



Canada School  
of Public Service

École de la fonction  
publique du Canada



# PREPARATION FOR ENGLISH AS A SECOND LANGUAGE EVALUATION: ORAL PROFICIENCY - LEVELS B AND C

DELIVERY MODE: CLASSROOM - PART TIME

**Participant's Guide**

**[www.myschool.gc.ca](http://www.myschool.gc.ca)**

Canada School of  
Public Service

**CONTACT US**

Telephone (toll-free): 1-866-703-9598

Telephone (NRC): 819-953-5400

Teletype (TTY): 819-934-6194

E-mail: [info@cspc-efpc.gc.ca](mailto:info@cspc-efpc.gc.ca)

Web site: [www.myschool.gc.ca](http://www.myschool.gc.ca)

**Canada** 

Canada School of Public Service  
Language Training Centre  
Research and Development

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**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, speaking and oral interaction skills to be tested.

### **ORGANIZATION**

The course 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**

The total duration of this part-time course is around 100 hours, 60 of which are in the classroom and 40 of which are self-directed.

In order to effectively deliver the material part-time, the course is divided into twenty units of five hours each. Each unit is comprised of three hours of classroom activities and two hours of self-directed learning.

### **MATERIALS**

Teaching Resource's Handbook  
Participant's Workbook  
Audio documents

## PROPOSED COURSE PLAN

Unit 1	Duration
<b>Content</b> <ul style="list-style-type: none"> <li>• Welcome and introduction to course (15 min)</li> <li>• Ice-breaker activity COA act.1 (35 min)</li> <li>• What is the TOP? COA act. 3 (45 min)</li> <li>• Planning and explanation of unit warm-ups. See section 6.1 (15 min)</li> <li>• Oral expression: OE act. 1 (30 min)</li> <li>• Oral interaction: OI act. 1 (30 min)</li> </ul>	3 hours
<b>Individual work</b> <b>To do for unit 2</b> <ul style="list-style-type: none"> <li>• Complete step 1 (the questionnaire) of COA act. 2: Beyond Expectations (Participant's workbook p. 20)</li> <li>• Prepare the warm-up</li> </ul> <b>To do during self-directed learning period</b> <ul style="list-style-type: none"> <li>• Consult the Public Service Commission's website:  <a href="http://www.psc-cfp.gc.ca/ppc-cpp/sle-els/top-tco-i-eng.htm">www.psc-cfp.gc.ca/ppc-cpp/sle-els/top-tco-i-eng.htm</a></li> <li>• Become familiar with CSPS's on-line materials. A list can be found in section 6.4. (Participant's workbook p. 114)</li> <li>• Explore the self-directed learning products at <a href="http://www.myschool-monecole.gc.ca">www.myschool-monecole.gc.ca</a> in "MyAccount" and select a few useful tools to use.</li> </ul>	2 hours
Unit 2	
<b>Content</b> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• Complete steps 2 and 3 of COA act. 2: Beyond Expectations (20 min)</li> <li>• COA act. 5: Listening comprehension strategies (15 min)</li> <li>• Listening comprehension: STM 1-2-3, BC 1- 2 (25 min)</li> <li>• Oral interaction: OI act. 4 (35 min)</li> <li>• COA act. 4: Self-directed learning (20 min)</li> <li>• Oral expression: OE act. 2 (40 min)</li> </ul>	3 hours

<p><b>Individual work</b></p> <p><b>To do for unit 3</b></p> <ul style="list-style-type: none"> <li>• Complete steps 1 and 2 of COA act. 7: Creating and Using a Personal Lexicon (Participant's workbook p. 32)</li> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Listen to a report, a documentary or a show on the radio, on television or on the Internet, and respond to the following questions: Who? What? Where? When? Why? How?</li> <li>• Complete some exercises from the on-line self-directed learning products that you selected in unit 1 from "MyAccount" at <a href="http://www.myschool-monecole.gc.ca">www.myschool-monecole.gc.ca</a></li> </ul>	2 hours
<b>Unit 3</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• Listening comprehension: STM 4-5, BC 3 (20 min)</li> <li>• Complete step 3 of COA act. 7: Creating and Using a Personal Lexicon (15 min)</li> <li>• COA act. 6: Speaking strategies (15 min)</li> <li>• Oral expression: OE act. 5 (45 min)</li> <li>• Oral interaction: OI act. 13 (30 min)</li> <li>• Oral expression: OE act. 12 (30 min)</li> </ul>	3 hours
<p><b>Individual work</b></p> <p><b>To do for unit 4</b></p> <ul style="list-style-type: none"> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Create and use a personal lexicon using the strategies and suggestions in "Creating and Using a Personal Lexicon" (Participant's workbook p. 32)</li> <li>• Complete some exercises from the on-line self-directed learning products that you selected in unit 1 from "MyAccount" at <a href="http://www.myschool-monecole.gc.ca">www.myschool-monecole.gc.ca</a></li> </ul>	2 hours
<b>Unit 4</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• Listening comprehension: STM 6-7-8, BC 4-5, LC 1 (40 min)</li> <li>• COA act. 9: Oral interaction strategies (20 min)</li> <li>• Oral interaction: OI act. 5 (35 min)</li> <li>• Oral expression: OE act. 10 (60 min)</li> </ul>	3 hours

<p><b>Individual work</b></p> <p><b>To do for unit 5</b></p> <ul style="list-style-type: none"> <li>• Prepare OI act. 9: Consultants (Participant's workbook p. 79)</li> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Listen to a report, a documentary or a show on the radio, on television or on the Internet, and respond to the following questions: Who? What? Where? When? Why? How?</li> <li>• Complete some exercises from the on-line self-directed learning products that you selected in unit 1 from "MyAccount" at <a href="http://www.myschool-monecole.gc.ca">www.myschool-monecole.gc.ca</a></li> </ul>	2 hours
<b>Unit 5</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• Listening comprehension: STM 9-10-11, BC 6-7, LC 2-3 (45 min)</li> <li>• Oral interaction: OI act. 9 (50 min)</li> <li>• Oral expression: OE act. 4 (30 min)</li> <li>• Oral expression: OE act. 9 (30 min)</li> </ul>	3 hours
<p><b>Individual work</b></p> <p><b>To do for unit 6</b></p> <ul style="list-style-type: none"> <li>• Do COA act. 10: Strategies for Part 0 of the TOP (Participant's workbook p. 40)</li> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Create and use a personal lexicon using the strategies and suggestions in "Creating and Using a Personal Lexicon" (Participant's workbook p. 32)</li> <li>• Become familiar with the list of best practices found in section 6.3. Choose two of them to put into practice during the week (Participant's workbook p. 112)</li> </ul>	2 hours
<b>Unit 6</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• Complete COA act. 10: Strategies for Part 0 of the TOP (15 min)</li> <li>• Listening comprehension: STM 12-13-14, BC 8-9, LC 4 (40 min)</li> <li>• Oral expression: OE act. 25 (40 min)</li> <li>• Oral interaction: OI act. 2 (60 min)</li> </ul>	3 hours

<p><b>Individual work</b></p> <p><b>To do for unit 7</b></p> <ul style="list-style-type: none"> <li>• Read the situations in COA act. 8 (part 1) and choose one or two of them to talk about in the next class (Participant's workbook p. 33)</li> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Listen to a report, a documentary or a show on the radio, on television or on the Internet, and respond to the following questions: Who? What? Where? When? Why? How?</li> <li>• Find an English or bilingual colleague, friend or neighbour and practise oral expression and interaction with him/her</li> </ul>	2 hours
<b>Unit 7</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• Complete COA act. 8: Different Styles for Different Purposes (55 min)</li> <li>• Listening comprehension: STM 15-16-17, BC 10-11, LC 5 (40 min)</li> <li>• Oral interaction – Organize a debate: Form two groups, one group for, the other against (30 min) E.g. New technology increases employees' workloads.</li> <li>• Oral expression: OE act. 14 (30 min)</li> </ul>	3 hours
<p><b>Individual work</b></p> <p><b>To do for unit 8</b></p> <ul style="list-style-type: none"> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Choose two other best practices from the list in section 6.3 and put them into practice over the course of the week (Participant's workbook p. 112)</li> <li>• Complete some exercises from the on-line self-directed learning products that you selected in unit 1 from "MyAccount" at <a href="http://www.myschool-monecole.gc.ca">www.myschool-monecole.gc.ca</a></li> </ul>	2 hours
<b>Unit 8</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up: Share your best practices (20 min)</li> <li>• Listening comprehension: STM 18-19-20, BC 12-13, LC 6 (40 min)</li> <li>• Oral interaction: OI act. 15 (50 min)</li> <li>• Oral expression: OE act. 6 (40 min)</li> <li>• Oral expression: Choose a current event to talk about and give your opinion on it (20 min)</li> </ul>	3 hours



<p><b>Individual work</b></p> <p><b>To do for unit 9</b></p> <ul style="list-style-type: none"> <li>• Prepare OE act. 7: Describing an event (Participant's workbook p. 55)</li> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Listen to a report, a documentary or a show on the radio, on television or on the Internet, and respond to the following questions: Who? What? Where? When? Why? How?</li> <li>• Practise oral expression and interaction with an English or bilingual colleague, friend, or neighbour</li> </ul>	2 hours
<b>Unit 9</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• Listening comprehension: STM 21-22-23, BC 14-15, LC 7 (40 min)</li> <li>• Oral expression: OE act. 7 (55 min)</li> <li>• Watch a video chosen by the teaching resource (60 min)</li> </ul>	3 hours
<p><b>Individual work</b></p> <p><b>To do for unit 10</b></p> <ul style="list-style-type: none"> <li>• Prepare OE act. 13: Describing a project (Participant's workbook p. 57)</li> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Create and use a personal lexicon using the strategies and suggestions in "Creating and Using a Personal Lexicon" (Participant's workbook p. 32)</li> <li>• Apply best practices during the course of the week at work and in your social life. See section 6.3</li> </ul>	2 hours
<b>Unit 10</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• Listening comprehension: STM 24-25-26, BC 16-17, LC 8 (40 min)</li> <li>• Oral expression: OE act. 13 (55 min)</li> <li>• Oral expression: OE act. 8 (60 min)</li> </ul>	3 hours

<p><b>Individual work</b></p> <p><b>To do for unit 11</b></p> <ul style="list-style-type: none"> <li>• Complete steps 1 and 2 of OE act. 23: Star of the Week (Participant's workbook p. 66)</li> <li>• Prepare the warm-up: Choose from your personal lexicon five important words that enable you to describe and explain your work</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Complete some exercises from the on-line self-directed learning products that you selected in unit 1 from "MyAccount" at <a href="http://www.myschool-monecole.gc.ca">www.myschool-monecole.gc.ca</a></li> <li>• Practise oral expression and interaction with an English or bilingual colleague, friend, or neighbour</li> </ul>	2 hours
<b>Unit 11</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up: Share your personal lexicon. Place the five important words from each participant in a box "The Word Box" (20 min)</li> <li>• Listening comprehension: STM 27-28-29, BC 18-19, LC 9 (40 min)</li> <li>• Oral expression: OE act. 23 (50 min)</li> <li>• Oral interaction: OI act. 14 (40 min)</li> <li>• Oral expression: Choose a current event to talk about and give your opinion on it (20 min)</li> </ul>	3 hours
<p><b>Individual work</b></p> <p><b>To do for unit 12</b></p> <ul style="list-style-type: none"> <li>• Prepare OE act. 24: Waging Little Wars (Participant's workbook p. 67)</li> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Listen to a report, a documentary or a show on the radio, on television or on the Internet, and respond to the following questions: Who? What? Where? When? Why? How?</li> <li>• Apply best practices during the course of the week at work and in your social life. See section 6.3</li> </ul>	2 hours
<b>Unit 12</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• The Word Box: Draw several words. Describe and explain the words in a work context (10 min)</li> <li>• Listening comprehension: STM 30-31-32, BC 20-21, LC 10 (40 min)</li> <li>• Oral expression: OE act. 24 (45 min)</li> <li>• Oral interaction: OI act. 11 (60 min)</li> </ul>	3 hours

<p><b>Individual work</b></p> <p><b>To do for unit 13</b></p> <ul style="list-style-type: none"> <li>• Prepare OE act. 3: Hurray for Advertising! (Participant's workbook p. 53)</li> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Create and use a personal lexicon using the strategies and suggestions in "Creating and Using a Personal Lexicon" (Participant's workbook p. 32)</li> <li>• Practise oral expression and interaction with an English or bilingual colleague, friend, or neighbour</li> </ul>	2 hours
<b>Unit 13</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• The Word Box: Draw several words. Describe and explain the words in a work context (10 min)</li> <li>• Listening comprehension: STM 33-34-35, BC 22-23, LC 11 (40 min)</li> <li>• Oral expression: OE act. 3 (45 min)</li> <li>• Oral expression: OE act. 22 (40 min)</li> <li>• Oral expression: Choose one expression, one proverb, or one idiom and explain it (20 min) E.g. Time is money.</li> </ul>	3 hours
<p><b>Individual work</b></p> <p><b>To do for unit 14</b></p> <ul style="list-style-type: none"> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Complete some exercises from the on-line self-directed learning products that you selected in unit 1 from "MyAccount" at <a href="http://www.myschool-monecole.gc.ca">www.myschool-monecole.gc.ca</a></li> <li>• Apply best practices during the course of the week at work and in your social life. See section 6.3</li> </ul>	2 hours
<b>Unit 14</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• The Word Box: Draw several words. Describe and explain the words in a work context (10 min)</li> <li>• Listening comprehension: STM 36-37-38, BC 24-25, LC 12 (40 min)</li> <li>• Oral expression: OE act. 21 (45 min)</li> <li>• Oral interaction: OI act. 6 (30 min)</li> <li>• Oral expression: OE act. 10 (30 min)</li> </ul>	3 hours

<p><b>Individual work</b></p> <p><b>To do for unit 15</b></p> <ul style="list-style-type: none"> <li>• Complete steps 1 and 2 of OE act. 19: A Time You Will Remember Always (Participant's workbook p. 62)</li> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Listen to a report, a documentary or a show on the radio, on television or on the Internet, and respond to the following questions: Who? What? Where? When? Why? How?</li> <li>• Practise oral expression and interaction with an English or bilingual colleague, friend, or neighbour</li> </ul>	2 hours
<b>Unit 15</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• The Word Box: Draw several words. Describe and explain the words in a work context (10 min)</li> <li>• Listening comprehension: STM 39-40, BC 26-27, LC 13 (40 min)</li> <li>• Oral expression: OE act. 19 (45 min)</li> <li>• Oral expression: OE act. 16 (60 min)</li> </ul>	3 hours
<p><b>Individual work</b></p> <p><b>To do for unit 16</b></p> <ul style="list-style-type: none"> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Create and use a personal lexicon using the strategies and suggestions in "Creating and Using a Personal Lexicon" (Participant's workbook p. 32)</li> <li>• Apply best practices during the course of the week at work and in your social life. See section 6.3</li> </ul>	2 hours
<b>Unit 16</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• The Word Box: Draw several words. Describe and explain the words in a work context (10 min)</li> <li>• Listening comprehension: STM 41-42, BC 28-29, LC 14 (40 min)</li> <li>• Oral expression: OE act. 20 (45 min)</li> <li>• Oral interaction: OI act. 7 (30 min)</li> <li>• Oral expression: OE act. 18 (30 min)</li> </ul>	3 hours

<p><b>Individual work</b></p> <p><b>To do for unit 17</b></p> <ul style="list-style-type: none"> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Complete some exercises from the on-line self-directed learning products that you selected in unit 1 from “MyAccount” at <a href="http://www.myschool-monecole.gc.ca">www.myschool-monecole.gc.ca</a></li> <li>• Practise oral expression and interaction with an English or bilingual colleague, friend, or neighbour</li> </ul>	2 hours
<b>Unit 17</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• The Word Box: Draw several words. Describe and explain the words in a work context (10 min)</li> <li>• Listening comprehension: STM 43-44, BC 30-31, LC 15 (40 min)</li> <li>• Oral interaction: OI act. 17 (45 min)</li> <li>• Watch a video chosen by the teaching resource (60 min)</li> </ul>	3 hours
<p><b>Individual work</b></p> <p><b>To do for unit 18</b></p> <ul style="list-style-type: none"> <li>• Prepare OE act. 26: Regrets and Doubts (Participant’s workbook p. 69)</li> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Listen to a report, a documentary or a show on the radio, on television or on the Internet, and respond to the following questions: Who? What? Where? When? Why? How?</li> <li>• Apply best practices during the course of the week at work and in your social life. See section 6.3</li> </ul>	2 hours
<b>Unit 18</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• The Word Box: Draw several words. Describe and explain the words in a work context (10 min)</li> <li>• Listening comprehension: STM 45-46, BC 32-33-34, LC 16 (40 min)</li> <li>• Oral expression: OE act. 26 (45 min)</li> <li>• Oral interaction: OI act. 10 (30 min)</li> <li>• Oral expression: OE act. 11 (30 min)</li> </ul>	3 hours

<p><b>Individual work</b></p> <p><b>To do for unit 19</b></p> <ul style="list-style-type: none"> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Apply best practices during the course of the week at work and in your social life. See section 6.3</li> <li>• Practise oral expression and interaction with an English or bilingual colleague, friend, or neighbour</li> </ul>	2 hours
<b>Unit 19</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• The Word Box: Draw several words. Describe and explain the words in a work context (10 min)</li> <li>• Listening comprehension: STM 47-48, BC 35-36-37, LC 17 (40 min)</li> <li>• Oral interaction: OI act. 16 (45 min)</li> <li>• Oral expression: OE act. 8 (60 min)</li> </ul>	3 hours
<p><b>Individual work</b></p> <p><b>To do for unit 20</b></p> <ul style="list-style-type: none"> <li>• Prepare the warm-up</li> </ul> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Apply best practices during the course of the week at work and in your social life. See section 6.3</li> <li>• Practise oral expression and interaction with an English or bilingual colleague, friend, or neighbour</li> </ul>	2 hours
<b>Unit 20</b>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Warm-up (15 min)</li> <li>• The Word Box: Draw several words. Describe and explain the words in a work context (10 min)</li> <li>• Listening comprehension: STM 49-50, BC 38-39-40, LC 18 (40 min)</li> <li>• Oral expression: OE act. 17 (45 min)</li> <li>• Oral expression: OE act. 10 (60 min)</li> </ul>	3 hours
<p><b>Individual work</b></p> <p><b>To do during self-directed learning period</b></p> <ul style="list-style-type: none"> <li>• Apply best practices during the course of the week at work and in your social life. See section 6.3</li> <li>• Practise oral expression and interaction with an English or bilingual colleague, friend, or neighbour</li> </ul>	2 hours

# SECTION 1

Introduction

## **SECTION 1: INTRODUCTIONS, COURSE OVERVIEW**

### **Suggested Approach**

Each participant introduces him or herself and becomes familiar with the course using the **Overview** document on page 4.



# SECTION 2

Coaching and strategy-building activities  
(COA)

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

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Activity 2: Beyond Expectations ..... 20

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## **ACTIVITY 1: ICEBREAKER – PENNIES OF OUR LIVES**

Suggested approach

1. Take turns picking a penny without looking, and 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 approach

1. Working on your own, read statements 1 to 9 and indicate whether you think each is true or false.
2. 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
2. Motivation is as important as aptitude in learning a language.  
☐ true  
☐ false
3. Errors are permissible at levels B and C so long as the message gets through.  
☐ true  
☐ false
4. If I work hard, I can go from level B to level C or from level C to exempt status in 100 hours.  
☐ true  
☐ false
5. Only the scheduled activities will help me prepare for the test of oral proficiency.  
☐ true  
☐ false
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

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

☐ true

☐ false

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

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

☐ true

☐ false

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

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### **ACTIVITY 3: WHAT IS THE TOP?**

Suggested approach

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

## DESCRIPTION OF THE TEST OF ORAL PROFICIENCY

Information drawn from the Public Service Commission's 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 approach

1. As a group, brainstorm the types of activities that you could carry out during 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 (SDL) PERIODS

The best strategy for making the most of the self-directed learning periods 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.
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. Make sure that you do all the individual work that each unit requires.

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.
  - Practise different aspects or functions of the language and different communication strategies with a co-worker or language buddy.
  - 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

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## ACTIVITY 5: LISTENING STRATEGIES

Suggested approach

1. 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.

### 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: 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 the global 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. Be sure that you can answer the following question: What is the subject of this message or conversation?

#### Listening with analytical focus

With pen in hand, jot down the 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 as a whole and listening to it analytically, you should be able 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 approach

1. 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 on when speaking your second language.
3. Apply the model as you complete your assignments: oral presentations, warm-up exercises, activities, etc.

## STRATEGIES FOR EFFECTIVE COMMUNICATION / SPEAKING

There will be a number of oral production (speaking) activities throughout this course. The following guidelines can help you to achieve better results.

<b>Structure</b>	
<b>1.</b>	<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>
<b>2.</b>	There is sufficient linkage between ideas.
<b>3.</b>	Time is well managed.
<b>Vocabulary</b>	
<b>4.</b>	The vocabulary used is precise and varied.
<b>Clarity</b>	
<b>5.</b>	Sentences are complete.
<b>6.</b>	Examples, rewording, rationales and explanations make the message clearer.
<b>7.</b>	Self-correction is used to avoid any confusion.
<b>Ease of expression</b>	
<b>8.</b>	The delivery is spontaneous.
<b>9.</b>	The flow is sustained and holds the attention of those listening. Paraphrasing is used to avoid gaps.
<b>10.</b>	Volume is sufficient and articulation is adequate.

**ACTIVITY 7: CREATING AND USING A PERSONAL LEXICON**

## Suggested approach

1. As a group, brainstorm 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 (for example, adding two new words or expressions each day).

Suggested activities for creating and using a personal lexicon

- Select a work-related document: job description, report, etc. Compare the English and French versions and determine what words and expressions best describe and explain your work, then add them to your personal lexicon.
- Take 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 take note of new words and expressions as well as 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**

### Part 1

#### Suggested approach

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. 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 in 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

### Suggested approach

1. Working on your own, complete the reflection sheet on the following page.
2. 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?

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

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

## EXAMPLES OF REPORTED SPEECH

**PRÉSENT** ⇨⇨⇨ **IMPARFAIT** | **PRESENT** ⇨⇨⇨ **PAST**

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

*I am tired.* ⇨⇨⇨ *She said (that) 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 capables 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/whether I was going.*

*Assistes-tu à la réunion?* ⇨⇨⇨ *Il a demandé si j'assistais à la réunion.*

*Are you attending the meeting?* ⇨⇨⇨ *He asked if/whether I was attending the meeting.*

**IMPÉRATIF** ⇨⇨⇨ **INFINITIF** | **IMPÉRATIVE** ⇨⇨⇨ **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 approach

1. As a group, brainstorm 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 document **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

4. 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.
5. 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.
6. Correct your own mistakes if they are preventing your message from getting through.

### Strategies for maintaining a connection with the other person

7. Don't stop. If you can't think of a word, use a synonym, an explanation or an example, and keep going.
8. 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?

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

**SELF-ASSESSMENT OF MY INTERACTION STRATEGIES**

<b>INTERACTION STRATEGIES</b>	<b>ALWAYS</b>	<b>OFTEN</b>	<b>SOMETIMES</b>	<b>NEVER</b>
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**

Suggested approach

1. 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:**

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## STARTING OFF ON THE RIGHT FOOT

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



# SECTION 3

Listening Activities (STM, BC, LC)

**SECTION 3: LISTENING ACTIVITIES**

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3.3 Long Conversations (LC).....	47

### 3.1 SHORT TELEPHONE MESSAGES (STM)

Suggested approach

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

Determine

- the purpose of 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?

### 3.2 BRIEF CONVERSATIONS (BC)

Suggested approach

1. Listen to a brief conversation twice, without looking at the transcription.
2. Jot down 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.

### 3.3 LONG CONVERSATIONS (LC)

Suggested approach

1. Listen to a long conversation twice, without looking at the transcription.
2. Jot down a short summary of what you heard.
3. Listen to the conversation again if necessary.
4. Answer the teaching resource's Detail Questions.
5. Answer the following Detail 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.





# SECTION 4

Oral Expression Activities (OE)

## SECTION 4: ORAL EXPRESSION ACTIVITIES

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**ACTIVITY 1: STRUCTURING RESPONSES**

## Suggested approach

1. 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 about two minutes.
3. Take turns 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 organizational chart?
7. At work, what three activities take up most 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.

**Quick Reference 1\***

\* Quick reference suggested for activity.

**ACTIVITY 2: COMPARING**

## Suggested approach

1. As a group, read through the list of possible topics and Quick Reference 7.
2. Working on your own, select a topic and the comparative expressions that you consider appropriate.
3. Take turns 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

**Quick Reference 7**

**ACTIVITY 3: HURRAY FOR ADVERTISING!\***

Suggested approach

1. Working on your own, find two ads in an English-language magazine or newspaper, government publication, etc.
2. Take turns 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
- personalization of products
- values exploited
- provocative
- highly sought after
- draw the eye
- draw attention

**Quick Reference 8**

\* This activity requires advance preparation.

**ACTIVITY 4: DESCRIBING PURPOSE, CAUSE OR CONSEQUENCE**

Suggested approach

1. As a group, read through the expressions used to express purpose, cause and consequence in Quick Reference 12.
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.”

Circumstances	
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

**Quick Reference 12**

**ACTIVITY 5: EXPLAINING WITH EXAMPLES**

Suggested approach

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

**Quick Reference 1****ACTIVITY 6: PROBLEM-SOLVING GROUP**

Suggested approach

1. Take turns 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.

**Quick Reference 6****Quick Reference 12****ACTIVITY 7: DESCRIBING AN EVENT**

Suggested approach

1. Take turns 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.

**Quick Reference 2****Quick Reference 4**

**ACTIVITY 8: IN THE HOT SEAT**

Suggested approach

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

Topics

- Explaining your job
- Recounting a work-related event
- Giving your opinion on a work-related topic
- Other

**Quick Reference 1**

**Quick Reference 9**

**Quick Reference 12**

**ACTIVITY 9: PROPOSING SOLUTIONS**

Suggested approach

1. 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.

**Quick Reference 6**

**ACTIVITY 10: RANDOMLY SELECTED TOPICS**

Suggested approach

1. As a group, draw up a list of work-related topics.
2. Take turns 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.

**Quick Reference 3 (Section on adjectives)**



**ACTIVITY 11: COUNSELLING AND ADVISING**

Suggested approach

Take turns 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 than others.

**Quick Reference 3 (Section on adverbs)****ACTIVITY 12: PROS AND CONS**

Suggested approach

1. As a group, select a topic from the list below.
2. Take turns 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

**Quick Reference 3****ACTIVITY 13: DESCRIBING A PROJECT**

Suggested approach

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.

**Quick Reference 2 (Section on ordering ideas)**

**ACTIVITY 14: GIVING A SPEECH**

Suggested approach

1. 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 turns 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 is 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 is helpful to you, you may ask some of the group's participants to passively play the parts of the team members.

**Quick Reference 2**

**Quick Reference 3**

**Quick Reference 4**

**ACTIVITY 15: SALES PITCH**

## Suggested approach

1. As a group, read through the description of the situation.
2. Working on your own, prepare your sales pitch.
3. Take turns 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.).

**Quick Reference 6****Quick Reference 12**

**ACTIVITY 16: A NEW INVENTION**

## Suggested approach

1. 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 turns 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)

**Quick Reference 2****Quick Reference 3****Quick Reference 12**

**ACTIVITY 17: TELLING AND EXPLAINING****Suggested approach**

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. As a group, take turns summarizing what each of the partners said.

**Quick Reference 2****Quick Reference 4****ACTIVITY 18: THREE WISHES****Suggested approach**

1. As a group, read the description of the situation.
2. Take turns 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.

**Quick Reference 2****Quick Reference 12**

**ACTIVITY 19: A TIME YOU WILL REMEMBER ALWAYS**

Suggested approach

1. 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 turns 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.

**Quick Reference 4**

**ACTIVITY 20: A FEW WORDS ABOUT...****Suggested approach**

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 be 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.

**Quick Reference 1****Quick Reference 2**

**ACTIVITY 21: ALL ABOUT YOUR WORK LIFE****Suggested approach**

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 key words 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.

**Quick Reference 12**



**ACTIVITY 22: SECRET DREAM**

## Suggested approach

1. 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 your own.
3. Take turns 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 Great Pyramid of Giza because I've always been drawn to architecture and, in my mind, that marvel is the greatest testament to human ingenuity.

**ACTIVITY 23: STAR OF THE WEEK\***

Suggested approach

1. Individually, 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 turns 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. As a group, agree on the person who is most deserving of "The Best" and "The Worst" awards of the week, all areas combined.

**Quick Reference 8**

**Quick Reference 12**

\* This activity requires advance preparation.

**ACTIVITY 24: WAGING LITTLE WARS****Suggested approach**

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

**Quick Reference 2****Quick Reference 3****Quick Reference 11**

**ACTIVITY 25: THE MISQUOTED CLUB****Suggested approach**

1. As a group, look over the background information. Then take a few moments to reflect on it on your own.
2. Take turns recounting 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.

**Quick Reference 5**

**ACTIVITY 26: REGRETS AND DOUBTS**

Suggested approach

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 turns 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 the unique opportunity that 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 at that time to make your life easier.

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...."

**Quick Reference 6**



# SECTION 5

Oral Interaction Activities (OI)

**SECTION 5: ORAL INTERACTION ACTIVITIES**

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**ACTIVITY 1: SOCIAL NETWORKS**

## Suggested approach

1. As a group, read through the background information.
2. In sub-groups, perform the task assigned.
3. 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 yourselves to existing social networks. Invent some if necessary.

**Quick Reference 13****ACTIVITY 2: LIE DETECTORS**

## Suggested approach

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

**Quick Reference 2****Quick Reference 4****Quick Reference 12**

**ACTIVITY 3: A MEETING**

Suggested approach

1. 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.

**Quick Reference 6**

**Quick Reference 8**

**Quick Reference 11**

## ACTIVITY 4: CHOOSING A CONTRACTOR

### Suggested approach

1. Working in pairs, read the background and company information.
2. Discuss the options in order to decide on a company.
3. 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 ability 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 of 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 a 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-ligne: Company located in France 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 at a distance. Somewhat elevated price.

### Quick Reference 6

### Quick Reference 7

### Quick Reference 8

**ACTIVITY 5: DEFINITELY...OR NOT****Suggested approach**

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. 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 outfitted 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 it 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 starved 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?

**Quick Reference 8**

**ACTIVITY 6: GOSSIP**

Suggested approach

1. Working in pairs, take turns telling your partner about something that happened to you or to someone you knew, and then answer your partner's questions.
2. Change pairs and do your best to retell the tale you were told by your previous partner.
3. 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.

**Quick Reference 2**

**Quick Reference 4**

**Quick Reference 5**

**ACTIVITY 7: UNITED WAY CAMPAIGN**

Suggested approach

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. 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.

**Quick Reference 6**

**Quick Reference 8**

**Quick Reference 11**

**ACTIVITY 8: ACHIEVEMENT FAIR\***

## Suggested approach

1. As a group, read through the background information and the information about holding the fair.
2. Hold the fair.
3. 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.

**Quick Reference 1****Quick Reference 2****Quick Reference 9****Quick Reference 12**

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

**ACTIVITY 9: CONSULTANTS**

Suggested approach

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 turns telling the group about your competency or skill, and then answer questions.

**Quick Reference 6**

**Quick Reference 10**

**Quick Reference 12**

**Quick Reference 13**

**ACTIVITY 10: THE GREEN CHALLENGE**

Suggested approach

1. 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.

**Quick Reference 6**

**Quick Reference 8**

**Quick Reference 11**

**ACTIVITY 11: A DELEGATION****Suggested approach**

1. As a group, read through the background information.
2. Working in pairs, prepare a program proposal for the delegation's visit.
3. Take turns presenting your proposed program to the group.
4. 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.

**Quick Reference 1****Quick Reference 3****Quick Reference 12**



**ACTIVITY 12: REUNION COCKTAIL****Suggested approach**

1. As a group, read through the background information.
2. Walk around the room and stop to talk with former language training classmates. It is preferable to speak with one person at a time. Tell the other person what's new in your life. 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. 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.)

**Quick Reference 4**  
**Quick Reference 12**

**ACTIVITY 13: GIFT-GIVING****Suggested approach**

1. As a group, identify five well-known people. 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. As a group, share your gift ideas. 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 ones are the best ideas.

**Quick Reference 6****Quick Reference 8****Quick Reference 12**

**ACTIVITY 14: POWER OF PERSUASION**

Suggested approach

1. 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 data bank for your directorate. The deadline for the project, which is of particular importance to your manager, is only a few weeks away. At the same time, you have been asked to organize a visit from 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 in order 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.

**Quick Reference 8**

**Quick Reference 9**

**Quick Reference 11**

**ACTIVITY 15: SOMEBODY SAID...**

## Suggested approach

- Working in pairs, change the sentences in the left-hand column of the Table of Statements into indirect or reported speech.
- As a group, correct the work.
- 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.
- 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

<b>Facts</b>	<b>Rumours</b>
1. The manager 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...

**Quick Reference 5**

**ACTIVITY 16: ACTION TO BE TAKEN**

## Suggested approach

1. 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 consistently arrives 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 could be taken positively or negatively depending on who is listening;
2. a co-worker who refuses to get involved in any social activities 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.

**Quick Reference 2**

**ACTIVITY 17: IF I RECALL PROPERLY**

## Suggested approach

1. Working in pairs, participants are each assigned one of the two lists of questions.
2. Take turns asking your partner questions from your list.
3. Form new pairs at least once during the activity.
4. As a group, brainstorm 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 of the participants who are working in pairs.

## List A

1. Have there been any major changes in your work environment over the past year?
2. Did you kick a bad habit in recent years? How did you go about it?
3. Talk about the most significant purchase you've ever made and explain how you decided to make that purchase.
4. Have your co-workers often changed over the past five years? Explain.
5. Can you think of anything humorous 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's perception of public servants gotten better or worse in recent years?
3. Have the values guiding the public service changed? If so, which ones?
4. Have you ever won anything: an award, a selection process, 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.

**Quick Reference 1**

# SECTION 6

Reference Material

**SECTION 6: REFERENCE DOCUMENTS**

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6.5 Description of Levels B and C ..... 115

6.6 Transcript of Listening Activities ..... 116



## 6.1 INSTRUCTIONS FOR THE WARM-UP

A warm-up period of fifteen minutes precedes each of the units. This period is a preparation period for the participants. Prepare a schedule and sign up the participants' names along with the dates they will be responsible for the warm-up.

Suggestions for warm-up activities

The person responsible for the warm-up leads a discussion during which the other participants must share:

- a new word or new expression,
- some interesting news,
- a fact about his or her life,
- an image,
- an advertisement,
- etc.

The person responsible for the warm-up gives a short presentation on one of the following topics and then responds to participants' questions:

- a work task or duty
- the mandate of his/her section or branch,
- a favourite pastime,
- a book, song, website, blog, newspaper article, etc.,
- a past or future trip,
- etc.

## 6.2 QUICK LANGUAGE REFERENCES

These reference sheets contain words and phrases to help you better express yourself when speaking English with an Anglophone. The words and expressions in these reference sheets were selected because they are often used by Anglophones. Why not print them out so that you can always have them on hand when you most need them?

<u>Reference Sheet 1</u> : Verbs in context.....	91
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<u>Reference Sheet 3</u> : Everyday work adjectives and adverbs .....	98
<u>Reference Sheet 4</u> : Useful words for present, past, future and habitual action .....	101
<u>Reference Sheet 5</u> : Reported speech .....	102
<u>Reference Sheet 6</u> : Suggesting and recommending.....	103
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## REFERENCE SHEET 1

### VERBS IN CONTEXT

<b>Job, duty, responsibility</b>	
<ul style="list-style-type: none"> <li>agir à titre de</li> <li>agir au nom de</li> <li>assister à</li> <li>consister à (+ verb) consister en (+ noun)</li> <li>diriger une équipe</li> <li>être responsable de</li> <li>gérer</li> <li>participer à</li> <li>planifier</li> <li>porter sur</li> <li>s'acquitter d'autres tâches</li> <li>s'assurer que</li> <li>s'occuper de</li> <li>travailler au sein d'une équipe</li> </ul>	<p>act as act on behalf of attend; be present at consist of</p> <p>lead a team be responsible for manage; administer participate in; be involved in; take part in plan have to do with perform other tasks/duties ensure that be responsible for; look after; take care of work on a team</p>
<b>Working document, report, book</b>	
<ul style="list-style-type: none"> <li>contenir</li> <li>décrire</li> <li>donner l'occasion de</li> <li>exposer</li> <li>mettre l'accent sur</li> <li>offrir</li> <li>offrir la possibilité de</li> <li>permettre de</li> <li>porter sur</li> <li>renfermer</li> <li>regrouper</li> <li>valoir la peine de</li> <li>valoir la peine</li> </ul>	<p>contain describe give an opportunity to explain; set out focus on; put the emphasis on offer offer the opportunity of allow to have to do with contain group be worth + gerund (i.e. verb + <i>ing</i>) be worth the trouble/effort/time/ . . . (Note: Context will indicate which variation to choose.)</p>

<b>Job, flow chart</b>	
<ul style="list-style-type: none"> <li>agir en collaboration avec</li> <li>avoir recours à</li> <li>avoir sous ses ordres</li> <li>comprendre</li> <li>faire appel à</li> <li>regrouper</li> </ul>	act in co-operation with make use of have someone working for you include call on group
<b>Career</b>	
<ul style="list-style-type: none"> <li>commencer</li> <li>envisager</li> <li>mettre fin à</li> <li>poursuivre</li> <li>se lancer dans</li> </ul>	start contemplate; see; envision finish; put an end to pursue begin; embark on
<b>Retirement</b>	
<ul style="list-style-type: none"> <li>jouir de</li> <li>planifier</li> <li>prendre</li> </ul>	enjoy plan retire
<b>Project</b>	
<ul style="list-style-type: none"> <li>confier</li> <li>mettre en oeuvre</li> <li>mettre sur pied</li> <li>mettre à l'essai</li> <li>mettre en veilleuse</li> <li>mettre de l'avant</li> <li>mettre fin à</li> <li>mettre de côté</li> <li>travailler à un projet</li> <li>travailler une étape d'un projet</li> <li>réaliser</li> </ul>	assign 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
<b>Program</b>	
<ul style="list-style-type: none"> <li>lancer</li> <li>mettre sur pied</li> <li>organiser</li> </ul>	launch start up; set up organize

<b>A project, a step, a phase</b>	
<ul style="list-style-type: none"> <li>• achever</li> <li>• annuler</li> <li>• arrêter</li> <li>• commencer</li> <li>• refaire</li> <li>• reporter</li> <li>• reprendre</li> <li>• retarder</li> <li>• décider de faire</li> <li>• prendre une décision</li> <li>• (se) fixer des échéances</li> <li>• respecter les échéances</li> <li>• faire le point sur</li> <li>• faire le bilan de</li> </ul>	<ul style="list-style-type: none"> <li>complete</li> <li>cancel</li> <li>stop</li> <li>start; begin</li> <li>redo; do over</li> <li>postpone</li> <li>resume; begin . . . again</li> <li>delay</li> <li>decide to do</li> <li>make a decision</li> <li>set deadlines</li> <li>meet or respect deadlines</li> <li>assess progress/status of; report on</li> <li>give the status of; report on</li> </ul>
<b>Mandate, objective</b>	
<ul style="list-style-type: none"> <li>• atteindre</li> <li>• avoir le mandat de</li> <li>• déterminer</li> <li>• encourager à</li> <li>• énoncer</li> <li>• fixer</li> <li>• formuler</li> <li>• poursuivre</li> <li>• promouvoir</li> <li>• se fixer un objectif</li> <li>• sensibiliser (le public)</li> <li>• viser à</li> </ul>	<ul style="list-style-type: none"> <li>reach; achieve</li> <li>have the mandate to</li> <li>determine; specify</li> <li>encourage to</li> <li>announce; spell out</li> <li>establish; set</li> <li>formulate; draw up; set out</li> <li>pursue; go ahead with</li> <li>promote</li> <li>set an objective for oneself</li> <li>make the public aware of; educate the public;</li> <li>sensitize the public</li> <li>aim at</li> </ul>

<b>Problem</b>	
<ul style="list-style-type: none"> <li>• aborder</li> <li>• analyser</li> <li>• contourner</li> <li>• définir</li> <li>• envisager</li> <li>• éviter</li> <li>• faire face à</li> <li>• régler</li> <li>• s'attaquer à</li> <li>• soulever</li> <li>• se heurter à</li> </ul>	raise; bring up analyze get around; avoid define envision; see; consider avoid face up to; deal with solve get down to; tackle; take on raise confront
<b>Decision</b>	
<ul style="list-style-type: none"> <li>• approuver</li> <li>• confirmer</li> <li>• contester</li> <li>• entériner</li> <li>• prendre</li> <li>• protester contre</li> <li>• s'opposer à</li> </ul>	approve of confirm take issue with; contest; dispute ratify; confirm make; take protest against object to
<b>Necessary Measures</b>	
<ul style="list-style-type: none"> <li>• adopter</li> <li>• appliquer</li> <li>• approuver</li> <li>• envisager</li> <li>• entériner</li> <li>• mettre en vigueur</li> <li>• prendre</li> </ul>	adopt apply approve see ratify put into effect take
<b>Money</b>	
<ul style="list-style-type: none"> <li>• allouer</li> <li>• accorder</li> <li>• économiser</li> <li>• gagner</li> <li>• perdre</li> <li>• prêter</li> <li>• retirer</li> <li>• verser</li> <li>• voler</li> </ul>	allocate grant; give save earn lose lend withdraw deposit steal

<b>Price</b>	
<ul style="list-style-type: none"> <li>• augmenter</li> <li>• diminuer</li> <li>• rester stable</li> <li>• varier</li> </ul>	increase; go up decrease; go down remain steady change; vary
<b>Payment</b>	
<ul style="list-style-type: none"> <li>• anticiper</li> <li>• effectuer</li> <li>• suspendre</li> <li>• verser</li> </ul>	expect; anticipate make; effect suspend; stop make
<b>Income tax, taxes</b>	
<ul style="list-style-type: none"> <li>• devoir</li> <li>• payer</li> <li>• recevoir</li> <li>• recueillir</li> <li>• recouvrer</li> <li>• récupérer</li> </ul>	owe pay receive collect collect recover
<b>Appointments</b>	
<ul style="list-style-type: none"> <li>• annuler</li> <li>• fixer</li> <li>• prendre</li> <li>• reporter</li> </ul>	cancel set up; arrange make postpone; put off
<b>Interviews</b>	
<ul style="list-style-type: none"> <li>• avoir</li> <li>• convoquer quelqu'un</li> <li>• passer</li> <li>• réussir</li> <li>• se présenter à</li> </ul>	have call or invite someone to have pass go to

<b>Permission</b>	
<ul style="list-style-type: none"> <li>• accorder</li> <li>• délivrer</li> <li>• octroyer</li> </ul>	give issue grant
<b>Rules, regulations</b>	
<ul style="list-style-type: none"> <li>• adopter</li> <li>• appliquer</li> <li>• déroger à</li> <li>• imposer</li> <li>• mettre en vigueur</li> <li>• rédiger</li> <li>• respecter</li> </ul>	adopt apply go against; depart from impose, lay down put into effect/force write; draw up observe
<b>Tests, exams</b>	
<ul style="list-style-type: none"> <li>• échouer</li> <li>• réussir à</li> <li>• rater</li> <li>• se présenter à</li> <li>• subir</li> <li>• passer</li> </ul>	fail pass fail; mess up; miss; bomb/blow (informal) go to undergo take; do; write



## REFERENCE SHEET 2

### ORGANIZING A SEQUENCE OF EVENTS

<p><b>Putting events in order</b></p> <ul style="list-style-type: none"><li>• first</li><li>• first of all</li><li>• to start with</li><li>• at the beginning</li><li>• to begin with</li><li>• secondly</li><li>• thirdly</li><li>• afterwards</li><li>• then</li><li>• after that</li><li>• later</li><li>• following that</li><li>• next</li><li>• finally</li><li>• at the end</li><li>• to conclude</li><li>• in conclusion</li><li>• to finish</li><li>• last but not least</li></ul>	<p><b>Generalizing</b></p> <ul style="list-style-type: none"><li>• in general</li><li>• by and large</li><li>• generally</li><li>• usually</li><li>• habitually</li><li>• ordinarily</li><li>• normally</li><li>• most of the time</li><li>• mostly</li><li>• on balance</li><li>• typically</li><li>• in most cases</li><li>• nine times out of ten</li></ul> <p><b>Summarizing</b></p> <ul style="list-style-type: none"><li>• to summarize</li><li>• all things considered</li><li>• in a word</li><li>• in a nutshell</li><li>• all together</li><li>• on the whole</li></ul>
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### REFERENCE SHEET 3

#### EVERYDAY WORK ADJECTIVES AND ADVERBS

##### Everyday adjectives related to work

a <b>complete/coherent</b> document .....	<i>un document complet/cohérent</i>
a <b>dynamic</b> team .....	<i>une équipe dynamique</i>
a <b>promising</b> plan of action.....	<i>un plan d'action prometteur</i>
a <b>crucial</b> decision.....	<i>une décision cruciale</i>
a <b>useful</b> information kit.....	<i>une trousse d'information utile</i>
an <b>important/viable/risky/ambitious</b> project.....	<i>un projet important/viable/risqué/ambitieux</i>
an <b>approachable/understanding</b> manager .....	<i>un gestionnaire accessible/compréhensif</i>
an <b>efficient</b> program .....	<i>un programme efficace</i>
a <b>restrictive/constraining</b> procedure.....	<i>une procédure contraignante</i>
a <b>relevant</b> piece of information .....	<i>un renseignement pertinent</i>
a <b>pressing</b> request.....	<i>une demande pressante</i>
a <b>constructive</b> discussion .....	<i>une discussion constructive</i>
a <b>demanding</b> task.....	<i>une tâche exigeante</i>
<b>reduced</b> staff.....	<i>des effectifs réduits</i>
<b>hard working/motivated</b> employees.....	<i>des employés travailleurs/motivés</i>
<b>autonomous</b> employees.....	<i>des employés autonomes</i>
<b>productive/reliable</b> employees .....	<i>des employés productifs/fiables</i>
a <b>simplistic</b> solution.....	<i>une solution simpliste</i>
a very <b>sensitive</b> issue .....	<i>un dossier explosif</i>
a <b>hostile/receptive/apathetic</b> group .....	<i>un groupe hostile/réceptif/apathique</i>
a <b>critical/frustrating</b> situation.....	<i>une situation critique/frustrante</i>
a <b>disturbing/sensitive</b> situation .....	<i>une situation inquiétante/délicate</i>
a <b>compromising</b> situation .....	<i>une situation compromettante</i>
<b>revealing</b> behaviour .....	<i>un comportement révélateur</i>
<b>legitimate</b> ambitions .....	<i>des ambitions légitimes</i>
a <b>tricky</b> or <b>thorny</b> problem.....	<i>un problème épineux</i>
<b>contradictory</b> information.....	<i>des informations contradictoires</i>
<b>desirable</b> abilities.....	<i>des compétences souhaitables</i>
<b>desirable</b> aptitudes or skills .....	<i>des aptitudes désirables</i>
<b>astonishing/debatable</b> result.....	<i>des résultats étonnants/contestables</i>
an <b>exhaustive</b> analysis.....	<i>une analyse exhaustive</i>
a <b>logical/questionable/erroneous</b> reasoning.....	<i>un raisonnement logique/douteux/fautif</i>
a <b>/meek/open/positive/belligerent/co-operative/inflexible/off-putting/flexible</b> attitude.....	<i>une attitude docile/ouverte/positive/belliqueuse/coopérative/rigide/rébarbative/souple</i>
a <b>beneficial</b> initiative .....	<i>une initiative bénéfique</i>
a <b>favourable</b> reception.....	<i>une réception favorable</i>
a <b>precious</b> advantage or benefit.....	<i>un avantage précieux</i>
a <b>conclusive</b> exam .....	<i>un examen concluant</i>
a <b>realistic</b> deadline .....	<i>une échéance réaliste</i>
a <b>sensible</b> or <b>wise</b> judgement .....	<i>un jugement avisé</i>
a <b>tedious</b> or <b>tiresome</b> questionnaire .....	<i>un questionnaire fastidieux</i>

a <b>difficult</b> case .....	<i>un cas ardu</i>
an <b>advantageous</b> alternative.....	<i>une solution de rechange avantageuse</i>
a <b>justifiable/realistic/impartial/debatable/progressive/worthwhile</b> point of view.....	<i>un point de vue justifiable/réaliste/impartial/contestable/progressiste/valable</i>
an <b>equitable</b> policy.....	<i>une politique équitable</i>
a <b>revealing</b> clue or indicator .....	<i>un indice révélateur</i>
a <b>praiseworthy</b> or <b>commendable</b> idea .....	<i>une idée louable</i>
a <b>concerted/irrevocable</b> decision.....	<i>une décision concertée/irrévocable</i>
an <b>inevitable</b> consequence.....	<i>une conséquence inévitable</i>
<b>drastic/appropriate/stringent/necessary</b> /stalling measures (delay tactics).....	<i>des mesures draconiennes/appropriées/énergiques/nécessaires/dilatoires</i>
a <b>stimulating</b> job.....	<i>un travail stimulant</i>
an <b>operative/smoothly-running</b> system.....	<i>un système fonctionnel/rodé</i>
a <b>reachable</b> objective.....	<i>un objectif atteignable</i>
<b>shared</b> or <b>common</b> opinions or advice.....	<i>des avis partagés</i>
a <b>limited/unlimited</b> budget .....	<i>un budget restreint/illimité</i>
a <b>temporary</b> freeze .....	<i>un gel temporaire</i>
an <b>impressive</b> career.....	<i>une carrière impressionnante</i>
an <b>imposing/impressive</b> personality .....	<i>une personnalité imposante/impressionnante</i>
a <b>strong</b> personality .....	<i>une forte personnalité</i>
<b>unacceptable</b> waste .....	<i>un gaspillage inacceptable</i>
<b>adequate</b> or <b>sufficient</b> planning .....	<i>une planification adéquate</i>
an <b>unexpected</b> solution .....	<i>une solution inespérée</i>
<b>increased</b> productivity.....	<i>une productivité accrue</i>
<b>pressing</b> or <b>urgent</b> conditions.....	<i>des conditions impérieuses</i>
<b>penetrating</b> or <b>insightful</b> vision .....	<i>une vision pénétrante</i>
a <b>comprehensive/distorted</b> perception/view.....	<i>une perception englobante /faussée</i>
a <b>just</b> or <b>reasonable</b> overall view .....	<i>une vue d'ensemble juste</i>
an <b>unforeseen</b> or <b>unexpected</b> problem or "hitch".....	<i>un pépin imprévu</i>
a <b>secondary</b> or <b>less important</b> point.....	<i>un point secondaire</i>
an <b>important</b> decision.....	<i>une décision importante</i>
<b>inevitable/irreversible</b> consequences .....	<i>des conséquences inévitables/irréversibles</i>
<b>imminent</b> dangers.....	<i>des dangers imminents</i>
the <b>required/ necessary</b> elements .....	<i>les éléments requis</i>
an <b>unequalled</b> service .....	<i>un service inégalé</i>
a <b>reasonable/unreasonable</b> delay.....	<i>un délai raisonnable/exagéré</i>
a <b>careful</b> approach.....	<i>une démarche prudente</i>
an <b>overwhelming/irrefutable</b> proof.....	<i>une preuve accablante/irréfutable</i>
an <b>intrusive, interfering/co-operative/affable/nice, good-natured</b> colleague.....	<i>un collègue envahissant/coopératif /affable/sympathique</i>

**Everyday adverbs related to work**

absolutely ..... *absolument*  
 adequately ..... *adéquatement*  
 advantageously; profitably ..... *avantageusement*  
 automatically ..... *automatiquement*  
 carefully ..... *prudemment*  
 clearly ..... *clairement*  
 currently ..... *actuellement*  
 fluently ..... *couramment*  
 decidedly ..... *décidément*  
 definitely ..... *définitivement*  
 difficultly ..... *difficilement*  
 efficiently ..... *efficacement*  
 eminently ..... *éminemment*  
 equitably ..... *équitablement*  
 entirely ..... *entièrement*  
 essentially ..... *essentiellement*  
 excessively ..... *exagérément*  
 extremely ..... *extrêmement*  
 fairly ..... *équitablement*  
 favourably ..... *favorablement*  
 globally; overall ..... *globalement*  
 gradually ..... *graduellement*  
 incredibly ..... *incroyablement*  
 indefinitely ..... *indéfiniment*  
 inevitably ..... *inévitablement*

irrevocably ..... *irrévocablement*  
 justly; exactly ..... *justement*  
 legitimately ..... *légitimement*  
 logically ..... *logiquement*  
 massively ..... *massivement*  
 naturally ..... *naturellement*  
 obviously ..... *évidemment*  
 ostensibly ..... *ostensiblement*  
 perfectly; full well ..... *parfaitement*  
 periodically ..... *périodiquement*  
 pertinently; to the point ..... *pertinemment*  
 possibly ..... *possiblement*  
 probably ..... *probablement*  
 practically ..... *pratiquement*  
 reasonably ..... *raisonnablement*  
 rapidly ..... *rapidement*  
 significantly ..... *significativement*  
 simply ..... *simplement*  
 skilfully ..... *habilement*  
 suddenly ..... *subitement*  
 subtly ..... *subtilement*  
 temporarily ..... *temporairement*  
 unquestionably ..... *irréfutablement*  
 visibly; obviously ..... *visiblement*  
 with impunity ..... *impunément*

**REFERENCE SHEET 4****USEFUL WORDS FOR PRESENT, PAST, FUTURE AND HABITUAL ACTION**

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

## REFERENCE SHEET 5

### 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**.

## REFERENCE SHEET 6

### SUGGESTING AND RECOMMENDING

Suggesting and recommending	
<p><b>Using gerunds</b> (verb + <i>ing</i>)</p> <ul style="list-style-type: none"> <li>• I suggest <b>leaving</b> early.</li> <li>• I propose <b>buying</b> a new coffee machine.</li> <li>• I recommend <b>attending</b> the conference.</li> <li>• What about <b>inviting</b> the other teams?</li> <li>• What would you say to <i>my leaving</i> early today?</li> <li>• Have you thought about <b>hiring</b> more staff?</li> <li>• Have you considered <b>selling</b> it?</li> <li>• Have you tried <b>talking</b> to her?</li> <li>• I wonder if you've thought about <b>asking</b> them to join us.</li> </ul> <p><b>Using the conditional</b></p> <ul style="list-style-type: none"> <li>• If I <b>were</b> in your place, I <b>would feel</b> uncomfortable too.</li> <li>• If I <b>were</b> in your shoes, I <b>would be</b> honest.</li> <li>• If I <b>were</b> <i>him</i>, I <b>wouldn't give up</b>.</li> <li>• It would be better if you <b>talked</b> to him first.</li> <li>• It <b>would be</b> preferable if you <b>came back</b> another day.</li> <li>• It <b>would be</b> nice if <b>could make</b> dinner.</li> <li>• Maybe it <b>would be</b> a better idea if you <b>went</b> without me.</li> </ul>	<p><b>Using the subjunctive</b> (verb base)</p> <ul style="list-style-type: none"> <li>• What I suggest is that <i>we</i> <b>call</b> them.</li> <li>• I suggest (that) <i>she</i> <b>look for</b> a new job.</li> <li>• I would suggest (that) <i>he</i> <b>get</b> there early if he wants a good seat.</li> <li>• I propose that <i>we</i> <b>purchase</b> the new software.</li> <li>• I recommend that <i>we</i> <b>begin</b> immediately.</li> <li>• I would recommend that <i>you</i> <b>see</b> a doctor.</li> <li>• It's important/ imperative/essential that <i>they</i> <b>start</b> on time.</li> </ul> <p><b>Using infinitives</b></p> <ul style="list-style-type: none"> <li>• I advise <i>them</i> <b>to continue</b> their schooling.</li> <li>• I would advise <i>you</i> <b>to be</b> careful.</li> <li>• I think that it's better not <b>to disturb</b> him.</li> <li>• Perhaps it would be better <b>to postpone</b> the meeting.</li> </ul> <p><b>Other expressions</b></p> <ul style="list-style-type: none"> <li>• Why don't you <b>try</b> leaving them another message?</li> <li>• Why not <b>do</b> it again?</li> </ul>

## REFERENCE SHEET 7

### COMPARING AND EVALUATING

- It's the same as . . .
- Your solution is the best.
- 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 . . .
- His report is complete whereas mine is not.
- My opinion differs from yours. / My opinion is different from yours.
- The two pamphlets look alike.
- This website is very much like that one.
- Compared to the private sector, healthcare in the public sector . . .
- Neither our team nor theirs . . .

#### 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*

**funny**  
**intelligent**

Susan is **as funny as** Jane.  
Susan is **as intelligent as** Mary.



## REFERENCE SHEET 8

### ASKING FOR AND GIVING OPINION

Asking for an opinion	Giving an opinion
<ul style="list-style-type: none"> <li>• In your opinion . . . ?</li> <li>• What are your thoughts on . . . ?</li> <li>• What do you think about . . . ?</li> <li>• What is your point of view on . . . ?</li> <li>• What is your impression of . . . ?</li> <li>• What are your feelings about . . . ?</li> <li>• How do you feel about . . . ?</li> <li>• What do you consider/believe to be . . . ?</li> <li>• We'd like to hear your opinion of . . .</li> <li>• Do you agree with . . . ?</li> <li>• Do you share the opinion of . . . ?</li> <li>• Are you of like mind with . . . ?</li> <li>• Would you like to share your thoughts about . . . ?</li> <li>• Would you like to comment on . . . ?</li> </ul>	<ul style="list-style-type: none"> <li>• As far as I'm concerned . . .</li> <li>• I am persuaded (that) . . .</li> <li>• I consider (that) . . .</li> <li>• I feel (that) . . .</li> <li>• I get the impression (that) . . .</li> <li>• I suspect (that) . . .</li> <li>• I think (that) . . .</li> <li>• I would like to believe/think (that) . . .</li> <li>• I would say (that) . . .</li> <li>• I'm convinced (that) . . .</li> <li>• I've come to the conclusion (that) . . .</li> <li>• If I may share my opinion . . .</li> <li>• If you ask me . . .</li> <li>• If you want/would like my opinion . . .</li> <li>• If you want/would like my two cents' worth...</li> <li>• If you want/would like to know what I think...</li> <li>• In my opinion . . .</li> <li>• It seems to me (that) . . .</li> <li>• My first impression is that . . .</li> <li>• My gut reaction is (that) . . .</li> <li>• Off the top of my head, I would say . . .</li> <li>• Personally, I believe/think . . .</li> <li>• There is no doubt (that) . . .</li> </ul>

## REFERENCE SHEET 9

### ASKING FOR AND GIVING MORE PRECISE INFORMATION

#### Asking 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 it?
- Could you expand on . . . ?
- What do you mean by . . . ?

#### Using question words + *exactly*

- Where exactly . . . ?
- Why exactly . . . ?
- When exactly . . . ?
- What exactly . . . ?
- Who exactly . . . ?
- How exactly . . . ?

#### Giving more precise information

- Allow me to explain.
- Let me explain.
- Let me make it clearer.
- Let me add . . .
- I'd like to clarify.
- Let me make myself clear.

## REFERENCE SHEET 10

### 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 . . .

## REFERENCE SHEET 11

### EXPRESSING AGREEMENT AND DISAGREEMENT

Expressing complete agreement	Expressing moderate agreement
<ul style="list-style-type: none"><li>• Of course.</li><li>• That's for sure.</li><li>• Certainly.</li><li>• We're on the same wavelength.</li><li>• I couldn't have put it better myself.</li><li>• You can say that again.</li><li>• You are absolutely right.</li><li>• You took the words right out of my mouth.</li><li>• I totally agree.</li></ul>	<ul style="list-style-type: none"><li>• You may be right.</li><li>• I think so.</li><li>• You're probably right.</li><li>• I (can) sort of see your point of view.</li><li>• Perhaps you're right.</li><li>• Maybe, but . . .</li><li>• You could be right.</li><li>• I kind of get where you're coming from.</li><li>• I guess you could say that.</li></ul>
Expressing indecision	Expressing moderate disagreement
<ul style="list-style-type: none"><li>• It depends.</li><li>• It's possible.</li><li>• I can't decide.</li><li>• I really don't know.</li><li>• I don't know what to say.</li><li>• It's six of one, half a dozen of the other.</li><li>• I'm not sure about . . .</li></ul>	<ul style="list-style-type: none"><li>• The only thing is . . .</li><li>• I have a problem with . . .</li><li>• I'm not happy with . . .</li><li>• I'm not really convinced . . .</li><li>• I tend to disagree.</li><li>• I don't completely agree.</li><li>• I'm not sure I quite agree.</li></ul>
Making concessions	Expressing total disagreement
<ul style="list-style-type: none"><li>• All right, provided that (we) . . .</li><li>• Yes, with one condition . . .</li><li>• OK, with one proviso . . .</li><li>• OK, as long as (you) . . .</li><li>• Well, OK, so long as . . .</li><li>• OK, I'll grant you that.</li></ul>	<ul style="list-style-type: none"><li>• I differ with you about . . .</li><li>• I (have to) disagree.</li><li>• I don't see it that way (at all).</li><li>• I think you're wrong.</li><li>• I'm afraid I can't agree.</li><li>• Let's agree to disagree.</li><li>• I'm afraid we don't see eye to eye (at all).</li><li>• You're as wrong as wrong can be.*</li><li>• You're way off base!*</li><li>• No way!*</li><li>• Impossible!*</li></ul> <p>* Use only with people you feel comfortable with. Some people could get offended</p>
Disagreeing tactfully	
<ul style="list-style-type: none"><li>• That's a good point; however . . .</li><li>• I see your point of view, but . . .</li><li>• I see where you're coming from; but, . . .</li><li>• That's true, but on the other hand . . .</li><li>• That's fine as far as it goes, but . . .</li><li>• While it's true that . . . I still don't agree . . .</li></ul>	

## REFERENCE SHEET 12

### CONNECTORS AND TRANSITIONAL MARKERS

(+ s) = plus subjunctive

Purpose	
<i>afin de</i> .....so as to; in order to <i>afin que</i> .....so that <i>dans le but de</i> ..... with the aim of <i>dans l'intention de</i> ..... with the intention of <i>de façon à</i> .....in order to; so as to <i>de manière à</i> .....so as to; in order to	<i>de façon à ce que</i> ..... so that; in order that <i>de manière à ce que (+ s)</i> . so that; in order that <i>de sorte que</i> .....so that <i>en vue de (+ inf or noun)</i> .....to/for <i>pour que (+ s)</i> .....so that
Cause and effect	
<i>à cause de</i> .....because of <i>à force de</i> ..... through doing; by doing <i>ainsi</i> .....accordingly; in this way, by doing <i>ce n'est pas que</i> .....it's not that <i>comme</i> ..... like/as <i>d'autant plus que</i> ..... more especially as <i>de peur de</i> .....for fear of <i>de crainte de</i> .....for fear of <i>de peur que (+ s)</i> .....for fear that	<i>de crainte que (+ s)</i> ..... for fear that <i>du moment que</i> ..... if; as long as <i>étant donné que</i> ..... given that; since <i>parce que</i> .....because <i>sous prétexte que</i> ..... on the pretext that <i>sous prétexte de</i> ..... on the pretext of <i>surtout que</i> .....especially that <i>vu que</i> ..... considering that
Condition	
<i>à condition que (+ s)</i> .....provided that <i>à moins de</i> ..... unless <i>à moins que (+ s)</i> ..... unless <i>bien que</i> .....even though <i>en admettant que</i> .....admitting that <i>grâce à</i> ..... thanks to	<i>pourvu que (+ s)</i> ..... provided that <i>quand même</i> .....even if <i>sans</i> without <i>sans que (+ s)</i> .....without <i>si</i> .....if
Consequence	
<i>alors</i> ..... then <i>assez pour</i> ..... enough to <i>à tel point que</i> .....so much so that <i>au point de</i> ..... at the point of <i>ce qui fait que</i> .....consequently <i>de cette façon</i> ..... in this way <i>de sorte que</i> ..... so that	<i>en conséquence</i> ..... consequently <i>par conséquent</i> ..... consequently <i>si bien que</i> .....so that <i>soit que...soit que</i> ..... either that or that <i>tant et si bien que</i> ..... so much so that <i>tellement (grand) que</i> .....so (tall) that <i>trop (grand) pour que (+ s)</i> .....too (tall) to

## REFERENCE SHEET 13

### CONVERSATION KEYS

<b>Thanking</b>	
<ul style="list-style-type: none"> <li>• Thanks a lot, Sir, Ma'am.</li> <li>• Thank you very much.</li> <li>• Thanks.</li> <li>• I'm very grateful for . . .</li> </ul>	<ul style="list-style-type: none"> <li>• It's nothing at all.</li> <li>• You're welcome.</li> <li>• My pleasure.</li> <li>• Forget it. / Don't mention it.</li> </ul>
<b>Apologizing</b>	
<ul style="list-style-type: none"> <li>• Excuse me.</li> <li>• I'm sorry.</li> <li>• I beg your pardon.</li> </ul>	<ul style="list-style-type: none"> <li>• Of course.</li> <li>• It's nothing.</li> <li>• No problem.</li> </ul>
<b>Congratulating</b>	
<ul style="list-style-type: none"> <li>• Congratulations!</li> <li>• Good for you!</li> <li>• I'm very happy for you!</li> <li>• It couldn't happen to a nicer person!</li> </ul>	<ul style="list-style-type: none"> <li>• Thank you very much.</li> <li>• It's nice of you to say so.</li> <li>• Thanks for your kind words.</li> </ul>
<b>Sympathizing</b>	
<ul style="list-style-type: none"> <li>• That's really bad luck!</li> <li>• That's too bad!</li> <li>• I'm very sorry for you.</li> <li>• You have my sympathy.</li> <li>• My condolences.</li> <li>• That's terrible! What happened?</li> </ul>	
<b>Asking how a person is</b>	
<ul style="list-style-type: none"> <li>• How are you?</li> <li>• How's it going?</li> <li>• What's happening?</li> <li>• Are you okay?</li> <li>• Is everything okay?</li> </ul>	<ul style="list-style-type: none"> <li>• I'm fine, thanks.</li> <li>• It's going well.</li> <li>• I've never felt better.</li> <li>• I'm not feeling well.</li> <li>• I'm a bit under the weather.</li> <li>• I've got a cold / the flu.</li> </ul>

Offering help	Accepting an offer
<ul style="list-style-type: none"> <li>• What can I do for you?</li> <li>• Do you want me to . . . ?</li> <li>• Would you like me to . . . ?</li> <li>• May I help you?</li> <li>• How can I help?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, please.</li> <li>• I would like . . .</li> <li>• With pleasure.</li> </ul>
	<b>Declining an offer</b>
	<ul style="list-style-type: none"> <li>• No, thank you. / No, thanks.</li> <li>• Thanks for offering, but I'm good.</li> <li>• It's kind of you to offer, but . . .</li> </ul>
Opening a conversation / Interrupting	Ending a conversation
<ul style="list-style-type: none"> <li>• Can I speak to you for a second?</li> <li>• I have something to ask you.</li> <li>• May I interrupt?</li> <li>• Excuse me for interrupting you, but . . .</li> <li>• I'd like to speak to you if I may.</li> <li>• Can you spare me a few minutes?</li> <li>• Do you have a moment?</li> <li>• May I change the subject?</li> </ul>	<ul style="list-style-type: none"> <li>• Well, excuse me, but I have to go / I have to run / I must leave. We'll see each other tomorrow / next week.</li> <li>• I'll call you.</li> <li>• See you later. / Catch you later.</li> <li>• Bye / so long for now.</li> </ul>
Giving news	Reacting to news
<ul style="list-style-type: none"> <li>• Did you know that . . . ?</li> <li>• Have you heard that . . . ?</li> <li>• I have something to tell you.</li> <li>• You'll never guess what I heard.</li> <li>• I have some good news and some bad news.</li> <li>• I hate to have to tell you this, but . . .</li> </ul>	<ul style="list-style-type: none"> <li>• I didn't know that. / Yes, I knew that.</li> <li>• I had no idea. / I hadn't heard that.</li> <li>• Spit it out!</li> <li>• I heard the same thing.</li> <li>• Give me the bad news first.</li> <li>• Just give it to me straight!</li> </ul>
Looking for the missing word	
<ul style="list-style-type: none"> <li>• I don't know what it's called, but . . .</li> <li>• It's a thing for (gerund) . . .</li> <li>• It's a thing that . . .</li> <li>• It's a person who . . .</li> </ul>	

**Expressing social niceties**

At the beginning of a meal:

- Enjoy your meal!
- Bon appétit!

To welcome a newcomer:

- Welcome to the team.
- We're happy to have you.

To a person who is leaving or going out:

- Have a nice day!
- Have a nice evening.
- Enjoy your weekend!
- Have fun!

To a person who is leaving on a trip:

- Have a nice trip!
- Enjoy your trip!
- Have a nice stay at, in . . .

To a person who is tired/sick:

- Get some rest! / Get some \*R&R!
- Take care of yourself.
- Get well soon.

To make a toast to someone:

- (Let's drink) To your health!
- Here's to you!
- Here's to your new promotion!
- Cheers!

\* R&R means rest and relaxation

### 6.3 Best Practices to Improve My Oral Interaction

Integrating best practices into your daily life and doing the suggested activities will help you improve your language skills in interactive situations. Below you will find a list of habits and activities for levels B and C.

<b>LEVEL B</b>	
<b>Activities and Best Practices at Work</b>	<b>Activities and Best Practices in My Hobbies and Social Life</b>
<ul style="list-style-type: none"> <li>• Use English when talking with colleagues.</li> <li>• Take part in a language exchange with an English-speaking colleague or friend who wants to practice French: a half-hour of conversation in English and then a half-hour of conversation in French.</li> <li>• Record my voicemail greeting message in English.</li> <li>• Make service calls as a client in English: IT support, telephone service, etc.</li> <li>• Participate in lunch-hour seminars.</li> <li>• Speak to the commissionaire in English when I have information to request.</li> <li>• Suggest alternating the language used in meetings from one meeting to the next.</li> <li>• Propose themes for lunch get-togethers suggesting a different news-related subject each time.</li> <li>• Join a professional association.</li> <li>• Participate spontaneously in informal conversations with my colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak English to clerks in stores, restaurants or other service areas in my town where English is spoken.</li> <li>• Volunteer to be a companion from time to time for a person who lives alone and speaks English.</li> <li>• Consult websites, publications and local newspapers to learn about cultural or social activities in which I could participate.</li> <li>• Join an outdoor, dance or fitness club where the people speak English.</li> <li>• Join English conversation clubs offered in colleges and universities.</li> <li>• Plan a small excursion to a place where English is spoken and make reservations over the phone.</li> <li>• Take the floor in English during meetings I attend in my community.</li> <li>• Participate in English chat sessions on-line.</li> <li>• Participate in Toastmasters workshops.</li> </ul>



<b>LEVEL C</b>	
<b>Activities and Best Practices at Work</b>	<b>Activities and Best Practices in My Hobbies and Social Life</b>
<ul style="list-style-type: none"> <li>• Lead meetings in English.</li> <li>• Lead bilingual discussion groups.</li> <li>• Give training in English.</li> <li>• Give feedback on project follow-up in English to one or more of my colleagues.</li> <li>• Give feedback in English to a colleague or a subordinate on his or her performance.</li> <li>• Be a professional development coach for a colleague who speaks English.</li> <li>• Record my voicemail greeting message in English.</li> <li>• Make telephone calls in English to my Anglophone or bilingual colleagues, clients, and partners and to the various customer service centres at work.</li> <li>• Leave my telephone voice messages in English.</li> <li>• Participate actively in formal meetings in English, whether in person or by audio conference.</li> <li>• Participate in informal discussions or meetings in English.</li> <li>• Participate in a lunch-hour discussion group where people speak in English on a topic or a subject in the news.</li> <li>• Take part in a language exchange with an English-speaking colleague or friend who wants to practice French: a half-hour of conversation in English and then a half-hour of conversation in French.</li> <li>• Participate in selection committees for Anglophone positions in my directorate.</li> <li>• Participate in the hiring process for English-speaking consultants.</li> <li>• Take my breaks and lunch hours with people who speak English.</li> </ul>	<ul style="list-style-type: none"> <li>• Have conversations in English on a regular basis with someone I know.</li> <li>• Be a coach for an English-speaking person who wants to develop his or his knowledge or skills in an area I know well: renovations, photography, painting, music, etc.</li> <li>• Volunteer for an English-speaking organization in my region.</li> <li>• Use English to take the steps to obtain some goods or services.</li> <li>• Speak English to clerks in stores and at customer service kiosks.</li> <li>• Join an English-speaking organization which brings together people who share my interests.</li> <li>• Join a book club or movie review club and have discussions in English about our discoveries and impressions.</li> <li>• Join an English-speaking Toastmasters club in a college or university.</li> <li>• Volunteer to lead discussions in English in a group or organization.</li> <li>• Volunteer to be part of bilingual or Anglophone selection committees for non-profit organizations in my region.</li> <li>• Volunteer to collect data for an organization in my region. Example: do a survey in English.</li> <li>• Participate in gatherings, dinners and festivals which take place in English in my region.</li> <li>• Participate in organizing committees for Anglophone events in my region.</li> <li>• Participate in internet chat sessions in English.</li> </ul>

**6.4 EDUCATIONAL MATERIAL AVAILABLE ONLINE\***

<b>► General</b>
<p>C111 Gambits 1 – Communication Strategies in English as a Second Language: Openers</p> <p>C112 Gambits 2 – Communication Strategies in English as a Second Language: Links</p> <p>C113 Gambits 3 – Communication Strategies in English as a Second Language: Responders, Closers and Inventory</p> <p>C120 Idioms 1: Idiomatic Expressions in English as a Second Language</p> <p>C121 Idioms 2: Idiomatic Expressions in English as a Second Language</p>
<b>► Language skills self-assessment</b>
<p>C166 Self-Assessment Tool for Oral Interaction in English as a Second Language</p> <p>C256 Preparation for the English as a Second Language Evaluation: Written Expression and Reading Comprehension</p> <p>C296 Preparation for the English as a Second Language Evaluation: Reading Comprehension 1, 2, 3 and 4</p>
<b>► Grammar</b>
<p>C153 Write This Down – Dictations in English as a Second Language</p> <p>C183 Communication Essentials in English as a Second Language</p> <p>C174 Words in Play – Word Puzzles in English as a Second Language</p> <p>C164 Write Right – Correcting Sentences in English as a Second Language</p> <p>C131 Using Articles in English as a Second Language: Problems and Solutions</p>
<b>► Oral comprehension</b>
<p>C159 That's Life! – Real Life Expressions in English as a Second Language</p> <p>C158 Total Recall – Reviewing the Language Functions of Level B in English as a Second Language</p>

\*On the School website: [www.myschool-monecole.gc.ca](http://www.myschool-monecole.gc.ca) in "MyAccount"

## 6.5 DESCRIPTION OF LEVELS B AND C

### Level B

Can understand the main points of clear standard speech that deal with concrete, work-related topics and are 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 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 they 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.

For more information, visit the Web-site below.

<http://www.tbs-sct.gc.ca/gui/squn03-eng.asp>

## 6.6 TRANSCRIPT OF LISTENING ACTIVITIES

### Short Telephone Messages (STM)

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3	Short Telephone Message 3	0:21	120
4	Short Telephone Message 4	0:21	120
5	Short Telephone Message 5	0:24	120
6	Short Telephone Message 6	0:26	121
7	Short Telephone Message 7	0:28	121
8	Short Telephone Message 8	0:33	121
9	Short Telephone Message 9	0:27	121
10	Short Telephone Message 10	0:31	121
11	Short Telephone Message 11	0:32	122
12	Short Telephone Message 12	0:32	122
13	Short Telephone Message 13	0:35	122
14	Short Telephone Message 14	0:44	122
15	Short Telephone Message 15	0:36	123
16	Short Telephone Message 16	0:29	123
17	Short Telephone Message 17	0:31	123
18	Short Telephone Message 18	0:38	123
19	Short Telephone Message 19	0:29	124
20	Short Telephone Message 20	0:36	124
21	Short Telephone Message 21	0:39	124
22	Short Telephone Message 22	0:38	124
23	Short Telephone Message 23	0:35	125
24	Short Telephone Message 24	0:30	125
25	Short Telephone Message 25	0:40	125
26	Short Telephone Message 26	0:50	125
27	Short Telephone Message 27	0:49	126
28	Short Telephone Message 28	0:49	126
29	Short Telephone Message 29	0:42	126
30	Short Telephone Message 30	0:39	126
31	Short Telephone Message 31	0:48	127
32	Short Telephone Message 32	0:51	127
33	Short Telephone Message 33	0:36	127

34	Short Telephone Message 34	0:48	127
35	Short Telephone Message 35	0:44	128
36	Short Telephone Message 36	0:53	128
37	Short Telephone Message 37	0:44	128
38	Short Telephone Message 38	0:52	128
39	Short Telephone Message 39	0:58	129
40	Short Telephone Message 40	0:58	129
41	Short Telephone Message 41	0:45	129
42	Short Telephone Message 42	1:12	130
43	Short Telephone Message 43	0:50	130
44	Short Telephone Message 44	0:38	130
45	Short Telephone Message 45	0:53	131
46	Short Telephone Message 46	0:56	131
47	Short Telephone Message 47	1:08	132
48	Short Telephone Message 48	0:49	132
49	Short Telephone Message 49	0:49	133
50	Short Telephone Message 50	1:02	133

### Brief Conversations (BC)

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7	Brief Conversation 7	0:42	137
8	Brief Conversation 8	0:42	138
9	Brief Conversation 9	0:34	138
10	Brief Conversation 10	0:47	139
11	Brief Conversation 11	0:49	139
12	Brief Conversation 12	0:49	140
13	Brief Conversation 13	0:56	141
14	Brief Conversation 14	0:56	141
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16	Brief Conversation 16	0:47	143
17	Brief Conversation 17	0:59	143
18	Brief Conversation 18	1:00	144
19	Brief Conversation 19	1:05	144
20	Brief Conversation 20	0:42	145
21	Brief Conversation 21	0:59	146
22	Brief Conversation 22	1:02	146
23	Brief Conversation 23	0:50	147
24	Brief Conversation 24	0:49	148
25	Brief Conversation 25	0:59	149
26	Brief Conversation 26	1:05	150
27	Brief Conversation 27	1:01	150
28	Brief Conversation 28	0:57	151
29	Brief Conversation 29	0:57	152
30	Brief Conversation 30	1:08	152
31	Brief Conversation 31	1:25	153
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36	Brief Conversation 36	1:28	158
37	Brief Conversation 37	1:16	159
38	Brief Conversation 38	1:09	160
39	Brief Conversation 39	1:23	160
40	Brief Conversation 40	1:26	161

### Long Conversations (LC)

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5	Long Conversation 5	1:48	167
6	Long Conversation 6	2:01	168
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9	Long Conversation 9	1:57	171
10	Long Conversation 10	2:04	172
11	Long Conversation 11	2:02	174
12	Long Conversation 12	1:55	175
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14	Long Conversation 14	2:06	177
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18	Long Conversation 18	2:23	182
19	Long Conversation 19	2:22	183
20	Long Conversation 20	2:34	184

## SHORT TELEPHONE MESSAGES

### Short telephone message 1

Hi, I am a public service employee and I'm 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.

### Short telephone message 2

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.

### Short telephone message 3

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.

### Short telephone message 4

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.

### Short telephone message 5

Hi Renée, 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.



**Short telephone message 6**

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.

**Short telephone message 7**

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.

**Short telephone message 8**

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 e-mailing 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.

**Short telephone message 9**

Warehouse, Jai Alli's office, bonjour. I cannot take your call at the moment. S'il vous plaît laisser un 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.

**Short telephone message 10**

Hi, I am 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.

**Short telephone message 11**

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.

**Short telephone message 12**

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.

**Short telephone message 13**

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 the 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.

**Short telephone message 14**

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.

**Short telephone message 15**

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 I can count on you! Thank you! Goodbye.

**Short telephone message 16**

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.

**Short telephone message 17**

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

Security, this is Frank Simms in 1223. I found a set of keys in the parking lot. There's 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.

**Short telephone message 18**

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.

**Short telephone message 19**

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.

**Short telephone message 20**

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.

**Short telephone message 21**

Good day, Richard; it's Steven 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.

**Short telephone message 22**

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.

**Short telephone message 23**

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?

**Short telephone message 24**

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.

**Short telephone message 25**

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.

**Short telephone message 26**

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.

**Short telephone message 27**

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.

**Short telephone message 28**

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.

**Short telephone message 29**

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.

**Short telephone message 30**

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 Carole Myers and my phone number is 613-953-6284.

**Short telephone message 31**

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.

**Short telephone message 32**

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.

**Short telephone message 33**

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.

**Short telephone message 34**

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.

### **Short telephone message 35**

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?

### **Short telephone message 36**

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. Goodbye.

### **Short telephone message 37**

Mya Haider's office, bonjour. I can't take your call at the moment. S'il vous plait, laisser un 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.

### **Short telephone message 38**

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.

**Short telephone message 39**

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.

**Short telephone message 40**

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.

**Short telephone message 41**

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.

**Short telephone message 42**

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.

**Short telephone message 43**

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.

**Short telephone message 44**

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.

### **Short telephone message 45**

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.

### **Short telephone message 46**

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.

**Short telephone message 47**

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.

**Short telephone message 48**

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.

**Short telephone message 49**

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.

**Short telephone message 50**

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

## BRIEF CONVERSATIONS

### Brief conversation 1

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!

### Brief conversation 2

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 will 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.

### Brief conversation 3

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 half a 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.

### Brief conversation 4

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.

**Brief conversation 5**

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.

**Brief conversation 6**

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!

### Brief conversation 7

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 co-ordination 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.

**Brief conversation 8**

1. **Mark:** Hi Judy! How are you? How's the ad campaign coming?
2. **Judy:** All right 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.

**Brief conversation 9**

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 . . .

**Brief conversation 10**

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.

**Brief conversation 11**

1. **John:** Corporate Services, Building Maintenance, bonjour. John Nagy 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 jackhammers 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.

### Brief conversation 12

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 will 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 has 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.

**Brief conversation 13**

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.

**Brief conversation 14**

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.

### Brief conversation 15

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 been really 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.

**Brief conversation 16**

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.

**Brief conversation 17**

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, 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 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 the 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!

**Brief conversation 18**

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 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 coming over. 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.

**Brief conversation 19**

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.

#### **Brief conversation 20**

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.

**Brief conversation 21**

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 commissionaire 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 call me 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.

**Brief conversation 22**

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.

**Brief conversation 23**

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 workstation 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 workstation 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.

#### Brief conversation 24

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 . . .

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.

**Brief conversation 25**

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.

**Brief conversation 26**

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.

**Brief conversation 27**

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

### Brief conversation 28

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.

**Brief conversation 29**

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.

**Brief conversation 30**

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.

### **Brief conversation 31**

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 your 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 is 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 one and three 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 one 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 is 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.

**Brief conversation 32**

1. **Alex:** Good morning. Central Supplies. Alex Crimer speaking. Bonjour.
2. **Sandy:** Yes, this is Sandy Bayers with Economic and Market Information. With my last order. I asked for ten ink cartridges for the printers and two heavy-duty staplers.
3. **Alex:** Yes.

4. **Sandy:** But I only received five cartridges and one stapler.
5. **Alex:** Let me check your order. What is your responsibility costs' centre code?
6. **Sandy:** 11 702 304
7. **Alex:** And what was the date of the order?
8. **Sandy:** Uhm, July 29th.
9. **Alex:** Let's go over that, item by item.
10. **Sandy:** OK, I ordered ten ink cartridges, but only received five.
11. **Alex:** That's because it's departmental policy to supply only five ink cartridges at a time for each printer.
12. **Sandy:** But we have two machines.
13. **Alex:** In that case, we can send you five 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.

### Brief conversation 33

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 . .

#### Brief conversation 34

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:** Hmm, 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 a hundred and twenty-eight point five hours carried over, and you've got me down for a hundred and twenty-one hours. That's, let me see, seven point five 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 31st, which were carried over to this year.
12. **Angie:** I'm positive that I had a hundred and twenty-eight point five 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.

**Brief conversation 35**

1. **Kim:** Good day, Kim Page of Technical Services. Could you please tell me your last name?
2. **Jerry:** It's Sandford.
3. **Kim:** Are you Jerry Sandford 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:** OK. That's done.

11. **Kim:** Now, click on *Start*, then *Search*.
12. **Jerry:** A-ha.
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:** OK. 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.

**Brief conversation 36**

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 centre 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's 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.

### Brief conversation 37

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.

**Brief conversation 38**

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. OK, gang, I'm going back to work. Catch you later.

**Brief conversation 39**

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 email 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.

**Brief conversation 40**

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:** Yes, 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're 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.

## LONG CONVERSATIONS

### Long conversation 1

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 email 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 director general 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.

**Long conversation 2**

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.

**Long conversation 3**

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 then 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.

**Long conversation 4**

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.

### Long conversation 5

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 email 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 email.
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....

### Long conversation 6

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.

### Long conversation 7

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're 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.

### Long conversation 8

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.

### Long conversation 9

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. **Lewis:** 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. **Lewis:** 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. **Lewis:** 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. **Lewis:** Yes, I think that would be a good idea.
9. **Sacha:** Anything else?
10. **Lewis:** 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. **Lewis:** 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?

### Long conversation 10

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?

**Long conversation 11**

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.

### Long conversation 12

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.

### Long conversation 13

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 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 will 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.

### Long conversation 14

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 will 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.

### Long conversation 15

1. **Melissa:** So, as I mentioned, Hank, I'll be away for three weeks. I've already left instructions with Joanne, who'll 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:** Sure, 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 the 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.
8. **Hank:** All right. 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'll make the decisions.
12. **Hank:** All right, then. I hope you have a good holiday.
13. **Melissa:** Thanks. 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. 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:** Okay. I may talk to you again later. Thanks again.

### Long conversation 16

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 would 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!

### Long conversation 17

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 it 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, 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 children up 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.

**Long conversation 18**

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.

### Long conversation 19

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 a 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.

### Long conversation 20

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.