



Canada School  
of Public Service

École de la fonction  
publique du Canada

CANADA SCHOOL  
OF PUBLIC SERVICE  
ÉCOLE DE LA FONCTION  
PUBLIQUE DU CANADA



INTERACTION CANADA  
Pre-SLE Session - Level C  
Oral Interaction Interview

***INTERATION CANADA***  
***Pre-SLE Session–Level C***  
***Oral interaction Interview***

Canada School of Public Service  
Language Training Centre  
Research and Development

*Pre-SLE Session–Level C Oral Interaction Interview* is part of the Communicative English at Work Program, Canada School of Public Service.

Special thanks to those who contributed to this project.

Catalogue: SC103-33/2-2007E  
ISBN: 978-0-660-19746-3

This work is protected by copyright. Any adaptation or reproduction in part or in whole of this publication, by any means whatsoever, is forbidden without the prior written authorization of Public Works and Government Services Canada, Ottawa, Ontario K1A 0S5 or [copyright.droitdauteur@pwgsc.ca](mailto:copyright.droitdauteur@pwgsc.ca).

## TABLE OF CONTENTS

<b>Part I—Session Contents</b>	<b>1</b>
1. Introduction	3
2. Day 1	5
2.1 Schedule	5
2.2 Activities for Day 1	6
3. A Typical Day	8
3.1 Schedule	8
3.2 Daily Activities	9
4. Language Functions	14
4.1 Session Schedule	14
5. Language Functions—Suggested Practice Activities	15
5.1 Detailed Explanation—Present	15
5.2 Detailed Explanation—Past—Narration	19
5.3 Expressing and Defending Opinion	21
5.4 Role-plays	26
5.4.1 Counsel and Advise	28
5.4.2 Persuade	35
5.4.3 Use tact	44
5.5 Hypothesizing	54
5.6 Student Exchanges	62
Introduction	62
Tips for Students	62
Method	62
6. Language Help	64
1. Structuring a past narrative	64
2. Telling about a problem	65
3. Organizing a sequence of events	66
4. Verbs in context	67
5. Connectors and transitional markers	73
6. Comparing and evaluating	75
7. Examples	76
8. Reformulating	76
9. Asking for and giving more precise information	77
10. The subjunctive mood	78
11. Asking for and giving opinion	79
12A. Being diplomatic or tentative	80
12B. Giving bad news	80
13. Expressing agreement and disagreement	81
14. Conditionals for special purposes	82
15. Hypothesizing	83
16. Supposing	84



17A.	Refusing or rejecting	84
17B.	Challenging	85
18A.	Suggesting	86
18B.	Persuading	86
19.	Recommending	87
20.	Expressing sympathy or empathy	87
21.	Everyday adjectives Part 1	88
	Part 2	91
22.	Everyday adverbs	92
23.	Expressing the unusual	93
24.	Insisting	93
25.	Asking for repetition	94
26.	Correcting others	94
27.	Bargaining	94
28.	Conceding	95
29.	Discussing sensitive topics	95
30.	Stalling and hedging	96
31.	Advising	97
32.	Reporting	98
33.	Wishing	99
<b>Part II—Interviews</b>		<b>101</b>
1.	Practice and Simulation Interviews	102
2.	The Phases of a Simulation Interview at Level C	103
3.	Tips for the Student	104
3.1	In general to prepare for the OI interview	104
3.2	On the day of the OI interview	104
4.	Characteristics of Performance at Level C	106
5.	Subjects for Warm-up	106
6.	Examples of Questions	107
6.1	Detailed Explanation (Present)	107
6.2	Detailed Explanation (Past Narration)	107
7.	Examples	108
7.1	Opinion Subjects	108
7.2	Role-plays—Counsel and Advise	109
7.3	Role-plays—Tact	110
7.4	Role-plays—Persuading and Convincing	111
<b>Part III—Followup and Feedback</b>		<b>113</b>
1.	Follow-up—Suggested Approach	114
2.	Feedback One-on-one Practice Interview	115
3.	Individual Action Plan	116
4.	A - Feedback on Oral Interaction Interview	117
	B - Feedback on Oral Interaction Interview	118

PART I

SESSION CONTENTS

SCHEDULE



## 1. INTRODUCTION

### SESSION OBJECTIVE

The objective of the session is to prepare students for the Second Language Evaluation (SLE ) Oral Interaction (OI) interview. While it is true that the whole *Interaction Canada* program has this same goal, this session provides an opportunity for students to review and consolidate the Level C functions learned throughout the course and further develop their competence in the following aspects of oral communication:

- grammar
- vocabulary
- fluency
- pronunciation

### SESSION ORGANIZATION

The contents of the session focus on the functions tested by the OI. This includes practice, review and consolidation class activities. The session also contains two types of one-on-one interviews: practice and simulation. Simulation interviews may be used for diagnostic purposes. (See interview section of manual for details.)

Taken together these group and individual activities will allow an ongoing evaluation of each student so that teachers can provide feedback to permit students to use their Self-Directed Learning (SDL) periods to maximum advantage either in group or individual activities.

### DURATION

Three weeks are scheduled for the pre-SLE preparation session. Certain aspects of it may be extended if the need arises for individual students.

## MATERIAL

The manual for the Level C pre-SLE session is divided into three parts.

**Part 1:** Consists of six sections, organized as follows:

- **Introduction:** session objectives, description of material, suggested schedule, etc.;
- **Detailed explanation:** suggested practice activities, including vocabulary building, for past and present jobs;
- **Opinion:** suggested practice activities and strategies for the expression and defence of opinions and justification of actions;
- **Role-plays:** description of the three types of role-plays at Level C and suggested activities corresponding to each type;
- **Hypothesizing:** suggested practice activities;
- **Exchanges:** suggested activities and approaches for exchanges with Anglophone students of French as a second language.

It must be noted that the activities suggested here as well as the order in which they are done, if at all, are at the discretion of the group teacher. He/she must rely on his/her judgement and can eliminate, modify or add activities according to the needs of the students. Depending on how long a teacher has been with a group and given the fact that evaluation of the students is an ongoing part of the program, the diagnostic portion of the session may be shortened. As mentioned earlier, the pre-SLE session may last longer than the scheduled three weeks if deemed necessary.

**Part 2:** Consists of one section:

- **Interviews:** A description of a typical interview, advice to students, examples of questions that might be used to test each function and some basic interview strategies

**Part 3:** Consists of one section:

- **Follow-up:** Useful documents for the evaluation of and feedback on interviews

**Note:** A separate document provides a **Teacher's Guide** to the Level C interview. It ensures that teachers are familiar with the focus, form and philosophy of the Level C interview as well as interview techniques and correction methods for practice interviews leading to and including the simulation interview.

## 2. DAY 1

### 2.1 SUGGESTED SCHEDULE

Activities	Suggested Duration	Contents
1. Presentation of the Session	90 minutes	<ul style="list-style-type: none"> <li>• Objective, organization, duration of the session plus material</li> <li>• Schedule of a typical day</li> <li>• Language functions to be covered</li> <li>• Structure of an interview</li> </ul>
2. Diagnostic Interviews	180 minutes	<ul style="list-style-type: none"> <li>• Diagnostic interviews and individual tutoring plan</li> <li>• Development and revision of vocabulary related to the job (see next page)</li> </ul>
Self-Directed Learning (SDL) for students before or after diagnostic interview		
3. In-Depth	60 minutes	<ul style="list-style-type: none"> <li>• Group activity related to job vocabulary (see next page)</li> </ul>
4. Roles	60 minutes	<ul style="list-style-type: none"> <li>• Discussion of the respective roles of the students and the teachers during the session</li> <li>• Warm-up schedule</li> </ul>
5. Session Planning		

## **2.2 ACTIVITIES FOR DAY 1**

### **DEVELOPMENT AND REVISION OF JOB-RELATED VOCABULARY**

Suggested approach to enlarge precise job-related vocabulary:

- Review documents related to the job, such as job description, web-sites, work documents, reports, . . . .
- List pertinent vocabulary.
- List pertinent expressions.
- Combine what you have learned and revised in a personalized job description sharing it with your classmates in the activity which follows.

### **GROUP PRACTICE ACTIVITY—JOB-RELATED VOCABULARY**

Suggested approach to practise job-related vocabulary for each student in turn:

- Present ten verbs related to the job.
- Use the ten verbs in ten sentences that combine to give an overview of the job.
- Answer the questions of other group members.
- Note their suggestions and any new vocabulary learned.

### **DISCUSSION OF ROLES**

The goal of this activity is to define the roles of the participants in the session.

Suggested approach:

- Choose a leader for the activity. (Not the teacher.)
- Discuss the following questions:
  - What are your personal objectives and expectations for this session?
  - What factors influence you most in a learning situation?
  - What obstacles do you expect to meet during this session?
  - What solutions do you think that you can use to get around these obstacles?
  - What do you perceive as the roles of the students and the teachers during this session?



Participants' Roles	
Students	Teachers
<ul style="list-style-type: none"> <li>• participate actively</li> <li>• take advantage of all opportunities to speak English, both inside and outside the classroom</li> <li>• help other students in the learning process wherever possible</li> <li>• establish learning objectives and revise them as needed</li> <li>• get the work-related documents required for the learning process (job descriptions, reports, . . . )</li> <li>• record and listen to the one-on-one interviews or other pertinent oral production</li> <li>• identify one's most frequent errors with a view towards self-correction</li> <li>• be prepared to take risks in speaking as a means of developing confidence and increasing fluency</li> <li>• use appropriate strategies to accomplish the Level C functions as efficiently as possible</li> <li>• develop, organize, and study a lexicon of job related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• provide pertinent information on the Second Language Evaluation (SLE) interview</li> <li>• establish a work plan</li> <li>• present objectives</li> <li>• suggest ways and means to achieve the objectives</li> <li>• encourage the participation of the students</li> <li>• provide constructive feedback on performance</li> <li>• give advice to students on managing and organizing their learning methods</li> <li>• encourage students by putting the emphasis on their progress</li> <li>• provide systematic and consistent evaluation</li> <li>• provide an excellent model of the English language</li> <li>• propose strategies to accomplish the Level C functions as efficiently as possible</li> </ul>

### 3. A TYPICAL DAY

#### 3.1 SCHEDULE

Time	Activities	Contents
8:15	Warm-up  <i><b>Note:</b> Warm-up activities should be related to the language function of the day as expressed on the schedule.</i>	Short presentation by each student <b>or</b> Longer presentation by one student followed by a question/answer period <b>or</b> Any other activity judged appropriate
9:35 to 10:30 10:45 to 12:00	Interviews and SDL/Exchanges	One-on-one interviews with feedback and suggestions for SDL activities  SDL activities related to the language functions  Exchanges with Anglophone students
1:00 to 2:00	Consolidation—Introduction to or class activity related to the target language function of the day	Activities suggested by teacher or students to practise the language function which is the focus of the day  (See above)
2:05 to 3:20	Interviews and SDL/Exchanges	
3:30 to 4:30	The day in review	Discussion of how the day went and resolution of questions raised by students as well as preparation for next day's activities

### 3.2 DAILY ACTIVITIES

1. Warm-up
2. Interviews
3. SDL
4. Exchanges
5. Consolidation activities
6. The day in review

#### 1. Warm-up

The warm-up is a period which is generally organized and led by the students and is related to the language functions stipulated on the schedule for that day. The participation of each student is expected and required.

Objectives	Suggested Approach
<ul style="list-style-type: none"> <li>• Practise and perfect the language functions of Level C</li> <li>• Enrich vocabulary</li> <li>• Use appropriate communication strategies effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Activities are based on a theme related to the Level C functions as indicated in the schedule.</li> <li>• Activities should involve all members of the group in active communication related to the function being targeted.</li> <li>• Students should take turns preparing and leading the group in warm-up activities. Active participation is expected from all students.</li> </ul>

## 2. Interviews

Please see the section of this manual identified as “Interviews” for further information on practice and simulation interviews.

Objectives	Suggested Approach
<p>Days 1 through 12</p> <ul style="list-style-type: none"><li>• Use the Level C language functions in simulation (diagnostic) and practice interviews.</li></ul> <p>Days 13 through 15</p> <ul style="list-style-type: none"><li>• Use Level C language functions in simulation interviews.</li></ul>	<ul style="list-style-type: none"><li>• Practise one or more of the functions of an SLE interview in a one-on-one situation with instant correction.</li><li>• Receive individual feedback on the language functions targeted with a view to planning SDL activities.</li><li>• Simulate an SLE interview as closely as possible.</li><li>• Receive individual feedback on all aspects of the interview simulation.</li></ul> <p><b>Note:</b> <i>It would be wise to record each interview to be used by the student during follow-up SDL activities.</i></p>

### 3. SDL

Objectives	Suggested Approach
<ul style="list-style-type: none"> <li>• Improve oral interaction performance being guided by recommendations and feedback received.</li> <li>• Follow up on recommendations and feedback received.</li> <li>• Eliminate problems that surface during oral interaction activities.</li> <li>• Do the work recommended in the action plan and the feedback.</li> <li>• Improve work related vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the cassette of the previous interview, note errors of grammar and pronunciation and correct them as needed.</li> <li>• Practise expressions or responses that caused problems in a previous interview.</li> <li>• Prepare for the next interview: ideas, themes, vocabulary, complex structures and strategies that you wish to use.</li> <li>• Prepare questions and suggestions for the Day in Review activity.</li> <li>• Review grammar as necessary.</li> <li>• Review personal lexicon of work-related vocabulary.</li> </ul>

#### 4. Exchanges

Please see the section of this manual entitled *Exchanges* for more in-depth information on exchanges and how to use them to the best advantage.

Objectives	Suggested Approach
<ul style="list-style-type: none"><li>• Practise oral interaction with a native English speaker.</li><li>• Improve performance in the various Level C language functions.</li><li>• Improve fluency.</li><li>• Improve pronunciation.</li><li>• Improve listening comprehension.</li><li>• Improve knowledge of current idiomatic English expressions.</li><li>• Improve one's comfort level in English.</li></ul>	<ul style="list-style-type: none"><li>• Talk to native speakers of English about a wide variety of subjects.</li><li>• Practise specific Level C language functions.</li><li>• Practise Level C role-plays.</li><li>• Note idiomatic expressions and make an effort to use them as soon as possible in conversation.</li></ul>

## 5. Consolidation Activities

Objectives	Suggested Approach
<ul style="list-style-type: none"> <li>Integrate Level C language abilities in as wide a variety of situations as possible.</li> <li>Put communication strategies into practice.</li> <li>Develop spontaneity in oral interaction.</li> <li>Improve efficiency of communication.</li> <li>Consolidate knowledge of the oral interaction interview.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm on language functions and communication strategies.</li> <li>Participate in class activities related to Level C language functions.</li> <li>Participate in subgroup or pair work activities that target Level C language functions.</li> <li>Note and practise corrections from teachers or peers.</li> </ul>

## 6. The Day in Review

Objectives	Suggested Approach
<ul style="list-style-type: none"> <li>Review the progress of the day.</li> <li>Correct common group errors.</li> <li>Find solutions to problems encountered.</li> <li>Present the following day's objectives and discuss them.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage comments on the activities of the day.</li> <li>Answer questions and give explanations.</li> <li>Discuss problem areas and brainstorm on solutions.</li> <li>Assign tasks for the following day's activities.</li> </ul>



## 4. LANGUAGE FUNCTIONS

### 4.1 SESSION SCHEDULE - INTRODUCTION OF LANGUAGE FUNCTIONS

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
	<b>Presentation of the session</b> <ul style="list-style-type: none"> <li>- Diagnostic interviews</li> <li>- Individual action plan</li> <li>- Vocabulary building and revision</li> </ul>	<b>Detailed explanation (present)</b> <ul style="list-style-type: none"> <li>- Give detailed explanation using a logical order</li> <li>- Express necessity, advisability, possibility, ability impossibility</li> <li>- Give examples, details, reasons, causes, facts, results, consequences</li> <li>- Use enumeration, conclusion, comparison, contrast, generalization, connecting words, verbs in present tenses</li> </ul>	<b>Detailed explanation (present)</b> <ul style="list-style-type: none"> <li>- Give detailed explanation using a logical order</li> <li>- Express necessity, advisability, possibility, ability impossibility</li> <li>- Give examples, details, reasons, causes, facts, results, consequences</li> <li>- Use enumeration, conclusion, comparison, contrast, generalization, connecting words, verbs in present tenses</li> </ul>	<b>Detailed explanation—narration (past)</b> <ul style="list-style-type: none"> <li>- Give detailed explanation using a logical order</li> <li>- Express necessity, advisability, possibility, ability, impossibility</li> <li>- Give examples, details, reasons, causes, facts, results, consequences</li> <li>- Use enumeration, conclusion, comparison, contrast, generalization, connecting words, verbs in past tenses</li> </ul>	<b>Role-Plays</b> <ul style="list-style-type: none"> <li>- Presentation of the types of role-plays, with examples and practice</li> <li>- Appropriate strategies for each type</li> </ul>
Week 2	Day 6	Day 7	Day 8	Day 9	Day 10
	<b>Opinion</b> <ul style="list-style-type: none"> <li>- Give and support an opinion</li> <li>- Express obligation, doubt necessity, advisability, opposition</li> <li>- Ask for and provide details</li> <li>- Disagree tactfully and suggest alternatives</li> </ul>	<b>Opinion</b> <ul style="list-style-type: none"> <li>- Give and support an opinion</li> <li>- Express obligation, doubt, necessity, advisability, opposition</li> <li>- Ask for and provide details</li> <li>- Disagree tactfully and suggest alternatives</li> </ul>	<b>Hypothesizing</b> <ul style="list-style-type: none"> <li>- Make hypothetical statements</li> <li>- Use modal auxiliaries</li> <li>- Use conditional statements, types one, two and three</li> </ul>	<b>Role-Plays—Counsel and advise</b> <ul style="list-style-type: none"> <li>- Give advice and counsel</li> <li>- Express advisability, necessity, possibility</li> <li>- Recommend</li> <li>- Hypothesize</li> <li>- Give examples, reasons,</li> <li>- Use appropriate idiomatic expressions</li> </ul>	<b>Role-Plays—Persuade and convince</b> <ul style="list-style-type: none"> <li>- Persuade someone to a course of action</li> <li>- Give examples, details, reasons, causes, facts, results, consequences</li> <li>- Insist</li> <li>- Hypothesize</li> <li>- Use appropriate idiomatic expressions</li> </ul>
Week 3	Day 11	Day 12	Day 13	Day 14	Day 15
	<b>Role-Plays—Tact and diplomacy</b> <ul style="list-style-type: none"> <li>- Use tact and diplomacy in potentially negative situations</li> <li>- Suggest diplomatically</li> <li>- Use subtle and indirect language</li> <li>- Hypothesize</li> <li>- Use appropriate idiomatic expressions</li> </ul>	<b>Consolidation</b> <ul style="list-style-type: none"> <li>- Review language functions as necessary</li> </ul>	<b>Interview simulation</b> <ul style="list-style-type: none"> <li>- Give detailed explanation in the present</li> <li>- Give detailed explanation in the past with past tense narration</li> <li>- Express opinion</li> <li>- Role-play</li> </ul>	<b>Interview simulation</b> <ul style="list-style-type: none"> <li>- Give detailed explanation in the present</li> <li>- Give detailed explanation in the past with past tense narration</li> <li>- Express opinion</li> <li>- Role-play</li> </ul>	<b>Interview simulation</b> <ul style="list-style-type: none"> <li>- Give detailed explanation in the present</li> <li>- Give detailed explanation in the past with past tense narration</li> <li>- Express opinion</li> <li>- Role-play</li> </ul>

## 5. LANGUAGE FUNCTIONS–SUGGESTED PRACTICE ACTIVITIES

### 5.1 DETAILED EXPLANATION–PRESENT

**Note:** Review simple present, present progressive and present perfect if needed.

#### DE1–Main Duties

Suggested approach:

- Individually, write a list of all your duties and responsibilities at work.
- Choose the five you would like to talk about in the OI interview.
- On a separate sheet for each, explain each task in detail.
- Present these five tasks to the group, or others, and discuss.
- Take note of corrections suggested by group members, teacher or exchange partner.

#### DE2–A Professional Activity

Suggested approach:

- Individually choose an activity related to the workplace.
- Take turns describing the steps necessary for the completion of this activity to the group.
- Note the connecting words used by other members of the group.
- Take note of corrections suggested by group members, teacher or exchange partner.

#### DE3–Put Ideas in Order, Generalize and Draw Conclusions

Suggested approach:

- Become familiar with the expressions provided in **Language Help 3**.
- Choose a number of expressions.
- Describe the steps in a work-related process by using the chosen expressions.
- Note feedback and recommendations from the teacher, group members or exchange partner.

**DE4—Work Related Verbs in Context**

Suggested approach:

- Look at the verbs in *Language Help 4*.
- Add other verbs to the list as needed.
- Note the ten most useful verbs from the point of view of activity DE7.

**DE5—Reformulate and Give Examples**

Suggested approach:

- Become familiar with the expressions provided in *Language Help 7 and 8*.
- Read them being careful of pronunciation.
- Choose three or four expressions to use in activity DE7.
- Use the expressions spontaneously in a conversation.
- Take note of corrections suggested by group members, teacher or exchange partner.

**DE6–Show Purpose, Cause, Consequence**

Suggested approach:

- Become familiar with the expressions provided in **Language Help 5**.
- Use these expressions in the context of the suggested situations.

Example: a) poor health  
b) refuse overtime

“I refuse to work overtime because of my poor health.”

Suggested Situations			
1	Interest rate Purchase of a house	7	Productivity Promotion
2	Morale in the workplace Productivity	8	Work experience Acting as mentor
3	Telework Family life	9	Presence of media Care in making comments
4	Training of personnel Efficiency	10	Absence of a colleague Overtime
5	Precise objectives Wasted time	11	Automobiles Pollution
6	Level of education Employment	12	Deadlines Overwork

**DE7—Presentation**

Suggested approach:

- Choose a subject from the list provided or use a different list as long as it is related to work.
- Prepare and give a short presentation (3 to 5 minutes) on that subject.
- Use expressions from ***Language Help 3 to 7***.
- Note feedback and make the necessary corrections and adjustments.

Subject list:

- Talk about your two most important duties or responsibilities.
- Briefly describe the mandate of your department (section).
- Talk about the part of your work which provides the greatest challenge.
- Talk about the part of your work which is the most agreeable.
- Talk about the part of your work which is the least agreeable.
- Describe a process at work.
- Describe a usual day at work.

**DE8—Team Meeting**

Suggested approach:

- Take turns describing a problem encountered in a work situation.
- Answer group members' questions on the nature of the problem.
- Ask colleagues for advice about solving the problem.
- Note feedback and make the necessary corrections and adjustments.

## 5.2 DETAILED EXPLANATION–PAST–NARRATION

### DE9–Narrate a Situation in the Past

Suggested approach:

**Note:** *Review the simple past, past continuous and habitual past (used to) as needed.  
Review the simple past versus the present perfect as needed.  
Review the past perfect as needed.*

- Become familiar with the past narration strategies proposed in **Language Help 1**.
- Talk about a completed project, a past business trip or a past problem related to work using expressions from **Language Help 1 and 2**.
- Take note of corrections suggested by group members, teacher or exchange partner.

### DE10–Put in Order and Summarize

Suggested approach:

- Explain the steps followed in obtaining your present job using the expressions from **Language Help 3**.
- Take note of corrections suggested by group members, teacher or exchange partner.

**DE11–A Structured Narration**

Suggested approach:

- Review the expressions and connecting words in ***Language Help 5***.
- Review the time relation expressions in ***Language Help 3***.
- Choose the expressions you wish to practise.
- Choose one of the subjects from the left column (or another source).
- Do a short presentation on this subject drawing inspiration from the right column.
- Structure narration using the expressions and strategies previously seen.
- Take note of corrections suggested by group members, teacher or exchange partner.

Describe your:	For each job:
<ul style="list-style-type: none"> <li>• first job</li> <li>• most challenging job</li> <li>• last job</li> <li>• most difficult job</li> <li>• easiest job</li> </ul>	<ul style="list-style-type: none"> <li>- Do a brief summary</li> <li>- Describe the experience acquired</li> <li>- Describe your greatest achievement</li> <li>- Give an anecdote illustrating your point</li> </ul>
<ul style="list-style-type: none"> <li>• a missed opportunity</li> </ul>	<ul style="list-style-type: none"> <li>- Do a brief summary</li> <li>- Describe any experience acquired</li> <li>- Give an anecdote</li> </ul>

**DE12–Career Path**

Suggested approach:

- Tell, in as much detail as possible, how your career has evolved so far, or tell about an important professional accomplishment.
- Use the connecting words and expressions seen in ***Language Help 3 and 5***.
- Take note of corrections suggested by group members, teacher or exchange partner.



### 5.3 EXPRESSING AND DEFENDING OPINION

It is important to note that opinion questions should not require specialized knowledge, but should be of the type that could be answered by any rational human being. There are no wrong or right answers to opinion questions; what is important is the language used to express them.

**Note:** See Supporting Opinions / Defending Points of View *plus* Supplement–Opinions/Explanations of Interaction Canada–Phase 3 for role-plays that encourage the use of opinion.

#### O1–BRAINSTORM

Suggested approach:

- Brainstorm and note on the board all the vocabulary and expressions to express, develop and defend opinion.
- Discuss and explain as needed.

#### O2–GIVE AND DEFEND OPINION

Suggested approach:

- Compose a list of opinion questions related to some aspect of daily life.
- Become familiar with the expressions proposed in ***Language Help 11, 12A, 12B and 13.***
- Choose a number of these expressions and use them to express an opinion related to one or more of the questions on the list.
- Take note of corrections suggested by group members, teacher or exchange partner.

### O3—QUESTIONS OF OPINION

Suggested approach:

- Look at the list of work-related subjects which follows.
- Choose one of them and take a moment to formulate an approach and an opinion.
- Discuss the subject in a group, in pairs or in a one-one-one with the teacher.
- Give and defend opinion expressing opposition if necessary.

Work-related subjects:

- |                                 |                                |
|---------------------------------|--------------------------------|
| - Training in the workplace     | - Ambition                     |
| - Teamwork                      | - Loyalty towards the employee |
| - The feeling of belonging      | - Computers                    |
| - Management techniques         | - The brain drain              |
| - Opportunities for advancement | - Loyalty towards the employer |

### O4—COMPARISON

Suggested approach:

- Look at the expressions in **Language Help 6, 17A and 17B**.
- Choose a few useful expressions. (Suggestion: Practise a few you do not use regularly to help increase your choice of vocabulary.)
- Take a moment to establish comparisons using one or more of the following themes.
- Discuss the themes in a group, in pairs or in a one-one-one with the teacher.
- Take note of corrections suggested.

Suggested themes:

- The public versus the private sectors
- Your ideal career versus the one you have
- Environmental concerns, yesterday versus today
- Workplace stress, yesterday versus today
- Telecommuting versus working in an office
- Formal versus on-the-job training

**O5–ROUND TABLE DISCUSSION ON THE NEWS**

Suggested approach:

- Choose a subject from the news.
- Name an activity leader.
- Take turns going around the table giving a point of view.
- Agree or disagree as appropriate and attempt to reach a consensus.
- Take note of corrections suggested.

**O6–OPINION ON AN EDITORIAL**

Suggested approach:

- Choose an editorial from an English daily newspaper.
- Summarize the editorial for the group, exchange partners, . . .
- Give your opinion and ask for the opinion of partner or partners.
- Take note of corrections suggested.

**O7–IMPROVISED DEBATE**

Suggested approach:

- Brainstorm to choose a suitable subject for a debate.
- Put it into the form of a resolution, for example:  
*Be it resolved that the bilingualism bonus should be abolished.*
- Divide the group into pro and con sides.
- Take turns giving arguments and rebutting those of the opposing side.
- Take note of corrections suggested.
- Each student is expected to contribute.

## O8—OPPOSITION

Suggested approach:

- Become familiar with the connectors indicating opposition in **Language Help 13, 17A, 17B and 24**.
- Brainstorm in the group to choose a work-related theme, for example: *Teamwork*.
- Enumerate all the advantages and disadvantages related to this theme.
- Establish comparisons between the two series using the connectors in **Language Help 17B**.

## O9—THE SUBJUNCTIVE

Suggested approach:

- Choose a subject from the list provided or provide a list of your own.
- Give your opinion using different forms of the subjunctive. See **Language Help 10**. Use appropriate connectors from **Language Help 5**.
- Take note of corrections suggested.

List of subjects:

- |                                      |                           |
|--------------------------------------|---------------------------|
| - Teamwork                           | - The glass ceiling       |
| - Pay equity                         | - Selection interviews    |
| - Bilingualism bonus                 | - Performance evaluations |
| - Social activities in the workplace | - Burnout                 |
| - Performance bonuses                | - Flexible hours          |
| - Compressed work week               | - ...                     |

## O10—SOLUTION TO A PROBLEM

Suggested approach:

- Brainstorm to establish a list of existing problems in the workplace.
- Choose the most interesting and build a list of possible solutions.
- Review the expressions proposed in **Language Help 15, 16, 17A and 17B**.
- Take turns reacting to the suggested solutions.

**O11–HOT SEAT**

Suggested approach:

- Each student creates a list of 10 opinionated statements.
- These statements may be on any subject within the realm of good taste.  
e.g. *It is better to have children early in life than later.*
- The statements are written on separate small pieces of paper and then all put into a bag or small box.
- One student takes the hot seat in front of the group and draws an opinionated statement.
- The student agrees or disagrees with the statement and supports his/her opinion for approximately two minutes.
- The person on the hot seat is questioned by the other students forcing him/her to defend his/her opinion.
- The hot seat is taken by another student and the process continues.

**Note:** *It is highly desirable to play “devil’s advocate” to make the hot seat even hotter.*

## 5.4 ROLE-PLAYS

**Note:** See Interaction Canada, Phase 3, Counselling/Advising for more practice role-play situations.

Type of role-play	Teacher's role	Student's role
<b>Counsel and advise</b>	The person who requires the counsel or advice. He/she is at the same level in the hierarchy as the other person.	The person who provides the counsel or advice and shows empathy for the other player. He/ she is at the same level in the hierarchy as the other person.
<b>Persuade</b>	The person who has the authority and who can raise objections: usually a boss or client.	The person who must attempt to persuade the other who has the authority.
<b>Use tact</b>	The person with whom one has to approach a difficult subject. Quite often it requires a reprimand of some sort. Usually, but not always, this person is in a subordinate position.	The person who usually has the authority and must give bad news, give a reprimand or approach a delicate situation.

## **Examples of Role-plays**

### **Counsel and advise**

One of your colleagues comes to see you to ask for advice about an important decision that he/she must make. He/she has just been offered an important job in Halifax (change city if used in Halifax), but the spouse has an excellent and much loved job here. Moving to take up the Halifax job could cause problems in the relationship. You must provide counsel and advice.

### **Persuade**

You attempt to persuade your manager to hire a consultant to lead a project. You outline the advantages of this approach for the organization.

### **Use tact**

An employee has been demonstrating an aggressive attitude toward co-workers. This is having negative repercussions on workplace morale. You ask this person to come to your office and attempt to resolve the situation.



**5.4.1 ROLE-PLAY COUNSEL AND ADVISE****R-P1 (Counsel and Advise) FRIENDLY ADVICE**

Suggested approach:

- Make a list of all the professional situations where you have given counsel and advice. See **Language Help 14, 18A, 18B, 19 and 31** for appropriate language.
- Keep this list to use with activity RP3.
- Compare and discuss lists in the group.

**R-P2 (Counsel and Advise) SUGGESTIONS**

Suggested approach:

- Review the reminders and examples given in **Language Help 31** and then practise the exercise in your group, with the teacher or with an exchange partner.

**Suggested Exercise:** Reformulate these statements in **two** ways to make suggestions.

1. It would be to our advantage to choose the first option.
2. It would be better to continue on Friday.
3. We'll have to get together again soon.
4. We could ask Louise to give us more time.
5. It would be a good idea to hire a consultant.
6. We could cancel the order.
7. We should increase the funding.
8. They could start the meeting without us.
9. Someone could be here at eight o'clock to answer the telephone.
10. It would be simple to buy an answering machine.

**R-P3 (Counsel and Advise) IN YOUR PLACE . . .**

Suggested approach:

- From the list of professional situations created for activity R-P1, choose a situation where you have to give counsel and advice.
- Simulate the situation with a partner and record it, if possible.
- Reverse roles.
- Review the simulations and note any necessary corrections.

**R-P4 (Counsel and Advise) THE CONDITIONAL**

Suggested approach:

- Brainstorm for a list of circumstances where it would be appropriate to use the conditional, for example, to form polite requests.
- Find as many expressions as possible associated with each circumstance, for example: “Could you . . . , Would it be possible to . . . ?”
- Discuss the expressions and compare them with the expressions in ***Language Help 14, 15, 31 and 33***.
- Use the expressions in mini role-plays with group members, the teacher or an exchange partner.
- Note any suggested corrections.

**R-P5 (Counsel and Advise) PROBLEM SOLVING**

Suggested approach:

- Individually, make a list of problems that you face or have faced at work.
- Choose the one you feel you can best talk about and describe it to the group.
- Invite each member of the group to give advice and counsel to help solve the problem using conditional forms where appropriate. See ***Language Help 14, 15, 31 and 33***.
- Continue to take turns until each member of the group has participated.
- Note any suggested corrections.

**R-P6 (Counsel and Advise) LANGUAGE TRAINING**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 14, 15, 18A, 18 B, 19, 20, and 31***.
- Choose some expressions you are comfortable with and practise a few new ones.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your colleague is about to go on language training. Give some advice on how to make the most of language training and on how to maintain language proficiency afterwards.

**Note:** Invent any details that you need.

**R-P7 (Counsel and Advise) WORRIED COLLEAGUE**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 14, 15, 19, 20, 18A, 18B, and 31.***
- Choose some expressions that you are comfortable with. Challenge yourself by using some expressions that are less familiar so that they can, with some practice, become part of your vocabulary.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your present software programs are about to be replaced with up-to-date equivalents. One of your colleagues seems to be worried about acquiring the new skills involved. Make recommendations to your colleague on ways to alleviate anxiety and acquire the necessary skills.

**Note:** *Invent any details that you need.*

**R-P8 (Counsel and Advise) MENTOR TO NEW EMPLOYEE**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 6, 31, 14, 15, and 19.***
- Choose some expressions you are comfortable with. Challenge yourself with others.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

You have been asked to act as a mentor to a new employee. Advise the employee about getting along with the boss and the other employees in the workplace. Think about personality characteristics, work styles, values, interests, attitudes, . . . .

**Note:** *Invent any details that you need.*

**R-P9 (Counsel and Advise) ADVICE FOR TRAVELLERS**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 31, 14, 15, 19, 24, and 19.***
- Use expressions you are comfortable with and try some less familiar ones as well to build your language choices.
- Practise this role-play with the group, teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your friend is determined to visit a holiday destination which has become increasingly dangerous for tourists. Since you cannot convince him/her to go elsewhere, give him/her advice about precautions to take on the street, in the car, at the hotel, in public places, . . . .

**Note:** *Invent any details that you need.*

**R-P10 (Counsel and Advise) ACCEPTING A PROMOTION**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 14, 15, 19, 20, 18A, 18B and 31.***
- Choose a few exponents and expressions you are comfortable with; make sure you also try two, three or more new ones in order to build your vocabulary choices.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your friend has just been offered a promotion that would provide a large pay increase as well as opportunity for advancement. Your friend is hesitating about accepting the promotion because he/she is comfortable and happy where he/she is. You really feel that it would be a big mistake not to accept. Advise your friend accordingly.

**Note:** *Invent any details that you need.*

**R-P11 (Counsel and Advise) COLLEAGUE IN NEW SUPERVISORY POSITION**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 14, 15, 19, 20, 18A, 18B and 31.***
- Choose expressions that you are comfortable with; try some less familiar ones for practice and to help you incorporate them into your everyday vocabulary.
- Practise this role-play with the group, teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your friend has recently been promoted to a supervisory position. It is the first time that he/she has been in a situation where he/she is responsible for the work performance of others. He/she is anxious to do well, but is quite nervous about making mistakes and getting off on the wrong foot. Advise your friend about the approach that he/she should take. Think about the qualities of a good manager.

**Note:** *Invent any details that you need.*

**5.4.2 ROLE-PLAY****PERSUADE****R-P1 (Persuade) PERSUADING AT WORK**

Suggested approach:

- Brainstorm with the group to make a list of occasions where it is necessary to persuade or convince someone of something.
- Put the list on the board or flip chart sheets that you hang on the classroom walls.
- Discuss the listed points and the language that might be used to accomplish them.
- Note and use items from the list as inspiration for practice role-play situations.
- Note any suggested corrections.



**R-P2 (Persuade) QUALIFYING THINGS**

Suggested approach:

- Supply a qualifier for each of the nouns listed below.
- Consult the list of qualifiers as needed. Add appropriate qualifiers to the list.
- See **Language Help 21** for more suggestions.

Nouns		
an action plan a procedure a file a document information a reception a team	a decision an analysis a manager a problem a request employees a solution	personnel a situation an initiative a group a project an approach a step

Qualifiers (adjectives)		
complete dynamic promising crucial ambitious accessible constraining	pertinent pressing reduced autonomous simplistic explosive hostile	delicate thorny contradictory exhaustive beneficial favourable ...

**R-P3 (Persuade) ADVERBS OF MANNER**

Suggested approach:

- Look at the list of adverbs presented in *Language Help 22*.
- Individually, list five problems related to the workplace.
- Discuss in the group, with the teacher or with an exchange partner, how these problems might be solved.
- Use adverbs of manner.
- Note any suggested corrections.

Example of a problem: A project which is becoming too expensive.

Solution: “The budget for this project must be **carefully** revised. As far as I’m concerned, if we **progressively** cut the number of personnel, we will **surely** reduce our costs.”

**R-P4 (Persuade) MAKING COMPROMISES**

Suggested approach:

- Review the expressions suggested in *Language Help 28*.
- Use these expressions in mini-role-plays which require compromise.
- Note any suggested corrections.

**R-P5 (Persuade) NEW BOSS**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 11, 14, 15, 23, 12A, 12B, and 24.***
- Choose some expressions that you are comfortable with to practise; choose a few you are less familiar with to start using and add to your vocabulary.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your colleague has been offered a promotion which will mean working with a newly appointed boss who is reputed to be unpleasant. The boss is also unfamiliar with the work done by your unit. Your colleague is considering refusing the promotion. You think this could adversely affect your colleague's career. Persuade your colleague to accept the promotion.

**Note:** *Invent any details that you need.*

**R-P6 (Persuade) BACK TO WORK**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 11, 17A, 17B, 13, 18B, 24 and 27.***
- Choose expressions that you are comfortable with plus a few less familiar ones to practise so that they all can become part of your vocabulary.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

You are about to finish eight months of language training. Your boss is anxiously awaiting your return to the job, but you feel you need some vacation time before you go back to work. You don't have any leave, so you will need an advance. Persuade your boss to let you take the time off.

**Note:** *Invent any details that you need.*

**R-P7 (Persuade) LOSING AN EMPLOYEE**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 11, 15, 17B, 27, 24, 12A and 12B***.
- Choose some expressions that you are comfortable with. Try a few that you are not so comfortable with as well so that they can become part of your vocabulary.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your work group will soon lose an employee with vital skills. Since your new deadlines are tighter than ever before, persuade your boss to adjust the work plans. Point out the risks of cutting corners, skimping on quality, expecting more of already overworked employees, . . . .

**Note:** *Invent any details that you need.*

**R-P8 (Persuade) DRESS-DOWN FRIDAY**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 11, 15, 17B, 27, 24, 18A and 18B.***
- Choose exponents and expressions that you are most comfortable with to practise.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Employees in other branches have decided to wear jeans every Friday. Some team leaders have expressed reservations about the image conveyed to the public by employees in jeans. Persuade your team leader to participate in the project.

**Note:** *Invent any details that you need.*

**R-P9 (Persuade) MORE TRAINING**

Suggested approach:

- Familiarize yourself with the exponents and expressions in the suggested ***Language Help 11, 15, 17B, 27, 24, 11A and 11B***.
- Choose expressions that you are comfortable with.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

You just got back from eight months of language training and found that a lot of things have changed, especially the software that you are using in your division. You feel that you need training on the new software to become more productive. Convince your boss to send you for training.

**Note:** *Invent any details that you need.*

**R-P10 (Persuade) COMPRESSED WORK WEEK**

Suggested approach:

- Familiarize yourself with the exponents and expressions in the suggested *Language Help 11, 15, 17B, 19, 27, 24, 12A and 12B*.
- Choose expressions that you are comfortable with for the most part, but also try using some less familiar ones in order to expand your language possibilities.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your boss doesn't like the compressed work week. He/she feels it promotes anarchy in the workplace. You think it would be a great idea that would boost productivity. Convince your boss to give it a try.

**Note:** *Invent any details that you need.*



**5.4.3 ROLE-PLAY****USE TACT****R-P1 (Tact) DELICATE SITUATIONS**

Suggested approach:

- Make a list of situations in the workplace in which you have to react tactfully.
- Decide on the personal qualities and the language techniques necessary to handle these situations.
- Familiarize yourself with the expressions and exponents in **Language Help 12A, 12B, 20, 29 and 30**.
- Use the list of situations and the suggested **Language Help** sections to practise in mini-role-plays.
- Note any suggested corrections.

**R-P2 (Tact) AVOIDING CONFRONTATION**

Suggested approach:

- Familiarize yourself with the expressions and exponents in **Language Help 12A, 12B, 20, 29 and 30**.
- Orally, try softening the expression of the ideas in the following exercise..
- Note suggestions for correction or improvement.

**Exercise 1:**

The success of a meeting is often related to the art of avoiding confrontation. That is why people who are efficient in meetings soften the way they express their feelings.

Examples:	a <i>small</i> misunderstanding	a <i>short</i> delay	a <i>little</i> too early
	a <i>tiny</i> problem	<i>certain</i> reservations	a <i>few</i> concerns

1. It will cause me problems if you delay delivery.
2. I have doubts about it.
3. We must have more time.
4. We have production problems.
5. We had a disagreement with our American colleagues.
6. You have to make changes if you want our unreserved support.
7. I don't want a meeting as soon as that.
8. If you do that, you're going to cause me problems with my manager.
9. How could you have thought for an instant that is what I meant.
10. I can't accept such tight deadlines.

**Exercise 2:** Replace the negative adjective with either *not really* or *not very* or *not too* + a positive adjective.

**Reminder:**

To be tactful, it is better to avoid negative adjectives. Replace them with *not really*, *not very* or *not too* + a *positive adjective*.

Examples:

“Your report is incomplete.”

“Your report is *not really complete*.”

“His presentation was terrible.”

“His presentation *wasn’t too good*.”

This principal also applies to verbs. We can replace a negative verb with *don’t/doesn’t* + a *positive verb*.

Examples:

“I hate this situation.”

“I *don’t like* this situation too much.”

“I refuse your suggestion.”

“I *don’t accept* your suggestion.”

1. It’s useless to make a request for funding.
2. It’s a stupid suggestion.
3. The numbers for this year are bad.
4. That’s a negative way of looking at the problem.
5. The project is unrealistic.
6. I feel that this is a destructive approach.
7. It’s an unacceptable point of view.
8. It’s an incomprehensible attitude.
9. It’s a harebrained scheme.
10. Your proposition is outlandish.

**R-P3 (Tact) YOUR COLLEAGUE’S BADLY DONE REPORT**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 12A, 12B, 18A, 18B, 20, 29, 30 and 31.***
- Choose some expressions that you are comfortable with.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

You have been asked to edit your colleague’s report. You have found a number of problems: grammatical errors, inaccuracies, omissions and biased language. Give your colleague this negative feedback.

**Note:** *Invent any details that you need.*

**R-P4 (Tact) A Deadline**

Suggested approach:

- Familiarize yourself with the exponents and expressions in **Language Help 12A, 12B, 11A, 11B, 20, 29, 30 and 31.**
- Choose expressions you are comfortable with to use during the practice interview.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

A project deadline is fast approaching and the work will not be ready on time. The main reason is that the supervisor was not realistic when assigning the work. The supervisor has called you into his/her office to discuss the situation. Persuade your supervisor to extend the deadline, letting him/her know the real reason the extension is necessary.

**Note:** *Invent any details that you need.*

**R-P5 (Tact) CHANGING THE BOSS'S MIND**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 12A, 12B, 18A, 18B, 20, 29, 30 and 31.***
- Choose some expressions that you are comfortable with.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your boss has decided to send one of your colleagues to a conference. You think you should go instead because the subject matter relates directly to your field of expertise and interest. You know that your boss tends to treat your colleague better than other people in the section and others are becoming uncomfortable with the situation. Change your boss's mind while letting him/her know that there is some unrest in the section.

**Note:** *Invent any details that you need.*

**R-P6 (Tact) AN INEFFICIENT EMPLOYEE**

Suggested approach:

- Familiarize yourself with the exponents and expressions in *Language Help 12A, 12B, 11A, 11B, 20, 29, 30 and 31*.
- Choose some expressions that you are comfortable with.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

An employee that you supervise has come to you complaining that he/she is being passed over for interesting assignments. You have been meaning to talk to this person about his/her inaccurate work and missed deadlines. Explain the situation to the employee and make sure that the problem is solved.

**Note:** *Invent any details that you need.*

**R-P7 (Tact) AN UNREALISTIC FRIEND**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 12A, 12B, 18A, 18B, 20, 29, 30 and 31.***
- Choose some expressions that you are comfortable with.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your friend has been confiding in you about feeling rejected at work. It seems to you, from what you have heard, that the rejection is due to your friend's behaviour: boastfulness, insensitivity and arrogance. Advise your friend about how to improve the situation.

**Note:** *Invent any details that you need.*

**R-P8 (Tact) A PROBLEM EMPLOYEE**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 12A, 12B, 18A, 18B, 20, 29, 30 and 31.***
- Choose some expressions that you are comfortable with.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Sexist and racist language has been used by one of your employees. The other members of the work unit are not amused; however, no one has spoken to this person who seems to be oblivious to the effect his/her comments are having. Warn this employee about the serious consequences of persisting in this behaviour and be sure that he/she realizes it cannot continue.

**Note:** *Invent any details that you need.*



**R-P9 (Tact) SHARING THE LOAD**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 12A, 12B, 18A, 18B, 20, 29, 30 and 31.***
- Choose some expressions that you are comfortable with.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

As a manager, you pride yourself on distributing the work equitably among your employees. You have recently become aware from complaints, from several members of the team you supervise, that one person is not doing his/her fair share and that the others are forced to pick up the slack. Speak to the employee in question; find out what the problem is and arrive at a solution.

**Note:** *Invent any details that you need.*

**R-P10 (Tact) BAD NEWS**

Suggested approach:

- Familiarize yourself with the exponents and expressions in ***Language Help 12A, 12B, 18A, 18B, 20, 29, 30 and 31.***
- Choose some expressions that you are comfortable with.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

You have an excellent employee who has been working on contract. You were sure you would be able to renew the contract for another six months. Unfortunately, because of the changes to the work plan, the budget no longer allows you to renew the contract. Give the bad news to the contractual employee.

**Note:** *Invent any details that you need.*

## 5.5 HYPOTHESIZING

**Note:** See Handling Hypothetical Questions *plus* Supplement—Hypothetical Situations of Interaction Canada—Phase 3 for more role-plays that involve handling hypothetical questions.

*These activities can be adapted for use in groups, subgroups, or in pairs as with exchange partners.*

*Practise using the contracted forms of the conditionals.*

### H1

#### BRAINSTORM

Suggested approach:

- Brainstorm and note on the board, or on flip chart pages, all the vocabulary and expressions used to handle hypothetical questions;
- Discuss, explain and make suggestions as needed.

### H2

#### HYPOTHETICAL CHAINS—Type 1

Suggested approach:

- Become familiar with the expressions proposed in **Language Help 14, 15 and 33**.
- Individually make a list of ten “type 1” conditional statements.

Example: If I **buy** a new car, I **will choose** something flashy.

- Take turns beginning the conditional chain. One person gives a conditional statement, and the next takes the result clause and forms a new conditional statement.

Example: If I **choose** something flashy, people **will think** I’m cool.

- The next person continues the chain, and so on, until someone makes a mistake or runs out of inspiration and then the next person begins a new chain.
- Note any suggested corrections.

**Note:** *This activity can be done as a game where points are awarded.*

**H3****HYPOTHETICAL CHAINS–Type 2**

Suggested approach:

- Become familiar with the expressions proposed in *Language Help 12, 15 and 33*.
- Individually make a list of ten “type 2” conditional statements.

Example: If I **bought** a new car, I **would choose** something flashy.

- Take turns beginning the conditional chain. One person gives a conditional statement, and the next takes the result clause and forms a new conditional statement.

Example: If I **chose** something flashy, people **would think I was** cool.

- The next person continues the chain, and so on, until someone makes a mistake or runs out of inspiration and then the next person begins a new chain.
- Note any suggested corrections.

**Note:** *This activity can be done as a game where points are awarded.*

**H4****HYPOTHETICAL CHAIN–Type 3**

Suggested approach:

- Become familiar with the expressions proposed in *Language Help 12, 15 & 33*.
- Individually make a list of ten “type 3” conditional statements;

Example: If I **had bought** a new car, I **would have chosen** something flashy.

- Take turns beginning the conditional chain. One person gives a conditional statement, and the next takes the result clause and forms a new conditional statement;

Example: If I **had chosen** something flashy, people **would have thought I'm** cool.

- The next person continues the chain, and so on, until someone makes a mistake or runs out of inspiration and then the next person begins a new chain;
- Note any suggested corrections.

**Note:** *This activity can be done as a game where points are awarded. It can be a lot of fun, especially with good participation and some imagination.*

**H5                    HYPOTHETICAL QUESTIONS WITH DAILY ACTIVITIES–Type 3**

Suggested approach:

- Become familiar with the expressions proposed in *Language Help 12, 15 and 33*.
- Individually, make a list of ten things you did yesterday, however inconsequential.

Example: I got up at seven o'clock. I took a shower. . . .

- Your partner asks you a “type 3” hypothetical question based on the first item on the list.

Example: “What **would have happened** if you **hadn't gotten up** at seven o'clock?”

- Respond appropriately to the question. For the sake of practice, use the complete statement in the answer.

Example: “If I **hadn't gotten up** at seven o'clock, I **would have been** late for class.”

- Take turns until all of the items on the list have been exhausted.
- Note any suggested corrections.

**Note:** *You should exercise your imagination and try to vary the verbs used as much as possible.*

## H6

## OUTRAGEOUS—Type 2

Suggested approach:

- Become familiar with the expressions proposed in **Language Help 12, 15 and 33**.
- Make a list of ten outrageous, unusual or illegal activities.

Examples:

streak	be rude to the teacher
drive double the speed limit	shave your head
eat giant roaches	...

- Discuss your list with a partner or in a group and decide under what circumstances you would do the things mentioned.

Example: I **would be** rude to the teacher if the teacher **were** rude to me first.

- Take turns until all the items on the lists are exhausted.
- Note any suggested corrections.

## H7

### REGRETS–Type 3

Suggested approach:

- Become familiar with the expressions proposed in **Language Help 12, 15 and 33**.
- Make a list of ten things that you regret either doing or not doing in life. Invent some things if you wish.

Examples: I regret buying X make of car. I regret not going to bed earlier last night.

- Exchange lists with a partner and take turns making “type 3” hypothetical statements about the regrets.

Examples: If you hadn't bought an X, you would have saved a lot of money.

or

If you had bought a Y instead of an X, you would have had a more reliable car.

- Continue until all the items on the lists are exhausted.
- Note any suggested corrections.

**H8****WISHING–Present**

Suggested approach:

- Become familiar with the expressions proposed in *Language Help 14, 15 and 33*.
- Make a list of ten things that are not as you wish in your life at the moment. Use your imagination; the wishes do not have to be true.

Examples: My car is old.  
              I am losing my hair.  
              My dog doesn't like me.

- Express your wishes to your partner about the things you would like to change.

Examples: I wish my car were new. / I wish I had a new car.  
              I wish I weren't losing my hair.  
              I wish my dog liked me.

- Take turns until everything on the lists is exhausted.
- Note any suggested corrections.

**H9****WISHING–Past**

Suggested approach:

- Become familiar with the expressions proposed in *Language Help 14, 15 and 33*.
- Make a list of ten things that you regret either doing or not doing in the past. Use your imagination; they don't have to be true.

Examples: You bought a used Lada.  
              You didn't notice the police car behind you.  
              You drank too much at the office party.

- Express your wishes to your partner about the things you would like to change.

Examples: I wish I hadn't bought that Lada.  
              I wish I'd seen that police car.  
              I wish I hadn't drunk so much.

- Take turns until everything on the lists is exhausted.
- Note any suggested corrections.

**H10****SPECIAL PROJECT**

Suggested approach:

- Familiarize yourself with the exponents and expressions in the suggested ***Language Help 14, 15 and 33.***
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

You have been asked to participate in a special project. This would be in addition to your regular work. Negotiate with your boss regarding the conditions under which you would agree to participate.

**Note:** *Invent any details that you need.*

**H11****CHANGING THE BOSS**

Suggested approach:

- Familiarize yourself with the exponents and expressions in the suggested ***Language Help 14, 15 and 33.***
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

You and your colleague are discussing the following question: If you could make changes in your boss, what would you change? Think about your boss's personality, management style, sense of humour, communication skills, . . . .

**Note:** *Invent any details that you need.*



**H12****CHANGING A SITUATION**

Suggested approach:

- Familiarize yourself with the exponents and expressions in the suggested **Language Help 14, 15 and 33**.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

The air quality in your friends' building is very bad. Many are suffering from headaches, fatigue, . . . . They have already complained verbally to the appropriate authorities, but nothing has been done. Tell your friends what you would do if you were in their position.

**Note:** *Invent any details that you need.*

**H13****MEETING ROOM MIX-UP**

Suggested approach:

- Familiarize yourself with the exponents and expressions in the suggested **Language Help 14, 15 and 33**.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

Your colleague had booked the only available meeting room for an important meeting with out-of-town clients well in advance. However, arriving at the meeting, your colleague found that the Director was in the middle of a meeting in that room. Tell your colleague how you would have handled the situation.

**Note:** *Invent any details that you need.*

**H14****HANDLING AN UNPLEASANT SITUATION**

Suggested approach:

- Familiarize yourself with the exponents and expressions in the suggested **Language Help 14, 15 and 33**.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

In your colleague's training class, one student behaved in an obnoxious way by making inappropriate comments, interrupting and sabotaging activities. Tell your colleague what you would have done to improve the situation had you been in that class.

**Note:** *Invent any details that you need.*

**H15****INCOMPATIBLE COLLEAGUES**

Suggested approach:

- Familiarize yourself with the exponents and expressions in the suggested **Language Help 14, 15 and 33**.
- Practise this role-play with your group, the teacher or an exchange partner.
- Note any suggested corrections.

**Situation:**

At a training workshop, the following case study was presented: Because of scarce resources, a manager had to assign two employees, known to be incompatible, to work on an urgent project. The manager felt that awareness of the urgency of the project would have helped them to set aside their animosity. In fact, the reverse happened; the two employees disagreed so violently that the project had to be cancelled. Tell the other workshop participants what you would have done to avoid this outcome.

**Note:** *Invent any details that you need.*

## 5.6 STUDENT EXCHANGES

### Introduction

Exchange partners, often referred to as “twins”, are an extremely rich and valuable resource of vocabulary and idiomatic expressions. It is, therefore, important to ensure that they are used wisely and to the greatest advantage. Students should have twins almost from the beginning of training; however, some students choose not to use twins. The notes below are aimed at these students. For those who already have twins these notes are a reminder.

Any of the activities suggested in the manual for the Pre-SLE Session can be adapted for use in student exchanges.

### Tips for students:

- **Decide on how many twins you want.** Two is the usual minimum while the maximum is a matter of choice. However, for best results you need to establish a good rapport and working relationship with your twins. Let this be your guide.

Remember that more twins than you can reasonably get to know and conveniently meet can be disadvantageous. Choose wisely.

- **Choose twins that you are comfortable with and who have similar interests.** It is much easier to talk with someone with whom you are at ease.
- **If possible choose twins who do similar work to you.** This is not always possible, but if it happens, it allows you to discover and practise equivalent vocabulary quite easily.
- **If possible choose twins who are at a similar level to you in their second language, especially when in the Pre-SLE Session phase.** This will help ensure that your twins are as highly motivated as you are, and it will also make life easier for you since as part of the exchange process you have to listen to your twin speak French. Level A French can be tiring to listen to and it is also difficult to practise the higher level language functions.

Another reason for choosing twins who are at or close to the same level as yourself is that they have more SDL time to meet with you. Students at the lower levels generally are involved in obligatory classroom activities most of the time.

- **Make the exchanges as conversational as possible.** The important thing is to communicate. Listen to your partner and react in an appropriate way.

### Method:

- The student exchanges should not be haphazard, either during the SLE-Preparation session or, for that matter, at any time. **Choose a theme for each exchange.** The SLE-Preparation Session is set up so that functions are introduced sequentially. Follow this sequencing for best results.
- **Prepare for the exchange.** Based on the theme of the exchange, think about and prepare the vocabulary and expressions that you will need.

- **Follow a method to establish when each language will be spoken.** Many students decide that 50/50 is a good plan. In other words, the first half of the exchange is in one language and the second half is in the other. **Do not** speak both languages at the same time. If you speak English and your twin responds in French, as has been tried by some students, you do not hear a first-language quality of English. The opposite is, of course true, for your twin. If you establish a 50/50 plan, you both hear a first-language quality of the target language. In some cases students decide that all of one exchange will be in one language and the next exchange in the other. This is an acceptable variation.
- **Make the exchange long enough to be efficient.** Less than an hour is not ideal. A minimum of half an hour is essential in each language; however, exchanges should not be so long as to be exhausting.
- **Use lunch times to advantage.** This is the one time of day when everyone is free, and a relaxed exchange over lunch can be very pleasant as well as profitable. Some students opt to meet in exchange groups at this time instead of individually. This has the advantage of allowing you to become familiar with different voices and speaking styles, but there is always the danger that one or two people will “hog” the conversation.
- **Establish a correction strategy.** It is essential that correction be a part of the exchange process; otherwise, you will continue to make mistakes without being aware of them. The more often you make a mistake the more likely it is to become entrenched and habitual. Talk about how you want to handle the correction. You can each take notes and do a feedback session at the end of each language segment of the exchange or you can correct spontaneously during the exchange or you can use a combination approach. Correction should interfere as little as possible with the smooth flow of the conversation. Ask your teacher for help with correction strategies.
- **Ask questions.** Your twins are a great resource. As first language speakers, they have a wealth of vocabulary and idiomatic expressions. Ask them to clarify if they use words or expressions that you don’t understand.
- **Do not expect your twins to be grammar experts.** Although they know the correct forms, it is unlikely that they will be able to explain them to you. Rely on your teacher for grammatical explanations.

## 6. LANGUAGE HELP

### LANGUAGE HELP 1

### STRUCTURING A PAST NARRATIVE

#### TRIP, PROJECT, VACATION

##### When?

- X years / X months / X days ago
- Last year / A year ago
- In '99/2000/2002
- In June/February
- On Tuesday/Wednesday/Thursday

##### Where?

- I took a trip to . . .
- I took part in a project at . . .
- I spent my vacation in . . .

##### Why?

- . . . to meet some colleagues in the regional offices
- . . . to improve the system of . . .
- . . . to attend a conference on . . .

##### How long?

- This project lasted for X weeks/months/ . . .
- It took X weeks to complete.

##### What did you do?

- For those X weeks, I met . . . I talked with . . . about . . .
- I solved several problems.

##### Your comments

- I found this trip interesting because . . .
- I didn't like this trip/experience because . . .
- This project was a great success.

## LANGUAGE HELP 2

## TELLING ABOUT A PROBLEM

**A PROBLEM****When?**

- X years / X months / X days ago
- Last year
- In 2003/2002
- In April
- On Sunday

**What?**

- I had a problem with . . .
- I noticed that there was a problem with . . .

**What was the situation?**

- At that time . . . (past progressive) I *was completing* the report, . . .

**What did you do?**

- I went to see the boss.
- I called the person into my office.
- I called her/him on the phone.

**Conclusion**

- Finally, the problem was solved.
- I learned a lot from this experience.

<b>Job, flow chart</b>	
<ul style="list-style-type: none"> <li>agir en collaboration avec</li> <li>avoir recours à</li> <li>avoir sous ses ordres</li> <li>comprendre</li> <li>faire appel à</li> <li>regrouper</li> </ul>	<b>To:</b> act in co-operation with make use of have someone working for you include call on group
<b>Career</b>	
<ul style="list-style-type: none"> <li>commencer</li> <li>envisager</li> <li>mettre fin à</li> <li>poursuivre</li> <li>se lancer dans</li> </ul>	start contemplate; see; envisage finish; put an end to pursue begin; embark on
<b>Retirement</b>	
<ul style="list-style-type: none"> <li>jouir de</li> <li>planifier</li> <li>prendre</li> </ul>	enjoy plan retire
<b>Project</b>	
<ul style="list-style-type: none"> <li>confier . . . à quelqu'un/une</li> <li>mettre en oeuvre</li> <li>mettre sur pied</li> <li>mettre à l'essai</li> <li>mettre en veilleuse</li> <li>mettre de l'avant</li> <li>mettre fin à</li> <li>mettre de côté</li> <li>travailler à un projet</li> <li>travailler une étape d'un projet</li> <li>réaliser</li> </ul>	assign . . . to someone  carry out; implement set up; start do a trial run put on the back burner propose end; finish shelve, put to one side  work on a project work on one stage of a project carry out

<b>Program</b>	
<ul style="list-style-type: none"> <li>• lancer</li> <li>• mettre sur pied</li> <li>• organiser</li> </ul>	<b>To:</b> launch start up; set up organize
<b>A project, a step, a phase</b>	
<ul style="list-style-type: none"> <li>• achever</li> <li>• annuler</li> <li>• arrêter</li> <li>• commencer</li> <li>• refaire</li> <li>• reporter</li> <li>• reprendre</li> <li>• retarder</li> <li>• décider de faire</li> <li>• prendre une décision</li> <li>• (se) fixer des échéances</li> <li>• respecter les échéances</li> <li>• faire le point sur</li> <li>• faire le bilan de</li> </ul>	complete cancel stop start; begin redo; do over postpone resume; begin . . . again delay decide to do make a decision set deadlines meet or respect deadlines assess progress of; assess the status of; report on give the status of; report on
<b>Mandate, objective</b>	
<ul style="list-style-type: none"> <li>• atteindre</li> <li>• avoir le mandat de</li> <li>• déterminer</li> <li>• encourager à</li> <li>• énoncer</li> <li>• fixer</li> <li>• formuler</li> <li>• poursuivre</li> <li>• promouvoir</li> <li>• se fixer un objectif</li> <li>• sensibiliser (le public)</li> <li>• viser à</li> </ul>	reach; achieve have the mandate to determine; specify encourage to announce; spell out establish; set formulate; draw up; set out pursue; go ahead with promote set an objective for oneself make the public aware of; educate the public; sensitize the public aim at



<b>Problem</b>	
<ul style="list-style-type: none"> <li>• aborder</li> <li>• analyser</li> <li>• contourner</li> <li>• définir</li> <li>• envisager</li> <li>• éviter</li> <li>• faire face à</li> <li>• régler</li> <li>• s'attaquer à</li> <li>• soulever</li> <li>• se heurter à</li> </ul>	<b>To:</b> raise; bring up analyze get around; avoid define envisage; see; consider avoid face up to; deal with solve get down to; tackle; take on raise confront
<b>Decision</b>	
<ul style="list-style-type: none"> <li>• approuver</li> <li>• confirmer</li> <li>• contester</li> <li>• entériner</li> <li>• prendre</li> <li>• protester contre</li> <li>• s'opposer à</li> </ul>	approve of confirm take issue with; contest; dispute ratify; confirm make protest against object to
<b>Necessary Measures</b>	
<ul style="list-style-type: none"> <li>• adopter</li> <li>• appliquer</li> <li>• approuver</li> <li>• envisager</li> <li>• entériner</li> <li>• mettre en vigueur</li> <li>• prendre</li> </ul>	adopt apply approve see ratify put into effect take

<b>Money</b>	
<ul style="list-style-type: none"> <li>• allouer</li> <li>• accorder</li> <li>• économiser</li> <li>• gagner</li> <li>• perdre</li> <li>• prêter</li> <li>• retirer</li> <li>• verser</li> <li>• voler</li> </ul>	<b>To:</b> allocate grant; give save earn lose lend withdraw deposit steal
<b>Price</b>	
<ul style="list-style-type: none"> <li>• augmenter</li> <li>• diminuer</li> <li>• rester stable</li> <li>• varier</li> </ul>	increase; go up decrease; go down remain steady change; vary
<b>Payment</b>	
<ul style="list-style-type: none"> <li>• anticiper</li> <li>• effectuer</li> <li>• suspendre</li> <li>• verser</li> </ul>	expect; anticipate make; effect suspend; stop make
<b>Income tax, taxes</b>	
<ul style="list-style-type: none"> <li>• devoir</li> <li>• payer</li> <li>• percevoir</li> <li>• recueillir</li> <li>• recouvrer</li> <li>• récupérer</li> </ul>	owe pay receive collect collect recover

<b>Appointments</b>	
<ul style="list-style-type: none"> <li>• annuler</li> <li>• fixer</li> <li>• prendre</li> <li>• reporter</li> </ul>	<b>To:</b> cancel set up; arrange make postpone; put off
<b>Interviews</b>	
<ul style="list-style-type: none"> <li>• avoir</li> <li>• convoquer quelqu'un</li> <li>• passer</li> <li>• réussir</li> <li>• se présenter à</li> </ul>	have call or invite someone to have pass go to
<b>Permission</b>	
<ul style="list-style-type: none"> <li>• accorder</li> <li>• délivrer</li> <li>• octroyer</li> </ul>	give issue grant
<b>Rules, regulations</b>	
<ul style="list-style-type: none"> <li>• adopter</li> <li>• appliquer</li> <li>• déroger à</li> <li>• imposer</li> <li>• mettre en vigueur</li> <li>• rédiger</li> <li>• respecter</li> </ul>	adopt apply go against; depart from impose, lay down put into effect/force write; draw up observe
<b>Tests, exams</b>	
<ul style="list-style-type: none"> <li>• échouer</li> <li>• réussir à</li> <li>• rater</li> <li>• se présenter à</li> <li>• subir</li> <li>• passer</li> </ul>	fail pass fail; blow; mess up go to undergo take; do; write

## LANGUAGE HELP 5

## CONNECTORS AND TRANSITIONAL MARKERS

<b>Purpose</b>	
afin de ..... so as to; in order to afin que (+ s*) ..... so that dans le but de ..... with the aim of dans l'intention de ..... with the intention of de façon à ..... in order to; so as to de manière à ..... so as to; in order to	de façon à ce que ..... so that; in order that de manière à ce que (+ s) ..... so that; in order that de sorte que ..... so that en vue de (+ inf or noun) ..... to/for pour que (+ s) ..... so that
<b>Cause and effect</b>	
à cause de ..... because of à force de ..... through doing; by doing ainsi ..... accordingly; in this way, by doing ce n'est pas que ..... it's not that comme ..... like/as d'autant plus que ..... more especially as de peur de ..... for fear of de crainte de ..... for fear of de peur que (+ s) ..... for fear that	de crainte que (+ s) ..... for fear that du moment que ..... if; as long as étant donné que ..... given that; since parce que ..... because sous prétexte que ..... on the pretext that sous prétexte de ..... on the pretext of surtout que ..... especially that vu que ..... considering that
<b>Concession, restriction</b>	
au moins ..... at least bien que (+ s) ..... although; even though cependant ..... however du moins ..... at least en dépit de ..... in spite of en dépit du fait que ..... in spite of the fact that en tout cas ..... anyway excepté ..... except excepté que ..... except that mais ..... but malgré ..... despite; in spite of	malgré que (+ s) ..... despite; in spite of the fact that même si ..... even if; even though néanmoins ..... nevertheless quand même ..... even so; nevertheless quoique (+ s) ..... though; although sauf (si) ..... except (if) sauf que ..... except that si ce n'est que ..... if it's only toutefois ..... however tout de même ..... anyway

---

 \*(+ s) = subjunctive

## CONNECTORS AND TRANSITIONAL MARKERS

Condition	
à condition que (+ s) ..... provided that à moins de ..... unless à moins que (+ s) ..... unless en admettant que ..... admitting that grâce à ..... thanks to	pourvu que (+ s) ..... provided that quand bien même ..... even if sans ..... without sans que (+ s) ..... without si ..... if
Consequence	
alors ..... then assez pour ..... enough to à tel point que ..... so much so, that au point de ..... at the point of ce qui fait que ..... consequently de cette façon ..... in this way de sorte que ..... so that	en conséquence ..... consequently par conséquent ..... consequently si bien que ..... so that soit que .. soit que ..... either that .. or that tant et si bien que ..... so much so, that tellement (grand) que ..... so (tall) that trop (grand) pour que (+ s) ..... too (tall) to
Opposition	
alors que ..... whereas par contre ..... on the other hand	soit que ... soit que ..... either ... or tandis que ..... whereas
Time	
alors que ..... while après ..... after après que ..... after au moment où ..... at the moment when aussitôt que ..... as soon as avant ..... before(+ gerund) avant de (+ inf.) ..... before(+ gerund) avant que (+ s) ..... before (+ subject + verb) ça fait ... que ..... it's been ... since chaque fois que ..... each time that dans ..... in (time from now) e.g. I can start that <b>in</b> an hour. depuis ..... since; for d'ici ..... by; before	dorénavant ..... from now on en ..... in; within (time - duration) e.g. If I start now, I can finish it <b>within</b> an hour. il y a ..... ago il y a ... que ..... it's been ... since jusqu'à ..... until jusqu'à ce que (+ s) ..... until lorsque ..... when pendant/durant ..... during pendant que ..... while quand ..... when tandis que ..... while toutes les fois que ..... every/each time

## LANGUAGE HELP 6

## COMPARING AND EVALUATING

- It's the same as . . .
- This solution is the best one of all.
- On one hand . . ., (but) on the other hand . . .
- In comparison with . . .
- The difference between this project and the other is that . . .
- The two areas are similar.
- Both sectors are comparable.
- If we compare . . . and . . ., we notice that . . .

## Reminder

## Adjectives – one or two syllables

## Examples

- adjective + *er* + *than*  
(Note: Change *y* to *i* then add *er*.)

**tall**  
**pretty**

Jane is **taller than** Mary.  
Mary is **prettier than** Jane.

## Adjectives – multi-syllabic

- more/less + adjective + *than*

**beautiful**  
**attractive**

Mary is **more beautiful than** Jane.  
Jane is **less attractive than** Mary.

## Irregular adjectives

- many different forms + *than*

**good**  
**bad**

My car is **better than** yours.  
My cold is **worse than** yours.

## As . . . as

- as + adjective + as

**tall**

Susan is **as tall as** Jane.  
**beautiful**

Susan is **as beautiful as** Mary.

**LANGUAGE HELP 7****EXAMPLES**

- By way of example, . . .
- Take for example . . .
- For example, . . .
- To illustrate that point, . . .
- Let me give you an example.
- Let's take the example of . . .
- Something that illustrates this well is . . .
- The best example of that is . . .
- What I mean to say is (that) . . .

**LANGUAGE HELP 8****REFORMULATING**

- In other words, . . .
- What I am/was trying to say is (that) . . .
- Let me say it another way.
- Let me rephrase that.
- Put another way, . . .
- What I (really) meant to say is (that) . . .

**LANGUAGE HELP 9 ASKING FOR AND GIVING MORE PRECISE INFORMATION****Ask for more precise information**

- Could you be a little more precise, please?
- Could you explain that to me in a little more detail?
- Could you tell me a bit more about that?
- Could you expand on . . . ?
- What do you mean by . . . ?

**Question word + *exactly***

- Where exactly . . . ?
- Why exactly . . . ?
- When exactly . . . ?
- How exactly . . . ?
- What exactly . . . ?
- Who exactly . . . ?

**Give more precise information**

- Let me explain.
- Let me make it clearer.
- Let me add . . .
- I'd like to be a little clearer.
- Let me make myself clear.



## LANGUAGE HELP 10

## THE SUBJUNCTIVE MOOD

The present subjunctive mood in English is often used to express a sense of duty, obligation or something that is required or desired.

In form the subjunctive verb is the same as the base form of the verb, that is to say, the infinitive without **to**. There is no future form.

**Examples:****Infinitive**

to walk

to be

to leave

**Subjunctive**

walk

be

leave

The subjunctive verb is used in noun clauses that follow certain verbs and expressions. The most common verbs that are followed by the subjunctive are as follows:

- |             |  |
|-------------|--|
| • advise    | I advise (that) you <b>be</b> here early.                                  |
| • ask*      | He <b>asked that</b> John <b>leave</b> at once.                            |
| • demand    | I demand (that) you <b>tell</b> me the truth                               |
| • insist    | The boss insisted (that) we <b>finish</b> the report before five.          |
| • propose   | We propose (that) you <b>accept</b> the report as offered.                 |
| • recommend | I recommend (that) you <b>go</b> back to school to complete your training. |
| • request   | He requested (that) she <b>provide</b> references.                         |
| • suggest   | I suggest (that) he <b>be</b> more polite in the future.                   |

The most common expressions that are followed by the subjunctive are:

- It is essential (that) you **be** here on time every day.
- It is imperative (that) . . .
- It is important (that) . . .
- It is necessary (that) . . .
- It is vital (that) . . .

The “past” subjunctive is limited to one form – **were**. It is hypothetical or unreal in meaning. The verb form appears to be past while the situation is actually present or applies to the future.

**Examples:**

I wish the trip **were** over. (unreal - the trip is not over)

If I **were** rich, I would retire now. (unreal - I am not rich)

Suppose everyone **were** to stop smoking. (hypothetical - as everyone will not stop)

He speaks as though / as if he **were** an expert. (unreal - he is not an expert)

**Note:** The subjunctive can be an important tool for giving and supporting opinion.

**\*Note:** The introductory word **that** is optional for all verbs listed except **ask**.

**LANGUAGE HELP 11****ASKING FOR AND GIVING OPINION****Ask for an opinion**

- In your opinion, . . . ?
- As far as you're concerned . . . ?
- According to you . . . ?
- What do you believe about . . . ?
- What do you think about . . . ?
- What is your opinion on . . . ?
- What is your point of view on . . . ?
- What are your impressions of . . . ?
- What are your feelings about . . . ?
- How do you feel about . . . ?
- We'd like to hear/know your opinion of . . .
- Do you agree with . . . ?
- Do you share the opinion of . . . ?
- Are you of like mind with . . . ?

**Give an opinion**

- In my opinion, . . .
- At first blush, I'd say (that) . . .
- My gut reaction is (that) . . .
- I feel (that) . . .
- I suspect (that) . . .
- I'm convinced (that) . . .
- If you ask me . . .
- I think (that) . . .
- As far as I'm concerned . . .
- It seems to me (that) . . .
- I have the impression (that) . . .
- I would like to believe/think (that) . . .
- I would say (that) . . .
- I consider (that) . . .
- I've come to the conclusion (that) . . .
- I am persuaded (that) . . .
- There is no doubt (that) . . .
- If you want my opinion, . . .
- If you want to know what I think, . . .
- Personally . . .

**LANGUAGE HELP 12A      BEING DIPLOMATIC OR TENTATIVE**

**Comments become more diplomatic or tentative if you use:**

- *perhaps/maybe*
- impersonal words (*it, there*) instead of personal words (*you*)
- question form
- modals (*could, may, might*)
- introductory expressions (*I (don't) think . . . I wonder/ was wondering if . . .*)
- several of these strategies in combination.

**Examples:**

- It's not always as simple as that.
- I would be more inclined to say . . .
- I think it's necessary to distinguish between . . .
- I was under the impression that . . .
- I'm sorry, but as far as I know . . .
- Don't you actually mean . . .?
- Perhaps, it would be better to say . . .
- Wouldn't it be better to say . . .?
- I was wondering if it would be better to . . .?
- Perhaps, it would be more productive to . . .

**LANGUAGE HELP 12B****GIVING BAD NEWS**

**Use introductory words, statements or questions to prepare the listener for the bad news.**

**Examples:**

- *I'm afraid* I have to tell you something that you don't want to hear.
- *I'm sorry*, you're not going to like this but . . .
- *Unfortunately*, I have some bad news . . .
- I know this is a touchy subject, but . . .
- I hate to tell you this, but . . .
- I hate to do this to you, but . . .
- There's some bad news.
- There's something I have to tell you.
- Are you ready for some bad news?

**Note:** Combining introductory words and statements or questions helps prepare the listener even more; e.g. *I'm sorry, I hate to do this, but are you ready for some bad news?*

**LANGUAGE HELP 13      EXPRESSING AGREEMENT AND DISAGREEMENT**

<b>Expressing complete agreement</b>	<b>Expressing moderate agreement</b>
<ul style="list-style-type: none"> <li>• Of course.</li> <li>• That's for sure.</li> <li>• Certainly.</li> <li>• We're on the same wavelength.</li> <li>• I couldn't have put it better myself.</li> <li>• You can say that again.</li> <li>• You are absolutely right.</li> <li>• You took the words right out of my mouth.</li> </ul>	<ul style="list-style-type: none"> <li>• You may be right.</li> <li>• I think so.</li> <li>• You're probably right.</li> <li>• I (can) sort of see your point of view.</li> <li>• Perhaps you're right.</li> <li>• Maybe, but . . .</li> <li>• You could be right.</li> <li>• I kind of get where you're coming from.</li> </ul>
<b>Expressing indecision</b>	<b>Expressing moderate disagreement</b>
<ul style="list-style-type: none"> <li>• It depends.</li> <li>• It's possible.</li> <li>• I can't decide.</li> <li>• I really don't know.</li> <li>• I don't know what to say.</li> <li>• Six of one, half a dozen of the other.</li> </ul>	<ul style="list-style-type: none"> <li>• The only thing is . . .</li> <li>• I have a problem with . . .</li> <li>• I'm not happy with . . .</li> <li>• I'm not really convinced . . .</li> <li>• I tend to disagree.</li> <li>• I don't agree completely.</li> <li>• I'm not sure I quite agree.</li> </ul>
<b>Making concessions</b>	<b>Expressing total disagreement</b>
<ul style="list-style-type: none"> <li>• All right, provided that (we) . . .</li> <li>• Yes, with one condition . . .</li> <li>• OK, with one proviso . . .</li> <li>• OK, as long as (you) . . .</li> <li>• Well, OK, so long as . . .</li> </ul> <hr/> <p><b>Disagreeing tactfully</b></p> <hr/> <p><b>Make a statement followed by <i>but</i>, <i>however</i>, <i>on the other hand</i>.</b></p> <ul style="list-style-type: none"> <li>• That's a good point, but . . .</li> <li>• I see your point of view, but . . .</li> <li>• I see where you're coming from; however, . . .</li> <li>• That's true, but on the other hand . . .</li> <li>• That's fine as far as it goes, but . . .</li> </ul>	<ul style="list-style-type: none"> <li>• I differ with you about . . .</li> <li>• I (have to) disagree.</li> <li>• I don't see it that way.</li> <li>• I think you're wrong.</li> <li>• I can't agree.</li> <li>• You're as wrong as wrong can be.*</li> <li>• No way!*</li> <li>• Impossible!*</li> </ul> <hr/> <p>*Use only with people you feel comfortable with. Some people could be offended.</p>

**LANGUAGE HELP 14****CONDITIONALS FOR SPECIAL PURPOSES****To make requests**

- Would you agree to . . . ?
- Would it bother you if . . . ?
- I'd like to ask you for a favour.
- Would you give me a hand?

**To express preferences**

- I would like . . .
- What I (really) would like is . . .
- I would prefer . . .
- I would rather . . .

**To make suggestions, give advice**

- Could I make a suggestion?
- If I could just make a suggestion?
- I'd like to suggest . . .
- Could I suggest . . .
- What would you think of . . . ?
- If I were you, I would . . .
- In your place, I would . . .
- I (would) suggest that you . . .
- You should . . .
- You could . . .
- It would be to your advantage to . . .
- It would be wise to . . .
- Do you think you could . . . ?
- Do you think you should . . . ?

**To express regret for past actions****Examples**

- I would have liked to have (+ p.p.\*). . . I would have liked to have gone to medical school.
- I should have (+ p.p.). . . I should have read the directions.
- I could have (+ p.p.). . . I could have been a movie star.
- It would have been better if I had . . . It would have been better if I had accepted the promotion.

\*p.p.= past participle

## LANGUAGE HELP 15

## HYPOTHESIZING

Verb tense in <i>if</i> clause	Verb tense in main clause	Examples
present	<u>present</u>	If we <b>give</b> you a file (to translate), you <b><u>translate</u></b> it.
present	<u>future</u>	If we <b>give</b> you a file (to translate), you <b><u>will translate</u></b> it.
present	<u>imperative</u>	If we <b>give</b> you a file (to translate), <b><u>translate</u></b> it.
past	<u>past modal</u>	If we <b>gave</b> you a file (to translate), you <b><u>would translate</u></b> it.
past perfect	<u>past modal perfect</u>	If we <b>had given</b> you a file (to translate), you <b><u>would have translated</u></b> it.

**Reminder:**

Generally the future or past modals are not used in the **if clause** except when we are making a very polite request **or** in a case where the **if** has the meaning of **whether**.

**Examples:**

If you **will do** this just this once, I **will be** eternally grateful. (polite request)

If you **would hold** the door for me, it **would be** a great help. (polite request)

I wonder if it **would have been** better to follow Plan A instead of B. (if = whether)

**LANGUAGE HELP 16****SUPPOSING**

- Suppose that . . .
- Let's suppose that . . .
- Let's say that . . .
- Supposing that . . .
- If we make this decision . . .
- Supposing that . . . we will have to . . .

**LANGUAGE HELP 17A****REFUSING OR REJECTING****Refusing or rejecting**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• I'm not convinced.</li> <li>• That doesn't sway me.</li> <br/> <li>• You haven't persuaded me.               <ul style="list-style-type: none"> <li>-won me over.</li> <li>-brought me round.</li> <li>-proved your point.</li> </ul> </li> <br/> <li>• I'm afraid not.</li> <li>• I'm sorry, (but) . . .</li> <li>• I'm afraid . . .</li> <li>• I can see your point, but/however . . .</li> <br/> <li>• No.</li> <li>• No way!*</li> <li>• Nonsense!*</li> <li>• Over my dead body!*</li> </ul> | <ul style="list-style-type: none"> <li>• That's totally impossible.               <ul style="list-style-type: none"> <li>- unacceptable.</li> <li>- out of the question.</li> </ul> </li> <br/> <li>• That won't do.</li> <li>• I'm against that.</li> <li>• I can't go along with that.</li> <li>• That's not good enough.*</li> </ul> |
|--|---|

\* These expressions may offend some listeners. You should know your listeners well if you choose to use them.

## LANGUAGE HELP 17B

## CHALLENGING

Challenging information	Challenging the speaker**
<ul style="list-style-type: none"> <li>• Actually/ In fact . . .</li> <li>• I'm not sure that's right.</li> <li>• That's not correct, is it?</li> <li>• Is it (really) . . . ?</li> <li>• Is that right?</li> <li>• My information is that . . .</li> <li>• That doesn't seem/sound right to me.</li> <li>• Whose authority is that based on?</li> <li>• That's not what I read.</li> <li>• That's not what I've been told.</li> <li>• I don't believe that.</li> <li>• That can't be (right).</li> <li>• That's wrong.*</li> <li>• That's not so.*</li> <li>• That's not true.*</li> </ul>	<ul style="list-style-type: none"> <li>• Did you not mean (to say) . . . ?</li> <li>• Do you say . . . or . . . ? (<i>offer correction</i>)</li> <li>• I thought . . .</li> <li>• I was under the impression that . . .</li> <li>• I think, in fact, you mean . . .</li> <li>• Have you got that right?</li> <li>• Are you sure?</li> <li>• Have you checked that out?</li> <li>• Really?</li> <li>• You can't be right.*</li> <li>• You've got it wrong.*</li> <li>• You've got your wires crossed.*</li> <li>• You've got to be kidding!*</li> <li>• You're mistaken.*</li> <li>• Nonsense!*</li> </ul>

\* These expressions may offend some listeners. You should know your listeners well if you choose to use them.

\*\* When challenging the speaker extra caution may be needed so as not to insult. Softening is suggested.



**LANGUAGE HELP 18A****SUGGESTING**

<b>Suggesting</b>	
<ul style="list-style-type: none"> <li>• What I suggest is that you (+ s) . . .</li> <li>• I suggest that you (+ s) . . .</li> <li>• I would suggest that you (+ s) . . .</li> <li>• I advise that you (+ s) . . .</li> <li>• I would advise that you (+ s) . . .</li> <li>• I advise you to . . .</li> <li>• I wonder if . . .</li> </ul>	<ul style="list-style-type: none"> <li>• Why don't you . . .?</li> <li>• What would you say to . . .?</li> <li>• If I were in your place, . . .</li> <li>• If I were in your shoes, . . .</li> <li>• If I were you, . . .</li> <li>• Have you thought about . . .?</li> <li>• Have you tried . . .?</li> </ul>

**LANGUAGE HELP 18B****PERSUADING**

<b>Persuading</b>	
<ul style="list-style-type: none"> <li>• Can't we iron out our differences?</li> <li>• Can't I persuade you to . . .</li> <li>• Consider the matter from another perspective.</li> <li>• Don't you agree that . . .?</li> <li>• I urge you to . . .</li> <li>• If you reconsider, I'm sure you'll see . . .</li> <li>• If you will reconsider, I'm sure . . .</li> </ul>	<ul style="list-style-type: none"> <li>• Look at it this way, . . .</li> <li>• Put yourself in my shoes/place/position.</li> <li>• Surely you can see that . . .</li> <li>• Won't you consider . . .?</li> <li>• You have to agree that . . .</li> <li>• You have to admit that . . .</li> <li>• Let's not forget that . . .</li> </ul>

**LANGUAGE HELP 19****RECOMMENDING**

- It's essential that (subject) (+ s) . . .
- It would be better if . . .
- We recommend that (subject) (+ s) . . .
  
- It would be preferable that (subject) (+ s) . . .
- It would be nice if . . .
  
- I think that it's better to . . .
- Why don't you . . .
- Maybe it would be a better idea if . . .
- Perhaps it would be better to . . .

**LANGUAGE HELP 20****EXPRESSING SYMPATHY OR EMPATHY**

- My sympathy/condolences.
- I'm so/really sorry.
- I was so sorry to hear the news (about . . . ).
- I (truly/really) sympathize with you.
  
- I know what this means/meant to you and I'm very sorry.
- I know how you must feel. I'm really very sorry.
- I know how bad you feel. I'm so sorry.
- I know what a blow this is and I'm ever so sorry.
- I know what you're up against. I'm sorry.
- I recognize that this must be very hard for you.
- I wish things had worked out differently.
  
- I understand the difficulties . . .
- I understand.
- I'm not unaware of the difficulties . . .
  
- I have the impression that this worries you . . .
- I have the impression that this bothers you . . .
- I have the impression that this upsets you . . .

## LANGUAGE HELP 21

## EVERYDAY ADJECTIVES—Part 1

**Everyday adjectives related to the workplace**

a <b>complete/coherent</b> document	un document complet/cohérent
a <b>dynamic</b> team	une équipe dynamique
a <b>promising</b> plan of action	un plan d'action prometteur
a <b>crucial</b> decision	une décision cruciale
a <b>useful</b> information kit	une trousse d'information utile
an <b>important/viable/risky/ambitious</b> project	un projet important/viable/risqué/ambitieux
an <b>approachable/understanding</b> manager	un gestionnaire accessible/compréhensif
an <b>efficient</b> program	un programme efficace
a <b>restrictive/constraining</b> procedure	une procédure contraignante
a <b>relevant</b> piece of information	un renseignement pertinent
a <b>pressing</b> request	une demande pressante
a <b>constructive</b> discussion	une discussion constructive
a <b>demanding</b> task	une tâche exigeante
<b>reduced</b> staff	des effectifs réduits
<b>hard working/motivated/autonomous/productive/reliable</b> employees	des employés travailleurs/motivés/autonomes/productifs/fiables
a <b>simplistic</b> solution	une solution simpliste
a very <b>sensitive</b> issue	un dossier explosif
a <b>hostile/receptive/apathetic</b> group	un groupe hostile/réceptif/apathique
a <b>critical/frustrating/disturbing/sensitive/compromising</b> situation	une situation/critique/frustrante/inquiétante/délicate /compromettante
<b>revealing</b> behavior	un comportement révélateur
<b>legitimate</b> ambitions	des ambitions légitimes

## LANGUAGE HELP 21

## EVERYDAY ADJECTIVES

## Everyday adjectives related to the workplace

a <b>tricky</b> or <b>thorny</b> problem	un problem épineux
<b>contradictory</b> information	des informations contradictoires
<b>desirable</b> abilities	des compétences souhaitables
<b>desirable</b> aptitudes or skills	des aptitudes désirables
<b>astounding/debatable</b> results	des résultats étonnants/contestables
an <b>exhaustive</b> analysis	une analyse exhaustive
a <b>logical/questionable/erroneous</b> reasoning	un raisonnement logique/douteux/fautif
a <b>provocative/meek/open/positive/belligerent/co-operative/inflexible/off-putting/</b> <b>flexible</b> attitude	une attitude provocatrice/docile/ouvertel positive/belliqueuse/coopérative/rigide/rébarbative/souple
a <b>beneficial</b> initiative	une initiative bénéfique
a <b>favourable</b> reception	une réception favorable
a <b>precious</b> advantage or benefit	un avantage précieux
a <b>conclusive</b> exam	un examen concluant
a <b>realistic</b> deadline	une échéance réaliste
a <b>sensible</b> or <b>wise</b> judgement	un jugement avisé
a <b>tedious</b> or <b>tiresome</b> questionnaire	un questionnaire fastidieux
a <b>difficult</b> case	un cas ardu
an <b>advantageous</b> alternative	une solution de rechange avantageuse
a <b>justifiable/realistic/impartial/debatable/progressive/worthwhile</b> point of view	un point de vue justifiable/réaliste/impartial/contestable/progressiste/valable
an <b>equitable</b> policy	une politique équitable
a <b>revealing</b> clue or indicator	une indice révélateur
a <b>praiseworthy</b> or <b>commendable</b> idea	une idée louable
a <b>concerted/irrevocable</b> decision	une décision concertée/irrévocable
an <b>inevitable</b> consequence	une conséquence inévitable
<b>drastic/appropriate/stringent/necessary</b> /stalling measures (delay tactics)	des mesures draconiennes/appropriées/énergiques/nécessaires/dilatoires
a <b>stimulating</b> job	un travail stimulant
an <b>operative/smoothly-running</b> system	un système fonctionnel/rodé
a <b>reachable</b> objective	un objectif atteignable

## LANGUAGE HELP 21

## EVERYDAY ADJECTIVES

**Everyday adjectives related to the workplace**

<b>shared</b> or <b>common</b> opinions or advice	des avis partagés
a <b>limited/unlimited</b> budget	un budget restreint/illimité
a <b>temporary</b> freeze	un gel temporaire
an <b>impressive</b> career	une carrière impressionnante
an <b>imposing/impressive</b> personality	une personnalité imposante/impressionnante
a <b>strong</b> personality	une forte personnalité
<b>unacceptable</b> waste	un gaspillage inacceptable
<b>adequate</b> or <b>sufficient</b> planning	une planification adéquate
an <b>unexpected</b> solution	une solution inespérée
<b>increased</b> productivity	une productivité accrue
<b>pressing</b> or <b>urgent</b> conditions	des conditions impérieuses
<b>penetrating</b> or <b>insightful</b> vision	une vision pénétrante
a <b>comprehensive/distorted</b> perception/view	une perception englobante/faussée
a <b>just</b> or <b>reasonable</b> overall view	une vue d'ensemble juste
an <b>unforeseen</b> or <b>unexpected</b> problem or "hitch"	un < pépin > imprévu
a <b>secondary</b> or <b>less important</b> point	un point secondaire
an <b>important</b> decision	une décision importante
<b>inevitable/irreversible</b> consequences	des conséquences inévitables/irréversibles
<b>imminent</b> dangers	des dangers imminents
the <b>required/ necessary</b> elements	les éléments requis
an <b>unequaled</b> service	un service inégalé
a <b>reasonable/unreasonable</b> delay	un délai raisonnable/exagéré
a <b>careful</b> approach	une démarche prudente
an <b>overwhelming/irrefutable</b> proof	une preuve accablante/irréfutable
an <b>intrusive, interfering/co-operative/affable/nice, good-natured</b> colleague	Un collègue envahissant/coopératif/affable/sympathique

## LANGUAGE HELP 21

## EVERYDAY ADJECTIVES–Part 2

**Work-related adjectives**

affordable . . . . .	<i>abordable</i>	incredible . . . . .	<i>incroyable</i>
approachable . . . . .	<i>accessible, abordable</i>	indecisive . . . . .	<i>indécis</i>
assiduous; diligent . . . . .	<i>assidu</i>	indefinite . . . . .	<i>indéfini</i>
attentive . . . . .	<i>attentif</i>	inept . . . . .	<i>inepte</i>
banal; trite . . . . .	<i>banal</i>	insensitive . . . . .	<i>insensible</i>
beyond reproach; faultless . . . . .	<i>irréprochable</i>	irreconcilable . . . . .	<i>irréconciliable</i>
circumspect; cautious . . . . .	<i>circonspect</i>	limited . . . . .	<i>limité</i>
comparable . . . . .	<i>comparable</i>	manipulative . . . . .	<i>manipulateur</i>
competitive . . . . .	<i>compétitif</i>	marginal; fringe . . . . .	<i>marginal</i>
disciplined . . . . .	<i>discipliné</i>	perfectible . . . . .	<i>perfectible</i>
expected; foreseeable . . . . .	<i>prévisible</i>	periodic; periodical . . . . .	<i>périodique</i>
far-sighted . . . . .	<i>prévoyant</i>	punctual . . . . .	<i>ponctuel</i>
fruitful . . . . .	<i>fructueux</i>	quick . . . . .	<i>rapide</i>
gratifying . . . . .	<i>valorisant</i>	subtle . . . . .	<i>subtil</i>
impetuous; hot-headed . . . . .	<i>impétueux</i>	specific; resolute . . . . .	<i>déterminé</i>
impulsive . . . . .	<i>impulsif</i>	uncertain . . . . .	<i>incertain</i>
inadmissible; intolerable . . . . .	<i>inadmissible</i>	unexpected . . . . .	<i>inattendu</i>
incidental; secondary . . . . .	<i>accessoire</i>	unstable . . . . .	<i>instable</i>
inconsistent . . . . .	<i>inconsistant</i>	valid . . . . .	<i>valide</i>
inconvenient . . . . .	<i>inconvenant</i>	wary; leery . . . . .	<i>réticent</i>

## LANGUAGE HELP 22

## EVERYDAY ADVERBS

**Everyday adjectives related to the workplace**

absolutely ..... *absolument*  
adequately ..... *adéquatement*  
advantageously; profitably ..... *avantageusement*  
automatically ..... *automatiquement*  
carefully ..... *prudemment*  
clearly ..... *clairement*  
currently ..... *actuellement*  
fluently ..... *couramment*  
decidedly ..... *décidément*  
definitely ..... *définitivement*  
difficultly ..... *difficilement*  
efficiently ..... *efficacement*  
eminently ..... *éminemment*  
equitably ..... *équitablement*  
entirely ..... *entièrement*  
essentially ..... *essentiellement*  
excessively ..... *exagérément*  
extremely ..... *extrêmement*  
fairly ..... *équitablement*  
favourably ..... *favorablement*  
globally; overall ..... *globalement*  
gradually ..... *graduellement*  
incredibly ..... *incroyablement*  
indefinitely ..... *indéfiniment*  
inevitably ..... *inévitavelmente*

incontrovertibly ..... *irréfutablement*  
irrevocably ..... *irrévocablement*  
justly; exactly ..... *justement*  
legitimately ..... *légitimement*  
logically ..... *logiquement*  
massively ..... *massivement*  
naturally ..... *naturellement*  
obviously ..... *évidemment*  
ostensibly ..... *ostensiblement*  
perfectly; full well ..... *parfaitement*  
periodically ..... *périodiquement*  
pertinently; to the point ..... *pertinemment*  
possibly ..... *possiblement*  
probably ..... *probablement*  
practically ..... *pratiquement*  
reasonably ..... *raisonnablement*  
rapidly ..... *rapidement*  
significantly ..... *significativement*  
simply ..... *simplement*  
skillfully ..... *habilement*  
suddenly ..... *subitement*  
subtly ..... *subtilement*  
temporarily ..... *temporairement*  
visibly; obviously ..... *visiblement*  
with impunity ..... *impunément*

**LANGUAGE HELP 23****EXPRESSING THE UNUSUAL**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• It's strange, but . . .</li> <li>• It may seem strange, but . . .</li> <li>• It's funny, but . . .</li> <li>• It's incredible, but . . .</li> <li>• It's unimaginable, but . . .</li> <li>• It's hard to believe, but . . .</li> </ul> | <ul style="list-style-type: none"> <li>• What's (really) surprising is . . .</li> <li>• You realize that . . .</li> <li>• Believe it or not, . . .</li> <li>• Maybe you won't believe me, but . . .</li> <li>• Unlikely as it may be, . . .</li> <li>• You won't believe it, but . . .</li> </ul> |
|---|---|

**LANGUAGE HELP 24****INSISTING**

- |  |
|--|
| <ul style="list-style-type: none"> <li>• (I'm afraid,) you have to . . .</li> <li>• (I'm afraid,) you can't . . .</li> <li>• (I'm afraid,) you must . . .</li> <li>• (I'm afraid,) you won't be able to . . .</li> <li>• (I'm sorry,) I must insist (on this point).</li> <li>• (I'm sorry,) I'm sticking to my guns.</li> <li>• (I'm sorry,) I'm putting my foot down.</li> <li>• (I'm sorry,) my position remains the same.</li> <li>• (I'm sorry,) that's all there is to it.</li> <li>• (I'm sorry,) there's nothing more to be said.</li> <li>• How many times do I have to tell you that . . .?</li> <li>• I insist.</li> <li>• I keep telling you that . . .</li> <li>• I said before and I say again, . . .</li> <li>• I said it before and I'll say it again, . . .</li> <li>• I still maintain/think/believe that . . .</li> </ul> |
|--|



**LANGUAGE HELP 25****ASKING FOR REPETITION**

- Would you mind repeating that please.
- I didn't quite understand you. Could you please repeat what you said.
- I'm sorry, I didn't understand . . .
- Sorry, I didn't (quite) get that.
- Pardon (me). What did you say?

**LANGUAGE HELP 26****CORRECTING OTHERS**

- I'm sorry, but actually . . .
- I'm sorry, but didn't/don't you actually mean . . . ?
- As far as I know, . . .
- Don't you mean . . . ?
- It's . . ., isn't it?
- As a matter of fact, . . .
- Actually, . . .
- In fact, . . .
- I hate to contradict you, but . . .
- I'd like to correct one thing.
- It seems there's a little misunderstanding.

**LANGUAGE HELP 27****BARGAINING**

- If you're willing to support us, we can make it worth your while.
- If you'll support us, we'll make it worth your while.
- If you could support us, we could make it worth your while.
- I'll agree to . . . if you('ll) promise to . . .
- Will you (extend the deadline)? If so, (we'll do our best to meet it.)
- Can you (extend the deadline)? If so, (I'll do our best to meet it.)
- Could you (extend the deadline)? If so, (we'll do our best to meet it.)
- You give us your backing and we'll do the rest.

**LANGUAGE HELP 28****CONCEDING**

<b>Conceding</b>	<b>Conceding with qualifications</b>
<ul style="list-style-type: none"> <li>• If there's no other way, . . .</li> <li>• If that's the case, . . .</li> <li>• In that case, . . .</li> <li>• (I guess) I can live with that.</li> <li>• (I guess) I can go along with that.</li> <li>• (I guess) I can accept that.</li> <li>• (I guess) I can agree to that.</li> <li>• Well, all right!</li> <li>• Well, OK!</li> <li>• When you put it that way . . .</li> <li>• I concede.</li> <li>• You win!</li> <li>• Have it your way. (Note: may express some resentment)</li> </ul>	<ul style="list-style-type: none"> <li>• All right, provided that (we) . . .</li> <li>• Yes, with this condition, . . .</li> <li>• OK, with one proviso, . . .</li> <li>• OK, as long as (you) . . .</li> <li>• That would be acceptable if you . . .</li> <li>• OK, but only if . . .</li> <li>• If you('ll) . . ., I'll agree.</li> </ul>

**LANGUAGE HELP 29****DISCUSSING SENSITIVE TOPICS**

<ul style="list-style-type: none"> <li>• There seems to be a problem with . . .</li> <li>• It would seem that . . .</li> <li>• It's been pointed out that . . .</li> <li>• It was felt that . . .</li> <li>• I know this is a touchy subject, but . . .</li> <li>• You're (probably) not going to like this, but . . .</li> </ul>
---

## LANGUAGE HELP 30

## STALLING AND HEDGING

**Stalling**

- A final decision hasn't been made yet.
- Can I get back to you?
- I'll have to check (with "X") about that.
- I'll have to get back to you.
- I'll have to sleep on it.
- I'll have to think it over.
- I'm not sure we've got all the facts yet.
- It hasn't been decided yet.
- This needs more thought.
- It's too early to say.
- Let me get back to you.
- Let's put it on hold for now.
- That would require more time.
- Things are still up in the air.
- We're working on it.
- Could we put this/it on the back burner for a bit/while?

**Hedging**

- I can't say one way or the other.
- I really can't/couldn't say.
- I'd rather not talk about it.
- I'd rather not get into that.
- I prefer not to go there.
- I'd just as soon not get into that.
- I'm not at liberty to comment.
- It's a matter of opinion.
- It's an open question.
- That's a can of worms.
- I'd rather not open (a) Pandora's box.
- There are two sides to every question.
- It's a moot point.
- It's complex.

## LANGUAGE HELP 31

## ADVISING

**Using introductory expressions**

- A word to the wise, . . .
- Do yourself a favour . . .
- Don't ask for trouble . . .
- For what it's worth, . . .
- Here's a sound piece of advice, . . .
- If you want my two-cents' worth, . . .
- Right off the bat, I'd say . . .
- At first blush, I'd say . . .
- Take a hint . . .
- Take it from me . . .
- Take it from someone who knows . . .
- Take my advice . . .
- There are several possibilities . . .

**Using a present unreal conditional**

- All things considered, I *would/wouldn't* . . .
- Given the situation, I *would/wouldn't* . . .
- If I were you, I *would/wouldn't* . . .
- If I were in your shoes, I *would/wouldn't* . . .
- In your position, I *would/wouldn't* . . .

**Using a past unreal conditional**

- If I *had/hadn't* realized, I *would/wouldn't* have . . .
- If I *had/hadn't* realized, I *could/couldn't* have . . .
- If I *had/hadn't* realized, I *might/might not* have . . .

**Using a gerund**

- I (would) advise *discussing* . . .
- I'd like to suggest (not) *going* . . .
- Could I recommend *seeing* . . .
- We could consider *buying* . . .
- You might want to think about *selling* . . .

**Using the subjunctive**

- I (would) recommend that we *ask* for extra funding.
- My advice is that she *go*.
- I'd like to suggest that they *remain*.
- My recommendation is that he *go*.

**Using an infinitive**

- I think it may be wise *to stay*.
- It wouldn't be a bad idea *to go*.
- It would be a good idea *to stay*.
- It's advisable (for you) *to stay*.
- My advice is *to stay*.
- My reaction would be *to stay*.
- The recommendation is *to stay*.
- Our suggestion would be (for you) *to stay*.
- My advice is not *to stay*.
- My suggestion is not *to stay*.
- You'd be well advised *to stay*.
- I strongly suggest not *to go*.

**Using the base form of the verb**

- Could/Couldn't you say something?
- I think /Maybe you should *stay*.
- You ought to *think* twice.
- She had better *go*.
- We could *go*.
- Perhaps/Do you think you . . . could/might *go*?
- Why not *go*?
- You shouldn't *go*.
- You'd better not *go*.
- Don't *go*.

## LANGUAGE HELP 32

## REPORTING

**Statements: present**

"we *can't* . . ." — They *said* they *couldn't* . . . . . present becomes past

**Statements: past**

"We *weren't* able to . . ." — They *said* they *hadn't been* able to . . . . . past becomes past perfect

**Questions:**

"When *will* you . . .?" — She *asked* when I *would* . . .future *will* becomes past modal *would*

"Are you *going*?" — He *asked* if I *was going* . . . . . present continuous becomes past continuous

## LANGUAGE HELP 31

## ADVISING

**Using introductory expressions**

- A word to the wise, . . .
- Do yourself a favour . . .
- Don't ask for trouble . . .
- For what it's worth, . . .
- Here's a sound piece of advice, . . .
- If you want my two-cents' worth, . . .
- Right off the bat, I'd say . . .
- At first blush, I'd say . . .
- Take a hint . . .
- Take it from me . . .
- Take it from someone who knows . . .
- Take my advice . . .
- There are several possibilities . . .

**Using a present unreal conditional**

- All things considered, I *would/wouldn't* . . .
- Given the situation, I *would/wouldn't* . . .
- If I were you, I *would/wouldn't* . . .
- If I were in your shoes, I *would/wouldn't* . . .
- In your position, I *would/wouldn't* . . .

**Using a past unreal conditional**

- If I *had/hadn't* realized, I *would/wouldn't* have . . .
- If I *had/hadn't* realized, I *could/couldn't* have . . .
- If I *had/hadn't* realized, I *might/might not* have . . .

**Using a gerund**

- I (would) advise *discussing* . . .
- I'd like to suggest (not) *going* . . .
- Could I recommend *seeing* . . .
- We could consider *buying* . . .
- You might want to think about *selling* . . .

**Using the subjunctive**

- I (would) recommend that we *ask* for extra funding.
- My advice is that she *go*.
- I'd like to suggest that they *remain*.
- My recommendation is that he *go*.

**Using an infinitive**

- I think it may be wise *to stay*.
- It wouldn't be a bad idea *to go*.
- It would be a good idea *to stay*.
- It's advisable (for you) *to stay*.
- My advice is *to stay*.
- My reaction would be *to stay*.
- The recommendation is *to stay*.
- Our suggestion would be (for you) *to stay*.
- My advice is not *to stay*.
- My suggestion is not *to stay*.
- You'd be well advised *to stay*.
- I strongly suggest not *to go*.

**Using the base form of the verb**

- Could/Couldn't you say something?
- I think /Maybe you should *stay*.
- You ought to *think* twice.
- She had better *go*.
- We could *go*.
- Perhaps/Do you think you . . . could/might *go*?
- Why not *go*?
- You shouldn't *go*.
- You'd better not *go*.
- Don't *go*.

## LANGUAGE HELP 32

## REPORTING

**Statements: present**

"we *can't* . . ." — They *said* they *couldn't* . . . . . present becomes past

**Statements: past**

"We *weren't* able to . . ." — They *said* they *hadn't been* able to . . . . . past becomes past perfect

**Questions:**

"When *will* you . . .?" — She *asked* when I *would* . . .future *will* becomes past modal *would*

"Are you *going*?" — He *asked* if I *was going* . . . . . present continuous becomes past continuous

## LANGUAGE HELP 33

## WISHING

**Present**

We wish when we want reality to be different than it is. Therefore, negative statements become positive wishes and vice versa.

## Reality

## Wish

I **am** not rich. (–)

I wish (that) I **were** rich. (+)

I **do** not **own** my home. (–)

I wish (that) I **owned** my home. (+)

I **own** my home. (+)

I wish (that) I **didn't** own my home. (–)

When making a **present wish** we use the **subjunctive** form of the verb. The subjunctive with **wish** looks the same as the past tense for all verbs except **to be**. **Were** is the subjunctive form of the verb **to be**. You may hear and see **was**. Some people consider its use to be substandard.

## Reality

## Wish

I **don't have** a new car. (–)

I wish (that) I **had** a new car. (+)

I **can't play** the piano. (–)

I wish (that) I **could play** the piano. (+)

I **have to go** to work. (+)

I wish (that) I **didn't** have to go to work. (–)

I'm **going** to the concert. (–)

I wish (that) I **weren't going** to the concert. (–)

**Past**

We wish we could change the reality of a past action or situation.

## Reality

## Wish

I **didn't call** my mother. (–)

I wish (that) I **had called** my mother. (+)

I **bought** a new car. (+)

I wish (that) I **hadn't bought** a new car. (–)

I **didn't buy** that painting. (–)

I wish (that) I **had bought** that painting. (+)

The weather **was** cold. (+)

I wish (that) the weather **hadn't been** cold. (–)

We use the past perfect to make a wish about something in the past.

**Contrast Wishes**

I **am** poor. (present)

I wish (that) I **were** rich.

I **feel** sad.

I wish (that) I **felt** happy.

The weather **was** cold. (past)

I wish (that) the weather **had been** warm.

The weather **wasn't** hot.

I wish (that) the weather **hadn't been** cold.

Using contrasting vocabulary is another way to create a sense of different reality.





PART II

INTERVIEWS

## 1. PRACTICE AND SIMULATION INTERVIEWS

During the Pre-SLE session, two sorts of interviews are given: the practice interview and the simulation interview.

**Practice interviews** put emphasis on one or more language functions, usually the ones being targeted on that particular day, such as detailed explanation or giving and defending opinion. They are, in essence, a teaching tool. The interviewer is also teacher and facilitator. He/she helps the student with any problems and provides exact vocabulary when necessary. Practice interviews are not meant to simulate the Oral Interaction Interview; therefore, ongoing and immediate correction is an aspect of the interview process.

**Simulation interviews** attempt, as far as possible, to duplicate the Oral Interaction interview as administered by assessors trained by the Personnel Psychology Centre. It has two purposes: the first is to help the teacher diagnose problem areas for special remedial attention and the second is to accustom the student to the “official” interview format, so that they will be more at ease when the big day comes. Simulation Interviews contain all of the components: warm up, detailed explanation present and past, opinion, hypothetical questions, role-play and cool down. No correction or help is given during the interview. Feedback occurs only after the interview has terminated.

## 2. THE PHASES OF A SIMULATION INTERVIEW AT LEVEL C\*

<b>Warm-up</b>	<p>An exchange of small talk</p> <p>Possible subjects: hobbies, the weather, special occasions, etc.</p>
<b>Detailed Explanation (present)</b>	A detailed explanation of one's duties and responsibilities at work, as well as processes and policies. Questions of <b>how?</b> and <b>why?</b> are especially important.
<b>Detailed Explanation (past narration)</b>	In detail, narrate a significant event; tell about a finished project, one's language training experience, a business trip, etc.
<b>Opinion</b>	Give and support an opinion on a topic which is inspired by the unfolding of the interview. It will be related in some way to the job, but may wander further afield. It will not require specialized knowledge.
<b>Hypothesizing</b>	Respond to questions or react to situations that require the use of hypothetical statements. These may occur at any time during the interview, including the role-play.
<b>Role-play</b>	<ul style="list-style-type: none"> <li>• <b>Counsel and advise:</b> Give advice to a colleague about a complex situation related to the workplace</li> <li>• <b>Persuade:</b> Convince a supervisor of the efficacy of some sort of change (on an abstract level)</li> <li>• <b>Use tact and diplomacy:</b> React tactfully in a delicate situation at work (usually, but not always, involves a subordinate)</li> </ul>
<b>Cool-down</b>	<p>A relaxing period of small talk</p> <p>Possible subjects: weekend or after-interview plans, etc.</p>

\* These phases represent an indication of how the Level C interview might unfold. The functions as well as the order in which they appear, may vary.

### 3. TIPS FOR THE STUDENT

Here are some tips for the student that are, in part, adapted from a document entitled *Assessing for Competence: Second Language Evaluation, Oral Interaction Test* prepared by The Personnel Psychology Centre of the Public Service Commission.

#### 3.1 In general to prepare for the OI interview:

- Take advantage of all opportunities to speak English with others—in the classroom, in the corridors, in the cafeteria, outside the school, etc. Every little bit helps.
- Think or speak to yourself in English as a conscious exercise outside of school.
- Read aloud from authentic English texts as a fluency building exercise.
- Use expressions and vocabulary that you have learned in class or elsewhere as soon as possible in a conversation.
- Listen to English radio whenever you can.
- Watch English television whenever you can.
- Read English newspapers and magazines.
- Resolve to take chances. Try an expression or a word even if you're not sure about it. If it doesn't work, look upon it as a learning experience. If it does work, you've added immediately to the sum of your English knowledge.

#### 3.2 On the day of the OI interview:

- Prepare for the test. Try to speak and listen to English as much as possible. You can do this by listening to the radio, watching television and speaking English with your teacher, classmates and friends.
- Arrive on time for the test and speak only English from the beginning. This will help you adjust more quickly to the testing session.
- Try to relax. Maintain reasonable eye contact with the assessor and don't fidget. There will be a warm-up phase, which will not contain any difficult questions, at the beginning of the interview.
- Do not be overly worried about making mistakes. If you can't think of a certain word, use a simple substitute to explain the meaning and continue with the conversation. If you are aware that you are making mistakes and would feel better if you corrected them, go ahead and do so.

- If any of the questions posed by the assessor concern a topic that is sensitive for personal or security reasons, inform the assessor and he/she will move on to another topic.
- Don't be discouraged if parts of the test seem difficult. At various times the assessor will use more complex questions to give you the opportunity to perform at your maximum level of proficiency.
- Pay no attention to the tape recorder. It is used to provide a record of your test. Concentrate on talking to the assessor instead.
- Answer questions as fully as possible. Expand on your answers by giving details, explaining points or developing your thoughts.
- Don't be concerned about the structure of the interview. That is the assessor's job. Simply listen to the questions and respond as precisely as possible.
- Listen to the questions and respond using the same constructions. For example, a past tense question must be answered with past tense verbs. Hypothetical questions must be answered with hypotheses, etc.
- Answer the question directly. Long preambles to answers are not necessary and may cause the interviewer to think that you have misunderstood the question.
- You are permitted to ask for repetition or clarification if something is not clear. (Note this should not happen too often.)
- If you don't want to talk about something, a previous job for example, you should not bring it up. Once it has been mentioned, it is fair game.
- It is not necessary to be truthful or give the complete story. It is the language used that is important not the truth.

Visit this site for more information and other helpful links:

[http://www.psc-cfp.gc.ca/ppc/sle\\_pg\\_04\\_e.htm](http://www.psc-cfp.gc.ca/ppc/sle_pg_04_e.htm)

#### 4. CHARACTERISTICS OF PERFORMANCE AT LEVEL C

These performance characteristics are adapted from *Assessing for Competence: Second Language Evaluation, Oral Interaction Test* prepared by The Personnel Psychology Centre of the Public Service Commission.

Level C	
Ability to converse	<ul style="list-style-type: none"><li>• can participate effectively in discussions on a broad variety of topics</li><li>• can expand on topics with ease</li></ul>
Ease in using the language	<ul style="list-style-type: none"><li>• has a natural delivery</li><li>• seldom hesitates except to look for ideas</li></ul>
Clarity of communication	<ul style="list-style-type: none"><li>• has precise vocabulary to convey precise meaning</li><li>• can link sequences of events and facts in time (i.e. has solid mastery of more complex verb forms)</li><li>• can link sentences effectively to convey complex ideas</li><li>• can readily and accurately interpret what the assessor says</li><li>• can be easily understood; pronunciation does not interfere with communication</li></ul>

#### 5. SUBJECTS FOR THE WARM-UP

- The weather
- Activities related to certain specific times of the year (holidays, seasons, etc.)
- Hobbies
- Vacation

## 6. EXAMPLES OF QUESTIONS

**NB:** These are possibilities only.

### 6.1 DETAILED EXPLANATION (PRESENT)

- Where do you work?
- How long have you worked in your present job?
- In which division, in which section?
- What is the organization of your department and where is your position situated within this organization?
- What is the mandate of your section?
- What are your responsibilities and duties?
- Describe a typical day at work.
- What are the problems that you encounter most often in your work?
- What do you like most in your work? Why?
- What do you like least in your work? Why?
- What are the aptitudes essential to the successful completion of your professional duties? Elaborate.
- Tell me about your career plans.
- Explain the different services offered by your department.
- Explain the performance evaluation procedure for employees in your department.
- What is the procedure to follow in negotiating an inter-departmental contract or a contract with the private sector.
- Describe the clients who use your services.
- Explain the procedure related to (adapted to the specific situation):
  - the completion of a project;
  - the writing and approval of a report;
  - the staffing of a position, a transfer, an assignment;
  - the development of a policy;
  - the evaluation of a project;
  - the development of a strategic, financial or career plan.
- What are the strategies for attracting recruits to your section?

### 6.2 DETAILED EXPLANATION (PAST NARRATION)

- How did you get/obtain your present job?
- What field is your training in? Why did you choose this field?
- When you attended school/college/university, which subjects did you enjoy/dislike the most? Explain.
- Tell me all about your work history.
- What is the most interesting work experience that you have had so far?
- What is the most interesting project that you have worked on or managed so far?
- Explain the objectives of the last project you worked on.
- Have you done/taken any training to re-orient your career? If yes, what exactly?
- Tell me about training courses that you have done/taken at work.
- Tell me about an important/interesting business trip or a disastrous business trip.
- Tell me about a challenge that you successfully met at work.
- Tell me about your language training experience.



## **7. EXAMPLES**

### **7.1 OPINION SUBJECTS**

- the hiring of consultants (who are often former employees)
- performance evaluations
- recognition of work in the Public Service
- air quality in the workplace (effects on health)
- stress (burnout)
- abuse of e-mail
- the brain drain
- team work
- social activities in the workplace
- the characteristics of a model employee
- the characteristics of a model manager
- telework
- the competition system
- experience versus diplomas as criteria for hiring
- on-the-job training versus university training
- management systems
- the collection of money in the workplace (charities, etc.)
- the glass ceiling
- selection interviews
- mobility within the public service
- the role of employees in the decision making-process

## 7.2 ROLE-PLAYS

Note that role-plays are not necessarily purely one type or the other. Language functions never exist in complete isolation. There can be elements of tact in a counsel and advise role-play or advice can be given in a tact or persuasion role-play. Hypothetical statements can occur anywhere in the interview.

### COUNSEL AND ADVISE

**N.B.:** An excellent place to use hypothetical statements.  
Invent details as needed.

1. A friend is hesitating to accept a foreign posting. He/she is worried about the family who would have to adapt to strange customs, learn a new language, etc. You have already lived through a similar situation and agree to give some advice.
2. A friend, who has a job very similar to yours but in another department, is having some problems with a supervisor. The supervisor is often absent and rarely available to solve problems that arise. Your friend asks you for advice on how to handle the situation.
3. Talk to a colleague who does not agree with the management style of the supervisor. He/she is even thinking about quitting the public service to go into the private sector, which he/she thinks is more efficient.
4. Reassure a colleague who does not feel that he/she is up to the challenges posed by recent organizational changes in his/her department.
5. Give some advice to:
  - a new manager who is having trouble with his/her team because of their low morale and who doesn't know how to remedy the situation;
  - a colleague who works on a team where there is little communication or co-operation among the members and who wants to improve the situation;
  - a colleague who is having problems with an employee, who is often impatient with others including clients who have made complaints.
6. One of your colleagues has been offered a promotion but doesn't know if he/she should accept it and has asked for your advice.
7. A student who is just finishing his/her MBA has asked you for advice about his/her future. Should he/she begin his/her career in the public or private sector?

### 7.3 ROLE-PLAYS

#### TACT

**NB:** Invent the details you need.

1. An employee is having difficulty adapting to the many technological changes at work. Even though he/she has taken several training courses and has access to manuals for the software involved, he/she is constantly pestering his/her colleagues for help. Several have complained that he/she is not doing a fair share of the work and is preventing them from working with constant questions. Talk to this employee.
2. One of your employees is often absent from work because of illness, but these absences usually coincide with periods when work is very heavy. His/her colleagues are becoming exasperated by the situation. Talk to this employee.
3. One of the managers who works for you has a very rigid management style. You have received several complaints from members of his/her team. There seems to be a problem of low morale on the team and this has resulted in some missed deadlines. Meet this manager to discuss your concerns.
4. During a performance evaluation meeting, you inform an employee that an improvement in his/her performance is absolutely necessary. You ask him/her to take the necessary steps to accomplish this.
5. One of your middle managers has shown a lack of flexibility in dealing with unforeseen and changing situations. Have a meeting with him/her to discuss how this situation can be improved.
6. Speak to a member of your team whose negative attitude and frequent absences from meetings is interfering with the smooth functioning of the team and is delaying the making of some important decisions.
7. You let it be known to your assistant how disappointed you are with his/her handling of an important file that you confided to him/her. Remind him/her of your original expectations and the serious consequences that a continuation of his/her cavalier attitude might involve.

## 7.4 ROLE-PLAYS

### PERSUADING AND CONVINCING

**NB:** Invent the details you need.

1. The operational budget has been increased. You have to convince your boss to increase funding to certain sectors where urgent changes are needed.
2. A project that seems totally useless has been imposed on you at work. You must persuade your boss that this is counterproductive to the organization.
3. Your boss has informed you that with the institution of a new program, the work volume in some of your units will increase dramatically within the next few weeks.
  - let him/her know of your concerns of the number of overtime hours that will be necessary and the resulting drop in the quality of work that will result.
  - express your worry about the negative impact on the health and morale of the employees.
  - persuade your boss to delay the institution of the new program or hire more staff to handle the extra workload.
4. Your boss wants to change the priorities of a project that is presently underway. Express your reservations about the proposed changes and persuade your boss to stay with the original priorities.
5. Convince your boss that he/she has to transfer some supplementary employees into your section to meet the deadline for an important project that is running behind schedule.
6. Convince your boss of the merits of continuous training for members of your team.
7. You must convince your boss to rethink the recruitment methods presently being used by your section.
8. You want to have a special position created and you have to convince your boss that this position and the financing for it are essential to the survival of your section.
9. You must convince your boss to delay the implementation of a new policy that would (for example) restrict the use of the Internet at the office. Accurate information about possible abuse is difficult to come by and there is also hostility on the part of the employees to the proposed policy.



PART III

FOLLOWUP AND FEEDBACK

## 1. FOLLOW-UP

### **Suggested approach:**

- Using a tape recording of an interview, transcribe a sample of oral production;
- Work with this transcription to improve and enrich the language used;
- Videotape an interview;
- View the videotape and select areas of language production that need improvement;
- Record an interview and discuss any problem areas with the interviewer;
- Listen to the recording and correct any other problems noted, especially those that interfere with the meaning;
- Work systematically to eliminate these problems;
- Redo the interview discussing the same topics. Listen to this recording and compare it to your last one. Check on your progress.

**2. FEEDBACK****ONE-ON-ONE PRACTICE INTERVIEW**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

**A - Interview objectives:**

---

---

---

---

---

**B - Feedback:****Strengths:**

---

---

---

---

---

**Points to improve:**

---

---

---

---

---

---

---

---

---

---

**To do for the next interview:**

---

---

---

---

---

---

**C - Comments:**

---

---

---

---

Interviewer: \_\_\_\_\_



### 3. INDIVIDUAL ACTION PLAN

Student: \_\_\_\_\_ Activities from \_\_\_\_\_ to \_\_\_\_\_

1. Detailed explanation	2. Past Narration	3. Opinion	4. Role-plays	5. Other
	Objectives		Methods	Results/ Comments
<b>Clarity of message</b> <ul style="list-style-type: none"> <li>• vocabulary</li> <li>• grammar</li> <li>• structures</li> <li>• coherence of message</li> <li>• subtleties</li> </ul>				
<b>Ease</b> <ul style="list-style-type: none"> <li>• fluency</li> <li>• naturalness of delivery</li> <li>• communication strategies</li> </ul>				
<b>Comprehension</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				

Interviewer: \_\_\_\_\_

#### 4. A - FEEDBACK ON ORAL INTERACTION INTERVIEW

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Criteria and points to improve

<input type="checkbox"/> <b>Clarity of message</b>  <input type="checkbox"/> <b>Vocabulary</b> <input type="checkbox"/> improve: work vocabulary <input type="checkbox"/> improve: basic vocabulary <input type="checkbox"/> avoid literal translation and French words <input type="checkbox"/> use idiomatic expressions <input type="checkbox"/> vary vocabulary and structures	<input type="checkbox"/> <b>Participating effectively in the conversation</b>  <input type="checkbox"/> <b>Comprehension</b> <input type="checkbox"/> react to questions <input type="checkbox"/> interpret correctly <input type="checkbox"/> understand subtleties of situation	<input type="checkbox"/> <b>Ease and naturalness in the use of English</b>  <input type="checkbox"/> <b>Cohesion of message in response to the demands of the situation</b> <input type="checkbox"/> link words and events appropriately <input type="checkbox"/> use complex sentences <input type="checkbox"/> speak in paragraphs
<input type="checkbox"/> <b>Verbs</b> <input type="checkbox"/> conjugation: present, past, future, present perfect <input type="checkbox"/> subject-verb agreement <input type="checkbox"/> modals <input type="checkbox"/> passive voice <input type="checkbox"/> subjunctive mood <input type="checkbox"/> causative verbs <input type="checkbox"/> conditional	<input type="checkbox"/> <b>Communication strategies</b> <input type="checkbox"/> avoid breaks in conversation <input type="checkbox"/> paraphrase <input type="checkbox"/> compensate for missing vocabulary <input type="checkbox"/> use non-verbal communication strategies	<input type="checkbox"/> <b>Fluency</b> <input type="checkbox"/> speak with spontaneity and a natural delivery <input type="checkbox"/> speak at an easily understandable pace
<input type="checkbox"/> <b>Grammar and syntax</b> <input type="checkbox"/> adjectives <input type="checkbox"/> adverbs <input type="checkbox"/> articles <input type="checkbox"/> pronouns <input type="checkbox"/> linking words, prepositions, conjunctions <input type="checkbox"/> negatives <input type="checkbox"/> question forms <input type="checkbox"/> comparison <input type="checkbox"/> hypothesizing	<input type="checkbox"/> <b>Coherence of message and accomplishment of functions</b> <input type="checkbox"/> explain in detail <input type="checkbox"/> narrate <input type="checkbox"/> support opinion <input type="checkbox"/> give advice <input type="checkbox"/> use tact <input type="checkbox"/> convince <input type="checkbox"/> organize ideas clearly <input type="checkbox"/> express subtle ideas clearly	<input type="checkbox"/> <b>Pronunciation &amp; Intonation</b> <input type="checkbox"/> articulation <input type="checkbox"/> syllabification <input type="checkbox"/> pronunciation of phonemes <input type="checkbox"/> accent <input type="checkbox"/> emphasis

**4. B - FEEDBACK ON ORAL INTERACTION INTERVIEW****Comments**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

<input type="checkbox"/> <b>Clarity of message</b>	<input type="checkbox"/> <b>Participating effectively in the conversation</b>	<input type="checkbox"/> <b>Ease and naturalness in the use of English</b>
<input type="checkbox"/> <b>Vocabulary</b>	<input type="checkbox"/> <b>Comprehension</b>	<input type="checkbox"/> <b>Cohesion of message in response to the demands of the situation</b>
<input type="checkbox"/> <b>Verbs</b>	<input type="checkbox"/> <b>Communication strategies</b>	<input type="checkbox"/> <b>Fluency</b>
<input type="checkbox"/> <b>Grammar and syntax</b>	<input type="checkbox"/> <b>Coherence of message and accomplishment of functions</b>	<input type="checkbox"/> <b>Pronunciation &amp; Intonation</b>

Interviewer: \_\_\_\_\_