





Role Playing for Consolidation Teacher's Book

by

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and

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UNIT

Small Talk

1

Making small talk on different topics.

Activity 1

A. Lead-in SB p. 1

CLASS DISCUSSION

What is small talk?

When do you make small talk?

What are some things you would make small talk about with someone you know? with someone you don't know very well?

B. Topics for small talk SB p. 1



You will hear people making small talk.

For each number:

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

Then listen again and complete the conversation by filling in the blanks.

To the teacher

- A. Play the tape or CD-Rom as many times as necessary for the Ss to fill in the blanks.
- B. To correct, you can have the Ss read the conversations aloud in pairs.

	Script KEY		
1.	TOPIC: job/work		
	A: <u>How're things at work</u> ?		
	B: Oh, I didn't tell you? I've changed jobs.		
	A: Really? When did that happen?		
	B: About a month ago. <u>I'm working in</u> Policy Development now.		
2.	TOPIC: transportation		
	A: Any problems getting here ?		
	B: Not really. There was quite a bit of traffic on the bridge, but it moved along pretty well.		
	A: <u>Did you have any trouble</u> finding a place to park?		
	B: No. I just parked in the garage downstairs.		
3.	TOPIC: accommodations		
	A: Where <u>are you staying</u> while you're in town?		
	B: At the Highhat.		
	A: Oh, I've heard that's a pretty nice place.		
	B: Oh, it's not bad. <u>It's quite</u> convenient to everything and		
	<u>it's only a</u> ten-minute walk from here.		
4.	TOPIC: news/current events		
	A: <u>Did you hear that</u> the city's going to make a park on that vacant land near		
	the railway station? B: Yeah, I think it's a great idea. We can always use more green spaces, especially		
	downtown. A: And <u>they're supposed to</u> start on it right away. Apparently the land already belongs		
	to the city.		

5. **TOPIC:** weather

- A: Anything come up since I left?
- B: No, it's been pretty quiet. How're things out there?
- A: Not bad, except that <u>the weather's been just awful.</u>
- B: No kidding. Here it's really nice.
- A: Well, not here. <u>It's been raining</u> non-stop since I got here.
- 6. **TOPIC:** long weekend/holidays
 - A: So <u>how did you enjoy</u> the long weekend?
 - B: It was great! An extra day makes such a difference!
 - A: <u>Did you stay in town</u> ?
 - B: Yeah, friends from Toronto came for the weekend and we showed them around.

Activity 2 SB p. 3 Making small talk

PAIR WORK

Look at the small-talk openers on the Language Summary pp. 13-14. Then have conversations about each of the topics with a partner.

To the teacher

- 1. The small-talk openers listed on the Language Summary pages are meant to be used to initiate small talk.
- 2. Help the Ss to develop suitable conversations using these openers.
- 3. Have the Ss practise these small-talk conversations over several days with different partners.
- 4. Remind the Ss to use small talk whenever appropriate in the role plays in subsequent units.

Activity 3 SB p. 3 Small-talk situations

PAIR WORK

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To the teacher

Have the Ss role play situations over several days with different partners.

Role play the situations.

S1 - p. 4

S2 - p. 8

Before making small talk, be sure to begin by greeting your partner where appropriate.

S1

SITUATION 1

It's the middle of winter. You're standing at the bus stop.

Your neighbour arrives.

Make small talk about the weather.

You begin.

SITUATION 2

You run into someone who used to work with you.

You haven't seen this person since he/she left to work at a different job.

Make small talk about his/her new job.

You begin.

You've just moved into a new house in the suburbs.

A friend is visiting you for the first time.

He/she arrives at the front door. Make small talk about how he/she got to your place.

You begin.

SITUATION 4

Someone from a branch office in another city is visiting your office.

Make small talk about where he/she is staying.

You begin.

SITUATION 5

You meet a colleague in the elevator.

He/She's going on Holidays next week.

You begin.

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SITUATION 6

You're having lunch in the staff lounge.

An acquaintance from another office joins you.

Make small talk about an event in the news.

You begin.

SITUATION 7

You're attending a conference out of town.

You're waiting for the first meeting to begin.

Someone you don't know sits down next to you and starts a conversation.

Your partner begins.

SITUATION 8

You're particularly busy at work these days.

You're at the coffee shop. You run into someone you know from another office.

You're flying to Vancouver.

You're in the waiting area at the airport. You're sitting reading a newspaper.

Someone you know comes up to you.

Your partner begins.

SITUATION 10

You arrive at the subway station.

A colleague from work comes and speaks to you.

Your partner begins.

SITUATION 11

It's your first day back at work after you've been on holidays.

You meet a colleague.

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SITUATION 12

You're driving a friend home from work.

A light freezing rain has been falling for half an hour. The side streets are becoming more and more slippery. You think the main roads should have some sand or salt by now.

It's the middle of winter. You arrive at the bus stop.

Your neighbour is waiting for the bus.

Your partner begins.

SITUATION 2

You're walking along the street. You bump into someone you used to work with.

You haven't seen each other since you changed jobs.

Your partner begins.

SITUATION 3

A friends has just moved to a new house in the suburbs.

You're visiting for the first time. You lost your way twice and had to ask for directions.

You arrive at the door.

1

SITUATION 4

You're visiting a branch office in another city.

A colleague speaks to you.

Your partner begins.

SITUATION 5

You're going on holidays next week.

You meet a colleague in the elevator.

Your partner begins.

SITUATION 6

You've just arrived in the staff lounge to have your lunch.

You sit down beside someone you know form another office.

You're attending a conference out of town.

You're waiting for the first meeting to begin. You sit down next to someone you don't know.

Introduce yourself and make small talk about where he/she's from. Ask about his/her accommodations.

You begin.

SITUATION 8

You're at the coffee shop.

You run into someone you know from another office.

Make small talk about his/her job.

You begin.

SITUATION 9

You're flying to Vancouver.

You're in the waiting area at the airport. You see someone you know reading a newspaper.

You go and talk to him/her.

Find out about his/her trip.

You begin.

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SITUATION 10

You're waiting for a subway train.

A colleague from work arrives.

Make small talk about some event in the news.

You begin.

SITUATION 11

A colleague's been on holidays. It's his/her first day back.

Make small talk about his/her holidays.

You begin.

SITUATION 12

A friend is driving you home from work.

It's freezing rain and the road conditions are hazardous.

Make small talk about the weather.

You begin.

Language Summary

SB p. 13

SMALL-TALK OPENERS

Job

How's your job going? work these days?

How're things going at work?

Are you still working

in personnel? at the plaza?

Are you still putting in a lot of overtime?

Transportation

Any problems getting here?

Did you find your way OK?

Did you have trouble finding the place?

How did you Did it take you long to get here?

Accommodations

Where're you staying while you're in town?

What hotel are you

at?

staying

in?

What're your accommodations like?

Is your

nice?

hotel

far from here?

News

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Did you hear about the robbery?

Did you see that article about the prison escape?

Isn't it extraordinary the way those people were saved?

Have you been following the Stanley Cup play-offs?

What did you think of the election results?

fire
earthquake
That plane
crash
landslide

was pretty awful, wasn't it?

Weather

The weather's sure been nice awful lately, hasn't it?

We've had a lot of snow this month.

It's been really warm the last couple of days.

This cold (spell)
This heat (wave)

can't last forever.

This rain's got to let up soon.

Holidays/Vacation

Are you ready for the holiday season?

How were your holidays? / How was your vacation?

Did you go away for the holidays?

How did you enjoy the long weekend?

Did you have a good/happy Diwali/Eid-ul-Fitr/Naw Ruz/Pesach/Thanksgiving?

Got any plans for your vacation?

You must be looking forward to your vacation.

UNIT

Describing Your Job

2

Talking about your job in different situations.

Activity 1

SB p. 15

Job duties: vocabulary - verb practice

The following competition posters advertise different jobs.

For each poster:

Complete the description of duties by choosing appropriate verbs from the list on the side.

Suggested COMPETITION POSTERS KEY

1.

SUPERVISOR, ACCOUNTS PAYABLE

DUTIES: Supervises the work of clerks.

<u>Distributes</u> and <u>checks</u> section work;

<u>provides</u> information to various employees

and management; <u>prepares</u> various kinds of
correspondence; <u>participates in</u> employee
selection and development.

check
distribute
participate in
prepare
provide

2.

COMPUTER PROGRAMMER

DUTIES: Operates and <u>maintains</u> the computer system. <u>Writes</u> computer programs and <u>analyzes</u> the results; <u>gives</u> training courses, and <u>develops</u> his/her professional skills.

analyze develop give maintain write (1)

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3.

FINANCIAL OFFICER

DUTIES: Manages and <u>controls</u> the Regional Accounting Services Unit;

<u>provides</u> assistance to managers on financial policies and procedures including travel, relocation, and program forecasts;

<u>trains</u> and <u>supervises</u> clerical staff.

control
provide
supervise
train

4.

TELECOMMUNICATIONS OFFICER

DUTIES: Develops and <u>sets up</u>
suitable telecommunications systems;

<u>conducts</u> studies on the requirements of existing or planned systems; <u>takes part in</u>
planning new telecommunications systems.

<u>Handles</u> public relations.

conduct handle set up take part in

5.

SECRETARY

answer
distribute
keep
make
open
receive
sort
take
transcribe
type

6.

DUTIES: <u>Provides</u> complete pay and benefits service to employees; <u>gives</u> advice and guidance in the application of the regulations of the Collective Agreement concerning pay and benefits. <u>Resolves</u> problems using established guidelines and <u>keeps</u> file up to date.

PAY AND BENEFITS CLERK

give keep provide resolve

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Activity 2

A. Vocabulary for your job SB p. 18

Using the following chart as a guide, list words that you will use to talk about your main duties and tasks at work. You will use this vocabulary in the role plays that follow.

It may be helpful to refer to:

- the vocabulary in Activity 1
- your job description (English version)
- a dictionary

MY POSITION TITLE				
Department				
Branch				
Division				
Location				
Hours of work				
Language requirements				
Equipment I use				
Places I go to				
People I see or talk to	Within the government (e.g. departments, divisions, branches)	Outside the government (e.g. general public, private companies)		
Things I do (point form)				

B. Describe your job SB p. 20

You receive the following memo at work. Read the memo and then respond to it.

MEMO

TO

The Staff

DATE

September 21

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FROM

B. Richardson

SUBJECT

Reorganization

In accordance with Directive 15 A-0901, we are undertaking to reorganize the unit and reassign some members of the staff.

In order to facilitate our task, we request that all employees submit in writing a detailed description of exactly what they do in their job. Please complete the attached form and return it to your supervisor by October 3rd.

Thank you for your co-operation.

B. Richardson

B. Richardson

Regional Director

To the teacher

A: Go over the Language Summary pages before having the Ss respond to the memo. See pp. 27-28.

Respond to the memo by completing the form below. Elaborate on the points you listed in **Part A** by giving details.

e.g. attend meetings - I attend section meetings every week to discuss our work plans.

Name
Department
Position Title
DUTIES
551125

Activity 3 SB p. 22 **Discussion questions**

PAIR WORK

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The questions below relate to your present job. Discuss with a partner.

- 1. Do you work mostly by yourself?
- 2. Do you ever work in a group?
- 3. How does your work affect the work of other people?
- 4. How does other people's work affect what you do?
- 5. Does your job involve any supervisory duties?
- 6. How is work assigned in your office?
- 7. Do you ever have to work overtime? When? Why?
- 8. Do you ever have to go out of town for your job? When? Why?

Activity 4 SB p. 22 Talking about your job

PAIR WORK

To the teacher

Have the Ss role play these situations over several days with different partners.

Role play the situations.

S1 - p. 23

S2 - p. 25

Be sure to begin by greeting your partner and making small talk.

You will talk about your present job.

You won a competition and will be changing jobs soon.

A friend of yours has applied for your present job.

You're having lunch with him/her.

Your partner begins.

SITUATION 2

Your partner will talk about his/her present job.

You work for a "temporary services" unit.

You've been sent to replace a regular employee who is leaving for two months.

Be sure that you understand clearly what the job involves.

Your partner begins.

SITUATION 3

Your will talk about your present job and your previous job.

You've applied for a new job.

You're being interviewed for the position.

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SITUATION 4

You will talk about your present job.

An efficiency expert comes to interview the members of your section.

It's your turn to be interviewed.

Your partner begins.

SITUATION 5

Your partner will talk about his/her present job.

You run into a former colleague.

Invite him/her to have a coffee with you.

Find out about his/her present job.

You begin.

SITUATION 6

You will talk about your previous jobs.

You're talking about work with a friend.

Discuss what you liked or disliked about different jobs you've had.

You begin.

Your partner will talk about his/her present job.

You're having lunch with a friend who's going to be changing jobs soon.

You've applied for his/her present job.

You want to be well prepared for your job interview.

Be sure to get all the details you can about the job requirements and duties.

You begin.

SITUATION 2

You will talk about your present job.

You're going on leave for two months.

Your replacement from "temporary services" has arrived and is going to be working with you today.

Explain what the job duties are.

You begin.

SITUATION 3

Your partner will talk about his/her present and previous jobs.

You're interviewing someone for a new position.

Find out about the candidate's present job and about his/her previous job, if applicable.

- · time spent at each job
- details about each job

You begin.

Your partner will talk about his/her present job.

You're an efficiency expert.

In order to make recommendations on improving efficiency in a certain section, you will go to interview the employees about their jobs.

You meet with an employee. Explain why you're there and get the employee to describe his/her normal workday.

You begin.

SITUATION 5

You will talk about your present job.

You've changed jobs recently.

You run into a former colleague who invites you to have a coffee.

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Accept.

Your partner begins.

SITUATION 6

You will talk about your previous jobs.

You're talking about work with a friend.

Discuss what you liked or disliked about different jobs you've had.

Language Summary

SB p. 27

STATING YOUR RESPONSIBILITIES

I'm in charge of word processing.
I'm responsible for the maintenance of radar facilities.
I look after training for new employees.
I take care of all the bookkeeping.
I handle complaints.

DESCRIBING YOUR JOB TASKS

We usually use the **simple present** to describe our job duties.

I design opinion polls.I occasionally write letters for my boss.I process job application forms.

We also sometimes use " have to".

I have to prepare a report every month.

I have to check the figures the secretary gives me.

COMMENTING ON YOUR JOB

When describing our job we often talk about what we like and what we don't like about it.

I get to meet a lot of people.
I (really) enjoy working in/on a team.

There's a lot of pressure.

We don't get many perks.

I don't (really) like doing the same thing every day.

I (really) hate going before a competition or review board.

(.)

UNIT

Requesting

3

Making different types of requests.

Ac	tiv	ity	1		
		_		ues	its

A. SB p. 29

Look at the different types of requests listed below. write an example for each type in the spaces provided.

a)	Asking for help	d)	Asking permission/authorization to
			do something
b)	Asking for something	e)	Asking to meet/speak with someone
c)	Asking someone to do something		
υ,	Asking someone to do something		

B. SB p. 30



For each number:

Listen to the request on tape and decide what type of request it is, referring to the list in **Part A.**

Indicate your answer by writing the letter corresponding to the **type of request** in the space provided below.

KEY

1. <u>b</u>

4. <u>e</u>

7. <u>c</u>

10. <u>c</u>

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2. <u>d</u>

5. <u>a</u>

8. <u>e</u>

11. <u>a</u>

3. <u>c</u>

6. <u>d</u>

9. <u>b</u>

12. <u>c</u>

To the teacher

After completing Activity 1, go over the language for **making requests** with the Ss. See Language Summary p. 49.

Script

- 1. Could you lend me five dollars? I'll pay you back tomorrow.
- 2. Is it OK if I use the phone in your office? Mine's not working.
- 3. Would you mind locking the door before you leave?
- 4. Good afternoon. I'd like to speak to Mr. Porter about renewing my car insurance, please.
- 5. Could you help me organize this material? Miss Clarkson wants it right away.
- 6. Would it be possible for me to leave half an hour earlier tomorrow afternoon? I wanted to stop by the hospital to see Edward.
- 7. Take this over to the printer's and tell them it's a rush job. And you can tell them we'll send someone to pick it up when it's done.
- 8. We have to get together sometime soon to discuss the Wilson file.
- 9. Listen, I was wondering if I could borrow your tennis racquet for tonight. I forgot mine at work.
- Do you think you could come in half an hour earlier next week? We have a big order coming in.
- 11. Would you please help me with this letter? I know what I want to say, but I don't know exactly how to say it.
- 12. I want you to call the distributor to find out if this model is still available.

Activity 2 Exclusive Section 2

A. SB p. 30

For each number:

You will hear the same request made in two different ways.

Listen to each request and decide which one is more polite.

Indicate your answer by putting a check mark (/) beside the letter of your choice.

KEY

1.	A	2. A	3. A. <u>√</u>	4. A
	B	B. <u>√</u>	В	B. <u>√</u>

Discuss the reasons for your choices. What makes a request more polite or less polite?

To the teacher

Play each request again and discuss with the Ss what elements determine the level of politeness.

- i.e. the tone of voice
 - the choice of language

Script

- 1. A. Would you call him, please?
 - B. Would you call him, please?
- 2. A. Help me with this, will you?
 - B. Do you think you could give me a hand with this?
- 3. A. Do you mind closing the door?
 - B. Do you mind closing the door?
- 4. A. Get me a cup of coffee.
 - B. Could you get me a cup of coffee?

B. SB p. 30

CLASS DISCUSSION

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When making a request, what factors determine how polite your request should be? In other words, why would you choose to make your request more polite?

To the teacher

Factors which might determine level of politeness:

- the person you're making the request to
- · how important your request is

Activity 3 SB p. 30 Refusing tactfully

CLASS DISCUSSION

Read the SITUATION:

A colleague's always borrowing money from you but often doesn't pay you back promptly. Today the request is for ten dollars.

How would you handle this situation?

How can you refuse tactfully?

Would you make up an excuse?

Look at the Language Summary p. 47 for some different ways of refusing tactfully.

Activity 4 SB p. 31 Making requests

PAIR WORK

To the teacher

Go over the language on Language Summary pp. 50-51 before having the Ss do this activity. To add variety, have the Ss change partners after Number 6.

Role play the situations.

-1-

S1

You need some black binders with dividers. Ask the stockroom clerk for some.

You begin.

S2

You are a stockroom clerk. An employee asks form some supplies. They're out of stock at the moment.

Your partner begins.

-2-

S1

You always take your car to work. You work downtown and so does your neighbour.

Your partner begins.

S2

Your car is at the garage for repairs. Ask your neighbour for a lift to work.

You begin.

S1

Your lawn mower just broke. Ask to borrow your neighbour's.

You begin.

S2

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Your neighbour usually forgets to bring back borrowed things. Sometimes they are damaged when returned.

Your partner begins.

-4-

S1

You have an exam tomorrow and want to look over your notes.

Your partner begins.

S2

You have an exam tomorrow. You realize that your notes are incomplete. Ask to borrow your classmate's.

You begin.

-5-

S1

You have a doctor's appointment at 3:00 p.m. Ask your supervisor if you can leave early. The doctor is a specialist. It is difficult to get appointments with her.

You begin.

S2

You are a supervisor. One of your employees constantly asks you for permission to leave early.

-6-

S1

A co-worker asks a favour of you. You'd like to do it, but you're allergic to most dogs. Suggest an alternative.

Your partner begins.

S2

You are going away for three days. Politely ask a co-worker to take care of your dog for you as a favour.

You begin.

-7-

S1

Your office has a new e-form employee attendance sheet. Ask your co-worker to help you fill it out.

You begin.

S2

You know how to fill out the attendance sheet and have time to explain it to your co-worker.

Your partner begins.

-8-

S1

You're a security guard. It's 5:00 p.m. You're locking up the office. Tell the remaining employees to use the side entrance.

You begin.

S2

It's 5:00 p.m. The security guard wants to lock up. Ask him/her to wait a minute. You are about to leave and just have to put your coat on.

S1

You are a supervisor. An employee comes to ask you permission for something. The employee is conscientious

Your partner begins.

S2

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Ask your boss for permission to take a longer break. You have to go to the bank and it'll be closed when you finish work. You almost never make such requests.

You begin.

-10-

S1

You are the manager. Tell the shop steward of the union local that you have to meet with him/her to discuss an employee's grievance.

You begin.

S2

You are the shop steward of your union local. Your manager comes to see you. Tell him/her you can meet at 4:00 p.m.

Your partner begins.

-11-

S1

You have to make an urgent longdistance telephone call at work. Ask your manager for permission.

You begin.

S2

You are the manager. Allow the employee to make the telephone call. Explain that he/she will be billed for it.

S1

Your boss calls you. He wants to see you about your request for a transfer. Ask him/her if 1:30 would be all right.

Your partner begins.

S2

You are the director. Call one of your employees. You want to see him/her about his/her request for a transfer.

You begin.

Activity 5 SB p. 35 Situations involving requests

PAIR WORK

Role play the situations.

S1 - p. 35

S2 - p. 38

S1

SITUATION 1

You're a supervisor. One of your employees comes to see you to ask for time off.

The employee is conscientious.

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SITUATION 2

You're organizing a surprise birthday party for your good friend, Susan.

You call another friend who's offered to help with the party preparations.

Ask him/her to order the cake and to buy the wine.

You begin.

SITUATION 3

You're applying for a new job.

You can't find your copy of last year's performance appraisal.

You go to your new administrative assistant to get a copy made from the one on file.

You speak to the assistant.

To earn some extra money, you're working weekends as a salesclerk in the sweater department of a large store. A customer asks for your help.

- no larger sizes; was the last one in stock
- · no refunds usually on sales merchandise
- Customer Services located on the second floor

Your partner begins.

SITUATION 5

In two weeks you and a colleague are giving a presentation on interviewing techniques. You plan to show a CD-ROM and hand out information sheets.

Call your colleague and arrange a meeting to discuss the presentation.

You want:

- your colleague to bring a copy of the CD-ROM to your meeting
- to discuss the information sheets with your colleague

You begin.

Your child's school wants to send him/her home because a bad case of the flu is suspected - sudden fever, aches and pains everywhere.

You want to go home to take care of him/her.

You go to your supervisor to request leave.

You begin.

SITUATION 2

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A friend is organizing a surprise birthday party for your mutual friend, Susan.

You've offered to help with the preparations.

Your friend calls you about the party.

You are the new administrative assistant.

An employee you don't know comes to your desk.

Information about employees' performance appraisals is not allowed to be copied without the managers approval.

Ask the employee to get the personnel manager to send you an e-mail giving approval. You will then be happy to quickly make and deliver the copy.

You begin.

SITUATION 4

You just bought a sweater on sale. When you got home, you found it was too small.

You go back to the store to exchange it or get a refund.

You speak to a salesclerk in the sweater department.

You begin.

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SITUATION 5

In two weeks you and a colleague are giving a presentation on interviewing techniques. You plan to show a CD-ROM and hand out information sheets.

Your colleague calls you to arrange a meeting. You have a busy schedule.

Ask your colleague to check the CD-ROM equipment. You have the CD-ROM.

Role Playing Your Own Situation

SB p. 41	FOCUSSING ON YOUR JOB
Think of six or more	situations at work where YOU make requests. List them in point form below.
e.g. asking someone	e to prepare a package and send it out
Contract to the second	
Maria Ma	

GETTING READY TO ROLE PLAY

1. Preparing the role cards SB p. 42

Choose four situations from your list on page 41. For each situation, fill in a role card. Go over a role card with the Ss. For the "Type of request", refer the Ss back to Activity 1, page 29.

Have the Ss try to choose a different type of request for each situation.

ROLE CARDS

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SITUATION 1			
Type of request			
Request for what			
Reason for request			
Devices you made the request to			
Person you made the request to			
Response you received			
Other information about the situation			

SITUATION 2		
Type of request		
Request for what		
Reason for request		
Person you made the request to		
Response you received		
Other information about the situation		

SITUATION 3			
Type of request			
Request for what			
Decrease for request			
Reason for request			
Person you made the request to			
Response you received			
Other information about the situation			

(1)

SITUATION 4		
Type of request		
Request for what		
Reason for request		
Person you made the request to		
Response you received		
Other information about the situation		

2. Discussing the situations SB p. 46

PAIR WORK

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To the teacher

The Ss' completed role cards will have to be photocopied for this activity.

Give the Ss back their own role cards with the photocopies. Divide the Ss into pairs and assign roles: S1 and S2.

These role plays should be spread out over several days and done with different partners.

- **\$1-** You will role play yourself giving information on the job.
 - · Choose one of your situations.
 - · Give your partner a copy of your role card.
 - Explain the situation on the role card to your partner.
 - · Discuss the attitude of the speakers.
 - e.g. Were they polite, rude, timid, aggressive, helpful, impatient, co-operative, unreasonable, understanding, condescending, calm, upset,...?
- **S2-** You will play the role of the person requesting information.

As you discuss your partner's situation, add notes to the role card.

To make the conversations more interesting, think of some complications to add to the role you've been assigned.

e.g. ask for further details complain ask for alternatives pretend not to understand

Then switch roles.

SB p. 46

DOING THE ROLE PLAYS

PAIR WORK

After discussing each situation, role play it with your partner.

Language Summary

SB p. 47

MAKING REQUESTS

POSITIVE ANSWERS

These expressions can be used when making most types of requests.

Can/Could you help me?

Yeah,/Sure,/Yes, what do you want me to do?

Do you think you could lend me your dictionary?

Certainly./ Of course.

Would you mind getting the phone?

Not* at all. / No* problem. /Done.

I was wondering if I could use the lounge for a meeting?

Please, go right ahead.

I wonder if we could get together tomorrow?

Sure, what time?

REFUSING REQUESTS TACTFULLY

When we refuse a request we often apologize and give a reason.

I'm really sorry, but I'm short of cash today.

I wish I could see you right now, but I have a meeting in a few minutes.

I'd like to help you, but I'm not supposed to lift anything heavy.

I'd like to accommodate you, but two others have already asked for leave at that time.

I'd gladly give you a hand, **but** I won't be here tomorrow.

^{*} The "negative-looking" answers are actually positive. Full sentence versions could be written: I do not mind getting the phone for you at all. / I have no problem getting the phone for you.

ASKING FOR SOMETHING

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Are there any extra binders? I need some masking tape.

ASKING PERMISSION/AUTHORIZATION

Do you mind if I open the windows?

Is there any chance I could use your laptop?

Could I take a couple of /few days off?
Would it be possible for me to leave early tomorrow?

Is it all right if I don't attend the meeting this afternoon? Would it be OK if I didn't go to the reunion?

When asking for permission in more formal situations, we sometimes begin with **an opener** to soften the request.

I have something to ask you. Would it be all right if...? I'd like to ask you something. May I...?

Could I talk to you for a minute?
Could I see you about something?

ASKING TO MEET/SPEAK WITH SOMEONE

We should
We have to
We need to

I've got to talk with Sonia about the new policy.

I'd like to see you for a minute.

Any chance of seeing you this afternoon?

ASKING SOMEONE TO DO SOMETHING

Would you watch the phone for me for a while/minute?

I'd appreciate it if you'd get me a coffee while you're at the cafeteria.

Will/Would you do me a favour and Would you be good enough to If it isn't too much trouble, could you

have another copy made?

If you have a chance, would you update the phone list? If you have (the) time, could you update the addresses too?

Can I get you to check over the figures in the report?
Could I ask you to verify the totals?

Is there any chance you could pick it up from them after work?

Sometimes we ask someone to do something in a more direct way.

I want you to call Mrs. Wesley and cancel my appointment. I'd like you to reorder the desk; this one is damaged.

Send a copy to Gord as soon as you can, please.

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UNIT

Describing People

4

Describing personality, character and physical appearance.

Activity 1

Personality and character: vocabulary warm up

SB p. 51

For each person described in the first column choose a word from the box below that matches the description. Write the word in the second column.

How	would you describe someone who:	KEY
1.	adapts easily and is open to compromise?	flexible
2.	is determined and does not get discouraged easily?	persistent
3.	is dull and tiresome to listen to?	boring
4.	says things without thinking how they may affect others?	tactless
5.	is fully capable of carrying out his or her job?	competent
6.	is difficult to satisfy?	hard to please
7.	is sure of herself or himself?	confident
8.	takes things calmly and tends not to worry?	easygoing
9.	can handle problems and new situations easily?	resourceful
10.	changes quickly from happy to low spirited and vice versa?	moody

boring competent confident	easygoing flexible hard to please moody	persistent resourceful tactless	
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Activity 2 SB p. 52 **Discussion questions**

PAIR WORK

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Each group of questions below relates to one of the words you wrote in the second column of the chart in Activity 1. Discuss the questions with your partner.

To the teacher

NOTE:

These questions should be discussed over several days with different partners.

They can also be used for class discussion.

1.		flexible
	•	When you are in a new situation, do you adapt easily? Explain what you do? Do you always have to have things your own way or are you open to compromise?
2.		persistent
	•	When you are working on something and it is not going right, do you leave it or do you keep at it until you get it right? Give an example. If you make a complaint and nothing is done about it, do you forget about it, or do you persist until you get satisfaction?
3.		boring
	•	Do you know any boring people? What makes them boring? Do they talk too much or too little? Which behaviour is worse? Explain why. Do they "put you to sleep?" If they do, explain how.
4.		tactless
	•	Are you sometimes tactless? Do you regret it later? What makes you tactless? Do you know some people who are often tactless? Elaborate on their behaviour.
5.		competent
	•	Do you think you do your job well? Give examples. Are you often consulted by your colleagues about work? Elaborate.

- Do you usually know how to help them? Explain.

3.		hard to please
	•	Ar you very demanding of other people?at home?at work? Explain. How difficult a time do you have finding things to buy that you really like? "Yes, it's nice, but it's not really what I had in mind." Do you often find yourself saying this or something similar? If you do, explain the circumstances.
7.		confident
	•	How much do you believe in your ability to do things. Explain your answer. Do you ever question the quality of your work? Explain.
8.		easygoing
	•	Do you easily get upset if you have to wait for people or things such as service at a bank or store?
	•	Do you get nervous or upset when things go wrong at work or do you just take things as they come and roll with the punches. Give an example.
9.		resourceful
	•	If a problem comes up at work, do you try to find a solution or do you leave it to
	•	someone else? In an emergency situation, do you usually find a way to help, or do you panic? Explain.
10	•	moody
	•	Do you sometimes find that you feel on top of the world one day and the next you are down in the dumps? Does this ever happen more than once in a day? Explain. Are your reactions to some situations unpredictable? Explain using an example.
	•	Are your reactions to some situations dispredictable. Explain using an example.

Activity 3 SB p. 54 Personality traits

PAIR WORK

(7)

OBJECTIVE: To practise vocabulary for describing personality and character.

Discuss desirable personality traits for each of the people listed below and write the traits in the spaces provided.

Hint: Think of particular people that you know in order to help you decide on the desirable traits.

You can also refer to the list of traits in the box on the next page.

	Desirable traits	
friend		
_		
doctor		
_		
_		
-		
boss/supervisor		
_		
_		
_		
spouse or		
significant other		
_		
_		
co-worker		
-		
_		

Desirable traits

neighbour		
		MAS CALABOTA AND CALABOTA AND CALABOTA CONTROL OF CALABOTA
in-laws		
	•	

Some desirable traits

appreciative bright cheerful creative competent conscientious co-operative diplomatic direct discreet	easy to get along with efficient fair friendly flexible fun-loving generous hardworking honest	kind outgoing pleasant practical reasonable reliable reserved serious sincere understanding
---	--	---

To the teacher

After completing Activity 3, go over the language for **describing personality and character** with the Ss. See Language Summary p. 69.

Activity 4 SB pp. 55 and 56 Describing physical appearance

To the teacher

To prepare for this activity, you will have to provide pictures of people for the Ss to describe in **Part B**.

A. SB p. 55

CLASS DISCUSSION

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When describing what someone looks like, what kinds of things do people usually mention? List them below.

Suggested KEY

any distinguishing features	
e.g. moustache, scars,	
tattoos, bushy eyebrows	
glasses,	

To the teacher

To deal with the vocabulary for each of the categories above, go over the language for **describing physical appearance** with the Ss. See Language Summary pp. 70-71.

B. SB p. 56

PAIR WORK

Your teacher will give you and your partner some pictures of people.

Describe the people in the pictures. Refer to the categories you listed in Part A.

To the teacher

You can also use this activity to do individual work with each of the Ss.

Activity 5

SB pp. 56-60

INDIVIDUAL/ ROLE PLAY-PAIR WORK

Describing someone you know

To review the vocabulary for describing physical appearance.

In Part A you will prepare role cards that you will use in Part B.

A. Preparing the role plays SB p. 56

For each role card:

Read the situation carefully. Then think of someone you know that you can describe.

Write down notes on the role card about the person.

To the teacher

Divide the class into S1's and S2's. Have the Ss prepare their role cards individually.

S1's - Situations 1 and 2 - p. 57

S2's - Situations 3 and 4 - p. 58

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SITUATION 1		
A member of your family has been missing for 48 hours.		
You go to the police station to file a report.		
DESCRIPTION:		
You begin.		

SITUATION 2		
The new director general for your division came to your office recently to meet the staff.		
Describe her or him to a colleague who was away.		
DESCRIPTION:		
Your partner begins.		

SITUATION 3	
Somebody has just robbed you in the parking lot.	
Report the incident to the security guard by describing the suspect.	
DESCRIPTION:	
You begin.	
You begin.	
SITUATION 4	
You are a supervisor. You have just received information that there is a suspicious person in the building.	
Describe him/her to the staff so they can be on the lookout. Also get descriptions of any strangers seen by staff.	
DESCRIPTION:	
You begin.	
rou begin.	

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B. Doing the role plays SB p. 59

To the teacher

Form pairs with an S1 and S2 in each pair.

S1 - For Situation 1 and Situation 2 - p. 57

For Situation 3 and Situation 4 - p. 59

S1

SITUATION 3

You work for the building security force. Someone comes to you to report he/she has just been robbed in the parking lot. You have already reported the incident to police as it was caught on your video monitor. Another guard was sent to help the victim and is now following the suspect at a safe distance.

Unfortunately, the suspect was back-on to the camera. Ask for a description of the suspect to have ready for the police.

Your partner begins.

SITUATION 4

Your supervisor wants to see you immediately.

You are a police officer. A local citizen comes to the station to report a missing person.

Get a detailed description.

Your partner begins

SITUATION 2

You were on vacation when the new director general of your division came to meet the staff.

Ask for a description of the DG.

You begin.

Activity 6 SB pp. 61-62 Choosing appropriate vocabulary

To practise describing physical appearance and personality

For Parts A, C, and D you can use a dictionary or a thesaurus to help you.

A. SB p. 61

The words below are quite direct and could be considered tactless, even insulting, when describing people. Try to think of other words that would be less direct and more acceptable. Write them in the second column.

Direct	Less Direct	
fat	Suggested KEY	(a tad) on the heavy side, Rubenesque*
skinny		slim, thin
narrow-minded		conservative
nosy		curious, inquisitive
picky, fussy		meticulous
touchy		sensitive
weird		colourful, eccentric

B. SB p. 61

CLASS DISCUSSION

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The kind of vocabulary we choose to describe physical appearance and personality depends on several factors.

In what situations would you choose to use:

- the words in the first column?
- · the words in the second column?

To the teacher

Factors which can determine the choice of vocabulary:

- · who we are talking to
- · our attitude towards the person being talked about
- our mood
- · our personal style
- · our education and upbringing

^{*} Rubenesque is used to describe full-figured women; it is never used to describe men.

C. SB p. 62

D.

Below is another list of words. These are used to describe someone informally. Try to think of other words that would be more formal and polite. Write them in the second column.

Informal		More formal
crabby	Suggested KEY	irritable
down-to-earth		practical
laid-back		relaxed
phony		insincere
pushy		aggressive
spaced, a space of	cadet	absent-minded
stuck-up		pretentious
uptight		tense, nervous
SB p. 62		CLASS DISCUSSION
Try to think of othe equivalents.	er informal words for	describing someone in English and their more formal
Informal		More formal
	9	

Activity 7 SB p. 63 Describing people

PAIR WORK

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A. You will role play two different situations in which you describe your boss. You will talk about his or her physical appearance and personality traits.

To prepare for the role plays, think of some words or expressions you would use to describe him or her in these situations and write them in the spaces provided.

SITUATION 1

A good friend is curious about what your boss looks like.

physical appearance	personality traits

SITUATI	ION 2
A new employee has not met the boss yet	
physical appearance	personality traits

Take turns role playing the above situations using the notes you have prepared to help you. Try to use language appropriate for the person you are speaking to, as well as appropriate to the situation, when describing your boss.

B. You will role play two other situations in which you describe a colleague or employee that you have a **poor opinion** of. You will talk about **personality traits** only.

To prepare for the role plays, think of some words or expressions you would use to describe this person in the two situations below. Write the information in the spaces provided.

SITUATION 1

Your boss needs someone for a special project. You are asked for your opinion of an employee. You do not think this person is the best one for the job.

personality traits		
SITUATION 2		
An acquaintance wants to know more about a colleague you often complain about.		
personality traits		

Take turns role playing the above situations using your prepared notes.

Language Summary

SB p. 65

DESCRIBING PERSONALITY AND CHARACTER

Vocabulary appreciative fair picky boring flexible phony bright friendly pleasant cheerful fun-loving practical competent fussy pushy confident generous reasonable conscientious hard to please reliable hardworking co-operative reserved crabby honest resourceful creative kind serious diplomatic laid-back sincere direct moody strange narrow-minded discreet stuck-up down-to-earth nice tactless efficient nosy understanding easygoing outgoing uptight easy to get along with weird persistent

In describing personality and character, we often mention preferences, tendencies, or habits.

He likes to be on time.

She doesn't like people sitting around doing nothing.

He becomes/gets upset when things don't go his way. She tends to get nervous when under a lot of pressure.

Mrs. Brooks **always** gets to work early in the morning. **My boss never** seems to take a break.

DESCRIBING PHYSICAL APPEARANCE

BUILD

stocky
heavyset
chubby
plump
Rubenesque
fat
overweight
on the heavy side
a lardo*

slim
thin
skinny

well-built muscular broad-shouldered a hunk** a babe**

5				
HAIR				
	colour			
Tom has	blond red brown black grey salt-and- pepper	hair.		
Tom is a blond. Tom and Monica are blonds. Josh and Zane are red heads. Zara and Trish are brunettes.				
Monica is	(a) blonde. fair-haired. going grey.			
	style			
	Style			
straight shoulder-length short		wavy curly frizzy		
He's***	partly bald. (completely) bald. got a shaved head	d.		

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We often use the expressions that follow to make our descriptions more vague or less direct.

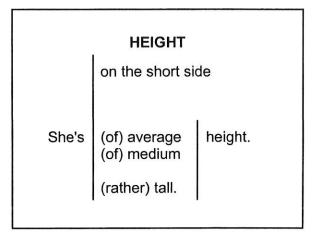
She's **kind of** blond. Her hair's **sort of** curly. He's **a bit** on the heavy side.

^{*} Slang: Do not call a person a lardo to their face. Use only when speaking with people you know very well.

^{**} Familiar: Use only with people you know well when describing someone else.

^{***} Note that 's equals is in the first two items and has in the last.

AGE about thirty (years old). in his 50's. middle-aged. getting on. (rather) young. (fairly) old. 24 (years old). [exact age]



DISTINGUISHING FEATURES

He has sideburns.
a beard.
a mustache.
thick/bushy eyebrows.

He's clean-shaven.

a scar a mole dimples freckles dark skin fair skin olive skin a cleft chin a fair complexion

She has gold Granny glasses*.

He dresses well. She's a good dresser.

When we describe someone's physical appearance, we often compare the person to ourselves or to someone else.

He's (about) my age.
She's (about) your build.
He's built like Marco/ his father.
He's the same height as John.
She has (got) about the same hair colour as me.
Her hair is straight like yours, only/but a little longer.

^{*} We sometimes describe the glasses when describing the person.

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UNIT

Explaining How

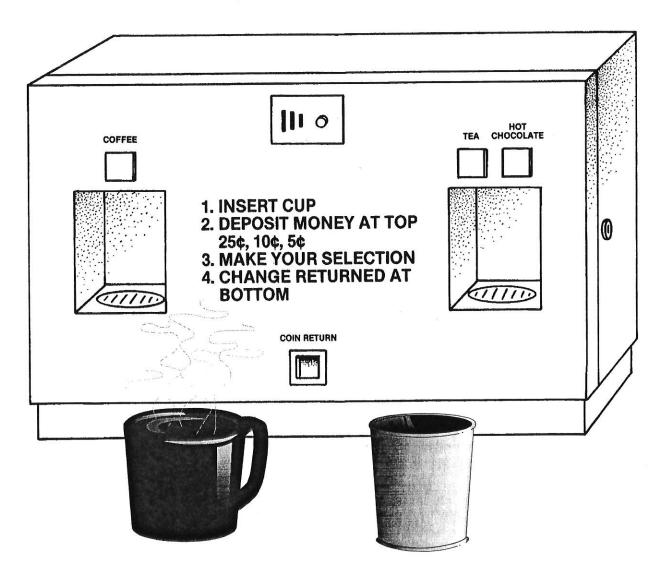
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Giving instructions on how to do something.

Activity 1 Giving instructions

A. SB p. 69

Read the instructions on how to operate the coffee vending machine.



B. SB p. 69

CLASS DISCUSSION

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Now you will hear someone explaining how to operate the vending machine. Listen to the language the speaker uses.

Is it the same as the written language?

How is it different?

Is it different from similar instructions in your first language or other languages you might know?

Some of the words in the written instructions in the picture in **Part A** are listed below. Listen to the oral instructions again and write down what the speaker says to express these words.

1.	INSERT	Suggested KEY	put in
2.	DEPOSIT		put in
3.	MAKE YOUR SELECTION		push the button for what you want
4.	CHANGE RETURNE	D AT BOTTOM	the machine'll give you change

To the teacher Script

- A: I think I'll try the coffee from the machine. Do you know how it works?
- B: Oh, it's easy. Just put a cup in here where it says "coffee", or if you want tea or chocolate, then you put the cup over there. Now put your money in up here. It's sixty cents.
- A: I don't think I have the right change.
- B: Oh, that's all right, the machine'll give you change. Just put your money in. OK then, push the button for what you want. And don't forget the cup. 'Cause if there's no cup, the coffee'll just go down the drain.

C. SB p. 70

PAIR WORK

Take turns giving instructions on how to get a coffee, tea or chocolate from the vending machine in **Part A**.

Activity 2 SB pp. 70-71 Things you know how to do

ROLE PLAY / PAIR WORK

To the teacher

Go over the Language Summary pages with the Ss before they do this activity. See pp. 81-82.

A. SB p. 70

Think of three or four things that you can explain how to do. List the in them space below.

Here are some suggestions:

- change a tire
- write a CV
- record CDs
- use an ATM (automated teller machine)
- repot a plant
- apply for a passport
- find a telephone number in another city
- wash a sweater
- help someone who is choking (Heimlich Maneuver)
- · give mouth-to-mouth resuscitation
- pack a suitcase so things won't wrinkle
- buy real-estate
- make a cup of tea or a pot of good coffee
- transfer images from your camera to your computer
- · make beer or wine from scratch
- make bread
- quit something that is hard to quit

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B. SB p. 71

ROLE PLAY / PAIR WORK

To the teacher

Get all the Ss to put their lists on the whiteboard. Have Ss explain items in turn to other students who are interested. More than one group could do this at a time. Alternately have each student explain their most popular item(s).

Write your list on the whiteboard. Look at the items you and your classmates have put on the board. Put your initials beside the items you would like to have explained to you.

Explain any items from your list to those students who are interested.

Activity 3 SB p. 71-72 Explaining what to do

GROUP WORK

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To the teacher

You may need several copies of the tape or CD-ROM for this activity; i.e. one for each group of Ss.





Divide the Ss into two or three groups. Give each group a copy of the tape or CD-ROM.

Have the groups listen to their tape or CD-ROM and find answers to the questions.

Take up the questions with the Ss.

A. SB p. 71

Read the SITUATION:

Allan is going to replace Grace, his supervisor, for a few months. Grace explains what to do with the employees' time sheets.

Look at the questions below. Then listen to the conversation and jot down answers to the questions.

KEY

1.	When do the time sheets have to be done?
	- at the end of every month
2.	Who keeps the monthly record of absences?
	- the secretary, Sharon
3.	Who should Allan give the time sheets to after he's checked them?
	- Peter
4.	What should Allan do if there is a mistake?
	- go and talk to the employee
5.	What should Allan do if an employee in not present to hand in the time sheet?

fill in the time sheet and sign it for the employee

B. SB p. 72

Look at the script of what the speaker said. Listen to the tape or CD-ROM again and fill in the blanks.

Scrip	NET
Grace:	Another thing you'll have to de is look after the time sheets at the end of the month.
Allan:	Yeah, you'll have to explain that to me, too.
Grace:	It's not that complicated. <u>After</u> everybody has handed in their time sheets, <u>you have to</u> check to see that everything is filled out correctly. You do that by <u>checking the information</u> on the time sheets against the monthly record of absences.
Allan:	Monthly record of absences. Who do I get that from? From the secretary?
Grace:	Yeah, just ask Sharon for it.
Allan:	OK.
Grace:	Now, let me see. Oh, yeah, <u>remember also to</u> check that the leave application forms have been filled out OK. You know, if it's certified sick leave, <u>make sure</u> the doctor's certificate is attached and things like that.
Allan:	Right.
Grace:	Oh yeah, and if there's a mistake or a problem, <u>then you have to</u> go talk to the employee to straighten it out. <u>When everything's right</u> , you sign the forms and give them to Peter. He'll enter the information into the computer.
Allan:	What if somebody's away the day I do the time sheets?
Grace:	Oh, <u>in that case,</u> you should fill it in for the employee and sign it for him too. If there's a mistake, it can go in later as an amendment.

Activity 4 SB pp. 73-76 Explaining tasks you do at work

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List in point form some tasks that you perform at work, or that you performed in a previous job. e.g. operate a machine, do the monthly report, prepare a purchase order,

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B. SB p. 73

To the teacher

Go around the class and help the Ss.

Choose two tasks from your list in Part A and fill in a card for each task.

You will use this information to explain some of your tasks to the class. See Part C.

TASK:	
How to do it:	
Possible problems:	

TASK:	
How to do it:	
Possible problems:	

C. SB p. 75

Explain you tasks to the class.

To the teacher

Have each S describe one task done at work to the class Have the other Ss ask questions. Do the second task on another day.

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For additional practice, have the Ss explain their tasks to each other in pairs or individually to you. Ss should repeat this activity with different partners on different days.

Language Summary

SB p. 77

GIVING INSTRUCTIONS

First of all, you set the margins.

After that you insert your paper.

Next, choose the number of copies you need.

Then you push this button.

Finally, remove the copies.

EMPHASIZING CERTAIN INSTRUCTIONS

You should always proofread your letters. You have to get the people to sign their forms.

Remember to use capital letters for the important words.

Don't forget prepositions of over three letters have capitals too.

Be sure to check the postal codes.

WARNING WHAT NOT TO DO

Be careful not to turn off this switch.

Make sure you don't lock the keys inside.

Never remove the back plate, it will void the warranty. **Whatever you do, don't** write in this space.

REASSURING SOMEONE

It's really easy to use.

All you (have to) do is push this button.

It's not that difficult.

EXPLAINING WHAT TO DO IF THERE IS A PROBLEM

If there's not enough paper, this button will light up.
If the machine gets stuck, you'll have to get the technician.
If you need help, call the secretary.

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UNIT

Describing Your Workplace

6

Giving descriptions of location and work area.

Activity 1

Describing a work location

A. SB p. 79

Read the **SITUATION**:





lan Russell has been seconded to another division for a year. He comes back to visit his former colleagues. They ask him about his new work location.

You will hear the conversation between lan and his colleagues.

Listen and write down answers to the questions below.

Suggested KEY

1.	Where is the building located?	- Simpson Street, downtown
2.	How does lan get to work in the morning?	- by bus
3.	What facilities are there in the building?	- stores, fast-food places, restaurants,
		post office, drugstore, the usual
4.	What floor of the building does he work on?	- Floor 10 / 10th floor
5.	What kind of work space is there?	- open work area with dividers,
		quite a few closed offices,
		two large conference rooms

B. SB p. 80



Look at the script of what the speakers said. Listen to the tape or CD-ROM again and fill in the blanks.

Script	KEY		
Abby:	So, how do you like working in the Canada Complex?		
lan:	Oh, I like it a lot. It's nice working in a <u>brand new building</u> downto		
Ben:	It's that large glass building on Simpson Street, isn't it?		
lan:	Yeah, that's the one.		
Abby:	Must be hard to find parking around there.		
lan:	Yes, it is. <u>There's underground parking</u> in the building, but it's very expensive. So I usually take the bus. It stops right in front of the complex.		
Abby:	Well, that's really convenient. And <u>there's a shopping mall</u> in that building too, isn't there?		
lan:	Yeah, there're a few stores, a post office, a drugstore, you know, the usual.		
Abby:	What about the restaurants?		
lan:	Well, there're mostly <u>fast-food places</u> but there're a couple of good restaurants too.		
Ben:	What floor are you on?		
lan:	Our office occupies the whole 10th floor.		
Ben:	So it must be quite big then.		
lan:	Yes, it is. <u>When you</u> get off the elevators, there's a large reception area. <u>Then you go through</u> some glass doors and you're in the work area.		
Abby:	Do you have closed offices or is it all open like here?		
lan:	Actually <u>our office has</u> an open work area with dividers like here but then we've got quite a few closed offices too. <u>And we have</u> two large conference rooms and a lunchroom for the staff.		

Activity 2 SB pp. 81-82 Your work location			
To the teacher	Go over the language for describing your work location with the Ss before they do this activity. See Language Summary p. 91.		
A. SB p. 81			
Referring to t	e categories below, write down points about your work location.		
THE BUILDING name description of entrance hall			
LOCATION district/area o	town		
SURROUNDING landscaping neighbourhoo			
FACILITIES parking shopping banking			
YOUR OFFICE S floor number type of office			

В.	SB	D.	82
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Prepare a description of your work location for the class. Use the information you wrote in **Part A**.

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MY WORK LOCATION		
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C. SB p. 82

Describe your work location to the class.

To the teacher

Have each S describe his or her work location to the class and have the other Ss ask questions.

For additional practice, have the Ss describe their work locations to each other in pairs or to you.

Ss should repeat this activity with different partners over several days.

Activity 3 SB p. 83 Discussing your work location

PAIR WORK

A. SB p. 83

Discuss the building where you work with your partner, referring to the questions below.

THE BUILDING

- 1. What do you think of the location of the building where you work?
- 2. Is it easy for you to get there from where you live?
- 3. Is it near public transportation?
- 4. Is it easy to find parking? Is the parking in the area expensive?
- 5. Are there good restaurants within walking distance? Is the food good? Is the service fast? Are the prices reasonable?
- 6. Is there a post office nearby?
- 7. Are there stores in the area?

B. SB p. 83

Discuss your office space with your partner, referring to the questions below.

THE OFFICE SPACE

- 1. What floor of the building do you work on? Do you have to wait a long time for elevators?
- 2. Do you think you have enough space for the number of employees?
- 3. Are the work stations in an open area? Do you have closed offices? Do you have both open and closed?
- 4. Do you have a staff lounge?
- 5. Are there conference rooms for meetings, training,...?

Acti	vity	4
Your	-	

SB pp. 84-85

To the teacher

Go over the language for **describing your work area** with the Ss before doing **Part A**. See Language Summary p. 92.

A. SB p. 84

For each of the categories below make a list of items you have in your work area.

Use your dictionary to help you.

FURNITURE	7
e.g. swivel chair	

DECOR			
e.g. potted plants			

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EQUIPMENT]	OTHER
e.g. computers		e.g. safe
))	
B. SB p. 85 To the teacher Go around the class and Prepare a description of your work area		e Ss. ss. Use the information you wrote in Part A .
the same of the sa		

C. SB p. 85

Describe your work area to the class.

To the teacher

Have each S describe his or her work area to the class and have the other Ss ask questions.

For additional practice, have the Ss describe their work areas to each other in pairs or to you.

Ss should repeat this activity with different partners over several days until they can do it with ease.

Activity 5 SB p. 86 Discussing your work area

PAIR WORK

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Discuss your work area with a partner, referring to the questions below.

- 1. Do you like the location of your office or work station?
- 2. Do you feel you have enough space?
- 3. Are the lighting and ventilation good?
- 4. Is the furniture you have in good condition? Is it modern and ergonomic or 'ancient'?
- 5. Is the equipment you use for your job up-to-date or outdated? Is it in good working condition?
- 6. Do you find your office or work area pleasant to work in?

Language Summary

SB p. 87

DESCRIBING YOUR WORK LOCATION

Building

brick concrete glass stone wood/wooden

old new modern

Surroundings

garden courtyard park

shopping/stores nearby

Location

downtown
in the town centre
in a suburb
in the west end
on a commercial street
in the financial district
in a residential area
in the outskirts
in the boonies/boondocks

Facilities

cafeteria good restaurants fast-food places

indoor/inside outdoor underground free

parking

Office Space

on the

main/ground/top floor first/third/ninth floor 10th/11th/23rd floor

on Floor 3 / Floor 10 / Floor 44

in the basement

reception area staff lounge lunchroom conference room open area cubicles partitions closed offices

DESCRIBING YOUR WORK AREA

Furniture

metal bookcase modular desk storage cabinet

ergonomic swivel straight-back upholstered leather

chair

armchair

stool

coffee work drafting light

table

three-drawer five-drawer

(filing) cabinet

coat rack coat tree

Decor

fluorescent/halogen lighting floor/table lamp desk light/lamp 1

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picture painting poster calendar (wall) clock

(potted) plant

carpet waste basket

blinds curtains drapes Venetian blinds

Equipment

computer
printer
scanner
cell phone
photocopier
fax (machine)
digital camera
calculator
shredder
electric pencil sharpener
3-hole electric punch
postage machine
(conference) telephone

Other

bulletin/message board flipchart safe cash box vending machine air conditioning

fire-safety equipment sprinkler system fire escape

thermometer

Internet access, e-mail software

UNIT

Giving Information at Work

7

Making inquiries and responding by giving information, delaying and referring.

Activity	1	SB p. 89
Business	greetings	

Do you give information at work? How do you normally give this information?

- in person?
- · by telephone?
- in writing memo, letter, e-mail,...?

Now read the business greetings below. Decide if they can be used on the phone, in person or in both situations. Put a check in the appropriate box(es).

KEY	BUSINESS GREETINGS	on the phone	in person
1.	Good morning*. Human Resources, Mike Roberts speaking.	~	
2.	Yes, sir. May I help you?	~	~
3.	Can I help you with anything, madam?		~
4.	Allan Smith here. Can I help you?	~	
5.	Printing department.	V	
6.	Yes, Mrs. Jacobs, what can I do for you?	V	~
7.	Is there anything I can do for you, sir?		~
8.	Suzanne Carrier, good afternoon.	V	

^{*} To indicate that the person answering is bilingual, many offices suggest that you answer "Bonjour, Human Resources, Mike Roberts speaking" or " Good morning, Ressources humaines, Mike Roberts à l'appareil".

Activity 2 SB p. 90 Requests for information

Think of specific examples of requests for information that you receive at work. Write them in the chart below.

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People who ask you for information:	What information do they ask for?
The public	
People from other divisions, branches, departments	
Your superiors	
Colleagues	

To the teacher

After the Ss have filled in their charts, discuss the information with them.

Activity 3

SB p. 90-91

CLASS DISCUSSION

A. Lead-in

SB p. 90

When people ask you for information at work, how do you respond?

- give the information?
- delay giving the information?
- ask someone to wait?
- promise to call back?
- refer the people to someone or somewhere else?
- B. Responding to requests for information

SB p. 91





Read the situation:

Bob wants to take a two-week holiday soon. He's thinking of going south. He calls Sun Travel to get some information.

Now listen to the tape or CD-ROM and fill in the chart.

To the teacher

Go over the chart with the Ss.





Play the tape or CD-ROM, stopping after each break in the script and have the Ss fill in both columns of the chart.

After the Ss have filled in the whole chart, play the tape or CD-ROM again stopping it after each break of the script.

- Go over the information in the chart.
- Have the Ss give the travel agent's response to the question.

Go over the language on Language Summary pp. 111-113.

Suggested KEY

Question	Bob wants information about:	How does the travel agent respond?
1	flights south	gives the information
2	package deal for Jamaica around the end of the month	delays — asks the person to wait gives the information
3	smoke-free rooms	delays — promises to call back
4	where to get travel information about Jamaica	gives the information refers client to another place

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To the teacher Script

Agent: Good morning. Sun Travel. Can I help you?

Bob: Yes. I'm thinking of going south for a holiday and I saw in the newspaper that you have flights for as low as \$269 return.

Agent: Yes, we have Florida for \$269, Jamaica for \$390, and Barbados for \$450. Those are all seven-day excursion fares. But, the prices can vary depending on when you want to go.

Bob: Well, I was thinking of going for two weeks around the end of the month. Do you have any packages for Jamaica for around that time?

Agent: I'm pretty sure we do. If you'll just hang on for a second, I'll check and tell you exactly what we have.

Bob: OK.

Agent: OK, for Jamaica, I have a package here that includes airfare and hotel for two weeks for \$800.

Bob: Oh, that sounds interesting. Do you know if they have any smoke-free rooms in the hotel?

Agent: Mmm. I don't have that information but I can try and find out and call you back today if you like.

Bob: I'd appreciate that. Oh, and one more thing. Do you know where I can get some travel information about Jamaica?

Agent: We have a few things here. But the best thing to do might be to call the Jamaican Tourist Board. They should be able to give you all the information you need.

Activity 4 SB p.91-100 **Giving information**

PAIR WORK

Role play the situations.

S1 - p. 92

S2 - p. 96

When you ASK for information, write the information your partner gives on your card.

To the teacher

Have the Ss change partners after Situation 4.

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SITUATION 1		
On the phone		
You would like a list of all the federal members of Parliament.		
Call the government information number and ask where you can get one.		
Your partner begins.		

SITUATION 2		
On the phone		
Call Environment Canada to order a copy of "The Canadian Weather Trivia Calendar".		
Ask about a bilingual version.		
Your partner begins.		

SITUATION 3

On the phone

You work for staff training.

You receive a call.

Your section offers courses in various areas, including:

- auditing
- informatics
- management

A calendar describing all the courses is available.

Ask for the caller's address.

You begin.

SITUATION 4

On the phone

You are in charge of appeals.

You receive a call.

Appeals dealing with job appointments must be made in writing and must include:

- the grounds for your appeal
- · the appointment that you are appealing
- the name of your section
- you name and address

You begin.

Now change partners.

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SITUATION 5		
On the phone		
Call the National Parks Division for information about wilderness camping		
You are especially interested in camping in northern Ontario.		
Your partner begins.		
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	SITUATION 6
	In person
1	You have lost your work identification card.
	Ask a clerk in Administration Services about getting a new one.
s =	Your partner begins.

On the phone

You work for human resources in employment insurance (EI).

You receive a call.

- people on EI who are leaving the province or country for any period of time for whatever reason must notify their local employment insurance office
- · payments are suspended during the absence
- · you must reapply for benefits upon your return

You begin.

SITUATION 8

On the phone

You work with Morris and Danson in the personnel office.

Someone calls you about a job application that was sent in.

- · application was received
- there will most likely be some job openings in the informatics section within a month or two
- · no information yet re when interviews will take place

Your begin.

On the phone

You work on the government's information line.

You receive a call.

- list of federal member of parliament available from:
 - House of Commons
 Administrative Office
 Ottawa, Ontario K1A 0A9

Telephone: (613)996-0485

www.parl.gc.ca/common/SenatorsMembers_house

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You begin.

SITUATION 2

On the phone

You work for Environment Canada.

You receive a call.

- the item can be ordered from
 - Canadian Government Publishing Ottawa, Ontario K1A 0S9
 - o publications.communication.gc.ca/pubindex-e.html
- available in English or French, there is no bilingual version
- price: \$15.95 plus \$1.95 shipping and handling charge
- Visa, MasterCard accepted (e-mail orders), or cheque (mail orders)
 - cheques should be made out to the Receiver General for Canada

You begin.

SITUATION 3	
On the phone	
You are a manager. Call staff training to get information for employees	.
Ask about:	
Your partner begins.	

On the phone

Someone in your section has just been given the promotion that you had expected to get.

You want to appeal the appointment.

Get in touch with the person in charge of appeals re the procedure.

Your partner begins.

Now change partners.

On the phone

You are an information officer for National Parks Division.

You receive a call.

- pamphlets on wilderness camping are available
- no national parks in norther Ontario, only provincial ones
- · information on provincial parks available from:
 - Ontario Ministry of Natural Resources

You begin.

SITUATION 6

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In person

You are a clerk in Administrative Services.

An employee from your section comes to you with a problem.

- procedure for replacement of a lost ID card:
 - o fill out Renewal Lost Card form
 - have your picture taken Room 1333, Floor 13
- card will be sent to your office in a few days

You begin.

On the phone You are collecting employment insurance benefits. You are thinking of leaving the country for a month to look for a job. You want to continue receiving your benefits. Call your local employment counsellor to ask what to do. Your partner begins.

On the phone You have been looking for a job. Call Morris and Danson re an application you sent to them. Find out if there are any openings in informatics. Ask when interviews will take place. Your partner begins.

Role Playing Your Own Situation

SB p. 100	FOCUSSING ON YOUR JOB							
Think of five or more situations at work where you give information. List them in point form below. e.g. explaining to a member of the public how to fill out a particular form								

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GETTING THE ROLE PLAY READY

1. Preparing the role cards SB p. 101

Choose three situations from your list and fill in a role card for each one.

ROLE CARDS

	SITUATION 1
Person who asks you for information	,
How the request is made (in person or by phone)	
Kinds of information the person asks for	
Other details about the situation	
	·

	SITUATION 2
Person who asks you for information How the request is made	
(in person or by phone)	
Kinds of information the person asks for	
Other details about the situation	

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	SITUATION 3
Person who asks you for information	
mormation	
How the request is made (in person or by phone)	
Kinds of information the person asks for	
Other details about the situation	
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2. Discussing the situations

SB p. 104

PAIR WORK

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To the teacher

You will need to make a photocopy of each S's completed role cards for this activity.

Give the Ss back their own original role cards with the photocopies. Divide the Ss into pairs and assign S1 and S2 roles.

These role plays should be spread out over several days and done with different partners each time.

- **S1** You will role play yourself giving information on the job.
 - · Choose one of your situations.
 - Give your partner a copy of your role card.
 - Explain the situation on the role card to your partner.
 - Discuss the attitude of the speakers.
 - e.g. Are they polite, rude, timid, aggressive, helpful, impatient, co-operative, unreasonable, understanding, condescending, calm, upset,...?
- **S2** You will play the role of the person requesting information.

As you discuss your partner's situation, add notes to the role card that your partner gave to you.

To make the conversation more interesting, try to think of some complications to add to the role you have been assigned.

e.g. ask for further details
complain
ask for alternatives
pretend not to understand
show an additional attitude not discussed

Now switch roles.

SB p. 104

DOING THE ROLE PLAYS

PAIR WORK

After discussing each situation, role play it with a partner.

Language Summary

SB p. 105

BUSINESS GREETINGS

On the phone

Jim Meyers, good morning.

Customer Service, good afternoon. Mike Lang speaking.

Joanne Murray here.

Stockroom, can I help you?

Accounting Department.

In person

Yes, madam. What can I do for you?

Good afternoon, sir. Can I be of any help?

Can I help you with anything/something?

Is there anything I can do for you?

GIVING INFORMATION

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According to the new regulations, you have to sign it in triplicate.

As far as I know, you have nothing to worry about. From what I can see, there is nothing really wrong.

Our records shown that exports were up significantly last year.

The latest information I have is that the plane landed safely.

DELAYING GIVING INFORMATION

Asking someone to wait on the telephone

One moment, please.

Just a moment, please.

Excuse me for a minute.

I'll just get your file.

If you'll (just) hold the line a minute/moment, I'll check that out.

Informal

Hold on a moment/minute/second. I'll see if the figures have come in yet. Hang on a second. I'll pull the file.

Could/Can you hold/hang on a mo/sec? I'll get Josh; he knows.

Promising to call back

Give me your name and number and I'll look up the information and call you (right) back.

I'll have to Maybe I could I think I'd better

check on that and get back to you.

I don't have the information right now, but I'll try and find it and call you back today.

I'll get back to you ASAP*.

Could I call you back on that?

as soon as possible

REFERRING

Giving specific information

You'll have to go to You'll need/have to call

Head Office for that information.

You can get that information from the Accounting Department.

Go to the fifth floor. Someone there (at reception) will look after you. Go to Personnel and ask for Ms. Singh.

See Mr. Fakhar. He'll be able to give you all the information you need. I'll give you Angela's number. She'd know that (for sure). Brenda Carpenter can help you with that. Brent's the one to see for that.

Suggesting possible help

You might be able to get some information from Library Service.

You could always check with Johanna. She might know. You might try our suburban office.

Have you tried Why don't you try

the main office?

The best thing to do might be to call Steve Molnar.

Have you been to our other location? I can call and see if they know/ have it?

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UNIT Describing Things at Work

Describing objects in the workplace.

Activity 1 SB p. 109-110 Language for describing things at work





A. SB p. 109

You will hear conversations in which objects in the workplace are described.

To the teacher

Go over the chart with the Ss.

To enable the Ss to fill in the chart, play the tape or CD-ROM several times stopping it after each conversation.

For each conversation:

Listen to the tape or CD-ROM and write down what the object is in the chart.

Listen again and write down the features that are described in the appropriate spaces in the chart.

Suggested	CONVERSATION								
KEY	1	2	3	4	5				
Object	personal telephone directory	envelopes	hole punch	chair	stapler				
Size		about 4" X 9"							
Colour		white		black					
Composition	metal		steel	leather					
Function	to find phone numbers quickly		to punch holes in documents		to staple large booklets				
Brand				Tubular Design	OfficeTech				
Other features	flips open thing (button) on side that slides up and down to choose the right page	business window for address	heavy-duty 3-hole silver knob you push down	high back padded arms swivel type on casters	electric can staple ½" of paper				

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Fill in the blanks as you listen to the conversations below.

KEY

CONVERSATION 1

	CONVENDATION
A:	Do you have the metal ones that flip open?
B:	You mean the ones <u>with a thing</u> on the side that slides up and down to get the right page?
A:	Yeah, those are the ones. They're really <u>handy for finding</u> phone numbers quickly.
B:	Yeah, I think I have a couple of those left someplace.
	CONVERSATION 2
A:	I need the business kind with a window to show the address. <u>Like the ones</u> you get bills in.
B:	What size do you want?
A:	About four by nine would be fine.
B:	White or brown?
A:	White ones if you have them.
	CONVERSATION 3
A:	Is this the one you're looking for?
B:	No, I need the heavy-duty one with the three holes for punching documents. You know, the one that's <u>made of</u> steel. <u>It's got</u> a silver knob <u>that you</u> push down on.
	CONVERSATION 4
A:	Did you finally find one that you like?
B:	Yes. I got one at Tubular Design, you know that new office furniture store downtown. It's really niceall black leather <u>with a high back</u> and padded arms. It's the swivel type and it's on casters.

CONVERSATION 5

A:	Are you ordering another one?
B:	Yeah, but this time I'm ordering an electric one. They're so much <u>easier to use</u>
	·
A:	Really. I didn't know they made electric ones.
B:	Yeah, it can take up to half an inch of paper. OfficeTech makes them. They're <u>great for</u> stapling large booklets.

Activity 2 SB pp. 111-113 Preparing descriptions

To the teacher

Go over the Language Summary pp. 131-132.

Do Number 1 with the Ss as an example. Have the Ss provide the description orally using cues and write it on the BB.

A. SB p. 111

Below are some objects you are likely to find in an office.

For each number:

Describe the object, referring to the picture and the cues. Write the description in the space provided.

1.

Suggested KEY

briefcase

Cues: • fibreglass body

- covered with black leather
- two locks
- tan leather lining
- compartments for storing files and things

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• handle - leather

It's made of fibreglass. It's covered with black
leather. It has a tan leather lining. It has two
locks, and compartments for storing files and
things. It's also got a leather handle.

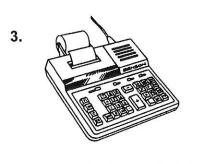
2. armchair

Cues: ● seat and back - black vinyl

• legs - chrome

arms - rosewood

The seat and back are black vinyl and it' got chrome legs. The arms are made of rosewood.

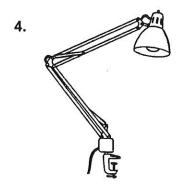


desk-top calculator

C	u	е	S	:	(•	(e	le	90	ct	r	i	3

- roll of paper to print out calculations
- made by Benson

It's electric and comes with a roll of paper so
that you can print out calculations. It's made by
Benson.



desk lamp

Cues: ● clamp-on type

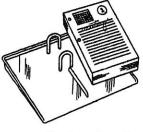
- adjustable arm
- good for doing detailed work

adjustable arm. It's the kind of lamp that's

It's a clamp-on type desk lamp with an

good for doing detailed work.





desk calendar

Cues: • used for writing down appointments

sheet for every day

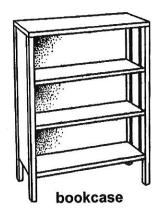
• two rings to hold pages in place

It's used for writing down your appointments in.

There's a sheet of paper for every day of the

vear	Iŧ	has	two	rinas	to	hold	the	pages in	place.
your.	"	Has	LVVO	illigo	·	nora		pageo	p.a.o.

6.



Cues: ● made of wood

- about four feet / one and a quarter metres high
- two adjustable shelves
- no doors

It's made of wood. It's about four feet or one

and a quarter metres high. It's got two adjustable

shelves.	Ιt	doesn't	have	any	doors.

B. SB p. 113

PAIR WORK

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Now practise these descriptions with a partner.

Activity 3 Describing things at the office

SB pp. 114-117

PAIR WORK

To the teacher

Go over the language for other ways of describing things before the Ss do this activity. See Language Summary p. 133.

Role play the situations.

S1 - p. 114

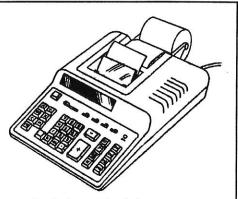
S2 - p. 116

S1

SITUATION 1

You want a better calculator.

Call the storeroom clerk to ask for a calculator like the one on the right. Your partner begins.

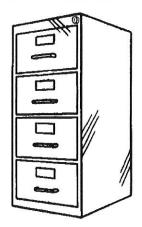


- desk-top calculator
- with paper tape

SITUATION 2

You're in charge of the office furniture. An employee phones you asking for a filing cabinet.

You only have this type. You begin.



- four drawers
- legal-size
- with a lock

You come back from vacation to find your desk chair has disappeared.

You're trying to find out if someone has seen it.

Call a colleague. You begin.



- black fabric
- walnut arms
- swivel chair
- casters

SITUATION 4

You find the bookcase on the right very practical. You would like one just like it.

Phone the person in charge of office furniture and ask if they are still available.

Your partner begins.



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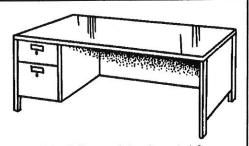
- made of wood
- two adjustable shelves
- glass doors

SITUATION 5

You're in charge of office furniture.

You receive a call about an item.

It's not available. Suggest the item on the right. **You begin.**



- black/brass/steel metal frame
- grey/black/blue/beige panels
- oak/walnut/mahogany top
- · two lockable drawers left side

You're a storeroom clerk.

An employee phones you for an item It's out of stock.

Suggest this item as an alternative. **You begin.**



- pocket size
- solar

SITUATION 2

You want a filing cabinet like the one on the right.

Call the person in charge of office furniture.

Your partner begins.



- two drawers
- wide
- low
- with a lock

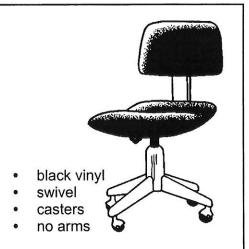
SITUATION 3

A colleague has misplaced her or his chair.

You found an extra one in your office.

Describe it to her/him.

Your partner begins.



You're in charge of office furniture.

You receive a call about an item. It's out of stock. You can offer this item in it's place. You begin.



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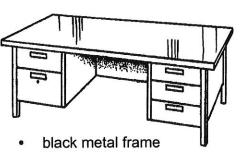
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- made of wood
- two adjustable shelves
- wood doors, brass knobs
- no lock

SITUATION 5

You saw this desk in a colleague's office.

Call the person in charge of office furniture to see if they are still available. Your partner begins.



- grey or black top
- drawers on both sides
- with a lock for file drawer

Activity 4 SB p.118 Things in the school

To the teacher

Have the Ss practise describing objects in the classroom or around the school. This can be spread over a period of days. I can be done as a class activity, in pairs, or in small groups. If need be you can do it one on one with certain Ss for extra practice.

Your teacher will ask you to describe things in your classroom or around the school, for example:

- furniture
- decor
- · office equipment
- forms you fill out

Activity 5 SB pp. 118-119 Things in your work area

A. Prepare your descriptions SB p. 118

To prepare for this activity, list six items there are in your work area and write down their features in point form. You will use this information in the exercise in **Part B**. Do not tell anyone in the class what items you have chosen.

	Item	Features
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6.			T T
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В.	Guess the item	p. 119	PAIR WORK
	Use the notes you pr	epared in Part A	to practise describing items to each other.
	S1 - Describe	an item on you s	sheet without mentioning its name.
	S2 - Try to gu	ess the item.	
	Take turns doing this	until all the items	s on your list have been described.

Activity 6 SB p 120 Describing things at your workplace

PAIR WORK

To the teacher

To add variety, have th Ss change partners after Number 3.

Role play the situations.

For those situations where you give a description, imagine an object in your own workplace.

S1 S2

A colleague just got a new phone in his/her office. Ask for a description of it, and then compare it to yours. **Your partner begins.**

You just got a new phone in your office. tell a colleague. **You begin.**

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S1 S2

You go to the doctor's because your eyes have been unusually sore lately. **Your partner begins.**

You are a doctor. A patient comes to see you about sore eyes. Ask for a description of the lighting at work and at home. **You begin.**

- 3 -

S1 S2

Your manager has asked you to get information about the types of desks and chairs everyone on staff has. Ask a colleague for this information. You begin.

Someone comes to see you for some information about your office furniture. Your partner begins.

S1

You notice that the potted plant that was next to your desk is missing. You go to see the building maintenance people to find out what happened to it. Your partner begins.

S2

You work for building maintenance. Someone comes to your office to ask about a missing item. Ask for a description of it. **You begin.**

- 5 -

S1

The social committee where you work bought a gift for a co-worker who is leaving. You are curious to know what they got. Ask a member of the committee for a description. **You begin.**

S2

You are a member of the social committee where you work. You bought a briefcase recently for someone who is leaving. One of your co-workers asks you about it. **Your partner begins.**

- 6 -

S1

You are a security officer in an office building. Someone lost an item. Ask for a description of it. **Your partner begins.**

S2

You have lost your wallet/purse. You go to the security officer to ask about it. **You begin.**

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Language Summary

SB p. 123

DESCRIBING THINGS

Size

About four by nine would be fine.

Around ten centimetres / four inches wide and (about) this long.

It's (really) quite big. It's rather small.

tiny

medium-sized

enormous huge humongous

Colour

I'd like the yellow ones.

It's bluish.
It's reddish brown.

I like the grey-coloured ones.

silver gold navy rust beige pink lime

Shape

I need a round* one.
I need some square* ones.

It's star**-shaped.
It's shaped like a saucer**.

The box above is (almost) square, with rounded corners.

round ● ○ ○
oval □ 0 0
square ■ □
rectangular ■
oblong ■
triangular ▲ ▽
cylindrical
heart ♡ ♥
diamond ◇ ◆
crescent ⓒ →
star ☆ ★

^{*} Adjective

^{**} Noun

Composition

It's made (out) of clear plastic.
It's painted wood with a frosted glass door.
It's corrugated cardboard.
They're made from recycled tires.

metal
leather
fabric- cotton
silk
polyester
wool
plaster
brick
cement
stone
rubber
paper

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Function

They're good for sketching. It's great for drawing. They're used for painting.

We use this to clean the furniture.

Brand

It comes from Tubular Design.
OfficeTech makes them.
It's a Brown-Wesler.

Other features

It's got a knob that you turn.
There's a window to show the address.
It's the swivel kind/type.
It's green with a push-button dial.
It can take about five centimetres of paper.
It comes with a (built-in) flash.
It's handy for finding phone numbers quickly.

OTHER WAYS OF DESCRIBING THINGS

Comparisons

I need some envelopes like the ones you gave me yesterday.

The Anik E-1 satellite looks something like a(n open) soup can. (See next page.)

They're bigger than the notebooks we usually get.

I need the biggest ones you can find.

This kind is easier to use.

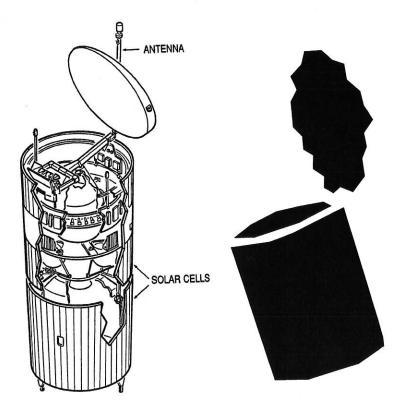
When we do not know a precise term or description, we often use expressions such as the ones below.

It has a kind of button that you push. It's got kind of a knob that you turn.

It's **sort of** beige. It's **kind of** rough.

It's **kind of a** burning feeling. It's **sort of a** strange brown.

No.	thing thingy	
It has a	thingamabob	
	thingamajig	that you turn.
It's got a	doohickey	
	doodad	
	gizmo	



Anik E-1

Soup can with the lid open

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UNIT Reaching a Consensus

Making suggestions and giving opinions.

Activity 1

SB p. 127

The consultation process at your workplace

Do you ever have to make decisions at work that effect others?

Are you encouraged to consult other employees when making decisions? Give a few examples.

Do your supervisors consult you when making decisions that affect you? Give some examples.

Activity 2

Sb p. 127-128





To practise listening to people making suggestions and responding

A. SB p. 127

Read the SITUATION:

There's a problem with absenteeism in the accounting department. Three supervisors have a meeting to discuss possible solutions.

You will hear the part of the meeting in which the supervisors present their suggestions.

To the teacher

Play Part 1 on the tape or CD-ROM. See script p. 136.

Listen to the tape or CD-ROM and write down each speaker's suggestion in the chart below.

KEY

Speaker	Suggestions		
Α	— talk to those who are abusing their sick leave		
В	— send a memo - requesting a medical certificate		
С	— have a meeting with the staff - to discuss the problem		

To the teacher Script

Part 1 (You will play Part 2 in C.)

- A: Well, there're only three or four people who seem to be abusing their sick leave. I think we should try talking to them about the problem and see what they have to say.
- B: Mmm. I think I'd rather send out a memo to the whole staff asking for a medical certificate after they've taken more than a certain number of sick days. That way, we wouldn't have to single anybody out.
- C: Well, then you're penalizing the whole staff just because of three or four people. Plus it creates a bad atmosphere. Why don't we have a staff meeting or something and discuss the problem with everybody?
- **B.** SB p. 128

CLASS DISCUSSION

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Which suggestion do you agree with?

Which solution do you think the speakers will agree on?

C. What's the consensus?

SB p. 128



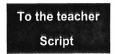


You will now hear the end of the supervisor's meeting where they reach a consensus as to what to do about the problem of absenteeism.

To the teacher

Play Part 2 on the tape or CD-ROM. See the script below.

What do the supervisors agree to do about the problem?



Part 2

- D: Talking to the staff as a whole certainly can't hurt. But I think we could reduce the absenteeism if we looked at what's causing it in the first place.
- C: What do you mean?
- D: Well, for instance, is the employee dissatisfied with his job? Are his work relationships making him unhappy? And so on. You can only get that kind of information if you meet with them one-on-one.
- C: Yeah, I see your point. So what you're suggesting is we talk to each of the people involved and see if there're problems that we can do something about.
- D: That's right. That way, we don't insult the rest of the staff.
- B: Yeah, I suppose that makes sense. let's try that and see what happens.

Activity 3	SB pp. 129-131
Reaching a cons	ensus

To practise making suggestions and responding

To the teacher

Go over the language for **making suggestions**, **agreeing**, and **disagreeing** before the Ss do this activity. See Language Summary pp. 149.

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In **Part A**, you will prepare role cards. In **Part B**, you will use these cards to make suggestions and try to reach a consensus.

A. Preparing the role cards

SB p. 129

For each role card:

Read the situation.

Write your opinions, ideas and suggestions in point form on the card.

SITUATION 1
You and your colleagues just won \$2000 in the lottery. Decide what to do with the money.

SITUATION 2
Things are being stolen from employees in your office. Decide what to do about the situation.
SITUATION 3
A few people are not respecting the no-smoking policy in front of the main entrance. Most smokers do use the designated areas. Decide on what to do about the problem.

SITUATION 4
Employees in your section are showing signs of burnout. The project is not finished. Decide on a plan to improve morale.

B. Doing the role plays

SB p. 131

GROUP WORK / PAIR WORK

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To the teacher

Divide the class into groups or pairs.

For each role card in Part A:

Role play the situation with your partner or group.

Try to come to an agreement on what to do; i.e. reach a consensus.

Activity 4 SB pp. 131-132 Who's the best person for the job?



GROUP WORK

To practise expressing opinions

To the teacher	You will have to get copies of the tape or CD-ROM for this activity; i.e. one tape or CD-ROM for each group of Ss.
	Go over the language on Language Summary p. 150.
	Divide the Ss into two or three groups. Give each group a copy of the tape or CD-ROM.
	Read the ad that follows.

DORVAL AIRPORTBILINGUAL TELLERS

Responsible, salesminded persons with aptitude for figures to work rotating shifts. Must be bondable. Own transportation required. Experience in handling cash a definite asset. Please call Mr. Donnelly at the Currency Exchange main office 555-636-0055.

Listen to the three conversations that Ted Donnelly has about different applicants for the job and fill in the chart.

KEY	Candidate 1	Candidate 2	Candidate 3
Name	Tom McGavin	Tony	Maureen Dawson
Experience	-worked in uncle's hardware store	-one year with a credit union as a teller	-10 years -supermarket cashier
Good with figures	~	~	V
Own transportation	has a motorcycle	car	car
Bondable	~	V	V
Speaks French	yes	yes	yes
Will work shifts	~	~	yes
Other information	willing to work hard	speaks Italian	lives far away

Using the information that you wrote in the chart, decide on which candidate is best suited for the job.

To the teacher Script

Candidate 1

Ted Donnelly:

Currency Exchange, Donnelly speaking.

Tom McGavin:

Hello, my name's Tom McGavin. I' phoning about the job as a teller

advertised in the paper.

Ted Donnelly:

Sure. Can you tell me a bit about your work experience?

Tom McGavin:

Well, I don't have a lot. But I worked in my uncle's hardware store for a couple of summers. It's not much but I'm willing to work hard to learn.

Ted Donnelly:

Fair enough. OK, and how's your French?

Tom McGavin:

Oh, my spoken French is pretty good.

Ted Donnelly:

All right, and do you have a car?

Tom McGavin:

No, I don't have a car but I have a motorcycle.

Candidate 2

Mario Pacino:

I saw your add in the paper. I see your hiring tellers at the airport?

Ted Donnelly:

Yeah. You know someone who might be interested?

Mario Pacino:

Well, my youngest son Tony's looking for a job. He's been working as a teller for a credit union for the last year, but they had to trim the budget and now

they're laying off some of their junior people.

Ted Donnelly:

Does he have his own car?

Mario Pacino:

Yeah, he just bought himself a used car and remember he can speak French

and Italian.

Ted Donnelly:

Sure, Mario. I'll be glad to see him. Have him call my office and arrange an

interview time with my secretary.

Candidate 3

Claire Chan:

Mr. Donnelly, someone called while you were out about the teller's job. Her name's Maureen Dawson and she sounded pretty good. I think it'd be worth

interviewing her.

Ted Donnelly:

Good. What's her work experience like?

Claire Chan:

Apparently she's had 10 years experience as a cashier and she's bilingual.

Ted Donnelly:

Sounds good. Did you ask if she'd be willing to work shifts?

Claire Chan:

Yeah, she said that would be no problem. She said she's working for a big supermarket chain, so she's used to working evenings and weekends.

Ted Donnelly:

OK. Call her and set up an interview.

Claire Chan:

All right.

Ted Donnelly:

By the way, do you know if she lives near here?

Claire Chan:

No, she lives on the south shore, so it'd probably take her a good half hour to

get here by car.

Activity 5 SB pp.133-136 Wilderness camping

GROUP WORK

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To the teacher

Divide the class into groups of three or more Ss.

A. SB p. 133

Read the SITUATION:

It's mid-August. You and some friends are on a wilderness camping expedition. A member of the group has been injured and someone has to go get help at the nearest ranger station, which is an overnight hike away — about seven hours. The person has to travel light, so he or she can only take a limited number of items.

As a group:

Go through the list of items below and discuss each one to determine if it's absolutely essential.

Agree on 12 items of the 30 listed that the person should take. Check them off below.

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give

Role Playing Your Own Situation

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SB p. 134	FOCUSSING ON YOUR JOB
Think of two or three situations are.g. setting up a schedule for sh	at work that require "problem-solving". List them in point form. nared work

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GETTING READY TO ROLE PLAY

1. Preparing the role cards

SB p. 135

Choose your favourite situation from your list and fill in the role card below.

ROLE CARD

ne problem:	
Persons involved	Their suggestions
The solution agreed on	

2. Discussing the situations

SB p. 136

GROUP WORK

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To the teacher

You will have to make two or three photocopies of each S's completed role cards for this activity. A copy is need for each mini-group member.

Give back the role cards with the photocopies to the owners. Divide the Ss into groups of three or four Ss.

These role plays should be spread out over several days and done with different partners each time.

\$1- You will role play yourself in the problem-solving situation.

- Give the other members of your group a copy of your role card.
- Explain the situation on the role card to the members of your group.
- Assign roles and discuss the attitudes of each of the speakers.
 - e.g. Are they polite, rude, timid, aggressive, helpful, impatient, co-operative, unreasonable, understanding, condescending, calm, upset,...?
- **\$2, \$3,...** You will play the roles of the other people involved.

As you discuss the situation, add notes to the role card.

To make the conversation more interesting, think of some complications to add to the role you have been assigned.

e.g. ask for further details complain ask for alternatives pretend not to understand ask for clarification

SB p. 136

DOING THE ROLE PLAYS

GROUP WORK

After discussing each situation, role play it with your group.

Language Summary

SB p. 137

	MAKING SUGGESTIONS	AGREEING	DISAGREEING
			When we disagree with a suggestion, we often suggest an alternative.
	Since this concerns everyone, maybe we could set up a committee. This is important, I suggest we take a vote.	OK./Right. Good idea. I agree with you.	I'm not sure that's a good idea. What about talking to the people involved?
149	I say we should reprimand them. In my opinion we ought to play tough. If you want my opinion, we (should) act. If you ask me, I think we (should) move on.	That's what I think (too). I was thinking the same thing.	I don't think that would work. It might be better to (just) wait and see.
	Let's (just) speak to them. Why not get their input first? Why don't we have a meeting?	That sounds like a good idea.	Wouldn't it be better (for us) to adopt flexible work hours? I don't know (about that), maybe we should go for flexible hours instead.
	What if we met each person individually?	I'd be in favour of that. I'm for that. I could/would/'d go for that.	Mmm, I don't know. Calling a meeting might work better. It might make more sense to call a meeting.
2 (1995) 199 1	Since this is an important issue, it might be a good idea to send out a memo.	That makes sense.	I disagree. I'd rather talk to someone.

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AGREEING

DISAGREEING

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I disagree. I don't agree with you.

In my opinion, Rafe is the best for the job.
If you ask me, Luong is the one.
As far as I'm concerned, Matt's it.
If you want my opinion, I'd go for Joe.

That's exactly what I think. I'm not so sure.

My sentiments exactly. I wouldn't say that.

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