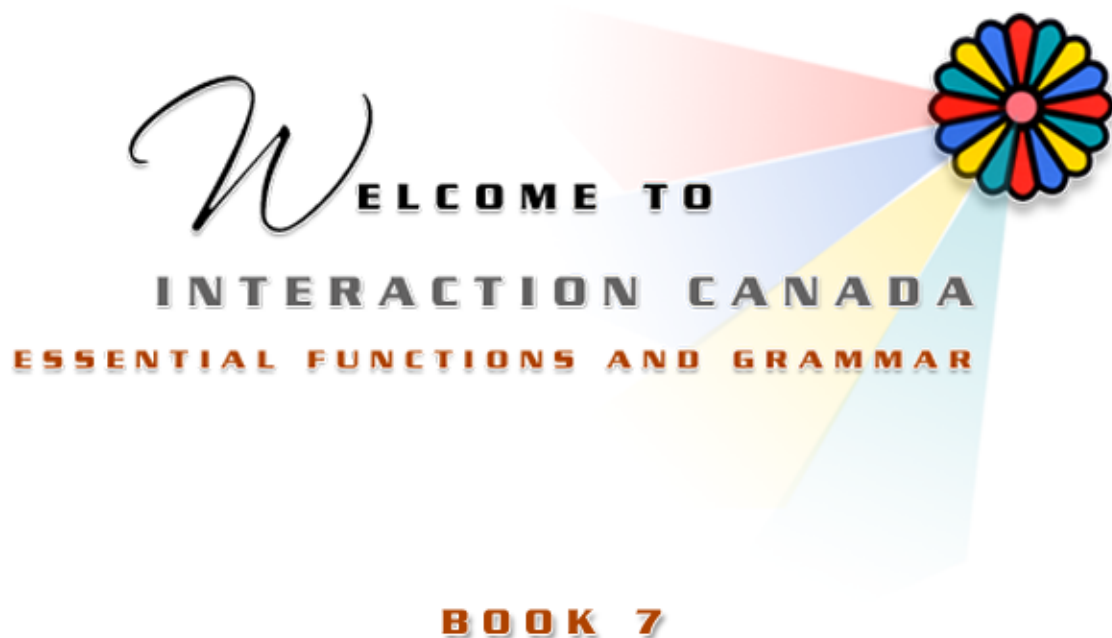




École de la fonction  
publique du Canada

Canada School  
of Public Service

ÉCOLE DE LA FONCTION  
PUBLIQUE DU CANADA  
CANADA SCHOOL  
OF PUBLIC SERVICE



**BOOK 7**

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## **CREDITS**

Development and Learning Technologies Directorate  
Language Training Centre  
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## Unit 61

### HYPOTHETICAL SITUATIONS

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

#### Openers for Asking About Hypothetical Situations

**If** they offered you a big promotion, would you consider it?

**What if** they offered you a big promotion, would you consider it?

**Suppose** they asked you if you wanted to move out there, what would you say?

**Supposing** they asked you if you wanted to move out there, what would you say?

---

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

## Unit 62

### SATISFACTION AND DISSATISFACTION

#### **STUDY**

#### **Asking About Satisfaction**

**How do you like** your present job?

**How do you feel about** your present job?

**Are you satisfied with** your salary?

**Are you happy with** your salary?

**Are you 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** my work.

**I really 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**.  
The food at Fran's is **fantastic**.

### Expressing Dissatisfaction

**I hate** the work I do.

**I 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**.

The service is **not the greatest**.

### Expressing No Strong Feelings

**Generally speaking, it's all right.**

**Generally speaking, 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.**

## Unit 63

### REFERRING

#### STUDY

#### REFERRING PEOPLE

##### Giving Specific Information

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

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

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

### **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** your local employment centre?



## Unit 64

### PAST EXPERIENCE

#### STUDY

### PAST EXPERIENCE

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

Verb Tenses	Examples
<b>I. Present Perfect Tenses</b>  The time is not finished and/or the action is not finished.	A. <b>Have you</b> ever <b>driven</b> 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 <b>I've been biking</b> to work.
<b>II. Simple Past</b>  The time and the action are finished.	A. <b>I waited</b> there for nearly an hour after work yesterday, but he didn't show up.  B. Maybe something came up at the last minute.
<b>III. Used To</b>  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, <b>I used to work overtime</b> 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)

\* **Used to** + base form of verb: To express past action that happened regularly, **used to** is most often pronounced like one word: [juːstə]. Other possible pronunciations are [juːzdtu] or [juːzdtə]. e.g. We **used to swim** in the pond across the street when I was a kid.

\*\* **Used** + infinitive: When **used** means **employed** or **put into service** and is followed by an infinitive, it can only be pronounced [juːzd]. The **to** of the infinitive that follows can be pronounced [tu] or [tə] giving [juːzd] [tu] or [juːzd] [tə] as possible pronunciations. There is a slight pause between the two words. e.g. Air-filled waterwings, **used to help** children learn to swim, can leak.

## Unit 65

### GETTING TOGETHER

#### STUDY

Inviting	Accepting	Declining	Saying you don't know
<div>When we decline an invitation or say we don't know, we generally give reasons.</div>			
<b>Let's get together</b> tomorrow night.	<b>Sure, why not?</b>		
There's a happy hour today at that new bar. <b>Why don't we</b> go for a drink after work?		<b>I'm sorry, but</b> I have to go home right after work.	
I'm thinking of going to the Michael Jaguar concert Saturday night. <b>Do you think you</b> <b>might like to go?</b> <b>Would you like to join</b> <b>me?</b>		<b>I wish I could, but</b> I've already made plans for Saturday night.	<b>I think Joan has</b> <b>something planned for</b> Saturday night. <b>Could I</b> <b>check and get back to</b> <b>you?</b>
<b>Do you feel like</b> going to a movie at seven o'clock? <b>How about</b> going to a movie at seven o'clock?	<b>Sure. Good idea.</b>		<b>I don't know if I'm</b> <b>going to be free this</b> evening.
<b>If you're not doing</b> <b>anything</b> this weekend, <b>maybe we could</b> go skiing.		<b>Gee, I'd really like to,</b> <b>but</b> my back is still bothering me.	
<b>Would you be</b> <b>interested in</b> going to the country on Sunday?	<b>Yes, I'd like that very</b> <b>much.</b>		<b>I'm not sure if I can.</b> <b>Can I let you know</b> later?
<b>I was wondering if</b> <b>you'd like to</b> go to the King Ra exhibition? <b>How would you like to</b> go to the King Ra exhibition?	<b>Oh yeah, I'd love to.</b>		

## Unit 66

### OPINIONS AND REACTIONS

#### STUDY

<p><b>Asking for an Opinion</b></p> <p><b>What do you think of</b> working flexible hours?</p> <p><b>How do you feel about</b> this proposal?</p> <p><b>What's your opinion on</b> the proposal?</p> <p><b>Do you feel</b> we should go ahead with it?</p> <p><b>Should</b> we change to flexible hours <b>or not</b>?</p>	<p><b>Expressing an Opinion</b></p> <p><b>Frankly, I think</b> it's a good idea.</p> <p><b>Personally, I don't feel</b> it's the best solution.</p> <p><b>In my opinion,</b> we should go ahead with it immediately.</p> <p><b>As far as I'm concerned,</b> we should go ahead with it immediately.</p> <p><b>If you ask me,</b> we should go ahead with it immediately.</p> <p><b>If you want my opinion,</b> we should go ahead with it immediately.</p>	<p><b>Agreeing</b></p> <p><b>I agree (with you).</b></p> <p><b>I couldn't agree with you more.</b></p> <p><b>I think you're right.</b></p> <p><b>That's exactly what I think.</b></p> <p><b>I was thinking the same thing.</b></p>
	<p><b>Giving No Opinion Expressing Indifference</b></p> <p><b>I can't really say. It depends on</b> a lot of factors.</p> <p><b>I really don't know. I'd have to think about it.</b></p> <p><b>I really don't know. I haven't given it much thought.</b></p> <p><b>I have no strong feelings one way or the other.</b></p> <p><b>I don't feel strongly either way.</b></p>	<p><b>Disagreeing</b></p> <p><b>I disagree.</b></p> <p><b>I don't agree with you.</b></p> <p><b>I'm not so sure.</b></p> <p><b>I wouldn't say that.</b></p>
		<p><b>Acknowledging an Opinion (with no further comment)</b></p> <p><b>I see your point.</b></p> <p><b>I can see your point of view.</b></p> <p><b>I understand (what you're saying).</b></p>

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

## Unit 67

### SKILLS AND KNOW-HOW

#### 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** dealing with the public?

**Does she speak** English and French?

**How's his** typing and layout?  
**How's his** 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.  
**He's not a very good** typist **but he can get by** all right.

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**.  
**I haven't played** the piano in a long time so **I'm a little 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
good at	no good at	to have problems
not	hopeless at	to have difficulty
bad at	terrible at	(in)
	very bad at	

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.

## Unit 68

### RELAYING A MESSAGE

#### STUDY

#### Relaying Requests

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

He'd like you <sup>(infinitive)</sup> 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.

<div>(simple present)</div> <div>"I want to leave early."</div>	<div>(simple present)</div> <div>He said (that) he wants to leave early.</div>	<div>(simple past)</div> <div>He said (that) he wanted to leave early.</div>
<div>(will)</div> <div>"I'll give you a hand with the work."</div>	<div>(will)</div> <div>She said (that) she'll give you a hand with the work.</div>	<div>(would)</div> <div>She said (that) she'd give you a hand with the work.</div>
<div>(present continuous)</div> <div>"We're staying at the Ritz."</div>	<div>(present continuous)</div> <div>She said (that) they're staying at the Ritz.</div>	<div>(past continuous)</div> <div>She said (that) they were staying at the Ritz.</div>