



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



TASK UNIT: THE STRANGER IN OUR HOMES

Negotiating

Objective: By the end of this task unit you will be able to support and oppose opinions while negotiating.

TABLE OF CONTENTS

<u>CREDITS</u>	
<u>INTRODUCTION TO THE STUDENT</u>	
<u>OVERVIEW</u>	1-3
HOW MUCH CAN YOU TAKE?	
● <u>PRE-1 – Tolerance Profile of Television Violence</u>	1-4
WHAT DO OTHERS SAY?	
● <u>Step 1</u>	1-5
● <u>Step 2</u>	1-5
● <u>Strategies 1</u>	1-5
● <u>Practice 1: Once Upon A time,...</u>	1-6
● <u>Practice 2: Synonym Sets</u>	1-6
● <u>Step 3</u>	1-7
● <u>Step 4</u>	1-8
DISCUSS YOUR VIEWS	
● <u>Step 1</u>	1-10
● <u>Step 2</u>	1-11
● <u>Study 1</u>	1-11
● <u>Step 3</u>	1-12
● <u>Study 2</u>	1-12
● <u>Practice 3: Ask the Expert</u>	1-13
PREPARE GUIDELINES	
● <u>Step 4</u>	1-15
● <u>Study 3</u>	1-15
● <u>Step 5</u>	1-16
● <u>Study 4</u>	1-16
● <u>Practice 4: Generally Speaking</u>	1-17
● <u>Step 6</u>	1-19
● <u>Step 7</u>	1-19
● <u>Study 5</u>	1-19
● <u>Step 8</u>	1-20

PRESENT YOUR GUIDELINES	
● <u>Step 9</u>	1-21
PREPARE YOUR STRATEGY	
● <u>Step 10</u>	1-22
○ <u>Study 6</u>	1-22
PREPARE TO NEGOTIATE	
● <u>Step 11</u>	1-24
○ <u>Study 7</u>	1-24
○ <u>Study 8</u>	1-24
○ <u>Study 9</u>	1-25
○ <u>Study 10</u>	1-26
● <u>Practice 5: Budget Challenge</u>	1-27
● <u>Step 12</u>	1-32
○ <u>Study 11</u>	1-32
● <u>Practice 6: Let Me Qualify That</u>	1-33
NEGOTIATE	1-35

CREDITS

Development and Learning Technologies Directorate
Language Training Centre
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INTRODUCTION TO THE STUDENT

APPROACH

1. Each unit contains materials for an average of five hours of class time. Of course, how long you spend on a unit will depend on your language level, the speed at which you learn, and how much of each unit you choose to do.
2. The emphasis in these units is on oral communication. Most of the activities are designed for pairs or small groups. These activities can be taped so that you can work on them on your own or discuss them with your teacher. A few activities require you to work alone in order to prepare for a subsequent group activity.
3. The teacher's guide for Level C, containing a model syllabus to help plan this level, gives a suggested order for using the units. Each unit is complete in itself; this means that, according to the needs and interests of the class, you can choose the units you need to work on, how much of a unit you want to do, and, if you wish, a different order in which to work on them than the one suggested.*
4. Within each unit, there are further opportunities to make choices. You can focus only on those functions you need, or you can choose which, if any, of the practice activities you want to do. You can also choose when to do the practices: e.g. beforehand in preparation for the unit; *en route* or as they come up in the unit; at the end after you have looked at the whole unit as a review; or at any other time the group wants.
5. Although all activities are complete in themselves, you are invited to contribute your own contexts, information, problems or topics. In this way you can make the units better reflect your own reality and get the most out of them.

OBJECTIVES

Each of the units in Phase 2 presents language for a combination of several objectives as listed below.

- Explaining
- Describing
- Supporting opinions
- Defending points of view
- Counselling
- Advising
- Handling hypothetical questions
- Handling complex work-related situations

The objectives are reviewed in two types of unit: **task** units and **workshop** units.

Phase 2 contains six task units and three workshop units.

*Note: In the teacher's guide for Level C, Phase 2 materials are suggested for use in Session 10, Week 1 and Week 2; Session 11, Week 1, Week 2 and Week 3 and Session 12, Week 1.

Task Units

Workshop Units

- | | |
|------------------------------|---------------------------|
| 1-The Stranger in Our Homes | 2-Get Your Message Across |
| 3-Safety First | 6-Find the Right Words! |
| 4-What Are You Afraid Of? | 9-How Should I Say This? |
| 5-To Your Health! | |
| 7-What's the Beef? | |
| 8-What Are the Alternatives? | |

Description of Units

Workshop and task units differ in their focus and in their organization.

WORKSHOP UNITS

These are units which focus on language. The language is presented in the context of workshops similar to ones you might attend to improve your communication skills. For example, you can find out what language to use in a variety of situations requiring diplomacy, such as challenging your boss, correcting a colleague at a meeting or persuading co-workers to change their minds.

How Are Workshop Units Organized?

These units are organized by language function, that is, by the purpose for which expressions are used, such as hedging, stalling, refusing, insisting,....

What Do Workshop Units Consist Of?

1. An **OVERVIEW**, framed in a box on the first page of each unit, presents the functions, grammar, vocabulary or strategies presented in that unit.
2. Some units have **BEFORE YOU BEGIN**, it contains questions which will help you focus on finding out what you already know and what you need to learn about the functions and the expressions in the unit.
3. The next sections each focus on a different language function. For each language function you are given lists of the words and expressions you need and activities to help you learn them.
4. Wherever you see **STUDY**, you will find a list of new expressions, vocabulary or grammar which you will need for the activities. Wherever you see **STRATEGIES**, you will find communication strategies which will help you to get your meaning across. **Finally,gives lists of expressions, vocabulary or grammar you may have already learned.**
5. Wherever you see **PRACTICE**, you will find a communication exercise which will practise the expressions, vocabulary, grammar or strategies you have encountered.

6. Each workshop ends with a **CONSOLIDATION ACTIVITY**. Consolidation activities are interactions or games which will allow you to integrate everything you have learned in the workshop.
7. At tab A is the **APPENDIX** which contains expressions for 34 functions, tense usage references and vocabulary.
8. Where required, answers are included and can be found in **ANSWERS** at tab B.

TASK UNITS

These are units which focus on a task requiring the use of language: solving problems, analyzing, making choices or decisions, or making recommendations. For example, you may be asked to choose a candidate for a special project, advise colleagues about work-related problems or recommend ways to reduce costs.

How Are the Task Units Organized?

These units are organized by sub-tasks, that is, by the steps involved in accomplishing the task, for example, preliminary discussions, informal meetings with one or two others, making a final decision, plan or recommendation.

Expressions, vocabulary, grammar or strategies used in accomplishing each of these sub-tasks are presented in sequence where they are needed.

Optional practice activities to help you master these expressions, vocabulary, grammar and strategies are presented at the end of each unit.

What Does a Task Unit Consist Of?

1. As in the Workshop units, the first page is an Overview of the functions, grammar, vocabulary or strategies presented in that unit.
2. The next sections each focus on a different step in the task. For example, when the task is choosing a candidate, the steps include discussing qualifications, preparing for the selection committee and making a decision.
3. As in the Workshop units, wherever you see the headings **STUDY** and **STRATEGIES**, you will find lists of the new expressions, vocabulary or grammar and strategies which you will need for the activities. **gives lists of expressions, vocabulary or grammar you may have already learned.**
4. Often, after these lists, you will see **PRACTICE**. This directs you to optional activities located at the end of the unit. These activities allow you to practise the expressions, vocabulary, grammar or strategies which have been presented. Since these activities are independent of the steps in the task, you may use or omit them, depending on your needs.
5. Where required, answers are included for each task unit in **ANSWERS** at tab B.

THE STRANGER IN OUR HOMES

Overview

Class/ Teacher-led presentation

Because of growing concern about whether or not violence on TV has affected the increase of violence in our lives, the broadcasting commission has invited you, as a member of the public, to present your views. In this unit, you will work with others in your class to consider violence on television and to establish guidelines for the amount and types of violence broadcast.

You will be working with the following **functions**:

- **Supporting/Opposing an idea**
- **Generalizing**
- **Focussing**
- **Qualifying**
- **Stating exceptions**
- **Talking about hypothetical situations**
- **Negotiating:**
 - Persuading/Insisting**
 - Bargaining**
 - Refusing/Rejecting**
 - Conceding**

You will be working with the following **vocabulary areas**:

- **Violence**
- **Censorship**

You will be working with the following **structures**:

- **Conditional**
- **Indirect questions**

You will be working with the following **strategies**:

- **Guessing the meaning of new words**
- **Remembering new words**
- **Supporting opinions**

How Much Can You Take?

PRE-1

Individual/Rate

The effects of violence on television have been disputed ever since television became a permanent resident in our homes. Use this questionnaire to help you to explore your feelings about this issue.

TOLERANCE PROFILE OF TELEVISION VIOLENCE

Use the scale below to indicate your discomfort level when viewing violence on television.

0 = no discomfort, 1 = a little discomfort, 2 = moderate discomfort, 3 = a lot of discomfort

1. What is your discomfort level when viewing each of the following types of violence on TV?

- | | |
|---|--|
| <input type="text"/> assault | <input type="text"/> sexual assault |
| <input type="text"/> boxing matches | <input type="text"/> shooting |
| <input type="text"/> brawls during hockey games | <input type="text"/> torture |
| <input type="text"/> childbirth* | <input type="text"/> verbal abuse |
| <input type="text"/> explosions | <input type="text"/> wrestling matches |
| <input type="text"/> fist fights – equally matched people | <input type="text"/> psychological abuse |
| <input type="text"/> fist fights – unequally matched people | |
| <input type="text"/> horror movies | |
| <input type="text"/> murder | |
| <input type="text"/> news coverage of crimes | |
| <input type="text"/> news coverage of hostage takings | |
| <input type="text"/> news coverage of war | |
| <input type="text"/> open-heart surgery* | |

Please specify and rank other types of violence:

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

2. Indicate your level of discomfort when viewing television violence between the following:

- | | |
|---|---|
| <input type="text"/> adults/adults | <input type="text"/> adults/children |
| <input type="text"/> children/children | <input type="text"/> people of the same sex |
| <input type="text"/> people of the opposite sex | <input type="text"/> soldiers/civilians |
| <input type="text"/> guards/ prisoners of war | <input type="text"/> people/animals |
| <input type="text"/> animals/animals | <input type="text"/> cartoon characters |
| <input type="text"/> animals/children | <input type="text"/> monsters/children |

3. Are your reactions the same when the televised violence is actual (e.g. news coverage of a war zone) or fiction (e.g. a police drama)?

☐ YES ☐ NO

Groups/class: In small groups or in class, discuss your responses to the questionnaire.

OPTIONAL CLASS ACTIVITY

Select a TV program known to contain violence for everyone to watch at home. In your next class, discuss the violence you found acceptable or unacceptable in the program.

*Note: childbirth and open-heart surgery are considered "violent" here because of their graphic nature.

What Do Others Say?

You will be reading a newspaper article which examines the link between television and violence. In this article, you will probably find some words you don't understand.

Step 1

Class/Discuss

Discuss with your class

- the strategies you use when you encounter new words and
- the strategies you use to help you remember the meanings of new words.

Now read about and try some vocabulary strategies and see if they work for you.

Step 2

Individual, partner, group / Study

STRATEGIES 1

DEALING WITH NEW WORDS

These words are in the article you will be reading. Take note of words you do not know.

aggressive	antics	brawl	censor (v)*
ensorship	classify	compensation	condemn
contravene	curb (v)*	fine (v)*	fist fight
forbid	formulate	grapple	impose
imprison	lobby (v)*	mandatory	manipulate
placate	prohibit**	regulation	regulator
transmit	vigilant	voluntary	zero in on (v)*

* (v) = verb (The first four are also nouns. Is the meaning of each verb related to the noun?)

** Prohibit is often followed by *from* and is always followed by a gerund.
e.g. Stations should be **prohibited from** televising unsuitable advertisements.

- One strategy many people find useful for coping with new words is to try to guess the meaning of the word from its context. Scan the article to see if you can guess the meanings of the words you underlined as well as any other new words you read. After you have tried to guess the meanings of the new words, discuss the conclusions you reached with your class.
- There are many strategies to help you remember the meanings of new words. One way is to find meaningful groupings for the new words; for example, you can group words by topics, by parts of speech, by synonyms or by antonyms. Work with a partner and group the words in ways which will help you remember them.

PRACTICE 1: ONCE UPON A TIME,....

In this activity you will make up a story, using as many words as you can from the list on the previous page.

Materials

The complete list of new words from the article, "Television's link with violence" (i.e. the words in STRATEGIES 1, page 1-5, including the new words added by the class).

Procedure

Pairs/Write

Work with a partner. Together compose a story, using as many words from the list as you can. The context can be your workplace, your local newspaper, your condominium or tenants' association, your family, etc. Your story can be true or fictional, funny, serious or fanciful. Your goal is to correctly incorporate into your story as many new words as you can. When all the stories are complete, tell your story to the class.

Scoring

The winning story is the one which correctly uses the highest number of words from the list. You may wish to award bonus points for the story which is longest, funniest, most imaginative, etc.

VARIATION

Groups/Write

Work in groups. Together the group will compose a story. When it is your turn, add a sentence containing a **different** word from the list of words in STRATEGIES 1, page 1-5. You may change or twist the story as necessary in order to accommodate the word you want to use.

PRACTICE 2*: SYNONYM SETS

Teams/List

Form teams of two or three. Within a given time limit (e.g. 15 minutes), find and list as many synonyms as you can for each of the words in STRATEGIES 1, page 1-5. Compare lists with another team. Cross off your list all words which are also on the other team's list. The winner is the team with the most original words remaining.

Answer Key, page B-7

*This practice also could be used as a framework for a warm-up activity and be managed by one of the students.

Step 3

Individual/Read

Now work alone and read this excerpt from a newspaper article about the issues involved in controlling or limiting the amount of violence on television.

Television's link with violence

...Politicians in Canada and abroad have been grappling with television violence almost since the day the medium was created and became... "the stranger in our homes."

Despite their periodic efforts, politicians never seem to find a solution to satisfy the angry parents who lobby them, convinced television is making children – and society in general – more violent.

Just what is violent, or too violent? There seems to be little consensus. There are complaints about broadcasting everything from slasher movies like *Friday the 13th* to brawls on *Hockey Night in Canada* and re-runs of the eye-poking, head-slapping antics of the *Three Stooges*. Where most everyone unites, however, is in condemning the almost non-stop violence on *Teenage Mutant Ninja Turtles*.

...For years, politicians have viewed some form of censorship or regulation as the solution, arguing that networks should be forbidden from showing certain acts of violence at least during the hours when most children are watching.

The Canadian Association of Broadcasters, for example, has tried to placate to day's politicians by proposing a voluntary code of conduct for its members... that would prohibit violent shows before 9 p.m.

But codes of conduct, voluntary or mandatory, and other direct forms of censorship, are viewed by some experts as the wrong approach...

Limited impact. Anyway, codes of conduct can have only a limited impact on violent programs available to viewers because of rapidly changing technology. Canada can become as vigilant as it wants about trying to censor television shows on domestic networks, but cable, satellites and video technology will still permit violent programs and films, produced and broadcast in the United States and elsewhere, to enter Canadian homes and be watched by Canadian children. Interactive television, for example, allows a viewer to zero in on a fist fight in a hockey game when the network would prefer to highlight action elsewhere on the ice.

"Technology is such that we have lost control," Florent Sauvageau, director of journalism studies at Laval University in Québec told the Commons committee this week.

Sauvageau... other experts and citizens' groups like Canadians Concerned About Violence In Entertainment are generally urging MPs to become more creative in the way they deal with violence on television. Suggestions include:

- ▶ Establishing panels allowing the public to present its views to the television industry.
- ▶ Classifying television programs like films so parents can be warned about shows unsuitable for children.
- ▶ Encouraging, possibly with government incentives, the production of non-violent shows....
- ▶ Teaching children more about television and advertising so they can understand how they are being manipulated.

▶ Encouraging research to determine why there seems to be such a market for violent shows. Why are some, but not all people, influenced by broadcast violence and what is the violence that has to be curbed? Is the problem simply with cops-and-robbers scenes or does it include aggressive sports, the latest footage from a war torn area, Roadrunner cartoons and so-called reality police dramas like *Rescue 911*?

HOW OTHER COUNTRIES DEAL WITH TV VIOLENCE

■ **Great Britain:** There are consultations every five years between the main television network, the British Broadcasting Corp., and the public to formulate guidelines.

■ **Australia:** Television shows are classified, in a manner similar to the way films are in Ontario.

■ **France:** Broadcast regulators are permitted to impose a fine when television stations air programs that contravene a code of conduct.

■ **Belgium:** Stations are to avoid broadcasting violent programs early in the evening. At other times, a small, continuously flashing white square at the bottom of the screen warns viewers a show is violent.

■ **Finland:** Strict state controls demand "dignified", relevant, and impartial programming. Each program must have a designated editor who can be fined, imprisoned or required to pay compensation for transmitting a program that breaks the law.

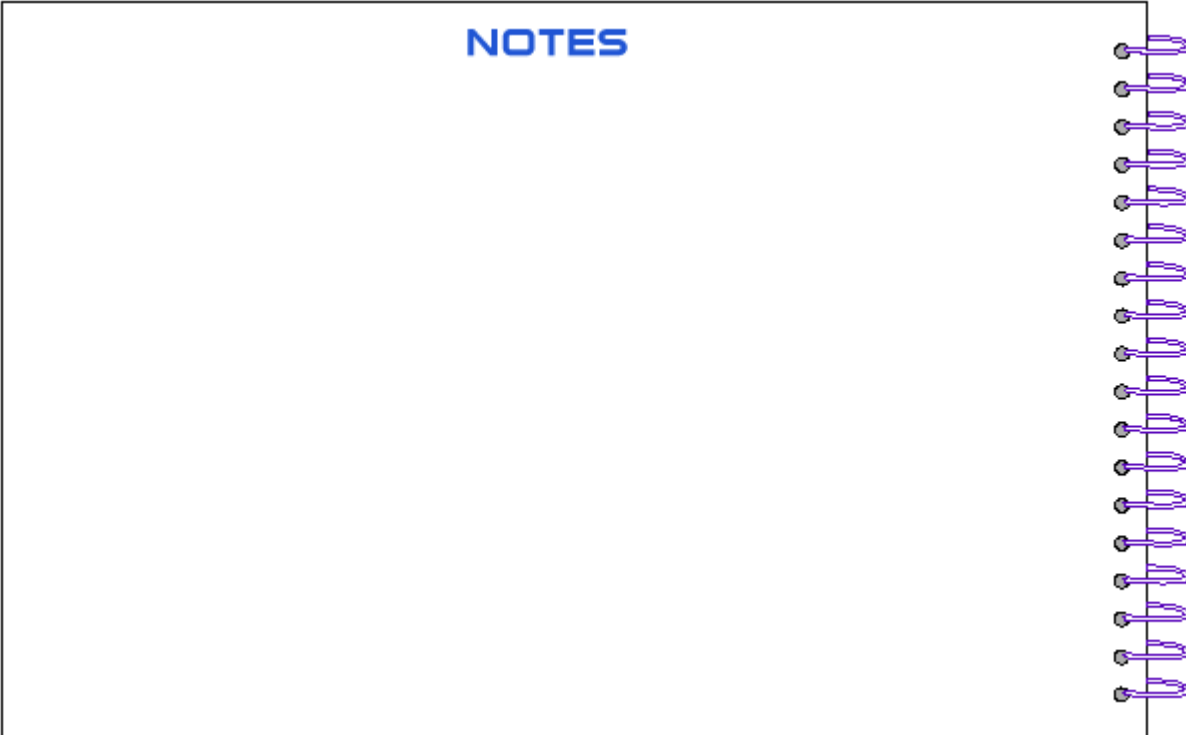
Step 4

Individual/ Think, write

Still working alone, think about your answers to these questions and the reasons for your views. You can use the space at the end of this page to write down your ideas.

- How do you define "violence"?
- How much television violence do you consider acceptable or even desirable?
- What television violence do you consider unacceptable?
- Should children be allowed to see any violence on TV? If yes, what kinds?
- Are there any kinds of violence children should be prevented from seeing (e.g. wounding, bleeding, shooting, killing,...)?
- Of the TV programs that you watch, which do you think contain acceptable violence? Which ones contain unacceptable violence or too much violence?
- Is there a difference between watching actual violence (as in a hockey game or in news coverage of a robbery) and staged violence (as in a drama series)? Try to explain your views. This was originally asked on page 1-4. Can you give more detail now?)
- Think about guidelines for violence on television, consider the following:
 - are the present viewer warning codes used useful and are they enough?
 - should guidelines be voluntary or mandatory?
 - who should be responsible for establishing and reviewing guidelines (e.g. the public, the government, broadcasters, psychologists, elected representatives, volunteers,...)?
 - who should be responsible for monitoring or enforcing guidelines?
 - how can guidelines be monitored or enforced? (Consider warnings and removal of broadcast licence as well as the methods used in France and Finland.)
- What do you think of the ways other countries have handled these issues? (Think about the advantages and disadvantages of the solutions.)

Jot down some of your ideas so that you remember them when you discuss these issues with a partner or small group.

A spiral-bound notebook is shown, oriented horizontally. The word "NOTES" is printed in a bold, blue, sans-serif font in the upper left corner of the page. The notebook has a black cover visible around the edges. On the right side, there is a silver-colored metal spiral binding. The page itself is white and mostly blank, with only the word "NOTES" at the top.

Discuss Your Views

Step 1

Pairs, small groups /Discuss

With a partner, you will be discussing your views about violence on TV. In order to do this, you will need to express and support your opinions.

SUPPORTING OPINIONS

What strategies do you use to support your opinions and make them credible? List the strategies you most often use and the words or phrases you use to express them.

STRATEGIES	EXPRESSIONS

Class: Discuss your list with the class. Add strategies and expressions you would like to try.

Compare your completed list with those in the Appendix pages [A-37](#) and [A-38](#) then look at Study 1.

Step 2

Individual/Study

Were these additional expressions for **introducing examples** and **providing details** in your completed list?

STUDY 1

THE OPINION: "There are practical ways to control the broadcast of violence in sports."

SUPPORT USING EXAMPLES:

Let me/I'll give you an example.

Let me/I'll give you an illustration.

To illustrate that point...

Let me illustrate.

Producers can prohibit their staff from focussing on violence that breaks the rules of the game.

Take, for example, specific guidelines for camera crews and commentators.

SUPPORT USING DETAILS:

Let me explain.

Let me fill you in.

To explain (that point)...

What that means is (that)...

An anti-violence policy like that will discourage hockey players from appealing to the cameras.



Let me explain. What this means is....

Step 3

Individual\Study

When you are discussing the issue of violence on TV, help your partner express opinions by asking for more information, clarification or support. You can use the expressions below for this purpose.

STUDY 2

CLARIFYING

Do you know

Could you tell me (more about)
*

I'd like to know

I wonder

**Could you be more specific
about***

why** there is no anti-violence policy for sports broadcasts?

what** that policy would really accomplish?

where** else they have a policy like that?

when** this policy could be implemented?

how** it would be enforced?

which** groups might oppose it?

who** would be responsible for enforcing it?

whether** we could get an OK?

if* such a policy could get approval?

**More about* and *about* can not be used with *if*, use *whether* instead.

**Note the subject/verb word order in indirect *wh*-questions and *yes/no* questions.

PRACTICE 3: ASK THE EXPERT

In this activity, you can practise both supporting your opinion and asking others for more information or greater support for their views.

Preparation

Individual/Select

Select a topic of your own or, from the topics listed below, select one on which you have an opinion and on which you could be the expert.

- The characteristics of the best/worst boss
- The best way to raise morale at work
- Why we need more winter statutory holidays
- The characteristics of the best/worst workplace
- The best way to relax after a hard day
- The best way to handle a difficult boss/co-worker
- Publicizing the names and pictures of released sex offenders

Think about your position on your chosen topic and the best kinds of support for it. (See pages for supporting opinions, [1-10](#) and [1-11](#), and the Appendix beginning page [A-37](#)). Remember to consider counter-arguments for positions raised by your interviewers. Write down key ideas which you can refer to when you are questioned.

Procedure

Group/ Ask, Answer

Take turns being the expert and one of the interviewers.

When you are the expert:

- Tell the interviewers your topic and your opinion.
- Answer the questions presented to you by the interviewers.

When you are an interviewer:

- Ask the expert questions, using the expressions in Study 2, page [1-12](#).
- Raise arguments or objections.

Scoring

- 1 point for each question you ask. You must correctly use an expression from [1-12](#).
- 1 point for each time you support an opinion you present for your position using introductory expressions from [1-11](#).
- 1 point for each other expression (from the Appendix) you use correctly to help support your position.

Pairs/Discuss

Now, discuss with your partner your answers to the questions on page 1-8.

Be sure to support your own opinions and ask your partner for more information or clarification. Try to use the expressions you have just learned pages 1-11 and 1-12).

Follow-up:

Pairs/Discuss

Do you and your partner agree or disagree about most of the above issues?

Prepare Guidelines

You will be working with a partner to prepare guidelines for dealing with violence on television. The words and expressions in the two sections below will be useful.

Step 4

Individual/Study

STUDY 3

GENERALIZING

To **make generalizations**, statements about what occurs in most cases, most of the time, you can use these words and expressions.

In general,
Most of the time,
In most cases,
Mostly,
As a rule,
By and large,
Generally
(speaking),
Usually,
Ordinarily,
Typically,

everyone has something to say about violence on TV.

Add other useful words or expressions.

Step 5

STUDY 4

FOCUSSING

You can **focus** attention on the ideas you think important by using these expressions.

The emphasis should be on incentives to stations that provide non-violent programming.

The real point/question/problem is what do we do about programs beamed to us via satellite?

The truth is (that)
The fact is (that)

What's important is (that)
What's significant is (that)
What's crucial is (that)

What we can't forget is (that)
What we've got to remember is (that)

It's important (for us) to remember that
In fact,

I'd like to/I want to emphasize
I'd like to/I want to stress
I'd like to/I want to reiterate
I'd like to/I want to reiterate

we have to deal with our views on censorship because regulating TV violence is censoring it.

that we shouldn't overprotect our children; the violence they see on TV is just a reflection of the world we live in.

Which of these expressions do you already know and use?

PRACTICE 4: GENERALLY SPEAKING

In this game you can practise making generalizations and focussing statements.

Materials

Game board (see below)

A (6-sided) die to indicate each player's position on the board.

Preparation

Group/Prepare

Work in small groups. With your group, fill in the 18 empty white spaces on the game board with your own topics. Try to choose topics about which people can make generalizations. Here are eight suggestions:

personal phone	time sheets	training	punctuality
calls	meddling	budgets	contracts
apathy			

Procedure

Group/State

In turn, each person rolls the die twice. The first number indicates the number **across** the board, and the second number indicates the number **down** the board. For example, if you throw a three and a six, find the square which is three across and six down: "Office parties".

Now you must make two statements:

1. using one of the expressions for generalizing from the Study 3 on page 1-15, make a generalization about the topic written in the square on which you landed.

e.g. **Generally speaking**, office parties aren't too bad.
2. make a focussing statement on the same topic as the generalization, using a focussing expression from Study 4 on page 1-16.

e.g. **What we've got to remember is** that parties should be voluntary.

Scoring

Award 1 point for the correct use of an expression from the generalizing and the focussing Study sections. Award 1 additional point for each correct generalization and focussing statement (a possible total of 4 points).

Set a time limit per turn.

	1	2	3	4	5	6
1	_____	Teenagers	_____	 Bosses	_____	Windowless offices
2	Shopping centres 	_____	Computerization 	_____	Handling emotions at work	_____
3	_____		_____	People who complain 	_____	Working shifts
4	Lazy people	_____	Winter 	_____	Working at home 	_____
5	_____	Flextime	_____		_____	Meetings
6	Deadlines	_____	Office parties 	_____	Birthdays 	_____

Step 6

Pairs/ Discuss, write

Find a partner whose "tolerance profile of television violence" is similar to yours. With your partner, formulate guidelines satisfactory to both of you for dealing with violence in television programming. Specifically, consider the following.

- What kind of televised violence will be considered acceptable for general viewing?
- What kind of violence will be considered acceptable for children?
- At what times of day can violence be seen?
- Who will establish guidelines? Who will review them?
- Will the guidelines be voluntary or mandatory?
- Will the guidelines be monitored or enforced? By whom? How?
- What will be done about violent programs telecast from other countries? Will they be sanctioned, monitored or regulated?

Step 7

Individual/Study

Before looking at the box below, try to remember what structures to use to explore the implications of your suggested guidelines?

STUDY 5**HYPOTHESIZING**

When you want to explore implications, you can formulate hypotheses. Did you remember what structures to use? The conditional is used for hypotheses.

If violent programs are prohibited until late at night, **(then*)** the sponsors **will** be angry.

Unless we involve everyone in the decision making, we'll get no co-operation.

If we **don't** involve everyone in the decision making, we'll get no co-operation.

For additional expressions see the Appendix beginning on page A-22.

*Note that we rarely say "then", but it is a possibility.

Step 8

Pairs/Write

Record the details of your guidelines here.

GUIDELINES FOR VIOLENCE ON TELEVISION

	types of violence	general viewing	for children
allowed			
not allowed			
Who will be responsible for establishing and reviewing the guidelines?			
Who will be responsible for monitoring and enforcing the guidelines?			
How will the guidelines be monitored and enforced?			
How will programs from other sources be handled?			
other points			

Present Your Guidelines

Step 9

Small groups / Speak, write

Meet in small groups. You and your partner (the co-author of your guidelines) should be in different groups.

- Present your guidelines to the rest of your group.
- Listen carefully to the other guidelines presented so that you will be better prepared to negotiate later. You may want to ask for more information, clarification or support.
- Print or photocopy the blank chart that follows, one copy for each set of guidelines to be presented. Take notes on each set of guidelines.

GUIDELINES FOR VIOLENCE ON TELEVISION

	types of violence	general viewing	for children
allowed	<div style="border: 1px solid black; height: 80px;"></div>	<div style="border: 1px solid black; height: 80px;"></div>	<div style="border: 1px solid black; height: 80px;"></div>
not allowed	<div style="border: 1px solid black; height: 80px;"></div>	<div style="border: 1px solid black; height: 80px;"></div>	<div style="border: 1px solid black; height: 80px;"></div>
Who will be responsible for establishing and reviewing the guidelines?	<div style="border: 1px solid black; height: 40px;"></div>		
Who will be responsible for monitoring and enforcing the guidelines?	<div style="border: 1px solid black; height: 40px;"></div>		
How will the guidelines be monitored and enforced?	<div style="border: 1px solid black; height: 40px;"></div>		
How will programs from other sources be handled?	<div style="border: 1px solid black; height: 40px;"></div>		
other points			
<div style="border: 1px solid black; height: 100px;"></div>			

Prepare Your Strategy

Step 10

Pairs/ Discuss, make notes, plan

To prepare for this meeting, work with your partner (the co-author of your guidelines) and plan your strategy.

STUDY 6

SUPPORTING and OPPOSING

What expressions can you use to indicate that you support an idea? What expressions can you use to indicate your opposition?

SUPPORT	OPPOSITION
<div></div>	<div></div>

Are these expressions on your list?

SUPPORT	OPPOSITION
<p>I (can) agree with/to that.</p> <p>I (can) go along with that.</p>	<p>Can't we word this more tactfully?*</p> <p>That will cause an over-reaction.*</p> <p>Let's try to reformulate this part.*</p> <p>We can't say that; it's too aggressive.*</p>

For additional expressions see the Appendix page [A-18](#).

* In these expressions the opposition is implicit. It is implied by the content. Note that the use of both questions and suggestions makes the opposition more tactful.

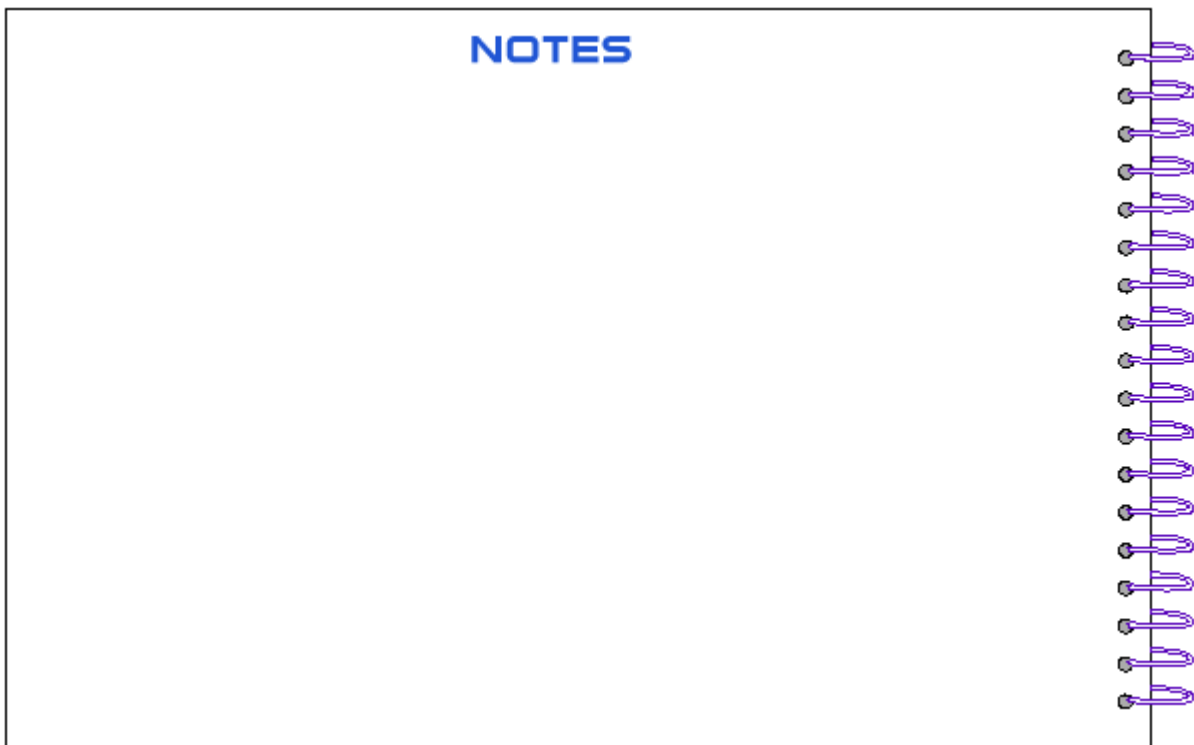
Discuss the proposed guidelines you each heard:

- Which of the proposed ideas are compatible with yours?
- Which ideas are totally unacceptable? Why? What arguments/disadvantages can you present to counter these ideas?
- In order to reach a compromise, which of the proposed ideas could you accept?

Now consider **your own** guidelines:

- Which of your proposed ideas must remain unchanged? What support can you present to persuade the others to accept your position?
- For which points of your guidelines will you consider changes?
- What problems do you think others might find in your plan? What arguments can you present to counter these disadvantages?

Make notes of the arguments you plan to use during the negotiation meeting.



NOTES

Prepare to Negotiate

Step 11

Individual/Read

Before negotiating with the rest of your group, read the Study sections that follow.

STUDY 7

NEGOTIATING

When you negotiate, you have to persuade others, insist on ideas which are important to you, present counter-arguments, bargain, reject ideas or offers and ultimately reach a consensus. You already know many of the expressions you will need. If you want to review them, turn to the Appendix: Bargaining, page [A-10](#); Conceding, page [A-13](#); Persuading/Insisting/Counter-arguing, pages [A-30 to A-32](#); Refusing/Rejecting, page [A-33](#).

Do you know these additional expressions for **persuading**, **insisting** and **saying you are persuaded**?

STUDY 8

PERSUADING

Won't you consider the results, if TV violence continues unchecked?

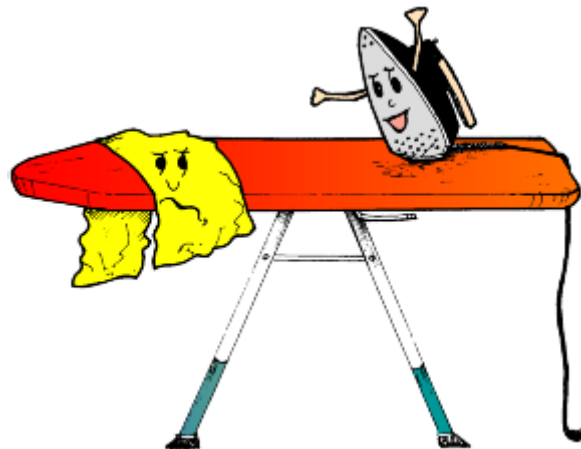
If you'll reconsider, I'm sure you'll see the pitfalls of that plan.

Put yourself in my shoes/position; I don't want my young children exposed to so much violence on TV.

Look at it my way; I don't want my young children exposed to so much violence on TV.

Can we iron out our differences?

Can't we iron out our differences?



Can't we iron out our differences?

STUDY 9

INSISTING

**My position remains the same;
I must insist on this (point);**

**I'm sticking to my guns;
I'm putting my foot down;**

**I maintain that
I said before and I say again:
I keep telling you that
How many times do I have to tell you that**

guidelines must be voluntary.



I'm sticking to my guns.

STUDY 10

SAYING YOU ARE NOT PERSUADED

I'm not convinced.

That doesn't move/sway me.

I'm unmoved/unconvinced by that (argument)

I'm unmoved/unconvinced by what you've said.

You haven't persuaded me.

You haven't won me over.

You haven't brought me round.

You haven't proved your point.



That doesn't sway me.

PRACTICE 5: BUDGET CHALLENGE (refer to Study 8, Study 9 and Study 10, pages 1-24 to 1-26)

In this activity, you will be working with a group from your division to allocate some of the funds available for this year. You will have to persuade the rest of your group to purchase the items on your "Shopping List". The total available is \$11 000*. Since there have been budget cuts, this sum is not enough for the purchase of all the items on all the shopping lists.

Materials

Requirements List (page 1-29)

Item Cards (page 1-30)

Individual Shopping Lists (page 1-31)

Several pieces of paper and pen or pencil

Preparation

Groups, individuals /Prepare

Divide into groups of 4* if you can.

1.
 - First, distribute Individual Shopping Lists 1-4 among the group members so each group member has a different list. Do not share your list's information yet.
 - *To yourself*, read your Individual Shopping List as well as the Requirements List.

Groups/Discuss

2.
 - Next, meet with the people from other groups who have the same Shopping List as you do (i.e. the 1s together, the 2s together, etc.).
 - Discuss how to persuade the members of your original groups to allocate funds for each of the items on your shopping list. (Consider the support you will use to justify the need for each of the items on your list as well as how to counter arguments raised against making the purchase.)
 - Consider also what arguments to use against the purchase of the remaining items on the Requirements List.
3.
 - Now, return to your original group.

Cut the item cards so that each is separate, shuffle the cards and place them face down in a pile.

Procedure

Groups/Persuade

One member of the group begins by turning over the first card in the pile of item cards.

If the item on the card is on your shopping list:

- Read out the item and its price.
- Try to persuade your group to approve this expenditure. Use the expressions for **persuading** and **insisting** on pages 1-24 and 1-25, Study 8 and Study 9.

When the discussion is completed, each member of the group will vote for or against purchasing your item by writing YES or NO on a small piece of paper and folding it so that the word is hidden.

Collect the ballots and tabulate the results.

If *two or three of your colleagues** voted to approve the item you wanted, you may keep the item card. If two voted against the purchase, turn the item card face down and put it aside until later.

*NOTE for groups of 5 or 6:

- Give the extra item cards and shopping lists to each group with 5 or 6 members.
- If you are in a group of 5, your total budget is \$16 000. In order to keep the item card you must persuade at least 3 of your colleagues.
- If you are in a group of 6, your total budget is \$20 000. In order to keep the item card you must persuade at least 4 of your colleagues.

If the item on the card is not on your shopping list:

- Listen to the arguments for making this purchase; if you think the arguments are not valid, indicate you are not persuaded and try to persuade the group not to make this purchase.

When the discussion is complete, vote for or against allocating funds for this item. On your notepaper, keep track of the money spent and the money still available to be spent.

Continue in this way with each item card in the pile. When there are no more cards in the pile, if there is still money in the budget, reconsider the item cards that have been put aside. As before, if a decision is reached to purchase the item you wanted, you may keep the item card.

The winner is the group member with the most item cards at the end of the negotiations.

REQUIREMENTS LIST

CATEGORY	ITEM	COST
Supplies	pens, paper, erasers, note pads, memo pads, staples, paper clips, 3-ring binders	\$2 000
Equipment	Computers	\$3 000 each
	Software	\$900
Furniture	Ergonomic chairs	\$400 each
	Computer tables	\$500 each
	Coat racks	\$50 each
	Office lamps	\$50 each
	Coffee tables	\$200 each
Training	Division training day	\$1 500
	Conferences	\$500
	In-city courses	\$800
Travel	air	\$2 300
	bus	\$200
	train	\$200
	taxis	\$900
	parking	\$700
	accommodation	\$1 600
	childcare	\$300
	meals	\$500
	incidentals	\$100

ITEM CARDS (1 set for each group of 4)

Equipment Computer \$3 000	Travel Air \$1 500	Travel Childcare \$300	Training Division Training Day \$1 500
Travel Air \$800	Training In-city courses \$800	Travel Meals \$500	Equipment Software \$900
Travel Bus \$200	Furniture Computer table \$500	Furniture 2 Ergonomic chairs \$800	Furniture Computer table \$500
Training Conferences \$500	Travel Incidentals \$100	Equipment Computer \$2 000	Travel Train \$200

ITEM CARDS (to be added to above for each group of 5)

Supplies Miscellaneous \$2 000	Travel Taxis \$900	Furniture 2 coffee tables \$400	Travel Incidentals \$100
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ITEM CARDS (to be added to all above cards for each group of 6)

Supplies Miscellaneous \$2 000	Travel Parking \$700	Furniture 8 office lamps \$400	Travel Accommodation \$1 600
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INDIVIDUAL SHOPPING LISTS

SHOPPING LIST 1

Equipment: 1 Computer – \$3 000
Travel: Air – \$800
Bus – \$200
Training: Conferences – \$500

SHOPPING LIST 2

Equipment: 1 Computer – \$3 000
Furniture: 2 Ergonomic chairs – \$800
Travel: Meals – \$500
Babysitter – \$300

SHOPPING LIST 3

Travel: Air – \$1 500
Incidentals – \$100
Furniture: 1 Computer table – \$500
Training: In-city courses – \$800

SHOPPING LIST 4

Training: Division training day – \$1 500
Equipment: Software – \$900
Furniture: 1 Computer table – \$500
Travel: Train – \$200

Use only if needed.

SHOPPING LIST 5

Supplies: \$2,000
Travel: Taxis – \$900
Furniture: 2 Coffee tables – \$400
3 Coat racks – \$150

SHOPPING LIST 6

Travel: Accommodation-\$1 600
Parking – \$700
Furniture: 8 office lamps – \$400
Supplies: \$300

Step 12

Individual/Read

When negotiating, you need to be able to indicate the points to which you take exception.

STUDY 11

STATING EXCEPTIONS AND QUALIFYING

Consider these expressions for **stating exceptions** and **qualifying**:

EXCEPTION

I can go along with most of your ideas	except (for) with the exception of not counting forgetting about leaving out/aside ; an exception is ; that doesn't include	the part about who will be responsible for establishing the guidelines
--	--	--

QUALIFICATION

Let me qualify that. I don't agree with voluntary guidelines or with violent programs before 9 p.m.
... , **but** I don't agree with voluntary guidelines or with violent programs before 9 p.m.
... ; **however**, I don't agree with voluntary guidelines or with violent programs before 9 p.m.

PRACTICE 6: LET ME QUALIFY THAT (refer to Study 11, page 1-32)

Preparation

Class/Brainstorm

1. With your class, list on the blackboard statements for which there are many possible exceptions or qualifications.

Sample statements:

- Everyone will benefit if grocery stores are open 24 hours a day, 7 days a week.
- Teenagers are troublesome.
- Shopping is fun.
- Television provides entertainment for everyone.
- Working from home offices will be welcomed by all.
- Competition adds a positive dimension to everything from sports to work.
- Daycare centres in the workplace will relieve much anxiety.
- The deficit is the biggest problem facing Canada.
- Unemployment is Canada's biggest problem.
- Violence in the media is the major contributing factor to violence in society.

2. Divide into two teams.

Teams/Brainstorm

3. With your team, for each statement, brainstorm as many exceptions or qualifications as you can. For example, for the statement, "Working from home offices will be welcomed by all," these exceptions could be listed:

- People who are not self-motivated
- People who require interaction with others
- People who have children or parents at home
- People who require external organization
- People whose work requires contact with public
- Problems regarding separating work life from home life
- Problems regarding payment for electricity, insurance, benefits, etc.
- Problems regarding work hours, schedules, overtime
- Problems regarding job security (possible loss of job)
- Problems regarding security of work or documents (children, visitors, thieves)

Each member of your team should make a note of these exceptions.

Procedure

Class, teams /State

The teacher reads out any one of the statements listed on the board.

Team 1, Member 1: Refer to your notes and either make an exception or add a qualification to the statement, using an expression from Study 11, page 1-32.

Team 2, Member 1: Refer to your notes and either make an exception or add a qualification to the statement, using a **different** expression from the one used by the previous player.

Team 1, Member 2: Refer to your notes and use a different expression from the one used by Member 1, Team 2.

Continue in this way, with teams taking turns presenting exceptions or qualifications. You cannot use an exception that has already been given and you cannot use the same introductory expression as the preceding person, (although you can repeat an expression used by someone earlier.)

If one team runs out of exceptions/qualifications, the members of the other team may continue to present the rest of theirs.

When neither team has any more contributions, the teacher reads out another of the statements and the game continues as before.

Scoring

2 points per answer:

1 for the exception/qualification

1 for the introductory expression, if correctly used

Negotiate

Small groups/ Discuss, negotiate

Return to the group to which you presented your guidelines. Your task now is to negotiate a complete set of guidelines which will satisfy everyone in the group.

One member of the group should record the guidelines you have decided on.

Post all the guidelines for the other groups to see and discuss.