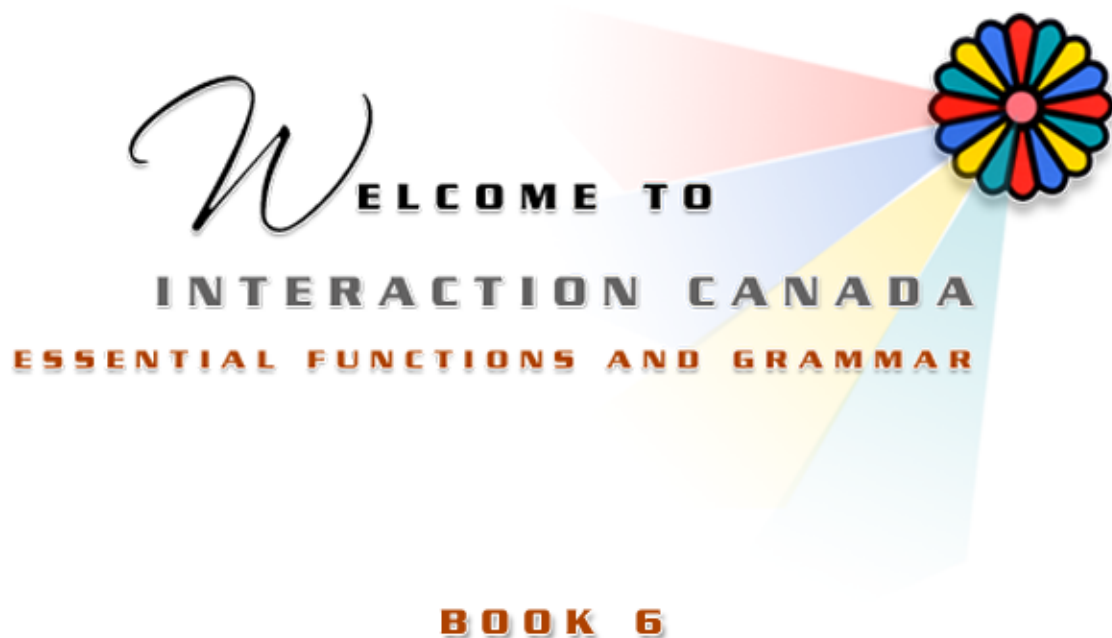




École de la fonction  
publique du Canada

Canada School  
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ÉCOLE DE LA FONCTION  
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## BOOK 6

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## **CREDITS**

Development and Learning Technologies Directorate  
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## Unit 53

### EXPLAINING HOW TO GET SOMEWHERE

#### 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/to** the Coliseum.

**Go straight on** Simpson **up to/to** the Coliseum.

**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/along** Weston Road **for about** a mile **and you'll come to** Brunswick.

**Continue on/along** Weston Road **for about** a mile **and you'll come to** 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.

**Take the** Lakeshore bus **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** Barclay Road.

**Transfer to the** 65 bus **at** Centre Street.

**Change to line number** 2 **at** the George Street Station.

|                   |
|-------------------|
| <b>Reassuring</b> |
|-------------------|

|   |
|---|
| <b>When giving directions to someone, we often include comments to reassure the person.</b> |
|---|

**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.**

## Unit 54

### MAKING INQUIRIES

#### STUDY

### MAKING INQUIRIES

#### Opening an Inquiry

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

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? | – <b>I'd like to know...</b> <span style="border: 1px solid black; padding: 0 2px;">if</span> you have a flight leaving for Vancouver tonight. |
| Do you do passport photos?                          | – <b>I was wondering...</b> <span style="border: 1px solid black; padding: 0 2px;">whether</span> you do passport photos.                      |

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

- |   |   |
|---|---|
| When can I bring my car in for a tune-up? | – <b>Can you tell me...</b> <span style="border: 1px solid black; padding: 0 2px;">when</span> I can bring my car in for a tune-up? |
|---|---|

Unit 55

OFFERING HELP

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

## Unit 56

### REMEMBERING THE PAST

#### 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** + infinitive

**would** + infinitive

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

I **used to** work on 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?

## Unit 57

### SPECULATING

#### 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.

**I can't understand** where he 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      may be      might be**

are used to talk about possibility in the present.

He **could be** tied up with someone.

He **might be** tied up with someone.

He **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      have got to be      can't 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.

## Unit 58

### LOOKING FOR PEOPLE AND THINGS

#### STUDY

##### Asking Where Someone or Something Is

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

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

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

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

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

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

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

## Unit 59

### SIMILARITIES AND DIFFERENCES

#### 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   | fairly    | really     |
| a little (bit)  | pretty    | very       |
| slightly  | quite     |            |
|   | rather    |            |
| much  | somewhat  | completely |
| a lot   | basically | totally    |
| <hr/>   |           |            |
| a bit of (a) difference   |           |            |
| a slight difference   |           |            |
| a lot of difference   |           |            |
| a big difference  |           |            |



## Unit 60

### ARRANGING TO MEET WITH SOMEONE

#### STUDY

#### 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?

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

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

**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 meet to** work on the budget.

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

##### Suggesting a Time

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

**What** about this afternoon?  
**How** about this afternoon?

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

**Do you have anything scheduled** for Thursday?  
**Have you got anything scheduled** for Thursday?

**Are you free** tomorrow?  
**Are you busy** tomorrow?  
**Say around** two o'clock.

##### Agreeing

One o'clock **is fine with/by** me.

**(That) sounds good.**

**Sure, this afternoon's fine.**

##### Saying It's Not Convenient

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

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

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

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