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INTERFACE CANADA

Student's Book 7

Revised Edition

Canada 

INTERFACE ***CANADA***

Student's Book 7

by

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UNIT 61

HYPOTHETICAL SITUATIONS

GETTING STARTED

1

Hypothetical Situations

SPEAKER 1

Maybe I'd find it difficult now, but if _____ the chance, _____ to school and study law. I've always wanted to be a lawyer.

SPEAKER 2

If _____ jobs now, _____ importing. There's a lot of money to be made and plenty of opportunities for travel.

SPEAKER 3

If _____ younger, _____ the armed forces. From what I've heard it's a great life, and you get to see the world.

SPEAKER 4

If _____ a family, _____ a job overseas – somewhere like the Middle East where they pay well.

SPEAKER 5

If _____ to retrain me, _____ financial management. I've always been interested in it and I think I'd have a good future there.

SPEAKER 6

It's too bad my French isn't better. If _____
a job in public relations. It's something I've always been interested in.

SPEAKER 7

I like what I'm doing now, but if _____ to change jobs,
_____ something completely different. One of the things I've thought about
is moving to the Thousand Islands and going into the boat-touring business.

SPEAKER 8

_____ if _____ something like a taxi driver.
Then I could make my own decisions for a change. I'm tired of people telling me
what to do all the time.

2

Using Conditional Sentences

1.

Situation	
The speaker doesn't expect to lose his glasses.	

If I _____ my glasses, I _____
see anything.

lose
not be able

2.

Situation	
The speaker isn't Prime Minister.	

If I _____ Prime Minister, _____ a lot
of things. One of the first things I'd do would be to reduce
taxes.

be
change

3.

Situation The weather forecast is for rain.	
--	--

If it _____ tomorrow afternoon, we _____
to the zoo. We'll take the kids bowling or something.

rain
not go

4.

Situation A fire is not likely.	
--	--

A lot of people _____ to get out if there
_____ a fire. The emergency exits are always locked,
and they haven't checked the emergency lighting for ages.

not be able
be

5.

Situation The speaker expects to return to Toronto.	
--	--

If I _____ to Toronto in May, I _____ you
a call. Maybe we can go to that restaurant you were telling
me about.

come back
give

6.

Situation The bus drivers are expected to vote for a strike.	
---	--

If the bus drivers _____ on strike, I _____
use my car to get to work. I don't have any choice. It's too
far to walk.

go
have to

7.

Situation The speaker doesn't expect a break-in.	
---	--

If somebody _____ my place, they _____ anything worth taking. All I've got is some old furniture and a T.V. that doesn't work very well.

break into
not find

8.

Situation The speaker doesn't know the answer.	
---	--

If I _____ the answer to your question, I _____ to help you. But frankly, I'm not sure what to say.

know
be glad

9.

Situation A C.O.D. parcel is expected to arrive shortly.	
---	--

If the parcel _____ while you're out, I _____ for it, and you can pay me back later.

come
pay

10.

Situation The speaker doesn't plan on getting his T.V. repaired.	
---	--

If I _____ the T.V. repaired, I'm sure it _____ me more than getting a new one. It's really in bad shape.

get
cost

3

Asking About Hypothetical Situations

1. A: _____ in
Calgary, do you think you'd move
out there?

B: Maybe, but my kids wouldn't like it.
All their friends are here. **suppose the
company moves**
2. A: _____ a
big promotion, would you consider it? **supposing they
asked you**

B: Well, I don't know, I've lived here all
my life and I've never thought about
leaving. **what if they
offered you**
3. A: _____ to
move there, what would you say? **if they offered
you a job**

B: I wouldn't like it, but it isn't easy
finding another job. So I'd
probably go. **if you had to
move**
4. A: How would your family react _____
_____ ?

B: I only have a brother here, but it's my
husband's family that'd be the problem.
They depend on him a lot.
5. A: _____
to Calgary, what will you do?

B: Well, I don't have anything holding me
here at the moment and I really wouldn't
mind a change.

4

Asking About Hypothetical Situations and Responding

Roles: S1 – Ask your partner questions using the cues in the first column.

S2 – Respond using the cues in the second column.

Switch roles and repeat the role plays.

Cues	
S1	S2
Ask S2 what he/she would do if:	Respond
1. he/she wanted to change careers	1. get career counselling
2. he/she was laid off	2. look for another job
3. his/her company moved to Vancouver	3. ask for a transfer to Vancouver
4. he/she had the opportunity for retraining	4. go into financial management
5. he/she were younger	5. join the armed forces
6. he/she were offered a job overseas	6. consider it

STUDY

CONDITIONAL SENTENCES

Conditional sentences are used to express hypothetical situations.

A conditional sentence expresses a **condition** and a **result**.

situation	condition	result
contrary-to-fact or improbable	simple past If I spoke Spanish, If he applied for the job,	would + infinitive I'd work in South America. he'd get it.
	NOTE: For the verb to be , were* or was* are both used with I, he, and she. If I were/was you,	 I'd change jobs.
more probable	simple present If he applies for the job,	will + infinitive he'll get it.

Openers for Asking About Hypothetical Situations

If		they offered you a big promotion,
What if		would you consider it?
Suppose		they asked you if you wanted to move
Supposing		out there, what would you say?

* Note that **was** may be considered incorrect by some. Only **were** should be used in formal writing.

PRACTICE

P=1 WRITE / SPEAK

To practise asking about hypothetical situations.

In Part A, you will complete questions about hypothetical situations and in Part B, you will write responses to these question. Then, in Part C, you will use these situations to role play.

A. For each number:

Try to complete the question by choosing appropriate verbs from the box.

- | | |
|---------------|-----------------|
| • have/do | • give back/say |
| • join/go | • have/take |
| • have/invest | • react/walk |
| • buy/like | • win/go |
| • want/do | • pick up/drive |

Question

Response

1. If you _____ your choice,
_____ you _____
your holidays in the summer
or in the winter?

2. If you knew you _____ only
one week to live, what _____
you _____ ?

Question	Response
3. How _____ you _____ if you _____ into a bank in the middle of a robbery?	_____ _____ _____ _____ _____
4. If you _____ a health club, do you think you _____ often?	_____ _____ _____ _____ _____
5. If a salesclerk _____ you _____ too much change, _____ you _____ anything?	_____ _____ _____ _____ _____
6. Suppose you _____ to do something special to surprise your spouse, what _____ you _____?	_____ _____ _____ _____ _____

Question	Response
7. If you _____ a new car, what two or three extra options _____ you _____ to get?	_____ _____ _____ _____
8. Supposing you _____ an all- expense-paid trip to anywhere in the world, where _____ you _____?	_____ _____ _____ _____
9. _____ you _____ a hitchhiker if you _____ _____ alone?	_____ _____ _____ _____
10. If you _____ \$20 000 to invest, how _____ you _____ it ?	_____ _____ _____ _____

B. In the spaces provided in the second column, write your responses to the questions you completed in Part A.

C. Work with a partner.

Discuss with your partner what you would do in the situations in Part A.

For Numbers 1 to 5:

S1 – Ask the question in the first column.

S2 – Respond and then ask S1 what he or she would do in the same situation.

Switch roles after Number 5.

P=2= SPEAK Work with a partner or in a group.

To practise talking about hypothetical situations.

Each of the following situations presents a dilemma. Discuss the dilemma and hypothesize about the options available to the people involved.

Situation 1

John sometimes uses one of the company vehicles at work. He has been charged with impaired driving. He doesn't know whether he should tell his boss or not.

Situation 2

Patricia is a 16-year-old high school student who is pregnant. Her parents don't know. Her boyfriend is 18 and hasn't finished school yet.

Situation 3

You are captured by visitors from another planet and taken to their spaceship. You have no common language. You think they want to take you back to their planet.

Situation 4

A movie producer offers you a small role in a film which will be made in California. Filming will begin in a month and will take approximately three months to complete.

Situation 5

A neighbour who lives across the street from you is suspected of being involved in illegal activities. The police believe he's part of a drug-trafficking ring operating in your area. They want to use your house for a stake-out.

Situation 6

Sharon finds out that her best friend's husband is seeing another woman. Her friend has three young children and doesn't work outside the home. Sharon doesn't know if she should tell her friend about her husband's affair.

Situation 7

You have been invited to a friend's house for supper Saturday evening. You enjoy the company of this friend and his family. Both he and his wife, however, are terrible cooks. You always have great difficulty eating what they serve.

Situation 8

You have an opportunity to work as a spy. The job would pay very well and you would get to travel extensively. However, you would occasionally be required to carry out tasks involving considerable risks.

P=3 SPEAK

To practise presenting a point of view on different hypothetical situations.

For each situation you will brainstorm for ideas to support a particular point of view. Then you will present these ideas in a group discussion.

For each situation:

A. Work in a group.

Discuss the point of view assigned to your group.

Then brainstorm for as many ideas as possible to support your group's position. List these ideas in the spaces provided.

B. Form new groups made up of members from each of the original groups.

Discuss the situation from all the points of view. Present your position and supporting arguments using the notes you prepared in Part A.

SITUATION 1

The government is talking about outlawing the entire tobacco industry.

Discuss how this would affect your group.

Points of view

- Group I – You are tobacco farmers.
- Group II – You are doctors who specialize in respiratory disorders.
- Group III – You are addicted smokers who can't live without cigarettes.

Ideas

SITUATION 2

One of the opposition parties has promised, if elected, to create more jobs for the young. To do this, they are proposing to pass a law which would encourage people 55 or over to leave the workforce.

Discuss how this would affect your group.

Points of view

- Group I – You are near retirement age, have little savings, and are currently earning small salaries.
- Group II – You are looking forward to early retirement and are assured of comfortable retirement incomes.
- Group III – You are in your early 20's and have not yet found permanent jobs.

Ideas

SITUATION 3

The taxi drivers' association has submitted a request to the provincial government that they be allowed to accumulate more demerit points than other drivers.

Discuss how this would affect your group.

Points of view

- Group I – You are taxi drivers.
Group II – You are insurance company agents.
Group III – You are police officers on traffic detail.

Ideas

SITUATION 4

Various community groups are lobbying the government for free child care for working parents.

Discuss how this would affect your group.

Points of view

- Group I – You are working parents with children in day-care.
- Group II – You are parents who have given up your jobs to stay home and raise your children.
- Group III – You are working singles with no plans for having children.

Ideas

UNIT 62

SATISFACTION AND DISSATISFACTION

GETTING STARTED

1

EMPLOYMENT OPINION POLL

Most Canadians surveyed said that they were satisfied with their jobs (53 percent). A large proportion (36 percent) were very satisfied and only a relatively small number (11 percent) were dissatisfied.

'How satisfied are you with the job you have now?'

VERY SATISFIED (36%)
SATISFIED (53%)
DISSATISFIED (8%)
VERY DISSATISFIED (3%)
NO OPINION ()

2

Speaker	Is the speaker expressing		
	satisfaction?	dissatisfaction ?	no strong feelings?
1			
2			
3			
4			
5			
6			

3

Asking About Satisfaction and Responding

Roles: S1 – Ask your partner about his/her satisfaction with the items in the first column.

S2 – Respond using the cues in the second column.

Switch roles and repeat the role play.

Cues

S1

1. kind of work
2. salary
3. working hours
4. people you work with
5. work location
6. benefits

S2

1. satisfied
2. no strong feelings
3. dissatisfied
4. satisfied
5. dissatisfied
6. no strong feelings

STUDY

Asking About Satisfaction

How do you

like
feel about

 your present job?

Are you

satisfied
happy
pleased

 with your salary?

Do you like the people you work with?

What're the benefits **like**?

How're the working hours?

Are there enough opportunities for advancement?

What do you think of the new pension plan?

Expressing Satisfaction

I really **like** **enjoy** my work.

I'm quite happy with my job.

I'm very pleased with my hotel room.

The food at Fran's is **excellent.**
fantastic.

Expressing Dissatisfaction

I **hate** **can't stand** the work I do.

I don't particularly like my job.

I'm not at all happy with my work
schedule.

I'm fed up with the workload.

It's not great.

It's nothing to write home about.

It could be better.

I'm not crazy about their desserts.
The service is **really awful.**
not the greatest.

Expressing No Strong Feelings

Generally speaking, **it's all right.**
it's not bad.

It's O.K., I guess.

So-so.

It'll do.

I don't mind.

I've got no complaints.

On the whole, I can't complain.

PRACTICE

P=1== LISTEN / SPEAK

To practise asking about satisfaction and responding.

In Part A, you will hear conversations in which people are talking about their satisfaction or dissatisfaction with different people and things. Then, in Part B, you will use this information to role play.



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

Topic	Is the speaker expressing		
	satisfaction?	dissatisfaction?	no strong feelings?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

B. Work with a partner.

Role play the conversations in Part A using the information in the chart to begin.

Then continue the conversations.

Roles: S1 – Ask about your partner's satisfaction with the topics in the first column. **You begin.**

S2 – Respond according to the check-off in the chart.

Switch roles after Number 6.

P=2= SPEAK Work with a partner.

To practise expressing satisfaction and dissatisfaction.

You will role play situations in which you and your partner discuss your satisfaction with different things.

For each situation, think about your role before you begin.

Roles: S1 – p. 25

S2 – p. 27

S1

- A. Ask your partner about his/her degree of satisfaction referring to the points for discussion.
You begin.

Situations	Some points for discussion
<p>1. Your colleague is taking exercise classes after work. You want his/her opinion about the classes before you join.</p> <p>Begin like this: "I hear you're taking exercise classes after work."</p>	<p>instructor size of the classes facilities (equipment, showers, ...)</p>
<p>2. Last year your friend had his/her income tax done by Tax Experts Incorporated. You want his/her opinion on their service before you go there.</p> <p>Begin like this: "You had your income tax done by Tax Experts last year, didn't you?"</p>	<p>cost speed accuracy</p>
<p>3. You are interested in joining the Book Lovers' Club to receive books by mail. Your friend is a member. You want his/her opinion of the club.</p> <p>Begin like this: "I'm interested in joining the Book Lovers' Club. You're a member, aren't you?"</p>	<p>selection available savings policy for returning books</p>

S1

- B. Your partner will ask your opinion of certain things. Discuss your degree of satisfaction referring to the points for discussion. **Your partner begins.**

Situations	Some points for discussion
1. You live in the Fairmount Apartments. Your colleague asks you about the building.	rent size and layout of the apartment maintenance
2. Recently you celebrated your parents' anniversary at the south Seas Restaurant. A colleague wants your opinion of the restaurant.	food price service for groups
3. Through a local youth centre, you hired some students to paint your house. Your neighbour asks you about it.	quality of work length of time cost

S2

- A. Your partner will ask your opinion of certain things. Discuss your degree of satisfaction referring to the points for discussion. **Your partner begins.**

Situations	Some points for discussion
1. You're taking exercise classes after work. Your colleague asks you about them.	instructor size of classes facilities (equipment, showers, ...)
2. Last year you had your income tax done by Tax Experts Incorporated. Your friend asks you about the service.	cost speed accuracy
3. You have a subscription with the Book Lovers' Club. Your friend asks you about the club.	selection available savings policy for returning books

S2

- B. Ask your partner about his/her degree of satisfaction referring to the points for discussion.
You begin.

Situations	Some points for discussion
<p>1. You want to move. Your colleague lives in the Fairmount Apartments. You ask him/her about the building.</p> <p>Begin like this: "I'm looking for a new apartment. Are there any available in your building?"</p>	<p>rent size and layout of the apartment maintenance</p>
<p>2. You're supposed to find a restaurant for your annual bowling club party. Recently a colleague had an anniversary party for his/her parents at the South Seas Restaurant. You want his/her opinion of the restaurant.</p> <p>Begin like this: "I wanted to ask you about the South Seas Restaurant. You had a party there recently, didn't you?"</p>	<p>food price service for groups</p>
<p>3. You want to hire someone to do some odd jobs around your house. You ask a neighbour who has hired students through a local youth centre.</p> <p>Begin like this: "I wanted to ask you about the work those students from the Youth Centre did for you."</p>	<p>quality of work length of time cost</p>

P=3=

LISTEN / SPEAK

To practise expressing satisfactions and dissatisfaction.

In Part A, you will hear different speakers expressing opinions. In Part B, you will listen again and take notes. Then, in Part C, you will use these notes to role play.



A. Read the SITUATION:

A radio station has a late-night phone-in show where listeners are invited to call in and give their opinions on different topics of current interest.

For each number:

You will hear two different speakers expressing opposing opinions on the same topic.

Listen to both speakers and write down the topic in the space provided.

1. TOPIC:

☐ expresses satisfaction

☐ expresses dissatisfaction

NOTES: _____

2. TOPIC:

☐ expresses satisfaction

☐ expresses dissatisfaction

NOTES: _____

3.

TOPIC:

☐

expresses satisfaction

☐

expresses dissatisfaction

NOTES:

4.

TOPIC:

☐

expresses satisfaction

☐

expresses dissatisfaction

NOTES:

5.

TOPIC:

☐

expresses satisfaction

☐

expresses dissatisfaction

NOTES:

B. Work in a group.

Your teacher will give you a tape or CD-ROM which has only one of the speakers for each topic.

For each number:

Listen to the speaker and decide whether he/she is expressing satisfaction or dissatisfaction. Indicate your answer by checking the appropriate box.

Then listen again and take notes in the spaces provided. You will use these notes to role play. See Part C.

C. Work with a partner.

You and your partner will role play conversations which you defend opposing points of view on the topics in Part A.

For each topic:

Go over your notes and write down any other ideas you may have to support the point of view of the speaker on your tape or CD-ROM.

Then discuss the topic with your partner.

P=4==SURVEY

To practise asking about satisfaction.

Work with a partner.

You are going to make up and conduct your own survey.

Decide on a topic for your survey. Some suggested topics with question cues are listed below.

Then prepare questions (five to ten) that you are going to ask and write them in the chart provided.

After conducting your survey, you will report your findings to the class.

Suggested Survey Topics

1. The Language School

- quality of teaching
- size of classes
- hours
- library resources
- maintenance
- parking
- services to students

2. Your Car

- gas consumption
- size
- comfort
- maintenance costs
- ease of handling
- optional equipment
- reliability

3. Your City/Town

- police resources
- fire fighting
- municipal taxes
- snow removal
- garbage collection
- urban planning
- parks
- people

4. Public Transportation

- routes
- schedules
- fares
- information
- passenger safety
- courtesy
- comfort
- cleanliness

5. Another Topic: _____

- _____
- _____
- _____
- _____
- _____

S U R V E Y Q U E S T I O N N A I R E

TOPIC:										
QUESTIONS	INTERVIEWS									
	1	2	3	4	5	6	7	8	9	10
TOTAL										

Rating Scale	1 – dissatisfied 2 – no strong feelings 3 – satisfied
-------------------------	---

UNIT 63

REFERRING

GETTING STARTED

1

Conversation	Person wants information about:	Person is referred to:	Information is	
			sure	not sure
1				
2				
3				
4				
5				
6				

2

Referring People

See chart above for your cues.

Roles: S1 – Ask for information using the items listed in the first column of the chart.

S2 – Respond using the information in the last two columns of the chart.

Switch roles and repeat the role plays.

STUDY

REFERRING PEOPLE

Giving Specific Information

You'll have to go to | **Technical Services for that information.**
You'll have to call |

Go to Staffing. Someone there'll look after you.
Go to Accounting and ask for Mrs. Bowman.

When we refer someone to a person, we often include information on how to get in touch with this person.

Mr. Stirling would know that. I'll give you his number.
You can get that information from Mr. Perkins in personnel.
John Adams can help you with that. He's on the second floor.

See Mrs. Irwin. She'll be able to | **help you.**
give you all the information you need.

Brian Johnson | **handles**
takes car of | **personnel. His number's 342-9256.**
is responsible for |

Suggesting Possible Help

You might be able to get some information from our main office.

You could always check with Jack.

You might try our downtown store.

Have you tried | your local employment centre?
Why don't you try |

PRACTICE

P1 LISTEN / SPEAK

To practise referring people.

In Part A, you will hear different people asking for information and being referred to another person or place. Then, in Part B, you will role play the conversations.



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

Person wants information about:	Person is referred to:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

B. Work with a partner.

Role play the conversations in Part A using the information in the chart.

Roles: S1 – Ask for information about the items in the first column.
You begin.

S2 – Refer S1 to the appropriate person or place using the information in the second column.

Switch roles after Number 4.

P=2=====

LISTEN / WRITE

To practise referring people.

Read the SITUATION:

You're working at the information desk at the Pennysavers Trust Company. Your desk is in the reception area on the main floor. This is your first week on the job.



Familiarize yourself with the Information Sheet.

You will hear different speakers asking for information.

For each number:

Listen to the speaker. Look at the Information Sheet and refer the speaker to the right person or place.

Write what you might say in the space provided.



PENNYSAVERS TRUST COMPANY

SAVE YOUR PENNIES
AND THE DOLLARS WILL TAKE CARE OF THEMSELVES.

Information Sheet

Departments	Location
1. Accounts	Mezzanine Level
2. Commercial Loans	Floor 2, Room 206 Miss Ford
3. Credit Card Office	Floor 2, Room 233
4. Estates Planning	Basement, Room 7
5. Foreign Exchange	Basement
6. Mortgages	Floor 4, Room 401 Mr. Bridges
7. Personal Loans	Mezzanine Level Mrs. Harrington
8. Retirement Savings	Floor 3, Room 309 Miss Carter

1.

2.

3.

4.

5.

6.

7.

8.

P=3= WRITE / SPEAK

To practise referring people.

A. Work with a partner.

The comment in the bubble follows a conversation in which the speaker was referred to someone or some place.

Read the comment. Write the dialogue that you think preceded the comment. The beginning of each dialogue is provided.

1.

I called the Sports Centre to find out about getting a pass to use their swimming pool. But they told me I have to go to City Hall to get one.

CLERK: Sports Centre. Good morning.

CALLER:

CLERK:

CALLER:

2.

I went down to see those desks on sale but they were sold out. They suggested I try the downtown store.

CLERK: Can I help you with something?

CUSTOMER:

CLERK:

CUSTOMER:

3.

I waited in line for over half an hour to get my building permit and then discovered I was in the wrong office. So I had to go to the office over on Cooper Street to get it.

CLERK: Are you next, sir?

CLIENT:

CLERK:

CLIENT:

CLERK:

4.

I wanted to register for a word-processing course, so I called the Computer Centre. They told me that the School Board handles registration for all their courses and they gave me a number to call.

SECRETARY: Computer Centre. Good afternoon.

CALLER:

SECRETARY:

CALLER:

5.

The police said they couldn't do anything about that stray dog that keeps digging up my garden. They suggested I call the SPCA.

SGT. REED: Police Department. Sergeant Reed speaking.

CALLER:

SGT. REED:

CALLER:

6.

It seems Globe Transport
doesn't move pianos anymore.
They told me to contact the
Ace Moving Company. They
still do that kind of moving.

CLERK: Globe Transport. Good morning.

CALLER:

CLERK:

CALLER:

B. Work with a partner.

Practise reading your corrected conversations with your partner
from Part A.

P=4= ***maxi-role play***

To practise referring people.

Your teacher will explain how to do this role play.

ROLE PLAY I takes place at the Great north Insurance Company.
All the participants are employees there.

Roles: S1, S2, and S3

Employees who supply services or give information about
where to get services.

S4 to S10

Employees who request services or information.

ROLE PLAY II takes place at the Community Health Centre.
Three of the participants are employees of the Centre and the
others are prospective clients.

Roles: S1, S2, and S3

Employees at the Community Health Centre.

S4 to S10

Clients who request services or information.

UNIT 64

PAST EXPERIENCE

GETTING STARTED

1

Talking About Past Experience

CONVERSATION 1

A: I'd really like to try that new trivia game, Think-Tank. It's supposed to be a lot of fun.

B: Well, I don't know. _____ it a few times and I found the questions awfully tough.

Question

When did Speaker B play Think-Tank?

CONVERSATION 2

A: You've been to this restaurant before, haven't you?

B: Oh yeah, _____ here a number of times. Their roast beef's great.

Question

When did Speaker B eat at that restaurant?

CONVERSATION 3

A: How about going to the races tonight? It's Ladies' Night – half price to get in.

B: No thanks. I've never won. In fact, _____ quite a bit over the last few years.

Question

When did Speaker B lose money at the races?

CONVERSATION 4

A: Be careful with those wires. You might get a shock.

B: Oh, don't worry. _____ this for years.

Questions

When did Speaker B start
doing electrical repairs?

Is Speaker B still doing this
type of work?

CONVERSATION 5

A: Mr. Blackwell really hates spending money.

B: I know. _____ to get him to buy me a new computer for two
years now.

Questions

When did Speaker B start
trying to get Mr. Blackwell
to buy a new computer?

Is Speaker B still trying?

CONVERSATION 6

A: That's probably just another rumour. _____ about
layoffs since I started working here.

B: Maybe, but this time it looks serious.

Questions

When did they begin talking
about layoffs?

Are they still talking
about layoffs?

CONVERSATION 7

A: Have you ever had an operation?

B: Yeah, _____ my appendix out about five years ago.

Question

When did Speaker B have
his appendix out?

CONVERSATION 8

A: Did you see any of the fireworks displays last year?

B: No, not last year, but the year before _____ the one put on by
Japan and it was terrific.

Question

When did Speaker B see
the fireworks display?

CONVERSATION 9

A: How come you know so much about small businesses?

B: Well, you know, _____ a grocery store when we lived
in Regina.

Question

When did Speaker B own
a grocery store?

CONVERSATION 10

A: If you're really hungry, let's order pizza.

B: Oh, I can't touch it anymore. _____ but now it gives me indigestion.

Question

When did Speaker B eat pizza?

2 Talking About Past Experience

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

S2 – Respond using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1

1. ever/play Think-Tank
2. be/this restaurant/before
3. Montréal hockey fan/when
you lived there
4. how long/try to get/new
computer
5. ever/win money/races
6. ever/have/operation

S2

1. a couple of times
2. a number of times
3. go to all the home
games then
4. two years now
5. no/in fact/lose a lot
of money/over the
last few years
6. five years ago

STUDY

PAST EXPERIENCE

The present perfect tenses, the simple past and **used to** are used to talk about past experience.

Verb Tenses	Examples
I Present Perfect Tenses The time is not finished and/or the action is not finished.	A: Have you ever driven down to Florida? B: Yes, just once. But I wouldn't do it again. A: I haven't seen you on the bus lately. B: That's because I've been biking to work.
II Simple Past The time and the action are finished.	A: I waited there for nearly an hour after work yesterday, but he didn't show up. B: Maybe something came up at the last minute.
III Used To The action happened on a regular basis in the past.	A: This is the third time this month I've had to work overtime. B: Well, when I was in shipping, I used to work overtime at least three times a week.

Time Expressions Often Used When Talking About Past Experience	
ever (questions) never (statements) before	several times many times a couple of times a few times (not with <i>used to</i>) (only) once so far (present perfect)

PRACTICE

P=1 READ / SPEAK

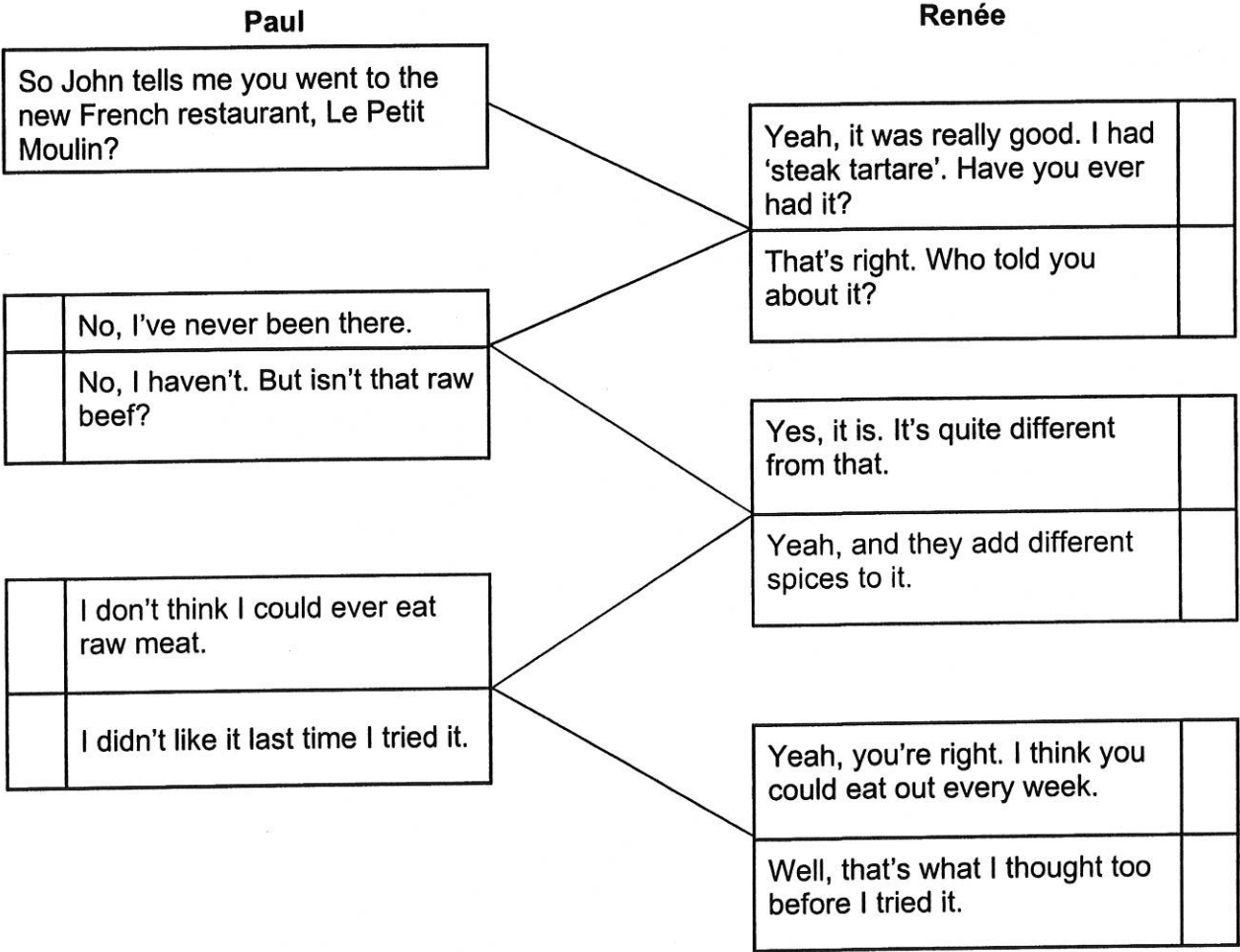
To practise talking about past experience.

A. Read the situations and put a check mark (✓) in the appropriate boxes to complete the conversations.

1. Lloyd and Marsha are talking about giving a job interview.

Lloyd	Marsha								
I have to give my first job interview next week.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Oh, you've never given one before?</td> <td style="width: 20%;"></td> </tr> <tr> <td>Oh, you've interviewed a few candidates before.</td> <td></td> </tr> </table>	Oh, you've never given one before?		Oh, you've interviewed a few candidates before.					
Oh, you've never given one before?									
Oh, you've interviewed a few candidates before.									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td>No, but you've done some, haven't you?</td> </tr> <tr> <td></td> <td>No, I haven't given any interviews since last year.</td> </tr> </table>		No, but you've done some, haven't you?		No, I haven't given any interviews since last year.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Yes, I'll be doing some next week. I'm really looking forward to it.</td> <td style="width: 20%;"></td> </tr> <tr> <td>Oh yes, they're not so bad. Only sometimes the candidates get quite nervous.</td> <td></td> </tr> </table>	Yes, I'll be doing some next week. I'm really looking forward to it.		Oh yes, they're not so bad. Only sometimes the candidates get quite nervous.	
	No, but you've done some, haven't you?								
	No, I haven't given any interviews since last year.								
Yes, I'll be doing some next week. I'm really looking forward to it.									
Oh yes, they're not so bad. Only sometimes the candidates get quite nervous.									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td>What do you do to make them relax?</td> </tr> <tr> <td></td> <td>What did the candidate do to make you nervous?</td> </tr> </table>		What do you do to make them relax?		What did the candidate do to make you nervous?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Well, I try to make small talk at the beginning or sometimes I tell a joke.</td> <td style="width: 20%;"></td> </tr> <tr> <td>Well, I didn't do anything to make them nervous.</td> <td></td> </tr> </table>	Well, I try to make small talk at the beginning or sometimes I tell a joke.		Well, I didn't do anything to make them nervous.	
	What do you do to make them relax?								
	What did the candidate do to make you nervous?								
Well, I try to make small talk at the beginning or sometimes I tell a joke.									
Well, I didn't do anything to make them nervous.									

2. Paul and Renée are discussing a new restaurant.



3. Lois and Benjamin are talking about visiting a fortuneteller.

Lois

I've always wanted to go to a fortuneteller. You've been to Madame Zabora, haven't you?

Really? What happened? What did she tell you?
--

You didn't go to that other fortuneteller last year?
--

I guess that's why you've been there three times since then.
--

I guess that's why you haven't gone back.

Benjamin

Madame Zabora's been a fortuneteller for 30 years.	
--	--

Oh, yes. That was an experience! I haven't been to another one since.	
---	--

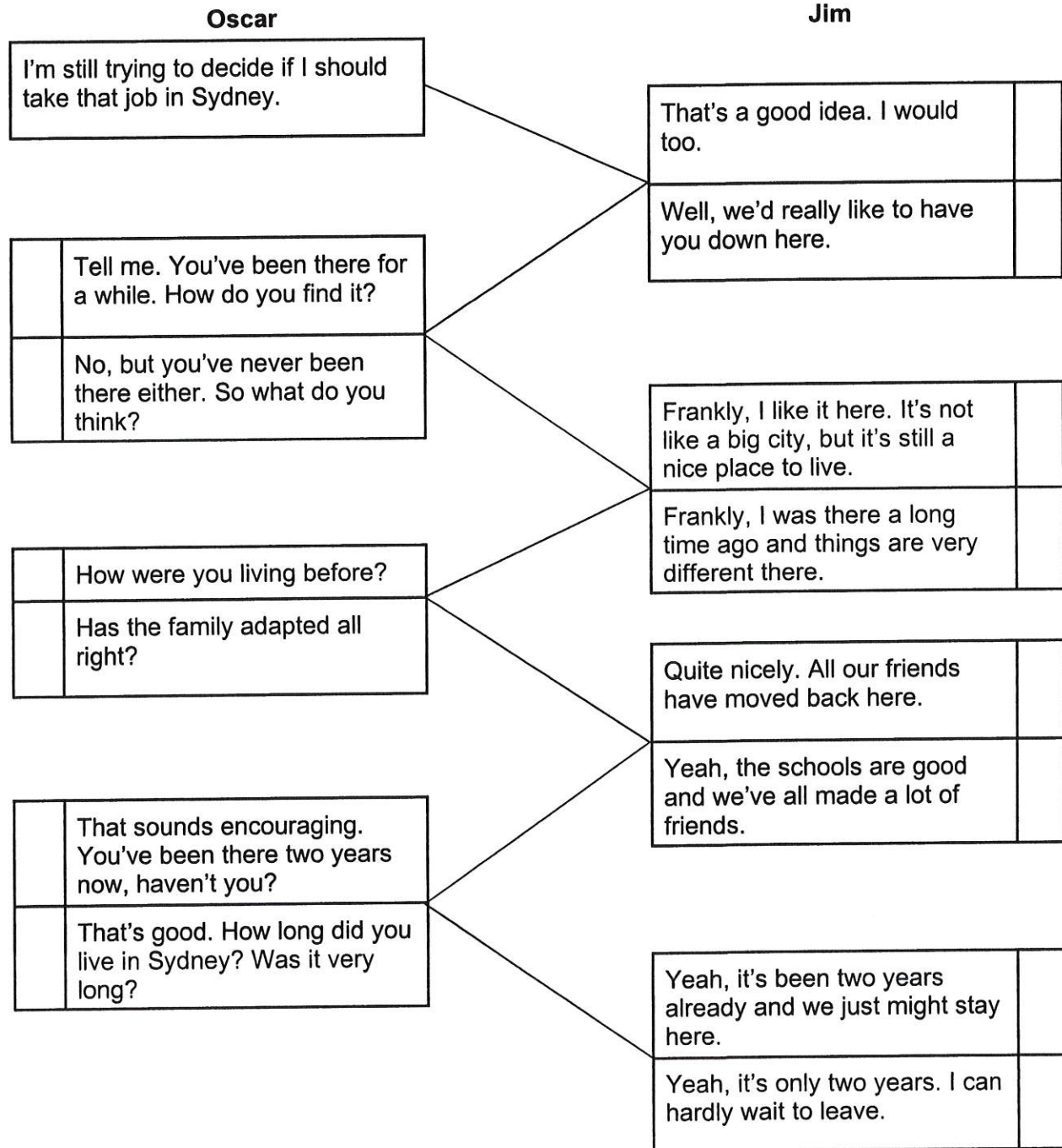
She'll tell me tomorrow when I call her back. I hope she's right.	
---	--

Actually, most of the things she predicted have happened and not all of them were good.	
---	--

Yes, exactly. I've got enough to worry about already.	
---	--

Yes, exactly. I have to go back in a few weeks.	
---	--

4. Oscar has received a job offer in Sydney, Nova Scotia. He phones Jim, a former colleague, who is presently living there.



B. Work with a partner.

Practise reading your corrected conversations with your partner.

P=2= WRITE / SPEAK

To practise talking about past experience.

A. For each number:

Read the part of the conversation given.

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

- **go/quite regularly**
- **put/money into one**
- **take/fitness classes at the community centre**
- **do/some skydiving**
- **work/there for about a year**
- **be/to that new club, Luna**
- **ever try/making your own pasta**
- **spend/about two weeks**
- **have/season's tickets to the hockey games**
- **take/some management courses at City University**

1. A: You _____
haven't you?

B: Yeah. In fact I was there just the other night. You ought to see the dance floor. It's huge.
2. A: Maybe you can help me. I want to take out a retirement savings plan. Have you ever had one?

B: Oh yes, I _____
for several years now.
3. A: Joan tells me you _____

B: Yeah. I did some when I was in the armed forces.
4. A: I'd like to try having a massage sometime.

B: I _____ when I had a membership at the health club.

5. A: You _____
a couple of years ago, didn't you?
- B: Yeah, but for some reason I didn't get to that many games.
6. A: I hear you _____

- B: Yeah, as a matter of fact, I finished one on personnel management not very long ago.
7. A: _____
_____ last year?
- B: Yeah, and I would really recommend them if you're serious about getting in shape.
8. A: Did your parents ever take you camping when you were a kid?
- B: Oh, yeah. We _____
in the Gaspé area every summer.
9. A: _____

- B: No, it's too much trouble. Besides, I can get it at Luigi's. They make it fresh every day.
10. A: I thought you worked for the Mexican embassy.
- B: Not anymore. I only _____
when I was living in Ottawa.

B. Work with a partner.

Role play the conversations in Part A.

For each number:

Think about your role before you begin.

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

Then continue the conversation.

Roles: S1 – Speaker A

S2 – Speaker B

Switch roles after Number 5.

P=3 JIGSAW



To practise listening to information about someone's past experience.

A. Work in a group.

You will listen to a conversation about someone's life experience and then answer questions.

Listen to your tape or CD-ROM and answer as many of the questions as possible.

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

1. Who's Bullethead Bennett?

2. Who's Inspector Frank Gillis?

3. Who's Peter Wells?

4. What prison did Bennett last escape from?

5. How did he escape?

6. How many banks has he held up since his escape?

7. How old is Bennett now?

8. How is Bennett different from other criminals?

9. Why does Inspector Gillis think Bennett is strange?

10. Why does Bennett blow up banks he's robbed?

11. What's Bennett's opinion of banks?

12. How old was he when he pulled his first hold-up?

13. What made him turn to a life of crime?

14. Will Bennett be returning to prison soon?

15. Why did Bennett request an interview with Peter Wells?

B. Work with a partner.

Ask your partner for the information you need to answer the remaining questions.

P=4= SPEAK

To practise talking about past experience.

A. Look at the list of experiences in the chart below. Check off the experiences that you've had.

Experiences	Which experiences have you had?
1. losing your luggage	_____
2. receiving a court summons	_____
3. breaking something in a store	_____
4. undergoing a serious operation	_____
5. losing money gambling	_____
6. rushing to the hospital	_____
7. having your pocket picked/ purse snatched	_____
8. fracturing a bone	_____
9. being in a car accident	_____
10. being particularly embarrassed	_____

B. Work with a partner.

Exchange pages with your partner. Using your partner's chart, ask him/her about the experiences he/she has had.

C. Work in a group.

Find other Ss in the class who have had the same experience(s) as you. Compare the experience(s) you have in common.

UNIT 65

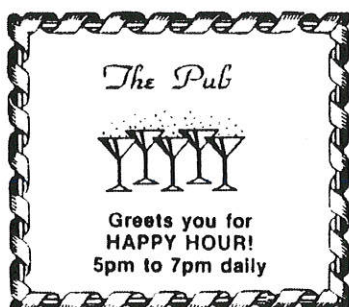
GETTING TOGETHER

GETTING STARTED

1

Inviting

A.



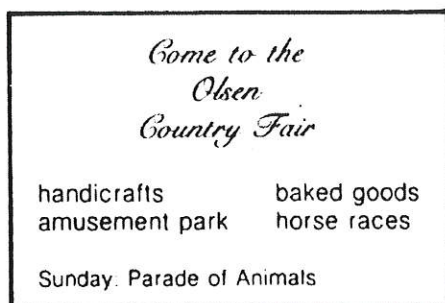
Response Number ____
yes ____ no ____ don't know ____

C.



Response Number ____
yes ____ no ____ don't know ____

E.



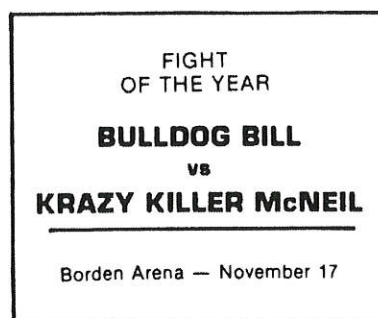
Response Number ____
yes ____ no ____ don't know ____

B.

METRO MUSIC HALL		METRO
MICHAEL JAGUAR IN CONCERT		SAT SEPT 21 8:30 pm
SAT SEPT 21	MEZZANINE LEVEL SEAT C26	MEZZANINE C26
ADMIT ONE	\$73.00	\$73.00

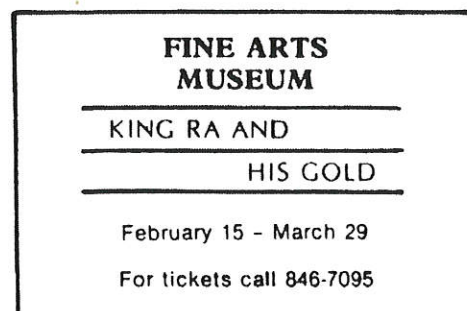
Response Number ____
yes ____ no ____ don't know ____

D.



Response Number ____
yes ____ no ____ don't know ____

F.



Response Number ____
yes ____ no ____ don't know ____

2

Responding to an Invitation

1. Oh yeah, I'd really like to. I'm very interested in Egyptian art. Do you want me to call for the tickets?
2. His music is really great, but I think I have something planned for then. Could I check and get back to you?
3. Sure. I'd like that very much. It'd be great to get out of the city. We can take my car, if you like.
4. Oh, I'm sorry, but I have to go straight home after work today. We have some people coming over for dinner. Can I take a rain check on that?
5. Gee, I'd really like to, but I promised to take my kids to the circus. Too bad. It should be a good match.
6. That's the one that got all the awards, isn't it? I don't know if I'm going to be free this evening. Can I let you know a little later?

3

Inviting and Responding to Invitations

See the pictures on p. 63 for your cues.

Roles: S1 – Invite S2 to the activity referred to in the picture.

S2 – Respond to the invitation according to the check-off under the picture.

Switch roles and repeat the role plays.

STUDY

Inviting

Accepting

Declining

Saying you don't know

When we decline an invitation or say we don't know, we generally give reasons.

Let's get together tomorrow night.

Sure, why not?

There's a happy hour today at that new bar.
Why don't we go for a drink after work?

I'm sorry, but I have to go home right after work.

I'm thinking of going to the Michael Jaguar concert Saturday night.

Do you think you might like to go?
Would you like to join me?

I wish I could, but I've already made plans for Saturday night.

I think Joan has something planned for Saturday night.
Could I check and get back to you?

Do you feel like going to a movie at seven o'clock?
How about

Sure. Good idea.

I don't know if I'm going to be free this evening.

If you're not doing anything this weekend, maybe we could go skiing.

Gee, I'd really like to, but my back is still bothering me.

Would you be interested in going to the country on Sunday?

Yes, I'd like that very much.

I'm not sure if I can. Can I let you know later?

I was wondering if you'd like to go to the King Ra exhibition?
How would you

Oh yeah, I'd love to.

PRACTICE

P=1 WRITE / SPEAK

To practise inviting and responding.

A. Complete the conversations using the cues provided.

- | Invitation | Response |
|--|---|
| <p>1. A: _____</p> <p>_____</p> <p>They say it's even better than last year.</p> <p>cue: boat show</p> | <p>B: _____</p> <p>_____</p> <p>I'd like to see some of the new models.</p> <p>cue: accept</p> |
| <p>2. A: I'm thinking of going to the hospital to see Cynthia this evening. _____</p> <p>_____</p> <p>cue: invite</p> | <p>B: _____</p> <p>_____</p> <p>_____</p> <p>cue: decline and give a reason</p> |
| <p>3. A: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>cues: lecture on financial planning/tomorrow night</p> | <p>B: _____</p> <p>_____</p> <p>_____</p> <p>cue: say you don't know</p> |
| <p>4. A: There's a skating show at the arena tonight. _____</p> <p>_____</p> <p>cue: invite</p> | <p>B: _____</p> <p>_____</p> <p>_____</p> <p>cue: decline and give a reason</p> |

- | | Invitation | | Response |
|----|---|--|---|
| 5. | <p>A: _____</p> <p>_____</p> <p>_____</p> <p>cues: the parade/this afternoon</p> | | <p>B: _____</p> <p>_____</p> <p>_____</p> <p>cue: say you don't know</p> |
| 6. | <p>A: Johnson and Son's Spring Sale</p> <p>starts tomorrow. _____</p> <p>_____</p> <p>cue: invite</p> | | <p>B: _____</p> <p>_____</p> <p>cue: accept</p> |
| 7. | <p>A: _____</p> <p>_____</p> <p>We haven't been there for a long time.</p> <p>cue: Botanical Gardens</p> | | <p>B: _____</p> <p>_____</p> <p>All the roses should be in bloom.</p> <p>cue: accept</p> |
| 8. | <p>A: We haven't seen each other</p> <p>for a while. _____</p> <p>_____</p> <p>cues: get together/this weekend</p> | | <p>B: _____</p> <p>_____</p> <p>_____</p> <p>cue: decline and give a reason</p> |

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

P=2=====

LISTEN / SPEAK

To practise inviting and responding.

In Part A, you will hear a series of invitations and fill in a chart. Then, in Part B, you will use this information to help you role play.



A. Listen to the invitations and fill in the chart.

What is the invitation for?	When is the invitation for?	How does Speaker 2 respond?		
		Yes	No	Doesn't know
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

B. Work with a partner.

Role play the situations in Part A.

Roles: S1 – Invite S2 to the activities listed in the chart. **You begin.**

S2 – Make up **your own** responses to the invitations.

Switch roles after Number 4.

P=3= SPEAK Work in a group.
To practise inviting and responding.

You will role play situations in which one person extends an invitation and two other people respond.

Before you role play each situation, make sure you read it carefully.

Roles: S1 – p. 71

S2 – p. 72

S3 – p. 73

S1

1.

You want to go cross-country skiing on the weekend. Invite your friends. **You begin.**

2.

Your gourmet club is preparing a special dinner next Saturday. Invite your friends. **You begin.**

3.

You're meeting a friend after work today.

4.

You think you've already made plans for Sunday, but you can't remember what they are.

5.

You accept the invitation and suggest going dancing later in the evening.

6.

You accept the invitation and offer to bring something to drink.

S2

1.

You accept the invitation and offer to drive.

2.

You accept the invitation and invite your friends for a drink before you go.

3.

You have guest passes to your health club. Invite your colleagues to come with you after work today. **You begin.**

4.

You've never been windsurfing and you'd like to try it. Invite some friends to go along this Sunday. **You begin.**

5.

You're not sure, but you think you have a previous commitment for Friday.

6.

You're scheduled to work overtime this evening.

S3

1.

You promised to help someone move this weekend.
2.

Some out-of-town friends are coming to visit this weekend.
3.

You accept the invitations because you're interested in joining the club.
4.

You accept the invitation and ask for more details.
5.

The Pacific Seafood Restaurant is having an oyster festival. Ask your friends to go Friday night. **You begin.**
6.

You invite your co-workers for a dip in your pool after work. **You begin.**

P=4= ***maxi-role play***

To practise inviting and responding.

Your teacher will explain how to do this role play.

SITUATION

A conference on 'Stress in the Workplace' is being held at the Lancaster Hotel in Boston. Three employees of Starr Advertising in Toronto are attending the conference.

ROLES

Employees from Starr Advertising:

staff psychologist
personnel manager
training officer

journalist with the Boston Courier

waiter or waitress in the hotel lounge

SCENARIO

Scene 1 In a conference room.

The staff psychologist has just finished giving a presentation.
A journalist approaches him/her.

Role cards: 1-4

Scene 2 In the hotel lobby.

The personnel manager and the training officer meet by chance.

Role cards: 5-8

Scene 3 In the hotel lounge.

The personnel manager and the training officer join the staff psychologist and the journalist for a drink.

Role cards: 9-32

UNIT 66

OPINIONS AND REACTIONS

GETTING STARTED

Asking for an Opinion and Responding

Read the SITUATION:

Some employees at Leonard Manufacturers are discussing various proposals regarding working conditions.

For each proposal:

Role play the two conversations using the cues provided.

Roles: S1, S2, and S3 - colleagues at Leonard Manufacturers

Proposal 1: Adopt a flexible work schedule

CONVERSATION 1

S1:

Ask for an opinion.

S2:

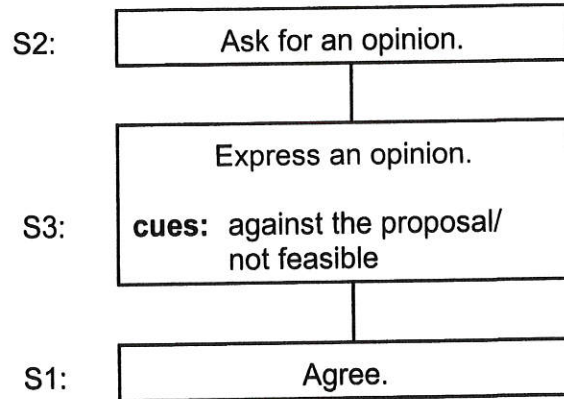
Express an opinion.

cues: support the proposal/start early, finish early

S3:

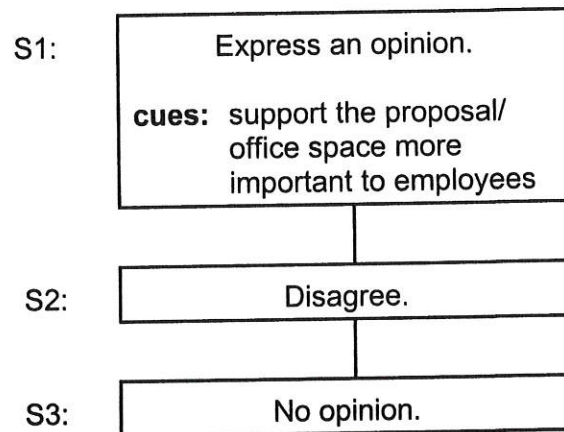
Agree.

CONVERSATION 2

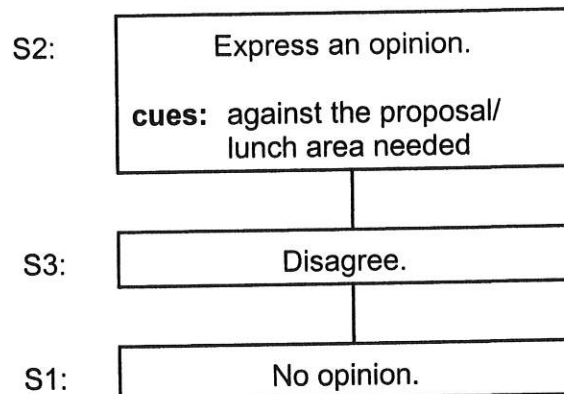


Proposal 2: Get rid of lunch area to make more office space

CONVERSATION 1

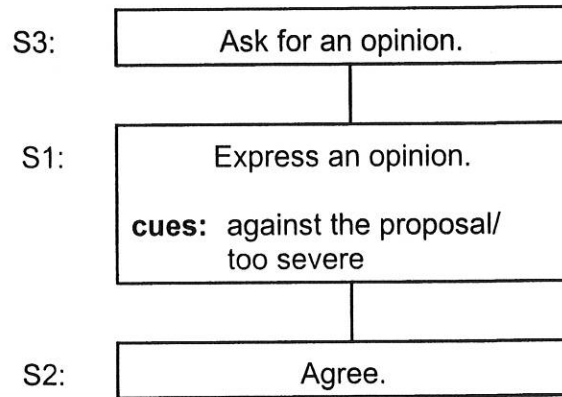


CONVERSATION 2

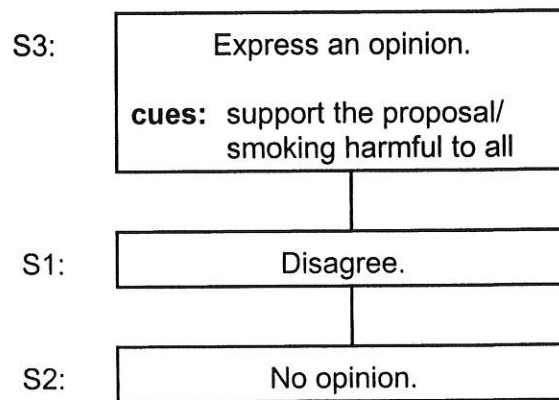


Proposal 3: No-smoking-anywhere-on-the-premises policy

CONVERSATION 1



CONVERSATION 2



STUDY

Asking for an Opinion

What do you think of working flexible hours?

How do you feel about this proposal?

What's your opinion on the proposal?

Do you feel we should go ahead with it?

Should we change to flexible hours or not?

Expressing an Opinion

Frankly, I think it's a good idea.
Personally, I don't feel it's the best solution.

In my opinion,
As far as I'm concerned,
If you ask me,
If you want my opinion,
we should go ahead with it immediately.

Disagreeing

I disagree.
I don't agree with you.
I'm not so sure.
I wouldn't say that.

Acknowledging an Opinion (with no further comment)

I see your point.
I can see your point of view.
I understand (what you're saying).

Other Ways of Agreeing	
Opinion	Agreeing
	so and too
I think profit sharing is a good idea.	So do I. I do too . Me too .
	either and neither
I don't feel profit sharing would work.	I don't either . Neither do I. Me neither .

PRACTICE

P 1 WRITE / SPEAK

To practise expressing opinions.

A. Complete the exchanges using the cues provided.

1. A: _____

cue: ask for an opinion
 about buying a summer
 cottage now

B: Yeah, maybe you should start
 looking around. There are a
 lot of places on the market
 right now.

2. A: Do you think I should
 rewrite this paragraph?

B: _____

cue: express an opinion

3. A: You know, when I signed the
 lease for the apartment, it
 was supposed to include a
 parking space, and now they
 say I can't have one.

B: _____

cue: express an opinion

4. A: I think it's too soon to
make any announcements.
The contract hasn't even
been signed yet.

B: _____

cue: agree and give a reason

5. A: I don't think the All-Star
Show was as good as it was
last year.

B: _____

cue: agree and give a reason

6. A: Barbara isn't getting very
good marks in math this term.

cue: ask for an opinion about
getting a tutor

B: _____

cue: express an opinion

7. A: Do you think we'll go over
budget on the project?

B: _____

cue: no opinion

8. A: I think it's their last offer, so maybe we should accept it.

B: _____

cue: disagree and give a reason

9. A: _____

cue: ask for an opinion about who to send to the conference - Sheila or Ray

B: _____

cue: express indifference, you think they're both good people

10. A: This is the third time I've seen a bike go through a red light. I think the police should give them tickets just like other drivers.

B: _____

cue: agree and give a reason

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

P=2=====

LISTEN / SPEAK

To practise listening to and expressing opinions.

In Part A, you will hear conversations in which people express opinions. In Part B, you will listen again and take notes. Then, in Part C, you will use these notes to role play.



A. For each number:

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

1.

TOPIC:

Speaker 1's opinion:

Speaker 2:

- ☐ agrees with S1
- ☐ disagrees with S1
- ☐ gives no opinion

2.

TOPIC:

Speaker 1's opinion:

Speaker 2:

- ☐ agrees with S1
- ☐ disagrees with S1
- ☐ gives no opinion

3.

TOPIC:

Speaker 1's opinion:

Speaker 2:

- ☐ agrees with S1
- ☐ disagrees with S1
- ☐ gives no opinion

4.

TOPIC:

Speaker 1's opinion:

Speaker 2:

- ☐ agrees with S1
- ☐ disagrees with S1
- ☐ gives no opinion

5.

TOPIC:

Speaker 1's opinion:

Speaker 2:

- ☐ agrees with S1
- ☐ disagrees with S1
- ☐ gives no opinion

6.

TOPIC:

Speaker 1's opinion:

Speaker 2:

- ☐ agrees with S1
- ☐ disagrees with S1
- ☐ gives no opinion

7.

TOPIC:

Speaker 1's opinion:

Speaker 2:

- ☐ agrees with S1
- ☐ disagrees with S1
- ☐ gives no opinion

8.

TOPIC:

Speaker 1's opinion:

Speaker 2:

- ☐ agrees with S1
- ☐ disagrees with S1
- ☐ gives no opinion

B. For each number:

Listen again and take notes on the opinion expressed by Speaker 1.
You will use these notes to role play. See Part C.

Then indicate Speaker 2's reaction by checking the appropriate box.

C. Work with a partner.

You and your partner will role play conversations using your notes from Parts A and B.

For each topic:

- S1 – Express an opinion using the notes you wrote under Speaker 1.
- S2 – Respond to your partner's opinion according to the check-off under Speaker 2.

Switch roles after Number 4.

P=3= SPEAK

To practise expressing opinions.

In Part A, you will react to certain opinions. Then, in Part B, you will discuss your opinions and reactions in a group.

A. For each number:

Read the opinion expressed and indicate whether you agree or disagree.

Then write notes to support your opinion in the spaces provided.

1. In my opinion, rock is the only real music.

agree ☐ _____

disagree ☐ _____

2. Personally, I feel that women do not have the right to abortion on demand.

agree ☐ _____

disagree ☐ _____

3. Military power is the only way to guarantee peace.

agree ☐ _____

disagree ☐ _____

4. As far as I'm concerned, I don't think professional athletes are overpaid. They earn every penny.

agree ☐ _____

disagree ☐ _____

5. A person with disabilities can be a highly productive employee.

agree ☐ _____

disagree ☐ _____

6. I firmly believe that capital punishment is necessary in today's society.

agree ☐ _____

disagree ☐ _____

7. Frankly, I believe that money is power. It can buy anything.

agree ☐ _____

disagree ☐ _____

8. I don't believe that beauty contests exploit women. In fact, they provide great career opportunities.

agree ☐ _____

disagree ☐ _____

B. Work in a group.

Discuss your reactions to the statements in Part A with the members of your group. Use your notes to help you.

P=4 READ / SPEAK

To practise asking for and expressing opinions.

In Part A, you will read and discuss an article about an unusual marriage. Then, in Part B, you will role play situations based on the article.

A. Read and discuss the article below.

MAY- DECEMBER ROMANCE LEADS TO MARRIAGE

CHATSWORTH, CALIFORNIA — Despite the objections of some of his family and friends, Mark Goodman proposed to the woman of his dreams, his 78-year-old step-grandmother. Just four days after his 21st birthday, Goodman married his father's father's wife (he calls her 'G.R.', for Gramma Ray).

The Goodmans now live in a large apartment complex in the northwest San Fernando Valley suburb of Chatsworth. The handsome, dark-haired Goodman works as a securities investor and Mrs. Goodman is a housewife. On January 29 the Goodmans will celebrate their first wedding anniversary. They're planning a little party, something quiet and simple.

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B. Work in a group.

Now role play one of the following situations:

SITUATION 1

Mark Goodman and his step-grandmother have decided to get married. At dinner one evening, Mark breaks the news to his family.

Roles: S1 — Mark

S2 — Mark's father

S3 — Mark's mother

S4 — Mark's sister

SITUATION 2

Shortly after Mark's wedding, a few of Mark's friends and family are discussing his decision.

Roles: S1 – Mark's best friend

S2 – Mark's former girlfriend

S3 – Mark's sister, who attended the wedding

SITUATION 3

A television talk-show host has read the newspaper article about the marriage of Mark Goodman and his step-grandmother. He/she invites several people to appear on the show to discuss this unusual type of marriage.

Roles: S1 – T.V. talk-show host

S2 – Mark

S3 – Mark's wife

S4 – 62-year-old man, married to S5

S5 – 24-year-old woman, married to S4

P=5== Opinion Poll

To practise asking for an opinion.

Your teacher will explain how to conduct the opinion poll.

O P I N I O N P O L L				
QUESTION: _____ _____ _____				
	Yes	No	No opinion	Reasons or Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
SUBTOTALS				
S1 and S2's TOTALS				

UNIT 67

SKILLS AND KNOW-HOW

GETTING STARTED

1

SECRETARY / RECEPTIONIST

for engineering firm

Fully bilingual, 5-10 years experience, very good shorthand, Dictaphone, typing and layout, pleasant with the public, some filing. Must have knowledge of word processing. Downtown location. Job to start immediately.

2

Talking About Skills

CONVERSATION 1

A: I'm really bad at managing my money.

B: That's exactly what our investment course will teach you.

CONVERSATION 2

A: Alana doesn't seem to get upset when things get really busy around here.

B: No doubt about it. She handles pressure very well.

CONVERSATION 3

A: Do you need any help this afternoon with the projector?

B: No, thanks. I know how to set it up.

CONVERSATION 4

A: That was quite a dinner last night, Carl.

B: Thanks. I'm not a great cook, but I get by.

CONVERSATION 5

A: Are you enjoying your Spanish course?

B: Oh, yeah. The teacher's great at explaining things in a simple way.

CONVERSATION 6

A: Don't you think Alex looks tired these days? I think he needs an assistant to help him out.

B: Maybe, but he has difficulty delegating responsibility. That's his main problem.

CONVERSATION 7

A: Don't you develop your own pictures?

B: Well, I've only done it a few times and I'm not very good at it yet.

CONVERSATION 8

A: That was a bad fall. Are you O.K.?

B: I think so. I haven't skated for a few years now. I guess I'm a little out of practice.

3

Gerunds With Expressions Describing Skills

1. A: I'm looking for someone who's good at _____ job résumés.

B: Try Linda. I know she helped Jim with his.

2. A: I'm terrible at _____ telephone numbers. I always have to write them down.

B: Don't feel bad. I have the same problem.

3. A: I hate to buy a new toaster. It's probably just a broken filament or something.
- B: Ask Ray to take a look at it. I'm sure he won't have any trouble _____ what's wrong with it.
4. A: Look at that kid in the number 7 sweater. He really skates well for his age and he's great at _____ the puck.
- B: Oh yeah. I can see that. In ten years' time, he'll be playing in the big league.
5. A: How's Ken doing? Have you heard form him since he moved?
- B: Not a word. Remember, he said he's pretty bad at _____ with people.
6. A: He should have no difficulty _____ another job.
- B: None at all. He's got great qualifications and he's completely bilingual.
7. A: I've decided that I'm no good at _____ on a team. I really need to work alone.
- B: Yeah, I know what you mean. Some people are much better on their own.
8. A: Did you have a good time at Janet's party?
- B: Not really. Usually I'm not bad at _____ with strangers, but this time I just wasn't in the mood.

remember
work
figure out
find

keep in touch
write up
make small talk
handle

4

Asking About Skills and Responding

SITUATION:

**An employer is looking for a secretary/receptionist.
Someone from an employment agency calls up to
suggest a possible candidate, Maxine Curtis.**

Roles: S1 – employer

S2 – person from the employment agency

Switch roles and repeat the role play.

S1

Ask about the candidate's skills using the cues below.

- | | |
|------------------------------|--------------------|
| 1. work experience | 4. shorthand |
| 2. spoken English and French | 5. Dictaphone |
| 3. typing and layout | 6. word processing |

S2

Answer the employer's questions referring to the applicant's résumé.

Résumé

Name: Maxine Curtis
Tel: 364-1982

Major Work Experience

Amalgamated Finance Company, Toronto
Position: clerk, word processor (4 years)

Safeco Insurance Company, Ottawa
Position: receptionist (3 years)

Skills

- fluent in English and French, spoken and written
- typing, 85 wpm
- shorthand, 80 wpm
- trained in using a Dictaphone
- training in word processing
- some layout work - newsletter

STUDY

Asking About Skills

Does she know how to do word processing?
Can he use a Dictaphone?

How is she at | dealing with the public?
Is she good at |

Does she speak English and French?

How's his | typing and layout?
 | shorthand?

Talking About Skills

Jeff knows how to get what he wants.
She doesn't know how to play backgammon.

You handle pressure very well.

He's not a very good typist but he can | **manage** | all right.
 | **get by** |

When talking about skills, we often refer to previous experience.

She's worked a lot with layout.

He's never used a laptop computer.

I've only taken three lessons so far.

I haven't played the piano in a long time
 so **I'm a little** | **out of practice.**
 | **rusty.**

Gerunds*

The following expressions describe skills and know-how.
They are followed by a **gerund** or a **noun**.

great	at	not very good	at	to have	trouble problems difficulty (in)
good		no good			
not bad		hopeless			
		terrible			
		very bad			

He's **great at *dealing*** with the public.

I'm **hopeless at *math***.

I'm **terrible at *figuring*** out instructions.

I have trouble *understanding* people over the phone.

She has no difficulty (in) *preparing* budgets.

* A gerund is the -ing form of the verb, present participle, used like a noun.

PRACTICE

P1 WRITE / SPEAK

To practise talking about skills and know-how.

A. For each number:

Read the part of the conversation given.

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

- good at taking shorthand
- not much of a card player
- difficulty in writing
- hopeless at calculus
- know how to unlock this door
- really good with kids
- never used this microwave before
- good at reading his writing

1.

I'm looking for a bridge partner for tomorrow night. Are you interested?

Edmond

Thanks, but _____

Jack

2.

It doesn't matter how much I study, _____

Leslie

I sympathize with you. I'm terrible at math myself.

Jeff

3.

Do you know how to
set this thing? I want
to warm up my lunch.

Phil

Sorry, _____

Maybe Jeannine could
help you.

Ian

4.

This key doesn't seem
to fit.

Walter

It's kind of tricky.
Let me try. I'm
used to opening it.

Patricia

5.

I can't make out
what Ken wrote here.

Elaine

Maybe I can. _____

David

6.

Louise

She might be a bit rusty
She hasn't worked in an
office for nearly two
years.

Andrea

7.

I need someone to take
care of Roger. I'm
looking for somebody
reliable who likes
children.

Steve

Why don't you try Brenda?

Monica

8.

Diane speaks quite
well, doesn't she?

Pauline

Yes, she does, but _____

Sophie

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

P=2=====

LISTEN / WRITE / SPEAK

To practise talking about skills and know-how.

In Part A, you will hear different people talking about skills and know-how and fill in a chart. Then, in Part B, you will complete other conversations using the information in the chart. In Parts C and D, you will practise conversations based on the preceding information.



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

What skill is mentioned in the conversation?	Is the person	
	good at this?	poor at this?
a)		
b)		
c)		
d)		
e)		
f)		
g)		
h)		

B. Complete each conversation using the appropriate skill from the chart in Part A.

1. A: Paul's _____

B: That course he took in time management certainly paid off.

2. A: Arnold, would you like to make the introductions?

B: Me? Are you kidding? _____

3. A: _____

B: Well, I can't prepare anything too fancy, but I have a few dishes I can make.

4. A: Do you want to drive a while? I'm getting kind of tired.

B: _____

5. A: Ask Yvonne. _____

B: I hate to bother her. I think I'll just read it over very carefully again myself.

6. A: Well, how about Pauline? Do you think she'd make a good supervisor?

B: No, I don't think so. _____

7. A: _____

B: A little, but I'm not that good at it. Somehow I always finish up way over par.

8. A: We just got news from the hospital about Bob. Someone's got to tell Jane about the accident.

B: Not me. _____

C. Work with a partner.

Practise reading your corrected conversations and those of your partner.

D. Work in a group.

Discuss how you would rate yourself in the skills in the chart in Part A.

P=3== SURVEY

To practise asking about skills and know-how and responding.

You are going to survey other members of your class about their own evaluation of their skills and know-how.

PREPARE THE SURVEY

Look at the list of survey topics and choose one.

Prepare five questions using the question cues given for each topic.
Write your questions in the questionnaire on p. 107.

Survey Topics

Communication Skills

- explaining your ideas to others
- speaking in public
- telling jokes and stories
- socializing at parties
- giving instructions

Learning Skills

- memorizing information
- understanding explanations and instructions
- note-taking
- studying on your own
- using reference books

Co-ordination Skills

- playing team sports
- doing crafts
- dancing
- typing
- skating

Creative Skills

- playing musical instruments
- drawing/painting
- decorating
- cooking
- gardening

Organizational Skills

- organizing your personal documents
- meeting deadlines
- planning your time
- chairing a meeting
- keeping your desk tidy

CONDUCT THE SURVEY

Interviewer:

Begin by interviewing your partner and then interview other students in the class.

For each question, fill in the score in the questionnaire according to the rating scale.

At the end of each interview, give each person his/her total score.

Interviewee:

Answer the interviewer's questions.

At the end of each interview, don't forget to get your total score and write it in the box provided.

SURVEY QUESTIONNAIRE

TOPIC:	Rating scale: 4 - excellent 2 - so-so 3 - good 1 - not good									
QUESTIONS	INTERVIEWS									
	1	2	3	4	5	6	7	8	9	10
1.										
2.										
3.										
4.										
5.										
TOTAL SCORE										

My Scores

Communication Skills	_____	Learning Skills	_____
Co-ordination Skills	_____	Creative Skills	_____
Organizational Skills	_____		

NOW INTERPRET YOUR SCORES

Look at the Scoring Guide below to find out what your scores mean.

These scores are not meant to be taken as a serious indication of your skills and know-how. The survey is only intended for language practice.

Scoring Guide

Communication Skills:

- | | |
|---------|--|
| 5 - 10 | You should try to be more outgoing! |
| 11 - 16 | You don't have problems communicating. |
| 17 - 20 | You've got the gift of gab! |

Co-ordination Skills:

- | | |
|---------|--------------------------------------|
| 5 - 10 | You're pretty gauche! |
| 11 - 16 | You're reasonably well co-ordinated. |
| 17 - 20 | You're very well co-ordinated. |

Organizational Skills:

- | | |
|---------|---------------------------|
| 5 - 10 | You're a hopeless case! |
| 11 - 16 | You're fairly systematic. |
| 17 - 20 | You're super-organized. |

Learning Skills

- | | |
|---------|--|
| 5 - 10 | School isn't your thing! |
| 11 - 16 | You were probably a pretty good student. |
| 17 - 20 | You must be an intellectual! |

Creative Skills:

- | | |
|---------|---------------------------------|
| 5 - 10 | You're no Michelangelo! |
| 11 - 16 | You have good creative talents. |
| 17 - 20 | You must be Leonardo da Vinci! |

P=4=

SPEAK Work in a group.

To practise talking about skills and know-how.

Read the SITUATION:

You are on a committee with two other people responsible for organizing a staff variety show. You're meeting to discuss possible performers on staff. There will only be time for three performers.

You will role play using the cues in the chart.

Study your cues and write reasons to support your opinions in the space provided.

Roles: S1 – p. 109

S2 – p. 110

S3 – p. 111

S1

You want to suggest Julie and Grace for the show. Using the chart below, discuss your opinions of these and the other people's talents with your partners. **You begin.**

Then decide on which people your committee wants to ask.

Staff member	Talent	Your opinion			Reason
		Good	Bad	So-so	
Julie	plays guitar	✓			
Vernon	tells jokes		✓		
Fraser	does imitations			✓	
Grace	sings show tunes	✓			
Cameron	tap-dances		✓		
Darlene	sings country music			✓	

S2

You want to suggest Vernon and Cameron for the show. Using the chart below, discuss your opinions of these and the other people's talents with your partners.

Then decide on which people your committee wants to ask.

Staff member	Talent	Your opinion			Reason
		Good	Bad	So-so	
Julie	plays guitar			✓	
Vernon	tells jokes	✓			
Fraser	does imitations		✓		
Grace	sings show tunes			✓	
Cameron	tap-dances	✓			
Darlene	sings country music			✓	

S3

You want to suggest Fraser and Darlene for the show. Using the chart below, discuss your opinions of these and the other people's talents with your partners.

Then decide on which people your committee wants to ask.

Staff member	Talent	Your opinion			Reason
		Good	Bad	So-so	
Julie	plays guitar		✓		
Vernon	tells jokes			✓	
Fraser	does imitations	✓			
Grace	sings show tunes			✓	
Cameron	tap-dances		✓		
Darlene	sings country music	✓			

UNIT 68

RELAYING A MESSAGE

GETTING STARTED

1	Conversation	Does the message contain	
		a request?	information only?
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
	12		

2

Relaying Requests

- 1) A: Tom didn't leave a message for me, did he?
B: Yes. He'd like you to start work on the new project right away.
- 2) A: When Harold called, did he leave a message?
B: Yeah, he said for you to meet him at 5:00 at the side door.
- 3) A: That was the boss. He wants us to hurry up with the inventory.
B: I hope he understands we're working as fast as we can.
- 4) A: Susan didn't leave any instructions, did she?
B: Yes, she did. She said she'd like you to call her when you have a minute.
- 5) A: Cheryl just called from the garage. She's got car problems. She said not to wait.
B: O.K., let's go then. Did she say how long she'd be?
- 6) A: That was Pete Davis on the phone. He doesn't want us to send out the memo till Stephenson's had a chance to see it.
B: O.K. We'll hold off on it then.

3

Relaying Requests

Take turns giving each other messages using the cues provided.

Roles: S1 – Begin and do the odd numbers (first column).

S2 – Do the even numbers (second column).

Switch roles and repeat the role plays.

Cues

S1

1. **FROM:** Ellen
MESSAGE: Get her a copy of the report.

3. **FROM:** Jerry
MESSAGE: Meet him at 8:00.

5. **FROM:** Mrs. Post
MESSAGE: Don't take any appointments for Monday, she won't be in.

7. **FROM:** Mr. Marchand
MESSAGE: Help Julie move old files into other cabinet.

9. **FROM:** Lisa
MESSAGE: Don't send parcel yet.

S2

2. **FROM:** Bruce
MESSAGE: Don't leave without him.

4. **FROM:** Mrs. Duncan
MESSAGE: See her as soon as possible.

6. **FROM:** Mr. Lewis
MESSAGE: Don't submit his travel claim, he's missing some receipts.

8. **FROM:** Adam
MESSAGE: Call him right back.

10. **FROM:** Barbara
MESSAGE: Confirm arrangements before end of the week.

4

Relaying Information

1. A: Did anyone call while I was out?
B: Yes. Sandra Crosby. She said _____ after lunch.
2. A: Ginette said to tell you that _____
B: Good. I was beginning to get worried.
3. A: You haven't seen Stuart around, have you? We were supposed to go to the workshop together.
B: Oh, I forgot to tell you. He left a message for you. He said _____

4. A: Did Harvey say anything about Sally?
B: Only that _____ the operation on Friday.
5. A: Jim, I just saw Wayne in the hall. He asked me to tell you the staff _____

B: Good. That'll give me time to catch up on my work.
6. A: Is that Stella on the phone?
B: Yeah. She says to tell you that _____
this afternoon.

they're installing your new phone

she'll come by

the parcel's arrived

she was going to have

meeting's been cancelled

he'd be a little late

5 Relaying Information

Take turns giving each other messages using the cues provided.

Roles: S1 – Begin and do the odd numbers (first column).

S2 – Do the even numbers (second column).

Switch roles and repeat the role plays.

Cues

S1

1.

FROM:	Mr. Michaels
MESSAGE:	Won't be back till next Wednesday.

3.

FROM:	Mr. Clarke
MESSAGE:	Will send someone over to help with inventory.

5.

FROM:	Marsha
MESSAGE:	Arriving tomorrow.

S2

2.

FROM:	Mrs. Parker
MESSAGE:	Your order is ready.

4.

FROM:	Robert
MESSAGE:	Not going to conference.

6.

FROM:	Claire
MESSAGE:	Will come back later.

(Continued next page)

S1

7.

FROM: Joe
MESSAGE: Will be late.

9.

FROM: Mrs. Scott
MESSAGE: Afternoon
session
cancelled.

S2

8.

FROM: Mr. Trudeau
MESSAGE: New furniture
will be delivered
tomorrow.

10.

FROM: Sarah
MESSAGE: Working at
home today.

STUDY

Relaying Requests

Reported requests begin with expressions such as the ones below followed by an infinitive.

infinitive

He'd like you to start work on the new project.

She said she'd like you to call her this afternoon.

They said to send the forms right away.

Marsha said to tell you to leave the door unlocked.

She said for you to meet her at 6:00 sharp.

He wants us to get ready.

Henry asked me to tell you to cancel his appointment.

Relaying Negative Requests

With **said**:

He said **not** to bother calling back.

They said **not** to wait for them.

With **want**:

He **doesn't want** to be disturbed this afternoon.

They **don't want** anyone to know they're leaving.

RELAYING INFORMATION

To relay information, reported statements are often used. They begin with expressions such as:

He said (that) ...
She said to tell you (that) ...

They asked me to tell you (that) ...
She says (that)...

Statements

Reported Statements

In informal English, we often don't change the verb tense of the reported statement.

In more formal English, we usually change the verb tense of the reported statement.

s simple present

simple present

simple past

"I want to leave early."

He said (that) he wants to leave early.

He said (that) he wanted to leave early.

will

will

would

"I'll give you a hand with the work."

She said (that) she'll give you a hand with the work.

She said (that) she'd give you a hand with the work.

present continuous

present continuous

past continuous

"We're staying at the Ritz."

She said (that) they're staying at the Ritz.

She said (that) they were staying at the Ritz.

PRACTICE

P=1 WRITE / SPEAK

To practise the language for relaying a message.

A. Complete the conversations using the message cues provided.

Relaying Requests

1.

Your insurance broker called.

She _____

message: call her back this afternoon

Oh, thanks. I've been waiting to hear from her.

2.

Did Carla say anything to you about having another key made?

Oh yes, I almost forgot. She _____

_____ She'll have another one made while you're away.

message: leave key in top drawer

3.

The secretary _____

She has some forms for you to sign.

message: stop by her office

Thanks, Sheila. I'll see her on my way out.

4.

John came by while you were

gone. He _____

_____ for Thursday.

message: reserve conference room

O.K. Good, I'll get on it right away.

5.

Did Al leave instructions about what to do with the defective parts?

Yeah. _____

message: send back to manufacturer's

Relaying Information

6.

Any messages for me?

Joan called you. She _____

message: meeting at 3:30

7.

Your dentist phoned. He

message: appointment for
tomorrow
cancelled

Thanks, Mark. I guess I'll
have to call to get another
appointment.

8.

You haven't seen Ray this
afternoon, have you?

Yes, he's interviewing. He

message: will come to see
you when finished

9.

Did Jessica call while I was out?

Yes, she did. She _____

message: travel arrangements confirmed

10.

The supplier called. He

message: order will arrive soon

Well, I'm glad to hear that.
We've been waiting a long time.

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

P=2= WRITE / SPEAK

To practise the language for relaying a message.

A. For each number:

Read the statement in the bubble in which someone leaves a message.

Then complete the conversation which follows by relaying the message contained in the bubble.

1.

Sue, I'm supposed to get a lift with Jim, but I have to work late tonight. When he gets here, would you tell him not to wait for me?

Henry

LATER ...

JIM:

Well, I guess it's time to leave. Is Henry around?

SUE:

2.

Oh Pat, I'm supposed to have lunch with Marie. I told her to come by here around twelve. If I'm not back, would you ask her to go on ahead and I'll meet her at the restaurant?

Joyce

LATER ...

MARIE:

Have you seen Joyce?

PAT:

3.

Allan, when you see Ruth, please tell her the meeting begins at one thirty sharp.

Kevin

LATER ...

RUTH:

Allan, any word from Kevin?

ALLAN:

4.

Keith, I couldn't reach Al and I've got to leave. Could you call him and tell him not to sign those contracts yet?

Bert

LATER ...

AL: Oh hi, Keith. What's up?

KEITH:

5.

Oh, before I forget, Theresa wanted to see me about the budget this afternoon. But something urgent has come up. Tell her I had to leave and I'll talk to her tomorrow.

André

LATER ...

THERESA: I'm here to speak to André about the budget.

SECRETARY:

6.

Frank, I've been looking over Marilyn's proposals for the new project and I quite like them. Tell her to come and see me this afternoon.

Lucille

LATER ...

MARILYN:

Did Lucille say anything about my proposals?

FRANK:

7.

Oh Tom, when you see June, tell her the photocopies should be ready for three o'clock.

Lloyd

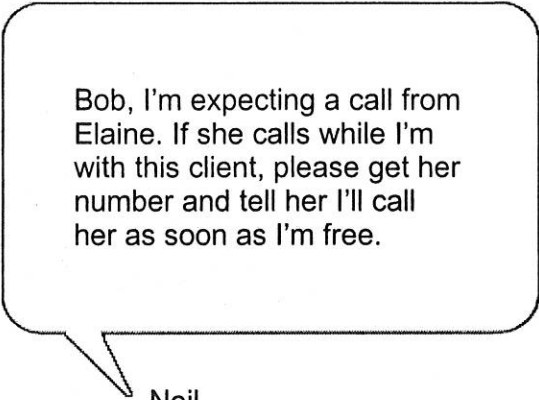
LATER ...

JUNE:

What's the news on the photocopies? Do you know when they'll be ready?

TOM:

8.



Bob, I'm expecting a call from Elaine. If she calls while I'm with this client, please get her number and tell her I'll call her as soon as I'm free.

Neil

LATER ...

ELAINE: Hi, Bob. Is Neil in?

BOB:

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

P=3= LISTEN / SPEAK

To practise the language for relaying a message.

In Part A, you will hear telephone conversations in which people leave messages with a receptionist. Then, in Part B, you will use this information to role play with your partner.



A. Work in a group.

For each conversation:

Listen and write down the message in the spaces below.

1.

MESSAGE	
From:	_____

2.

MESSAGE	
From:	_____

3.

MESSAGE	
From:	_____

4.

MESSAGE	
From:	_____

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

B. Work with a partner.

You will role play situations in which a person calls the office and asks the receptionist if there are any messages.

S1 – You are the receptionist.
Use the information in Part A to give the caller his/her messages.

S2 – You are the caller.
Call your office to get your messages. Write them down in the space provided.

Switch roles and repeat the role play.

P=4== *maxi-role play*

To practise the language for relaying a message.

Your teacher will explain how to do this role play.

SITUATION

Pay Division has received a new CD-ROM on pay benefits. A supervisor would like to preview the CD-ROM with one of his/her employees. The employee arranges to meet with the supervisor to preview the CD-ROM.

ROLES

employee
supervisor
supervisor's secretary
technician
receptionist

SCENARIO

Scene 1 On the telephone.

The employee phones his/her supervisor to arrange to preview a CD-ROM.

Role cards: 1-4

Scene 2 At the secretary's desk, the next day.

The supervisor leaves a message for the employee with the secretary.

Role cards: 5-6

Scene 3 At the receptionist's desk (10th floor).

The supervisor goes to the receptionist to get the key to the projection room.

Role cards: 7-8

Scene 4 At the secretary's desk.

The employee goes to the supervisor's office and the secretary gives him/her a message.

Role cards: 9-10

Scene 5 At the receptionist's desk (10th floor).

After waiting outside the projection room, the employee goes to the receptionist's desk.

Role cards: 11-12

Scene 6 In the technician's office.

The employee goes and speaks to the technician.

Role cards: 13-14

Scene 7 At the secretary's desk.

The supervisor goes back to his/her office.

The employee goes back to the supervisor's office.

Role cards: 15-18

Scene 8 In the projection room.

The employee goes back to the projection room and finds the supervisor.

Role cards: 19-20

