



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



TASK UNIT: SAFETY FIRST

Handling Hypothetical Questions

Objective: By the end of this task unit you will be able to express and support your views in detail re hypothetical situations and make recommendations.

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CREDITS

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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.

SAFETY FIRST

Overview

Your city council wants to respond to concerns which have been expressed about safety in the city streets. The council feels that everyone who wishes to contribute ideas should be able to do so. A contest has been announced, inviting participants to contribute ideas in two categories:

1. **Streets Ahead** – suggestions for improving safety in the city.
2. **Street Smarts** – behavioral tips to help people avoid becoming victims.

The contest is sponsored jointly by the city council, the police and several interest groups including women, children, seniors, the homeless, the poor and the physically challenged.

Your group has decided to enter the contest.

You will be working with the following functions:

- **Talking about hypothetical situations**
- **Making recommendations**

You will be working with the following structures:

- **Past unreal conditions**
- **Frequency adverbs**
- **Perfect modals**

You will be working with the following vocabulary:

- **Crimes and criminals**

You will be working with the following strategies:

- **Giving detailed explanations**
- **Supporting your views**

Analyse Your Activities

Before you begin the first task, look at Study 1 below.

STUDY 1

VOCABULARY

Below and on the next page, you will find some vocabulary which will be useful in the activities which follow.

Look at the words and put a checkmark beside any that you don't know. These are words for people who might cause you concern on the street, at your workplace or in your home.

- | | | | | |
|------------------------------------|--------------------------------------|--|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> assailant | <input type="checkbox"/> drug dealer | <input type="checkbox"/> peeper | <input type="checkbox"/> rubbie | <input type="checkbox"/> attacker |
| <input type="checkbox"/> druggie | <input type="checkbox"/> pickpocket | <input type="checkbox"/> street person | <input type="checkbox"/> beggar | <input type="checkbox"/> junkie |
| <input type="checkbox"/> pimp | <input type="checkbox"/> john | <input type="checkbox"/> street walker | <input type="checkbox"/> prostitute | <input type="checkbox"/> bum |
| <input type="checkbox"/> thief | <input type="checkbox"/> kidnapper | <input type="checkbox"/> prowler | <input type="checkbox"/> vagrant | <input type="checkbox"/> burglar |
| <input type="checkbox"/> mugger | <input type="checkbox"/> purse | <input type="checkbox"/> voyeur | <input type="checkbox"/> crook | <input type="checkbox"/> murderer |
| <input type="checkbox"/> rapist | <input type="checkbox"/> snatcher | <input type="checkbox"/> derelict | <input type="checkbox"/> panhandler | <input type="checkbox"/> robber |
| | <input type="checkbox"/> wino | | | |



These verbs describe the activities of some of the people listed on the previous page.

- | | | | |
|-------------------------------------|--|---|---------------------------------------|
| <input type="checkbox"/> abduct | <input type="checkbox"/> come after | <input type="checkbox"/> maim | <input type="checkbox"/> rob |
| <input type="checkbox"/> accost | <input type="checkbox"/> follow | <input type="checkbox"/> molest | <input type="checkbox"/> skulk |
| <input type="checkbox"/> annoy | <input type="checkbox"/> hassle | <input type="checkbox"/> murder | <input type="checkbox"/> stalk |
| <input type="checkbox"/> assault | <input type="checkbox"/> harass | <input type="checkbox"/> pester | <input type="checkbox"/> steal |
| <input type="checkbox"/> batter | <input type="checkbox"/> injure | <input type="checkbox"/> pinch | <input type="checkbox"/> swarm |
| <input type="checkbox"/> beat | <input type="checkbox"/> intimidate | <input type="checkbox"/> prowl | <input type="checkbox"/> take hostage |
| <input type="checkbox"/> bother | <input type="checkbox"/> kidnap | <input type="checkbox"/> pursue | <input type="checkbox"/> terrorize |
| <input type="checkbox"/> bully | <input type="checkbox"/> lie in wait for | <input type="checkbox"/> rape | <input type="checkbox"/> threaten |
| <input type="checkbox"/> burglarize | <input type="checkbox"/> lurk | <input type="checkbox"/> roam the streets | <input type="checkbox"/> victimize |

Step 1

Pair/ Dictionary search

Work with a partner. Use a dictionary to find the meaning of the words you have checked. Then group the words into three categories:

- A. people and actions that threaten your sense of security;
- B. people and actions that threaten your property; and
- C. people and actions that threaten your physical safety.

Step 2

Individual/ Complete table

Now work alone. Consider the following question.

Are there any activities you don't participate in or have given up because of safety concerns in your city?

Read the check list of activities and concerns on the next page. Check any which apply to your own life or that of your family.

CHECK LIST: CURTAILMENT OF ACTIVITIES

	CONCERN						
ACTIVITY	Begging	Verbal abuse	Theft – personal/ auto/etc.	Robbery with violence	Rape	Murder	Other (please explain)
Using public transit (daytime)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using public transit (evenings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using public transit (after midnight)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking home from bus at night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using public garages after dark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shopping (downtown street)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shopping (downtown mall)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shopping (suburban mall)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using community playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using community ball park/tennis courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using public swimming pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreational walking downtown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreational walking residential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreational walking urban park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cycling – bike paths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Camping – provincial parks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Camping – private campgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Camping – wilderness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 3

Pair/Discuss

Work with a partner. Discuss your responses to the check list. You may find Study 2 useful in your discussion.

STUDY 2

EXPLAINING

When you want to discuss something in depth, you can use these strategies to expand your explanations:

- you can **use precise vocabulary**
- you can **give details**
- you can **give examples**
- you can **give reasons**
- you can **describe results**
- you can **make analogies**

Do you ever feel that you or others are in danger when out and about in your city, in your own neighbourhood, at home, travelling to and from work or at work?

Do you feel that any of the people below cause problems for you, your family or your friends in areas of your city where you would like to, or need to, go?

- ☐ older children
- ☐ teenagers
- ☐ street people
- ☐ casual urban criminals (e.g., joyriders)
- ☐ professional urban criminals (e.g., burglars, drug-dealers, pimps)
- ☐ rapists, child molesters and other sociopaths

Which types of urban crimes are you, your family and your friends most afraid of?

Step 4

Class/Discuss

Discuss your responses to the check list and to questions 4, 5 and 6 above with the whole class.

Decide What You Would Do

Step 1

Individual/Read

Look at the activities listed below.

- | | |
|--|-----------------------------------|
| allowing your children to run errands | picnicking in the park |
| allowing your children to walk to school alone | sunbathing in the park |
| allowing your children to go to the park alone | swimming with strangers |
| allowing your children to play in the yard | taking evening courses |
| allowing your children to play on the street | taking some short cuts when alone |
| answering the door to casual callers | using public transport at night |
| carrying more cash | using your car less |
| helping people in trouble | walking to and from work |
| jogging late at night | walking in the park |
| leaving your front door unlocked | wearing different clothes |
| leaving bikes in the front yard | wearing valuable jewelry |
| living right downtown | other ideas of your own |

Before you begin, read Study 3 on the next page. You may find it helpful. Then read the following question.

If cities were declared safe, which of these activities would you do or do differently?

Step 2

Pair/Discuss

Now discuss this question with your partner.

STUDY 3

TALKING ABOUT HYPOTHETICAL SITUATIONS

Do you remember the tenses to use when you are talking about hypothetical situations, and which tense belongs in which clause?

Use the **subjunctive**, which looks like the **simple past** tense, in the *If*-clause, and the **conditional** in the main clause. For example:

If I **felt** the streets were safe, I **'d go** for a walk last thing at night.

Note the **subjunctive** form of the verb BE in the *If*-clause; was is also heard. For example:

If it **were** less dangerous out there, I **'d have** more fun!

Remember that you can reverse the order of the two clauses. For example:

I **'d go** for a walk last thing at night if I **felt** the streets were safe.

Note that a comma is not used if the hypothetical result or main clause comes first.

See Appendix, page [A-23](#) for more information on hypothesizing.



Compare Your Responses

Step 4

Pairs, class / Discuss

Compare your responses with those of another pair. You may find Study 4 useful for your discussion.

STUDY 4

SUPPORTING YOUR VIEWS

An additional strategy for supporting your views is to **tell anecdotes**.

You can describe your own experiences, or those of people you know. You can also **repeat stories** you have read in the newspaper or heard about on radio or TV.

See Appendix, pages [A-37](#) and [A-38](#), for more strategies for supporting your views.

A: IDENTIFY PROBLEMS IN YOUR NEIGHBOURHOOD

Step 1

Pair/ Discuss, make notes

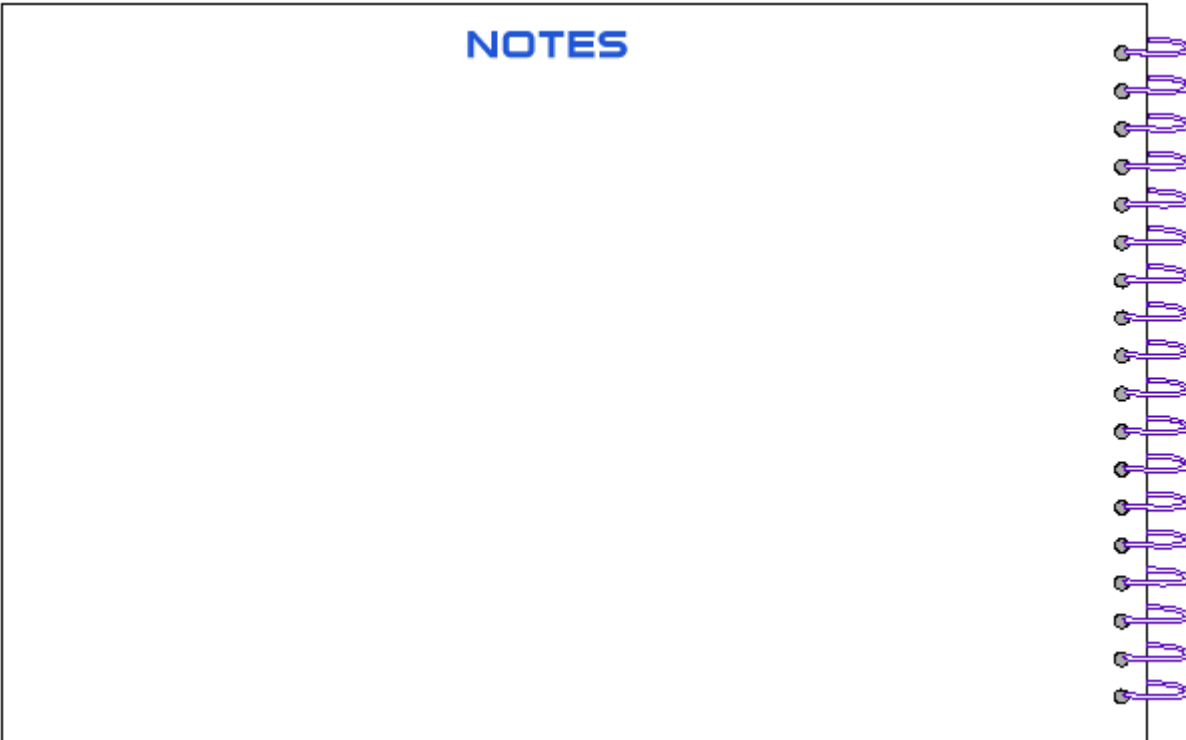
Work with your partner.

Think about your city or your immediate neighbourhood. From your experience, what do you think the main problems are which make people limit their activities?

Write your ideas in the space on the next page.

NEIGHBOURHOOD PROBLEMS

NOTES



B: FIND SOME SOLUTIONS

Step 2

Pair/Discuss

Together, evaluate the following solutions which have been implemented by local authorities and other public bodies:

- One local bus company has instructed its drivers to let female passengers get off the bus near their homes after 9:00 p.m., even if it is between stops. Male passengers are not allowed to get off at the same time.
- Some bus companies operate a program similar to the Block Parent program; anyone (adult or child) who feels threatened can get on any bus and the driver will radio for help.
- Some bus, train and subway stations are monitored by video cameras.
- For people at risk (e.g. abused spouses), alarm buttons which communicate directly with the police are available in some areas.
- Some municipalities have removed shrubbery around empty lots, public parking lots and bike paths.
- Some new buildings are designed without recessed doorways or dark corners where muggers could lurk.
- Some college campuses have an escort service to accompany people to their cars if they have to work late.

Would any of these approaches be useful in your area?

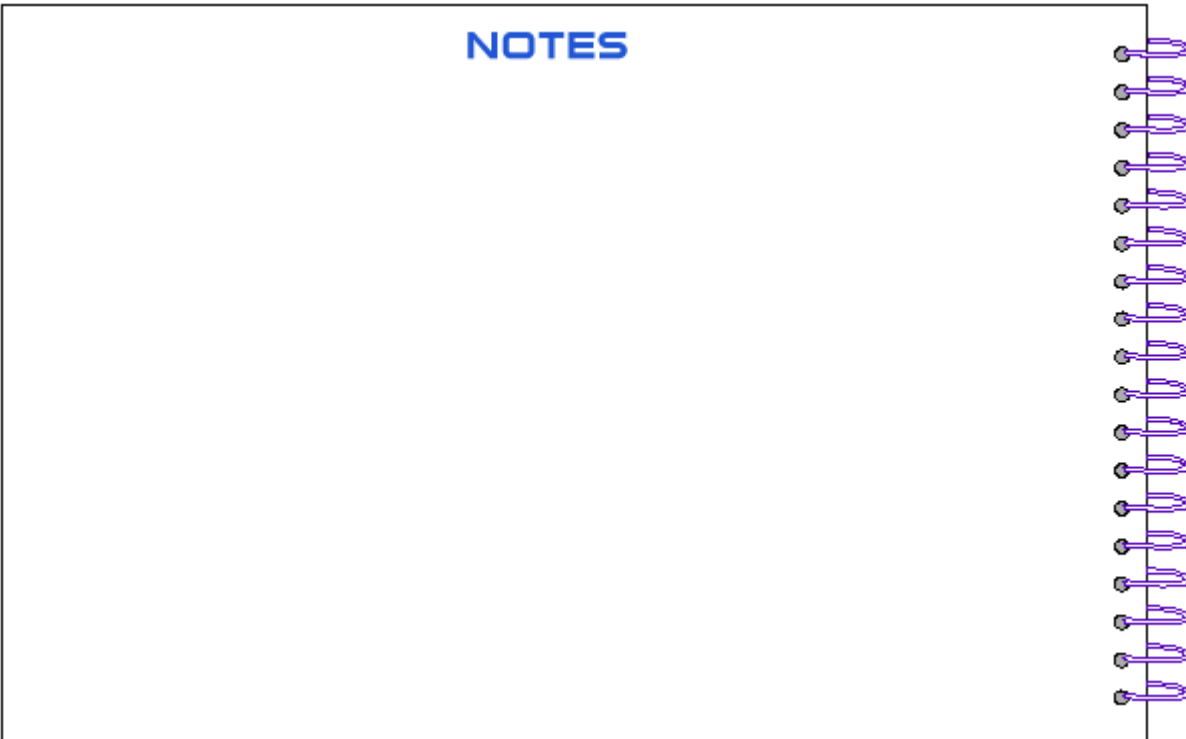
Step 3

Pair/ Discuss, take notes

Brainstorm other ideas for addressing your particular problems.

Take notes in the space on the next page.

Use the notes when preparing your contest entry.

A spiral-bound notebook is shown from a top-down perspective. The notebook is white with a black border. The word "NOTES" is printed in blue, bold, capital letters in the upper right quadrant of the page. The spiral binding is on the right side, consisting of a series of purple loops. The page is otherwise blank.

Step 4

Pair/Write

With your partner, prepare three recommendations for improving safety in the city to submit for Part 1 of the contest – **Streets Ahead**. See PRACTICE 3, page [3-25](#).

Complete the Street Smarts Quiz

Step 1

Individual/Quiz

Work alone. Think about this question:

Are you doing all you can to protect yourself from the dangers on your city streets or in your neighbourhood?

The 12 quiz questions on the next few pages will help you to evaluate your own **Street Smarts**. For one question, there are two correct answers.

STREET SMARTS QUIZ

1. You want to protect your home against casual burglars. You only have \$20 to spend. Which of the following items should you buy?
 - a. ☐ a large dog dish
 - b. ☐ a whistle
 - c. ☐ a toy gun
2. You are at home alone. A stranger comes to your door. What should you do?
 - a. ☐ ask "What's your name and what do you want?"
 - b. ☐ call out loudly "It's OK, guys, I'll get it..."
 - c. ☐ say "Just wait till I put the dog in the basement..."
3. The elevator arrives. You don't feel good about getting into the elevator with one of the people inside. What should you **not** do?
 - a. ☐ use the stairwell
 - b. ☐ wait for another elevator
 - c. ☐ get in anyway since there are other people inside
4. You are in an elevator. You notice that one of the passengers is looking at you. Where should you move to?
 - a. ☐ near another passenger
 - b. ☐ near the door
 - c. ☐ near the button panel
5. If you are threatened in an elevator, what should you do first?
 - a. ☐ press all the buttons
 - b. ☐ press the button for the next floor
 - c. ☐ press the emergency stop button

6. What is the most useful protection against a mugger?
 - a. ☐ an umbrella
 - b. ☐ a money clip holding a \$20 bill
 - c. ☐ a can of Mace or pepper spray
7. Which of the following actions puts you most at risk?
 - a. ☐ getting into a car with a stranger
 - b. ☐ letting a stranger into your house
 - c. ☐ making conversation with a stranger at a bus stop or in the supermarket
8. If you carry a shoulder bag, how should you wear it?
 - a. ☐ in front of you, on top of your coat
 - b. ☐ in front of you, under your coat
 - c. ☐ behind you, under your coat
9. When you are in your car, where should you keep your purse or briefcase ?
 - a. ☐ in the trunk
 - b. ☐ on the seat beside you
 - c. ☐ on the floor under your knees
10. You are involved in a minor collision in a strange city at night. Which of the following procedures meets all legal requirements without endangering your safety?
 - a. ☐ get out of the car to show your documents to the other driver
 - b. ☐ don't get out, but open your car window to show your documents
 - c. ☐ show your documents through the closed car window
11. You are held up at gun point, and no-one else is around. Which of the following actions is least risky for you?
 - a. ☐ try to get the gun
 - b. ☐ run away immediately
 - c. ☐ call for help
12. Your attacker knocks you to the ground. How should you fight back?
 - a. ☐ kick with your feet
 - b. ☐ butt with your head
 - c. ☐ punch with your fists

First complete the quiz, then turn to page B-3, ANSWERS, to check your answers with what the police suggested. Do you agree with all of their suggestions? Go to "Discuss Your Experiences" on the next page if you did not agree with their suggestions.

Discuss Your Experiences

Step 2

Group, class /Discuss

Work with a small group or the whole class. Discuss the questionnaire, your responses and opinions, and any other safety precautions you take.

You may find the frequency adverbs in Study 5 useful for your discussion.

STUDY 5

TALKING ABOUT REPEATED ACTIONS

You already know that for habitual or repeated actions, English uses the present tense together with frequency adverbs like *always*, *often*, *sometimes*, *rarely* or *never* or expressions that give these meanings.

How many other frequency adverbs and expressions with similar meanings do you know?

always/often

usually
generally
normally
invariably
without exception
as a rule
mostly
frequently
regularly
on a regular basis

sometimes

occasionally
periodically
now and then
now and again
from time to time
once in a while

rarely/never

once in a blue
moon
once in a month of
Sundays
seldom
infrequently
hardly ever
when Hell freezes
(over)

PRACTICE 1: ONCE IN A WHILE

In this activity you will practise using a variety of frequency adverbs.

Step 1

Group/Prepare

Work with a small group, preferably three people.

Materials

9 index cards (or 3 cards for each group member no matter what size the group is)
one piece of paper for each group member

Preparation

Number the index cards from 1 to 9 (or to the number you are using according to the size of your group).

Distribute the cards randomly among the group. You should each receive 3 cards if you are in a group of three members.

Step 2

Individual/Write

Procedure

1. On your piece of paper, list the card numbers 1-9 (or the numbers you are using). Note the numbers of your own cards. You will need to know them for the second part of the activity.
2. Now think of three things you **always or often** do, three things you **sometimes** do and three things you **rarely or never** do.
3. On each card, write down the following three statements. The statements should all be true:
 - one of the things you always or often do. Use one of the *always/often* frequency adverbs or expressions from page 3-16;
 - one of the things you sometimes do. Use one of the *sometimes* frequency adverbs or expressions from page 3-16;
 - one of the things you rarely or never do. Use one of the *rarely/never* frequency adverbs or expressions from page 3-16.

Use a different frequency adverb for each statement. You will have written nine statements, so you will need to use nine different adverbs.

Don't let anyone see what you have written.

Look at the following cards for examples of statements you could write:

1. I **never** wear green.

I **occasionally** lose my temper.

When I go out, I **invariably** forget something.

2. I **hardly ever** wear a tie.

Once in a while I watch game shows on TV.

I **regularly** miss my bus.

3. I **seldom** arrive early for class.

From time to time, I try to give up smoking.

I **always** walk to work.

Step 3

Group/Game

Fold your cards so that your statements cannot be seen. Place all the cards in a pile.

Decide who will begin. You will take turns picking a card and reading out the statements.

When it is your turn

- Pick up a card. If it is your own card, don't let the others know.
- Read out the number and the three statements.
- If the card was not one of yours, try to guess who wrote the statements you have just read out. Write the name on your piece of paper beside the appropriate card number.

When you are listening

- On your piece of paper, beside the appropriate number, write the name of the person you think wrote each set of statements you hear.

When the activity is finished

- Together, share your guesses about the authors of each set of statements. How well do you know your classmates?

Step 3

Group, class/Discuss

Now discuss your own experiences in threatening or frightening situations. You may need to use the perfect modals in Study 6.

STUDY 6

TALKING ABOUT PAST ADVISABILITY

You can use perfect modal verbs to talk about events which happened in the past.

Scenario: The other evening I went to the bank machine, and there were four young guys outside. I'm sure they were watching me....

When you want to talk about **past advisability**, use these perfect modals.

I **should have checked** before going up to the machine.
I **ought to have checked** before going up to the machine.

I **shouldn't have gone** alone.
I **ought not to have gone** alone.

When you want to talk about **past possibility**, use this perfect modal.

I **could have been** mugged.

When you want to talk about **past unreal conditions**, use these perfect modals.

If I'd **had** any sense, I **wouldn't have spent** all my cash that morning.

If I'd **thought** about it, I **would have taken** the dog.
If I'd **thought** about it, I **could have taken** the dog.
If I'd **thought** about it, I **might have taken** the dog.

Step 4

Class/ Explain, describe

Take turns explaining how you got into difficult situations and describing what you did to cope. You may wish to take notes on good ideas to use in preparing your contest entry for the **STREET SMARTS** part of the contest. Use the **NOTES** space provided.



If I had thought about it, I could have avoided all this hassle by using an inside machine. Good dog, Rex!

NOTES

PRACTICE 2: EXCUSES

In this activity you will practise using perfect modals in hypothetical situations.

Materials

Several flip chart pages or plenty of space on the board.

Step 1

Class/ Read, write

Work with the whole class.

Read the situations listed below. They are all situations which might require you to make excuses:

- you were late for an important meeting
- you lost an important document
- you left a confidential file on the table after a meeting
- you failed to give a phone message to a colleague
- you didn't return a phone call
- you forgot your friend's birthday
- you got a speeding ticket
- you got a parking ticket
- you didn't program your new VCR correctly and missed taping the final episode of a seven-part series your family loved watching

With your class, think of other similar situations. Choose six to ten situations and write them on a flip chart page or on one side of the board.

Step 2

Pair/Brainstorm

Now work with a partner. Brainstorm as many excuses as possible which you could make for each of the situations on the board. Use perfect modals to make your excuses. Here are two examples.

- I would have taped the program if I could have remembered how to work the new machine.
- If I hadn't needed to go to the bank, I wouldn't have been late for the meeting.

Write all your excuses down on a sheet of paper.

Step 3

Pair/Choose

When you have run out of ideas, review your excuses. Choose the two or three most creative, plausible or compelling excuses for each situation.

Step 4

Class/Organize

Choose someone to act as recording secretary.

Step 5

Class/ Make excuses

For each situation, take turns presenting your best excuses to the class. The secretary will write the excuses beside or below the appropriate situation on a flip chart page or on the board.

Step 6

Class/Judge

When each pair has presented excuses for all the situations, choose the best excuse for each situation. You may decide on several different categories for the "best" excuses. For example, you could choose the most original, the most amusing or the most outrageous excuses, or the excuses most likely to be believed by your family, your colleagues, your supervisor or your manager.

Step 5

Pair/Prepare

Now work with the same partner as before. Prepare three personal safety tips for Part 2 of the **STREET SMARTS** contest.

You will be presenting your ideas to the class in the next activity. Think about how to present your ideas most effectively. You may wish to prepare a flip chart page or a graphic to accompany your presentation.

Consolidation: Choose the Contest Entries

Step 1

Class/Organize

Work with the whole class. Study 7 contains language used to give advice, make a recommendation or a suggestion.

STUDY 7

ADVISING, RECOMMENDING, SUGGESTING

When you want to give advice, make a recommendation or suggestion, you can choose from three structures.

1. You can use a **gerund**.

I suggest **improving** the lighting.
I recommend **improving** the lighting.

2. You can use a **subjunctive**.

I (would) recommend that the lights
be replaced.
I suggest that the lights **be** replaced.
My advice is that the lights **be** replaced.

3. You can use an **infinitive**.

My advice is **to replace** them with halogen lights.
I (would) advise you **to replace** them with halogen lights.



See Appendix, pages A-5 to A-8, for more information about advising, recommending and suggesting.

Choose someone to act as secretary and record the ideas on a flip chart or on the board.

Step 2

Class/ Make recommendations

With your partner, present your **STREETS AHEAD** recommendations and your **STREET SMARTS** tips.

With the whole class, select the five best ideas in each category for your contest entry.

PRACTICE 3: IF I WERE IN YOUR SHOES,...

In this activity you can practise using infinitives, gerunds and subjunctives to give advice and make recommendations.

Materials

Activity board (see below)

One six-sided die

One marker for each player (e.g. different coloured paper clips).

Step 1

Group/Prepare

Work in groups of three or four.

- Read the problem situations on the activity board. Look at the two illustrations.
- With your group, think of three other similar problem situations.
- Write your situations in the blank squares on your activity board.
- Exchange your activity board with another group.

Step 2

Group/Game

Place all the markers beneath the square marked **START**.

When it is your turn

- Roll the die. Move your marker the appropriate number of squares.
- If you land on a **PROBLEM** square, you must make up a problem and present it to the other group members.
- If you land on any other square, first read the situation aloud, then give appropriate advice for the situation.

E.g.

The parking lot for my section at work is always full by 8:00 a.m.

I have had to park in an area that really belongs to another section.

You could say:

My advice would be to tell the security guard where you've parked and why, and then to bring it up at the next Division meeting.



- In order to maintain your position, you must use either a subjunctive, a gerund or an infinitive to express your advice or recommendations. If you use a different structure (e.g. an imperative), any of the other players can move your marker back to the starting point if the mistake is noticed before the next player throws the die.

When it is not your turn

- Listen to the advice given by the current player. If the advice does not use either a gerund, an infinitive or a subjunctive, you can move the player's marker back to the starting point as **mentioned in the last point above**.
- If the current player lands on a **PROBLEM** square, listen to the problem presented. If there are any errors in vocabulary or grammar, point out the errors and give the player an opportunity to correct them. If the player can not make corrections and you can, do so and then have the player throw the die. The player goes back the number shown on the die.
- The activity ends when everyone has reached the square marked **FINISH**.

IF I WERE IN YOUR SHOES: ACTIVITY BOARD

FINISH

<p>17. The parking lot for my section at work is always full by 8:00 a.m. I have had to park in an area where I shouldn't.</p>	<p>18. PROBLEM</p>	<p>19. </p>	<p>20. I would like to be able to work longer hours and have one free day every two weeks.</p>
<p>16. My chief wants me to work overtime for the next ten weeks. I had planned to take some leave in six weeks' time.</p>	<p>15. PROBLEM</p>	<p>14. PROBLEM</p>	<p>13. My colleagues have decided to go out to lunch every Friday. I have had some heavy expenses at home and I feel I can't afford to go.</p>
<p>9. My new colleague can't stop talking. I find it very distracting.</p>	<p>10. In winter, the parking lot at work is very dark and isolated. My boss has asked me to work late for the month of January.</p>	<p>11. PROBLEM</p>	<p>12. PROBLEM</p>
<p>8. PROBLEM</p>	<p>7. </p>	<p>6. I have been offered the job of my dreams with another firm. There are rumours that the firm is in bad financial shape and may have to close.</p>	<p>5. When I came to work this morning, I noticed a colleague going through the wastepaper basket in the boss's office.</p>
<p>1. I am a junior colleague who is having problems with a co-worker who isn't contributing to the team.</p>	<p>2. My new boss wants us all to go out to lunch at a restaurant. A lot of colleagues wear cologne. The smell makes me nauseous.</p>	<p>3. PROBLEM</p>	<p>4. PROBLEM</p>

START