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INTERFACE CANADA

Teacher's Book 8

Revised Edition

Canada 

INTERFACE ***CANADA***

Teacher's Book 8

by

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INTRODUCTION TO THE TEACHER'S BOOK

INTERFACE CANADA is a series for adults studying English as a second language. The series, which covers the beginning to upper-intermediate levels, provides a functional-notional syllabus as well as a structural syllabus. The material is designed primarily to develop speaking and listening skills, with a special emphasis on language used in the office.

The *INTERFACE CANADA* series consists of student books 1 to 8, teacher books 1 to 8, and Role Playing for Consolidation - student and teacher books, with accompanying cassettes and/or CD-ROMs. Each book provides approximately fifty hours of classroom instruction.

Each teacher's book includes:

- instructions to the teacher for presenting material and doing practice exercises
- the entire student's book, with cross-referencing to allow the teacher to work from a single book
- answer keys added to the exercises in italics

Each unit in the teacher's book is divided into three sections: Presentation, Study, and Practice.

I PRESENTATION

This section provides the techniques, procedures, and activities for presenting the new language of the unit. A corresponding section in the student's book, called **Getting Started**, consists of material (charts, illustrations, modified cloze exercises ...) that the students need to carry out certain activities during the Presentation.

Phases

The Presentation is made up of five phases:

1. Leading into the topic
2. Introducing the language
3. Focussing on the exponents
4. Focussing on structures
5. Trying the new language

Techniques

Eight different techniques are used, individually or in combination, to present language to the students. These techniques are indicated in the left-hand margin of the Presentation. They are:

1. **Face-to-face** – exploiting the real situation of the students in the classroom.
2. **Realia** – real objects or people in the classroom, used as cues to elicit language from the student.

3. **Illustration** – photographs, drawings, graphs and the like.
4. **Tape/CD** – dialogues, conversations with several speakers, monologues and narration.
N.B.: All references to “tape” include CD-ROM.
5. **Text** – articles from newspapers or magazines, notes, memos, notices, conversations or scripts.
6. **Situation** – The students are given information about the speakers’ relationships to each other and the social context in which they interact.
7. **Flow chart** – a diagram which shows a step-by-step progression through a model conversation and examples of possible language which can occur at each step.
8. **Telegraphic cues** – The teacher conducts a brainstorming discussion based on a situation and jots the items on the blackboard in telegraphic form. The items are then used as cues to elicit exponents from the students.

II STUDY

This section consists of one or more Study pages, which include:

- functions and language
- structural paradigms
- notes on usage

The Study section is exactly the same in the Student’s Book as in the Teacher’s Book.

III PRACTICE

This section contains the student’s practice exercises as well as instructions to the teacher for conducting the practices. The practices within a unit progress from fairly controlled to more open-ended. In general, the practices:

- stress learning to speak in authentic situations and using natural language appropriate to those situations
- involve frequent pair and group work
- include a wide variety of role plays and information-gap activities
- draw on the learner’s personal experience whenever possible

The practices can be adapted in a variety of ways and many of them lend themselves to taping or videotaping.

Abbreviations Used in the Teacher’s Book

- | | |
|----|------------------|
| S | - student |
| Ss | - students |
| SB | - Student’s Book |
| BB | - blackboard |

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UNIT

69

MAKING SUGGESTIONS

PRESENTATION

PART I

MAKING SUGGESTIONS

To lead into the topic of making suggestions
--

Text \

1) Inform the Ss they will look at a memo from a unit head to her staff.
See p. 2.

2) Have the Ss turn to SB p. 1.

3) Discuss the memo with the Ss. Ask them, for example:

Who is the memo to?

Who is it from?

What's the subject of the memo?

Why is the unit head calling the meeting?

1

SB p. 1

MEMO

TO All Personnel **DATE** February 3
FROM Rita Lafontaine
Unit Head
SUBJECT MEETING TO DISCUSS WAYS TO INCREASE PRODUCTIVITY

Robert Fullerton, Director General of our branch, has asked all unit heads to consult with their staff and submit a list of suggestions for increasing productivity and motivation in their units and in the Branch.

A meeting will therefore be held on February 5th, at 1:30 p.m., in the seventh floor conference room to get your input. All personnel are required to attend. Your active participation will be greatly appreciated.



Rita Lafontaine

To focus on:
exponents for making suggestions
should and could

Situation \

- 4) Present the SITUATION to the Ss:

You are attending the meeting organized by your unit head.

- 5) Ask the Ss what kinds of things they would suggest to increase productivity. List the Ss' responses in telegraphic form on the BB, for example:

Telegraphic cues \

working in teams
 regular staff meetings
 newsletter
 sharing responsibilities
 incentive awards
 better office equipment
 hiring more people
 clearer directives

- 6) Elicit the exponents for making suggestions. Go through the list and ask the Ss, for example:

What might you say at the meeting if you wanted to make these suggestions?

Write the exponents on the BB. See STUDY p. 11.

- 7) Referring to the exponents on the BB, explain the use of **should** and **could** to make suggestions. See STUDY p. 11.

PART II

MAKING ALTERNATIVE SUGGESTIONS

To lead into the topic of making alternative suggestions

Tape/CD

- 1) The first conversation on tape or CD-ROM is used for the lead-in. See script, Conversation 1 below.
- 2) Inform the Ss they will listen to a conversation.
- 3) For Conversation 1:

Write the following questions on the BB and have the Ss jot down answers to them as they listen to Conversation 1:

What's the problem?

What does the first speaker suggest?

Does the second speaker agree or disagree? Why?

What else does the second speaker say?
(makes an alternative suggestion)

Play Conversation 1.

Take up the questions with the Ss.

2

Modified Cloze

Making Alternative Suggestions

SB p. 2

Script

CONVERSATION 1

KEY A: We're not in the office enough. We really should consider getting an answering machine.

B: **I don't think that would work.** Most people don't leave messages. Subscribing to an answering service might be a better idea.

CONVERSATION 2

A: I suggest we take a vote now.

B: Wouldn't it be better if we discussed it some more? Personally I'd like to hear a few more opinions before I decide.

CONVERSATION 3

A: We have to find the mistake. I think we should check each item again. There's something we're not doing right.

B: It might make more sense to just leave it for now and come back to it later.

CONVERSATION 4

A: Now that we have a mini-fridge and microwave, how about using Room 10 as a lunch room?

B: **I'm not sure that's a good idea.** That room is very small and the ventilation is terrible. Why don't we use Room 14 instead? At least it has windows.

CONVERSATION 5

A: He seems to be getting worse. I think we should call an ambulance.

B: Yeah, either that or we could take him in my car. That might be faster than waiting for an ambulance.

CONVERSATION 6

A: That stain in the carpet looks awful. Why don't we get somebody in to clean it?

B: They charge quite a bit. What about renting a machine instead and cleaning it ourselves?

To introduce the language for making alternative suggestions

- Tape/CD \ 4) Inform the Ss that they will listen to more conversations in which people make suggestions. See script p. 4.
- 5) Draw the following chart on the BB, without the answers, and have the Ss copy it.

**Suggested
KEY**

Conversation	What does the first speaker suggest?	What alternative suggestion does the second speaker make?
1	<i>getting an answering machine</i>	<i>subscribing to an answering service</i>
2	<i>taking a vote</i>	<i>continuing the discussion</i>
3	<i>checking every item again</i>	<i>leaving it and coming back to it later</i>
4	<i>using Room 10 as a lunch room</i>	<i>using Room 14</i>
5	<i>calling an ambulance</i>	<i>taking him to the hospital by car</i>
6	<i>getting someone in to clean the carpet</i>	<i>renting a machine to clean the carpet</i>

- 6) Go over the questions with the Ss.
- 7) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.
- 8) Check the information in the chart with the Ss. See KEY above.

To focus on the exponents for making alternative suggestions

Text \

9) Inform the Ss that they will look at the conversations they have just heard. See p. 4.

10) Have the Ss turn to SB p. 2.

Tape/CD \

11) Have the Ss do the modified cloze:

Play the tape or CD-ROM. Have the Ss try to fill in the blanks as they listen.

Stop the tape or CD-ROM after each conversation to go over the answers with the Ss. See KEY.

12) Point out that when making alternative suggestions, gerunds are often used. See STUDY p. 12.

13) Also point out that we sometimes express disagreement with the original suggestion before making an alternative suggestion. See STUDY p. 12.

Have the Ss find examples of expressing disagreement in the conversations. See KEY.

To have the Ss try the language for making suggestions

14) Have the Ss turn to SB p. 3. See p. 8.

15) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play the situations using the cues provided.

3

Making Suggestions

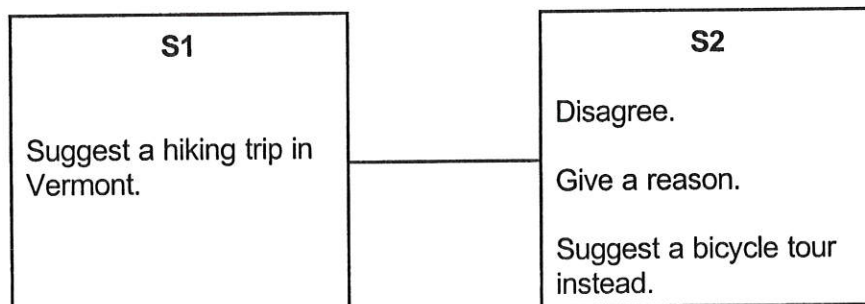
SB p. 3

Roles: S1 – Make suggestions using the cues in the S1 box.

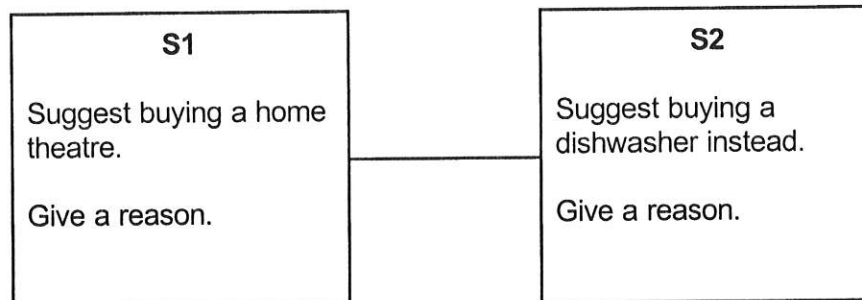
S2 – Make alternative suggestions using the cues in the S2 box.

Switch roles and repeat the role plays.

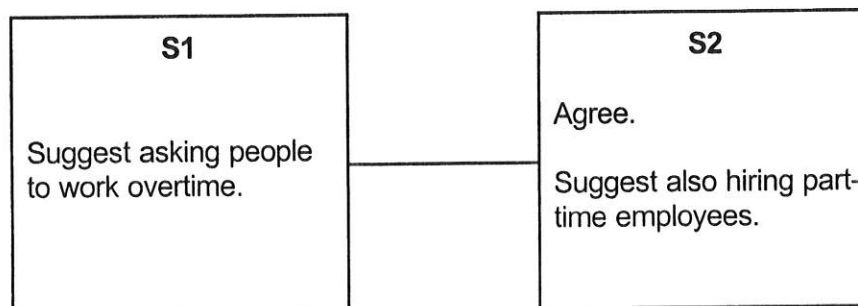
Situation 1: Two friends are talking about what to do on their next vacation.



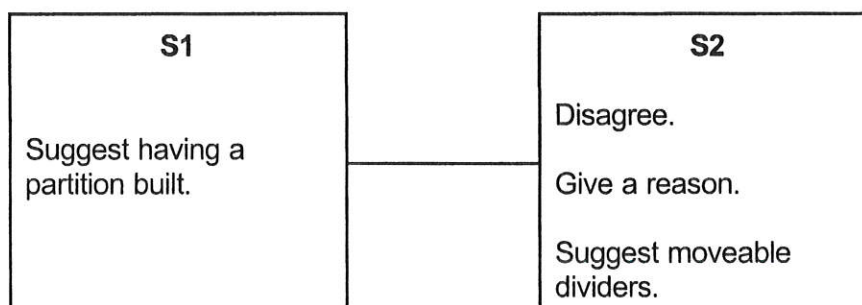
Situation 2: A couple are talking about how to spend their income tax refund.



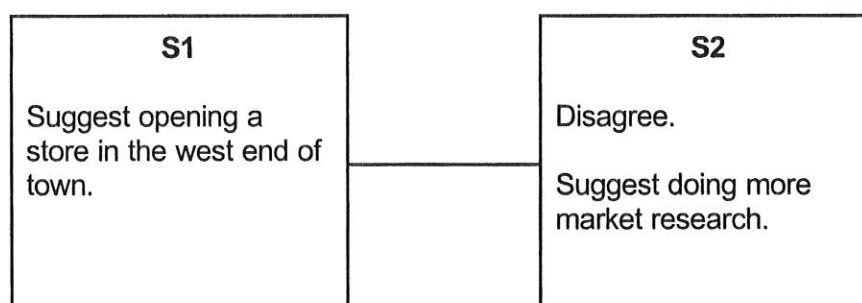
Situation 3: Two supervisors are discussing how to handle their extra workload.



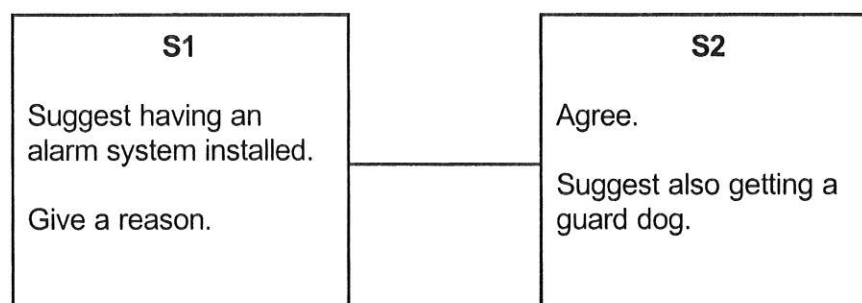
Situation 4: Two office managers are discussing subdividing some office space.



Situation 5: Two business partners are talking about expanding their business.



Situation 6: Two neighbours are discussing home security systems.



STUDY

SB p. 5

Making Suggestions

Why not | start a newsletter?
Why don't we |

What if we share responsibilities more?

I suggest we have regular staff meetings.

Let's hire more people.

It might be a good idea to get some better office equipment.

Should is sometimes used to make suggestions or recommendations

We should ask for clearer directives from management.

I say we should look into incentive awards.

Suggestions with **could** are less strong.

Maybe we could work in teams.

Could we get a consulting firm in to study the problem?

Expressing Disagreement

Before we make an alternative suggestion, we sometimes express disagreement with the original suggestion and give a reason.

I don't think that would work. Meetings are often a waste of time.

I'm not sure I agree with you. Our production costs aren't that high.

I don't know. I think it might be too expensive.

I'm not sure that's a good idea. Awards aren't very popular.

Making Alternative Suggestions

Wouldn't it be better if we set up a committee?

It might make more sense for us to improve our marketing.
or
It would

Either that or we could hire part-time people.

We often use gerunds when we make alternative suggestions.

What about trying to do it ourselves?

Offering incentive bonuses might work better.
Getting an outside expert to study the problem might be a better idea.

Instead is often used in making alternative suggestions.

e.g. Why don't we call him instead?

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
- 2) Have the Ss complete the conversations.
- 3) Correct with the Ss.

P=1

WRITE / SPEAK

SB p. 7

To practise making suggestions.

- A. Read the situations and complete the conversations using the cues provided.

SITUATION 1: Cindy's colleagues are discussing how to celebrate her getting a new job.

**Suggested
KEY**

Guess what! Cindy got the job over at head office.



Barbara

I don't think that's really her style. What about having a wine and cheese party instead?

cue: wine and cheese party instead



Edith

I'm for that. We could go to that new steak house on Duncan Boulevard.

cues: go to/new steak house/ Duncan Boulevard



Cliff

Well, I guess this calls for a celebration. Maybe we could take her out on the town.

cue: take her out on the town



Cliff

That would be a lot of work to organize. Taking her out to a restaurant might be a better idea.

cues: take her out/restaurant



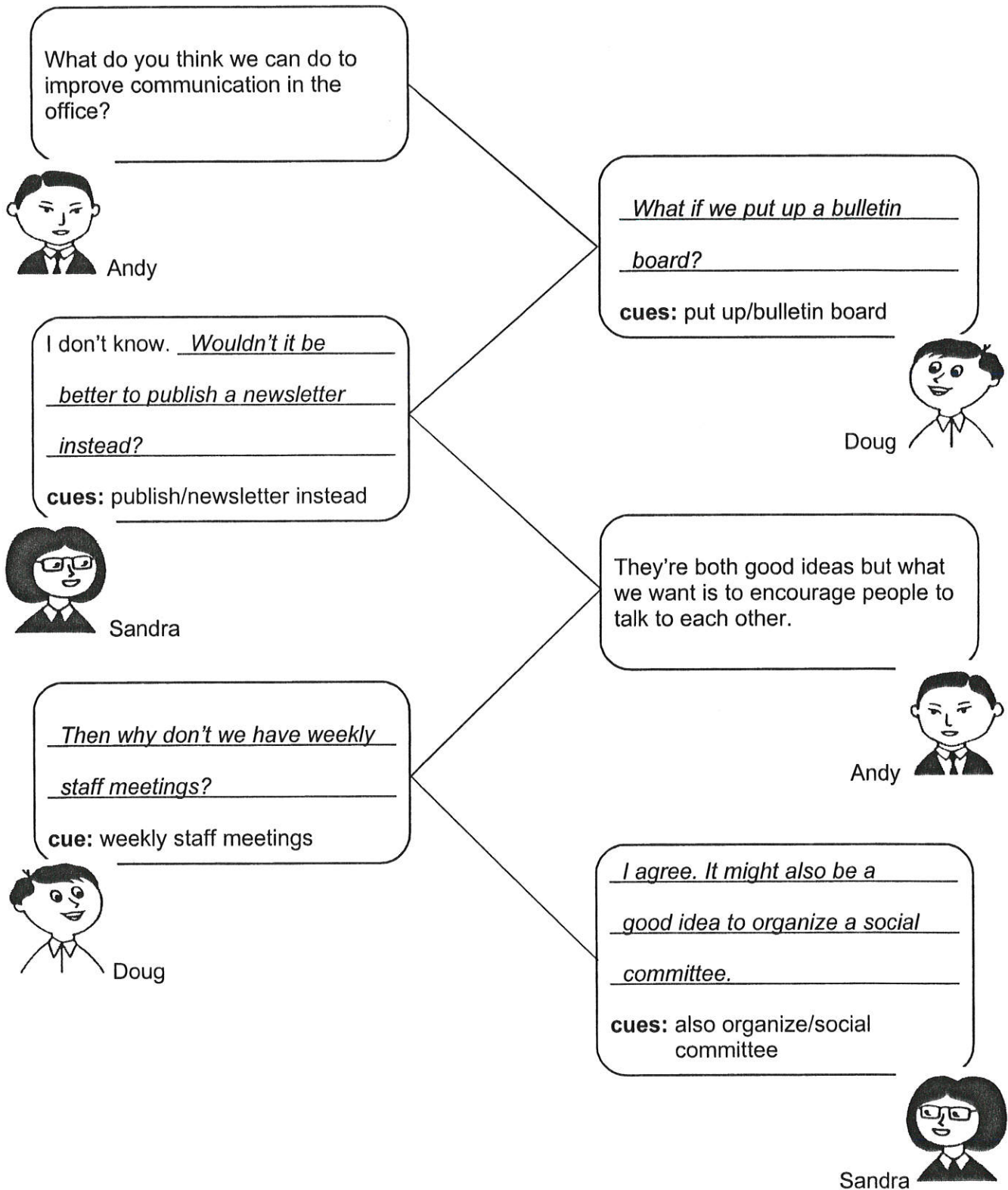
Barbara

Sounds good. O.K. Who's going to talk to Cindy?

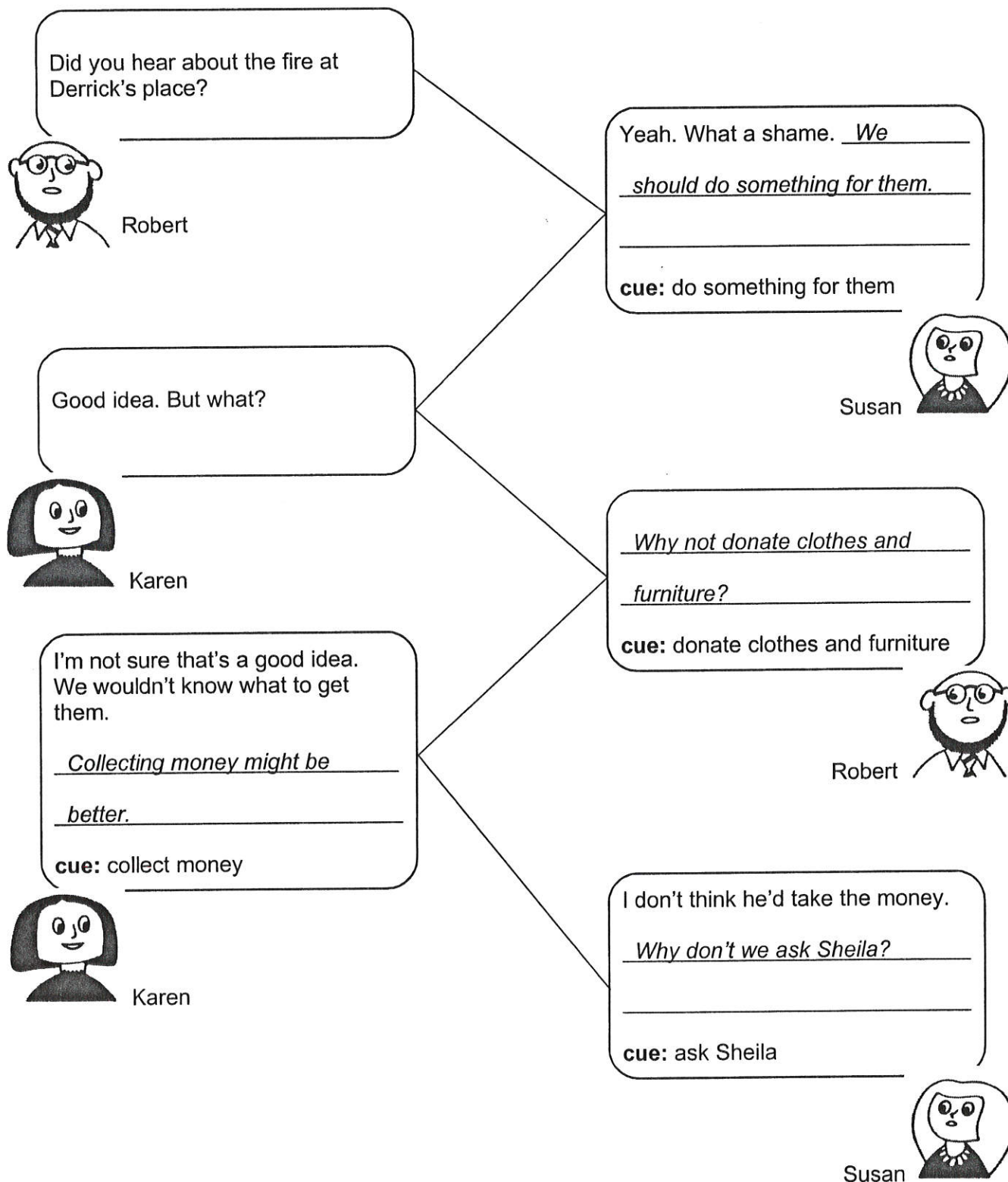


Edith

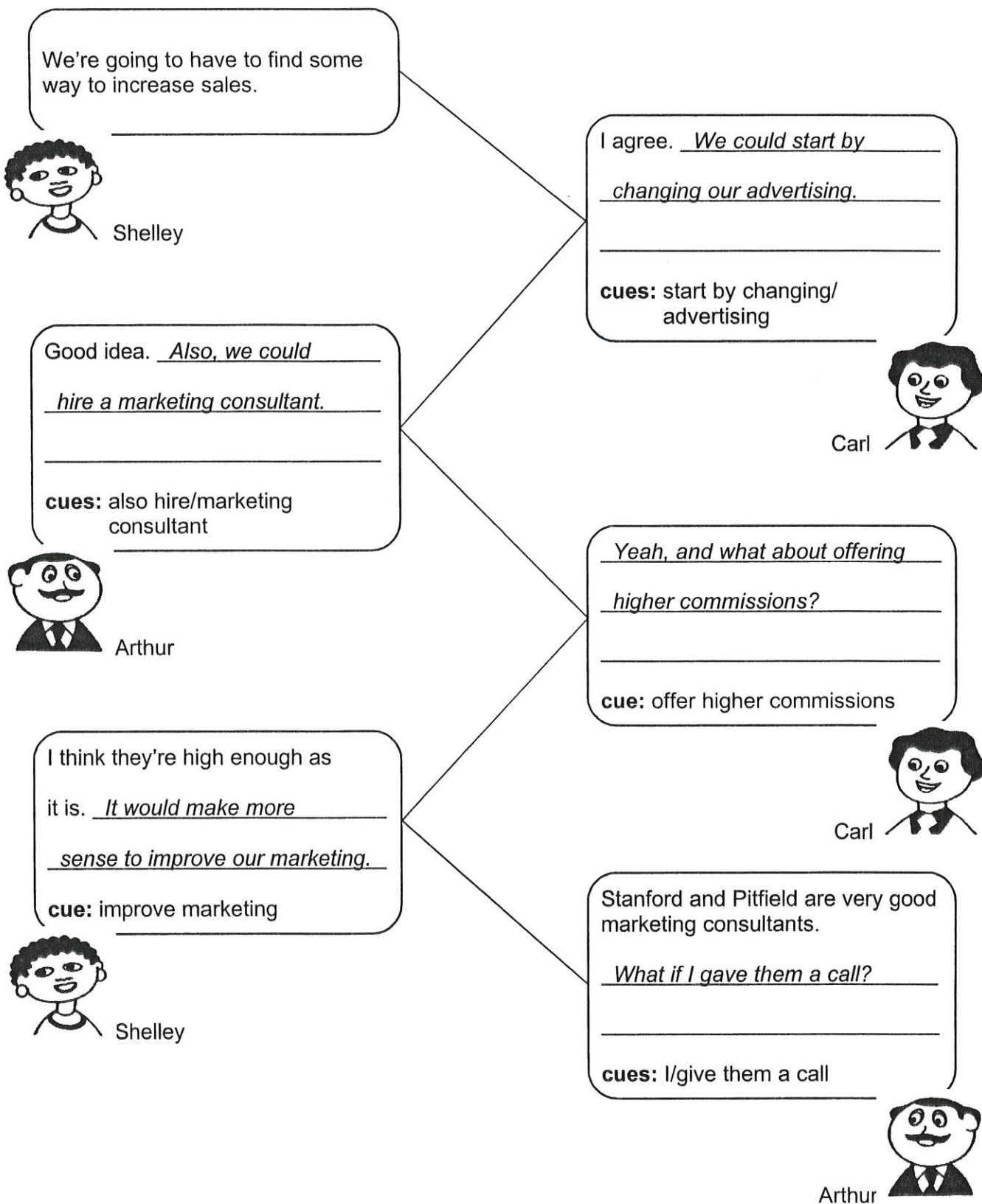
SITUATION 2: A supervisor is meeting with his staff.



SITUATION 3: Derrick's colleagues are discussing how to help him and his family.



SITUATION 4: A manager is having a sales meeting with her staff.



To the teacher

- B. Divide the Ss into groups of three to practise the conversations. Have each group of Ss read all of one S's conversations and then read all of the other Ss' conversations.

SB p. 11

- B. Work in a group.

Practise reading one another's corrected conversations.

PRACTICE 2

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into groups of three and assign roles: S1, S2, and S3. Ss turn to the appropriate pages in their SBs.
- 3) Have one group of Ss role play an example for the class.
- 4) Have the Ss do the role plays.

P=2

SB p. 11

SPEAK Work with a partner.

To practise making suggestions and responding.

You will role play situations in which people try to agree on what to do by making suggestions and responding to each other's suggestions.

Roles: S1 – p. 12

S2 – p. 13

S3 – p. 14

S1

You think these are good ideas:

1. Robert works with you. He broke his leg and is in the hospital. Discuss what to do for him.
You begin.

- organize a group visit
- send a funny card

2. You and your partners decide to put your money together and start a business. Discuss business ideas.

- start a house-sitting service
- open a suntanning studio

3. There are going to be staff cutbacks in your section. Discuss ideas to try to solve the problem.

- talk to the union
- write to the minister of the
department

4. Your city has recently purchased a choice piece of waterfront property. You're a member of a city planning committee. You're trying to decide how to best use the property.

- park/picnic ground
- marina

S2

You think these are good ideas:

1. Robert works with you. He broke his leg and is in the hospital. Discuss what to do for him.
 - send flowers
 - send a singing telegram

2. You and your partners decide to put your money together and start a business. Discuss business ideas. **You begin.**
 - open a video shop
 - open a souvenir and gift shop

3. There are going to be staff cutbacks in your section. discuss ideas to try to solve the problem.
 - work to rule
 - form a committee to investigate solutions

4. Your city has recently purchased a choice piece of waterfront property. You're a member of a city planning committee. You're trying to decide how to best use the property. **You begin.**
 - condominiums
 - shopping centre

S3

You think these are good ideas:

1. Robert works with you. He broke his leg and is in the hospital. Discuss what to do for him.
 - get a good book
 - send a fruit basket

2. You and your partners decide to put your money together and start a business. Discuss business ideas.
 - start a catering service
 - open a dry-cleaning service

3. There are going to be staff cutbacks in your section. Discuss ideas to try to solve the problem. **You begin.**
 - circulate a petition
 - look into a job-sharing program

4. Your city has recently purchased a choice piece of waterfront property. You're a member of a city planning committee. You're trying to decide how to best use the property.
 - aquatic sports centre
 - senior citizens' centre

PRACTICE 3

To the teacher

- A. 1) Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.
- 2) Play the tape or CD-ROM and have the Ss write down the topics and the suggestions.
- 3) Correct with the Ss.

P=3

LISTEN / SPEAK

SB p. 15

To practise listening to and making suggestions.

In Part A, you will hear conversations in which different people make suggestions. As you listen, you will take notes. Then, in Part B, you will use these notes to role play with your partners.



A. For each number:

Listen to the conversation and write down the topic in the box.

Then listen again and write the different suggestions in the spaces provided.

**Suggested
KEY**

1.

TOPIC: Some members of a softball team are
discussing ways to raise money.

SUGGESTIONS:

- apply for a municipal grant

- have a car wash

- get sponsors

- have a potluck supper

- hold a dance

2.

TOPIC: Some members of a community are discussing

ways to reduce the number of accidents.

SUGGESTIONS:

- lower the speed limit on main streets

- install traffic lights at dangerous

intersections

- ask the police to visit schools

3.

TOPIC: Some members of a social club are discussing

ways to spend money.

SUGGESTIONS:

- invest it

- buy a microwave oven

- sponsor a foster child

- donate it to a charity

- buy lottery tickets

4.

TOPIC: Some local residents are discussing ways to

force the government to move the garbage

dump.

SUGGESTIONS:

- send in a petition

- get the media involved

- organize a rally or a march

To the teacher

B. 1) Go over the instructions with the Ss.

2) Divide the Ss into small groups.

3) Have the Ss do the role plays.

SB p. 17

B. Work in a group.

Role play the conversations in Part A using your notes to help you.

For each number:

Discuss the topic.

Make suggestions, respond to each other's suggestions, and make alternative suggestions. You can use your notes and/or make up your own suggestions.

Script

1. A: So we estimate we'll need about \$1 000 for the season. Does anybody have any suggestions on how to get it?
B: Yeah, I do. I think we should apply for a municipal grant. They probably have some kind of sports budget.
C: I don't know. With the economy these days, I don't think we have much chance. The city won't just give us money!
D: Why not have a car wash? We could set ourselves up at a shopping centre or in a school yard on a Saturday and charge about four dollars per car. If it's a nice day, I'm sure we'd get a lot of people.
A: A car wash. Not a bad idea. O.K. Any other suggestions?
B: What about sponsors? We could call some of the local companies. Maybe they would help in exchange for some free publicity.
A: Sponsors. Good idea.
C: I have another idea. Why not a potluck supper? Or a dance?

2. A: So, how do we reduce the number of accidents? Any suggestions?
B: We should start by lowering the speed limit on our main streets.
C: Yeah, and we could also install traffic lights at those dangerous intersections. Especially that one down by the hospital.
A: Yeah, that's a bad one.
D: I have an idea too. How about asking the police to visit the schools? They could talk to the kids about traffic rules. Sometimes they have films they can show.

3. A: O.K. Here we are. We have some money left over.
B: How much?
A: About \$400. Any ideas on how to use it?
C: I think we should invest it.
D: Invest it! You've got to be kidding! Let's use it to buy a microwave oven. People have been asking for one for a long time.
C: We can't. It's against fire regulations.
A: Well, with that amount, what if we sponsored a foster child for a year? Would anyone go for that?
B: Either that or some other charity, like the cancer fund.
D: Those are great ideas, but I've got an even better one. Lottery tickets! \$400. Think of our chances.
4. A: I think we all know why we're here. The city dump! Right under our noses. What're we going to do about it?
B: How about a petition? The city should know how many people are against this.
C: Also, why not send it to the federal and provincial governments?
A: Yup. I think that's our first step.
D: A petition's a good idea, but we need publicity. Let's get the media involved – like a press conference.
A: O.K. Maybe we could phone a T.V. station.
B: But just our small group? Shouldn't we organize a rally or a ...
D: A march.
B: Yeah! A march – right to the site. So they can see how close it is to everything.

PRACTICE 4**To the teacher**

- A. 1) Go over the instructions with the Ss.
 2) Have the Ss write up their problems.
 3) Go around the class and help the Ss.

P=4 **SPEAK**

SB p. 18

To practise making suggestions.

- A. Think of a personal problem that you wouldn't mind talking about.

- e.g. • a problem with a friend or a colleague
 • a problem in a personal relationship
 • a financial problem
 • a health problem
 • a problem at work

The problem you choose can be real or made-up.

Write down the details of your problem in the spaces below.

Problem: _____

To the teacher

- B. 1) Divide the Ss into small groups and go over the instructions with them.
2) Have the Ss discuss each group member's problem.

SB p. 18

- B. Work in a group.

For each problem:

Have a discussion in which different members of your group make suggestions for resolving the problem.

Roles

S1 – Explain your problem to the members of your group.

S2, S3, ... – Make sure you understand the problem. Then make suggestions on how to deal with the problem.

UNIT 70

INTERESTS AND PREFERENCES

PRESENTATION

To introduce the language for talking about interests and preferences

Tape/CD

- 1) Inform the Ss that they will listen to some conversations in which people express interests and preferences. See script p. 30.
- 2) Draw the following chart on the BB, without the answers, and have the Ss copy it.

**Suggested
KEY**

Conversation	What are the speakers talking about?	Is Speaker 2	
		interested?	not interested?
1	<i>shopping in department stores</i>		✓
2	<i>going to a health club</i>	✓	
3	<i>betting on a game</i>	✓	
4	<i>retiring in the country</i>		✓
5	<i>going to the Virgin Islands</i>	✓	
6	<i>hunting</i>	✓	
7	<i>joining a bridge club</i>		✓
8	<i>breeding canaries</i>		✓
9	<i>windsurfing</i>		✓
10	<i>sitting around cafés</i>	✓	
11	<i>fishing</i>	✓	
12	<i>exploring caves</i>		✓

- 3) Go over the questions with the Ss.
- 4) Play the tape or CD-ROM and have the Ss fill in the first column of the chart as they listen.
- 5) Play the tape or CD-ROM again. Have the Ss complete the chart.
- 6) Check the information in the chart with the Ss. See KEY.

Script

CONVERSATION 1

- A: You know, the big sales are starting next week at the department stores.
- B: Yeah, I know, but I can't stand shopping in big stores with crowds of people. I prefer shopping in small boutiques.

CONVERSATION 2

- A: I hear there's a health club in your building now. Have you been using it?
- B: Yeah, it's great for me 'cause I really enjoy swimming, plus they have an excellent body-building program.

CONVERSATION 3

- A: So tonight's the big game. Did you put any money on it?
- B: I sure did. I never miss a chance to bet on my favourite team.

CONVERSATION 4

- A: Do you think you'd like to retire in the country?
- B: Oh, no. I couldn't take such a slow pace of life for too long. Give me city life anytime.

CONVERSATION 5

- A: So, I hear you're going to the Virgin Islands.
- B: Yes, and I can't wait to go. There's nothing I enjoy more than to lie on a sandy beach and think about the blizzards back home!

CONVERSATION 6

- A: I didn't know you went hunting.
- B: Oh, yeah. I've always liked it. My dad used to take me a lot when I was a kid.

CONVERSATION 7

- A: Adrienne, we're starting a bridge club and we'll probably play twice a week during lunch. Would you like to join?
- B: Thanks, but I'm not really keen on playing cards.

CONVERSATION 8

- A: Are you still breeding canaries?
- B: No, I lost interest in it about a year ago. Found it was too much work.

CONVERSATION 9

- A: Have you ever tried windsurfing?
- B: No, and I don't think I'm interested in trying. It looks pretty tough. I'd sooner go boating myself.

CONVERSATION 10

- A: Don't you get bored sitting around cafés all the time?
- B: No, usually I meet friends or read a book, and what I especially enjoy is people-watching.

CONVERSATION 11

A: I didn't know you were into fishing.

B: Oh yeah, I do a lot of fishing. It's a really great way to relax.

CONVERSATION 12

A: This area is famous for its caves. So I really think we should try and visit a couple while we're here.

B: Well, exploring caves doesn't really appeal to me. I'm not crazy about closed-in spaces and darkness. I'd rather visit some of the historic sites.

To focus on:

- **exponents for saying what you like**
- **gerunds**

Text \

7) Inform the Ss that they will look at only those conversations in which the speakers said what they liked. See p. 33.

8) Have the Ss turn to SB p. 19.

Tape/CD \

9) Have the Ss do the modified cloze:

Play the tape or CD-ROM. Have the Ss try to fill in the blanks as they listen.

Stop the tape or CD-ROM after each conversation to go over the answers with the Ss. See KEY.

10) Point out the use of the gerund when saying what you like doing. See STUDY p. 37.

Have the Ss find these gerunds in the conversations and circle them. See KEY.

1

Modified Cloze
Saying What You Like

SB p. 19

Script

CONVERSATION 1

A: I hear there's a health club in your building now. Have you been using it?

B: Yeah, it's great for me 'cause I really enjoy swimming, plus they have an excellent body-building program.

CONVERSATION 2

A: So tonight's the big game. Did you put any money on it?

B: I sure did. I never miss a chance to bet on my favourite team.

CONVERSATION 3

A: So, I hear you're going to the Virgin Islands.

B: Yes, and I can't wait to go. There's nothing I enjoy more than to lie on a sandy beach and think about the blizzards back home!

CONVERSATION 4

A: I didn't know you went hunting.

B: Oh, yeah. I've always liked it. My dad used to take me a lot when I was a kid.

CONVERSATION 5

A: Don't you get bored sitting around cafés all the time?

B: No, usually I meet friends or read a book, and what I especially enjoy is people-watching.

CONVERSATION 6

A: I didn't know you were into fishing.

B: Oh yeah, I do a lot of fishing. It's a really great way to relax.

To focus on:

- exponents for saying what you don't like
- gerunds

Text

11) Inform the Ss they will now look at the conversations in which the speakers said what they didn't like. See below.

12) Have the Ss turn to SB p. 20.

Tape/CD

13) Have the Ss do the modified cloze:

Play the tape or CD-ROM. Have the Ss try to fill in the blanks as they listen.

Stop the tape or CD-ROM after each conversation to go over the answers with the Ss. See KEY.

14) Point out the use of the gerund when saying what you don't like doing. See STUDY p. 38.

Have the Ss find these gerunds in the conversations and circle them. See KEY.

15) Point out that when we say what we don't like, we often state our preferences. See STUDY p. 38.

Have the Ss find examples of expressing preferences in the conversations. See KEY.

2

Modified Cloze

Saying What You Don't Like

SB p. 20

Script

CONVERSATION 1

A: You know, the big sales are starting next week at the department stores.

B: Yeah, I know, but I can't stand shopping in big stores with crowds of people. **I prefer shopping in small boutiques.**

CONVERSATION 2

A: Do you think you'd like to retire in the country?

B: Oh, no. I couldn't take such a slow pace of life for too long. **Give me city life anytime.**

CONVERSATION 3

A: Adrienne, we're starting a bridge club and we'll probably play twice a week during lunch. Would you like to join?

B: Thanks, but I'm not really keen on playing cards.

CONVERSATION 4

A: Are you still breeding canaries?

B: No, I lost interest in it about a year ago. Found it was too much work.

CONVERSATION 5

A: Have you ever tried windsurfing?

B: No, and I don't think I'm interested in trying. It looks pretty tough. **I'd sooner go boating myself.**

CONVERSATION 6

A: This area is famous for its caves. So I really think we should try and visit a couple while we're here.

B: Well, exploring caves doesn't really appeal to me. I'm not crazy about closed-in spaces and darkness. **I'd rather visit some of the historic sites.**

To have the Ss try talking about interests and preferences

16) Have the Ss turn to SB p. 21. See below.

17) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues provided.

3 Talking About Interests and Preferences

SB p. 21

Roles: S1 – Ask your partner about his/her interests using the cues in the first column.

S2 – Respond using the cues in the second column. Give reasons if possible.

Switch roles and repeat the role plays.

Cues

S1	S2
1. shopping in stores	1. – don't like – state a preference
2. playing cards	2. – like
3. windsurfing	3. – don't like
4. eating exotic foods	4. – don't like – state a preference
5. exercising in a gym	5. – like
6. playing backgammon	6. – don't like

STUDY

SB p. 23

Saying What You Like

What I really enjoy is a good mystery novel.

He's especially interested in children's literature.

Gerunds are often used when saying what you like doing.

I've always

liked
enjoyed

 visiting old churches.

There's nothing we enjoy more than walking in the woods.

She's

crazy about
really into

 sailing.

I never miss a chance to go to the races. **I love** watching the horses run.

I've become quite keen on studying the occult.

They do a lot of bird-watching.

He just loves watching old movies on T.V.

Saying What You Don't Like

I **don't (particularly) like** noisy parties.

Modern jazz | **doesn't appeal to me.**
| **doesn't turn me on.**

Gerunds are also used when saying
what you don't like doing.

I **don't enjoy** playing tennis.
I'm **not crazy about** jogging...

I'm **not really** | **interested in** | discussing
| **keen on** | politics.

He **lost interest in** collecting coins.

She **hates** | cooking.
She **can't stand** |

There's **nothing I hate more than** playing Scrabble.

Expressing Preferences

When we say what we don't like, we
sometimes express preferences.

I **(much) prefer** a quiet dinner
with friends.

Give me | classical music
I'll take | **anytime.**

I **like** running **better.**
...(but) I **love** swimming.

I'd **rather** talk about anything else.

She'd **sooner** eat out **than** prepare
a meal herself.

I **love** playing Monopoly **(the) most.**

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss complete the conversations.
 3) Correct with the Ss.

P=1

WRITE / SPEAK

SB p. 25

To practise talking about interests and preferences.

A. For each number:

Read the part of the conversation given.

Then complete the conversation using an appropriate cue from the box.
 Write your answer in the space provided.

- become quite keen on
- must really love animals
- one sport/not appeal to me
- lose interest in it
- nothing/hate more than camping
- not into gardening that much
- always enjoy/go to a good party
- do a lot of
- can't stand/watch a film
- jazz/not really turn me on

**Suggested
KEY**

1. A: I didn't know that Don collected coins. In fact he's got quite a collection, you know.
 B: Oh, is that so? I used to collect coins myself when I was young, but I lost interest in it as I got older.

2. A: Well, now that you have a backyard, you could have your own vegetable garden.

B: Oh, I don't know about that. I 'm not into gardening that much.

3. A: Mark, how did you get to work this morning with the transit strike?

B: Oh, I came by bike. I do a lot of biking, so I didn't mind. In fact it was quite enjoyable.

4. A: I don't feel like going out this evening. Why don't we watch a movie on T.V.?

B: O.K., but how about renting one instead? I can't stand watching a film with all those commercials.

5. A: I hope the staff party will be a success this year.

B: I'm sure it will. I always enjoy going to a good party, and it's a chance to get to know people on a different level.

6. A: Sally, are you taking any courses this fall?

B: Yes, I am. I 've become quite keen on studying the stock market, so I'll probably take something to do with investing.

7. A: Well, if you get a little tight for money you could always camp.

B: Are you kidding? There's nothing I hate more than camping. I'd sooner stay home than do that.

8. A: Did you read in the paper about the old woman who died and when they went into her house, they found about fifty cats? Imagine!

B: Yeah, every once in a while you hear about people like that. They must really love animals.

9. A: You know, Cathy has decided to take up sky-diving of all things.
 B: You can't be serious. Sky-diving is one sport that doesn't appeal to me, not with my fear of heights.
10. A: Are you taking in the Jazz Festival this week? I hear there're some really good groups coming.
 B: No, jazz doesn't really turn me on, so I don't bother going.

To the teacher

- B. 1) Go over the instructions with the Ss.
 2) Divide the Ss into pairs and assign roles: S1 and S2.
 3) Have one pair of Ss role play an example for the class.
 4) Have the Ss do the role plays.

SB p. 27

- B. Work with a partner.

Role play the conversations in Part A.

For each number:

Think about your role before you begin.

Begin the conversation with the exchange you completed in Part A.

Then continue the conversation.

Roles: S1 – Speaker A

S2 – Speaker B

Switch roles after Number 5.

PRACTICE 2

To the teacher

- A. 1) Go over the instructions with the Ss. You can give a few examples of your own interests and preferences.
- 2) Have the Ss fill in the chart.
- 3) Go around the class and check the information in the Ss' charts.

P2

SPEAK

SB p. 28

To practise talking about past and present interests and preferences.

In Parts A and C, you will list activities you have been interested in at different times in your life. Then, in Parts B and D, you will talk about these activities with different partners.

- A. Look at the chart below and fill in three or four activities under each heading.

When I was younger	
Activities I was interested in or was good at:	Activities I didn't like or wasn't good at:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

To the teacher

- B. 1) Divide the Ss into pairs and go over the instructions with them.
- 2) Have one pair of Ss do an example for the class.
- 3) Have the Ss discuss their past interests.

SB p. 28

- B. Work with a partner.

Exchange pages with your partner.

Discuss with your partner the activities listed in his/her chart.

To the teacher

- C. 1) Go over the instructions with the Ss. You can give a few examples of your own interests and preferences.
- 2) Have the Ss fill in the chart.
- 3) Go around the class and check the information in the Ss's charts.

SB p. 29

- C. Look at the chart and fill in three or four activities under each heading.

Now	
Activities I'm interested in:	Activities I don't like:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

To the teacher

- D. 1) Divide the Ss into pairs (different pairs from Part B) and go over the instructions with them.
- 2) Have one pair of Ss do an example for the class.
- 3) Have the Ss discuss their present interests.

SB p. 29

- D. Work with a partner.
- Exchange pages with your partner.
- Discuss with your partner the activities listed in his/her chart.

PRACTICE 3

To the teacher

- A. 1) Go over the instructions with the Ss.
- 2) Have the Ss check off their preferences and take notes.

P=3=

SB p. 29

SPEAK

To practise talking about interests and preferences.

In Part A, you will decide on some preferences. Then, in Part B, you will discuss these preferences.

- A. For each number:

Look at the two opposing views and check off the one you prefer.

Then write down the reason(s) for your preference in the spaces provided.

I prefer	
1.	<div><input type="checkbox"/> being married/ living with someone</div> <div><input type="checkbox"/> being single/ living alone</div> <div><hr/><hr/><hr/></div>
2.	<div><input type="checkbox"/> renting a place</div> <div><input type="checkbox"/> owning a house/condo</div> <div><hr/><hr/><hr/></div>
3.	<div><input type="checkbox"/> living downtown</div> <div><input type="checkbox"/> living in the suburbs</div> <div><hr/><hr/><hr/></div>
4.	<div><input type="checkbox"/> working for others</div> <div><input type="checkbox"/> being self-employed</div> <div><hr/><hr/><hr/></div>
5.	<div><input type="checkbox"/> taking a trip</div> <div><input type="checkbox"/> going to a summer cottage</div> <div><hr/><hr/><hr/></div>

To the teacher

- B. 1) Divide the Ss into small groups.
2) Go over the instructions with the Ss.
3) Have the Ss discuss in their groups.

SB p. 31

- B. Work in a group.

Now discuss your preferences using your notes.

PRACTICE 4

To the teacher

LEAD-IN

Lead into the topic of the Companions or Personal column of the newspaper by asking, for example:

Do you know what the Companions or Personal column of a newspaper is?

Do you ever read this column?

Who do you think might put an ad in this column?

Do you know anyone who's ever put an ad in the Personal column?
responded to an add in this column?

- A. 1) Go over the instructions with the Ss.
2) Have one S read the ad to the class.
3) Discuss the ad with the Ss.
4) Fill in the chart for the gentleman, as a class activity.

P4 READ / SPEAK

SB p. 31

To practise talking about interests and preferences.

In Part A, you will read an ad from the Personal column of the newspaper and in Part B, you will read three replies to the ad. Then, in Part C, you will decide on a suitable companion for the person who placed the ad.

A. Read and discuss the ad below.

SLIM, HANDSOME GENTLEMAN,
living alone for several years,
misses the companionship of a
woman. Well-established and in
good health. Enjoys quiet dinners,
conversation, reading, hiking,
camping. Doesn't care for noise and
pollution of city life. Interested in
travelling and listening to good
music. Reply to Box 1816.

Referring to the ad, write the appropriate information about the gentleman in the chart that follows.

**Suggested
KEY**

	Likes	Dislikes	Other information
Gentleman	<i>quiet dinners conversation reading hiking camping travelling good music</i>	<i>noise and pollution of city life</i>	<i>slim handsome living alone for several years well-established in good health</i>
Veronica	<i>dancing good conversation country-living riding early morning walks other country pleasures</i>	<i>paying for companion living downtown</i>	<i>age – 36 amiable good sense of humour financially secure owns home on lake outside the city</i>
Pamela	<i>travelling meeting new people sun and sea swimming sailing music</i>	<i>hiking country and western music being told what to do</i>	<i>tall blonde fun-loving zest for life</i>
Ginette	<i>theatre concerts good food good conversation travelling amateur photography the outdoors</i>	<i>ballet camping</i>	<i>early 40's average height slim auburn hair</i>

To the teacher

- B. 1) Divide the Ss into small groups and go over the instructions with them.
- 2) Have the Ss complete the chart in Part A.
- 3) Go around the class and help the Ss.
- 4) Go over the information in the chart with the Ss.

SB p. 33

- B. Work in a group.

Now read and discuss the three letters of reply to the gentleman's ad.

Referring to the letters, write the appropriate information about each woman in the chart in Part A.

Sir:

I am writing in response to your ad in the newspaper.

I am 36 and my friends say that I am amiable and have a good sense of humour. I am fond of dancing and good conversation and I am extremely interested in sharing a friendship with the right man.

I am financially secure and don't mind paying my own expenses. However, I do object to paying for my companion.

I own a home on a lake outside the city. I prefer living in the country to living downtown. I enjoy riding, early morning walks and other country pleasures.

If you would like to meet me, write me a note and we can arrange a lunch date.

Sincerely,

Veronica

Dear Sir,

I'm a tall blonde, fun-loving woman who'd like to meet you.

I have a zest for life, I'm free to travel and I enjoy meeting new people. I love the sun and the sea. I do a lot of swimming and sailing, but I'm not crazy about hiking.

I enjoy listening to all kinds of music, except maybe country and western. My worst fault is that I can't stand being told what to do.

I'd rather have one lasting relationship than lots of superficial ones. I believe that I can be an affectionate companion.

Let's meet for a drink. You can reach me at 864-4504.

Yours truly,

Pamela

Hi,

My name's Ginette and I'm in my early 40's. I'm average height and slim, with auburn hair.

I like going to the theatre and to concerts but I'm not too fond of the ballet. I enjoy good food and good conversation.

I've done quite a bit of travelling and as a result, I've developed an interest in amateur photography. I've never gone camping and I don't think I'd enjoy it, although I do like the outdoors.

If you're interested in getting to know me, please call 934-1212. This is my answering service. Leave your name and phone number and I'll get back to you.

Sincerely,

Ginette

To the teacher

- C. 1) Go over the instructions with the Ss.
- 2) Have each group try to decide on a suitable companion.
- 3) As a class discussion, have the groups compare their choices.

SB p. 34

- C. Work in a group.

Using the information in the chart, compare the likes and dislikes of the three women and decide which one would make the most suitable companion for the gentleman.

PRACTICE 5 ANSWERING THE PERSONALS**To the teacher****LOOKING AT SOME EXAMPLES**

Have the Ss read the examples of personal ads and discuss the kinds of information in them, for example:

Would you answer any of these ads?

Are they like other ads you've seen?

WRITING THE ADS

Have each S make up an ad. Encourage them to be imaginative.

ANSWERING THE ADS

Have each S choose an ad he/she wants to respond to, or assign an ad to each S.

Have each S write a short letter in response to the ad he/she chooses or is given. Be sure that each S responds to a different ad.

ROLE PLAYING THE FIRST MEETING

Each S will role play two first meetings:

1. one with the person who responded to his/her ad
2. another with the person whose ad he/she answered

P5 ANSWERING the PERSONALS

SB p. 35

To practise talking about interests and preferences.

Your teacher will explain how to do this activity.

480	Personals	480
	APPEALING WOMAN, late forties, translator, seeks serious man to share movies, restaurants, music. Box 7917.	
	ATHLETE, 34, good-looking, new to area, enjoys outdoors, long walks, biking, seeks attractive, sensitive woman to share good times and meaningful relationship. Box 7914.	
	ATTRACTIVE, FUN-LOVING, career woman, 30, new to city wishes to meet the right man for continuing friendship. Serious replies only, please. Box 252.	
	BUSINESSMAN, 40, well-educated, broad cultural interests, seeks woman of wit and charm. Box 7897.	
	GENTLEMAN 40's, tall, would like to meet a nice caring lady for companionship, conversation and laughs. Enjoys dancing, bowling and sports. Please include telephone number. Box 4050.	
	TALL ATHLETIC, divorced, teacher, 30, seeks sensual, attractive lady with sense of humour, for fun/possible serious relationship. Box 7887.	
	WARM, INTELLIGENT, non-smoking female seeks male counterpart. Into nature, travel, life. P.O. box 4838.	
	FEMALE, 28, looking for businessman to share evening hours. Interests include movies and sports. Please send details to Box 163.	

UNIT 71

OFFERING ENCOURAGEMENT

PRESENTATION

PART I

EXPRESSING INDECISION AND CONCERNS

To focus on:

- exponents for expressing indecision
- yet and still

Situation

- 1) Present the SITUATION to the Ss:

**There's an opening for a higher position in your office.
You're thinking of applying but you haven't decided yet.**

- 2) Elicit the exponents for expressing indecision. Ask the Ss, for example:

Someone at work asks you about your decision. What might you say?

Write the exponents on the BB. See STUDY p. 63.

- 3) Referring to the exponents on the BB, explain the use of the adverbs **yet** and **still**. See STUDY p. 63.

To focus on contrasting 'yet' and 'still'

Text

- 4) Have the Ss turn to SB p. 37. See p. 54.
- 5) For each number:

Elicit the appropriate adverbs (**yet or still**) from the Ss. Ss write the words in the spaces provided. See KEY.

Explain the choice of **yet** or **still**. See STUDY p. 63.

1

Yet and Still

SB p. 37

1. A: Have you decided what you're going to do yet ?

KEY B: No, I'm still thinking it over.

2. A: Have you spoken to Mrs. Singh yet about the extra person you need?

B: No, not yet. We still don't know who we want for the job.

3. A: I still haven't made up my mind about my summer holidays.

B: Well, you still have some time. The deadline for requests isn't until next Friday.

4. A: Have you decided who you're going to give the contract to yet ?

B: No, not yet. I want to wait a few more days because we're still receiving bids.

To focus on the exponents for expressing your concerns

6) Ask the Ss what worries them most about applying for a new position. List the Ss' responses in telegraphic form on the BB, for example:

Telegraphic cues

not enough experience
demands of the job
added pressure and responsibility
job security
workload
new boss
relocation

7) Elicit the exponents for expressing your concerns. Go through the list and ask the Ss what they might say to express their concerns. Write the exponents on the BB. See STUDY p. 63.

To focus on 'what' and 'the thing that' in the context of expressing your concerns

Text

8) Have the Ss turn to SB p. 38. See below.

9) For each number:

Have the Ss try to rephrase the sentence by beginning with **what** or **the thing that**. Ss write the sentence in the space provided. See KEY.

2

What ... The thing that ...

SB p. 38

1. I'm concerned about the effect this decision will have on the staff.

What I'm concerned about is the effect this decision will have on the staff.

2. I'm afraid I won't know what to say.

What I'm afraid of is that I won't know what to say.

3. I'm concerned about the poor security in this building.

The thing that concerns me is the poor security in this building.

4. I'm scared she might have an accident.

What scares me is that she might have an accident.

5. I'm worried about the monthly payments. They're quite high.

The thing that worries me is the monthly payments. They're quite high.

PART II

OFFERING ENCOURAGEMENT

To lead into the topic of offering encouragement

Tape/CD

- 1) Inform the Ss that they will listen to conversations in which one speaker expresses indecision and concerns and another speaker offers encouragement. See script below.
- 2) Have the Ss turn to SB p. 38. See p. 57.
- 3) Go over the chart with the Ss.
- 4) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.
- 5) Check the information in the chart with the Ss. See KEY.

Script

CONVERSATION 1

- A: Are you going to buy that property on Elton Street?
- B: I still haven't made up my mind. I'm worried about getting involved in something permanent like that.
- A: Well, **don't let that worry you**. You can always sell it later.

CONVERSATION 2

- A: So, have you made up your mind about buying some stocks in Pete's new company?
- B: No, I haven't come to any decision yet. It could be a risky investment.
- A: Well, you know what they say, "**nothing ventured, nothing gained**". If the product does well you could make a lot of money.

CONVERSATION 3

A: They've offered me the job as regional sales manager, but I have to think it over. It's a big responsibility and I don't think I have enough experience.

B: **Oh, come on. You shouldn't let that stop you.** You know our operation better than anyone else.

CONVERSATION 4

A: So, are you applying for that government grant?

B: I don't know. I haven't made up my mind yet.

A: **Come on, what have you got to lose?** The worst they can do is refuse you.

3

SB p. 38

Suggested
KEY

Conversation	Topic of Indecision
1	<i>buying some property</i>
2	<i>buying some stocks</i>
3	<i>job offer</i>
4	<i>applying for a grant</i>

To focus on the exponents for offering encouragement

Tape/CD

6) For each conversation:

Play the tape or CD-ROM again and have the Ss try to identify the exponent for offering encouragement. Write it on the BB. See script p. 56.

Point out that other positive comments often accompany offering encouragement. See STUDY p. 64. Have the Ss identify these comments in the conversations on tape or CD-ROM.

To have the Ss try expressing indecision and concerns, and offering encouragement

- 7) Have the Ss turn to SB p. 39. See below.
- 8) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues provided.

4

Expressing Indecision and Concerns and Offering Encouragement

SB p. 39

Roles: S1 – Ask your partner about his/her decision.

S2 – Express indecision and your concerns.

Switch roles and repeat the role plays.

Cues

S1

S2

1.

Buy that property on Elton Street

Express indecision.

Your concern:

- getting involved in something permanent

Offer encouragement.

- good investment
- can always sell it later

S1**S2**

2.

Accept job as regional sales manager

Express indecision.

Your concerns:

- too much responsibility
- not enough experience

Offer encouragement.

- knows operation better than anyone else

3.

Apply for government grant

Express indecision.

Your concern:

- afraid you won't get it

Offer encouragement.

- has as good a chance as anyone else

S1

S2

4.

Buy some stocks in the new company

Express indecision.

Your concerns:

- too risky
- losing money

Offer encouragement.

- company is solid
- stocks could go up

5.

Take early retirement

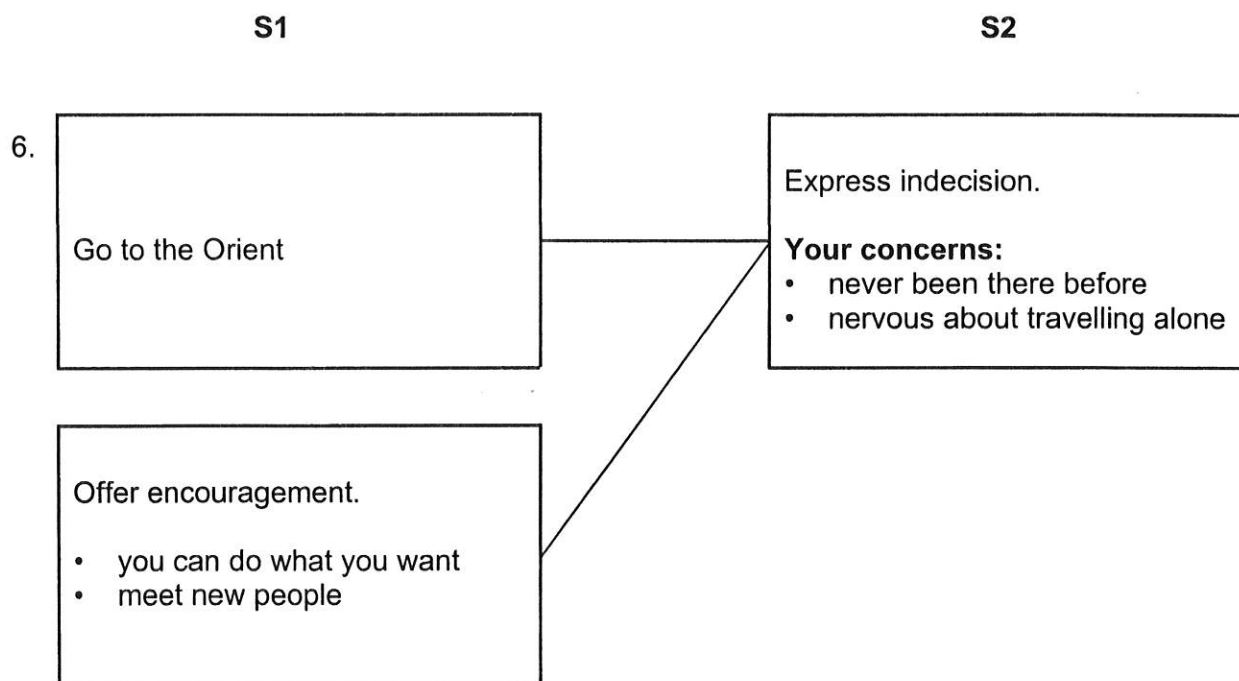
Express indecision.

Your concerns:

- you don't have enough money
- might get bored

Offer encouragement.

- many things he/she could do
- could work part-time



STUDY

SB p. 43

Expressing Indecision

I don't know | what to do.
I can't decide |

Yet is used in negatives and questions to talk about things that are expected to happen.

I haven't | made up my mind
| come to any decision | yet.
| decided

Still is used to say that a situation or an action is continuing.

I'm still thinking it over.

I still have to think about it.

I still haven't decided.

Expressing your Concerns

I'm afraid that I don't have | enough experience.
I don't think I have

I'm worried about the demands of the job.

I'm concerned about job security.

What if I can't handle the workload?

What or **the thing that** are often used at the beginning of a sentence to express concerns.

What worries me is all the responsibility.

What scares me is the added pressure.

The thing that makes me nervous is that we don't have enough time.

Offering Encouragement

You shouldn't let that stop you.

That shouldn't bother you.

Why should that worry you?

What have you got to lose?

When offering encouragement, we often refer to the person's ability or experience, and possible rewards.

Come on. Don't let that worry you. You know the work much better than anyone else.

Nothing ventured, nothing gained. If the product does well, you could make a lot of money.

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss do Part A.
 3) Correct with the Ss.

P=1

WRITE / SPEAK

SB p. 45

To practise expressing concerns and offering encouragement.

A. For each number:

Read the situation and think of some concerns you might have about your plans. Note them in the space provided.

Then write what you might say to tell a friend about your plans and concerns.

**Suggested
KEY**
Expressing Concerns
Situation 1

You'd like to make some suggestions about improving productivity in your office.

Your concerns:
sounding too critical
You say to a friend:
I'd like to make some suggestions on
improving productivity but I'm concerned
about sounding too critical.
Situation 2

You'd like to transfer to the Vancouver office.

Your concerns:
relocating my family
I would really like to transfer to the
Vancouver office but the thing that
worries me is relocating my family.

Situation 3

You want to finish your university degree at night.

Your concerns:

not able to handle job and school

You say to a friend:

I'd like to finish my degree at night but

I'm afraid I might not be able to handle

my job and school.

Situation 4

You'd like to contest a rent increase before the rental board.

Your concerns:

how landlord will react

I want to contest my rent increase but

I'm really nervous about how my

landlord will react.

To the teacher

- B. 1) Go over the instructions and do an example with the Ss.
2) Have the Ss do Part B.
3) Correct with the Ss.

SB p. 46

B. For each number:

Read the situation and think of some positive points you might make to encourage the person. Note them in the space provided.

Then write what you might say to offer encouragement.

**Suggested
KEY**

Offering Encouragement

Situation 1

Your friend would like to stop smoking, but he/she's worried about gaining weight as a result.

Positive points:

smoking more dangerous to your health

You say to the person:

You shouldn't worry about gaining

weight. Smoking is far more dangerous

to your health.

Situation 2

The secretary of your local union executive is nervous about running for the office of president.

Positive points:

lots of union experience

Come on. Don't let that worry you. You

have lots of experience in the union.

Situation 3

Your friend would like to buy a house but is worried about the financial risk.

Positive points:

great investment

You shouldn't let that stop you. Buying

a house is a great investment.

Situation 4

A colleague hesitates to ask his boss for a leave of absence.

Positive points:

worst that can happen, he'll say no

You say to the person:

Come on. What've you got to lose?

The worst that can happen is he'll

say no.

To the teacher

- C. 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2.
- 3) Have one pair of Ss role play an example for the class.
- 4) Have the Ss do the role plays.

SB p. 47

- C. Work with a partner.

Role play the situations in Parts A and B.

For the situations in Part A:

S1 – Express your concerns using what you wrote for each situation.

S2 – Respond to your partner's concerns by offering encouragement.

Switch roles after Situation 2.

For the situations in Part B:

S1 – Express your concerns using the information in each situation.

S2 – Offer encouragement using what you wrote for each situation.

Switch roles after Situation 2.

PRACTICE 2

To the teacher

- A. 1) Go over the instructions with the Ss.
- 2) Go through the questions for every number with the Ss.
- 3) Have the Ss do Part A.
- 4) Correct with the Ss.

P=2= WRITE / SPEAK

SB p. 48

To practise expressing indecision and concerns offering encouragement.

- A. The comment in the bubble follows a conversation in which one speaker expressed indecision or concerns, and another speaker offered encouragement.

Read the comment and discuss the questions to establish the situation.

Then write the dialogue that you think preceded the comment. The beginning of each dialogue is provided.

1.

You know Jake's convinced me to set up my own advertising business. It'll take a lot of capital, but he's right, I can always get a loan, and why should other people profit from my ideas?

What was Anita undecided about?

Who did she talk to about it?

What did he say to encourage her?

Anita

**Suggested
KEY**

JAKE: You've been talking about opening up your own advertising agency. Why don't you do it?

ANITA: *Well, I'm still thinking it over. I know the business well, but it takes so much money to get started.*

JAKE: *You shouldn't let that worry you. You can always apply for a business loan. And besides, why should other people profit from your ideas?*

2.

I finally arranged a blind date between Sarah and Tom. You know how shy she is with strangers, but she got interested once I told her he was a musician too.

What was Sarah undecided about?

Who arranged the date?

When did Sarah become interested?

Marie

MARIE: Listen Sarah, are you coming with us on Friday or not? Tom would really like to meet you.

SARAH: *I don't know. What if it's a disaster? We may have nothing to talk about.*

MARIE: *Come on. You two have a lot in common. He's a musician like you.*

SARAH: *O.K. I suppose I could go.*

3.

I've decided to talk to Mr. Evans about his attitude towards me. Jason encouraged me to speak frankly to him, even if he is my supervisor.

What has Todd decided to do?

Who encouraged him to do it?

Todd

JASON: You know, Todd, this tension between you and Mr. Evans is affecting your work. Aren't you going to talk to him about it?

TODD: *I haven't made up my mind yet. Frankly, I'm worried about the consequences. Is it worth it?*

JASON: *Come on. What have you got to lose? His attitude towards you can't get any worse.*

4.

I accepted the contract in South America. It's a long way from home, but my boss talked so much about the money and the experience, I couldn't turn it down.

What did Ingrid accept?

Who encouraged her?

What did he say to encourage her?

Ingrid

BOSS: So Ingrid, have you made up your mind about that contract offer in South America?

INGRID: *I still haven't decided. See, what worries me is leaving everything familiar and being so far away. What if I hate it there?*

BOSS: *Well, you know, "nothing ventured, nothing gained". Think of the experience you'll get, not to mention the salary.*

To the teacher

- B. Divide the Ss into pairs to practise the conversations. Have each pair of Ss read all of one S's conversations and then read all of the other S's conversations.

SB p. 51

- B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

PRACTICE 3

To the teacher

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss turn to the appropriate pages in their SBs.
- 3) Have the Ss prepare situations 1 to 4.
- 4) Go around the class and help the Ss.
- 5) Have one pair of Ss role play an example for the class.
- 6) Have the Ss role play Situations 1 to 4.
- 7) Repeat the same procedure for Situations 5 to 8.

P=3=

SB p. 51

SPEAK Work with a partner.

To practise expressing concerns and offering encouragement.

Roles: S1 – p. 52

S2 – p. 54

S1

For Situations 1 to 4 you will ask your partner about his/her decision and you will offer encouragement.

Prepare your role for all four situations before you begin. Write notes in the spaces provided.

Situation 1

You asked a friend to participate in an amateur play with you. You want to know what your friend has decided.

Explain why you think he/she would enjoy it.

Notes: _____

Situation 2

A co-worker has been asked to lead a three-day seminar. You're curious about his/her decision.

Explain why you're convinced he/she could do a good job.

Notes: _____

Situation 3

A friend at the office has been considering renting a cottage in the mountains in late December. You want to know about his/her plans.

Explain why you think he/she should do it.

Notes: _____

Situation 4

You suggested to an unemployed friend that he/she apply for a job opening in your office. You check to see if he/she intends to do so.

Explain why you're sure he/she could get the job.

Notes: _____

S1

For Situations 5 to 8 you will express indecision and your concerns.
Prepare your role for all four situations before you begin. Write notes in the spaces provided.

Situation 5

Concerns/Reasons:

You mentioned to a colleague that you've been asked to replace the boss for a month.

You're still undecided.

Situation 6

You mentioned to a friend that you were thinking of inviting your boss for dinner.

You still can't decide.

Situation 7

You've been thinking of getting married. You discuss it with a close friend.

You haven't made any definite plans yet.

Situation 8

You mentioned to a friend that your dentist recommended major dental work.

You still can't make up your mind.

S2

For Situations 1 to 4 you will express indecision and your concerns.

Prepare your role for all four situations before you begin. Write notes in the spaces provided.

Situation 1**Concerns/Reasons:**

Your friend asked you to participate in an amateur play with him/her.

You'd like to but you're hesitant.

Situation 2

You mentioned to a colleague that you were asked to lead a three-day seminar.

You need time to decide.

Situation 3

You mentioned to a colleague that you were considering renting a cottage in the mountains in late December.

You haven't reached a decision yet.

Situation 4

You've been unemployed for ten months. A friend told you about a job opening in his/her office.

It sounds good but you're hesitant about applying.

S2

For Situations 5 to 8 you will ask your partner about his/her decision and you will offer encouragement.

Prepare your role for all four situations before you begin. Write notes in the spaces provided.

Situation 5

A colleague told you he/she's been asked to replace the boss for a month. You want to find out about his/her decision.

Explain why you think he/she would do a fine job.

Notes: _____

Situation 6

A friend mentioned that he/she would like to invite the boss over for dinner. You asked if he/she still intends to do so.

Explain why you think he/she has nothing to worry about.

Notes: _____

Situation 7

A close friend has been thinking of getting married. You ask about his/her plans.

Explain why you feel they should go ahead.

Notes: _____

Situation 8

A friend said something about needing major dental work. You're curious about your friend's decision.

Explain why you think it's important to do it.

Notes: _____

UNIT 72

GIVING FEEDBACK

PRESENTATION

To lead into the topic of giving feedback

Face-to-face

- 1) Ask the Ss what feedback means to them.

e.g. praising or criticizing, saying how good or bad something is, evaluating something in a work situation, ...

Ask the Ss, for example:

Do you often give people feedback at work?
As a supervisor?
As an employee?

What kind of feedback do you give/receive?

Is feedback important?

Do you feel you get enough feedback from your supervisor?

To introduce the language for giving feedback

Tape/CD

- 2) Inform the Ss that they will listen to some conversations in which different people give positive and negative feedback. See script p. 78.
- 3) Have the Ss turn to SB p. 57. See p. 80.
- 4) Go over the chart with the Ss.
- 5) Play the tape or CD-ROM. Have the Ss check off the appropriate boxes and write down what the feedback is about.
- 6) Check the information in the chart with the Ss. See KEY.

Script

CONVERSATION 1

- A: Loretta, you probably should have checked with Mrs. Girard before you ordered those supplies.
- B: Oh? I didn't know. I thought I could get whatever I needed. Maybe I should go and talk to her about it.

CONVERSATION 2

- A: I was really impressed by the way you handled that client this morning. It was a delicate situation and you handled it well.
- B: Thanks a lot, Mr. Pearson. He certainly was demanding.

CONVERSATION 3

- A: That was a great job you did on that new computer program. It's going to be so much easier to use now.
- B: It took a while to do, but I think it was time well spent.

CONVERSATION 4

- A: I don't think you should have thrown out those customer phone numbers. You never know when we might need them.
- B: Well, I was cleaning up and I was sure we'd finished with them. In any case, a lot of them were out of date.

CONVERSATION 5

- A: You did a really fine job on that presentation to the joint committee.
- B: Thanks a lot. I did put a lot of work into it.

CONVERSATION 6

A: The brochure is generally quite good. The content is right on. Maybe just the layout could stand a little more work.

B: Yeah, I felt the same way. Any suggestions?

CONVERSATION 7

A: I was very pleased with the training, but I felt too much time was spent reading some of the material during the session. It could have been given as pre-reading.

B: That's true. I'll make note of that for the next session. Thanks.

CONVERSATION 8

A: I'd like to say that I appreciate the work you did organizing the stockroom, Melanie. It will certainly help us get a handle on ordering supplies and keep us within the budget.

B: Thank you, Mr. Walton, but I had lots of help from Gail and Bernie.

CONVERSATION 9

A: That letter was confidential. Maybe you shouldn't have left it lying around.

B: Oh, I'm sorry, but I was only gone a few minutes.

CONVERSATION 10

A: Peter, about reassigning Mrs. Johnson, I would have preferred it if you had let me handle it.

B: I know and I'm sorry about that. I realized afterwards that it would have been better coming from you.

1

SB p. 57

Suggested
KEY

Conversation	Does the speaker give	
	positive feedback? What about?	negative feedback? What about?
1	<input type="checkbox"/>	<input checked="" type="checkbox"/> <i>ordering supplies without consulting Mrs. Girard</i>
2	<input checked="" type="checkbox"/> <i>way the person handled the client</i>	<input type="checkbox"/>
3	<input checked="" type="checkbox"/> <i>a new computer program</i>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input checked="" type="checkbox"/> <i>throwing out customer phone numbers</i>
5	<input checked="" type="checkbox"/> <i>presentation to the joint committee</i>	<input type="checkbox"/>
6	<input checked="" type="checkbox"/> <i>content of brochure</i>	<input checked="" type="checkbox"/> <i>layout of brochure</i>
7	<input checked="" type="checkbox"/> <i>training session</i>	<input checked="" type="checkbox"/> <i>too much time wasted reading</i>

8	<input checked="" type="checkbox"/> <i>organizing stockroom</i>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input checked="" type="checkbox"/> <i>leaving a confidential letter lying around</i>
10	<input type="checkbox"/>	<input checked="" type="checkbox"/> <i>reassigning Mrs. Johnson</i>

To focus on the exponents for giving positive feedback

Tape/CD \

7) Inform the Ss that they will now listen to only those conversations which contained positive feedback. See script p. 82.

8) For each conversation:

Play the tape or CD-ROM and have the Ss identify the exponent(s) for giving positive feedback. See script.

Write the exponent(s) on the BB.

Script

CONVERSATION 1

A: **I was really impressed by the way you handled that client this morning. It was a delicate situation and you handled it well.**

B: Thanks a lot, Mr. Pearson. He certainly was demanding.

CONVERSATION 2

A: **That was a great job you did on** that new computer program. It's going to be so much easier to use now.

B: It took a while to do, but I think it was time well spent.

CONVERSATION 3

A: **You did a really fine job on** that presentation to the joint committee.

B: Thanks a lot. I did put a lot of work into it.

CONVERSATION 4

A: I'd like to say that **I appreciate the work you did** organizing the stockroom, Melanie. It will certainly help us get a handle on ordering supplies and keep us within the budget.

B: Thank you, Mr. Walton, but I had lots of help from Gail and Bernie.

To focus on:

- **exponents for giving negative feedback**
- **should have**
- **could have**

Text \

9) Inform the Ss that they will now look at only those conversations which contained negative feedback. See p. 84.

10) Have the Ss turn to SB p. 59.

11) For each number:

Go through the conversation with the Ss and have them try to identify the exponent(s) for giving negative feedback. Ss underline the exponent(s) in their SBs. See KEY.

12) Point out that when we give negative feedback, we sometimes begin by giving some positive feedback. See STUDY p. 88.

Then have the Ss find exponents for giving positive feedback in the conversations. See KEY.

2

Giving Negative Feedback

SB p. 59

KEY

1. A: Loretta, you probably should have checked with Mrs. Girard before you ordered those supplies.
B: Oh? I didn't know. I thought I could get whatever I needed. Maybe I should go and talk to her about it.
2. A: I don't think you should have thrown out those customer phone numbers. You never know when we might need them.
B: Well, I was cleaning up and I was sure we had finished with them. In any case, a lot of them were out of date.
3. A: **The brochure is generally quite good.** The content is right on. Maybe just the layout could stand a little more work.
B: Yeah, I felt the same way. Any suggestions?
4. A: **I was very pleased with the training,** but I felt too much time was spent reading some of the material during the session. It could have been given as pre-reading.
B: That's true. I'll make note of that for the next session. Thanks.
5. A: That letter was confidential. Maybe you shouldn't have left it lying around.
B: Oh, I'm sorry, but I was only gone a few minutes.
6. A: Peter, about reassigning Mrs. Johnson, I would have preferred it if you had let me handle it.
B: I know and I'm sorry about that. I realized afterwards that it would have been better coming from you.

To have the Ss try the language for giving feedback

13) Have the Ss turn to SB p. 60. See below.

14) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues below.

3
Giving Feedback

SB p. 60

Roles: S1 – Give your partner feedback using the cues in the first column.

S2 – Respond using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1	S2
1. negative feedback <ul style="list-style-type: none"> • ordered supplies • didn't check with Mrs. Girard 	1. <ul style="list-style-type: none"> • apologize • go and talk to Mrs. Girard
2. negative feedback <ul style="list-style-type: none"> • threw out customer phone numbers • might need them 	2. <ul style="list-style-type: none"> • explain you were cleaning up • a lot of them were out of date
3. positive feedback <ul style="list-style-type: none"> • presentation to the joint committee 	3. <ul style="list-style-type: none"> • thank him/her • put a lot of work into it
4. positive feedback <ul style="list-style-type: none"> • content of brochure 	4. <ul style="list-style-type: none"> • agree • ask for suggestions
negative feedback <ul style="list-style-type: none"> • layout 	

Cues

S1

S2

5. positive feedback
 - training session on the whole
negative feedback
 - too much time wasted on reading materials
6. positive feedback
 - organizing the stockroom
7. negative feedback
 - leaving a confidential letter lying around
8. negative feedback
 - overspending on the new furniture

5.
 - agree
 - thank him/her
6.
 - thank him/her
 - had lots of help from Gail and Bernie
7.
 - apologize
 - explain you were gone only a few minutes
8.
 - agree and apologize
 - explain you realized afterwards

STUDY

SB p. 61

Giving Positive Feedback

I like the job you did on the Ortega case.

I appreciate the work you did on the new hiring policy.

That was a fine job you did organizing the open house.

You did a really great job on the presentation to the joint committee.

That was good, | **the way you** handled the questions at the meeting.
I really like |

I was | **impressed by** | your suggestions.
| **pleased with** |

You really handled the Benson account **well**.

Giving Negative Feedback

I would have preferred it | **if you'd** informed me sooner.
It might have been better |

I was surprised that you accepted the assignment without checking with
me first.

I didn't expect you to go over your budget by so much.

should/shouldn't could		+ have + past participle
---	--	---------------------------------

These modal perfects are used to give negative feedback.

You probably should have mentioned that to Audrey.
I don't think you should have sent out those brochures.
Maybe you shouldn't have used Elliot's typewriter.

You could have been a little more precise in your directions.

Sometimes we give negative feedback by asking a question.

Why did you leave without telling anyone?
You didn't check with Ellen before ordering the supplies?

Sometimes when giving negative feedback we begin by giving some positive feedback.

I really liked your presentation **but I felt** there were too many handouts.

Your report was generally quite good, **except for** the conclusion. **I found**
it a little weak.

I was impressed by the content. **Maybe just** the format **could stand**
some work.

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss do Part A.
 3) Correct with the Ss.

P 1 WRITE / SPEAK

SB p. 63

To practise the language for giving and receiving feedback.

A. For each number:

Read the part of the conversation given.

Then refer to the Study page to complete the conversation by giving positive or negative feedback.

Suggested KEY

1. A: All the filing documents in that filing cabinet are confidential.

Maybe you shouldn't have

left it unlocked.

- B: I'm sure I locked it last night before I left. When did you find it unlocked?

2. A: It might have been better if
you hadn't

lost your temper with that customer this morning.

- B: I know, you're right, but he was so unreasonable. I just lost control of myself.

3. A: It was a touchy situation.
You really handled it well.

B: Yeah, well I was afraid there
for a moment. I'm glad it
turned out O.K.

4. A: *I would have preferred it*
if you'd

B: I'm sorry, but you weren't
available at the time and I
didn't think it could wait.

5. A: *I was surprised that you*

B: Oh? I didn't know they had to
be cleared through her office.

6. A: *I appreciate the work*
you did

B: I enjoyed doing it and I
learned a lot.

7. A: Absenteeism has gone way
down.
You did a really great job

B: It was a lot of work at the
beginning, but it was worth it.

getting people involved and
motivated.

8. A: Paul tells me that he's still waiting to hear from you.

I was surprised that you

didn't return his call.

B: I tried to several times, but his line was busy and then it slipped my mind. I'll call him right away.

9. A: That was a fine job you did

presenting our side of the story and answering their objections.

B: Well, I hope it works and they give us the funds we need to finish the project.

10. A: There goes our budget surplus.

I didn't expect you to

go overboard like that when I O.K.'d the redecorating.

B: Well, the money was there, and you have to admit it'll improve our image. Maybe we'll get more business now.

To the teacher

B. Divide the Ss into pairs to practise the conversations. Have each pair of Ss first read all of one S's conversations and then read all of the other S's conversations.

SB p. 65

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

PRACTICE 2

To the teacher

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2.
- 3) Have one pair of Ss role play an example for the class.
- 4) Have the Ss do the role plays.

P=2= SPEAK Work with a partner.

SB p. 66

To practise the language for giving feedback.

You will role play situations in which you and your partner give and receive positive and negative feedback.

Roles: S1 – p. 66

S2 – p. 69

S1

A. You give feedback.

SITUATION 1	
You're the supervisor of a drafting department. One of your employees is very productive but frequently leaves work early. You begin.	<p>Give positive feedback on:</p> <ul style="list-style-type: none">– quality and quantity of his/her work <p>Give negative feedback on:</p> <ul style="list-style-type: none">– not respecting the working hours

S1

<p style="text-align: center;">SITUATION 2</p> <p>You hired an advertising agency to prepare a brochure for your company. You begin.</p>	<p>Give positive feedback on:</p> <ul style="list-style-type: none"> – the content <p>Give negative feedback on:</p> <ul style="list-style-type: none"> – the quality of the illustrations
--	--

<p style="text-align: center;">SITUATION 3</p> <p>You have just attended an employee information session chaired by your assistant. You begin.</p>	<p>Give positive feedback on:</p> <ul style="list-style-type: none"> – how well-prepared he/she was – liveliness of the presentation
--	--

<p style="text-align: center;">SITUATION 4</p> <p>A new cafeteria has recently opened at your place of work. You've just finished eating lunch there. The manager of the cafeteria comes over to talk to you. Your partner begins.</p>	<p>Give positive feedback on:</p> <ul style="list-style-type: none"> – the quality and variety of food <p>Give negative feedback on:</p> <ul style="list-style-type: none"> – the prices (too high) – the speed of service (very slow)
--	---

S1

B. You receive feedback.

<p style="text-align: center;">SITUATION 5</p> <p>Your supervisor asked you to do a needs analysis for a staff training project. You have just finished it. Your partner begins.</p>	<p>To do the work, you needed information from other officers but had difficulty getting their co-operation.</p> <p>While you were working on your project, you had to help a colleague with something else.</p>
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<p style="text-align: center;">SITUATION 6</p> <p>You have been working as a bill collector for an agency for a couple of months. Your supervisor is giving you feedback on your performance. Your partner begins.</p>	<p>You go by the book and insist that people meet their deadlines.</p> <p>You feel that some people need a tough approach.</p>
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<p style="text-align: center;">SITUATION 7</p> <p>You have just finished setting up a display promoting your organization's services. Your boss is looking it over. Your partner begins.</p>	<p>The decision to set up the display was a last-minute one and space was limited.</p> <p>The location was not expensive.</p>
--	---

S1

SITUATION 8	
<p>You developed a self-access training kit on telephone skills and service to the public. You ask someone who has used it to tell you what he/she thought of it. You begin.</p>	<p>You will work on clarifying the instructions.</p> <p>You had nothing to do with the production of the cassettes.</p>

S2

A. You receive feedback.

<p style="text-align: center;">SITUATION 1</p> <p>You work in the drafting department of a small firm. You occasionally leave work early. Your boss speaks to you. Your partner begins.</p>	<p>You feel you do much more work than the others in less time.</p> <p>You're never behind in your work.</p> <p>You think you're entitled to leave early once in a while.</p>
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<p style="text-align: center;">SITUATION 2</p> <p>Your advertising agency recently prepared a brochure for a client. Your partner begins.</p>	<p>You proposed several types of illustrations and the client chose one of the cheaper ones.</p> <p>Quality illustrations are expensive.</p>
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<p style="text-align: center;">SITUATION 3</p> <p>You have just chaired an employee information session. Your boss was present. Your partner begins.</p>	<p>You had never spoken in front of a group of people before.</p> <p>You were very nervous.</p> <p>It was a good learning experience.</p>
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S2

<p style="text-align: center;">SITUATION 4</p> <p>You're the manager of a new cafeteria. You ask a client who has just finished eating lunch for his/her opinion. You begin.</p>	<p>You only buy top quality food, so you had to increase prices.</p> <p>Your staff is still a little inexperienced.</p>
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B. You give feedback.

<p style="text-align: center;">SITUATION 5</p> <p>You asked an employee to do a needs analysis for a staff training project. The employee has just finished it. You begin.</p>	<p>Give positive feedback on:</p> <ul style="list-style-type: none"> – the quality of the work <p>Give negative feedback on:</p> <ul style="list-style-type: none"> – the time it took to complete the job
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<p style="text-align: center;">SITUATION 6</p> <p>You are a staff supervisor in a collection agency. You are evaluating the work of a new employee. You begin.</p>	<p>Give positive feedback on:</p> <ul style="list-style-type: none"> – the amounts he/she has collected <p>Give negative feedback on:</p> <ul style="list-style-type: none"> – his/her approach (some clients have complained that he/she is too aggressive)
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S2

<p style="text-align: center;">SITUATION 7</p> <p>One of your employees has set up a display promoting your organization's services. You begin.</p>	<p>Give positive feedback on:</p> <ul style="list-style-type: none"> – the look of the display <p>Give negative feedback on:</p> <ul style="list-style-type: none"> – the location of the booth (difficult to find)
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<p style="text-align: center;">SITUATION 8</p> <p>You have recently used a self-access training kit on telephone skills and service to the public. The developer of the kit asks you what you thought of it. Your partner begins.</p>	<p>Give positive feedback on:</p> <ul style="list-style-type: none"> – the activities in the manual (practical and useful) <p>Give negative feedback on:</p> <ul style="list-style-type: none"> – the instructions in the manual (sometimes difficult to follow) – the audio-cassettes (voices not clear)
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PRACTICE 3 GIVING FEEDBACK**To the teacher**

- A. 1) Go over the instructions with the Ss.
- 2) You can provide a situation, as an example, and discuss it with the Ss.
- 3) Go around the class and help the Ss with their situations.

P=3= *Giving Feedback*

SB p. 72

To practise the language for giving and receiving feedback.

- A. Think of a situation at work in which you **gave** feedback, positive, negative, or both.
- Be prepared to answer your partner's questions about your situation.

To the teacher

- B. 1) Divide the Ss into pairs.
2) Go over the instructions with them.
3) Have the Ss ask each other questions about their situations.
4) Go around the class and check the information.

SB p. 72

- B. Work with a partner.

Now get information about your partner's situation by asking him/her the following questions. Take notes in the spaces provided.

Who did you give feedback to?

What kind of feedback did you give?

...positive? ...negative? ...both?

What was the feedback about?

How did the person react?

To the teacher

- C. 1) Go over the instructions with the Ss.
2) Have the Ss do the role plays.

SB p. 72

- C. Work with a partner.

Now role play each other's situations.

Roles

For **your** situation, give the feedback. **You begin.**

For **your partner's** situation, respond to the feedback using your notes from Part B.

PRACTICE 4 RECEIVING FEEDBACK**To the teacher****NOTE:**

This practice follows exactly the same format as Practice 3. However, the focus is on situations in which the Ss have **received** feedback.

- A. 1) Go over the instructions with the Ss.
2) You can provide a situation, as an example, and discuss it with the Ss.
3) Go around the class and help the Ss with their situations.

P=4== *Receiving Feedback*

SB p. 73

To practise the language for giving and receiving feedback.

- A. Think of a situation at work in which you **received** feedback, positive, negative, or both.

Be prepared to answer your partner's questions about your situation.

To the teacher

- B. 1) Divide the Ss into pairs.
2) Go over the instructions with them.
3) Have the Ss ask each other questions about their situations.
4) Go around the class and check the information.

SB p. 73

- B. Work with a partner.

Now get information about your partner's situation by asking him/her the following questions. Take notes in the spaces provided.

Who did you receive feedback from?

What kind of feedback did you receive?
...positive? ...negative? ...both?

What was the feedback about?

How did you react?

To the teacher

- C. 1) Go over the instructions with the Ss.
2) Have the Ss do the role plays.

SB p. 73

- C. Work with a partner.

Now role play each other's situations.

Roles

For **your partner's** situation, give the feedback using your notes from Part B. **You begin.**

For **your** situation, respond to the feedback.

UNIT 73

EXPRESSING WISHES

PRESENTATION

PART I

EXPRESSING WISHES NOT LIKELY TO BE FULFILLED

To introduce the language for expressing wishes not likely to be fulfilled

- 1) Discuss the meaning of **wish** with the Ss.
(wants or desires concerning the present or future)
- 2) Inform the Ss that they will listen to conversations in which people express wishes which are not likely to be fulfilled. See script p. 106.
- 3) Draw the following chart on the BB, without the answers, and have the Ss copy it.

Tape/CD

Suggested
KEY

Conversation	What wishes are the speakers expressing?
1	<i>to have a longer lunch hour</i>
2	<i>to speak several languages</i>
3	<i>to live closer to his folks</i>
4	<i>to have Geoffrey's ability to sell</i>
5	<i>to take some time off</i>
6	<i>to type better</i>

- 4) Go over the question with the Ss.
- 5) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.
- 6) Check the information in the chart with the Ss. See KEY above.

1

Modified Cloze

Expressing Wishes Not Likely to Be Fulfilled

SB p. 75

Script

CONVERSATION 1

KEY A: I wish we had a longer lunch hour. At least we could go out to a restaurant once in a while.

B: You're right. Forty minutes isn't long enough to go anywhere.

CONVERSATION 2

A: You're lucky. I'd love to be able to speak several languages.

B: It was easy for me. I grew up in Switzerland.

CONVERSATION 3

A: I'm sure I'd be a lot happier if I lived closer to my folks.

B: I felt the same way when I first moved away. But, don't worry, once you make some friends you'll be all right.

CONVERSATION 4

A: Did you see the computer printout on sales for this month? Geoffrey did it again. I can't get over how much he sold.

B: Yeah. I'd give anything to have his ability to sell. I'm sure he could talk anybody into buying anything.

CONVERSATION 5

A: If only I could take some time off, I know I'd feel much better.

B: I know we have deadlines to meet, but you have to look after your health too.

CONVERSATION 6

A: I wish I could type better. Then I might be able to get a job in an office.

B: Well, I'm sure your speed would increase if you practised a bit. It's the same as anything else. The more you do, the better you get.

To focus on:

- exponents for expressing wishes not likely to be fulfilled
- the verb 'wish'
- conditional sentences

7) Inform the Ss that they will look at the conversations they have just heard.
See p. 106.

8) Have the Ss turn to SB p. 75.

Tape/CD \

9) Have the Ss do the modified cloze:

Play the tape or CD-ROM. Have the Ss try to fill in the blanks as they listen.

Stop the tape or CD-ROM after each conversation to go over the answers with the Ss. See KEY.

Explain the use of **wish** + simple past and of conditional sentences to express wishes which are not likely to be fulfilled. See STUDY p. 113.

10) Point out that when expressing wishes, we often give reasons. See STUDY p. 113.

PART II

EXPRESSING WISHES MORE LIKELY TO BE FULFILLED

To introduce the language for expressing wishes more likely to be fulfilled

Tape/CD

- 1) Inform the Ss that they will listen to conversations in which people express wishes which are more likely to be fulfilled. See script p. 109.
- 2) Draw the following chart on the BB, without the answers, and have the Ss copy it.

Suggested
KEY

Conversation	What wishes are the speakers expressing?
1	<i>nothing wrong with the plane</i>
2	<i>keep our taxes from going up again</i>
3	<i>get together again soon</i>
4	<i>not have to work shifts</i>
5	<i>get a chance to explain idea</i>

- 3) Go over the question with the Ss.
- 4) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.
- 5) Check the information in the chart with the Ss. See KEY above.

2

Modified Cloze

Expressing Wishes More Likely to Be Fulfilled

SB p. 76

Script

CONVERSATION 1

A: The departure's been delayed for about an hour.

B: I hope nothing's wrong with the plane.

CONVERSATION 2

A: You're really serious about this petition, aren't you?

B: Yes, I am. Hopefully, it'll help keep our taxes from going up again.

CONVERSATION 3

A: I really enjoyed that. I hope we can get together again soon.

B: Well, now that we work in the same building it should be easier to have lunch together more often.

CONVERSATION 4

A: So what's your new job like?

B: Not bad. But some day I'd like to find something where I don't have to work shifts.

CONVERSATION 5

A: That idea of yours for cutting costs sounded pretty good to me. What did the management committee think?

B: I haven't told them about it yet. I hope to get a chance to explain it to them at tomorrow's meeting.

To focus on:

- exponents for expressing wishes more likely to be fulfilled
- the verb 'hope'

Text \

- 6) Inform the Ss that they will look at the conversations they have just heard.
See p. 109.

- 7) Have the Ss turn to SB p. 76.

Tape/CD \

- 8) Have the Ss do the modified cloze:

Play the tape or CD-ROM. Have the Ss try to fill in the blanks as they listen.

Stop the tape or CD-ROM after each conversation to go over the answers with the Ss. See KEY.

Explain the use of **hope** to express more probable wishes. See STUDY p. 114.

To focus on contrasting 'wish' and 'hope'

Text \

- 9) Have the Ss turn to SB p. 77. See p. 111.

- 10) For each number:

Have the Ss try to complete the sentence by adding the verbs **hope** or **wish**. Ss write the verbs in the spaces provided. See KEY.

Explain the choice of **hope** or **wish**.

3

Using Wish and Hope

SB p. 77

- KEY**
1. I really hope that your job interview goes well.
 2. I sure wish the cafeteria at work served better food.
 3. I wish I knew how to use this word processor.
 4. I hope to graduate in the fall.
 5. I hope the weather'll be nice on the weekend so we can use the outdoor barbecue.
 6. Don't you ever wish you could spend the winter down south?
 7. I got a grease stain on my jacket. I hope the dry cleaner's will be able to get it out.
 8. We hope to make it to your wedding.
 9. I really hope this new car doesn't turn out to be a lemon like the last one I bought.
 10. I wish I could afford to live in that new condominium complex going up near the park.

STUDY

SB p. 79

Expressing Wishes Not Likely to Be Fulfilled

When we express wishes,
we often give reasons.

I'd give anything to have a job
like that.

Just think of the travelling you
get to do.

I'd love to be able to water-ski.

It looks like so much fun.

wish + hypothetical subjunctive*

I wish we lived* closer,

so we could see each other more often.

I wish we had* a place in the country

to go to on weekends.

I wish I were*/was* taller,

so I could reach the top shelf.

I wish I could* read faster.

I could get a lot more work done.

I wish it would* stop raining,

then at least we could go outside.

Conditional sentences are also used to express wishes.

If I could take a year off,

I'd be able to finish my degree.

If I were his age,

I would retire.

If only I knew where he was,

then **I could** help him.

* The hypothetical subjunctive after **wish** has the same form as the simple past for all verbs except **to be**. In formal situations and in writing subjunctive **were** should be used instead of the simple past **was** for the first (I) and third person singular (**she/he/it**). Although you will hear **was** and sometimes see it written, some people consider using the simple past **was** after **wish** to be substandard English.

Expressing Wishes More Likely to Be Fulfilled

I'd like to get to know Nigel better.

Hopefully I'll finish the work before the end of the day.

hope +

simple present
future (used less often)
to + infinitive

I hope (that) they get here in time for the opening speech.

I hope we'll have time to finish the job.

I hope they don't get a bad impression.

I hope to visit the Montréal office soon.

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss complete the conversations.
 3) Correct with the Ss.

P1 WRITE / SPEAK

SB p. 81

To practise expressing wishes.

A. For each number:

Read the part of the conversation given.

Then choose an appropriate cue from the box to express a wish.

Write your wish in the spaces provided.

- you/have a nice trip
- can/take a year off
- know/where that catalogue/be
- Bill/get the promotion
- can/afford a car
- be able to play the piano
- she/do well/on exam
- Harry/not so sensitive

**Suggested
KEY**

1.

I wish Harry wasn't so
sensitive.

You can't say anything to him.

I know what you mean.

2.

I hope you have a nice
trip.

Thanks. We've been looking forward to this holiday for a long time.

3.

If I could afford a car,
I wouldn't have to get up at
5:00 to go to work every
day.

Have you thought about leasing one?

4.

If only I could take a
year off.
I would travel around
Europe.

Why don't you apply for leave? The worst that can happen is they'll turn you down.

5.

I wish I knew where that
catalogue was.

Did you check in the bookcase beside Doreen's desk?

6.

I hope she does well on
her exam.

Don't worry. I'm sure she
 will. She's worked very
 hard.

7.

I 'd love to be able to play
the piano.

I took lessons myself for
 about three years, but
 then I gave it up.

8.

I hope Bill gets the
promotion.

He's really counting on the
 extra income.

I don't see why he shouldn't
 get it. He's the most
 qualified.

To the teacher

- B. Divide the Ss into pairs to practise the conversations. Have each pair of Ss read all of one S's conversations and then read all of the other S's conversations.

SB p. 83

- B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

PRACTICE 2 WHAT'S YOUR WISH?

To the teacher

A. 1) Go over the instructions with the Ss.

2) For each interview:

Play the tape or CD-ROM and have the Ss take notes.

3) Discuss the information on the tape with the Ss.

P=2= What's Your Wish?

SB p. 84

To practise expressing wishes.

In Part A, you will listen to people expressing wishes, and take notes. Then, in Part B, you will use these notes to role play. In Part C, you will role play your own wishes.



A. Read the SITUATION:

Every week, Bob Ziegler invites people to call in to his radio show, 'What's Your Wish?' and talk about a special wish they have. At the end of the show, one lucky or deserving person is chosen to have his/her wish granted.

You will hear eight different calls in which people express wishes.

Listen to each call and write down information about the caller and his/her wish in the space provided. You will then use this information to role play. See Part B.

Caller 1: Fred Jansen

Caller 2: Jessica Chan

Caller 3: Melanie Anderson

Caller 4: Wayne Lewis

Caller 5: Albert Kruger

Caller 6: Maureen Barnes

Caller 7: Hank Jackson

Caller 8: Colleen Stewart

Script**CALLER 1**

- Bob Ziegler: Hello, Bob Ziegler here, go ahead.
- Fred Jansen: Yeah Bob, my name's Fred Jansen. I'd like to say that I've been listening to your program for quite a few months now and I really enjoy it.
- Bob Ziegler: Well thanks, Mr. Jansen. So, how about telling our listeners a little about yourself.
- Fred Jansen: Well, I was a pharmacist for 30 years. Had my own pharmacy and I recently retired.
- Bob Ziegler: What do you do to keep yourself busy now?
- Fred Jansen: I play a lot of golf and the rest of the time I spend with my five grandchildren.
- Bob Ziegler: Must keep you pretty busy. O.K. now, Mr. Jansen, for your wish. What would you want to do more than anything else in the world?
- Fred Jansen: I'm a great admirer of our present Prime Minister and I'd enjoy nothing more than having lunch with him and maybe discussing some of the political issues that are before the House of Commons now.
- Bob Ziegler: That's a pretty impressive wish, Mr. Jansen. Best of luck, and thank you for calling.

CALLER 2

- Bob Ziegler: Hello there ... Go ahead, you're on the air.
- Jessica Chan: Morning, Bob – I'm Jessica Chan.
- Bob Ziegler: Well, Jessica, now tell me, what do you do for a living?
- Jessica Chan: Well, I'm an interior decorator, but actually I've always dreamed of being an actress. And that's why I'm calling you today.

- Bob Ziegler: O.K. Now then, can you tell us what we can do for you?
- Jessica Chan: Well, what I'd really like, Bob, is to have a talking part in a movie. That's my wish.
- Bob Ziegler: Well, I hope we'll be able to help you out. Good luck Jessica, and thanks for calling.

CALLER 3

- Bob Ziegler: Good morning. Who've I got here?
- Melanie Anderson: Hi, Bob. I'm Melanie Anderson and I'm a student at Community College.
- Bob Ziegler: Well, Melanie, it's always great to have students calling in. Now what are you studying at college?
- Melanie Anderson: Marketing, Bob. I hope to graduate this year.
- Bob Ziegler: Well that's just great, Melanie. Best of luck and now for your wish. Tell all the listeners out there what you'd really like to have or do.
- Melanie Anderson: Bob, I've been doing a bit of modelling to help pay for my tuition, but I'd really like to have a modelling session with one of the famous fashion photographers, and see my photos in a national magazine.
- Bob Ziegler: Great, Melanie – something to show your grandchildren. Well good luck!

CALLER 4

- Bob Ziegler: Hi there, you're on. What's your name?
- Wayne Lewis: Hi, Bob. Wayne Lewis.
- Bob Ziegler: Well Wayne, what's your occupation?
- Wayne Lewis: I'm a mover, I drive a van for World Movers.

- Bob Ziegler: So you're a mover ... I suppose you move anything and everything, eh? Just kidding, Wayne. Now seriously, what's your one great wish?
- Wayne Lewis: Well, Bob. Being a mover, I get to travel right across the country, but on the ground. I'd really like to see it from the sky. I'd like to ride in a hot air balloon. Get a bird's eye view. This to me would be real exciting.
- Bob Ziegler: Well, Wayne that's one way of getting your feet off the ground, and just think no more speed limits. O.K., Wayne, good luck, and thanks for calling.

CALLER 5

- Bob Ziegler: Hello! You're on.
- Albert Kruger: Hi! I'm Albert Kruger.
- Bob Ziegler: Nice to hear from you, Albert. Now, as you know you have to tell us your one wish of a lifetime. But first, let me ask you ... where do you work and what do you do?
- Albert Kruger: I'm a welder for a large steel company.
- Bob Ziegler: And how long have you been a welder?
- Albert Kruger: 'Bout ten years now.
- Bob Ziegler: O.K., let's hear your wish, Albert.
- Albert Kruger: Well, as I said, I've been working on an assembly line as a welder for ten years now, and I've often wished I could be upstairs with the guys who run the company. Now, I'd really like to take the place of the company president for one day. Wouldn't that be something? President for a day! I could really go for that.
- Bob Ziegler: I know exactly what you mean. Well, lots of luck, Albert. You just may be president and boy just think what the rest of the guys would say.

CALLER 6

- Bob Ziegler: Hi! Go ahead, you're on.
- Maureen Barnes: Morning, Bob. How're you, today?
- Bob Ziegler: Very well, thank you ma'am. Would you tell us your name and what you do?
- Maureen Barnes: My name's Maureen Barnes and I'm not working right now. I was laid off a few months ago and I'm looking for another job.
- Bob Ziegler: Well, here's hoping your luck will change. Tell us Maureen, what's your wish of a lifetime?
- Maureen Barnes: Oh, I've always been poor you know, and I watch that program about all the rich people, and how they stay in really classy hotels. Well, I wish I could be a really rich person for one weekend. Stay in a five-star hotel and drive in one of those long limousines and eat all that fancy food.
- Bob Ziegler: Well, that sure would be some weekend eh! I wouldn't mind doing that myself. Anyway lots of luck, and thanks for calling.

CALLER 7

- Bob Ziegler: Good morning. Would you tell us your name and what you do?
- Hank Jackson: Hello, Bob. My name's Hank Jackson, and I'm a junior executive for Elite Importing.
- Bob Ziegler: Really! That sounds interesting. Now what exactly do you import?
- Hank Jackson: Oh, we buy and sell delicacies from all over the world, like French truffles and Russian caviar.
- Bob Ziegler: I'll bet those things are all pretty expensive.

Hank Jackson: Well, let's say we don't give 'em away.

Bob Ziegler: O.K., Hank, now what's your great dream?

Hank Jackson: Well, Bob, as a kid, I always dreamed of being a clown in the circus. So I'd like to go to a school for clowns and learn how to make kids laugh. Not to join a circus, but to do volunteer work in hospitals in my spare time.

Bob Ziegler: That's just great, Hank. Good luck and thanks for calling.

CALLER 8

Bob Ziegler: Morning! Go ahead, there.

Colleen Stewart: Morning, Bob. I'm Colleen Stewart and I just can't believe I really got through to you. It's so exciting!

Bob Ziegler: Well, Colleen you sound excited and I can tell you're just dying to tell us your dream of a lifetime.

Colleen Stewart: I sure am, Bob. I'd give anything if I could go to Graceland and visit Elvis's grave site. Wow, that would be a real turn-on!

Bob Ziegler: So, you're an Elvis fan?

Colleen Stewart: Am I ever! I have even joined his fan club. Some of my friends have gone to Graceland and they said it was just fantastic.

Bob Ziegler: Well, I've been there myself. And you know something? Your friends are absolutely right. Lots of luck to you, Colleen.

To the teacher

- B. 1) Go over the instructions with the Ss.
- 2) Divide the Ss into two groups: Group I (two or three Ss) and Group II (the remaining Ss).
- Help the Ss in Group II choose the caller they wish to role play. Be sure that each S chooses to role play a different caller.
- 3) Have the Ss prepare their roles. Go around the class and help the Ss.
- 4) Have the Ss go before the **Wish Selection Committee** one by one to present their wishes.

SB p. 87

- B. Work in a group.

Some of you will form a committee to decide whose wish will be granted. The others will choose roles from Part A and explain their wishes to the committee.

GROUP I
Wish Selection Committee

You are the members of the committee that will decide whose wish will be granted.

Begin by determining what criteria you will use to make your selection.

- e.g. • the sincerity of the wish
• the expense of granting the wish
• the feasibility of granting the wish
• the merit of the wish (does the person have a good reason?)

Then interview each person who has a wish and try to find out as much as possible about him/her to help you make your selection. Add this information in the appropriate spaces in Part A.

Then, using the information from the interviews, and the criteria, decide on which person you think is the most deserving of having his/her wish granted.

GROUP II
People Who Express Wishes

Each of you will be interviewed individually by the committee about your wish.

Choose Your Role

Decide which caller from Part A you want to role play.

Prepare Your Role

Read over your notes from Part A about the caller.

Then, think of reasons why you should have your wish granted and add the reasons to your notes.

Do the Role Play

Go before the committee to be interviewed.

To the teacher

- C. 1) Go over the instructions with the Ss and assign roles. Form a new Wish Selection Committee for Part C.
- 2) Go around the class and help the Ss with their wishes.
- 3) Have the Ss do the role play.

C. You're on the program: 'What's Your Wish?'

SB p. 88

A new selection committee will be chosen and the rest of the class will go before the committee to talk about their own wishes.

ROLES

Wish Selection Committee – two to three students.

Refer to Part B, p. 87 for your instructions.

Write down information about each person you interview on another sheet of paper.

People Who Express Wishes – the remaining students in the class.

Decide on a wish of your own and think of reasons why your wish should be granted. Write down notes in the spaces below.

Then go before the committee to be interviewed.

PRACTICE 3**To the teacher****LEAD-IN**

Inform the Ss that they will read four articles. Each article is about a person who is undertaking some unusual project.

Before they look at the articles, they will hypothesize about the content of each by looking at the titles only.

Write the titles of the articles on the BB:

1. Top Pediatrician Heads for Africa
2. Around the World on Two Wheels
3. New Fragrance, "Extra Edge", to Be Launched Soon
4. Catering to Pets

For each title:

Have the Ss hypothesize about the content of the article by asking, for example:

What project do you think the person is undertaking?

Write the Ss' hypotheses on the BB beside the appropriate title.

- A. 1) Have the Ss turn to SB p. 89.
- 2) Go over the instructions with them.
- 3) For each article:

Have the Ss read the article.

Check the Ss' hypotheses with them.

Discuss the articles and the question cues.

P=3= SPEAK

SB p. 89

To practise expressing hopes and aspirations.

In Part A, you will read and discuss four articles about different people who are undertaking unusual projects. Then, in Part B, you will role play interviews based on the articles.

A. Read and discuss each of the following articles.

1.

TOP PEDIATRICIAN HEADS FOR AFRICA

Dr. Hugh Kirby, a top pediatrician at Sick Children's Hospital, has decided to leave his job to join the 'Crusaders of Hope', an international volunteer organization that provides aid to developing countries.

Dr. Kirby will be leaving next month for central Africa where he plans to work with local medical personnel to set up clinics for treating sick children. He also hopes to be able to devote a lot of time to training local residents in nutrition and in preventive measures against disease.

Dr. Kirby, now in his early thirties, thought long and hard before arriving at this decision. The challenge of working in Africa had appealed to him for a long time and in the end he decided that he could do the most good by applying his knowledge and skills to help people there.

QUESTION CUES

- why he decided to go
- how he feels about his decision
- what family and friends think of his decision
- how long he intends to stay
- what he hopes to achieve

2.

AROUND THE WORLD ON TWO WHEELS

Mrs. Abby Reynolds, winner of the national cross-country cycling marathon, has announced her intention to undertake a round-the-world cycling expedition. She plans to start in Canada and make her way to the tip of South America. Then it's on to Australia and Asia, and back via Europe.

This will be an amazing test of physical endurance for the young grandmother in her mid-forties. Mrs. Reynolds, however, has been in training for months. In addition, she holds a black belt in karate and is not the least bit worried about travelling alone.

The driving force behind Mrs. Reynolds is the desire to prove that life really does begin at forty. She hopes her undertaking will inspire others her age to go out and do the things they have always dreamed of doing.

QUESTION CUES

- what made her decide to undertake such a project at this stage in her life
- what she's done to prepare physically and mentally for the trip
- what kinds of problems she foresees
- what she hopes to learn from the experience

3.

**NEW FRAGRANCE, 'EXTRA EDGE',
TO BE LAUNCHED SOON**

Dr. Carlo Amante, head research chemist and blender at the Top Fragrance Company, a leading perfume manufacturer, has spent the last six months in the South Pacific in search of new and novel scents. During his travels, he discovered rare substances whose scents he claims will make people irresistible to the opposite sex.

Now back in his top-secret laboratory, Dr. Amante is working on blending the rare substances into a new line of marketable fragrances, appropriately named 'Extra Edge'. He maintains that with only a few drops of these fragrances, a person will attract all the attention he or she desires. Dr. Amante is very excited about the prospect of being able to help millions of lonely people find companionship.

QUESTION CUES

- what are the rare substances
- how he discovered them
- how long before the new line of fragrances will be on the market
- what he hopes to achieve with such a product line
- can men and women use it

4.

CATERING TO PETS

Felicia Weinberg, owner of the very profitable specialty shop, 'Gourmet Foods for Pets', is soon to open a new home services division. Among the services offered will be a pet party catering service called 'Dr. Doolittle Delights'.

Some of the delicacies on the menu will include meaty birthday cakes for that special dog in your life and fishy cupcakes for that precious feline. Dr. Doolittle will also provide party favours, decorations, and yes, even entertainment.

What does Felicia have in mind for next year? Well, she's planning to set up a dating service for those shy and lonely pets.

QUESTION CUES

- why she decided to branch into the pet catering business
- what would the service cost
- what kind of entertainment would be provided at the parties
- what kind of clientele does she hope to attract

To the teacher

- B. 1) Divide the Ss into pairs and go over the instructions with them.
2) Help the Ss choose their roles.
3) Have the Ss prepare their roles. Go around the class and help the Ss.
4) Have the Ss role play their interviews.

SB p. 93

- B. You will now role play an interview based on one of the articles in Part A.

CHOOSE YOUR ROLE

Work with a partner.

Choose your article and decide on your roles.

Roles: S1 – interviewer

S2 – person in the article

PREPARE YOUR ROLE PLAY

Now work individually to prepare your role:

Familiarize yourself thoroughly with the person discussed in the article and his/her project.

S1 – Prepare questions to find out more about the person's project.

- what the person hopes to accomplish
- what his/her hopes and aspirations are
- how he/she expects to help other people

Use the question cues in Part A to help you.

S2 – Prepare to answer questions which S1 might ask you.

Refer to the question cues in Part A to help you.

ROLE PLAY THE INTERVIEW

Get together with your partner and role play your interview.

You can record your interview on audio or videotape.

PRACTICE 4 HOPES AND WISHES**To the teacher**

- A. 1) Go over the instructions with the Ss.
 2) Have the Ss write down their wishes.

P=4= *Hopes and Wishes*

SB p. 94

To practise expressing hopes and wishes.

In Part A, you will write down some of your hopes and wishes. Then, in Part B, you will discuss them with a partner.

- A. Look at the categories listed below. Write down some hopes and wishes you might have in some or all of the categories.

PHYSICAL APPEARANCE/HEALTH

JOB/CAREER

RELATIONSHIPS

FINANCIAL STATUS

SOCIAL STATUS

OTHER ASPIRATIONS

To the teacher

- B. 1) Divide the Ss into pairs and go over the instructions with them.
2) Have one pair of Ss do an example for the class.
3) Have the Ss discuss their hopes and wishes.

SB p. 95

- B. Work with a partner.

Exchange pages with your partner. Find out more about each other's hopes and wishes.

UNIT 74

MAKING COMPLAINTS

PRESENTATION

PART I

MAKING A COMPLAINT

To lead into the topic of making complaints

Face-to-face

- 1) Ask the Ss, for example:

Do you often complain about things?
At home? At work?

What kinds of things do you complain about?

Have you made a complaint recently about something you were
dissatisfied with?

As a customer? To whom? About what?

At work? To whom? About what?

To focus on the exponents for making complaints

- 2) Ask the Ss what kinds of things they or other people at work complain to
supervisors about. List the Ss' responses in telegraphic form on the BB,
for example:

Telegraphic cues

workload
condition of office equipment/furniture
lack of information
availability of supplies
unrealistic deadlines
tasks not clearly defined
colleagues
too many forms
too much overtime
unfair treatment

- 3) Elicit the exponents for making a complaint. Go through the list and ask the Ss, for example:

What might you say to your supervisor if you wanted to make a complaint about these things?

Write the exponents on the BB. See STUDY p. 145.

PART II

HANDLING COMPLAINTS

To lead into the topic of handling complaints

Face-to-face \

- 1) Discuss complaints at work with the Ss. You can ask them, for example:

Who would you go to if you had a complaint?

Does the person responsible always take action immediately?

Does he/she ever refuse to act on the problem?

To introduce the language for handling complaints

Text \

- 2) Inform the Ss that they will listen to some complaints and how they are handled. See script p. 139.
- 3) Have the Ss turn to SB p. 97. See p. 140.
- 4) Go over the chart with the Ss.
- 5) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.
- 6) Check the information in the chart with the Ss. See KEY.

Script

CONVERSATION 1

A: I have a problem. They still haven't connected the phone in my office. I have to keep running to Fred's office every time I get a call.

B: **I'm aware of the problem, but I'm afraid I can't do much to help you for the moment.** The phone company can't come until next week.

CONVERSATION 2

A: Sorry to trouble you at this hour, but your car's blocking my driveway. I can't get out.

B: **Oh! I'm so sorry. I didn't realize ... I'll move** it right away.

CONVERSATION 3

A: I hate to complain, but I've been on the switchboard alone every day this week and normally it takes two of us.

B: **I'm sorry but** we're so short-staffed right now. **You'll have to do the best you can for the time being.**

CONVERSATION 4

A: I'm sorry to bother you with this, but the cleaning staff still isn't vacuuming my office. I've left a note on my door and everything.

B: O.K. **I'll look into it** right away.

CONVERSATION 5

A: I feel bad about complaining, but the noise from your party is really disturbing us.

B: Well you know, it's Paula's sixteenth birthday. **We'd really appreciate it if you could put up with it** just this once.

CONVERSATION 6

A: I don't like to bring this up, but we really have too many forms to fill in now. I can hardly find time to do my own work anymore.

B: **I wish I could help you, but there's not much we can do for the time being.** Head office requires them.

1

SB p. 97

Suggested KEY

Conversation	Complaint	Response	
		promised action	no action
1	<i>phone in office still not connected</i>		✓
2	<i>car blocking driveway</i>	✓	
3	<i>working alone on switchboard</i>		✓
4	<i>cleaning staff not vacuuming office</i>	✓	
5	<i>noisy party</i>		✓
6	<i>too many forms to fill in</i>		✓

To focus on the exponents for handling complaints

7) Write the following titles on the BB:

Promising action	Saying nothing can be done

Tape/CD

- 8) For each conversation:

Play the tape or CD-ROM again and have the Ss try to identify the exponent for handling complaints. See script p. 139.

Write the exponent under the appropriate title on the BB.

- 9) Point out that, when handling complaints, we often begin by apologizing and/or acknowledging the problem. See STUDY p. 145.

PART III

EXPRESSING FRUSTRATION

To lead into the topic of expressing frustration

Face-to-face

- 1) Have the Ss discuss situations where they've made complaints when they were particularly upset. You can ask them, for example:

Can you remember a situation in which you made a complaint when you were particularly upset?

Why were you upset?

e.g. – the situation had persisted for a long time
 – you had complained before about it, no action was taken

How did you feel? Were you frustrated?
 Annoyed? Angry? Exasperated?

To introduce the language for expressing frustration

Tape/CD

- 2) Inform the Ss that they will listen to different people expressing frustration about the way their complaints are being/have been handled. See script below.
- 3) Write the following questions on the BB and instruct the Ss to jot down answers to them as they listen to each speaker:

What is the speaker expressing frustration about?

Who do you think the speaker is?

Who do you think he/she is speaking to?

For each number:

Play the tape or CD-ROM.

Discuss the questions with the Ss.

2

Expressing Frustration

SB p. 98

Script

SPEAKER 1

I really don't understand why I should have to wait. I'm just here to pick up a prescription from the doctor.

SPEAKER 2

It's really very annoying. Every time someone walks up the street your dog starts barking.

SPEAKER 3

Can't you do something about people using the phone in my office? It's really getting out of hand. The minute I step out there's somebody in there.

SPEAKER 4

I don't know what kind of a business you're running. I've called your warehouse four times and nobody'll tell me when the stove'll be delivered. If it isn't here by Friday, you can cancel my order.

SPEAKER 5

It's impossible to concentrate around here. Every time I get started, there's some more noise. It's so frustrating.

SPEAKER 6

It's been two weeks since I reported losing my bank card and I still haven't received my new one. It's really very inconvenient to have to always come during banking hours.

To focus on the exponents for expressing frustration

Text 

4) Inform the Ss that they will look at the script of what they have just heard.
See p. 142.

5) Have the Ss turn to SB p. 98.

6) For each number:

Have the Ss try to identify the exponent(s) for expressing frustration. Ss underline the exponent(s) in their SBs. See KEY.

To have the Ss try the language for making and handling complaints and for expressing frustration

7) Have the Ss turn to SB p. 99. See p. 144.

8) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues provided.

3

Making and Handling Complaints and Expressing Frustration

SB p. 99

Roles: S1 – Complain to your partner using the cues in the first column.

S2 – Handle your partner's complaints using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1

Make a complaint

1. - phone in your office
still not connected
- have to use Fred's
phone
2. - S2's car is blocking
the driveway
- third time you've
mentioned it
3. - working alone on the
switchboard
- every day this week
4. - cleaning staff not
vacuuming your office
- fed up with complaining
5. - noise from S2's party
- disturbing you
6. - too many forms to fill in
- very frustrating

S2

Handle the complaint

1. Say nothing can be done.
- phone company can't
come until next week
2. promise action.
- move right away
3. Say nothing can be done.
- short-staffed right now
4. Promise action.
- call them this morning
5. Say nothing can be done.
- only party this year
6. Say nothing can be done.
- head office requires them

STUDY

SB p. 101

Making Complaints

When making a complaint, we usually:

- give details to explain the problem
- say how we want the situation corrected

There seems to be something wrong | **I've got a problem** | with my phone.

I can't make any outside calls.

I have a complaint | **I'd like to complain** | about the service.

It's far too slow.

We often open a complaint with an apology.

I don't like to complain,

but our machines aren't adequate for the job.

I hate to | **bring this up** | **again,**
mention this |

but I'm still not getting my messages.

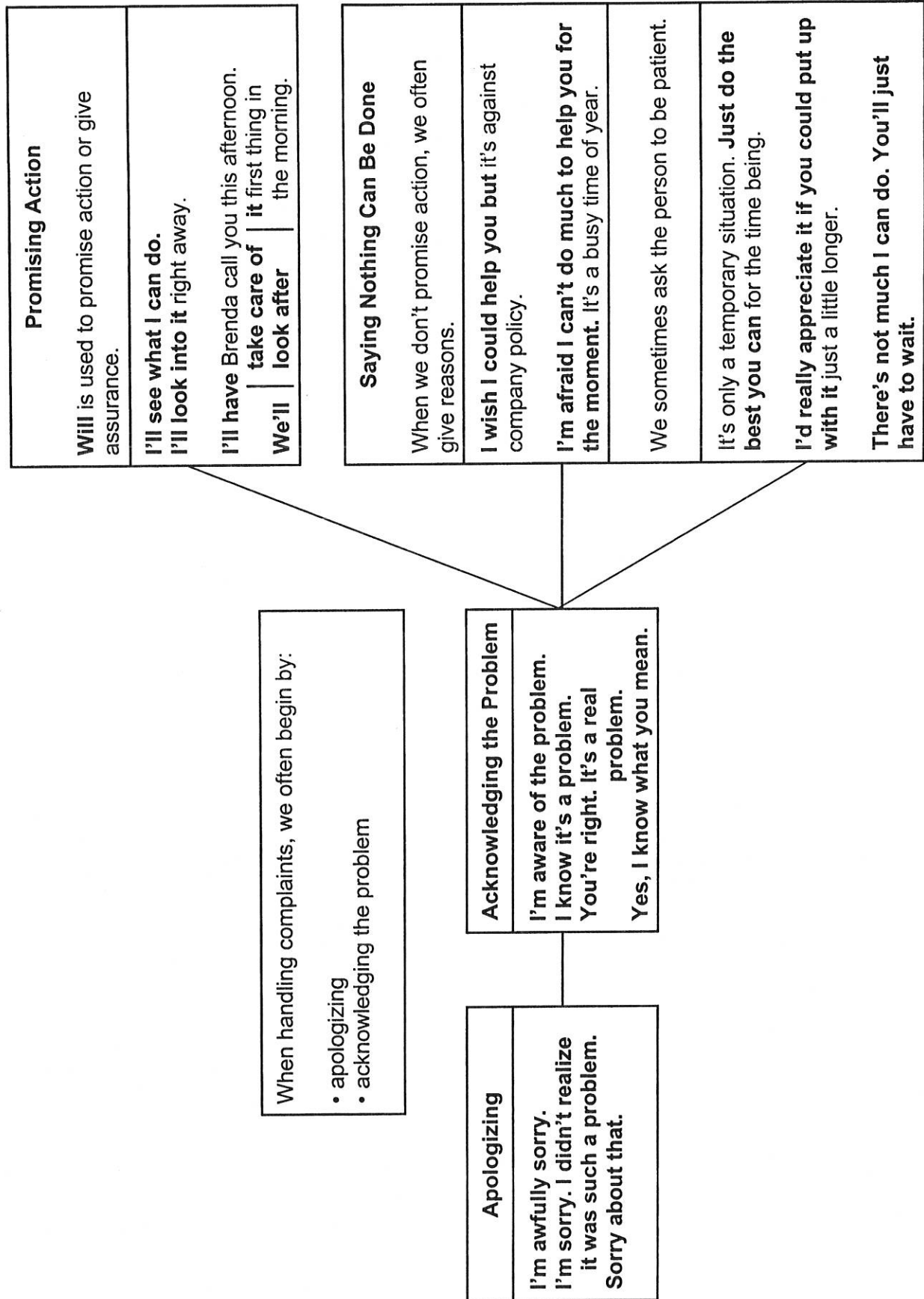
I feel bad about complaining,

but I really think the deadline isn't realistic. I would need at least another week.

I'm sorry to | **bother** | **you,**
trouble |

but your T.V. is very loud. Could you possibly turn it down?

HANDLING COMPLAINTS



Expressing Frustration

We often express frustration when an unsatisfactory situation has persisted for some time.

e.g. you've complained several times about something with no results.

I really don't **see** **understand** **why** it should take over a month to process an application.

I've already wasted a lot of time just waiting to speak to you.

It's very inconvenient to have to walk up six flights of stairs.

It's really very annoying to have to keep calling back to ask about the same problem.

I've had it.

This is so frustrating.

I'm (getting) quite fed up with this situation.

The problem is getting out of hand.

(Why) can't you do something about the printer?

If the order isn't ready by tomorrow, **you can** cancel it.

I don't know what kind of a business **you're running**.

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss write their complaints. Be sure to tell them **not** to write the responses at this time.
 3) Correct with the Ss.

P=1 WRITE / SPEAK

SB p. 105

To practise the language for making and handling complaints.

In Part A, you will write complaints. Then, in Part B, you will write responses to each other's complaints.

A. For each number:

Read the situation and look at the response column to find out who you are making the complaint to.

Then write what you might say to make the complaint.

Situation	Complaint	Response
1. A clerk in a department store is rude to you.	<div style="border: 1px solid black; border-radius: 15px; height: 150px; margin: 0 auto; width: 90%; position: relative;"> <div style="position: absolute; top: 5px; left: 5px; right: 5px; bottom: 5px;"> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> </div> </div> <p style="text-align: center; margin-top: 10px;">You</p>	<div style="border: 1px solid black; border-radius: 15px; height: 150px; margin: 0 auto; width: 90%; position: relative;"> <div style="position: absolute; top: 5px; left: 5px; right: 5px; bottom: 5px;"> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div> </div> </div> <p style="text-align: center; margin-top: 10px;">Store manger</p>

Situation	Complaint	Response
2. The courier service your company deals with is too slow.	<div><hr/><hr/><hr/><hr/><hr/></div> <p>You</p>	<div><hr/><hr/><hr/><hr/><hr/></div> <p>Service representative</p>
3. You haven't had any heat in your apartment for three days.	<div><hr/><hr/><hr/><hr/><hr/></div> <p>You</p>	<div><hr/><hr/><hr/><hr/><hr/></div> <p>Your landlord</p>
4. Your supervisor is always giving you a job to do five minutes before you leave.	<div><hr/><hr/><hr/><hr/><hr/></div> <p>You</p>	<div><hr/><hr/><hr/><hr/><hr/></div> <p>Office manager</p>

Situation

Complaint

Response

5. A repair bill that you received is much higher than the original estimate.

You

The person in charge

6. The poor lighting in your office is bothering your eyes.

You

Your supervisor

7. A colleague is always on the only phone available to the staff.

You

Your boss

Situation	Complaint	Response
8. You are often given work that is not part of your job description.	<div><hr/><hr/><hr/><hr/><hr/></div>	<div><hr/><hr/><hr/><hr/><hr/></div>
	You	Your supervisor
9. Your neighbour's dog starts barking every time someone visits you.	<div><hr/><hr/><hr/><hr/><hr/></div>	<div><hr/><hr/><hr/><hr/><hr/></div>
	You	Your neighbour
10. Your local park is not kept clean.	<div><hr/><hr/><hr/><hr/><hr/></div>	<div><hr/><hr/><hr/><hr/><hr/></div>
	You	A person in charge at City Hall

To the teacher

- B. 1) Divide the Ss into pairs.
 2) Go over the instructions and do an example with the Ss.
 3) Have the Ss write their responses to their partner's complaints.
 4) Correct with the Ss.

SB p. 108

- B. Work with a partner.

Exchange pages with your partner.

For each number:

Read you partner's complaint.

Decide how the complaint might be handled:
 i.e. promising action or saying nothing can be done.

In the spaces provided on your partner's sheets, write what the person handling the complaint might say. Vary your responses.

To the teacher

- C. Have each pair of Ss first read all of one S's conversations and then read all of the other S's conversations.

SB p. 109

- C. Work with a partner.

Practise reading your corrected conversations and those of your partner.

PRACTICE 2

To the teacher

- A. 1) Divide the Ss into two groups: S1's and S2's. Have the Ss turn to the appropriate pages in their SBs.
- 2) Go over the instructions with the Ss and play Number 1 on the tape to do an example.
- 3) Play the tape or CD-ROM and have the Ss in each group fill in their charts.
- 4) Go around the class and check the Ss' information.

P=2= LISTEN / SPEAK

SB p. 109

To practise listening to complaints and responding.

In Part A, you will listen to different people making and handling complaints. As you listen, you will take notes. Then, in Part B, you will use your notes to role play.



- A. Work in a group.

S1's – p. 110

S2's – p. 112

For each number:

Listen to the conversations and write down the subject of the complaint.

Listen again and take notes.

S1

For Numbers 1 to 4:
Take notes on the details of the complaint.

For Numbers 5 to 8:
Take notes on how the complaint is handled.

**Suggested
KEY**

Subject of complaint	Details of complaint
1. <u>collecting travelling expenses</u> _____	<u>submitted claim over a month</u> <u>ago - still haven't been paid</u> _____ _____
2. <u>no key to office</u> _____	<u>office door is always locked in</u> <u>the morning</u> _____ _____
3. <u>insurance claim</u> _____	<u>submitted receipts for \$2 000</u> <u>worth of jewellery - received</u> <u>cheque for only \$500</u> _____
4. <u>elevators</u> _____	<u>always out of order - can't ask</u> <u>people to climb eight flights of</u> <u>stairs twice a day</u> _____

S1

Subject of complaint	How complaint is handled
5. <u>new office</u> _____	<u>not much we can do - only one</u> <u>available right now</u> _____ _____
6. <u>mistake in credit statement</u> _____	<u>check records - make necessary</u> <u>corrections</u> _____ _____
7. <u>security</u> _____	<u>real problem - will report it to</u> <u>security</u> _____ _____
8. <u>cancellation of seminar</u> _____	<u>not much we can do - can cancel</u> <u>anytime before course begins</u> _____ _____

S2

For Numbers 1 to 4:

Take notes on how the complaint is handled.

For Numbers 5 to 8:

Take notes on the details of the complaint.

**Suggested
KEY**

Subject of complaint	How complaint is handled
1. <u>collecting travelling expenses</u> _____	<u>nothing to do with travel</u> <u>expenses - have to see someone</u> <u>in payroll</u> _____
2. <u>no key to office</u> _____	<u>will have the building</u> <u>superintendent check into it</u> <u>right away</u> _____
3. <u>insurance claim</u> _____	<u>don't handle claims - will have</u> <u>to call claims department</u> _____ _____
4. <u>elevators</u> _____	<u>a lot of complaints already - will</u> <u>check with maintenance and get</u> <u>back to you</u> _____ _____

S2

Subject of complaint	Details of complaint
5. <u>new office</u> _____	<u>just awful - so small, hardly</u> <u>any room to move</u> _____ _____
6. <u>mistake in credit statement</u> _____	<u>charged interest on last month's</u> <u>balance - paid full amount before</u> <u>due date</u> _____ _____
7. <u>security</u> _____	<u>have already seen three strangers</u> <u>in work area today</u> _____ _____
8. <u>cancellation of seminar</u> _____	<u>second time all arrangements made</u> <u>and they cancel at the last minute</u> _____ _____

To the teacher

- B. 1) Divide the Ss into pairs, each pair having an S1 and an S2.
 2) Go over the instructions with the Ss.
 3) Have the Ss discuss their roles and do the role plays.

SB p. 114

- B. Work with a partner.

For each situation:

Look at your notes and discuss the following questions with your partner.

Where are the speakers?

Who is making the complaint?

Who is handling the complaint?

Then role play the situation using your notes.

For Numbers 1 to 4:

S1 – Make complaints. **You begin.**

S2 – Handle your partner's complaints.

For Numbers 5 to 8:

S1 – Make complaints. **You begin.**

S2 – Handle your partner's complaints.

Script

1. A: Mr. Kirby, I'm afraid I'm still having trouble collecting my travel expenses. I really don't know what the problem is. I submitted a claim over a month ago and still haven't been paid. Can you do something?
 B: I'm sorry but I have nothing to do with travel expenses. You'll have to see someone in payroll.

2. A: I'm sorry to trouble you about this again, but my office door is always locked when I get here in the morning and I still don't have a key.
 B: I know it's a problem. I'll have the building superintendent check into it right away.

3. A: Yes, I'd like to make a complaint about my insurance claim. I submitted receipts for \$2 000 worth of jewellery stolen from my house, and your company sent me a cheque for only \$500.
- B: I'm sorry but I don't handle claims. You'll have to call the claims department.
4. A: I don't like to complain but those elevators are always out of order and we can't ask people to climb eight flights of stairs twice a day.
- B: We've had a lot of complaints about the elevators already. I'll check with maintenance again and get back to you.
5. A: Oh Eric, I've been waiting to see you. I have a problem. My new office is just awful. It's so small that I hardly have any room to move.
- B: I realize it's a problem but there's not much we can do. It's the only one available right now.
6. A: There seems to be a mistake in my statement. I was charged interest on last month's balance, even though I paid the full amount before the due date.
- B: I'm sorry for the inconvenience. I'll check the records and make the necessary corrections.
7. A: I have a complaint about the security around here. I've already seen at least three strangers in the work area today.
- B: Yeah, I know what you mean. It's a real problem. I'll report it to security.
8. A: I hate to complain, but this is the second time I've made all the arrangements to give this seminar and they cancel at the last minute.
- B: I know, it's very frustrating but there's really not much we can do. They can cancel anytime before the course begins.

PRACTICE 3

To the teacher

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2. Ss turn to the appropriate pages in their SBs.
- 3) Have one pair of Ss role play an example for the class.
- 4) Have the Ss do the role plays.

P=3= SPEAK

SB p. 114

To practise making and handling complaints.

You will role play situations in which one person makes a complaint and the other person handles the complaint.

Roles: S1 – p. 115

S2 – p. 116

S1

A. You make the complaint. Your partner begins.

1. You bought cross-country skis made of wood at Alpine Sports.

After two months you notice one ski has a crack in it.

You understood the skis were guaranteed for one year. You take them back to the store. Be insistent.

2. You cancelled your subscription to Sports Outlook magazine three months ago.

You're still receiving the magazine and you just received a bill for it.

You call the distribution office.

3. The stove in your apartment hasn't been working properly for a few months.

Two weeks ago the building superintendent promised to replace it.

Nothing has happened.

You go to the superintendent. Express your frustration.

B. You respond to the complaint. You begin.

1. You've just started a new job in the customer services department of the Quickie Transport Moving Company.

A customer calls with a complaint.

Promise to check the claim and call him/her back.

2. You are a bank manager.

A customer you know very well comes to your office with a complaint. Be helpful.

3. You work at the licence renewal desk of the Licence Bureau.

There's a long line-up in front of your desk.

Every year people wait until the last minute to renew their licences and then complain about the long line-ups. Be unsympathetic.

S2

A. You respond to the complaint. **You begin.**

1. You are the manager of Alpine Sports.

All the cross-country skis you sell have a one-year guarantee except the wooden ones.

A customer comes into the store.
Be helpful.

2. You work in the distribution department of Sports Outlook magazine.

A customer calls.

Promise to cancel his/her subscription.

3. You are the superintendent of an apartment building.

You ordered a new stove for a tenant three weeks ago. It hasn't been delivered yet.

The tenant comes to see you.
Be unsympathetic.

B. You make a complaint. **Your partner begins.**

1. The door to your refrigerator was badly damaged during a move two months ago.

Quickie Transport Moving Company accepted responsibility and promised to pay for the damage.

You haven't been paid yet.

You call the company. Be insistent.

2. You go to your local bank to cash a cheque.

A new teller refuses to cash it because you don't have your bank book or account number.

You see the bank manager.
Express your frustration.

3. You're at the Licence Bureau.

You've waited in line for an hour and a half to renew your licence.

When it's finally your turn, you complain to the clerk about the long line-up.

PRACTICE 4

To the teacher

- A. 1) Go over the instructions with the Ss.
- 2) You can think of a situation and go through an example with the class.
- 3) Go around the class and help the Ss with their situations.

P=4= SPEAK

SB p. 117

To practise the language of making and handling complaints and expressing frustration.

- A. Think of a situation in which you made a complaint which was not handled to your satisfaction.

e.g. a problem with:

- a colleague, a supervisor
- a service, a company
- a neighbour, a landlord
- a store, a salesclerk

Be prepared to answer your partner's questions about your situation.

To the teacher

- B. 1) Divide the Ss into pairs.
2) Go over the instructions with them.
3) Have the Ss ask each other questions about their situations.
4) Go around the class and check the information.

SB p. 117

- B. Work with a partner.

Now get information about your partner's situation by asking him/her the following questions. Take notes in the spaces provided.

What was the complaint about?

How did you want the situation corrected?

Who did you complain to?

How was the complaint handled?

How did you react?

What was the final result?

To the teacher

- C. 1) Go over the instructions with the Ss.
2) Have the Ss do the role plays.

SB p. 118

- C. Work with a partner.

Now role play each other's situations.

Roles

For **your** situation, make the complaint. **You begin.**

For **your partner's** situation, handle the complaint using your notes from Part B.

PRACTICE 5 MAXI-ROLE PLAY**To the teacher****NOTE:**

You should become thoroughly familiar with this practice before doing it with the Ss.

You will need to photocopy the role cards on pp. 172-185. Make a set for each group of five Ss in the class, e.g., two sets for ten Ss. If you choose not to do the optional step below, you will have to write the numbers on the role cards before you photocopy them.

SYNOPSIS OF THE MAXI-ROLE PLAY

An employment agency has just moved into a new office building. Two rooms need to be sound-proofed because they will be used for testing and confidential interviews. The employment agency arranges with a soundproofing company to have the work done.

However, because of a mistake in the work order, the wrong work gets done. The employment agency complains to the soundproofing company and the problem is eventually resolved.

TAKING UP THE SITUATION

Go over the SITUATION, the ROLES, and the SCENARIO with the Ss.

GOING OVER THE ROLE CARDS

Divide the class into groups of five and give each group a set of role cards.

Optional step: Sequencing the role cards

Have the Ss work with the other members of their group to decide on a logical order for the situations described on the role cards. Have the Ss number the cards consecutively from 1 to 27, using the SCENARIO on SB p. 119 to help them. Card Number 1 is given.

Have the Ss read the role cards and call out the pairs of speakers involved in each exchange. Write the responses on the BB. See below.

- Exchanges:
- a) director and secretary
 - b) secretary and contractor
 - c) contractor and director
 - d) employment counsellor and director
 - e) director and secretary
 - f) secretary and contractor
 - g) contractor and director
 - h) director and employment counsellor
 - i) contractor and foreman
 - j) contractor and secretary
 - k) foreman and employment counsellor
 - l) foreman and employment counsellor

Collect all the sets of role cards.

SETTING UP THE ROLE PLAY

Assign roles to the Ss and give them their role cards.

Refer to the SCENARIO to facilitate setting up the role play, especially when videotaping.

DOING THE ROLE PLAY

Give the Ss a few minutes to read over the cards for their role. Make sure that the Ss understand all the information on their Role cards. Explain that a dotted line on a role card indicates that the speaker should wait until the other speaker responds.

Ss do the role play scene by scene. Explain each scene before the Ss role play it.

Ss should repeat the role play one or more times to acquire more familiarity with the situation and speak more spontaneously.

P=5= maxi - role play

SB p. 119

To practise making and handling complaints.

Your teacher will explain how to do this role play.

SITUATION

The Carter Employment Agency has just moved into a new office building. The director of the agency makes arrangements with the Freedman Soundproofing Company to have two rooms soundproofed.

ROLES

Employees of the Carter Employment Agency:

director
employment counsellor

Employees of the Freedman Soundproofing Company:

contractor
foreman
secretary

SCENARIO

Act 1 Arranging for the Soundproofing

Scene 1 On the telephone.

The director of the Carter Employment Agency calls Freedman Soundproofing to make arrangements.

Role cards: 1-5

Act 2 Complaining About a Problem

Scene 1 At the employment agency after the installation of the soundproofing.

The employment counsellor informs the director about a problem.

Role cards: 6-7

- Scene 2** On the telephone.
- The director calls Freedman Soundproofing to complain about the problem.
- Role cards: 8-9
- Scene 3** Later at the soundproofing company.
- The secretary tells the contractor about the complaint.
- Role cards: 10-11
- Scene 4** On the telephone.
- The contractor calls the director of the employment agency to deal with the complaint.
- Role cards: 12-15
- Scene 5** Later at the employment agency.
- The director discusses the problem with the employment counsellor.
- Role cards: 16-17
- Act 3** **Handling the Problem**
- Scene 1** The next day at the soundproofing company.
- The contractor speaks to the foreman to try and find out where the mistake was made.
- Role cards: 18-21
- Scene 2** At the soundproofing company.
- The contractor reprimands the secretary for the mistake.
- Role cards: 22-23

Scene 3 On the telephone.

The foreman calls the employment counsellor to make arrangements to redo the job.

Role cards: 24-25

Scene 4 Later at the employment agency.

The foreman explains to the employment counsellor what work will be done.

Role cards: 26-27

Act 1 Arranging for the Soundproofing

Scene 1 On the telephone.

The director of the Carter Employment Agency calls Freedman Soundproofing to make arrangements.

1.

No 1

**DIRECTOR
CARTER EMPLOYMENT AGENCY**

You want to have soundproofing installed
in two rooms at your office.

Call the Freedman Soundproofing Company.

2.

No

**SECRETARY
FREEDMAN SOUNDPROOFING**

You receive a call from a prospective client.

Transfer the call to the contractor.

3.

No ____	CONTRACTOR FREEDMAN SOUNDPROOFING
<p>You receive a call from a prospective client.</p>	

4.

No ____	DIRECTOR CARTER EMPLOYMENT AGENCY
<p>Tell the contractor what you want done.</p> <p>Explain that:</p> <ul style="list-style-type: none"> • testing and interviews are carried out in these rooms • soundproofing is important because interviews are confidential <p>Choose the type which will guarantee total soundproofing.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center; padding-top: 20px;">You want the contractor to come as soon as possible.</p>	

5.

No ____	CONTRACTOR FREEDMAN SOUNDPROOFING
Explain the two types of soundproofing that you do:	
Less expensive method <ul style="list-style-type: none"> • install sound-absorbing panels over existing wall • choice of fabric or perforated vinyl covering 	<u>Cost</u> \$60 per linear foot
Extreme method <ul style="list-style-type: none"> • demolish the walls and put heavy soundproofing insulation between them • put fibreglass in the ceiling 	\$160 per linear foot
Recommend the extreme method for client's needs. This type will guarantee total soundproofing.	
----- Arrange a date to look at the job and work out a contract.	

Act 2 Complaining About a Problem

Scene 1 At the employment agency after the installation of the soundproofing.

The employment counsellor informs the director about a problem.

6.

No ____	EMPLOYMENT COUNSELLOR CARTER EMPLOYMENT AGENCY
You have a complaint about the soundproofing that was installed.	
You go and speak to your boss, the director.	
Explain that:	
<ul style="list-style-type: none"> • the rooms are not totally soundproof • you can still hear from one room to the other • tests and interviews will have to be cancelled 	
----- Explain the kind of work that was done:	
<ul style="list-style-type: none"> • they didn't demolish any walls • soundproofing panels were installed over the walls 	

7.

No ____

**DIRECTOR
CARTER EMPLOYMENT AGENCY**

One of your employment counsellors comes to see you with a complaint.

Explain to the counsellor:

- the kind of soundproofing they were supposed to install
- the job was guaranteed to eliminate all sound

Say that you will call the soundproofing company.

Ask him/her to cancel the interviews.

Scene 2 On the telephone.

The director calls Freedman Soundproofing to complain about the problem.

8.

No ____

**DIRECTOR
CARTER EMPLOYMENT AGENCY**

You call the contractor at Freedman Soundproofing to find out what happened.

Explain the problem to the secretary.

Emphasize the urgency of the problem, i.e., tests and interviews have been cancelled because of soundproofing.

Insist that the contractor call you as soon as possible.

9.

No ____

**SECRETARY
FREEDMAN SOUNDPROOFING**

You receive a call for the contractor.

He/she's not in at the moment. Ask if you can help.

Ask for the name and phone number.

Assure the caller that someone will call back before
the end of the day.

Scene 3 Later at the soundproofing company.

The secretary tells the contractor about the complaint.

10.

No ____

**SECRETARY
FREEDMAN SOUNDPROOFING**

Two hours later, the contractor comes back to the office.

Tell him/her about the call from the employment agency.
Explain the problem.

11.

No ____	CONTRACTOR FREEDMAN SOUNDPROOFING
<p>You have just returned to the office.</p> <p>Your secretary tells you about a complaint from a customer.</p> <p>Ask for the customer's name and tell the secretary you'll take care of it.</p>	

Scene 4 On the telephone.

The contractor calls the director of the employment agency to deal with the complaint.

12.

No ____	CONTRACTOR FREEDMAN SOUNDPROOFING
<p>Call the director of the Carter Employment Agency to discuss the problem.</p> <p>Apologize for not returning the call sooner. Explain you just got back to the office.</p>	

13.

No ____

**DIRECTOR
CARTER EMPLOYMENT AGENCY**

Tell the contractor about the problem.

You are upset because they didn't do what you had agreed on.

Emphasize the importance of something being done urgently.

14.

No ____

**CONTRACTOR
FREEDMAN SOUNDPROOFING**

Apologize for the problem.

Assure the director that you'll take care of it.

Explain that nothing can be done until the next morning because you have to talk to the foreman who did the job.

Assure the director someone will be in touch with him/her first thing in the morning.

15.

No ____

**DIRECTOR
CARTER EMPLOYMENT AGENCY**

Tell the contractor you will be out of town tomorrow.

Ask the contractor to get in touch with the employment counsellor.

Emphasize again that something be done tomorrow.

Scene 5 Later at the employment agency.

The director discusses the problem with the employment counsellor.

16.

No ____

**DIRECTOR
CARTER EMPLOYMENT AGENCY**

Go to the employment counsellor's office.

Tell him/her you'll be out of town tomorrow.

Explain that someone from Freedman Soundproofing will call in the morning.

Instruct the counsellor to insist that something be done immediately.

17.

No ____

**EMPLOYMENT COUNSELLOR
CARTER EMPLOYMENT AGENCY**

Your boss, the director, comes to see you.

Act 3 Handling the Problem

Scene 1 The next day at the soundproofing company.

The contractor speaks to the foreman to try and find out where the mistake was made.

18.

No ____

**CONTRACTOR
FREEDMAN SOUNDPROOFING**

Your foreman has just arrived.

Talk to him/her about the job at the Carter
Employment Agency.

Explain the problem and find out what happened.

19.

No ____

**FOREMAN
FREEDMAN SOUNDPROOFING**

You've just arrived at work.

Your boss talks to you about a soundproofing job you did at the Carter Employment Agency.

You check your work orders and contracts right away.
You discover that a mistake was made:

- the contract says to demolish the walls
- the work order says to put up panels

20.

No ____

**CONTRACTOR
FREEDMAN SOUNDPROOFING**

Speculate that the secretary probably made a mistake in copying the work order.

Tell the foreman to:

- call the employment counsellor at the Carter Employment Agency
- apologize and explain the mistake
- arrange a time to redo the job

21.

No ____

**FOREMAN
FREEDMAN SOUNDPROOFING**

Agree to your boss's request.

Scene 2 At the soundproofing company.

The contractor reprimands the secretary for the mistake.

22.

No ____

**CONTRACTOR
FREEDMAN SOUNDPROOFING**

Reprimand the secretary for the error that was made in the work order.

Explain that this kind of mistake is very costly and bad for the company's reputation.

Insist that all work orders be cross-checked with the contracts.

23.

No ____

**SECRETARY
FREEDMAN SOUNDPROOFING**

Apologize for the error.

Explain that you always cross-check the work orders.

However, on that particular day:

- you were very busy
- the foreman took them before you had a chance to check them

Assure your boss it won't happen again.

Scene 3 On the telephone.

The foreman calls the employment counsellor to make arrangements to redo the job.

24.

No ____

**FOREMAN
FREEDMAN SOUNDPROOFING**

Call the employment counsellor.

Apologize and explain the mistake.

Arrange a time to redo the job.

25.

No ____

**EMPLOYMENT COUNSELLOR
CARTER EMPLOYMENT AGENCY**

Emphasize the urgency of the problem.

Insist that the work be done immediately.

Scene 4 Later at the employment agency.

The foreman explains to the employment counsellor what work will be done.

26.

No ____

**FOREMAN
FREEDMAN SOUNDPROOFING**

You and the employment counsellor have just finished inspecting the two rooms.

Tell him/her what you will do:

- tear down the walls and put in insulation between the new walls
- put in fibreglass between the ceiling and the next floor

Assure him/her:

- the work will be finished in three days
- you will personally supervise the work
- satisfaction guaranteed

Apologize again.

27.

No ____

**EMPLOYMENT COUNSELLOR
CARTER EMPLOYMENT AGENCY**

You and the foreman have just finished
looking at the two rooms.

He/she explains what will be done.

Ask how long the work will take.

Agree to the foreman's proposal.

Accept his/her apology.

UNIT 75

EXPRESSING REGRETS

PRESENTATION

To introduce the language for expressing regret and satisfaction about past decisions

Tape/CD

- 1) Inform the Ss they will listen to different speakers expressing regret or satisfaction about past decisions. See script below.
- 2) Have the Ss turn to SB p. 121. See p. 189.
- 3) Go over the chart with the Ss.
- 4) Play the tape or CD-ROM. Have the Ss fill in the first column of the chart as they listen to the tape or CD-ROM.
- 5) Play the tape or CD-ROM again. Have the Ss complete the chart.
- 6) Check the information in the chart with the Ss. See KEY.

Script

CONVERSATION 1

- A: **It's too bad** I didn't transfer to Toronto.
- B: Yeah, it's a pity you didn't, but then you didn't know what was going to happen.

CONVERSATION 2

- A: I've just had a meeting with the sales representative from Computertech. Their computers seem to suit our needs far better than the ones we were considering.
- B: Well, then **it's a good thing** we didn't order the ones we were thinking of getting.

CONVERSATION 3

A: Welcome back. How was your trip?

B: Great, but far too short. **I'm sorry** now **that** I didn't take an extra week. Too much to see and not enough time.

CONVERSATION 4

A: So you've finally decided to go through with the operation.

B: Yeah, **I'm really glad** I did. It scares me a little, but I have to have it sooner or later.

CONVERSATION 5

A: **I wish I hadn't** offered to do volunteer work at the hospital. I find that it's taking up too much of my time.

B: Really? Well, couldn't you just cut down the number of hours you do?

CONVERSATION 6

A: **I'm really mad at myself for having** signed that contract. Now we have to go through with the deal.

B: Well, look at it this way. We'll know better next time.

CONVERSATION 7

A: Look at this! That answering machine is on sale – 50 percent off. Now I **really regret not** shopping around more.

B: Maybe you can take yours back. You haven't had it very long.

CONVERSATION 8

A: How's the new employee you hired working out?

B: Great! **I have no regrets about** hiring him. He's a great worker and a nice guy too.

CONVERSATION 9

A: **I should have** gotten down to business and studied for that test. I know I could have done much better than that.

B: Don't feel bad. I studied and I still didn't do that well.

CONVERSATION 10

A: Did you send out that memo to the staff about the meeting?

B: No, and **it's just as well** I didn't because we've had to postpone the meeting.

1

SB p. 121

Suggested
KEY

What past decision is the speaker talking about?	Does the speaker express	
	regret?	satisfaction?
1. <i>not transferring to Toronto</i>	✓	
2. <i>not ordering computers</i>		✓
3. <i>not taking an extra week of holidays</i>	✓	
4. <i>going through with an operation</i>		✓
5. <i>doing volunteer work</i>	✓	
6. <i>signing a contract</i>	✓	
7. <i>not shopping around more</i>	✓	
8. <i>hiring a new employee</i>		✓
9. <i>not studying for a test</i>	✓	
10. <i>sending out a memo</i>		✓

To focus on:

- exponents for expressing regret and satisfaction about past decisions
- the verb 'wish'
- should have

7) Write the following titles on the BB.

Expressing regret	Expressing satisfaction

Tape/CD

8) For each conversation:

Play the tape or CD-ROM again and have the Ss try to identify the exponent for expressing regret or satisfaction. See script p. 187.

Write the exponent under the appropriate title on the BB.

9) Referring to the exponents on the BB, explain the use of **wish** and **should have** to express regret about past decisions. See STUDY p. 193.

To focus on conditional sentences in the context of expressing regret about past decisions

10) Explain that conditional sentences can also be used to express regret about past decisions.

Text

11) Have the Ss turn to SB p. 122. See p. 191.

12) For each number:

Have the Ss try to complete the conversations by choosing the appropriate words from the box. Ss write their answers in the spaces provided. See KEY.

Explain the formation and the use of conditional sentences to express regret. See STUDY p. 194.

2

Expressing Regret Using Conditional Sentences

SB p. 122

1. A: I bet you're sorry you got rid of the old receipts now.

KEY B: You're right. If I'd kept them, I'd be able to trace that bill.

2. A: I guess I wouldn't have got such a bad sunburn if I'd been more careful.

B: Yeah, you've really got to watch it when you're out on the beach.

3. A: It's too bad Bridget didn't accept the nomination for president.

B: Yeah, if she had, I'm sure everybody would've voted for her.

4. A: I suppose I wouldn't have this sore back if I'd followed your advice.

B: I knew you should have got somebody to move that filing cabinet for you.

5. A: If I'd known they were going to close down our branch, I would've accepted the transfer last year.

B: Yeah, it's too bad you didn't know at the time.

6. A: That was quite a storm we had on the weekend. Did you have any problem in your basement?

B: Well, I got a few inches of water, but if I had checked my water pump, I don't think I would've had any problem.

7. A: I just got an answer on our bid for the Mueller contract and it was too high. It went to Mason and Gordon.
- B: I'm not surprised. If we had put in _____ a more realistic figure, we probably would have gotten _____ the contract.
8. A: That's the first time something's been stolen here in ages. Did you have a lot of money in it?
- B: Yeah, unfortunately. I guess if I hadn't had _____ so much on my mind, I wouldn't have left _____ it in the lounge like that.

I'd known ... I would've accepted
I had checked ... I would've had
I'd kept ... I'd be able to
we had put in ... would have gotten
she had ... would've voted
I hadn't had ... I wouldn't have left
I wouldn't have got ... I'd been
I wouldn't have ... I'd followed

STUDY

SB p. 125

Expressing Regret About Past Decisions

I'm sorry (that) I didn't go on that trip.
I really regret not buying that boat.

It's | **too bad** | I didn't contact you earlier.
 | **a pity** |

What a shame I didn't tell him in the first place.

I'm really | **mad at** | **myself for having** left my old job.
 | **kicking** |

wish + had + past participle

I wish | **I'd** | taken my holidays in July.
 | **I hadn't** |

should shouldn't + have + past participle

I should have accepted that job offer.

I shouldn't have | trusted him.
I should never've |

CONDITIONAL SENTENCES

Conditional sentences are also used to express regret about past decisions.

condition	result
had + past participle If I'd invested in real estate, Had I	would have + past participle I would have made a fortune.
 If I hadn't taken the wrong road, If I had taken night courses,	With some verbs (e.g., be and have), we use: would + infinitive we'd be there by now. I'd have my degree by now.
In informal spoken English, some speakers use: contracted would have + past participle If I'd've rehearsed my speech,	 I wouldn't have been so nervous.

Expressing Satisfaction About Past Decisions

I'm | glad
 pleased | I didn't move to Williamsville.
 happy |

I don't regret | saying what I did.
 I have no regrets about |

It's a good thing | we bought our house when we did.
 It's just as well |

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss do Part A.
 3) Correct with the Ss.

P=1= WRITE / SPEAK

SB p. 127

To practise expressing regret and satisfaction about past decisions.

A. For each number:

Imagine that you made the past decision. Then decide if you regret or are satisfied with it and check off the appropriate box.

Think of some reasons you might have for regretting or for being satisfied with your decision. Write them in point form in the space provided.

Then write what you might say to begin discussing your regret or satisfaction.

Opener

1. **Decision:** You left home when you were 16.

Regret ☐

Satisfaction ☐

Reasons: _____

Opener

2. **Decision:** You quit a promising job to travel for a year.

Regret ☐

Satisfaction ☐

Reasons: _____

3. **Decision:** You moved permanently to California.

Regret ☐

Satisfaction ☐

Reasons: _____

4. **Decision:** You joined an investment club.

Regret ☐

Satisfaction ☐

Reasons: _____

Opener

5. **Decision:** You bought a lakeside cottage two hours away from where you live.

Regret ☐

Satisfaction ☐

Reasons: _____

6. **Decision:** You agreed to join a three-person car pool to drive to and from work.

Regret ☐

Satisfaction ☐

Reasons: _____

7. **Decision:** You lent a large sum of money to a friend.

Regret ☐

Satisfaction ☐

Reasons: _____

Opener

8. **Decision:** You took early retirement at 54 on a reduced pension.

Regret ☐

Satisfaction ☐

Reasons: _____

To the teacher

- B. 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2.
- 3) Have one pair of Ss role play an example for the class.
- 4) Ss discuss their regret or satisfaction with their decisions.

SB p. 130

- B. Work with a partner.

For each number:

Discuss your regret or satisfaction with the decisions you and your partner have made.

Refer to your opener and the reasons you have listed.

For Numbers 1 to 4:

S1 – **You begin** using your opener.

S2 – Respond referring to your opener.

Switch roles after Number 4.

PRACTICE 2**To the teacher**

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2. Ss turn to the appropriate pages in their SBs.
- 3) Have one pair of Ss role play an example for the class. Encourage the Ss to exploit the situation as much as possible.
- 4) Have the Ss do the role plays.

P2

SB p. 130

SPEAK Work with a partner.

To practise expressing regret and satisfaction about past decisions.

You will role play situations in which you and your partner discuss your satisfaction with different decisions.

For each situation, think about your role before you begin.

Roles: S1 – p. 131

S2 – p. 133

S1

- A. Talk to your partner about his/her satisfaction with the following decisions, referring to the points for discussion. **You begin.**

Decisions	Some points for discussion
<p>1. A year ago, you and a friend quit your jobs and started up a business together. You discuss your feelings with your business partner.</p> <p>Begin like this: "Well, personally I'm really sorry I quit my job."</p>	<ul style="list-style-type: none"> • business doing poorly • working longer hours
<p>2. A year ago, you and a neighbour decided to leave the city to live in the country. You and your neighbour discuss your decision.</p> <p>Begin like this: "I'm really glad we decided to move out here."</p>	<ul style="list-style-type: none"> • open spaces • friendliness of community
<p>3. You sold your house and bought a condominium. You talk to a friend who did the same thing.</p> <p>Begin like this: "How do you like living in a condo?"</p>	<ul style="list-style-type: none"> • not much maintenance • close to stores

S1

B. Talk to your partner about his/her satisfaction with the following decisions, referring to the points for discussion. **Your partner begins.**

Decisions	Some points for discussion
1. Six months ago, you and some colleagues volunteered to go on a shared work plan. You discuss your decision with one of them.	<ul style="list-style-type: none"> • difficult to exchange information with colleagues • less pay
2. You recently went on an organized tour to Egypt. You discuss with someone who was on the same tour your decision to travel in a group.	<ul style="list-style-type: none"> • not free to choose restaurants • not enough free time
3. A few months ago, you traded in your small economy car for a big American luxury car.	<ul style="list-style-type: none"> • more comfort • appearance

S2

- A. Talk to your partner about his/her satisfaction with the following decisions, referring to the points for discussion. **Your partner begins.**

Decisions	Some points for discussion
1. A year ago, you and a friend quit your jobs and started up a business together. You discuss your feelings with your business partner.	<ul style="list-style-type: none">• advantages of being own boss• normal not to do well in first year
2. A year ago, you and a neighbour decided to leave the city to live in the country. You and your neighbour discuss your decision.	<ul style="list-style-type: none">• not enough social life• winter long and boring
3. You sold your house and bought a condominium. You talk to a friend who did the same thing.	<ul style="list-style-type: none">• condo fees high• less space

S2

- A. Talk to your partner about his/her satisfaction with the following decisions, referring to the points for discussion. **You begin.**

Decisions	Some points for discussion
<p>1. Six months ago, you and some colleagues volunteered to go on a shared work plan. You discuss your decision with one of them.</p> <p>Begin like this: "Well, it's been six months now. How do you feel about this shared work plan?"</p>	<ul style="list-style-type: none"> • more free time • more energy to do your job
<p>2. You recently went on an organized tour to Egypt. You discuss with someone who was on the same tour your decision to travel in a group.</p> <p>Begin like this: "I rather like being part of a tour group."</p>	<ul style="list-style-type: none"> • everything organized for you • get to meet people on the tour
<p>3. A few months ago, a friend traded in his/her small economy car for a big American luxury car. You also own a big car. You discuss your friend's decision with him/her.</p> <p>Begin like this: "So are you happy with your new car?"</p>	<ul style="list-style-type: none"> • uses too much gas • high cost of maintenance, repairs and insurance

PRACTICE 3

To the teacher

- A. 1) Write the title of the article on the BB. See below.
- 2) Have the Ss hypothesize about the content of the article by asking, for example:
- What do you think the article's about?
- Write the Ss' hypotheses on the BB.
- 3) Have the Ss read the article.
- 4) Check the Ss' hypotheses with them and discuss the article.

P=3=

READ / SPEAK

SB . 135

To practise expressing opinions, satisfaction, and regrets.

A. Read the article below.

DAD BECOMES MOM

Jeffrey Owen, a 30-year-old systems engineer, surprised himself as well as his wife, Joan, when he offered to stay at home to take care of their infant daughter, while his wife pursued her career as a tax lawyer.

Jeffrey's company agreed to give him parental leave provided he would act as a consultant for them on a part-time basis. Although his wife had mixed feelings about going back to work and leaving their daughter, Lauren, she was sure "Jeffrey would do just fine."

Jeffrey was understandably nervous when his wife first returned to work. But then, he began to figure out what his daughter wanted and needed. It made him feel confident about what he was doing and his fears quickly disappeared.

Jeffrey's next obstacle, however, was more difficult to overcome. Once it was clear he was serious about this non-traditional arrangement for raising his daughter, he felt isolated from family and friends.

Joan's been back at work for almost a year now and Jeffrey's been attending to things on the home front.

To the teacher

- B. 1) Go over the instructions and the situations with the Ss.
- 2) Divide the Ss into groups. Give them a few minutes to decide on their opinions vis-à-vis their roles.
- 3) Ss do the role plays.

SB p. 136

- B. Work in a group.

Now role play either Situations 1 or 2, and Situation 3.

SITUATION 1

Jeffrey Owen has decided to stay at home and look after his infant daughter while his wife returns to work. One evening, he visits his parents to tell them about his plans.

Roles: S1 – Jeffrey
 S2 – Jeffrey's mother
 S3 – Jeffrey's father
 S4 – Jeffrey's brother

SITUATION 2

Several months after the birth of his daughter, Lauren, Jeffrey gets together with several former co-workers for a drink. They talk about Jeffrey's 'new' life.

Roles: S1 – Jeffrey
 S2, S3, S4, ... Jeffrey's former co-workers

SITUATION 3

Jeffrey has been taking care of his daughter, Lauren, for a year now. A television talk-show host invites him and his wife, Joan, and another couple to appear on the show to discuss their non-traditional child-rearing arrangements.

Roles: S1 – T.V. talk-show host
 S2 – Jeffrey
 S3 – Joan
 S4 – husband, 24, quit job as a salesman to look after his infant son
 S5 – wife, 23, returned to job as a marketing analyst

PRACTICE 4

To the teacher

- A. 1) Go over the instructions with the Ss.
- 2) Have the Ss check off past decisions they've made.

P4 SPEAK

SB p. 137

To practise expressing regret and satisfaction about past decisions.

- A. Look at the list of past decisions in the chart below. Check off the past decisions you've had to make.

Past decisions	What past decisions have you had to make?
1. going to college	_____
2. choosing a career	_____
3. getting married	_____
4. buying a house	_____
5. having children	_____
6. buying a car	_____
7. moving to another town	_____
8. taking/quitting a job	_____

To the teacher

- B. 1) Divide the Ss into pairs and go over the instructions with them.
2) Have one pair of Ss do an example for the class.
3) Ss discuss their past decisions.

SB p. 137

- B. Work with a partner.

Exchange pages with your partner. Using your partner's chart, ask him/her about some of the decisions (three) he/she has made.

To the teacher

- C. Form groups of Ss who have made decisions regarding the same things. You can have the Ss change groups to discuss different decisions.

SB p. 137

- C. Work in a group.

Find other Ss in the class who have had to make the same decisions as you.
Discuss your regret or satisfaction with the decisions you have made.

UNIT 76

COMPLETING TASKS

PRESENTATION

PART I

ASKING ABOUT THE COMPLETION OF TASKS

To lead into the topic of completing tasks

Text \

1) Inform the Ss they will look at a memo from a supervisor to an employee.
See p. 210.

2) Have the Ss turn to SB p. 139.

3) Discuss the memo with the Ss. Ask them, for example:

Who is the memo to?

Who is it from?

What's the subject of the memo?

What tasks are to be done during Ed's absence?

By whom?

After Heather goes over the list, what will she want to do?

(talk to the employees and ask them how things are going, if they've finished their jobs, ...)

1

SB p. 139

MEMO	
To Heather	From Ed
Subject tasks to be completed during my absence	
<ul style="list-style-type: none"> - Prepare catalogue mailing list - Mary - Do final corrections on month-end report and send for photocopying - Sue - Prepare and package catalogues for shipping - Allan 	
Signature Ed Trethick	Date Wed. Feb. 25'

To focus on the exponents for asking about the completion of tasks

Text

- 4) Inform the Ss that they will look at what Heather says to each of the employees on the list to ask about the completion of their tasks. See p. 211.
- 5) Have the Ss turn to SB p. 140.
- 6) For each number:

Have the Ss try to identify the exponent for asking about the completion of tasks. Ss underline the exponent in their SBs. See KEY.

Elicit other possible exponents and write them on the BB. See STUDY p. 215.

2

Script

SB p. 140

Part I

Asking About the Completion of Tasks

KEY

CONVERSATION 1

Have you just about finished
the mailing list?

Heather

Yes, it's all done. I've already
given it to Allan.

Mary

FINISHED ☒NOT FINISHED ☐

CONVERSATION 2

How're you doing with the
corrections on the month-end
report?

Heather

I'm almost finished. I just have
three pages left to do.

Sue

FINISHED ☐NOT FINISHED ☒

CONVERSATION 3

How's the packaging of the
catalogues coming along?

Heather

I've done about three quarters of
them. I should be finished this after-
noon and we can send them out.

Allan

FINISHED ☐NOT FINISHED ☒

PART II
RESPONDING

To lead into the topic of responding to inquiries about the completion of tasks

Face-to-face \ 1) Ask the Ss, for example:

When Heather goes around to ask how the work is going, how might the employees respond?

- say it's finished/not finished
- say it's going well/not going well

When the employee says that the work is not finished, what other information might he/she provide?

- what's done
- what's left to do
- when it will be finished

To introduce the language for responding

- Tape/CD \
- 2) Inform the Ss that they will listen to the conversations Heather had with each of the three employees. See script p. 211.
 - 3) Have the Ss turn to SB p. 140. See p. 211.
 - 4) For each conversation:

Play the tape or CD-ROM. Have the Ss indicate whether the work was finished or not by putting a check mark in the appropriate box.

To focus on the exponents for responding

Tape/CD \

- 5) For each conversation:

Text \

Play the tape or CD-ROM again. Have the Ss write the response in the space provided. You can have one S write on the BB.

Discuss with the Ss the kind of information the speaker provides when saying something's not finished. See STUDY p. 216.

Point out the adverbs used to describe the degrees of completion. See STUDY p. 216.

To have the Ss try the language for asking about the completion of tasks and responding

- 6) Have the Ss turn to SB p. 141. See p. 214.
- 7) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues provided.

3

Asking About the Completion of Tasks and Responding

SB p. 141

Roles: S1 – You are the supervisor.
Ask your employee about the completion of the tasks listed below.

S2 – You are an employee.
Respond using the cues provided.

Switch roles and repeat the role plays.

Cues

S1

S2

1. proofreading the new
manual

1. almost finished/ready
by end of week

2. updating mailing list

2. finished

3. phoning the ten candidates
to inform them of their
interview time

3. four done/six left

4. checking invoices

4. still working on them/
finished by tomorrow

5. preparing the order

5. done

6. distributing the new
calendars

6. not quite finished/
one section left

STUDY

SB p.143

Asking About the Completion of Tasks

How's the work | **coming along?**
| **going?**

How're you doing with the corrections?

Do you have much left to do?
How much do you have left to do?

When talking about completing tasks, a gerund is often used to name the task.

How far along are you with the planning?

Have you (just about) finished the photocopying?

Are you | **almost** | **finished** painting?
| **nearly** |

Saying Something's Finished

It's all | finished.
done.
ready.

I've finished.
I'm all finished.

Saying Something's Not Finished

When saying something's not finished, we often say:

- what's done
- what's left to do
- when it will be finished

I'm not quite done yet.
It's not finished. There's still more typing to do.

I've done | the preliminary draft. It'll be ready tomorrow afternoon.
I've finished |

I'm almost finished. I just have three pages left to do.

I'm still working on it. I should be finished by three o'clock.

Adverbs Used to Describe Degrees of Completion

not quite	almost nearly just about	all
-----------	--------------------------------	-----

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss do Part A.
 3) Correct with the Ss.

P=1 WRITE / SPEAK

SB p. 145

To practise asking about the completion of tasks and responding.

- A. Write the conversations using the cues provided.

**Situation 1: A manager is going on a business trip at the end of the month.
 The secretary has to make travel arrangements.**

Manager

 Asks about travel
arrangements.

Secretary

Says what's left to do.

Situation 2: The receptionist has quit. A supervisor is interviewing candidates this week to fill the position.

Office manager

Asks about the interviewing.

Supervisor

Says it's all done.

Situation 3: A journalist is writing an article on local unemployment.

Journalist

Asks if all the statistics
have been checked.

Research staff member

Says what's left to do.

Situation 4: A charitable organization is launching a major fund-raising drive.

Co-ordinator

Asks about the publicity campaign.

Public relations person

Says what's been done and what's left to do.

Situation 5: A secretary is typing a report to be sent for printing that the supervisor has just finished writing.

Supervisor

Asks if the report will be ready for the evening mail.

Secretary

Says what's left to do.

Situation 6: A community social club is taking its annual furniture inventory.

Club treasurer

Asks about the progress
of the inventory.

Club member

Says it's all finished.

Situation 7: A warehouse crew is loading a delivery truck.

Driver

Asks about the loading.

Warehouse foreman

Says what's left to do.

Situation 8: An advertising company is conducting a telephone survey for a client.

Accounts manager

Asks about the progress
of the survey.

Market researcher

Says what's done and when
it should be ready.

To the teacher

- B. Divide the Ss into pairs to practise the conversations. Have each pair of Ss read all of one S's conversations and then read all of the other S's conversations.

SB p. 148

- B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

PRACTICE 2

To the teacher

- A. 1) Go over the instructions with the Ss.
 2) Play the tape or CD-ROM and have the Ss write their answers.
 3) Correct with the Ss before they take notes.
 4) Play the tape or CD-ROM and have the Ss take notes.
 5) Correct with the Ss.

P=2

SB p. 149

LISTEN / WRITE / SPEAK

To practise asking about the completion of tasks and responding.

In Part A, you will hear different conversations in which people are talking about completing tasks and you will take notes. Then, in Part B, you will use this information to role play.



A. For each number:

Listen to the conversation and write down the task the people are talking about. Indicate also whether the task is finished or not by circling **yes** or **no**.

Then listen to the tape or CD-ROM again and write down details the second speaker gives in his/her response.

**Suggested
KEY**

1.

TASK: *translating an article*

TASK FINISHED:

YES

NO

DETAILS: *– a few more corrections left*

– ready by tomorrow

2.

TASK: *processing the Davidson insurance claim***TASK FINISHED:**☒ YES☐ NO**DETAILS:** *– just sent notification**– can go ahead and issue the cheque*

3.

TASK: *making changes in blueprints***TASK FINISHED:**☐ YES☒ NO**DETAILS:** *– still a few more changes**– will finish by Friday*

4.

TASK: *painting a building***TASK FINISHED:**☐ YES☒ NO**DETAILS:** *– finished all the offices upstairs**– the main entrance and the basement left to do*

5.

TASK: *invoicing*

TASK FINISHED:

YES

NO

DETAILS: *– almost finished*

– a couple more accounts to take care of

6.

TASK: *preparing order for Vezina Builders*

TASK FINISHED:

YES

NO

DETAILS: *– ready to go*

– didn't think we were going to make deadline

7.

TASK: *contacting stores to get sales figures*

TASK FINISHED:

YES

NO

DETAILS: *– still working on it*

– called all the big stores

– will have all information in about an hour

8.

TASK: <i>making seating plans for the new office</i>

TASK FINISHED:

YES

DETAILS: *– asked everybody for their preferences*

– now figuring out who's going to sit where

– will finish in a few days

To the teacher

B. 1) Go over the instructions with the Ss.

2) Divide the Ss into pairs and assign roles: S1 and S2.

3) Have one pair of Ss role play an example for the class.

4) Have the Ss do the role plays.

SB p. 152

B. Work with a partner.

You and your partner will role play conversations using your notes from Part A.

For each task:

S1 – Ask about the completion of the task. **You begin.**

S2 – Respond to your partner's questions using your notes.

Switch roles after Number 4.

Script

1. A: Oh, George. How's it going with that article I gave you to translate?
B: Fine, I just have a few corrections to make. It should be ready by tomorrow.
2. A: Pauline, do you still have much to do on the Davidson claim for the stolen jewellery?
B: No, I'm all finished. I just sent you the notification, so you can go ahead and issue the cheque.
3. A: How are you doing with those blueprints for the Johnson Building?
B: Well, there are still a few more changes we have to make, but we'll have them all finished by Friday.
4. A: How's the painting going, Edgar?
B: Well, we've finished all the offices upstairs. All we've got left now is the main entrance and the basement.
5. A: How are you doing with the invoicing?
B: I've almost finished. I just have a couple more accounts to take care of.
6. A: Have you just about finished preparing the order for Vezina Builders?
B: Yeah, it's all ready to go, Mrs. Peters, though for a while I didn't think we were going to make the deadline.
7. A: Have you finished contacting all the stores to get the sales figures?
B: We're still working on it, but we've called all the big stores. It looks like we've had a pretty good week. I'll have all the information for you in about an hour.
8. A: How far along are you with the seating plans for the new office?
B: Well, we've asked everybody for their preferences but now it'll take a few days to figure out who's going to sit where.

PRACTICE 3**To the teacher****NOTE:**

You should become thoroughly familiar with this practice before doing it with the Ss.

You will need to photocopy the role cards on pp. 232-234. Make a set of role cards for each group of five Ss in the class, e.g., two sets for ten Ss.

LEAD-IN

Have the Ss discuss their experiences with conventions. Ask the Ss, for example:

Have you ever been to a convention?

Where was it held?

What was it about?

Have you ever been involved in the organization of one?

What kinds of tasks do you think might be involved?

You can write some of the tasks on the BB.

- A. 1) Go over the situation and the areas of responsibility with the Ss.
2) Go over the instructions and have the Ss do the matching exercise.
3) Correct with the Ss.

P=3 SPEAK

SB p. 152

To practise talking about completing tasks.

In Part A, you will match areas of responsibility to groups of tasks. Then, in Part B, you will participate in a meeting in which you report on the tasks that were assigned.

A. Read the SITUATION:

The Argo Electronics Company is holding its annual two-day sales convention for regional managers and sales staff at the Lawrence Hotel. For the last month a committee of employees has been working on the arrangements for the convention.

Various people have been assigned the following areas of responsibility:

- hotel arrangements
- training sessions for sales staff
- banquet
- product display
- social activities for spouses

Match these areas of responsibility to the appropriate groups of tasks in the report on p. 153, and write them in the spaces provided.

REPORT ON ARRANGEMENTS FOR TWO-DAY CONVENTION

KEY

TASKS	DONE	TO BE DONE
<p>1. <u>training sessions for</u> <u>sales staff</u></p> <ul style="list-style-type: none"> • book conference rooms at the Lawrence Hotel • contact people giving the sessions <p>PERSON RESPONSIBLE: _____</p>		
<p>2. <u>hotel arrangements</u> _____</p> <ul style="list-style-type: none"> • contact regional managers about number of participants • make reservations at the Lawrence Hotel <p>PERSON RESPONSIBLE: _____</p>		
<p>3. <u>product display</u> _____</p> <ul style="list-style-type: none"> • set up the display booth • prepare information packages • get people to work at the booth <p>PERSON RESPONSIBLE: _____</p>		

TASKS	DONE	TO BE DONE
<p>4. <u>social activities for</u> <u>spouses</u></p> <ul style="list-style-type: none"> city bus tour theatre matinée luncheon <p>PERSON RESPONSIBLE:</p> <p>_____</p>		
<p>5. <u>banquet</u> _____</p> <ul style="list-style-type: none"> reserve reception room at the Lawrence Hotel choose menu arrange for entertainment <p>PERSON RESPONSIBLE:</p> <p>_____</p>		

To the teacher

- B. 1) Divide the Ss into groups of five.
- 2) Go over the instructions with the groups.
- 3) Assign the roles and distribute the role cards.

NOTE:

If there are fewer than five Ss in a group you can have some Ss take two roles.

- 4) Have the Ss do the role play and fill in their report.

SB p. 155

- B. Work in a group.

Role play the following SITUATION:

It is now two weeks before the sales convention. The committee responsible for organizing the convention meets to report on the tasks they were assigned last month.

Your teacher will give each of you a role card. Study your role card before you begin the meeting.

As each member of the group reports on his/her tasks, write down the information in the appropriate space in the report.

Roles: Chairperson

Have each member of the group report on his/her tasks.
You begin.

Other committee members

Report to your chairperson on the tasks you were assigned.

ROLE CARDS

CHAIRPERSON

You are responsible for **TRAINING SESSIONS FOR THE SALES STAFF.**

Things done:

- booked three conference rooms
- contacted sales managers giving training sessions, agreed on following topics for the sessions:

Current Trends in Electronics Industry

Sales Techniques Update

Introducing a New Product

Things to be done:

- get equipment needed for training sessions one week before convention

You are responsible for **HOTEL ARRANGEMENTS.**

Things done:

- contacted regional managers to get approximate number of people attending
- reserved 150 rooms at the Lawrence Hotel and sent deposit

Things to be done:

- call back regional managers to get exact numbers and call hotel again to give them this information

ROLE CARDS

You are responsible for **THE PRODUCT DISPLAY.**

Things done:

- arranged with hotel to set up display booth in the main lobby
- prepared information packages three weeks ago, packages arrived from printers this morning

Things to be done:

- assemble information packages
- find four or five people to work at booth

You are responsible for **SOCIAL ACTIVITIES FOR SPOUSES.**

Things done:

- booked one bus for city bus tour
- reserved small dining room at the Lawrence Hotel for luncheon

Things to be done:

- finalize menu for luncheon
- decide on which play for theatre matinée and book tickets

ROLE CARDS

You are responsible for **THE BANQUET**.

Things done:

- reserved reception room at Lawrence Hotel
- choose menu: shrimp cocktail, consommé, roast beef, dessert table

Things to be done:

- one week before convention, give hotel exact number of people who will attend
- confirm dance band