



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



HANDLING HYPOTHETICAL QUESTIONS

Handling Hypothetical Questions

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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				
Modals				
Connectors				
Prepositions				
Conditions				
Relative Clauses				
Subjunctive				
Passive Voice				
Other				

INSTRUCTIONS

Ask your partner to help you 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 explanations
 - ask for examples
 - ask for details
 - ask for reasons
- raising objections (e.g. pointing out the disadvantages of your ideas)
- suggesting alternatives

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.

CHANGES YOU WOULD MAKE

SITUATION:

You and your colleagues are talking about what you would do if you were the boss. Tell your colleagues what changes you would make in your work unit and why. The changes could relate to the work you do, the way the work is done, the equipment used, the personnel, the work environment, the hours of work,....

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

possibility
probability
necessity

Supporting your point

GRAMMAR WHICH MAY ARISE:

Condition: present unreal

Modals: *would, could, might*

Relative clauses: The chair *that is in the corner* is broken.

Comparatives: *more open, quicker*

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

Connectors:

purpose: *in order that, so that*

condition: *even if, in case, or else, provided that, unless*

enumerating: *to begin with, to start with, first and foremost, for a start, in the second place, above all, last but not least*

Prepositions:

purpose: *for the sake of, on behalf of, with a view to, with the intention of, with the hope of*

contrast: *in contrast to, unlike*

VOCABULARY YOU MAY WISH TO USE:

Verbs: * = keep together in this situation

- *come true
- *come up with
- *cut down on
- *depend on
- *do without
- *feel like
- *guard against
- hand over
- *make a go of
- *put up with
- take over
- work out

Adjectives:

- acceptable to
- accountable to
- conducive to
- open to
- responsible for

Idioms:

- a calculated risk
- to change horses in midstream
- to cramp (someone's) style
- You can't teach an old dog new tricks.

NEGOTIATE CONDITIONS

SITUATION:

You have been asked to participate in a special project. This would be in addition to your regular work. Negotiate with your boss regarding the conditions under which you would accept the task. Consider alternative work arrangements such as telework, additional equipment, relief from other responsibilities, release from committee meetings,....

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- ability
- possibility
- probability
- necessity

Supporting your point

Bargaining

Refusing

Rejecting

GRAMMAR WHICH MAY ARISE:

Conditions: present real and unreal

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

Modals: *will, would, could, may, might, have to*

Relative clauses: The project *which you asked me to do* is in addition to all my regular tasks.

Frequency adverbs: *always, sometimes, never*

Connectors:

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

purpose: *in order that, so that*

condition: *even if, if, in case, or else, provided that, unless*

enumerating: *to begin with, to start with, first and foremost, for a start, in the second place, more importantly, above all, moreover, last but not least*

Prepositions:

purpose: *for the sake of, with a view to, with the intention of*

replacement: *as an alternative to, in place of, instead of*

condition: *in case of, in the event of, without*

VOCABULARY YOU MAY WISH TO USE:

Verbs: * = keep together in this situation

*allow for

call off

fix up

*get out of

*hold out for

*insist on

*make up for

put off

set up

Idioms:

a bolt from the blue

a fly in the ointment

a short cut

a sore point

the last straw

the thin end of the wedge

to be between a rock and a hard place

to draw the line (somewhere/ at something)

to read between the lines

COLLEAGUE'S EMPLOYEE PROBLEM

SITUATION:

You are talking with a colleague, one of whose employees does not do a fair share of the work assigned to the group. Your colleague has already discussed the problem with the employee, but there has been no change. Tell your colleague what you would do now.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- possibility
- probability
- necessity

Expressing opinions

Reporting

Supporting your point



GRAMMAR WHICH MAY ARISE:

Reported speech: No one *said* it *would be* easy.

Condition: present unreal

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

Relative clauses: The employee, *who will remain anonymous*, has had a problem for some time.

Connectors:

sequence: *first, next, then, after that, at the same time, before, finally*

enumeration: *to begin with, to start with, first and foremost, for a start, more importantly, moreover, above all, last but not least*

purpose: *in order that, so that*

Prepositions:

comparison: *in accordance with, in comparison with, in contrast to, in line with, unlike*

condition: *in case of, in the event of, without*

VOCABULARY YOU MAY WISH TO USE:

Verbs: * = keep together in this situation

check out
*get away with
*get to the bottom of
*look into
*side with
smooth over

Adjectives:

angry at
amenable to
annoyed with
astonished at
aware of
sorry for
unheard of

Idioms:

to be out of line
to be at a loss for words
to draw the line (somewhere/ at something)
to give (someone) a pep talk
to give (someone) a piece of (one's) mind
to pass the buck
to push (one's) luck
to speak (one's) mind
to take the line of least resistance

WHAT YOU WOULD CHANGE IN YOUR BOSS

SITUATION:

You and your colleagues are discussing the following question: if you could make changes in your boss, what would you change? Think about your boss's personality, management style, sense of humour, work style, delegation patterns, sense of fairness or justice, communication skills,.... Tell your colleagues about the changes you would make.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- possibility
- probability
- necessity
- preference

Supporting your point

GRAMMAR WHICH MAY ARISE:

Condition: present unreal

Modals: *would, could, might*

Relative clauses: My boss, *who is a nice person*, can be very funny at times.

Comparatives: *funnier, fairer*

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

Preference with volition: *would rather, prefer*

Connectors:

enumerating: *first and foremost, to begin with, to start with, for a start, in the second place, more importantly, moreover, above all, last but not least*

Prepositions:

purpose: *for the sake of, in order to, on behalf of, so as to, with a view to, with the intention of*
replacement: *as an alternative to, in place of, instead of*

VOCABULARY YOU MAY WISH TO USE:

Verbs: * = keep together in this situation

back up
*find fault with
*get even with
*give in
keep up
*pick on
*stand up for

Adjectives:

cut and dried
easy-going
free and easy
happy-go-lucky
pro-active
well-informed

Idioms:

hole-in-the-corner methods
to be a cheapskate
to be on the ball
to beat around the bush
to keep (someone) posted
to let things slide
to wash (one's) hands of (something)

HANDLING A DIFFICULT PERSON

SITUATION:

Your friend has a colleague/employee who can't be relied on, interferes with other people's work and creates dissension in the team. Tell your friend how you would handle this person. Think about a face-to-face encounter, a discussion with the manager, grieving the situation, setting formal deadlines for assignments, setting formal behavioural objectives,....

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

possibility
probability
necessity

Supporting your point

Reporting

GRAMMAR WHICH MAY ARISE:

Reported speech: Sue *said* she *was* unreliable.

Conditions: present unreal, past unreal

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

Relative clauses: Joe, *who's over there*, is great.

Frequency adverbs: *always, sometimes, never*

Connectors:

sequence: *first, next, after that, then, at the same time, before, finally*

enumeration: *to begin with, to start with, first and foremost, for a start, moreover, more importantly, last but not least*

purpose: *in order that, so that*

Prepositions:

comparison: *in accordance with, in line with*

purpose: *for the sake of, in order to, on behalf of, so as to, with a view to, with the intention of*

replacement: *as an alternative to, in place of, instead of*

means: *by, by means of*

VOCABULARY YOU MAY WISH TO USE:

Verbs: * = keep together in this situation

check out
*check (up) on
find out
*get together with
point out
*put up with
*stand up to
*take charge
talk over
think over

Idioms:

to be down on (someone)
to be on at (someone) about (something)
to be up to (something)
to get away with (something)
to give (someone) a hard time
to handle (someone) with kid gloves
to put a stop to (something)
to put pressure on (someone)
to talk (someone) into/ out of (something)

DEALING WITH EXTRA WORK

SITUATION:

A supervisor in your division keeps giving your friend extra work. You think this is unfair. Tell your friend what you would say to this supervisor. Think about asking for overtime pay, fairer distribution of work, compensatory time off,....

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- possibility
- probability
- necessity

Reporting



GRAMMAR WHICH MAY ARISE:

Reported speech: He *said* he *worked* too hard.

Condition: present unreal

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

Relative clauses: The boss, *who is a workaholic*, is always in the office.

Connectors:

sequence: *first, to begin with, to start with, next, then, after that, at the same time, before, finally*

purpose: *in order that, so that*

result: *as a result, consequently, now that*

Prepositions:

opposition: *despite, in spite of, notwithstanding*

purpose: *for the sake of, in order to, on behalf of, so as to, with a view to, with the intention of*

replacement: *as an alternative to, in place of, instead of*

means: *by, by means of*

VOCABULARY YOU MAY WISH TO USE:

Verbs: * = keep together in this situation

back off

crop up

*get together with

lighten up

*pick on

point out

*put up with

*side with

smooth over

talk over

Idioms:

to give (someone) a break

the last straw

to take sides

to clear the air

CONFERENCE PARTICIPATION

SITUATION:

Your boss has decided to send one of your colleagues to a conference. You think another colleague should go instead because the subject matter relates more to this person's field. Tell this person what you would say to the boss if it were you who had been bypassed for the conference. Think about future benefits to the work of the unit, your own and your colleague's career development, the precedent that will be set, the effect the decision will have on other employees,....

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

possibility
probability
necessity

Reporting

GRAMMAR WHICH MAY ARISE:

Reported speech: *He said he would send her.*

Conditions: present real and unreal

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

Modals: *will, would, could, may, might, have to*

Relative clauses: *Marg, who's there, decided.*

Connectors:

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

purpose: *in order that, so that*

condition: *even if, in case, or else, provided that, unless*

Prepositions:

purpose: *for the sake of, with a view to, with the intention of*

replacement: *as an alternative to, in place of, instead of*

VOCABULARY YOU MAY WISH TO USE:

Adjectives:

conducive to
disappointed with
expert at
hurtful to
important to
inconsistent with
worthy of

Idioms:

a slap in the face
to go over (someone's) head
to kill two birds with one stone
to lose heart
to miss the mark
to stretch a point
to upset the apple cart

UNFAIR DEMANDS

SITUATION:

You and your colleagues have observed that your boss is giving difficult work to a new employee and is being very critical of the results. The new employee seems to be upset. You think the boss's demands are responsible for the new employee's state. Tell your colleagues what you would do in this situation. Think about giving the new employee early training, clear feedback and a wide variety of tasks. Also consider how high to set standards, how far to push the employee during the probationary period and, finally, how to welcome this person as a full team member once capability has been demonstrated.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- possibility
- probability
- necessity

Expressing opinions

Supporting your point



GRAMMAR WHICH MAY ARISE:

Reported speech: *She said he'd do it.*

Condition: present unreal

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

Relative clauses: *Jon, who's always on time, is late.*

Frequency adverbs: *occasionally, sometimes*

Connectors:

sequence: *first, to begin with, to start with, after that, next, then, at the same time, before, finally*

purpose: *in order that, so that*

result: *as a result, consequently, now that*

Prepositions:

opposition: *despite, in spite of, notwithstanding*

purpose: *for the sake of, in order to, on behalf of, so as to, with a view to, with the intention of*

replacement: *as an alternative to, in place of, instead of*

means: *by, by means of*

VOCABULARY YOU MAY WISH TO USE:

Adjectives:

nit-picking
picky

Verbs: * = keep together in this situation

back off
*get together with
*look into
*pick on
point out
*put up with
*side with
smooth over
talk over

Idioms:

the last straw
to ask the impossible
to be a hard taskmaster
to be a stickler for (something)
to clear the air
to give (someone) a break
to take sides
the sooner...the better...

OFFENSIVE NEW CO-WORKER

SITUATION:

You and your colleague have noticed that a new, young, enthusiastic co-worker has unintentionally been saying the wrong thing and offending both other colleagues and the boss. Tell your colleague what you would say to the new co-worker. Think about not making things worse, not dampening the new co-worker's enthusiasm, giving background information about other employees to the new co-worker, suggesting alternative ways of saying and doing things, respecting others' experience and expertise,...

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

possibility
probability
necessity

Expressing opinions

Supporting your point

Reporting

GRAMMAR WHICH MAY ARISE:

Reported speech: He *said* he'd do it.

Condition: present unreal

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

Relative clauses: The car, *that is in the garage*, is mine.

Connectors:

sequence: *first, to begin with, to start with, next, then, after that, at the same time, before, finally*

purpose: *in order that, so that*

result: *as a result, consequently, now that*

Prepositions:

opposition: *despite, in spite of, notwithstanding*

purpose: *for the sake of, in order to, on behalf of, so as to, with a view to, with the intention of*

replacement: *as an alternative to, in place of, instead of*

means: *by, by means of*

VOCABULARY YOU MAY WISH TO USE:

Verbs: * = keep together in this situation

- *get to the bottom of
- *get together with
- *give rise to
- *look into
- point out
- *put up with
- smooth over
- talk over

Idioms:

- to get away with (something)
- to give (someone) a hard time
- to handle (someone) with kid gloves
- to put a stop to (something)
- to smooth ruffled feathers
- to talk (someone) into/ out of (something)

VERBAL ABUSE VICTIM

SITUATION:

Your colleague claims to be the victim of verbal abuse from the boss (name calling, reprimanding in front of junior employees,...). So far the colleague has done nothing and now wants to know how you would handle the situation. Tell your colleague what you would do. Think about the availability of evidence, the willingness of witnesses to testify, the frequency of similar behaviour by the boss, the pros and cons of speaking directly to the boss or even approaching the union and possibly initiating a grievance procedure.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

possibility
probability
necessity

Expressing opinions

Supporting your point

GRAMMAR WHICH MAY ARISE:

Reported speech: *She said he'd get the files.*

Condition: present unreal

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

Relative clauses: The desk, *which is new*, is his.

Frequency adverbs: *frequently, rarely, never*

Connectors:

sequence: *first, to begin with, to start with, next, then, after that, at the same time, before, finally*

purpose: *in order that, so that*

result: *as a result, consequently, now that*

Prepositions:

opposition: *despite, in spite of, notwithstanding*

purpose: *for the sake of, in order to, on behalf of, so as to, with a view to, with the intention of*

replacement: *as an alternative to, in place of, instead of*

means: *by, by means of*

VOCABULARY YOU MAY WISH TO USE:

Verbs: * = keep together in this situation

*back up
substantiate
keep a record of
point out
*put up with
*stand up for
*stand up to
substantiate
talk over

Idioms:

to get away with (something)
to get through to (someone)
to get to the bottom of (something)
to get up the nerve to (do something)
to get what's coming to (one)
to give (someone) a hard time
to give (someone) a piece of (one's) mind
to give (someone) pause
to handle (someone) with kid gloves
to make waves
to take the bull by the horns
to think twice
to put a stop to (something)
to put pressure on (someone)
to talk (someone) into/ out of (something)

OPEN 24/7

SITUATION:

You have been asked to participate in a focus group to discuss the following question: how would you, your family and your community be affected if stores and restaurants were open 24 hours a day, seven days a week? Tell the group, in detail, what you think the effects would be. Think about keeping workers' families together, the concept of one or two rest days per week, the convenience to you and other consumers, the profit versus the cost,....

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- necessity
- possibility
- ability

Comparing

Expressing results

Enumerating

Generalizing

Focussing

GRAMMAR WHICH MAY ARISE:

Condition: present unreal

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

Comparatives: *more expensive, easier*

Connectors:

opposition: *although, while, nevertheless*

condition: *unless, only if, even if, whether or not, providing, providing that, provided, provided that, otherwise, or, or else*

addition: *as well, in addition, furthermore*

Prepositions:

opposition: *in spite of, for all, regardless of, notwithstanding*

condition: *subject to, depending on, in case of*

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

reference: *regarding, considering, with respect to*

addition: *over and above, as well as*

comparison: *in comparison to/with, like, just like, unlike*

exception: *with the exception of, except (for)*

reason: *for want of, owing to, out of, for fear of, for the sake of, for the benefit of, in view of*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

cater to
depend on
deprive
discriminate against
humour
indulge
protect from
provide with
take advantage of

Nouns:

bottleneck
congestion
employment
unemployment
excuse for
harm
vandalism
well-being
work force

Adjectives:

crowded with
detrimental to
handy
jammed
limited to

PROBLEM ELEVATORS

SITUATION:

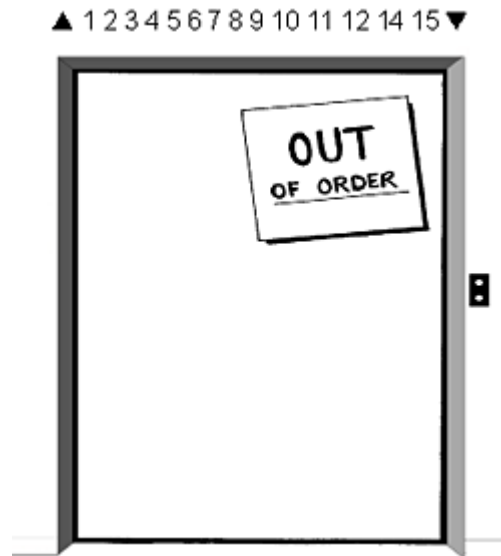
The elevators in your friends' building keep getting stuck. They have already complained verbally several times to the appropriate people, but nothing has been done. Tell your friends what you would do now if you were in their position.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

possibility
necessity
advisability



GRAMMAR WHICH MAY ARISE:

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

Condition: present unreal

Connectors:

condition: *unless, only if, even if, otherwise*

sequence: *first, then, next, finally*

purpose: *so that*

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

time: *as soon as, until, once, as long as*

Prepositions:

time: *prior to, pending*

condition: *subject to, depending on*

purpose: *with the intention/object of*

reference: *in view of, concerning*

addition: *over and above, in addition to*

exception: *except for, barring, short of*

Infinitive of purpose: *(in order) to*

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

Subjunctive: *It is essential that you be assertive.*

Passive: *Management must be made aware you mean business.*

Causative: *I would get them to listen. I would make them pay attention. I would have the owners reported.*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

alert (someone) to (something)
appeal to
be accountable for
caution (someone) about (something)
stand up for
stand up to
take advantage of
threaten

Adjectives:

appalling
disgraceful
disreputable
furious with
inclined to
scandalous
shocked at

Idioms:

bring it to a head
explore every avenue
fed up to the teeth with
get away with murder
go over (someone's) head
make sure
put (one's) foot down
put the fear of God into (someone)
the whole bag of tricks
turn a blind eye to

DIRECTOR USING ROOM COLLEAGUE RESERVED

SITUATION:

Your colleague had booked the only available meeting room for an important meeting with out of town consultants well in advance. However, arriving for the meeting, your colleague found that the Director was in the middle of a meeting in that room. There is now no place to hold the meeting in your building. Tell your colleague how you would have dealt with the situation.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- possibility
- probability
- necessity

Expressing purpose

Giving reasons

Expressing feelings



GRAMMAR WHICH MAY ARISE:

Condition: past unreal

Perfect modals: *would/could/might have*

Connectors:

condition: *only if, even if, provided (that), in the event that, otherwise*

Prepositions:

condition: *subject to, depending on*

purpose: *with the view of, in the interest of*

reason: *for want/lack of, owing to, out of, for fear of, for the sake of, for the benefit of, in light of, by virtue of, in view of*

Infinitive of purpose: *(in order) to*

Subjunctive: I might have *suggested that* our meeting *take place* elsewhere.

VOCABULARY YOU MAY WISH TO USE:

Verbs:

apologize for
complain to (someone) about (something)
explain
point out
recommend
request
suggest
call out

Adjectives:

angry at
annoyed with
apologetic
diplomatic
embarrassed by
firm
furious at
irritated about
tactful
upset with

Idioms:

keep (one's) head
lose (one's) cool
make the best of
(skate) on thin ice
save face
take pains

PROBLEM TRAINEE

SITUATION:

In your colleague's training class, one student offended everyone by making inappropriate comments, interrupting, taking too much class time and sabotaging activities. Tell your colleague what you would have done to improve the situation if you had been in that class.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

possibility
probability
necessity

Expressing purpose

Giving reasons

Expressing feelings

GRAMMAR WHICH MAY ARISE:

Condition: past unreal

Perfect modals: *would/could/might have*

Connectors:

condition: *unless, only if, whether or not, otherwise, or, or else*

purpose: *so that*

addition: *as well, in addition, furthermore*

Prepositions:

purpose: *for the purpose of, in the interest of*

reason: *owing to, for the sake of, for the benefit of, in light of, by virtue of, in view of*

Infinitive of purpose: *(in order) to*

Subjunctive: I would have asked *that* the student *leave*.

Causative: I might have *made* the student *explain* such behaviour. I would have *gotten* him *to smarten up*.

VOCABULARY YOU MAY WISH TO USE:

Verbs:

be used to
confront
do without
get along with
get away with
smarten up

Adjectives:

aggravated by
angry with/at
annoyed with/about
cheated
embarrassed
impatient with
insulted by
irritated with
offended by/at
unimpressed with/by

Idioms:

be at the end of (one's) rope
cool it
cut (something) out
get (something) off (one's) chest
give (someone) a piece of (one's) mind
shape up

UNREALISTIC MANAGER

SITUATION:

You and your colleagues are discussing a situation in another division. A new manager has unrealistic expectations and is unnecessarily critical. The atmosphere is becoming increasingly unpleasant. The employees said nothing at the beginning and now feel it is too late to do anything. Tell your colleagues how you would have handled the situation if you had been in that division.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- possibility
- probability
- necessity

Expressing preference

Expressing purpose

Giving reasons

Giving examples



GRAMMAR WHICH MAY ARISE:

Condition: past unreal

Perfect modals: *would/could/might have*

Connectors:

opposition: *even though, while, nevertheless*

condition: *unless, only if, even if, whether or not, providing (that), provided (that), in the event that, otherwise*

purpose: *so that*

addition: *as well, in addition, furthermore*

Prepositions:

opposition: *in spite of, regardless of*

condition: *subject to, depending on*

purpose: *for, in the interest of*

reason: *for want of, out of, for the sake of, for the benefit of, in light of*

Infinitive of purpose: *(in order) to*

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

Subjunctive: I would have *suggested that* everyone address the issue together.

Causative: I would have *gotten* the manager *to meet* us halfway.

VOCABULARY YOU MAY WISH TO USE:

Verbs:

call for
confer about
count on
hope for
face up to
get down to
put up with
stand up for

Adjectives:

counter-productive
damaging
destructive
detrimental
devastating
disastrous
harmful
incompatible

Idioms:

better late than never
from the get go
from the word go
get it over and done with
get out of hand
in the long run
make allowances for
right off the bat
stop shilly-shallying
(wouldn't) pull any punches

TURNING BACK THE CLOCK

SITUATION:

You and your friends are discussing this advertisement which appeared in the local newspaper:

Have you ever wished you could turn the clock back 10 years? What led you to make this wish? What would you have done instead at that stage of your life? Consider choices concerning training, job, marriage, where you live,.... Make a tape and send it to us....

Tell your friends your answers to these questions.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- ability
- possibility
- necessity
- past obligation

Explaining



GRAMMAR WHICH MAY ARISE:

Conditions: present and past unreal

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

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

Connectors:

condition: *only if, or else, or, providing (that), provided (that), otherwise*

addition: *as well, in addition, furthermore, one more, another*

Prepositions:

condition: *subject to, depending on*

reference: *regarding, in regard to, with respect to, considering, concerning, in view of*

addition: *over and above, in addition to, as well as, besides*

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

reason: *for want of, owing to, out of, through lack of, for fear of, for the sake of, for the benefit of, in light of, by virtue of, in view of*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

adjust to
admit to
apply for
attend to
catch on
conform to
consent to
find out about
hope for
live on
look forward to
put off
quarrel about
read about
walk out on

Idioms:

get the hang of (something)
give (someone) a break
going around in circles
have (something) made
in a bind
in a rut
missed the boat
scraping the bottom of the barrel
take (someone/something) for granted
up in the air

CONFLICTING CHARACTERS

SITUATION:

At a training workshop, the following case study was presented: because of scarce resources, a manager had to assign two employees known to be incompatible to work on an urgent project. The manager felt that awareness of the urgency of the project would have helped them to set aside their animosity. In fact, the reverse happened; the two employees disagreed so violently that the project had to be cancelled. Tell the other workshop participants what you would have done to avoid this outcome.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- ability
- possibility
- probability
- necessity

Expressing purpose

Explaining



GRAMMAR WHICH MAY ARISE:

Condition: past unreal

Modals: *have to, must, would/could/might have*

Connectors:

opposition: *even though, while, nevertheless*

condition: *only if, even if, whether or not*

purpose: *so that*

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

Prepositions:

time: *prior to, throughout, pending*

opposition: *regardless of, notwithstanding*

condition: *subject to, depending on, in case*

purpose: *with the object of, in the interest of*

exception: *with the exception of, except for*

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

Subjunctive: I would have *insisted that* each *act* like an adult.

Causative: I would have *got* them *to identify* the problems; I would have *had/made* them *learn* coping strategies.

Passive: I would have made sure the issues *were handled* immediately.

VOCABULARY YOU MAY WISH TO USE:

Verbs:

get along with
grow up
monitor
oversee
pander to
pressure
put up with
reprimand
urge

Adjectives:

childish
immature
inconsiderate
infantile
juvenile

Idioms:

add insult to injury
get off on the wrong foot
have a chip on (one's) shoulder
haven't got a leg to stand on
hold a grudge
making a mountain out of a molehill
rub salt into (someone's) wound
take a back seat to

NOSY COLLEAGUES

SITUATION:

Your colleague forgot some important papers and had to return to the office. Your colleague found a colleague from another section going through the waste paper basket. Tell your colleague how you would have felt, what you would have said and what you would do in future to prevent a recurrence.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

possibility
necessity

Expressing feelings

Reporting what one would have said



GRAMMAR WHICH MAY ARISE:

Conditions: past unreal, present unreal

Modals: *would, might, have to, would/might have*

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

Connectors:

condition: *unless, only if, even if, whether or not, in the event that, otherwise*

sequence: *first, then, next, finally*

purpose: *so that*

addition: *as well, in addition, furthermore*

Prepositions:

opposition: *in spite of, regardless of*

condition: *depending on*

purpose: *for, with the intention/object of, in the interest of, by way of*

Subjunctive: *I'd have demanded that the person explain.*

VOCABULARY YOU MAY WISH TO USE:

Nouns:

craftiness
deceit
deceitfulness
deception
dishonesty
duplicity
furtiveness
slyness

Adjectives:

amused
appalled
clandestine
cunning
deceptive
devious
dismayed
furious
infuriated
offended
offensive
shocked
stunned
surprised
surreptitious
suspicious
underhanded

ISSUES IN CONTEMPORARY SOCIETY

SITUATION:

You and your colleague are talking about the problems of our contemporary society. For example, homelessness, unemployment, poverty, environmental degradation, violence in schools, drugs, availability of guns,.... Tell your colleague what we would, could or should have done differently, had we foreseen these problems.

FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

past obligation
ability
possibility



GRAMMAR WHICH MAY ARISE:

Condition: past unreal

Modals: *would/could/might/should have*

Connectors:

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

condition: *unless, only if, even if, whether or not*

purpose: *so that*

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

Prepositions:

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

time: *prior to, pending, in advance of*

opposition: *in spite of, with all, regardless of*

condition: *subject to, depending on*

purpose: *with the intention/object of, in the interest of, by way of*

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

Infinitive of purpose: *(in order) to*

Subjunctive: We should've *insisted that* government *address* the issues.

Modal perfect passive: Regulations *should have been established and enforced*.

Modal passive: New, stronger regulations *should be established*.

VOCABULARY YOU MAY WISH TO USE:

Verbs:

address
assist in
conserve
monitor
pay attention to
preserve
prevent
prohibit
protect (someone/something) from
provide (someone) with (something)
respect
take care of
undertake

Idioms:

get away with
lay down the law
make waves
put our heads together
put (one's) foot down
take the bull by the horns
take steps

MOVING INTO NEW OFFICE SPACE

SITUATION:

You and your colleague are discussing your division's last move into "renovated" office space. Unfortunately, work was still in progress. For weeks there were paint fumes. There was dust and construction noise for three months. There were no locks on the doors and no blinds on the windows for six months. Everyone complained about the work conditions, but not much was done. Tell your colleague how you would have handled this situation if you had been the boss.

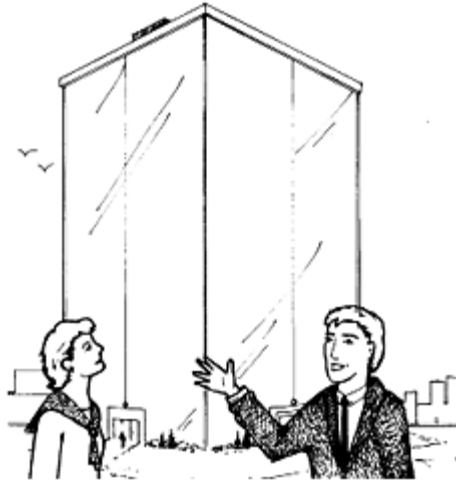
FUNCTIONS YOU MAY WISH TO USE:

Hypothesizing

Expressing:

- possibility
- probability
- necessity

Expressing purpose



GRAMMAR WHICH MAY ARISE:

Condition: past unreal

Modals: *would/could/might have*

Subjunctive: I would've *suggested that* everyone work at home.

Modal perfect passive: Other work spaces *could have been provided*.

Causative: I would've *made* someone *pay attention* and I could have *got* someone *to listen*.

Connectors:

condition: *unless, only if, otherwise, provided, provided that*

purpose: *so that*

Prepositions:

condition: *depending on*

purpose: *for/with the purpose of, with the intention/object of, in the interest of, by way of*

reference: *with respect to, concerning, in view of, with an eye to*

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

Infinitive of purpose: *(in order) to*

VOCABULARY YOU MAY WISH TO USE:

Verbs:

adjust
allow for
check into
complain about
co-operate
demand
encourage
insist on
persuade
put up with
speak up
warn

Idioms:

cut through red tape
mean business
pull strings
stand firm
stand (one's) ground
take exception to