



École de la fonction
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Canada School
of Public Service

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



Explaining/Describing

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Credits

Development and Learning Technologies Directorate
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Introduction

PURPOSE

The purpose of *Interaction Canada: Phase 3 Level C* is to provide you with many opportunities to practise the functions, grammar and strategies you learned in the first two phases of the program.

DESCRIPTION

This book is divided into five sections, one for each Second Language Exam (SLE) objective:

- Explaining/Describing
- Supporting Opinions / Defending Points of View
- Counselling/Advising
- Handling Hypothetical Questions
- Handling Complex Work-Related Situations

In addition, an appendix lists exponents for each of the functions mentioned in the sections.

Each activity section consists of an introductory page and 20 independent activities. Each activity contains four boxes.

The first box presents a situation, drawn from work or personal life, which will allow you to practise one of the SLE objectives. The next two boxes present functions and grammar to use in each activity. The functions are also found in the appendix. The fourth box presents vocabulary.

In separate files you will find Templates, a Feedback sheet and a Self-Performance Checklist that should be adapted to your needs, then printed or copied and used with each of the activities. The templates allow you and your teacher to set target language for each practice of a situation. Feedback sheets are used to monitor your progress and help you to focus on areas to improve. The checklist is provided to help you assess how well you believe you have mastered the functions, grammar and vocabulary focussed on in each activity.

Interaction Canada: Phase 3 Level C is designed for maximum flexibility. You can use it in many different ways. Each SLE objective section and each activity is independent; you can work on any one without having completed work on any of the others. This means that you can choose your own route through the materials; for example, you might want to focus only on those sections dealing with the SLE objectives which are difficult for you; within those sections you could work on any or all of the situations in the order they are presented or in any order you choose.

In addition, you are encouraged to adapt any situation to bring it closer to your own experience.

The activities are designed for use with a *partner*. In each activity, you could be either the major or the minor speaker. Specific instructions for the major speaker appear in each situation; general instructions for the minor speaker appear only in the introductory part to each section (see note later for more detail).



To get the most out of each activity, you may wish to tape the interaction and later review the tape to pin point where you need improvement.

PERFORMANCE OBJECTIVES

The activities are designed to give you practice speaking with the proficiency and fluency consistent with the performance standards for Level C. In specific terms, this level of performance requires you to:

- use precise vocabulary to convey exact meaning;
- link sequences of events in time;
- link facts in logical sequence;
- link sentences effectively to convey complex ideas;
- discuss a broad variety of topics;
- expand on topics with ease.

At the same time, you are expected to:

- hesitate rarely, except for ideas;
- have natural delivery;
- understand readily and accurately what is said to you;
- be easily understood.

Since all the activities could be performed at a B level of proficiency, it is up to you to make the extra effort required to bring your performance up to a C level. Use the above information to guide your planning, performance and subsequent self-evaluation of each activity you tackle.

A reminder of Level C performance standards appears on the introductory page of each section.

HOW TO PROCEED

Find a partner. With your partner choose a situation and decide who will be the major and minor speakers. Partners can be a native speaker or your teacher during one-on-one oral interaction practice sessions.

MAJOR SPEAKER:

The approach you choose at this point depends on your learning style.

1. To begin you may prefer to prepare each step carefully, following these steps:

- think about the situation;
- discuss the possibilities with your partner;
- study the functions listed:
 - decide which functions you will focus on and set them as targets on your template;
 - check the appendix for exponents and add them to your template;
- study the grammar listed:
 - decide which structures you will need and note them on your template;
 - review these structures, if necessary;

- study the vocabulary listed:
 - decide which words you will use and set targets on your template;
 - think of any other words you might need or want to use and add them to the template;
- if you decide to record, turn on your tape recorder;
- do the activity with your partner.

When you are finished:

- if you recorded the activity, listen to your recording;
- analyze your performance, using the evaluation checklist to determine your strengths and weaknesses;
- (if you have done the activity as a one-on-one with your teacher, he or she should give you feedback using the Feedback sheets);
- try to improve any weaknesses:
 - check the appendix for additional exponents for the functions you need;
 - review any necessary grammar;
 - review any necessary vocabulary.

You can redo each activity as many times as you feel you need to. Modify the situation to make it more interesting. Change your language targets on your template. Add functions and vocabulary to help you improve your performance and keep the activity interesting and challenging.

Now REPEAT the activity and see if you can do better this time.

2. You may also want to deep-end an activity from time to time (i.e. attempt the activity without preparing first), follow these steps:
 - think about the situation;
 - glance at the functions, grammar and vocabulary;
 - if you decide to record the activity, turn on your tape recorder;
 - do the activity with your partner.

Again, repeat the activity until you feel you are comfortable and happy with the result.

Minor speaker:

You will take the part of the secondary person in the situation. This person may be the boss, a colleague, a friend, an interviewer or a workshop participant.

Your job is to help your partner speak English at the Level C standard.

The introductory page for each SLE section provides suggestions for eliciting more language from your partner.

Study this page while your partner prepares. If you need to review exponents for the functions listed on this page, turn to the appendix pages for those functions.

TEMPLATES AND FEEDBACK SHEETS FOR STUDENTS AND TEACHERS

Situations can be used as they are presented in Phase 3 or adapted using a template to better reflect the students' realities. The templates for Phase 3 are intended to give students and teachers the opportunity to customize each suggested situation for oral interaction practice to each student's real-life situation and language needs. Students and teachers should select target functions, grammar and vocabulary to practise rather than try to do everything suggested in each situation in Phase 3. Situations can be used several times by readapting them and by adding to or changing the target language for each additional practice.

For a first practice, students and teachers should both have a copy of the template of the situation and the targeted language. Students use their sheet as a “cheat sheet” to remind them to include the language they have targeted. For a second practice, perhaps on another day, another sheet could be developed including some of the original targets that need the most practice plus a few new ones. For a third or any subsequent practices, only the teacher would have a copy of the template; the student would now rely on memory and knowledge.

Feedback sheets are intended to give students an idea of how well they did during their practices and to point out areas for improvement. Space is provided for general comment as well as for targeted functions, grammar and vocabulary.

On the next few pages you will find examples of two templates and one feedback sheet for a situation from EXPLAINING AND DESCRIBING.

Students and teachers are encouraged to adapt templates and feedback sheets to fit student's needs. Print the sheets for use during one-on-one oral interaction practice sessions.

Student: _____

Date: ____/____/____

SITUATION: (WRITE YOUR OWN SITUATION OR COPY AN ADAPTED SITUATION HERE):

FUNCTIONS YOU MAY WISH TO USE: CHOOSE THE FUNCTIONS YOU WANT TO FOCUS ON FOR DESCRIBING PRESENT REPEATED ACTIONS.

GRAMMAR: CHOOSE THE GRAMMAR YOU WANT TO TARGET FOR THIS PRACTICE.

VOCABULARY: CHOOSE VOCABULARY YOU WISH TO PRACTISE.

Student: _____

Date: ____/____/____

SITUATION: COPY OR WRITE THE SITUATION IN THIS BOX.

Language function 1: _____

• _____

Language function 2: _____

• _____

Language function 3: _____

• _____

Language function 4: _____

• _____

Language function 5: _____

• _____

• _____

Language function 6: _____

• _____

• _____

Some useful **expressions and vocabulary** in this context

Some **relevant facts** about this situation

Feedback Sheet

Student: _____

Instructor: _____

Date: ____/____/____

Language Used	Misuse/No use	Some problems	Okay	Comments
Language Functions				
Vocabulary				
Tenses				
Modals				
Connectors				
Prepositions				
Conditions				
Comparatives				
Gerunds and Infinitives				
Other				

INSTRUCTIONS

Ask your partner to help you by taking the minor role in the activity and by doing some or all of the following:

- asking for clarification
- paraphrasing to check understanding
- using direct and indirect questions to:
 - get more information
 - ask for examples
 - ask for details
 - ask for reasons

LEVEL C PERFORMANCE STANDARDS

You need to:

- use precise vocabulary to convey exact meaning;
- link sequences of events in time;
- link facts in logical sequence;
- link sentences effectively to convey complex ideas;
- discuss a broad variety of topics;
- expand on topics with ease.

You are also expected to:

- hesitate rarely, except for ideas;
- have natural delivery;
- understand readily and accurately what is said to you;
- be easily understood.

Don't forget! It is up to you to make the extra effort required to bring your performance up to a C level. Use the above information to guide your planning, performance and subsequent self-evaluation of each activity you tackle.

ORIENTING AND INTEGRATING

SITUATION:

You are responsible for orienting and integrating new employees. You are going on training. Describe in detail to your replacement what is usually done in your work unit to make new employees feel welcome and become productive team members. You can use your own experience as a source of ideas. If you feel more should be done, explain in detail what this should be.

FUNCTIONS YOU MAY WISH TO USE:

Describing present repeated actions

Expressing:

- necessity
- obligation
- possibility
- advisability

Giving:

- reasons
- results
- examples
- details
- facts

Advising/ Advising against

Suggesting



GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, present perfect

Modals: *should, ought to, have (got) to, could, may, might*

Imperative/ Negative imperative: *do, don't do*

Frequency adverbs: *always, usually, never*

Prepositions:

reason: *for the sake/benefit of, in light of*

example: *like, such as*

purpose: *for the purpose of, with the object of, with the intention of*

reference: *concerning, with an eye to*

Connectors:

reason: *because, since, as*

result: *so...that, so, as a result*

time: *as soon as, until, whenever*

purpose: *so that, in order that*

example: *for instance/example*

sequence: *first, then, next, after, after that*

addition: *in addition, as well, furthermore*

Subjunctive: *It is important that they fit in.*

Causative: *Get them to feel at home.*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

assist (someone) with
fill out/in
find out
get along with
get acquainted with
get used to
help (someone) with
integrate
participate in
set up
take part in

Adjectives:

comfortable with
compatible with
familiar with
accustomed to
liable to
relevant to

Idioms:

from the word go
right off the bat
When in Rome, do as the Romans do.

EMBARRASSING SITUATIONS

SITUATION:

You and your colleague are discussing embarrassing experiences. Describe in detail the most embarrassing situation you have had to deal with at work and explain why it was embarrassing to you. Think about mistakes, unintentionally giving offence, unintentionally revealing confidential information, receiving a public reprimand, saying the wrong thing, forgetting to do something important,....

FUNCTIONS YOU MAY WISH TO USE:

Narrating past events or actions

Describing past situations

Expressing:

- necessity
- possibility
- impossibility
- ability
- past obligation

Giving:

- reasons
- causes
- results
- examples
- details

Expressing negative feelings

Reporting what others said

Hypothesizing



Jon: Aren't you going to the party?
Thom: What party?

GRAMMAR WHICH MAY ARISE:

Tenses: simple past, past continuous, past perfect, past perfect continuous

Modals: *had to, could, might, would/could/should/might have*

Prepositions:

reason: *for fear of, in view of, on the strength of*

time: *previous to, within, throughout*

opposition: *regardless of, notwithstanding*

example: *like, such as*

Connectors:

reason: *because, since, now that, as long as*

time: *while, by the time, since, until, as soon as, as long as, whenever*

result: *so...that, so, therefore, as a result*

opposition: *though, even though, although, nevertheless*

Reported speech: *She said she would be early.*

Condition: past unreal

Comparative intensifiers: *too..., not...enough*



I thought you said 500!

VOCABULARY YOU MAY WISH TO USE:

Verbs:

accuse (someone) of (something)
apologize to (someone) for (something)
argue with (someone) about (something)
be supposed to
be used to
blame (someone) for (something)
fight for/against
forget about
laugh at
ridicule

Adjectives:

disappointed in
exhausted from
guilty of
humiliated
irritated with
irritating
jealous of
mad at
mortified
upset with

Idioms:

don't/didn't have a leg to stand on
get caught red-handed
catch (someone) red-handed
in over (one's) head
(don't) let the cat out of the bag
put (one's) foot in (one's) mouth

ACCOMPLISHMENTS

SITUATION:

You and your colleagues are discussing what you have accomplished at work. Describe in detail something you accomplished and explain why you are proud of it. This could be a task you completed, an event you organized, a problem you solved, a change you implemented, a procedure you streamlined,...(Note that it need not be anything "earth shattering").

FUNCTIONS YOU MAY WISH TO USE:

Narrating past events or actions

Describing past situations

Expressing:

- ability
- necessity
- possibility
- impossibility

Giving:

- reasons
- details
- results

Expressing positive feelings

Hypothesizing

GRAMMAR WHICH MAY ARISE:

Tenses: simple past, past continuous, habitual past (*used to /would + VERB*), past perfect, past perfect continuous

Modals: *could, would, had to, might, would/could/should have*

Prepositions:

time: *subsequent to, within, by*

reason: *on the strength of, for the benefit of, by reason of*

opposition: *despite, in spite of*

Connectors:

time: *once, by the time, as long as, whenever, the first/next time*

reason: *because, since*

result: *so...that, so, as a result*

purpose: *so that, in order that*

opposition: *though, although, nevertheless*

Infinitive of purpose: *(in order) to*

Comparatives: *bigger, more productive*

Condition: past unreal

Causative: We *got* everyone *to co-operate*. We *made/had* everyone *brainstorm* and we *got* the work *finished* on time.

VOCABULARY YOU MAY WISH TO USE:

Verbs:

come up with
count on
cut down on
do away with
face up to
prevent (someone) from
protect (someone) from
stand up for
stop (someone) from
take care of

Adjectives:

associated with
committed to
conscious of
convinced of
dedicated to
fed up with
known for
opposed to
qualified for
responsible for

Idioms:

(went) to bat for
by trial and error
Nothing ventured, nothing gained.
stick (one's) neck out
Where there's a will, there's a way.

CORPORATE CULTURE

SITUATION:

Your friend has been offered a position in your branch and has asked you what it is like to work there. Describe in detail the corporate culture of your workplace. Think about values, level of formality, hierarchical relationships, tolerance of difference, levels of freedom and control, written or unwritten dress codes, who eats lunch with whom and where,....

FUNCTIONS YOU MAY WISH TO USE:

Describing present ongoing situations

Giving:

- examples
- details
- reasons

Telling anecdotes

Expressing:

- necessity
- advisability
- possibility
- impossibility

Comparing

Contrasting

GRAMMAR WHICH MAY ARISE:

Tenses: simple present

Modals: *would, can, must, have (got) to, should*

Prepositions:

example: *such as, like*

reason: *for the sake of, in view of, for the benefit of*

opposition: *despite, in spite of, counter to*

manner: *in conflict with, in conformity with, by way of*

reference: *on the matter of, concerning, with respect to*

Connectors:

example: *take...for example, let me give you an example*

reason: *because, since*

result: *as a result, therefore, so*

opposition: *although, even though, nevertheless, yet*

addition: *in addition, as well*

Comparatives: *bigger, more friendly*

Condition: past unreal

Causative: *I got everyone to co-operate. I made/had them brainstorm. I got the work finished on time.*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

appear
believe in
care about
claim
committed to
face up to
insist on
pretend
profess
seem

Adjectives:

aware of
challenging
dedicated to
fond of
incompatible
inclined to
keen on
nurturing
outstanding
strict

Idioms:

call the shots
Don't rock the boat!
pay lip service to
put (one's) finger on it
put two and two together

DIFFICULT SITUATIONS

SITUATION:

You and your colleagues are discussing difficult situations at work. Describe in detail the most difficult situation you have had to deal with at work and explain what made it difficult. Think about tasks, problems, co-workers, bosses, clients, deadlines, technical glitches,....

FUNCTIONS YOU MAY WISH TO USE:

Narrating past events

Giving:

- reasons
- examples
- details
- causes
- results

Expressing:

- necessity
- possibility
- impossibility
- ability
- past obligation

Expressing negative feelings

Hypothesizing

GRAMMAR WHICH MAY ARISE:

Tenses: simple past, past continuous, habitual past (*used to /would + VERB*), past perfect, past perfect continuous

Modals: *could, might, had to, would/could/should/might have*

Prepositions:

example: *such as, like*

reason: *because of, on account of*

opposition: *despite, in spite of*

Connectors:

example: *for instance; take..., for example*

reason: *because, since*

result: *as a result, therefore, so*

opposition: *although, even though, on the other hand, nevertheless, yet*

addition: *one more..., another, in addition*

Comparative intensifiers: *too..., not...enough*

Condition: past unreal

Causative: *I got everyone to come. I got the work done. I made everyone co-operate. I had the work completed on time.*

Subjunctive: *It was vital that the chief help.*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

couldn't help (gerund)
hint at
keep up with
look down on
own up to
put up with
preach about
quarrel about
struggle with
walk out on

Adjectives:

ashamed of
complex
determined to
fed up with
incompatible with
intent on
involved in
obsessed with
suspicious of
tired of
uneasy with

Idioms:

between a rock and a hard place
handle (someone) with kid gloves
skating on thin ice
weigh the pros and cons
wouldn't touch it with a ten-foot pole
up against a brick wall

TIME MANAGEMENT

SITUATION:

Your colleague is always complaining about never having enough time to get everything done during the work day. Describe several techniques that you use to manage your time and explain why they work for you. Think about techniques such as establishing routines, setting priorities, delegating, scheduling,....

FUNCTIONS YOU MAY WISH TO USE:

Describing:

ongoing situations
repeated actions in the present

Expressing:

necessity
advisability
possibility
impossibility
ability

Advising/ Advising against

Giving:

examples
details
reasons
results

Hypothesizing

Comparing

Generalizing

Suggesting



GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, present perfect

Modals: *must, have to, can, could, should, ought to, may, might*

Connectors:

example: *take..., for example; for example*

result: *so...that, so, as a result, therefore*

reason: *because, since*

sequence: *first, then, next*

addition: *in addition, as well*

Prepositions:

example: *like, such as*

reason: *because of, on account of*

Condition: present real

Comparative intensifiers: *too..., not...enough*

Imperative/ Negative imperative: *set, do not go*

Base form: *Why not limit breaks?*

Ed-participle: *Have you considered...?*

Gerund: *How about putting tasks in priority?*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

allow for
attend to
catch up on
clean up
concentrate on
get used to
get into the habit of
get through
keep up with
make/take time to
make up
pay attention to
put off
put aside
schedule in
take care of

Adjectives:

amazed at
convinced of
impressed by
pleased with
relieved

Idioms:

find a happy medium
get the hang of it
give (oneself) a break
start from scratch

TECHNIQUES FOR WINDING DOWN

SITUATION:

Your colleague is always complaining about not being able to unwind at the end of the day. Describe several techniques which have worked for you in helping you to wind down after a hard day, and explain why they work for you. Think about techniques such as exercise, taking a hot shower, chatting with friends, spending time with your children, listening to music, reading, watching TV, spending time on hobbies,....

FUNCTIONS YOU MAY WISH TO USE:

Describing:

- ongoing situations
- repeated actions in the present

Expressing:

- necessity
- advisability
- possibility
- impossibility
- ability

Advising/ Advising against

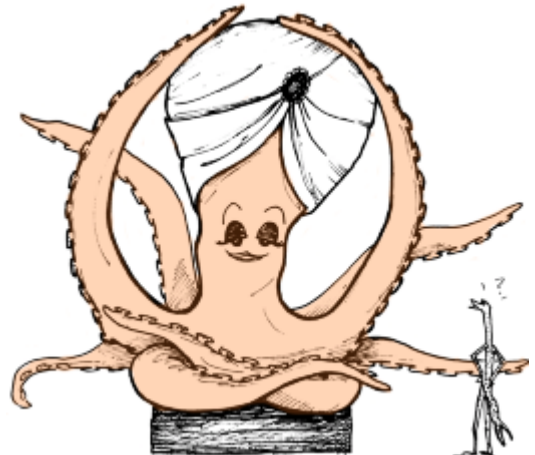
Giving:

- examples
- details
- reasons
- results

Suggesting

Generalizing

Hypothesizing



Unwinding is easier said than done.

GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, present perfect

Modals: *must, have (got) to, should, ought to, may, might, could, can*

Frequency adverbs: *always, usually, sometimes, never,...*

Connectors:

example: *let me give you an example*

result: *so...that, so, as a result, therefore*

reason: *because, since*

sequence: *first, then, next, finally*

addition: *in addition, as well*

Prepositions:

example: *like, such as*

manner: *without*

reason: *in view of, for the sake of*

Condition: present real

Imperative/ Negative imperative: *chat, don't sit*

Base forms: *Why not exercise?*

Ed-participle: *Have you considered...?*

Gerunds: *How about jogging?*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

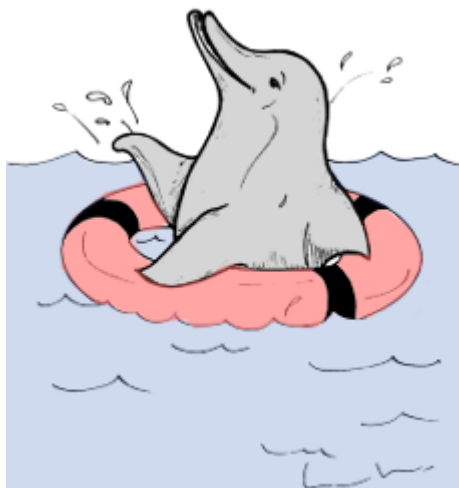
aim at
allow for
arrange for
come up with
figure out
get away from
interfere with
look after
look into
shut out
tune out

Adjectives:

brisk
drained
exhausting/exhausted (from)
exhilarating/exhilarated
fatigued
invigorating/invigorated
overtired
refreshing/refreshed
sapped
stimulating

Idioms:

If worse comes to worst,...
Last but not least,...
(It's) easier said than done.
In the long run,...
Put your feet up.



Have you considered just floating around?

DOWNSIZING PROBLEMS

SITUATION:

One of the units in your division has been closed. You have just been informed that your unit will now do the work of both units. Describe in detail to your boss the possible problems this arrangement may create. Think about overtime, existing workload, quality of work, employee burnout, employee morale,....

FUNCTIONS YOU MAY WISH TO USE:

Describing:

- ongoing situations
- future events

Expressing:

- necessity
- possibility
- impossibility
- ability

Giving:

- examples
- details
- reasons
- results

Comparing



We're already over-extended

GRAMMAR WHICH MAY ARISE:

Tenses: *going to-future, will-future, present habitual; present perfect*

Modals: *must, have (got) to, might, may, could, can*

Connectors:

example: *for example/instance, let me give you an example, take...*

result: *so...that, so, as a result, therefore*

reason: *because, since*

opposition: *although, even though, yet, nevertheless*

addition: *in addition, as well*

Prepositions:

example: *like, such as*

reason: *for lack of, in the light of, in view of, by reason of*

opposition: *for all, with all, regardless of*

addition: *in addition to, as well as, besides*

reference: *in light of, through lack of, by virtue of*

Infinitive of purpose: *(in order) to*

Comparative intensifiers: *too..., not...enough*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

bring about/on
complain about
contribute to
forget about
get out of
keep up with
over-extend
put up with
run into
suffer from
take advantage of

Adjectives:

averse to
capable of
counter-productive
fed up with
guilty of
inferior to
overworked
shoddy
sloppy

Idioms:

(It's) the last straw.
(This plan will) add insult to injury.
(We'll have to) cut corners.
(We're already) snowed under.
(Won't you) give us a break?

WORK UNIT PROBLEMS

SITUATION:

All employees have been invited to identify problems facing their work units. Explain in detail the most serious problems facing your work unit, and describe what is being done to cope with the problems. Think about reduced staff, limited resources, increased responsibilities, unrealistic expectations, lack of team spirit, cliques, uneven work performance, backbiting,....

FUNCTIONS YOU MAY WISH TO USE:

Describing:

- ongoing situations
- repeated actions in the present
- past actions/events

Expressing:

- necessity
- possibility
- impossibility
- ability
- past obligation

Giving:

- examples
- details
- reasons
- results

Hypothesizing

GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, present perfect, simple past, past continuous, habitual past (*used to /would + VERB*), past perfect, past perfect continuous

Modals: *must, have (got) to, should, ought to, might, may, could, can, should have*

Frequency adverbs: *always, usually, never*

Connectors:

time: *as long as, until, once*

example: *let me give you an example*

result: *so...that, so, as a result*

reason: *because, since*

opposition: *even though, although*

addition: *in addition, as well*

Prepositions:

example: *like, such as*

reason: *from lack of, for fear of, for the benefit of*

opposition: *for all, with all, regardless of*

manner: *in conformity with, in defiance of, without*

Infinitive of purpose: *(in order) to*

Comparative intensifiers: *too..., not...enough*

Conditions: present real and unreal

VOCABULARY YOU MAY WISH TO USE:

Verbs:

feel like
get down to
get over/beyond
hide from
keep quiet about
live up to
stand up for
object to
prohibit from
quarrel about
rely on
(never) seem to

Nouns:

accountability
morale
paperwork
under-staffing
workload

Adjectives:

accused of
blamed for
dependent on
devoted to
disappointed in
exposed to
guilty of
obsessed with
opposed to
suspicious of

CHAIRING MEETINGS

SITUATION:

Your colleague has been asked to chair a committee, and has asked you for tips. Describe in detail what you do, both as chair and participant, to ensure that meetings are productive. Think about the purpose of the meeting, who should attend, what should be on the agenda, how to keep speakers on topic, how to ensure participation, how to control speakers, how to cover the agenda,....

FUNCTIONS YOU MAY WISH TO USE:

Describing:

- ongoing situations
- repeated actions in the present

Expressing:

- necessity
- advisability
- possibility
- impossibility
- ability

Advising/ Advising against

Giving:

- examples
- details
- reasons
- results

Telling anecdotes

Hypothesizing

Generalizing

Enumerating

Suggesting

GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, present perfect

Modals: *must, have (got) to, should, ought to, may, might, could, can*

Connectors:

example: *for example, for instance*

result: *so...that, so, as a result, therefore*

reason: *because, since*

opposition: *although, even though, yet, nevertheless*

addition: *in addition, as well*

Prepositions:

example: *like, such as*

reason: *for the sake/benefit of*

opposition: *despite, regardless of*

exception: *apart from, except for, with the exception of*

Infinitive of purpose: *(in order) to*

Condition: present real

Imperative/ Negative imperative: *talk, don't sit*

Base forms: Why not *set* limits?

Ed-participle: Have you *considered*...?

Gerund: How about *limiting* input?

VOCABULARY YOU MAY WISH TO USE:

Verbs:

call on
check on
deal with
focus on
get away with
include (someone) in
participate in
pass over
pay attention to
provide for
run away with
stop (someone) from (gerund)

Nouns:

ground work
group dynamics
insubordination

Idioms:

call the shots
draw the line
get out of hand
have a show of hands
keep the ball rolling
mean business



O.K. now, pay attention to the time limit, and...go!

YOUR FIELD OF WORK

SITUATION:

Your friend is interested in entering your field. Describe in detail the qualifications (professional and personal), training and experience required, as well as opportunities for employment, advancement and personal satisfaction.

FUNCTIONS YOU MAY WISH TO USE:

Describing:

- ongoing situations
- repeated actions in the present

Expressing:

- necessity
- advisability
- possibility
- impossibility
- ability

Advising/ Advising against

Giving:

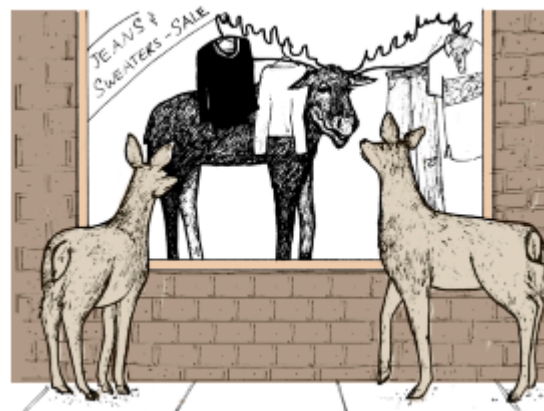
- examples
- details
- reasons
- results

Hypothesizing

Enumerating

Generalizing

Focussing



He's certainly got what it takes!

GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, present perfect

Modals: *have (got) to, had better, should, ought to, may, might, could, can*

Connectors:

example: *for example/instance, take...*

result: *so...that, so, as a result*

reason: *because, since, as*

opposition: *although, even though, on the other hand, yet*

purpose: *so that*

addition: *as well, in addition, furthermore*

Prepositions:

example: *like, such as*

reason: *for the sake of, in light of*

opposition: *regardless of, for all*

manner: *with, without*

exception: *apart from, short of, except for*

Infinitive of purpose: *(in order) to*

Condition: present real

VOCABULARY YOU MAY WISH TO USE:

Verbs:

be cut out for
be cut out to be
be on top of
get along with
have a working knowledge of
keep up with
pick up
put up with
stay on top of
tackle
tune in to

Nouns:

follower
individualist
leader
network
self-starter
team player

Adjectives:

knowledgeable about
prepared to
proficient in
self-reliant
self-disciplined

Idioms:

(be) a shoo-in
(be) in the running
have it made
have what it takes
stand a chance

CAREER CHANGE

SITUATION:

You are being interviewed by a career counsellor about a career change. Describe in detail your education, training and work experience to date. Remember to include any relevant volunteer experience. Explain why you want to change careers and which fields you would like to explore.

FUNCTIONS YOU MAY WISH TO USE:

Describing:

- ongoing situations
- past situations

Narrating past events or actions

Expressing:

- necessity
- possibility
- impossibility
- ability

Giving:

- examples
- details
- reasons
- results

Telling anecdotes

Talking about experiences



I need a change!

GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, present perfect, simple past, past continuous

Frequency adverbs: *always, rarely, never,...*

Modals: *have to, might, could, can*

Connectors:

example: *take..., let me give you an example*

result: *so...that, so, as a result, therefore*

reason: *because, since, as*

opposition: *although, even though, nevertheless*

sequence: *first, then, next, finally*

addition: *as well, in addition*

time: *by the time, until, once, as long as*

Prepositions:

example: *like, such as*

reason: *in light of, on the strength of, for the sake of*

opposition: *in spite of, regardless (of), for all*

manner: *in conformity with, with*

time: *during, within, throughout, by, from, until, prior to, subsequent to*

Infinitive of purpose: *(in order) to*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

adjust to
apply for
appreciate (gerund)
apprentice
avoid (gerund)
help out with
hope to
plan to
regret (gerund)
rely on
resent (gerund)
train

Nouns:

computer literacy
influence
mentor
team player
training

Adjectives:

eager
reliable
self-disciplined
self-motivated
trustworthy

Idioms:

can't make ends meet
I've had it with
in a rut
made a name for myself
turns me on

AMUSING EXPERIENCES

SITUATION:

You and your colleagues are discussing amusing experiences. Describe in detail the most amusing situation you have experienced at work and explain why it was amusing. Think about mistaken identities, saying the wrong thing, forgetting to do something, the personality quirks of employees or supervisors,....

FUNCTIONS YOU MAY WISH TO USE:

Describing past situations

Narrating past events

Expressing:

- necessity
- possibility
- impossibility
- ability

Giving:

- examples
- details
- reasons
- results

Reporting what others have said

Generalizing



She's clowning around!

GRAMMAR WHICH MAY ARISE:

Tenses: simple past, past continuous, habitual past (*used to /would + VERB*)

Frequency adverbs: *occasionally, seldom, rarely*

Modals: *have (got) to, might, could, can*

Connectors:

example: *for example, for instance*

result: *so...that, so, as a result*

reason: *because, since*

opposition: *although, nevertheless, yet*

sequence: *first, then, next, finally*

time: *as soon as, by the time, whenever, once*

Prepositions:

example: *like, such as*

reason: *on account of, because of*

opposition: *despite, in spite of*

time: *during, within, throughout, by*

Reported speech: *She said she would do it.*

Passive voice: *The joke was not well received.*

Causative: *We made them apologize; I had them clean up; I got them to laugh.*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

banter
clown/fool around
kid
tease

Nouns:

gag
irony
laughter
practical joke
prank
sense of humour
trick

Adjectives:

absurd
bizarre
distorted
hilarious
ludicrous
slap-stick
warped
witty
wry

Idioms:

have/get the last laugh
in stitches
keep a straight face
laugh one's head off
pull (someone's) leg

WORK AFTER LANGUAGE TRAINING

SITUATION:

Your language training is almost over. Describe in detail to your fellow students what you will be doing when you return to work and any problems you anticipate. Explain how your new English language skills will be of use, and how you intend to maintain these skills.

FUNCTIONS YOU MAY WISH TO USE:

Talking about future plans and intentions

Expressing:

- necessity
- advisability
- possibility
- impossibility
- ability

Giving:

- details
- reasons
- results

Hypothesizing

Generalizing



Tune in to what's happening at the office.

GRAMMAR WHICH MAY ARISE:

Tenses: *will-future, going to-future, future continuous*

Modals: *have to, should, ought to, may, might, could, can, had better*

Connectors:

result: *so...that, so, as a result*

reason: *because, since, as*

opposition: *even though, nevertheless, on the other hand*

sequence: *first, then, next, finally*

purpose: *so that*

addition: *as well, in addition*

time: *as soon as, by the time, until, once, as long as, while*

Prepositions:

reason: *on account of, because of*

opposition: *despite, in spite of*

manner: *by, with, without*

time: *during, till, throughout*

Infinitive of purpose: *(in order) to*

Condition: present unreal

VOCABULARY YOU MAY WISH TO USE:

Verbs:

assess
assist
be briefed on
brush up on
catch up on
collaborate with
confer with
find out about
focus on
look for
meet with
monitor
practise
tune in to

Nouns:

chance
media
practice
risk
support

Adjectives:

committed
frantic
grateful for
overwhelmed with/by

WORK AFTER ABSENCE

SITUATION:

A former colleague is returning to your unit after an absence of a year and will be working on your team. Describe in detail the changes that have taken place in the work, the personnel, the atmosphere and the attitudes. Explain what your colleague will be doing for the first six months.

FUNCTIONS YOU MAY WISH TO USE:

Describing:

- future plans or intentions
- past situation

Narrating past events

Expressing:

- necessity
- possibility
- impossibility
- ability

Giving:

- examples
- details
- reasons
- results

Enumerating

Generalizing

GRAMMAR WHICH MAY ARISE:

Tenses: *will*-future, *going to*-future, future continuous, present perfect, present perfect continuous, simple past, habitual past (*used to* + VERB)

Modals: *have to, might, may, can, could*

Connectors:

example: *for example, for instance*

result: *so...that, so, as a result, therefore*

reason: *because, since*

opposition: *although, nevertheless*

sequence: *first, after that, next*

purpose: *so that*

addition: *as well, in addition*

Prepositions:

example: *like, such as*

reason: *on account of, because of*

opposition: *despite, in spite of*

Comparative intensifiers: *too..., not...enough*

Passive: You'll *be assigned* to my unit.

VOCABULARY YOU MAY WISH TO USE:

Verbs:

be assigned to
be briefed on
familiarize (oneself) with
find out about
read up on
tune in to

Idioms:

for the time being
let bygones be bygones
Lots of water has passed under the bridge.
start from scratch



Lots of water has passed under the bridge.

HOW YOU FEEL ABOUT YOUR WORK

SITUATION:

A new colleague has asked how you feel about your job. You want to be honest, but don't want to prejudice the new employee or raise expectations. Choose your words carefully as you describe in detail what you like most and what you like least about your present job.

FUNCTIONS YOU MAY WISH TO USE:

Describing present situations

Expressing:

- necessity
- possibility
- ability
- obligation

Giving:

- examples
- details
- reasons

Telling anecdotes

Hypothesizing

Comparing



Everyone is always friendly.

GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, present continuous, present perfect

Frequency adverbs: always, often, never

Modals: *must, have (got) to, should, ought to, may, might, could, can*

Connectors:

example: *for example; take..., for example; for instance*

reason: *because, since, as*

opposition: *although, even though, yet, nevertheless, on the other hand*

Prepositions:

example: *like, such as*

reason: *for fear of, in view/light of*

opposition: *regardless of, counter to*

exception: *apart from, except for, excepting*

Infinitive of purpose: *(in order) to*

Comparative intensifiers: *too..., not...enough*

Conditions: present real and unreal

Comparatives: *bigger, faster, better, more open*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

appear
be taken in by
be better off
feel your way
foster
further
hinder
let on
make the best of
seem
sound (as if)
stand by
tend

Nouns:

atmosphere
bias
cop out
laughter
praise

Idioms:

few and far between
not what (it's) cracked up to be
off the record
read between the lines
take (it) with a grain of salt

STRESS MANAGEMENT

SITUATION:

You are attending a Stress Management Workshop. Describe in detail the sources of stress in your life, and explain the techniques you have already tried to cope with the stress. Think about stress management courses, exercise, yoga, new hobbies, healthy diet, getting enough rest,....

FUNCTIONS YOU MAY WISH TO USE:

Describing:

- present situations and actions
- past situations

Narrating past actions or events

Expressing:

- necessity
- possibility
- ability

Giving:

- examples
- details
- reasons
- results

Telling anecdotes

Hypothesizing

Comparing

Enumerating

Expressing negative feelings



Don't go to pieces over a bit of traffic.

GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, present perfect, simple past, past continuous

Frequency adverbs: sometimes, rarely, always

Modals: *must, have (got) to, might, could, can*

Connectors:

example: *for example/instance, let me give you an example*

result: *so...that, so, as a result, therefore*

reason: *because, since, as*

opposition: *although, even though, on the other hand*

Prepositions:

example: *like, such as*

reason: *on account of, because of*

opposition: *despite, in spite of, regardless of*

manner: *by, with (out), by virtue of*

Comparative intensifiers: *too..., not...enough*

Conditions: present real and unreal

Comparatives: better, nicer, easier, more tired

VOCABULARY YOU MAY WISH TO USE:

Verbs:

blow up
break down
cheer up
get to (another person)
let go of
put up with
take time off

Adjectives:

critical
derogatory
disparaging
(im)plausible
(im)practical
(ir)rational
judgmental
picky
tired out

Idioms:

Don't waste your breath.
find fault with
get in touch with
go to pieces
let off steam
Save your breath.
take control/charge of
take the bull by the horns

PEOPLE YOU ADMIRE

SITUATION:

You and your colleagues are discussing people, living or dead, whom you admire. Describe in detail someone you admire, and explain what it is you admire about that person. Think about either ordinary or famous people who have shown courage, endurance, perseverance, or any other characteristic you think is worthy of admiration.

FUNCTIONS YOU MAY WISH TO USE:

Describing past situations

Narrating past events or actions

Expressing:

- necessity
- possibility
- ability
- past obligation

Giving:

- examples
- details
- reasons
- results

Telling anecdotes

Hypothesizing



GRAMMAR WHICH MAY ARISE:

Tenses: simple present, simple past, past continuous, past perfect, past perfect continuous

Modals: *have to, can, could, would/might/could/should have*

Connectors:

example: let me give you an example

result: *so, as a result, consequently*

reason: *because, since*

opposition: *although, nevertheless, yet*

purpose: *so that*

addition: *as well, in addition*

time: *as soon as, by the time, until, meanwhile, once, as long as*

Prepositions:

example: *like, such as*

reason: *for the sake/benefit of, on account of, by virtue of*

opposition: *regardless of, with all due respect, notwithstanding, in spite of*

manner: *in conflict/conformity with, in defiance of, by, with, without*

time: *during, within, prior to, in the wake of, throughout, by*

Condition: past unreal

VOCABULARY YOU MAY WISH TO USE:

Verbs:

bring out
face up to
look after
stand/stick up for
stand up to
sustain

Nouns:

bravery
equilibrium
judgement
nerve
persistence
spirit
stability
stamina
tenacity
zest

Idioms:

cool, calm and collected
go out on a limb (for)
hang in
keep (one's) head
pull (oneself) up by the bootstraps
stick (one's) neck out
stick to (one's) guns

THE HOUSE OF YOUR DREAMS

SITUATION:

You have won enough money to build the house of your dreams. Describe it in detail to your friend. Think about the location, the view, the style of architecture, the number and the size of the rooms, the amount and the source of light, the heating, the decor, the landscaping,....

FUNCTIONS YOU MAY WISH TO USE:

Describing future intentions or plans

Expressing:

- necessity
- possibility
- obligation

Giving:

- examples
- details
- reasons

Hypothesizing

Expressing:

- likes, dislikes, preferences

Comparing

Enumerating

Generalizing



GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, *going to*-future, *will*-future

Modals: *have (got) to, should, ought to, may, might, could, can, can't*

Connectors:

example: *let me give you an example*

reason: *because, since, as*

opposition: *although, even though*

purpose: *so that*

addition: *as well, in addition*

Prepositions:

example: *like, such as*

reason: *on account of, because of*

opposition: *in spite of, regardless of*

condition: *in case of, in the event of*

Infinitive of purpose: *(in order) to*

Comparative intensifiers: *too..., not...enough*

Condition: present unreal

Comparatives: *bigger, better, more luxurious*

Causative: *I'll have them put in big windows; I'll get them to finish on time; I'll have a porch built.*



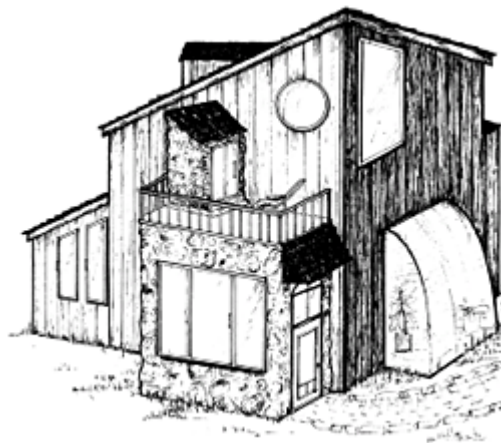
VOCABULARY YOU MAY WISH TO USE:

Nouns:

ash
birch
brick
carpet
cherry
floor
frame
gable
hardwood
mahogany
maple
oak
pine
plaster
rosewood
shingle
siding
space
stone
storey
stucco
tile
wall
walnut

Adjectives:

cosy
elaborate
ornate
rural
sloped
solar
spacious
urban



WHAT TO DO IN TOWN

SITUATION:

Your colleague, who is new in town, is expecting a visit from a family consisting of two adults, two teenagers and two younger children. Describe in detail some of the attractions in the area which could interest the different age groups. Think about places to go, where to eat, what to see, what to do,....

FUNCTIONS YOU MAY WISH TO USE:

Describing situations in the present

Expressing:

- necessity
- advisability
- possibility

Advising/ Advising against

Giving:

- examples
- details
- reasons

Telling anecdotes

Comparing

Enumerating

Suggesting



GRAMMAR WHICH MAY ARISE:

Tenses: present habitual, present perfect, *will*-future

Modals: *must, have (got) to, should, ought to, may, might, could, can*

Connectors:

example: *for example/instance*

reason: *because, since, as*

opposition: *although, even though*

addition: *as well; in addition; one...,another...*

Prepositions:

example: *like, such as*

reason: *on account of, because of*

opposition: *despite, in spite of*

Comparative intensifiers: *too..., not...enough*

Comparatives: *more/most interesting, less/least expensive*

Imperative/ Negative imperative: *eat, don't see*

Base form: Why not *browse*?

Ed-participle: Have you *considered*...?

Gerunds: How about just *exploring*?

VOCABULARY YOU MAY WISH TO USE:

Verbs:

browse
experience
explore
find out about
hike
meander
read up on
sample
stroll
taste
tour
wander

Nouns:

day trip
excursion
outing
hot-air ballooning

Idioms:

get into the swing of things
get a kick out of (something)
have the time of (one's) life
have a ball