

**PREPARATION FOR ENGLISH
SECOND LANGUAGE EVALUATION:
ORAL PROFICIENCY –
Levels B and C**

Delivery modes: Classroom – Full Time

Teacher's Guide

Canada School of Public Service
Language Training Centre
Research and Development

Special thanks to those who contributed to this project.

Disclaimer:

Please be advised that completion of this course cannot be construed as an indicator of success in the Test of Oral Proficiency (TOP).

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OVERVIEW

OBJECTIVE

This course is intended to prepare students for the Second Language Evaluation – Test of Oral Proficiency (SLE–TOP), levels B and C by helping them to brush up on their second language knowledge and consolidate the listening, oral expression and oral interaction skills to be tested.

ORGANIZATION

The course follows the same delivery model as the SLE–TOP, in which level is determined based on the candidate's proficiency from one part of the test to the next. The course accordingly has banks of activities designed for both levels B and C, from which the teaching resource selects activities in keeping with the proficiency demonstrated by the participants.

The course is divided into six sections. The first is the course overview. The second is the bank of coaching activities and strategies, which contains tools to help participants maximize their learning. Sections 3, 4 and 5 are banks of listening, speaking and oral interaction activities directly associated with the proficiencies evaluated in the test. Finally, Section 6 contains reference material to facilitate feedback, follow-up work and general course delivery.

Activities are carried out as a group, in sub-groups or individually.

COURSE DURATION

Three weeks of full-time training

MATERIALS

Teacher's Guide
Participant's Guide
Audio documents

Proposed timetable, Preparation for Second Language Evaluation – Test of Oral Proficiency, Levels B/C (3 Weeks)

Department or Agency:	Week 1: from / to /		P1:
Group:	Room:		P2:
Pedagogical officer:			

Per.	Day 1	Day 2	Day 3	Day 4	Day 5
GA 1	<ul style="list-style-type: none"> • Introductions • Course overview • Description of typical day 	<ul style="list-style-type: none"> • Warm-up 	<ul style="list-style-type: none"> • Warm-up 	<ul style="list-style-type: none"> • Warm-up 	<ul style="list-style-type: none"> • Warm-up
GA 2	<ul style="list-style-type: none"> • COA 1 Icebreaker • COA 2 Beyond expectations 	<ul style="list-style-type: none"> • COA 5 Listening • MESs 4-5-6, BCs 4-5, LC 2 	<ul style="list-style-type: none"> • MESs 8-9, BCs 6-7, LC 4 	<ul style="list-style-type: none"> • COA 8 Different styles for different purposes 	<ul style="list-style-type: none"> • MESs 15-16, BCs 12-13, LC 7
IM 1 / SDL	<ul style="list-style-type: none"> • (In-class period) • Distribution of timetable and planning of warm-ups and individual meetings 	<ul style="list-style-type: none"> • Meeting 1 • Meeting 2 	<ul style="list-style-type: none"> • Meeting 1 • Meeting 2 	<ul style="list-style-type: none"> • Meeting 1 • Meeting 2 	<ul style="list-style-type: none"> • Meeting 1 • Meeting 2
IM 2 / SDL	<ul style="list-style-type: none"> • *(SDL period) • Preparation of WU • Exploration of MyAccount site 	<ul style="list-style-type: none"> • Meeting 3 • Meeting 4 	<ul style="list-style-type: none"> • Meeting 3 • Meeting 4 	<ul style="list-style-type: none"> • Meeting 3 • Meeting 4 	<ul style="list-style-type: none"> • Meeting 3 • Meeting 4
GA 3	<ul style="list-style-type: none"> • COA 3 What is the TOP? • MESs 1-2, BCs 1-2, LC 1 	<ul style="list-style-type: none"> • COA 6 Speaking • OE 1 	<ul style="list-style-type: none"> • COA 7 Creating and using a personal lexicon • OE 2 	<ul style="list-style-type: none"> • MESs 11-12-13, BCs 9-10, LC 5 • COA 9 Interaction 	<ul style="list-style-type: none"> • OE 6 • OE 18
GA 4	<ul style="list-style-type: none"> • COA 4 SDL work • Daily wrap-up 	<ul style="list-style-type: none"> • OI 1 • Daily wrap-up 	<ul style="list-style-type: none"> • OI 4 • Daily wrap-up 	<ul style="list-style-type: none"> • OI 5 • Daily wrap-up 	<ul style="list-style-type: none"> • Overview of Week 2 timetable • Week 1 wrap-up

*** There is only one SDL period on Day 1.**

BC: brief conversation; COA: coaching activity; GA: group activity; IM: individual meeting; LC: long conversation; MES: short telephone message; OI: oral interaction activity; SDL: self directed learning activity;

OE: oral expression activity; WU: warm-up activity



Proposed timetable, Preparation for Second Language Evaluation – Test of Oral Proficiency, Levels B/C (3 Weeks)

Department or Agency:	Week 2: from / to /		P1:
Group:	Room:		P2:
Pedagogical officer:			

Per.	Day 6	Day 7	Day 8	Day 9	Day 10
GA 1	<ul style="list-style-type: none"> Warm-up 	<ul style="list-style-type: none"> Warm-up 	<ul style="list-style-type: none"> Warm-up 	<ul style="list-style-type: none"> Warm-up 	<ul style="list-style-type: none"> Warm-up
GA 2	<ul style="list-style-type: none"> MESs 18-19, BCs 14-15, LC 8 	<ul style="list-style-type: none"> MESs 22-23-24, BCs 17-18, LC 9 	<ul style="list-style-type: none"> MESs 26-27, BCs 19-20, LC 11 	<ul style="list-style-type: none"> MESs 30-31-32, BCs 22-23, LC 12 	<ul style="list-style-type: none"> MESs 34-35, BCs 24-25, LC 13
IM 1 / SDL	<ul style="list-style-type: none"> Meeting 1 Meeting 2 	<ul style="list-style-type: none"> Meeting 1 Meeting 2 	<ul style="list-style-type: none"> Meeting 1 Meeting 2 	<ul style="list-style-type: none"> Meeting 1 Meeting 2 	<ul style="list-style-type: none"> Meeting 1 Meeting 2
IM 2 / SDL	<ul style="list-style-type: none"> Meeting 3 Meeting 4 	<ul style="list-style-type: none"> Meeting 3 Meeting 4 	<ul style="list-style-type: none"> Meeting 3 Meeting 4 	<ul style="list-style-type: none"> Meeting 3 Meeting 4 	<ul style="list-style-type: none"> Meeting 3 Meeting 4
GA 3	<ul style="list-style-type: none"> COA 10 Part 0 of TOP OE 14 	<ul style="list-style-type: none"> OE 4 OE 10 	<ul style="list-style-type: none"> OE 22 OE 19 	<ul style="list-style-type: none"> OE 7 OE 26 	<ul style="list-style-type: none"> OE 3
GA 4	<ul style="list-style-type: none"> COA 11 The greatest challenge 	<ul style="list-style-type: none"> OI 10 Daily wrap-up 	<ul style="list-style-type: none"> OI 3 Daily wrap-up 	<ul style="list-style-type: none"> OI 2 Daily wrap-up 	<ul style="list-style-type: none"> Overview of Week 3 timetable Week 2 wrap-up

BC: brief conversation; COA: coaching activity; GA: group activity; IM: individual meeting; LC: long conversation; MES: short telephone message; OI: oral interaction activity; SDL: self directed learning activity; OE: oral expression activity; WU: warm-up activity



Proposed timetable, Preparation for Second Language Evaluation – Test of Oral Proficiency, Levels B/C (3 Weeks)

Department or Agency:	Week 3: from / to /		P1:
Group:	Room:		P2:
Pedagogical officer:			

Per.	Day 11	Day 12	Day 13	Day 14	Day 15
GA 1	<ul style="list-style-type: none"> Warm-up 	<ul style="list-style-type: none"> Warm-up 	<ul style="list-style-type: none"> Warm-up 	<ul style="list-style-type: none"> Warm-up 	<ul style="list-style-type: none"> Warm-up
GA 2	<ul style="list-style-type: none"> MESs 37-38, BCs 26-27, LC 14 	<ul style="list-style-type: none"> MESs 40-41-42, BCs 29-30, LC 16 	<ul style="list-style-type: none"> MESs 44-45, BCs 32-33, LC 17 	<ul style="list-style-type: none"> MESs 47-48-49, BCs 35-36, LC 19 	<ul style="list-style-type: none"> MESs 51-52, BCs 38-39, LC 20
IM 1 / SDL	<ul style="list-style-type: none"> Meeting 1 Meeting 2 	<ul style="list-style-type: none"> Meeting 1 Meeting 2 	<ul style="list-style-type: none"> Meeting 1 Meeting 2 	<ul style="list-style-type: none"> Meeting 1 Meeting 2 	<ul style="list-style-type: none"> Meeting 1 Meeting 2
IM 2 / SDL	<ul style="list-style-type: none"> Meeting 3 Meeting 4 	<ul style="list-style-type: none"> Meeting 3 Meeting 4 	<ul style="list-style-type: none"> Meeting 3 Meeting 4 	<ul style="list-style-type: none"> Meeting 3 Meeting 4 	<ul style="list-style-type: none"> Meeting 3 Meeting 4
GA 3	<ul style="list-style-type: none"> OE 9 OE 12 	<ul style="list-style-type: none"> OE 15 OE 17 	<ul style="list-style-type: none"> OE 25 OE 11 	<ul style="list-style-type: none"> OE 24 OE 21 	<ul style="list-style-type: none"> OE 23 OI 12
GA 4	<ul style="list-style-type: none"> OI 17 Daily wrap-up 	<ul style="list-style-type: none"> OI 7 Daily wrap-up 	<ul style="list-style-type: none"> OI 11 Daily wrap-up 	<ul style="list-style-type: none"> COA 12 Skill retention Daily wrap-up 	<ul style="list-style-type: none"> Session wrap-up (Reflection on whether personal expectations and goals have been met) Session close

BC: brief conversation; COA: coaching activity; GA: group activity; IM: individual meeting; LC: long conversation; MES: short telephone message; OI: oral interaction activity; SDL: self directed learning activity; OE: oral expression activity; WU: warm-up activity



Consolidated Timetable, Preparation for Second Language Evaluation – Test of Oral Proficiency, Levels B/C (3 Weeks)

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
GA 1	Introductions, course overview and description of typical day	Warm-up	Warm-up	Warm-up	Warm-up
GA 2	COA 1 COA 2	COA 5 MESs 4-5-6, BCs 4-5, LC 2	MESs 8-9, BCs 6-7, LC 4	COA 8	MESs 15-16, BCs 12-13, LC 7
IM 1	Timetable and WU and IM planning	SDL	SDL	SDL	SDL
IM 2	SDL	SDL	SDL	SDL	SDL
GA 3	COA 3 MESs 1-2, BCs 1-2, LC 1	COA 6 OE 1	COA 7 OE 2	MESs 11-12-13, BCs 9-10, LC 5, COA 9	OE 6 OE 18
GA 4	COA 4 Daily wrap-up	OI 1 Daily wrap-up	OI 4 Daily wrap-up	OI 5 Daily wrap-up	Overview of week 2 Week 1 wrap-up
Week 2	Day 6	Day 7	Day 8	Day 9	Day 10
GA 1	Warm-up	Warm-up	Warm-up	Warm-up	Warm-up
GA 2	MESs 18-19, BCs 14-15, LC 8	MESs 22-23-24, BCs 17-18, LC 9	MESs 26-27, BCs 19-20, LC 11	MESs 30-31-32, BCs 22-23, LC 12	MESs 34-35, BCs 24-25, LC 13
IM 1	SDL	SDL	SDL	SDL	SDL
IM 2	SDL	SDL	SDL	SDL	SDL
GA 3	COA 10 OE 14	OE 4 OE 10	OE 22 OE 19	OE 7 OE 26	OE 3
GA 4	COA 11	OI 10 Daily wrap-up	OI 3 Daily wrap-up	OI 2 Daily wrap-up	Overview of week 3 Week 2 wrap-up
Week 3	Day 11	Day 12	Day 13	Day 14	Day 15
GA 1	Warm-up	Warm-up	Warm-up	Warm-up	Warm-up
GA 2	MESs 37-38, BCs 26-27, LC 14	MESs 40-41-42, BCs 29-30, LC 16	MESs 44-45, BCs 32-33, LC 17	MESs 47-48-49, BCs 35-36, LC 19	MESs 51-52, BCs 38-39, LC 20
IM 1	SDL	SDL	SDL	SDL	SDL
IM 2	SDL	SDL	SDL	SDL	SDL
GA 3	OE 9 OE 12	OE 15 OE 17	OE 25 OE 11	OE 24 OE 21	OE 23 OI 12
GA 4	OI 17 Daily wrap-up	OI 7 Daily wrap-up	OI 11 Daily wrap-up	COA 12 Daily wrap-up	Session wrap-up Session close

BC: brief conversation; COA: coaching activity; GA: group activity; IM: individual meeting; LC: long conversation; MES: short telephone message; OI: oral interaction activity; SDL: self directed learning activity; OE: oral expression activity; WU: warm-up activity



SECTION 1

Introductions

SECTION 1: INTRODUCTIONS, COURSE OVERVIEW, TYPICAL DAY

*

INTRODUCTIONS

Introduce yourself and ask participants to take turns briefly introducing themselves. Bear in mind that there will be an icebreaker to allow participants to provide further information about themselves.

COURSE OVERVIEW (Participant's Guide: p. 2)

Provide an overview of the course using the **Overview** document at page 2.

TYPICAL DAY (Participant's Guide: p. 4)

Explain what a typical day will be like using the document on the next page. Indicate that the day will be divided into six periods, including four group activities (GAs) and two individual meeting (IM) / self directed learning (SDL) sessions. Point out that changes to the timetable are always possible, depending on the group's specific needs.

* These boxes contain notes and instructions for the teaching resource. They appear only in the Teacher's Guide.

A TYPICAL DAY

Per.	Typical Day	Description
GA1	Group activity 1 <ul style="list-style-type: none"> Warm-up <u>Pierre B.</u> <u>Mohamed K.</u>	The warm-up period is a period during which two participants take turns leading an activity, according to an established schedule. The activity may involve a 10- to 20-minute presentation on a selected topic, followed by a discussion, or may take the form of a presentation on a current event item, clips from a television show, a song and its composer, etc. The warm-up activity requires advance preparation.
GA2	Group activity 2 <p>Listening</p> <ul style="list-style-type: none"> Short messages (MESs) Brief conversations (BCs) Long conversations (LCs) 	During the listening period, participants are asked to listen to messages and conversations as they will be required to do on the test. For each audio document, participants are asked to perform tasks that serve to gauge their comprehension: summarize, formulate assumptions about how events will unfold, etc.
IM 1 & SDL	Individual meeting 1 <u>Sarah P.</u> Individual meeting 2 <u>Mohamed K.</u> + Self directed learning	Individual meetings provide an opportunity to discuss various topics with the teaching resource and thus develop confidence in speaking one on one. The meetings also give the teaching resource a chance to provide an assessment of language performance and make suggestions about ways to improve performance.
IM 2 & SDL	Individual meeting 3 <u>Pierre B.</u> Individual meeting 4 <u>Denise H.</u> + Self directed learning	Self directed learning periods provide an opportunity to do some personal work to consolidate B- and C-level language tasks, as well as prepare group activities that require advance preparation.
GA 3	Group activity 3 <ul style="list-style-type: none"> Oral expression (OE) activities Coaching and strategy-building activities (COA) 	During the oral expression period, participants take part in activities that encourage them to flesh out ideas and produce a substantial message. The focus is on structuring and organizing what is said. Communication strategy-building activities are also carried out during this period.
GA 4	Group activity 4 <ul style="list-style-type: none"> Oral interaction (OI) activities Daily wrap-up 	During the oral interaction period, participants carry out activities that promote discussion amongst themselves. The focus is on reacting spontaneously and naturally to what other people say.

SECTION 2

Coaching and Strategy-Building Activities
(COA)

SECTION 2: COACHING AND STRATEGY-BUILDING ACTIVITIES (COA)

Activity 1: Icebreaker – Pennies of Our Lives.....	17
Activity 2: Beyond Expectations	18
Activity 3: What Is the TOP?.....	21
Activity 4: Self directed Learning	26
Activity 5: Listening Strategies.....	28
Activity 6: Speaking Strategies	30
Activity 7: Creating and Using a Personal Lexicon.....	32
Activity 8: Different Styles for Different Purposes	34
Activity 9: Interaction Strategies	38
Activity 10: Strategies for Part 0 of the TOP	41
Activity 11: The Greatest Challenge	43
Activity 12: Skill Retention Strategies	44

ACTIVITY 1: ICEBREAKER – PENNIES OF OUR LIVES

The purpose of this activity is to have participants converse in English. Refrain from correcting participants during this activity.

Preparation

Dig up pennies minted in different years, ranging from 1970 to 2011.

Suggested procedure (Participant's Guide: p. 7)

1. Take turns picking a penny without looking, then checking the year it was minted.
2. Take turns talking about where you were and what you were doing during the year indicated on your penny or talking about an event of importance to you that year.
3. Answer the other participants' questions.

ACTIVITY 2: BEYOND EXPECTATIONS

Suggested procedure (Participant's Guide: p. 8)

1. Working on your own, read statements 1 to 9 and indicate whether you think each is true or false.
2. Working as a group, compare your answers with those of the teaching resource and discuss.
3. Working on your own, answer the last question.

Statements

1. Learning a language is a long, complex process that never truly ends.

true ☐

false ☐

TRUE. Learning a language is a long, ongoing and complex process that from the outset requires a great deal of motivation and commitment and lots of discipline. It is important to remember that, to learn a language, one must commit to doing so and persevere over the long term.

2. Motivation is as important as aptitude in learning a language.

true ☐

false ☐

TRUE. As a rule, motivation is as important as aptitude or ability to learn. It is what prompts a person to commit to attaining the goals set and to persevere with learning.

3. Errors are permissible at levels B and C so long as the message gets through.

true ☐

false ☐

TRUE. It is normal to make mistakes when using a second language and, with time, those mistakes will become fewer. Even native speakers make mistakes in their own language. What is important is to make sure one is understood and to remember that errors are permissible at levels B and C so long as the message is clear.

4. If I work hard, I can go from level B to level C or from level C to exempt status in three weeks.

true ☐

false ☐

FALSE. There are suggested lengths of training to develop oral proficiency at each level. For example, the length suggested to move from level B to level C is on average 19 weeks of full-time training.

5. Only the scheduled activities will help me prepare for the test of oral proficiency.

true ☐

false ☐

FALSE. It is recommended that participants take advantage of every opportunity to speak their second language. They are urged to listen to and speak French whenever possible: listen to the radio, watch television and converse with co-workers and friends in the second language.

6. The only effective way to prepare for the test of oral proficiency is to practice the different parts of the test in an interview setting with the teaching resource.

true ☐

false ☐

FALSE. On the contrary, it is recommended that learners vary the ways in which they prepare for the test. Practicing with the teaching resource is only one way. Learners should be open to the unexpected and seize every opportunity to interact in French with those around them: friends, neighbours, co-workers, a language twin, etc.

7. The teaching resource is responsible for managing the work I do during self directed learning periods.

true ☐

false ☐

FALSE. You are responsible for managing the content of your self directed learning periods. Given the wide variety of activities to choose from during these periods, it is important to plan those periods carefully and properly manage your time.

8. I won't have to work with a partner during my self directed learning periods, as it is a waste of time.

true ☐

false ☐

FALSE. The other participants are a readily available resource during self directed learning periods. Working with a partner enables you to take advantage of your partner's strengths and share your own with that person. You can encourage one another, help one another with problem areas, challenge one another and vary the type of activities you do together: conversations, vocabulary-building exercises, verb systematization exercises, etc.

9. The teaching resource is the only person who can correct me.

true ☐

false ☐

FALSE. A participant who finds a particular aspect of the language more challenging can benefit greatly from the assistance of another participant who has no difficulty with that particular aspect. Participants can also seek assistance from their language twin, Anglophone or bilingual co-workers, etc.

What are my expectations and personal goals relative to this course?

ACTIVITY 3: WHAT IS THE TOP?

Using the **Description of Oral Proficiency Test**, explain each of the four parts of the test to the participants. Answer any questions they may have, making sure to follow the official document issued by the Public Service Commission (PSC) and refrain from interpreting that document.

Remind participants that the test will be administered by a single person, who will normally be seated across from them at a table on which there will be a computer, which will be used throughout the test.

Suggest that participants carefully reread the document before the test and consult the PSC website, at the address indicated in the document.

Suggested procedure (Participant's Guide: p. 10)

1. Working as a group, read through the **Description of Oral Proficiency Test**.
2. Ask the teaching resource for any necessary clarifications.

DESCRIPTION OF ORAL PROFICIENCY TEST

Extract from the Public Service Commission Web site:

<http://www.psc-cfp.gc.ca/ppc-cpp/sle-els/top-tco-i-eng.htm>

SLE - Test of Oral Proficiency in the Second Official Language: Information

Test description

The SLE - Test of Oral Proficiency in the Second Official Language (SLE - TOP) assesses your ability to speak and understand your second official language (French or English). A certified assessor administers the test, which includes language activities about work-related matters. The test is administered by telephone or face-to-face and lasts 20 to 40 minutes. It is comprised of four parts, which are described below.

Part 1: Questions and answers about work or other familiar activities

1. You will answer some brief questions about your work or other familiar activities (e.g. studies or volunteer activities, if you are not currently employed) for which short, factual answers will be expected.
2. Duration: two to six minutes.

Part 2: Listening and speaking in response to short messages and conversations

1. The assessor will play two short voice-mail messages (10 to 15 seconds each) and two short work-related conversations (30 to 35 seconds each).
2. After listening to each recording twice, you will be asked to identify the reason for the call, what needs to be done or what help is being offered.
3. Duration: approximately seven minutes.

Part 3: Talk with follow-up questions

1. The assessor will propose three topics for the talk.
2. You will choose one topic; then you will have a minute and a half to prepare for your talk.
3. Your talk should last two to three minutes.
4. After your talk, you will be asked to answer some follow-up questions.
5. Duration: 10 to 12 minutes.

Part 4: Listening and speaking in response to a longer conversation

1. The assessor will play a two-minute recording of a work conversation between two people at a meeting.
2. After listening to the recording twice, you will be asked to provide a brief summary of its content and then answer related questions.
3. Duration: 11 to 13 minutes.

The degree of difficulty of the SLE - TOP gradually increases as the test progresses. The assessor will inform you of the different phases of the test. Based on the degree of proficiency that you demonstrate during the test, the assessor will decide whether you will take two, three or all four parts. The assessor uses a computer to select questions, play the recordings and record the test.

You must arrive 15 minutes before your test is scheduled to start in order to complete administrative forms.

The content of the SLE - TOP is **protected**. It is very important to respect the confidentiality of this test. Please do not discuss the content of the test with others.

Your responses

The assessor uses your responses to assess your ability to communicate clearly in your second official language. It is not uncommon for people to lose their train of thought at times when speaking, even in their first language. This can also happen when people become nervous or anxious. If this should happen to you during the test, you may want to mention it to the assessor. He or she will help you get back on track and will not consider this in determining the rating.

In addition, if at any time during the test you do not know the answer to a question, or if a topic is sensitive for personal or confidential reasons, be sure to inform the assessor and he or she will move on to another topic or question. This will also not affect your rating.

It is the assessor's role to guide you through the test so that he or she will have the necessary sample to appropriately evaluate your oral communication skills in your second official language. To do this, he or she may occasionally redirect you before you feel that you have said all that you could say on a particular topic.

The test is recorded to provide a record of the test for administrative purposes. All the information on the recording of the test is confidential and is protected under the *Privacy Act*.

Evaluation

The SLE - TOP evaluates your ability to communicate orally in your second official language in work-related situations. Assessors receive extensive training in administering the test and assessing both the language tasks that you can accomplish and the clarity with which you communicate. They will also try to help you feel at ease during the test.

Your final result is a **global evaluation** of your ability to perform language tasks in a variety of work-related contexts with the appropriate level of accuracy. The language tasks and the degree of accuracy required become more demanding from Level A to Level C. Based on your test performance, you will obtain Level A, B or C, or receive an exemption from further testing in oral proficiency. Exemption from further testing is granted to C-level candidates who do not demonstrate any major weaknesses. If your performance does not meet the minimum requirements for Level A, you will receive an X.

Assessors use the global criteria below when assigning language proficiency levels.

SLE - TOP global oral proficiency criteria**Level C**

Can understand linguistically complex speech that deals with work-related topics and is spoken in standard dialect at normal speed. Can give clear, detailed descriptions of complex topics and can summarize a discussion. Can express and sustain opinions and can respond to complex and hypothetical questions. Has a fairly natural and even delivery, with occasional hesitations, but most hesitations are for ideas. Has a broad range of vocabulary and structures when talking about complex and abstract topics, with a relatively high degree of control. Makes errors, but these rarely lead to misunderstanding. Pronunciation is clear, even if an accent from another language is noticeable. Occasional mispronunciations occur, but they rarely interfere with communication.

Level B

Can understand the main points of clear standard speech that deals with concrete, work-related topics and is delivered at normal speed. Can give a simple description of a concrete topic, can explain main points comprehensibly and can compare and discuss alternatives when complications arise. Can speak with some spontaneity, although pauses for grammatical and lexical planning and repair are evident in longer stretches. Has sufficient vocabulary and a variety of simple structures to handle concrete, non-routine situations and topics and can link a series of simple elements into a connected sequence when giving a factual description. There may be miscommunication in some areas, but most stretches are clear. Pronunciation is generally clear enough to be understood, despite an evident accent from another language. Listeners will, at times, need to ask for repetition or clarification.

Level A

Can understand most speech that deals with concrete and routine topics and is delivered slowly and clearly in standard speech. Can make self understood in short contributions, even though pauses and false starts are very evident. Can talk about everyday aspects of routine activities and can handle a simple question-and-answer exchange. Has sufficient basic vocabulary and grammatical structures to conduct routine transactions involving familiar situations and topics. Structures and vocabulary borrowed from another language can interfere with the clarity of the message. Pronunciation requires close attention from the listener, but there are no long stretches that are unclear.

X: Performance does not meet the minimum requirements for Level A.

Exemption: Exemption from further testing because performance contains no major weaknesses. Can handle most situations in the second official language with excellent control of the language and a high degree of ease.

Note-taking

Pens, pencils and paper are available for you to take notes during the test. You may refer to your notes to help you respond to questions but you should not use them verbatim.

The assessor or the responsible officer will collect your notes after the test. The notes you have taken are shredded and will **not** be used to assess your performance.

Test results and feedback

The test centre will send your results to the contact person in the organization that requested your test **within 5 working days**. The contact person should communicate the result to you soon after. Should you not receive your results when expected, please follow up with the contact person.

You will receive written feedback on your test performance.

Additional information

1. Bring one piece of identification with photo and signature, and have your Personal Record Identifier (PRI) available if you are a **federal** government employee.
2. If you need test accommodations because of a disability, please notify the responsible officer in the organization that requested your test.
3. If you should feel indisposed before or during the test, tell the assessor or the officer in charge. Otherwise, you must accept the test result and the retest restrictions.

Tips / helpful hints

1. Try to communicate in your second official language as much as possible before taking the test. You can listen to the radio, watch television or speak in your second official language with your colleagues and friends.
2. Arrive on time and start speaking your second official language as soon as you meet the assessor. This will help you adjust more quickly to the testing session.
3. We recommend that you **take notes during the test**.
4. **Do not be overly worried about making mistakes.** If you cannot think of a certain word, use a simple substitute to explain the meaning. If you are aware that you are making mistakes and would feel better if you corrected them, go ahead and do so. However, remember that frequent corrections may disrupt the flow of the communication.
5. Consult the **Questions and Answers** in the SLE section of the Public Service Commission Web site.

Date Modified: 2011-04-01

ACTIVITY 4: SELF DIRECTED LEARNING (SDL)

Suggested procedure (Participant's Guide: p. 15)

1. Working as a group, brainstorm about the types of activities that you could carry out during the self directed learning periods.
2. Read through the document entitled **Making the Most of Self directed Learning Periods**.
3. Select the activities that you would like to carry out during those periods.

MAKING THE MOST OF SELF DIRECTED LEARNING PERIODS

You will have self directed learning periods each day for the next three weeks. The best strategy for making the most of that time is to follow the advice below.

1. Identify your strengths and weaknesses to determine what you should focus on first.
2. Set clear and realistic goals for the next three weeks.
3. Make sure that you carefully plan your self directed learning time and manage the time effectively.
4. Personalize your learning by consulting your own working documents and creating a personal lexicon. Use your job description, the department's annual report, publications, the departmental website, etc.
5. Use the SDL periods to develop warm-up exercises and prepare for your meetings with the teaching resource and class periods (think of questions to ask and find documents and articles of interest). Make sure that you do all the work assigned by the teaching resource.

Examples of activities for self directed learning periods

1. Activities for improving listening skills
 - Listen to / watch audio or video material such as a news report, a documentary, advertising, a radio broadcast, a television show or an Internet clip (e.g. YouTube clip), keeping the following questions in mind: What? Who? Where? When? How? Why?

2. Activities for improving oral interaction skills

- Go back over questions and answers that you found difficult and work through them again.
- Practice different aspects or functions of the language and different communication strategies with a co-worker or language twin.
- Select a topic and prepare to speak about it for two to three minutes. Record yourself. Listen to the recording and note the problem areas. Work on improving those areas. Record yourself again.

3. Activities for consolidating grammatical notions

- Review certain points of grammar, verb conjugations, use of different pronouns, the comparative and superlative forms, etc. Do oral or written exercises using online resources provided by the School (MyAccount), Internet sites, a workbook, etc.

4. Other ideas

ACTIVITY 5: LISTENING STRATEGIES

Suggested procedure (Participant's Guide: p. 17)

1. Working as a group, read through the document entitled **Strategies for Effective Communication / Listening**.
2. Listen to the audio material presented by the teaching resource a first time, focusing on the overall message.
3. Listen to the audio material a second time, with an analytical focus.
4. Share your observations concerning both methods.
5. Continue listening to the other audio material.

As during the TOP, refrain from giving participants any indication of the content of messages.

Audio material suggested: MESs 4-5-6; BCs 4-5; LC 2

STRATEGIES FOR EFFECTIVE COMMUNICATION / LISTENING

It is not always easy to grasp all the details in audio material. Most people listen on two levels at once: the macro level, where they try to understand the overall message, and the micro level, where they try to take in the detail. All of the suggested listening activities are designed to have participants identify specific information in the message by asking questions beginning with “who,” “when,” “how,” “where,” “why,” etc. to form a complete, coherent message.

To gather the most information from the audio material that will be presented to you only twice, you may want to vary your approach.

Here is a method you could try when listening to the audio material today: listen to the material a first time while focusing on the overall message, then listen to it again, but this time with an analytical focus.

Listening for overall message

Don't try to understand everything in the message, but rather aim for the main message being conveyed. Pay attention to tone and expression, which can provide valuable clues as to the content of the message.

Listening with analytical focus

Pen in hand, jot down key words that answer the following questions:

Who? When? Where? How? Why? How much / How many?

Even a very detailed message should yield only a handful of key words to jot down.

Once you have finished listening to the material, your general and analytical focuses combined should allow you to answer the following questions in one short sentence: Why was the person calling? What was the subject of the message or discussion? What is to happen in connection with the message or discussion?

ACTIVITY 6: SPEAKING STRATEGIES

Suggested procedure (Participant's Guide: p. 18)

1. Working as a group, read through and discuss **Strategies for Effective Communication / Speaking**, on the following page.
2. Select one item from the list of ten that you would particularly like to improve in speaking your second language.
3. Apply the model as you complete your assignments: oral presentations, warm-up activities, etc.

You can use the **Oral Expression Skills Feedback Sheet** in section 6.5 to provide feedback. Its format matches the one in this activity exactly.

STRATEGIES FOR EFFECTIVE COMMUNICATION / SPEAKING

There will be a number of oral production (speaking) activities throughout this three-week course, in warm-up exercises, individual meetings or other activities. The following guidelines can help you to achieve better results.

Structure	
1.	<p>Three steps</p> <p>Step 1: Ideally, the speaker starts with a statement that makes a connection with the listeners and introduces the topic.</p> <p>Step 2: This is the step in which the speaker develops the ideas. There are a number of possible approaches: chronological, problem and solution, pros and cons, by topic, etc.</p> <p>Step 3: The speaker sums up his or her thoughts in one clear sentence that leaves no doubt as to his or her position.</p> <p>NOTE: Although proper structure is important, the delivery must be natural.</p>
2.	There is sufficient linkage between ideas.
3.	Time is well managed.
Vocabulary	
4.	The vocabulary used is correct and varied.
Clarity	
5.	Sentences are complete.
6.	Examples, rewording, rationales and explanations make the message clearer.
7.	Self-correction is used to avoid any confusion.
Ease of expression	
8.	The delivery is spontaneous.
9.	The flow is sustained and holds the attention of those listening. Paraphrasing is used to avoid gaps.
10.	Volume is sufficient and articulation is adequate.

ACTIVITY 7: CREATING AND USING A PERSONAL LEXICON

Suggested procedure (Participant's Guide: p. 20)

1. Working as a group, brainstorm about strategies and activities for creating and using a personal lexicon.
2. Read through the **Strategies for Creating and Using a Personal Lexicon**.
3. Decide on the activities that you consider most useful.

STRATEGIES FOR CREATING AND USING A PERSONAL LEXICON

1. Decide on the medium you prefer for your personal lexicon (paper, electronic tool, website, wiki, etc.).
2. Develop and build on a work-related vocabulary list by entering words and expressions to more effectively describe and explain what you do.
3. Organize your lexicon by subject, category (e.g. nouns, adjectives, verbs, etc.), English-French equivalents, etc.
4. Consult your lexicon every day.
5. Share ideas and techniques for assimilating new vocabulary with one or more co-workers during SDL periods.
6. Regularly include words and expressions from your lexicon when speaking and writing.
7. Set realistic objectives for assimilating and using new words and expressions in your communications. (Adding two new words or expressions each day, for example.)

Suggested activities for creating and using a personal lexicon

- Select a work-related document: job description, report, etc. Compare the French and English versions and determine what words and expressions best describe and explain your work, then add them to your personal lexicon.
- Make a note of new words and expressions you hear in news reports, documentaries, radio and television broadcasts, Internet items, etc. and add them to your personal lexicon. Look up their French equivalents and their definitions in a dictionary. Consult a co-worker or the teaching resource if necessary.

- Select an item from a newspaper or magazine, the Internet or another source, read it and note any new words and expressions, difficult words and useful words, and add them to your personal lexicon. Look up their French equivalents and definitions in a dictionary. Consult with a co-worker or the teaching resource if necessary.
- Make a list of words to use in a discussion or presentation on a given topic.
- Record yourself saying things that contain new words and expressions and difficult words, and listen to the recording several times.
- Say the difficult words and expressions from your lexicon out loud to memorize them and to make sure you can pronounce them properly.
- Working with a partner, practice words and expressions from your respective lexicons.
- Share the words and expressions from your lexicon during a group activity.

ACTIVITY 8: DIFFERENT STYLES FOR DIFFERENT PURPOSES

The purpose of this activity is to raise participants' awareness of the usefulness of indirect or reported speech for reporting what someone else has said. Since the activity is followed by a period of reflection, refrain from giving participants any indication that the activity is on reported speech.

Part 1

Suggested procedure (Participant's Guide: p. 22)

1. Working in pairs, read through the descriptions of situations below.
2. Take turns selecting a situation and talking about it. You can tell the truth or make something up.
3. Working as a group, take turns reporting what your partner said. End your account by asking: Was he/she telling me the truth or not?

Situation 1: Talk about something comical that has happened to you on the job since you started working with the federal government. Provide a bit of background and then explain what happened and what came of it.

Situation 2: Talk about an extraordinary encounter with someone. Provide some background and talk about your reaction when you saw the person, what the person did or said that impressed you, etc.

Situation 3: Talk about your favourite leisure activity. Explain why you enjoy that activity, how often you do it, where you do it, etc.

Situation 4: Talk about a skill that you have developed over the years through classes, regular practice, etc. For example, you might want to talk about your exceptional skills as a photographer, the fact that you earned a helicopter pilot's licence, etc.

Situation 5: Talk about something embarrassing that happened to you at work. Why was it embarrassing for you or your co-workers? How was the situation resolved?

Situation 6: Talk about work-related training you took that you found especially good or bad. Explain what made it so much better or worse than other training you had taken in the past.

Part 2

During the discussion, the teaching resource may want to point out to the participants that the ability to use indirect or reported speech is not absolutely necessary, but does help to show that they are able to use complex grammatical structures and express themselves in a natural manner—both important evaluation criteria, especially for the C level.

Suggested procedure (Participant's Guide: p. 22)

1. Working on your own, complete the reflection sheet on the following page.
2. Working as a group, share your responses.
3. Read through **Examples of Reported Speech**.

REFLECTION SHEET

1. Was it easy or difficult to report what my partner had said to the group? Why?

2. If I had done the exercise in my mother tongue, would I have reported what my partner had said in a different manner? Why?

3. Did I use certain sentence structures more often than others? If so, which?

E.g.: Robert said that . . . ; Lynn indicated that . . . ; Peter told me that . . . ;

Conclusion toward which participants should be steered: people automatically use **reported speech** to report what someone else said.

4. What is the connection between this exercise and the test? In other words, to what parts of the test does this exercise relate?

Conclusion toward which participants should be steered: the exercise is similar to **parts 2 and 4 of the test**, which involve reporting what others have said.

5. Are the structures for reporting what someone has said similar in French and English? Explain.

Conclusion toward which participants should be steered: the structures in French and English are **almost identical**.

EXAMPLES OF REPORTED SPEECH

See also Language Help 14

PRÉSENT ⇔⇔ IMPARFAIT | PRESENT ⇔⇔ PAST

Je **suis** fatiguée. ⇔⇔ Elle *a dit* qu'elle **était** fatiguée.

I **am** tired. ⇔⇔ She *said* she **was** tired.

Nous **ne pouvons pas**... ⇔⇔ Ils *ont commencé en disant* qu'ils **ne pouvaient pas**...

We **can't**... ⇔⇔ They *began by saying* they **couldn't**...

Tu **n'as pas** besoin de le faire. ⇔⇔ Elle *m'a dit* que je **n'avais pas** besoin de le faire.

You **don't have to** do that. ⇔⇔ She *told me* that I **didn't have to** do that.

PASSÉ COMPOSÉ ⇔⇔ PLUS-QUE-PARFAIT | PRESENT PERFECT / PAST ⇔⇔ PAST PERFECT

Elle **a fini**... ⇔⇔ Il *a dit* qu'elle **avait fini**...

She **has finished**... ⇔⇔ He *said* that she **had finished**...

On **a eu** du plaisir. ⇔⇔ Ils *ont dit* qu'ils **avaient eu** du plaisir.

We **had** fun. ⇔⇔ They *said* they **had had** fun.

On **n'a pas été** capable de... ⇔⇔ Ils *ont dit* qu'ils **n'avaient pas été** capables de...

We **weren't** able to... ⇔⇔ They *said* they **hadn't been** able to...

FUTUR SIMPLE ⇔⇔ CONDITIONNEL | FUTURE WILL ⇔⇔ PAST MODAL WOULD

Quand **partiras-tu**? ⇔⇔ Elle *m'a demandé* quand je **partirais**.

When **will** you leave? ⇔⇔ She *asked me* when I **would** leave.

PRÉSENT ⇔⇔ imparfait | PRESENT CONTINUOUS ⇔⇔ PAST CONTINUOUS

Y **vas-tu**? ⇔⇔ Il *a demandé* si j'y **allais**.

Are you **going**? ⇔⇔ He *asked* if I **was going**.

Vas-tu assister à la réunion? ⇔⇔ Il *a demandé* si j'**allais assister** à la réunion.

Are you **attending** the meeting? ⇔⇔ He *asked* whether I **was attending** the meeting.

IMPÉRATIF ⇔⇔ INFINITIF | IMPERATIVE ⇔⇔ INFINITIVE

Finis le rapport pour vendredi. ⇔⇔ Elle *m'a dit* de **finir** le rapport pour vendredi.

Finish the report for Friday. ⇔⇔ She *told me* **to finish** the report for Friday.

ACTIVITY 9: INTERACTION STRATEGIES

Suggested procedure (Participant's Guide: p. 25)

1. Working as a group, brainstorm about communication strategies that you use in your mother tongue, dividing them into two categories: listening and interaction strategies.
2. Read through **Strategies for Effective Communication / Interaction**.
3. Working on your own, complete the **Self-Assessment of my Interaction Strategies**.
4. Select one strategy that you would like to develop further.

STRATEGIES FOR EFFECTIVE COMMUNICATION / INTERACTION

People who interact effectively with the other person during the test of oral proficiency generally rely on three types of strategies: strategies for understanding what is being said, for producing their message, and for maintaining a connection with the other person.

Strategies for understanding what is being said

1. Make sure that you understand the question before answering; if necessary, check that you have properly understood by rewording the question.
2. Ask the other party to repeat.
3. Stay active as you listen to the other party, but don't get sidetracked by trying to anticipate what he or she may say or ask. Continue to listen until the other party has finished speaking.

Strategies for producing your message

1. The other person needs to hear you speak in order to evaluate you properly. This is not the time for short answers. Provide examples, explanations and rationales.
2. Even though you are asked to expand on your answers, make sure that you answer the question directly first. Avoid getting bogged down in a never-ending introduction. Avoid confusion: get straight to the point, then elaborate.
3. Correct your own mistakes if they are preventing your message from getting through.

Strategies for maintaining a connection with the other person

1. Don't stop. If you can't think of a word, use a synonym, an explanation or an example, and keep going.
2. Maintain eye contact with the other party and read the messages that he or she is sending you. Does the person seem to want you to stop in order to move on to another question? Does the person seem to understand what you're saying?

3. Use appropriate expressions to check whether the other person is following you.
4. Use expressions that indicate that you are listening closely to what the other person is saying and are following him or her.
5. Make sure you speak loudly enough.

SELF-ASSESSMENT OF MY INTERACTION STRATEGIES

INTERACTION STRATEGIES	ALWAYS	SOMETIMES	NEVER
1. I make sure that I fully understand the question before answering.			
2. I ask the person to repeat if I have not understood.			
3. I remain focussed on what the person is saying and do not attempt to anticipate what he or she is about to say.			
4. I am not stingy; I say enough.			
5. I answer the question directly and then expand on my answer.			
6. I correct my own mistakes when they make the message hard to understand.			
7. I maintain eye contact with the other person and read the signals he or she is sending.			
8. I do not stop. I use synonyms or explanations when I can't think of the right word.			
9. I check that the other person is following me (e.g.: Do you follow?).			
10. I use short interjections to let the other person know that I am listening (e.g., Uh-huh.).			
11. I speak loudly enough.			

The strategy that I would like to develop further is _____.

ACTIVITY 10: STRATEGIES FOR PART 0 OF THE TOP

The purpose of this activity is to ensure that the initial contact prior to the start of the testing is easy and natural. To facilitate this, it is a good idea for participants to know a few common expressions that can start the conversation off on the right foot.

Suggested procedure (Participant's Guide: p. 28)

1. Working as a group, draw up a list of expressions you naturally use in your mother tongue when you meet someone for the first time, then find the English equivalents.
2. Compare your list with the list in **Starting Off on the Right Foot**.

Personal notes:

STARTING OFF ON THE RIGHT FOOT

Talking about the weather
<ul style="list-style-type: none"> • Nice day / What a beautiful sunny day / It's coming down hard / What a cold day / It's hot today. • It's cool/humid/overcast. • What a lovely day! • I love it when . . . / I hate this kind of weather. • Other:
Talking about the trip to the test site
<ul style="list-style-type: none"> • I had trouble finding . . . / I had no trouble finding . . . • The traffic was heavy. • I came by bus/taxi/car / on foot. • I parked . . . • Other:
Introducing yourself
<ul style="list-style-type: none"> • Hi, I'm . . . • Pleased to meet you. • Nice to meet you. • Other:
Offering your thanks
<ul style="list-style-type: none"> • Thank you very much / Thanks a lot . . . • I'd like to thank you. • Other:
Taking leave
<ul style="list-style-type: none"> • Goodbye. • Have a good afternoon/evening. • Other:

ACTIVITY 11: THE GREATEST CHALLENGE

The purpose of this activity is to give participants a chance to share best practices, tips and strategies for attaining language-related objectives.

You can use the opportunity to have participants complete the **Individual Action Plan for Self directed Learning** (see section 6.5). The plan should contain realistic and measurable objectives.

Suggested procedure (Participant's Guide: p. 30)

Working on your own, ask yourself the following question:

What has been the greatest challenge in the training so far?

1. Working as a group, take turns answering the question. Make a list of the challenges mentioned on the board.
2. Brainstorm about best practices, tips and strategies for dealing with those challenges.
3. Working on your own, make a note of the suggestions that you can put into practice during the remainder of the training.

Continue the discussion using the Questions to Consider if necessary.

Additional Questions to Consider

1. What are the best strategies for assimilating new words and expanding your vocabulary?
2. Do you have any tips to share with the other participants for memorizing and using the correct verb tenses?
3. Do you have any tips to share with the other participants for increasing ease and spontaneity in oral interactions?
4. What are some best practices to make effective use of self directed learning time?

ACTIVITY 12: SKILL RETENTION STRATEGIES

The purpose of this activity is to raise participants' awareness of the importance of doing retention activities to maintain their language proficiency level. Remind them of all the effort invested in attaining their proficiency level, which could all be for naught without an effective retention strategy.

Use the opportunity to present some of the School's offerings, online if possible, using the list provided.

Suggested procedure (Participant's Guide: p. 31)

1. Working as a group, brainstorm about strategies you can use and activities you can carry out to retain newly acquired skills.
2. Read through **Skill Retention Strategies**.
3. Determine which strategies seem most appropriate for you.
4. Select one or more activities that you would like to carry out to retain your new language skills once the training is over.

SKILL RETENTION STRATEGIES

1. Be proactive. Use every opportunity, both formal and informal, to speak your second language.
2. Ask your co-workers for their support and help to retain and improve on your communication skills.
3. Set realistic goals and review them regularly.
4. Take risks and don't let mistakes stop you.
5. Keep your personal lexicon "active" and keep adding to it.
6. Most importantly, enjoy speaking your second official language.

Suggested activities

- Vary the ways in which you practice your second official language:
 - listen to the radio in English (e.g., the news, advertising);
 - watch English-language television shows (e.g., the news, television series);
 - visit the English-language social media sites;
 - enjoy some social time with Anglophone co-workers, friends and neighbours;
 - enrol in work-related (training), sports and cultural activities aimed at Anglophones;

- visit cities, sites and institutions where English is used;
 - etc.
- Enrol in the *Language Maintenance and Acquisition Cycle* (C248) training on the Canada School of Public Service site, under “MyAccount.”
- Set aside an hour a week to take part in a linguistic exchange with an Anglophone co-worker or friend who wants to practice French. Spend 30 minutes conversing in English then switch to French for 30 minutes, and vice-versa.
- Use a bilingual greeting for your voice mailbox to encourage people to leave a message in English.
- Select the “English” option when making a service call (e.g., IT help desk, customer contact centre, telephone helpline, etc.).
- Spend your work and lunch breaks with people who speak English.
- Use English to lead meetings and discussion groups.
- Take a work-related training session, course or workshop in English.
- Attend English-language conferences, symposiums and presentations on work-related topics.
- Read the English versions of e-mails, then the French if necessary.
- Consult the English-language versions of your department’s Internet and intranet sites. Compare them to the French-language versions.
- When reading items in English, get into the habit of answering Who? What? When? Where? Why? And don’t forget to add any new words to your personal lexicon.
- Take part in an English-language forum, wiki or blog on a current event or work-related topic.
- Draft e-mails and messages to your co-workers in English or in both official languages. Create a bank of e-mails and other messages in English and re-use them, making any necessary changes.
- Translate your PowerPoint® or other presentations and have an Anglophone co-worker check the content if necessary. Go for broke and do your presentations in English.

ONLINE COURSES

Please check them out!	
C248 Language Maintenance and Acquisition Cycle	✓
C194 Phonology Series: Intonation	
C195 Phonology Series: Rhythm and Unstress	
C196 Phonology Series: Sound Production /h	
C197 Phonology Series: Sound Production /th	
C117E Sounds of French and English.....	
C120E Idioms 1	
C121E Idioms 2.....	
C111E Gambits 1: Openers	
C112E Gambits 2: Links	
C113E Gambits 3: Responders, Closers.....	
C115E Telephone Gambits.....	
C131F Articles: T.R.A.P.S. (Tool for Referencing Article Problems and Solutions).....	
C118-1F Breaking the Ice (Free to Roam Mode)	
C1182-F Breaking the Ice (Guided Mode).....	
C159 That's Life	
C157F Write This Down	
C174 Words in Play	
C158F Total Recall	
C164 Write Right	
C256 Preparation for Reading and Writing.....	
C166 Outil d'autoévaluation pour l'interaction orale en anglais	
C183 Communication Essentials.....	

SECTION 3

Listening Activities and Transcriptions
(MES, BC, LC)

SECTION 3: LISTENING ACTIVITIES AND TRANSCRIPTIONS**3.1 Short Telephone Messages (MESs)**

Number	Message Title	Length (min:sec)	Page
1	Inquiry regarding competition	0:22	53
2	Photocopier out of order	0:23	53
3	Reminder about meeting	0:21	54
4	Message from person filling in for another	0:21	54
5	Extension of deadline	0:24	54
6	Four parcels	0:26	55
7	Boxes to be sent	0:28	55
8	Regrets in regard to meeting	0:28	56
9	New ink cartridge	0:33	56
10	Ventilation problem	0:27	57
11	Burned-out fluorescent lights	0:32	57
12	Conflicting schedules	0:32	57
13	Château Larose confirmation	0:34	58
14	Contract extension	0:44	58
15	Postponement of meeting	0:35	59
16	Service buy-back	0:28	59
17	Keys found	0:31	60
18	Career counsellor	0:38	60
19	Posting on intranet site	0:28	61
20	Message about a card	0:36	61
21	Fundraiser	0:39	62
22	Favour to ask	0:38	62
23	From air to rail	0:35	63
24	Bug	0:30	63
25	Budget transfer	0:40	64
26	Professional collaboration	0:50	64
27	Last-minute tasks	0:49	65
28	Organization of group outing	0:49	65
29	Subscription problem	0:42	66
30	Pay station out of order	0:39	66
31	Retirement	0:48	67
32	Statistical research	0:51	67
33	Community of practice	0:36	68

34	Translation request	0:48	68
35	Monthly variance report	0:44	69
36	Reference check	0:53	70
37	Bill C-23	0:44	70
38	Inventory of tools	0:52	71
39	Registration problem	0:58	71
40	Bad news	0:58	72
41	Broken window	0:45	72
42	Automated leave management program	1:12	73
43	Writing of a conclusion	0:50	74
44	Assignment request	0:38	74
45	New employee	0:53	75
46	About a meeting	0:56	76
47	Installation of ergonomic furniture	1:08	76
48	Intellectual property	0:49	77
49	Release of a report	0:49	78
50	Information about a competition	1:02	79
51	Lost e-mail	0:52	79
52	PowerPoint®	1:15	80
53	Exam	1:06	81

3.2 Brief Conversations (BCs)

Number	Message Title	Length (min:sec)	Page
1	Projector problem	0:33	84
2	Broken key	0:39	84
3	Clarification	0:32	85
4	Surprise meeting	0:40	86
5	Complaint	0:46	86
6	Late	0:43	87
7	BlackBerry®	0:42	88
8	Advertising campaign	0:42	89
9	At Foreign Affairs	0:34	90
10	Information session	0:47	90
11	Too much noise	0:49	91
12	Call-back request	0:49	92
13	One-day training session	0:56	92

14	A room reservation	0:55	93
15	Late cheque	0:56	94
16	The ideal job	0:47	95
17	Meeting gone wrong	0:59	95
18	Drenched keyboard	1:00	96
19	Overtime	1:05	97
20	Special keyboard	0:42	98
21	Lost and found	0:59	99
22	Availability of new product	1:02	100
23	Change of office	0:50	101
24	New head	0:49	102
25	Parking rights	0:59	102
26	Presentation	1:05	103
27	Outdated computer equipment	1:01	104
28	Promotional tools	0:57	105
29	Document for translation	0:57	106
30	Competition notice	1:08	107
31	Access card	1:25	108
32	An incomplete order	1:13	109
33	Reorganization	1:21	110
34	Leave balance	1:23	111
35	E-mail transmission problem	1:29	112
36	Smog blanketing the city	1:28	113
37	New selective collection program	1:16	114
38	Survey on opening a daycare centre	1:09	115
39	Theft	1:23	116
40	Vacation balance	1:26	117

3.3 Long Conversations (LCs)

Number	Message Title	Length (min:sec)	Page
1	New director general	1:41	120
2	Participation in a competition	1:45	121
3	Computer breakdown	1:31	122
4	Problem in the making	1:48	123
5	Wrong keyboard	1:48	124
6	Choice of speaker	2:01	126

7	Meeting about new wiki	1:37	127
8	Acting appointment	1:52	128
9	Preparation for important meeting	1:57	129
10	Redistribution of tasks	2:04	130
11	Working at home	2:02	131
12	A haughty attitude	1:55	133
13	Materiel resources	2:05	134
14	Monica's meeting	2:16	135
15	Mélo die's absence	2:03	136
16	A problem with the carpet	2:51	138
17	Assignment of parking space	2:23	139
18	Distribution of tasks	2:23	140
19	Jack's return	2:22	142
20	Participation in project management symposium	2:34	143

3.1 SHORT TELEPHONE MESSAGES (MESSs)

Suggested procedure (Participant's Guide: p. 37)

1. Listen to a telephone message twice, without looking at the transcription.
2. Make a short summary of what you heard.

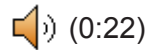
Determine

- the reason for the call;
 - what must be done;
 - the help being offered.
3. If necessary, listen to the message again and analyze it.
 4. Discuss what you heard.
 - Have you ever had a similar experience?
 - Does the situation remind you of anything?

As in the TOP, refrain from giving participants any indication of the content of the messages.

There are enough messages to cover all of the course's group activity (GA) periods. It is suggested, as recommended in the planning, that participants listen to a few messages each day. Messages 3, 7, 10, 14, 17, 20, 21, 25, 28, 29, 33, 36, 39, 43, 46, 50 and 53 are not on the timetable, but may be used during individual meetings.

The messages are transcribed for participants in the Participant's Guide, section 6, p. 123.

Short telephone message 1
Inquiry regarding competition

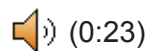
Hi, I am a public service employee and am looking for information about a competition posted on Publiservice for the position of Senior Advisor, Materiel Resources.

Could you please return my call, at 613-947-9211?

Thank you.

Questions

- B. What does the caller want information about?
- B. Where was the competition in question posted?
- B. The competition is for what position?

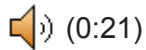
Short telephone message 2
Photocopier out of order

Hi! My name is Don Smith and I'm calling to report a problem with our photocopier. We need a technician to come and repair it. The address is 373 Sussex Drive, Room C118. I can be reached at 613-943-7826.

Thanks.

Questions

- B. Is there a problem with the phone or with the photocopier?
- B. Why should a technician go to 373 Sussex Drive?
- B. Is the technician supposed to call Mr. Smith?

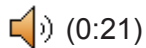
Short telephone message 3***Reminder about meeting***

Hi Marie, this is Nicole. I wanted to remind you that our monthly meeting is today at three o'clock. Don't forget to bring the procedures analysis that we finalized together last week. You should probably make copies for everybody. Call me if you have any questions. I'll be at the office until noon.

See you later.

Questions

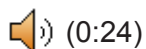
- B. What will Marie be doing at three o'clock?
- B. What is Marie supposed to take to the meeting?
- B. Until what time today will Marie be able to ask Nicole any questions?

Short telephone message 4***Message from person filling in for another***

Hi! My name is Stacey Martin and I'm calling to let you know that my colleague Julie Brown will not be able to attend the meeting on the 8th. Something has come up and I will be filling in for her. If you have any questions, please feel free to contact me, at 613-957-6251.

Questions

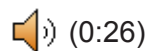
- B. Why won't Julie be attending the meeting?
- B. Who will be attending the meeting?

Short telephone message 5***Extension of deadline***

Hi Renee, this is Michael. I am calling to let you know that the extension to our project deadline has finally been approved by management. You can therefore talk about it officially at the next section meeting. Thanks again for your help. It was thanks to your detailed report that we got approval. Talk to you soon.

Questions

- B. What it was finally approved?
- B. At what meeting will Renee be able to officially announce that the project deadline has been extended?
- C. What document made it possible to obtain an extension? Who produced the document?

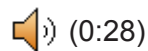
Short telephone message 6***Four parcels***

Hi, this is the Mail Room. We have received four parcels for you from the Public Service Commission. Could you please give us a call to let us know whether we should take them up to your office on the 15th floor? The number is 819-947-7722. Just ask for Bernard or Mohamed.

Thank you.

Questions

- B. Where did the parcels in the Mail Room come from?
- B. Are the parcels for Bernard and Mohamed?
- B. Will the parcels be delivered to the 15th floor?

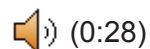
Short telephone message 7***Boxes to be sent***

Hi. I have three boxes to send to Citizenship and Immigration. Could you please call me to let me know whether the boxes can be sent through internal mail or whether I have to call a courier service? If I have to call a courier service, I'd like to know which one please. My name is Marla Clarkson and I can be reached at 613-953-6233. I hope to hear from you soon. It's a fairly urgent matter.

Thank you.

Questions

- B. Is it true to say that Marla Clarkson is expecting boxes from Citizenship and Immigration?
- B. From whom is Marla Clarkson expecting a call?
- B. Is it true to say that Marla Clarkson wants to know whether internal mail would be faster than a courier service?

Short telephone message 8
Regrets in regard to meeting

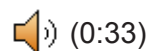
Hi, this is Martin Blair. I am calling to let you know that, unfortunately, I won't be able to attend the assessment committee meeting next Wednesday. I will, however, be emailing you the draft analysis I've prepared, which I was supposed to present at the start of the meeting.

I hope that my absence won't throw off the progress of our work too much. If you have any questions, please feel free to contact me.

Thanks.

Questions

- B. What was Martin Blair expected to do at next Wednesday's meeting?
- B. What will Martin be sending by e-mail?
- B. What might happen because of Martin's absence?

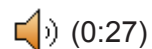
Short telephone message 9
New ink cartridge

Warehouse, Jai Alli's office, bonjour. I cannot take your call at the moment. S'il vous plaît laisser une message. Please leave a message.

Hi, Jai. This is Katrina over in human resources. Our printer is not working right. There's a message that says it needs a new ink cartridge. The code number for the cartridge is X-133. We need it right away because we have a project to print today and the deadline for it is tomorrow at noon. Thanks. Bye.

Questions

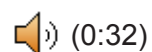
- B. What does Katrina need?
- B. When does she need it?
- B. Why does she need it?
- C. In pairs, tactfully but firmly explain to a colleague that his habit of not making sure that the printer is useable for other employees (paper jams, empty ink cartridges, etc.) when he finishes with it is unacceptable.

Short telephone message 10***Ventilation problem***

Hi, I'm calling to report a ventilation problem in Room 6188 on the 6th floor at 250 Tremblay Road. I think the thermostat has stopped working. It's really hot in the room and there doesn't seem to be any air circulation. Could you please send a technician? My name is Jackie Clark and you can reach me at 613-957-9579. Thank you.

Questions

- B. What is not working in Room 6188?
- B. Is Ms. Clark sure that there is no air circulation?

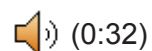
Short telephone message 11***Burned-out fluorescent lights***

Hi, I work on the 15th Floor of 200 Laurier Street and I would like to report that the lights in Room A1552 are not working very well. Some of the fluorescent tubes are burned out or flickering. It's impossible to work in that room with the flickering lights. Could you please send a technician as soon as possible to replace them?

Thanks in advance. You can reach me at 613-962-3456.

Questions

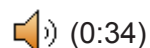
- B. Why does the caller consider the call rather urgent?
- B. True or false: all of the fluorescent lights are flickering.

Short telephone message 12***Conflicting schedules***

Hi, this is Frank speaking. I'm calling to check whether the unit meeting scheduled for the 15th is still on, as I've just learned that our branch is holding a general meeting that same day. I assume that, like me, many employees will be required to attend the general meeting. I was wondering whether our meeting could be postponed until the following Thursday, the 22nd. Call me back please. I can be reached at 819-957-2864.

Questions

- B. Will the unit meeting be held on the 22nd?
- B. What is Frank's branch organizing and when?
- B. What is Frank suggesting be done in regard to the unit meeting?

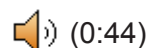
Short telephone message 13
Château Larose confirmation

Hi, my name is Jane Fitzgerald and I'd like to leave a message for Mr. Robert Lawson. Mr. Lawson, I would like to confirm our meeting at 10:30 a.m. on Friday in the lobby of Château Larose. After our brief meeting, we will join the official delegation for the workshops that are to be held throughout the day. There is a detailed description of the workshops in the brochure I gave you on my last visit. If you have any questions, please don't hesitate to get in touch with me.

Thanks. I look forward to seeing you on Friday.

Questions

- B. What will Mr. Lawson and Ms. Fitzgerald be doing before joining the official delegation?
- B. Where can Mr. Lawson check for a description of the workshops he will be attending?
- B. Over what period of time will the workshops be held?
- B. When did Mr. Lawson get the brochure containing the workshop descriptions?

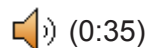
Short telephone message 14
Contract extension

Good day, Jeff; it's Marisa. Jeff, I've got some good news for you this morning. I've just learned that it might be possible to extend your contract for at least another six months. I'm saying six months because I put in the request for an extension until the end of April. They haven't confirmed that yet, but it definitely has been extended up to December. You can see Charlotte on the third floor tomorrow to sign the contract. That should avoid delays in receiving your paycheques for the next few weeks. I'll let you know about April as soon as I can. I hope it works out for you, but I can't promise anything for the moment. Anyway, let's keep our fingers crossed.

Questions

- B. What good news does Marisa announce to Jeff?
- B. Why does Jeff have to go see Charlotte?

- B. What might happen to Jeff in April?
- C. We sometimes hear that contract employees are more motivated than others. What do you think?

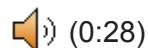
Short telephone message 15***Postponement of meeting***

Hi, this is Karim. I'm calling to let you know that the committee meeting originally scheduled for 10 o'clock this morning will actually be held at 2 o'clock this afternoon, in the large boardroom. The room had to be changed because of an electrical problem, and the large boardroom wasn't available this morning. We've tried to advise everyone attending, but it's hard to reach everybody on such short notice. Could you please post a sign on the door to indicate the change of time and room?

I know that I can count on you! Thank you! Goodbye.

Questions

- B. When was the meeting originally supposed to be held?
- B. Why was the time changed?
- B. Was it difficult to reach everybody to advise them of the change?
- B. What is Karim's solution for reaching as many people as possible to let them know about the changes?

Short telephone message 16***Service buy-back***

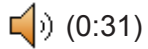
Good day, my name is Mark Clarkson from Compensation and Benefits. I'm calling about your request to buy back some years of service. I think it would be a good idea to get together because there's a fair amount of information missing from your file that we need before proceeding with an analysis.

Can you get back to me as soon as possible? I'm going to be very busy over the next few months, and I see from your file that your original request was made quite some time ago. Thanks.

Questions

- B. Why does Mark want to meet with his client?
- B. Why does he want to meet his client as soon as possible?

- B. Was the client's request made recently?
- C. Do you think it's worthwhile to buy back years of pensionable service? Why or why not?

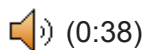
Short telephone message 17**Keys found**

Security, bonjour. We cannot take your call at the moment. S'il vous plaît, laisser une message. Please leave a message.

Security, this is Frank Simms in 1223. I found a set of keys in the parking lot. There is a key chain with the name Brown on it. I can bring them to you if you like. Let me know what you want me to do. I'm at 888-453-1100. Thanks. Bye.

Questions

- B. What did Frank find?
- B. Where did he find it?
- B. What does Frank offer to do?

Short telephone message 18**Career counsellor**

Hello, Jack, it's Martin. Listen, can you tell me when you can spare a couple of minutes? I need your advice; I'm a little confused right now because of the career choices I presently have, all at the same time, one could say. They're offering me a promotion here at Health Canada, but there's also a similar position at Stats Can, and I really don't know what to do.

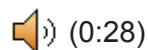
I have to give a response by the fifteenth, so, obviously, I'd like to speak to you as soon as possible. If you're not available, I'll understand.

Thanks. Hope to talk to you soon.

Questions

- B. Why does Martin call Jack?
- B. When must Martin give an answer and to whom?
- B. Why is Martin going to change jobs?

- C. What advice would you give to Martin in this situation?
- C. Talk about a career choice that you have had to make and also talk about the regrets or lack of regrets you have as a result of your decision.

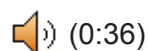
Short telephone message 19***Posting on intranet site***

Good day, Andrew; it's Gary from Communications. I'm calling about the message that you want to post on the intranet site. I'll need some more details on the dates that you indicated. It's not completely clear to me. I don't know if the dates that you mentioned are the dates of the event or the dates that you want me to place notices on the site. So, if you can call me back about that, it would be great. I can be reached at 613-333-2323.

Thank you and have a good day.

Questions

- B. Why does Gary call Andrew?
- B. What does Gary want to know about the dates mentioned by Andrew?
- B. What follow-up does Andrew have to do?

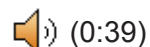
Short telephone message 20***Message about a card***

Oh, Jill, hi! It's Heather. I'm calling because I won't be at the office today. My son is sick. He's got a pretty high fever, so I have to stay home with him. I wanted to ask you to circulate the card we got to congratulate James on the birth of his baby. Everyone on the team should sign the card and put a few dollars in the envelope for the gift. I left the card in the top drawer of the filing cabinet in my office. You won't have any trouble finding it. It's in the first folder on the right—a pink folder.

Thanks Jill. I'll call again later. Bye for now.

Questions

- B. Why will James be receiving a card?
- B. What should Jill do with the card?
- B. Where is the card?

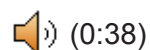
Short telephone message 21***Fundraiser***

Good day, Richard; it's Stephen calling. Richard, I'm calling about the fundraiser that Susan and you set up last month. I believe that it's for an organization which helps children with learning difficulties. At first, I wasn't too sure about your idea; that's true, because I thought that it would be risky to run a parallel activity to others in the department. But, on second thought, I now believe that, considering the fact that all your activities take place during the lunch period, there shouldn't be any problem. Let me check this out further with the others involved and get back to you about it. Okay?

Have a good day.

Questions

- B. What kind of organization are Richard and Susan raising money for?
- B. Why was Stephen not sure that he could support their initiative at first?
- B. Does Stephen give his unconditional support?
- C. In your opinion, is it appropriate to conduct fundraisers, apart from those that are already in place, in a government workplace? Justify your answer.

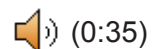
Short telephone message 22***Favour to ask***

Hi Christine. It's Alice. I'm leaving you this message because I have a favour to ask of you. I just got home and am realizing that I forgot to give the policy review file back to Jack. He lent it to me so that I could consult it. I'll be away next week and I'm afraid that he might need it. Could you please return it to him for me? It's the large green binder that I left on the small round table in my office. Thanks a lot. Oh, and while I think of it, I also forgot to water my plants. Could you do it for me please?

Thanks a lot, and good luck next week.

Questions

- B. Whom does the policy review file belong to?
- B. Where is the policy review file at the time of the call?
- B. Where is the caller?
- C. How do we know that Alice will likely not be at the office next week?

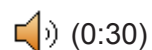
Short telephone message 23***From air to rail***

Good day, Danielle. I know that you can't take any calls today, but I wanted to let you know that I just saw the Director to get authorization for your travel during the week of December 9. The good news is that the trip has been authorized; the bad news is that there's enough money in the budget for travel by train but not by plane as you had requested.

I have reserved tickets for the train. However, if that doesn't suit you, let me know as soon as possible so I can cancel them. The reservations are for a departure on the ninth at 8:30 a.m. and a return on the twelfth at one p.m. Okay?

Questions

- B. What means of transport will Danielle have to use for her trip?
- B. What did the Director authorize and not authorize?
- B. Are Danielle's tickets booked?
- B. Would you rather travel by train or by plane? Why?
- C. Why should some meetings be held face to face rather than through the means of technology?

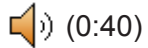
Short telephone message 24***Bug***

Yes, good day. This message is for Mr. Ravi Patel. You left us a message to let us know that there seems to be a glitch, a bug, in the internal Management of Requests for Contributions program. We're calling to let you know that there was a problem, and it was fixed this morning. Sorry for any delay that this might have caused you in dealing with your files. Thank you for informing us, and if you see anything else that could help us to improve the system, don't hesitate to communicate with us again.

Have a good evening.

Questions

- B. Why did Ravi call the Help Desk?
- B. Did Ravi call for a legitimate reason?
- B. The employee apologizes. Why specifically does he apologize?

Short telephone message 25***Budget transfer***

Hi, it's me, Jim, again. I just finished looking at the budget plan for next year, and I have a few questions for you. I'm wondering if it would be possible to take a little money for the purchase of equipment and transfer it to salary. As you know, we'll need some extra people to process the data that the Department of Justice must provide to us.

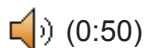
As I see it, we'll need three additional people for three or four months, but I can't find any budget provisions for these salaries in the report that I have in front of me. Is that because there's something that I don't understand?

Give me a call when you have a minute, Okay?

Thanks. Catch you later.

Questions

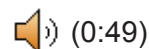
- B. Is this Jim's first phone call to this person?
- B. From which budget does Jim want to get the money to pay the salaries?
- B. Why does Jim have to hire temporary staff?

Short telephone message 26***Professional collaboration***

Good day, Ms. Sinclair. My name is Dr. Francine Shanks. I work for a research program at the university. I heard from a colleague that you were setting up a pilot project for learning second languages. I was wondering if your project has a component for people whose mother tongue is neither English nor French. If you foresee integrating these people in your project, could you contact me? We are also interested in these types of second-language learners, and I'm wondering if there might be some information that we could share. My telephone number is 514-787-5656. That's Dr. Francine Shanks, Director of Second-Language Research.

Questions

- B. In what type of institution does Dr. Shanks work?
- B. What is the subject of the pilot project that Ms. Sinclair is working on?
- B. What does Dr. Shanks want to share with Ms. Sinclair?
- C. Do you think that the public service establishes too few or too many partnerships with institutions such as universities? Explain.

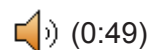
Short telephone message 27***Last-minute tasks***

Hello, Lynn; I'm on my way downtown. I forgot to mention in the message that I sent earlier a couple of things that I'd like you to do. First, I received a call from the building manager to remind staff that the gymnasium is open only to those who received a membership card at the beginning of the year. Could you write a short message to everyone to the effect, that anyone without a card doesn't have access to the gym even when the gym is not busy? Secondly, Brigitte is expecting an important call today concerning the presentation to the deputy minister. Since she is absent, can you take her calls and forward those from the deputy minister's office to me?

Thank you very much. See you later.

Questions

- B. According to this message, who has access to the gym?
- B. When were the membership cards distributed?
- B. Who is not in the office today?

Short telephone message 28***Organization of group outing***

Yes, good day, Mrs. Sanderson. My name is Susan Richards of Service Canada. We already spoke briefly, last week, about the possibility of having a group of our employees stay two nights at your establishment in November.

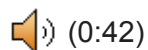
I'm calling to confirm the number of people, and also, I'd like to have some more information about a group activity that you mentioned last week. I believe that it was some sort of nature rally, wasn't it? I'd like to know if you have any documentation that you could send me about this activity, because I have to know the cost, the duration and all that. And concerning the number of participants, it's 22.

So, I look forward to hearing from you. Bye, until then.

Questions

- B. Why does Susan call Mrs. Sanderson?
- B. Is this the first time that Susan has called?
- B. What is the group activity about which Susan would like to have more information?
- B. What is Susan organizing and for how many people?
- B/C. In general, do you like participating in these types of activities? Why or why not?

- C. What is your opinion of group activities outside the workplace? What purpose do they serve and are they worth the cost?
- C. What, in your opinion, is the key to a successful group retreat?

Short telephone message 29***Subscription problem***

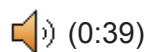
Good day, Mr. Besharah. I've been told that I should speak to you about the problem that we're having with our subscriptions. My name is Vivian Delaney. I work at Statistics Canada. Eight months ago we ordered 22 copies of your magazine to be delivered each month for two years. We got the 22 copies every month for the first six months, but since June we've only received 12 copies a month. Could you get back to me about this so we can clear up the situation? If you're not the right person, could you please forward my message to the one responsible? Thank you.

You can reach me at 613-994-8877.

Thank you and have a good day.

Questions

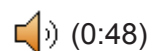
- B. How long has there been a problem with the subscription?
- B. How many copies are missing each month?
- B. How do we know that Vivian is not sure that she's speaking to the right person?
- B/C. Does your section subscribe to a publication that you read or consult regularly? If yes, describe this publication and how it is useful to you.

Short telephone message 30***Pay station out of order***

Hi. I'm calling to report that the parking pay station at 100 Montcalm is out of order. I fed it six dollars, but it didn't give me a receipt. I left my vehicle in the parking lot anyway, and put a note on the windshield indicating that I had paid the fee but that the machine was not working. It's a white SUV with Quebec plate number 520 AFG. I hope that I won't get a ticket, because I really did pay for the parking. If you want to reach me, my name is Carol Myers and my phone number is 613-953-6284.

Questions

- B. Is it true to say that Carol will have to pay a six dollar fine?
- B. Where did Carol decide to leave her vehicle?
- B. What did Carol leave on the windshield?
- C. What does Carol's note say?

Short telephone message 31***Retirement***

Hi, Anna, it's Paula. I don't know if you knew, but Ray has decided to retire. It's a bit unexpected. I don't know if he won the lottery or what, but, in any case, the boss asked me to organize something for him. She'd like us to have a little celebration next Friday.

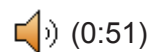
Since that doesn't leave me a lot of time, I was wondering if I could count on you to help me out a bit. I remember how full of good ideas you were for Luke's retirement party last year.

I'm going to send around a card with an envelope to collect funds starting this afternoon, because there are some who won't be at the office over the next two days. Let me know what you can do to help out.

Talk to you later.

Questions

- B. What does Paula have to organize?
- B. Why does Paula think that Anna is a good person to help her?
- B. What is Paula going to send around?
- B/C. Talk about the best retirement party that you have attended.
- C. In your opinion, what are some circumstances that can cause a person to suddenly decide to retire?

Short telephone message 32***Statistical research***

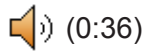
Yes, hello sir; I'm not sure if I'm speaking to the right person. It was Mr. Michael Jordan from Service Canada who gave me your name. My name is Joan Jackman. I'm a graduate student in sociology and I'm presently doing a study on women and visible minorities in management positions in the federal public service. I'd like to have the statistics on the profiles of individuals who occupy

positions at EX 1 to EX 3 levels in at least three separate departments. I was told that you could guide me in how to obtain these statistics. Could you give me a call back about this subject? Once again, my name is Joan Jackman and my telephone number is 418-999-3462. Thank you.

Questions

- B. Why is Audrey trying to find a job somewhere else?
- B. Why do these two people think that Audrey's replacement will create a delicate situation?
- B. How has Martha shown her interest in this work?
- C. What do you think of Vangu's strategy for conserving corporate memory?

Short telephone message 33 ***Community of practice***

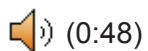


Good day, Rhonda. I'm calling to answer your question about the Communities of Practice. Unfortunately, I'm sorry, but it won't be possible for your employees to participate for the time being since we've purchased only 30 licences which have been distributed already and are valid for six months. On the other hand, we're thinking of negotiating a new agreement to renew our current licences, and, perhaps, if we register more people, we might be able to get a better price. I'm telling you this without any promises, but give me a call back to let me know how many in your division would be interested, and we'll see what can be done next time.

Questions

- B. What does Stacey, the director, want?
- B. When will the presentation be made to Stacey?
- B. At what time will the presentation start?
- B. How long will the presentation take?
- B. What does Stacey ask Robin, the group leader, to do?
- B. What does Stacey have to do at the end of the month?
- C. How is work allocated in your section? What changes would you suggest?

Short telephone message 34 ***Translation request***



Ms. Scantland, you were asking about getting some translation services. I'm sorry, but we don't allow the use of external translation services for documents intended for internal distribution.

We now rely on bilingual employees like you to provide your own translations using the newly installed word processing and the French/English translation programs. You can then ask another bilingual employee to double-check your work.

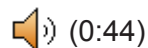
However, if you have a document that is being sent to others outside of the department, then you can still make a request for translation services.

I hope this answers your question. If you have any other questions about the guidelines for the translation of documents, you can contact Official Languages Service.

Questions

- B. What is the main idea of this voice mail message?
- B. When can employees use external translation services?
- B. What tools do employees have to help them translate internal documents?
- B/C. Does this situation remind you of anything? Talk in detail about a similar situation that you have experienced.
- C. Do you feel that employees should be asked to do translations if that is not a part of their official job descriptions? Why or why not?

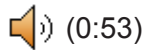
Short telephone message 35 ***Monthly variance report***



Glenda, it's David. I just realized that Steve was supposed to send me his monthly variance report before leaving on holidays. I got a note but he forgot to attach the report. I absolutely need it for tomorrow. I know this isn't going to please you, but could you try to reach him at his home, so that he can give us access to his file. If you think of another way of finding it, go ahead, but as I was saying, I absolutely need it for tomorrow. Ahh ... if you don't manage to reach him, call Jack because I think that he and Steve sometimes work on the same files together. In fact, begin by calling Jack. Let me know what happens. Okay?

Questions

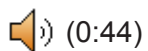
- B. What did Steve forget to do in his e-mail?
- B. When is the latest that David must have the report?
- B. Why does David suggest calling Jack?
- C. In this situation, do you think it is justified to call the employee who is on vacation? Explain your point of view.

Short telephone message 36**Reference check**

Hello Mrs. Lewis. My name is Judy Dundurn from Health Canada. One of your employees, a Mr. André Lalonde, is a participant in a competition in our section and we are now at the stage of checking references. Since Mr. Lalonde gave your name, I would like to be able to talk with you about him. I have ten or so questions to ask you. Usually it takes about fifteen minutes and it can be done by telephone. We'd like to complete the competition process as quickly as possible, so if you could return my call at your earliest convenience, I'd really appreciate it. Once again, my name is Judy Dundurn. My telephone number is 819-987-6543 and it's about André Lalonde. Thank you. Good bye.

Questions

- B. What object related to the field of computers would Janine like to have distributed?
- B. What object related to the field of computers would Lee like to have distributed?
- B. Why does George refuse the first two suggestions of his employees?
- B. What is definitely going to be distributed?
- C. Do you personally feel that gadgets such as pens and mouse pads distributed for promotional purposes really have an effect? Explain.
- C. What do you think of the distribution of promotional tools within the government? Should it be banned?

Short telephone message 37**Bill C-23**

Mya Haider's office, bonjour. I can't take your call at the moment. S'il vous plait, laisser une message. Please leave a message.

Good afternoon, Mrs. Haider. This is Suma Kart from the Minister's office. The Minister will attend the committee meeting concerning Bill C-23. It's next Thursday at 2:30 in Room 200 of the West Block. I'll see you before the meeting at 11:30 for a briefing on the latest wording for the Bill. I will be prepared to fill you in on the latest changes and answer any questions you have. The Minister may need you for backup when answering questions the committee might have, so our getting together is important.

Questions

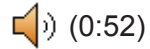
- B. Why does Alice feel that she has more work now than before?
- B. How do we know that once trained, Alice's colleagues are not always autonomous?

B. Who apart from Alice has mastered the system?

B/C. Have you ever lived through a similar situation? Explain the situation and how it finally ended.

Short telephone message 38

Inventory of tools



Hi, Myra, it's Nancy from Research and Development. Myra, are you aware that we're in the process of creating an inventory of technological tools for the Minister? We want to make a listing of all the tools which are presently available in the Department and those which will become available soon. We'd like to have the co-operation of your project managers in doing this. Could you please send us their names and e-mail addresses and we'll send them a document in which they can enter which tools are already being used and those which are going to be available by the first of next April at the latest. Thanks a lot. Of course, it goes without saying that if you have any questions, you can call me at 819-854-9078.

Questions

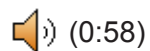
B. What is Nancy's team in the process of creating?

B. Whose co-operation does Nancy want for the successful completion of her project?

B. What is Nancy going to send to the people she wants to consult?

Short telephone message 39

Registration problem

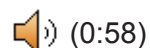


Good day, my name is Paul Gardner. I'm calling about my registration for the course you are offering in Human Resources Management. I registered online for the session on February 9th, but the confirmation that you sent me was for February 19th. I don't know if it is a simple error in entering the date or if there is another session on the 19th. Am I registered for the wrong date? There's also an error with my name. It's Paul, not Paula. As you can tell by my voice, I'm not a woman. I'm not sure if the confusion with the date has anything to do with the confusion in the names. Anyway, I'd like you to call me back to sort this all out as soon as possible, because if the session is on the 19th rather than the 9th, I can't attend. I already have other commitments for that date.

You can reach me at 613-876-1414.

Questions

- B. How did Paul register for the Human Resources Management course?
- B. What kind of error does he think has happened?
- B. Is Paul ready to change the date if necessary? Why?

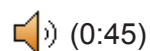
Short telephone message 40***Bad news***

Good day, Jerry. Jerry, I've got some bad news. Alice called me to say that she saw her doctor yesterday, and the news isn't too good. In short, she has to take some time off. So, I'm thinking that since you have access to her list of clients, I'd like you to get their contact information and addresses, and look after them while she's gone. If anyone asks you any questions about Alice, I know that I can count on you to be discreet. Alice was quite specific about that yesterday when I spoke to her. She'd like her absence to go as unnoticed as possible.

I'm in a meeting for most of the day, but I'd like to meet you tomorrow morning to reorganize the work. We'll probably have to hire someone for a few weeks. Keep a place open in your timetable for tomorrow morning.

Questions

- B. Why won't Alice be at work for several weeks?
- B. What must Jerry do if he's asked about Alice?
- B. What is the purpose of tomorrow morning's meeting between Jerry and his boss?
- C. In pairs, meet one of your colleagues to indicate to him/her that you don't appreciate the fact that he/she has not been discreet in a conversation about the private life of one of the members of your team. Be tactful.

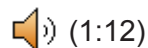
Short telephone message 41***Broken window***

Yes, Hi. My name is Karen McCloud. I have an office at 200 Park Street. I'd just like to mention that when I arrived in my office this morning, I noticed a big crack in the upper left corner of my window and since I've been here the crack has moved a lot farther down. It's definitely growing. It doesn't seem like an emergency to me, but I would like someone to come by and have a look at the situation, please. As I said, I'm at 200 Park and my office number is 1621. Could you give me a call back and let me know when you expect to come by. I see clients in my office but I can arrange to use another office while you're here. Thanks.

Questions

- B. What is broken in Karen's office?
- B. Why does Karen ask the person to call before coming to her office?
- B. Where does Karen work?

Short telephone message 42
Automated leave management program



Good day, Ms. Li.

I'm having real difficulty with the new program we have for requesting leave. As you know, we now have to apply online.

I don't know how to specify my supervisor, and I don't understand many of the terms used for the different types of leave.

It's also difficult for me to plan my leave from one date to another and calculate the number of days and hours that I'm asking for.

I'd also like to see my leave history, you know, for last year, but I can't find it. It seems to have disappeared, so I can't check to see if there are any problems; and if there is something that doesn't seem right, I have no way of sorting it out.

Anyway, there's a lot of other stuff that I don't understand and a lot I'd like to do to keep track of and organize my leave.

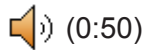
Well, I was wondering: is there going to be some training or an information session on this? It would really be appreciated. It would really help. Others are having difficulty too, and I think that we all would benefit if there were some sort of training session for the staff.

Can you get back to me on this?

It's Jeff at 519-248-1482.

Questions

- B. Why does the employee, Jeff, called Ms. Li?
- B. What is the problem that Jeff, is having?
- B. What does Jeff want Ms. Li to do?
- C. Are you happy with the leave system in your department? Explain why you are or why you aren't and the changes you would make if you had the power.
- C. Is it fair to require employees to provide medical certificates for sick leave with a duration of more than three days? Explain and defend your answer.

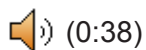
Short telephone message 43***Writing of a conclusion***

Good day, Jasmine, I hope that you get this message before you leave today. If not, I guess, I'll have to wait until tomorrow. It's about the conclusion that I have to write. I'd just like to make sure that I really understood what was decided at the meeting this afternoon. We're going to go ahead with the first two elements in the plan for the moment and keep the third for later. Is that right? Also, I was wondering if we're going to put the results of the survey in it as well. It's not totally clear to me what has been decided.

If you can give me a call back to confirm, I'm at 613-987-6543. You can also reach me on my cell at 613-666-8778.

Questions

- B. What does the person have to write?
- B. Why does the person need to consult Jasmine?
- B. What will the person do if Jasmine has already left the office?
- C. What should the person have done to avoid the situation? What recommendations would you make to this person for his next meeting?

Short telephone message 44***Assignment request***

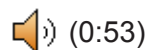
Good day, Sonya. It's Jennifer. Mr. Simmons would like to see you about your request for a new assignment. He thinks that you can replace Nadia while she's away on maternity leave. He'd like to know if you can finish the projects that you're working on now within the next three weeks, because he'd like you to spend a full week with Nadia before she leaves in order to get to know her files. He also said that if you have to work overtime to finish up your projects, he'll make arrangements for the necessary funding. He asked me to call you because he'd like you to bring a schedule of your projects to the next meeting. So, call me back when you have a moment and we can set a time for the meeting.

Thanks. See you later.

Questions

- B. Where is Nadia going?
- B. What arrangements will be made to allow Sonya to finish her projects?
- B. Why does Sonya have to call Jennifer back?

- B/C. Have you ever replaced a colleague during your career? Explain the situation.
- C. Do you think that promotions are a matter of being in the right place at the right time or do you think professional advancement is a result of well-thought-out career planning? Explain.

Short telephone message 45***New employee***

Eric, I'm going to be away this week, and there's a new employee arriving today.

Her office is all set up, but she'll need some help during the next few days to settle in and learn the ropes. We've left some office manuals on her desk. She should go over them to learn about some of the routines, procedures and tasks around the office.

She'll be doing basically the same work as you, and, for the first little while, she can help you with some of your duties.

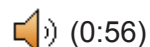
Show her around the office. Explain where things are, especially the equipment that she'll be using, and get her started on a project. That should ease your workload a bit. She should also see Tillie about some administrative details such as security and mail.

Sorry about letting you know so late, but it's been so busy recently, and I have so many out-of-office meetings at this moment.

Oh, yeah, her name is Rowena Makita.

Questions

- B. Why does the manager call Eric?
- B. What does the manager ask Eric to do?
- B. What has the manager done to prepare for the arrival of the new employee?
- B. Who else will help the new employee during the first week?
- B/C. In your section, how do you handle the arrival of a new employee?
- C. Should the orientation of new employees be relaxed and informal in approach or should it be a more organized event? Why?
- C. How would you react to the following statement? "It's always the best employees who end up with the most work."

Short telephone message 46***About a meeting***

Sasha, welcome back from holidays. This is Jas.

You probably haven't heard but we're holding a meeting this afternoon in the meeting room at the end of the corridor to go over the projects and priorities for the next quarter.

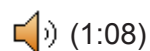
I've invited all the employees in the section to be there, not just the supervisors and team leaders, because I want to assign members and describe some of the duties and responsibilities for each team.

I also want to give everyone an overview of all the projects and priorities for this quarter since some will be working on more than one team. The meeting will also give everyone a chance to ask questions and bring up any concerns.

Oh yes, the meeting will start at 3:00 and last all afternoon until about five; and bring along a list of the projects you were working on before the holidays and any ongoing or planned projects for this quarter.

Questions

- B. Why does the manager, Jas, call Sasha?
- B. When is the meeting?
- B. Where will the meeting be held?
- B. What does Jas ask Sasha to do?
- B. Who will be at the meeting?
- C. What changes would you make to the way priorities and deadlines are set in your section?
- C. Based on this message, do you feel that this person is a good or a bad manager? Explain and defend your answer.

Short telephone message 47***Installation of ergonomic furniture***

This is Karl Squires from Healthy Ergonomics Unlimited.

We have an order to provide you with a customized ergonomic chair. In order to construct this personalized chair for your comfort and well-being, we need some information, which you can provide by answering the following questions.

How tall are you in metres or in feet and inches?

How much do you weigh in kilograms or pounds?

What is your waist measurement?

How long is your torso from the hip to the shoulder?

How long are your legs from hip to floor?

With this information we'll be able to construct a chair that conforms to your dimensions and provides you with the maximum in ergonomic comfort.

Please let us know your specific measurements by calling our body metrics expert, Glenda Davis, at 519-564-4376, extension 111.

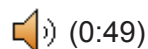
If you have any questions about this order, please contact one of our client service agents who will be glad to answer any concerns, at 519-564-4370.

Questions

- B. Why does Karl call?
- B. What does he want to know?
- B. What is the caller going to do with the information?
- B. What is the receiver of the call asked to do?
- C. How important for your productivity is an ergonomically designed workspace?
- C. In pairs, tactfully make your employee understand that you have exhausted the list of things to do from an ergonomic point of view to help him/her.

Short telephone message 48

Intellectual property



Good day, Marion, it's Richard from the Communications Directorate. I'm calling because I've just made some arrangements for a few of my employees to attend a conference on intellectual property that's taking place in this region at the beginning of December. It seems that the conference speaker is really quite good. In fact, I think he's given about a hundred presentations in North America, and, what's exceptional is that, if we ask, he can give his presentation in either English or French. The guy is completely bilingual.

And another thing, I just learned that if we register twenty participants together, we can get a reduced rate on the conference fees.

I thought that the topic would certainly interest some of those in your directorate, but we'll have to move fast; and that's why I'm calling, because I think that the places are filling up really quickly. If this interests you, give me a call when you have a minute.

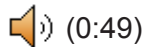
Good day.

Questions

- B. What is the conference that Richard refers to, about?
- B. Does Richard want to participate in this conference?
- B. Is this conference being given for the first time in North America by this presenter?
- B. Why does Richard think that it would be a good idea for Marion to register some of her employees for this conference?
- C. Do you think that federal public servants really understand the concept of intellectual property? Explain
- C. Have you already heard about an instance of intellectual property fraud? Explain.
- C. What would you advise a colleague who confides in you that a person who works with him/her has stolen some of his/her ideas and presented them as his/her own in order to look good in front of the boss and other colleagues?

Short telephone message 49

Release of a report



Hi Jim, this is Andros Hale from Human Resources Services.

I just want to let you know that the Report of the Survey on Workplace Well-Being will be available online to all employees as of September 5. All employees will be able to access it through the intranet site under Employee News/Reports. Anyone who wants a printed copy should contact Sandra Bernhard at 418-776-1876.

And there will be in-house sessions in local offices in September for all staff. At this time members of the departmental executive committee will present the results.

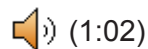
If you have any questions, you can reach me at 418-775-2225 extension 456.

Questions

- B. What is Andros Hale calling about?
- B. How will employees be able to access the report?
- B. What should employees do if they want a printed copy?
- B. What will happen in September?

- C. In your opinion, does the public service offer competitive working conditions compared to those of the private sector? Explain.
- C. What changes would you make to improve workplace well-being in your section, if you had the power?

Short telephone message 50
Information about a competition



Hi, my name is Ann Mitchell and this is a message for Miss Lambert.

I participated in Competition AS05-35-67-89 for the position of Human Resources Officer and received a message indicating that I had qualified for the last step in the process, that is, the reference check. But that was four months ago and the people on my reference list have still not been called. Since I've changed offices and telephone numbers a number of times, I'm afraid that you may have had trouble reaching me, especially since I've heard that the competition and creation of the candidate pool end next week.

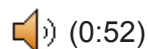
Could you please contact me to reassure me that I haven't been forgotten and to give me an update on the selection process?

Thank you. My phone number is 613-957-9579 and, once again, my name is Ann Mitchell. Thank you very much.

Questions

- B. Why is Ann worried?
- B. What type of position did Ann apply for?
- B. Why might it have been difficult to reach Ann in recent months?
- B. What will end next week?

Short telephone message 51
Lost e-mail



This is Melinda from the Help Desk.

You left a message saying that you haven't been receiving any e-mail since your computer was replaced.

It's quite simple to solve the problem. First exit "Outlook". Click on the "Start" button, then the "Search" button, and then "For Files or Folders"...

Type in “*.ost”. You will then see the file “outlook.ost” listed in the window frame. Delete this file. Now reload “Outlook” and all your new mail should appear. If it doesn’t, give me a call at the Help Desk—that’s 604-943-6266—and we’ll be able to help you through remote control.

Thank you for relying on Help Desk to help you with all your computer tech problems.

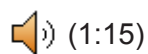
The reference number for this request is B875596.

Questions

- B. Why does Melinda call and leave a message?
- B. What help does Melinda, the technician, provide?
- B. What is the receiver of the call asked to do if the problem remains?
- B/C. Talk about a computer problem that you have faced and explain how it was resolved.
- C. How have changes in technology affected your workplace for better and for worse in recent years?
- C. What sort of computer tools would you like to have access to in your office and why?

Short telephone message 52

PowerPoint®



Ravi, this is Jamie.

Sorry I wasn’t able to reach you in person, but here is a brief explanation on how to use PowerPoint® to create a slide presentation.

From the Start button on the lower left of the screen, click on New Office Document. Then choose Blank Presentation. That will open up a screen in the main window with a template that’s designed for entering the title and subtitle of a presentation. There are boxes for each. If you like that layout, just type in your title and a subtitle.

Once you are happy with your title screen, you can click on New Slide; that’s a button in the menu bar on top to the right.

Okay, now a second slide is opened. Here is where you can enter some content including text and graphics. Just choose one of the templates on the right-hand side that best suits your presentation.

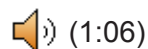
When you’ve got all the slides you need, you can save the whole series by clicking on File on the upper left side and then Save As ...

I hope this helps you get going. Give me a call or come to my office if you have any questions. Good luck. It really isn’t that difficult to create a snappy slide presentation.

See you.

Questions

- B. What is the purpose of the call?
- B. What does the caller, Jamie, explain?
- B. What does the caller tell Ravi to do if he has any questions?
- C. What is more important for you in a presentation, the visual or the auditory component? Why?
- C. In pairs, explain politely but firmly to a colleague that you simply don't have the time to answer his/her technical questions.
- C. What are the characteristics of a successful PowerPoint® presentation?

Short telephone message 53**Exam**

Good day. This is Theo Creighton of the Public Service Commission.

The test of general skills for public servants will be held this Monday, May 12. The test lasts two hours from 1:30 to 3:30.

Please report one half hour before the start of the exam to Room 215 in the Esplanade Laurier Building at 300 Laurier West.

All supplies that you need will be provided. Please do not bring pencils, pens, notebooks, paper or any other stationery or equipment with you into the examination room. These materials will not be permitted.

You will need two pieces of ID with one having photo identification.

No daycare services are provided, so please make other arrangements.

The results of your test will be provided by e-mail or letter as you prefer.

Please contact Sylvie Legault at 613-955-2615 to confirm your attendance and to ask any questions you might have.

We thank you for your interest in the Public Service of Canada.

Questions

- B. What is the purpose of the call?
- B. How long is the test?
- B. Where does the person have to go to take the test?
- B. What does Theo tell the person to bring to the test?
- B. What does Theo ask the person to do?

- C. Should general skills testing be available to candidates online? Why or why not?
- C. In pairs, respond tactfully to a candidate who is complaining that there is no daycare service offered.

3.2 BRIEF CONVERSATIONS (BCs)

Suggested procedure (Participant's Guide: p. 38)

1. Listen to a brief conversation twice, without looking at the transcription.
2. Make a short summary of what you heard.

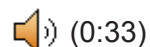
Determine

- the subject of the conversation;
 - what is the problem, if any;
 - what help is being offered.
3. If necessary, listen to the conversation again and analyze it.
 4. Discuss what you heard.
 - Have you ever had a similar experience?
 - Does the situation remind you of anything?
 5. If need be, read the transcription in the form of a role-play.

As in the TOP, refrain from giving participants any indication of the content of the conversations.

There are enough conversations to cover all of the course's group activity (GA) periods. It is suggested, as recommended in the planning, that participants listen to a few each day. BCs 3, 8, 11, 16, 21, 28, 31, 34, 37 and 40 are not included in the timetable, but may be used during individual meetings.

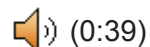
The brief conversations are transcribed for participants in the Participant's Guide, section 6, p. 140.

Brief conversation 1***Projector problem***

1. **Ruth** Hey Jerry, do you know how to work this projector?
2. **Jerry** No, sorry! I don't know how it works. Go and see Linda, the technician. She's an IT whiz. She'll certainly know how to connect it.
3. **Ruth** Yes, I know, but she's not in this morning. When is she due back?
4. **Jerry** Oh, that's right. She's on vacation this week.
5. **Ruth** Darn! The boss needs to show the deck at the meeting. There must be someone else.
6. **Jerry** Why don't you ask the assistant? She dealt with the deck material at the last DG meeting. She should be able to help you.
7. **Ruth** Okay, thanks.
8. **Jerry** Good luck!

Questions

- B. Why won't Linda be able to help Ruth with the projector?
- B. What does the boss need to do at the meeting?
- B. Why might the assistant be the right person to solve the problem?
- C. In general, do you find it difficult to use projectors and other electronic equipment at your meetings? Explain.

Brief conversation 2***Broken key***

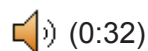
1. **James** Esplanade Laurier, Commissionaires' desk, James Pearson speaking. Good morning.
2. **Vicky** Good morning. My name is Vicky Lewis and I am calling because I have broken my key off in my door lock and now I can't get into my office.
3. **James** Could you give me your floor and room number?
4. **Vicky** I'm on the 12th floor, room A1249.
5. **James** Is that the West or East Tower?

6. **Vicky** West.
7. **James** Okay, I'll send someone to see if he can get you in, but it'll most likely be necessary to call a locksmith. Please stay where you are. Someone should be there in the next five minutes.
8. **Vicky** All right. I'll be waiting. Thank you very much.
9. **James** You're welcome. Goodbye.

Questions

- B. What happened to Vicky?
- B. Who will have to be called to fix the problem?
- B. Who will be with Vicky within five minutes?
- C. Have you ever had an experience similar to the one in the dialogue?

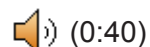
Brief conversation 3 **Clarification**



1. **Wendy** I want to talk to you about several things this morning. First, the holiday requests; I know that I'm repeating myself, but you absolutely have to send them to me electronically, even if it's only for a half day. I insist on it; an oral request is simply not acceptable. And another thing: the schedules. If you foresee doing overtime, have it approved as quickly as possible. That's really important. And, once more, if you're going to be late, please let me know.

Questions

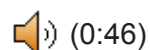
- B. How do employees have to send their leave requests?
- B. What do employees who work overtime have to do?
- B. What do employees have to do if they are going to be late?
- B/C. Have you ever been confronted by a management style that was too strict or too lax in the management of holidays and tardiness? What was the result?
- C. In pairs, give some advice to a colleague who supervises an employee who, despite several warnings, continues to be regularly late.

Brief conversation 4***Surprise meeting***

1. **Sarah** Bonjour. Canadian Wildlife Service. Sarah Hoseini here.
2. **Ben** Sarah, welcome back from holidays.
3. **Sarah** Thanks, Ben. I had a good time.
4. **Ben** You probably haven't heard but we're holding a staff meeting this afternoon.
5. **Sarah** Oh, when is it?
6. **Ben** It's starting at 1:30 and will last a couple of hours.
7. **Sarah** And where?
8. **Ben** In the meeting room at the end of the corridor. We're going to go over the projects and priorities for the next quarter.
9. **Sarah** Is there anything I should bring along?
10. **Ben** Bring along a list of the projects you were working on before your holidays and your plans for this quarter.
11. **Sarah** Okay. I'll see you then.
12. **Ben** Super. Have a good morning.

Questions

- B. Why does Ben, the manager, call Sarah, a team leader?
- B. When is the meeting?
- B. Where will the meeting be held?
- B. What does Ben ask Sarah to bring to the meeting?
- B. Who will be at the meeting?
- C. The priorities of a project that is presently underway are to be changed. How would you express reservations about the proposed change to priorities and make a case to stay with the original ones?

Brief conversation 5***Complaint***

1. **Alice** I also wanted to talk to you about what's happening with the new system, Jean-Guy. In fact, instead of helping us save time, it's wasting our time.

2. **Jean-Guy** How's that?
3. **Alice** Well, to put it simply, I have the impression of working twice as hard as everyone else. Since I'm the only one to have mastered the system, I have to train the others as well as doing my own work. What I mean is that I can't do everything at once. Do you understand me?
4. **Jean-Guy** Of course, but it's a temporary situation ...
5. **Alice** A temporary situation that's starting to look more and more permanent if you ask me. I still have to check the work of the people that I've trained. There's no end to it.
6. **Jean-Guy** In other words, you're telling me that you have too much work.
7. **Alice** Well yes, I guess that's it.

Questions

- B. Why does Alice feel that she has more work now than before?
B. How do we know that once trained, Alice's colleagues are not always autonomous?
B. Who apart from Alice has mastered the system?
B/C. Have you ever lived through a similar situation? Explain the situation and how it finally ended.

Brief conversation 6

Late



1. **Mike** Well, hi, Claire!
2. **Claire** Hi Mike.
3. **Mike** What's the big rush?
4. **Claire** The committee meeting was scheduled for nine o'clock and I'm supposed to chair it! And just look at the time! I'm already five minutes late!
5. **Mike** No need to panic. Five minutes is not that big a deal. What are you looking for?
6. **Claire** My presentation file! I can't seem to find it.
7. **Mike** Did you look in your bag?
8. **Claire** Yes, twice already. I don't understand it—it should be on my desk. I went over it last night just before leaving. It can't be very far.
9. **Mike** Hmm, is it a red folder with a big capital C on the front?
10. **Claire** Yes, that's it! You've seen it?

11. **Mike** Well, the last time I saw it, it was on the table beside the photocopier.
12. **Claire** Really? You're sure? I'll go see . . .
13. **Mike** Well, good luck with the meeting if I don't see you again!

Questions

- B. Why is Claire in such a big rush?
- B. What is Claire supposed to be doing at the committee meeting?
- B. Where was the presentation file the last time Mike saw it?
- C. In such a situation, is it better to get to the meeting you are chairing late, but with the right file, or arrive on time without the file?

Brief conversation 7

BlackBerry®



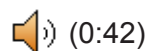
(0:42)

1. **Charlotte** Hi Anthony.
2. **Anthony** Hi Charlotte.
3. **Charlotte** Look at what I found on the floor in the boardroom!
4. **Anthony** Wow, a BlackBerry®! Has no one come to claim it?
5. **Charlotte** Not so far. Whom could it belong to? I've already asked everyone in the section who has one, but no one seems to have lost anything.
6. **Anthony** When did you find it?
7. **Charlotte** About half an hour ago.
8. **Anthony** Hmm, let me think. Yesterday, there was an interdepartmental coordination meeting in the boardroom. One of the participants likely lost it. I'll go and see Mary. She's the one who organized the meeting. I'll bet she has a list of participants and can contact them.
9. **Charlotte** You're right. That makes sense. I'll leave it with you.
10. **Anthony** Okay, I'll take care of it.
11. **Charlotte** Thanks.
12. **Anthony** No problem.

Questions

- B. Where did Charlotte find the BlackBerry®?
- B. Might the BlackBerry® belong to someone in the section?
- B. Whom might the BlackBerry® belong to, according to Anthony?
- B. Did Anthony hold onto the BlackBerry®?
- C. Talk about a time when you lost something important and how you found it again.

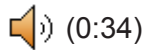
Brief conversation 8
Advertising campaign



1. **Mark** Hi Judy! How are you? How's the ad campaign coming?
2. **Judy** Alright Mark. I've read through the files and was just wondering what communication methods could be used to raise private sector employer awareness about the importance of occupational health and safety. In my view, posters aren't enough. There are still too many accidents.
3. **Mark** Well, perhaps we could hold a meeting to toss some ideas around. I've already thought of some things, but I'd like us all to talk about it together. What do you say?
4. **Judy** Yes, agreed. We could meet this afternoon, at two o'clock.
5. **Mark** All right, I'll tell the others... in room 1210?
6. **Judy** Yes, that fine. Two o'clock in room 1210.
7. **Mark** Okay. I'll see you later.
8. **Judy** Later, Mark.

Questions

- B. Who will be meeting at two o'clock?
- B. What will be discussed at the two o'clock meeting?
- B. What method is currently being used to raise employer awareness about occupational health and safety?
- B. Where is Judy at in his advertising campaign?
- C. What suggestions would you have for organizing an advertising campaign to promote occupational health and safety in your department?

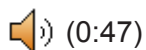
Brief conversation 9
At Foreign Affairs

1. **Simon** Of course, Canada does its part by contributing financially to the development of poorer countries, but unless we change our approach in the way we view things, our aid will never have long-term effects.

Poorer countries will never reach their potentials unless western countries agree to share their knowledge with them. Developing countries will become autonomous to the extent that we allow them access to the same levels of knowledge that we ourselves have. This is on condition that it is not already too late ...

Questions

- B. In Simon's opinion, how does Canada already do its part for the development of poorer countries?
- B. Is the aid that Canada provides sufficient as far as Simon is concerned? Explain.
- B. According to Simon, what must be done to really help poorer countries?
- C. In your opinion, is the foreign aid that Canada provides in the fight against poverty effective? Justify your point of view.

Brief conversation 10
Information session

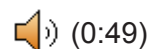
1. **Roger** Compensation Services, good morning. Roger Croft speaking.
2. **Teresa** Hi Roger, this is Teresa.
3. **Roger** Hi Teresa! What can I do for you?
4. **Teresa** Roger, I'm calling because I was just checking the attendance sheets for contract employees and noted that there were a lot of mistakes in them. I think that many employees never read the instructions on completing the sheets.
5. **Roger** Have you thought of a solution?
6. **Teresa** I was wondering whether information sessions should be held: one for the contract employees and another for their managers.
7. **Roger** Good idea! I'd suggest that you go ahead and do that. Contact Paul, our client liaison officer. He often organizes this type of meeting for contract employees.

8. **Teresa** All right. I'll keep you posted.
9. **Roger** I look forward to hearing from you, Teresa.

Questions

- B. What was Teresa just checking?
- B. Why are there a lot of mistakes in the attendance sheets?
- B. What does Teresa suggest be done to solve the problem of mistakes in the attendance sheets?
- C. As a public service employee, what do you think of the service generally provided by the compensation services?


Brief conversation 11 ***Too much noise***



1. **John** Corporate Services, Building Maintenance, bonjour. John Naggy speaking.
2. **Bob** This is Bob Rainier in 609. I'm sure you know that they're doing repair work to the garage under our building.
3. **John** Yes, I am.
4. **Bob** Well, they're using jack hammers to dig up the floor and the noise is terrible. We can't think anymore. Can't this be done at some other time?
5. **John** I'm afraid not. The contract has to be completed by the end of the month.
6. **Bob** The end of the month! We'll all be crazy and deaf by then. Isn't there something that can be done?
7. **John** Well, I can talk to the supervisor and see if the noisiest work could be done after most employees leave the building. How would that be?
8. **Bob** That would be wonderful. I hope the supervisor agrees. Thank you. Bye.
9. **John** Good-bye.

Questions


- B. What is the reason for the call?
- B. What does Bob request?
- B. What does John offer to do?
- C. Constant change and temporary inconveniences are things we live with more and more in our high-paced world. What can we do to help manage the stress of these situations?

Brief conversation 12***Call-back request*** (0:49)

1. **Laura** Public Works, good morning, Laura speaking. How may I help you?
2. **Roger** Could I please speak to Ms. Lowe?
3. **Laura** Who may I say is calling?
4. **Roger** Roger Burns, one of her clients.
5. **Laura** Could you hold for a few minutes? Ms. Lowe is already on another line.
6. **Roger** Do you know if she'll be long?
7. **Laura** I can't say. Would you prefer to leave a message?
8. **Roger** Yes. Please get her to call me back. It's really urgent. I have a meeting at two o'clock this afternoon and I absolutely have to talk to her before then.
9. **Laura** Very well, Mr. Burns. You may be sure that I will give her the message as soon as possible. Does Ms. Lowe know where to reach you?
10. **Roger** Yes, she has my phone number. She's been in touch several times this week.
11. **Laura** Very well, Mr. Burns.
12. **Roger** I'm counting on you. It's really important. Thank you. Goodbye.
13. **Laura** Goodbye.

Questions

- B. Who is Roger Burns?
- B. Why can't Ms. Lowe speak to him?
- B. When will Laura give Ms. Lowe the message?
- B. Does Ms. Lowe already know Mr. Burns's phone number?

Brief conversation 13***One-day training session*** (0:56)

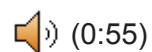
1. **Leona** Leona Fletcher, Research Branch. Bonjour.
2. **Luke** Leona, this is Luke. I'd like to speak to you about some training that is being offered next month.

3. **Leona** Yes
4. **Luke** Well, I'm having some trouble with Excel. I know a lot, but there are quite a few features I don't know that would help. Anyway, I just saw that the Informatics Training Institute is offering a course in Excel next month.
5. **Leona** That doesn't leave much time to get in an application.
6. **Luke** I know, but I think this course might be really helpful. I read over the description, and it seems right up our alley, especially considering the project that I'm working on right now.
7. **Leona** Contact Annie in my office and see what she can do. I'll check our training budget and see if it's okay for this year.
8. **Luke** That'll be great. This course seems promising.
9. **Leona** Well, I'm not making any promises. We may have to wait until next year.
10. **Luke** Okay, thanks.

Questions

- B. What does Luke, the employee, want?
- B. When is the course being offered?
- B. What does Luke have to do in order to register for the course?
- B. What does, Leona, the manager, say that she will do?
- C. How would you improve access to training in your section?
- C. What would the merits of continuous training be for you or for members of your team?

Brief conversation 14 ***A room reservation***



1. **John** John Malton, bonjour.
2. **Andrea** Hi John, this is Andrea.
3. **John** Oh, hi Andrea; how's it going?
4. **Andrea** Just fine. Listen, about the conference, I just got a call from our first choice for hotel and we can get the ballrooms for Tuesday to Thursday but the smaller rooms could pose a problem for Tuesday.
5. **John** Rats! That's not what I wanted to hear.
6. **Andrea** I know, but if we move the dates to Wednesday to Friday, we can get all of the rooms for the three days and get a better deal. What do you think?

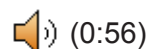
7. **John** Can you see if our second or third choices can accommodate us first for the original dates? I'd need to talk to the President for an okay to make any date changes. So for now, just stick with plan A.
8. **Andrea** Okay. I'll look further into the reservation possibilities with the other two hotels, but they haven't been great at getting back to me. Bye for now.
9. **John** Bye, and thanks.

Questions

- B. What is the reason for the call?
- B. What does Andrea suggest?
- B. What is John's counterproposal?
- C. Problems arise at work on a regular basis and for a multitude of reasons. What methods do you use to solve problems? Explain the steps in the process and defend your approach.

Brief conversation 15

Late cheque

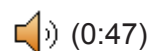


1. **Vijay** Compensation Services, *bonjour*. This is Vijay speaking.
2. **Diane** Hi, my name is Diane Jackson and I work in the Operations Division.
3. **Vijay** What can I do for you, Ms. Jackson?
4. **Diane** I've been expecting a cheque for a special project I worked on over and above my normal pay. My boss said the cheque would be issued at the same time as my pay, but two pay periods have come and gone with no sign of a cheque. I'm a bit concerned. I'd like to know what is happening.
5. **Vijay** Well, you know, we've really been swamped lately. Please hold while I check your file.

I see that everything is in order. The request has been approved and duly signed. You'll be receiving the cheque some time next week.
6. **Diane** That's good news! Thank you.
7. **Vijay** You're welcome. I apologize for the delay.
8. **Diane** What's important is that the request has not been lost and that I'll be receiving my cheque fairly soon. Thanks again.
9. **Vijay** Goodbye. Have a nice day.
10. **Diane** You too.

Questions

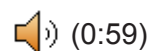
- B. Why is Diane concerned?
- B. Why will Diane be receiving an additional cheque?
- B. When can Diane expect her cheque?
- C. In your view, what is the best way to reward a job well done on a special project?

Brief conversation 16***The ideal job***

- 1. **Sarah** So, Ahmed, what would be the ideal job for you?
- 2. **Ahmed** Well, to tell you the truth, it would have to be a job that allows a lot of flexibility in the scheduling and a variety of interesting tasks. A perfect example of that would be a job where you could profit from a lot of work options.
- 3. **Sarah** What do you mean, work options?
- 4. **Ahmed** You know what I mean, a flexible schedule, compressed workweek, teleworking and leave with income averaging for example. Those are all things that can be very practical for an employee.
- 5. **Sarah** Oh yeah! I understand. It's as if we let you manage your own time.
- 6. **Ahmed** Exactly, but always respecting operational needs, of course. And as far as variety in the tasks goes, I think that it really depends on the type of work. Unfortunately, every job has its share of routine and monotony.

Questions

- B. In Ahmed's opinion, how important is variety in the ideal job?
- B. What does Ahmed mean when he talks about work options?
- B. What limits or restrictions must be placed on the work options mentioned?
- C. What would be the ideal job for you? Would it be in the public service? Explain.

Brief conversation 17***Meeting gone wrong***

- 1. **Chang** So, Brenda, how did your first meeting as Chair of the Management Committee go?

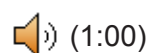
2. **Brenda** [Don't ask,] Oh, Chang, it was a real disaster!
3. **Chang** What happened?
4. **Brenda** Well, it got off to a bad start. I had forgotten my glasses and I couldn't read the agenda, so I had to ask Bob to do it for me. And when he finished going through the agenda, I realized that I had left out the most important item: the approval of the operational budget. I had very carefully included things like extending a welcome to the new employee, the registration for the golf tournament, and a whole bunch of other secondary items, but I'd left out the key item. I took the floor to point out the error and add the budget approval to the agenda. The committee members looked a little surprised. Fortunately, after I handed out copies of the budget we were able to get down to work.
5. **Chang** Don't you think you're making too much of it? After all, everything turned out all right.
6. **Brenda** Yes, you're right, but it was stressful anyway!

Questions

- B. What was the problem with the agenda Brenda handed out to committee members at the beginning of the meeting?
- B. How did committee members react when Brenda added a key item to the agenda?
- C. Have you ever organized or attended a meeting where everything went wrong? Talk about what happened.

Brief conversation 18

Drenched keyboard



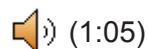
1. **Than** IT Help Desk, good morning. This is Than speaking. How may I help you?
2. **Vanessa** Hi, my name is Vanessa Williams and I have a major problem with my keyboard.
3. **Than** Well, let's see what I can do. Tell me what the problem is.
4. **Vanessa** Umm, well... I don't think it's working any more. I spilled my cup of coffee on it. I sopped up the mess and cleaned the keyboard, but now when I try to use it, it doesn't work. I unplugged it, then plugged it back in, but that didn't do anything. I think the coffee drenched it completely.
5. **Than** Okay, I'll send a technician to have a look. Do you have a French or English keyboard?
6. **Vanessa** It's an English keyboard. How long will it take for someone to come?

7. **Than** The technician should be able to come by some time today. He'll call you before going. Your telephone number is 613-997-3696. Is that correct?
8. **Vanessa** Yes, that's right.
9. **Than** Is there anything else I can do for you today?
10. **Vanessa** No. Thank you very much.
11. **Than** You're welcome. Goodbye.

Questions

- B. Why does Vanessa have a problem with her computer?
- B. What part of Vanessa's computer isn't working?
- B. What did Vanessa do to try to correct the problem?
- B. Who will go to see Vanessa?
- C. Generally speaking, for what reasons do you call the IT help desk? Are you always satisfied with the service provided?

Brief conversation 19 **Overtime**



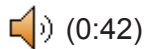
(1:05)

1. **Carol** Good day. Pay and Benefits. Carol Thornsby. Bonjour.
2. **Gene** Yes, this is Gene Gandhi.
3. **Carol** How can I help you, Mr. Gandhi?
4. **Gene** I haven't received some overtime pay yet, and it's been over a month. Can you help me?
5. **Carol** Just a moment while I look up your records. Let's see. I have a request for overtime pay for four and a half hours on April 30. That's a Friday, a regular working day, and the hours are from nine in the morning to one-thirty so we didn't consider it as overtime.
6. **Gene** No . . . No, no. I worked that Saturday from 9:00 to 1:30. Let me see. That would be . . . May 1. What do I have to do to correct this?
7. **Carol** You'll have to talk to your supervisor, explain the problem and ask him to submit an Extra Duty Pay form with all the information; sign it and send it to me. I'll take care of it from there.
8. **Gene** Thanks. I'll get on it right away.
9. **Carol** You're welcome. Have a good day.

Questions

- B. What's the problem that the caller, Gene, has?
- B. What does Gene want Carol, the compensation advisor, to do?
- B. On what day of the week did Gene work overtime?
- B. What does Carol tell Gene to do?
- C. Your boss has a habit of asking you to work overtime on short notice and expects you to say yes every time. This has happened so often that it is beginning to affect your home life adversely. What would you say to your boss to explain how you feel and what would you ask him/her to do to make the situation more acceptable to you?

Brief conversation 20
Special keyboard

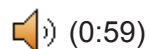


(0:42)

1. **Myra** Bonjour, Research Division. Myra Hendricks speaking.
2. **Sam** Good day. Ms. Hendricks, this is Sam Jordan. I'm calling you about a problem that I've developed with my hands from using the computer.
3. **Myra** What seems to be the problem?
4. **Sam** You see, my left hand is swollen and painful. It's been like this for a couple of months.
5. **Myra** I see. How can I help?
6. **Sam** I'd like to get one of those special keyboards and a chair with a high back.
7. **Myra** I understand, but you'll need a medical certificate from a doctor or a physiotherapist before I can do anything.
8. **Sam** Okay, I'll see a doctor to get a certificate. Thank you for your time.
9. **Myra** No problem. Take care.

Questions


- B. What's the problem that Sam, the caller, has?
- B. What does Sam want?
- B. What does Myra, the manager, tell the caller that she needs?
- B. What does Sam have to do?
- C. Many public servants suffer from injuries caused by repetitive movements related to employment, especially those related to computer use. Does the employer do enough to prevent these injuries and educate employees about the dangers? Defend your answer and describe the changes you would like to see.

Brief conversation 21***Lost and found***

1. **Kenny** Commissionaires' desk, good morning. This is Kenny speaking.
2. **Patricia** Hi, my name is Patricia, Patricia Barrett. I've lost my ID card. Could you check whether anyone turned it in to you?
3. **Kenny** Several cards have been turned in today, Ma'am. Is it a card with a clip or a lanyard?
4. **Patricia** It has a belt clip. I must have lost it in the elevator because I had it when I arrived this morning. I showed it to the commissioner on my way up to my office.
5. **Kenny** One moment, please. I'll check.
Ma'am? No, I'm sorry. No ID card for Patricia Barrett has been turned in.
6. **Patricia** Oh, well, maybe someone will turn it in over the course of the day.
7. **Kenny** Maybe.
8. **Patricia** Could you give me a call if someone does?
9. **Kenny** Yes, of course. What is your phone number?
10. **Patricia** It's 613-947-9215. And again, my name is Patricia Barrett.
11. **Kenny** Duly noted, Ma'am. Good luck.
12. **Patricia** Thank you very much. Goodbye.
13. **Kenny** Goodbye.

Questions

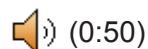
- B. What did Patricia lose?
- B. Does Patricia's card have a clip or a lanyard?
- B. Will someone return Patricia's card over the course of the day?
- B. Where does Patricia think she lost her card?
- B. Why does Patricia give the commissioner her phone number?
- C. Does the ID card system used in your office seem efficient to you? Explain.

Brief conversation 22***Availability of new product***
 (1:02)

1. **Adrian** Bonjour, Adrian Selve à l'appareil; Policy, Analysis and Information.
2. **Rose** Good afternoon, Mr. Selve. It's Rose. Do you have a moment?
3. **Adrian** Sure, what can I do for you?
4. **Rose** I just wanted to let you know that the Managing Your Resources Guideline: Planning for a Greener Tomorrow booklet will soon be available.
5. **Adrian** When can we expect to see it?
6. **Rose** It's going to be put online for all employees in the Department soon.
7. **Adrian** And when exactly will that be?
8. **Rose** We're planning on launching it on June 1st.
9. **Adrian** Will any printed copies be available?
10. **Rose** Copies will be available in each of the libraries and resource centres. Also, employees without desk computers will be able to access it online in the libraries.
11. **Adrian** Okay. That's fine. But, are you planning on holding any sessions to present the report to staff?
12. **Rose** The Departmental Executive Committee is working with senior managers to schedule staff meetings.
13. **Adrian** When will we know?
14. **Rose** Later this month.
15. **Adrian** I see. Well, keep me in touch.
16. **Rose** I will.
17. **Adrian** Bye.

Questions

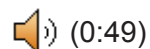
- B. Why does Rose, a marketing product officer, call Adrian, a manager?
- B. How will the report be made available to employees?
- B. When will the report be made available?
- B. How can employees without computers get to see the report?
- B. How will management inform employees of the contents of the report?
- C. How much flexibility should there be when it comes to the extension of deadlines? Explain your point of view.

Brief conversation 23***Change of office***

1. **Matt** Bonjour. Matt Gibson speaking. Fiscal Policy Division.
2. **Shirley** Matt, can I speak to you for a moment? It's Shirley.
3. **Matt** Yes, Shirley, go ahead.
4. **Shirley** As you know, I have a work station right next to the photocopier and fax machine.
5. **Matt** Yeah.
6. **Shirley** Well, it's very noisy and it's affecting my work. I can't concentrate. There are all these distractions, all day long, every day.
7. **Matt** And what are you thinking?
8. **Shirley** Okay. At the other end of the hall there's another work station that's empty. Louis just retired, and I think that would be much better for me.
9. **Matt** Let me check it out. If you're going to move, I'll need to do some planning and make some arrangements, you know, to transfer the telephone and your computer.
10. **Shirley** When do you think I might be able to move?
11. **Matt** I should have an answer in a couple of days.
12. **Shirley** Thanks, Matt.

Questions

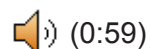
- B. What does Shirley want to talk to Matt, the manager, about?
- B. What's the problem?
- B. What does Shirley suggest?
- B. What does Matt offer to do?
- C. What are the advantages and disadvantages of the "open concept" office?
- C. Describe the strategies that you would use to convince your manager that you need a closed office, preferably with a window, to be able to do your work efficiently.

Brief conversation 24***New head***

1. **Linda** It's really not fun working with James. I'm beginning to ask myself if I shouldn't look for something else.
2. **Kamal** I know, I know, but you should be more patient and give him a chance; it'll all work out.
3. **Linda** You're a real optimist. I really don't know what to do.
4. **Kamal** I'd go talk to him and try to clear the air.
5. **Linda** I've tried but he doesn't listen.
6. **Kamal** Have you thought about sending him an e-mail to explain your frustrations?
7. **Linda** That's risky ...
8. **Kamal** Maybe, but if I were you, I wouldn't stay in this situation any longer. Maybe you could arrange an official meeting.
9. **Linda** What are you trying to say?
10. **Kamal** Well, instead of trying to talk to him in the corridor, why don't you send him a message asking for a meeting? You'll see. You'll be surprised.
11. **Linda** Hmm ... That's not a bad idea. I'll do it; I'll let you know what happens.

Questions

- B. Has Linda already tried to talk to her boss about her problem?
- B. For Kamal, a conversation in the corridor is not a good strategy. What other solution does he propose to Linda?
- B. Why doesn't Linda want to send an e-mail in which she explains her frustrations?
- B. Finally, what does Linda decide she is going to do?
- C. Managing a difficult relationship with one's boss is always delicate. What are the best strategies to use, in your opinion, to get the treatment we expect from our boss?

Brief conversation 25***Parking rights***

1. **Mark** Corporate Services. Bonjour. Mark Peca on the line. May I help you?
2. **Lisa** Yes, this is Lisa Davis. I want to know if I can get a parking spot at headquarters.

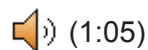
3. **Mark** I'm sorry but all the spaces are occupied.
4. **Lisa** But I recently moved and I no longer have bus service near my home.
5. **Mark** In that case, you can fill out a new request describing your situation and submit it to us.
6. **Lisa** Who should I address it to?
7. **Mark** Sandra Okydo, Corporate Services Secretariat, 800 Greenside Avenue. You can use the internal courier service.
8. **Lisa** Okay and when will I get a parking permit?
9. **Mark** Well, we'll put your name on a waiting list. Depending on your priority, you'll be issued a permit sooner or later. Until then you'll have to make other arrangements.
10. **Lisa** Oh, Is that right? Thank you.

Questions

- B. Why does Lisa call the Corporate Services representative?
- B. What does Mark, the representative, tell her about the parking situation?
- B. What does Mark tell Lisa to do?
- B. What will Mark do for her?
- B. What will Lisa have to do until she's given a permit?
- C. Describe the parking situation where you work. Are parking spaces distributed fairly? What changes would you make to either improve the situation or make it equitable?

Brief conversation 26

Presentation



(1:05)

1. **Robin** Good morning, National Fresh Water Protection Program, Robin Pompanos speaking. Bonjour.
2. **Stacey** Robin, Stacey here, I was wondering when your group might be able to give me a presentation on the plan to clean up Lake Erie?
3. **Robin** Soon; we have the plan almost ready.
4. **Stacey** What I need is an overview of the plan that I can present to the Deputy Minister by the end of the month. I'd like to see a presentation of the plan sometime next week; let's say Wednesday?
5. **Robin** Can we make it Thursday? Cynthia needs a few days to put together the presentation.

6. **Stacey** All right. I have some time Thursday morning, but I'll be busy Thursday afternoon. Can you manage that?
7. **Robin** Yeah, that will do; about nine-thirty?
8. **Stacey** Yeah, that sounds great. How long do you think the presentation might last?
9. **Robin** We'll need at least an hour, maybe a bit more.
10. **Stacey** Right. I'll set aside an hour and a half starting at 9:30 in the boardroom, but give Marta a call to confirm.
11. **Robin** Okay. I'll do that; and if there's a problem, I'll let you know right away.
12. **Stacey** Great. See you then.

Questions

- B. What does Stacey, the director, want?
- B. When will the presentation be made to Stacey?
- B. At what time will the presentation start?
- B. How long will the presentation take?
- B. What does Stacey ask Robin, the group leader, to do?
- B. What does Stacey have to do at the end of the month?
- C. How is work allocated in your section? What changes would you suggest?

Brief conversation 27

Outdated computer equipment



(1:01)

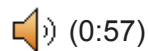
1. **Julia** Hello. This is Julia Nesbitt speaking. Puis-je vous aider?
2. **Rob** Hi, Julia. It's Rob. I have a little problem here, and I'm not sure how to deal with it.
3. **Julia** I'd be glad to help. What is it?
4. **Rob** Well, we have stocks of old computers and monitors and speakers that we don't need. The computers are taking up space that we could use. What can I do about the old stock? Can I give it away?
5. **Julia** I'm afraid not. What we have to do is first offer the computers to Industry Canada Computers for the Schools Program and then to other federal departments and agencies.
6. **Rob** All right, but if none of them are interested, then, what do we do?

7. **Julia** In that case, we just call the Crown Assets Distribution Directorate which takes care of disposals. All you have to do is contact Jess in Corporate Services. He knows what to do and has all the necessary paperwork. As soon as you call him, it'll be taken care of.
8. **Rob** Thanks for the advice and guidance. Bye
9. **Julia** No problem. Glad I could help. Bye

Questions

- B. What is the problem that the manager, Rob, has?
- B. What does the manager have to do with the old equipment?
- B. How does the director, Julia, help the manager with the problem?
- B. What are some of the ways of disposing of unwanted equipment?
- B. What does Julia tell Rob to do?
- B. Who takes care of making arrangements for the disposal of old equipment in storage?
- C. Is your section up-to-date when it comes to new technology? Have you fallen behind or is there too big a rush in trying to be on the cutting edge? Defend your point of view.

Brief conversation 28 **Promotional tools**

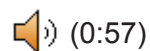


(0:57)

1. **George** Okay then, have you had time to think a little about what we can distribute to promote our Internet site?
2. **Janine** I think we should stay within the computer field and have some mouse pads made.
3. **Lee** Yeah, maybe we could also have some CD storage boxes.
4. **George** I think that would go beyond our budget.
5. **Lee** Then, what we can do is order some bookmarks. That's not too expensive and they're always useful.
6. **Janine** Do you think so, really? I was thinking more along the lines of pens and notepads. They're usually very well received.
7. **George** I think that the best thing to do would be to check out what they're doing in other departments. What do you think?
8. **Lee** Yes, but I think it would still be a good idea to order some notepads and pens since they're such popular items. Then, if we have other ideas later, we can see where they lead us.
9. **George** Okay. What would you say if we do a little of each? We order some pens and at the same time we check out what they're doing elsewhere.

Questions

- B. What object related to the field of computers would Janine like to have distributed?
- B. What object related to the field of computers would Lee like to have distributed?
- B. Why does George refuse the first two suggestions of his employees?
- B. What is definitely going to be distributed?
- C. Do you personally feel that gadgets such as pens and mouse pads distributed for promotional purposes really have an effect? Explain.
- C. What do you think of the distribution of promotional tools within the government? Should it be banned?

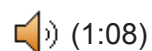
Brief conversation 29***Document for translation***

1. **Tran** Hi, Marie.
2. **Marie** Hi, Tran. How's it going?
3. **Tran** Fine thanks. Listen, Jean told me to come see you to find out how to have a document translated. Can you explain it to me, please? I have something urgent ...
4. **Marie** No problem, sit down.
5. **Tran** Thanks.
6. **Marie** Okay, first you need the electronic version of the document. Usually we have it, but there are exceptions, like documents that we receive in our pigeonholes. Anyway, usually it's not a problem to find the electronic version. Then, you open Formflow and in the section "Translation" you select Form F12. Almost everyone has Formflow here. Fill out the form carefully. Don't forget anything because often people do and then they return it to us and we lose a lot of time that way.

And there you are; it's no more complicated than that. Most of the time the service is quite rapid, except when it's a technical document, then it takes a bit more time. Okay?
7. **Tran** That's perfect. Thanks a lot, Marie.

Questions

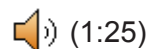
- B. Who told Tran to come see Marie?
- B. Which part of Formflow do you have to use to make a request for translation?
- B. What happens if you forget to fill out a part of the form?
- B. Is the service rapid and are there exceptions?

Brief conversation 30***Competition notice***

1. **Martin** Hello. Martin Dostie here. Service des ressources humaines.
2. **Cathy** Hi. It's Cathy on the line. Can we talk about the competition posting for the communications and Internet officer that we spoke about? We need to write up a statement of qualifications.
3. **Martin** Right. First, what are the essential qualifications that a communications and Internet officer needs to do the job in your division?
4. **Cathy** Well, we need someone with experience in developing communication plans with a good knowledge of computer technology.
5. **Martin** Okay. What should the category and level be?
6. **Cathy** I think an AS category, but with the knowledge, skills and experience needed, we should be thinking of an AS 4 classification. What do you think?
7. **Martin** Yeah, I agree. I'll start writing up a statement of qualifications and a competition notice and get back to you.
8. **Cathy** All right, but put a rush on this. Communications are so important these days. We want to get this position filled as quickly as possible.
9. **Martin** Okay. I'll focus on this and get back to you in a couple of days.
10. **Cathy** Fine. Bye now.

Questions

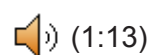
- B. What does Martin, the human resources officer, want to talk to Catherine, the manager, about?
- B. What qualifications do they think are essential?
- B. What category and level do they think is right for the position?
- B. What does Martin say that he's going to do?
- B. When does Catherine want the statement?
- C. How would you go about suggesting improvements to recruitment methods presently being used by your section?

Brief conversation 31**Access card**

1. **Ian** Security Directorate, Access Card Unit, good morning. Ian Blackburn speaking.
2. **Jane** Good morning. I'm an employee of the department and my electronic access card is no longer working.
3. **Ian** Could you give me your name please?
4. **Jane** Jane Boyd.
5. **Ian** Is that with a "d" at the end?
6. **Jane** Yes, that's right.
7. **Ian** Have you requested any changes lately?
8. **Jane** No What do you mean?
9. **Ian** Have you changed workplace lately?
10. **Jane** No, no. I've been working on Laurier Street for two years, and I'm not expecting that to change in the near future.
11. **Ian** Hmm, there's no obvious reason for your card not to be working. It's somewhat strange. Did your manager renew the card? Is it a new card?
12. **Jane** No, I've had the same one for two years.
13. **Ian** That may be the problem. It may be worn or damaged. Could you come by my office so that I can make you a new one? That would be the easiest solution.
14. **Jane** Today?
15. **Ian** Yes, today—say, between 1 and 3 this afternoon.
16. **Jane** I can't do it this morning?
17. **Ian** No, sorry. You could come tomorrow, if you prefer.
18. **Jane** No, no, I'll arrange to be there at 1 this afternoon.
19. **Ian** Fine. Call me when you arrive and I will come to escort you.
20. **Jane** Will you be taking a new picture?
21. **Ian** That's up to you. There's no requirement to do so; we can use the old one, as long as the photo looks like you.
22. **Jane** Oh, well... you can decide.
23. **Ian** That's fine. I'll see you this afternoon.
24. **Jane** Fine. Thank you.

Questions

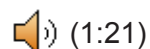
- B. Why does Jane's card no longer work, according to Ian?
- B. Will Jane be able to use her new card today?
- B. Will a new photo of Jane be taken for the new card?
- B. What is the criterion to determine whether or not a new photo is required for an ID card?
- C. In your view, based on this dialogue, is it too easy for Jane Boyd to get a new electronic access card? Explain.

Brief conversation 32
An incomplete order

1. **Alex** Good morning, Central Supplies. Alex Krimmer speaking. Bonjour.
2. **Sandy** Yes, this is Sandy Byers with Economic and Market Information. With my last order, I asked for 10 ink cartridges for the printers and 2 heavy duty staplers.
3. **Alex** Yes.
4. **Sandy** But I only received 5 cartridges and 1 stapler.
5. **Alex** Let me check your order. What is your responsibility cost centre code?
6. **Sandy** 11-702-304.
7. **Alex** And what was the date of the order?
8. **Sandy** Ahhh ... July 29.
9. **Alex** Let's go over that, item by item.
10. **Sandy** Okay. I ordered 10 ink cartridges but only received 5.
11. **Alex** That's because it's departmental policy to supply only 5 ink cartridges at a time for each printer.
12. **Sandy** But we have two machines.
13. **Alex** In that case, we can send you 5 more cartridges, but you will need to send us another order. I'll also send you another heavy duty stapler. We were temporarily out-of-stock. Is there anything else?
14. **Sandy** No, that's all for now. Thank you. Goodbye.
15. **Alex** Goodbye.

Questions

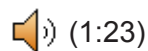
- B. Why does Sandy, the administrative assistant, call Central Supplies?
- B. What is the problem with the order that was submitted?
- B. What does Sandy have to do to get more cartridges for the printer?
- B. What does, Alex, the purchasing clerk, say that he will do?
- C. What suggestions would you make to improve the provision of office supplies in your section?

Brief conversation 33***Reorganization***

1. **Director** As you know, a reorganization has been announced and, as the director, I would like to speak to you about how this will affect our work. At the last Management Committee meeting, it was decided that we would be losing one full-time equivalent. That means that we can expect to have to cut down on loans of resource personnel.
2. **Employee 1** Are any other staff cuts planned?
3. **Director** I don't think so. The unit will be moving in mid-December. As you know, we will no longer come under the Learning Directorate. We will be part of the Operations Directorate. We can therefore expect some changes in the services we provide.
4. **Employee 2** Will this affect our work descriptions?
5. **Director** Nothing has been decided in that regard. The work will remain the same until further notice. Of course, it has already been decided that work descriptions in the department will be reviewed over the next three years. But that's not news.
6. **Employee 1** What kinds of changes are you anticipating?
7. **Director** Everything suggests that work descriptions will be broadened, but no changes are expected in the next 12 months.
8. **Employee 1** So you're not expecting any changes in the short term?
9. **Director** Not to the work descriptions. I don't think so. There will be no changes in the short term.
10. **Employee 2** And in the long term?
11. **Director** I think there will be some changes, but we'll have time to prepare for them. Moving on to other questions . . .

Questions

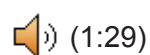
- B. Will there be any staff cutbacks in the unit in question? Explain.
- B. Will the work descriptions be changing? Explain.
- B. Will the staff have to move? Explain.
- C. In your view, what are the necessary conditions for a successful reorganization?

Brief conversation 34***Leave balance***

1. **Dan** Good afternoon. Dan Toller speaking. Bonjour.
2. **Angie** Yes, good afternoon. This is Angie Robinson.
3. **Dan** How can I help you?
4. **Angie** Umm, I noticed a difference between my calculations of annual leave to be carried over and the information in my leave statement.
5. **Dan** Yes.
6. **Angie** I figure that I should have 128.5 hours carried over and you've got me down for 121 hours. That's, let me see, 7.5 hours, one day.
7. **Dan** And your name again?
8. **Angie** Angie Robinson.
9. **Dan** Angie Robinson, Room 406, Frederick Carter Building. Is that right?
10. **Angie** Yeah, that's me.
11. **Dan** Yes, I have your file here. According to the file, you had 121 unused hours at the end of the year on March 31, which were carried over to this year.
12. **Angie** I'm positive that I had 128.5 hours left to carry over. What could have happened? Oh, I think I know. I applied for two days in August last year but then changed that to one day.
13. **Dan** Our records show you as taking two days in August, not one. You'll have to send us signed copies of the original and the revised requests for leave.
14. **Angie** All right. I'll get on it right away. Thanks for your time.
15. **Dan** You're welcome. Have a good day.

Questions

- B. What's the problem that Angie, the caller, has?
- B. What's the difference in calculations of annual leave to be carried over?
- B. What does the caller want the compensation advisor, Dan, to do?
- B. What does the caller have to do to have the problem corrected?
- C. Do public servants receive adequate amounts of annual leave based on their years of service? Defend your answer and describe the changes you would make to the system.

Brief conversation 35***E-mail transmission problem***

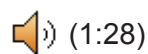
1. **Kim** Good day. Kim Page of Technical Services. Could you please tell me your last name?
2. **Jerry** It's Sanford.
3. **Kim** Are you Jerry Sanford at 902-994-6644?
4. **Jerry** Yes.
5. **Kim** How can I help you?
6. **Jerry** I haven't received any e-mail messages since last Tuesday. That's when they replaced my computer.
7. **Kim** Yes, I was expecting a call. Have you gotten any error messages?
8. **Jerry** I get one when I load Outlook. It says something about replacing a file. I don't understand.
9. **Kim** Could you close Outlook?
10. **Jerry** Okay. That's done.
11. **Kim** Now click on Start, then Search.
12. **Jerry** Huh, huh.
13. **Kim** Do you see For Files or folders ... ?
14. **Jerry** Yes.
15. **Kim** Type in outlook.ost.
16. **Jerry** All right. Done it. It's ... it's searching. Oh, there it is.
17. **Kim** Now delete it.
18. **Jerry** Good. Now what?

19. **Kim** Click on Outlook on your Desktop.
20. **Jerry** Okay. That's done. And there's all my mail, the old stuff and new mail from the last few days. Thank you.
21. **Kim** Is there anything else I can do for you?
22. **Jerry** No, that's it. Thanks again.
23. **Kim** Have a great day.

Questions

- B. What problem does Jerry, the caller, have?
- B. What help does Kim, the technician, provide?
- B. What does Kim ask Jerry to do?
- C. What is your opinion of e-mail as a means of communication? How is it a good thing and what are the problems that it entails? How can we use it most efficiently and how is it being abused?
- C. An employee is having difficulty adapting to the many technological changes at work. Even though he has taken several training courses and has access to manuals for the software involved, he is constantly asking his colleagues for help. Several have complained that he is not doing a fair share of the work and is preventing them from working with his constant questions. What would you do to remedy this situation?

Brief conversation 36 ***Smog blanketing the city***



(1:28)

1. **Nina** Have you seen the smog today? It's getting worse all the time. It seems to me that the government should force people to use public transport more to get around, but I know it's easier said than done.
2. **Carlos** You're right. I think we should impose tolls on drivers who insist on bringing their cars into the center of town. They do that in some big European cities, and I find that it makes perfect sense.
3. **Lise** I agree with you, more or less, but I think it would be better to put the emphasis on information. Maybe if people really understood the seriousness of the situation, they would decide to leave their cars at home.
4. **Nina** It's possible, but I think it's too late for that. I share Carlos' point of view. We have to take drastic measures before it's too late, especially ...
5. **Carlos** Especially now that scientists have proof that the environment is deteriorating, and even if I agree in part with your theory about information, it's just not enough. I think the same as the ecologists. We have to take draconian measures now.

6. **Lise** Of course, we have to do something, but it depends on which direction we want to move. I'm not totally convinced that measures like tolls are the only solutions.
7. **Nina** I really don't know. All I do know is that we're not going to solve this problem in 15 minutes and I have to get back to work. Later, everybody.
8. **Lise** Later.
9. **Carlos** See you later.

Questions

- B. In Nina's opinion, what transportation restrictions should the government force on people?
- B. What does Carlos think should be imposed on drivers to dissuade people from using their cars to come downtown?
- B. Where would Lise rather see the emphasis placed?
- B/C. Is there a city in Canada that could be cited as a model for good ecological practices? Explain.
- C. If it were possible to go back in time 50 years to review the policies put in place to protect the environment, what would you suggest?

Brief conversation 37

New selective collection program

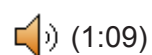


(1:16)

1. **Marilyn** A little while ago I said that this new collection service will be offered throughout the city beginning in May. There's just one detail I'd like to add. In order to facilitate the introduction of our system, we've decided to implement it progressively and ...
2. **Sean** Excuse me Ma'am. I'm not sure I understand. You just said that the service will be offered everywhere in town in May and now you're talking about progressive implementation. What do you mean by that exactly?
3. **Marilyn** What I mean is that in May the entire administrative infrastructure will be in place. For the actual collection itself, we will proceed by sector, adding a new sector every two weeks. In concrete terms, that means that eight weeks after the debut of the service, all of the sectors of the city will be included.
4. **Daphne** Your communiqué mentioned that a calendar had been distributed to the citizens. Can you tell us a little more about that?
5. **Marilyn** That is to say, we intend to send a calendar to all taxpayers of the city indicating when selective collection will begin in their sector. They have not yet received it. Anyway, I would like to point out to you that this new collection service is not scheduled to begin officially for another ten months.

Questions

- B. How long will it take until all the sectors of the city are served by the new service that Marilyn is presenting?
- B. What is the purpose of the calendar that will be distributed to taxpayers?
- B. When will the new service officially begin?
- C. How do you feel about the garbage collection service where you live? Is it satisfactory? How could it be improved?

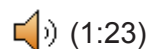
Brief conversation 38***Survey on opening a daycare centre***

1. **Allan** Have you filled out the survey that we received yesterday? What do you think — a daycare centre here? In my opinion, it hasn't happened yet.
2. **Ginette** It's all the same to me. My kids are old enough to look after themselves.
3. **Sophie** Yes, but even so, you must have an opinion. Don't you think it's a good idea?
4. **Ginette** Mmm ... not really. As far as I'm concerned, it's never a good idea to mix your personal life with your work. Having a daycare at work; to me, it's like bringing your children to work with you. Anyway, I wouldn't like it.
5. **John** Are you serious? Personally, I think it'd be great! I'd be able to avoid running all over town in the morning taking Alice to the daycare.
6. **Ginette** Exactly, that's the problem! In my opinion, productivity would suffer because certain employees with small children would be continually interrupting their work to go see what was happening in the daycare.
7. **Sophie** Not necessarily. As far as I'm concerned, even if my children were at the daycare here, I wouldn't interrupt my work to go see them, unless it was an emergency. Huh, John? Do you think it would affect your productivity?
8. **John** I would tend to say no, but we can't really judge something until we've tried it.
9. **Ginette** That's true. Okay, gang, I'm going back to work. Catch you later.

Questions

- B. Why isn't Ginette too eager to have a daycare centre at work?
- B. Why would John really like to have a daycare at work?
- B. Why does Ginette feel that having a daycare at work could negatively affect the productivity of employees?

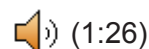
- B. Does Sophie agree with Ginette when she says that productivity could be affected by having a daycare at work?
- C. What is your personal opinion of having a daycare at work? Do you agree with Ginette? Explain.

Brief conversation 39***Theft***

1. **John** Hi Michelle. You wanted to speak to me. Please, have a seat.
2. **Michelle** Hi John. Thank you.
3. **John** So, what did you want to speak to me about?
4. **Michelle** Well... when I got to the office this morning, I noticed that one of my desk drawers was open.
5. **John** Is that right?
6. **Michelle** I found it odd and so I looked inside and found that everything was a jumble. I did not keep anything of value in the drawer, but I noticed that the petty cash box with the change for the coffee was gone. That's why I wanted to talk to you. There wasn't much in the box—it was just a small amount—but I don't like the idea that a thief was rifling through our offices.
7. **John** Is there anything else of yours missing—I don't know, a computer, a telephone, electronic equipment, or anything like that?
8. **Michelle** No, nothing of value is missing.
9. **John** Did you ask your neighbours whether anyone had rifled through their desks or filing cabinets?
10. **Michelle** Yes, but no one noticed anything in particular.
11. **John** Well, in any event, I will have to fill in a report. There's probably a form for that. I'll check and get back to you so that we can fill it in together. I also need to send out an e-mail to remind everyone to keep things out of sight of thieves and to lock up any valuables at the end of each day.
12. **Michelle** Thank you. Give me a call when you get the form.
13. **John** I'll do that. In the meantime, check your things again to make sure that nothing else is missing.
14. **Michelle** All right. I'll talk to you later.

Questions

- B. What did the thief take from Michelle's desk drawer?
- B. Did Michelle check with her co-workers to see whether they too had had things stolen?
- B. What will Michelle and John have to do because of the theft in the office?
- B. What should staff do before leaving the office at the end of each day?
- C. Have you ever experienced anything at work similar to what is discussed in this dialogue? Explain what happened.

Brief conversation 40***Vacation balance***

(1:26)

1. **Cynthia** Caroline, the boss asked me to compile everyone's vacation dates in one file and I don't have yours. Are you taking any?
2. **Caroline** Yeah, but there seems to be a problem with the amount of annual leave indicated in my bank. I phoned Human Resources and I should have an answer soon.
3. **Cynthia** Can you give me an idea of the duration and the approximate dates?
4. **Caroline** It'll be something like one week at the end of July.
5. **Cynthia** One week, that's all?
6. **Caroline** I already took one week this winter and I want to keep one week in reserve.
7. **Cynthia** You like that, do you, to break up your vacation?
8. **Caroline** Well, let's just say that this year is a bit special. Usually I don't do it that way. One week goes by so fast that you don't really feel rested when you come back, but it's better than nothing.
9. **Cynthia** My sister lives in Germany. In her organization they have five weeks of annual leave per year and that starts from year one. Incredible, isn't it?
10. **Caroline** You said it! It's like that in a lot of Europe, I think. I wonder why it's not like that here.
11. **Cynthia** I don't really know. Do we have other sorts of vacation that they don't have, or is our working day shorter than theirs? It's got to be something like that; there's no other explanation.
12. **Caroline** Yes, there's one. There are some organizations that believe that more time at work doesn't necessarily mean more productivity.
13. **Cynthia** There must be some comparative studies about this subject. We should check it out.

Questions

- B. Is Caroline going to take a vacation this summer?
- B. Why isn't Caroline certain about her vacation dates?
- B. Where does Cynthia's sister live?
- B. From the beginning of employment, how many vacation weeks do employees have in the organization where Cynthia's sister works?
- B/C. In pairs, try to convince a colleague that he/she really needs to take some vacation time.
- C. Explain what you would do on your next vacation if you had an unlimited amount of money.

3.3 LONG CONVERSATIONS (LCs)

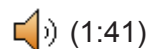
Suggested procedure (Participant's Guide: p. 39)

1. Listen to a long conversation twice, without looking at the transcription.
2. Make a short summary of what you heard.
3. Listen to the conversation again if necessary.
4. Answer the teaching resource's questions.
5. Answer the following questions, if necessary.
 - Have you ever had a similar experience?
 - Does the situation remind you of anything?
6. If need be, read the transcription in the form of a role-play.

As in the TOP, refrain from giving participants any indication of the content of the conversations.

There are enough conversations to cover all of the course's group activity (GA) periods. It is suggested, as recommended in the planning, that participants listen to at least one a day. Long conversations 3, 6, 10, 15 and 18 are not included in the timetable, but may be used during individual meetings.

The long conversations are transcribed for participants in the Participant's Guide, section 6, p. 163.

Long conversation 1
New director general

1. **Nicole** Hi Sone. I asked for a few minutes of your time as I wanted to let you know that our branch has a new director general. His name is George Wilson and he comes to us from Citizenship and Immigration. Of course, the ADM announced the appointment to everyone in an e-mail this morning. Mr. Wilson is well aware of our mandate, but is not familiar with all our files, so we will have to fill him in this week about our work and what we are doing to meet our objectives.
2. **Sone** Sorry to interrupt, Nicole, but I'm afraid that, for our section, this week would be difficult. We're in the middle of the program review and are already hard pressed to meet the deadline. What does he want exactly?
3. **Nicole** I'd say a briefing note and a progress report to give him an idea of the status of each project. When do you think you could get that done?
4. **Sone** Well, I'd say within about three weeks.
5. **Nicole** Three weeks! That's a long time! The new DG wants to be brought up to speed on all files as soon as possible. Those are the directives that have come down to us.
6. **Sone** Why not start with only the priority matters?
7. **Nicole** Well, that's just it. The priority matters are the ones for which you are responsible!
8. **Sone** In that case, I just don't see how we can get it done!
9. **Nicole** Do you want me to assign you some extra staff to finish the program review?
10. **Sone** I see no point. It wouldn't change anything. You really have to know what you're doing.
11. **Nicole** Hmm. Well, I can approve some overtime for you this one time.
12. **Sone** I thought you didn't believe in overtime!
13. **Nicole** I don't, but I don't see any other solution in this case.
14. **Sone** Well, I'm going to have to get the whole team to work even harder.
15. **Nicole** I'm counting on you. We need to make a good impression for the arrival of the new DG.

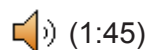
Questions

- B. The new director general is from what department?
- B. What is Nicole asking Sone to do and why is it difficult for him to do so?
- B. How much time does Sone say he needs to get everything ready?

- C. Overtime seems to be the final solution to address the problem caused by work overload in this situation. In your view, is it warranted? Explain.
- C. If you could have put in your two cents in this matter, what other solutions would you have suggested?
- C. In your opinion, are members of senior management aware of the extra work they cause when they join a department or agency?

Long conversation 2

Participation in a competition

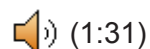


(1:45)

1. **Kim** I understand what you're saying, Isabel, but for me personally, I don't think the candidate has shown that she has the qualities that we're looking for in this position.
2. **Isabel** But she answered every one of our questions. It's true that her answers weren't always completely clear, but all the elements were there.
3. **Kim** Yes, but one of the qualities that the candidate must absolutely have is the capacity to express herself well orally. It's essential to this position.
4. **Isabel** Well, I think she has this capacity. Listen; think about the work experience that she told us about. It's clear that she had to speak in public often.
5. **Kim** Maybe, but we really can't judge something that we didn't see in the interview. In the interview, she didn't express herself clearly.
6. **Isabel** I'm certain it was just because she was nervous.
7. **Kim** Maybe, but again, we can't assume that in other circumstances she's really good, because we haven't seen it.
8. **Isabel** Ah, job interviews really get on my nerves sometimes. We can't use our intuition and our perceptions and those are what I work best with.
9. **Kim** I agree with you; sometimes it's frustrating to follow the rules to the letter, but we don't have any choice.
10. **Isabel** And, you know, I think that the points system in our evaluation grid is not all that good.
11. **Kim** Well, we can't very well change the grid in the middle of the competition.
12. **Isabel** No, I know that but I'm just frustrated because I think that this person could be a good addition to our team, but she hasn't exactly succeeded in convincing everybody.
13. **Kim** Unfortunately, that's part of the competition process.

Questions

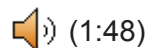
- B. In Kim's opinion, what essential quality for the position is the candidate lacking?
- B. In Isabel's opinion, what explains the candidate's poor performance?
- B. Does Isabel feel that the points system in the evaluation grid is fair?
- C. In pairs, meet the applicant for this position and give her some advice so that she can improve her performance during her next interview for another position.

Long conversation 3
Computer breakdown

1. **Jeff** Help Desk, good morning. Jeff Bradley speaking. How may I help you?
2. **Susan** Hi, I'm having a problem with my computer. We had a power outage here. The power has come back on, but not my computer. My monitor is still dark.
3. **Jeff** Okay. Did the computer start up again?
4. **Susan** Yes, the light is green.
5. **Jeff** Is the light for the monitor also lit?
6. **Susan** No.
7. **Jeff** Please press the power button on the monitor.
8. **Susan** I tried that already. It doesn't work.
9. **Jeff** Okay, let's turn everything off. Turn off the computer. Unplug it, then plug it back in. Now turn the computer on again and the monitor. Did that work?
10. **Susan** No! Sorry. The computer started up again, I heard it, but the screen is still dark.
11. **Jeff** Hmm, so it's the monitor that has stopped working. I'll have to send a technician with a new monitor.
12. **Susan** That means I have no computer. How long will it take for the technician to come?
13. **Jeff** It shouldn't be very long—probably some time today. Could you tell me what building you're in and where your office is?
14. **Susan** I'm at 250 Tremblay Road, on the 6th floor, room 6188.
15. **Jeff** And what is your name, please?
16. **Susan** It's Susan Roberts, and my phone number is 613-954-6086.
17. **Jeff** Okay. A technician will come by. Please take down the order number. It's 12 36 54, and, again, my name is Jeff Bradley.
18. **Susan** Thank you very much Mr. Bradley. Goodbye.

Questions

- B. How does Jeff go about determining that it is the monitor that is defective?
- B. Will Jeff be the one to repair Susan's monitor?
- B. At what time can Susan expect to get a new monitor?
- C. In your department, do you find that the IT help desk provides good service? Explain.

Long conversation 4***Problem in the making***

(1:48)

1. **Dora** I think that we have a little problem on the horizon.
2. **Diane** Oh yeah? What kind of problem?
3. **Dora** The kind of problem that I really don't like.
4. **Diane** Let me guess, there's an open conflict between two employees.
5. **Dora** You hit the nail right on the head. It's on account of the redistribution of offices. What we had foreseen has actually happened. Denise and Carmen both want to have the same office.
6. **Diane** Did they come to see you about it?
7. **Dora** Yep, one right after the other.
8. **Diane** What did you tell them?
9. **Dora** What we had discussed: that it was a temporary situation and that we were aware that one of the offices doesn't have a window and was smaller than the other, but that in the circumstances we had no other options.
10. **Diane** And did that calm them down?
11. **Dora** Not at all.
12. **Diane** You know, Dora, handling a conflict like this is going to give you some really good management experience.
13. **Dora** Thanks, you're much too good to me.
14. **Diane** No, I'm serious. As far as I'm concerned, a situation like this is one of the most difficult to resolve. I mean when we have to deal with people like Denise and Carmen. It's going to take a lot of know how and even more patience, but I'm sure that you will learn a lot of things that will be invaluable to you in your career as a manager.
15. **Dora** I suppose so, but you know, at this stage I'd much rather concentrate on other, less confrontational things to help me develop my management career.

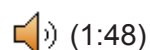
16. **Diane** I don't doubt it, but it's part of a manager's life. We don't choose the problems we have to solve and we have even less control over when we'll have to solve them.
17. **Dora** It doesn't really make me eager to be a manager.
18. **Diane** I can't agree with you. It gives you an opportunity to demonstrate your creativity and your organizational skills. It's stimulating solving problems.
19. **Dora** I guess.

Questions

- B. Why does Denise and Carmen go to see Dora?
- B. What are the differences between the two offices in question?
- B. Is this situation permanent?
- B/C. Talk about a problem that you have had and how you used your creativity to solve it.
- C. Do you agree with Diane when she says that problems are a source of good management experience? Explain.

Long conversation 5

Wrong keyboard




1. **Wendy** Hi Charles.
2. **Charles** Hi Wendy.
3. **Wendy** I'm happy to see you. You wanted to speak to me? Is there something in particular you're concerned about?
4. **Charles** Yes. You may recall that I ordered a new keyboard following an ergonomic assessment.
5. **Wendy** Yes, I remember. I instructed the assistant to order one for you. That was over two weeks ago. Have you not received it yet?
6. **Charles** Yes, it came while I was at a meeting. But as soon as I walked into my office, I knew there was a problem.
7. **Wendy** What problem?
8. **Charles** Well, it wasn't the ergonomic keyboard I had ordered.
9. **Wendy** You're sure about that?
10. **Charles** Absolutely. The one I had ordered had a separate numeric keypad.
11. **Wendy** And the one you got wouldn't do just as well?

12. **Charles** No! You know that I arranged to have an ergonomic assessment of my workstation done and I absolutely need the other keyboard to ease my shoulder problems!
13. **Wendy** Don't worry, I'll take care of it. There was probably a mistake in the order. Can you use the old one in the meantime?
14. **Charles** No, I can't. Since I wasn't in my office when the technician came, the technician swapped the two keyboards and took the old one away.
15. **Wendy** All right, I'll call the help desk and see if I can resolve the matter. But first you'll have to give me the reference number for your original request. You can then get back to work. If you have a lengthy document to draft, you may have to go work in the library. I know that they have computers with both types of keyboard there. I know that working away from one's workstation is not optimal, but it's the simplest solution for now.
16. **Charles** All right, I'll forward you the e-mail with the reference number for my request.
17. **Wendy** Thanks. And there's no need to get all worked up about this. It's not the end of the world, and we'll get everything straightened out soon. Just send me the e-mail.
18. **Charles** It's pretty clear that you're not the one with the shoulder problem.
19. **Wendy** It will all work out; you'll see.
20. **Charles** I hope so, Wendy. I hope so

Questions

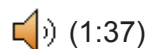
- B. What problem does Charles raise in the dialogue?
- B. When did the assistant order the new keyboard?
- B. How does Charles know that the keyboard he received is the wrong one?
- B. What did Charles have done in regard to his workstation?
- B. What does Wendy need before she can attempt to resolve Charles's problem?
- C. Do you find that, in your department, employees' physical problems related to workstation ergonomics are properly addressed? Explain.

Long conversation 6**Choice of speaker**
 (2:01)

1. **Mario** Yes, I communicated with the gentleman in question. He told me that he was going to send me the complete text of his presentation, but it's been two weeks and I'm still waiting. As far as I'm concerned, even though at the beginning, I was very positive about his candidature, I find that it's not a good sign. Several times I've spoken with him and it's always complicated; there are delays. I don't know if it's because he's really in demand or what.
2. **Debra** Yeah, but on the other hand, if he's the one I'm thinking about, the presentation plan that he proposed to us was really in line with the theme of visible minorities. On paper, it looks perfect for our conference.
3. **Mario** That's true, but we don't want to find ourselves without a presentation on the day of the conference. I say that if we stick to him as our final choice, we better have a solid Plan B in place.
4. **Debra** Maybe when we confirm to him that he's our final choice, he'll be a little more available to talk with us. If, as you say, he's really in demand, perhaps he must be made to feel that our offer's really serious and concrete before he'll go any deeper into the process. In any case, there must be a way to find out how busy he really is and how other of his presentations in the past have been received.
5. **Mario** Absolutely, I'll look after that this afternoon. Maybe, the guy's out of town for a conference.
6. **Debra** We'll try to have another talk with him and see what happens. As for Plan B, I'll ask Karen to do some research. I should be able to give more details soon.
7. **Mario** Good. How much time will we give ourselves before we move to our second choice on the list of potential speakers? Time flies you know.
8. **Debra** I would say that if we don't have anything arranged with Mr. Kovac within two weeks, we'll move to another choice.
9. **Mario** I agree. I'll try to find out what's going on with him and I'll call you tomorrow. Is the committee still meeting on Friday?
10. **Debra** In principle, yes. Okay then. That's it for now. I'll wait for your call tomorrow.

Questions

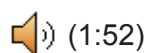
- B. Why does Mario begin to doubt that he will be able to hire the speaker that he would like to have?
- B. What is the theme of the conference that Debra and Mario are preparing?
- B. How long are Mario and Debra prepared to wait before they call the next person on the list of conference speakers?
- C. Talk about the necessity of having a Plan B in the organization of an event. What conditions need to exist before Plan B goes into effect?

Long conversation 7
Meeting about new wiki

1. **Alex** Yes, as I've told you, Michelle, it's crucial that we find ways to spread the word about the department's new wiki. Staff members don't even know it exists.
2. **Michelle** So what could we do to increase awareness about it, Alex?
3. **Alex** Well, I think that a new pamphlet might work pretty well. At least we'd be sure to reach everybody.
4. **Michelle** Hmm . . . I'm not so sure that everyone would read a pamphlet. It all depends on how it's distributed—I mean, where and by whom.
5. **Alex** I'll stop you right there. We don't need to waste time talking about its distribution, as management has already decided that it would be inserted into pay envelopes next month.
6. **Michelle** Oh, it appears that it's all been decided already.
7. **Alex** Yeah Can you think of any other ways to promote the wiki among staff?
8. **Michelle** Video might work—a video clip on our intranet site, for instance.
9. **Alex** Yeah, a video clip would allow us to provide a fair amount of information on the wiki. I think that would be a really good tool.
10. **Michelle** And video would allow us to provide more information on how the wiki works. We could most likely get help from the marketing division.
11. **Alex** Yes, or even better... I think we could appeal to the different branches for some help.
12. **Michelle** Sure, why not? After all, everyone will use the wiki. I think that all the branches should be involved.
13. **Alex** There are probably other ways to meet our ends, but let's start with that.
14. **Michelle** Agreed.
15. **Alex** I'll get in touch with the marketing people. Can you deal with contacting the other branches?
16. **Michelle** No problem. There's a meeting this week at which all the branches will be represented. I'll use the opportunity to talk about it.
17. **Alex** Okay, good. Keep me posted.
18. **Michelle** Sure. Have a good one, Alex.
19. **Alex** You too, Michelle.

Questions

- B. What method has management chosen to raise awareness of the wiki?
- B. What does Michelle suggest to raise awareness of the wiki?
- B. Do you have a wiki available in your department?
- C. How can a wiki be useful for employees? Explain.
- C. Why is communicating or conveying information important within a department and what are the consequences of good or poor communication? Explain.

Long conversation 8***Acting appointment***

1. **Ray** Hi Alice, you asked for my views concerning the acting appointment. Well, I think that, of all the potential candidates for the acting position, John is the most suited. The best kind of experience is on-the-job experience and, from that point of view, no one can beat John.
2. **Alice** I don't fully agree, Ray. There's a difference between experience and management.
3. **Ray** I realize that John doesn't have much management experience and is still young, but he's the person with the most experience with projects and services within the Agency.
4. **Alice** I agree that John is a really good specialist and has worked on most of our projects. He's obviously an expert. However, he has very little management experience. He's been heading up his section for barely two months. He's doing a good job, but I think that if he's put in charge of the Services Section on top of the Projects Section, he'll be overwhelmed.
5. **Ray** He'll have to delegate more to his subordinates and get the help he needs from within the two sections. John knows how to delegate when necessary.
6. **Alice** He won't have any choice in any event.
7. **Ray** Listen, I think John is brilliant and shines in everything he takes on.
8. **Alice** Yes, it's true. He has a lot of potential.
9. **Ray** Exactly! And I'm afraid that if we don't give him more responsibility, he'll go looking elsewhere, in another department. And don't forget that we're talking about an acting appointment. If it doesn't work out, John won't get the position permanently. Anyway, I think that it's a good way to use his talents. We have nothing to lose.
10. **Alice** You seem totally convinced that John is the best candidate.

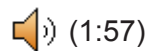
- 11. Ray** Listen, there's a DG meeting this Friday. I'll add the appointment of an acting director to the agenda. We'll discuss it with the other DGs and you'll see what they think.
- 12. Alice** All right. I'll see you on Friday with the rest of the management team.
- 13. Ray** Okay, see you Friday.

Questions

- B. In what area does John have a lot of experience?
- B. Why is Ray convinced that it's important to give John more responsibility?
- C. Do you feel that specialists make good directors, or that it is better to choose generalists and people who are specially groomed for management roles?
- C. In your opinion, are acting appointments a good way to advance in one's career and work one's way up the corporate ladder?
- C. In the past, a person who was appointed to a position on an acting basis had a good chance of being appointed on an indeterminate basis after a time. Is this still the case? If so, do you think that it's a fair way to proceed?

Long conversation 9

Preparation for important meeting



(1:57)

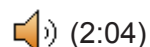
- 1. Sacha** I spoke with Sylvie from Communications and she told me that things were going well but it won't be ready until Thursday of next week.
- 2. Louis** Thursday of next week; I find that a bit late. That doesn't give us much time to have one last look at everything. Did you tell her that it was going to the Deputy Minister's office?
- 3. Sacha** I did, and she told me that it's because of that very thing that it's taking a little longer than usual. She wants one of her employees who has a lot of experience with this sort of document to check the work that has been done on it and that employee's absent today.
- 4. Louis** Can you remind her that we need that document by Wednesday noon at the latest? That gives her employee at least half a day to check it. Explain to her that it's because the Deputy Minister's administrative assistant told us that she wanted to have a copy of the document at least 24 hours before the meeting with the other deputy ministers. Also, remind her that once the Deputy Minister's office gets the document in question, there may be some modifications to make to it and it would be advisable that her employee be available to make them.
- 5. Sacha** Okay. I'll send her an e-mail and I'll CC you.

6. **Louis** The Deputy Minister's administrative assistant also reminded me to send a bilingual copy of the report that we provided to the Legal Section. She wants four copies. Everything's ready on this side, right?
7. **Sacha** Absolutely, the reports are ready to go. I can send them off this morning if you like.
8. **Louis** Yes, I think that would be a good idea.
9. **Sacha** Anything else?
10. **Louis** Nothing for the moment. Do you have any ideas? Am I missing anything?
11. **Sacha** Hmm ... Wasn't there something about sending a copy of the statistical information that we've gathered?
12. **Louis** Yes, but it was finally decided that the info in the report to the Legal Section will cover that need. It's built into the report, if you like. However, it would be good to have a copy ready just in case they change their minds. Can you look after it?

Questions

- B. Why does Louis think that Thursday is too late to receive the document from Communications?
- B. Why does the Communications section want to have a little extra time to review this document?
- B. What other document does the Deputy Minister's administrative assistant request Louis to send four copies of?

Long conversation 10 ***Redistribution of tasks***



(2:04)

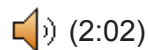
1. **Vangu** Marcel, I think we'd better pass the Access to Information file along to somebody else, Martha or Gerry maybe.
2. **Marcel** And why would we want to do that?
3. **Vangu** I know that we can expect a lot of action on this file in the fall and I also know that Audrey is doing everything she can to find another job somewhere else.
4. **Marcel** Oh yeah? That's news to me. Do you know what's motivating her to look somewhere else?
5. **Vangu** Well, I guess everyone knows that she'd like to have a promotion and I think that she's been telling herself that the chances of that happening here are pretty slim. I also think there's a question of transportation working here and she'd rather work downtown.

6. **Marcel** But it would be a shame if we took that file away and then her efforts came to nothing. She's doing such a good job on it.
7. **Vangu** I never said she wasn't. I just think that for the good of the organization, we should look at the possibility of some changes to the lead on this file. I think it would be a good idea if Martha or Gerry became familiar with questions related to access to information. Audrey could keep the lead, that's obvious, until she leaves, if she leaves.
8. **Marcel** There's no doubt, as you said, that we can expect a lot of questions on our activities this fall. Maybe it would be a good thing to have another person who's familiar with this file. Have the people that you have mentioned expressed an interest, or is it just you who sees them there?
9. **Vangu** Yeah, that's going to be a little bit touchy, because Martha has expressed an interest, but I think that Gerry would probably be a better choice since he already has some experience with this type of file. Anyway, he replaced Audrey during her vacation last year.
10. **Marcel** Like you said, it's going to be a little touchy. You say that Martha has expressed an interest, in what way?
11. **Vangu** She put it in her individual learning plan.
12. **Marcel** Then we'll definitely have to take that into account. Maybe, even though Gerry has already done it, he's not interested at all. All that will have to be checked, then we'll decide what to do. Can you look after it?

Questions

- B. Why is Audrey trying to find a job somewhere else?
- B. Why do these two people think that Audrey's replacement will create a delicate situation?
- B. How has Martha shown her interest in this work?
- C. What do you think of Vangu's strategy for conserving corporate memory?

Long conversation 11 ***Working at home***



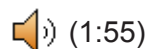
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1. **Mark** Is Sylvia here today?
2. **Helen** No, she's not in today.
3. **Mark** Is she sick?
4. **Helen** No, no. She's working from home today.
5. **Mark** Ah, I wanted to talk to her to get her opinion on a file.

6. **Helen** You can always send her an e-mail.
7. **Mark** Yeah, but I find that it's not the same. I'd rather speak to her in person.
8. **Helen** You know, a little while ago, I had to consult her while she was at home and it went really well. You can send her the document that you want to consult her about and a little later you can give her a call. Really, it makes no difference whether she's here or not. Sometimes I even think that it's better.
9. **Mark** What are you trying to say?
10. **Helen** Well, the last time, I found that we really gained some time by teleworking because she was able to get to know the file more quickly; there was nobody there to interrupt her. She called me with two or three questions to clear up a couple of points and then she called me back to give me her opinion. I found that it was fast and, in a way, her opinion was more objective because it wasn't me who explained the file to her. She got to know the file in the same way a client does. I'm sure she wouldn't have had the same questions if we'd been face-to-face.
11. **Mark** Yeah, but in my case there are graphs and illustrations that I want to discuss with her. Frankly, I think that it'd be easier in person. Will she be in tomorrow?
12. **Helen** I have no idea. Ask her by e-mail.
13. **Mark** Yeah, that's what I'll do. By the way, I don't want you to think that I'm against teleworking from time to time. In fact, I think it's an excellent idea.
14. **Helen** It's interesting that you use the expression "from time to time."
15. **Mark** Well, I have to confess that it can sometimes cause problems. As a case in point, consider my graphs.
16. **Helen** Well, as I was saying, I don't see your graphs as a problem. She can look at them at home in the same way that she would look at them here.

Questions

- B. Is Sylvia working today?
- B. Why does Mark want to see Sylvia?
- B. Helen has already experienced the same situation as Mark. Did this situation cause a problem? Explain.
- C. The advantages and disadvantages of telework have been discussed for a long time. What is your opinion of telework? Would you be interested in doing it? Why or why not?

Long conversation 12***A haughty attitude***

1. **Max** Hi Natalie. I believe that you wanted to speak to me about a problem?
2. **Natalie** Yes, Max. I don't want to waste your time, but some engineers with whom I work asked me to speak to you about Susan, the contract employee.
3. **Max** So what's up with Susan?
4. **Natalie** Well, it seems there's a problem with Susan. She seems to get on everybody's nerves with her haughty, know-it-all attitude. I wonder if she's really the kind of person we want to be working with.
5. **Max** I really don't understand, Natalie. Susan is an excellent employee; her design work is always well done and generally error-free. She does everything the department asks her to do.
6. **Natalie** Yes, I agree that, as far as her work goes, there is really nothing to fault. But the department didn't ask her to undermine the group's morale and tell us how to do our jobs. The animosity that she is creating within the group could lead to poorer quality work for the entire unit in the long run.
7. **Max** Let me get this straight. You're saying that you want Susan to curb what you and your co-workers are terming her haughty attitude.
8. **Natalie** Yes. She's always telling people how things should be done when it's not at all her place to be putting everything she knows on public display. It's as though she thinks she's giving an advanced course in design, with all her equations and grand, unnecessary formulas. She's not our boss and she should just stick to her own work instead of interfering in ours. She should change her attitude or her contract will never be renewed.
9. **Max** Really, Natalie, don't you think you're overstating things?
10. **Natalie** No, not really, I assure you. I wish you would have a little chat with her and then clear matters up at the next team meeting so that everyone is clear on each team member's job and role.
11. **Max** All right, if that's the general perception, then I'm glad you came to talk to me, on behalf of the group. I had sensed a bit of unease, but had no clue as to the scope of the problem. I'll speak to Susan about this—shall we say—difficult situation.

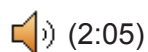
Questions

- B. How would you describe the problem raised by Natalie in this discussion?
- C. In your opinion, what role should the manager play when interpersonal problems arise within a team?

- C. In your view, how can interpersonal relations within a team hinder the team's performance?
- C. A wrong can often be blown out of proportion and it is sometimes better for the manager to say nothing and wait out the storm before intervening in a dispute. What do you think?

Long conversation 13

Materiel resources



(2:05)

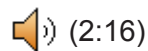
1. **Edward** Okay, let's move on to the second item on the meeting agenda, which is the allocation of the division's materiel resources. Now that we have merged with the Assessment Service, we have more materiel resources, some of which are redundant. We therefore need to consider disposing of some of them.
2. **Nabila** Edward, if I may interrupt, I don't see why we would dispose of materiel resources when neither the number of people nor the amount of work has changed. In my view, the Assessment people should continue to use their own equipment.
3. **Edward** You're forgetting that, before the merger, the Assessment Service was on a different floor. That's why there was double the equipment.
4. **Nabila** Yes, but it's always handy to have duplicate equipment, in case of breakdowns, for example, or urgent work.
5. **Edward** Well, for now, I'd like you to use the printers, photocopiers and fax machines from the Assessment Service first.
6. **Nabila** But it's not that easy. We'll have to change everything in our files, how our computers are connected and so on . . . Why not do the opposite and have the Assessment Service people change or adapt their equipment to ours? There are fewer of them and so there would be fewer changes to make!
7. **Edward** That was my first thought, but since the Assessment Service only recently changed all of its equipment, the equipment is newer, faster and more efficient and so more likely to meet our needs.
8. **Nabila** So when are we expected to change over?
9. **Edward** Well, I think we should do an inventory first. Judy will be handling that. She'll go around to every office and draw up an inventory list. Changes will then be introduced based on needs, on a case-by-case basis. I just wanted to give you a heads up and see whether you had any suggestions or proposals regarding the equipment.
10. **Nabila** If Judy is doing the inventory, I assume she'll be the one handling materiel and supply management?

11. **Edward** Yes, that's correct, but for now we are not making any changes to work distribution. You'll continue to do what you've been doing up to this point. No decision will be made as to responsibility for materiel management until the inventory has been done. Judy will likely need your help.
12. **Nabila** All right, I'm prepared to assist her.
13. **Edward** Thank you. Now let's move on to the third item.

Questions

- B. What were the reasons given by Nabila for wanting to keep the duplicate equipment?
- B. Which team's equipment is to be used and why?
- B. When will a decision be made as to who will be responsible for materiel management?
- C. What types of problems can be expected when two services are merged and how should such problems be managed?

Long conversation 14 ***Monica's meeting***



(2:16)

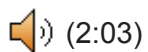
1. **Monica** Good morning everybody. Welcome to this short meeting. I'd like to start by giving you the agenda. As you can see, it won't take long. If you want to add something, you can do it now. Any ideas? No? If you think of something later, you can add it. So, first point on the agenda: the meeting with the Director General. Who would like to start? Yes, Karen, go ahead.
2. **Karen** I would just like to say that maybe it would be a good idea if we prepared some questions. We could send them to the DG before the meeting and save some time. What do you think?
3. **Monica** Francine, would you like to add something?
4. **Francine** Just one small point: I think it would be a better idea to save our questions for the meeting. In that way the answers would be more natural and less prepared.
5. **Neelam** May I make a comment?
6. **Monica** Sure, go ahead, Neelam.
7. **Neelam** I remember when I worked at Human Resources, the DG came to see us and at the end we hadn't had time to ask a single question. Oh yes! Now I remember. There was a guy called Raymond at the meeting; you won't believe what he did. Well, I'll tell you ...

8. **Monica** Excuse me for interrupting, Neelam, but we don't have a lot of time and we have to move on to the next point. Okay, where were we? Oh yes! The questions; we'll leave that open. Anyone who wants to can prepare some; everyone has a choice. Now, the next point on the agenda: overtime. Does anyone have anything to say about that?
9. **Vojtek** Yes, I do. I'd like to ask a question. Why is it always the same people who work overtime? Personally, I've worked until 7 o'clock the last three Fridays in a row. Can't we take turns?
10. **Narrator** One hour later ...
11. **Monica** To conclude, I would like to thank everyone for attending this meeting and especially for sharing your ideas and comments. I know that we haven't solved all our problems, but at least, we had the opportunity to talk about them. I'll do a follow-up and we'll talk about them again at the next meeting. Well then, if there's nothing else, I think we should call it a day.

Questions

- B. What is the first point on the agenda?
- B. Why does Francine think that it's a better idea not to prepare questions in advance?
- B. What is the solution suggested by Neelam for questions to ask the Director General?
- B. What is the second point on the agenda?
- B/C. What do you think of the management style of the person who is leading this meeting? Explain.
- C. What do you think of the subject of overtime in the public service? Do some employees do too much? Should employees be obliged to work overtime? Are overtime hours always financially advantageous?

Long conversation 15 ***Melissa's absence***



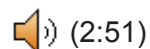
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1. **Melissa** So, as I mentioned, Hank, I'll be away for three weeks. I've already left instructions with Joanne, who will be filling in for me while I'm gone, but I'd like to fill you in on some specifics.
2. **Hank** Sure, go ahead, Melissa.
3. **Melissa** Joanne will be handling the implementation project and committee meetings for me, as she's the one who is most familiar with them. Please forward any related messages and documents from both senior management and clients to her, and she'll deal with them.
4. **Hank** Very well, I'll do that. Will she have access to your e-mail and your office?

5. **Melissa** No, I'm counting on you to redirect and forward everything to her. I prefer that you deal with this, as you're used to managing my schedule and my files. Just make sure that nothing is left in abeyance while I'm gone.
6. **Hank** All right. Is there a phone number where you can be reached during the three weeks?
7. **Melissa** Yes, of course. You'll be able to reach me at my personal number, but you should only call in an event of an emergency. I'll check my messages regularly every morning and evening, but you're the only one who knows that. Everyone else is to think I'm unreachable. The ADM of course has my number, but he'll contact me directly if he needs to, without going through you.
8. **Hank** All right. And what about financial matters, signatures and so on?
9. **Melissa** Be especially careful in handling any budget matters, financial authorities and so on. Joanne will be acting for me, but be sure to keep all pertinent documents in a separate file. I'll look through everything when I get back.
10. **Hank** Are there any files in particular that can be left for your return?
11. **Melissa** No, it would be better to forward everything to Joanne. She will make the decisions.
12. **Hank** All right, then I think that all there is left for me to do is to wish you a good vacation.
13. **Melissa** Thank you. It will do me good to get away for a while. I'm leaving with peace of mind, knowing that I can count on you and Joanne. That's really important, and I want to thank you for that.
14. **Hank** You're welcome, but it's all in a day's work. In any event, Joanne is the one who is taking the brunt of it. But thank you for putting your trust in me. I'll be leaving in about an hour. Feel free to call me if you think of anything else.
15. **Melissa** Very well. I may talk to you later. Thanks again.

Questions

- B. What will Hank's responsibilities be while Melissa is away?
- B. What will Joanne's responsibilities be while Melissa is away?
- B. Where is Melissa going for her vacation?
- C. In your opinion, should a good manager delegate as much or as little as possible to his or her subordinates? Explain.
- C. What are the pros and cons of temporarily sharing the responsibilities of a position? Explain.

Long conversation 16***A problem with the carpet***

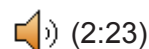
1. **Ali** . . . So, if I'm hearing you right, the move will have to be put off for another month.
2. **Bev** Our new building itself will be ready for the original date. Painting and all the wiring and lighting will have been done. But the final detailed stuff . . . the carpet laying and electronics installation, and then the delivery and set up of the furniture as originally planned are on hold so to speak.
3. **Ali** How come at this point in the project?
4. **Bev** Well, there was a fire at the factory where the carpets were being made. It was hit by lightning; luckily no one was hurt. Unfortunately for us, however, the lightning hit right where most of our order was being stored ready to be shipped. All the rolls, but a few, were damaged beyond use by the water to put the fire out and most of the order now has to be rewoven.
5. **Ali** Bummer, for them and us!
6. **Bev** You said it! The factory says they should be up and running in a week as structural damage was minimal and their equipment was undamaged. It's mostly clean-up.
7. **Ali** Yeah, okay. So the carpet has to be remade, but surely we could get something somewhere else to keep on schedule in these circumstances?
8. **Bev** Yes and no. It's not as easy as that. We could get some kind of carpet tomorrow elsewhere, but it's the fact that we have to go through Legal to get a sub-contract added and approved; that takes time.
9. **Ali** I understand that; so if the factory's had a fire and won't be up for a week, it probably can't start reweaving and delivering at least some of the carpet for another week after that.
10. **Bev** What are you getting at?
11. **Ali** Well, why don't we conference call all the players and see if we can do some juggling on deadlines for the deliverables. Extraordinary circumstances call for extraordinary solutions. Partial orders staggered are better than none at all. You did say a few rolls were all right. Right? We could get a start and they just might go for it. We'd have to find a warehouse for all the deliverables aside from the carpet that would be coming in anyway since the space won't be ready. So, why not make the most of what we've got?
12. **Bev** Yeah, kill a "few" birds rather than just two with one stone.

- 13. Ali** Sort of, eh? We could see if they'd be willing and able to schedule it so that parts of the building would be worked on at different times by all concerned with a lot more overlap than originally planned. Rather than one or two things happening, a bit of everything would be going on somewhere at the same time. What do you say we try it?
- 14. Bev** Well, Legal will have to work some miracles but it just might work. Nothing ventured . . .
- 15. Ali** Nothing gained. Let's get to calling our contacts!

Questions

- B. How long will they have to put off their move?
- B. What is the cause of the delay at the factory?
- B. What suggestion does Ali make as a first step in solving the problem?
- B. What will Legal have to do for the plan to be successful?
- C. Do you agree with the decision that Ali and Bev make? If you were managing a move for your office and ran into similar circumstances, how would you organize it to run smoothly?

Long conversation 17 ***Assignment of parking space***



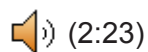
- 1. Margaret** Let's move on to the third item on the agenda: the assignment of new parking space. Parking here, as in all departments, is a big problem, and we're lucky to have been allocated 15 additional spots on Level B-2. Now we have to assign those spots. Any thoughts, Roger?
- 2. Roger** Well, before telling you what I think, I'd like to know who will be deciding.
- 3. Margaret** Oh, well, that would be all of us, together. That's why I added this item to the agenda. What I was thinking is that the spots could be assigned on the basis of seniority.
- 4. Roger** Seniority again. Sorry, but I don't agree. And I don't think I'm the only one. The spots we have right now were all assigned on the basis of seniority and I didn't think that was fair at all. Couldn't the new spots be assigned on the basis of commuting distance?
- 5. Margaret** I know that that might seem fairer, but it's a really difficult system to implement. Don't forget that people move fairly frequently and determining commuting distances can be quite the problem.
- 6. Roger** No, I don't agree! It's just a matter of setting up a well-organized system.

7. **Margaret** Seniority often goes hand in hand with hierarchy level, and managers often have to stay late into the evening when the only dependable transportation is a personal vehicle, warranting convenient parking.
8. **Roger** For managers, I agree, but why should parking be based on seniority? If a person lives in town, there are buses, but some people have no choice but to drive to work.
9. **Margaret** If a person lives a fair distance from work, that's his or her choice. He or she knows that living in the country or in the suburbs comes with a price in terms of car-related costs and parking in town.
10. **Roger** Well, I don't think that's very fair. There are other criteria that should be taken into account, such as a person's family status. A parent who has to pick up children after work needs a car. And assigning such a person a parking spot is not a privilege, but accommodation that cuts down on worry and stress while at work...
11. **Margaret** Well, I can see that this is a fairly touchy subject. I didn't expect it to be so difficult. I think the matter warrants some more thought. Roger, since the issue seems to be of particular importance to you and you seem to have a lot of ideas about it, what would you say to giving some thought to a fair and equitable system and presenting it to us at the next meeting, next Monday?
12. **Roger** Yes, I can do that. I'll put all my ideas down on paper and present them to you at the next meeting.
13. **Margaret** Great! Now let's move on to the next item.

Questions

- B. According to Roger, what criteria should be used to assign parking space?
- B. Seeing Roger's reaction to the issue, what does Margaret decide to do?
- C. In your view, which of the arguments presented in this discussion are most valid? Explain.
- C. If you could take part in this discussion, what other arguments would you make to defend your own viewpoint on this issue?
- C. In your view, should seniority come with certain privileges? Explain.

Long conversation 18 ***Distribution of tasks***

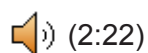


1. **Boris** I think that Ian should look after the follow-up with the lawyers to see what they think about the additions that we've made. He's already worked with them and it'll speed up the process. On your end, if you can handle communicating with Human Resources to have them compile the information that we're missing before next Monday, that would be perfect.

2. **Jack** I can talk to them, but I can't promise a response for next Monday. As you know, they're really snowed under and it could take a while.
3. **Boris** Tell them it's high priority. Anyway, the information shouldn't take very long to compile.
4. **Jack** My experience tells me that it won't be as easy as that. Have you had dealings with Human Resources lately?
5. **Boris** Come on, Jack, it can't be as complicated as all that.
6. **Jack** I tell you, they're snowed under.
7. **Boris** Okay, in that case we'll ask Claudia to look after it. She worked at Human Resources not too long ago. She'll know how to get the information.
8. **Jack** Just to get back to Ian, I think that you're forgetting that his wife is pregnant and she was supposed to have her baby yesterday. I'll look after communicating with the lawyers. I'll do it right away. For the other tasks, I think we'd be better off waiting a little while. First, we have to have the opinion of the legal team before we start anything at all.
9. **Boris** I don't see why. We don't have any time to lose. We can set up first contact, start discussions ...
10. **Jack** I'm going to stop you right away, Boris. I've already done that in the past and I learned a good lesson. Discussions tend to be quite a bit longer when we don't have all the information necessary to lead them. People lose confidence and hesitate. I think it'll be much faster if we wait to have the green light from the lawyers.
11. **Boris** But there are certain people that we can contact anyway. We'll explain to them that we're waiting for precise information from our lawyers, but at least, we will have already prepared them for what we want to do.
12. **Jack** As far as I'm concerned, you should wait until you have all the information before doing anything.
13. **Boris** I don't agree. When we get the go-ahead from the lawyers, in principle, everything will go very fast. We need to get organized with our partners immediately. We have to ask them to set aside time in their calendars for us over the next few weeks and they're going to want to know why.
14. **Jack** Yeah, maybe you're right. However, I think that for now we should limit the number of people we communicate with as much as possible.
15. **Boris** I think that's a good idea. I'll set up a short list of people and send it to you before the end of the afternoon. Is that okay?
16. **Jack** Perfect.

Questions

- B. What does Boris want Jack to look after before next Monday?
- B. Why is Jack, rather than Ian, going to communicate with the lawyers?
- B. What list is Boris going to send to Jack before the end of the afternoon?
- C. For you personally, do you prefer to negotiate little by little where tasks are assigned as the situation develops or do you prefer to negotiate where tasks are distributed on a fixed schedule? Explain and justify your preference.

Long conversation 19***Jack's return***

1. **Mark** Good morning. I'd like to take advantage of our weekly meeting to thank the entire team for its great work. The Director General made a point of underscoring our group's effectiveness at the management committee meeting and I'd like to pass on her appreciation. This was the first item on the agenda: a great big thank you to everyone.

Now for the second item: I'd like to announce that Jack will be rejoining our team. As you know, Jack retired a year ago. His rather abrupt departure actually left us in bit of a bind, but in the end, thanks to your efforts, we were able to deal with the situation. In any event, Jack will be coming back soon, as a consultant, to make up the staff shortage and handle the CAP assessment.
2. **Sara** Umm, I have a question, Mark.
3. **Mark** Yes, Sara?
4. **Sara** Why is Jack being offered this job?
5. **Mark** Well, Jack is an expert. He was involved in the design and implementation of the program. He's also quite familiar with our services and with how we do things. I think he's the ideal person to handle the assessment.
6. **Sara** Maybe, but why not trust the people whom you just so proudly congratulated? We could certainly handle the assessment, and a young person could be hired and trained in our team's work. We've had interns in the past 12 months who would be both capable of doing the work and very happy to gain a bit more experience in our section. And we know them, and know that we can count on them to do good work.
7. **Mark** I have to tell you straight off that there are no plans to create a position or hold a competition.

8. **Sara** I know that, but using Jack is bound to cost quite a bit. And in my opinion, it would be a little unfair to the team. I say that mainly because I'm pretty sure that Jack will be well paid—or at least quite a bit better paid than we are—to do work that we could do ourselves. I have nothing against Jack, but as you pointed out yourself, he left us in a bit of a fix when he suddenly retired. He didn't even have time to train a successor or someone to fill in, which meant that, practically overnight, we were left to muddle through on our own.
9. **Mark** Well, I see that this is going to be problematic. It did not occur to me that Jack's return would create such controversy. In any event, thank you for your honesty. I've taken due note of your suggestions concerning interns.
- Let's move on to the third item on the agenda...

Questions

- B. Why does Jack's return to the team seem problematic?
- B. Do you more or less agree with calling on former employees who recently retired to lend a hand with a team's work?
- C. The dialogue deals with organizational culture and knowledge transfer. In your view, what is the best way to transfer organizational culture within a department?
- C. If you had retired and the department sought out your services for a specific project, would you agree to go back? Under what conditions?

Long conversation 20

Participation in project management symposium



(2:34)

- 1. **Elizabeth** Hi, Chad. How's it going?
- 2. **Chad** Not too bad; and you?
- 3. **Elizabeth** Pretty good, thanks. Listen, I want to talk to you about an opportunity I saw on the intranet, to participate in a conference. I think that our organization should really have a representative there, because the subjects they will raise are important for us. I can't participate because I'm already booked up, but maybe you'd be able to.
- 4. **Chad** That depends on where it is and what it is.
- 5. **Elizabeth** It's about using computer technology in project management. What I understand is that they're going to present new project management computer programs. I'm curious to see what it's all about. At least, I'd like to have an idea about where we're going. It's a two-day conference and it's just next door in the Convention Centre.

6. **Chad** I understand that it interests you, but really, I'm really busy with my current projects, and frankly, what I need are not more computer programs but the time and the staff necessary to meet my deadlines. I know it's also important to keep up to date with what's going on in the field, but like I told you, I really don't have the time to waste in these conferences.
7. **Elizabeth** But it's not time wasted, come on! New tools may give you a chance to plan more quickly and efficiently for your next projects. At the end of the day, you will gain time! We'll all gain time!
8. **Chad** You know as well as I do, Elizabeth, that more often than not, we have to extend deadlines. It's not because of bad planning. In the majority of cases, it's because we've lost personnel or there've been changes in priorities that we simply couldn't have anticipated.
9. **Elizabeth** I'm not sure that I agree with you. I've seen lots of projects that didn't work out as expected because the initial planning was inadequate. I've seen some here anyway and fairly often.
10. **Chad** I'm not trying to tell you that planning is something to neglect, far from it. I agree with you 100 percent. What I'm saying is that sometimes the computer programs that they recommend are much too sophisticated for the size of the projects that we have to manage and it takes longer to use them than otherwise.
11. **Elizabeth** It's true that it depends on the size of the project, but maybe the new tools will be better adaptable to the types of projects we do here. We'll never know if we don't take the time to go see what's new.

Questions

- B. What is the conference that Elizabeth is interested in, about?
- B. Why can't Elizabeth participate in the conference?
- B. Why isn't Chad really interested in participating in the conference?
- C. What is your opinion? Do you feel more like Chad or Elizabeth? Explain.

SECTION 4

Oral Expression Activities (OE)

SECTION 4: ORAL EXPRESSION ACTIVITIES

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There are enough oral expression activities to cover all of the session's group activity (GA) periods. It is suggested, as recommended in the planning, that participants do one or two per day. Activities 5, 8, 13, 16 and 20 are not included in the timetable, but may also be used.

ACTIVITY 1: STRUCTURING RESPONSES

Suggested procedure (Participant's Guide: p. 43)

1. Working as a group, read through the questions and topics below.
2. Working on your own, select a question or topic and prepare to respond or talk about it for approximately two minutes.
3. Take a turn responding to the question and speaking about the topic.

Questions and topics

1. Describe a day at work.
2. What are the problems that arise most often in your work?
3. What do you like most about your work? Why?
4. How can English be useful in your work?
5. What awaits you on your return to work?
6. Where do you fit into your branch's organization chart?
7. At work, what three activities take up the greatest part of your time?
8. Talk about a problem that has arisen at work.
9. What have you found the most satisfying to this point in your career?
10. Who or what most influenced your choice of career?
11. What has changed most within the public service or within your department in recent years?
12. Did you leave instructions with anyone before leaving the office to start this training? Explain.

Language Help 4*

* Language Help suggested for activity.

ACTIVITY 2: COMPARING

Suggested procedure (Participant's Guide: p. 44)

1. Working as a group, read through the list of possible topics and Language Help 6.
2. Working on your own, select a topic and the comparative expressions that you consider appropriate.
3. Take a turn presenting a comparison based on the topic you have selected, being careful to use the comparative expressions properly. Your presentation should last about three minutes.

Possible topics

- The public and private sectors
- Life in two cities
- Technology of the past and of today
- Work in two departments
- Other topic of your choosing

Language Help 6

ACTIVITY 3: HURRAY FOR ADVERTISING!*

Suggested procedure (Participant's Guide: p. 45)

1. Working on your own, find two ads in an English-language magazine or newspaper, government publication, etc.
2. Take a turn describing the messages (products, colour, texture, etc.) using the vocabulary below and explaining the effect sought by the advertiser.
3. State your opinion based on the following questions:
 - Is this a good or bad advertisement?
 - Is it sexist, original, etc.?
 - Is it clichéd?
 - What is the purpose of this product?

Useful vocabulary for this activity

- background
- foreground
- consumer
- target market
- customization of products
- values exploited
- provocative
- highly sought after
- draw the eye
- draw attention

Language Help 8

* This activity requires advance preparation.

ACTIVITY 4: DESCRIBING PURPOSE, CAUSE OR CONSEQUENCE

Suggested procedure (Participant's Guide: p. 46)

1. Working as a group, read through the expressions used to express purpose, cause and consequence in Language Help 5.
2. Working in pairs, develop a logical statement for each of the circumstances below.

Example: Health problems

Refusal to do overtime

"Because of my health problems, I will no longer be able to do overtime."

Suggested Situations	
1. Work distribution Principle of justice	13. Tension Privileges
2. Interest rates Buying real estate	14. Inflation Impoverishment
3. Caffeine Jumpiness	15. Selling price Labour costs
4. Wage freeze Quality of life	16. Pollution Cars
5. Cancer Tobacco	17. Absence of key resource person Postponement of meeting
6. Dressing warmly Getting a cold	18. Long hours of work Urgent need to publish a study
7. Tight deadline Overtime	19. Performance Learning Plan
8. Express language Avoiding interpretation errors	20. Media presence Exercising caution when speaking
9. Identifying objectives Wasting time	21. Evidence to back up a charge Guilty verdict
10. Fatigue Sick leave	22. Political decisions Popularity with voters
11. Policy Social integration of people with disabilities	23. Poor health Refusal to take on extra duties
12. Increase in military budget Promises to allies	24. Meeting Priorities to be established

Language Help 5

ACTIVITY 5: EXPLAINING WITH EXAMPLES

Suggested procedure (Participant's Guide: p. 47)

1. Take a turn describing and explaining the role of your department, branch or unit, providing examples.
2. Answer any questions asked.

Language Help 4**ACTIVITY 6: PROBLEM-SOLVING GROUP**

Suggested procedure (Participant's Guide: p. 47)

1. Take a turn describing a problem encountered in the workplace and explaining the steps taken to solve the problem.
2. Ask other members of the group to suggest other ways that the problem might have been solved.

Language Help 5**Language Help 11****ACTIVITY 7: DESCRIBING AN EVENT**

Suggested procedure (Participant's Guide: p. 47)

1. Take a turn describing an event that you attended or took part in without disclosing how it ended. Take a few minutes to prepare your account.
2. Invite the other participants in the group to ask for more details about the event in order to try to guess how it ended.
3. Reveal how it actually ended.

Language Help 1**Language Help 3**

ACTIVITY 8: IN THE HOT SEAT

Suggested procedure (Participant's Guide: p. 48)

Take a turn answering questions and sub-questions from other participants on one of the topics below.

Topics

- Explaining your job
- Telling of a work-related event
- Giving one's opinion on a work-related topic
- Other

Language Help 4

Language Help 5

Language Help 7

ACTIVITY 9: PROPOSING SOLUTIONS

Suggested procedure (Participant's Guide: p. 48)

1. Working as a group, decide on a well-known person (e.g., a politician or artist) and think of a problem that this person might have to face in the near future and about which that person should seek advice.
2. Share your advice to help this person resolve the problem.
3. Select another well-known person and redo steps 1 and 2.

Language Help 11

ACTIVITY 10: RANDOMLY SELECTED TOPICS

Suggested procedure (Participant's Guide: p. 49)

1. Working as a group, draw up a list of work-related topics.
2. Take a turn picking one of the topics at random and giving a three-minute impromptu talk on that topic.
3. When you are finished, ask a member of the group to summarize what you said in one sentence.

Language Help 12**ACTIVITY 11: COUNSELLING AND ADVISING**

Suggested procedure (Participant's Guide: p. 49)

Take a turn explaining the type of advice you are required to give your clients, co-workers or supervisors as part of your job. Explain why some advice is harder to give.

Language Help 12**Language Help 13**

ACTIVITY 12: PROS AND CONS

Suggested procedure (Participant's Guide: p. 50)

1. Working as a group, select a topic from the list below.
2. Take a turn giving three pros and three cons related to that topic.
3. Repeat step 2 for each topic on the list.

Topics

- Teamwork
- Performance bonuses
- Flexible hours of work
- Telework
- Frequent use of contract services
- Term employment
- Other

Language Help 12**Language Help 13****ACTIVITY 13: DESCRIBING A PROJECT**

Suggested procedure (Participant's Guide: p. 50)

1. Working on your own, think of a project you carried out as part of your job or for personal reasons.
2. Describe the different steps you took to carry it out.
3. Explain what you would do differently if you could start over.

Language Help 3

ACTIVITY 14: GIVING A SPEECH

Suggested procedure (Participant's Guide: p. 51)

1. Working as a group, read through the descriptions of both situations below.
2. Working on your own, prepare a speech of about five minutes on one of the situations.
3. Take a turn giving your speech and answering questions.

Situation 1: Goodbye and good luck!

1. Think of a co-worker that you know well and imagine that that person is retiring or leaving the department to take up a new position elsewhere. You are asked to say a few words at the farewell party organized in that person's honour.
2. In your short address, be sure to mention the highlights of his or her career and emphasize his or her contribution to your division. Talk about his or her strengths and relate some funny or touching anecdotes involving that person. If it would be helpful to you, you may ask one of the other participants in the group to passively play the role of the co-worker who is leaving.

Situation 2: Award of excellence

1. Your team has just won an award for its exceptional work on a major project. As the project lead, you are the spokesperson and have been asked to say a few words to all the staff in your directorate. It might be helpful to think of a major project in which you were actually involved.
2. In your short address, describe the project's high points, the problems that were overcome, the quality of the work done by each member of the team, your pride in the team's accomplishments, etc. If it would be helpful to you, you may ask some of the group's participants to passively play the parts of the team members.

Language Help 1

Language Help 3

Language Help 12

Language Help 13

ACTIVITY 15: SALES PITCH

Suggested procedure (Participant's Guide: p. 52)

1. Working as a group, read through the description of the situation.
2. Working on your own, prepare your sales pitch.
3. Take a turn giving your sales pitch and answering follow-up questions.

Situation

1. Select an item that belongs to you and that you would like to sell. It could be work-related (a CD tower, filing cabinet or telephone, for example) or a personal item (a car, piece of jewellery, item of clothing). It could even be something that belongs to your spouse or child. Or you may choose to sell homemade jam or hand-crafted soap. A picture or description of the item in question may suffice if you can't bring the item to class.
2. Try to sell the item to the group by extolling its virtues. Make sure to use every advertising trick, talk about what others who have used this type of item have said about it, and suggest payment terms, if necessary. Give a demonstration or provide samples, if applicable. You should anticipate any objections that a consumer might have and address them before they can be raised (affordability, a must-have item, etc.).

Language Help 5

Language Help 11

ACTIVITY 16: A NEW INVENTION

Suggested procedure (Participant's Guide: p. 53)

1. Working as a group, read through the list of items below.
2. Working in pairs, select an item and prepare a five-minute presentation to persuade the group that the item you have selected would be the best one to invent. Explain how that invention would help humankind and change our world and how we do things. Talk about the dangers of misuse or overuse of the item.
3. Take a turn making your pitch to the group.

Items that you would like to see invented

- Teleporter (to instantly move from one place to another)
- Temp-cloner (temporary cloning device to allow you to do multiple things at once)
- No-sleep pill (to make sleep unnecessary)
- Multilingual communication enabler (computer chip to learn as many languages as one wants virtually instantly)
- Time-mobile (visor-type device that allows the brain to travel through time and witness past or future events without altering them)
- Youth elixir (food supplement that heals all aches and pains, cures all diseases and allows a person to stay young, healthy and strong despite the passage of time)

Language Help 3

Language Help 5

Language Help 12

Language Help 13

ACTIVITY 17: TELLING AND EXPLAINING

Suggested procedure (Participant's Guide: p. 54)

1. Working in pairs, tell your partner about the best movie you've seen or book you've read recently. If you prefer press reports to movies or biographies to novels, tell your partner about a news report or a biography that you found particularly interesting. Explain what you liked about it and why you would recommend it.
2. Switch roles and do the exercise again.
3. Working as a group, take turns summarizing what each of the partners said.

Language Help 1
Language Help 3

ACTIVITY 18: THREE WISHES

Suggested procedure (Participant's Guide: p. 54)

1. Working as a group, read the description of the situation.
2. Take a turn talking about your three wishes and explaining how their fulfillment would change your working life in the short, medium and long terms.
3. Answer your fellow participants' questions.

Situation

You are at the office and, when you open your filing cabinet, a genie pops out. To thank you for releasing him from the filing cabinet in which he has been locked for so long, the genie grants you three work-related wishes. Decide on your three wishes, which may concern you, your co-workers, your department or even the whole of the public service.

Language Help 3
Language Help 5
Language Help 15

ACTIVITY 19: A TIME YOU WILL REMEMBER ALWAYS

Suggested procedure (Participant's Guide: p. 55)

1. Working as a group, read the two ideas below.
2. Working on your own, take a few minutes to decide what you will talk about and prepare what you will say.
3. Take a turn talking about your chosen topic for a maximum of five minutes.
4. Answer the other participants' questions.

Idea 1

We have all, at some point in our lives, experienced a time of intense satisfaction associated with a successful endeavour. It may have been in the arts or in sports, or it may have been work-related. This time that lives on in our memories is often referred to as our “15 minutes of fame.”

Talk about your 15 minutes of fame. Don't forget to provide some background information to set the scene and talk about the medium and long-term consequences of your success.

Idea 2

We all have some truly unforgettable highs in our lives—moments of such intensity that we can still picture the exact place, scene, people, circumstances, atmosphere, and so on.

Talk about such an unforgettable moment, providing some background and describing the impressions and feelings with which you were left.

Language Help 1

ACTIVITY 20: A FEW WORDS ABOUT...

Suggested procedure (Participant's Guide: p. 56)

1. Working in pairs, read through the three ideas below and select one.
2. Prepare the outline of your presentation.
3. Working in pairs, take about five minutes to present your outline to the other teams.
4. Answer the other participants' questions.

Idea 1: A few words about the government

A group of foreign senior officials is visiting different Canadian government departments to learn about how the Government of Canada works. You have been chosen to explain the basic workings of our government, its composition and role, the characteristics of its members and anything else you deem important about your employer. You can illustrate by speaking more specifically about certain departments. Bear in mind that these visitors know virtually nothing about our government and you will therefore need to provide some background information about the context in which it operates, its size, its importance and its history. In other words, do your best to present an overview of the Government of Canada. You will of course be expected to answer any questions asked by the visitors.

Idea 2: A few words about your department

Several university students who will soon be interning in your department are visiting headquarters today for an orientation session. You are asked to prepare and deliver the orientation session. In a brief introduction, you will need to explain the workings of the department as well as its challenges and current priorities. You should also fill them in on the department's culture. Answer all of their questions regarding the department's organizational structure, that is, the division of responsibilities and functions within the department.

Idea 3: A few words about your work unit/group

Your department's senior management has a new member and you have been asked to brief him on the priority issues being handled by your work unit/group. Start by talking about what you consider the most important issue. Explain what it involves and why it merits particular attention. Talk about expected developments in this area in the short and medium terms. Finally, if there have been any similar issues in the past, talk about them and how they were handled. Provide any clarifications that are requested.

Language Help 3**Language Help 4**

ACTIVITY 21: ALL ABOUT YOUR WORK LIFE

Suggested procedure (Participant's Guide: p. 57)

Working as a group, listen to the teaching resource's questions and answer them spontaneously, providing a brief explanation (two or three minutes in length). Try to re-use the (or a) key word from the question.

Example: – What illusions have you lost since you started your career?
– At first, I had this grand illusion that I could change things—the way things were done. I thought that...

Variation

Cut out the different questions and have participants pick one without looking.

Questions

1. What is it that keeps you working for the federal government?
2. What do you consider your greatest achievement so far in your career?
3. What are your short-term career plans?
4. How would you explain your job to a 13-year-old?
5. Talk about a conference you attended. What was it about?
6. Talk about your first boss. What was he or she like?
7. How does your educational background serve you in your current work?
8. Where do you see yourself in 5 years? ... in 10 years?
9. Did you hold down employment while you were in school? If so, what did you gain from such employment?
10. What job did you hold before your current one and why did you change jobs?
11. Have you ever had to face a difficult situation in your working life? If so, how did you handle it?
12. Do you often work overtime? In what circumstances?
13. Would you be willing to go work in a different region if it meant a promotion?
14. Do you actively watch for competitions and occasionally take part in them?
15. What is the most important qualification for your position? Explain.
16. What work-related skills would you like to build on in coming years? Explain.

Language Help 5

ACTIVITY 22: SECRET DREAM

Suggested procedure (Participant's Guide: p. 58)

1. Working as a group, look over the list of accomplishments and the two suggested answer structures.
2. Working on your own, select two or three accomplishments you wish you could claim as yours.
3. Take a turn telling the group which accomplishments you chose and why you chose them, using one of the answer structures suggested.
4. Answer the other participants' questions.

Accomplishments

- a best-selling book
- an impressive musical composition
- a fabulous discovery or invention
- an exceptional work of art
- a cult movie
- a famous word or saying
- a major innovation or an especially effective management practice within the public service
- something related to your favourite pastime
- other

Suggested answer structures

- I would really have liked to ... + explanation
- I wish I could have ... + explanation

Example: I would really have liked to help build the Cheops pyramid because I've always been drawn to architecture and, to my mind, that marvel is the greatest testament to human ingenuity.

ACTIVITY 23: STAR OF THE WEEK*

Suggested procedure (Participant's Guide: p. 59)

1. Working as a group, each select one of the following areas of current events:
 - international
 - national
 - regional
 - government
 - economic
 - cultural
 - sports
 - other
2. Working on your own, follow the news in your selected area all week long and decide who stood out most in that area.
3. Take a turn making a brief presentation about that person. Explain why that person made the headlines and why you chose him or her as the star of the week.
4. Answer the other participants' questions.
5. Working as a group, agree on the person who is most deserving of "The Best" and "The Worst" awards of the week, all areas combined.

Language Help 5

Language Help 8

* This activity requires advance preparation.

ACTIVITY 24: WAGING LITTLE WARS

Suggested procedure (Participant's Guide: p. 60)

1. Working as a group, read through the background information.
2. Take a turn talking about a battle you would like to see waged. Defend your choice, explaining how the battle could be engaged as quickly as possible.
3. After your presentation, answer any questions seeking clarification and address any objections raised by the other participants.
4. Working as a group, decide which suggestion seems most worth the effort.

Background

There are various annoyances, often minor in nature, that needlessly disrupt the harmony of our lives, but that could easily be brought under control if we set our minds to doing so and waged a little war against them. Take, for example, the plastic bags that we see everywhere they shouldn't be, along the roadsides, in parks, in the ocean—bags that for the most part are used only once but take something like 400 years to break down. Or the car alarms on many cars, which startle anyone unlucky enough to be in the vicinity when they go off. Such gadgets add no value and serve only to remind drivers of where they parked or confirm that they did in fact lock the doors.

Language Help 3

Language Help 9

Language Help 12

Language Help 13

ACTIVITY 25: THE MISQUOTED CLUB

Suggested procedure (Participant's Guide: p. 61)

1. Working as a group, look over the background information. Working on your own, take a few moments to reflect on it.
2. Take a turn telling of a situation that you witnessed or heard about.
3. Answer the other participants' questions on the topic.

Background

We often hear well-known people, especially politicians, claim that they were misquoted and that what was reported was not exactly what they had said or meant to say. You may even have witnessed a circumstance where a person quoted out of context was placed in a needlessly difficult position. This may even have happened to you personally. Confusion, misconceptions and misunderstandings are part of life, sometimes for the better and sometimes for the worse.

Language Help 14

ACTIVITY 26: REGRETS AND DOUBTS

Suggested procedure (Participant's Guide: p. 62)

1. Working on your own, read through the descriptions of the three situations and choose one.
2. Take a few minutes to work out what you will say about the chosen situation.
3. Take a turn talking about the situation you chose for about three minutes.
4. Answer the other participants' follow-up questions.

Situation 1: Had I known, I could have, would have...

Perhaps at some point in the past a unique personal or work-related opportunity came your way, but you failed to act on it, for whatever reason. You may regret that to this day.

Tell the other participants about that unique opportunity you let slip away.

Some of your sentences should start with "I should have", "I could have," or "Had I known, I would have."

Situation 2: I would have liked...

The first weeks in a new position are certainly not easy, especially if the position entails more responsibility and stress.

Tell the other participants what you would have liked to have had to make your life easier during that important stage.

Start some of your sentences with "I would have liked to have had..." or "I would have appreciated having been able to...."

Situation 3: I should have known that . . .

There has likely been a time at work when your intuition told you not to trust appearances, but you let reason prevail, only to realize later on that it was a mistake. Your intuition may have told you not to trust someone, not to call a certain meeting, not to sign a document, etc.

Talk about a time when you should have put more faith in your intuition.

You should be able to use the following expression: "I should have known that...."

Language Help 11

SECTION 5

Oral Interaction Activities (OI)

SECTION 5: ORAL INTERACTION ACTIVITIES

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There are enough oral interaction activities to cover all the group activity (GA) periods in the session. It is suggested, as recommended in the planning, that participants do at least one a day (more, if time allows). Activities 6, 8, 9, 13, 14, 15 and 16 are not in the timetable, but may also be used.

ACTIVITY 1: SOCIAL NETWORKS

Suggested procedure (Participant's Guide: p. 65)

1. Working as a group, read through the background information.
2. In sub-groups, perform the task assigned.
3. Working as a group, share the results of your work and then answer any questions and address any objections raised by the other participants.

Background

Your department's ethics commissioner has directed your working group to develop new rules respecting the use of social networks in the workplace. For example, you must define what networks will be allowed, what features will be authorized, etc. There is no need to limit yourself to existing social networks. Invent some if necessary.

Language Help 2**ACTIVITY 2: LIE DETECTORS**

Suggested procedure (Participant's Guide: p. 65)

1. Working on your own, write down three statements about yourself: two true and one false.
2. Working as a group, take turns making your three statements to the other participants without giving any hints about which might be false, then answering their questions.
3. Take turns commenting on which of each participant's statements was true or false and then having the participant reveal which was false.

Language Help 1**Language Help 3****Language Help 5**

ACTIVITY 3: A MEETING

Suggested procedure (Participant's Guide: p. 66)

1. Working as a group, read through and make any necessary changes to the following agenda.

Agenda: Improving the work environment

- Arrangement of furniture in your work space and any possible changes
- Order and neatness in the work space—better decor
- Air circulation, air conditioning and lighting
- Other relevant subject(s) . . .
- . . .
- . . .
- Meeting close (recap of decisions and resolutions)

2. Assign someone to chair the meeting and a secretary to take notes.
3. Hold the meeting, following the agenda. The person chairing the meeting must ensure that not too much time is spent on any one subject. The chair must also ensure that everyone has the opportunity to speak about each of the points discussed and express his or her satisfaction (or dissatisfaction), as well as make any suggestions.

Language Help 8

Language Help 9

Language Help 11

ACTIVITY 4: CHOOSING A CONTRACTOR

Suggested procedure (Participant's Guide: p. 67)

1. Working in pairs, read the background and company information.
2. Discuss the options in order to decide on a company.
3. Working as a group, take turns sharing and explaining your choice.

Background

You issued a call for tenders from private sector firms for a contract to develop a small online registration software application. You have received tenders from four firms and must choose the best one.

Firms

SoundsOkay: Small, very young local company specializing in the production of audio CDs, but it also claims to have programmers with the capability to develop small software applications. The wording of the offer would seem to indicate that the company does not fully grasp the scope of the job. Very reasonable price.

Techline: Well-established, well-known company. Has had many contracts for the development on online software and is used to doing business with the government. Is well aware of accessibility and branding requirements. Sky-high price tag.

Wing & Prayer Solutions Inc.: Local company doing brisk business for more than four years. This would be its first government contract. It is rumoured that contract terms are not fully respected and that major delays are routine. The company sells computer equipment and it seems that it would hire a sub-contractor to do the programming work. Reasonable price.

Web-line: Company located in England that specializes in the development of online forms. It is offering an existing platform that it would adapt to your needs. Very modern, state-of-the-art concepts and designs. Work to be performed overseas. Somewhat elevated price.

Language Help 6

Language Help 8

Language Help 11

ACTIVITY 5: DEFINITELY...OR NOT

Suggested procedure (Participant's Guide: p. 68)

1. Working on your own, choose a scenario and prepare to say how you would react in such a situation. You can answer truthfully or not.
2. Working as a group, take turns presenting your scenario and answering the other participants' questions challenging the truthfulness of your response.
3. Start again with a different scenario.

Scenarios

Scenario 1: Your office has been fitted out with new furniture. After the installation has been completed, you notice that the table is dirty, your computer keyboard is sticky and there are shoe prints on your chair. Will you clean up yourself?

Scenario 2: You are at a conference and you bump into a former co-worker whom you have not seen in two years. Since you always got along with her, you are happy to see her. She also seems very happy to see you and warmly greets you using your first name. The problem is that you can't recall her first name, no matter how hard you try. Will you tell her that you can't remember her name?

Scenario 3: You have just started work in a new department and you hardly know anybody. Lunchtime rolls around and you realize that, in the excitement of getting ready for your first day, you forgot your money at home. You are starving and have nothing to nibble on, and going back home would take too long. You are not due to finish work until 5 p.m. and won't get home until about 6 p.m. Will you approach a new co-worker to try to borrow money to get something to eat?

Scenario 4: You are chairing a meeting and someone takes a call on his cell phone. Without apologizing or moving away, he starts a conversation, speaking softly. Will you ask him to leave the room or hang up?

Scenario 5: In recognition of your "x" years of service in the public service, you are offered a choice between two gifts: an office clock and an electronic organizer. Which will you choose?

Scenario 6: A co-worker comes to your office with a platter of cupcakes. He happily informs you that he made them himself the evening before and offers you one. To please him, you take one to eat a little later on. However, when you take your first bite, you realize that the treat has an unpleasant aftertaste. You throw the rest away. Later, the co-worker asks how you liked the cupcake. Will you tell him that you thought it did not taste right?

Language Help 8
Language Help 10

ACTIVITY 6: GOSSIP

Suggested procedure (Participant's Guide: p. 69)

1. Working in pairs, take a turn telling your partner about something that happened to you or to someone you know and then answering your partner's questions.
2. Change pairs and do your best to retell the tale you were told by your previous partner.
3. Working as a group, take turns retelling the last version of the tale you heard. Check the accuracy of the story with the original teller of the story.

Language Help 1

Language Help 3

Language Help 14

ACTIVITY 7: UNITED WAY CAMPAIGN

Suggested procedure (Participant's Guide: p. 69)

1. In sub-groups, pretend that you are the committee responsible for organizing the workplace charitable campaign this year and must come up with at least three fundraising ideas.
2. Working as a group, present your ideas and answer questions about the feasibility of the activities suggested.
3. Draw up a list of the fundraising ideas in order, from the most to the least interesting.

Language Help 8

Language Help 9

Language Help 11

ACTIVITY 8: ACHIEVEMENT FAIR

Suggested procedure (Participant's Guide: p. 70)

1. Working as a group, read through the background information and the information about holding the fair.
2. Hold the fair.
3. Working as a group, discuss what you found hardest in carrying out the activity. Are there certain language aspects that would need to be reworked?

Background

Each year, your department organizes a fair to foster networking among employees and spotlight projects carried out by the department. You have been placed in charge of a stall featuring a project on which you worked.

Holding of fair

1. Bring an item that is representative of a project on which you worked (manual, CD, pamphlet describing a new service, etc.) to use as your stall's focal point.
2. Split into two groups.
3. Start the fair. The members of the first group act as exhibitors while those in the second group act as visitors, then the groups trade roles. Exhibitors run their stalls from their tables. The exhibitor describes the project in which he or she was involved, explains how the item on display is connected with the project, and answers visitors' questions. If possible, there should be only one visitor at each stall at a time, to allow for a question-and-answer exchange.

Language Help 3

Language Help 4

Language Help 5

Language Help 7

* This activity requires some advance preparation on the part of participants.

ACTIVITY 9: CONSULTANTS

Suggested procedure (Participant's Guide: p. 71)

1. Working on your own, select a skill or competency or a field in which you are proficient enough to be able to provide advice to someone else.
2. Take a turn telling the group about your competency or skill, then answering questions.

Language Help 2
Language Help 5
Language Help 11
Language Help 16

ACTIVITY 10: THE GREEN CHALLENGE

Suggested procedure (Participant's Guide: p. 71)

1. Working as a group, read through the background information.
2. Jot down best practices on the board and vote for the most interesting.

Background

You sit on a committee responsible for coming up with realistic ideas for “greening up” the workplace. Designate two people in the group to play devil’s advocate as you brainstorm and discuss best practices and initiatives that could be carried out without incurring major costs for the department.

Language Help 8
Language Help 9
Language Help 11

ACTIVITY 11: A DELEGATION

Suggested procedure (Participant's Guide: p. 72)

1. Working as a group, read through the background information.
2. Working in pairs, prepare a program proposal for the delegation's visit.
3. Take a turn presenting your proposed program to the group.
4. Working as a group, agree on a final version of a program.

Background

An English-speaking foreign delegation coming to learn about the Canadian system of government is due to arrive in a few days. The delegation is already aware of the government's official discourse in this regard, and is especially interested in meeting with federal public service employees to hear their views and understand their realities. Their goal is to find out about best practices and initiatives that appear to be working here in order to recommend them to government officials in their own country. Your role is to talk about initiatives and programs that are working well at your level. Think in terms of work values and ethics, regulations, and existing programs that affect your day-to-day work. If you feel that you would have to do a bit of research before meeting with the delegates, determine what research you would need to do. Think of the questions that you might be asked by members of the delegation.

Language Help 4

Language Help 5

Language Help 12

Language Help 13

ACTIVITY 12: REUNION COCKTAIL

Suggested procedure (Participant's Guide: p. 73)

1. Working as a group, read through the background information.
2. Walk around the room and stop to talk with former language training classmates one on one. It is preferable to speak with one person at a time. Tell each other what's new in your lives. Talk about your latest achievements. This is your chance to make up some wild tales or pretend that you've achieved all of your goals. Comment on the other person's appearance. Does the person seem well? Is the other person working to retain his or her language skills? Go on to the next person and so forth until you have spoken to everyone in the room.
3. Working as a group, take turns reporting surprising things that your fellow participants told you.

Background

Pretend that the whole group meets in five year's time for a reunion cocktail. (If it makes it easier, everyone can hold a glass of water, a soft drink, or a cup of coffee. If possible, put on some soft background music.)

Language Help 1**Language Help 5**

ACTIVITY 13: GIFT-GIVING

Suggested procedure (Participant's Guide: p. 74)

1. Working as a group, identify five well-known persons. They could be celebrities, public figures in different sectors, or even fictional characters such as Cinderella or Robin Hood.
2. Working in pairs, decide what gifts you would give each of these people. You can decide on more than one gift per person. The gifts may be things, of course, but they may also take the form of a gift certificate for a particular service, a package of some kind, a trip, an appointment with a specialist, etc. Money is no object, but you have to have a very specific reason for selecting these gifts over others. Be prepared to explain your choices.
3. Working as a group, share your ideas for gifts. Explain why you chose what you did. The group should react by assessing the relevance of the gift. Compare ideas and, if the group wishes, decide which are the best ideas.

Language Help 5

Language Help 8

Language Help 11

ACTIVITY 14: POWER OF PERSUASION

Suggested procedure (Participant's Guide: p. 75)

1. Working as a group, read through the two proposed scenarios.
2. Working in pairs, select one of the scenarios for a role-play.
3. Play out the scenario.
4. Form new pairs. Play out the same or the other scenario.
5. In a brainstorming session, talk about what you found most difficult in carrying out the activity. Is there a need to review certain language structures or learn new vocabulary?

Scenario 1

You are in charge of a project to update a database for your directorate. The deadline for the project, which is of particular importance to your director, is only a few weeks away. At the same time, you have been asked to organize a visit for a foreign delegation with a keen interest in the workings and responsibilities of your directorate. You try to persuade your boss that someone else should take on this task, or that someone should be assigned to assist you so that you can get both jobs done.

Scenario 2

You have had an employee working for you on a contract basis for a year. You are very satisfied with the services of that employee, who is well acquainted with all of your division's issues. However, senior management has decided to terminate contracts with this type of employee to save money. You will henceforth be required to use a different type of contract, which means that the employee in question can continue to work for you, but for a lesser wage. You try to persuade your boss to maintain the employee's current status.

Language Help 7

Language Help 8

Language Help 9

ACTIVITY 15: SOMEBODY SAID . . .

Suggested procedure (Participant's Guide: p. 76)

1. Working in pairs, change the sentences in the left-hand column of the Table of Statements into indirect or reported speech.
2. Working as a group, correct the work.
3. Make an inventory of the rumours and gossip making the rounds in your workplace (one per person), beginning your statements with the following:
 - I heard that . . .
 - I was told that . . .
 - Someone told me that . . .
 and completing them using reported speech.
4. Repeat the exercise, but this time report on rumours making the rounds in other sectors such as the arts, politics or finance.

Table of Statements

Facts	Rumours
1. The director plans to retire this year.	1. I heard that . . .
2. The department will be cutting staff by 10%.	2. I heard that . . .
3. The program lead is going to be fired this week.	3. I heard that . . .
4. John's appointment has been announced.	4. I was told that . . .
5. We have to submit our leave requests in the next two weeks.	5. I was told that . . .
6. A new minister is about to be appointed.	6. Someone told me that . . .
7. The new policy on subsidies will be released this week.	7. Somebody said that . . .
8. All wage increases have been frozen for this year.	8. I heard that...
9. The decision has been made and will be announced in the coming days.	9. It seems that . . .
10. Performance bonuses will be increased substantially.	10. I learned that . . .

Language Help 14

ACTIVITY 16: ACTION TO BE TAKEN

Suggested procedure (Participant's Guide: p. 77)

1. Working as a group, read the following descriptions of situations and tell the teaching resource what action should be taken / what can be done for each situation presented.
2. Try to use step markers in your explanations. Your sentences might start with expressions such as the following:
 - In such a situation, it's important to start by . . .
 - In such a case, the first thing to be done is . . .
 - When faced with such a situation, it's a good idea to begin by . . .
3. Decide which situation you believe would be most difficult to manage and explain why.

In the case of a supervisor and employee:

How to deal with

1. an employee who seems to be having personal problems and whose performance is suffering, but who refuses to talk openly about those problems with anyone in the workplace;
2. an employee who persists in arriving late even after several formal reprimands;
3. an employee who seems overwhelmed by the demands of the job;
4. an employee with extremely high potential who makes no effort to change positions;
5. an employee who says different things depending on whether or not you are present.

In the case of two employees:

How to deal with

1. a co-worker who is always making jokes that may be taken both positively and negatively depending on who is listening;
2. a co-worker who refuses to get involved in any social activity organized at the office;
3. a co-worker who develops a romantic liaison with another co-worker on the same work team as you;
4. a co-worker who sends you all kinds of e-mails only loosely related to the job;
5. a co-worker who monopolizes the floor at meetings.

Language Help 3

ACTIVITY 17: IF I RECALL PROPERLY

Suggested procedure (Participant's Guide: p. 78)

1. Working in pairs, participants are each assigned one of the two lists of questions.
2. Take a turn asking your partner questions from your list.
3. Form new pairs at least once during the activity.
4. Working as a group, brainstorm about the question you found most difficult and explain why. Is there a need to review certain language structures or learn new vocabulary?

Variation

Photocopy the questions and distribute only one of the two lists to each participant, working in pairs.

List A

1. Have there been any major changes in your work environment over the last year?
2. Did you kick a bad habit in recent years? How did you go about it?
3. Talk about the most important purchase you've ever made and explain how you decided to make that purchase.
4. Have you often changed co-workers over the past five years? Explain.
5. Can you think of anything funny that has happened to you since you started work in the public service? Tell me about it.
6. In your view, what technological invention has most changed our lives in the past 10 years?

List B

1. In your view, have union attitudes changed over the past ten years?
2. In your opinion, has the public perception of public servants gotten better or worse in recent years?
3. Have values guiding the public service changed? If so, which ones?
4. Have you ever won anything: an award, a competition, etc.? Tell me about it.
5. Have you ever taken a particularly interesting course? Explain what it was and why it was exceptional.
6. Have you ever lost anything of great value? Tell me about it.

Language Help 4

SECTION 6

Reference Material

SECTION 6: REFERENCE DOCUMENTS

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6.1 MATERIAL FOR INDIVIDUAL MEETINGS

QUESTIONS FOR PRACTICING ORAL EXPRESSION

1. **Job**
Where do you work?
Who do you work for?
Which department or agency do you work for?
In what part of the department or agency do you work?
What do you do?
What is your job?
What are your duties and responsibilities?
2. **Skills and knowledge**
What are the principal skills needed to perform your job?
What education does someone need to do your job?
What experience or expertise does someone need to do your job?
3. **Routine**
What is the first thing that you do in the morning at work?
What is a typical day like?
Tell me about any special duties that must be done each day?
4. **Mandate**
Briefly explain the mandate of your office.
What is the main responsibility of your office?
How does your office contribute to your department?
How does your office serve Canada?
5. **Reports, briefs, documents, articles and forms**
What forms do you fill out regularly and on occasion?
What kinds of documents do you produce?
Tell me about reports or documents that you file or submit periodically?
How do you produce reports or documents: alone or as part of a team?
What is the process for constructing reports or documents in your office?
What are the contents of reports or documents that you work on?
What is included in the reports or documents that you work on?
How do you contribute to the reports or documents?
Who gets to see the reports or documents?
How are the reports or documents used?
6. **Places**
Tell me about your office or workstation?
Where is your office or workstation?
Describe the area around your office.
What do you like and what don't you like about your office or workstation?
What would you like to see changed?
Describe a place where you meet colleagues or clients.
Describe a place where you go to work alone, study or do research.

7. People

How many people work in your area or section?
Describe one of your colleagues.
How would you describe your supervisor or manager?
Who do you report to?
Who do you work for?
Who do you work with?
Who else help you in your assignments?

8. Equipment, facilities and supplies, scheduling, ordering

How do you go about ordering supplies?
How do you go about ordering new equipment?
How do you arrange for a conference room?
Describe some important equipment that you use.

9. Assignments

How is work assigned?
How does your office determine the projects and priorities for the year?
What role do you play in determining projects and priorities?
Is there anything that limits you in doing your job?
What support do you have in doing your job?
What would help you do your job better and easier?
What do you like best/most about your work?
What do you think has to be changed to make your work better, more enjoyable, more rewarding or more successful?
How do you handle the payment of expenses?
Where do you get the information that you need?
What are some of your main duties?
Tell me about one your duties.
What are the steps you follow in performing one of your duties?
Does your job involve travel? Tell me about it.

10. Projects

Tell me about a recent project that you have worked on?
What was your role in this project?
How did you contribute to this project?
What are the steps or phases in developing a project?
What problems have you encountered during a project?
What can you do to avoid difficulties when working on a project?
What support do you have or can you get to complete projects?

11. Workload

How would you describe the workload at your office?
How has the workload changed over time?
How do you manage the workload?
What's necessary to reduce the workload?

12. Management

Do you manage a team or group of employees?
How do you distribute the work?
How do you plan the work: alone, with superiors or with members of your team?
How do you determine the work to be done and how it will be done?
How do you determine the resources required: personnel, equipment and support?

13. Work history

What did you do before you joined the public service?
What was your first position in the public service?
Tell me about your career and progress in the public service so far?
How long were you in your previous job?
How did you learn about your present position?
What did you have to do to get this position?
How did you prepare for this position?
What are the major things you have accomplished in your career?

14. Plans

What will you do when you begin your new job?
What will you do after you complete your language training?
What projects are you looking forward to working on?
Where do you think you will be in your career in five years?
Where would you like to be in five years?
What would you like to be doing in five years?
How are you preparing for the future at work?

15. Job satisfaction

What do you like most about your job or work situation?
What do you like least about your job or work situation?
What changes would you like to see in your job or work situation?
What would make your job more enjoyable or easier?

16. Equipment and technology

How has new technology changed your work life?
Has the new technology caused any problems?
What improvements do you think are needed?
How do you use a computer in your work?
How do you operate the photocopier?
Explain the use of one piece of equipment or one system.
What technology do you use in your assignments and projects?

17. Change management

What changes are planned for your office in the next year?
What will the changes mean for you?

18. Work/Life balance

How does your department help employees to balance work and home life?

What have you done to maintain a work/life balance?

What arrangements, such as daycare centres, has your department or agency made to help young families?

How are your hours of work determined?

19. Healthy working conditions

What do you do when work gets stressful?

What do you do during lunch and rest breaks?

What support or facilities are there at work to help employees stay healthy?

What courses or measures have your department or agency arranged to help employees deal with the demands of the job?

What has your department or agency done to provide a comfortable work environment?

20. Training

What training have you taken during your career in the public service?

Why did you take this training opportunity?

How has that training helped you develop?

What other training do you plan on taking in the future?

What kind of training did you have before you joined the public service?

What training is provided to all employees?

What benefits has training given you at work?

Have you had any on-the-job training opportunities? Tell me about one.

Why did you take this training opportunity?

How has that training helped you?

What training will you apply for in the future in the public service?

What training is provided to new employees?

SCENARIOS FOR PRACTICING ORAL EXPRESSION

1. 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, etc.
2. 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.
3. 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.
4. You are attending a Stress Management Workshop. Describe in detail the sources of stress in your life, and explain the techniques you have tried to cope with the stress. Think about stress management courses, exercise, yoga, new hobbies, healthy diet, getting enough rest, etc.
5. 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.
6. 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.
7. Imagine that you would like to change careers. Talk about which career paths you would like to explore and why.
8. 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.
9. 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, etc.
10. 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, etc.
11. 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, etc.

SCENARIOS FOR PRACTICING ORAL INTERACTION

1. Your present software programs are about to be replaced with up-to-date equivalents. One of your colleagues seems to be worried about acquiring the new skills involved. Make recommendations to your colleague on ways to alleviate anxiety and acquire the necessary skills.
2. You have been asked to act as mentor to a new employee. Advise the employee about getting along with the boss and the other employees in the workplace. Think about personality characteristics, work styles, values, interests, attitudes, etc.
3. Your friend is determined to visit a holiday destination which has become increasingly dangerous for tourists. Since you cannot convince him/her to go elsewhere, give him/her advice about precautions to take on the street, in the car, at the hotel and in public places.
4. Your friend has just been offered a promotion that would provide a large pay increase as well as opportunity for advancement. Your friend is hesitating about accepting the promotion because he/she is comfortable and happy where he/she is. You really feel that it would be a big mistake not to accept. Advise your friend accordingly.
5. Your friend has recently been promoted to a supervisory position. It is the first time that he/she has been in a situation where he/she is responsible for the work performance of others. He/She is anxious to do well, but is quite nervous about making mistakes and getting off on the wrong foot. Advise your friend about the approach that he/she should take. Think about the qualities of a good manager.
6. Your colleague has been offered a promotion which will mean working with a newly appointed boss who is reputed to be unpleasant. The boss is also unfamiliar with the work of your unit. Your colleague is considering refusing the promotion. You think this could adversely affect his/her career. Persuade your colleague to accept the promotion.
7. You are about to finish eight months of language training. Your boss is anxiously awaiting your return to the job, but you need some vacation time before you go back to work. You don't have any leave, so you will need an advance. Persuade your boss to let you take the time off.
8. Your work group will soon lose an employee with vital skills. Since your new deadlines are tighter than ever before, persuade your boss to adjust the work plans. Point out the risks of cutting corners, skimping on quality, expecting more of already overworked employees, etc.
9. Employees in other branches have decided to wear jeans every Friday. Some team leaders have expressed reservations about the image conveyed to the public by employees in jeans. Persuade your team leader to participate in the project.
10. You just got back from language training and found that a lot of things have changed, especially the software that you are using in your division. You feel that you need some training on the new software to become more productive. Convince your boss to send you for training.
11. Your boss doesn't like the compressed work week but you think it would be a great idea to boost productivity. Convince your boss to give it a try.

12. You have been asked to edit your colleague's report. You have found a number of problems: grammatical errors, inaccuracies, omissions, and biased language. Tactfully, give your colleague this feedback.
13. A project deadline is fast approaching and the work will not be ready on time. The main reason is that the supervisor was not realistic in assigning the work. The supervisor has called you into his/her office to discuss the situation. Persuade your supervisor to extend the deadline, tactfully letting him/her know the real reason the extension is necessary.
14. Your boss has decided to send one of your colleagues to a conference. You think you should go instead because the subject matter relates directly to your field of expertise and interest. You know that your boss tends to treat your colleague better than other people in the section and others are becoming uncomfortable with the situation. Change your boss's mind while letting him/her know that there is some unrest in the section.
15. An employee that you supervise has come to you complaining that he/she is being passed over for interesting assignments. You have been meaning to talk to this person about his/her inaccurate work and missed deadlines. Explain the situation to the employee and make sure that the problem is solved.
16. Your friend has been confiding in you about feeling rejected at work. It seems to you, from what you have heard, that the rejection is due to your friend's behaviour: boastfulness and insensitivity. Advise your friend about how to improve the situation.
17. Sexist and racist language has been used by one of your employees. The other members of the work unit are not amused; however, no one has spoken to this person who seems to be oblivious to the effect his/her comments are having. Warn this employee about the serious consequences of persisting in this behaviour and be sure that he/she realizes it cannot continue.
18. As a manager, you pride yourself on distributing the work equitably among your employees. You have recently become aware of complaints, from several members of the team you supervise, that one person is not doing his/her fair share, and that the others are forced to pick up the slack. Speak to the employee in question; find out what the problem is and arrive at a solution.
19. You have an excellent employee who has been working on contract. You were sure you would be able to renew the contract for another six months. Unfortunately, because of the changes to the work plan, the budget no longer allows you to renew the contract. Give the bad news to the contractual employee.
20. The term of employment of a highly productive member of your unit has come to an end. Everyone was expecting the term to be renewed. Some people in the unit want to give a farewell party; others feel this would be insensitive since the employee is upset. Some people in the unit feel that they have already been asked to contribute too much money to gifts and parties in general. Others feel that a lunch is the least that could be done to show appreciation for the departing employee's contributions. Your colleague, who usually takes care of the social life of the unit, has asked you for advice on what to do. Advise your colleague.

21. One of your colleagues, a fellow manager, has asked your advice on how to deal with an employee who refuses to redo unsatisfactory work. You think this manager is too easy on employees who do not pull their weight. Advise your colleague.
22. 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, etc.
23. 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, etc.
24. A colleague who feels that all the interesting assignments are given to other team members wants your advice on how to change this situation. You think the reason is that your colleague sometimes turns in inaccurate work and misses deadlines. You are a friend of the colleague and are concerned. You know your colleague has good qualities too. Advise him/her.
25. You have seen a competition notice which you feel is ideal for one of your colleagues. This person is very knowledgeable, but is coasting in the current job. The present position, however, may disappear in the near future. Persuade your colleague to enter the competition.
26. 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.")
27. 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.
28. One of your employees, who is enthusiastic, hard-working and loyal, unfortunately cannot stop talking. Everybody in the work unit has complained to you about this. Discuss the problem with the employee.
29. Your friend is determined to buy an old house on the edge of the city. The city is considering extending the buses-only transit way to run immediately behind the house. This would mean 20 to 30 buses per hour would pass behind the house. You don't want him/her to lose his/her shirt. Persuade your friend to think again before making a down payment.
30. A new colleague, who wants a quick response to a query, is determined to go over the boss's head to get an answer. Persuade your colleague not to do this but rather to follow the proper procedures. Think about other ways your colleague could approach your boss: making a written request, making a formal request at a meeting, getting other colleagues to ask the boss for the desired information, etc.

31. Some employees have to move out of their individual offices for a few months for renovations. Your boss has just told you that all except one person can be given comparable offices nearby. One person, however, will have to be moved to an open area. Insist that it should not be you and explain why. Think of the effect that your working in an open area would have on those around you as well as on yourself and your work.
32. You have to designate one of your employees to represent your division on the Social Decorations Committee. One of your employees has never volunteered to undertake extra responsibilities, and as a result, is the only person not doing extra tasks. Persuade this employee to represent your division on the decorations committee.
33. 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, etc. Tell your colleagues about the changes you would make.

Note that you should feel free to modify these situations or invent other situations to encourage oral expression and interaction.

SHORT PRESENTATION TOPICS

- hiring of consultants (who are often former employees)
- performance evaluations
- recognition of work in the public service
- air quality in the workplace (effects on health)
- stress (burnout)
- abuse of e-mail
- the brain drain
- team work
- social activities in the workplace
- characteristics of a model employee
- characteristics of a model manager
- telework
- staffing procedures
- experience versus diplomas as criteria for hiring
- on-the-job training versus university training
- management systems
- collection of money in the workplace (charities, etc.)
- the glass ceiling
- selection interviews
- mobility within the public service
- the role of employees in the decision making process

6.2 LANGUAGE HELP

LANGUAGE HELP 1

USEFUL WORDS FOR PRESENT, PAST, FUTURE AND HABITUAL ACTION

<p>Present</p> <ul style="list-style-type: none"> • now • presently • at the moment • today • right now 	<p>Past</p> <ul style="list-style-type: none"> • in the past • at that time • at that moment • yesterday • the day before yesterday • two weeks / five minutes / one hour ago • last week / month / year / Tuesday • formerly • once
<p>Future</p> <ul style="list-style-type: none"> • in X hours / minutes / days / weeks / years • soon • in a little while • in the future • someday • one day • next week / month / year / Tuesday • tomorrow • before long 	<p>Habitual action</p> <ul style="list-style-type: none"> • each / every morning / evening / day / week • usually • all the time • occasionally • from time to time • often • always • sometimes • never

LANGUAGE HELP 2

CONVERSATION KEYS

Thanking	
<ul style="list-style-type: none"> • Thanks a lot, Sir, Ma'am. • Thank you very much. • Thanks. • I'm very grateful for . . . 	<ul style="list-style-type: none"> • It's nothing at all. • You're welcome. • My pleasure. • Forget it.
Apologizing	
<ul style="list-style-type: none"> • Excuse me. • I'm sorry. • I beg your pardon. 	<ul style="list-style-type: none"> • Of course. • It's nothing. • No problem.
Congratulating	
<ul style="list-style-type: none"> • Congratulations! • Good for you! • I'm very happy for you! • It couldn't happen to a nicer person! 	<ul style="list-style-type: none"> • Thanks very much. • It's nice of you to say so.
Sympathizing	
<ul style="list-style-type: none"> • That's very sad! • That's really bad luck! • That's too bad! • I'm very sorry for you. • You have my sympathy. • That's terrible! What happened? 	

Ask questions about how a person is	
<ul style="list-style-type: none"> • How are you? • How's it going? • What's happening? • Are you okay? • Is everything okay? 	<ul style="list-style-type: none"> • I'm fine, thanks. • I'm in top shape. • I'm not feeling well. • I'm a bit under the weather. • I've got a cold / the flu.
Offer help	Accept an offer
<ul style="list-style-type: none"> • What can I do for you? • Do you want me to...? • May I help you? 	<ul style="list-style-type: none"> • Yes, please. • I would like... • With pleasure.
	Refuse an offer
	<ul style="list-style-type: none"> • No, thank you. • No thanks. • It's kind of you, but . . .
Start a conversation on a precise subject	End a conversation
<ul style="list-style-type: none"> • Am I bothering you? • Can I speak to you? • I have something to ask you. • Can I interrupt you? • Excuse me for interrupting you, but . . . • I need to speak to you. • Can you spare me a few minutes? 	<ul style="list-style-type: none"> • Well, excuse me but I have to (gotta) go / I must leave. We'll see each other tomorrow / next week. • I'll call you. • See you later. • So long for now.

Give news	React to news
<ul style="list-style-type: none"> • Have you heard that...? • Do you know the news? • I have something to tell you. • You'll never guess what... • I have some good (bad) news for you. 	<ul style="list-style-type: none"> • I didn't know that. • I had no idea.
Look for the missing word	
<ul style="list-style-type: none"> • I don't know what it's called, but... • It's a thing for...(gerund) • It's a thing that... • It's a person who... 	
Make polite wishes	
<p>At the beginning of a meal:</p> <ul style="list-style-type: none"> • Enjoy your meal! • Bon appétit! 	
<p>To welcome a newcomer:</p> <ul style="list-style-type: none"> • Welcome to the Ottawa office. • We're happy to welcome you here. 	
<p>To a person who is leaving or going out:</p> <ul style="list-style-type: none"> • Have a nice day! • Have a nice evening. • Have fun! 	
<p>To a person who is leaving on a trip:</p> <ul style="list-style-type: none"> • Have a nice trip! • Enjoy you trip! • Have a nice stay at, in... 	

To a person who is tired:

- Have a nice rest!
- Relax for a while.

To make a toast to someone:

- Your health!
- Here's to you!
- Here's to your new promotion!
- Cheers!

LANGUAGE HELP 3

ORGANIZING A SEQUENCE OF EVENTS

<p>Put events in order</p> <ul style="list-style-type: none"> • first • first of all • to start with • at the beginning • to begin with <ul style="list-style-type: none"> • secondly • thirdly • afterwards • then • after that • later • following that • next <ul style="list-style-type: none"> • finally • at the end • to conclude • in conclusion • to finish • last but not least 	<p>Generalizing</p> <ul style="list-style-type: none"> • in general • by and large • generally • usually • habitually • ordinarily • normally • most of the time • mostly • on balance • typically • in most cases • nine times out of ten <p>Summarizing</p> <ul style="list-style-type: none"> • to summarize • all things considered • in a word • in a nutshell • all together • on the whole
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LANGUAGE HELP 4

VERBS IN CONTEXT

Job, duty, responsibility	
<ul style="list-style-type: none"> agir à titre de agir au nom de assister à consister à (+ verb) consister en (+ noun) diriger une équipe être responsable de gérer participer à planifier porter sur s'acquitter d'autres tâches s'assurer que s'occuper de travailler au sein d'une équipe 	<p>To:</p> <p>act as</p> <p>act on behalf of</p> <p>attend; to be present at</p> <p>consist of</p> <p>lead a team</p> <p>be responsible for</p> <p>manage; to administer</p> <p>participate in; to be involved in; to take part in</p> <p>plan</p> <p>have to do with</p> <p>perform other tasks/duties</p> <p>ensure that</p> <p>be responsible for; to look after; to take care of</p> <p>work on a team</p>
Working document, report, book	
<ul style="list-style-type: none"> avoir recours à contenir décrire donner l'occasion de exposer mettre l'accent sur offrir offrir la possibilité de permettre de porter sur renfermer regrouper valoir la peine de valoir la peine 	<p>have recourse to</p> <p>contain</p> <p>describe</p> <p>give an opportunity to</p> <p>explain; set out</p> <p>focus on; put the emphasis on</p> <p>offer</p> <p>offer the opportunity of</p> <p>allow to</p> <p>have to do with</p> <p>contain</p> <p>group</p> <p>be worth + gerund (i.e. verb + <i>ing</i>)</p> <p>be worth the trouble/effort/time/ . . . (Note: context will indicate which variation to choose.)</p>

Job, flow chart	
<ul style="list-style-type: none"> agir en collaboration avec avoir recours à avoir sous ses ordres comprendre faire appel à regrouper 	To: act in co-operation with make use of have someone working for you include call on group
Career	
<ul style="list-style-type: none"> commencer envisager mettre fin à poursuivre se lancer dans 	start contemplate; see; envisage finish; put an end to pursue begin; embark on
Retirement	
<ul style="list-style-type: none"> jouir de planifier prendre 	enjoy plan retire
Project	
<ul style="list-style-type: none"> confier . . . à quelqu'un/une mettre en oeuvre mettre sur pied mettre à l'essai mettre en veilleuse mettre de l'avant mettre fin à mettre de côté travailler à un projet travailler une étape d'un projet réaliser 	assign . . . to someone carry out; implement set up; start do a trial run put on the back burner propose end; finish shelve, put to one side work on a project work on one stage of a project carry out

Program	
<ul style="list-style-type: none"> • lancer • mettre sur pied • organiser 	To: launch start up; set up organize
A project, a step, a phase	
<ul style="list-style-type: none"> • achever • annuler • arrêter • commencer • refaire • reporter • reprendre • retarder • décider de faire • prendre une décision • (se) fixer des échéances • respecter les échéances • faire le point sur • faire le bilan de 	complete cancel stop start; begin redo; do over postpone resume; begin . . . again delay decide to do make a decision set deadlines meet or respect deadlines assess progress of; assess the status of; report on give the status of; report on
Mandate, objective	
<ul style="list-style-type: none"> • atteindre • avoir le mandat de • déterminer • encourager à • énoncer • fixer • formuler • poursuivre • promouvoir • se fixer un objectif • sensibiliser (le public) • viser à 	reach; achieve have the mandate to determine; specify encourage to announce; spell out establish; set formulate; draw up; set out pursue; go ahead with promote set an objective for oneself make the public aware of; educate the public; sensitize the public aim at

Problem	
<ul style="list-style-type: none"> • aborder • analyser • contourner • définir • envisager • éviter • faire face à • régler • s'attaquer à • soulever • se heurter à 	To: raise; bring up analyze get around; avoid define envisage; see; consider avoid face up to; deal with solve get down to; tackle; take on raise confront
Decision	
<ul style="list-style-type: none"> • approuver • confirmer • contester • entériner • prendre • protester contre • s'opposer à 	approve of confirm take issue with; contest; dispute ratify; confirm make; take protest against object to
Necessary Measures	
<ul style="list-style-type: none"> • adopter • appliquer • approuver • envisager • entériner • mettre en vigueur • prendre 	adopt apply approve see ratify put into effect take

Money	
<ul style="list-style-type: none"> • allouer • accorder • économiser • gagner • perdre • prêter • retirer • verser • voler 	To: allocate grant; give save earn lose lend withdraw deposit steal
Price	
<ul style="list-style-type: none"> • augmenter • diminuer • rester stable • varier 	increase; go up decrease; go down remain steady change; vary
Payment	
<ul style="list-style-type: none"> • anticiper • effectuer • suspendre • verser 	expect; anticipate make; effect suspend; stop make
Income tax, taxes	
<ul style="list-style-type: none"> • devoir • payer • recevoir • recueillir • recouvrer • récupérer 	owe pay receive collect collect recover
Appointments	
<ul style="list-style-type: none"> • annuler • fixer • prendre • reporter 	cancel set up; arrange make postpone; put off

Interviews	
<ul style="list-style-type: none"> • avoir • convoquer quelqu'un • passer • réussir • se présenter à 	To: have call or invite someone to have pass go to
Permission	
<ul style="list-style-type: none"> • accorder • délivrer • octroyer 	give issue grant
Rules, regulations	
<ul style="list-style-type: none"> • adopter • appliquer • déroger à • imposer • mettre en vigueur • rédiger • respecter 	adopt apply go against; depart from impose, lay down put into effect/force write; draw up observe
Tests, exams	
<ul style="list-style-type: none"> • échouer • réussir à • rater • se présenter à • subir • passer 	fail pass fail; blow; mess up; miss go to undergo take; do; write

LANGUAGE HELP 5

CONNECTORS AND TRANSITIONAL MARKERS

Purpose	
afin de.....so as to; in order to afin que.....so that dans le but de with the aim of dans l'intention de..... with the intention of de façon à.....in order to; so as to de manière à.....so as to; in order to	de façon à ce que so that; in order that de manière à ce que (+ s) so that; in order that de sorte que.....so that en vue de (+ inf or noun) to/for pour que (+ s)so that
Cause and effect	
à cause de because of à force de..... through doing; by doing ainsi accordingly; in this way, by doing ce n'est pas que it's not that comme like/as d'autant plus que more especially as de peur de for fear of de crainte de..... for fear of de peur que (+ s) for fear that	de crainte que (+ s) for fear that du moment que..... if; as long as étant donné que..... given that; since parce que..... because sous prétexte que on the pretext that sous prétexte de on the pretext of surtout que..... especially that vu que..... considering that
Condition	
à condition que (+ s).....provided that à moins de unless à moins que (+ s)..... unless en admettant que..... admitting that grâce à..... thanks to	pourvu que (+ s)provided that quand bien même even if sans without sans que (+ s)..... without siif
Consequence	
alors then assez pour enough to à tel point que so much so that au point de.....at the point of ce qui fait que consequently de cette façonin this way de sorte que.....so that	en conséquence consequently par conséquent..... consequently si bien queso that soit que...soit que either that or that tant et si bien que so much so that tellement (grand) queso (tall) that trop (grand) pour que (+ s) too (tall) to

(+ s) = plus subjunctive

LANGUAGE HELP 6

COMPARING AND EVALUATING

- It's the same as . . .
- This solution is the best one of all.
- On one hand . . ., (but) on the other hand . . .
- In comparison with . . .
- The difference between this project and the other is that . . .
- The two areas are similar.
- Both sectors are comparable.
- If we compare . . . and . . ., we notice that . . .

Reminder

Adjectives – one or two syllables

- adjective + *er* + *than*
(Note: Change *y* to *i* then add *er*.)

tall
pretty

Examples

Jane is **taller than** Mary.
Mary is **prettier than** Jane.

Adjectives – multi syllabic

- more/less + adjective + *than*

beautiful
attractive

Mary is **more beautiful than** Jane.
Jane is **less attractive than** Mary.

Irregular adjectives

- many different forms + *than*

good
bad

My car is **better than** yours.
My cold is **worse than** yours.

As . . . as

- as + adjective + as

tall
beautiful

Susan is **as tall as** Jane.
Susan is **as beautiful as** Mary.

LANGUAGE HELP 7

ASKING FOR AND GIVING MORE PRECISE INFORMATION

Ask for more precise information

- Could you be a little more precise, please?
- Could you explain that to me in a little more detail?
- Could you tell me a bit more about that?
- Could you expand on . . . ?
- What do you mean by . . . ?

Question word + *exactly*

- Where exactly . . . ?
- Why exactly . . . ?
- When exactly . . . ?
- What exactly . . . ?
- Who exactly . . . ?
- How exactly . . . ?

Give more precise information

- Let me explain.
- Let me make it clearer.
- Let me add . . .
- I'd like to be a little clearer.
- Let me make myself clear.

LANGUAGE HELP 8

ASKING FOR AND GIVING OPINION

Ask for an opinion	Give an opinion
<ul style="list-style-type: none"> • In your opinion . . . ? • As far as you're concerned . . . ? • According to you . . . ? • What do you believe about . . . ? • What do you think about . . . ? • What is your opinion on . . . ? • What is your point of view on . . . ? • What are your impressions of . . . ? • What are your feelings about . . . ? • How do you feel about . . . ? • We'd like to hear/know your opinion of . . . • Do you agree with . . . ? • Do you share the opinion of . . . ? • Are you of like mind with . . . ? 	<ul style="list-style-type: none"> • In my opinion . . . • At first blush, I'd say (that) . . . • My gut reaction is (that) . . . • I feel (that) . . . • I suspect (that) . . . • I'm convinced (that) . . . • If you ask me . . . • I think (that) . . . • As far as I'm concerned . . . • It seems to me (that) . . . • I have the impression (that) . . . • I would like to believe/think (that) . . . • I would say (that) . . . • I consider (that) . . . • I've come to the conclusion (that) . . . • I am persuaded (that) . . . • There is no doubt (that) . . . • If you want my opinion . . . • If you want to know what I think . . . • Personally . . .

LANGUAGE HELP 9

EXPRESSING AGREEMENT AND DISAGREEMENT

Expressing complete agreement	Expressing moderate agreement
<ul style="list-style-type: none"> • Of course. • That's for sure. • Certainly. • We're on the same wavelength. • I couldn't have put it better myself. • You can say that again. • You are absolutely right. • You took the words right out of my mouth. 	<ul style="list-style-type: none"> • You may be right. • I think so. • You're probably right. • I (can) sort of see your point of view. • Perhaps you're right. • Maybe, but . . . • You could be right. • I kind of get where you're coming from.
Expressing indecision	Expressing moderate disagreement
<ul style="list-style-type: none"> • It depends. • It's possible. • I can't decide. • I really don't know. • I don't know what to say. • Six of one, half a dozen of the other. 	<ul style="list-style-type: none"> • The only thing is . . . • I have a problem with . . . • I'm not happy with . . . • I'm not really convinced . . . • I tend to disagree. • I don't agree completely. • I'm not sure I quite agree.
Making concessions	Expressing total disagreement
<ul style="list-style-type: none"> • All right, provided that (we) ... • Yes, with one condition ... • OK, with one proviso ... • OK, as long as (you) ... • Well, OK, so long as ... <hr/> <p>Disagreeing tactfully</p> <hr/> <p>Make a statement followed by <i>but</i>, <i>however</i>, <i>on the other hand</i>.</p> <ul style="list-style-type: none"> • That's a good point, but ... • I see your point of view, but... • I see where you're coming from; however, ... • That's true, but on the other hand ... • That's fine as far as it goes, but ... 	<ul style="list-style-type: none"> • I differ with you about ... • I (have to) disagree. • I don't see it that way. • I think you're wrong. • I can't agree. • You're as wrong as wrong can be.* • No way!* • Impossible!* <hr/> <p>* Use only with people you feel comfortable with. Some people could get offended</p>

LANGUAGE HELP 10

HYPOTHESIZING

Verb tense in <i>if</i> clause	Verb tense in main clause	Examples
present	<u>present</u>	If we give you a file (to translate), you <u>translate</u> it.
present	<u>future</u>	If we give you a file (to translate), you <u>will translate</u> it.
present	<u>imperative</u>	If we give you a file (to translate), <u>translate</u> it.
past	<u>past modal</u>	If we gave you a file (to translate), you <u>would translate</u> it.
past perfect	<u>past modal perfect</u>	If we had given you a file (to translate), you <u>would have translated</u> it.
<p>Reminder: Generally the <u>future</u> or <u>past modals</u> are not used in the if clause except when we are making a very polite request or in a case where the if has the meaning of whether.</p> <p>Examples:</p> <p>If you <u>will do</u> this just this once, I will be eternally grateful. (polite request)</p> <p>If you <u>would hold</u> the door for me, it would be a great help. (polite request)</p> <p>I wonder if it <u>would have been</u> better to follow Plan A instead of B. (if = whether)</p>		

LANGUAGE HELP 11

SUGGESTING AND RECOMMENDING

Suggesting	
<ul style="list-style-type: none"> • What I suggest is that you (+ s) . . . • I suggest that you (+ s) . . . • I would suggest that you (+ s) . . . • I advise that you (+ s) . . . • I would advise that you (+ s) . . . • I advise you to . . . • I wonder if . . . 	<ul style="list-style-type: none"> • Why don't you . . . ? • What would you say to . . . ? • If I were in your place . . . • If I were in your shoes . . . • If I were you . . . • Have you thought about . . . ? • Have you tried . . . ?

Recommending
<ul style="list-style-type: none"> • It's essential that (subject) (+ s) . . . • It would be better if . . . • We recommend that (subject) (+ s) . . . • It would be preferable that (subject) (+ s) . . . • It would be nice if . . . • I think that it's better to . . . • Why don't you . . . • Maybe it would be a better idea if . . . • Perhaps it would be better to . . .

(+ s) = plus subjunctive

LANGUAGE HELP 12

EVERYDAY ADJECTIVES RELATED TO WORK

Everyday adjectives related to the workplace

a complete/coherent document	<i>un document complet/cohérent</i>
a dynamic team	<i>une équipe dynamique</i>
a promising plan of action	<i>un plan d'action prometteur</i>
a crucial decision	<i>une décision cruciale</i>
a useful information kit	<i>une trousse d'information utile</i>
an important/viable/risky/ambitious project	<i>un projet important/viable/risqué/ambitieux</i>
an approachable/understanding manager	<i>un gestionnaire accessible/compréhensif</i>
an efficient program	<i>un programme efficace</i>
a restrictive/constraining procedure	<i>une procédure contraignante</i>
a relevant piece of information	<i>un renseignement pertinent</i>
a pressing request	<i>une demande pressante</i>
a constructive discussion	<i>une discussion constructive</i>
a demanding task	<i>une tâche exigeante</i>
reduced staff	<i>des effectifs réduits</i>
hard working/motivated employees	<i>des employés travailleurs/motivés</i>
autonomous employees	<i>des employés autonomes</i>
productive/reliable employees	<i>des employés productifs/fiables</i>
a simplistic solution	<i>une solution simpliste</i>
a very sensitive issue	<i>un dossier explosif</i>
a hostile/receptive/apathetic group	<i>un groupe hostile/réceptif/apathique</i>
a critical/frustrating situation	<i>une situation critique/frustrante</i>
a disturbing/sensitive situation	<i>une situation inquiétante/délicate</i>
a compromising situation	<i>une situation compromettante</i>
revealing behaviour	<i>un comportement révélateur</i>
legitimate ambitions	<i>des ambitions légitimes</i>
a tricky or thorny problem	<i>un problème épineux</i>
contradictory information	<i>des informations contradictoires</i>
desirable abilities	<i>des compétences souhaitables</i>
desirable aptitudes or skills	<i>des aptitudes désirables</i>
astonishing/debatable result	<i>des résultats étonnants/contestables</i>
an exhaustive analysis	<i>une analyse exhaustive</i>
a logical/questionable/erroneous reasoning	<i>un raisonnement logique/douteux/fautif</i>
a provocative/meek/open/positive/belligerent/co-operative/inflexible/off-putting/flexible attitude	<i>une attitude provocatrice/docile/ouverte/positive/belliqueuse/coopérative/rigide/rébarbative/souple</i>
a beneficial initiative	<i>une initiative bénéfique</i>
a favourable reception	<i>une réception favorable</i>
a precious advantage or benefit	<i>un avantage précieux</i>
a conclusive exam	<i>un examen concluant</i>
a realistic deadline	<i>une échéance réaliste</i>

a sensible or wise judgement	<i>un jugement avisé</i>
a tedious or tiresome questionnaire	<i>un questionnaire fastidieux</i>
a difficult case	<i>un cas ardu</i>
an advantageous alternative	<i>une solution de rechange avantageuse</i>
a justifiable/realistic/impartial/debatable/progressive/worthwhile point of view	<i>un point de vue justifiable/réaliste/impartial/contestable/progressiste/valable</i>
an equitable policy	<i>une politique équitable</i>
a revealing clue or indicator	<i>une indice révélateur</i>
a praiseworthy or commendable idea	<i>une idée louable</i>
a concerted/irrevocable decision	<i>une décision concertée/irrévocable</i>
an inevitable consequence	<i>une conséquence inévitable</i>
drastic/appropriate/stringent/necessary/stalling measures (delay tactics)	<i>des mesures draconiennes/appropriées/énergiques/nécessaires/dilatoires</i>
a stimulating job	<i>un travail stimulant</i>
an operative/smoothly-running system	<i>un système fonctionnel/rodé</i>
a reachable objective	<i>un objectif atteignable</i>
shared or common opinions or advice	<i>des avis partagés</i>
a limited/unlimited budget	<i>un budget restreint/illimité</i>
a temporary freeze	<i>un gel temporaire</i>
an impressive career	<i>une carrière impressionnante</i>
an imposing/impressive personality	<i>une personnalité imposante/impressionnante</i>
a strong personality	<i>une forte personnalité</i>
unacceptable waste	<i>un gaspillage inacceptable</i>
adequate or sufficient planning	<i>une planification adéquate</i>
an unexpected solution	<i>une solution inespérée</i>
increased productivity	<i>une productivité accrue</i>
pressing or urgent conditions	<i>des conditions impérieuses</i>
penetrating or insightful vision	<i>une vision pénétrante</i>
a comprehensive/distorted perception/view	<i>une perception englobante /faussée</i>
a just or reasonable overall view	<i>une vue d'ensemble juste</i>
an unforeseen or unexpected problem or "hitch"	<i>un < pépin > imprévu</i>
a secondary or less important point	<i>un point secondaire</i>
an important decision	<i>une décision importante</i>
inevitable/irreversible consequences	<i>des conséquences inévitables/irréversibles</i>
imminent dangers	<i>des dangers imminents</i>
the required/ necessary elements	<i>les éléments requis</i>
an unequalled service	<i>un service inégalé</i>
a reasonable/unreasonable delay	<i>un délai raisonnable/exagéré</i>
a careful approach	<i>une démarche prudente</i>
an overwhelming/irrefutable proof	<i>une preuve accablante/irréfutable</i>
an intrusive, interfering/co-operative/affable/nice, good-natured colleague	<i>Un collègue envahissant/coopératif /affable/sympathique</i>

LANGUAGE HELP 13

EVERYDAY ADVERBS RELATED TO WORK

absolutely	<i>absolument</i>	incontrovertibly	<i>irréfutablement</i>
adequately	<i>adéquatement</i>	irrevocably	<i>irrévocablement</i>
advantageously; profitably	<i>avantageusement</i>	justly; exactly	<i>justement</i>
automatically	<i>automatiquement</i>	legitimately	<i>légitimement</i>
carefully	<i>prudemment</i>	logically	<i>logiquement</i>
clearly	<i>clairement</i>	massively	<i>massivement</i>
currently	<i>actuellement</i>	naturally	<i>naturellement</i>
fluently	<i>couramment</i>	obviously	<i>évidemment</i>
decidedly	<i>décidément</i>	ostensibly	<i>ostensiblement</i>
definitely	<i>définitivement</i>	perfectly; full well	<i>parfaitement</i>
difficultly	<i>difficilement</i>	periodically	<i>périodiquement</i>
efficiently	<i>efficacement</i>	pertinently; to the point	<i>pertinemment</i>
eminently	<i>éminemment</i>	possibly	<i>possiblement</i>
equitably	<i>équitablement</i>	probably	<i>probablement</i>
entirely	<i>entièrement</i>	practically	<i>pratiquement</i>
essentially	<i>essentiellement</i>	reasonably	<i>raisonnablement</i>
excessively	<i>exagérément</i>	rapidly	<i>rapidement</i>
extremely	<i>extrêmement</i>	significantly	<i>significativement</i>
fairly	<i>équitablement</i>	simply	<i>simplement</i>
favourably	<i>favorablement</i>	skilfully	<i>habilement</i>
globally; overall	<i>globalement</i>	suddenly	<i>subitement</i>
gradually	<i>graduellement</i>	subtly	<i>subtilement</i>
incredibly	<i>incroyablement</i>	temporarily	<i>temporairement</i>
indefinitely	<i>indéfiniment</i>	visibly; obviously	<i>visiblement</i>
inevitably	<i>inévitablement</i>	with impunity	<i>impunément</i>

LANGUAGE HELP 14

REPORTED SPEECH

In general, tenses move one step to the past in reported speech.

N.B. Reported speech is especially useful for Part 2 and Part 4 of the TOP.

Statements: present.....**present** becomes **past**

"I **am** . . ."— She *said* she **was** . . .

"We **can't** . . ."—They began by saying they **couldn't** . . .

"You **don't have to** do that . . ."— She told me that I **didn't have to** do that . . .

Statements: past..... **past** becomes **past perfect**

"We **had** fun." — They said they **had had** fun.

"We **weren't able to** . . ." — They said they **hadn't been able to** . . .

Questions: future will.....**will** becomes **past modal would**

"When **will** you leave?" — She asked when I **would** leave.

Questions: future *be going to*

be going to becomes **past continuous + to**

"**Are you going to** go?"— He asked *if* I **was going to** go. (N.B. *if* or *whether* is added)

Questions: continuous**present continuous** becomes **past continuous**

"**Are you going?**" — He asked *if* I **was going**.

"**Are you going** or not?" — He asked *whether* I **was going** or not.

Imperative: base form**base form** becomes **the infinitive**

"**Finish** the report for Friday."— She told me **to finish** the report for Friday.

Some Exceptions

Polite questions..... **form change but no tense change**

"When **would you like** me to . . ."— She asked me **when I would like** her to . . .

Former habits:**no tense change**

"**We used to** work weekends."— He said that they **used to** work weekends.

Subjunctive:**no tense change**

"Roch suggests that Marta **go** now."— Roch suggested that Marta **go** now.

Preference: should + passive voice**no change**

"A new approach **should be tried**."— She said a new approach **should be tried**.

LANGUAGE HELP 15

WISHING

Present

We wish when we want reality to be different than it is. Therefore, negative statements become positive wishes and vice versa.

Reality

I **am** not rich. (–)
I **do** not **own** my home. (–)
I **own** my home. (+)

Wish

I wish (that) I **were** rich. (+)
I wish (that) I **owned** my home. (+)
I wish (that) I **didn't** own my home. (–)

When making a **present wish** we use the **subjunctive** form of the verb. The subjunctive with **wish** looks the same as the past tense for all verbs except **to be**. **Were** is the subjunctive form of the verb **to be**. You may hear and see **was**. Some people consider its use to be substandard.

Reality

I **don't have** a new car. (–)
I **can't play** the piano. (–)
I **have to go** to work. (+)
I'm **going** to the concert. (–)

Wish

I wish (that) I **had** a new car. (+)
I wish (that) I **could play** the piano. (+)
I wish (that) I **didn't** have to go to work. (–)
I wish (that) I **weren't going** to the concert. (–)

Past

We wish we could change the reality of a past action or situation.

Reality

I **didn't call** my mother. (–)
I **bought** a new car. (+)
I **didn't buy** that painting. (–)
The weather **was** cold. (+)

Wish

I wish (that) I **had called** my mother. (+)
I wish (that) I **hadn't bought** a new car. (–)
I wish (that) I **had bought** that painting. (+)
I wish (that) the weather **hadn't been** cold. (–)

We use the past perfect to make a wish about something in the past.

Contrast Wishes

I **am** poor. (present)
I **feel** sad.
The weather **was** cold. (past)
The weather **wasn't** hot.

I wish (that) I **were** rich.
I wish (that) I **felt** happy.
I wish (that) the weather **had been** warm.
I wish (that) the weather **hadn't been** cold.

Using contrasting vocabulary is another way to create a sense of different reality.

LANGUAGE HELP 16

MAKING A REQUEST

I need ...
I have a favour to ask of you.
Would you agree to ...
Do you think you could ...
I would like you to ...

6.3 DESCRIPTION OF LEVELS B AND C

Oral Proficiency in the Second Official Language - Level B¹

Standard Description

Level B is the minimum level of second language oral proficiency for positions that require departure from routine use of the second language.

A person speaking at this level can:

- sustain a conversation on concrete topics;
- report on actions taken;
- give straightforward instructions to employees;
- provide factual descriptions and explanations.

A person at this level may have deficiencies in grammar, pronunciation, vocabulary and fluency that do not seriously interfere with communication.

A person at this level would have a limited ability to deal with situations involving hypothetical ideas.

A person at this level should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.

Examples

A person at this level can carry out the activities of level A and can also:

- give and follow straightforward instructions or explanations about how work is to be done, what information is needed and what steps or alternatives are to be followed
- give factual accounts of actions taken or events that have occurred
- handle requests for routine information from other employees or members of the public, either by telephone or in face-to-face conversations (e.g., about such things as services, publications, or staffing actions)
- take part in departmental or interdepartmental meetings regarding factual, concrete and non-routine topics, and/or informal meetings or work sessions
- deliver presentations on concrete topics, and answer factual follow-up questions
- answer the telephone, understand simple requests, redirect calls as appropriate, and/or explain to others how to complete a form

¹ Extract from the Treasury Board of Canada Secretariat Web site

<http://www.tbs-sct.gc.ca/gui/squn03-eng.asp>

Oral Proficiency in the Second Official Language - Level C¹

Standard Description

Level C is the level of second language oral proficiency for positions that require handling sensitive situations where the understanding and expression of subtle, abstract, or complicated ideas are required or where unfamiliar work-related topics must be dealt with.

A person speaking at this level can:

- support opinions; and
- understand and express hypothetical and conditional ideas.

A person at this level will not have the ease and fluency of a native speaker and may have deficiencies in pronunciation, grammar, and vocabulary. These deficiencies rarely interfere with communication.

Examples

A person at this level can carry out the activities at levels A and B and can also:

- give and understand explanations and descriptions involving complicated details, hypothetical questions, or complex and abstract ideas
- give and understand detailed accounts of events, actions taken, or procedures to be followed
- discuss or explain policies, procedures, regulations, programs and services relating to an area of work
- deal with situations requiring persuasion/negotiation and complex arguments, and/or the seamless exchange of ideas in both official languages
- deliver presentations on complex topics, and answer follow-up questions and/or conduct training sessions
- counsel and give advice to employees or clients on sensitive or complex issues
- participate as a member of a selection board, interview board, or assessment team as an integral part of the job functions

¹ Extract from the Treasury Board of Canada Secretariat Web site

<http://www.tbs-sct.gc.ca/gui/squn03-eng.asp>

6.4 PLACEMENT INTERVIEW

B–C PLACEMENT INTERVIEW

The placement interview help the teaching resource to place those who enrol in training in the proper class or direct them to training more in line with their needs.

Before the interview

- Look over the questionnaire.
- Make sure that you have access to a telephone and an enclosed room.
- Make sure that you have all the necessary materials on hand (lists of persons enrolled and relevant information, paper to take notes, etc.).

During the interview

- Read the questions word for word.
- Do not compensate. Stick to what the candidate says.
- If you have to repeat the question, repeat it word for word.
- Go directly to the RELAXATION stage whenever the person has difficulty performing the language task requested.

After the interview

- Place the person in a Level-B or -C class, depending on the person's ability to perform the language tasks requested, or direct the person to training more in line with his or her needs.

B–C PLACEMENT INTERVIEW***L503 / L504 – Preparation for Second Language Evaluation – Test of Oral Proficiency***

Levels B and C	WARM-UP (approx. two minutes)
<ol style="list-style-type: none"> 1. Do you play a sport or have a hobby? 2. Explain why you play that sport or engage in that hobby. 	
Levels B and C	EXPLANATION – HOW and WHY (approx. six minutes)
<ol style="list-style-type: none"> 1. What department do you work for? 2. When did you start working there? 3. What is the title of your position? 4. Tell me about a duty that you perform that is important and explain why it is important. 	
Levels B and C	NARRATIVE (approx. five minutes)
Tell me about a challenge you met at work. Describe what happened, what it was like, and what you did.	
Level C	OPINION (approx. six minutes)
<p style="text-align: center;">References</p> <p>Public service employees take part in a selection process at least once in their careers. One of the steps in the selection process is the reference check. Many people question this step and the importance placed on references, while others strongly believe in their effectiveness in selecting the candidate who is the best fit for a position and organization.</p> <ol style="list-style-type: none"> 1. In your view, how important and relevant are reference checks in a selection process? 2. If you had to improve the reference check process, what would you do differently to make it more effective? 3. If reference checks were to be eliminated, what in your view could be used to obtain information about the candidate not provided by the written test and interview? 	
Levels B and C	RELAXATION (approx. one minute)
Do you have any plans for this evening / the weekend / the break?	

6.5 FOLLOW-UP WORK AND FEEDBACK MATERIAL

ADVICE FOR FOLLOW-UP WORK

Suggested procedure:

- Establish a calendar of meetings. Write the participants' names on the schedule as well as the objectives of the meetings for the week. Ensure that the participants arrive prepared for the meetings.
- In the meeting,
 - use the Control List to check off the points mastered or to be worked on.
 - record the meeting if deemed necessary.
- Fill out the Individual Meeting Report. Choose either Model 1 or 2.
- Give the Report to the participant and discuss his/her performance during the meeting.
 - Keep a copy of the Report.
- In light of the results of the meeting, revise the participant's Individual Action Plan or make a new one.
- Come back to the equivalent language tasks in a subsequent meeting to check the progress accomplished.

CHECKLIST

Participant: _____

Date: _____

Clarity of message	Effectiveness of participation	Ease in the use of English
Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> improve work vocabulary <input type="checkbox"/> improve basic vocabulary <input type="checkbox"/> avoid literal translation and French words <input type="checkbox"/> use idiomatic expressions <input type="checkbox"/> vary vocabulary and structures <input type="checkbox"/> false cognates 	Comprehension <ul style="list-style-type: none"> <input type="checkbox"/> react to questions <input type="checkbox"/> interpret instructions correctly <input type="checkbox"/> understand subtleties of a situation <input type="checkbox"/> ask for clarification 	Cohesion of message in response to the demands of the situation <ul style="list-style-type: none"> <input type="checkbox"/> link words and events appropriately <input type="checkbox"/> use complex sentences <input type="checkbox"/> speak in paragraphs
Verbs <ul style="list-style-type: none"> <input type="checkbox"/> conjugation: present, past, future, present perfect <input type="checkbox"/> subject-verb agreement <input type="checkbox"/> modals <input type="checkbox"/> passive voice <input type="checkbox"/> subjunctive mood <input type="checkbox"/> causative verbs <input type="checkbox"/> conditional 	Communication strategies <ul style="list-style-type: none"> <input type="checkbox"/> avoid breaks in conversation <input type="checkbox"/> paraphrase <input type="checkbox"/> compensate for missing vocabulary <input type="checkbox"/> use non-verbal communication strategies 	Fluency <ul style="list-style-type: none"> <input type="checkbox"/> speak with spontaneity and a natural delivery <input type="checkbox"/> speak at an easily understandable pace
Grammar and syntax <ul style="list-style-type: none"> <input type="checkbox"/> adjectives <input type="checkbox"/> adverbs <input type="checkbox"/> articles <input type="checkbox"/> pronouns <input type="checkbox"/> linking words, prepositions, conjunctions <input type="checkbox"/> negatives <input type="checkbox"/> question forms <input type="checkbox"/> comparison <input type="checkbox"/> hypothesizing 	Coherence of message and accomplishment of functions <ul style="list-style-type: none"> <input type="checkbox"/> explain in detail <input type="checkbox"/> narrate <input type="checkbox"/> support opinion <input type="checkbox"/> give advice <input type="checkbox"/> use tact <input type="checkbox"/> convince <input type="checkbox"/> organize ideas clearly <input type="checkbox"/> express subtle ideas clearly 	Pronunciation and intonation <ul style="list-style-type: none"> <input type="checkbox"/> articulation <input type="checkbox"/> syllabication <input type="checkbox"/> pronunciation of phonemes <input type="checkbox"/> accent <input type="checkbox"/> emphasis

Teacher: _____

INDIVIDUAL MEETING REPORT (1)

Participant: _____

Date: _____

A – Evaluation objectives:

B – Feedback:

Strengths:

Points to improve:

To do for the next meeting:

C – Comments:

Teacher: _____

INDIVIDUAL MEETING REPORT (2)

Participant: _____

Date: _____

Clarity of message	Effectiveness of participation	Ease in the use of English
Vocabulary	Comprehension	Cohesion of message in response to the demands of the situation
Verbs	Communication strategies	Fluency
Grammar and syntax	Coherence of message and accomplishment of functions	Pronunciation and intonation

Teacher: _____

INDIVIDUAL SELF DIRECTED LEARNING ACTION PLAN (SDL)

Participant: _____

Date: _____

Write the number corresponding to the targeted objective.

1. Oral Comprehension 2. Oral Expression 3. Oral Interaction

#	General Objectives	Specific Objectives	Means	Met

Week of _____ to _____

Teacher: _____

HOW TO FILL OUT THE INDIVIDUAL ACTION PLAN

Participant: _____

Date: _____

Write the number corresponding to the targeted objective.

1. Oral Comprehension 2. Oral Expression 3. Oral Interaction

**SAMPLE INDIVIDUAL
ACTION PLAN**

#	General Objectives	Specific Objectives	Means	Met
1	Improve oral comprehension	Be able to identify the situation or the problem and the proposed solutions	Go to Randall's Listening Lab http://www.esl-lab.com/ and do a variety of the listening activities at various levels. Stay with the most difficult level that is actually doable. Listen first without script and then with script. Do the accompanying exercises and note new vocabulary.	√
2	Improve the sound /th/	Be able to use the /th/ voiced and unvoiced at the beginnings of words	Use online course C197 Phonology Series: Sound Production /th/ on Campusdirect. For the moment concentrate on the sound when it appears at the beginnings of words.	
3	Improve fluency	Be able to speak more quickly without making too many pauses	Go to the online course C183 Communication Essentials on Campusdirect. Do sections 13, 14, 19 and 20. Practise the expressions with a partner.	

Week of _____ to _____

Teacher: _____

ORAL EXPRESSION SKILLS FEEDBACK SHEET

Participant: _____

Date: _____

Structure	
1. General structure	
2. Link between ideas	
3. Time management	
Vocabulary	
4. Varied vocabulary	
Clarity	
5. Complete sentences	
6. Examples, explanations, justifications, etc.	
7. Self-correction	
Ease of expression	
8. Spontaneity	
9. Flow	
10. Volume and articulation	