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Canada School  
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ÉCOLE DE LA FONCTION  
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## APPENDIX A

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- **Phase 2 Unit Number** - Xs placed in the row beside a function mean that that function is recycled from Phase 1 and further developed or practised in the corresponding units of Phase 2 under which they are found.
- **PG (book)** - indicates the beginning page in the book version of the Appendix where functions from Phase 1 can be found for reference

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## **CREDITS**

Development and Learning Technologies Directorate  
Language Training Centre  
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**Advising / Advising Against / Recommending – Phase 1**

EXPRESSIONS	NOTES/STRATEGIES
Deal with it right away. <b>Don't</b> wait until it gets worse!	Imperatives can be used to give advice. Since imperatives are very direct/blunt, use them with care.
(I think,) (maybe,) you should apologize. (I think,) (maybe,) you ought to apologize. (I think,) (maybe,) you had better apologize.  You shouldn't get so angry. You 'd better not ignore it.	These are direct expressions; if you use the preambles <b>I think</b> or <b>maybe</b> , you will make your expression of advice softer or more tentative.
If I were in your shoes, I would try to take care of it.* If I were you I would try to take care of it.*  In your position, All things considered, Given the situation,	These expressions focus on what you, the speaker, would do.
<b>There are several possibilities.</b> Apologize, discuss it, or forget it.  It would/might be a good/wise/smart <b>idea for you</b> to reconsider.	These expressions are impersonal and, therefore, more tactful.  <b>There are several possibilities</b> is followed by specific advice.
Do you think you <b>could</b> speak to him privately. Do you think <b>might</b> set up an informal meeting.  <b>Perhaps</b> ,...  <b>Why not</b> explain / say / tell why you got angry?	Expressions for suggesting can be used for giving advice; they are a polite and non-threatening way to advise.
<b>I think, if I were in your shoes, it might/may, perhaps, be wise to</b> learn how to control your temper.	You can use several of the expressions in this list together to add tact.

<p>My recommendation would be (for you) <b>to</b> sleep on it.</p> <p>My advice would be (for you) not to overreact.</p> <p>My reaction would be (for you)</p> <p>I (would) recommend**/advise** learning about conflict resolution.</p> <p>I (would) recommend**/advise** a seminar on conflict resolution.</p>		<p>These expressions are formal. They focus on what you, the person asked for advice, would do.</p>
<p>You'd be well advised <b>to</b> put these incidents in perspective.</p> <p>You'd be well advised <b>not to</b> be so sensitive.</p>		<p>The second person subject puts the focus on the person asking for advice. In choosing how to phrase your advice, you have to decide on the asker's reaction to advice which focuses on what <i>you would do</i> (the expressions above) as opposed to</p>
<p>It's advisable (for you) <b>to</b> learn how to handle stress better.</p> <p>It's advisable (for you) <b>not to</b> take things so seriously.</p>		<p>Because of the impersonal subject, this last expression is more neutral.</p>

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\* Grammatically, this is an unreal condition; the main clause requires **would** plus the simple verb **try**.

\*\* Note that a noun or gerund is needed with these verbs.

## Advising Against – Phase 1

Maybe you ought to do nothing. Maybe you 'd better do nothing. Maybe you should do nothing.	Negative meaning
If I were in your shoes, I would <b>forget it</b> .	Negative meaning
All things considered, I would <b>n't do anything</b> . In your position, I would <b>n't do anything</b> . Given the situation, I would <b>n't do anything</b> .	Negative verb
It would be a good idea (for you) to <b>ignore it</b> . It might be wise (for you) to <b>ignore it</b> . smart (for you) to <b>ignore it</b> . intelligent (for you) to <b>ignore it</b> .	Negative meaning
I think you should <b>say nothing</b> at this point.	Negative meaning
You'd be well advised <b>not to be</b> so sensitive.	Negative verb
It's advisable (for you) <b>not to take things</b> so seriously.	Negative verb

**Advising/Suggesting** – Phase 1

Expressions using the **base form** or **subjunctive** of the verb:

**Perhaps you could speak** to him privately. Base form

**Could you explain** what you thought she said?

**Couldn't you explain** what you thought she said? Base form

**Why not explain** what you thought she said?

<b>My recommendation is that</b>	all employees <b>participate</b> in the discussion.	Subjunctive
<b>I recommend that</b>	she <b>participate</b> in particular.	

Expressions using **gerunds**:

<b>You might want to think about</b>	having fewer meetings.
<b>I recommend that</b>	<b>not having</b> so many meetings.

**I'd like to suggest trying** another approach. Gerund

**Could I suggest sending** out a regular update.

**Would you think of setting** up informal meetings?

**I (would) recommend meeting** less often.

Expressions using the **infinitive**:

<b>My recommendation would be</b>	to redesign the whole document.	Infinitive
<b>My suggestion is</b>	to redesign the whole document.	



## Agreeing – Phase 1

Here are some additional idiomatic expressions used to express agreement that you can add to your repertoire.

**I couldn't have put it better myself.**

**We (certainly) see eye to eye (on this).**

**You took the words right out of my mouth.**

**We're on the same wave length.**

**You can say that again!\***

**That's for sure!\***



We certainly see eye to eye

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\*These expressions are informal.

## Bargaining – Phase 1

**If you're willing to** give up the bird sanctuary, **then we can/could/'ll** forget the roadway.\*  
**If you could** give up the bird sanctuary, **then we can/could/'ll** forget the roadway.\*

**You** agree to some low income housing units and **we'll** maintain them.

**Will you** allow for more parkland? **If so, we'll** co-operate.

**Can you** allow for more parkland? **If so, we can** co-operate.

**Could you** allow for more parkland? **If so, we could** co-operate.

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\* Note the use of a real condition for the purpose of bargaining.

## Challenging the Information – Phase 1

Here are some expressions and strategies you could use to respond diplomatically when you disagree by directing your challenge toward the information rather than the speaker.

EXPRESSIONS	STRATEGIES
Is that right? Can we really get that much?	You can use a question to be diplomatic.
<b>Isn't that \$2 500?</b>	You can use a negative question, but remember that you are also implying that you believe you have the correct information.
<b>That's not</b> correct/ the amount, <b>is it?</b>	You can use a question tag to soften the challenge.
<b>I'm sorry, but as far as I know, that's not</b> right/ the figure. <b>I'm sorry, but I don't think that's</b> what it is.	You can use an introductory expression to soften the challenge.
<b>Actually/ In fact, that's not (quite/exactly)</b> what I was told.	You can use an introductory adverb to distance the challenge.
<b>I'm sorry, but in fact that's not quite</b> correct, <b>is it?</b>	You can be most diplomatic by using several of the above strategies together.
<b>I thought it was</b> \$2 500... <b>My information is</b> that it's \$2 500.	Another way to challenge diplomatically is to take responsibility for possibly being wrong.

**Challenging the Speaker** – Phase 1

To challenge the speaker more directly, you could use any of the expressions and strategies below.

EXPRESSIONS		STRATEGIES
DIRECT	<b>Really?</b> <b>Are you sure?</b>	If the relationship allows, you can boldly question the speaker.
	<b>Do/Did you mean</b> double that amount? <b>Did you say</b> double that amount?	You can repeat the "mistake" and give the speaker the chance to correct it.
	<b>Don't/Didn't you mean</b> half that amount?	You can use a negative question, implying that you believe your information is correct.
	<b>Didn't you say \$2 500 before?</b>	You can feed the correct information to the speaker by suggesting that the speaker has inadvertently changed what was originally said.
	<b>I think, in fact, you mean \$2 500.</b>	You can also use distancers or introductory expressions when challenging a speaker.
TACTFUL	<b>I'm sorry, but did/don't you actually mean</b> half that amount?	

**Conceding** – Phase 1

EXPRESSIONS	NOTES
<p><b>If there's no other way, ...</b></p> <p><b>If that's the case, ...</b></p> <p><b>In that case, ...</b></p> <div> <div> <p><b>(I guess) I am willing to</b></p> <p><b>(I guess) I can</b></p> </div> <div> <p><b>go along with that.</b></p> <p><b>live with that.</b></p> <p><b>accept that.</b></p> <p><b>agree to that.</b></p> </div> </div> <p><b>Oh, all right!</b></p> <p><b>Well, OK!</b></p> <p><b>When you put it that way, ...</b></p>	<p>Concession is most often granted with some reluctance.</p>
<p><b>I ('ll) concede.</b></p> <p><b>I give up.</b></p>	<p>Use one of these when there is no other choice.</p>
<p><b>You win!</b></p>	<p>This expression is for informal situations only.</p>

## Correcting Yourselft – Phase 1

If you are challenged, and you realize that you made a mistake, you can use either of the following strategies.

You can apologize and simply give the correct information.

**Excuse me/I'm sorry/Sorry. That should have been** sixteen weeks.

You can apologize, take responsibility for the error and give the correct information.

**Excuse me/I'm sorry/Sorry. What I should have said was** sixteen weeks.

**Excuse me/I'm sorry/Sorry. What I (really) meant (to say) was** sixteen weeks.

## Correcting Others – Phase 1

Here are some expressions and strategies you could use to correct a speaker. Your relationship with the speaker will determine which expressions are most appropriate.

EXPRESSIONS	STRATEGIES
Only people living over 15 miles away can park free.	A bold statement of the correct information is very blunt and will probably give offence.
<b>No!</b> It says here we have to pay. <b>Nonsense!</b> Everyone has to pay.  <b>You're wrong.</b> Jean told me we had to pay. <b>You're mistaken.</b> We've always had to pay before. <b>You can't be right.</b> I bet we have to pay.	These expressions could give offence, unless you are on very familiar terms with the speaker.  As a rule, using " <b>You</b> " is rather blunt since the focus is on the speaker rather than on the error.
<b>That doesn't sound/seem right (to me).</b>  <b>I'm not sure that's/you're right...</b>	" <b>Sound/seem</b> " and " <b>I'm not sure</b> " are more diplomatic because they are more tentative. The questioner is suggesting that he/she is not necessarily right.
<b>Is that right?</b>	This expression uses question form for diplomacy.
<b>As far as I know / Surely / As a matter of fact / Actually,</b> it's only free for people who live 15 miles or more away.	This correction avoids mentioning the error; the correction uses introductory expressions to tactfully give the correct information.
<b>(Surely) it isn't</b> for everybody, <b>is it?</b> <b>It's</b> only for people who live far away, <b>isn't it?</b>  <b>Didn't you say it was</b> only for people who live far away?	It as the subject does not point a finger at anyone and is, therefore, inoffensive.  Tag question form makes the first two expressions less blunt than the group above.  Remember that negative questions and question tags imply that you expect the listener to agree with you.
<b>I'd like to suggest correcting just one thing;</b> it depends on where you live.	Using "I'd like to suggest" is more formal.

## **Disagreeing** – Phase 1

Here are a few additional expressions to use when you want to **disagree** in English.

**That's not how I see it.**

**I don't see it/look at it like that.**

**I don't see it/look at it that way.**

**I don't agree completely.**

**I'm not sure I quite agree with you.**

**I tend to disagree.**



**Disagreeing Diplomatically** – Phase 1

EXPRESSIONS	NOTES/STRATEGIES
<p><b>Certainly/Yes/Sure/Possibly. On the other hand</b>, we can't.</p> <p><b>That's true. However</b>, we aren't in a position to do it.</p> <p><b>That's a good point, but</b> we can't do it.  <b>You're probably right, but</b> we can't do it.  <b>You may be right, but</b> we can't do it.</p> <p><b>I appreciate your point; however</b>, it's...  <b>I can see your point; however</b>, it's...  <b>I understand your point; however</b>, it's...</p> <p><b>That's/It's fine as far as it goes.</b></p>	<p>When you want to be diplomatic, a useful strategy is to indicate partial agreement before stating your disagreement. You can use a relevant expression from the list in this section before you state your disagreement.</p>
<p><b>I have a problem with</b> that.  <b>I have trouble with</b> this point.  <b>I'm not happy with...</b>  <b>The only thing is...</b>  <b>I don't think/see...</b>  <b>I don't think so.</b></p>	<p>You can begin your statement of disagreement with one of these expressions.</p>
<p><b>I think</b> jogging or tai chi would be better.  Sometimes exercise is more effective.</p>	<p>Disagreement is frequently expressed simply by stating a new idea, often an alternative. The content indicates disagreement with what was said.</p>
<p><b>No. Not unless</b> you can find space to do it.  <b>I can't agree unless</b> you can find space to do it.</p>	<p>These expressions indicate agreement depends on certain conditions. Note that these are quite direct statements of disagreement.</p>
<p><b>I differ with you about</b> what motivates people.  <b>I tend to disagree.</b>  <b>I have to disagree.</b>  <b>I disagree.</b></p>	<p>These are direct, or the least diplomatic, expressions.</p>

## Expressing Views For and Against – Phase 1

You already know that you can identify statements **in favour of** or **against** something because they are introduced by words like these:

for	not in favour of
against	support
pro	oppose/ be opposed to
con	happy about
in favour of	unhappy about

However, sometimes these clues are omitted. Then you have to pay careful attention to the choice of words made by the speaker or writer.

Some words give us a clue because they refer to concepts that no one favours;  
e.g. **nightmare, abuse, threat**.

Similarly, other words refer to concepts that are generally favoured;  
e.g. **clear, relevant, effective, powerful**.

Use clues like these, together with the contexts in which they appear, to help you identify which side a speaker (or a writer) is taking.

Here are some expressions used to indicate support for or opposition to an idea.

### SUPPORT

**I'm for** an amusement park.  
**I'm in favour of** an amusement park.

**I support** an amusement park.  
**I back** an amusement park.  
**I approve of** an amusement park.

**I like that idea.**

**The main advantage of** an amusement park **is (that)** it'll provide jobs.

Lots of people will enjoy it. (The content of this statement indicates support.)

## OPPOSITION

**I'm against** an amusement park  
**I'm not in favour of** an amusement park  
**I'm opposed to** an amusement park

**I oppose** that idea.  
**I disapprove of** that idea.  
**I dislike** that idea.  
**I don't like** that idea.  
**I can't go along with** that idea.  
**I that idea.** that idea.

**The main disadvantage of** an amusement park **is (that)** it's tacky.

**There are better uses for the land.** (The content of this statement indicates opposition.)

## Getting More Information/Clarification – Phase 1

### GETTING MORE INFORMATION

**Can you tell me more about it.**

**Can/Could/Would you explain** some of the advantages?

**Could you expand on** that point?

**Can you give me an example of** the new procedures?

**What (exactly)** are the implementation plans?

**Why** have they chosen that approach?

**When** will it be implemented?

**Where** did you find out about all this?

**How many** people will be affected?

**How much** will the whole thing cost?

**How long** will implementation take?

**How far** will this system go in addressing our real problems?

### GETTING CLARIFICATION

Do you mean (+ paraphrase) a reorganization?

**What do you mean by** "restructuring"?

**I have a question about** the implications.

**I'm not clear about** the possible repercussions.

**I don't understand what** the advantages are.\*

**I don't understand why** they reached this decision.\*

**I don't understand where** the cost reductions will be.\*

**I don't understand how** the whole thing will work to anyone's benefit.\*

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\* Note that these expressions use indirect question word order.

**Hedging/Stalling** – Phase 1

EXPRESSIONS	NOTES/STRATEGIES
<b>HEDGING</b>	
<b>It/That depends on</b> a number of things. <b>Well, it certainly is</b> a complex issue. <b>There are always two sides to every question.</b> Or you can make a general comment that is specific to the situation: <b>That kind of meeting is really tough.</b>	Instead of answering a question directly, you can hedge by making a general comment about the situation.
<b>I really can't</b> answer that. <b>I really couldn't</b> say. <b>I'd rather not</b> talk about it. <b>I'm not free to</b> comment on that. <b>I'm not sure I can</b> give more details.	These expressions imply that, either because of personal preference or because of someone else's wishes, you are unable to say anything more.
<b>STALLING</b>	
<b>I'm not sure I'm ready to</b> act yet. <b>I'm not sure we're ready to</b> say yet. <b>It's too early to</b> say. <b>Let's put it on hold for now.</b>	These expressions focus on the need for more time. They can be used for hedging as well as stalling.
<b>This/It needs more thought.</b> <b>I'll have to think it over.</b> <b>Let me get back to you.</b> <b>Can I get back to you?</b>	If you use these expressions to gain time, you place the focus on the need for more thought or information.

## Hypothesizing – Phase 1

When a hypothetical situation refers to **present** or **future** time, the verbs and modals are used in the **subjunctive** which looks like the past tense. Using the subjunctive informs your listener that you are talking about a situation which is either completely imaginary or unlikely to occur.

### QUESTIONS

**What if** the government completely **banned** all private cars?  
**What would** people do **if** they **couldn't drive** to work?  
**What would happen** **if** people **had to use** public transportation during the week?  
**How would** people react **if** they **weren't allowed to drive** to work?  
**What (would happen)** **if** everyone **had** to work from home?

**Suppose** everyone **had** to work from home.  
**Let's say that** everyone **had** to work from home.

Hypothetical statements usually contain two clauses or parts; a clause introduced by **if** or an equivalent which contains the hypothesis, and a clause containing the main verb which states the consequences of the hypothetical situation. Like hypothetical questions, hypothetical statements use the **subjunctive**.

### STATEMENTS

**If** we only **got** one month of snow a year, life **would be** much easier.  
**If we lived** in a warmer climate, our heating costs **wouldn't be** so enormous.  
**If I were** free to move, I'd certainly **move** south.\*

**If** we **worked** at home, the winter **wouldn't seem** so long.  
**If I were** free to choose, I'd **prefer** to go to the office every day.\*

When you want to be less definite or more speculative about hypothetical situations, you can use the past form of the modals **can** and **may**, or the adverb **maybe** plus **could** or **would**, in the main clause to express hypothetical possibility. Remember that you must use the **subjunctive** in the **if**-clause and **past** forms of the **modals** in the **main** clause - i. e. **could**, **might** and **would**.

## PRESENT AND FUTURE STATEMENTS = SUBJUNCTIVE + PAST MODALS

If we wasted less paper, we **might** save some money.

If meetings **operated** differently, we **might** be able to express our views more openly.

If there **weren't** so much extra work, **maybe** we **could** meet our deadlines.

If there **weren't** so much to do, **maybe** we **would** not be so tired.

Here are some other expressions you can use:

If we **wasted** less paper, we **could (conceivably) save some money**.

If we **worked** overtime, it's (just) possible (that) we **might (conceivably) finish the job**.

If we **worked** late today, **there's a chance we could** meet the deadline.

If our meetings **were** more informal, **it could be that we'd** communicate better.

To talk about hypothetical situations in the past, use the **past perfect** verb form in the **if**-clause, and a **perfect modal** in the main clause.

## PAST STATEMENTS = PAST PERFECT + PERFECT MODALS

### IF-clause

Past perfect tense: had + past participle

If we **had known** about the volcano,

If we **hadn't gone** to Santa Rosa,

### Main clause

Perfect modal: would/might have + past participle

we **wouldn't have gone** to Santa Rosa.

we **might have missed** an incredible experience.

Remember you can also reverse the order of the clauses. Note the comma is not used.

We **would never have gone** to Santa Rosa if we **hadn't seen** that movie!

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\* In hypothetical statements and questions using the verb **BE**, English uses the subjunctive form **were**; e.g. If I **were** you,..., If she **were** here,..., If it **were** possible,... However, in everyday spoken English you will often also hear the simple past: If I/she/he/it **was**... In office writing or formal English, **were** is preferred.

## Indicating Strength of Opinions – Phase 1

Sometimes we want to do more than just express our opinions; we want to indicate how strongly we feel about an issue. Here are some expressions you can use to indicate the strength of your feelings.

### STRONGER

**There's no doubt/question in my mind that...**  
**I'm absolutely/completely/totally convinced that...**  
**I really think (that)...**  
**I believe/feel (pretty) strongly that...**

**I can't help thinking (that)...**  
**To my way of thinking...**  
**It's my feeling that...**

**I tend to think (that)...**  
**I suspect (that)...**  
**It seems /Seems to me (that)...**

### WEAKER



EXPRESSIONS	NOTES/STRATEGIES
<b>I don't "think", I know (that)...</b> <b>Without a doubt...</b> <b>I've no doubt whatsoever...</b> <b>There's no question that...</b> <b>I'm convinced that...</b> <b>I believe/feel very/quite strongly that...</b> <b>I really believe (that)...</b>	These expressions indicate that the opinion is held strongly.
<b>My gut reaction is (that)...</b> <b>I think (that)...</b> <b>I believe (that)...</b> <b>I feel (that)...</b>	These are moderate or neutral expressions.
<b>It seems /Seems (to me) (that)...</b> <b>Off the top of my head, I'd say...</b> <b>My first reaction would be to...</b> <b>If you ask me...</b>	These expressions can indicate that your feelings on the matter are not too strong. They can also be used when it is diplomatic to express your opinion with some degree of moderation.

**Justifying Actions** – Phase 1

EXPRESSIONS	NOTES/STRATEGIES
<p><b>If I had left</b> it there, it <b>would have di ed</b>.  <b>Had I left</b> it there, it <b>could/might have di ed</b>.</p>	<p>You can justify actions by giving the consequences or results of acting differently. A past unreal condition is used (past perfect in the if-clause, perfect modal in the result clause with <b>would, could</b> or <b>might</b>).</p>
<p>(<b>The reason</b> was that) I felt sorry for it.  (I did it <b>because</b>) I felt sorry for it.</p> <p><b>Given</b> the state it was in, I couldn't just leave it there.</p> <p><b>Leaving</b> it there <b>would have been</b> cruel.</p>	<p>You can give reasons to justify yourself. Often the reason is stated without any words such as <b>because (of), due to, on account of</b> or <b>the reason is/was</b>.</p>
<p>I brought it home <b>so that</b> it would have a chance.  I brought it home (<b>in order</b>) to give it a chance.</p>	<p>You can justify yourself by giving the purpose of your action.</p>
<p><b>It</b> was just a kind gesture.  Such things <b>have been done</b> by lots of others too.  <b>People</b> bring home strays <b>in order to</b> save their lives.</p>	<p>You can give consequences, reasons or purposes (as relevant) but, to take the focus away from yourself, use an impersonal subject or the passive voice.</p>

## Organizing – Phase 1

You can help your listeners understand your views by organizing them and presenting them in some sort of order.

You can simply enumerate your views.

There are **three** aspects: **first**, there's consideration for people's feelings, **second**, there's good taste and **third**, there's the example it sets.

You can also organize your ideas by order of **increasing** or **decreasing significance**.

Showing good taste is **fairly** important, and setting a good example is even **more** important, but **the most** important (**of all**) is consideration for people's feelings.

Lack of consideration for people's feelings is **the most** upsetting (**of all**), setting a bad example is **less** upsetting, and showing bad taste is **the least** upsetting.

If you are recounting events, you can help your listeners understand what you are saying by organizing the details chronologically. The words below are useful for signalling time sequence.

#### BEGINNING

First (of all),...  
At first,...  
The first...was,...  
At the outset,...  
In/At the beginning...  
To begin with,...  
To start (off) with,...  
Originally,...  
Initially,...

#### MIDDLE

Then...\*  
The second...  
Before...  
Next,...  
The next...  
After...  
Later...  
Some time / A week later,...  
At this/that point,...  
As soon as...  
When...\*\*  
Once...  
Just as...  
At the same time...  
Simultaneously,...  
Eventually...

#### END

Finally,...  
Ultimately,...  
In/At the end,...  
At last,...  
The last...

Compare these two sentences and decide which is more precise.

**When** I arrived at work, the fire alarm went off.

**Just as** I arrived at work, the fire alarm went off.

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\* **Then** gives only general information about the sequence of events. When you wish to be more precise, use expressions such as **after two years, two years later**, etc.

\*\* **When** gives only general information about the time relationships between events.

**Before** the reorganization, I was a freelancer.  
**Before** joining the company, I did contract work.  
**Before** I joined the company, I was a consultant.  
**Before** February, I worked on my own.

**After** my promotion / a few months, the company relocated.  
**After** they relocated, I left.  
**After** relocating, the company had problems.  
**After** having relocated, the company folded.

**By the time** the company folded, I had left.

**Once** I've learned DBASE VI, I'll be able to apply for more jobs.  
**Once** I learn DBASE VI, I can try for other positions.  
**Once** I had learned DBASE VI, I was able to apply for more jobs.

**As soon as** I've improved my English, I'll start my new job.  
**As soon as** I improve my French, I can take on new responsibilities.  
**As soon as** I passed the test, I started my new job.  
**As soon as** I'd passed the exam, I was given a raise.

## Persuading – Phase 1

You will be more successful when you are trying to persuade people to do something if you can provide support for your point of view.

Support can be of different kinds:

**Factual evidence:** fact and figures, examples, personal experience

**Reasons**

**Consequences**

Situation:

You want to persuade your municipality to collect the garbage twice a week.

Examples:

**facts** – Seventy-nine per cent of municipalities in the region offer twice weekly collections.

**reasons** – Accumulated garbage is smelly.

**consequences** – If you don't collect the garbage more often, we'll have problems with rats.

Consider the expressions used below to **persuade** others in a discussion of the development of a large section of urban property that has become available.

**You must admit that / You have to agree that** factories will pollute the air.

**Let's not /Don't forget that** the green space will be gone forever.

**Don't you think/agree that** the negative effects will outweigh the benefits?

**Can't I persuade you to** consider something other than factories for that land?

**I'd like to / I want to** persuade you to consider something other than a factory.

**Persuading/Insisting/Counter-Arguing** – Phase 1

You want to persuade your co-worker that a baby gift for another colleague is unnecessary. Here are some expressions you could use.

EXPRESSIONS	NOTES/STRATEGIES
<b>I still think/believe/maintain</b> we've done enough by buying gifts for the baby.	<b>Still</b> indicates you are not yet convinced.
<b>Look at it this way.</b> Some of us just can't afford it.	Present support or another perspective to reinforce your point.
<b>But</b> we've already taken him out for dinner.	Support your point of view by presenting counterarguments.
<b>In spite of /Despite*</b> your good intentions, you might be imposing on some of the people in the office.  <b>Although/ Even though*</b> your intentions are good, you might be imposing on some of the people in the office.	After <b>despite/ in spite of /although/ even though</b> refer to the other person's point(s); then follow with your own point.
(I know you want to be nice.) <b>Nevertheless/Nonetheless/Still/ Even so,</b> a gift is overkill, considering we've already taken him out for dinner and some of us already bought private gifts for the baby.	These words indicate that there may be merit in what the other person has said, but you are not convinced. Use one of these words followed by your own view or support for it.
<b>Although</b> you're really keen, <b>nevertheless, I still think</b> we've done enough.	By using several of these expressions together you can be more emphatic.
<b>Can't I persuade you to</b> forget this idea?	A negative question invites a 'yes' response.
<b>Oh, come on...</b>	Use this in informal situations.

When you have the final say:		
	<b>I insist.</b> (Enough is enough.)	This statement, used alone, is very direct.
I'm sorry/afraid,	<b>I must insist.</b> No more gifts.  you <b>must/ have to</b> stop trying to do this. you <b>can't</b> keep harping on this idea. you <b>won't be able to</b> continue this campaign of yours.	<b>I'm afraid</b> or <b>I'm sorry</b> can be used to soften your insistence or make it more tactful.
	<b>there's nothing more to be said.</b>  <b>that's all there is to it.</b>	These expressions are very firm. No more discussion can follow.

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\* **Despite** and **in spite of** are prepositions and are followed by a noun or gerund; **although** and **even though** begin clauses and are followed by a subject and verb.



**Refusing/Rejecting** – Phase 1

You want to persuade your co-worker that a baby gift for another colleague is unnecessary. Here are some expressions you could use.

EXPRESSIONS	NOTES/STRATEGIES
<b>No.</b>	This is very blunt and could give offence.
<b>No way!</b> <b>Nonsense!</b> <b>Over my dead body!</b>	These expressions are also very blunt. Use them only in informal situations and/or with people you know very well.
<b>I'm afraid not.</b>	This is a polite way of refusing. The reason for refusing is usually added.
<b>I'm sorry (but)...</b> <b>I'm afraid (but)...</b> <b>I can see your point, however,/but...</b>	These expressions can be used to introduce the rest of the expressions in this chart to make them more tactful.
<b>That's impossible.</b> <b>That's (totally) unacceptable.</b>  <b>That's (absolutely) out of the question.</b>  <b>That's not how we do it.</b> <b>That's not what we need.</b>  <b>That won't do.</b>	These express firm refusal. Because of the impersonal subject, the focus is on the idea or action, which is being refused. If you give an explanation, the expressions will make the refusal more palatable.
<b>I'm against that.</b> <b>I'm not in favour of that.</b>  <b>I/We don't agree to that.</b> <b>I/We can't go along with that</b>	These also express firm refusal. Because the subject is personal, the focus is on the speaker who is rejecting the idea or action. Here too, providing an explanation for the refusal is often a useful strategy.
<b>It's too expensive.</b> <b>That's not good enough.</b>	These expressions indicate that excess or inadequacy are the reasons for refusing.

## Suggesting Diplomatically – Phase 1

You already know many expressions for making suggestions. Sometimes, because of the situation, your role or the role or personality of the person you are talking to, it is necessary to be diplomatic when making a suggestion. Have you tried these strategies for making suggestions diplomatic?

Suggestions become increasingly diplomatic or tentative if:

- **perhaps** or **maybe** are added
- they are impersonal
- they are in question form
- modals such as **might** or **could** are used
- several of these strategies are used in combination for maximum effect

E.g. **Maybe it could** be done later, **couldn't it?**

See the next two pages for further examples and explanations.

EXPRESSIONS	NOTES/STRATEGIES
<b>We might/could</b> get more people to help. <b>You might want to think about...</b> * <b>We/You could/might consider...</b> * <b>It would/might be a good idea to...</b> <b>It might be wise to...</b>	<p>Use modal verbs to make your suggestion more tentative. <b>Would</b> is the least tentative and <b>might</b> is the most tentative. <b>Could</b> is in between the two.</p> <p>Your choice of subject affects the diplomacy of your suggestion; the subject <b>it</b> is tactful because it is impersonal. Sometimes <b>we</b> is more diplomatic than <b>you</b> because it is more inclusive.</p>
<b>Could we/you (perhaps**) consider</b> asking the membership for their views? <b>What would you think of (perhaps**) getting</b> someone to help you with administration? <b>Do you think we/you could (perhaps**) delegate</b> some of the work? <b>Would it (perhaps**) be a good idea to reorganize</b> this board?	<p>The use of a question form adds tact.</p> <p>(If you introduce your suggestion with one of the words or questions on the next page, you will be even more diplomatic.)</p>
<b>I'd like to suggest</b> gett <b>ing</b> input from everyone on this problem. <b>Could I suggest</b> learn <b>ing</b> more about managing volunteers?	<p>These expressions are more formal. Sometimes formal expressions are tactful because they put distance between you and the other person.</p>

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\* A noun or gerund is required after these verbs.

\*\* If you add **perhaps** to your question, your suggestion becomes even more diplomatic.

To make your suggestions even more diplomatic, introduce them with one of these words or questions.

#### BEFORE SUGGESTIONS USING STATEMENTS

**Perhaps...**

**Maybe...**

#### BEFORE SUGGESTIONS USING STATEMENTS OR QUESTIONS

**Could I make a suggestion?**

**If I could (just) make a suggestion?** (Use intonation to create the question.)

## Supporting an Opinion or a Point of View – Phase 1

You can use a combination of the strategies below to support an opinion.

OPINION – We're going to have to limit the availability of junk food.

### STRATEGIES FOR SUPPORT

Give **reasons**:

...because we're raising a nation of children with unhealthy eating habits.

Give **examples**:

For example, many small children have so much sugar and fat in their diet that they're overweight. Some children even have heart disease and high cholesterol by the time they are only 12 caused by what they have eaten.

Describe **experiences**:

I've watched all ages of people in the supermarket and the amount of non-nutritious foods they buy is astounding!

State **facts**:

I've read that the average intake of junk food items has gone up 25 percent.

Give **details**:

Soft drinks, chocolate bars and salty, fried snacks are the major culprits.

State **consequences**:

If we don't take some kind of action soon, we'll all end up as junk food addicts with high blood pressure.

Use these strategies whenever you want to give more weight to your opinions.

## Supporting an Opinion or a Point of View: Results – Phase 1

An effective way of supporting an opinion is to state the results which could ensue from either adopting or not adopting a certain position. Here are some expressions you can use.

**If\*** we publish a negative review of the concert, the fans will be furious.

**The result of publishing** this review could be a more discriminating audience.

**The consequence of publishing** the review might be a lawsuit.

**The effect** of it all will be a lot of publicity.

Publishing this will/may/might/could

**result in\*\*** a lot of trouble.

**cause** a lot of trouble.

**bring about\*\*** a lot of trouble.

**produce** a lot of trouble.

**lead to\*\*** a lot of trouble.

**land us in\*\*** a lot of trouble.

**get us into\*\*** a lot of trouble.

---

\* The present tense is used in the if-clause of real conditions.

\*\* These two- and three-word verbs are inseparable. Note that **us** in "land us in" and in "get us into" may vary – me, her, him, you and them are possibilities.

**Warning** – Phase 1

EXPRESSIONS	NOTES/STRATEGIES
<p><b>Never/Don't</b> miss meetings.  <b>Whatever you do, don't (ever)</b> miss meetings.  <b>No matter what, never</b> miss meetings.</p> <p><b>Be careful to</b> talk to everyone.  <b>Be sure you</b> talk to everyone.</p> <p><b>Make sure not to</b> offend anyone.  <b>Make sure you don't</b> offend anyone.</p> <p><b>Remember to</b> set a date for the debriefing.  <b>Don't forget to</b> set a date for the debriefing.</p>	<p>Imperatives and negative imperatives can be used for warnings but these are very direct and should be used only with equals, people you know very well or in informal situations.</p>
<p><b>If you don't</b> follow the rules, you <b>'ll be</b> out of a job.  <b>Unless you</b> follow the rules, you <b>'ll be</b> out of a job.</p> <p><b>If I were you, I'd</b> be sure to be on time.</p>	<p>Conditional sentences can be used for warnings. The adverse consequence gives the result of not heeding the warning.  <b>If I were you...</b> (an impossible or unreal condition using the subjunctive – "I were...") is an advice statement used as a warning. Note that it is less direct than an imperative.</p>

## Tenses – Phase 1

### TALKING ABOUT ACTIONS IN THE PRESENT AND PAST

You can use the **simple present** tense to talk about activities you do on a regular basis. Frequency adverbs such as **always**, **often**, **sometimes** and **never** are used to indicate the habitual nature of these activities.

You can use the **present continuous** tense to talk about what you are doing at the time of speaking. The words **now**, **at present**, **at the moment** are often used or understood.

You can use the **simple past** tense for actions started and completed in the past. Time words such as '5 years **ago**', '**last** year', '**in** 1999', are often used to mark the point in time when the action occurred.

You can use the **present perfect** to talk about activities:

- in the past that you have done frequently or habitually
- that began in the past and continue into the present
- that you have just completed

**Since**, **for**, **recently**, **yet**, **already**, **just** are often used to show these time relationships.

You can use the **present perfect continuous** when you want to emphasize the ongoing nature of past activities that have a link with the present time.

**For**, **since**, **recently** and **just** are often used to show this time relationship.



## TALKING ABOUT UNFULFILLED OBLIGATIONS IN THE PAST

You can use **perfect modals** to express your views about alternative course action.

They **should have**\* printed the picture on page one.

They **could have**\* printed the picture on page one.

They **ought to have**\* printed the picture on page one.

It **would have**\* been\*\* **better to** print the story and picture on page four.

It **might have**\* been\*\* **better to** print on page four.

They **shouldn't have** printed the story at all.

They **ought not to have** printed anything.

## PRONUNCIATION TIPS

VERB	ABBREVIATED FORM	PRONUNCIATION
should not have	shouldn't've (speaking only)	shood-en-ov or shood-n-ah
should have	should've (writing too)	shood-iv or shood-ah
could not have	couldn't've (speaking)	kood-en-ov or kood-n-ah
could have	could've (writing too)	kood-iv or kood-ah
would not have	wouldn't've (speaking)	wood-en-ov or wood-n-ah
would have	would've (writing too)	wood-iv or wood-ah
might not have	mightn't've (speaking)	mite-en-ov or mite-n-ah
might have	might've (writing too)	mite-iv or mite-ah
ought to have	ought to've (speaking)	ahwt-a-uv or ott-a-wa

\* In informal writing and speaking, syllables are often, if not always, reduced. **Have** becomes **'ve** (sounds much like the word 'of' or 'uv'). The **'ve** sound is further reduced in even more informal or rapid speech to a **schwa** (which sounds a lot like 'ah'), **Not** becomes **n't** (which sounds similar to the 'nt' in 'want' if you drop the 'wa').

\*\* In less formal speaking, **been** changes from what sounds like 'bean' to 'bin.'

## Vocabulary – Phase 1

You already know that you can identify statements in favour of or against something because they are introduced by words like **for** and **against** or **pro** and **con**.

### CONNOTATION OF WORDS

Other words give us a clue because they refer to concepts that no one favours.

E.g. **nightmare, abuse, threat.**

Similarly, other words refer to concepts that are generally favoured.

E.g. **clear, relevant, effective, powerful.**

Use clues like these, together with the contexts in which they appear, to help you identify which side a speaker (or a writer) is taking.

You have already been introduced to the idea that the choice of words indicates the opinion of a speaker or a writer. However, words which may be neutral in one context may have positive or negative connotations in another.

The words below are often used when people discuss the activities of the press and other media. In this context, do you think they are positive or negative? Indicate your view by writing **P** (positive) or **N** (negative) beside

_____ in the public interest	_____ tabloid
_____ screaming	_____ cover up
_____ headlines	_____ gossip
_____ condone	_____ filtered
_____ ivory tower	_____ indiscretion
_____ investigate	_____ suppress
_____ clear the air	_____ report
_____ substantiate	_____ information
_____ docile	

If you need to, discuss your decisions with your class or teacher.

## Vocabulary – Phase 1

### STRATEGIES FOR UNDERSTANDING NEW WORDS

Newspaper and magazine columnists often use colloquialisms and other colourful, idiomatic expressions to make their writing more interesting. Here are some strategies you can use when you encounter words or expressions you do not recognize.

- Try leaving the new expression out. Does the sentence still make sense?
- Identify the structure: e.g. Is the new word a noun or in a noun phrase, is it a verb or in a verb phrase, is it an adjective or adverb and so on?
- Remember that writers often use synonyms when they want to repeat an idea. Could the new word or expression be a synonym for something mentioned previously?
- Look at the immediate context. What is the rest of the sentence or paragraph about?
- Check the neighbouring words. Does the new word appear next to a qualifying word like **however**,... or a contrasting expression like **on the other hand**...? If so, you might need to think about something different from what comes before the new expression or word.
- Guess the meaning. Then verify your guess looking at the wider context. What does the rest of the article say? With your guess, does the sentence still fit?

## Vocabulary – Phase 1

### USING PRECISE WORDS

When you present yourself in words, pay attention to the verbs you choose. If you are precise, you will present your listener with a clearer picture.

Compare the impressions created by the verbs in each pair of sentences.

I <b>was</b> a clerk.	As a clerk, I <b>processed</b> travel claims and <b>recorded</b> expenses.
I <b>did</b> a lot of different things.	I <b>installed</b> computers, <b>solved</b> problems and <b>trained</b> users.
I <b>worked on</b> the budget.	I <b>analyzed</b> costs, <b>forecast</b> expenditures and <b>allocated resources</b> .

Each of the verbs in the following list gives a precise picture of different work activities. Which of them can you use to describe your work experience?

#### MAKING AN IMPROVEMENT

increase  
improve  
strengthen  
consolidate  
integrate  
transform  
reconcile  
reorganize  
revise  
restore  
renew  
revitalize  
pioneer  
reduce

#### MAKING THINGS HAPPEN

create  
design  
develop  
produce  
introduce  
initiate  
institute  
plan  
establish  
originate  
invent  
pioneer  
spearhead  
implement

#### TAKING RESPONSIBILITY

assign  
delegate  
supervise  
organize  
oversee  
lead  
chair  
manage  
head  
control

#### TRAINING OTHERS

advise  
coach  
train  
instruct  
motivate  
demonstrate  
encourage  
counsel  
guide  
act as mentor

Which other precise verbs can you think of to describe work experience?

How many of these computer-related words do you know?

archive	drive	hotline	modem	ROM
back up	e-mail	import/export	monitor	run
boot	file	input	mouse	software
crash	font	install	network	terminal
directory	format	LAN	print	troubleshoot
diskette	graphic	laptop	printer	typeface
DOS	hardware	laser	RAM	workstation