Canada School of Public Service
Language Training Centre
Research and Development

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INTRODUCTION

OBJECTIVE

The goal of the Oral Proficiency session is preparation for the Second Language Evaluation Test of Oral Proficiency (SLE–TOP) for Levels B and C at the same time. This Oral Proficiency session was conceived to present, in order of difficulty, various oral comprehension, oral expression and oral interaction activities to cover Levels B and C. This is similar in concept to the SLE–TOP during which the level is determined according to competence demonstrated from one part of the test to another.

ORGANIZATION

The session allows for consolidation of the competencies required for the accomplishment of the language tasks tested by the SLE–TOP. It contains consolidation and integration activities as well as individual meetings. Activities are completed in the group, in sub-groups or individually. Feedback and follow-up plans allow the evaluation of the degree of attainment of the training objectives to focus on the work to be done during Self-Directed Learning (SDL).

DURATION

The recommended duration of the preparation session for the Second Language Evaluation Test of Oral Proficiency (SLE–TOP) is three weeks, full time.

MATERIAL

This Oral Proficiency document is divided into five sections:

Section 1: WELCOME, A TYPICAL DAY AND SCHEDULE

This section contains a description of a typical day in the Session, the components and the language tasks to be studied during the Session and the schedule for the three weeks.

Section 2: ORAL COMPREHENSION

This section contains the group activities (GA) suggested to practise oral comprehension (OC). The transcriptions of the audio documents are found at the end of this section.

Section 3: ORAL EXPRESSION AND INTERACTION

This section contains the group activities (GA) to practise oral expression (OE) and oral interaction (OI). Each activity refers to one or more Help Documents provided in supplementary documents found on the CD.

Section 4: INDIVIDUAL MEETINGS

This section is addressed to the teacher. It contains a question bank and situations to use during individual meetings.

Section 5: FOLLOW-UP AND FEEDBACK

This section is also addressed to the teacher. It provides advice and feedback tools for individual meetings as well as for follow-up of the Self-Directed Learning (SDL). It also contains a description of Levels B and C.
<table>
<thead>
<tr>
<th>DESCRIPTION OF THE TEST OF ORAL PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Language Evaluation – Test of Oral Proficiency</strong></td>
</tr>
<tr>
<td>You will find a complete description of the Test of Oral Proficiency on the Public Service Commission Internet site.</td>
</tr>
<tr>
<td>You will also find a copy of the Candidate Information Questionnaire at the following site:</td>
</tr>
<tr>
<td>Answers to frequently asked questions can be found at the following site:</td>
</tr>
</tbody>
</table>
1.1 WELCOME
After welcoming the participants, the teacher presents Day 1 of the session and the unfolding of a typical day.

1.2 UNFOLDING OF A TYPICAL DAY
A typical day contains six periods divided into group activities (GA) and individual meetings (IM):

1.2.1 Group Activity 1 (GA 1)
1.2.2 Group Activity 2 (GA 2)
1.2.3 Individual meetings (IM 1 and IM 2)
1.2.4 Self-Directed Learning (SDL)
1.2.5 Group Activity 3 (GA 3)
1.2.6 Group Activity 4 (GA 4)

The organization of a typical day is identical to all days of the session from Day 1 to day 15.

1.2.1 Group Activity 1 (GA 1)

GA 1 is a warm-up. It is a period which is led by the participants according to an established calendar. It is strongly recommended that every participant take turns giving a presentation of 10 to 20 minutes on a chosen theme, followed by a question period where other participants ask the questions. It is essential that every one participate.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Suggested Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accomplish language tasks for levels B or C</td>
<td>• Present a theme related to the workplace and to the tasks and subtasks to be studied.</td>
</tr>
<tr>
<td>• Enlarge and refine vocabulary</td>
<td>• Have an exchange of ideas on the theme to consolidate the targeted language tasks.</td>
</tr>
<tr>
<td>• Use appropriate communication strategies effectively</td>
<td>• Participate actively in the activity.</td>
</tr>
</tbody>
</table>
1.2.2 Group Activity 2 (GA 2)

GA 2 is the phase where the communication competencies of Levels B and C are practised and consolidated. First oral comprehension (OC) is targeted using the audio documents from Section 2. Secondly oral expression (OE) is practised using activities proposed in Section 3.1.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Suggested Procedure</th>
</tr>
</thead>
</table>
| • Review the expressions and strategies necessary to improve the efficiency of the message  
  • Consolidate certain points of language | • Present or review the language tasks to be studied.  
  • Complete the suggested activities. |

1.2.3 Individual Meetings (IM 1 and IM 2)

Individual meetings are held throughout the three weeks of the session. They focus on the precise tasks covered in that day or other tasks which make up the session. They develop the competencies of comprehension and communication related to the three components evaluated in the SLE – TOP: oral comprehension, oral expression and oral interaction. For this period of the day, Section 4 proposes presentation and discussion subjects and Section 5 suggests follow-up and feedback tools.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Suggested Procedure</th>
</tr>
</thead>
</table>
| • Integrate and consolidate the competencies of Levels B or C already acquired  
  • Develop and consolidate competencies in oral expression and interaction  
  • Develop confidence, spontaneity and ease in face-to-face communication  
  • Practise communication strategies | • Practise the language tasks evaluated in the SLE – TOP: explanation, narration, description, comparison, evaluation, justification, persuasion, etc.  
  • Receive individual written feedback on the tasks attempted during the meeting (use appropriate forms).  
  • If necessary, fill out or revise the participant’s Individual Action Plan. |

Note: In order to improve the efficiency of the feedback, the meetings may be recorded.
1.2.4 Self-Directed Learning (SDL)

During the Individual Meetings, participants who don’t have a meeting with the teacher, work on Self-Directed Learning (SDL).

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Suggested Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improve oral competence using the recommendations and comments received during group activities</td>
<td>• Practise certain language points or problem areas, identified by the teacher in feedback, with a colleague or language twin; make corrections and redo certain tasks and strategies as necessary.</td>
</tr>
<tr>
<td>• Complete the work recommended in the Individual Action Plan and the feedback</td>
<td>• Listen to the recording of the previous meeting. Find the errors pointed our by the teacher in the feedback. Make corrections and practise as necessary.</td>
</tr>
<tr>
<td>• Build and enrich basic and work vocabulary</td>
<td>• Practise certain responses or segments which caused problems during the meeting.</td>
</tr>
<tr>
<td>• Improve oral comprehension</td>
<td>• Do the activities suggested by the teacher in the Individual Action Plan.</td>
</tr>
<tr>
<td></td>
<td>• Prepare for the next meeting; select questions and language tasks related to the workplace.</td>
</tr>
<tr>
<td></td>
<td>• Prepare questions for GA 4.</td>
</tr>
<tr>
<td></td>
<td>• Review grammar points.</td>
</tr>
<tr>
<td></td>
<td>• Visit Internet listening sites for extra comprehension practice. <a href="http://www.esl-lab.com/">http://www.esl-lab.com/</a> This one is recommended.</td>
</tr>
<tr>
<td></td>
<td>• Consult job description in the second language as an aid to work-related vocabulary improvement.</td>
</tr>
</tbody>
</table>
1.2.5 Group Activity 3 (GA 3)

GA 3 is the phase where the integration of the necessary competencies to attain the level is targeted. Oral interaction (OI) is particularly emphasized. Suggestions for activities to stimulate oral exchanges are found in Section 3.2 of this document.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Suggested Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integrate and consolidate the acquired competencies of Level B or C</td>
<td>• Present or review the language tasks to be studied.</td>
</tr>
<tr>
<td>• Develop confidence, spontaneity and ease in face-to-face communication</td>
<td>• Complete the suggested activities.</td>
</tr>
<tr>
<td>• Put into practice the recommendations and comments received during oral</td>
<td></td>
</tr>
<tr>
<td>comprehension and expression activities</td>
<td></td>
</tr>
<tr>
<td>• Practise communication strategies</td>
<td></td>
</tr>
</tbody>
</table>

1.2.6 Group Activity 4 (GA 4)

GA 4 is the phase where a review of the day is completed.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Suggested Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review the day</td>
<td>• Receive and provide comments on the day’s activities.</td>
</tr>
<tr>
<td>• Correct errors which are frequent and common to the group</td>
<td>• Answer participants’ questions.</td>
</tr>
<tr>
<td>• Find the answers to problems encountered</td>
<td>• Update progress and objectives attained.</td>
</tr>
<tr>
<td>• Present the learning objectives for the following day: language points</td>
<td>• Assign tasks for the next day’s activities and remind the person who</td>
</tr>
<tr>
<td>and tasks</td>
<td>is responsible for the warm-up.</td>
</tr>
<tr>
<td></td>
<td>• Complete other scheduled activities as necessary.</td>
</tr>
</tbody>
</table>
### 1.3 Components and Language Tasks to Study

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>LANGUAGE TASKS</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| **Oral Comprehension** | • Report someone’s speech  
• Listen to a short conversation and formulate hypotheses about what is going to happen  
• Determine the reason for a phone call and explain what must be done or the help that is offered  
• Make a short summary of the contents of an audio document | o Leave a voicemail message to ask someone to reserve a room.  
o Decide the organization of a conference during a conversation with another person.  
o Call a colleague and discuss the criteria for setting up an office. |
| **Oral Expression** | • Talk about an event in the past taken from professional experience  
• Talk about a problem  
• Explain tasks  
• Explain the steps to follow to obtain something  
• Describe people, places or things  
• Compare two solutions  
• Evaluate a project | o Explain the steps to follow to obtain a parking permit.  
o Explain one’s career or educational history.  
o Explain the choice of one solution rather than another.  
o Talk about a former business trip. |
| **Oral Interaction** | • Justify an opinion  
• Persuade someone  
• Propose a compromise  
• Express agreement or disagreement with a subject | o Try to convince a supervisor to change a project deadline.  
o Respond to requests for information on services, publications, competitions.  
o Distribute tasks; decide on priorities and deadlines. |
### 1.4 SCHEDULE SYNTHESIS FOR THE SESSION

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Days 2 to 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GA 1</strong></td>
<td>Presentation of the session</td>
<td>Warm-up</td>
</tr>
<tr>
<td><strong>GA 2</strong></td>
<td>2 or 3 OC activities (Section 2)</td>
<td>2 or 3 OC activities (Section 2)</td>
</tr>
<tr>
<td></td>
<td>1 or 2 OE activities (Section 3.1)</td>
<td>1 or 2 OE activities (Section 3.1)</td>
</tr>
<tr>
<td><strong>IM 1</strong></td>
<td>Name: ________________________</td>
<td>Name: ________________________</td>
</tr>
<tr>
<td><strong>IM 2</strong></td>
<td>Name: ________________________</td>
<td>Name: ________________________</td>
</tr>
<tr>
<td><strong>GA 3</strong></td>
<td>1 OI activity (Section 3.2)</td>
<td>1 OI activity (Section 3.2)</td>
</tr>
<tr>
<td><strong>GA 4</strong></td>
<td>Review of the day</td>
<td>1 OI activity (Section 3.2)</td>
</tr>
</tbody>
</table>
2.1 **SHORT TELEPHONE MESSAGES**

Suggested Procedure

1. Listen to the message twice without referring to the transcription.
   - What is the reason for the call?
   - What must be done?
   - What help is offered?
3. As needed, listen to the message again and analyze it.
4. Discuss the situation portrayed in the message.
   - Have you had a similar experience?
   - Does this situation remind you of something?

**Note to the teacher:** There are enough audio documents to cover the whole session. We suggest doing several per day. You will find the transcriptions at the end of this section.
Message 1
A voice mail from a technician to an employee who hasn’t received any e-mail since her computer was replaced

Questions

B. Why does Melinda call and leave a message?
B. What help does Melinda, the technician, provide?
B. What is the receiver of the call asked to do if the problem remains?
B/C. Talk about a computer problem that you have faced and explain how it was resolved.

C. How have changes in technology affected your workplace for better and for worse in recent years?
C. What sort of computer tools would you like to have access to in your office and why?

Message 2
A voice mail from a company making, selling and installing ergonomically engineered furniture

Questions

B. Why does Karl call?
B. What does he want to know?
B. What is the caller going to do with the information?
B. What is the receiver of the call asked to do?

C. How important for your productivity is an ergonomically designed workspace?
C. In pairs, tactfully make your employee understand that you have exhausted the list of things to do from an ergonomic point of view to help him/her.

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Message 3
A voice mail message from one colleague to another about creating a PowerPoint slide presentation

Questions

B. What is the purpose of the call?
B. What does the caller, Jamie, explain?
B. What does the caller tell Ravi to do if he has any questions?

C. What is more important for you in a presentation, the visual or the auditory component? Why?
C. In pairs, explain politely but firmly to a colleague that you simply don’t have the time to answer his/her technical questions.
C. What are the characteristics of a successful PowerPoint presentation?

Message 4
A voice mail from an agent at the Public Service Commission to a prospective employee about the place and time of a test

Questions

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

C. Should general skills testing be available to candidates online? Why or why not?
C. In pairs, respond tactfully to a candidate who is complaining that there is no daycare service offered.
Message 5

A voice mail message from an official to an employee about the translation of documents

Questions

B. What is the main idea of this voice mail message?
B. When can employees use external translation services?
B. What tools do employees have to help them translate internal documents?
B/C. Does this situation remind you of anything? Talk in detail about a similar situation that you have experienced.

C. Do you feel that employees should be asked to do translations if that is not a part of their official job descriptions? Why or why not?

Message 6

A voice mail message from Human Resources Services to a manager about the release of a report

Questions

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

C. In your opinion, does the public service offer competitive working conditions compared to those of the private sector? Explain.
C. What changes would you make to improve workplace well-being in your section, if you had the power?
Message 7
A voice mail message from an employee to a manager or supervisor about an online service program for requesting leave

Questions

B. Why does the employee, Jeff, called Ms. Li?
B. What is the problem that Jeff is having?
B. What does Jeff want Ms. Li to do?

C. Are you happy with the leave system in your department? Explain why you are or why you aren't and the changes you would make if you had the power.
C. Is it fair to require employees to provide medical certificates for sick leave with a duration of more than three days? Explain and defend your answer.

Message 8
A voice mail message from a manager to an employee about the holding of a meeting

Questions

B. Why does the manager, Jas, call Sasha?
B. When is the meeting?
B. Where will the meeting be held?
B. What does Jas ask Sasha to do?
B. Who will be at the meeting?

C. What changes would you make to the way priorities and deadlines are set in your section?
C. Based on this message, do you feel that this person is a good or a bad manager? Explain and defend your answer.
Message 9
A manager asks an experienced employee to train a new employee

Questions

B. Why does the manager call Eric?
B. What does the manager ask Eric to do?
B. What has the manager done to prepare for the arrival of the new employee?
B. Who else will help the new employee during the first week?
B/C. In your section, how do you handle the arrival of a new employee?

C. Should the orientation of new employees be relaxed and informal in approach or should it be a more organized event? Why?
C. How would you react to the following statement? “It’s always the best employees who end up with the most work.”

Message 10
A message about office supplies

Questions

B. What does Katrina need?
B. When does she need it?
B. Why does she need it?

C. In pairs, tactfully but firmly explain to a colleague that his habit of not making sure that the printer is usable for other employees (paper jams, empty ink cartridges, etc.) when he finishes with it is unacceptable.

Message 11
A message for security

Questions

B. What did Frank find?
B. Where did he find it?
B. What does Frank offer to do?
Message 12
Arranging details for a meeting

Questions

B. What request does Suma have for Mrs. Haider?
B. When is the meeting on Bill C-23 taking place?
B. Where does Suma work?
B. What kind of backup can Mrs. Haider provide to the Minister?

Message 13
Broken window

Questions

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

Message 14
Checking on a reference

Questions

B. Why does Judy Dundurn call Mrs. Lewis?
B. How many questions will Mrs. Lewis be asked?
B. Which department does Judy work for?

B/C. Have you ever had to check or give references in a competition process? Talk about the process.

C. How important do you think references are in a competition? Can they get or lose a position for someone?
Message 15
*Writing a conclusion to a report*

Questions

B. What does the person have to write?
B. Why does the person need to consult Jasmine?
B. What will the person do if Jasmine has already left the office?

C. What should the person have done to avoid the situation? What recommendations would you make to this person for his next meeting?

Message 16
*Retirement of a colleague*

Questions

B. What does Paula have to organize?
B. Why does Paula think that Anna is a good person to help her?
B. What is Paula going to send around?

B/C. Talk about the best retirement party that you have attended.

C. In your opinion, what are some circumstances that can cause a person to suddenly decide to retire?

Message 17
*Extension of a contract*

Questions

B. What good news does Marisa announce to Jeff?
B. Why does Jeff have to go see Charlotte?
B. What might happen to Jeff in April?

C. We sometimes hear that contract employees are more motivated than others. What do you think?
Message 18
Request for assignment

Questions

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

B/C. Have you ever replaced a colleague during your career? Explain the situation.

C. Do you think that promotions are a matter of being in the right place at the right time or do you think professional advancement is a result of well-thought-out career planning? Explain.

Message 19
Problem with a subscription

Questions

B. How long has there been a problem with the subscription?
B. How many copies are missing each month?
B. How do we know that Vivian is not sure that she’s speaking to the right person?

B/C. Does your section subscribe to a publication that you read or consult regularly? If yes, describe this publication and how it is useful to you.

Message 20
A fundraiser

Questions

B. What kind or organization are Richard and Susan raising money for?
B. Why was Stephen not sure that he could support their initiative at first?
B. Does Stephen give his unconditional support?

C. In your opinion, is it appropriate to conduct fundraisers, apart from those that are already in place, in a government workplace? Justify your answer.
Message 21
Bad news

Questions

B. Why won’t Alice be at work for several weeks?
B. What must Jerry do if he’s asked about Alice?
B. What is the purpose of tomorrow morning’s meeting between Jerry and his boss?

C. In pairs, meet one of your colleagues to indicate to him/her that you don’t appreciate the fact that he/she has not been discreet in a conversation about the private life of one of the members of your team. Be tactful.

Message 22
Professional co-operation

Questions

B. In what type of institution does Dr. Shanks work?
B. What is the subject of the pilot project that Ms. Sinclair is working on?
B. What does Dr. Shanks want to share with Ms. Sinclair?

C. Do you think that the public service establishes too few or too many partnerships with institutions such as universities? Explain.

Message 23
Publication on the intranet

Questions

B. Why does Gary call Andrew?
B. What does Gary want to know about the dates mentioned by Andrew?
B. What follow-up does Andrew have to do?
Message 24
*Buying back past service*

Questions

B. Why does Mark want to meet with his client?
B. Why does he want to meet his client as soon as possible?
B. Was the client’s request made recently?

C. Do you think it’s worthwhile to buy back years of pensionable service? Why or why not?

Message 25
*Budget transfer*

Questions

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

Message 26
*Communities of practice*

Questions

B. How many licences have been bought so far?
B. Why is the person interested in knowing how many other employees would like to have licences?
B. What does the person ask Rhonda to do?

C. How valuable do you feel communities of practice are within the public service?
Message 27
Career counsellor

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

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

Message 28
Organization of a group outing

Questions
B. Why does Susan call Mrs. Sanderson?
B. Is this the first time that Susan has called?
B. What is the group activity about which Susan would like to have more information?
B. What is Susan organizing and for how many people?

B/C. In general, do you like participating in these types of activities? Why or why not?

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

Message 29
From the plane to the train

Questions
B. What means of transport will Danielle have to use for her trip?
B. What did the Director authorize and not authorize?
B. Are Danielle’s tickets booked?
B. Would you rather travel by train or by plane? Why?

C. Why should some meetings be held face to face rather than through the means of technology?
Message 30

*intellectual property*

Questions

B. What is the conference that Richard refers to, about?
B. Does Richard want to participate in this conference?
B. Is this conference being given for the first time in North America by this presenter?
B. Why does Richard think that it would be a good idea for Marion to register some of her employees for this conference?

C. Do you think that federal public servants really understand the concept of intellectual property? Explain.
C. Have you already heard about an instance of intellectual property fraud? Explain.
C. What would you advise a colleague who confides in you that a person who works with him/her has stolen some of his/her ideas and presented them as his/her own in order to look good in front of the boss and other colleagues?

Message 31

*Problem with registration*

Questions

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

Message 32

*Last minute task*

Questions

B. According to this message, who has access to the gym?
B. When were the membership cards distributed?
B. Who is not in the office today?
Message 33
Report on monthly variance

Questions

B. What did Steve forget to do in his e-mail?
B. When is the latest that David must have the report?
B. Why does David suggest calling Jack?

C. In this situation, do you think it is justified to call the employee who is on vacation? Explain your point of view.

Message 34
A glitch

Questions

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

Message 35
An inventory of technological tools

Questions

B. What is Nancy’s team in the process of creating?
B. Whose co-operation does Nancy want for the successful completion of her project?
B. What is Nancy going to send to the people she wants to consult?

Message 36
A study

Questions

B. How did Joan get the name of the person for whom she is leaving this message?
B. What is Joan studying?
B. In what category of employment are the people who interest Joan for her study?
2.2 BRIEF CONVERSATIONS

Suggested Procedure

1. Listen to the conversation twice without referring to the text.

   - What is the subject of the conversation?
   - What is the problem, if any?
   - What solutions are proposed?
   - What negotiations take place?
   - What agreement is reached?

3. As needed, listen to the conversation again and analyze it.

4. Discuss the situation portrayed in the conversation.
   - Have you had a similar experience?
   - Does this situation remind you of something?

Note to the teacher: There are enough audio documents to cover the whole session. We suggest doing several per day. You will find the transcriptions at the end of this section.
Conversation 1  
*Participation in a conference on project management*

**Questions**

B. What is the conference that Elizabeth is interested in, about?
B. Why can’t Elizabeth participate in the conference?
B. Why isn’t Chad really interested in participating in the conference?

C. What is your opinion? Do you feel more like Chad or Elizabeth? Explain.

Conversation 2  
*Teleworking*

**Questions**

B. Is Sylvia working today?
B. Why does Mark want to see Sylvia?
B. Helen has already experienced the same situation as Mark. Did this situation cause a problem? Explain.

C. The advantages and disadvantages of telework have been discussed for a long time. What is your opinion of telework? Would you be interested in doing it? Why or why not?

Conversation 3  
*Annual leave bank*

**Questions**

B. Is Caroline going to take a vacation this summer?
B. Why isn’t Caroline certain about her vacation dates?
B. Where does Cynthia’s sister live?
B. From the beginning of employment, how many vacation weeks do employees have in the organization where Cynthia’s sister works?

B/C. In pairs, try to convince a colleague that he/she really needs to take some vacation time.

C. Explain what you would do on your next vacation if you had an unlimited amount of money.
Oral Proficiency

Conversation 4
Participation in a competition

Questions

B. In Kim’s opinion, what essential quality for the position is the candidate lacking?
B. In Isabel’s opinion, what explains the candidate’s poor performance?
B. Does Isabel feel that the points system in the evaluation grid is fair?

C. In pairs, meet the applicant for this position and give her some advice so that she can improve her performance during her next interview for another position.

Conversation 5
Dividing up the tasks

Questions

B. What does Boris want Jack to look after before next Monday?
B. Why is Jack, rather than Ian, going to communicate with the lawyers?
B. What list is Boris going to send to Jack before the end of the afternoon?

C. For you personally, do you prefer to negotiate little by little where tasks are assigned as the situation develops or do you prefer to negotiate where tasks are distributed on a fixed schedule? Explain and justify your preference.

Conversation 6
A meeting

Questions

B. What is the first point on the agenda?
B. Why does Francine think that it’s a better idea not to prepare questions in advance?
B. What is the solution suggested by Neelam for questions to ask the Director General?
B. What is the second point on the agenda?

B/C. What do you think of the management style of the person who is leading this meeting? Explain.

C. What do you think of the subject of overtime in the public service? Do some employees do too much? Should employees be obliged to work overtime? Are overtime hours always financially advantageous?
Conversation 7
*The ideal job*

Questions

B. In Ahmed’s opinion, how important is variety in the ideal job?
B. What does Ahmed mean when he talks about work options?
B. What limits or restrictions must be placed on the work options mentioned?

C. What would be the ideal job for you? Would it be in the public service? Explain.

Conversation 8
*Smog over the city*

Questions

B. In Nina’s opinion, what transportation restrictions should the government force on people?
B. What does Carlos think should be imposed on drivers to dissuade people from using their cars to come downtown?
B. Where would Lise rather see the emphasis placed?

B/C. Is there a city in Canada that could be cited as a model for good ecological practices? Explain.

C. If it were possible to go back in time 50 years to review the policies put in place to protect the environment, what would you suggest?

Conversation 9
*How to send a document for translation*

Questions

B. Who told Tran to come see Marie?
B. Which part of Formflow do you have to use to make a request for translation?
B. What happens if you forget to fill out a part of the form?
B. Is the service rapid and are there exceptions?
**Conversation 10**

*Survey on the setup of a daycare centre*

**Questions**

B. Why isn’t Ginette too eager to have a daycare centre at work?
B. Why would John really like to have a daycare at work?
B. Why does Ginette feel that having a daycare at work could negatively affect the productivity of employees?
B. Does Sophie agree with Ginette when she says that productivity could be affected by having a daycare at work?

C. What is your personal opinion of having a daycare at work? Do you agree with Ginette? Explain.

**Conversation 11**

*Wendy, a section chief, gives an update to the people she supervises*

**Questions**

B. How do employees have to send their leave requests?
B. What do employees who work overtime have to do?
B. What do employees have to do if they are going to be late?

B/C. Have you ever been confronted by a management style that was too strict or too lax in the management of holidays and tardiness? What was the result?

C. In pairs, give some advice to a colleague who supervises an employee who, despite several warnings, continues to be regularly late.

**Conversation 12**

*Alice complains to her boss, Jean-Guy, about a situation*

**Questions**

B. Why does Alice feel that she has more work now than before?
B. How do we know that once trained, Alice’s colleagues are not always autonomous?
B. Who apart from Alice has mastered the system?

B/C. Have you ever lived through a similar situation? Explain the situation and how it finally ended.
Conversation 13
Sean and Daphne are attending a press conference given by Marilyn on the new selective garbage collection service

Questions

B. How long will it take until all the sectors of the city are served by the new service that Marilyn is presenting?
B. What is the purpose of the calendar that will be distributed to taxpayers?
B. When will the new service officially begin?

C. How do you feel about the garbage collection service where you live? Is it satisfactory? How could it be improved?

Conversation 14
George, chief of a small division, meets Lee and Janine to find ideas for promotional tools for the Division’s Internet site

Questions

B. What object related to the field of computers would Janine like to have distributed?
B. What object related to the field of computers would Lee like to have distributed?
B. Why does George refuse the first two suggestions of his employees?
B. What is definitely going to be distributed?

C. Do you personally feel that gadgets such as pens and mouse pads distributed for promotional purposes really have an effect? Explain.
C. What do you think of the distribution of promotional tools within the government? Should it be banned?

Conversation 15
Linda, talks to her friend and colleague, Kamal, about problems with her new manager

Questions

B. Has Linda already tried to talk to her boss about her problem?
B. For Kamal, a conversation in the corridor is not a good strategy. What other solution does he propose to Linda?
B. Why doesn’t Linda want to send an e-mail in which she explains her frustrations?
B. Finally, what does Linda decide she is going to do?

C. Managing a difficult relationship with one’s boss is always delicate. What are the best strategies to use, in your opinion, to get the treatment we expect from our boss?
Conversation 16
Bob Rainier calls Corporate Services to complain about excessive noise

Questions

B. What is the reason for the call?
B. What does Bob request?
B. What does John offer to do?

C. Constant change and temporary inconveniences are things we live with more and more in our high-paced world. What can we do to help manage the stress of these situations?

Conversation 17
Simon, a consultant employed by a non-governmental organization in a developing country, addresses a group of employees from Foreign Affairs

Questions

B. In Simon’s opinion, how does Canada already do its part for the development of poorer countries?
B. Is the aid that Canada provides sufficient as far as Simon is concerned? Explain.
B. According to Simon, what must be done to really help poorer countries?

C. In your opinion, is the foreign aid that Canada provides in the fight against poverty effective? Justify your point of view.

Conversation 18
Andrea wants to update Mr. Malton on the hotel reservations she is making for a conference

Questions

B. What is the reason for the call?
B. What does Andrea suggest?
B. What is John’s counterproposal?

C. Problems arise at work on a regular basis and for a multitude of reasons. What methods do you use to solve problems? Explain the steps in the process and defend your approach.
Conversation 19
A marketing, product officer, Rose, talking with a manager, Adrian, about a new product that's being made available

Questions

B. Why does Rose, a marketing product officer, call Adrian, a manager?
B. How will the report be made available to employees?
B. When will the report be made available?
B. How can employees without computers get to see the report?
B. How will management inform employees of the contents of the report?

C. How much flexibility should there be when it comes to the extension of deadlines? Explain your point of view.

Conversation 20
A manager, Rob, and a director, Julia, are discussing what to do about old equipment that has been stored

Questions

B. What is the problem that the manager, Rob, has?
B. What does the manager have to do with the old equipment?
B. How does the director, Julia, help the manager with the problem?
B. What are some of the ways of disposing of unwanted equipment?
B. What does Julia tell Rob to do?
B. Who takes care of making arrangements for the disposal of old equipment in storage?

C. Is your section up-to-date when it comes to new technology? Have you fallen behind or is there too big a rush in trying to be on the cutting edge? Defend your point of view.
Conversation 21

An IT specialist, Kim, and an employee, Jerry, talking about the delivery of e-mail

Questions

B. What problem does Jerry, the caller, have?
B. What help does Kim, the technician, provide?
B. What does Kim ask Jerry to do?

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

Conversation 22

A conversation between a compensation advisor, Dan, and an employee, Angie, about annual leave credits

Questions

B. What’s the problem that Angie, the caller, has?
B. What’s the difference in calculations of annual leave to be carried over?
B. What does the caller want the compensation advisor, Dan, to do?
B. What does the caller have to do to have the problem corrected?

C. Do public servants receive adequate amounts of annual leave based on their years of service? Defend your answer and describe the changes you would make to the system.
Conversation 23
An employee, Sam, calls his manager, Myra, about getting furniture to help with a medical condition

Questions

B. What’s the problem that Sam, the caller, has?
B. What does Sam want?
B. What does Myra, the manager, tell the caller that she needs?
B. What does Sam have to do?

C. Many public servants suffer from injuries caused by repetitive movements related to employment, especially those related to computer use. Does the employer do enough to prevent these injuries and educate employees about the dangers? Defend your answer and describe the changes you would like to see.

Conversation 24
A conversation between a human resources agent, Martin, and a manager, Cathy, about essential qualifications for a position

Questions

B. What does Martin, the human resources officer, want to talk to Catherine, the manager, about?
B. What qualifications do they think are essential?
B. What category and level do they think is right for the position?
B. What does Martin say that he’s going to do?
B. When does Catherine want the statement?

C. How would you go about suggesting improvements to recruitment methods presently being used by your section?
Conversation 25  
An employee, Gene, calls his compensation advisor, Carol, about overtime pay

Questions

B. What’s the problem that the caller, Gene, has?
B. What does Gene want Carol, the compensation advisor, to do?
B. On what day of the week did Gene work overtime?
B. What does Carol tell Gene to do?

C. Your boss has a habit of asking you to work overtime on short notice and expects you to say yes every time. This has happened so often that it is beginning to affect your home life adversely. What would you say to your boss to explain how you feel and what would you ask him/her to do to make the situation more acceptable to you?

Conversation 26  
A director, Stacey, and a group leader, Robin, talking about the presentation of a program

Questions

B. What does Stacey, the director, want?
B. When will the presentation be made to Stacey?
B. At what time will the presentation start?
B. How long will the presentation take?
B. What does Stacey ask Robin, the group leader, to do?
B. What does Stacey have to do at the end of the month?

C. How is work allocated in your section? What changes would you suggest?

Conversation 27  
A manager, Ben, talking to a team leader, Sarah, about a staff meeting

Questions

B. Why does Ben, the manager, call Sarah, a team leader?
B. When is the meeting?
B. Where will the meeting be held?
B. What does Ben ask Sarah to bring to the meeting?
B. Who will be at the meeting?

C. The priorities of a project that is presently underway are to be changed. How would you express reservations about the proposed change to priorities and make a case to stay with the original ones?

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Conversation 28
An employee, Lisa, and a corporate services representative, Mark, talking about parking privileges

Questions

B. Why does Lisa call the Corporate Services representative?
B. What does Mark, the representative, tell her about the parking situation?
B. What does Mark tell Lisa to do?
B. What will Mark do for her?
B. What will Lisa have to do until she’s given a permit?

C. Describe the parking situation where you work. Are parking spaces distributed fairly? What changes would you make to either improve the situation or make it equitable?

Conversation 29
An administrative assistant, Sandy, and a purchasing clerk, Alex, talking about an incomplete order

Questions

B. Why does Sandy, the administrative assistant, call Central Supplies?
B. What is the problem with the order that was submitted?
B. What does Sandy have to do to get more cartridges for the printer?
B. What does Alex, the purchasing clerk, say that he will do?

C. What suggestions would you make to improve the provision of office supplies in your section?

Conversation 30
An employee, Luke, and a manager, Leona, talking about a training opportunity

Questions

B. What does Luke, the employee, want?
B. When is the course being offered?
B. What does Luke have to do in order to register for the course?
B. What does Leona, the manager, say that she will do?

C. How would you improve access to training in your section?
C. What would the merits of continuous training be for you or for members of your team?
Conversation 31
*An employee, Shirley, asking her manager, Matt, for permission to move from one work station to another*

Questions

B. What does Shirley want to talk to Matt, the manager, about?
B. What’s the problem?
B. What does Shirley suggest?
B. What does Matt offer to do?

C. What are the advantages and disadvantages of the “open concept” office?
C. Describe the strategies that you would use to convince your manager that you need a closed office, preferably with a window, to be able to do your work efficiently.

Conversation 32
*Ali and Bev discuss construction problems with their new building*

Questions

B. How long will they have to put off their move?
B. What is the cause of the delay at the factory?
B. What suggestion does Ali make as a first step in solving the problem?
B. What will Legal have to do for the plan to be successful?

C. Do you agree with the decision that Ali and Bev make? If you were managing a move for your office and ran into similar circumstances, how would you organize it to run smoothly?

Conversation 33
*Choosing a speaker for a conference on visible minorities*

Questions

B. Why does Mario begin to doubt that he will be able to hire the speaker that he would like to have?
B. What is the theme of the conference that Debra and Mario are preparing?
B. How long are Mario and Debra prepared to wait before they call the next person on the list of conference speakers?

C. Talk about the necessity of having a Plan B in the organization of an event. What conditions need to exist before Plan B goes into effect?
Conversation 34
Preparation for an important meeting

Questions

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

Conversation 35
A problem on the horizon

Questions

B. Why does Denise and Carmen go to see Dora?
B. What are the differences between the two offices in question?
B. Is this situation permanent?

B/C. Talk about a problem that you have had and how you used your creativity to solve it.

C. Do you agree with Diane when she says that problems are a source of good management experience? Explain.

Conversation 36
Redistribution of work

Questions

B. Why is Audrey trying to find a job somewhere else?
B. Why do these two people think that Audrey’s replacement will create a delicate situation?
B. How has Martha shown her interest in this work?

C. What do you think of Vangu’s strategy for conserving corporate memory?
2.3 TRANSCRIPTIONS

VOICE-MAIL MESSAGES

Message 1

A voice mail from a technician to an employee who hasn’t received any e-mail since her computer was replaced

This is Melinda from the Help Desk.

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

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

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

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

The reference number for this request is B875596.

Message 2

A voice mail from a company making, selling and installing ergonomically engineered furniture

This is Karl Squires from Healthy Ergonomics Unlimited.

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

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

How much do you weigh in kilograms or pounds?

What is your waist measurement?

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

How long are your legs from hip to floor?

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

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

If you have any questions about this order, please contact one of our client service agents who will be glad to answer any concerns, at 519-564-4370.
Message 3
A voice mail message from one colleague to another about creating a PowerPoint
slide presentation

Ravi, this is Jamie.

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

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

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

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

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

I hope this helps you get going. Give me a call or come to my office if you have any questions.

Good luck. It really isn’t that difficult to create a snappy slide presentation.

See you.

Message 4
A voice mail from an agent at the Public Service Commission to a prospective employee about the place and time of a test

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

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

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

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

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

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

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

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

We thank you for your interest in the Public Service of Canada.
Message 5
A voice mail message from an official to an employee about the translation of documents

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.

Message 6
A voice mail message from Human Resources Services to a manager about the release of a report

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

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

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

If you have any questions, you can reach me at 418-775-2225 extension 456.
Message 7
A voice mail message from an employee to a manager about an online program for requesting leave

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.

Message 8
A voice mail message from a manager to an employee about a meeting

Sasha, welcome back from holidays. This is Jas.

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

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

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

Oh yes, the meeting will start at 3:00 and last all afternoon until about five; and bring along a list of the projects you were working on before the holidays and any ongoing or planned projects for this quarter.
Message 9
A manager asks an experienced employee to train a new employee

Eric, I’m going to be away this week, and there’s a new employee arriving today. Her office is all set up, but she’ll need some help during the next few days to settle in and learn the ropes. We’ve left some office manuals on her desk. She should go over them to learn about some of the routines, procedures and tasks around the office. She’ll be doing basically the same work as you, and, for the first little while, she can help you with some of your duties.

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

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

Oh, yeah, her name is Rowena Makita.

Message 10
A message about office supplies

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

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

Message 11
A message for security

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

Security, this is Frank Simms in 1223. I found a set of keys in the parking lot. There is a key chain with the name Brown on it. I can bring them to you if you like. Let me know what you want me to do. I’m at 888-453-1100. Thanks. Bye.
Message 12
Arranging details for a meeting

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

Message 13
Broken window

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

Message 14
Checking on a reference

Hello Mrs. Lewis. My name is Judy Dundurn from Health Canada. One of your employees, a Mr. André Lalonde, is a participant in a competition in our section and we are now at the stage of checking references. Since Mr. Lalonde gave your name, I would like to be able to talk with you about him. I have ten or so questions to ask you. Usually it takes about fifteen minutes and it can be done by telephone. We’d like to complete the competition process as quickly as possible, so if you could return my call at your earliest convenience, I’d really appreciate it. Once again, my name is Judy Dundurn. My telephone number is 819-987-6543 and it’s about André Lalonde. Thank you. Good bye.
Message 15
Writing a conclusion to a report

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.

Message 16
Retirement of a colleague

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.

Message 17
Extension of a contract

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.
Message 18
Request for assignment

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.

Message 19
Problem with a subscription

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.

Message 20
A fundraiser

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

Have a good day.
Message 21
Bad news

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

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

Message 22
Professional co-operation

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.

Message 23
Publication on the intranet

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.
Message 24  
*Buying back past service*

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.

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Message 25  
*Budget transfer*

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

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

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

Thanks. Catch you later.

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Message 26  
*Communities of practice*

Good day, Rhonda. I'm calling to answer your question about the Communities of Practice. Unfortunately, I'm sorry, but it won't be possible for your employees to participate for the time being since we've purchased only 30 licences which have been distributed already and are valid for six months. On the other hand, we're thinking of negotiating a new agreement to renew our current licences, and, perhaps, if we register more people, we might be able to get a better price. I'm telling you this without any promises, but give me a call back to let me know how many in your division would be interested, and we'll see what can be done next time.
Message 27

Career counsellor

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

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

Thanks. Hope to talk to you soon.

Message 28

Organization of a group outing

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

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

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

Message 29

From the plane to the train

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?
**Message 30**

*Intellectual property*

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

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

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

Good day.

**Message 31**

*Problem with registration*

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.

**Message 32**

*Last minute task*

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.

**Message 33**

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**Report on monthly variance**

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?

**Message 34**

*A glitch*

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.

**Message 35**

*An inventory of technological tools*

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

Conversation 1
*Participation in a conference on project management*

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.
Conversation 2
Teleworking

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.
Conversation 3
Annual leave bank

1. Cynthia: Caroline, the boss asked me to compile everyone’s vacation dates in one file and I don’t have yours. Are you taking any?

2. Caroline: Yeah, but there seems to be a problem with the amount of annual leave indicated in my bank. I phoned Human Resources and I should have an answer soon.

3. Cynthia: Can you give me an idea of the duration and the approximate dates?

4. Caroline: It’ll be something like one week at the end of July.

5. Cynthia: One week, that’s all?

6. Caroline: I already took one week this winter and I want to keep one week in reserve.

7. Cynthia: You like that, do you, to break up your vacation?

8. Caroline: Well, let’s just say that this year is a bit special. Usually I don’t do it that way. One week goes by so fast that you don’t really feel rested when you come back, but it’s better than nothing.

9. Cynthia: My sister lives in Germany. In her organization they have five weeks of annual leave per year and that starts from year one. Incredible, isn’t it?

10. Caroline: You said it! It’s like that in a lot of Europe, I think. I wonder why it’s not like that here.

11. Cynthia: I don’t really know. Do we have other sorts of vacation that they don’t have, or is our working day shorter than theirs? It’s got to be something like that; there’s no other explanation.

12. Caroline: Yes, there’s one. There are some organizations that believe that more time at work doesn’t necessarily mean more productivity.

13. Cynthia: There must be some comparative studies about this subject. We should check it out.
Conversation 4

Participation in a competition

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.
Conversation 5
Dividing up the tasks

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

2. Jack: I can talk to them, but I can’t promise a response for next Monday. As you know, they’re really snowed under and it could take a while.

3. Boris: Tell them it’s high priority. Anyway, the information shouldn’t take very long to compile.

4. Jack: My experience tells me that it won’t be as easy as that. Have you had dealings with Human Resources lately?

5. Boris: Come on, Jack, it can’t be as complicated as all that.


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?

Conversation 6
A meeting

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?


7. Neelam: I remember when I worked at Human Resources, the DG came to see us and at the end we hadn’t had time to ask a single question. Oh yes! Now I remember. There was a guy called Raymond at the meeting; you won’t believe what he did. Well, I’ll tell you …

8. Monica: Excuse me for interrupting, Neelam, but we don’t have a lot of time and we have to move on to the next point. Okay, where were we? Oh yes! The questions; we’ll leave that open. Anyone who wants to can prepare some; everyone has a choice. Now, the next point on the agenda: overtime. Does anyone have anything to say about that?

9. Vojtek: Yes, I do. I’d like to ask a question. Why is it always the same people who work overtime? Personally, I’ve worked until 7 o’clock the last three Fridays in a row. Can’t we take turns?

10. Narrator: One hour later …

11. Monica: To conclude, I would like to thank everyone for attending this meeting and especially for sharing your ideas and comments. I know that we haven’t solved all our problems, but at least, we had the opportunity to talk about them. I’ll do a follow-up and we’ll talk about them again at the next meeting. Well then, if there’s nothing else, I think we should call it a day.
Conversation 7
The ideal job

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

Conversation 8
Smog over the city

1. Nina: Have you seen the smog today? It’s getting worse all the time. It seems to me that the government should force people to use public transport more to get around, but I know it’s easier said than done.
2. Carlos: You’re right. I think we should impose tolls on drivers who insist on bringing their cars into the center of town. They do that in some big European cities, and I find that it makes perfect sense.
3. Lise: I agree with you, more or less, but I think it would be better to put the emphasis on information. Maybe if people really understood the seriousness of the situation, they would decide to leave their cars at home.
4. Nina: It’s possible, but I think it’s too late for that. I share Carlos’ point of view. We have to take drastic measures before it’s too late, especially …
5. Carlos: Especially now that scientists have proof that the environment is deteriorating, and even if I agree in part with your theory about information, it’s just not enough. I think the same as the ecologists. We have to take draconian measures now.
6. Lise: Of course, we have to do something, but it depends on which direction we want to move. I’m not totally convinced that measures like tolls are the only solutions.
7. Nina: I really don’t know. All I do know is that we’re not going to solve this problem in 15 minutes and I have to get back to work. Later, everybody.
9. Carlos: See you later.
Conversation 9
How to send a document for translation

1. Tran: Hi, Marie.

2. Marie: Hi, Tran. How’s it going?

3. Tran: Fine thanks. Listen, Jean told me to come see you to find out how to have a document translated. Can you explain it to me, please? I have something urgent …


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.
Conversation 10
Survey on the setup of a daycare centre

1. Allan: Have you filled out the survey that we received yesterday? What do you think — a daycare centre here? In my opinion, it hasn't happened yet.

2. Ginette: It's all the same to me. My kids are old enough to look after themselves.

3. Sophie: Yes, but even so, you must have an opinion. Don't you think it's a good idea?

4. Ginette: Mmm … not really. As far as I'm concerned, it's never a good idea to mix your personal life with your work. Having a daycare at work; to me, it's like bringing your children to work with you. Anyway, I wouldn't like it.

5. John: Are you serious? Personally, I think it'd be great! I'd be able to avoid running all over town in the morning taking Alice to the daycare.

6. Ginette: Exactly, that's the problem! In my opinion, productivity would suffer because certain employees with small children would be continually interrupting their work to go see what was happening in the daycare.

7. Sophie: Not necessarily. As far as I'm concerned, even if my children were at the daycare here, I wouldn't interrupt my work to go see them, unless it was an emergency. Huh, John? Do you think it would affect your productivity?

8. John: I would tend to say no, but we can't really judge something until we've tried it.


Conversation 11
Wendy, a section chief, gives an update to the people she supervises

1. Wendy: I want to talk to you about several things this morning. First, the holiday requests; I know that I'm repeating myself, but you absolutely have to send them to me electronically, even if it's only for a half day. I insist on it; an oral request is simply not acceptable. And another thing: the schedules. If you foresee doing overtime, have it approved as quickly as possible. That's really important. And, once more, if you're going to be late, please let me know.
Conversation 12
_Alice complains to her boss, Jean-Guy, about a situation_

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.

Conversation 13
_Sean and Daphne are attending a press conference given by Marilyn on the new selective garbage collection service_

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.
Conversations 14 and 15

Conversation 14
George, chief of a small division, meets Lee and Janine to find ideas for promotional tools for the Division’s Internet site

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.

Conversation 15
Linda, talks to her friend and colleague, Kamal, about problems with her new manager

1. Linda: It’s really not fun working with James. I’m beginning to ask myself if I shouldn’t look for something else.
2. Kamal: I know, I know, but you should be more patient and give him a chance; it'll all work out.
3. Linda: You’re a real optimist. I really don’t know what to do.
4. Kamal: I’d go talk to him and try to clear the air.
5. Linda: I’ve tried but he doesn’t listen.
6. Kamal: Have you thought about sending him an e-mail to explain your frustrations?
7. Linda: That’s risky …
8. Kamal: Maybe, but if I were you, I wouldn’t stay in this situation any longer. Maybe you could arrange an official meeting.
9. Linda: What are you trying to say?
10. Kamal: Well, instead of trying to talk to him in the corridor, why don’t you send him a message asking for a meeting? You’ll see. You’ll be surprised.
11. Linda: Hmm … That’s not a bad idea. I’ll do it; I’ll let you know what happens.
Conversation 16
*Bob Rainier calls Corporate Services to complain about excessive noise*

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

Conversation 17
*Simon, a consultant employed by a non-governmental organization in a developing country, addresses a group of employees from Foreign Affairs*

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

   Poorer countries will never reach their potentials unless western countries agree to share their knowledge with them. Developing countries will become autonomous to the extent that we allow them access to the same levels of knowledge that we ourselves have. This is on condition that it is not already too late …
Conversation 18

Andrea wants to update Mr. Malton on the hotel reservations she is making for a conference

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.
Conversation 19
A marketing, product officer, Rose, talking with a manager, Adrian, about a new product that’s being made available

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.
Conversation 20
A manager, Rob, and a director, Julia, are discussing what to do about old equipment that has been stored

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
Conversation 21
An IT specialist, Kim, and an employee, Jerry, talking about the delivery of e-mail

1. Kim: Good day, Kim Page of Technical Services. Could you please tell me your last name?
2. Jerry: It’s Sanford.
3. Kim: Are you Jerry Sanford at 902-994-6644?
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?
11. Kim: Now click on Start, then Search.
13. Kim: Do you see For Files or folders …?
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.
19. Kim: Click on Outlook on your Desktop.
20. Jerry: Okay. That’s done. And there’s all my mail, the old stuff and new mail from the last few days. Thank you.
21. Kim: Is there anything else I can do for you?
22. Jerry: No, that’s it. Thanks again.
23. Kim: Have a great day.
Conversation 22
A conversation between a compensation advisor, Dan, and an employee, Angie, about annual leave credits

2. Angie: Yes, good afternoon. This is Angie Robinson.
3. Dan: How can I help you?
4. Angie: Umm, I noticed a difference between my calculations of annual leave to be carried over and the information in my leave statement.
5. Dan: Yes.
6. Angie: I figure that I should have 128.5 hours carried over and you’ve got me down for 121 hours. That’s, let me see, 7.5 hours, one day.
7. Dan: And your name again?
9. Dan: Angie Robinson, Room 406, Frederick Carter Building. Is that right?
10. Angie: Yeah, that’s me.
11. Dan: Yes, I have your file here. According to the file, you had 121 unused hours at the end of the year on March 31, which were carried over to this year.
12. Angie: I’m positive that I had 128.5 hours left to carry over. What could have happened? Oh, I think I know. I applied for two days in August last year but then changed that to one day.
13. Dan: Our records show you as taking two days in August, not one. You’ll have to send us signed copies of the original and the revised requests for leave.
14. Angie: All right. I’ll get on it right away. Thanks for your time.
15. Dan: You’re welcome. Have a good day.
Conversation 23
An employee, Sam, calls his manager, Myra, about getting furniture to help with a medical condition

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.

Conversation 24
A conversation between a human resources agent, Martin, and a manager, Cathy, about essential qualifications for a position

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.
Conversation 25
An employee, Gene, calls his compensation advisor, Carol, about overtime pay

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.
Conversation 26
A director, Stacey, and a group leader, Robin, talking about the presentation of a program

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.
Conversation 27
A manager, Ben, talking to a team leader, Sarah about a staff meeting

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.
Conversation 28
An employee, Lisa, and a corporate services representative, Mark, talking about parking privileges

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.
Conversation 29
An administrative assistant, Sandy, and a purchasing clerk, Alex, talking about an incomplete order

1. Alex: Good morning, Central Supplies. Alex Krimmer speaking. Bonjour.
2. Sandy: Yes, this is Sandy Byers with Economic and Market Information. With my last order, I asked for 10 ink cartridges for the printers and 2 heavy duty staplers.
3. Alex: Yes.
4. Sandy: But I only received 5 cartridges and 1 stapler.
5. Alex: Let me check your order. What is your responsibility cost centre code?
7. Alex: And what was the date of the order?
9. Alex: Let's go over that, item by item.
10. Sandy: Okay. I ordered 10 ink cartridges but only received 5.
11. Alex: That's because it's departmental policy to supply only 5 ink cartridges at a time for each printer.
12. Sandy: But we have two machines.
13. Alex: In that case, we can send you 5 more cartridges, but you will need to send us another order. I'll also send you another heavy duty stapler. We were temporarily out-of-stock. Is there anything else?
15 Alex: Goodbye.
Conversation 30
An employee, Luke, and a manager, Leona, talking about a training opportunity

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.
Conversation 31
An employee, Shirley, asking her manager, Matt, for permission to move from one work station to another

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

Conversation 32
Ali and Bev discuss construction problems with their new building

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 rewiring and delivering at least some of the carpet for another week after that.

10. Bev: What are you getting at?

11. Ali: Well, why don’t we conference call all the players and see if we can do some juggling on deadlines for the deliverables. Extraordinary circumstances call for extraordinary solutions. Partial orders staggered are better than none at all. You did say a few rolls were all right. Right? We could get a start and they just might go for it. We’d have to find a warehouse for all the deliverables aside from the carpet that would be coming in anyway since the space won’t be ready. So, why not make the most of what we’ve got?

12. Bev: Yeah, kill a “few” birds rather than just two with one stone.

13. Ali: Sort of, eh? We could see if they’d be willing and able to schedule it so that parts of the building would be worked on at different times by all concerned with a lot more overlap than originally planned. Rather than one or two things happening, a bit of everything would be going on somewhere at the same time. What do you say we try it?

14. Bev: Well, Legal will have to work some miracles but it just might work. Nothing ventured...

15. Ali: Nothing gained. Let’s get to calling our contacts!

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Choosing a speaker for a conference on visible minorities

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.
Oral Proficiency  
Section 2

Conversation 34
Preparation for an important meeting

1. Sacha: I spoke with Sylvie from Communications and she told me that things were going well but it won’t be ready until Thursday of next week.

2. Louis: Thursday of next week; I find that a bit late. That doesn’t give us much time to have one last look at everything. Did you tell her that it was going to the Deputy Minister’s office?

3. Sacha: I did, and she told me that it’s because of that very thing that it’s taking a little longer than usual. She wants one of her employees who has a lot of experience with this sort of document to check the work that has been done on it and that employee’s absent today.

4. Louis: Can you remind her that we need that document by Wednesday noon at the latest? That gives her employee at least half a day to check it. Explain to her that it’s because the Deputy Minister’s administrative assistant told us that she wanted to have a copy of the document at least 24 hours before the meeting with the other deputy ministers. Also, remind her that once the Deputy Minister’s office gets the document in question, there may be some modifications to make to it and it would be advisable that her employee be available to make them.

5. Sacha: Okay. I’ll send her an e-mail and I’ll CC you.

6. Louis: The Deputy Minister’s administrative assistant also reminded me to send a bilingual copy of the report that we provided to the Legal Section. She wants four copies. Everything’s ready on this side, right?

7. Sacha: Absolutely, the reports are ready to go. I can send them off this morning if you like.

8. Louis: Yes, I think that would be a good idea.

9. Sacha: Anything else?

10. Louis: Nothing for the moment. Do you have any ideas? Am I missing anything?

11. Sacha: Hmm … Wasn’t there something about sending a copy of the statistical information that we’ve gathered?

12. Louis: Yes, but it was finally decided that the info in the report to the Legal Section will cover that need. It’s built into the report, if you like. However, it would be good to have a copy ready just in case they change their minds. Can you look after it?
Conversation 35
A problem on the horizon

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.
Conversation 36
Redistribution of work

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?
SECTION 3

ORAL EXPRESSION AND INTERACTION
3.1 ORAL EXPRESSION ACTIVITIES

Activity 1

STRUCTURED RESPONSES

Suggested procedure

Take turns answering the following questions or talking about the subjects:

1. Describe a typical day in your office.
2. What are the problems that you meet most often at work?
3. What do you like best about your work? Why?
4. In what ways can English be useful for your work?
5. What do you expect when you return to the office?
6. Where are you situated in the organization chart of your section?
7. What three activities take up most of your time at work?
8. Talk about a problem that you overcame at work.
9. What has been the most satisfying aspect of your career so far?
10. What person or factor most influenced your choice of career?
11. What has changed most in recent years in the public service or your department?
12. Before leaving your office to come to language training, what instructions did you leave for your replacement? Explain.

Language Help 4: Verbs in Context
Activity 2

COMPARING

Suggested procedure

1. Familiarize yourself with the expressions from Language Help 6.
2. Select the expressions that you find useful.
3. Establish comparisons using the following themes in a presentation of three to four minutes.
   - The private and public sectors
   - Life in two different towns
   - The technologies of yesterday and today
   - Work in two different departments
   - Another theme of your choice

Language Help 6: Comparing and Evaluating
Activity 3

ADVERTISING

Suggested procedure

1. Find two advertisements in an English newspaper or magazine.
2. Describe the messages (products, colours, etc.) using the vocabulary presented below as well as any other vocabulary which you wish to add.
3. Explain the effect that the advertisement is trying to produce.
4. Give your opinion:
   - Is it a good or a bad advertisement?
   - Is it sexist? Original? Cliché?
   - Why?

Variation:

Suggested procedure

1. Choose an advertisement from your workplace or in a government publication.
2. Describe this advertisement and explain its raison d’être.

Vocabulary for this activity:

- background
- foreground
- consumer
- targeted market
- personalization of a product
- promoter
- grab attention
- in demand
- sponsor/sponsorship
- sales incentive

Language Help 8: Asking for and Giving Opinion
Activity 4

**SHOW THE GOAL, THE CAUSE, THE CONSEQUENCE**

Suggested procedure

1. Become familiar with the expressions for indicating goals, causes and consequences from Language Help 5.
2. Use these expressions in the suggested situations.
   
   **Example:** Poor health
   Refusal to work overtime
   
   “Given my poor state of health at present, I refuse to work overtime.”

<table>
<thead>
<tr>
<th>Suggested Situations</th>
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</thead>
<tbody>
<tr>
<td>1. Division of work</td>
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<tr>
<td>Principle of fairness</td>
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<tr>
<td>2. Interest rate</td>
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<tr>
<td>Buying a property</td>
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<td>3. Caffeine</td>
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<tr>
<td>Nervousness</td>
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<td>4. Salary freeze</td>
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<td>Quality of life</td>
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<td>5. Cancer</td>
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<td>Tobacco</td>
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<td>6. Dress warmly</td>
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<tr>
<td>Catch a cold</td>
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<td>7. Tight deadline</td>
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<tr>
<td>Overtime</td>
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<tr>
<td>8. Clearly written text</td>
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<tr>
<td>Errors of interpretation avoided</td>
</tr>
<tr>
<td>9. Precise objectives</td>
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<tr>
<td>Waste of time</td>
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<tr>
<td>10. Fatigue</td>
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<tr>
<td>Sick leave</td>
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<tr>
<td>11. Inflation</td>
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<tr>
<td>Poverty</td>
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<tr>
<td>12. Sale price</td>
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<tr>
<td>Cost of labour</td>
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<tr>
<td>13. Pollution</td>
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<tr>
<td>Cars</td>
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<td>14. Absence of an important resource person</td>
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<tr>
<td>Postponement of meeting</td>
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<tr>
<td>15. Many hours of work</td>
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<td>Urgency of publication of a report</td>
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<td>16. Performance</td>
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<td>Evaluation</td>
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<td>17. Media presence</td>
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<td>Prudent comments</td>
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<td>18. Proof provided after accusation</td>
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<td>Conviction</td>
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<td>19. Political decisions</td>
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<tr>
<td>Popularity with the electorate</td>
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<tr>
<td>20. Meeting</td>
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<tr>
<td>Priorities to establish</td>
</tr>
</tbody>
</table>

**Language Help 5: Connectors and Transitional Markers**

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Activity 5

EXPLAIN WITH THE HELP OF EXAMPLES

Suggested procedure

1. Explain the role of your department, your division or section and your team giving examples.
2. Answer your colleagues’ questions.

Language Help 4: Verbs in Context

Activity 6

PROBLEM SOLVING GROUP

Suggested procedure

1. Describe a problem encountered in the workplace and identify the steps taken to solve this problem.
2. Invite the other members of the group to make suggestions to solve the problem.

Language Help 5: Connectors and Transitional Markers

Language Help 11: Suggesting and Recommending

Activity 7

NARRATE AN EVENT

Suggested procedure

1. Narrate an event that you attended or that you participated in without saying how that event ended.
2. The other participants of the group ask for details about the event and try to determine how the event ended.
3. Reveal how the event ended.

Language Help 1: Useful Words for Present, Past, Future and Habits

Language Help 3: Organizing a Sequence of Events
Activity 8

SNOWBALL SPEAKING

Suggested procedure

1. Choose one person to begin speaking using a time expression.
   First person: Last year …
2. When the person logically can, he/she introduces a second time expression and
   passes the sequence to another person.
   Next person: The following day …
3. Continue speaking with a new person with each introduction of a new time
   expression.

Language Help 1: Useful Words for Present, Past, Future and Habits
Language Help 3: Organizing a Sequence of Events

Activity 9

PROPOSING SOLUTIONS

Suggested procedure

1. In the group, choose a well-known person (for example, a politician or a musician).
   Identify a problem that this person may face in the near future and for which this
   person should ask advice.
2. Give your advice to help this person solve his/her problem.
3. Choose another well-known person and begin again with Steps 1 and 2.

Language Help 11: Suggesting and Recommending
Activity 10

DRAW A SUBJECT

Suggested procedure

1. In the group, make a list of themes related to work.
2. Take turns drawing a subject and improvising on it for three minutes.
3. After each improvisation, ask a member of the group to summarize it in one sentence.

Language Help 12: Everyday Adjectives Related to Work

Activity 11

GIVE ADVICE AND COUNSEL

Suggested procedure

1. Take turns explaining the kind of advice and counsel that you have to give your clients, colleagues or supervisors in your work setting. Explain why some advice is more difficult to give than other advice is.

Language Help 12: Everyday Adjectives Related to Work
Language Help 13: Everyday Adverbs Related to Work
Activity 12

ADVANTAGES AND DISADVANTAGES

Suggested procedure

1. In the group, choose a subject from the list provided.
2. Take turns enumerating the advantages and disadvantages related to this subject.
3. Continue the process until all the subjects have been discussed.

Suggested subjects:
- teamwork
- performance bonuses
- flexible hours
- telework
- contracting out of services
- term employment

Language Help 12: Everyday Adjectives Related to Work
Language Help 13: Everyday Adverbs Related to Work

Activity 13

COMPLETING A PROJECT

Suggested procedure

1. Individually, choose a project that is simple to complete (for example, a game, a
   handyman project, a meal, etc.).
2. In pairs, take turns giving your partner the instructions necessary for the completion
   of your project.
3. In the group, take turns explaining the difficulties encountered in the completion of
   the projects and what should have been done to avoid them.

Language Help 3: Organizing a Sequence of Events
Activity 14

A SHORT SPEECH

Choose one of the two themes to prepare your short speech.

Theme 1:  Goodbye and good luck!

Suggested procedure

1. Think about a colleague whom you know well and imagine that this person is retiring or leaving your department for another job. You have been asked to prepare a short speech for the farewell party organized in his/her honour.

2. In front of the group, bring up the important facts about his/her career and underline his/her contribution to your section. Talk about this person’s qualities; tell some touching or amusing anecdotes about the person. If you think it would help you, you can ask another participant to play (passively) the role of your colleague.

Theme 2:  Award of Excellence

Suggested procedure

1. Your team has just received an award of excellence for its accomplishments within a large project. Being the project leader, you are the spokesperson for the team and you have been asked to give a little speech in front of everyone in your section. If it will help you, think about a real project that you have been a part of.

2. Describe the challenges of the project to the group, the difficulties overcome, the quality of the work of each member of the team, the pride that you feel, etc. If it will help you, you can select several participants of the group to play (passively) the roles of your team members.

Language Help 1: Useful Words for Present, Past, Future and Habits
Language Help 3: Organizing a Sequence of Events
Language Help 12: Everyday Adjectives Related to Work
Language Help 13: Everyday Adverbs Related to Work
Activity 15

ITEMS FOR SALE

Suggested procedure

1. Identify an item that you own and that you would like to sell. It could be an item from your office (a filing cabinet, a BlackBerry, a stapler, for example) or a more personal object (a car, a piece of jewellery, or an item of clothing). You could also opt for an article that belongs to your spouse or your child. You might also decide to sell home-made jam or soap. A photo or a description of the item will suffice if you can’t bring it to class.

2. Describe, present the object or show the photo to the group. Talk about its qualities and advantages. Brag about it enough to interest your audience in buying it. Don’t miss any advertising gimmick; give testimonials from people who have already used this type of object; propose methods of payment, etc. If applicable, do a demonstration (or a taste test!). Try to foresee all objections that a consumer might raise and answer them before they are brought up: affordable price, indispensable object, excellent quality, etc.

Language Help 5: Connectors and Transitional Markers
Language Help 11: Suggesting and Recommending
Activity 16

A NEW INVENTION

Suggested procedure

1. Choose from the list below, something that you would like to see invented.
   - The Teleporter (to move instantly from one place to another)
   - The Cloner (to clone yourself temporarily to be able to be in two places at once)
   - The Sleep Pill (a little pill that would replace sleep without ill effects)
   - The Multi-Speak (a computer chip implant that would allow you to speak and understand any language instantly)
   - The Time Visor (like a sun visor but when placed before your eyes would allow you to witness events in the past and future without being able to interact with these events)
   - The Super Pill (when taken would cure all illness and would restore youth and allow people to be healthy and strong no matter what their ages)

   People who choose the same invention can work in the same team.

2. Explain to the group how this invention would be useful to humanity. Imagine how it would change our world and our ways of doing things. Speak about the potential dangers of careless use or overuse.

Language Help 3: Organizing a Sequence of Events
Language Help 5: Connectors and Transitional Markers
Language Help 12: Everyday Adjectives Related to Work
Language Help 13: Everyday Adverbs Related to Work
Activity 17

NARRATE AND EXPLAIN

Suggested procedure

1. In pairs, tell your partner about the best film that you have seen or the best book that you have read recently. If you prefer, you may use documentaries or biographies or any other type of reading or visual material. Explain the elements of interest to you and why you would recommend this film, program or book.

2. Exchange roles.

Variation:

Summarize an article or a newspaper or magazine editorial that you have read recently. Explain why it is interesting and the questions which it raises.

Language Help 1: Useful Words for Present, Past, Future and Habits
Language Help 3: Organizing a Sequence of Events

Activity 18

THREE WISHES

Suggested procedure

1. Imagine that you are in your office and when you open your filing cabinet, a genie pops out. Happy that you have let him out of the filing cabinet after being locked in there for the whole weekend, he offers to grant you three wishes related to your professional life. Identify your three wishes. These wishes may involve you alone, your colleagues, your department or the whole public service.

2. Describe your three wishes to the group and explain your choices. How will the granting of these three wishes change your professional life? What impact or impacts might they have in the short and long terms?

Language Help 3: Organizing a Sequence of Events
Language Help 5: Connectors and Transitional Markers
Language Help 15: Wishing
3.2 ORAL INTERACTION ACTIVITIES

Activity 1

SOCIAL EXCHANGES

Suggested procedure

1. Choose some social exchange situations by consulting Language Help 2.
2. In pairs, improvise mini-dialogues which allow you to reuse several of the expressions found in Language Help.
3. Choose your best dialogue and present it to the group.

Language Help 2: Conversation Keys

Activity 2

ON THE HOT SEAT

Choose one of the following options for the hot seat:

Option 1

OPEN QUESTIONS

Suggested procedure

1. Choose the person who will be on the hot seat.
2. Prepare five information questions for this person on various subjects.
3. Ask these questions to the person on the hot seat and ask follow-up questions to get more precise information.

Language Help 4: Verbs in Context
Language Help 5: Connectors and Transitional Markers
Language Help 7: Asking for and Giving More Precise Information
Option 2

LIE DETECTOR

Suggested procedure

1. Prepare three statements about yourself. Of these statements, two should be true and one false. These statements can be surprising like “I have eaten snake” or anecdotes like “I once shook Stephen Harper’s hand.” You can also mention things about yourself like “I hate ice cream” or “I have never been in the United States”. Since the task of the other participants of the group will be to guess the false statement, your statements should concern facts that the others don’t already know.

2. Choose the person who will be on the hot seat. This person makes his/her three statements without giving any clue as to which one is false.

3. Taking turns, each participant asks three questions to try to detect the lie.

4. When all participants have asked their questions, each one can say which statement he/she believes to be the lie, giving reasons.

5. Once everyone has given his/her choice, the person on the hot seat reveals the lie. In this way we establish who is a good liar and who are the best “lie detectors” of the group.

Language Help 1: Useful Words for Present, Past, Future and Habits
Language Help 3: Organizing a Sequence of Events
Language Help 5: Connectors and Transitional Markers
Activity 3

A MEETING

Suggested procedure

1. The group calls a meeting to discuss different points. Name one person to chair the meeting and another to be secretary to note important items as needed.
2. In the group, consult the following agenda. Agree to eliminate or add elements according to what is applicable.
   - Approval of the agenda
   - Arrangement of furniture in the room — possible changes
   - Cleanliness and tidiness of the room — possible improvements
   - Air quality, conditioning, heating, and lighting
   - The week’s schedule and suggested activities
   - Tardiness and absences
   - Organization of an event (party or outing)
   - Other …
   - Closing (reminder of decisions and resolutions that were made)
3. Proceed with the meeting, respecting the agenda. The chair should ensure that not too much time is spent on any one item. The chair should also ensure that everyone has an opportunity to speak on all of the points discussed and express his/her degree of satisfaction (or dissatisfaction) as well as to make suggestions. The others are encouraged to respond.

Language Help 8: Asking for and Giving Opinion
Language Help 9: Expressing Agreement and Disagreement
Language Help 11: Suggesting and Recommending
Activity 4

CHOOSING A BID

Suggested procedure

1. You have made an invitation to tender from the private sector for a contract to create a small software program for online registration. You have received four bids, and with a partner, you must choose the best candidate from among them. Compare them; note the strong points and the weak points; explain your position and try to arrive at a decision with your partner.

2. Compare the following candidates:
   - **SoundsOkay:**
     A small local business; very new, specializing in the production of audio CDs. Claims to have programmers capable of doing the work. Bid seems to indicate that they may not have understood the size of the job to be done. Price is very reasonable.
   - **Tech-Line:**
     A well-established and well-known company which has handled many contracts for the creation of online products. Used to doing business with the government. Has mastered all the accessibility and common look and feel requirements. Local office. Price is very high.
   - **FlyByNight:**
     Local business; very active for the last four years. This would be its first contract with the government. Rumours have it that contracts are not always respected to the letter and long delays seem to be the norm. The business sells computer material and apparently hires sub-contractors to do programming work. Price is reasonable.
   - **Web-Pro:**
     Business situated in California, specializing in the creation of online forms. It is proposing an existing platform that it would adapt to our needs. Very modern concepts and designs on the cutting edge of technology. Price is slightly high.

3. Come back to the full group and, with your partner, share and justify your choice.

Language Help 6: Comparing and Evaluating
Language Help 8: Asking for and Giving Opinion
Language Help 11: Suggesting and Recommending

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Activity 5

DOUBT OR CERTAINTY

Suggested procedure

1. Consult the following list of situations with the group. Taking turns, you must indicate how you would react in such a situation and why you would react in this way. You may tell the truth or decide to lie. The rest of the group will express their doubts or certainty about the sincerity of your answers and explain why.

2. Consider the following situations:
   
   1. You just had some new furniture installed in your office. You realize, after the move, that the table is dirty; the keyboard is dusty; and you notice footprints on your new chair. Would you do the cleaning yourself?
   
   2. At a conference you meet an old colleague whom you have not seen for two years. Since you get along well with this person, you are very happy to see him/her. He/she also seems very happy to see you and greets you warmly, calling you by your first name. The problem is that you can’t remember his/hers. You rack your brain, but it just won’t come. Would you admit this to your friend or try to cover it up?
   
   3. The person, who works on the other side of the divider in your open-concept office, talks and laughs very loudly on the telephone. He/she makes and receives a lot of calls and they rarely seem to be work-related. Would you talk to this person about the situation?
   
   4. You just arrived for work in a new department and you know nobody there. At noon, you realize that in the stress of your first day, you have forgotten your money at home. You are starving; you have nothing to eat; and home is too far away to go there for lunch or to get your money. You’re supposed to finish work at 5 p.m., which means you won’t get home until 6 p.m. Would you try to borrow money from one of your new colleagues?
   
   5. During a meeting that you’re chairing, someone takes a call on his/her cell phone. Without excusing himself/herself or moving outside the room, this person begins a conversation, albeit in a low voice. Would you ask this person to leave or hang up?
   
   6. For your “X” years of service in the public service, you have been asked to choose between two gifts: an office clock or an iPod. Which one would you choose?
   
   7. The administrative assistant has brought a two-month-old kitten, which she has just adopted, to the office for a half day. The animal is attracting a lot of attention from your colleagues who find it absolutely adorable. Would you be one of the admirers?
8. It is the end of the afternoon on a Friday. You should leave the office but you have a very important project to finish and it’s going to take you at least two more hours. You have promised your spouse an outing this evening to celebrate his/her birthday. If you stay to finish your work, it will be too late to go out. Tomorrow, Saturday, you cannot come back to the office because you have to catch a plane in the morning to go to a conference in the afternoon in another city. Would you postpone the birthday outing to another day?

9. A colleague comes to your office with a plate of cupcakes. He/she tells you proudly that he/she made them at home the previous evening and offers you one. You accept one with the intention of eating it later. With the first bite, you realize that it has a very unpleasant aftertaste and you throw it in the garbage. Later, your colleague asks you how you found the cupcake. Would you tell him/her that it was inedible?

10. You made a “green” resolution that you were not going to buy any more coffee in disposable cups but to bring your stainless steel mug to work to have it filled at the cafeteria. One morning you take the elevator and follow several long corridors to get to the cafeteria. Just as you arrive, you realize that through force of habit, you have left your mug in your office. Would you go back to get it or would you buy your coffee in a disposable cup?

**Language Help 8:** Asking for and Giving Opinion

**Language Help 10:** Hypothesizing
Activity 6

THE GOSSIPERS

Suggested procedure

1. In pairs, each of you takes a few minutes to tell your partner a story about something that happened to you or someone close to you. Your listener is encouraged to ask questions and make comments.

2. Change partners. At this point, you no longer tell your story but, as well as you can, tell the one that you have just heard. Listen to the story that your new partner has to tell you so that you can repeat it to your next partner. Ask questions when the story seems to be incomplete or farfetched.

3. Go to each participant in the class in turn and tell the last story you have heard. If you have some holes in your memory, you can invent some details to fill them up. Listen also to the stories that you are told. If you hear a story for the second time, listen to it anyway and see if the details have been changed. Mention the changes if there are any.

4. Eventually, during the activity, you should hear from a new partner the story that you told at the beginning. You can judge if it has been deformed and clear up any confusion.

Language Help 1: Useful Words for Present, Past, Future and Habits
Language Help 3: Organizing a Sequence of Events
Language Help 14: Reported Speech
Activity 7

THE UNITED WAY CAMPAIGN

Suggested procedure

1. Make sub-groups of three or four people. Imagine that you are the committee responsible for organizing the fund-raising campaign in the workplace this year.

2. Together, gather ideas for fund-raising activities. Name a person to take notes of these ideas. Try to have at least three ideas that you can present to the whole group.

3. In front of the group, be prepared to answer questions as to the feasibility of the activities that you are proposing.

4. Together, classify these ideas from the least to the most interesting.

Language Help 8: Asking for and Giving Opinion
Language Help 9: Expressing Agreement and Disagreement
Language Help 11: Suggesting and Recommending
Activity 8

Kiosks

Suggested procedure

1. This activity requires a little preparation on the part of the participants. Everyone brings to class an object that will be the centrepiece of his/her personal kiosk. The object should represent a finished project in which he/she has participated. It could be a manual, a CD, a pamphlet describing a new service, a copy of a report, etc. You may also bring some business cards if you have them.

2. Each participant sets up his/her own kiosk at his/her desk. The activity unfolds in two stages.

3. First, half the group visits the kiosks of the other half. As much as possible, there shouldn’t be more than one visitor at a kiosk at any one time to allow an exchange of questions and answers. People, whose kiosks are being visited, do their best to describe their project, explain how the object is related to the project and answer the questions of the visitors who, one by one, visit all the open kiosks.

4. Secondly, the roles are reversed. The former visitors now open their own kiosks and the former kiosk holders close their kiosks to go visit the ones which have just opened.

Language Help 3: Organizing a Sequence of Events
Language Help 4: Verbs in Context
Language Help 5: Connectors and Transitional Markers
Language Help 7: Asking for and Giving More Precise Information
Activity 9

EXPERT ADVICE

Suggested procedure

1. As participant, you have two minutes to think of a field, a skill or a competence that you have mastered well enough to give advice to another person about. Examples: mastery of a computer program, chairing a meeting, making a speech, preparing minutes, etc. After finding your specialization, communicate it to the rest of the group.

2. From the members of the group, identify an expert adviser who can help you with a problem that you have in a particular area. Ensure that everyone gets a turn at being the expert and the client.

3. Proceed with the consultations. Consultations may take up to 30 minutes.

Language Help 2: Conversation Keys
Language Help 5: Connectors and Transitional Markers
Language Help 11: Suggesting and Recommending
Language Help 16: Making a Request
Activity 10

THE GREEN CHALLENGE

Suggested procedure

1. The group is a committee responsible for developing realistic ideas to make the workplace more environmentally friendly. You can give your committee a name (e.g. the “Green Brigade”). Choose two people from the group who will play devil’s advocates.

2. Together, brainstorm and discuss best practices and initiatives that can be started without a large outlay of money on the part of your department. The devil’s advocates should try to reject the ideas or at least question their merits.

3. On the board, note the interesting ideas and classify them according to their degree of feasibility.

Language Help 8: Asking for and Giving Opinion
Language Help 9: Expressing Agreement and Disagreement
Language Help 11: Suggesting and Recommending
Activity 11

THE DELEGATION

Suggested procedure

1. Within the next few days, you are expecting a foreign English language delegation whose goal is to familiarize themselves with the Canadian system of government. Apart from the official speeches, which they are already familiar with, they are particularly interested in meeting ordinary federal public servants to hear their perceptions and get to know their reality. Their objectives: note the best practices and initiatives that seem to work well, bring them back and recommend them to their leaders. Your group has been named to meet the delegation.

2. In pairs, prepare this half-day meeting. Identify the themes and subjects that can be brought up. Your role is to speak about initiatives and programs that work well at your level. Think about professional and ethical values, about rules and regulations, and about programs in place which have an impact on your daily life at the office. If you feel that it is necessary to do a little research before meeting the delegates, determine which research should be done. Try to foresee the questions that might be asked you by the members of the delegation. Prepare to share your ideas with the rest of the group.

3. In the group, share your planning. Present the subjects that you feel should be brought up with the delegation and justify your choices. The group is invited to comment and ask questions as needed.

Language Help 4: Verbs in Context
Language Help 5: Connectors and Transitional Markers
Language Help 12: Everyday Adjectives Related to Work
Language Help 13: Everyday Adverbs Related to Work
Activity 12

THE COCKTAIL PARTY

Suggested procedure

1. Imagine that the whole group gets together five years from now at a cocktail party. (To make it a little more realistic, everyone can hold a glass of water, a soft drink or a coffee, etc. in his/her hand. Play a little mood music at a low volume, if possible.)

2. Mingle with your old language-training friends in the room, one at a time rather than in small groups. Find out what everyone has been up to and share all your news with them. This is your chance to invent anything you like. Pretend that you have accomplished all your goals and realized your fondest dreams. Ask your friends questions about their doings and accomplishments. Continue until you have spoken to everyone in the class.

3. In the full group, discuss the astonishing things that you have learned about your friends. e.g. “I learned that Suzanne is now an airline pilot. I would never have thought that she would be interested in such a job.”

Language Help 1: Useful Words for Present, Past, Future and Habits
Language Help 5: Connectors and Transitional Markers
Activity 13

THE GIFT GIVING

Suggested procedure

1. In the group, identify five famous people. They could be movie stars, politicians or any other kinds of celebrities, even fictitious ones like Cinderella or Robin Hood.

2. In pairs, decide which gift you would offer to each of the chosen celebrities. You may decide to give more than one gift to each. These gifts could certainly be objects; they could also be vacations or gift certificates to obtain a special service or even abstractions like good health. Your choice of gifts does not have to be realistic and cost is never an issue. You must, however, have a good reason for choosing a gift and must be prepared to explain and defend your choice.

3. In the group, share your choices of gifts with the others. Explain your reasons. The group will evaluate your choices and decide which ones are the best for each celebrity.

Variation:

You can replace celebrities with the participants in the class. In pairs, discuss the best gift to offer each of the other members of the class.

Language Help 5: Connectors and Transitional Markers
Language Help 8: Asking for and Giving Opinion
Language Help 11: Suggesting and Recommending
4.1 **Practice Questions for Oral Expression**

1. **Job**
   - Where do you work?
   - Who do you work for?
   - Which department or agency do you work for?
   - In what part of the department or agency do you work?
   - What do you do?
   - What is your job?
   - What are your duties and responsibilities?

2. **Skills and Knowledge**
   - What are the principal skills needed to perform your job?
   - What education does someone need to do your job?
   - What experience or expertise does someone need to do your job?

3. **Routine**
   - What is the first thing that you do in the morning at work?
   - What is a typical day like?
   - Tell me about any special duties that must be done each day?

4. **Mandate**
   - Briefly explain the mandate of your office.
   - What is the main responsibility of your office?
   - How does your office contribute to your department?
   - How does your office serve Canada?

5. **Reports, Briefs, Documents, Articles and Forms**
   - What forms do you fill out regularly and on occasion?
   - What kinds of documents do you produce?
   - Tell me about reports or documents that you file or submit periodically?
   - How do you produce reports or documents: alone or as part of a team?
   - What is the process for constructing reports or documents in your office?
   - What are the contents of reports or documents that you work on?
   - What is included in the reports or documents that you work on?
   - How do you contribute to the reports or documents?
   - Who gets to see the reports or documents?
   - How are the reports or documents used?

6. **Places**
   - Tell me about your office or workstation?
   - Where is your office or workstation?
   - Describe the area around your office.
   - What do you like and what don’t you like about your office or workstation?
   - What would you like to see changed?
   - Describe a place where you meet colleagues or clients.
   - Describe a place where you go to work alone, study or do research.
7. People
How many people work in your area or section?
Describe one of your colleagues.
How would you describe your supervisor or manager?
Who do you report to?
Who do you work for?
Who do you work with?
Who else helps you in your assignments?

8. Equipment, facilities and supplies, scheduling, ordering
How do you go about ordering supplies?
How do you go about ordering new equipment?
How do you arrange for a conference room?
Describe some important equipment that you use.

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

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

11. Workload
How would you describe the workload at your office?
How has the workload changed over time?
How do you manage the workload?
What’s necessary to reduce the workload?
12. Management
Do you manage a team or group of employees?
How do you distribute the work?
How do you plan the work: alone, with superiors or with members of your team?
How do you determine the work to be done and how it will be done?
How do you determine the resources required: personnel, equipment and support?

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

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

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

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

17. Change management
What changes are planned for your office in the next year?
What will the changes mean for you?
18. Work/Life balance
How does your department help employees to balance work and home life?
What have you done to maintain a work/life balance?
What arrangements, such as daycare centres, has your department or agency made to help young families?
How are your hours of work determined?

19. Healthy working conditions
What do you do when work gets stressful?
What do you do during lunch and rest breaks?
What support or facilities are there at work to help employees stay healthy?
What courses or measures have your department or agency arranged to help employees deal with the demands of the job?
What has your department or agency done to provide a comfortable work environment?

20. Training
What training have you taken during your career in the public service?
Why did you take this training opportunity?
How has that training helped you develop?
What other training do you plan on taking in the future?
What kind of training did you have before you joined the public service?
What training is provided to all employees?
What benefits has training given you at work?
Have you had any on-the-job training opportunities? Tell me about one.
Why did you take this training opportunity?
How has that training helped you?
What training will you apply for in the future in the public service?
What training is provided to new employees?
4.2 **SITUATIONS TO PRACTISE ORAL EXPRESSION**

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

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

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

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

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

6. You are being interviewed by a career counsellor about a career change. Describe in detail your education, training and work experience to date. Remember to include any relevant volunteer experience.

7. Imagine that you would like to change careers. Talk about which career paths you would like to explore and why.

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

9. Explain in detail, the most serious problems facing your work unit, and describe what is being done to cope with the problems. Think about reduced staff, limited resources, increased responsibilities, unrealistic expectations, lack of team spirit, cliques, uneven work performance, etc.

10. Describe several techniques which have worked for you in helping you to wind down after a hard day, and explain why they work for you. Think about techniques such as exercise, taking a hot shower, chatting with friends, spending time with your children, listening to music, reading, watching TV, spending time on hobbies, etc.

11. Describe several techniques that you use to manage your time and explain why they work for you. Think about techniques such as establishing routines, setting priorities, delegating, scheduling, etc.
4.3 **SITUATIONS TO PRACTISE ORAL INTERACTION**

1. Your present software programs are about to be replaced with up-to-date equivalents. One of your colleagues seems to be worried about acquiring the new skills involved. Make recommendations to your colleague on ways to alleviate anxiety and acquire the necessary skills.

2. You have been asked to act as mentor to a new employee. Advise the employee about getting along with the boss and the other employees in the workplace. Think about personality characteristics, work styles, values, interests, attitudes, etc.

3. Your friend is determined to visit a holiday destination which has become increasingly dangerous for tourists. Since you cannot convince him/her to go elsewhere, give him/her advice about precautions to take on the street, in the car, at the hotel and in public places.

4. Your friend has just been offered a promotion that would provide a large pay increase as well as opportunity for advancement. Your friend is hesitating about accepting the promotion because he/she is comfortable and happy where he/she is. You really feel that it would be a big mistake not to accept. Advise your friend accordingly.

5. Your friend has recently been promoted to a supervisory position. It is the first time that he/she has been in a situation where he/she is responsible for the work performance of others. He/She is anxious to do well, but is quite nervous about making mistakes and getting off on the wrong foot. Advise your friend about the approach that he/she should take. Think about the qualities of a good manager.

6. Your colleague has been offered a promotion which will mean working with a newly appointed boss who is reputed to be unpleasant. The boss is also unfamiliar with the work of your unit. Your colleague is considering refusing the promotion. You think this could adversely affect his/her career. Persuade your colleague to accept the promotion.

7. You are about to finish eight months of language training. Your boss is anxiously awaiting your return to the job, but you need some vacation time before you go back to work. You don't have any leave, so you will need an advance. Persuade your boss to let you take the time off.

8. Your work group will soon lose an employee with vital skills. Since your new deadlines are tighter than ever before, persuade your boss to adjust the work plans. Point out the risks of cutting corners, skimping on quality, expecting more of already overworked employees, etc.

9. Employees in other branches have decided to wear jeans every Friday. Some team leaders have expressed reservations about the image conveyed to the public by employees in jeans. Persuade your team leader to participate in the project.

10. You just got back from language training and found that a lot of things have changed, especially the software that you are using in your division. You feel that you need some training on the new software to become more productive. Convince your boss to send you for training.
11. Your boss doesn’t like the compressed work week but you think it would be a great idea to boost productivity. Convince your boss to give it a try.

12. You have been asked to edit your colleague’s report. You have found a number of problems: grammatical errors, inaccuracies, omissions, and biased language. Tactfully, give your colleague this feedback.

13. A project deadline is fast approaching and the work will not be ready on time. The main reason is that the supervisor was not realistic in assigning the work. The supervisor has called you into his/her office to discuss the situation. Persuade your supervisor to extend the deadline, tactfully letting him/her know the real reason the extension is necessary.

14. Your boss has decided to send one of your colleagues to a conference. You think you should go instead because the subject matter relates directly to your field of expertise and interest. You know that your boss tends to treat your colleague better than other people in the section and others are becoming uncomfortable with the situation. Change your boss’s mind while letting him/her know that there is some unrest in the section.

15. An employee that you supervise has come to you complaining that he/she is being passed over for interesting assignments. You have been meaning to talk to this person about his/her inaccurate work and missed deadlines. Explain the situation to the employee and make sure that the problem is solved.

16. Your friend has been confiding in you about feeling rejected at work. It seems to you, from what you have heard, that the rejection is due to your friend’s behaviour: boastfulness and insensitivity. Advise your friend about how to improve the situation.

17. Sexist and racist language has been used by one of your employees. The other members of the work unit are not amused; however, no one has spoken to this person who seems to be oblivious to the effect his/her comments are having. Warn this employee about the serious consequences of persisting in this behaviour and be sure that he/she realizes it cannot continue.

18. As a manager, you pride yourself on distributing the work equitably among your employees. You have recently become aware of complaints, from several members of the team you supervise, that one person is not doing his/her fair share, and that the others are forced to pick up the slack. Speak to the employee in question; find out what the problem is and arrive at a solution.

19. You have an excellent employee who has been working on contract. You were sure you would be able to renew the contract for another six months. Unfortunately, because of the changes to the work plan, the budget no longer allows you to renew the contract. Give the bad news to the contractual employee.
20. The term of employment of a highly productive member of your unit has come to an end. Everyone was expecting the term to be renewed. Some people in the unit want to give a farewell party; others feel this would be insensitive since the employee is upset. Some people in the unit feel that they have already been asked to contribute too much money to gifts and parties in general. Others feel that a lunch is the least that could be done to show appreciation for the departing employee's contributions. Your colleague, who usually takes care of the social life of the unit, has asked you for advice on what to do. Advise your colleague.

21. One of your colleagues, a fellow manager, has asked your advice on how to deal with an employee who refuses to redo unsatisfactory work. You think this manager is too easy on employees who do not pull their weight. Advise your colleague.

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

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

24. A colleague who feels that all the interesting assignments are given to other team members wants your advice on how to change this situation. You think the reason is that your colleague sometimes turns in inaccurate work and misses deadlines. You are a friend of the colleague and are concerned. You know your colleague has good qualities too. Advise him/her.

25. You have seen a competition notice which you feel is ideal for one of your colleagues. This person is very knowledgeable, but is coasting in the current job. The present position, however, may disappear in the near future. Persuade your colleague to enter the competition.

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

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

28. One of your employees, who is enthusiastic, hard-working and loyal, unfortunately cannot stop talking. Everybody in the work unit has complained to you about this. Discuss the problem with the employee.
29. Your friend is determined to buy an old house on the edge of the city. The city is considering extending the buses-only transit way to run immediately behind the house. This would mean 20 to 30 buses per hour would pass behind the house. You don't want him/her to lose his/her shirt. Persuade your friend to think again before making a down payment.

30. A new colleague, who wants a quick response to a query, is determined to go over the boss's head to get an answer. Persuade your colleague not to do this but rather to follow the proper procedures. Think about other ways your colleague could approach your boss: making a written request, making a formal request at a meeting, getting other colleagues to ask the boss for the desired information, etc.

31. Some employees have to move out of their individual offices for a few months for renovations. Your boss has just told you that all except one person can be given comparable offices nearby. One person, however, will have to be moved to an open area. Insist that it should not be you and explain why. Think of the effect that your working in an open area would have on those around you as well as on yourself and your work.

32. You have to designate one of your employees to represent your division on the Social Decorations Committee. One of your employees has never volunteered to undertake extra responsibilities, and as a result, is the only person not doing extra tasks. Persuade this employee to represent your division on the decorations committee.

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

Note that you should feel free to modify these situations or invent other situations to encourage oral expression and interaction.
4.4 **SHORT PRESENTATION AND FOLLOW-UP QUESTIONS**

Suggested procedure

1. Choose a subject from the list below.

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

2. Take two minutes to prepare a short presentation on the subject you have chosen.

3. Make your presentation (two to four minutes).

4. Answer follow-up questions.
5.1 FOLLOW-UP ADVICE FOR THE TEACHER ON INDIVIDUAL MEETINGS

Suggested approach:

- Establish a calendar of meetings. Write the participants’ names on the schedule as well as the objectives of the meetings for the week. Ensure that the participants arrive prepared for the meetings.

- In the meeting,
  - use the Control List to check off the points mastered or to be worked on.
  - record the meeting if deemed necessary.

- Fill out the Individual Meeting Report. Choose either Model 1 or 2.

- Give the Report to the participant and discuss his/her performance during the meeting.
  - Keep a copy of the Report.

- In light of the results of the meeting, revise the participant’s Individual Action Plan or make a new one.

- Come back to the equivalent language tasks in a subsequent meeting to check the progress accomplished.
### Oral Proficiency

**Section 5**

### 5.2 CONTROL LIST

<table>
<thead>
<tr>
<th>Clarity of message</th>
<th>Effectiveness of participation</th>
<th>Ease in the use of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Comprehension</td>
<td>Cohesion of message in response to the demands of the situation</td>
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<tr>
<td></td>
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<tr>
<td>□ improve work vocabulary</td>
<td>□ react to questions</td>
<td>□ link words and events appropriately</td>
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<tr>
<td>□ improve basic vocabulary</td>
<td>□ interpret instructions correctly</td>
<td>□ use complex sentences</td>
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<tr>
<td>□ avoid literal translation and French words</td>
<td>□ understand subtleties of a situation</td>
<td>□ speak in paragraphs</td>
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<tr>
<td>□ use idiomatic expressions</td>
<td>□ ask for clarification</td>
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<tr>
<td>□ vary vocabulary and structures</td>
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<tr>
<td>□ false cognates</td>
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<tr>
<td>verbs</td>
<td>Communication strategies</td>
<td>Fluency</td>
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<tr>
<td>□ conjugation: present, past, future, present perfect</td>
<td>□ avoid breaks in conversation</td>
<td>□ speak with spontaneity and a natural delivery</td>
</tr>
<tr>
<td>□ subject-verb agreement</td>
<td>□ paraphrase</td>
<td>□ speak at an easily understandable pace</td>
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<tr>
<td>□ modals</td>
<td>□ compensate for missing vocabulary</td>
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<tr>
<td>□ passive voice</td>
<td>□ use non-verbal communication strategies</td>
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<td>□ subjunctive mood</td>
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<td>□ causative verbs</td>
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<td>□ conditional</td>
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<td>Coherence of message and accomplishment of functions</td>
<td>Pronunciation and intonation</td>
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<td>□ adjectives</td>
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<td>□ pronouns</td>
<td>□ give advice</td>
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<td>□ negatives</td>
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<td>□ question forms</td>
<td>□ organize ideas clearly</td>
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<td>□ comparison</td>
<td>□ express subtle ideas clearly</td>
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<td>□ hypothesizing</td>
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5.3 INDIVIDUAL MEETING REPORT (1)

Participant: _______________________________                        Date: ___________

A – Evaluation objectives:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B – Feedback:

Strengths:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Points to improve:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

To do for the next meeting:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C – Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________________________________________
### 5.4 INDIVIDUAL MEETING REPORT (2)

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<th>Effectiveness of Participation</th>
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<tr>
<td><strong>Verbs</strong></td>
<td>Communication strategies</td>
<td>Fluency</td>
</tr>
<tr>
<td><strong>Grammar and syntax</strong></td>
<td>Coherence of message and accomplishment of functions</td>
<td>Pronunciation and intonation</td>
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**Teacher:** ________________________________
## 5.5 INDIVIDUAL ACTION PLAN FOR SELF DIRECTED LEARNING (SDL)

Participant: _________________________              Date: _______________________

Write the number corresponding to the targeted objective.
1. Oral Comprehension  
2. Oral Expression  
3. Oral Interaction

<table>
<thead>
<tr>
<th>#</th>
<th>General Objectives</th>
<th>Specific Objectives</th>
<th>Means</th>
<th>Met</th>
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Week of ______________________ to _______________________

Teacher: _____________________________________________

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## 5.6 HOW TO FILL OUT THE INDIVIDUAL ACTION PLAN

Participant: _________________________ Date: _______________________

Write the number corresponding to the targeted objective.

<table>
<thead>
<tr>
<th>#</th>
<th>General Objectives</th>
<th>Specific Objectives</th>
<th>Means</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Improve oral comprehension</td>
<td>Be able to identify the situation or the problem and the proposed solutions</td>
<td>Go to Randall’s Listening Lab <a href="http://www.esl-lab.com/">http://www.esl-lab.com/</a> and do a variety of the listening activities at various levels. Stay with the most difficult level that is actually doable. Listen first without script and then with script. Do the accompanying exercises and note new vocabulary.</td>
<td>![Checkmark]</td>
</tr>
<tr>
<td>2</td>
<td>Improve the sound /th/</td>
<td>Be able to use the /th/ voiced and unvoiced at the beginnings of words</td>
<td>Use online course C197 Phonology Series: Sound Production /th/ on Campusdirect. For the moment concentrate on the sound when it appears at the beginnings of words.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Improve fluency</td>
<td>Be able to speak more quickly without making too many pauses</td>
<td>Go to the online course C183 Communication Essentials on Campusdirect. Do sections 13, 14, 19 and 20. Practise the expressions with a partner.</td>
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</tbody>
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Week of ______________________ to ______________________

Teacher: ____________________________________________
5.7 General Language Competencies in the Second Official Language

5.7.1 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.

5.7.2 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
5.7.3 Recommendations to Participants

To continue to maintain and improve your language competencies, we strongly suggest that you participate in the activities below which are indicated with a check mark.

Note that C248, The Language Maintenance and Acquisition Cycle, is a means of self-directed learning which has as its goal to guide you in the preparation of a language learning plan. It will make suggestions for nearly 500 learning activities, best practices and online and classroom courses that will help you reach your goal.

Other suggested Campusdirect courses can be completed in as little as a few hours.

Online Courses – These are freely available to all public servants.

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