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INTERFACE CANADA

Student's Book 6

Revised Edition

Canada 

INTERFACE ***CANADA***

Student's Book 6

by

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UNIT

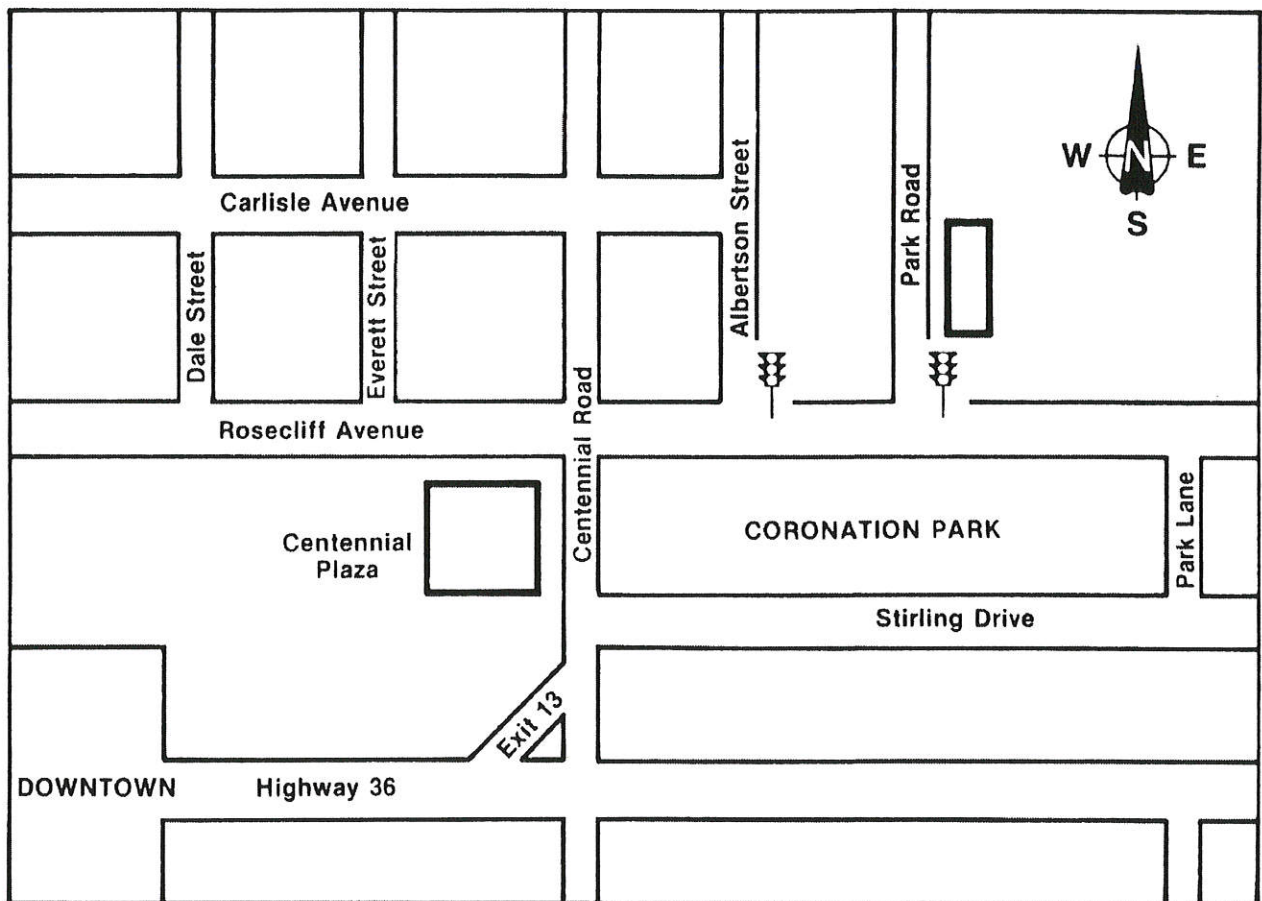
53

EXPLAINING HOW TO GET SOMEWHERE

GETTING STARTED

1

Giving Directions for Going by Car



2

Giving Directions for Going by Car

KAREN: Oh, hello, Martin. How are you?

MARTIN: Fine, Karen and you?

KAREN: Oh, can't complain.

MARTIN: Karen, I'm going to be in town next Tuesday and I'd like to meet with you to talk about the new ad campaign.

KAREN: Sure, Tuesday's fine. But I don't think you've ever been to our new office, have you?

MARTIN: Oh, that's right – you've moved to somewhere in the east end.

KAREN: Yeah, we're at 1649 Park Road now. Do you know how to get here?

MARTIN: No, I don't actually. Can you give me directions from downtown?

KAREN: Sure. Are you coming by car?

MARTIN: Yeah. I'll be driving up.

KAREN: Well then, it's really very simple. All you have to do is _____
_____ and _____
the exit for Centennial Road. I think it's Exit 13.

MARTIN: Yeah.

KAREN: O.K., now _____ Centennial Road _____
_____ and _____
Rosecliff. _____ on Rosecliff.

MARTIN: Hang on a second. You said _____ Centennial?

KAREN: That's right. And _____ Rosecliff.

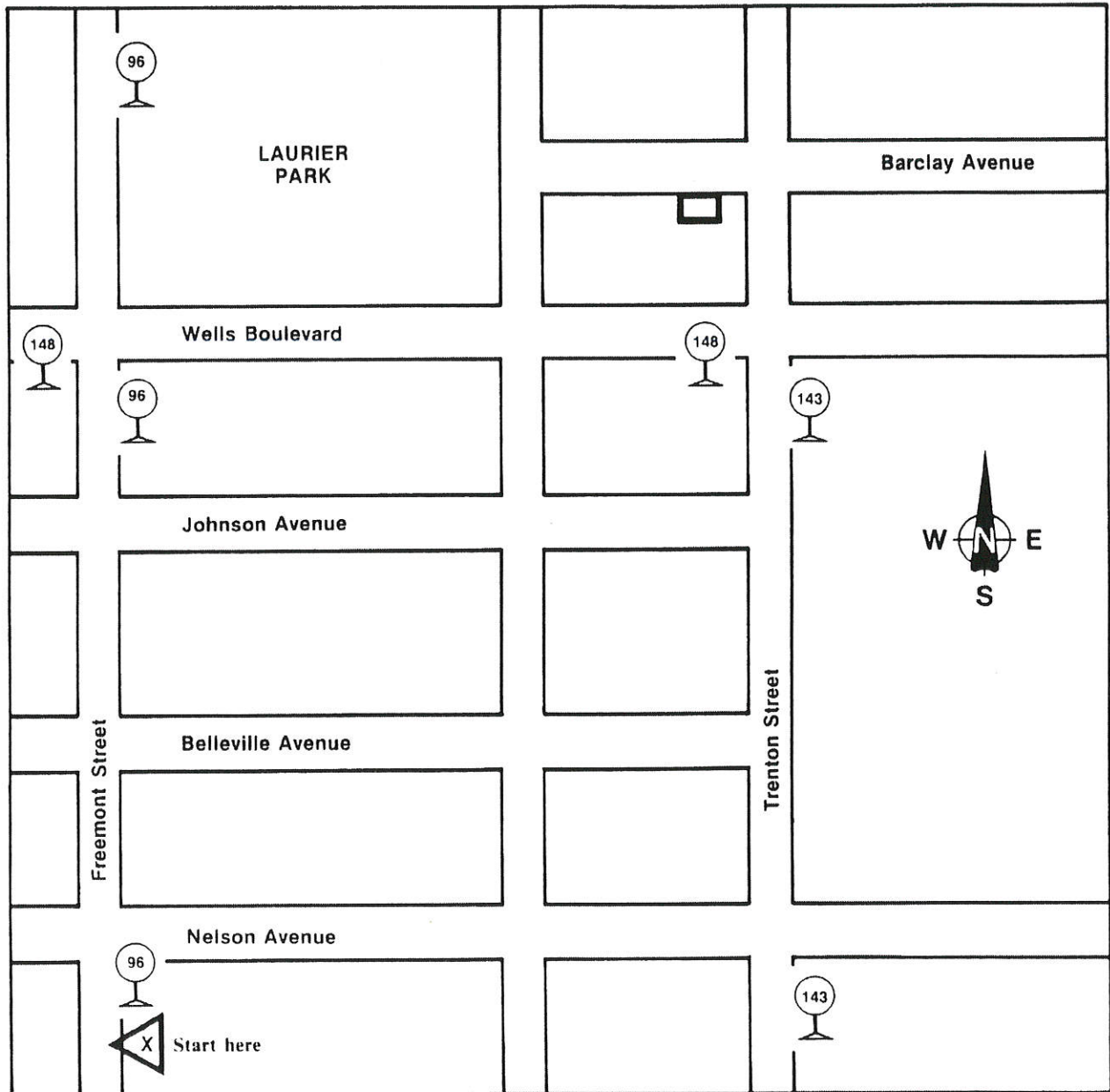
MARTIN: O.K. Got it.

KAREN: All right. Now, _____ Rosecliff _____
the second set of traffic lights and then _____
That's Park Road. We're in the big grey modern building on the right.
You can't miss it.

3

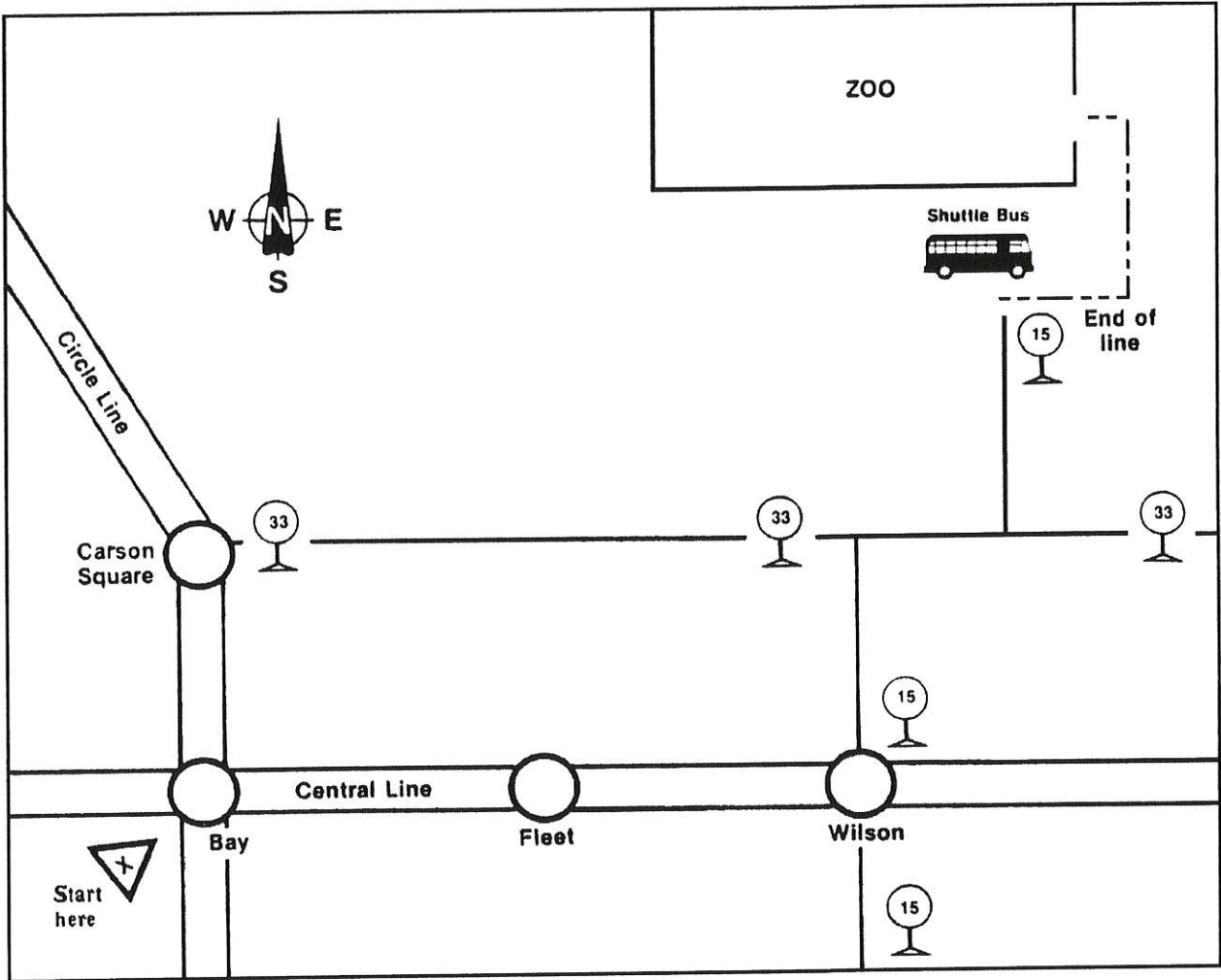
Giving Directions for Going by Bus or Subway

MAP FOR CONVERSATION 1



4

MAP FOR CONVERSATION 2



○ – subway stations

5**Giving Directions for Going by Bus or Subway****CONVERSATION 1**

- Joyce: So, Tom, how do I get to your place?
- Tom: That's easy, Joyce. Just take the 96 bus till you get to Wells Boulevard.
- Joyce: Uh-huh.
- Tom: O.K., you get off there and – then let me see – you transfer to the 148 bus going east.
- Joyce: I see.
- Tom: Ask the driver to let you off at Trenton.
- Joyce: Then I can walk the rest of the way?
- Tom: Yeah, just cross Wells Boulevard, and keep walking north till you get to the first cross street. That's Barclay, and 427 is on your left, right near the corner.

CONVERSATION 2

- Carol: I was thinking of taking the kids to the zoo tomorrow, but I'm not really sure how to get there.
- Kate: Oh, it's not complicated. Just take the Central line going east to Wilson.
- Carol: O.K.
- Kate: Then you take the number 15 bus north to the end of the line. From there, there's a special shuttle bus that'll take you right to the main gate of the zoo.
- Carol: Oh good. How often do they run, do you know?
- Kate: Oh, I think there's usually one about every 15 minutes.

6

Giving Directions

Roles: S1 – Ask for Directions.

S2 – Give directions.

Switch roles and repeat the role plays.

S1

Ask how to get to:

1. Karen's office by car
2. Tom's place by bus
3. the zoo by subway and bus

S2

Give directions using the following maps:

1. Map for giving directions for going by car, p. 1.
2. Map for Conversation 1, p. 3.
3. Map for Conversation 2, p. 4.

STUDY

Giving Directions for Going by Car

Go north on King Street.

Go straight along Simpson Street **till/until you get to** the Coliseum.

Take Route 36 **going west** and **get off at** Exit 13.

Get on the Queensway **at** O'Conner Street.

Go along		Simpson		up to		the Coliseum.
Go straight on				to		

Turn right when you get to St. Paul.

Make a left (turn) at the intersection.

Stay on Aberdeen **till you see** a big park on your left.

Keep going		on		Weston Road for about a mile and you'll come to
Continue		along		Brunswick.

Giving Directions for Going by Bus or Subway

You take the number 15 bus to the end of the line.

Take the Lakeshore bus		going west till you get to Wilson Road.
		as far as the stadium.

Take line number 1 going south all the way to the terminus.

Get off at		Barclay Road.
Ask the driver to let you off at		

Transfer to the 65 bus at Centre Street.

Change to line number 2 at the George Street Station.

Reassuring
When giving directions to someone, we often include comments to reassure the person.

That's easy.
It's not complicated.
It's really quite simple.

All you do is follow Route 71 to Belleview.

Just go straight along Hunter Road.

You can't miss it.

PRACTICE**P=1** WRITE / SPEAK

To practise the language for giving directions.

In Part A, you will write directions to a place. Then, in Part B, you will practise giving these directions orally.

A. The map on p. 11 shows two routes to get to the General Hospital:

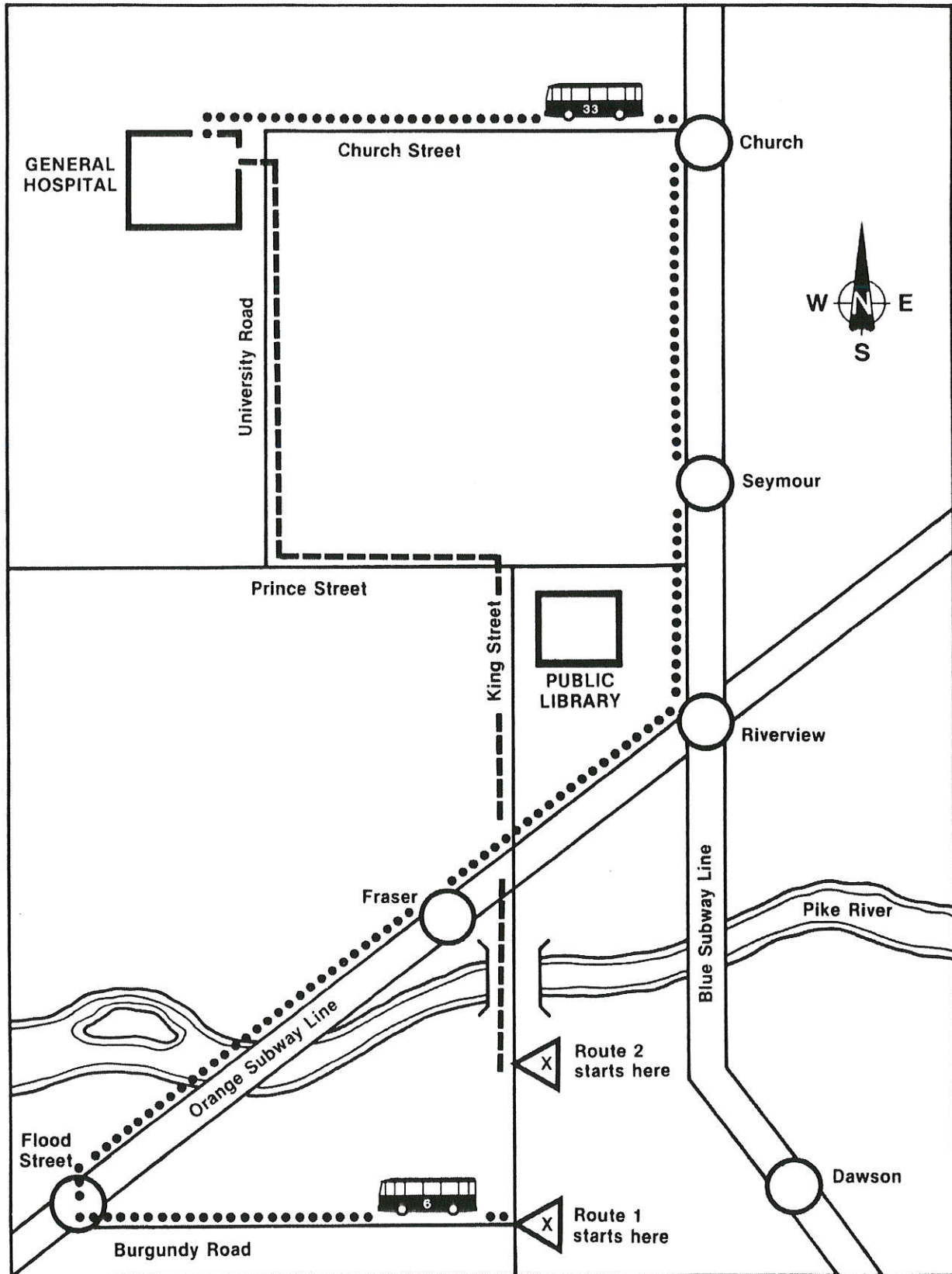
Route 1 is by bus and subway.

Route 2 is by car.

Write what you might say to give directions for each route.
Write your answers in the spaces provided.

Route 1: Bus and Subway

[illegible]



B. Work with a partner.

You will now practise giving directions using the map from Part A.

Role play I **Going to the General Hospital by bus and subway**

S1 – Give directions using Route 1 on the map.

S2 – Check the directions S1 gives you using the directions **you** wrote in Part A.

Now switch roles and do Role play II.

Role play II **Going to the General Hospital by car**

S1 – Give directions using Route 2 on the map.

S2 – Check the directions S1 gives you, using the directions **you** wrote in Part A.

P=2 LISTEN / SPEAK

To practise listening to and giving directions.

In Part A, you will listen to conversations in which people give directions and you will trace the routes on some maps. Then, in Part B, you will use this information to role play.

A. Work in a group.

S1's – Maps 1 and 2, pp. 13 - 14



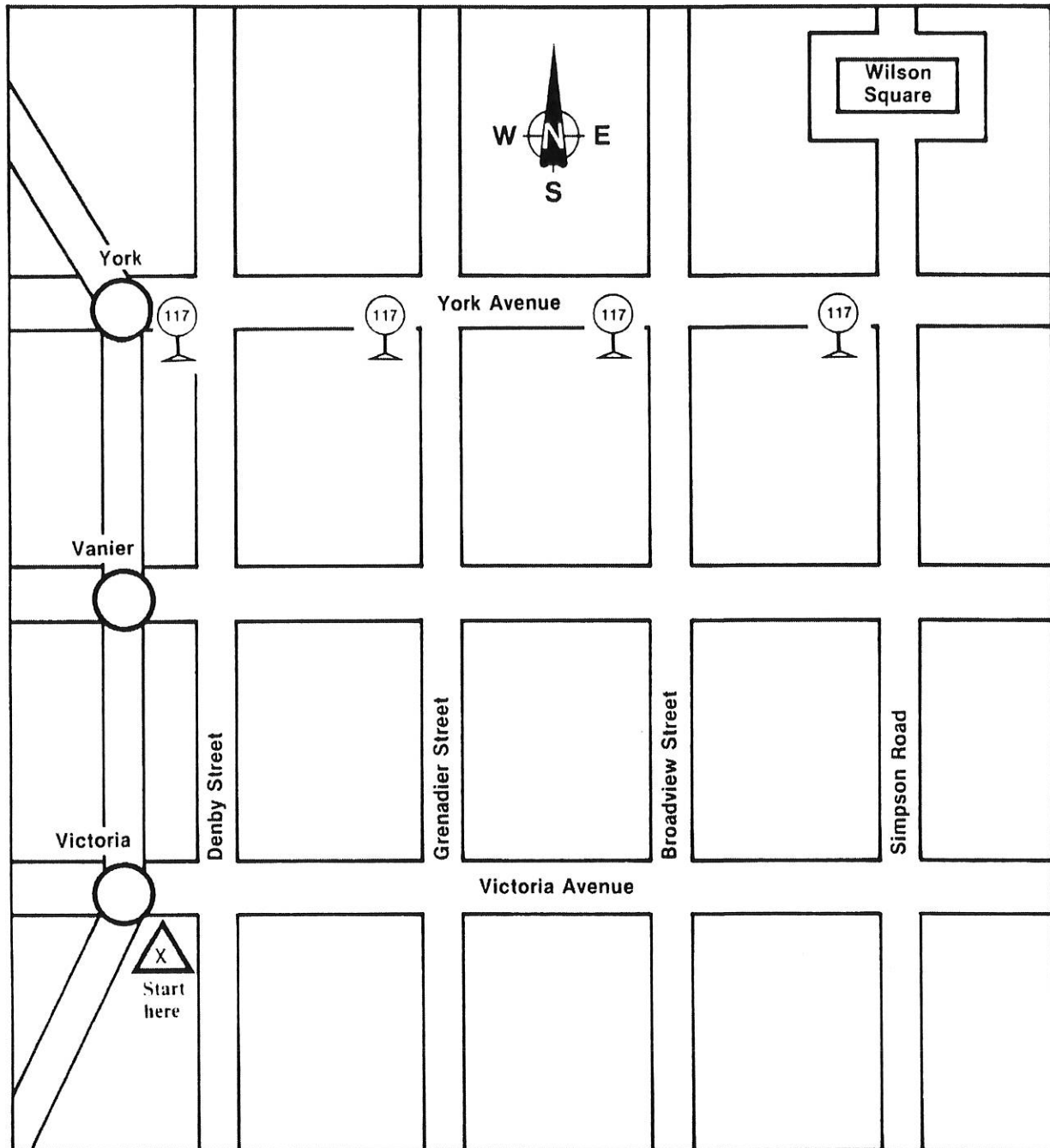
S2's – Maps 3 and 4, pp. 15 - 16

For each map:

Listen to the corresponding conversation once and decide where the speaker is giving directions to. Write the information in the space provided at the bottom of the map.

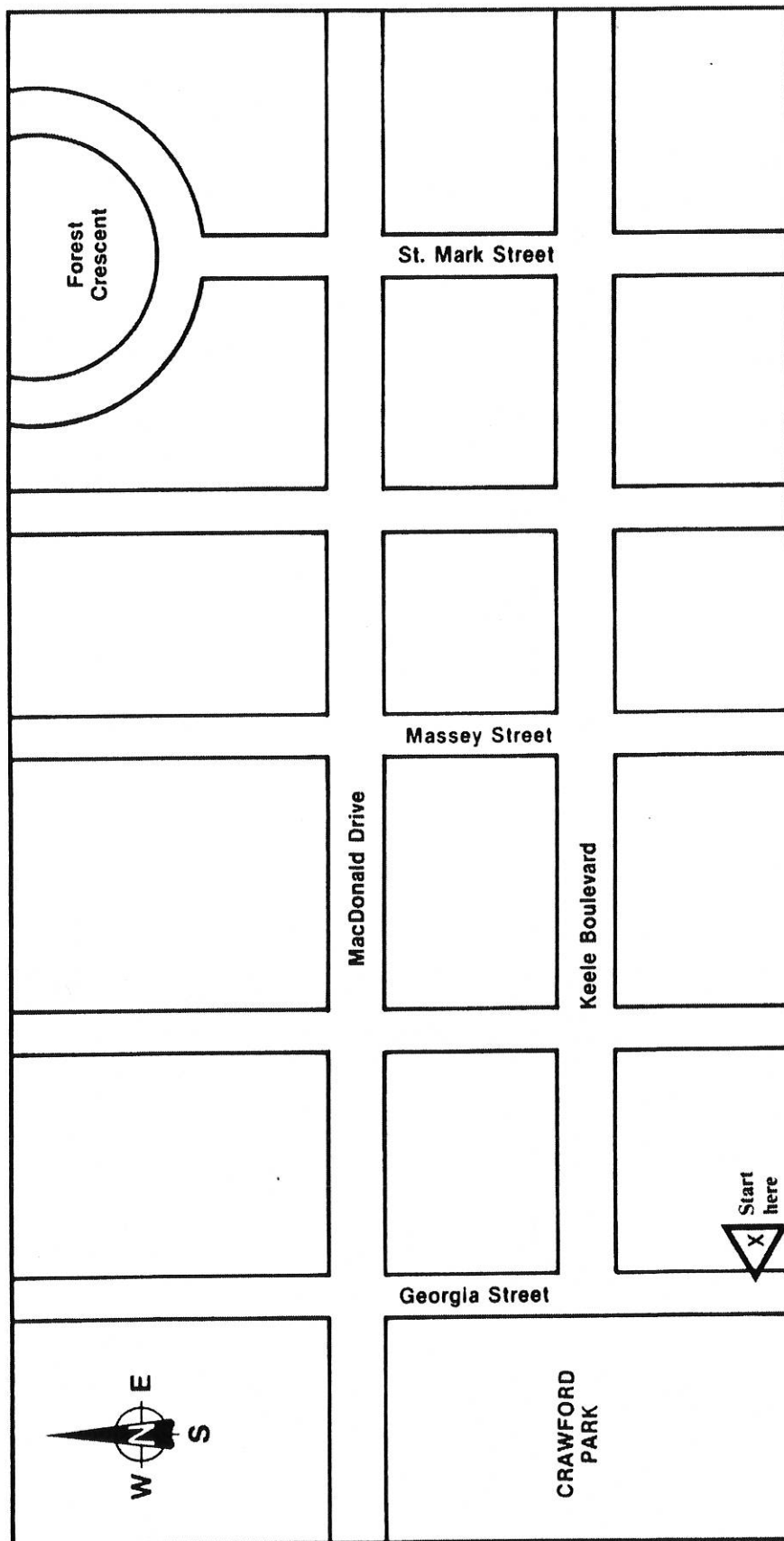
Then listen to the conversation again and trace the route on the map.

MAP 1



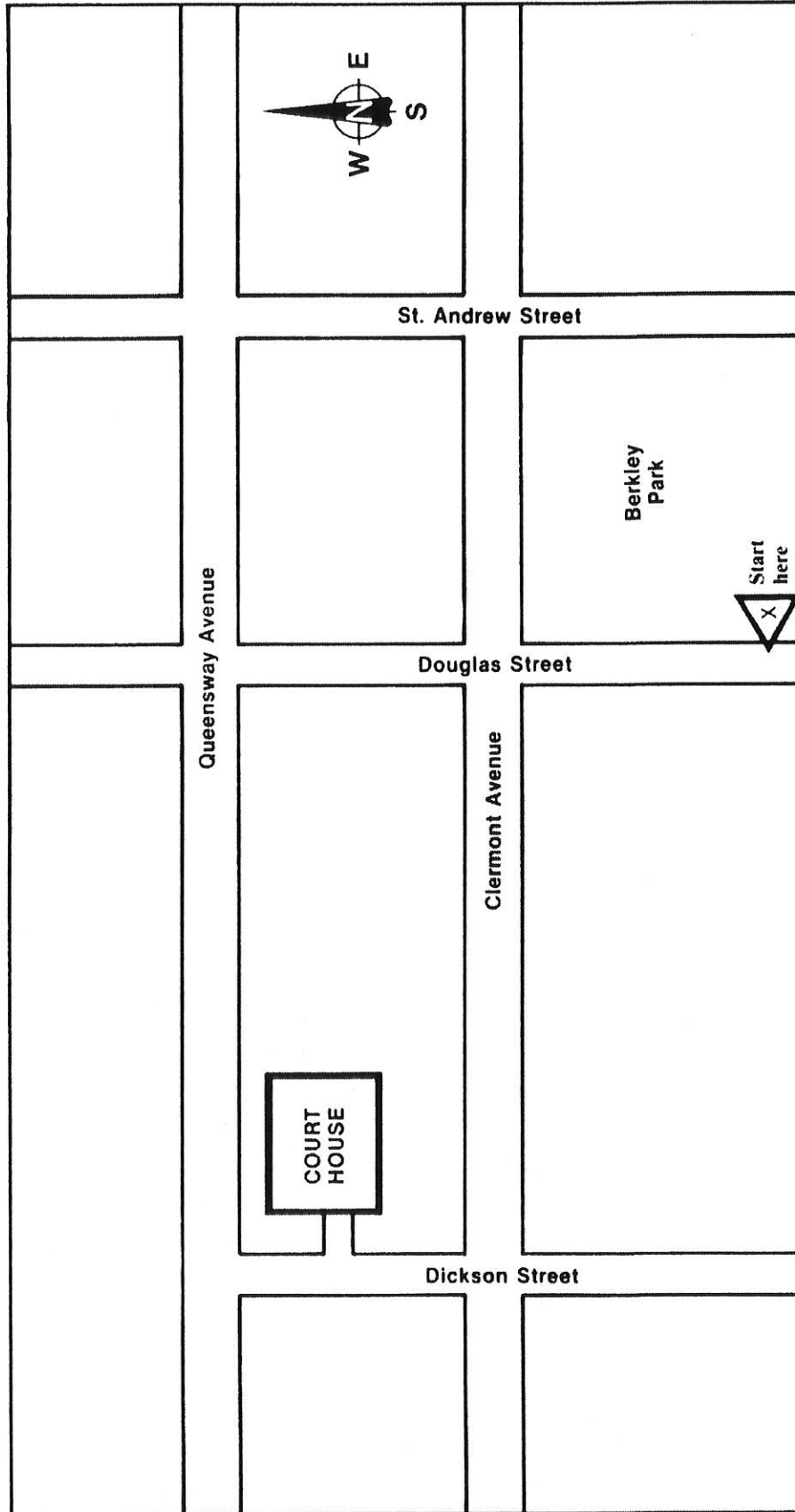
Directions to: _____

MAP 2



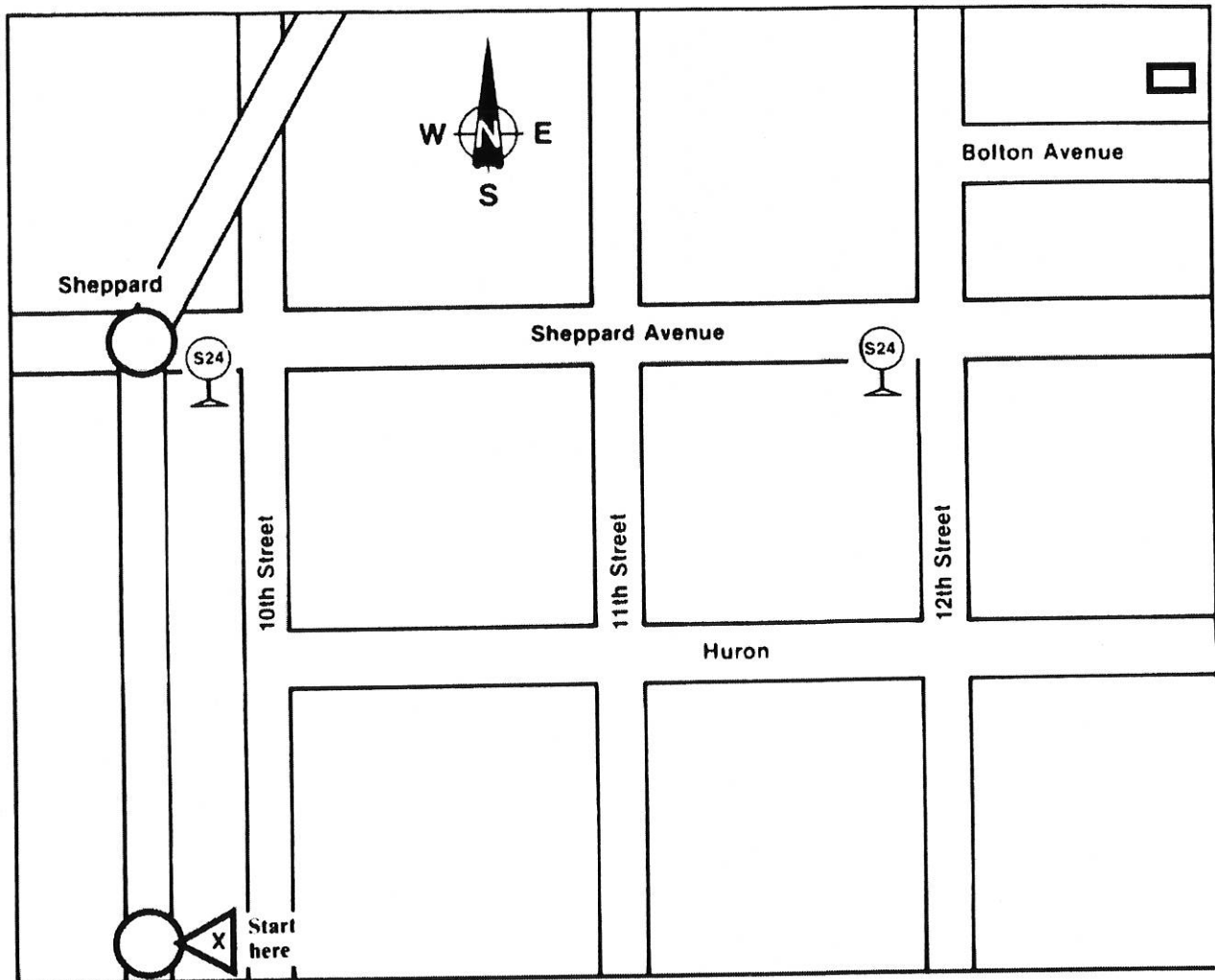
Directions to: _____

MAP 3



Directions to: _____

MAP 4



Directions to: _____

B. You will now role play situations using the maps in Part A.

Roles: S1 – p. 17

S2 – p. 18

S1

For Situations 1 and 2, you will give your partner directions using Maps 1 and 2 from Part A.

Situation 1

You work at the Institute for Economic Development.

Someone calls you to find out how to get there by bus and subway.

Use Map 1. **You begin.**

Situation 2

You've invited a friend from the office to a party at your house.

Explain to him/her how to get there by car.

Use Map 2. **Your partner begins.**

For Situations 3 and 4, you will ask for directions and trace them on Maps 3 and 4 from Part A.

Situation 3

You want to go to the Court House, but you've lost your way.

You pull your car over to the side of the road and ask a passer-by for directions.

Trace the route you are given on Map 3. **You begin.**

Situation 4

You've been invited to an outdoor barbecue Saturday evening at a friend's house. You've never been there before.

Call your friend to ask for directions by bus and subway.

Trace the route you are given on Map 4. **Your partner begins.**

Now compare your maps with your partner's.

S2

For Situations 1 and 2, you will ask for directions and trace them on Maps 1 and 2 from Part A.

Situation 1

You want to use the library at the Institute for Economic Development.

You call to find out the best way to get there by bus and subway.

Trace the route you are given on Map 1. **Your partner begins.**

Situation 2

A friend from the office has invited you to a party at his/her house. You're planning on driving out there but you don't know the way.

Ask your friend for directions to his/her place.

Trace the route you are given on Map 2. **You begin.**

Now compare your maps with your partner's.

For Situations 3 and 4, you will give your partner directions using Maps 3 and 4 from Part A.

Situation 3

You're walking your dog.

A car pulls up and the driver asks you for directions to the Court House.

Use Map 3. **Your partner begins.**

Situation 4

You've invited a friend to an outdoor barbecue at your place Saturday evening.

He/she calls you to find out how to get there by bus and subway.

Use Map 4. **You begin.**

P₃ TREASURE HUNT

To practise following directions.

Read the SITUATION:

Your rich and eccentric uncle, Winston Hinkley III, died recently. In his will he has named you as one of his possible heirs, along with all his other nieces and nephews. The catch is that he's hidden the money and the one who finds it first gets it all. He's left a letter with a map to guide you to the treasure.

Read the letter:

My dearest nephews and nieces,

Instead of dividing my estate equally among all of you, I decided it would be more interesting to have a sort of competition, where winner takes all!

I have hidden my fortune, and in order for you to get it you will have to find it!

Each of you will receive a copy of the directions, in scrambled order, along with a map. To locate the 'treasure' you must first figure out the correct order of the instructions and trace them on the map.

Good luck to all of you.

Your loving uncle,

Winston Hinkley III

Winston Hinkley III

Below are the directions to Uncle Winston's treasure, and the map.

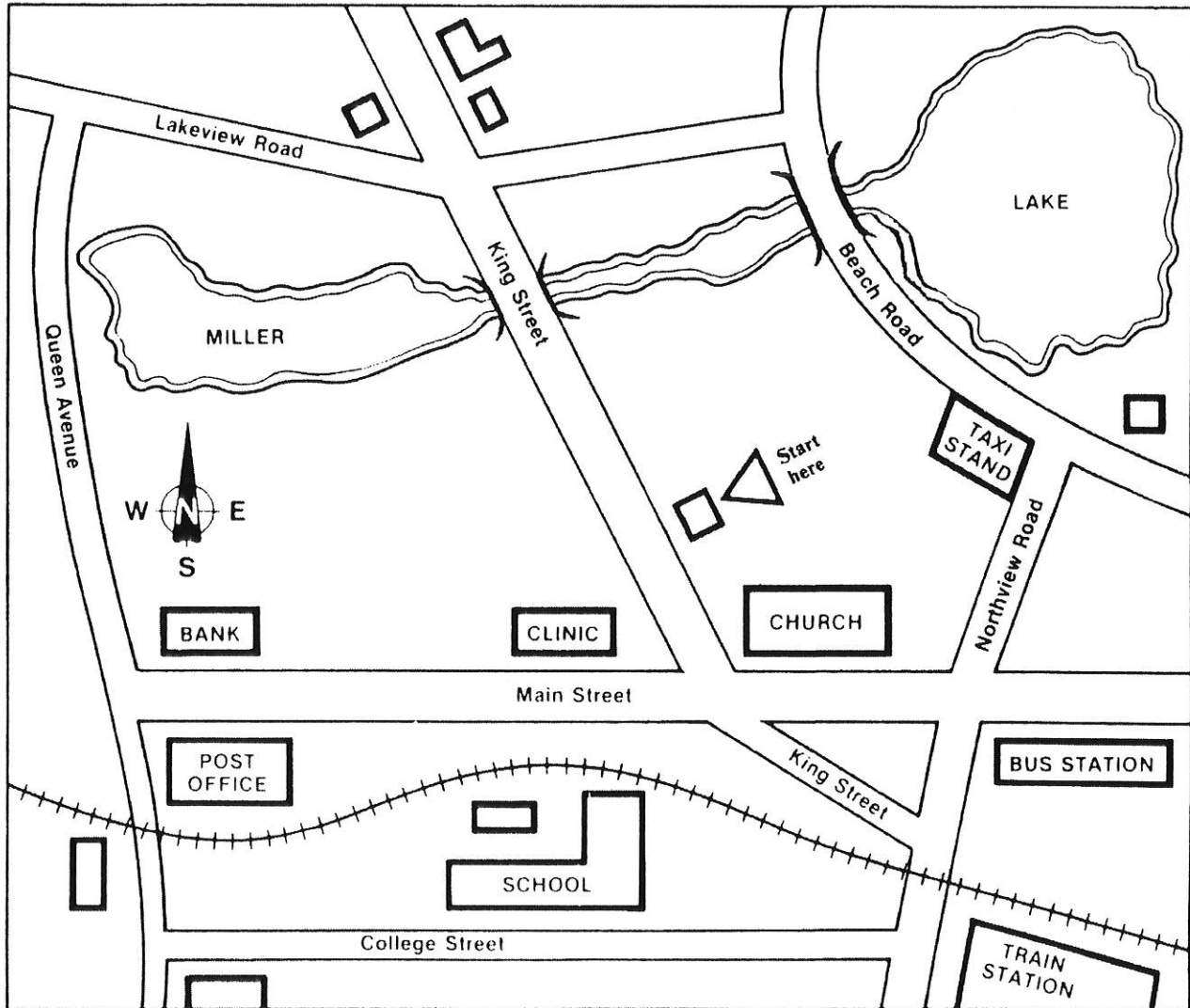
As you decide on the correct sequence of the directions:

- number them in the spaces provided
- trace the route on the map

Directions to the Treasure

- _____ Turn right onto King Street.
- _____ Go along there to Queen Avenue.
- _____ Go south along King Street to Northview.
- _____ Go north along there to the bridge.
- _____ Walk east along Main Street and turn left when you get to Northview.
- _____ Turn right at Northview and walk south past the railway tracks.
- _____ Continue along Northview and turn left again at the first street past the taxi stand.
- _____ Walk north along Queen till you get to Main Street.
- _____ Turn left or right after you cross the bridge. You can only turn one way.
- _____ Turn right at the first street past the tracks.
- _____ The money is in the first building on your right. You'll find it in the basement just under the stairs.

Treasure Map



UNIT

54

MAKING INQUIRIES

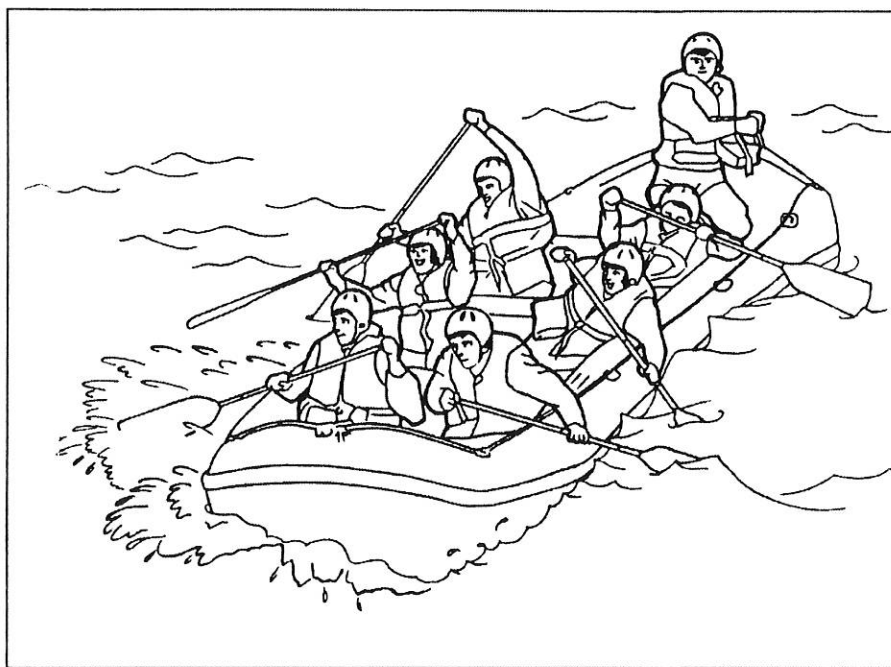
GETTING STARTED

1

Making Inquiries

Shoot the Rapids

Thrills! Chills!



**Take a White-Water Tour of the
IROQUOIS RAPIDS**

For Further Information Contact

**OUTDOOR ADVENTURES INC.
731-6984**

2

'Yes-No' Questions

1. A: _____ any tours on Monday?

B: Yes, weather permitting, we have tours every day.

2. A: _____ reserve seats in advance?

B: It isn't absolutely necessary, but we recommend it.

3. A: _____ any space available on your
Friday afternoon tour?

B: For how many people?

4. A: _____ life jackets and
other equipment?

B: Yes, we do. Life jackets and helmets.

5. A: _____ still \$145?

B: No, I'm afraid we've had to increase the price a bit.
They're \$160 now.

6. A: _____ transportation to
Iroquois Rapids?

B: No, you have to provide your own transportation there.

price/include

you/have

you/provide

there/be

tickets/be

I/have to

3**Indirect Yes-No Questions**

1. Do you have any tours on Monday?

2. Do I have to reserve seats in advance?

3. Is there any space available on your Friday afternoon tour?

4. Do you provide life jackets and other equipment?

5. Are the tickets still \$145?

6. Does the price include transportation to Iroquois Rapids?

4

Indirect Wh-Questions

1. How much do the tours cost?

2. How many people do the rafts carry?

3. Where is Iroquois Rapids?

4. How do I get there?

5. How often do the tours run?

6. When do they leave?

7. How long do they last?

5**Making Inquiries**

Roles: S1 – You are interested in going white-water rafting.

S2 – You are a travel agent at Outdoor Adventures.
You begin.

Switch roles and repeat the role play.

S1

Call Outdoor Adventures to get more information about the tours. You want to know:

- | | |
|------------------------------|--------------------------------------|
| 1. cost of the tour | 4. if they provide equipment |
| 2. when the tours leave | 5. how to get to Iroquois Rapids |
| 3. how many people in a raft | 6. if you have to reserve in advance |

S2

Answer the caller's questions using the Information Sheet below.

INFORMATION SHEET FOR WHITE-WATER TOURS		
1.	Cost	<ul style="list-style-type: none">• \$160 per person (no children under 15)• \$80 for students and senior citizens• group rates available; inquire by mail
2.	Departures	<ul style="list-style-type: none">• Monday to Friday – 11 a.m.• Saturday – 10:30 a.m., 1:00 p.m.• Sunday – 11 a.m., 2:00 p.m. <div>weather permitting</div>
3.	Size of groups	<ul style="list-style-type: none">• maximum 10 passengers per raft plus a guide to accompany each group: i.e. 11 people total per raft
4.	Equipment	<ul style="list-style-type: none">• all equipment provided, including life jackets, helmets
5.	Location	<ul style="list-style-type: none">• tours leave from the dock at Iroquois Rapids (32 kilometres north of Ottawa on the Iroquois River, exit off Highway 14)
6.	Reservations	<ul style="list-style-type: none">• strongly recommended especially for weekend or holiday tours

STUDY

MAKING INQUIRIES

Opening an Inquiry

<p>I'd like some information I'm calling (to inquire/ask) I'm interested in finding out</p>		<p>about the white- water tours.</p>
---	--	--

Could you give me some information about the
rafting tours?

Asking for Information

Wh- Questions

How much do the tours cost?
How many people do the rafts carry?
Where is Iroquois Rapids?
How do I get there?
How often do the tours run?
When do they leave?
How long do they last?
Who do I ask about the tours?

Yes-No Questions

Are the tours supervised?
Do you provide life jackets?
Does the price include transportation?
Do the tours run on Sundays?
Is there any age restriction?
Do I have to reserve in advance?
Can I pay by credit card?
Are there any information sheets?

Ways of Asking for Information in a More Polite Way

To ask for information in a more polite way, indirect questions are often used. They begin with expressions such as:

I'd like to know ...
I was wondering ...
Can you tell me ...
Would you know ...

For **yes-no questions** use the connectors **if** or **whether**.

Do you have a flight
leaving for Vancouver
tonight? _____

I'd like to know **if** you
have a flight leaving for
Vancouver tonight.

Do you do passport
photos? _____

I was wondering **whether**
you do passport photos.

For **wh-questions**, the question word becomes the connector.

When can I bring my
car in for a tune-up? _____

Can you tell me **when** I
can bring my car in for
a tune-up?

PRACTICE

P=1 WRITE / SPEAK

To practise the language for asking for information.

A. For each number:

Decide which person listed in the box you would ask to get the information you need.
Write your answer in the second column.

the client	the reservations clerk
a colleague	the mail clerk
a bus driver	a clerk at City Hall
a clerk at the bus terminal	your insurance agent
a mechanic	the secretary

You want to know:	You ask:	Inquiry
1. the price of a first-class ticket to Toronto.	<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>	<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> <div style="border-bottom: 1px solid black; height: 15px;"></div>
2. if the dental plan covers your children.	<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>	<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> <div style="border-bottom: 1px solid black; height: 15px;"></div>

You want to know:	You ask:	Inquiry
3. the procedure for getting a building permit.	<div></div> <div></div>	<div></div> <div></div> <div></div>
4. the spelling of your client's last name.	<div></div> <div></div>	<div></div> <div></div> <div></div>
5. the time the bus from Timmins arrives.	<div></div> <div></div>	<div></div> <div></div> <div></div>
6. if next Monday is a holiday.	<div></div> <div></div>	<div></div> <div></div> <div></div>
7. the frequency of mail pickup.	<div></div> <div></div>	<div></div> <div></div> <div></div>

You want to know:	You ask:	Inquiry
8. the person to see about a mistake in your pay cheque.	_____ _____	_____ _____ _____
9. the bus you take to get to the General Hospital.	_____ _____	_____ _____ _____
10. the length of time it will take to replace the muffler on your car.	_____ _____	_____ _____ _____

B. For each number, write what you might ask to get the information you need.

C. Work with a partner.

Role play the situations in Part A.

Roles: S1 – Make the inquiry.

S2 – Respond.

Switch roles after Number 5.

P=2= LISTEN / WRITE / SPEAK

To practise listening to and making inquiries.

In Part A, you will match conversations with advertisements, and in Part B, you will write questions based on the conversations.



A. Listen to each conversation and match it with the appropriate ad. Write the number of the conversation in the space provided under the ad.

LEARN TO DANCE
SINGLES
OR
COUPLES
4 Lessons \$10
*Light Step
Dance Studio*



Conversation ____

**REDUCE YOUR
FOOD BUDGET**



Join
The Neighbourhood Food Co-op
Now!
864-5700

Conversation ____

LOSING YOUR HAIR?
Before After

See us for
hair transplants
HAIR RESTORATION CENTRE
849-7016

Conversation ____

Want to send
a message?

SINGING
TELEGRAMS
Delivered to home or office
824-6166

Conversation ____

Fast Fresh Cleaning
• offices
• institutions
• stores
We keep it CLEAN!
Call
931-5899



Conversation ____

Gourmet Club
Courses
in International Cuisine

Meals included
SMALL GROUPS 531-3593

Conversation ____

TOUR THE CARIBBEAN
THE WAY YOU'VE ALWAYS DREAMED

Sea Playground Cruise Lines
Call your travel agent
for your dream vacation today

Conversation ____

STANLEY
T
O
R
A
G
E

• Insured
• Fireproof
• Reasonable
Call us anytime
391-5248

Conversation ____

- B. Below you will see parts of the conversations that you heard in Part A. Complete each conversation by writing in questions based on appropriate cues from the box.

• how often/do/carpets	• how big/classes
• which islands/stop at	• how long/treatment/take
• offer/tango lessons	• what kind of work/involve
• who/teach/Chinese cooking course	• do/in English and French
• where/embark	• where/warehouse

1. A: _____

B: Usually 20 to 30 people. Our studios are quite large.

A: _____

B: Oh yes. And we also have samba, cha-cha and rumba.

2. A: _____

B: We leave from Miami.

A: _____

B: Our ports of call are Freeport, Nassau and San Juan.

A: Sounds nice! Can you send me your brochure?

3. A: We empty the ashtrays and wastepaper baskets every night.

B: _____

A: We do them every second day.

4. A: _____

B: It's Peter Wang. He's the chef at the Red Dragon.

A: Oh yes, I think I've heard of him.

5. A: We have songs for every occasion – birthdays, anniversaries, even graduations.

B: _____

A: Yes, our people are all bilingual.

6. A: We guarantee that this will really improve your appearance.

B: _____

A: Our specialist would have to see you before we can tell you the number of visits it would require.

7. A: We put your items in closed containers in a humidity-controlled warehouse.

B: _____

A: It's in the east end, on Fletcher Road.

8. A: So it means working there a few hours a month.

B: That's right.

A: _____

B: Oh, maybe working at the cash, pricing merchandise,...

A: O.K. How do I become a member?

C. Work with a partner.

Practise reading your corrected conversations and those of your partner.

D. Work with a partner.

Use the ads to role play.

For each situation:

Think about your role before you begin.

Roles: S1 – Make the inquiry.

S2 – Respond.

Switch roles after Number 4.

P=3= J I G S A W



To practise listening to people exchanging information.

A. Work in a group.

Read the SITUATION:

A car maintenance course is being offered by a local school board.

You will fill in a chart with information about the course.

You will work in **three** groups. Each group will get information from a different source.

Group I – You will listen to a conversation between Larry, who's interested in taking the course, and Janet, who's taken the course.

Group II – You will listen to a conversation between David, who's interested in registering for the course, and Mrs. Atkins, who's responsible for course registration.

Group III – You will read an article from the newspaper about the course.

Each of these three sources contains only some of the information needed to complete the chart. Using your source of information, fill in as much of the chart as you can.

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

CAR MAINTENANCE COURSE	
1. place	
2. cost	
3. starting date	
4. length of course	
5. days course offered	
6. time of course	
7. instructor	
8. what you need	
9. what the course teaches	
10. how often the course is given in a year	

Group III

CAR SECRETS REVEALED

DUNDAS – What do you do if your car won't start? Is your garage giving you a fair deal? An innovative course at MacDonald High School helps concerned car owners with these problems.

Instructor, Tom Jacobs, who has been giving the course, limited to 15 students at one time, says many motorists have no idea of how their car works.

"We try to give the students a general idea of what goes on under the hood," says Jacobs, "and show them repairs they can do themselves."

Carol Smithers, 23, found the course extremely helpful. "I just bought my first car last year," said Smithers, "and I was terrified

of having problems with it. The course really gave me confidence."

Another satisfied student, Glen McIntyre, 47, has been driving for over 24 years. He wanted to learn how to do his own repairs.

"I've saved a lot of money," says McIntyre. "Every car owner should take this course. It's only \$50 and it pays for itself."

Jacobs says that the course is presently being given four times a year, but because of increased demand, the school is considering offering more courses.

For more information, call the Continuing Education Department at 572-0321.

B. Work in a group.

Ask your partners from the other groups for the information you need to complete the chart.

P=4= SPEAK Work with a partner. To practise making inquiries.

You will role play situations in which one person makes inquiries over the telephone and the other responds.

Roles: S1 – p. 40

S2 – p. 43

S1

A. You make the inquiry. For each situation, ask for information using the cues provided.
Your partner begins.

1. You want to find out about sending a small parcel from Toronto to Edmonton. Phone the Rapido Package Delivery Service.

You want to know:

- the cost
- if there's pickup and delivery
- how long it takes

2. You want information about pay T.V. You already have cable. Phone Centralvision Cable T.V.

You want to know:

- what channels are offered and their rates
- the cost of installing the decoder
- if they install on weekends

3. You want to rent a car for the weekend. You know Drive-On Car Rentals offers a weekend special for \$180. You call to get more information.

You want to know:

- what the 'special' includes
- if you can pick up the car Friday morning
- what time to return the car Sunday
- which credit cards they take

S1

B. Respond to the telephone inquiries. For each situation, consult the chart and give the caller information. **You begin.**

1. You are the receptionist at the Memorial Hospital.

MEMORIAL HOSPITAL		
Health Services	Hours	Room
PRE-NATAL CLINIC	MON. - FRI. 9 a.m. - 5 p.m.	1035
PEDIATRICS CLINIC	MON. - FRI. 9 a.m. - 5 p.m.	1018
SENIOR CITIZENS' CLINIC	MON. - FRI. 9 a.m. - 5 p.m.	313
CRISIS COUNSELLING	Office hours 9 a.m. - 9 p.m. Tel. Service 24 hours 7 days a week	507
All services by appointment only (except CRISIS COUNSELLING).		

2. You work at the information desk of a recreation centre.

POOL PROGRAM							
Courses	Mon	Tue	Wed	Thurs	Fri	Members	Non-members
Beginners	6:30 - 7 p.m.		4:30 - 5 p.m.		6:30 - 7 p.m.	\$37	\$45
Intermediate		4:30 - 5 p.m.			4:30 - 5 p.m.	\$37	\$45
Advanced	5:30 - 6 p.m.		6:30 - 7 p.m.	4:30 - 5 p.m.		\$45	\$55
Lifesaving			5:00 - 6 p.m.		11:00 - 12 a.m.	\$45	\$55
Recreational Swim							
Mon. to Fri. 3:00 - 4:00 p.m. 7:00 - 8:00 p.m.						FREE	\$1.00

3. You work in the personnel office and are responsible for giving information about the Group Medical Insurance Plan.

MEDICAL INSURANCE CLAIMS
How to Make a Claim: <ul style="list-style-type: none">• complete a claims form (available at the personnel office)• attach receipts and bills• send to claims office: Group Medical Plan 203 Lawrence St. Ottawa, Ontario K1P 5E8
Reimbursement Policy <p>80% of total expense, minus \$40 once per year</p>
Claims Deadline <p>6 months following date of expenditure</p>

S2

A. Respond to the telephone inquiries. For each situation, consult the chart and give the caller the information. **You begin.**

1. You work at the Rapido Package Delivery Service in Toronto.

PACKAGE DELIVERY RATES			
Destination	Rates		Delivery
Ontario and East	0-2 kg over 2 kg	\$5 \$5 plus \$1 per additional kg	overnight
West of Ontario	0-2 kg over 2 kg	\$12 \$12 plus \$2 per additional kg	24 hours
<i>Door-to-Door Service</i>			

2. You work at Centralvision Cable T.V.

Pay T.V. Channels	Monthly Rates	Installation of Decoder	
Movies	\$22.94	Regular price	\$28.98
Sports	\$15.75	Special until end of month	\$10.00
Music	\$12.15	<hr/>	
<u>Package deal</u>		Mon. to Fri. – 9 to 5	
All 3 channels	\$41.34	Saturday – 2 weeks' notice required	
All prices include decoder rental.			

S2

3. You work at Drive-On Car Rentals.

DRIVE-ON WEEKEND SPECIAL

\$180 Friday noon to Sunday evening

From compact to full-size cars

- unlimited mileage
- insurance included

Business hours:

Monday to Thursday	8 a.m. to 6 p.m.
Friday, Saturday and Sunday	8 a.m. to 9 p.m.



S2

B. You make the inquiry. For each situation, ask for information using the cues provided. **Your partner begins.**

1. You want to find out about community health services for your elderly mother. Phone the Memorial Hospital.

You want to know:

- if there is a senior citizens' clinic
- the clinic's hours
- if you need an appointment
- where the clinic is

2. You want to do some swimming. Call your local recreation centre to find out about their swimming program.

You want to know:

- when the pool is open to the public
- if there is a charge
- if they offer a lifesaving course
- the cost of taking the course

3. You want to make a claim on your medical insurance plan. Call the personnel office for information.

You want to know:

- how to make a claim
- the address of the claims office
- the reimbursement policy
- if there is a deadline for filing claims

P=5

WRITE / SPEAK

To practise phoning for information.

In Part A, you will make a telephone call to get information. Then, in Part B, you will use this information to role play your telephone conversation.

A. Work with a partner. Your teacher will explain the procedure for Part A.

INFORMATION SHEET	
Situation _____	
Place _____	Phone No. _____
Question	Answer
1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____
4. _____ _____ _____	_____ _____ _____
5. _____ _____ _____	_____ _____ _____

SITUATIONS

1. Airlines

You're planning a trip to Toronto. Phone an airline information desk to find out about flights.

You want to know:

- the time of the earliest flight on Wednesday mornings
- the cost of a one-way ticket
- about breakfast on the flight

2. Banks

You have \$15 000 you want to invest. Phone the main branch of a bank or trust company. Find out about interest rates for a term deposit.

You want to know the rates for:

- a 90-day deposit
- a 2-year deposit
- a 5-year deposit

3. T.V. Stations

You and your friends are interested in touring a television studio. You are inquiring for a group of adults.

You want to find out:

- if the tours are free
- the time they start
- the length of the tours
- how to make arrangements

4. Universities

You want to take a language course at night. Phone the Continuing Education Department of a local university or college. Find out about courses in English as a second language.

You want to know:

- if they offer intermediate-level courses
- the nights they are offered
- how to apply
- the cost

5. Libraries

You want to become a member of your local library. Phone a public library. Assume you live in the area where the library is located.

You want to know:

- the hours
- the time limit on borrowed books
- how to become a member

6. Museums

You are organizing an activity for your class. Phone a local museum or gallery.

You want to find out about:

- the hours
- the price of admission
- any special exhibitions at present
- tours for groups

B. Work with a partner.

Now use your completed Information Sheet to role play the telephone call you made in Part A.

Roles: S1 – You are the caller. Ask the questions.

S2 – You receive the call. Answer the questions. **You begin.**

Switch roles and role play the second telephone call.

UNIT

55

OFFERING HELP

GETTING STARTED

Offering Help and Responding

Roles: S1 – Offer help.

S2 – Accept or decline.

Switch roles and repeat the role plays.

Cues

S1

1. S2 is moving on Saturday.
Offer to lend him/her a hand.
2. S2 has a lot of invoices
to process. Offer to help.
3. S2 is having a party.
Offer to help.
4. S2 is clearing the table
after a meal. Offer to
help with the dishes.

S2

1. Decline. Everything's
packed and you already
have two people to help you.
2. Accept.
3. Accept. You need help
serving drinks.
4. Decline. You have a
dishwasher.

STUDY

OFFERING HELP

Offering General Help

Accepting

Declining

When you accept a general offer of help, you often suggest something the person might do.

When you decline an offer of help, you often give a reason and thank the person.

What can I do to help?

I'd appreciate it if you could type some of the invoices.

Do you need any help?

No, it's O.K. I think I can manage all right. But, thanks just the same.

Can I do anything?
give you a hand?
help with something?

Do you think you could make some copies for me?

Is there anything I can do to help?

It'd be a great help if you could prepare the packages for mailing.

It's really nice of you to offer, but everything's under control. Thanks anyway.

Offering Help with Specific Things	Accepting	Declining
I could do some packing if you like.	Thanks. I'd really appreciate that.	Thanks for offering, but there isn't much left to do.
Let me help you unpack.	Thanks. That'd be a big help.	
Do you want me to help you clean Would you like me to your new place?	Sure. I could use some help with the cleaning.	It's really nice of you to offer, but I hired somebody to do all that.
I'll move your plants if you want.		Thanks, but Ralph offered to come over with his van and take care of that.

PRACTICE

P=1= WRITE / SPEAK

To practise offering help and responding.

A. Complete the conversations using the cues provided.

Speaker 1 Opener	Speaker 2 Offer to help	Speaker 1 Response
1. At the office		
I think it's time I got rid of some of those old files.	<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> <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: sort them out</p>	If you have the time, <div style="border-bottom: 1px solid black; height: 15px; margin-top: 10px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <p>cue: accept</p>
2. At a friend's house		
My son isn't having much luck finding a summer job.	We sometimes hire students to work in the warehouse. <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <p>cue: ask personnel manager</p>	Would you? <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <p>cue: accept</p>

**Speaker 1
Opener**

**Speaker 2
Offer to help**

**Speaker 1
Response**

3. At the office

It's going to be hard
calling a union meeting
on such short notice.

cue: make some
posters

I think we'd better go
around and tell
people.
cue: decline

4. At the office

I've just about
finished my report for
head office. I sure
hope they like it.

cue: look at report and
give feedback

cue: accept

5. At the office

Is that the time? The
meeting's in half an
hour and I still have
20 information kits
to assemble.

cue: offer general help

cue: accept/punch
holes in sheets

**Speaker 1
Opener**

**Speaker 2
Offer to help**

**Speaker 1
Response**

6. At home

The house needs a coat of paint this summer.

cue: offer general help

cue: decline/your son Jimmy will help

7. At the social club

There're only a couple of hours before the dance starts and there's still quite a bit to do.

cue: offer general help

cue: accept/blow up balloons

8. At the office

No, I'm not leaving just yet. I have to finish checking these specifications before I go.

cue: offer general help

cue: decline/not much left to do

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

P=2 LISTEN / WRITE / SPEAK



To practise offering help.

In Part A, you will hear different people talking about things they have to do and in Part B, you will write offers of help. Then in Part C, you will practise these conversations.

A. Listen to the tape or CD-ROM and fill in the chart.

What does the speaker have to do?	
a)	
b)	
c)	
d)	
e)	
f)	
g)	
h)	

B. For each number:

Read Speaker 1's response.

Then choose an appropriate cue from the chart in Part A to fill in what Speaker 1 has to do. Write your answer in the first column.

Then write an appropriate offer of help in the second column.

What Speaker 1 Has to Do	Speaker 2's Offer of Help	Speaker 1's Response
1. _____ _____ _____	_____ _____ _____	"Thanks for offering, but I have to make some room for it in the basement before I bring it in."
2. _____ _____ _____	_____ _____ _____	"Oh yes, I'd really appreciate that. Tell me how it sounds to you."
3. _____ _____ _____	_____ _____ _____	"That would be a big help. Then I can take care of the mikes."
4. _____ _____ _____	_____ _____ _____	"Yeah. I'd appreciate that. I need someone to tell me if it's straight."
5. _____ _____ _____	_____ _____ _____	"Thanks. I think the problem is in the second column, but I'm not sure."
6. _____ _____ _____	_____ _____ _____	"Well, do you think you could show me how you calculate the hours for the part-time personnel?"

	What Speaker 1 Has to Do	Speaker 2's Offer of Help	Speaker 1's Response
7.	_____	_____	"It's nice of you to offer, but I've already called a plumber."
	_____	_____	
	_____	_____	
8.	_____	_____	"Oh, thanks. Tomorrow's the deadline for sending it in."
	_____	_____	
	_____	_____	

C. Work with a partner.

Practise the conversations using the information in Part B.

Roles: S1 – Speaker 1

S2 – Speaker 2

S1	S2	S1
Say what you have to do.	Read the offer of help.	Read the response.

Switch roles after Number 4.

P=3= SPEAK / LISTEN

To practise offering help and responding.

In Part A, you will make up situations in which one person offers help and another person responds and you will role play them. Then, in Parts B and C, you will listen to other situations and role play them.

A. Work with a partner.

Think of two situations in which an offer of help was made:

- one in which an offer was accepted
- one in which an offer was declined

Write down the details of the situations in the chart below.

	What was the offer?	Who made the offer?	Was the offer	
			accepted?	declined?
e.g.	to help paint your kitchen	a friend		✓
1.				
2.				

Decide on your roles for each situation. Then role play both situations and tape your conversations.

B. Listen to the conversations and fill in the chart.

Offer of Help	Response	
	Accepted	Declined
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

C. Work with a partner.

Use the information in the chart in Part B to role play the situations. Omit the two situations that you role played in Part A.

Roles: S1 – Say what you have to do.

S2 – Offer help.

Switch roles halfway through.

UNIT

56

REMEMBERING THE PAST

GETTING STARTED

1

Talking About the Past

Speaker 1

Well, _____ belong to the same tennis club except that _____
_____ on Fridays and _____ on Saturdays. Then
one day we both _____ on Wednesday and that's how we met.

Speaker 2

There _____ 25 flavours to choose from when I was a kid. I
remember when _____ to the candy store near the school to get an ice cream
and you were lucky if they had three kinds to choose from. A cone _____
cost 10 cents, and for 5 cents more, you _____ get another scoop.

Speaker 3

Do you remember how strict they were when _____ at Fraser's?
There was no way _____ to work wearing jeans and
running shoes. And another thing, _____ punch in every day and
if you were ten minutes late, _____ you an hour's pay.

Speaker 4

_____ firecrackers in the town where I grew up. They were illegal.
But _____ this small store in another town just across the canal where
_____ them. So my friends and I _____ over there
in the summer to buy 'blockbusters', you know those big firecrackers _____
garbage cans.

2

Asking About the Past

Conversation 1

- A: _____ handle photocopying where you worked before?
- B: Well, you couldn't do your own photocopying. You always had to fill out a form saying how many copies you wanted, and somebody'd do them for you.

Conversation 2

- A: _____ had your own car, _____?
- B: No, I've only had one for about four years. Before that, my father would lend me his once in a while. But most of the time I'd take the bus.

Conversation 3

- A: _____ you first moved here?
- B: Oh, this area wasn't at all developed like it is now. There were fields everywhere. You could even go and pick strawberries over there where you see those apartment buildings.

Conversation 4

- A: _____ lived in an apartment?
- B: No, I used to have my own house, but I sold it about three years ago. It was too much work for one person alone.

Conversation 5

- A: _____ take the school bus when you went to school?
- B: Are you kidding? There was no bus in those days. I used to walk there and back every day. And it was at least two miles each way.

Conversation 6

- A: _____ work when you were a student?
- B: Oh yes, every summer. As soon as my exams were over, I'd start making applications. But it never took me more than a few days to get a job.

Conversation 7

- A: _____ be a pretty good dancer, _____?
- B: Yeah, I guess I was. Before I met Brad, my girlfriend Sharon and I used to get all dressed up and go out dancing every Saturday night. We had some great times.

Conversation 8

- A: _____ teach in the evening?
- B: Yeah, but that was a few years ago. I'd finish work at four o'clock. I'd start teaching at five and then teach till eight, four times a week. I wouldn't have the energy to do it now.

3

Remembering the Past

Roles: S1 – Ask about the past using the cues in the first column.

S2 – Talk about the past using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1

1. take the school bus/
when you went to school
2. handle photocopying/where
you worked before
3. work/when you were a student
4. always/have your own car
5. work on Saturdays
6. always/live in an apartment

S2

1. no/walk to school and back
2. couldn't do your own/
fill out form
3. get job every summer
4. no/take the bus
5. Saturday afternoons/
from 1:00 to 5:00
6. no/have own house

STUDY

TALKING ABOUT THE PAST

Used to and Would	
Used to and would are used to talk about habits and routines in the past.	
used to would	+ infinitive

I **used to** work on | the 10th floor.
| Floor 10.

Sarah **didn't use to** smoke as much as she does now.

When I was in university, **we'd** go to Zorba's every Friday night.

We'd always go to camp in the summer.

Could and Could Have Verb+ed
Could is used to talk about ability in the past.
Could have verb+ed is used to talk about possibility in the past.

Helen's daughter **could** read before she started kindergarten.

During the recession you **couldn't** take money out of the country.

We **could have** seen up to four plays per day during Stagefest.

Had To
Had to is used to talk about obligation in the past.

We **had to** wear uniforms when I was in school.

I always **had to** let them know when I was going to be away.

ASKING ABOUT THE PAST

What was it like when you were growing up?
How did you spend your summer holidays?
Have you always worked downtown?

Used to

Did you use to take the subway to work?
You used to live in that apartment building
over on Wilson Street, **didn't you?**
Didn't you use to go to Riverview School?

Have to

Did you have to punch in, in the morning?
You had to wear a uniform, I suppose?

PRACTICE

P1 WRITE / SPEAK

To practise the language for remembering the past.

A. For each number:

Read the part of the conversation given. Then complete the conversation using an appropriate cue from the box.

- | | |
|---|---|
| <ul style="list-style-type: none"> • take the bus/hitchhike • work at the Riviera Club • have to have a medical • stay out as late as I wanted • always order the rack of lamb | <ul style="list-style-type: none"> • travel a lot • collect old bottles • get terribly homesick • get so upset • sell a lot/not sell anything at all |
|---|---|

1. A: When I was in high school,

B: Not me. I had to be in by 11:00.

2. A: How did you get around
without a car when you lived
there?

B: Sometimes _____
and sometimes _____

3. A: _____

every year when you were a
fireman?

B: No, in those days, the only
medical you ever had was
when you applied for the job.

4. A: When did you start collecting
antique silver?

B: Well, I started collecting it a
couple of years ago. Before
that _____

5. A: Some days _____
and other days _____

B: Yeah, I've heard car sales are like that.

6. A: _____

_____ didn't you?

B: That's right. I was the bartender there for nearly three years - right up until they had the fire.

7. A: When I went to Chez Gaston,

B: Me too. It was really good, wasn't it?

8. A: I suppose you got used to being at sea for long stretches after so many years in the merchant marine?

B: In fact I never really got used to it. _____

9. A: _____

_____ for your company?

B: Yeah. Every spring I'd go to Europe on a buying trip and that took about eight weeks.

10. A: Some days _____
_____ I'd drop
_____ everything and leave the office till I calmed down.

B: If things were that tough, it's just as well you quit.

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

P=2=====

LISTEN / SPEAK



To practise the language for remembering the past.

In Part A, you will hear different people remembering the past and you will fill in a chart. Then, in Part B, you will use this information to help you role play.

A. Listen to the tape or CD-ROM and fill in the chart.

Topic	Details
1. _____ _____	_____ _____ _____
2. _____ _____	_____ _____ _____
3. _____ _____	_____ _____ _____
4. _____ _____	_____ _____ _____

B. Work with a partner or in a group.

For each number:

Read over the information in the chart.

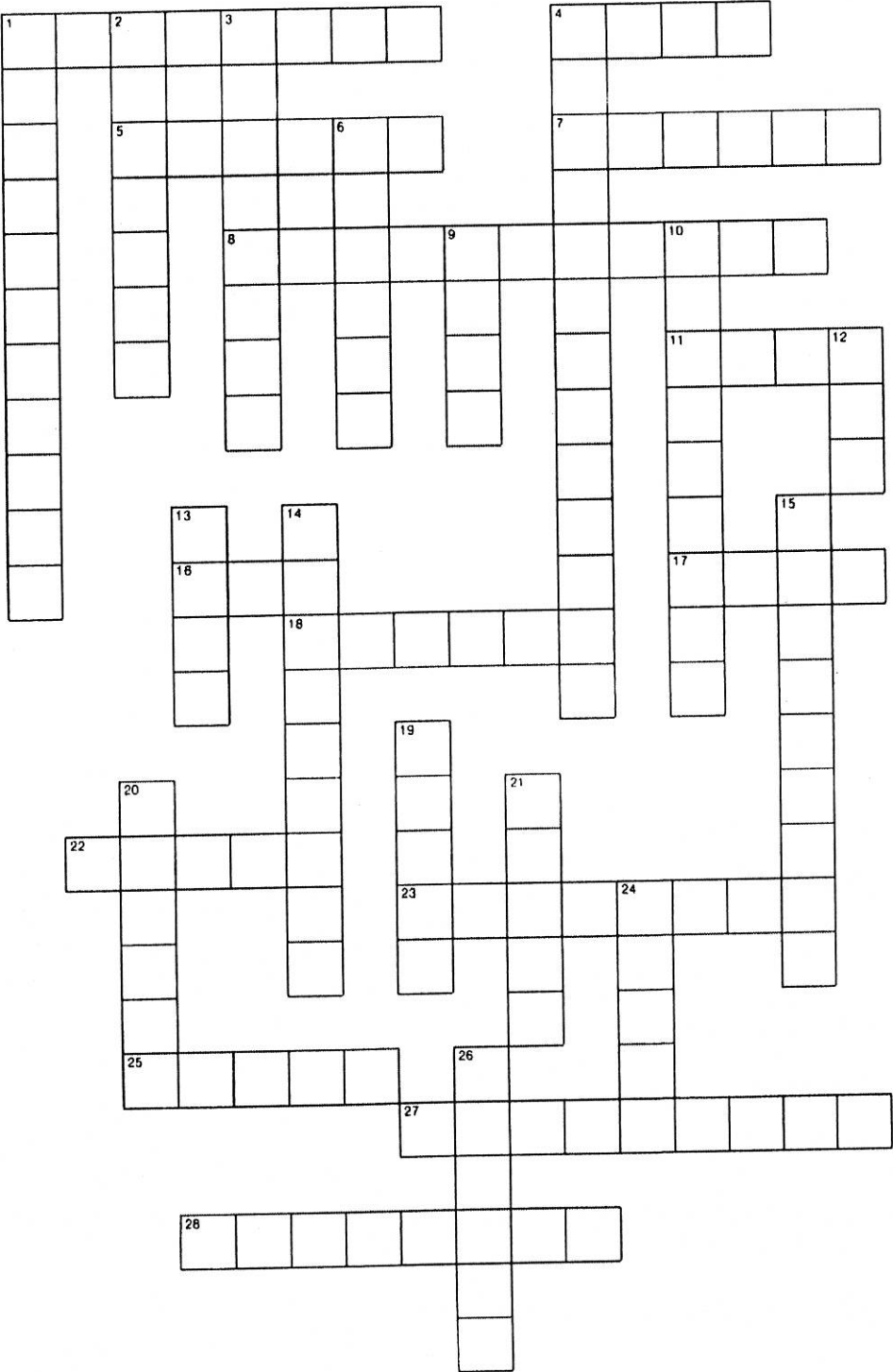
Think about what you or someone else used to do in the past in relation to the information in the chart.

Discuss what you remember with your partner(s).

P=3 CROSSWORD PUZZLE

To practise some vocabulary for remembering the past.

Read the clues and do the crossword puzzle.



Across

1. Opposite of forget.
4. When he was in school, he _____ to play hockey.
5. A person who remembers easily has a good _____.
7. Forgive and _____.
8. November 11 is called _____ Day in Canada.
11. Past participle of see.
16. The Summer Olympics were held in Montréal a number of years _____.
17. In the _____ old days.
18. Synonym for remember which rhymes with "fall."
22. To learn something by _____ is to memorize it.
23. Something that makes you remember.
25. In the old days people _____ read by candlelight.
27. Experiences which you can remember easily because they are pleasant are _____.
28. These old pictures bring back _____.

Down

1. Talking or thinking about the past.
2. After famous people retire, they often write their _____.
3. A monument erected in memory of a person or a historical event.
4. Not easily forgotten.
6. You _____ me of someone I used to know.
9. Short for memorandum.
10. Being sentimental about the past.
12. Opposite of old.
13. Let's take a walk down memory _____.
14. Something which will always be remembered will never be _____.
15. Objects which remind you of a person, place or event. You often buy them when you travel.
19. In _____ spect, it wasn't a very good idea.
20. You should _____ your notes before a test.
21. He's been to Europe many _____.
24. I can _____ remember telephone numbers unless I write them down.
26. Objects of interest because of their age and link with the past, usually rare.

P=4== Memory Lane



To practise talking about the past.

In Part A, you will listen to people reminiscing about the past, and take notes. Then, in Part B, you will use these notes to role play.

A. Read the SITUATION:

Stephanie Holt hosts the radio show, 'Down Memory Lane', a program about the good old days. Today, Stephanie is on location in the little town of Bridgeshaw, which is celebrating its 100th birthday. She will be interviewing some longtime residents.

You will hear six different interviews with people reminiscing about the past.

Listen to each interview and write down information about the person being interviewed in the space provided. You will then use this information to role play. See Part B.

Interview 1: Mr. Ian MacLean

Interview 2: Mrs. Elsie Thompson

Interview 3: Mr. Douglas Wright

Interview 4: Mrs. Emily West

Interview 5: Mr. Arthur Kelly

Interview 6: Mrs. Alice Smith

B. Work with a partner.

You will role play the interviews you listened to in Part A.

Roles: S1 – p. 74

S2 – p. 76

S1

For interviews 1, 2, and 3, **you are the interviewer.**

You want to find out more about your guests. Look over the notes you took and prepare some questions that you might want to ask your guests about their particular memories or experiences of the 'good old days'.

Interview 1:

Interview 2:

Interview 3:

S1

For interviews 4, 5, and 6, **you are the guest.**

You will be interviewed. Look over the notes you took and write down some additional details about your particular memories or experiences.

Interview 4:

Interview 5:

Interview 6:

S2

For interviews 1, 2, and 3, **you are the guest.**

You will be interviewed. Look over the notes you took and write down some additional details about your particular memories or experiences.

Interview 1:

Interview 2:

Interview 3:

S2

For interviews 4, 5, and 6, **you are the interviewer.**

You want to find out more about your guests. Look over the notes you took and prepare some questions that you might want to ask your guests about their particular memories or experiences of the 'good old days'.

Interview 4:

Interview 5:

Interview 6:

C. You're on the program: 'Down Memory Lane'

You will now role play your own 'good old days' program. The topic of the program will be **School Day Memories**.

Prepare Your Role

Roles

Interviewer – one student in the class.

You are the host of the show 'Down Memory Lane'. You will interview different people about their memories of their school days.

Make up a list of questions you will ask the people you're going to interview. Write them in the space provided.

People being interviewed – the remaining students in the class.

You will be guests on the radio show 'Down Memory Lane'. You will talk about some of the things you remember most from your school days.

To prepare for the interview, think about your school days – elementary or high school. What special memories do you have of these times?

- e.g.
- your favourite teacher
 - your best friend
 - a special boyfriend/girlfriend
 - activities you participated in
 - field trips you went on
 - pranks you played

Decide on memories you want to talk about in the interview. Write down notes about them in the spaces below.

Do the Role Play

You can videotape your program.

P **5** **SPEAK**

To practise talking about the past.

In Part A, you will choose topics that bring back memories. Then, in Part B, you will describe these memories to your partner.

- A. Look at the topics in the chart below. Check off four or five topics that bring back memories for you. Add some of your own if you wish.

Topics	What topics bring back memories?
1. what I was like when I was a teenager	_____
2. a song that brings back memories	_____
3. a pet I used to have	_____
4. getting lost somewhere	_____
5. the first time I fell in love	_____
6. games I used to play when I was a child	_____
7. what I used to do when there was no school	_____
8. a person I once knew that I'll never forget	_____
9. chores I had to do around the house when I was growing up	_____
10. a T.V. program I used to watch that isn't on anymore	_____
11. _____	_____
_____	_____
12. _____	_____
_____	_____

- B. Work with a partner.

Exchange pages with your partner.

For each topic your partner has checked off:

Have a conversation by asking about your partner's memories.

UNIT 57

SPECULATING

GETTING STARTED

1

Expressing Probability

CONVERSATION 1

A: I wonder where she keeps the pay cheques. I can't find them anywhere.

B: If they're not in the filing cabinet, they've _____ in her desk.

CONVERSATION 2

A: The remote control for the T.V. set doesn't seem to be working properly. Maybe the battery's getting weak.

B: No, it _____ the battery. I just changed it last week.

CONVERSATION 3

A: Where could that smell be coming from?

B: It's _____ from the office downstairs. I think they're painting.

CONVERSATION 4

A: I can't understand what's taking the taxi so long. It's nearly 20 minutes since I called.

B: I guess they _____ very busy.

2**Speculating About the Present Situation**

Roles: S1 – Open the speculation using the cues in the first column.

S2 – Speculate using the cues in the second column.

Switch roles and repeat the role play.

Cues**S1****S2****You want to know:**

- | | |
|---|---|
| 1. where the pay cheques are | 1. have got to be in the filing cabinet |
| 2. what's in the package | 2. probably the books we ordered |
| 3. why the remote control for the T.V. set isn't working properly | 3. could be the battery |
| 4. why Vera's late | 4. maybe she forgot |
| 5. where the key to the stockroom is | 5. Pierre must have it |
| 6. who Roland's talking to | 6. maybe it's an old friend |
| 7. what's keeping Terry | 7. probably tied up with someone |
| 8. who has the Deluca file | 8. secretary might know |

STUDY

Speculating About the Present Situation

The following **openers** are often used to begin a speculation.

I wonder what's keeping him.

I don't know what's holding him up.

I can't understand where he is.
| could be.

I can't imagine what's taking him so long.

Wh- questions are also used to begin a speculation.

Where could he be?

What could be keeping him?

When do you think he'll get here?

Why do you suppose he's late?

When we **speculate**, we often suggest a reason.
We express the reason as a possibility or probability, depending on our degree of confidence or certainty.

Expressing Possibility
(less certain)

Maybe he's on the phone.

Do you think he forgot?

could be **might be**
 may be
are used to talk about possibility
in the present.

He

could
might
may

be tied up with someone.

Could he **be** with Mr. Thomas?

Expressing Probability
(more certain)

The firemen are **probably** checking to
see nobody's still inside.

I think they're coming later.

must be **can't be**
 have got to be
are used to talk about probability
or to draw conclusions.

I guess the roads **must be** pretty bad.

It **can't be** the battery. I just changed
it last week.

The cheques **have got to be**
somewhere in the desk.

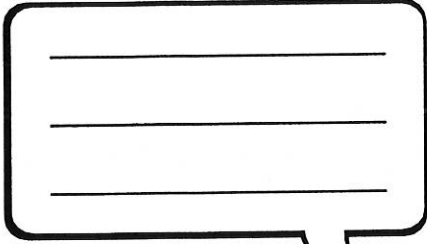
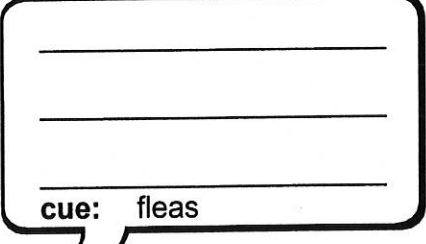
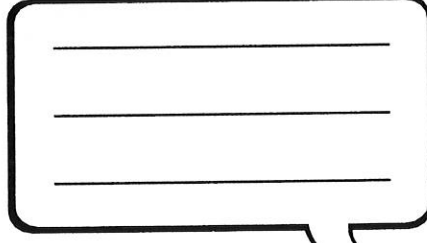
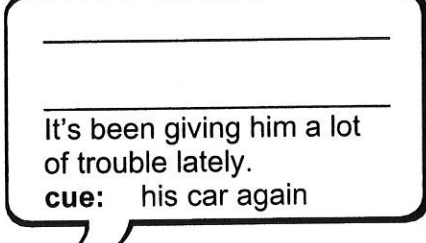
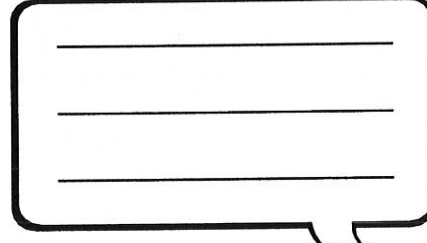
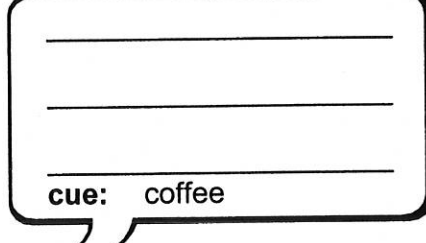
PRACTICE

P=1 WRITE / SPEAK

To practise speculating.

A. Read the situations and write what the people might say using the cues provided.

Situation	Opener for speculating	Response
1. A job applicant, John Boyko, is late for his interview.	<div style="border: 1px solid black; border-radius: 10px; padding: 10px; min-height: 100px; 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> <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> <div style="text-align: right; margin-right: 10px;">staffing officer</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 10px; min-height: 100px; 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> <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> <div style="text-align: right; margin-right: 10px;"> cue: decide not to come <div style="text-align: right; margin-right: 10px;">assistant</div> </div>
2. Vic and Audrey see a strange package near the water cooler.	<div style="border: 1px solid black; border-radius: 10px; padding: 10px; min-height: 100px; 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> <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> <div style="text-align: right; margin-right: 10px;">Vic</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 10px; min-height: 100px; margin-bottom: 10px;"> Better not touch it. <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div> </div> <div style="text-align: right; margin-right: 10px;"> cue: a bomb <div style="text-align: right; margin-right: 10px;">Audrey</div> </div>

Situation	Opener for speculating	Response
3. Anne's poodle, Max, is scratching a lot more than usual.	 <p>Anne</p>	 <p>Derek</p>
4. Peter and Lloyd are waiting for their friend Jeff. He's half an hour late.	 <p>Peter</p>	 <p>Lloyd</p>
5. Yves's blood pressure is very high again.	 <p>Yves</p>	 <p>Joyce</p>

Situation**Opener for speculating****Response**

6. Mary tells her husband, Scott, that the landlady wants to speak to them.

Scott

cue: increase the rent

Mary

7. Sid and Vivian are getting ready to leave work. The telephone rings.

Sid

You'd better answer it.

cue: head office

Vivian

8. Lisa is looking for Jack's number in the telephone directory, but can't find it.

Lisa

cue: unlisted number

Harold

Situation	Opener for speculating	Response
9. The vice-president wants to see Marlene. She didn't say why.	<div data-bbox="532 260 956 501"><hr/><hr/><hr/></div> <div data-bbox="865 554 972 585">Marlene</div>	<div data-bbox="1019 254 1443 495"><hr/><hr/><hr/><p>She may want to give it to you. cue: the new account</p></div> <div data-bbox="1027 554 1086 585">Fred</div>
10. Natalie is trying to start her car.	<div data-bbox="535 768 959 1010"><hr/><hr/><hr/></div> <div data-bbox="870 1058 963 1089">Natalie</div>	<div data-bbox="1019 762 1443 1014"><hr/><hr/><hr/><p>cue: battery</p></div> <div data-bbox="1032 1058 1105 1089">Suzie</div>

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

P=2=

LISTEN / WRITE / SPEAK
To practise speculating.

A. For each number:



Listen to the **opener** on tape or CD-ROM.

Then use the cue to complete the response by speculating on the situation.
Write your speculation in the space provided.

Cues	Responses
tired	<p>1. _____</p> <p>_____</p> <p>He's been working long hours lately, you know.</p>
Mary	<p>2. Let's see. _____</p> <p>_____</p> <p>Nobody can read her handwriting.</p>
Bob	<p>3. No, I didn't. _____</p> <p>_____</p> <p>Why don't you check with him?</p>
party	<p>4. _____</p> <p>_____</p> <p>I can hear the music from over here.</p>

Cues

Responses

resurface 5.
the road

It was in terrible shape.

on their 6.
way

Let's give them a few more minutes.

half-price 7.
sale

They usually have one in March.

police 8.
car
ahead

That usually slows people down.

finish up 9.
budget

It's due tomorrow.

need
fertilizer

10. I see what you mean.

B. Work with a partner.

Practise the conversations from Part A.

Roles: S1 – p. 91

S2 – p. 92

S1

For numbers 1 to 5, begin the conversation with the openers below. **You begin.**

1. "Gee, Ed's in a really bad mood. I wonder what's wrong with him."
2. "Somebody left this note on my desk. I can't make out the signature at all."
3. "There's a delivery man with a pizza out here. Did you order one?"
4. "Look at all those cars parked outside George's place. I wonder what's going on."
5. "Just our luck! There's a detour ahead. Wonder what they're doing."

For numbers 6 to 10, respond using the speculations you wrote in Part A. **Your partner begins.**

S2

For numbers 1 to 5, respond using the speculations you wrote in Part A. **Your partner begins.**

For numbers 6 to 10, begin the conversation with the openers below. **You begin.**

6. "They were supposed to be here at three o'clock. Do you think they're still coming?"
7. "Take a look at the line-up in front of the ski shop."
8. "I can't understand why everyone's driving so slowly. They usually go about 100 on this part of the highway."
9. "What's with Lisa and Peter? They've been in Mrs. Klein's office all morning."
10. "This plant looked so good when I got it. Now look at it. It's losing all its leaves."

P=3= SPEAK Work in a group. To practise speculating.

You will take part in role plays in which you and your partners speculate about different situations.

For each number, a cue is provided to help you begin to role play.

Continue the conversations by:

- commenting on your partner's speculation, e.g. agreeing or disagreeing
- defending your own speculation, trying to persuade your partners you are right
- making another speculation, ...

Roles: S1 – p. 94

S2 – p. 95

S3 – p. 96

S1

1

You see Ken, a former colleague, going into the boss's office. **Begin the speculation.**

2

You see a large group of people demonstrating in front of City Hall. **Begin the speculation.**

3

You and your friends are having lunch at a restaurant. Nearby, there's a table of people celebrating loudly. **Begin the speculation.**

4

You see two police officers going in to talk to your supervisor, Mrs. Hartman. **One of your partners will begin.**

Speculate about why they're here.
cue: another theft in the office

5

A colleague, Carolyn, recently got a big promotion. **One of your partners will begin.**

Speculate about her new salary.
cue: \$50 000 at least

6

You see Mr. Singer, your boss, in a three-piece suit. He usually wears just a shirt or a sweater. **One of your partners will begin.**

Speculate about why he's dressed up.
cue: interview

7

You boarded a plane half an hour ago. You're still waiting for takeoff. **One of your partners will begin.**

Speculate about the delay.
cue: mechanical problems

8

You have a lunch date with Bob for 12:00. It's now 12:15, and Bob isn't there. **One of your partners will begin.**

Speculate about why Bob's late.
cue: busy with someone

9

A mutual friend, Theresa, left last week for a six-week trip around Europe. **One of your partners will begin.**

Speculate about where she is now.
cue: in Italy

S2

1

You see Ken, a former colleague, going into the boss's office. **One of your partner's will begin.**

Speculate about why he's here.

cue: wants his old job back

2

You see a large group of people demonstrating in front of City Hall. **One of your partners will begin.**

Speculate about why they're demonstrating.

cue: to protest higher property taxes

3

You and your friends are having lunch at a restaurant. Nearby there's a table of people celebrating loudly. **One of your partners will begin.**

Speculate about what they're celebrating.

cue: someone's birthday

4

You see two police officers going in to talk to your supervisor, Mrs. Hartman. **Begin the speculation.**

5

A colleague, Carolyn, recently got a big promotion. You're curious about her new salary. **Begin the speculation.**

6

You see Mr. Singer, your boss, in a three-piece suit. He usually wears a shirt or a sweater. **Begin the speculation.**

7

You boarded a plane half an hour ago. You're still waiting for takeoff. **One of your partners will begin.**

Speculate about the delay.

cue: bomb threat

8

You have a lunch date with Bob for 12:00, and Bob isn't there. **One of your partners will begin.**

Speculate about the delay.

cue: he forgot

9

A mutual friend, Theresa, left last week for a six-week trip around Europe. **One of your partners will begin.**

Speculate about where she is now.

cue: in Paris

S3

1

You see Ken, a former colleague, going into the boss's office. **One of your partners will begin.**

Speculate about why he's here.

cue: just visiting

2

You see a large group of people demonstrating in front of City Hall.

One of your partners will begin.

Speculate about why they're demonstrating.

cue: to protest the closing of the city zoo

3

You and your friends are having lunch at a restaurant. Nearby, there's a table of people celebrating loudly. **One of your partners will begin.**

Speculate about what they're celebrating.

cue: someone's promotion

4

You see two police officers going in to talk to your supervisor, Mrs. Hartman.

One of your partners will begin.

Speculate about why they're here.

cue: looking for someone

5

A colleague, Carolyn, recently got a big promotion. **One of your partners will begin.**

Speculate about her new salary.

cue: not more than \$45 000

6

You see Mr. Singer, your boss, in a three-piece suit. He usually wears just a shirt or a sweater. **One of your partners will begin.**

Speculate about why he's dressed up.

cue: meeting with someone important

7

You boarded a plane half an hour ago. You're still waiting for takeoff. **Begin the speculation.**

8

You have a lunch date with Bob for 12:00. It's now 12:15, and Bob isn't there. **Begin the speculation.**

9

A mutual friend, Theresa, left last week for a six-week trip around Europe. **Begin the speculation.**

UNIT 58

LOOKING FOR PEOPLE AND THINGS

GETTING STARTED

1

Asking Where Someone or Something Is

CONVERSATION 1

A: Hi, do you guys know where Eric is? We're supposed to get together before lunch to look at those blueprints.

B: Well, I saw him by the stairs a little while ago. Maybe he was coming down to see you.

CONVERSATION 2

A: Laura, did you happen to see Carol's leave forms anywhere? I need to check the dates again.

B: No, sorry, I haven't. Why don't you look on Mrs. Cheung's desk? She probably has them.

CONVERSATION 3

A: You wouldn't know where those revised cost estimates are? You know, the ones Henry showed me the other day. I wanted to take a look at them.

B: Yeah, I've got them here someplace.

CONVERSATION 4

A: Is Mr. Greenberg around anywhere? I have to get his signature on these memos so I can send them out.

B: I think he's in with Madeleine. Want me to buzz her office?

2

Asking Where Someone or Something Is

Roles: S1 – Ask where the person or the thing is, using the cues in the first column.
Give reasons if possible.

S2 – Respond using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1

1. the master key
2. your colleague, Sonia
3. your address book
4. your calculator
5. the security guard
6. the personnel manager,
Mrs. Dixon

S2

1. no/maybe on Jack's desk
2. yes/in Mr. Allen's office
3. no/ask for a description
4. yes/by the telephone
5. no
6. not sure/maybe in a meeting

STUDY

Asking Where Someone or Something Is

Is Mrs. Taylor **around (here) anywhere?**

I **can't find** | Dolores.
I'm looking for

Did you **(happen to) see Rick around**
anywhere?

Have you **seen Mr. Brooks by any chance?**

You **haven't seen** the big stapler, **have you?**

Did **anyone** | **see** | a glove **(around here)?**
find

I **don't know what I did with** | my coffee mug.
I **think I've lost**

When asking where someone or something is, we often use indirect questions.

Do you **know** | **where** the Wilson
Would you **(happen to) know** | report is?

(Do you have) **any idea where Amy** | **is?**
might be?

You **wouldn't know where** the hammer is,
(would you)?

Giving Reasons

When asking where someone or something is, we often give a reason.

There's someone here to see her.

have to **need (to)**
want to **be supposed to**
are often used in giving reasons.

I **need to** talk to him, right away.

He **wanted to** see me this morning.

I **have to** staple these booklets.

I **need** it right away.

I'm **supposed to** see her before
lunch.

I **want to** fix this bookshelf.

PRACTICE

P=1= WRITE / SPEAK

To practise asking where people and things are.

A. Write what you might say in the following situations using the cues provided.

Speaker 1
You're looking for:

Speaker 2
Respond

1. your appointment book. Ask a colleague.

cue: no

2. Mr. Warner. You were supposed to meet him. Ask a colleague.

cues: yes/go to get a coffee

Speaker 1
You're looking for:

Speaker 2
Respond

3. Albert. Ask a colleague.

cues: yes/in the meeting room

4. a package. Ask a clerk in the department store.

cues: no/Lost and Found

5. order forms. You have to order some supplies. Ask a colleague.

cues: think/bottom drawer of filing cabinet

Speaker 1
You're looking for:

Speaker 2
Respond

6. your umbrella. Ask the cashier in the restaurant.

cue: yes

7. Phyllis. There's someone to see her. Ask a friend.

cues: no/not since this morning

8. a notebook. Ask another student.

cues: blue one/on teacher's desk

Speaker 1
You're looking for:

Speaker 2
Respond

9. the janitor. Your bathroom ceiling is leaking. Ask the doorman in your apartment building.

cues: not sure/in the garage

10. your bus pass. Ask a colleague.

cues: no/your desk

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

P=2= WRITE / SPEAK

To practise the language for looking for people and things.

A. For each number:

Read the part of the conversation given.

Then complete the conversation using an appropriate cue from the box.

- **can't find/pliers**
- **not see them around here**
- **supposed to see me**
- **see my calculator?**
- **have to see her/about something**
- **not know/driver's license/be**
- **see Julian Gates**
- **know where Miss Harvey/be?**

1. A: _____

B: Don't you usually keep it in your wallet?

2. A: Do you know where Rebecca is? _____

B: I'm afraid she just stepped out for a few minutes.

3. A: _____

B: Yeah. I used it last week to do the statistics, but I put it back. Did you check your desk?

4. A: I think I've misplaced my car keys.

B: _____ You didn't
 leave them in the car, did you?

5. A: _____
have you?

B: I'm sorry, but he's going to be out all afternoon. Can I do anything for you?

6. A: _____
Did you see them anywhere?

B: They're not in your toolbox?

7. A: Can I help you?

B: Yes, _____

I'm supposed to see her about renewing my insurance policy.

8. A: Is Mr. Jackson around anywhere? _____

before the end of the day.

B: I know he was looking for you, but I'm afraid he's out right now.

B. Work with a partner.

Role play the conversations in Part A.

For each number:

Think about your role before you begin.

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

Then continue the conversation.

Roles: S1 – Speaker A

S2 – Speaker B

Switch roles after Number 4.

P=3= The Lost and Found Office

To practise asking about something you've lost and responding.

Your teacher will explain how to do this activity.

P=4= SPEAK

To practise the language for looking for people and things.

You will role play situations in which you try to locate a person or an item by questioning other students in the class.

Your teacher will explain how to do this activity.

UNIT 59

SIMILARITIES AND DIFFERENCES

GETTING STARTED

1

Talking About Similarities

CONVERSATION 1

A: We're going to have a hard time deciding who should get the promotion.

B: Yeah. I know what you mean. _____ Jeff _____ Walter are highly qualified.

CONVERSATION 2

A: What does Turkish coffee taste like?

B: Well, it's _____ espresso, but it's thicker.

CONVERSATION 3

A: Have you seen those wild fashions they've come out with this spring?

B: Oh, I have. Actually, they're _____ what we used to wear when I was a teenager.

CONVERSATION 4

A: Have you made an offer on a house yet?

B: No. We're having trouble finding what we want. We looked at two yesterday, but _____ of them had a garage.

CONVERSATION 5

A: I really don't understand what all the fuss is about. The new work schedule is _____

_____ the old one.

B: Yeah, it's just that you have to start a bit earlier, that's all.

CONVERSATION 6

A: So which alarm system did you decide to buy?

B: Well, there're really only two that I'd consider getting. They're almost _____

_____ except that the one made by General Alarms includes a service contract.

2

Talking About Differences

CONVERSATION 1

A: So what do you think of John's new apartment?

B: Well, it's _____ what I
imagined, but I like it very much.

CONVERSATION 2

A: How do you like your new boss?

B: _____
the old one, this one's a saint.

CONVERSATION 3

A: What do you think of the shopping centre now that it's
renovated?

B: I can't believe it's the same place. It looks _____

CONVERSATION 4

A: This winter sure is cold compared to last winter.

B: Yeah, and there's certainly _____ the
amount of snow we've had, too.

CONVERSATION 5

A: Oh, that's not the carpet you were supposed to get, is it?

B: No, but this one is only _____
and I paid a lot less for it!

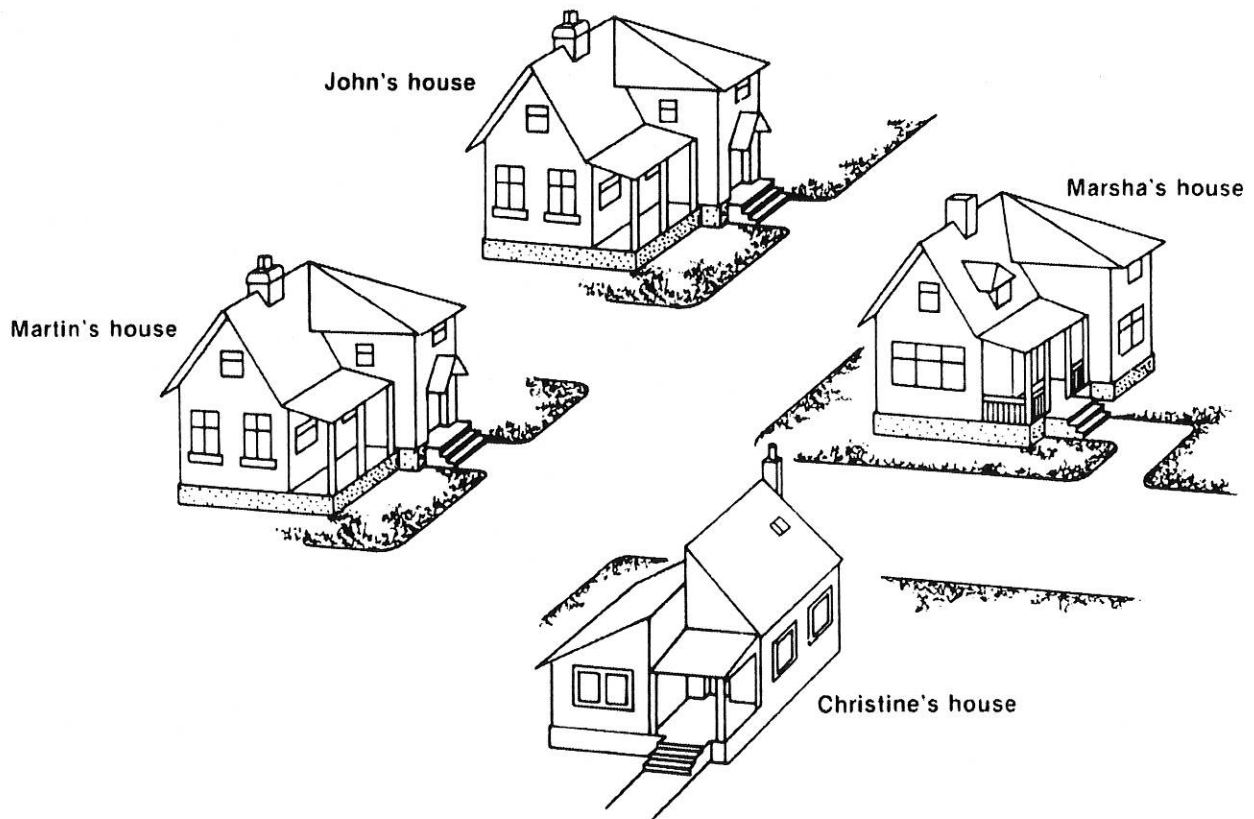
CONVERSATION 6

A: Well, there seems to be _____ in the
quality of the picture on this set.

B: Maybe, but I don't think it's really worth the extra cost.

3

Talking About Similarities and Differences



1. Martin's house and Christine's house.

- very different from
- totally different
- a big difference between
- not at all like

2. John's house and Martin's house.

- just like
- exactly the same as
- identical
- no difference between
- both

3. Marsha's house and John's house.

- a lot like
- very similar to
- quite similar
- not much difference between

STUDY

TALKING ABOUT SIMILARITIES**Similarity**

George is a lot **like** his father.

Spanish is very **similar to** French.

The two recipes are quite **similar**.

both
neither ... nor

are often used in talking about
similarities

Jeff and Walter are **both** good athletes.

Neither Nicole **nor** Howard qualified for that position.

Equality

Your office is exactly **the same as** mine.

There's **no difference between** your dental plan and mine.

This desk is **just like** my old one. They're **identical**.

TALKING ABOUT DIFFERENCES

The film is very **different from** the book.

The two houses are fairly **different**.

There's a big difference between this monitor and the old one.

These two stoves look the same, but **there's a fair difference in** price.

When we talk about differences, we often identify contrasting features.

My sister and I are quite different. She's **creative**, I'm **not**.

They don't look like brothers at all. One's **tall and dark**,
the other one's **short and fair**.

He **grew up in a big city** and I **come from a small town**.

Intensifiers Used When Talking About Similarities and Differences					
a bit a little (bit) slightly	fairly pretty quite rather	really very			
much a lot	somewhat basically	completely totally			
<table> <tr> <td> a bit of (a) a slight a lot of a big </td><td> </td><td> difference </td></tr> </table>			a bit of (a) a slight a lot of a big		difference
a bit of (a) a slight a lot of a big		difference			

PRACTICE

P=1= WRITE / SPEAK

To practise talking about similarities and differences.

In Part A, you will complete conversations in which people make comparisons and in Part B, you will practise these conversations.

Then, in Part C, you will rewrite parts of these conversations.

A. For each number:

Read the part of the conversation given.

Then complete the conversation using an appropriate cue from the box.

- same one we have
- somewhat similar/rye bread/only darker
- a lot like last year's model
- a big difference/decor
- nothing like what I expected
- rather similar/his last one
- so completely different/each other
- taste pretty much/same
- nothing like/old one
- no different/last one I took

1. A: There don't seem to be that many changes in this year's Stinger.

B: You're right. _____

They've just modified the steering mechanism, that's all.

C: _____

2. A: So how do you like the new printer?

B: _____
_____ This one
does everything.

C: _____

3. A: Look at this gas barbecue they have on sale at National Hardware. Do you think it's any good?

B: Yeah, it's a good one.

C: _____

4. A: So what do you think of the the new Mama Sophia Restaurant?

B: Well, the food is as good as ever. But, _____

C: _____

5. A: It's no wonder Keith and Diane are having problems. _____

B: You're right. They don't have anything in common.

C: _____

6. A: I don't care what people say.
I still prefer butter to
margarine.
- B: Oh, come on. _____

C: _____

7. A: What do you think of Marian's
new husband?
- B: Well, to tell you the truth,

C: _____

8. A: Have you read Jason Nichols'
new novel "High Places"?
- B: No, I haven't. But they say

C: _____

9. A: So, how's the course coming
along?
- B: To be quite honest, I don't
know why they sent me on
this course. _____

C: _____

10. A: What's pumpernickel?

B: Well, it's a kind of bread.

C:

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

C. In the spaces provided under each conversation, write sentences having approximately the same meaning as those you wrote in Part A. Use the Study page to help you.

P=2=

LISTEN / SPEAK

To practise talking about similarities and differences.

In Part A, you will listen to statements about similarities and differences. Then, in Part B, you will role play conversations based on these statements.



A. For each number:

Listen to the statement. Then circle the expression that best completes the sentence.

1. The price of coffee is

nearly as much as
much more than
basically the same as

it was a couple of
months ago.

2. The jacket on sale is

quite different from
very similar to
nothing like

the grey one.

3. The main floor office is

bigger than
the same size as
a bit smaller than

the 10th floor office.

4. The new couriers are

a little more efficient than
just as efficient as
not as efficient as

the old ones.

5. The downtown locations is

more convenient than
not as convenient as
just as convenient as

the other locations.

6. The X-25 is

just like
very different from
quite similar to

the other photocopier.

7. The ski packages are

exactly the same.
totally different.
fairly similar.

8. Don is

a bit more relaxed than
nowhere near as relaxed as
much more relaxed than

he was before.

B. Work with a partner.

Role play the following exchanges based on the opening statements you heard in Part A.

Roles: S1 – p. 121

S2 – p. 122

S1

For Numbers 1 to 4, begin the conversations with the statements below. **You begin.**

1. "I was really surprised when I went to get some coffee the other day. The price was nearly double what it was a couple of months ago."
2. "Hey, come here for a second. Doesn't this jacket remind you of my grey one? And look, they only want 60 dollars for it."
3. "The office on the main floor was just what we were looking for. The one on the 10th floor was too small."
4. "I don't think we should have changed couriers. The new one's cheaper, but it takes them a lot longer to deliver stuff."

For Numbers 5 to 8, respond using the cues provided. **Your partner begins.**

Cues

5.

You also live downtown and like it.
6.

You think a sorter is necessary.
7.

You think going to Vermont is a better idea.
8.

You've also noticed the difference, but you don't think it'll last.

S2

For Numbers 1 to 4, respond using the cues provided. **Your partner begins.**

Cues

1.

You had the same experience.
2.

You think it's exactly like the grey jacket.

Comment on the price.
3.

You like the office on the main floor much more too.
4.

Suggest going back to the old courier.

For numbers 5 to 8, begin the conversations with the statements below. **You begin.**

5. "You know, I really like living downtown much better. It takes me half an hour less to get to work."
6. "According to the catalogue, those two photocopiers you asked about are pretty much the same, except the X-25 comes with a sorter."
7. "I checked around for all ski packages to Banff. They seem to offer basically the same things but they're all pretty expensive."
8. "Did you notice the big difference in Don since he came back from holidays? He seems so calm and relaxed."

P=3= SPEAK

To practise talking about similarities and differences.

In Part A, you will list some points of comparison for different pairs of items and in Part B, you will discuss the similarities and differences between the items.

Then in Part C, you will answer some questions based on the group discussions.

- A. Look at the following pairs of items and write some points of comparison in the spaces provided on the left.

Then write down your ideas for each point.

1.

Canada and the United States

Points for comparison:

Notes:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2.

American and Foreign Cars

Points for comparison:

Notes:

3. Dogs and Cats

Points for comparison:

Notes:

4. Having Your Own Business and Working for Someone Else

Points for comparison:

Notes:

[illegible]

B. Work in a group.

Discuss the similarities and differences between the pairs of items in Part A, using the points for comparison and your notes.

C. Answer the following questions keeping in mind the information you learned in your group discussions.

Write your answers in the spaces provided.

1. Where would you rather live, in Canada or in the United States? Why?

2. Do you prefer American cars or foreign cars? Why?

3. Which make better pets, dogs or cats? Why?

4. Do you think it's better to have your own business or work for someone else?
Why?

P4

LISTEN / SPEAK

To practise listening to and making comparisons.



In Part A, you will take notes as you listen to conversations in which things or people are being compared. Then, in Parts B and C, you will use your notes to role play with your partner.

Roles: S1 – p. 130

S2 – p. 133

S1

A. Work in a group.

For each number:

Listen to the conversation. Write down in the first column what two items or people are being compared.

Listen again and write down as many details as you can about them.

Check your information with the other members of your group.

		Details
1.	<div></div>	<div></div>
2.	<div></div>	<div></div>
3.	<div></div>	<div></div>
4.	<div></div>	<div></div>

S1

B. Work with a partner.

You will now role play situations based on the conversations **you** listened to in Part A.

Read the situations and respond to your partner using your notes. **Your partner begins.**

1. You're the athletic director at a local recreation centre.

A member asks you about the equipment used in the games of squash and racquetball.

2. A colleague speaks to you about another colleague, Roy.

You've known Roy and his brother, Jim, for years.

3. A colleague is having trouble with his/her hard contact lenses.

You recently switched to soft lenses.

4. You work in a bank.

A customer wants information on two different accounts.

S1

C. Work with a partner.

You will now role play situations based on the conversations **your partner** listened to in Part A.

Read the situations and role play the conversations. **You begin.**

1. You know your friend often goes to restaurants in Chinatown.

You mention to him/her that you enjoyed your meal last weekend at the Imperial Garden.

2. You're going to San Francisco for two weeks.

You're looking for a good hotel.

You ask a friend who's been there.

3. At a friend's house, you notice that he's/she's got the new Percomatic drip coffee maker.

You've seen it advertised.

You want to know if it's really that good.

4. You and a friend have had the same dentist, Dr. Kent, for a number of years.

Recently, your friend changed dentists.

You want to know why.

S2

A. Work in a group.

For each number:

Listen to the conversation. Write down in the first column what two items or people are being compared.

Listen again and write down as many details as you can about them.

Check your information with the other members of your group.

Details

1.

2.

3.

4.

S2

B. Work with a partner.

You will role play situations based on the conversations **your partner** listened to in Part A.

Read the situations and role play the conversations. **You begin.**

1. You want to sign up for either racquetball or squash lessons at the local recreation centre.

You ask the athletic director to explain the difference between the equipment used in the two games.

2. You find a new colleague, Roy, very reserved.

Mention this to another colleague.

3. You wear hard contact lenses.

Mention to a colleague that your contact lenses are bothering you.

4. You want to open an account at the bank.

You don't understand the difference between the Regular Savings Account and the Super Savings Account.

You ask one of the bank employees.

S2

C. Work with a partner.

You will now role play situations based on the conversations **you** listened to in Part A.

Read the situations and respond to your partner using your notes. **Your partner begins.**

1. You and a friend are discussing restaurants in Chinatown.

You've been to the Imperial Garden but you prefer the Chinese Tea Room.

2. You've been to San Francisco several times.

You like staying at the Sky View Hotel.

Your friend asks you about hotels.

3. You recently bought a Percomatic coffee maker.

A friend who comes over to your house asks you how satisfied you are with it.

4. You and a friend had the same dentist, Dr. Kent, for a while.

Recently you found another one.

Your friend asks why you've changed dentists.

UNIT 60

ARRANGING TO MEET WITH SOMEONE

GETTING STARTED

1 Arranging to Meet With Someone

Alan Walker

Angela Hopkins

<p>Could we get together to discuss the PR campaign?</p>	<p>Maybe this afternoon if you're not busy.</p>
--	---

<p>Sure, anytime this afternoon is fine.</p>
--

<p>Sorry. I can't this afternoon. I'm working with Bob.</p>	<p>What about sometime tomorrow morning?</p>
---	--

Agreeing to the time
 Suggesting a time
 Asking to meet with someone
 Suggesting another time
 Saying it's not convenient

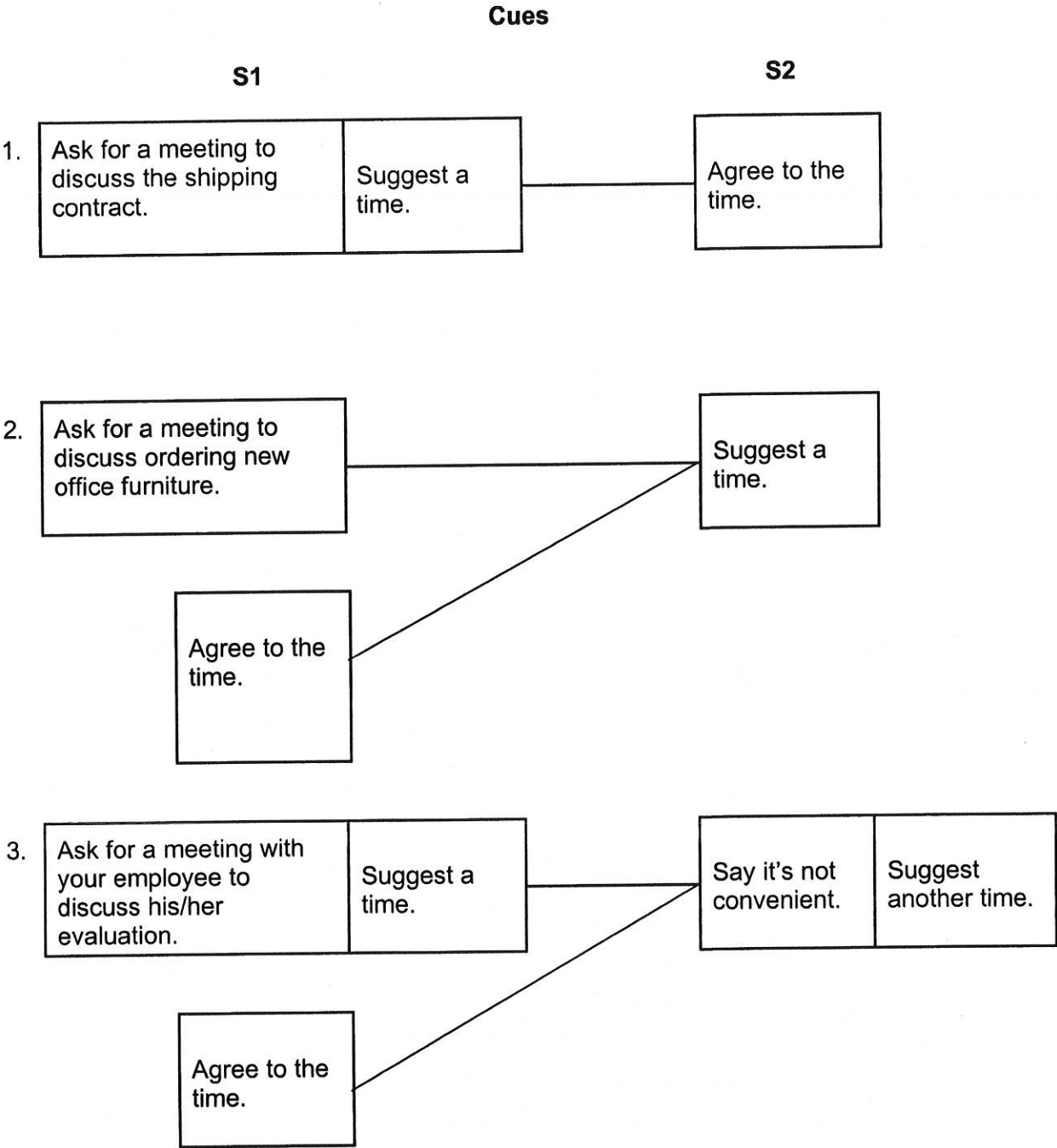
2

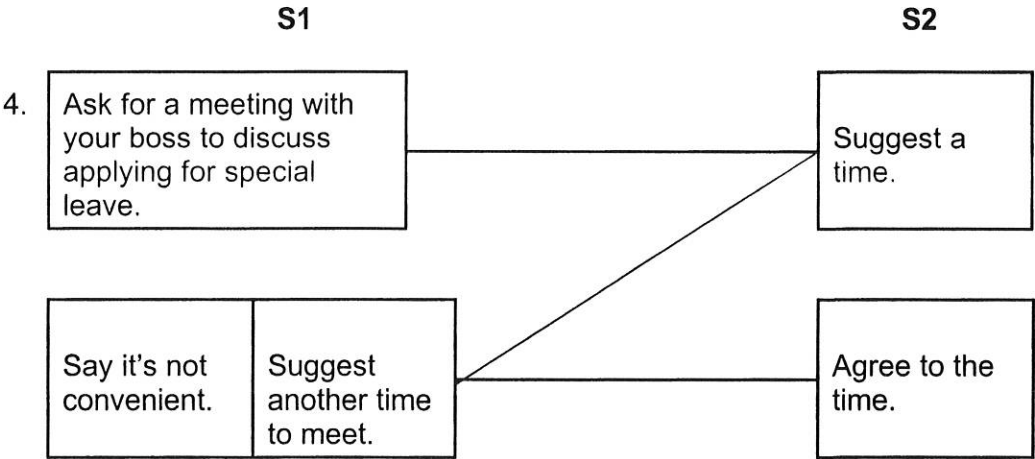
Arranging to Meet With Someone

Roles: S1 – Ask to meet with S2.

S2 – Respond.

Switch roles and repeat the role plays.





ARRANGING TO MEET WITH SOMEONE

Asking to Meet With Someone

I'd like to see you about the report we have to do.

Could we meet to discuss the smoking policy?

Suggesting a Time

Would one* o'clock be a good time convenient (for you)?
O.K.

What about this afternoon?
How

Agreeing

One o'clock is fine with/by me.
(That) sounds good.

Sure, this afternoon's fine.

Should and **ought to** are used to express obligations.

We **should** have a meeting to finalize the arrangements.
We **ought to**

I'm free
I can make it any time after lunch.
I'll be available

Saying It's Not Convenient

Unfortunately, I can't make it this afternoon.
I'm going to be pretty busy this afternoon.

Have to, **need to**, and **have got to** are used to express stronger obligation.

We **have to** meet to work on the budget.
We **need to**

Do you have anything scheduled for Thursday?
Have you got

Thursday would be difficult.
's not a good time for me.
's impossible.

I've got to get together with you to plan the next session.

Are you free busy tomorrow?

Sorry, but I've already got something planned.
scheduled.

Say around two o'clock.

* The number is always spelled when o'clock is used. Exact time is always given in numbers. Approximate time is spelled.

PRACTICE

P=1 WRITE / SPEAK

To practise the language for arranging to meet with someone.

A. Write the conversations using the cues provided.

1.

Ask to meet with your boss to discuss working overtime.

A:

Suggest meeting right now.

B:

2.

Ask for a meeting with a colleague to talk about the new pricing policy.

A:

Suggest around three this afternoon.

Say it's not convenient.

B:

Suggest Friday morning.

3. Request a meeting with the union representative to discuss grievance procedures.

Propose tomorrow morning around ten.

4. Ask for a meeting with a colleague to discuss the staff party.

Propose today at lunch time.

Say it's not convenient.

Suggest today after work.

5. Request a meeting with an employee for sometime today.

Suggest right after lunch.

A:

B:

A:

B:

A:

B:

6.

Ask to meet with a colleague
to finalize plans for the trade
show exhibit.

Suggest after coffee break.

A:

Agree to the time.

B:

7.

Ask for a meeting with your
teacher to discuss a personal
problem.

A:

Propose in about an hour.

B:

8.

Request a meeting with the
editor of your company
newsletter to discuss the
article he wants you to write.

Propose Thursday afternoon.

A:

Say it's not convenient.

Suggest Thursday morning.

B:

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

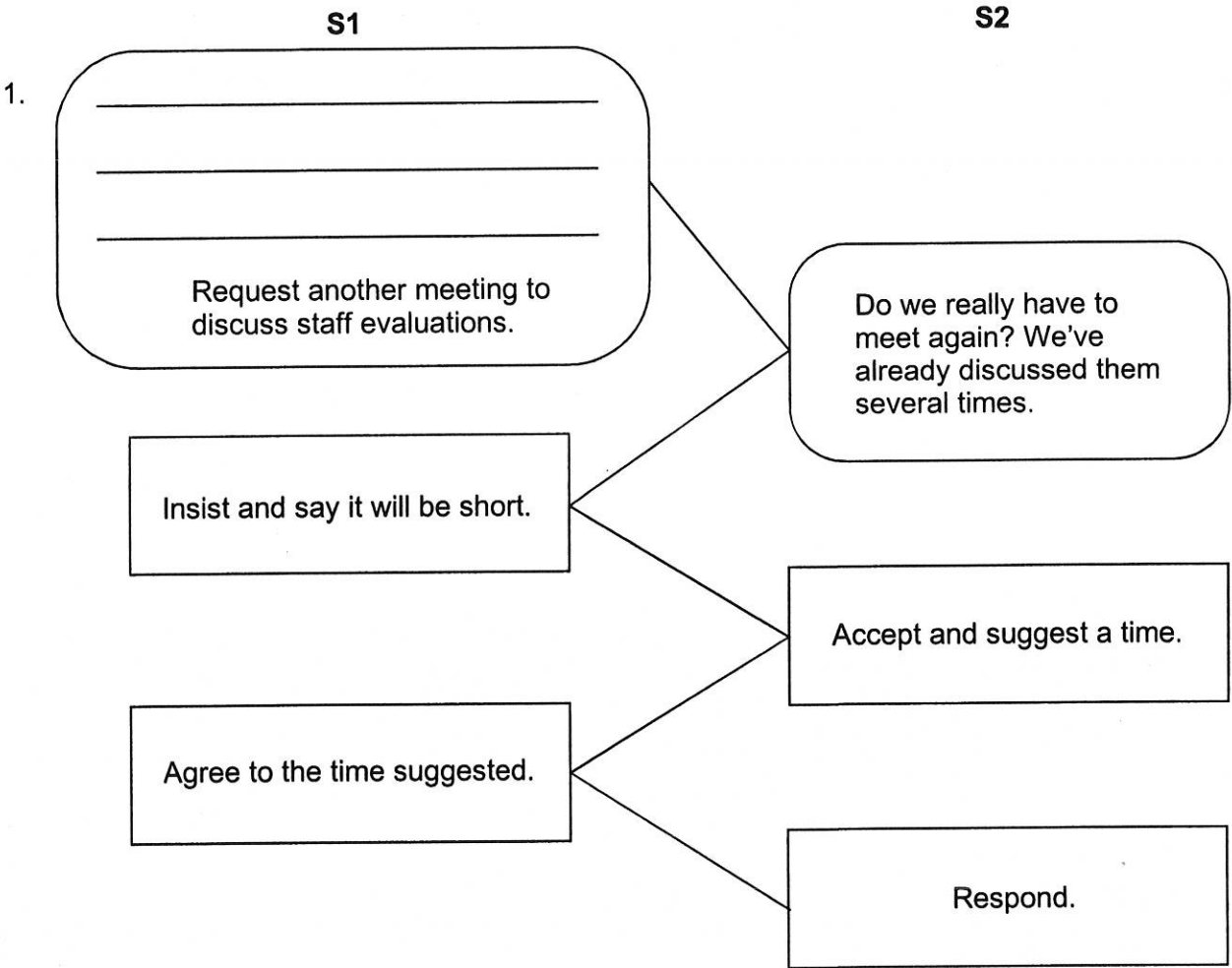
P=2= WRITE / SPEAK Work with a partner.

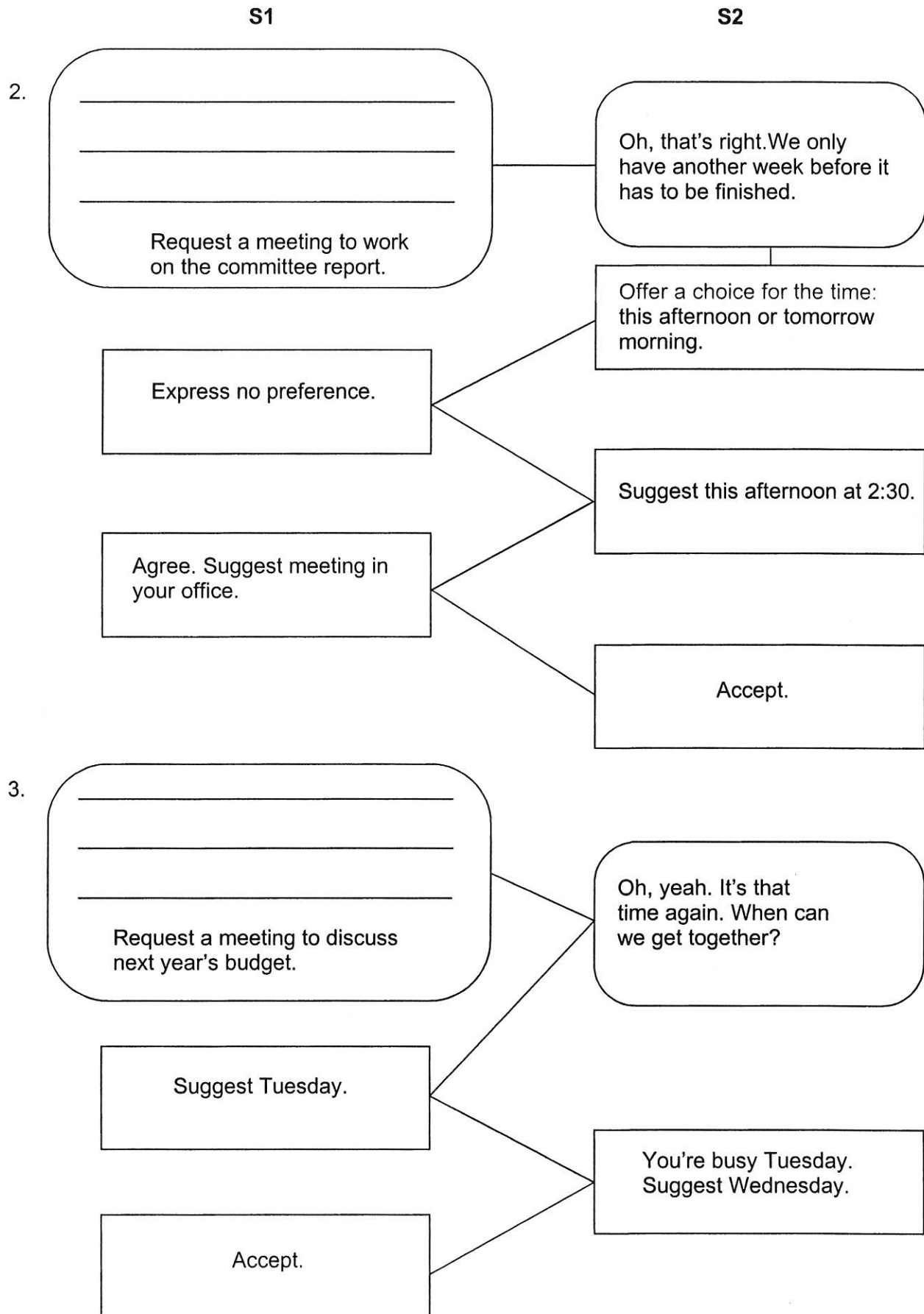
To practise the language for arranging to meet with someone.

In Part A, you will write requests to meet with someone. Then in Part B, you will use these requests to role play arranging to meet with someone.

A. For each conversation:

Write an appropriate request in the first bubble using the cue provided.





S1

S2

4.

Request a meeting to rehearse the script for the slide presentation.

Yeah. It's a pretty important presentation and we should do a decent job.

Ask when.

Offer a choice for the time: this Friday or some time next week.

You're busy Friday. Suggest next Wednesday.

Accept. Offer to reserve the presentation projector.

Respond.

5.

Request a meeting sometime tomorrow to discuss changes in the telephone system.

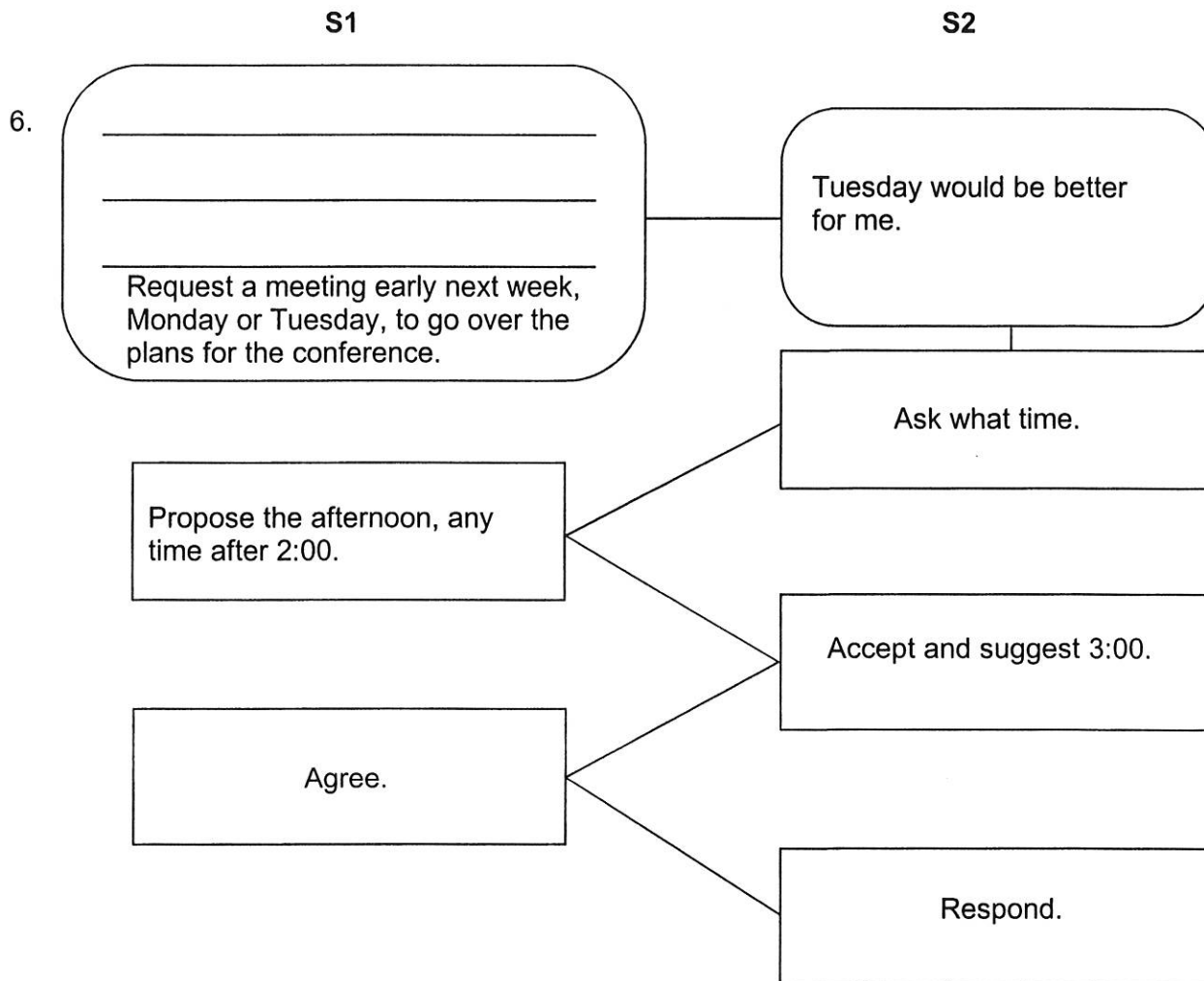
Unfortunately I'm going to be out of town the next couple of days, but I'm available after that.

Ask when it would be convenient.

Propose a day next week.

Agree to the day. Suggest a time.

Agree to the time.



B. Work with a partner.

Role play the conversations in Part A using the cues provided.

Roles: S1 – Request a meeting.

S2 – Respond.

Switch roles after Number 3.

P=3= SPEAK Work in a group.

To practise the language for arranging to meet with someone.

You will role play situations in which three people try to arrange meetings with each other.

Roles: S1 – p. 150

S2 – p. 151

S3 – p. 152

S1

Assume the schedule below is your schedule for Monday and Tuesday of next week. You will need to consult this schedule in order to role play the situations.

As you arrange your meetings, write them into your schedule. You may have to change some of your scheduled activities to accommodate your colleagues.

MONDAY	TUESDAY
8:30	8:30
9:00	9:00
9:30	9:30
10:00 } <i>training session</i>	10:00 } <i>discuss rotation of</i>
10:30 }	10:30 } <i>teams with Ruth</i>
11:00 }	11:00
11:30 }	11:30
12:00 }	12:00
12:30 } <i>tennis game</i>	12:30
1:00 } <i>with Bill</i>	1:00
1:30	1:30
2:00	2:00
2:30	2:30
3:00	3:00 } <i>study reports</i>
3:30	3:30 } <i>for meeting</i>
4:00	4:00
4:30	4:30

Situation 1

You want to discuss the new staffing policy with your colleagues. Try to arrange a meeting for Monday. It'll take about an hour. **You begin.**

Situation 2

A colleague wants to arrange a meeting with you.

Situation 3

A colleague wants to arrange a meeting with you.

S2

Assume the schedule below is your schedule for Monday and Tuesday of next week. You will need to consult this schedule in order to role play the situations.

As you arrange your meetings, write them into your schedule. You may have to change some of your scheduled activities to accommodate your colleagues.

MONDAY	TUESDAY
8:30	8:30
9:00	9:00
9:30	9:30
10:00	10:00
10:30	10:30
11:00	11:00
11:30	11:30
12:00	12:00
12:30	12:30
1:00	1:00
1:30	1:30
2:00	2:00
2:30	2:30
3:00	3:00
3:30	3:30
4:00	4:00
4:30	4:30

Handwritten notes in the original image:

- Between 10:30 and 11:00 on Tuesday: } *meeting on reports*
- Between 12:00 and 12:30 on Monday: } *lunch with Barbara*
- Between 12:00 and 12:30 on Tuesday: } *pick up car from garage*
- Between 2:30 and 3:00 on Monday: } *review production figures before conference call*
- Between 3:00 and 3:30 on Tuesday: } *interviews*
- Between 4:00 and 4:30 on Monday: } *conference call to Winnipeg*

Situation 1

A colleague wants to arrange a meeting with you.

Situation 2

You want to discuss work schedules with your colleagues. Try to arrange a meeting for Monday or Tuesday morning. Half an hour is enough. **You begin.**

Situation 3

A colleague wants to arrange a meeting with you.

S3

Assume the schedule below is your schedule for Monday and Tuesday of next week. You will need to consult this schedule in order to role play the situations.

As you arrange your meetings, write them into your schedule. You may have to change some of your scheduled activities to accommodate your colleagues.

MONDAY	TUESDAY
8:30	8:30
9:00	9:00
9:30	9:30
10:00 } conference downtown	10:00
10:30 } on new	10:30 } meeting with
11:00 } methods	11:00 } supervisor on
11:30	11:30 } job efficiency
12:00 } fitness class	12:00
12:30 }	12:30
1:00	1:00
1:30	1:30
2:00	2:00
2:30	2:30
3:00 }	3:00 } see Bob about new
3:30 } interview with	3:30 } computer terminal
4:00 } Mrs. Andrews	4:00
4:30 }	4:30 dentist appointment

Situation 1

A colleague wants to arrange a meeting with you.

Situation 2

A colleague wants to arrange a meeting with you.

Situation 3

You have to discuss next year's budget with your colleagues. Try to arrange a meeting for Tuesday. You need at least an hour. **You begin.**

P=4= maxi - role play

To practise the language for arranging to meet with someone.

Your teacher will explain how to do this role play.

SITUATION

Fraser Engineering recently installed a new computer system in its Calgary office. A computer specialist from Head Office in Toronto wants to go to the Calgary office to collect feedback on how the system is working.

ROLES

Computer specialist from Head office in Toronto

Employees at the Calgary office:

- manager
- assistant manager
- personnel supervisor
- secretary
- former colleague of the computer specialist

SCENARIO

Act 1 Arranging a Visit to the Calgary Office

Scene 1 On the telephone.

The computer specialist calls the Calgary office to set up a meeting.

Role cards: 1-5

Scene 2 In the assistant manager's office.

The manager informs the assistant manager of the meeting.

Role cards: 6-7

Scene 3 On the telephone.

The manager informs the personnel supervisor of the meeting.

Role cards: 8-9

Scene 4 On the telephone.

The manager calls the computer specialist to confirm the meeting.

Role cards: 10-11

Act 2 The Visit to the Calgary Office

Scene 1 In the reception area of the Calgary office.

The computer specialist arrives for the meeting.

Role cards: 12-17

Scene 2 In the manager's office.

The meeting begins.

Some time later ...

The meeting ends.

Role cards: 18-29