the Internet?

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Tips

Tips for using the Internet

- If you cannot find what you want, think about different names that could be used for the topic that you are searching for.
- Think about what general category your topic might be under.
- Be prepared to find a lot of interesting stuff you were not actually looking for.
- Practise as much as you can.
- Do not believe everything on the Internet is true. Anyone can put things on the Internet.

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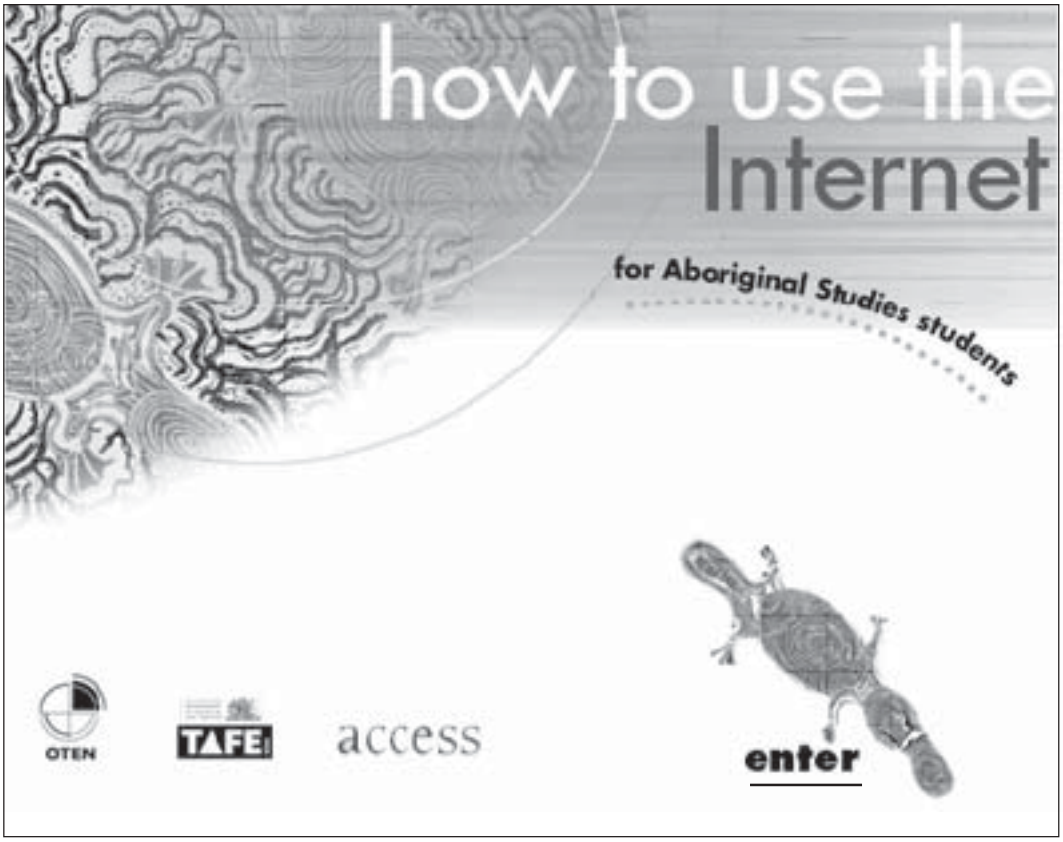
Look at this Internet site for Aboriginal students about using the Internet.

http://www.oten.edu.au/access/aboriginalhowto

This is the homepage of the Website. A homepage is like an introduction to the site.



If you click on an underlined word, a new page will open up. The underlined words are called hyperlinks or links.

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Finding information on the Internet

Group work

Activity 1

Discuss these words that are used to talk about the Internet.

- Web site (or Internet site)
- World Wide Web (www)
- Navigate
- Link
- Homepage
- Search
- Browser

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Here are some websites that can help you. You can type in the web address at the top of a web page or you can search using the name of the organisation. Typing in the address is much quicker, but doing a search may also give you some other related web sites that are useful.

Group work

Activity 2

Select two or three sites from the following list,

Go to them and report on them to your group.

Automotive Training Australia Limited

www.automotivetraining.org.au

This is a site which tells you about the benefits of training within the automotive industry.

Motor Vehicle Industry Repair Council

www.mvric.nsw.gov.au

The Motor Vehicle Repair Industry Council is a New South Wales Government Statutory Authority. It has lots of information about the motor repair industry.

The Job Guide online

http://jobguide.thegoodguides.com.au/

The Job Guide online has a very thorough guide for students planning a career.

Future Finder

www.futurefinder.com.au

This site helps you plan out your future careers, jobs and training.

TAFE

TAFE offers training for a range of careers in the automotive industry Find the website for TAFE in your state.

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Wages and working conditions

www.wagenet.gov.auwww.osiris.gov.au

Wagenet and the linked site Osiris give information about the wages, leave and other working conditions for each industry.
Wageline 1300 363 246.

The Job Outlook website

http://www.jobsearch.gov.au/JobOutlook/

The Job Outlook website has a list of 150 jobs with good employment prospects.

Australian Jobsearch

http://www.jobsearch.gov.au/

Australian Jobsearch can help you find local and national information.

Bush Mechanics

www.bushmechanics.com

A site related to the ABC TV series *Bush Mechanics*. This series was about how good some Indigenous people are at keeping cars going.

The Reading and Writing Hotline

www.literacyline.edu.au

The Reading and Writing Hotline is a national telephone service for adults who want to improve their reading, writing and maths.
Phone: 1300 6 555 06

Union information

http://www.worksite.actu.asn.au/union

Information about working conditions and rights of employees.

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Deadly Mob

www.deadlymob.org

Deadly Mob is a site which supports Indigenous youth. It uses Indigenous mentors to help young people.

InfoKoori

http://www.sl.nsw.gov.au/infokoori/about.cfm

An index of Australian Indigenous Affairs.

National Aboriginal and Torres Strait Islander Website (NATSIEW)

www.natsiew.nexus.edu.au

Lots of links to Internet resources of interest on indigenous issues.

TakeOff!

http://takeoff.anta.gov.au/

This site can help young people to stay in training. The site uses real stories about young people in vocational training courses.

It Pays to Stay

www.itpaystostay.com

This web site is designed to help young people to deal with problems and stay in their Apprenticeships and Traineeships.

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