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INTERFACE CANADA

Student's Book 3

Revised Edition

Canada 

INTERFACE CANADA

Student's Book 3

by

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UNIT 27

DIRECTING PHONE CALLS

GETTING STARTED

1

Directing Phone Calls

RECEPTIONIST: Administrative Services.
Good morning.

CALLER: Yes, I'd like to speak to
Mr. Duncan, please.

RECEPTIONIST: Yes, may I say who's
calling?

CALLER: It's Murray Lawson from
Headquarters.

RECEPTIONIST: One moment please. I'll
connect you.

Asking to speak to someone

Transferring the call

Identifying yourself

Getting the caller's name

Answering the telephone

2

Directing Phone Calls

For each situation:

S1 – Answer the phone using the cues provided.

S2 – Make a telephone call using the cues provided.

Switch roles and repeat the role plays.

Situation 1

**S1 – Receptionist at
Radco Limited**

**S2 – Caller from Allied
Electric**

Answer the telephone

Ask to speak to the
manager, Mr. Scofield.

Get the caller's name.

Identify yourself.
(name and company)

Transfer the call.

Situation 2

**S1 – Secretary at Palmer
Engineering Company**

**S2 – Caller from Technical
Placement Agency**

Answer the telephone

Ask to speak to
Mrs. Lawrence.

Get the caller's name.

Identify yourself.
(name and company)

Transfer the call.

STUDY

Receptionist	Caller
Answering the telephone	Administrative Services, good morning. good afternoon. may I help you? Kate Johnson speaking.
Asking to speak to someone	Yes, I'd like to speak to Mr. Duncan, please. May I speak to Mr. Duncan? Is Mr. Duncan in? there?
Getting the caller's name	May I say who's calling? Can I ask who's calling? Who should I say is calling?
Identifying Yourself	It's Harry Lawson from Headquarters. My name's Harry Lawson.
Transferring the call	One moment, please. Hold the line, please. I'll connect you. I'll transfer your call. I'll put you through.

PRACTICE

P=1 READ/SPEAK

A. Work with a partner.

The conversations below are scrambled.

For each conversation:

Number the lines to indicate a logical order.

Then write the conversation in the space provided. For each line, identify the speaker as the receptionist (R) or the caller (C).

CONVERSATION 1

___	Yes. Is he in?	_____
___	Good morning. Client Services. Phyllis Riley speaking.	_____
___	Oh, yes. I guess you want to speak to Mr. Kerwin?	_____
___	Oh, Phyllis. Good morning. It's Howard from the stockroom.	_____
___	Yes, he is. Hold the line, please. I'll put you through.	_____

CONVERSATION 2

— Yes. May I help you?

— Telecommunications. Good afternoon.

— Yes, Mr. Winslow. I'll connect you.

— Hello. It's Jesse Winslow from Technical Support.

— I'd like to speak to Carol Grossman.

CONVERSATION 3

— O.K. I'll call back later.

— Yes. May I speak to Barbara Jenkins?

— National Instruments. Good morning.

— Oh, just a moment. Her line is free now. I'll put you through.

— I'm sorry. Her line's busy right now.

CONVERSATION 4

___	O.K., just a moment.	_____
___	Can I tell him who's calling?	_____
___	Human Resources. May I help you?	_____
___	It's his brother, Jeff.	_____
___	Yes, I'd like to speak to James Barrett, please.	_____

B. Work with a partner.

Practise the conversations with your partner from Part A.

P=2= READ/SPEAK

In this practice, you will:

- read telephone conversations and fill in some role cards (Part A)
- use the information on the role cards to role play (Part B)

A. For each number:

You will see a telephone conversation in a bubble and two role cards: S1 and S2.

Read the conversation and complete S2's role card.

NOTE: Ignore S1's role cards when you do Part A.

1.

A: Paul, can you take extension 902?

B: Who is it?

A: It's Rachelle Jones from Channel 2 T.V.

S1	S2
Receptionist at Fields Advertising.	Wants to speak to: _____
You begin.	Caller's name: _____
	Calling from: _____

2.

A: Miss Parsons, there's a call for you.

B: Who is it?

A: Ron Wheeler, from Maritime Shipping.

S1	S2
Receptionist at Carlisle Employment Agency.	Wants to speak to: _____
You begin.	Caller's name: _____
	Calling from: _____

3.

A: Mr. Sawyer, can you take line two? It's Head Office.

B: Would you please take a message?

A: Well, it's Mr. Reynolds.

B: Oh, in that case, put him through.

S1	S2
Receptionist at Standard Light Company.	Wants to speak to: _____
You begin.	Caller's name: _____
	Calling from: _____

4.

A: Lisa, it's for you.

B: Who is it?

A: He just said his name was Clifford from the Data Centre.

B: Oh, yes. Put him on.

S1	S2
Receptionist at Great Northern Mining Corporation.	Wants to speak to: _____
You begin.	Caller's name: _____
	Calling from: _____

5.

A: Mrs. Carter, Mr. Burke from Accounting is on the line for you.

B: Did he say what he wants?

A: No, he didn't.

S1	S2
Receptionist at Forest Paper Products.	Wants to speak to: _____
You begin.	Caller's name: _____
	Calling from: _____

6.

A: Mr. Lawson, there's a call for you on line one,
Miss Freeman from the Vancouver office.

B: O.K. Thank you.

S1	S2
<p>Receptionist at Lyons Corporation.</p> <p>You begin.</p>	<p>Wants to speak to: _____</p> <p>Caller's name: _____</p> <p>Calling from: _____</p>

B. Work with a partner.

You will now use the role cards in Part A to role play.

For each role card:

S1 – You are the receptionist. Answer the telephone. Be sure to ask for the caller's name before you transfer the call.

S2 – You are the caller. Make the call.

Switch roles after Number 3.

UNIT 28

ASKING ABOUT LANGUAGE

GETTING STARTED

1

Asking About Pronunciation and Spelling

Question	Response
1. _____ _____	No, you don't. You say "climb", the same as "time".
2. _____ _____	"Va-ca-tion". With the accent on the second syllable.
3. _____ _____	It's "a-r".
4. _____ _____	No, there's no hyphen. It's one word.
5. _____ _____	Yes, it does.
6. _____ _____	It's two words.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Does "overtime" take a hyphen? • How do you say this word? • How do you spell "burglar"? Is it "a-r" or "e-r"? | <ul style="list-style-type: none"> • Is "living room" one word or two? • Do you pronounce the last letter? • Does "address" have two "d"s? |
|--|---|

Asking About Meaning and Translation

Question	Response
1. _____ _____	Well, for example when you need money, you go to the bank and "withdraw" some.
2. _____ _____	It's the same as "dependable". You can trust someone who is "reliable".
3. _____ _____	It means talking about your work.
4. _____ _____	Yes, it is. It means exactly the same thing.
5. _____ _____	I think you say "en bonne santé".
6. _____ _____	It depends. In the context of your job, we say "training".
7. _____ _____	It's very similar to the French - "affectionate".

- Is "huge" the same as "enormous"?
- What's "healthy" in French?
- What does "reliable" mean?
- What's the English word for "affectueux"?
- How do you say "la formation" in English?
- I don't understand the word "withdraw".
- I don't understand what "talking shop" means.

Read the article. Ask your teacher questions about language you find difficult.

PERSONAL HYDRANT SAVES TICKET

EDMONTON —Grant Porter He said he told the officer to take needed some evidence to fight a a closer look at the hydrant. It was parking ticket, and he had it — a painted red, white and black 135-kilo ornamental fire hydrant instead of the standard Edmonton that decorates his lawn. The yellow, and it was stamped Saint John, N.B., 1954. The decoration was mistaken for the real thing by police.

"We brought it into court, but we had to stop five times to rest," Mr. Porter said Tuesday after winning the case.

"He told me to pay the ticket and drove away," Porter said.

Instead, Porter decided to go to trial over the \$120 ticket.

Mr. Porter received a ticket April 18 for parking within five metres of a fire hydrant in front of his home.

The Crown prosecutor withdrew the charge after he and the officer who wrote the ticket saw the hydrant in court.

With permission of The Canadian Press.

STUDY

ASKING ABOUT LANGUAGE

Pronunciation

How do you

say
pronounce

 this word?

Do you pronounce the "t"?

Spelling

How do you spell "disk"? Is it "s-c" or "s-k"?

Does "tape recorder" take a hyphen?

Does "apartment" have/take two "p"s?

Are there two "d"s in "address"?

Do you write "referring" with two "r"s?

Is "mailbox" one word or two?

Meaning

What does "fed up" mean?

Is "boring" the same as "dull"?

I don't understand (the expression) "off the record".

I don't understand what this word means.

Translation

What's "mood" in French?

How do you say "j'ai hâte" in English?

What's the English word for "hors d'oeuvre"?

PRACTICE

P=1 WRITE/SPEAK

To practise asking about meaning and pronunciation and asking for a translation.

A. Complete the conversations by writing appropriate questions in the bubbles.

Question

Response

1.

cue: "harmful"

If something is "harmful",
it's bad for you.

2.

cues: "rétrécir" / English

Well, when we talk about
fabric, we usually say
"to shrink".

3.

cues: "marriage" / two "r"s

Yes, it does

4.

cue: "a tall order"

It's something that's
very difficult to do.

	Question	Response
5.	<div> <div></div> <div></div> <div></div> <p>cue: the "l"</p> </div>	<div>No, you don't. The "l" is silent.</div>
6.	<div> <div></div> <div></div> <div></div> <p>cues: "neat" / "clean"</p> </div>	<div>Sort of, but "neat" also means that everything is in the right place.</div>
7.	<div> <div></div> <div></div> <div></div> <p>cues: "mortgage" / French</p> </div>	<div>In French I think you say "hypothèque".</div>
8.	<div> <div></div> <div></div> <div></div> <p>cues: coffee break / hyphen</p> </div>	<div>No, it's two words, no hyphen.</div>
9.	<div> <div></div> <div></div> <div></div> <p>cues: "hard" / "difficult"</p> </div>	<div>Yes, it is, but "hard" can also be the opposite of "soft".</div>

	Question	Response
10.	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <p>cue: "pedestrian"</p> </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Well, a "driver" is in a car, and a "pedestrian" is on foot.</p> </div>
11.	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <p>cue: "weird"</p> </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>"Weird" means very strange.</p> </div>
12.	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <p>cues: "share" / French</p> </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>"Partager".</p> </div>

B. Work with a partner.

Practise your corrected conversations and those of your partner.

P=2 READ/SPEAK

In this practice, you will:

- read an article and try to become familiar with the language (Part A)
- answer your partner's questions about the language in the article (Part B)

A. Group I - p. 22

Group II - p. 23

Group I

Read the following article carefully in order to become an "expert" on the language in it. Use your dictionary and ask your teacher for help.

Write notes about new words and expressions in the spaces provided.

FAMILY JEWELS SOLD FOR 10 CENTS

BRIGHTON, N.Y. - A woman who hid her family jewels in a cookie tin sold the tin for 10 cents at a garage sale by mistake. The woman fears she may never see the heirlooms again.

The jewellery includes diamond earrings, a gold and topaz necklace and a gold bracelet that had been in her family for more than 100 years.

Rita Polanski said she took the jewels out of her safety

deposit box at the bank to wear to a wedding. When she got home, the bank was closed, so she put the jewels in a cookie tin.

But then she forgot about the jewels and she gave the tin to a friend collecting items for a garage sale.

She said she never could afford to insure the jewels. She reported the loss to the police and offered a reward in a newspaper.

With permission of The Associated Press.

Notes:

Group II

Read the following article carefully in order to become an "expert" on the language in it. Use your dictionary and ask your teacher for help.

Write notes about new words and expressions in the spaces provided.

**"SANTA" CAME EARLY
BUT COPS GOT HIM**

A would-be thief attempted a Santa Claus robbery yesterday.

But try as he might, he just couldn't get it right in breaking into a Montréal corner store in the early morning.

The 23-year-old male suspect slithered down the chimney of the store at 1951 Tillemont St. but, unfortunately for him, he got stuck part way, according to Montréal Urban Police.

In fact, the man spent an hour jammed in the flue before firefighters called to the scene could pry him free.

He was scheduled to appear in court today on a charge of attempted breaking and entering.

Courtesy Montréal Daily News.

Notes:

B. Work with a partner.

Read your partner's article and write down any unfamiliar words or expressions from the article in the spaces below.

Then ask your partner questions about these words or expressions. Take notes in the spaces provided.

Notes:

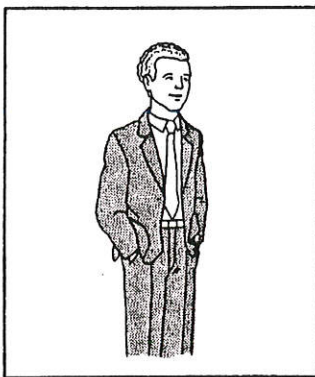
UNIT 29

DESCRIBING PEOPLE

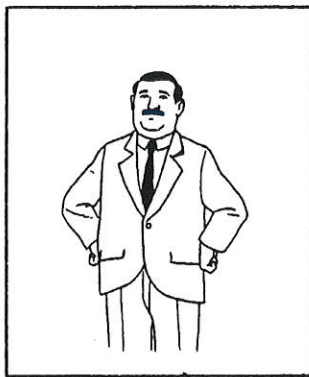
GETTING STARTED

Giving a Description

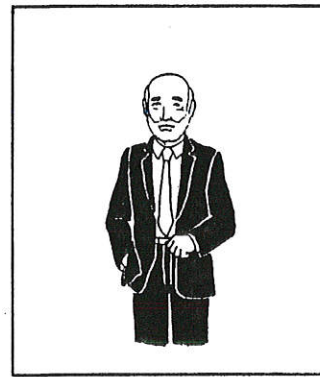
1



2



3



HE'S:

tall
bald
in his 20's
average height

on the heavy side
in his 40's
about 60
thin

HE'S GOT:

dark hair
curly hair
short hair
fair hair
a mustache
a beard

STUDY

ASKING FOR A DESCRIPTION

What does he look like?

Can you describe him (for me)?

How | old | is he?
| tall |

What colour | is his hair?
| are his eyes?

GIVING A DESCRIPTION

Age

She's about 20 (years old).

She's in her 20's.

He's | middle-aged.
| in his 40's.

Height

He's | about five foot eight.
| around six feet tall.
| really tall.

She's | (of) average height.
| not too tall.
| quite short.

Build

He's | kind of stocky.
| on the heavy side.

She's short and plump.

He's | quite slim.
| really thin.

She's about my size.

Eyes

He has	brown	eyes.
	blue	
	green	
	hazel	

She's **got** dark **eyes.**

She **wears** glasses.

Hair

He has	fair	hair.	She has	blonde	hair.
	blond			long	
	dark			short	
	black			curly	
	red			wavy	
	grey				

He **has** a **beard.**
mustache.

He's got	light	brown hair.
	dark	

Adjectives that Describe People

She's **beautiful.**

He's **handsome.**

He's/She's	not very good-looking.
	quite attractive.

PRACTICE

P1 WRITE / LISTEN / SPEAK

In this practice, you will:

- prepare descriptions of people in the school (Part A)
- listen to descriptions prepared by the class (Part B)
- describe well-known personalities (Part C)

A. Decide on two people in the school that you want to describe, and that everybody in the class knows, for example:

receptionist
person in charge of resource centre
former teacher
team leader / head teacher
director
another student

Write a description of each person in the space below.

Be sure not to give the names or positions of the people you are describing. You will record your descriptions on tape.

1. _____

2. _____

B. For each number:

Listen to the description and guess who is being
described. Write your answer in the space provided.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

C. Work with a partner.

Decide on two well-known public personalities (e.g. political leaders, entertainers) that you want to describe to the class.

Write a description of each personality in the space below.

1. _____

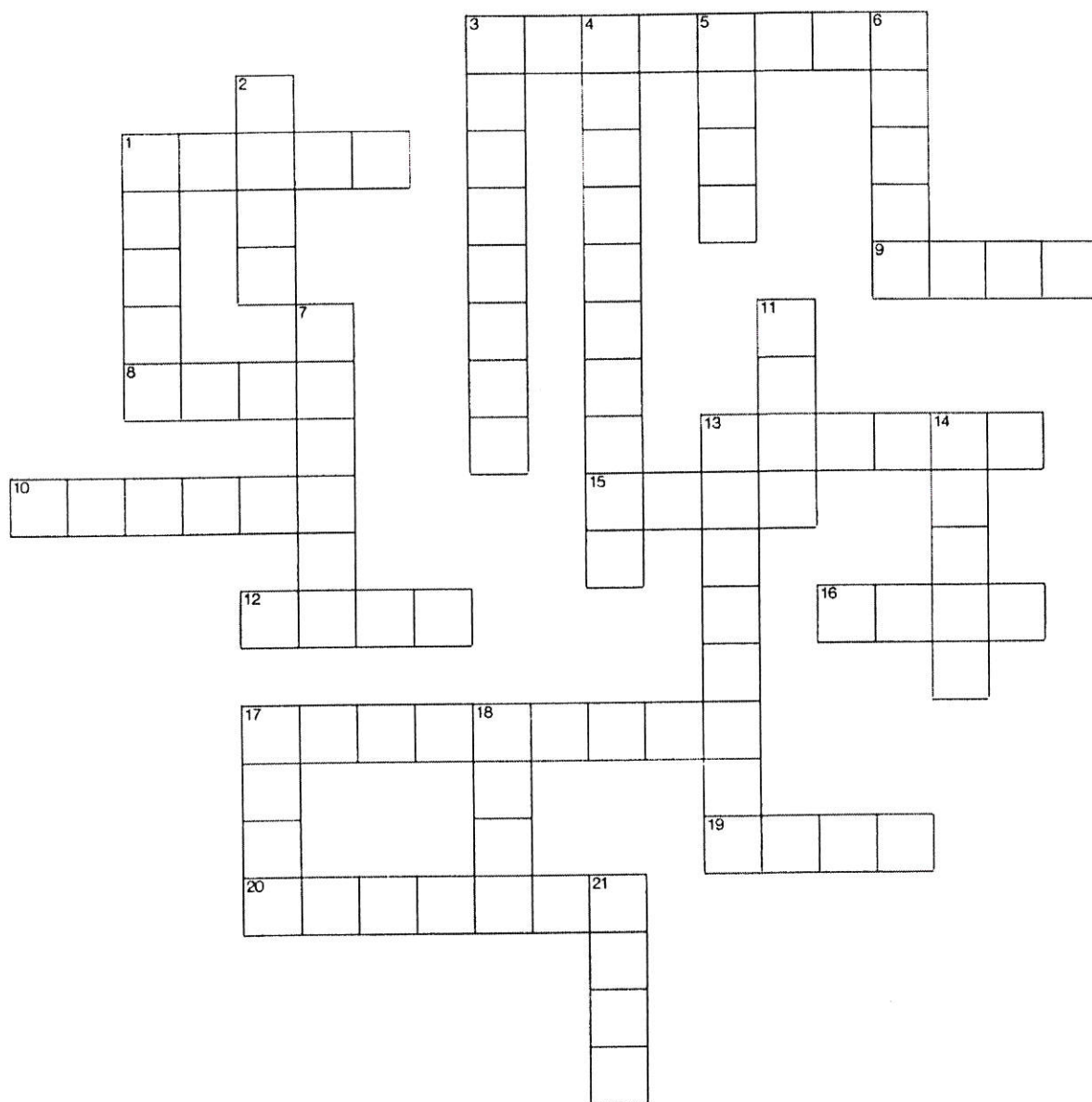
2. _____

P=2=

CROSSWORD PUZZLE

To practise some vocabulary for describing people.

Read the clues and do the crossword puzzle.



Across

1. Santa Claus has a big white one on his face.
3. facial characteristics, parts of the face
8. black or almost black, opposite of fair
9. underweight, opposite of fat
10. reddish-brown, especially hair
12. what you see with
13. average height and _____
15. extremely
16. Hair that is neither curly nor completely straight is _____
17. very pretty
19. having a small waistline, slender
20. small depressions in the cheeks that appear when you smile

Down

1. golden, especially hair
2. light-coloured, especially hair or skin
3. small brownish spots on the skin, increased by exposure to the sun
4. good-looking, referring to men or women
5. extremely unattractive
6. below-average height
7. very thin
11. hair usually turns this colour when you get old
13. lines in the skin, a sign of getting older
14. above-average weight
17. having little or no hair on the head
18. above-average height
21. permanent mark on skin resulting from injury

P 3

LISTEN / SPEAK



In this practice, you will:

- listen to conversations in which people are being described and match the descriptions to pictures (Part A)
- use the descriptions and pictures to role play (Part B and C)

Roles: S1 - p. 34
S2 - p. 39

S1

A. Work in a group.

For each number:

Listen and complete the situation by filling in the blanks.

Listen again and write down as many details of the description as you can.

Then match the description to the right picture by circling the letter above the picture.

Check your answer with the other members of your group.

S1

SITUATION 1

DESCRIPTION

_____ is looking for
_____ in a department
store. She speaks to a security
guard.

PICTURES

1.

A

B

C



S1

SITUATION 2

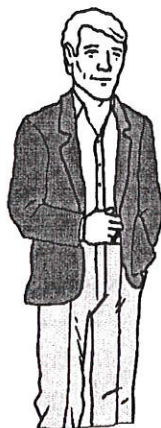
Someone is describing John
Beauregard, _____
to a friend. The movie star played
_____ in the
movie "The Lost Brigade".

DESCRIPTION

PICTURES

2.

A



B



C



S1

B. Work with a partner.

You will role play the situations in Part A.

For each number:

Read the situation and your notes in Part A.
Then look below at the information about your role.

Now role play the situation with your partner.

1.

Roles: S1 - You are the parent. Describe your child
using your notes from Part A.

You begin.

S2 - Security guard.

2.

Roles: S1 - You're the person talking about the
movie star. Describe the movie
star using your notes from Part A.

You begin.

S2 - Person who doesn't remember the
movie star.

C. Work with a partner.

You will now role play S2's situations from Part A.
A role card is provided for each situation.

For each number:

Read the information on the role card carefully.

Then role play the situation with your partner.

Using your notes from the role play, choose
the picture that matches the description.
Circle the letter beside that picture.

Check your answer with your partner.

SITUATION 1

There's a woman in the reception area who wants to see Steve.

Roles: S1 - Steve. Get a description of the woman who wants to see you from S2.

Take notes in the space provided.

S2 begins.

S2 - Person who gives Steve the message.

Notes: _____

**SITUATION 2**

The boss tells the receptionist, Miss Norton, that the vice-president, Mr. Fry, is coming to visit. Miss Norton doesn't know Mr. Fry.

Roles: S1 - You are the receptionist, Miss Norton.

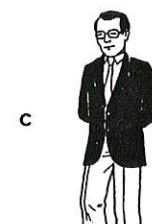
Get a description of the vice-president from S2.

Take notes in the space provided.

S2 begins.

S2 - Boss.

Notes: _____



S2

A. Work in a group.

For each number:

Listen and complete the situation by filling
in the blanks.

Listen again and write down as many details of
the description as you can.

Then match the description to the right picture
by circling the letter above the picture.

Check your answer with the other members of
your group.

SITUATION 1

DESCRIPTION

There's _____ in the
_____ who
wants to see Steve.

PICTURES

1.

A

B

C



SITUATION 2

DESCRIPTION

_____ tells his
receptionist, Miss Norton, that

Mr. Fry, is coming for his annual
visit. Miss Norton doesn't know
Mr. Fry.

PICTURES

2.

A

B

C



S2

B. Work with a partner.

You will now role play S1's situations from Part A.
A role card is provided below for each situation.




For each number:

Read the information on the role card
carefully.

Then role play the situation with your
partner.

Using your notes from the role play, choose
the picture that matches the description.
Circle the letter beside that picture.

Check your answer with your partner.

<p>SITUATION 1</p> <p>A parent is looking for his/her child in a department store. He/She speaks to a security guard.</p> <p>Roles: S1 - Parent.</p> <p>S2 - You are the security guard. Get a description of the child from S1. Take notes in the space provided. S1 begins.</p> <p>Notes: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>a</p> 
	<p>b</p> 
	<p>c</p> 

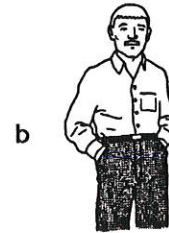
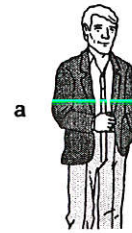
SITUATION 2

Someone is describing a movie star to a friend.

Roles: S1 - Person who describes the movie star.

S2 - Get a description of the movie star
from S1. Take notes in the space
provided. **S1 begins.**

Notes: _____



S2

C. Work with a partner.

You will now role play your situations from Part A.

For each number:

Read the situation and your notes in Part A.

Then look below at the information about your role.

Now role play the situation with your partner.

1.

Roles: S1 - Steven.

S2 - Give Steve the message that a woman wants to see him. Describe the woman using your notes from Part A.
You begin.

2.

Roles: S1 - Receptionist, Miss Norton.

S2 - You are the boss. Describe the vice-president using your notes from Part A. **You begin.**

P₄ EYEWITNESS

To practise describing people and listening to descriptions of people.

Read the SITUATION:

You've just witnessed a bank holdup. The police want you to go to police headquarters to give a description of the criminal.

You are going to prepare a description of the criminal and then record your description.

Your teacher will tell you what steps to follow.

DESCRIPTION OF THE CRIMINAL

Approximate age _____

Height _____

Build _____

Hair _____

Eyes _____

Other details _____

UNIT 30

HABITS AND ROUTINES

GETTING STARTED

1

Joyce Cassidy's Personal Calendar

APRIL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 exercise class	2	3 exercise class	4 Dinner with Jeff	5 meeting out of town	6
7	8 exercise class	9 meeting out of town	10 exercise class	11 concert with Amy	12 get paycheque	13
14 golf	15 exercise class	16	17 exercise class	18 show with Ray	19 meeting out of town	20
21	22 exercise class	23 meeting out of town	24 exercise class	25 bowling with gang	26 get paycheque	27
28 golf	29 exercise class	30				

Joyce Cassidy:

- attends exercise classes _____ every other weekend
- gets her paycheque _____ twice a week
- goes out with friends _____ once a week
- attends meetings out of town _____ on Thursdays
- plays golf _____ every two weeks

Adverbs of Frequency

Situations	Frequency Expressions
1. Victor hates cooking. He _____ eats out.	all the time
2. The Gordons have very demanding jobs. They _____ eat in restaurants. _____	five or six times a week
3. Tracy has classes after work almost every day. She _____ eats in the university cafeteria.	three or four times a week
4. The Flynns _____ go out to a nice restaurant. _____ It's their way of celebrating special occasions.	from time to time
5. Bob has a lot of expenses. These days he _____ eats out. _____	three or four times a year
6. Lester hates restaurant food. He _____ eats out.	

often
sometimes
generally

always
occasionally
hardly ever

rarely
usually
never

3

Asking About Habits and Routines

1. A: Oh, I'm tired. I didn't get to sleep till two.
B: _____ stay up late on week nights?
A: No, not that often.

2. A: That's interesting. Where did you read that?
B: In the Star, last weekend. _____ read
the entertainment section? Some of their articles are
really good.

3. A: Are you going to Brazil with a tour?
B: No, I'm going by myself.
A: _____ travel alone?
B: Almost always. I like to do my own thing.

4. A: What do you do for exercise?
B: Well, I swim quite a bit.
A: Really. _____ swim?
B: Oh, about three times a week.

5. A: We're leaving for lunch now, Louise. Want to join us?
B: No thanks, I brought a sandwich.
A: _____ go out for lunch?
B: Not too often. I don't eat much for lunch.

Roles: S1 - Ask your partner about his/her habits and routines using the cues in the first column.

S2 - Respond using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1	S2
1. you/often stay up late on week nights?	1. no/not often
2. he/usually travel alone?	2. almost always
3. how often/she/swim?	3. three times a week
4. Louis/ever go out for lunch?	4. yes/sometimes
5. Laurie/have coffee in the morning?	5. no/usually drink tea
6. they/usually take the bus to work?	6. yes
7. she/sometimes go out of town/for her work?	7. about once a month
8. you/generally take a winter holiday?	8. no/too expensive

STUDY

Habits and Routines

The simple present tense is used to talk about habits and routines. Expressions of frequency and adverbs of frequency are also used.

Expressions of Frequency

once in a while
from time to time

every now and	then again
---------------	---------------

once a day
twice a week
three times a month
several times a year

every

Sunday afternoon morning other weekend two weeks

on Wednesdays and Fridays

Adverbs of Frequency

always	usually	sometimes	hardly ever	never
	generally	occasionally	rarely	
	often/frequently		seldom	

These adverbs usually come before the verb.

	adverb	verb	
I	never	arrive	late.

She rarely comes here.

Asking About Habits and Routines

Do you often stay up late?

Do you ever read the entertainment section?

Do you usually travel alone?

How often do you swim, anyway?

Don't you ever go out for lunch?

PRACTICE

P=1

LISTEN/WRITE



- A. You will hear different people talking about their habits and routines. Listen and fill in the blanks.
1. I'm not really a coffee drinker, but _____
I have a cup in the morning.
 2. _____ I go on a trip, but I really
prefer to spend my holidays at the cottage.
 3. I _____ have time to read the newspaper at
home. I _____ read it on the bus.
 4. Yeah, we enjoy a good bottle of wine with our meals.
_____ but _____
 5. _____ I just have toast and coffee at
home. The cafeteria's just too noisy for me in the
morning.
 6. I _____ take my coffee break at the same
time as the others. Somebody has to answer the phone.
 7. We both work long hours so we eat out _____
_____.
 8. I only see a doctor when I'm sick. Fortunately, that
_____ happen _____ because I'm
basically quite healthy.

B. Listen again and circle the word that best completes the sentence.

- | | | |
|---------|--|--|
| 1. He | <div>often
occasionally
never</div> | has a cup of coffee. |
| 2. He | <div>often
hardly ever
never</div> | travels. |
| 3. She | <div>generally
sometimes
never</div> | reads the paper on the bus. |
| 4. They | <div>always
sometimes
never</div> | drink wine with their meals. |
| 5. He | <div>usually
often
never</div> | has breakfast at home. |
| 6. She | <div>often
rarely
never</div> | takes her coffee break when the others do. |
| 7. They | <div>often
sometimes
hardly ever</div> | eat out. |
| 8. She | <div>seldom
frequently
never</div> | sees a doctor. |

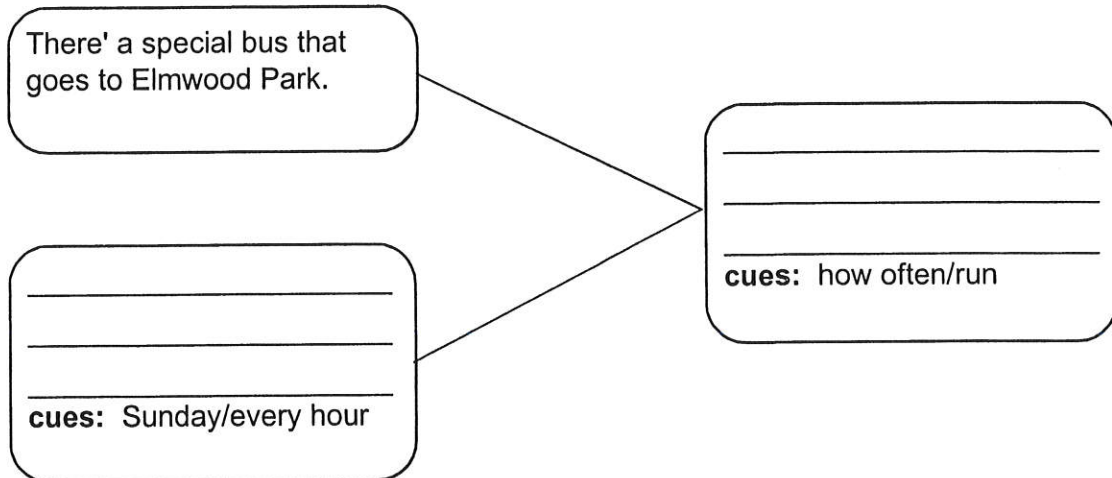
P=2=

WRITE/SPEAK

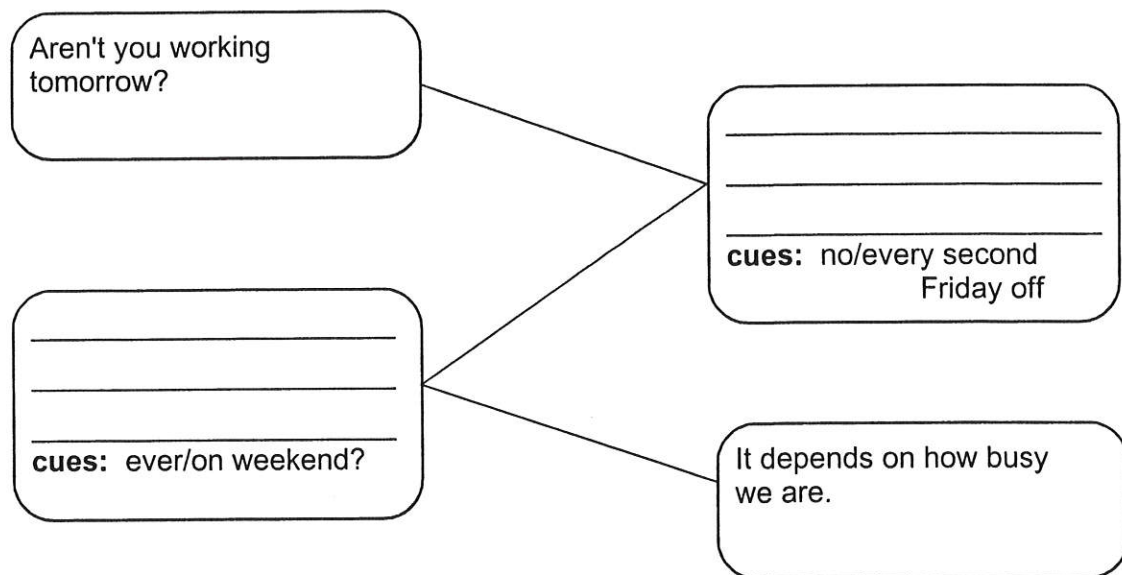
To practise talking about habits and routines.

A. Complete the conversations using the cues provided.

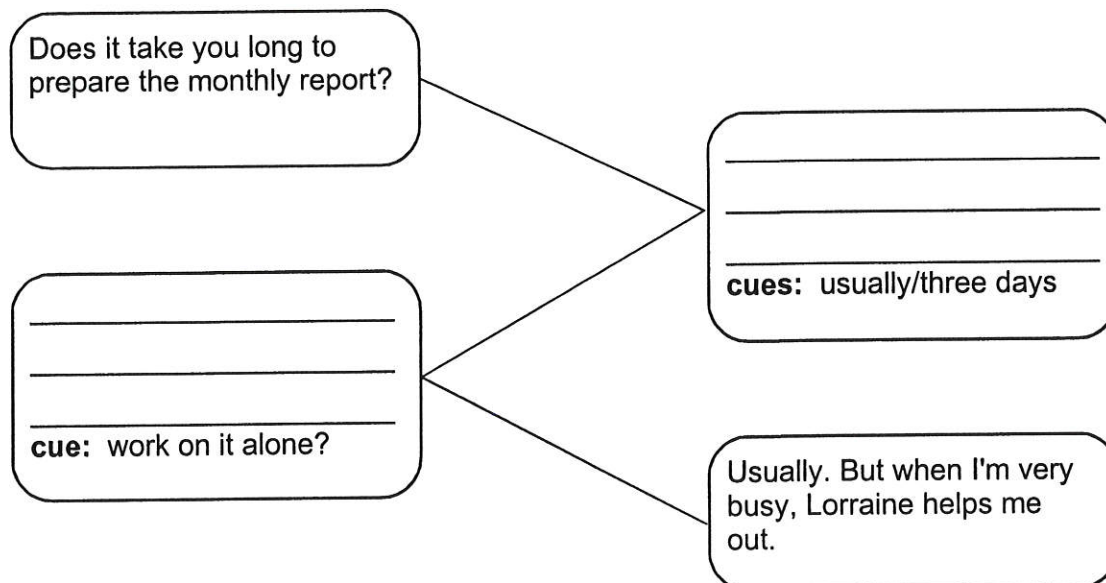
1. At the bus stop:



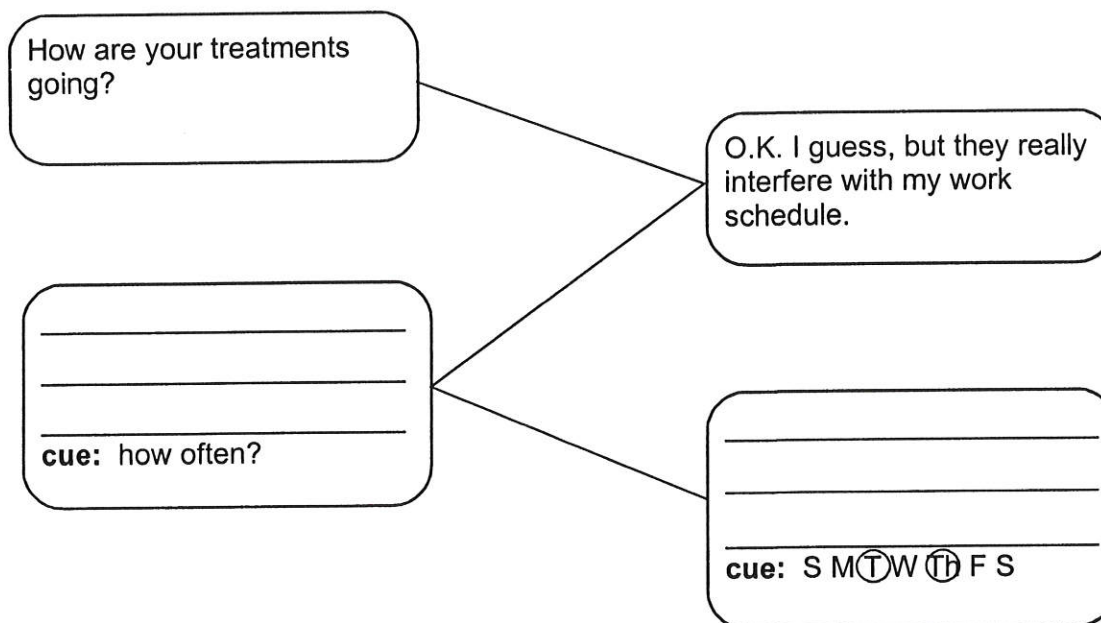
2. At the office:



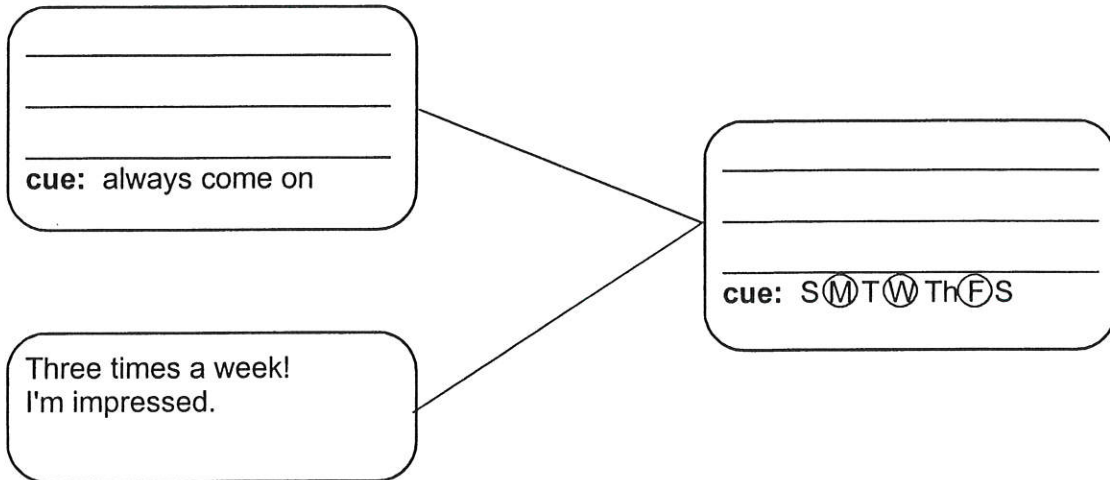
3. At the office:



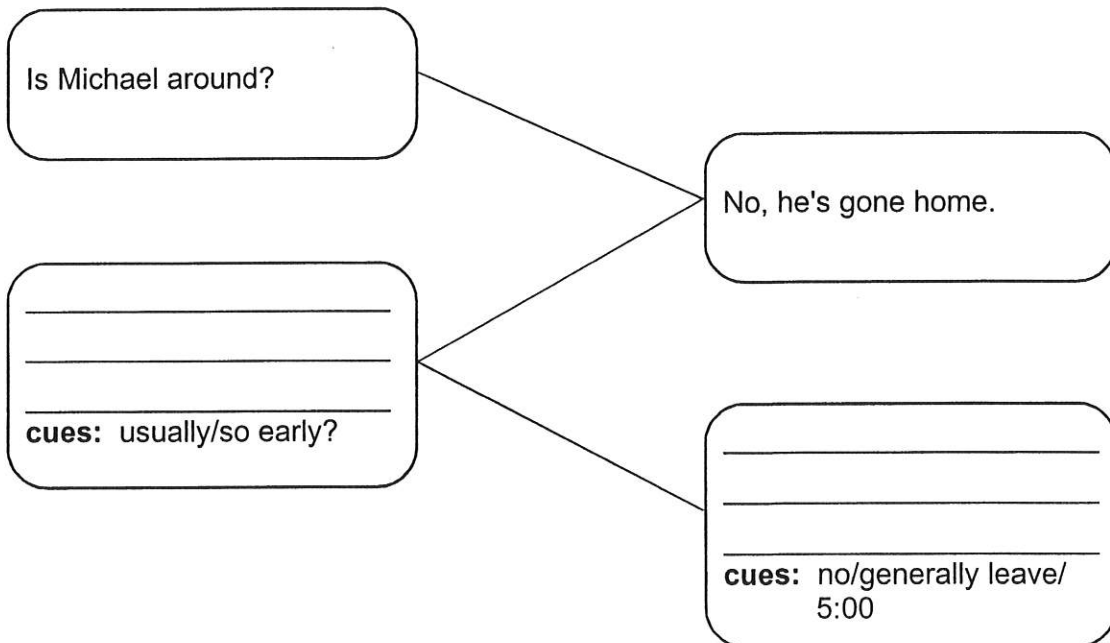
4. At a friend's house:



5. At the health club:



6. At the office:



- B. Work with a partner.

Practice your corrected conversations and those of your partner.

P=3= WRITE/SPEAK

A. For each number:

Read the situation.

Then write what you usually do in that situation.

SITUATIONS

1. You have a hangover.

2. You want to remember to do something important.

3. You're angry and want to calm down.

4. A salesclerk pressures you to buy something.

5. You feel depressed and want to cheer up.

6. You have the hiccups.

7. You have trouble falling
asleep.

8. Someone pushes in front of
you in a line-up.

B. Work with a partner.

For each number in Part A:

Talk about what you usually do in that
particular situation.

Find out what your partner usually does.

P=4= SPEAK Work with a partner.

You and your partner will take turns talking about habits and routines.

For each number:

Have a discussion with your partner about the activity in the box.

Take turns opening the conversation using the cue provided. Ask your partner how often he/she participates in the activity.

Then continue the conversation by finding out more about each other's habits and routines.

Cue for opening

Activity

1. **sometimes**

Attend training courses for your job.

2. **often**

Have people over for dinner.

3. **usually**

Drive to work.

Cue for opening**Activity**

4. **generally**

Participate in union activities.

5. **ever**

Take work home.

6. **always**

Discuss your evaluation with your supervisor.

P5 Habits Questionnaire

In this practice, you will:

- prepare a questionnaire on habits and routines (Part A)
- conduct interviews based on your questionnaire (Part B)

A. PREPARING THE QUESTIONNAIRE Work with a partner.

Your teacher will explain how to prepare the questionnaire.

TOPICS

Health Habits

- eat vegetables
- have breakfast
- exercise, jog or practise sports
- get enough sleep
- have a regular medical checkup

Work Habits

- arrive for work on time
- establish your work priorities
- meet your deadlines
- co-operate with colleagues
- do your work quickly, yet conscientiously

Language Habits

- ask questions when you don't understand
- look up words in your dictionary
- speak English with other students
- look for opportunities to talk to English-speaking people
- watch English television

Money Habits

- buy things you really don't need
- buy things without looking at the price
- pay bills without checking the amount
- buy things you can't afford
- forget to pay your bills on time

Bad Habits

- bite your nails
- arrive late for appointments
- borrow money from people and forget to pay them back
- gossip about your colleagues
- interrupt other people's conversations

Your Own Ideas

-
-
-
-
-

HABITS QUESTIONNAIRE										
TOPIC:										
QUESTIONS	RATING SCALE Points: 4 - always 3 - often/usually/generally 2 - occasionally/sometimes 1 - rarely/seldom 0 - never									
1										
2										
3										
4										
5										
TOTAL SCORE										

B. CONDUCTING THE INTERVIEWS

You will now individually interview four or five other students in the class, using the questionnaire you prepared in Part A.

For each interview:

Interviewer:

- ask the questions
- write down the points in the questionnaire, referring to the rating scale
- add up the points to get the total score
- use the Scoring Guide to discuss the person's score with him/her

Person interviewed:

- answer the interviewer's questions

NOTE: Be sure not to be interviewed more than once on the same topic.

SCORING GUIDE

	Score	Interpretation
Health Habits	0 - 7	It's time to improve your health habits.
	8 - 15	You take good care of your health.
	16 - 20	You're a health nut!
Work Habits	0 - 7	You should improve your work habits!
	8 - 15	You have good work habits.
	16 - 20	You're a model employee! You'll go far.
Language Habits	0 - 7	Improve your habits if you want to learn English.
	8 - 15	You'll learn English. Keep up the good work.
	16 - 20	You have excellent language habits.
Money Habits	0 - 7	You probably have a lot of money in the bank.
	8 - 15	You manage your money well.
	16 - 20	You're probably broke!
Bad Habits	0 - 7	You're either a saint or a liar.
	8 - 15	You're normal.
	16 - 20	You're impossible.

UNIT 31

GIVING PERSONAL DATA

GETTING STARTED

1

EMPLOYEE IDENTIFICATION	
<div>Attach Photo Here</div>	Family name _____
	Given names _____
	Height _____
	Weight _____
	Hair _____
	Eyes _____
	Expiry Date: _____ / _____ / _____ Year Month Day
Signature _____	

2

Other Personal Data

Marital Status	_____
Place of Birth	_____
Nationality	_____
Mother Tongue	_____
Other Languages Spoken	_____

3**Asking for Personal Data and Responding**

Roles: S1 - Ask for personal data using the cues in the first column.

S2 - Respond using the cues in the second column.

Switch roles and repeat the roles play.

Cues**S1**

1. name?
2. social insurance number?
3. height?
4. weight?
5. date of birth?
6. place of birth?
7. marital status?
8. nationality?
9. languages

S2

1. Jean/Jeanne Duval
2. 232-427-544
3. 170 cm
4. 165 lbs / 80 kg, 135 lbs / 60 kg
5. December 24, 1967
6. St. Boniface, Manitoba
7. single
8. Canadian
9. - French, mother tongue
- English
- a bit of Spanish

STUDY

ASKING FOR PERSONAL DATA		RESPONDING
Name		
(Can I have) your	full first middle last	name, please?
		(My name's) Lucy Da Silva. My last name is Brown.
ID Numbers		
What's		
Can you tell me		your social insurance number?
Do you know your		medical insurance number?
(Now) I need (to know) your		student number?
		(It's) 278 153 709. Yes. It's 9431 567. (It's) AK4703-0367-09.
Height		
How tall are you?		
(What's) your height?		(I'm) 1.6 metres. five foot four. five feet four inches (tall).
Weight		
How much do you weigh?		
(What's) your weight?		(I weigh) 53 kilos. 118 pounds.
Hair/Eye Colour		
What colour	is your hair?	
	are your eyes?	Brown. Green.
Date of Birth		
(What's) your date of birth?		
When were you born?		(I was born on) July 1, 1983.

OTHER PERSONAL DATA

Marital Status

Are you married?

Yes, I am.
No, I'm not.

(What's) your marital
status?

I'm | single.
divorced.
separated.
a widow. (woman)
a widower. (man)

Nationality

What's your nationality?
What nationality are you?

I'm | Canadian.
American.
French.
Japanese.

Place of Birth

(What's) your place of
birth?
Where were you born?

Winnipeg, Manitoba.

Religion

What's your religion?

I'm | Protestant.
Roman Catholic.
Christian.
Jewish.
Muslim.
Buddhist.
Hindu.
I have no religious
affiliation.

Languages

What's your mother
tongue?

French.
English.
Italian.
Dutch.
Spanish.
Arabic.
Chinese.

Do you speak any other languages?

Yes, I also speak
Hungarian.

What (other) languages do you speak?

I also speak Italian and
Greek.

PRACTICE

P=1 LISTEN/WRITE/SPEAK



A. For each number:

Listen and decide if the speaker is asking for personal data or responding. Indicate your answer by putting a check mark (✓) in the appropriate box.

Listen again and write what you hear in the space beside your check mark.

Ask for Personal Data

Respond

1. ☐ _____

☐ _____

2. ☐ _____

☐ _____

3. ☐ _____

☐ _____

4. ☐ _____

☐ _____

Ask for Personal Data

Respond

5. ☐ _____

☐ _____

6. ☐ _____

☐ _____

7. ☐ _____

☐ _____

8. ☐ _____

☐ _____

B. Complete the conversations in Part A by writing what the other speaker might say.

C. Work with a partner.

For each number:

S1 - Begin the exchange using the question.

S2 - Respond to your partner's question. You can use information about yourself if you wish.

Switch roles and repeat the conversations.

P2 SPEAK

Work with a partner.


You will role play situations in which one person asks for information and the other person responds.

Roles: S1 - p. 69

S2 - p. 71

S1

- A. 1. You work at the All Seasons Health Club. You are registering a new member. Ask him/her questions to fill in the form below. **You begin.**



MEMBER: _____

FAMILY NAME **FIRST NAME**

ADDRESS: _____

NO. **STREET**

CITY **POSTAL CODE**

PHONE NO: _____

HOME **WORK**

OCCUPATION: _____

AGE: _____ **HEIGHT:** _____ **WEIGHT:** _____

2. You work in the admissions office of McMillan Language School. A new student is applying for admission.

Ask him/her questions to fill in the form below. **You begin.**

<i>McMillan Language School</i>		
NAME: _____		
LAST	FIRST	INITIAL
ADDRESS: _____		
		POSTAL CODE
PHONE NUMBER: AT HOME _____ AT WORK _____		
DATE OF BIRTH: _____		
CANADIAN CITIZEN	<div style="display: inline-block; text-align: center; margin-right: 10px;"> Yes <input type="checkbox"/> </div> <div style="display: inline-block; text-align: center;"> No <input type="checkbox"/> </div>	IF NO SPECIFY _____
MOTHER TONGUE: _____		
OTHER LANGUAGES SPOKEN: _____		

- B. 1. You go to the Bureau of Vital Statistics to ask for a copy of your birth certificate.

Answer the clerk's questions. **Your partner begins.**

2. You're a new patient at the Civic Health Clinic.

Answer the receptionist's questions. **Your partner begins.**

- A. 1. You want to join the All Seasons Health Club.

Answer the secretary's questions to complete your registration.
Your partner begins.

2. You are applying to take courses at McMillan Language School.

Answer the admission clerk's questions.
Your partner begins.

- B. 1. You are a clerk in the Bureau of Vital Statistics.

Someone comes to request a copy of his/her birth certificate.

Ask him/her questions to fill in the request form.
Your partner begins.

REQUEST FOR BIRTH CERTIFICATE			
Name at birth:			
	Family	First	Initial(s)
Date of birth:	day 	month 	year
Place of birth:			
Father's name:			
Mother's maiden name:			
Type of copy (check one)	<div style="display: flex; align-items: center;"> <input style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> wallet size <input style="width: 30px; height: 20px; margin-right: 5px;" type="checkbox"/> legal size </div>		
No. Of copies:		Signature:	

S2

2. You are a receptionist at the Civic Health Clinic and you are registering a new patient.

Ask him/her questions to fill in the form below.
You begin.

CIVIC HEALTH CLINIC	
PATIENT FILE CARD	
DATE: _____	
NAME: _____	
ADDRESS: _____	
PHONE NO: Home: _____	Office: _____
MEDICAL INSURANCE NO.: _____	
DATE OF BIRTH: _____	
MARITAL STATUS: _____	
HEIGHT: _____	WEIGHT: _____

P=3= Famous People

To practise listening to biographical information about people.



For each number:

Listen to the tape or CD-ROM.

Discuss the questions and write down the answers in the spaces provided.

Try to guess the name of the famous person and write it down in the space provided.

1.

NAME:

Where was he born?

When?

How many voyages did he make to
the New World?

Why is this person famous?

2.

NAME:

What was her real name?

Who was her second husband?

How did she die?

When?

Why is this person famous?

3.

NAME:

What did he do before he entered politics? _____

When was he prime minister of Britain? _____

When did he die? _____

Why is this person famous?

4.

NAME:

Where was he born? _____

When? _____

What did people call him? _____

Why was he finally arrested? _____

Why is this person famous?

5.

NAME:

Where was she born?

When?

Where did she study and work?

Why is this person famous?

6.

NAME:

Where was she born?

When?

How did she die?

In what year?

Why is this person famous?

7.

NAME:

Where was he born?

When?

What was his occupation before he became a star?

When did he die?

What is his mansion in Memphis, Tennessee, called?

Why is this person famous?

8.

NAME:

Where was he born?

When?

Where did he live most of his life?

Why is this person famous?

9.

NAME:

What was her religion?

Where was she born?

When?

Where did she die?

When was her diary published?

Why is this person famous?

10.

NAME:

What was this person's occupation?

Where did he die?

When?

Why is this person famous?

UNIT

32

TEMPORARY SITUATIONS

GETTING STARTED

1

Talking About Temporary Situations

1. A: _____ you/take care of
book orders?
B: Yes, but only until Friday. Then Don comes back.
2. A: _____ her computer Lillian/not use
this week.
B: Good, I have some urgent work to finish.
3. A: Oh, Claudia. _____ I/help
Mary clean out the files today. So I won't be in my office.
B: O.K. I'm glad you told me.
4. A: _____ Mr. Porter? who/replace
B: Mrs. Slater's filling in for him for a couple of days.
5. A: _____ in here, Albert? you/work
B: Yeah, but just for a while. They're fixing the lights in my office.
6. A: How _____ to work you/get
these days?
B: I'm taking the bus. I sold my car.
7. A: What's Darlene going to do without her mother/look after
a babysitter?
B: Well, _____ the children for the time being.
8. A: Where's that noise coming from? they/renovate
B: Oh, _____ Sandra's office upstairs.

2

Using the Simple Present and the Present Continuous

1. A: How _____ you _____ work in the morning?

take
get
get to

B: I usually _____ a lift with my neighbour or I _____ the bus.

2. A: _____ you _____ in town for long?

stay
supervise

B: Just for a few days. _____
_____ the installation of a new computer system at our branch office here.

3. A: I _____ for George. He's late.

arrive
wait

B: That's strange. He rarely _____ late for an appointment.

4. A: Is Robert back to stay?

live with
look for

B: I think so. He's _____ his brother for the time being, but he _____ an apartment.

5. A: _____ they _____ Florida every year?

go to
own

B: Yeah, for a couple of months in the winter. They _____ a house down there.

6. A: How're the kids?

wake up
teethe

B: Well, the baby _____ so she _____ practically every hour.

STUDY

Temporary Situations

The **present continuous** is used to talk about temporary situations.

She's living with her mother for the time being.

He's driving his wife's car to work this week.

Time expressions for temporary situations

today
these days

for | a while
the time being
a couple of days

this | morning
week
year

until | Monday
3:00

The Present Continuous is used to talk about:	The Simple Present is used to talk about:
<ul style="list-style-type: none"> An action that is going on at the the present moment <p>He's talking on the phone right now.</p> <ul style="list-style-type: none"> Temporary situations <p>I'm taking an accounting course this semester.</p>	<ul style="list-style-type: none"> Habits and routines <p>He usually travels alone.</p> <ul style="list-style-type: none"> Permanent situations <p>They live in New Brunswick.</p>

PRACTICE

P=1= WRITE/SPEAK

A. For each number:

Read the statement in the bubble.

Then say what the person is doing, using an appropriate cue from the box.

Write your answer in the spaces provided.

- save money/trip to Europe
- not take/evening courses
- drive/brother's car
- not work/at the moment
- do/inventory
- study/Spanish
- have/sale
- train/new secretary

Statements

1.

No, the inventory isn't finished. I just started yesterday.

Frank

2.

I'll be busy with the new secretary all week. There are a lot of things to show her.

Judy

Temporary Situations

Statements

3.

I hope the garage fixes my car soon. My brother wants his back on Friday.

Stephanie

4.

I'm on a strict budget these days. I want to spend next summer in Europe.

Tony

5.

I've only had a few lessons but I can already say a few things. At least I'll be able to order meals when I go to Spain.

Nora

6.

I decided to take a rest from evening courses this term.

Lorne

7.

Yeah, they laid me off last month. But things look better for September.

Victor

Temporary Situations

8.

Remember, folks, you get 50 percent off everything at Bud's Warehouse. But hurry! This offer is only good until Friday.

Radio Announcer

B. Work with a partner.

You will role play conversations which involve temporary situations.

For each number:

S1 - Ask your partner a question using the cues provided.

S2 - Respond to your partner's question referring to your answer in Part A.

Cues for S1

1. What/Frank/work on this week?
2. What/Judy/do this week?
3. How/Stephanie/get to work?
4. Tony/go out a lot these days?

Switch roles

5. Nora/study/Italian?
6. Lorne/take/marketing course?
7. Where/Victor/work now?
8. Who/have/50percent sale?

P=2= J I G S A W

To practise talking about permanent and temporary situations.



A. Read the SITUATION:

Several employees at Telemar Imports are away this week. As a result, some people are doing work they don't usually do.

In Part A, you will find out about the **regular** duties of the employees and, in Part B, you will talk about what their duties are **this week**.

For each job description:

Choose an appropriate job title from the box and write it in the space provided.

mail room clerk	receptionist
supervisor	payroll clerk
storeroom clerk	secretary
bookkeeper	

Job Descriptions

Mrs. Beaumont is the _____. She assigns and supervises work and authorizes expenditures.

Maxine is the _____. She types all the correspondence.

Florence is the _____. She answers the telephone and welcomes visitors and clients.

Ralph is the _____. He sorts and distributes incoming mail and prepares the outgoing mail.

Lester is the _____. People go to him for office supplies. He checks the inventory and orders new supplies.

Miriam is the _____. She looks after the accounts.

Thomas is the _____. He verifies the time sheets and makes out the paycheques.

B. Work in a group.

You will listen to conversations in which people are discussing the duties of the employees this week.

Listen and fill in as much of the chart as you can.

Then check your information with the other members of your group.

What is each person doing this week?	
Mrs. Beaumont	
Maxine	
Florence	
Ralph	
Lester	
Miriam	
Thomas	

C. Work with a partner.

Ask your partner for the information you need to complete the chart.

Then, with your partner, answer the following questions. Write your answers in the spaces provided.

1. How many of the people are in the office this week? _____
2. Which ones are temporarily _____
doing two jobs? _____

P=3== *Celebrities*

To practise talking about temporary situations.

In this practice, you will:

- listen to TV interviews with different people and answer some questions (Part A)
- use your answers to role play (Part B)



A. Read the SITUATION:

Jack Gardner is host of the TV program, "Celebrities." He travels around the world and interviews famous and unusual personalities.

You will hear parts of different interviews with four famous or unusual personalities.

Listen to each interview and answer the questions about the person being interviewed. Write your answers in the spaces provided. You will then use this information to role play. See Part B.

Interview 1: Dr. Ambrose

Who is Dr. Ambrose?

What are some of his inventions?

What invention is he working on now?

Interview 2: Sheikh Ali Farhat III

What sports facilities does the Sheikh have?

Why does he have so many different sports facilities?

What sport is he trying at the moment?

Interview 3: Roberta Sullivan

Who is Roberta Sullivan?

What is she preparing to do?

Why did she decide to become an astronaut?

Interview 4: Laura Gilberti

Who is Laura Gilberti?

Where is the interview taking place?

What design is she working on?

B. Work with a partner.

Role play the interviews in Part A.

Read your answers to the questions in Part A and prepare your role before you begin.

Roles: S1 - Interviewer.

Find out more about the celebrity.

S2 - Celebrity.

You will be interviewed by S1.

Switch roles after interview 2.

UNIT 33

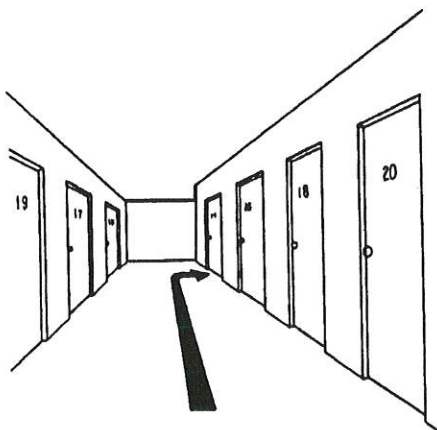
GIVING DIRECTIONS

GETTING STARTED

1

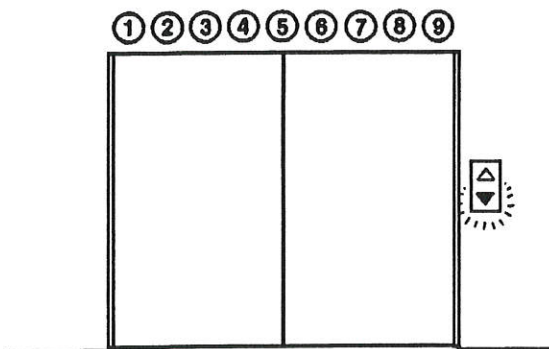
Giving Directions

1. to Room 14:



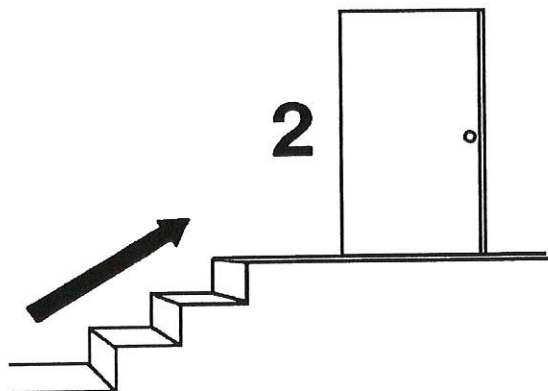
It's

2. to the Engineering Department:



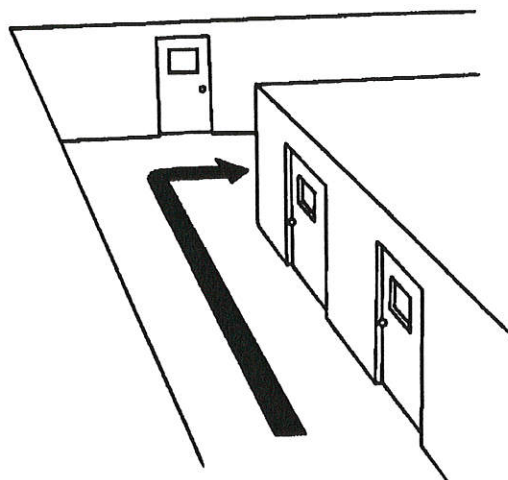
the fifth floor.

3. to Mrs. Sung's office:



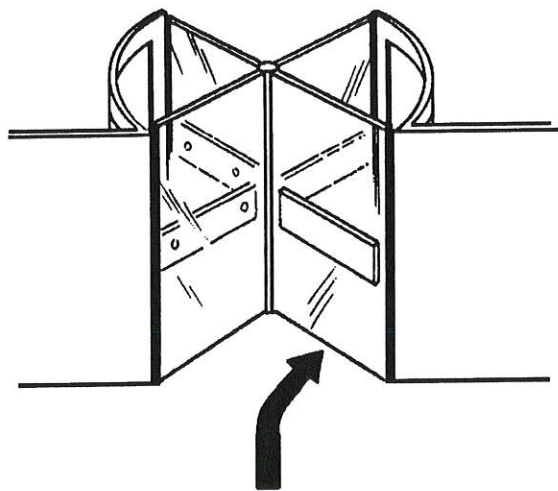
_____ the second floor.

4. to the washrooms:



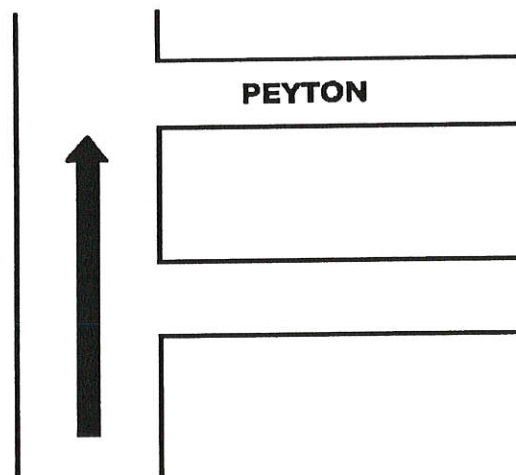
_____ the end
of this hall. The washrooms are _____

5. to the Transit Department:



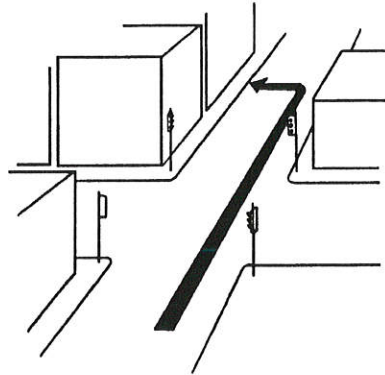
_____ the revolving doors.

6. to the General Hospital:



_____ Peyton Street.

7. to Beatty's:



_____ the lights.

Beatty's is _____

Go along this street to ...

Turn right at ...

Take the elevator down to ...

... the last door on your right.

... the second building on your left.

Go upstairs to ...

Just go past ...

Go through ...

... around the corner.

2

Asking for and Giving Directions

See the pictures on pp. 91-93.

Roles: S1 - Ask for directions to the places indicated above the pictures.

S2 - Look at the pictures and give your partner directions.

Switch roles and repeat the role plays.

STUDY

ASKING FOR DIRECTIONS

Can you tell me where Suite 1039 is?

**Could you tell me how to get to
Mr. Edward's office?**

I'm looking for Room 340.

I'm trying to find Peyton Street.

Which way is it to the museum?

GIVING DIRECTIONS

Just go past the elevators.

Go through the revolving door.

Turn left at the end of the hall.

Take the elevator | **up** | to the third
| **down** | floor.

Go | **upstairs** | to the third floor.
| **downstairs** |

Go down | **this street** to the lights.
Walk along |

It's the second street on your right.

It's right around the corner. You can't miss it.

It's about five blocks straight ahead (of you).

It's just five blocks down this street.

PRACTICE

P=1 WRITE/SPEAK

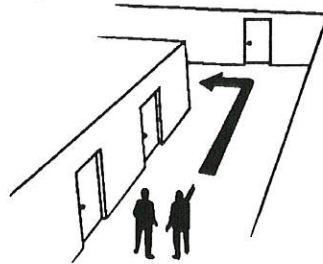
A. Write conversations using the cues provided.

Ask for Directions

Give Directions

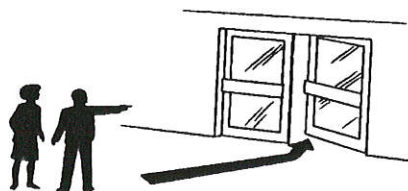
1.

Cue: accounting department



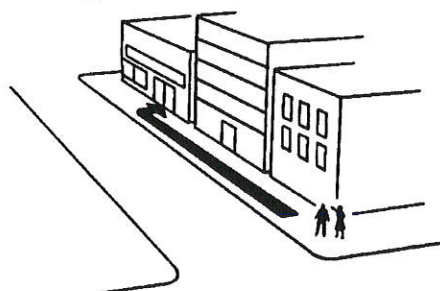
2.

Cue: refund counter



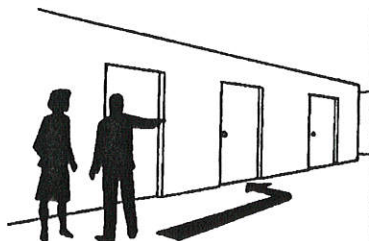
3.

Cue: Sam's Deli



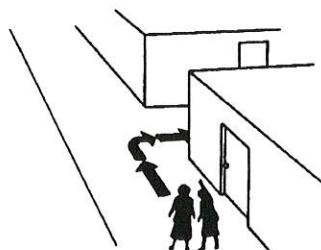
4.

Cue: rental office



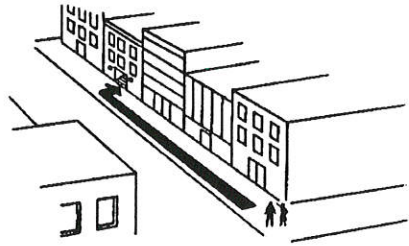
5.

Cue: washrooms



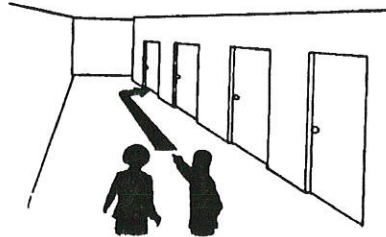
6.

Cue: police station



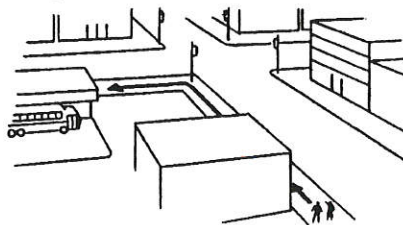
7.

Cue: Dr. Fletcher's office



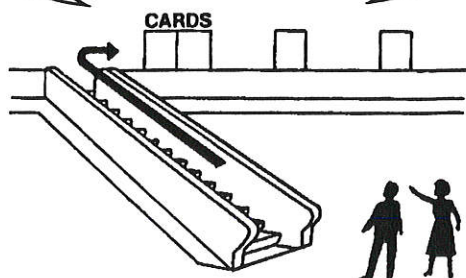
8.

Cue: bus station



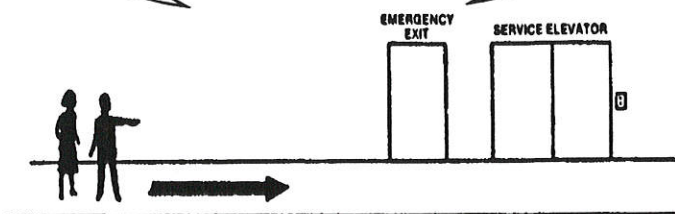
9.

Cue: card shop



10.

Cue: service elevator



B. Work with a partner.

For each number:

- S1 - Read what you wrote in the first bubble in Part A.
- S2 - Use the picture in Part A to respond to your partner's question. Cover up the response you wrote in the second bubble.

Switch roles and repeat the conversation.

P=2==

LISTEN/WRITE/SPEAK

In this practice, you will:

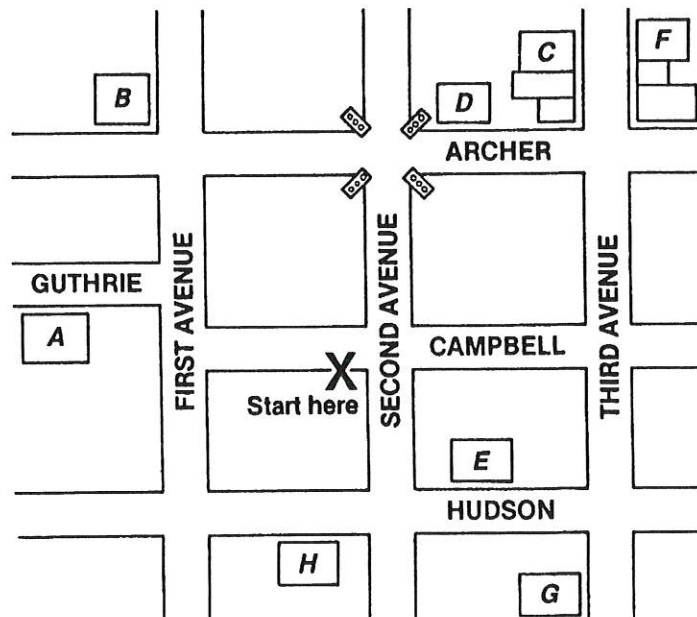
- listen to people giving directions to different places and locate these places on a map (Part A)
- look at what the speakers said (Part B)
- role play the situations (Part C)



A. Listen and fill in the first column of the chart.

Then listen to the directions again and follow them on the map to fill in the second column of the chart.
Start at **X** for each number.

What place is mentioned?	What is the corresponding letter on the map?
1	
2	
3	
4	
5	
6	



B. Listen to the directions again and fill in the blanks.

1. Where are we ... Second and Campbell. O.K., go up
Second to Archer and turn right. Then _____
at the next corner and the Bankers Trust is the second
or third building _____
2. Let me see now, the court house is a couple of blocks
from here. _____ Campbell to First Avenue.
_____ and then left at the next corner. It's not
far from the corner.
3. O.K. _____ Second Avenue — that's this street
here — to Archer. Turn left at the corner, and the
Sportsmen's Club is about a block away. You can't
miss it, _____
4. The Bryant Hotel? That's the one on Archer. You see
the traffic lights down there? That's Archer. You turn
right at that corner and the Bryant is _____

5. The concert hall ... oh yeah, that's on Hudson Street
between Second and Third Avenue. You just cross
Second Avenue here, and _____ the
next corner. That's Hudson. Turn left and you'll see the
concert hall halfway down the block, on your left.

6. The bus station? Sure, it's not far from here. Go _____ turn left at the next corner. That's Third Avenue. _____ Third Avenue about a block and a half. The bus station is on the left.
- _____

C. Work with a partner.

For each number:

S1 - Ask for directions to the place named in the first column of the chart in Part A.

S2 - Respond using the map and the second column of the chart in Part A.

Switch roles after Number 3.

P=3=

SPEAK Work with a partner.

You will role play situations in which one person asks for directions and the other person responds.

Roles: S1 - p. 104

S2 - p. 108

S1

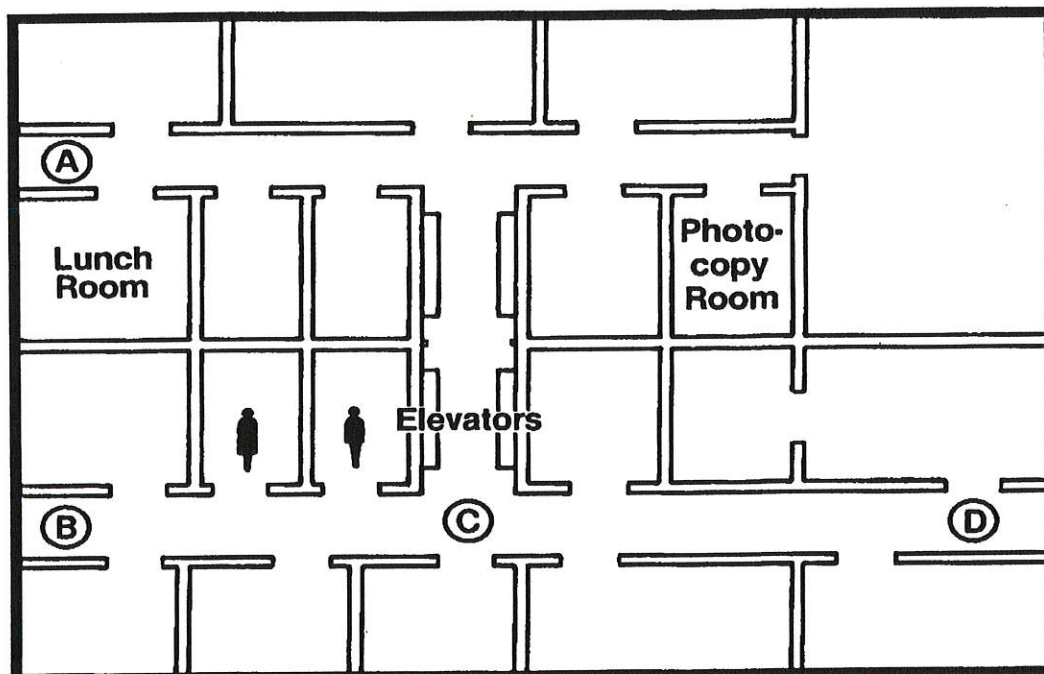
- A. 1. You're visiting the office illustrated below. Ask your partner for directions to the following places and write the names of the places on your floor plan. **You begin.**

You're at:

Ask directions for:

- | | |
|------------|------------------------------|
| 1. point A | the stockroom |
| 2. point B | the human resources office |
| 3. point C | the general manager's office |
| 4. point D | Room 361 |

OFFICE FLOOR PLAN



S1

2. You're visiting downtown Toronto. Ask your partner for directions to the following places and write the names of the places on your map. **You begin.**

You're at:

Ask directions for:

1. point A

City Hall

2. point B

Maple Leaf Gardens

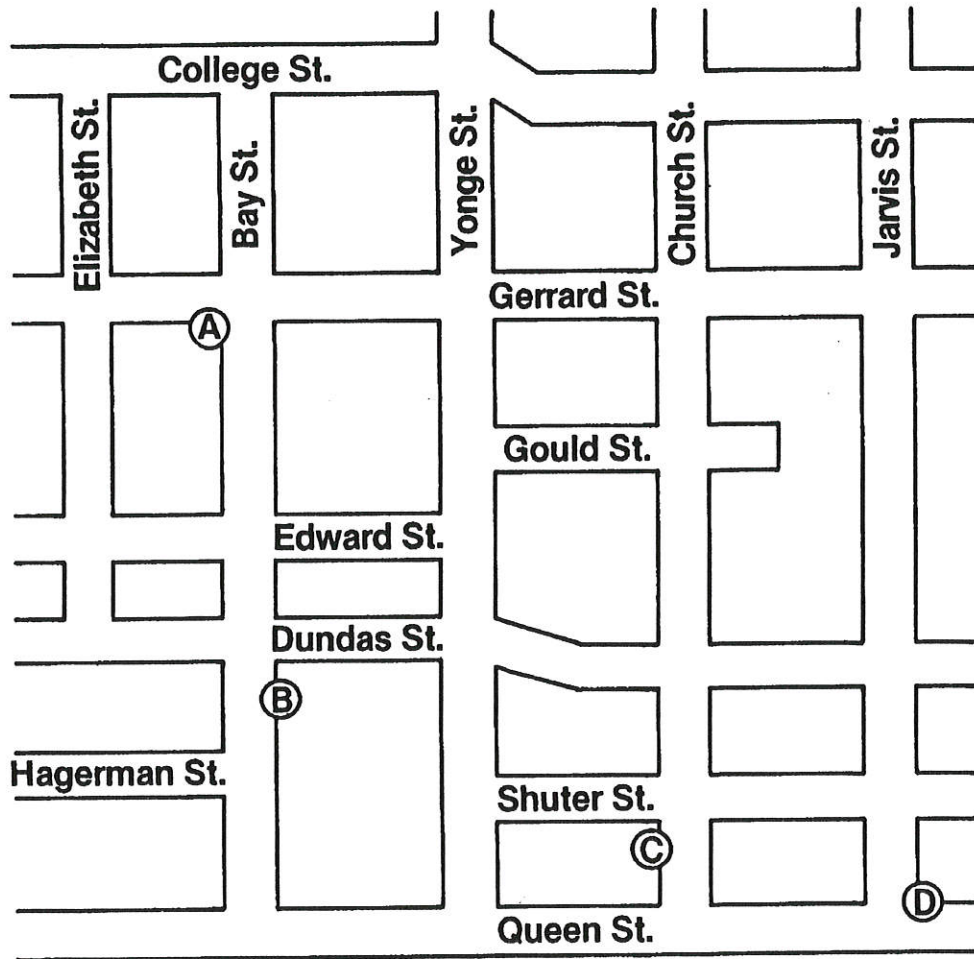
3. point C

the bus station

4. point D

the Eaton Centre

MAP OF TORONTO



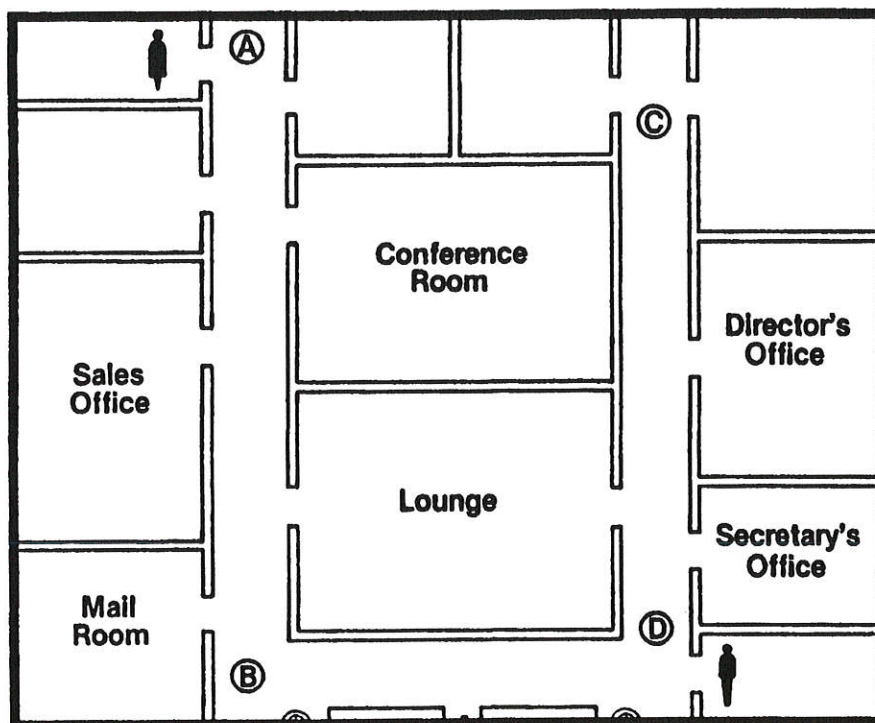
S1

- B. 1. You work in the office illustrated below. Give your partner directions using the floor plan. **Your partner begins.**

You're at:

1. point A
2. point B
3. point C
4. point D

OFFICE FLOOR PLAN



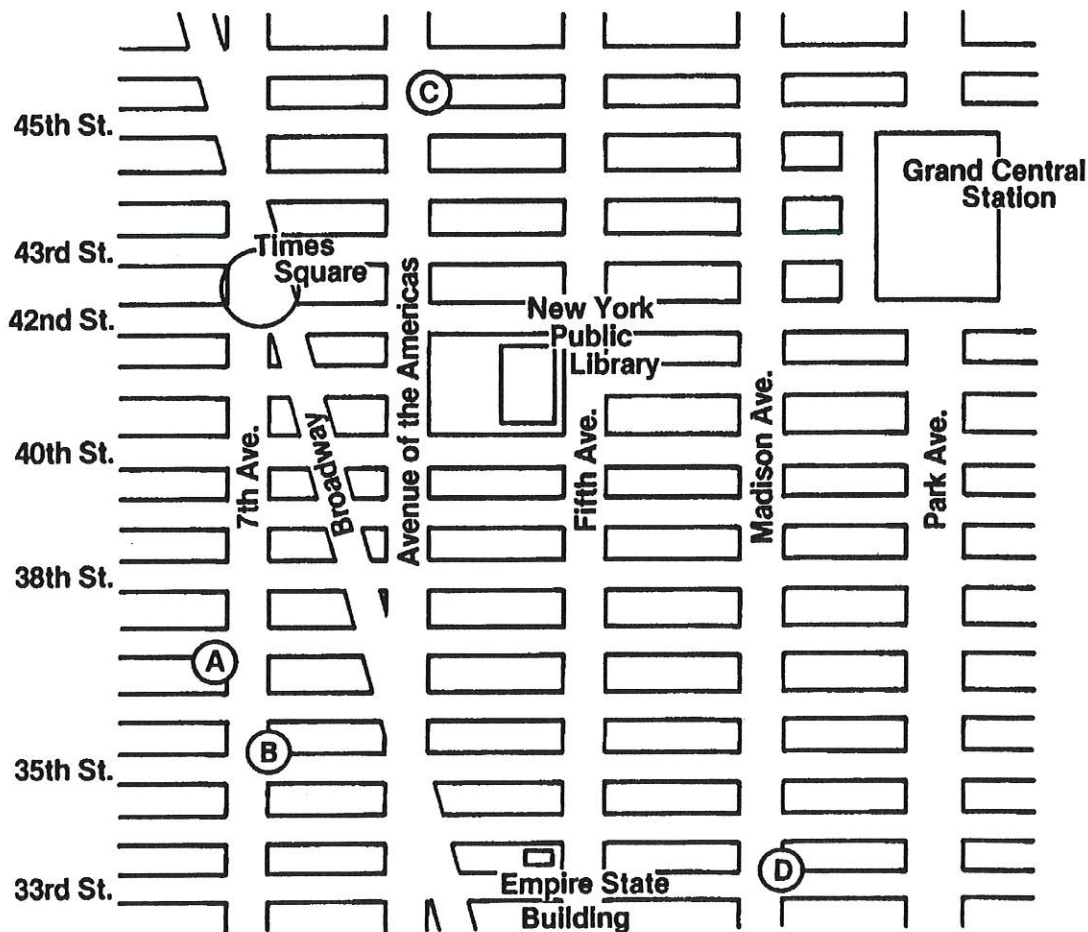
S1

2. You're in New York City. Use the map to give your partner directions to the places he/she asks for.
Your partner begins.

You're at:

1. point A
2. point B
3. point C
4. point D

MAP OF NEW YORK CITY

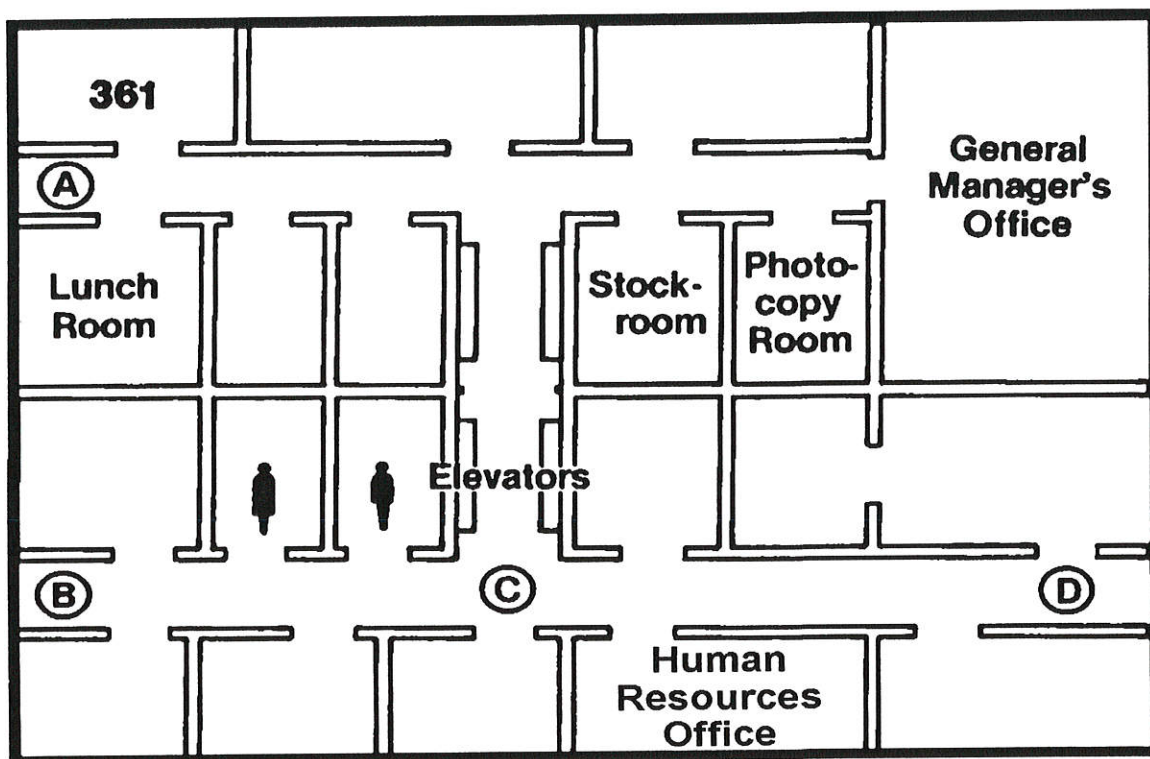


- A. 1. You work in the office illustrated below. Give your partner directions using the floor plan. **Your partner begins.**

You're at:

1. point A
2. point B
3. point C
4. point D

OFFICE FLOOR PLAN



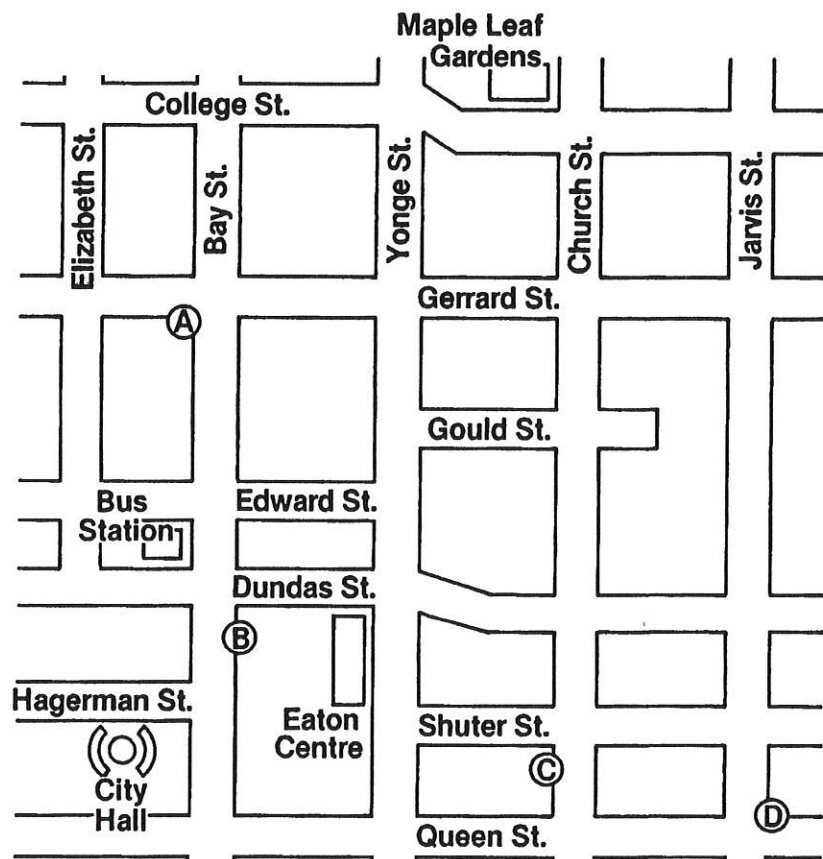
S2

2. You're in Toronto. Use the map to give your partner directions to the places he/she asks for. **Your partner begins.**

You're at:

1. point A
2. point B
3. point C
4. point D

MAP OF TORONTO



- B. 1. You're visiting the office illustrated below. Ask your partner for directions to the following places and write the names of the places on your floor plan. **You begin.**

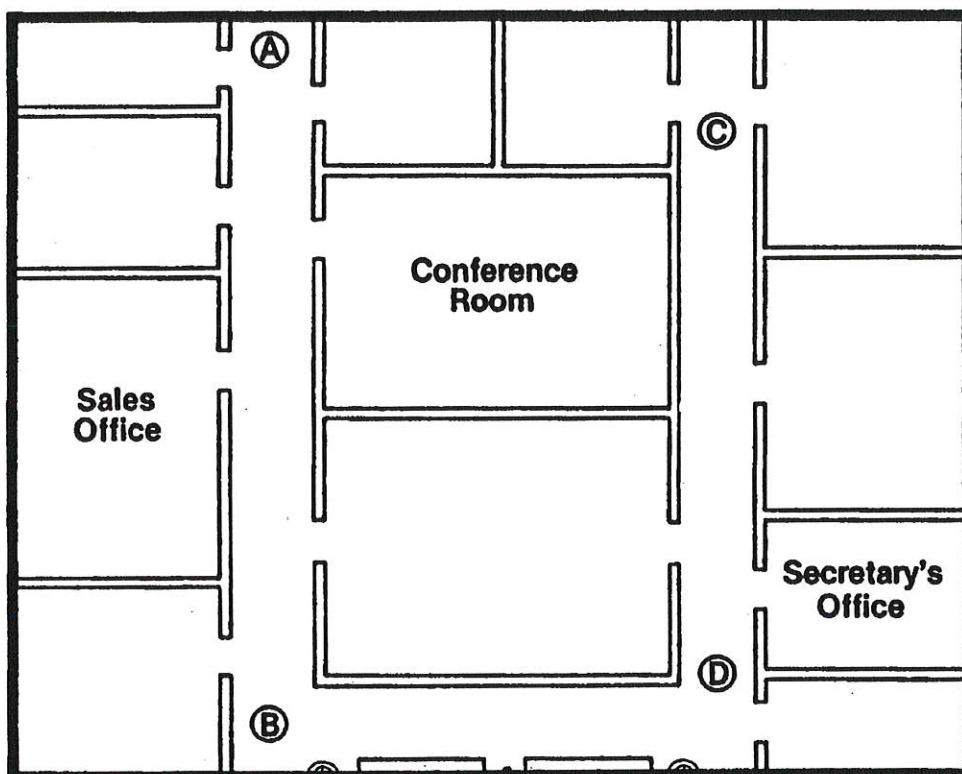
You're at:

1. point A
2. point B
3. point C
4. point D

Ask directions for:

- the lounge
the men's/ladies' washroom
the mailroom
the director's office

OFFICE FLOOR PLAN



2. You're visiting New York City. Ask you partner for directions to the following places and write the names of the places on your map. **You begin.**

You're at:

1. point A
2. point B
3. point C
4. point D

Ask directions for:

- the New York Public Library
- Grand Central Station
- the Empire State Building
- Times Square

MAP OF NEW YORK CITY



P4 SPEAK

In this practice, you will:

- make a list of places (Part A)
- ask your partner for directions to these places (Part B)

A. Work with a partner.

Write down the names of six places. Make sure your partner knows where these places are.

Places near the school,
within convenient
walking distance

Places in the building
where your school is
located

B. Work with a partner.

Take turns asking for and giving directions to the places you and your partner wrote down in Part A.

UNIT 34

PAST ACTIONS AND EVENTS

GETTING STARTED

1

Talking About Past Events

1. A: _____ my umbrella **I/forget**
here by any chance?
B: Yes, you did. Just ask the cashier
and she'll give it to you.
2. A: Well, it cost quite a bit, but I finally got a **you/get**
couple of tickets to the match.
B: _____ good seats?
A: You bet. Right next to the ring.
3. A: _____ a telephone **she/leave**
number?
B: No, she didn't. I don't know how we're
going to find her.
4. A: _____ for your eye test? **you/go**
B: Yes, I did, and I definitely need glasses.
5. A: Did Simon notice the sign we put up? **he/not say**
B: I'm not sure. _____
anything about it.
6. A: Did you pick up that booklet at the bank? **they/not have**
B: No. When I got there, _____
_____ any more.
7. A: _____ a word **I/not understand**
he said.
B: Yeah, he's kind of hard to follow.
8. A: _____ you a new **they/not give**
camera?
B: No, they didn't. They just replaced the
lens.

EMPLOYEE NEWS

October 12

**INCENTIVE
AWARD FOR
JANICE LYNCH**

Janice Lynch, an employee with our branch, received a special Incentive Award on October 4. The award was presented by the director, Mr. R. Kaufman, before 60 guests assembled at the Reception Hall in the Bryce Building.

A plaque and a cash prize of \$600 went to Ms. Lynch for her suggestions on how to improve the packaging and distribution of material to reduce damage during shipping. In his speech, Mr. Kaufmann commented on the significant reduction in costs resulting from Ms. Lynch's suggestions.

We congratulate Janice on her award and thank her for her valuable ideas.

J. Rodriguez

1. What did Janice get the award for?

2. What did she get?

3. Who presented the award?

4. Did anyone make a speech?

5. Where did the ceremony take place?

6. How many people attended?

STUDY

SIMPLE PAST

Interrogative	Negative
<div> <div> did I did you did he/she ... </div> <div> </div> <div> see? </div> </div>	<div> <div> I You he/she ... </div> <div> </div> <div> didn't see </div> </div> <p>didn't = did not</p>
<p>Short Answers</p> <div> <div>Did you get my letter?</div> <div>Yes, I did. No, I didn't.</div> </div> <div> <div>Who asked for this?</div> <div>Jack did.</div> </div>	

Wh- questions
<p>Question Words</p> <div> <div>Who</div> <div>When</div> <div>How</div> </div> <div> <div>What</div> <div>Where</div> <div>Why</div> </div> <div> <div>Which</div> </div>
<p>Question words as subject</p> <div> <div>Who told you that?</div> <div>What happened?</div> </div> <p>Question words as object</p> <p>Add the question word to the interrogative.</p> <div> <div>Where did he go?</div> <div>What did they see?</div> <div>How did it happen?</div> <div>Who did you tell?</div> </div>

PRACTICE

P=1 WRITE/SPEAK

To practise talking about past events.

A. For each number:

Complete the conversation by choosing an appropriate verb from the box on the left.

Write your answer in the space provided.

Then find a related statement in the list on the right.

Write the statement in the box below the conversation.

forgot
didn't
didn't even have
did you figure out
left
did
didn't like
did they tell

- She didn't make a reservation.
- They informed him last week.
- The news upset them.
- He was very busy.
- He didn't stay until the end.
- She ignored the advice.
- They stayed home.
- He handed in his leave request this morning.

1. SAM: What time did the meeting finish yesterday?

WALTER: Oh, I don't know. I _____ at 5:00 and they were still there.

2. MELANIE: So, did you make it to Kingston on the weekend?

JANET: No, we _____ My car broke down and I only got it back this afternoon.

3. RUTH: When _____ you about their plans?
BILL: About a week ago.

4. MILES: What a day that was yesterday!
KEN: Yeah, I _____ time for lunch.

5. DIANA: _____ when you want to take your holidays?
RON: Yes, I did. I filled out my form and gave it to the secretary at coffee break.

6. LISA: Oh, I _____ to phone about a hotel room.
TERRY: Well, I'm sure they'll have a room for you. They're probably not very busy.

7. JAMES: Did you make the announcement?
LOUISE: Yeah, I _____ But they didn't take it very well.

8. JOAN: Why didn't we do it that way in the first place?
TIM: Well, I suggested it, but Barbara _____ the idea.

- B. Work with a partner.

Practise the conversations with your partner.

P=2=

JIGSAW



To practise talking about past events.

- A. Work in a group.

Read the SITUATION:

George Patterson, a salesman, went on a business trip last week.

You will hear conversations in which George discusses his trip with different people.

Listen to your tape or CD-ROM and fill in as much of George's sales report as possible. Then check your information with the other members of your group.

SALES REPORT				
Representative: <u>George Patterson</u>				
City	Length of Stay	Companies Visited	Order Placed	
			Yes	No
Winnipeg				
Toronto				
Kingston				

- B. Work with a partner.

Ask your partner for the information you need to complete George Patterson's sales report.

P=3===== SPEAK Work with a partner.

You will role play situations in which you and your partner tell each other about things that you did.

Roles: S1 - p. 120
S2 - P. 123

S1

- A. For each situation:
You will talk to your partner about something he/she did.
Prepare some questions to ask him/her before you begin to role play. Then role play the situation. **You begin.**

SITUATION 1 Your partner went on a training course last week.	Begin like this: "How did you like the training course?"
SITUATION 2 Your partner went to a baseball game last night.	Begin like this: "How was the ball game?"

<p style="text-align: center;">SITUATION 3</p> <p>Your partner had a dinner at the boss's house a few nights ago.</p>	<p>Begin like this: "I hear your boss invited you to dinner."</p>
--	--

<p style="text-align: center;">SITUATION 4</p> <p>Your partner replaced you for a few days while you were away.</p>	<p>Begin like this: "So what happened while I was away?"</p>
--	---

B. For each situation:

You will talk to your partner about something you did.

Before you begin the role play, look over the cues carefully to make sure you know the past forms of the verbs. Then role play the situation. **Your partner begins.**

<p style="text-align: center;">SITUATION 1</p> <p>You gave a presentation at a branch office in another city.</p>	<p style="text-align: center;">Cues</p> <ul style="list-style-type: none"> • presentation - awful • flight - late • forget - notes in taxi • room - not ready • video - break • tell - a few jokes • make the best of it
--	--

S1

SITUATION 2 You're just back from a holiday in the Bahamas.	Cues <ul style="list-style-type: none">• have - great vacation• fly - Nassau• stay - Royal Arms Hotel• take - boat to Paradise Island• go - scuba diving• eat - exotic foods• go - dancing every night
SITUATION 3 You arrived at work late this morning.	Cues <ul style="list-style-type: none">• have - awful morning• everything - go wrong• power - go off at home• wake up - late• miss - 8:00 a.m. train• take - car• get stuck - traffic
SITUATION 4 You had visitors for the weekend.	Cues <ul style="list-style-type: none">• arrive - Friday evening• have dinner - home• Saturday - take tour - the city• afternoon - go shopping• evening - go - a hockey game• Sunday - go - a drive in the country• leave - Sunday night

A. For each situation:

You will talk to your partner about something you did. Before you begin to role play, look over the cues carefully to make sure you know the past forms of the verbs. Then role play the situation. **Your partner begins.**

<p>SITUATION 1</p> <p>You went on a training course last week.</p>	<p>Cues</p> <ul style="list-style-type: none"> • enjoy - course a lot • work - hard • learn - a lot of new things • meet - interesting people • make - presentation - last day • get - certificate - at end of course
<p>SITUATION 2</p> <p>You went to a baseball game last night.</p>	<p>Cues</p> <ul style="list-style-type: none"> • game - terrific • really exciting • go - with some friends • have - good seats • our team - win • go for a few drinks after the game • get home quite late
<p>SITUATION 3</p> <p>You had dinner at your boss's house a few nights ago.</p>	<p>Cues</p> <ul style="list-style-type: none"> • evening - a disaster • get lost on the way • arrive late • break - lamp • spill - drink on the carpet • get - flat tire on the way home

SITUATION 4	Cues
<p>Your supervisor was away for a few days. You replaced him/her</p>	<ul style="list-style-type: none"> • no problems • finish - sending out the orders • receive - new photocopier - Monday - much better than old one • have - staff meeting - Wednesday • go - well • have - fire drill yesterday - stand - outside - half an hour

B. For each situation:

You will talk to your partner about something he/she did. Prepare some questions to ask him/her before you begin to role play. Then role play the situation. **You begin.**

SITUATION 1	
<p>Your partner gave a presentation at a branch office in another city.</p>	<p>Begin like this: "How was your presentation?"</p>

SITUATION 2	
<p>Your partner is just back from a holiday in the Bahamas.</p>	<p>Begin like this: "Tell me about your trip to the Bahamas."</p>

SITUATION 3 Your partner arrived at work late this morning.	Begin like this: "How are you this morning?"
---	--

SITUATION 4 Your partner was expecting visitors for the weekend.	Begin like this: "So did your visitors come this weekend?"
--	--

UNIT 35

ABILITY

GETTING STARTED

1

Talking About Ability

CONVERSATION 1

A: Can you swim, George?

B: Well, I _____ swim enough not to drown.

CONVERSATION 2

A: Would you bring me the records for 1985? They're on the top shelf.

B: I _____ reach that shelf without a ladder.

CONVERSATION 3

A: You certainly are a fast typist.

B: When I finished secretarial school, I _____ type 90 words a minute.

CONVERSATION 4

A: How did the driving test go?

B: I failed. I _____ parallel park.

CONVERSATION 5

A: Did you win your squash game last night?

B: I _____ play. My arm was too sore.

CONVERSATION 6

A: I'm really sorry Peter left.

B: Yeah, he _____ really make you laugh with those jokes of his.

CONVERSATION 7

A: How did your father do in the marathon?

B: Quite well for a man his age. He _____ finish in under three hours.

CONVERSATION 8

A: I'm starting to feel a little sleepy. Could you drive for a while?

B: Gee, I'd like to, but I _____ a standard.

2

Adverbs of Manner

1. A: I didn't know she played the guitar.
B: Yeah, but she doesn't play very _____ yet.
She's just learning.
2. A: Does he speak German?
B: Yes, _____ His parents're from Germany.
fluently
3. A: Is this a "g?"
B: No, I think it's a "y."
A: She doesn't write very _____ does she?
gracefully
well
4. A: Did you see Rigoletto on TV last night?
B: Yeah. I really enjoyed it. The tenor sang _____
fast
clearly
5. A: Did you watch the Olympic gymnasts on TV?
B: Yeah, that girl from Japan should win a medal for sure. She's really great and she does it so _____
beautifully
6. A: How did you like the movers I sent you?
B: Not bad. They worked _____ and they did a good job.

STUDY

TALKING ABOUT ABILITY

Present Ability	
Can	
Affirmative	Negative
I you he/she ... can I can play the guitar	I you he/she ... can't can't = cannot I can't dance
Simple Present	
He speaks a bit of Chinese. Do you drive ?	

Past Ability	
Affirmative	Negative
I could was able to	I couldn't wasn't able to
<p>Could is used more often:</p> <p>He could/ was able to play the piano at the age of six. When I was younger, I could/ was able to ski the expert trails.</p> <p>Was able to is especially used for ability to do something on one occasion.</p> <p>I was able to swim three lengths of the pool last night. They were able to persuade him to come to the party.</p>	

Adverbs of Manner

Adverbs of manner say how something happens or is done.

He speaks English **fluently**.
She treats her employees **fairly**.
He handled the situation **calmly**.

	adjective	adverb
Most adverbs are formed by adding -ly to an adjective.	beautiful careful clear fluent	beautifully carefully clearly fluently
Some adverbs have the same form as the adjective.	fast hard straight	fast hard straight
Exception	good	well

PRACTICE

P 1 WRITE/SPEAK

To practise the language of ability.

A. Complete the conversations using the cues provided.

1.

Hello, this is Betty Carson
from the Winnipeg branch
speaking.

Could you speak up, please?

Cues: inability - hear you

2.

Cues: ability - get one-week
extension

Good. That's just enough
time to finish the work.

3.

Why didn't they take those
filing cabinets?

They _____

They were too heavy.

4.

Cues: inability - understand
these instructions

Let me see. Maybe _____

Cues: ability - help you

5.

How much did the
equipment cost?

Well, he _____

but it was over \$2 000.

Cues: inability - give me
exact figures

6.

I need someone to
organize these files.

Give them to Dave. _____

Cues: ability - do it

7.

Did anyone die in the fire?

Yes, two people. The fire-
fighters _____

Cues: inability - save them

8.

Cues: **ability** - play checkers
inability - play chess

Would you like to learn?

- B. Work with a partner.
 Practise your corrected conversations and those of your partner.

P 2 LISTEN/SPEAK



- A. You will hear conversations in which people talk about ability and inability.

For each number:

Listen and check off the appropriate box, ability or inability.

Listen again and write, in the space provided, the ability or inability the speakers are talking about.

Ability	Inability
1. <input type="checkbox"/> _____ _____	<input type="checkbox"/> _____ _____
2. <input type="checkbox"/> _____ _____	<input type="checkbox"/> _____ _____
3. <input type="checkbox"/> _____ _____	<input type="checkbox"/> _____ _____
4. <input type="checkbox"/> _____ _____	<input type="checkbox"/> _____ _____
5. <input type="checkbox"/> _____ _____	<input type="checkbox"/> _____ _____
6. <input type="checkbox"/> _____ _____	<input type="checkbox"/> _____ _____
7. <input type="checkbox"/> _____ _____	<input type="checkbox"/> _____ _____
8. <input type="checkbox"/> _____ _____	<input type="checkbox"/> _____ _____

B. Look at the conversations you have just heard. Complete the conversations using the information from the chart in Part A.

1. A: Ralph, we're organizing a hockey team. Are you interested in playing?

B: I'd like to play, but _____

2. A: Did you find out about those extra deductions from your paycheque?

B: Yes, I spoke to Denise at the pay office and _____

3. A: What's the new secretary's name? _____

B: Shelley. Shelley Kovacs.

4. A: Mrs. Adams _____

B: That's too bad. So this is his last week then.

5. A: Alex _____ for you.
Just write the letter in English.

B: O.K. I'll do it right away.

6. A: When I was in college I _____ the mile in
under seven minutes.

B: That's fast. I guess you were in really good shape.

7. A: I _____ till I was twelve.

B: Really? I thought I was the only one to learn so late.

8. A: I'd like to travel around Mexico but _____
Spanish at all.

B: Well, in the tourist centres like Acapulco you wouldn't have any
problems.

C. Work with a partner.

Practise your corrected conversations and those of your partner.

P=3= SPEAK

In this practice, you will:

- list and discuss activities that you could or could not do when you were young (Parts A and B)
- do the same with activities you can or cannot do now (Parts C and D)

A. Look at the list of activities below. Then fill in four or five activities under each heading in the chart. you can add other activities that are not in the list.

<ul style="list-style-type: none"> • change a tire • dance the tango • do carpentry • drive a car • fill in your own income tax form • fix the car • knit • make a cake • ride a bike 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • sew • skate • speak in front of a group • speak a second/third language • stay out all night / go to work the next day • swim • touch your toes
<p>When I was younger</p>	
<p>Things I could do well / liked doing</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Things I couldn't do</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

B. Work with a partner.

Exchange pages with your partner.

Discuss with your partner the activities listed in each other's charts.

- C. Fill in four or five activities under each heading in the chart, referring to the list in Part A, or using other activities that are not on the list.

Now	
Things I could do well / liked doing	Things I couldn't do

- D. Work with a partner.

Exchange pages with your partner.

Discuss with your partner the activities listed in each other's charts.

UNIT 36

MAKING APPOINTMENTS

GETTING STARTED

1

Making an Appointment

Secretary	Mr. Gordon	Secretary	Mr. Gordon
Mrs Logan's office. Good morning.	Yes, this is Ralph Gordon from Staff Relations. I'd like to make an appointment with Mrs. Logan.	She can see you this afternoon at three o'clock.	Three o'clock is fine.
			I can't make it at three. Could I come at four instead?

Suggesting a time

Answering the telephone

Accepting

Asking for an appointment

Arranging another time

Rejecting

2**Making Appointments**

For each situation:

S1 - Answer the phone using the cues provided.

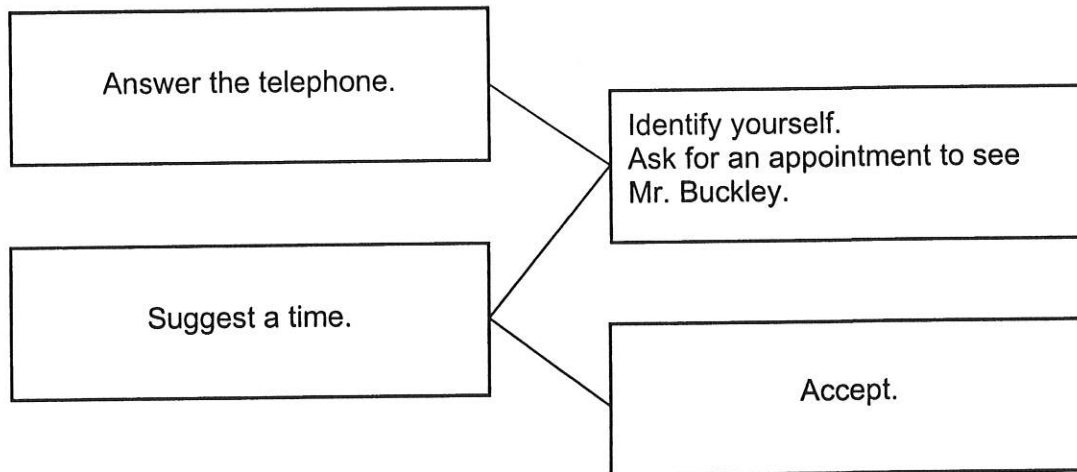
S2 - Call and make an appointment using the cues provided.

Switch roles and repeat the role plays.

SITUATION 1

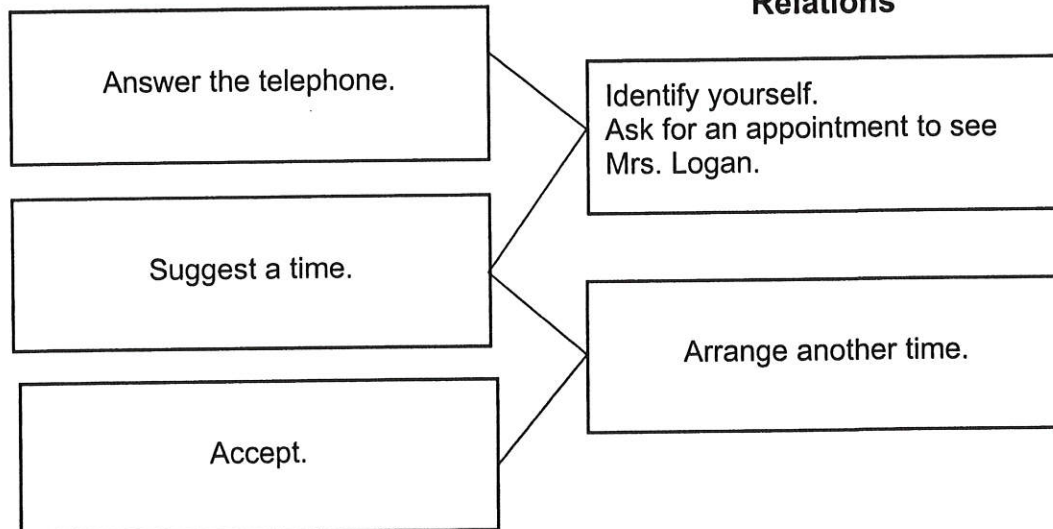
**S1 - Mr. Buckley's
Secretary**

**S2 - Caller from Quality
Control Division**

**SITUATION 2**

S1 - Mrs. Logan's secretary

**S2 - Caller from Staff
Relations**



STUDY

Caller

Receptionist

Caller

Asking for an appointment

I'd like to make an appointment with Mrs. Logan, please.

Could I have an appointment with Mrs. Clayton?

Would it be possible to see Dr. Pratt sometime this week?

Could Mr Baker see me sometime next week?

Suggesting a Time

Could you come (on) Monday at four thirty?

Is Tuesday at one convenient?

How about Monday afternoon?

Would Wednesday at two be a good time (for you)?

She can see you on Friday at ten forty-five.

Accepting

Monday at four thirty is fine.

Tuesday at one? Yes, that's O.K.

Yes, I can come Monday afternoon.

Rejecting

Arranging Another Time

I can't

come
make it

on Friday.

Could I come on Thursday Instead?

Friday's impossible for me. Would you have anything before that?

Friday's not a good day for me. Would tomorrow afternoon be possible?

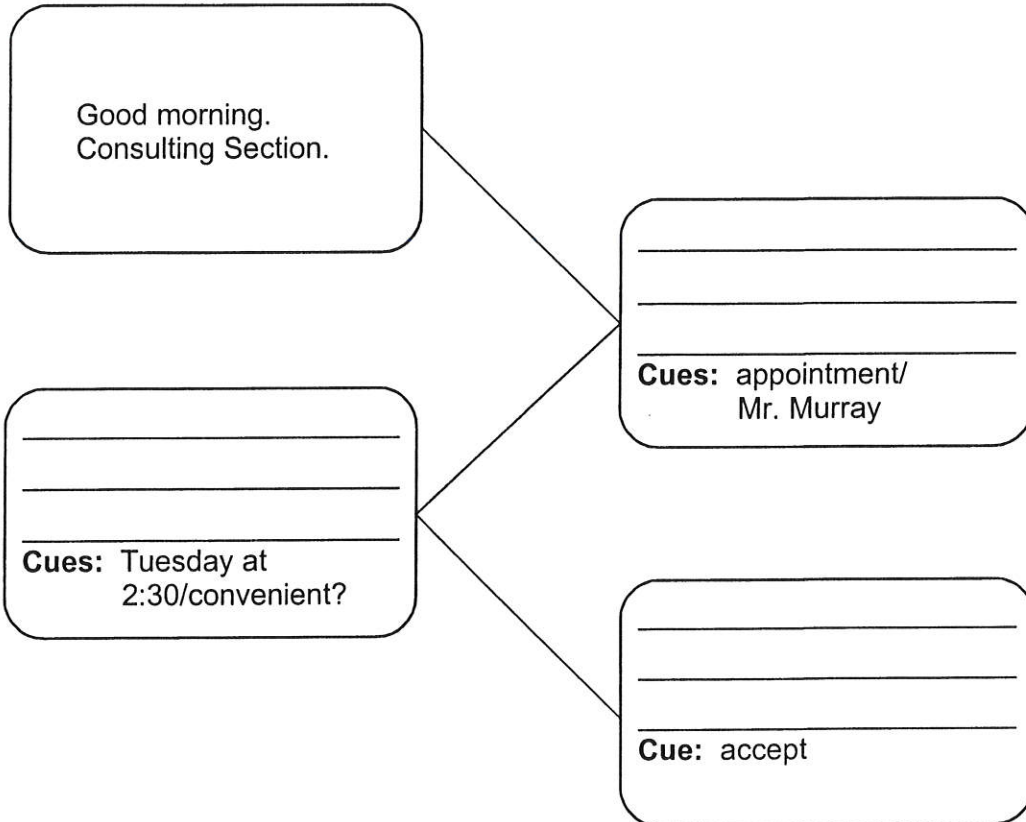
PRACTICE

P=1 WRITE/SPEAK

To practise the language for making an appointment.

A. Complete the conversations using the cues provided.

1.



2.

Could I make an
appointment with
Miss Kennedy?

Cue: Friday/not possible

Monday the 30th?
Yes. What time?

Cue: Friday afternoon?

Cue: Monday the 30th?

3.

Thank you for waiting.
May I help you?

Yes. I'd like to make an
appointment to see the
employment counsellor.

Cues: Thursday morning/
a good time?

Cue: can't come/Thursday

Cue: next Thursday/10:00?

Sure, next Thursday's
fine.

4.

Good morning.
Engineering Department.

Yes. Just a minute,
please. He could see
you on Wednesday at
11:00.

Cues: appointment/
Mr. Hoffman?

Cues: Wednesday/not a
good day

5.

Hello, I want to make
an appointment with
Professor Barnes.

Cue: Tuesday the 9th?

Cues: 9th/afternoon

Cue: 4:00 p.m.?

Cue: accept

6.

Good afternoon.
Dr. Stockton's office.

O.K. Could you come
on Tuesday the 15th
at four o'clock?

Well, five o'clock is our
latest appointment.

Cue: appointment

Cue: too early

Cue: accept

B. Work with a partner.

Practise your corrected conversations and those of your partner.

P 2 LISTEN/SPEAK

In this practice, you will:

- listen to some conversations and write down appointments (Part A)
- use the appointments to role play (Part B)



A. Read the SITUATION:

**Jeff Bradley is an executive for International Steel.
His secretary usually arranges his appointments.**

You will hear some telephone conversations in which his secretary arranges some of his appointments for next week.

Listen to the conversations and write the appointments the secretary makes on the appointment calendar provided.

APPOINTMENT CALENDAR

OCTOBER					
	14 Monday	15 Tuesday	16 Wednesday	17 Thursday	18 Friday
9:30 a.m.					
10:00 a.m.					
10:30 a.m.	<i>prep. for management committee meeting</i> ↓				
11:00 a.m.					
11:30 a.m.					
NOON					
12:30 p.m.					
1:00 p.m.	<i>report to management committee</i> ↓				<i>out of town</i> ↓
1:30 p.m.					
2:00 p.m.					
2:30 p.m.					
3:00 p.m.					
3:30 p.m.					
4:00 p.m.					

B. Work with a partner.

You will role play situations in which different people call to make appointments with Jeff Bradley for next week.

Roles: S1 - You are Jeff Bradley's secretary.

Use the appointment calendar in Part A to arrange appointments with the three different callers. Add the new appointments to the page.

Begin like this: "Mr. Bradley's office. Good morning."

S2 - You are the caller.

Use the cues provided below to make appointments with Jeff Bradley.

Switch roles after Number 3 below.

Cues for S2

You are:	You want to discuss:	You are free:
1. Scott/Sarah Brooks	a new tax law	Tuesday or Thursday afternoon
2. Pedro/Patricia Ramirez from the Production Department	a contract	Wednesday morning or Thursday afternoon
3. Robert/Rita Forbes from the Steel Manufacturers Association	some new regulations	Monday morning or Wednesday afternoon

Switch roles

You are:	You want to discuss:	You are free:
4. Lawrence/Louise Greenberg, a colleague at International Steel	the agenda for next week's meeting	Wednesday or Friday
5. Stephen/Susan James from the management committee	labour negotiations	Tuesday or Wednesday afternoon
6. Tom/Theresa Singer a lawyer with Wilson Steel	legal policies	Monday or Thursday morning

P=3= SPEAK Work with a partner.

You will role play telephone conversations in which one person calls to make an appointment and the other person receives the call.

Roles: S1 - p. 154

S2 - p. 157

S1

A. You are the caller. **Your partner begins.**

1. Today is Tuesday, March 23rd.

Call the clinic at St. Anne's Hospital and arrange for a blood test.

You can go next Tuesday or Thursday morning at eight.

2. Today is Monday, November 3rd.

You want to change your car insurance.

Phone Kenneth Wong, your insurance agent, and make an appointment for Wednesday or Thursday evening.

3. Today is Friday, May 10th.

You want to see, Carl Schubert, your financial consultant.

Call Union Trust and arrange to meet with him. You can go any day on your lunch hour.

4. Today is Tuesday, June 5th.

You made an offer on a house you want to buy.

Call your bank and arrange to see a loans officer as soon as possible about a mortgage.

S1

B. You receive the calls. For each situation consult your appointment schedule and give the caller an appointment. **You begin.**

1. You are the receptionist at Raphael Hairstylists. Today is Tuesday, December 12th.

SATURDAY		December 16	
	KEVYN	MARIA	LESLIE
9:00	<i>Ann Byers</i>		<i>Roma Fields</i>
10:00	<i>Greg Stevens</i>		<i>Terry Burns</i>
11:00		<i>Mark Curtis</i>	
12:00		<i>Louise Burton</i>	<i>Gail Nardi</i>
1:00			<i>Stella Matthews</i>
2:00			
3:00			
4:00			

2. You make the appointments for the service department at Channing Auto dealer. The department handles a maximum of eight tune-ups a day. Today is Monday, January 7th.

JANUARY					
	7 Monday	8 Tuesday	9 Wednesday	10 Thursday	11 Friday
1	<i>Harris</i>	<i>Poirier</i>	<i>Crowley</i>	<i>Leroche</i>	<i>Adams</i>
2	<i>Connors</i>	<i>Hyland</i>	<i>Beatty</i>	<i>Maher</i>	<i>Dean</i>
3	<i>Layton</i>	<i>Ratner</i>		<i>Malton</i>	<i>Capone</i>
4	<i>Costello</i>	<i>Lawrence</i>			<i>Trent</i>
5	<i>Harper</i>				<i>Bateman</i>
6	<i>Carlton</i>				<i>Finlay</i>
7	<i>Garneau</i>				<i>Bell</i>
8					<i>McBride</i>

S1

3. You are Miss Grant's secretary at the legal firm of Grant and Lewis. It's Monday morning, February 18th.

FEBRUARY					
	18 Monday	19 Tuesday	20 Wednesday	21 Thursday	22 Friday
9:00 AM	↑ Court ↓	Meeting		↑ Court ↓	
10:00 AM		↓	Colby		
11:00 AM		King	Davis		
12:00 PM		_____	_____		_____
1:00 PM	Miller		Laval		
2:00 PM	Haley		Roche		
3:00 PM	Kahn				
4:00 PM	Holland				

4. You are the receptionist for Dr. Steinman, an optometrist. Today is Thursday, September 9th.

SEPTEMBER					
	MON. 13	TUES. 14	WED. 15	THURS. 16	FRI. 17
11:00	Travers	Forget			
11:30	Burns				
12:00	Enright	Coady			
12:30			Lang		
1:00	Chang		Curtis	Becker	
1:30			Benoit	Fletcher	Zimmer
2:00		Tassone			
2:30	Glass				
3:00	Johnson				
3:30	Smith				
4:00	Forbes			Haynes	

A. You receive the calls. For each situation consult your appointment schedule and give the caller an appointment. **You begin.**


1. You are the receptionist in the clinic at St. Anne's Hospital. Today is Tuesday, March 23rd.

MARCH			APRIL	
29 Monday	30 Tuesday	31 Wednesday	1 Thursday	2 Friday
8 O'CLOCK APPOINTMENTS				
Franks	Gallo	Ruel	Thompson	Habib
Lebrun	Grant	Kemp	Baxter	Roth
Duncan	Manson	Glenn	Willis	McRae
Reid	Welch	Carter		Kozac
Simpson	Brandt			Lavoie
Brock	Laporte			Conti



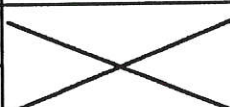


2. You work for Kenneth Wong, an insurance agent. Today is Monday, November 3rd.

	MON. 3	TUES. 4	WED. 5	THURS. 6	FRI. 7
5:00	Mr. J. Wilson 14 Esplanade Apt. 3416				Leave for Toronto
6:00			Mr. and Mrs. Trudeau 26 Champlain Apt. 105		
7:00		Mrs Barclay 1350 Fielding ↓	↓		
8:00					

3. You're Carl Schubert, a financial consultant at Union Trust. Today is Friday, May 10th.

M A Y					
	13 Monday	14 Tuesday	15 Wednesday	16 Thursday	17 Friday
9:00			<i>Mr. Barber</i>	<i>Mr. Baker</i>	
10:00		<i>Mrs. Abbott</i>			
11:00					<i>Mrs. Bertrand</i>
12:00		<i>Miss Rice</i>		<i>Miss Silva</i>	
1:00		<i>Mr. Marshall</i>		<i>Mrs. Shore</i>	
2:00					<i>Mr. Rizzo</i>
3:00					
4:00			<i>Mr. Michaelski</i>		
5:00					
6:00					

4. You are a loans officer at a bank. Today is Tuesday, June 5th.

J U N E					
	4 MON.	5 TUES.	6 WED.	7 THUR.	8 FRI.
10		MEETING 	Dodds		Gosselin
11					Hong
12					
1	MEETING 	Eisenberg	Ryan		
2		Hutton			
3	Timmons	Kildare	Russell		
4		Briggs			
5				Bowman	
6					

B. You are the caller. **Your partner begins.**

1. Today is Tuesday, December 12th.

You want to get your hair cut Saturday afternoon.

Call Raphael Hairstylists and make an appointment with Leslie.

2. Today is Monday, January 7th.

You want to take your car in for a tune-up.

Call the service department at Channing Auto, and arrange an appointment for the end of this week.

3. It's Monday morning, February 18th.

Call your lawyer, Miss Grant, and arrange to see her for legal advice.

4. Today is Thursday, September 9th.

You need new glasses. Call your optometrist, Dr. Steinman, and arrange an appointment.

You can only go Monday or Wednesday after 2:30 p.m.

