

NARRATING
TASK UNIT

TOGETHERNESS

Objective

By the end of this task unit you will be able to
narrate past experiences and events.

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TOGETHERNESS

OVERVIEW

In this unit, you will be analysing your work style and routines in order to find compatible office-mates.

You will work on the following functions:

- **describing habits and routines**
- **expressing preferences**
- **expressing similarities and differences**

You will work with the following vocabulary areas:

- **personality characteristics**
- **work routines**

You will work with the following structures:

- **simple present tense**
- **frequency adverbs**
- ***would rather/prefer...***
- ***both/neither..., as...as, more/less than...***
- **real/unreal conditions**
- **gerunds vs. infinitives**

ANALYZE YOUR TOLERANCE LEVEL

Your group has to move into temporary accommodation. Some of you will have to share offices with one or more people. Time has been allowed for you to decide who you would/would not be able to share an office with.

Step 1

Individual/Rate

How do you feel about the following common work situations? Add your own ideas to the list. Rank each situation according to the following five point scale:

TNB

Don't mind	1	2	3	4	5	Can't stand
- loud conversations (not involving you) in your office					1 2 3 4 5	
- personal phone calls to you					1 2 3 4 5	
- personal phone calls to/by others in your office					1 2 3 4 5	
- others borrowing your things without asking					1 2 3 4 5	
- interruptions from colleagues					1 2 3 4 5	
- radio playing in your office while you work					1 2 3 4 5	
- discussion of personal problems during work hours					1 2 3 4 5	
- use of your office as "coffee room" at breaks					1 2 3 4 5	
- others humming as they work					1 2 3 4 5	
- others swearing in your presence					1 2 3 4 5	
- others constantly snacking as they work					1 2 3 4 5	
- others constantly chatting to you as you work					1 2 3 4 5	
- others constantly complaining					1 2 3 4 5	
-					1 2 3 4 5	
-					1 2 3 4 5	
-					1 2 3 4 5	
-					1 2 3 4 5	
-					1 2 3 4 5	
-					1 2 3 4 5	
-					1 2 3 4 5	

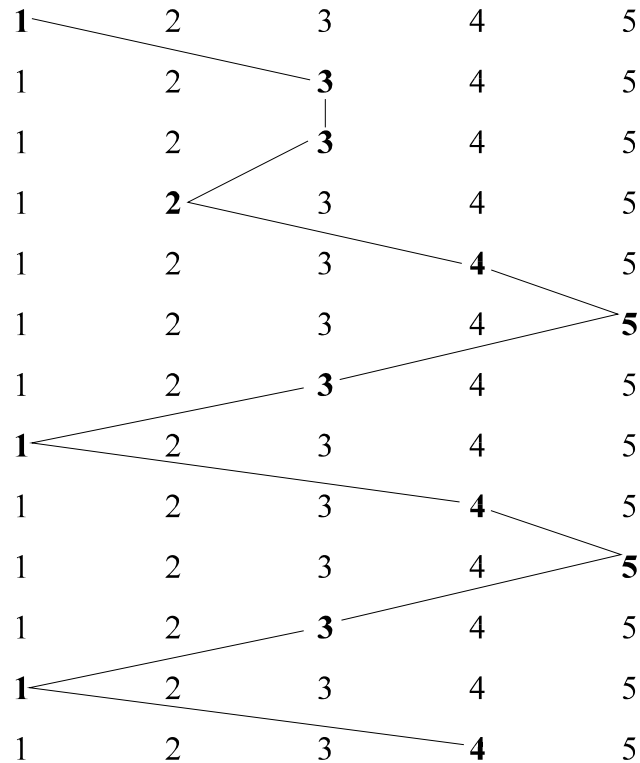
Step 2

Individual/Analyze

Now use your responses to the above questions to create a Tolerance Profile. Using the chart on the next page, draw a line through your responses, linking all the rating points.

For example:

TNB



This line is your Tolerance Profile.

Step 3

Class/Discuss/compare

Trace the line and compare its shape with other people's lines. Find the lines which most closely match yours. These are people with whom you could probably share work space.

As you do the other activities, you can check with these people to see if the compatibility continues.

Tolerance Profile

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

ANALYZE YOUR PERSONALITY

Step 1

Individual/Identify

Which of the following characteristics describe you? Place check marks in the appropriate columns.

PERSONALITY CHARACTERISTICS	Rarely	Sometimes	Often	Always
Polite				
Helpful				
Friendly				
Sociable				
Patient				
Talkative				
Indiscreet				
Inquisitive				
Dissatisfied				
Quiet				
Aggressive				
Grumpy				
Picky				
Messy				
Meticulous				
Eager				
Cynical				
Jaded				
Humourous				
Other:				
• -				
• -				
• -				

TNB

STUDY 1 Personality Characteristics

ambitious
argumentative
assertive
bitchy
brusque
blunt
chatty
co-operative
considerate
diplomatic
disagreeable
discourteous
discreet
disruptive
enthusiastic
even-tempered
excitable

flexible
flirtatious
friendly
gentle
good-humoured
good looking
happy
impolite
kind
loyal
malicious
morose
neat
nervous
obstinate
organized
outgoing

personable
picky
pleasant
productive
punctual
reserved
rude
self-centred
sensitive
solitary
systematic
tactful
tactless
thoughtful
tidy
touchy
unfriendly

-
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(See also *Inventory of Essential Functions and Grammar*, page 164.) [HYPERLINK](#)

Do you know any other personality words? Add them to the list. (Note to Caroline Mallette - no need to add boxes to write words in for the on line version)

Step 2

Pairs/Make notes/Discuss

Work with a partner. Look at the list of characteristics on the preceding page. Together, decide which characteristics apply to you and write them in the appropriate spaces in the chart below.

MY PERSONALITY: NOTES				
Always	Often	Sometimes	Rarely	Never

Step 3

Pairs/Make notes/Discuss

Now identify the personality characteristics which you would each like your office partner to have (or not have). Write them in the spaces in the chart below.

MY OFFICE PARTNER'S PERSONALITY: NOTES				
Always	Often	Sometimes	Rarely	Never

Practice 1: Personality Plus INSERT HERE

ANALYZE YOUR WORK ROUTINES

TNB

STUDY 2 Frequency Expressions

Expressions:

once in a while
from time to time
every now and then
every now and again

once a day
twice a week
three times a month
several times a year

every day
every week
every Tuesday
on Wednesdays and
Fridays every other week

Adverbs:

always

usually
generally

sometimes
occasionally

hardly ever
rarely

never

often

seldom

frequently

Remember to use the **simple present tense** with **frequency expressions/adverbs**.

Note the following **general rules** for the **position of frequency expressions/adverbs**:

Statements: frequency expressions/adverbs usually come **before** the verb:

I **rarely** go for lunch before 12:45.

Yes/No questions: frequency expressions/adverbs usually come **between** the subject and verb:

Do/Don't you **ever/sometimes** leave your office in a mess?

Wh- questions: frequency expressions/adverbs usually come **at the beginning** of the question:

How often do you get personal phone calls at work?

(See also *Inventory of Essential Functions and Grammar*, page 67.) [HYPERLINK](#)

Which of these frequency expressions and frequency adverbs do you know? Place a check mark beside those you use. (NOTE to Caroline Malette - no need for checkmarks or radio buttons in on-line version)

You may find the preceding section useful as you make notes to help you describe your work habits, routines and style to the rest of the group.

Step 1

Pairs/Discuss/Make notes

Work with a different partner from the one for Analyze Your Personality. Ask each other questions about your work routines and work style. Make notes in the chart below.

MY WORK ROUTINES				
Always	Often	Sometimes	Rarely	Never

PARTNER'S WORK ROUTINES				
Always	Often	Sometimes	Rarely	Never

Practice 2: Frequency Co-ordinates insert here

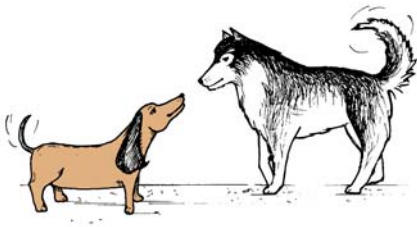
DESCRIBE YOUR REQUIREMENTS

Do you remember three different ways to express preferences?

STUDY 3 Expressing Preferences

You can use the base form of the verb:

"I'd rather share an office with someone who's quiet."



You can use a gerund:

"I prefer sharing with someone who's sociable."



You can use an infinitive:

"I prefer to share with someone who's flexible."

Step 1

Class/Describe/Express preferences

Take turns describing yourself and the kind of office partner you would find most compatible. Explain which characteristics are the most important and which are the least important to you.

Step 2

Class/Listen/Take notes

As you listen to the others' descriptions, take notes on the characteristics and requirements of each person.

NAME	REQUIREMENTS

MAKE THE MATCH

STUDY 4 Similarities and Differences

Do you know these different ways of talking about similarities and differences between two or more items?:

You can use **comparative** or **superlative adjectives** or **adverbs**:

"Andy's **messier than** anyone I know."

"Linda had better share his office. She's **more tolerant**, so she'll get **less upset** by it."

"Sue and Graham are **the least willing** to share offices, and they're **the most difficult** to deal with."

You can mention the **presence** or **absence** of **common elements**:

"Marty and Mitch are **both** very reserved. **Neither of** them will want to share with Phil. He's **as** outgoing **as** Linda and **as** emotional **as** Graham."

"We're **all** trying to be co-operative, but it's difficult when **none of** the others are flexible."

Inventory of Essential Functions and Grammar, pp. 81, 82 [HYPERLINK](#)
Inventory of Essential Functions and Grammar, pp. 124, 125 [HYPERLINK](#)

⇒ **Practice 3a: Perfect Partners** INSERT

⇒ **Practice 3b: Similarities and Differences** INSERT

Read the following information about conditional statements involving **real** conditions.

STUDY 5
Talking About Real Conditions

When you want to talk about real conditions (events or actions which, if they occur, will definitely cause something else to happen), you will need to use **two different** verb tenses.

In the **if**-clause (the condition statement), use the **simple present** tense. In the **result** clause, use either the **future** tense or a **modal** verb.

Examples:

“If we **make** too much noise, nobody **will want** to work with us.”

“If my office partner **wants** to listen to the radio, I **won't be able to** concentrate.”

“If you **find** concentrating difficult, you **can get** some earplugs.”

Inventory of Essential Functions and Grammar, p. 90 [HYPERLINK](#)

⇒ **Practice 4a: Condition Chain Contest**, page 25 INSERT

⇒ **Practice 4b: Condition Links**, page 26 **INSERT**

SHARE RESULTS

You will be using all the information you have obtained to decide who in your group could happily share office space.

Use appropriate language from Study 4 and Study 5 in your discussions.

Step 1 Pairs/Complete table
Work with a partner. Using all the information you have gathered about the characteristics and preferences of everyone in your class, provisionally allocate people to one of the four available offices.

Step 2 Class/Discuss
Work with the whole class. Compare your provisional allocations with those of other groups. If anyone wishes to suggest alternative placings, make any necessary adjustments using the information you have.

When everyone is satisfactorily matched, draw up the office allocation chart.

OFFICE	OCCUPANTS
1	
2	
3	
4	

VARIATION: Beat the Clock

Step 1: Preparation

Class/Prepare

Make photocopies of one of the charts containing information about you from ANALYSE YOUR PERSONALITY and ANALYSE YOUR WORK ROUTINES. Write your name on the *front* of the chart.

Step 2: Procedure

Class/Organize

Place all the charts in a pile, face down. Choose one person to be the matchmaker. Decide on a time limit (perhaps 10-15 minutes) for negotiations and discussion. Appoint someone to act as timekeeper for the discussion.

The matchmaker picks up two or three charts at a time, read out the names and hand over the charts to the pair or group identified. Continue until all the charts are distributed. Then join the group which has your chart.

Step 3: Compare

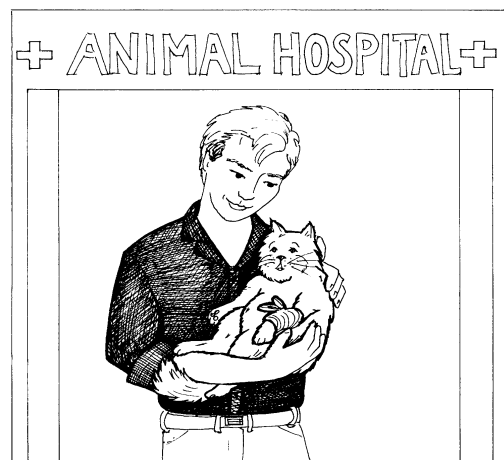
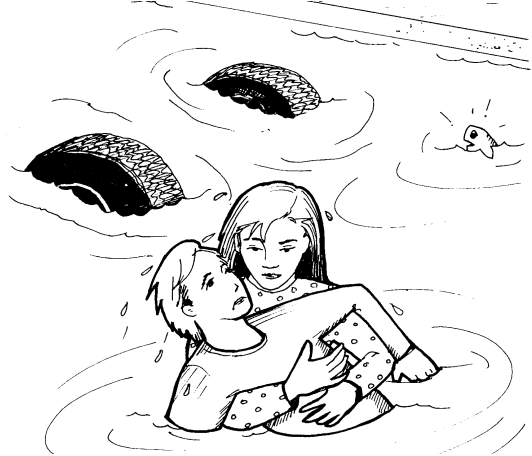
Pairs/Groups/Negotiate

Compare the information on all your charts.

Your group will have to agree to share office space even though you may have very different preferences and personalities.

If there are areas where your preferences or characteristics are different, negotiate ways to accommodate each other. You may have to bargain with each other by saying something like "I'll try to be quiet if you promise to be tidy" or "If you don't play the radio, I won't have loud conversations."

(Practice 1 insert where indicated)
Practice 1: Personality Plus!



Step 1

Pairs/Choose

Work with a partner. Individually, choose one of the characters pictured to describe for your partner. Don't tell your partner which character you have chosen.

Step 2

Pairs/Describe

In turn, describe your chosen character using any five personality adjectives from STUDY 1 which you think are appropriate for the character you have chosen.

Your partner must now guess which character you have described.

Continue until you have each described all the characters at least once. You may choose to describe the same character twice, using different, but still appropriate, adjectives.

Practice 2: Frequency Co-ordinates (Practice 2 insert where indicated)

You need a 6-sided die - used to indicate each player's board position.

PROCEDURE

Class/Describe

In turn, each person rolls the die twice. The first number indicates the number **across** the board, and the second number indicates the number **down** the board. For example, a person who throws a three and a six must find the square which is three across and six down, i.e. the square containing the expression "usually."

Some cues consist of frequency expressions/adverbs. If you land on one of these squares, you must make a statement about yourself, using that expression.

Some cues consist of question marks. If you land on one of these squares, you must ask a question, using any frequency expression/adverb, to any other group member; e.g. "How often do you make personal phone calls?" The group member must answer it appropriately; e.g. "Oh, about two or three times a week."

SCORING(optional)

The game can be played for individual or team points. If you wish to play for individual points, each player rolls the die each time. If you wish to play for team points, the first player of Team A rolls the die and responds to the cue. Then each of the members of Team A must make a statement about themselves, using an expression which means **more or less the same** as the expression in the square.

You may also decide on some additional criteria to use when deciding whether a player scores a point or not. Here are some possibilities:

- a time limit on thinking about what to say; e.g. 10 seconds
- a penalty for using expressions which do not mean the same as the cue

Frequency Co-ordinates

1 once in a while	2 ?	3 never	4 twice a week	5 on Wednesdays and Fridays	6 ?
2 hardly ever	every day	?	every other week	?	from time to time
3 ?	often	once a day	?	generally	seldom
4 rarely	occasionally	?	several times a day	three times a month	?
5 every now and then	?	every now and again	frequently	?	every week
6 ?	sometimes	usually	?	several times a year	every Tuesday

(Practice 3a insert where indicated)

Practice 3a: Perfect Partners

Step 1

Pairs/Group/Choose

Work with a partner or a group. Together, choose one or more categories from the list of activities and interests below:

shopping	movies
vacations	TV programs
music	sports
food/ eating out	other activities/interests of your choice

For each category you have chosen, write out at least 12 possible choices within the category. Group your choices into threes and place each group of three on a separate line.

For example:

Food/ Eating out:

Italian / Chinese / chip wagon
pizza / spaghetti / burger
salad / soup / nachos
cheesecake / ice cream / pie
etc.

TV programs:

game show / sitcom / old movie
hockey / tennis / baseball
soap opera / documentary / police show
nature program / ballet / drama
etc.

Step 2

Pair/Group/Discuss

Now decide how to measure your compatibility level. How many of your choices will have to be the same for you and your partner/group to do the activity together; half, three quarters, all of them?

Step 3

Individual/Choose

Choose one of the categories for which you have prepared a list of choices. Individually, circle your preference on each line.

Step 4

Pair/Group/Express preference

Report your preferences to your partner/group, and find out your partner's/group's preferences. Were your choices similar enough to meet your agreed compatibility level?

FOR FURTHER PRACTICE

Repeat the activity with a different category and the same partner/group, or with the same category and a different partner/group.

(Practice 3b insert on a new page after 3a)

Practice 3b: Similarities and Differences

Step 1

Group/Choose

Work with a group. With your group decide on at least four different semantic categories; e.g. names of animals, modes of transportation, vegetables, clothes, sports, politicians, film stars, furniture, etc. The more diverse the categories, the more challenging the activity becomes.

Step 2

Group/Prepare

On separate cards or pieces of paper, write at least ten nouns (or names of people) from the four categories you chose.

Step 3

Group/Compare

Round 1: Shuffle all the cards and divide into **two** piles. In turn, pick one card from each pile.

Show the words on the cards to the rest of the group and make a statement about either the similarities or differences between the two items named on the cards.

For example: Suppose you pick up "broccoli" from pile 1 and "running shoes" from pile 2. You could say: "**Neither of them** are good to eat" or "Running shoes are **as** good for you **as** broccoli."

The comparisons must be valid (i.e. true about items being compared) but they can also be humorous.

For example: For broccoli/running shoes, you could say: "**Neither (of them)** are made of chocolate", "**Both** (of them) are trendy", "Running shoes are **more expensive (than** broccoli)" or "Broccoli tastes **better than** running shoes."

Return used cards to a separate pile. You can reshuffle and divide them again after the first two piles have been exhausted. By doing this Round 1 can continue as long as desired.

Step 4

Group/Compare

Round 2: Reshuffle the cards and divide them into **three** piles. You now have to pick up **three** cards and comment on similarities and differences, including all three items in some way.

For example: If your three words are "broccoli", "running shoes" and "yacht", you could say "**None of them** interests me", I **don't** need **any** of them" or "Broccoli and running shoes **both** cost **less** than a yacht."

VARIATION 1

One round only: begin by dividing the cards into **three** piles. You have to make at least **two** comments on similarities and differences — a) between any two and b) among all three items.

VARIATION 2: GAME

If you wish, you can do this activity as an individual or team game:

1. Award points for making the greatest number of comparison statements about each two/three words picked.
2. In the three-card game, award double points for using two comparatives **in the same sentence** — e.g. "Apples and oranges **both** last **longer** than bananas," or "**Neither** car is **as** useful **as** the truck."

(Practice 4a insert where indicated after Study chart)

Practice 4a Condition Chain Contest

Step 1

Individual/Write

On separate pieces of paper or cards, write out between five and ten real conditions or "if" statements. For example: "If my employer goes out of business,... If everyone speaks two languages,... If people create less waste,... If I get a raise,..."

Place the cards face down in a pile.

Step 2

Group/State condition

Divide into two teams. The first player from Team A picks up a piece of paper and reads out the condition and completes it with a result clause; e.g. "If I get a raise, I'll buy a car." The first player from Team B makes a related conditional statement out of the result clause and adds a further result; e.g. "If you buy a car, you'll have to pay for parking."

Each new speaker can use a different person for the verb in either the condition or result statement, as long as the connection is maintained; e.g. "If Joe buys a car, he'll...." Play alternates between the teams, with each new speaker using the content of the result statement to make a further connected condition statement; e.g. "If he has to pay for parking, we'll have to lend him money." The chain continues until ideas run out, and the first player from Team B picks up a new result statement.

Scoring(optional)

Points can be awarded for each grammatically correct statement made by each side. Bonus points can be given for NOT being the side who breaks the chain; alternatively, a fixed penalty; e.g. the loss of five points, could be awarded to the side who breaks the chain.

VARIATION

Instead of writing "if" statements, students write out result statements; e.g. "... everyone will work harder." The activity proceeds as above, with each student supplying an "if" statement which can be a logical condition for the result; e.g. "Everyone will work harder if we get six weeks' holiday", "We'll get six weeks' holiday if the company does well this year."

(Practice 4b insert on a new page after Practice 4a)

Practice 4b: Condition Links

Step 1

Individual/Write

On separate pieces of paper or cards, students write out an equal number of "if" statements and result statements. The two kinds of statements should be written by different students to ensure that there is no obvious connection between any of the conditions and the results.

Step 2

Class/State conditions

In this activity, students have to recognize whether their chosen card contains an "if" statement or a result. They must then choose the appropriate tense for their response.

Students take turns picking a card, reading it aloud and responding with an appropriate condition or result. The cards are returned to a separate pile so that they can be reshuffled and reused if necessary.

The rest of the class or group discusses whether the response is grammatically correct.