



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



TASK UNIT: WHAT ARE THE ALTERNATIVES?

Paraphrasing To Ensure Understanding

Objective: By the end of this task unit you will be able to explain, describe and support your opinions in order to get your point across and to paraphrase to ensure you are understood.

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CREDITS

Development and Learning Technologies Directorate
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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.

WHAT ARE THE ALTERNATIVES?

Overview

The members of your group have all been assigned to special projects. Your regular work will be performed by a considerably smaller group of people. Your replacements will be selected from among employees who want alternative work arrangements: e.g. working at home, flex-time, job-sharing or part-time work.

You have each been asked to document your work in order to identify unnecessary or duplicated tasks. You should ascertain the smallest number of employees needed to get your regular work done, and specify the types of work arrangements which would be the most appropriate for people to do your work and meet your work objectives.

With the rest of your group you will come up with a proposal for covering all the essential tasks performed by group members, using the minimum number of people while allowing for as many alternative work arrangements as possible.

You will be working with the following functions:

- **Explaining**
- **Describing**
- **Supporting opinions**

You will be working with the following structures:

- **Frequency adverbs**
- **Expressing cause and result**

You will be working with the following strategies:

- **Paraphrasing to ensure understanding**

Find Out About Alternative Work Arrangements

Step 1

Groups/Read

- Form groups of three.
- Assign a different reading to each member of the group.
- Now work alone and read your assigned text.

READING 1 *

Alternative Work Arrangements

An alternative work arrangement is any type of work set-up, other than the traditional work schedule or work place, designed to better balance the employee's work and personal life. Established types of arrangements include part-time work, job-sharing, variable work weeks, flexible hours of work, self-funded leave and telework.

The prime consideration in first determining the suitability of these arrangements and then their success must always be maintaining service to our clients. The success of these arrangements hinges on both employees and supervisors being flexible and working together to accommodate both personal and work-related needs.

✓ What do I need to consider?

The considerations for employees and those assessing employee proposals are the same. For an alternative work arrangement to be successful, there must be a good fit between the employee, the supervisor, the work arrangement itself, the job requirements and the operating environment.

These variables will only work well together if all parties involved are flexible and work together to make the arrangement a success. For example, perhaps work requirements and the environment could not accommodate a request for part-time work, but could accommodate a compressed schedule. Similarly, operational requirements or employee needs may occasionally necessitate a change in the normal day of rest from a Friday to a Monday, or a change in the days of work of a part-time employee.

Flexibility is important when considering whether you and your work situation are suitable for an alternative arrangement.

*Alternative Work Arrangements, Public Service Commission.

Employees are also encouraged to consider the degree of disruption resulting from the desired arrangement. If operational requirements can only be met through imposition on colleagues, clients and operations, employees and their managers should consider whether another arrangement might be more suitable.

✓ What are the trade-offs?

There are, naturally, trade-offs for the increased flexibility of alternative work arrangements. Benefits and costs of such arrangements depend on individual responsibilities and needs and are, therefore, different for each person, arrangement and job.

Possible trade-offs for employees include longer hours on some work days, changes to compensation and benefits, occasional flexibility to accommodate operational requirements and the effects of extended periods of absence.

Supervisors may need to change their management style and supervisory techniques to accommodate alternative work arrangements. For example, supervisors need to be more result than control oriented. A greater degree of work co-ordination may also be required and managers should ensure that expectations are clearly understood by employees, particularly with respect to work assignments and deadlines.

It is up to employees to determine whether the benefits outweigh the costs for them and then to resolve with managers whether the desired alternative work arrangement is compatible with the requirements of the position.

✓ Why would a supervisor agree?

Managers and supervisors have experienced improved employee productivity and morale, and less absenteeism with employees working under alternative arrangements. Reduced turnover may also be experienced with respect to jobs where activities are repetitive. Service improvements can also be realized in areas where time zone differences between service providers and clients have posed some problems. Further, equipment that is shared and normally idle in off hours may be more fully utilized when all employees are not working the same schedule. Similarly, alternative work arrangements can allow the matching of work hours with fluctuating work demand.

READING 2 *

✓ Part-time work

A part-time employee is one who is employed to work less than the normally scheduled daily or weekly hours of work established for a full-time employee of the same occupational group and level. Part-time employment, therefore, includes a range of possible weekly hours of work, from more than one-third normal time to anything less than the normal full-time hours per week. A *part-time employee* should not be confused with a *part-time worker* who works less than one-third normal time and is not covered under the Public Service Employment Act.

Changing from full-time to part-time employment has a significant impact on employee compensation and benefits. Some of the differences concern eligibility to contribute to the various pension and insurance plans, prorating of deductions and leave entitlements, and eligibility for pay increments. The Treasury Board Secretariat is assessing ways to make this situation more equitable. To ensure up-to-date and accurate information regarding part-time employment implications, employees should consult their Compensation and Benefits Specialist or the Staff Relations Section before requesting this arrangement.

Many PSC part-time employees have stated that they chose part-time employment to accommodate family responsibilities. One person also used this arrangement while completing her master's degree in education, working only half of the regular hours in a four-day week.

✓ Job-sharing

Job-sharing is an arrangement which usually allows two people, working part-time, to share the duties and responsibilities of one job. Accordingly, all terms and conditions of the Part-time Work Policy apply to those who are job-sharing.

One specific case of job-sharing in the Commission has worked well over the years. In this case, two employees alternate working weeks, each working one week that consists of five full work days, (Thursday, Friday, Monday, Tuesday and Wednesday) and then receiving the next five work days off. Their manager feels that even though the arrangement means a little more work, the benefits outweigh the difficulties because the employees always seem to be at their peak. The arrangement also means a little extra effort for the employees to organize and co-ordinate work; however, they feel it has allowed them to achieve more.

**Alternative Work Arrangements*, Public Service Commission.

✓ Variable work week

A variable work week is sometimes referred to as a compressed work week. This arrangement permits employees to complete their weekly hours of work in a period other than five full days averaged over a specified period. For example, someone with a normal 37½ hour week, choosing to work a cycle of one five-day week followed by one four day week would work 8½ hours per day for three days and 8¼ hours per day for six days with the tenth normal working day as a day of rest.

It should be noted that individuals on variable work week arrangements do not have to comply with the normal limits on the daily hours of work which require employees to commence working no earlier than 7 a.m. and finish no later than 6 p.m. However, these people must comply with core hour conditions which require all employees to be at work on scheduled work days between the hours of 9:30 a.m. and 3:30 p.m.

This type of arrangement has been popular since it was introduced late in 1987. Some PSC employees have adopted it to allow them to do a variety of things. For example, one employee worked the normal weekly hours in four days to permit at least one full day of rest per week while taking a weekend French-immersion course. Others have opted for one day off every two weeks to take care of personal and family-related responsibilities that can't be done on weekends. Employees with disabilities have also used variable work week arrangements to facilitate health management.

✓ Flexible hours of work

The limits for the normal working day are generally from 7 a.m. to 6 p.m. (except for employees on variable work-week schedules). Within these hours, and considering applicable collective agreements, employer policies and operational requirements, an employee's hours of work are flexible as long as the employee completes the normal daily hours of work, beginning no later than 9:30 a.m. and ending no earlier than 3:30 p.m. (core hours). For example, an individual may start at 7:00 or 9:00 a.m. and finish at 3:30 or 5:30 p.m. respectively with one hour for lunch. Once approved, an employee's hours of work are fixed; however, they can be modified with the supervisor's approval.

Collective agreements and employer policies contain specific provisions regarding lunch breaks, periods of rest, daily and weekly hours of work, and other factors affecting hours of work for the various groups. Employees should consult the appropriate source for their group or the Staff Relations Section before requesting a change to their hours of work.

In addition to the mandated factors which must be considered, people have also weighed the following factors when considering hours of work:

- hours of peak productivity;
- usual meeting times;
- degree of quiet needed to concentrate on more complex tasks;
- supervisory responsibilities;
- preference for avoiding rush-hour traffic;
- fitness club hours of operation;
- night class starting times;
- need to pick up children at day-care; and
- other commitments outside of working hours.

✓ Telework

Telework is the newest alternative work arrangement. It was introduced as a three-year pilot program by the Human Resources Development Council of the Treasury Board Secretariat on September 1, 1992. In this arrangement, employees may perform all or part of their regular work away from the official workplace. The fixed alternate work place is usually their residence.

In order to commence a telework arrangement, the following conditions must exist: it is operationally feasible; it does not result in any loss of output; it does not generate costs more than working at the office (although certain start-up costs may be permissible if they can be recouped over a reasonable period of time); the employee has voluntarily requested telework and it has been approved by management. The employee teleworking is still subject to the terms and conditions of employment or the relevant collective agreement; for example, the limits for the normal working day and the core hours already referred to must be respected.

READING 3 *

✓ Which policies apply?

The Treasury Board Personnel Management Manual, Chapter 2, Human Resources, contains policies on part-time employment, flexible hours of work, variable work-week arrangements, self-funded leave and telework. Part-time employees, who are job-sharing are covered under the Part-time Work Policy. Applicable collective agreements also contain some references to related issues. For policy references or more information, employees should contact the Staff Relations Section.

✓ How will co-workers be affected?

Employees on a regular work arrangement usually require assurance that there will be no significant impact on their own workload as a result of a colleague's alternative work arrangement. Minor changes such as taking messages or responding to simple client enquiries may be required of co-workers when employees on alternative work arrangements are not scheduled to work. Co-workers may also need assurance that their colleagues will continue to fulfil all responsibilities.

✓ How can I obtain my supervisor's approval?

...In all cases, however, approval is subject to operational requirements and is granted for a specified period of time only. For any arrangement to be successful, both parties must be comfortable with it. The employee and the manager need to communicate their particular needs and concerns, both personal and operational. Negotiating and being flexible are important.

Other considerations for success include being realistic in assessing the suitability of the arrangement, ensuring that all relevant operational requirements have been considered and assessing the impact on colleagues.

Alternative arrangements should not be taken for granted. Managers and employees must periodically review the arrangement to determine if it is still suitable. When contemplating a change of positions, employees also need to consider the requirement to renegotiate work arrangements with new managers.... Operational requirements, however, remain the prime consideration.

**Alternative Work Arrangements*, Public Service Commission.

✓ What are operational requirements?

When evaluating operational requirements, managers must take into account the following:

- maintenance of quality service to clients;
- workload patterns;
- anticipated increases or decreases in the volume of work;
- compatibility of the employee's requested alternative arrangement with that of colleagues and supervisors;
- availability of equipment and supplies;
- assurance that no additional cost including overtime or other supplementary pay will be incurred (except for acceptable start-up costs, as in the case of telework);
- impact on other employees; and
- other relevant factors.

✓ How can the common pitfalls be avoided?

The following are best practices for employees and managers to avoid the common pitfalls of alternative work arrangements.

- Clarify the terms of the arrangement, including a specific duration, and periodically review the arrangement to determine if it is still suitable.
- Post a work schedule in the office and provide the supervisor with a home phone number for emergencies (this information must be voluntary except in the case of telework).
- As much as possible, avoid holding meetings when an employee is not scheduled to work.
- Encourage communication between the supervisor and employees and between employees.
- Ensure work assignments, deadlines and other expectations are clearly understood.
- Inform office co-workers about approved alternative work arrangements and assure them that their own workload will not be affected, although some changes may be required.
- Be flexible; give and take will make the arrangement work.

Share the Information

Before you begin to tell each other about the information you have obtained from your reading, look at the STRATEGIES section below.

STRATEGIES 1

PARAPHRASING

What do you do when your listener doesn't seem to understand what you have said? One way to get your message across is to paraphrase, that is, to say the same thing using different words. You can use these techniques to reword what you have said:

1. Use more familiar synonyms.
"restrictions" instead of "constraints," or "fair" instead of "equitable"
2. Use two- or three-word verbs instead of less familiar one-word verbs.
"make (time) for" instead of "accommodate"
"make up for" instead of "outweigh"
3. Use phrases or sentences instead of one unfamiliar word.
"employees working at home" instead of "telework"
4. Change the focus.
"(We/Managers) have to put operational requirements first," instead of
"Operational requirements remain the prime consideration (for us/for managers)."
5. Use different grammatical structures.
"Your co-workers may have to make minor changes....," instead of "Minor changes may be required of co-workers...." (active instead of passive)

You can use these strategies as you share your information.

PRACTICE 1: SAY THAT AGAIN

In this activity you can practise choosing an effective paraphrasing strategy.

Step 1

Individual/Read

Work alone. Read the information below.

Decide which paraphrasing strategies would most effectively convey the meaning of the information to someone who doesn't understand it. Using your chosen strategies, write down a paraphrase for each item.

1. Excerpt from a memo concerning complaints about a government cafeteria.

CAFETERIA COMPLAINTS

Representatives from Department X are accommodated in this building and they confirm the complaint of Department Y employees that the food is not entirely up to what they consider to be standard. Insufficient quantities are sometimes served, the menu is too repetitious and the food is occasionally tainted.

Strategy:

Your paraphrase:

See **Step 2** at the bottom of this page (8-15).

2. Excerpt from an information bulletin on Fire Safety.

TEST FOR FLAMEPROOF MATERIALS

This simple match flame test should be carried out as follows:

- A sample of the material, some 935 mm², should be taken to some draft-free location where the test can be safely conducted.
- The sample is held in a position favourable to burning, and tested by application of the flame from a match, held in a horizontal position 13 mm under the sample and at a constant location, for a minimum of 15 seconds.
- There should be no ignition or flame spread over the surface although there may be some destruction of material.

Strategy:



Your paraphrase:



See **Step 2** at the bottom of this page (8-15).

3. Excerpt from an information bulletin on Holiday Season Fire Safety.

HOLIDAY SEASON FIRE SAFETY

Do not use a tree that has dried out – test twigs and needles for flexibility. Store the tree outdoors until it is to be used.

When the tree is to be erected, recut the trunk diagonally, stand the tree in water and maintain the water supply for the duration of the tree's use.

Trees handled in the above manner will achieve a moisture content equal to, and in many cases greater than, their moisture content when cut. They will stay fresh, green and safe throughout the holiday season.

Strategy:



Your paraphrase:



See **Step 2** at the bottom of this page (8-15).

4. Excerpt from a notice to employees about public service pension reform.

PENSION REFORM – Forms, time limits

If you are currently paying pension contributions as a result of a period of leave without pay, you may complete the option form at any time before the final superannuation deficiency payment. The contributions stop the pay period that follows the day you signed the option form. Please note that contributions already paid will not be refunded; this option is not retroactive. In addition, the deductions will only stop once the contributions for the first three months of the leave have been recovered....

Strategy:



Your paraphrase:



Step 2

Pair, group / Paraphrase, compare

Now work with a partner or small group. For each item, compare the strategy you chose and the paraphrase you wrote down. Decide which strategy and which paraphrase is the most effective.

Take turns giving oral presentations of your paraphrases. (You may use a cue card as long as it contains only key words, not complete sentences.)

Step 2

Group/ Summarize, ask questions

Now meet with your group. Take turns telling each other about the information in your assigned reading.

Ask each other questions if anything is not clear, and respond to any questions you can answer, either from your reading or from your own knowledge and experience of alternative work arrangements.

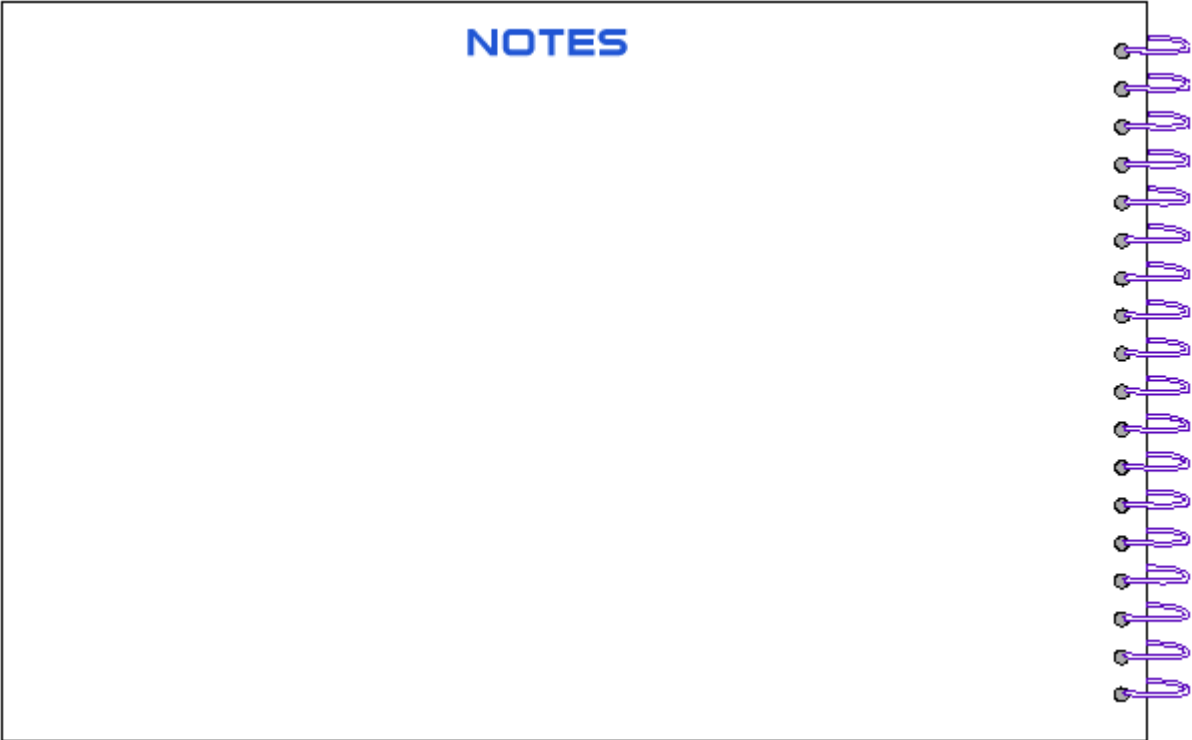
Analyse Your Work

In order to decide whether the requirements of your job could be met by alternative work arrangements, you will need to think about the tasks your job involves.

Step 1

Individual/Write

Work alone. Think about a typical day in your job. In the space that follows, list the typical tasks you perform over the course of your work. You can also use your job description as a reference document.



NOTES

Step 2

Pair, group /Discuss

Now meet with your partner or group. Together, discuss the tasks on each of your lists and establish:

- how often and at what intervals you perform each task, and
- how important each task is for your work as a whole.

You may find the expressions below and on the next page useful in your discussion.

STUDY 1A

FREQUENCY EXPRESSIONS 1

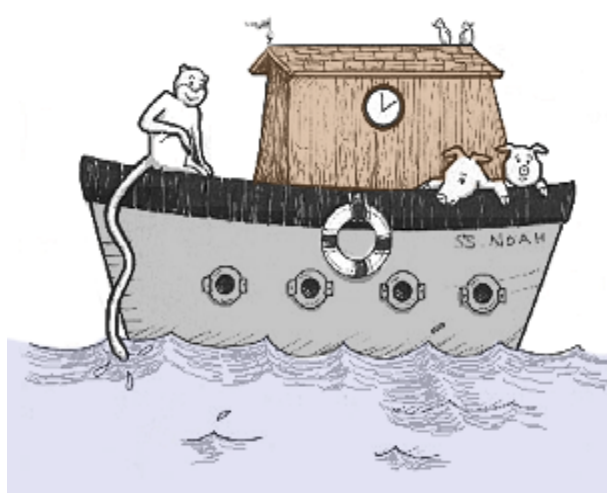
You can form frequency adverbs and adjectives by adding the suffix **-ly** to some time expressions:

yearly weekly daily*
quarterly monthly hourly

These frequency adjectives and adverbs, when used alone, carry the meaning "**once** in each time period mentioned."

"We have to submit **monthly** reports" means that you have to submit a report once a month.

"We check the levels **hourly**" means that you check the levels once every hour.



We check the levels hourly.

*Note the change to the spelling of "day" in "daily."

STUDY 1B

FREQUENCY EXPRESSIONS 2

Here are some additional frequency expressions:

biweekly/bimonthly	= every two weeks/months = twice a week/month
biannual (report)	= (report) twice a year
biennial (conference)	= (conference) every two years
semi-annual (review)	= (review) after six months
third quarter (review)	= (review) after nine months
every other (week)	= alternate (weeks)
every (three) (weeks)	= at (three-week) intervals
now and then now and again once in a while	= occasionally
every so often once in a blue moon	
once in a blue moon	
once in a blue moon	= rarely
I'm forever working late	= often/always

Step 3

Individual/ Make notes

Use the space below to make notes about the frequency and relative importance of your tasks.

TASK	FREQUENCY	RELATIVE IMPORTANCE		
		SOMEWHAT IMPORTANT	IMPORTANT	VERY IMPORTANT
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PRACTICE 2: HOW MANY TIMES?

In this activity you can practise using frequency expressions.

Materials

Activity Board below (page 8-22)
1 6-sided die.

Procedure

Group/ Ask, answer

Work in groups of at least four people.

When it is your turn

- Roll 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 then another three, you must find the square which is three across and three down: i.e "forget to go to a meeting."
- Ask any one of the other group members a question about how often he or she performs the action described in the square you have landed on. For example:

"How often do you forget to go to a meeting?"

When you are chosen to answer

- Make a statement about how often you perform the action you are asked about using a frequency expression from the lists on pages 8-17 and 8-18, or any other frequency expression you know such as:

"Oh, once in a while I forget to go." or
"Once in a blue moon I miss a meeting." or
"I never miss meetings."

...

- Your statement should be more or less true.

When you are listening

- Listen to make sure that the person who answers the question uses:
 - a frequency expression, and
 - the correct structure for the expression chosen.
- If you think you spot a grammatical error, interrupt and say so. If you can correct the error, the next turn is yours.

- If you disagree about the truth of the answer, challenge the speaker by using a different frequency expression, such as:

"But Paul, you're forever missing the Coffee Committee meetings."

Variation

You may also turn this activity into a game by deciding on criteria to use to decide whether a player scores a point or not.

Here are some possibilities:

- a time limit (e.g. 10 seconds) on thinking about what to say
- no repetition of a frequency expression used by the previous speaker
- award extra points to listeners who spot a grammatical error

ACTIVITY BOARD: HOW MANY TIMES?

	1	2	3	4	5	6
1	meet with your boss	make personal phone calls	write memos	go for a walk	lose something at home	forget your office keys
2	give training sessions	meet with a colleague	meet with a client	take a coffee break	write reports	dictate letters
3	have a meeting in your office	attend meetings in another department	forget to go to a meeting	speak English with colleagues face to face	write in English	miss deadlines
4	travel to other cities in connection with work	travel to other provinces in connection with work	read documents written in English	use English when speaking on the phone	lose something at work	leave important documents at home
5	meet with the press or media	take the bus to work	take your car to work	attend training sessions	send e-mail messages	upgrade your software
6	have lunch with your colleagues	arrive late for work	stay late at work	read professional journals	get e-mail messages	help colleagues to use the computer

Consider Some Possibilities

Step 1

Individual/Explain

Work alone. Think about the tasks and functions you perform in your job. Try to answer the following questions:

- Which tasks could still be performed under an alternative work arrangement?
- Could other functions/tasks be redistributed, combined or otherwise modified?
- Would these changes, if implemented, reduce or increase costs?

Before you discuss your ideas with your partner or group again, read STUDY 2 that follows for some ways to support your opinions.

STUDY 2

SUPPORTING YOUR OPINIONS

You can support your opinions about a proposed course of action by suggesting possible positive or negative consequences.

You already know several expressions for talking about causes and results. Here are some more two- and three-word verbs you can use.

1. To express cause:

The new approach should **bring about** some improvements in service.

The new approach should **lead to** some improvements in service.

Making these changes might **give rise to** a few problems.



The new approach should lead to some improvements in service

2. To express result:

We might **be landed with** more problems than ever.

But we could **end up with** a leaner operation.

This experiment will **end in** disaster, I'm sure.

Nothing good can **follow from** this crazy scheme.

Nothing good can **come of** this crazy scheme.

Nothing good can **come from** this crazy scheme.

3. You can use these synonyms for the noun "result:"

Some people say that the **upshot** will be total chaos.

Some people say that the **outcome** will be total chaos.

See Appendix, page [A-38](#), for more result expressions.

PRACTICE 3: CAUSES AND EFFECTS

In this activity you can practise using two- and three-word verbs in sentences which describe causes and effects. Work in groups of three.

Materials

Cards below (page 8-27)

Paper for each student to keep a note of points earned

Step 1

Preparation

For each group, photocopy two copies of page 8-27 and cut out the cards.

If you wish, you may increase the minimum number of sentences each group member will have to make before the activity ends. (See Step 8 below.)

Decide who will have the first turn.

Step 2

Group/ Play game

Procedure

Shuffle the cards and deal out two cards to each group member. Place the remainder face down in the centre of the group. Look at *your* cards. Do not show them to anyone else.

ROUND 1

When it is your turn

1. If the words on your cards **do not** form a two-word verb, take an additional card from the top of the pile. If you still do not have a complete verb, place your cards beside you, face down, so that no one else can see them. The turn passes to the next person.
2. If your two or three words **can** form a two- or three-word verb, place the cards face up, in the correct order, beside you.
3. Use your verb to make a **grammatically correct statement of cause or result**.
4. If your sentence is acceptable to the other group members, you win the total points on your cards. Make a note of your score.
5. Return your winning cards to the bottom of the pile. You may now take the same number of new cards, i.e. two or three, so that you still have three cards in your hand. The turn now passes to the next person.

ROUND 2

When it is your turn

6. If, in Round 1, you were **not** able to form a verb with the cards in your hand, you may now exchange any one, two or all three of the cards. Place the cards to be exchanged at the bottom of the pile. Now pick the same number of replacement cards from the top of the pile. If you can now form a verb with your new cards, continue as in steps 2-4.
7. If you still **can't** form a verb, the turn passes to the next person.
8. The activity ends when everyone has formed and successfully used at least three verbs.

NOTE: The same verb may be used any number of times, but each time the speaker must come up with a new sentence.

GAME CARDS

come	follow	end	end	landed
Points: 7	Points: 7	Points: 5	Points: 5	Points: 7

bring	lead	give	rise	be
Points: 5	Points: 5	Points: 5	Points: 7	Points: 7

about	to	to	with	with
Points: 4	Points: 3	Points: 3	Points: 4	Points: 4

in	from	up	of	be
Points: 3	Points: 3	Points: 4	Points: 4	Points: 7

Step 2

Pair, group / Support opinion

Now meet with your partner or group. Discuss your ideas and decide whether it would be feasible to adapt each person's work tasks to alternative work arrangements, with or without modifications. Decide which alternative arrangements would work best. The group must be satisfied that each member's essential work will get done under the new arrangements you propose.

Step 3

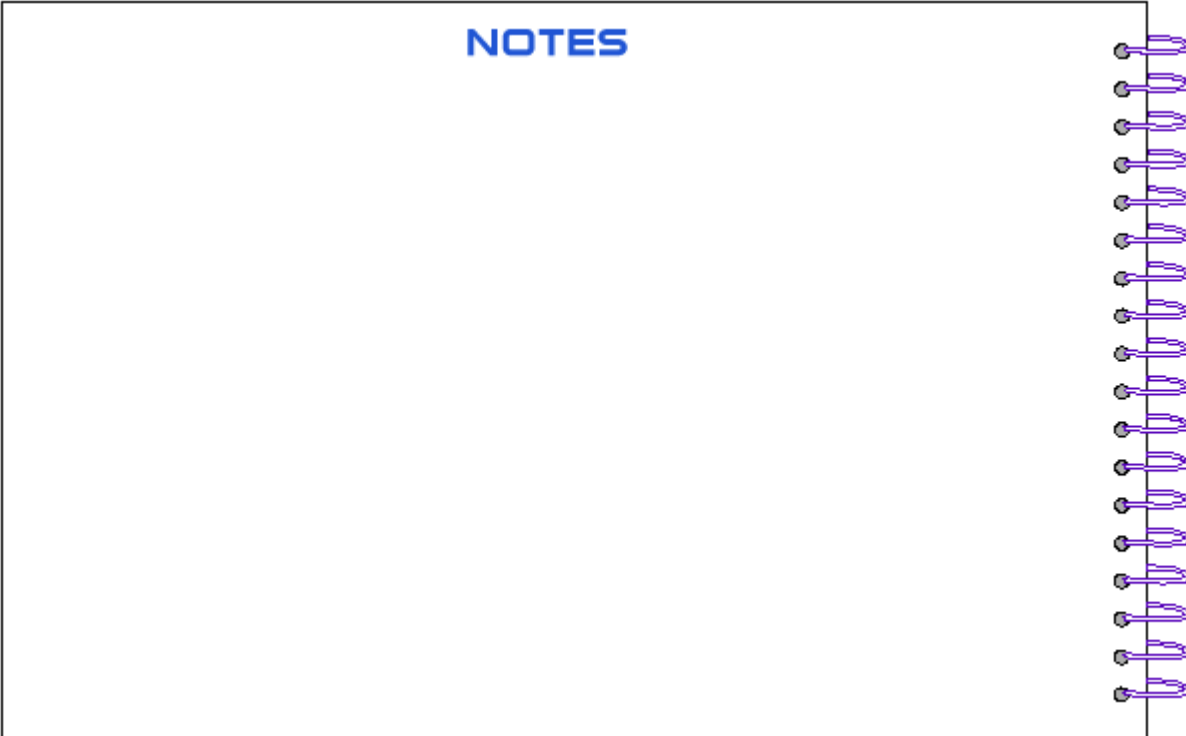
Individual/ Make notes

Write down your conclusions about your own work tasks in the box below.

YOUR NAME: _____ YOUR			
JOB: _____			
TASK	ARRANGEMENT	MODIFICATION REQUIRED	
		Nil	Type
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>

Make a Decision

Meet with the entire class. Use your decisions about your own work tasks to decide on the minimum number of people and kinds of alternative work arrangements that would be necessary to cover the regular work of the whole group.



NOTES