LINC 5–7

Classroom Activities

Volume 2

Accompanied by online activities

Based on | LINC 5–7 Curriculum Guidelines | Canadian Language Benchmarks

Developed by: Toronto Catholic District School Board

Funded by: Citizenship and Immigration Canada | Citoyenneté et Immigration Canada

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LINC 5–7
Classroom Activities
Volume 2

Acknowledgements iv
User Guide UG-3

Chapter 5 Managing Information

Introduction 3
LINC 5: Reading 9
LINC 5: Presentations 69
LINC 6: Reading 95
LINC 6: Presentations 133
LINC 7: Reading 163

Chapter 6 Meetings

Introduction 203
LINC 5: Meetings 209
LINC 6: Meetings 239
LINC 7: Meetings 277

Chapter 7 Telephone Calls

Introduction 313
LINC 5: Telephone Calls 317
LINC 6: Telephone Calls 365
LINC 7: Telephone Calls 411

See Volume 1 for
Chapter 1: Academic Skills
Chapter 2: Business Writing
Chapter 3: Interacting With Others
Chapter 4: Looking for a Job

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The writers would like to thank Sheila McMullin, Hanna Cabaj and Sharon Rajabi for their support throughout this project, Citizenship and Immigration Canada for funding this project, and the following individuals and organization for their generous contribution of time and expertise.

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User Guide

LINC 5–7

Classroom Activities

User Guide | Table of Contents

Introduction to the *LINC 5–7 Classroom Activities* 5

Introduction to the User Guide 6

Part A: Overview and Approach

The Four LINC 5–7 Resources 7

LINC 5–7 Classroom Activities: Organization 8

Chapter Organization 9

Guiding Principles 11

How the *LINC Curriculum Guidelines* informed the *LINC 5-7 Classroom Activities* 12

Essential Skills and the *LINC 5–7 Classroom Activities* 14

Part B: Incorporating the Activities into Program Planning and Delivery

Q: How can I use the *LINC 5–7 Classroom Activities?* 16

Q: How can I select activities that are relevant to the needs and interests of learners in my class? 16

Q: How can I address the diverse needs and interests of the learners in my class? 18

Q: How can I determine the outcomes of learning for learners in my class? 20

Q: How can I select activities that will prepare learners to perform the outcome tasks successfully? 20

Q: How can I use the activities in the *LINC 5-7 Classroom Activities* to form a lesson? 21

Q: How can I select from the *Activities* to form a theme-based lesson? 22

Q: How can I use the LINC 5-7 online activities? 22

Q: How can I incorporate ongoing needs assessment into lessons? 23

Q: How can I use the *Activities* for formative assessment of learners' performance? 23

Q: How can I ensure I address a variety of CLB competencies? 24

Q: I have a multi-level class. How can I adapt the activities so that they suit the level of learners? 25

Q: How can I incorporate Essential Skills into classroom activities? 25

Q: How can I integrate technology into classroom activities? 25

Appendix

CLB Competencies: Spiralling Grids 30

CLB Performance Conditions 34

Essential Skills Resources 38

Bibliography 39

Introduction to LINC 5–7 Classroom Activities

LINC 5–7 Classroom Activities (hereafter called *Activities*) was developed for Language Instruction for Newcomers to Canada (LINC) levels 5 to 7 instructors in Ontario. It offers a collection of reproducible classroom activities based on the communication situations and themes presented in the *LINC 5–7 Curriculum Guidelines*. The *Guidelines* contain suggestions for contextualizing Canadian Language Benchmarks (CLB) competencies in situations and topics that are especially relevant to newcomers to Canada. The *Activities* were developed based on a selection of those suggestions. In addition, the activities:

- are CLB-based and referenced to LINC levels (see chart below)
- are relevant to the needs of Ontario newcomers at LINC levels 5–7 (CLB 5–8)
- provide language instruction that facilitates newcomers' social, cultural and economic integration into Canada
- integrate learner performance assessment
- represent a range of media and text types commonly found in Canadian contexts
- integrate the Essential Skills

The *Activities* are not intended to prescribe lesson content for particular LINC levels, but to be one of many potential resources that instructors can draw on to plan and deliver lessons. You can select, adapt and supplement them with content drawn from other sources to form a syllabus tailored to the language needs and interests of your learners.

The development of the *LINC 5–7 Classroom Activities* was guided and informed by:

- The *LINC 5–7 Curriculum Guidelines*
- The Canadian Language Benchmarks 2000
- *Consultations on the Settlement and Language Training Services Needs of Newcomers*, 2006
- An advisory committee of key stakeholder representatives
- A field test by Ontario LINC instructors
- A critical review by expert readers

The *Activities* target the following levels:

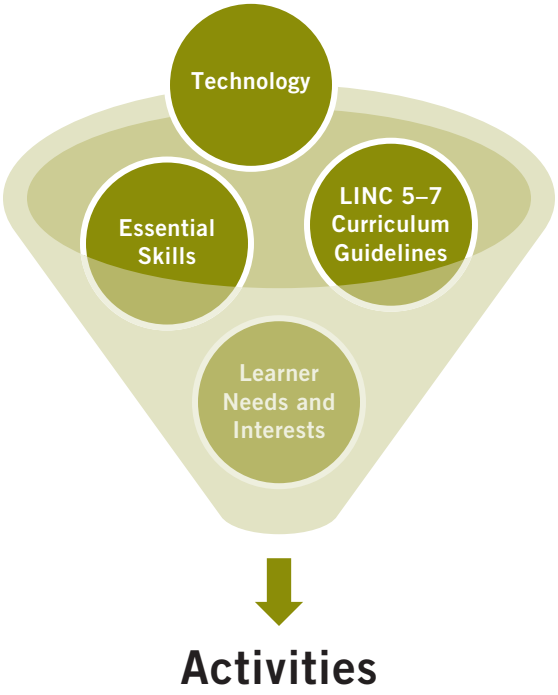
		LINC 5	LINC 6	LINC 7
Speaking	CLB	6	7	8
Listening	CLB	6	7	8
Reading	CLB	5	6	7,8
Writing	CLB	5	6	7,8

Introduction to the User Guide

This User Guide was developed to help you incorporate the *LINC 5–7 Classroom Activities* into your program planning and delivery. It provides suggestions for selecting, adapting and integrating the activities into lessons using the *LINC 5–7 Curriculum Guidelines* and learner needs as planning tools.

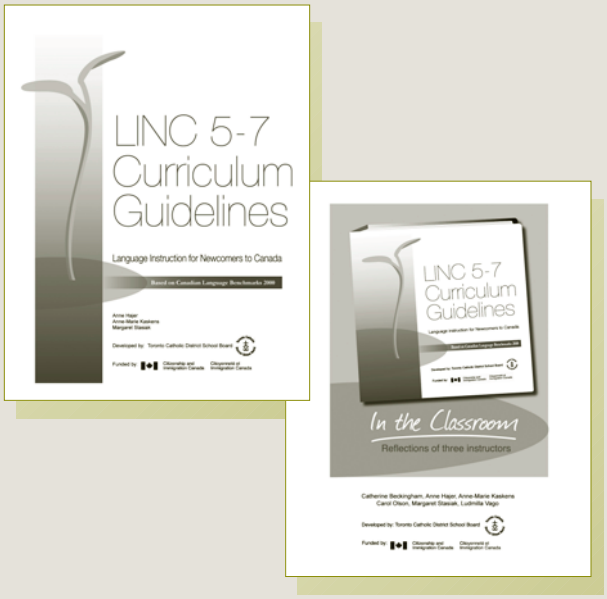
The User Guide consists of three main sections: Part A, Part B and an appendix:

- Part A outlines the approach taken in the development of the *LINC 5–7 Classroom Activities*.
- Part B provides suggestions and tools to help you integrate the activities into your program planning and delivery.
- The Appendix lists the CLB competencies and performance indicators for LINC 5, 6 and 7 in chart form, and includes a bibliography of sources used to develop the *LINC 5–7 Classroom Activities*.



The Four LINC 5–7 Resources

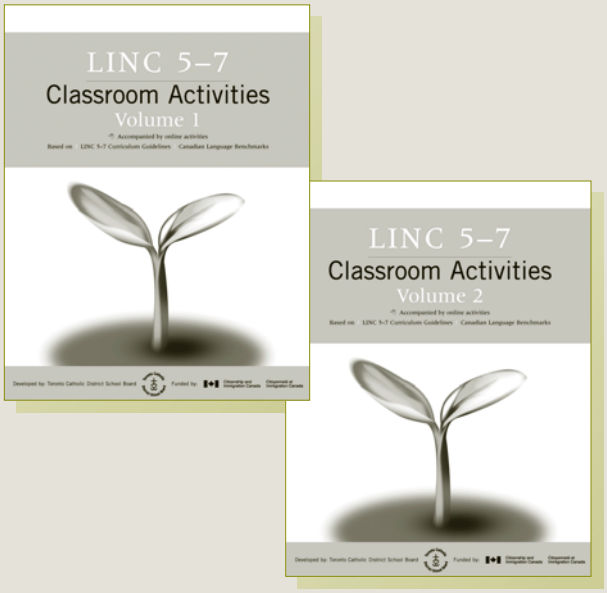
To make the most of the *LINC 5–7 Classroom Activities*, it's helpful to understand how it is related to the other LINC 5–7 resources. The *Activities* was developed as a companion resource to the *LINC 5–7 Curriculum Guidelines* and the *LINC 5–7 Curriculum Guidelines in the Classroom*.



LINC 5–7 Curriculum Guidelines provides suggestions for curriculum content related to 20 units and 12 LINC themes.

LINC 5–7 Curriculum Guidelines in the Classroom profiles three LINC instructors and describes how they used the *Guidelines* to plan their programs during five stages of program planning:

- needs assessment
- long-range planning
- lesson planning
- learner performance assessment
- program evaluation



LINC 5–7 Classroom Activities Volume 1 and Volume 2 offers a collection of sample classroom activities based on the *LINC 5–7 Curriculum Guidelines*.

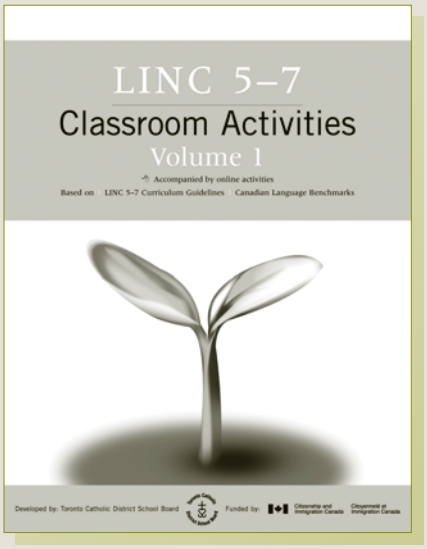
LINC 5–7 Online Activities offer interactive and self-directed online activities that are based on the print activities. Information on how to access the online activities is posted on the Settlement.Org website (in the section on LINC documents).

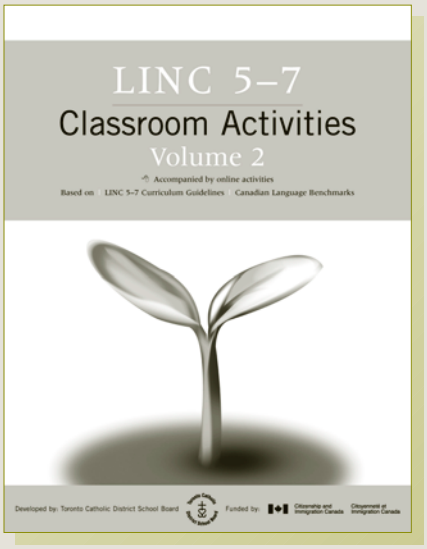
These documents are available for download at http://atwork.settlement.org/ATWORK/.

LINC 5–7 Classroom Activities: Organization

LINC 5–7 Classroom Activities is presented in two volumes. Each volume includes the User Guide, reproducible activities, audio CDs with listening texts and a CD containing PDF files of the entire document. These PDF files are also available on the Settlement.Org website.

The reproducible activities are organized into seven chapters that reflect the seven tabs of the *LINC 5–7 Curriculum Guidelines*. Volume 1 includes chapters 1–4. Volume 2 includes chapters 5–7.





Volume 1

Chapter 1: Academic Skills

LINC 5	• Writing Paragraphs
LINC 6	• Note-taking and Study Skills
LINC6/7	• Writing Paragraphs and Essays

Chapter 2: Business Writing

LINC 5	• Business Writing
LINC 6	• Business Writing
LINC 7	• Business Writing

Chapter 3: Interacting with Others

LINC 5	• Social Interaction;
	• Customer Relations
LINC 6	• Customer Relations
LINC 7	• Social Interaction

Chapter 4: Looking for a Job

LINC 5/6	• Job Search Strategies
LINC 7	• Résumés, Cover Letters and Interviews

Volume 2

Chapter 5: Managing Information

LINC 5	• Reading
	• Presentations
LINC 6	• Reading
	• Presentations
LINC 7	• Reading

Chapter 6: Meetings

LINC 5	• Meetings
LINC 6	• Meetings
LINC 7	• Meetings

Chapter 7: Telephone Calls

LINC 5	• Telephone Calls
LINC 6	• Telephone Calls
LINC 7	• Telephone Calls

In addition to the print version of the *Activities*, learners can independently access the interactive online activities.

Chapter Organization

Introduction to Each Chapter

Chapters in the *Activities* are divided into three levels – LINC 5, LINC 6 and LINC 7 – and each level has its own table of contents. However, each chapter begins with an introduction, intended for use by *all three levels*. These shared pages include the following:

CLB Competencies

Each chapter introduction contains a list of the CLB competencies that directly relate to the chapter content. These CLB competencies are copied directly from the CLB 2000 document. They can be used to guide your selection of activities. They can also be shared with learners. A full list of the CLB competencies for each LINC level is also provided in the appendix of this User Guide.

In Context

This page includes a broad listing of sample daily tasks in workplace and community contexts. This list can help you choose relevant contexts in which to practise the skills introduced in the chapter.

Essential Skills Profiles

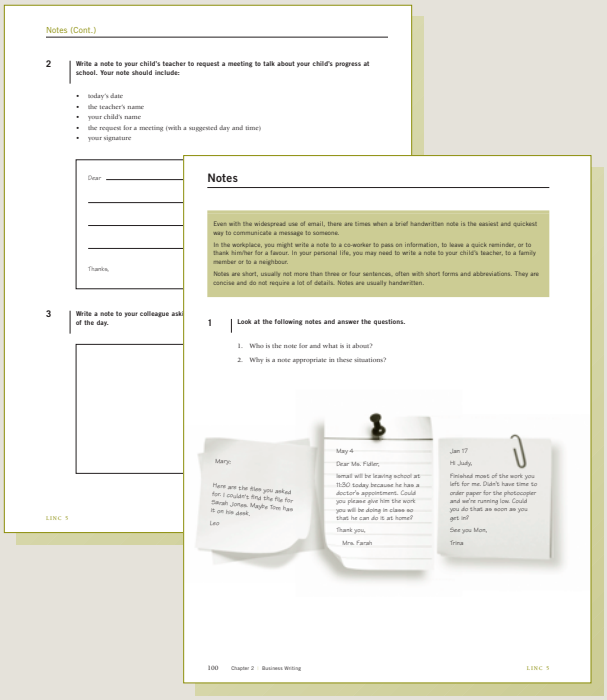
With the exception of the Academic Skills chapter, every chapter includes an activity that introduces learners to the Essential Skills Profiles.

This activity can be used to familiarize learners with typical Canadian workplace tasks related to the language skills addressed in the chapter and to help learners become aware of the skills they need to improve for specific occupations.

You can use this activity with learners at any LINC level (5, 6 or 7) at any point in the chapter.

Activities for Each LINC Level

The introductory chapter pages are followed by the LINC 5–7 activities. Along with its own table of contents, each level of activities includes a collection of activities and instructor notes.


Notes (Cont.)

2 Write a note to your child's teacher to request a meeting to talk about your child's progress at school. Your note should include:

- today's date
- the teacher's name
- your child's name
- the request for a meeting (with a suggested day and time)
- your signature

Dear

Thanks,

3 Write a note to your colleague ask
of the day.

LINC 5

Notes

Even with the widespread use of email, there are times when a brief handwritten note is the easiest and quickest way to communicate a message to someone.

In the workplace, you might write a note to a co-worker to pass on information, to leave a quick reminder, or to thank him/her for a favour. In your personal life, you may need to write a note to your child's teacher, to a family member or to a neighbour.

Notes are short, usually not more than three or four sentences, often with short forms and abbreviations. They are concise and do not require a lot of details. Notes are usually handwritten.

1 Look at the following notes and answer the questions.

1. Who is the note for and what is it about?
2. Why is a note appropriate in these situations?

Mary:

Here are the files you asked for. I couldn't find the file for Sarah Jones. Maybe Tom has it on his desk.

Leo

May 4

Dear Ms. Fidler,

Ismail will be leaving school at 11:30 today because he has a doctor's appointment. Could you please give him the work you will be doing in class so that he can do it at home?

Thank you,

Mrs. Farah

Jan 17

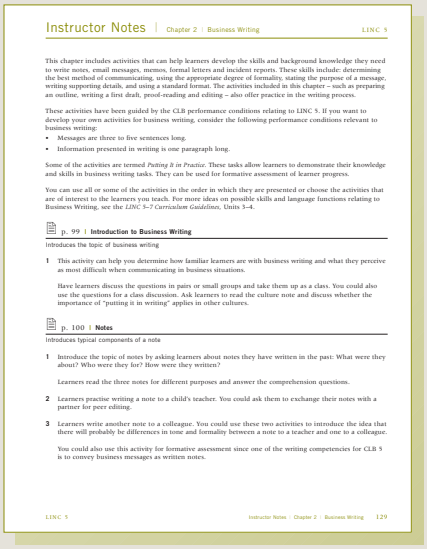
Hi Judy,

Finished most of the work you left for me. Didn't have time to order paper for the photocopier and we're running low. Could you do that as soon as you get in?

See you Mon,

Trina

100 Chapter 2 Business Writing LINC 5


Instructor Notes | Chapter 2 | Business Writing LINC 5

This chapter includes activities that can help learners develop the skills and background knowledge they need to write notes, email messages, memos, formal letters and incident reports. These skills include: determining the best method of communicating, using the appropriate degree of formality, stating the purpose of a message, writing supporting details, and using a standard format. The activities included in this chapter – such as preparing an outline, writing a first draft, proof-reading and editing – also offer practice in the writing process.

These activities have been guided by the CLB performance conditions relating to LINC 5. If you want to develop your own activities for business writing, consider the following performance conditions relevant to business writing:

- Messages are three to five sentences long.
- Information presented in writing is one paragraph long.

Some of the activities are termed *Putting It in Practice*. These tasks allow learners to demonstrate their knowledge and skills in business writing tasks. They can be used for formative assessment of learner progress.

You can use all or some of the activities in the order in which they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to Business Writing, see the *LINC 5–7 Curriculum Guidelines*, Units 3–4.

p. 99 | **Introduction to Business Writing**

Introduces the topic of business writing

1 This activity can help you determine how familiar learners are with business writing and what they perceive as most difficult when communicating in business situations.

Have learners discuss the questions in pairs or small groups and take them up as a class. You could also use the questions for a class discussion. Ask learners to read the culture note and discuss whether the importance of "putting it in writing" applies in other cultures.

p. 100 | **Notes**

Introduces typical components of a note

1 Introduce the topic of notes by asking learners about notes they have written in the past: What were they about? Who were they for? How were they written?

Learners read the three notes for different purposes and answer the comprehension questions.

2 Learners practise writing a note to a child's teacher. You could ask them to exchange their notes with a partner for peer editing.

3 Learners write another note to a colleague. You could use these two activities to introduce the idea that there will probably be differences in tone and formality between a note to a teacher and one to a colleague.

You could also use this activity for formative assessment since one of the writing competencies for CLB 5 is to convey business messages as written notes.

LINC 5 Instructor Notes | Chapter 2 | Business Writing 129

Activities

The activities consist of both skill-building and skill-using activities. Skill-building activities provide learners with opportunities to acquire background information and learn the language needed to perform tasks they may encounter in the real world.

Skill-using activities provide learners with opportunities to practise language in tasks that approximate real-world tasks.

Some of the skill-using activities are termed Putting It in Practice. These tasks allow learners to demonstrate their language proficiency in situations that approximate real-world tasks. They can be used for formative assessment purposes. Suggested CLB competencies and assessment criteria are provided for these tasks in the instructor notes.

Instructor Notes

Instructor notes follow the activities for each LINC level. They are on coloured paper for ease of reference. They include suggestions for teaching procedures, answer keys and transcripts of the listening texts.

Guiding Principles

The *LINC 5–7 Classroom Activities* was developed with the LINC program objectives and CLB-based approach to language instruction in mind.

1. The LINC Program Objectives

The LINC program aims to provide language instruction to adult immigrants in order to facilitate their social, cultural and economic integration into Canada.

The *LINC 5–7 Curriculum Guidelines* – on which the *Activities* is based – suggest 12 themes as well as a number of relevant communication situations (outlined in 20 units) as possible contexts for the CLB competencies. The themes represent broad subject areas that offer opportunities for introducing vocabulary and information relevant to social, cultural and economic integration into Canada. The communication situations in the 20 units (e.g., meetings, telephoning, job searching) reflect a variety of common situations in Canadian community, workplace and study contexts.

2. CLB-based Approach to Language Instruction

The CLB-based approach used in LINC classrooms involves language instruction that is task-based and learner-centred.

Task-based instruction

In LINC classrooms, successful learner performance of CLB competencies is the intended outcome of instruction and learning. CLB competencies are language tasks – real-world uses of language meant to accomplish a purpose in a specific situation. The CLB competencies for a particular benchmark level reflect a wide range of language ability, divided into four broad areas of communication: social interaction, following and giving instructions, suasion (getting things done), and exchanging information.

In classroom activities in LINC classes, learners acquire language skills (in skill-building tasks and activities) and apply those skills by performing tasks that reflect authentic, everyday communication tasks (in skill-using activities). These skill-using activities are communicative, requiring language skills and strategies (such as clarifying information or indicating non-understanding) to convey and interpret meaning. Because these tasks simulate real-life situations, they often provide wide exposure to vocabulary, language functions, socio-cultural conventions and grammatical structures.

Learner-centred instruction

The CLB competencies are generic language tasks, not contextualized in particular situations. For example, the CLB 6 speaking competency *ask for and provide information in an interview related to daily activities* is a generic task. In CLB-based language instruction, instructors contextualize the CLB competencies with specific purposes and situations relevant to the learners in their classes. For example, *provide information to an insurance representative to arrange for home/apartment insurance*, or *provide information about trip details to a travel agent to arrange a flight*.

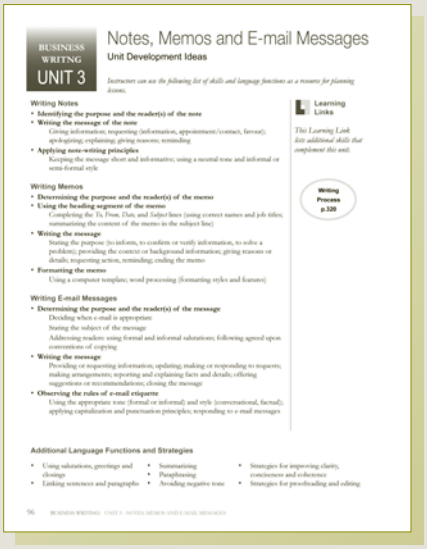
How these guiding principles are reflected in the *Activities*

The selection of texts and situations in the *LINC 5–7 Classroom Activities* reflect Canadian contexts, possible settlement needs of LINC learners[1] and the Canadian Language Benchmarks. The activities:

- contextualize a range of CLB competencies (from the four competency areas) in realistic, everyday situations and with topics relevant to learner needs in academic, workplace and study contexts
- include both skill-building and real-world (skill-using) language learning tasks
- reflect functional, linguistic, textual, socio-linguistic and strategic language use

How the LINC 5–7 Curriculum Guidelines informed the LINC 5–7 Classroom Activities

The units and themes of the Curriculum Guidelines informed the content of the activities. Each activity has both a language focus and a context, or situation. The language focus was determined by selecting from the *Unit Development Ideas* page and the *Sample Language and Independent Learning* pages in the Curriculum Guidelines. The context or situation of each activity was determined by selecting from the *Sample Settings and Themes* and the *Sample Tasks* pages.


BUSINESS WRITING
UNIT 3

Notes, Memos and E-mail Messages

Unit Development Ideas

Instructors can use the following list of skills and language functions as a resource for planning lessons.

Writing Notes

- **Identifying the purpose and the reader(s) of the note**
- **Writing the message of the note**
  Giving information; requesting (information, appointment/contact, favour); apologizing; explaining; giving reasons; reminding
- **Applying note-writing principles**
  Keeping the message short and informative; using a neutral tone and informal or semi-formal style

Writing Memos

- **Determining the purpose and the reader(s) of the memo**
- **Using the heading segment of the memo**
  Completing the *To, From, Date,* and *Subject* lines (using correct names and job titles; summarizing the content of the memo in the subject line)
- **Writing the message**
  Stating the purpose (to inform, to confirm or verify information, to solve a problem); providing the context or background information; giving reasons or details; requesting action, reminding; ending the memo
- **Formatting the memo**
  Using a computer template; word processing (formatting styles and features)

Writing E-mail Messages

- **Determining the purpose and the reader(s) of the message**
  Deciding when e-mail is appropriate
  Stating the subject of the message
  Addressing readers: using formal and informal salutations; following agreed upon conventions of copying
- **Writing the message**
  Providing or requesting information; updating; making or responding to requests; making arrangements; reporting and explaining facts and details; offering suggestions or recommendations; closing the message
- **Observing the rules of e-mail etiquette**
  Using the appropriate tone (formal or informal) and style (conversational, factual); applying capitalization and punctuation principles; responding to e-mail messages

Learning Links

This Learning Link lists additional skills that complement this unit.

Writing Process p.320

Additional Language Functions and Strategies

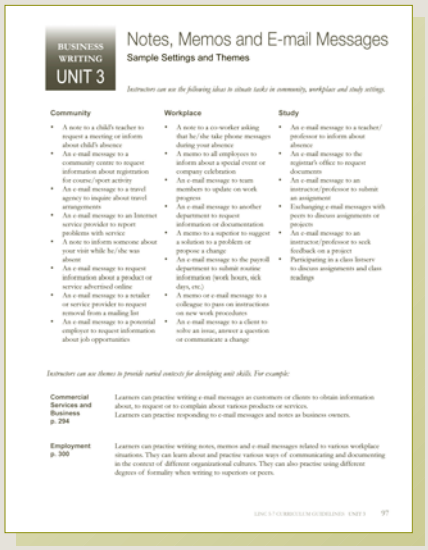
- Using salutations, greetings and closings
- Linking sentences and paragraphs
- Summarizing
- Paraphrasing
- Avoiding negative tone
- Strategies for improving clarity, conciseness and coherence
- Strategies for proofreading and editing

96 BUSINESS WRITING – UNIT 3 – NOTES, MEMOS AND E-MAIL MESSAGES

The **Unit Development Ideas** page of each unit in the *LINC 5–7 Curriculum Guidelines* lists skills, language functions and background knowledge related to a communication situation.

The *Unit Development Ideas* page pictured to the left is from Business Writing, page 96. The ideas listed on this page were used to determine the language focus of the activities in the Business Writing chapter in the *LINC 5–7 Classroom Activities*.

[1] As determined by *LINC 5–7 Curriculum Guidelines* and the *Consultations on the Settlement and Language Training Services Needs of Newcomers*, 2006.



BUSINESS WRITING
UNIT 3

Notes, Memos and E-mail Messages

Sample Settings and Themes

Instructors can use the following ideas to situate tasks in community, workplace and study settings.

Community

- A note to a child's teacher to request a meeting or inform about child's absence
- An e-mail message to a community centre to request information about registration for course/sport activity
- An e-mail message to a travel agency to inquire about travel arrangements
- An e-mail message to an Internet service provider to report problems with service
- A note to inform someone about your visit while he/she was absent
- An e-mail message to request information about a product or service advertised online
- An e-mail message to a retailer or service provider to request removal from a mailing list
- An e-mail message to a potential employer to request information about job opportunities

Workplace

- A note to a co-worker asking that he/she take phone messages during your absence
- A memo to all employees to inform about a special event or company celebration
- An e-mail message to team members to update on work progress
- An e-mail message to another department to request information or documentation
- A memo to a superior to suggest a solution to a problem or propose a change
- An e-mail message to the payroll department to submit routine information (work hours, sick days, etc.)
- A memo or e-mail message to a colleague to pass on instructions on new work procedures
- An e-mail message to a client to solve an issue, answer a question or communicate a change

Study

- An e-mail message to a teacher/professor to inform about absence
- An e-mail message to the registrar's office to request documents
- An e-mail message to an instructor/professor to submit an assignment
- Exchanging e-mail messages with peers to discuss assignments or projects
- An e-mail message to an instructor/professor to seek feedback on a project
- Participating in a class listserv to discuss assignments and class readings

Instructors can use themes to provide varied contexts for developing unit skills. For example:

Commercial Services and Business p. 294

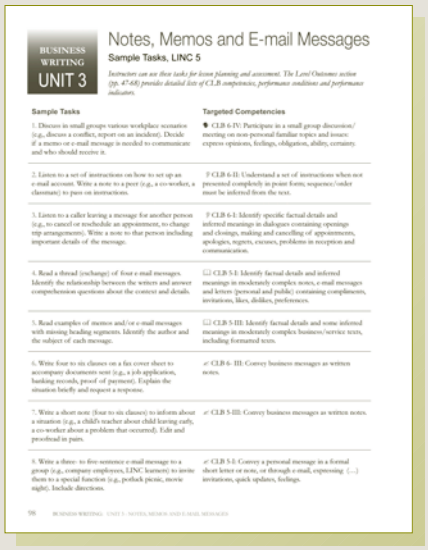
Learners can practice writing e-mail messages as customers or clients to obtain information about, to request or to complain about various products or services.
Learners can practice responding to e-mail messages and notes as business owners.

Employment p. 300

Learners can practice writing notes, memos and e-mail messages related to various workplace situations. They can learn about and practice various ways of communicating and documenting in the context of different organizational cultures. They can also practice using different degrees of formality when writing to superiors or peers.

LINC 5–7 CURRICULUM GUIDELINES UNIT 3 97

The **Sample Settings and Themes** page of each unit in the *LINC 5–7 Curriculum Guidelines* provided ideas for contextualizing CLB competencies in real-life situations in community, workplace and study settings.



BUSINESS WRITING
UNIT 3

Notes, Memos and E-mail Messages

Sample Tasks, LINC 5

Instructors can use these tasks for lesson planning and assessment. The Level Outcomes section (pp. 47-68) provides detailed lists of CLB competencies, performance conditions and performance indicators.

Sample Tasks	Targeted Competencies
1. Discuss in small groups various workplace scenarios (e.g., discuss a conflict, report on an incident). Decide if a memo or e-mail message is needed to communicate and who should receive it.	♦ CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.
2. Listen to a set of instructions on how to set up an e-mail account. Write a note to a peer (e.g., a co-worker, a classmate) to pass on instructions.	☞ CLB 6-II: Understand a set of instructions when not presented completely in point form; sequence/order must be inferred from the text.
3. Listen to a caller leaving a message for another person (e.g., to cancel or reschedule an appointment, to change trip arrangements). Write a note to that person including important details of the message.	☞ CLB 6-I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.
4. Read a thread (exchange) of four e-mail messages. Identify the relationship between the writers and answer comprehension questions about the context and details.	☑ CLB 5-I: Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences.
5. Read examples of memos and/or e-mail messages with missing heading segments. Identify the author and the subject of each message.	☑ CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.
6. Write four to six clauses on a fax cover sheet to accompany documents sent (e.g., a job application, banking records, proof of payment). Explain the situation briefly and request a response.	✍ CLB 6- III: Convey business messages as written notes.
7. Write a short note (four to six clauses) to inform about a situation (e.g., a child's teacher about child leaving early, a co-worker about a problem that occurred). Edit and proofread in pairs.	✍ CLB 5-III: Convey business messages as written notes.
8. Write a three- to five-sentence e-mail message to a group (e.g., company employees, LINC learners) to invite them to a special function (e.g., potluck picnic, movie night). Include directions.	✍ CLB 5-I: Convey a personal message in a formal short letter or note, or through e-mail, expressing […] invitations, quick updates, feelings.

98 BUSINESS WRITING UNIT 3 – NOTES, MEMOS AND E-MAIL MESSAGES

The **Sample Tasks** pages of each unit in the *LINC 5–7 Curriculum Guidelines* provided task ideas for LINC 5, 6 and 7 activities.

Essential Skills and the LINC 5–7 Classroom Activities

Essential Skills (ES) refer to nine skills essential to success in Canadian occupations. They are considered skills not only for work, but also for learning and life. Adults who have strong essential skills are able to apply their skills across many different tasks in a variety of contexts.

Thousands of interviews were conducted to find out how these essential skills are used in Canadian workplaces. This research is compiled in the Essential Skills Profiles. There are currently profiles for 300 occupations accessible on the Essential Skills website[2]. Each profile lists typical tasks for each essential skill.

Integration of Essential Skills

In the *Activities,* Essential Skills are integrated in three ways:

1. Some activities introduce learners to the Essential Skills Profiles. In most chapters, an activity in the chapter introduction engages learners in searching the ES Profiles for workplace tasks related to the chapter content. For example:

   In Chapter 2, Business Writing, learners locate specific ES profiles and identify the workplace writing tasks for those occupations.

   The purpose of these activities is to help learners:

   - become familiar with the Essential Skills Profiles
   - be informed about typical skill demands in Canadian workplaces and in their occupation
   - reflect on their own essential skills and set learning goals

The Nine Essential Skills and Typical Applications

Reading Text

- Scan for information; Skim for overall meaning
- Read to understand, learn, evaluate
- Integrate & synthesize information

Document Use

- Read signs, labels or lists; Interpret information on graphs or charts; Enter information on forms

Numeracy

- Numerical estimation and calculation

Writing

- Organize, record or document; Inform or persuade
- Request information or justify a request
- Present an analysis or comparison

Oral Communication

- Greet people or take messages
- Reassure, comfort or persuade; Resolve conflicts
- Seek/obtain information; Facilitate or lead a group

Work with Others

- Work independently; with a partner or helper; Work as a member of a team
- Participate in supervisory or leadership activities

Thinking Skills

- Problem Solving; Decision making; Critical thinking
- Job task planning and organizing
- Significant use of memory; Finding information

Computer Use

- Operate a computerized cash register
- Use word-processing software
- Send e-mails; Create /modify spreadsheets

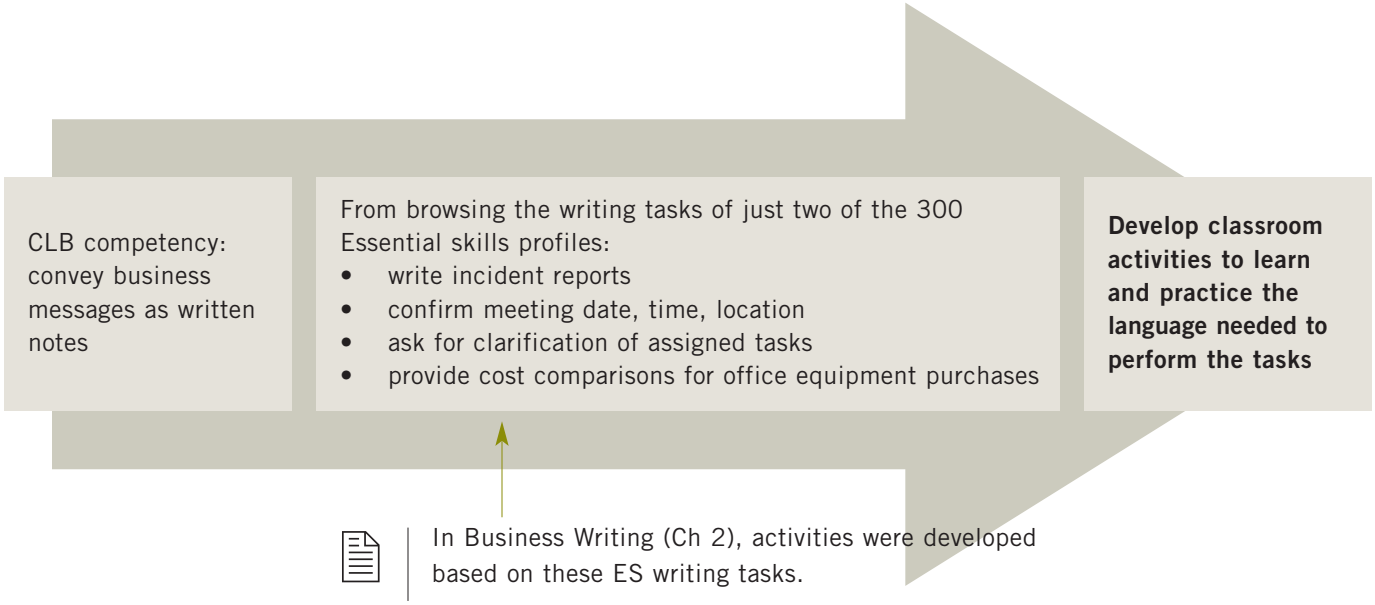
Continuous Learning

- Know how to learn; Know how to gain access to a variety of materials, resources, learning opportunities

Adapted from Defining Essential Skills, and Readers Guide to Essential Skills, http://srv108.services.gc.ca/english/

[2] Essential Skills Profiles: www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml.

2. Many activities were inspired by sample tasks in the Essential Skills Profiles. These example tasks provided ideas for contextualizing CLB competencies in workplace contexts. For example, writing tasks in two of the more than 300 Essential Skills Profiles – *Guest Service Attendant* and *Executive Assistant* – provided inspiration for contextualizing a CLB writing competency (*convey business messages as written notes*) in the Business Writing chapter (see below).



3. Some activities introduce learners to using resources that are based on or linked to Essential Skills research.

   For example, in Chapter 4 (Looking for a Job), learners are introduced to the following resources:

   - **Ontario Skills Passport:** This website is based on Essential Skills research and the Essential Skills Profiles. It includes a clear list of the nine Essential Skills and nine Work Habits essential to success in Canadian occupations.
   - **National Occupation Classification (NOC):** This website includes occupational information organized by a four-digit code, called the NOC code. Essential Skills Profiles also list the NOC code, which is hyperlinked to the NOC website. In addition, you can search for a specific Essential Skills Profile by NOC code.
   - **Service Canada's Job Bank:** This is a job-listing website operated by the government of Canada. Each job posting includes the NOC code.
   - **Service Canada's Job Futures:** This is an online career planning tool that provides information about 265 occupational groups. This information can be searched by the NOC code.

   The purpose of these activities is to help learners:

   - research occupations in Canada
   - become aware of the skills needed in specific occupations
   - become aware of their own skills and skill gaps
   - express their skills in résumés, cover letters and interviews

Part B: Incorporating the Activities into Program Planning and Delivery

This part of the User Guide can help you to incorporate the *LINC 5–7 Classroom Activities* into your program planning and delivery. It provides suggestions and tools – in a question-and-answer format – on ways to select, adapt and supplement the *Activities*.

Q: How can I use the *LINC 5–7 Classroom Activities*?

You can use the *Activities* as one of many resources to help you to plan and deliver instruction. You can use the activities as is, adapt them or supplement them with other materials. These activities are not lesson plans; nor do they offer enough practice of language skills to be considered complete modules of learning. They are merely samples of possible level- and content-appropriate activities for LINC 5–7 classes. Whether or not they are suitable for the learners in your class depends on the needs of those learners and the CLB competencies you want to address.

When selecting activities, you can start with your learners' needs (i.e. the language skills and topics they want to work on) and the CLB competencies you want to address. Then, you can determine the real-life tasks that relate to these needs and contextualize the competencies (e.g., write a short essay, write a cover letter, arrange a meeting). These real-life tasks will become the outcomes of learning and teaching. With these tasks in mind, browse the *Activities* and draw from those that either address these tasks or address the language skills needed to perform them.

Although the sample activities are organized by chapters and LINC levels, you can draw from the activities in all the levels and from a range of chapters. You can adapt the activities to the level of your learners, order them and supplement them with a variety of other resources to form lessons tailored to the needs of your class.

Q: How can I select activities that are relevant to the needs and interests of learners in my class?

The concept of "learner-centeredness," where learner needs, interests and preferred learning styles are taken into account to plan and deliver language instruction – and where CLB competencies are contextualized in themes and tasks of interest and relevance to learners – is fundamental to the CLB and the LINC Curriculum Guidelines methodology.

The purpose of language instruction in LINC classes is to help learners use English to perform real-life tasks in their daily lives. So it is essential to have an understanding of what those tasks may be for the learners in your class, and to provide classroom activities that simulate them. For example, you can teach listening and re-telling strategies by listening to a recording about any topic, but by listening to an automated information line about tenant rights in Ontario, the learner practises listening and re-telling strategies while also learning about tenant rights, and about a free service that he/she can access independently. He/she learns the language while performing a relevant real-life task that he/she can perform outside the classroom.

The *Activities* reflect situations, topics and language elements that are relevant to the general needs of newcomers. However, only by considering the particular learners in your class can you determine whether or not those situations, topics and language elements will be relevant to them.

→ General needs of newcomers to Ontario

An awareness of the needs of Ontario newcomers, and of specific newcomer groups such as youth, seniors and women, can help you choose and adapt activities that address specific settlement needs.

In 2006, Citizenship and Immigration Canada studied the needs of newcomers to Ontario. Extensive consultations with newcomers and service provider organizations were conducted to obtain information about newcomer needs, expectations and experiences. These consultations revealed specific trends and needs that can inform LINC instructors.

One trend documented in various research reports is that "over the past 20 years, immigrants have fallen behind economically in comparison with Canadian-born residents."[3] During the consultations,[4] the need for employment ranked as the highest priority for nearly all newcomers, and was related to three barriers:

- obtaining equivalencies for education or professional certification acquired in other countries
- obtaining recognition for previous work experience outside of Canada
- obtaining references for work, housing and other purposes

The needs expressed by newcomers who participated in the consultations fell into nine primary areas, as illustrated in the chart below. The top three needs were employment, language and better guidance and information.

Newcomers' nine primary areas of need	All	Seniors (age 50+)	Youth	Women
Employment	①	①		①
Language	②	③	②	②
Information & guidance	③	③		③
Initial orientation				
Financial stability				
Housing				
Cultural integration			①	
Social & emotional support				
Health		②		
Education			③	
Childcare				
Seniors: *Employment is the highest priority; most seniors report they are actively looking for work. Financial stability is a significant concern. Barriers to employment include difficulty learning English, older age, and obtaining proof of education. Health is a higher priority than for other groups.*				
Youth: *Education is a higher priority than employment for youth. They lack information about Canada in general, and the education system in particular.*				
Women: *The top three needs are the same for both women and men, but women report additional concerns, experiences and barriers to finding employment, including concerns about child care, loneliness, and loss of confidence.*				

[3] *Strategic Plan for Settlement and Language Training*, Citizenship and Immigration Canada, January 2007
[4] *Consultations on the Settlement and Language Training Services Needs of Newcomers*, 2006

→ Needs assessment

An awareness of the needs of the particular learners in your class can help you to select relevant activities. You can consider the specific needs and interests of learners in the class. What are their language needs, interests and existing abilities? Do they want to improve their writing? Expand their vocabulary? Feel more confident making small talk? Are there many women, seniors, youth, or internationally trained professionals in your class? What are their goals? Do they want to pursue further education? Achieve credential recognition? Obtain direct entry into the workforce? What are their challenges? Do they need help finding services for housing? Employment? Health care? Child care? What are their interests? Do they enjoy reading about current events? Sports? Noteworthy Canadians? These answers can only be discovered through consulting the learners themselves. This can be done through an initial needs assessment, and on an ongoing basis by observing and talking with them.

To learn more, see ...

- *The LINC 5–7 Curriculum Guidelines* (pp. 19–27)
- *The LINC 5–7 Curriculum Guidelines in the Classroom. In the Classroom* outlines a classroom needs assessment process and provides examples of needs assessment tools.
- *CLB 2000: A Guide to Implementation:* Chapter 3, Needs Assessment in a Learner Centred Approach.

Q: How can I address the diverse needs and interests of the learners in my class?

Many LINC classes in Ontario are multi-level, often combining learners from two to four different LINC levels in the same class. Learners in these classes often have different education levels, a variety of goals and interests, and different learning styles. Using the communicative approach, encouraging self-directed learning, and focusing on the transferability of language are three instructional methods that work well with multi-level classes.

As a first step, you can select activities based on the needs and interests that are common to the majority of learners. Vary activity types so they appeal to the learning preferences of all learners some of the time.

Integrating independent learning activities, research activities and the use of technology into lessons can also provide opportunities to address the varying needs and interests of learners and encourage them to take responsibility for their own learning.

Communicative activities are well-suited to multi-level classes because they require using language for communication tasks that approximate real-life situations. Learners are encouraged to use the range of language abilities they already have in their exchanges with each other. For example, in a class discussion, a lower-level learner may state his opinion; a higher-level learner may state *and justify* her opinion.

Finally, emphasizing the transferability of language structures and strategies to different contexts can help address a variety of needs. For example, language strategies can be taught in the context of one situation (e.g., calling the landlord and tenant automated information phone line, taking notes and re-telling the information to a partner), then applied to other situations (e.g., calling an automated phone line about consumer rights, legal rights, or victim support). Learners themselves can suggest these situations, and conduct Internet research to locate suitable texts related to them. This provides spiralling of language strategies as well as opportunities to address a variety of learner needs (see the visual, next page.)

Adapt Activity to Include Additional Contexts
This provides opportunities to address a variety of learner needs, and to spiral language in different contexts

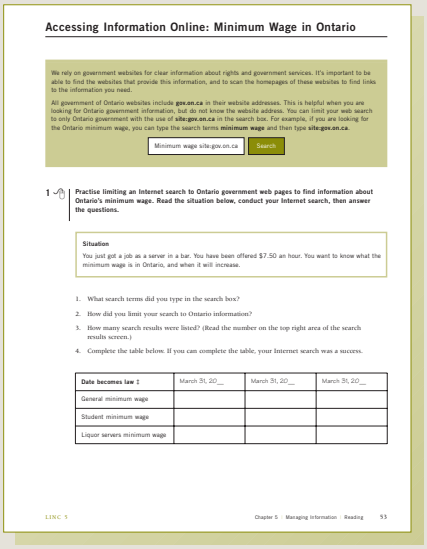
Consult Learners
On how they transfer the language strategies to situations they are interested in (e.g., listening to information about legal rights, the weather, consumer rights)

Sample Activity (from *LINC 5–7 Activities*)
Take notes on tenant rights from an automated information line (Legalline); use notes to re-tell information

For example:

The activity below (from Chapter 5, Reading LINC 5) demonstrates how language skills can be spiralled in different contexts. The CLB 5 reading competencies below are initially contextualized with an employment theme and task.

- CLB 5–II: Understand and follow moderately complex everyday texts.
- CLB 5–III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.
- CLB 5–IV: Access and locate information …



Accessing Information Online: Minimum Wage in Ontario

We rely on government websites for clear information about rights and government services. It's important to be able to find the websites that provide this information, and to scan the homepages of these websites to find links to the information you need.

All government of Ontario websites include **gov.on.ca** in their website addresses. This is helpful when you are looking for Ontario government information, but do not know the website address. You can limit your web search to only Ontario government with the use of **site:gov.on.ca** in the search box. For example, if you are looking for the Ontario minimum wage, you can type the search terms **minimum wage** and then type **site:gov.on.ca**.

Minimum wage site:gov.on.ca | Search

1 **Practise limiting an Internet search to Ontario government web pages to find information about Ontario's minimum wage. Read the situation below, conduct your Internet search, then answer the questions.**

Situation
You just got a job as a server in a bar. You have been offered $7.50 an hour. You want to know what the minimum wage is in Ontario, and when it will increase.

1. What search terms did you type in the search box?
2. How did you limit your search to Ontario information?
3. How many search results were listed? (Read the number on the top right area of the search results screen.)
4. Complete the table below. If you can complete the table, your Internet search was a success.

Date becomes law ↕	March 31, 20__	March 31, 20__	March 31, 20__
General minimum wage			
Student minimum wage			
Liquor servers minimum wage			

LINC 5 Chapter 5 : Managing Information : Reading 53

Situation and activity: *You just got a job as a server in a bar. You have been offered $7.50 an hour. You want to know what the minimum wage in Ontario is, and when it will increase.*
Use the Internet to find the information and complete the table. Successful performance of the task is demonstrated by completion of the table.

Then, a similar task can be used to transfer the language skills (e.g., limiting an Internet search, scanning a home page) to other situations relevant to learners. For example, if learners have young children, a task could be:
Your daughter is nine years old and you want to know if she is still required to sit in a booster seat in the car. Use the Internet to find the information and pass on the information to the class.

Q: How can I determine the outcomes of learning for learners in my class?

In CLB-based classes, the outcomes of learning are determined by real-life tasks that are relevant to the goals and needs of learners in your class and that contextualize the CLB competencies (e.g., write a short essay, write a cover letter, arrange a meeting, describe your skills in a job interview). You can use these real-life tasks as models to develop or select classroom activities that resemble them. These classroom activities can be used for assessment of learner performance.

The outcome tasks can be determined by considering the needs and goals of learners – what do they want/need to be able to do? Listings of sample tasks can provide ideas for these outcome tasks. You can find these listings in CLB resources, *LINC 5-7 Curriculum Guidelines* and the Essential Skills Profiles.

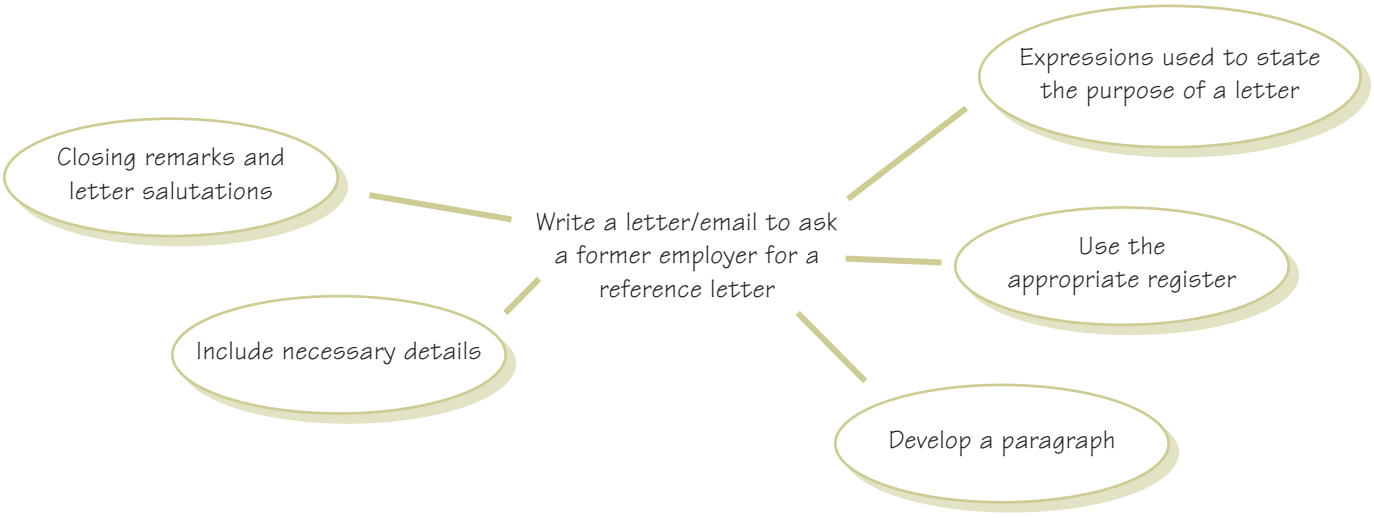
To learn more, see ...

- *LINC 5–7 Curriculum Guidelines*, sample tasks pages
- *CLB 2000* – sample tasks are listed beside most CLB competencies
- *CLB 2000 Additional Sample Task Ideas* (available at www.language.ca)
- *Essential Skills Profiles*

Q: How can I select activities that will prepare learners to perform the outcome tasks successfully?

The ability to perform the CLB competencies (contextualized in tasks relevant to learners) is the primary objective of LINC classes. To achieve that objective, learners need plenty of opportunities to practise performing those tasks with a variety of relevant texts and situations. They also need instruction and practice with the language elements involved in those tasks, such as pronunciation, vocabulary, grammar, background knowledge and knowledge of social conventions. These are termed skill-building activities. Various resources can help you determine the focus (content or language focus) of the skill-building activities, such as:

- **A Task Analysis:** If you have the performance of a real-life task in mind as a learning outcome, a task analysis can help identify language elements that are implicit in that real-life task. Consider the task analysis below, which determined the skill-building activities in Chapter 2 (Business Writing, LINC 5) of the *LINC 5–7 Activities*.



- **CLB performance indicators:** The CLB performance indicators provide details on what learners should be able to do (and by extension, what should be taught) to achieve the CLB competencies. These indicators can provide ideas for the focus of skill-building activities. For example, consider the CLB competency and performance indicators below:

  CLB 6 listening competency: *Take phone messages with three to five details.*
  Performance indicators: *– Answers phone appropriately*
  – Clarifies/confirms accuracy of information
  – Gets all details in message

  The performance indicators above provided ideas for some of the skill-building activities in Chapter 7 (Telephone Calls), which focus on telephone greetings, strategies for clarifying information, and strategies for confirming accuracy. These same performance indicators can also become the assessment criteria in the assessment tasks. In the *LINC 5–7 Curriculum Guidelines* (pp. 52–68), the performance indicators appear under each CLB competency.
- **CLB 2000, *What may need to be taught* pages:** For each skill, the CLB 2000 document includes one page – titled *What May Need to be Taught* – that lists strategies, background knowledge and language elements that may need to be taught for learners to achieve the Benchmark competencies. These strategies and elements can provide ideas for skill-building activities. (See CLB 2000, pages 55, 75, 87, 99.)
- **The learners in your class:** Learners' present language abilities, interests and the results of ongoing assessment of their progress should determine the language focus of skill-building activities.
- **The *LINC 5–7 Curriculum Guidelines*:** The *Unit Development Ideas* page of each unit in the Guidelines provides a broad list of the skills and language functions involved in communicating in particular situations (e.g., business writing). The *Sample Language and Independent Learning* page lists possible vocabulary, grammar and pronunciation to focus on, and the *Teaching Suggestions and Resources* page lists resources.

Q: How can I use the activities in the *LINC 5-7 Classroom Activities* to form a lesson?

A lesson is a planned sequence of activities that enables learners to practise specific elements of English. CLB-based lessons typically contain both skill-building and skill-using activities – that is, activities that offer instruction and practice in specific language structures as well as communicative activities that offer opportunities to apply language in classroom tasks that approximate real-life situations. Forming a lesson involves selecting, developing and sequencing skill-building and skill-using activities that are relevant to learners.

Because the *LINC 5-7 Classroom Activities* includes both skill-building and skill-using activities, as well as *Putting It in Practice* tasks, it provides samples of the ingredients needed to form a lesson or a series of lessons. However, there may not be enough activities provided for some learners to perform the *Putting It in Practice* activities proficiently. This is because certain language elements may be emphasized too much or others not enough for the language needs of particular learners; the level may be too high or too low; or the content may not be relevant to their learning goals or interests. To form lessons appropriate for the learners in your class, you will need to rely on a range of resources to adapt and supplement these activities.

To learn more, see ...

- *CLB 2000: A Guide to Implementation*, Chapter 6, Planning for Teaching and Learning
- *LINC 5–7 Curriculum Guidelines In the Classroom*

Q: How can I select from the *Activities* to form a theme-based lesson?

Instructors who organize activities by theme (e.g., Canadian law, education) can select and adapt activities from many of the chapters to develop a lesson or series of lessons. The example below illustrates how one instructor (Margaret) could use the *LINC 5–7 Activities* while planning a theme-based lesson on Canadian law. Margaret teaches a group of LINC 5 learners, all of whom listed listening practice as a priority. Learners also indicated an interest in Canadian law and social services. Margaret decides to focus her lesson on introducing note-taking strategies to help learners listen. She also wants to introduce information about Canadian law and social services.

From Chapter 5: Managing Information

Margaret wants to start the lesson with a reading about a Canadian law topic. Although her learners are LINC 5, she browses the LINC 6 section and finds an activity that explores the Service Canada website to find information about CPP and OAS. She uses this activity, but adapts it by printing sections of information from the website and using them as readings. Note: For other reading topics, draw from the ideas, topics and resources listed in the LINC 5–7 Curriculum Guidelines theme section.

From Chapters 1 and 7: Telephoning and Note-taking

Margaret wants a listening activity to follow her readings on CPP and OAS. She browses the chapter on telephone calls and notices an activity that uses Legalline, an automated information line with 1,000 different topics. She doesn't use the activity because it is about tenant issues, but she records another listening text from Legalline that is about the OAS, and plays it in class. Margaret likes one of note-taking activities, but doesn't think the listening text would interest her learners. She uses the note-taking task with the listening text on OAS.

From Chapter 5: Presentations

Margaret draws from the LINC 5 presentations activities and decides that each learner will choose a source of government income support (OAS, OW, ODSP) and give a presentation about it to the rest of the class. During the presentation, learners will need to listen, take notes based on their co-learners presentations, and use their notes to summarize the information.

Q: How can I use the LINC 5-7 online activities?

The LINC 5–7 online activities offer interactive activities – based on the print activities – that can be accessed and completed independently. Most of the online activities are self-correcting. They are especially useful for learners who prefer to learn in a self-directed way, or for learners who want additional practice on specific activities. Some of the online activities have been designed to be facilitated by a classroom instructor and involve sharing ideas or getting feedback from the instructor or classmates. The online activities can be used either within or outside of class time:

- During class time (in the computer lab) learners can use the online activities to review, confirm and enhance their classroom learning. You could assign learners the online activities that are related to the topics or print activities you are addressing in class. Learners can complete the activities at their own pace, and listen to the audio texts as often as they want to.
- Outside of class time, learners can also access the online activities. This is especially helpful if only a few learners in your class are interested in a particular section of the activities.

Q: How can I incorporate ongoing needs assessment into lessons?

Although an initial needs assessment can provide information on learner needs and interests, it is often through classroom activities and in informal ongoing discussions that we discover learners' needs, language abilities, interests and learning preferences.

Ongoing needs assessment can be a regular part of classroom activities. In the *LINC 5–7 Activities*, the first page of each LINC section of activities is designed to elicit information about learners' experiences, observations and interest in the chapter content.

During activities, you can encourage feedback from learners. Be curious about whether or not (and why) the learning activities are useful, interesting or challenging. Listen to the responses. Observe learners' performances to find out how much they are participating and how proficient they are becoming. After an activity, ask learners how they thought it went. Find out whether or not they think they can use the language structure or strategy taught in class in their daily lives, and how. Use the information you gather to plan, select and adapt activities for upcoming lessons.

You may be able to get a better sense of how effective the learning activities were – and whether or not you are making the most of them – by asking yourself some of the following questions:

- ☑ Did learners understand the intended outcomes of learning for this lesson?
- ☑ Did learners understand the purpose of each activity?
- ☑ After learners performed a task, did I provide an opportunity to talk about how it went?
- ☑ Do learners seem interested in the content of this activity?
- ☑ Are the activities relevant to learners' lives?
- ☑ If I focus on a language structure, am I providing learners with the opportunity to apply it in a communicative task?
- ☑ Do learners seem to like the type of activity (role-play, discussion, debate, research)?
- ☑ Is the activity too easy, about right or too difficult?
- ☑ In what other relevant situations can learners apply these language skills?

Q: How can I use the *Activities* for formative assessment of learners' performance?

Formative assessment is conducted for two main reasons: to inform learners about their strengths and areas that need improvement, and to inform you about the effectiveness of your teaching and the elements of CLB competencies that need further instruction. This information informs your lesson planning.

Formative assessment can be done on an ongoing basis while learners are participating in activities. Formative assessment differs from a regular activity in that specific components of the activity are clearly articulated as criteria for successful performance. This criteria should be shared with learners. Learner performance is evaluated against the criteria (by you and by learners themselves), and the results are used both to inform learners and to inform your own lesson planning.

Although many of the activities can be used for formative assessment, specific activities in each chapter, titled *Putting It in Practice*, are especially suitable for assessment purposes. They are suitable because they lack scaffolding, are communicative, and approximate real-life tasks, which are the outcomes of learning in a CLB-based class. In the instructor notes, related CLB competencies are listed with possible assessment criteria to choose from. The assessment criteria were drawn from the CLB performance indicators.

Learner performance assessment can include both summative and formative assessment. Summative assessment is conducted to determine whether or not learners can proficiently perform CLB competencies for a Benchmark level. It is typically done either when learners are ready to demonstrate mastery of particular CLB competencies, or at the end of a teaching cycle. If these tasks are used for *summative* assessment purposes, care must be taken to ensure that a sufficient number of related practice activities have been done before the assessment task, that the task reflects the performance conditions of the target CLB level, that learners understand the assessment criteria, and that a variety of assessment tasks are used to assess performance.

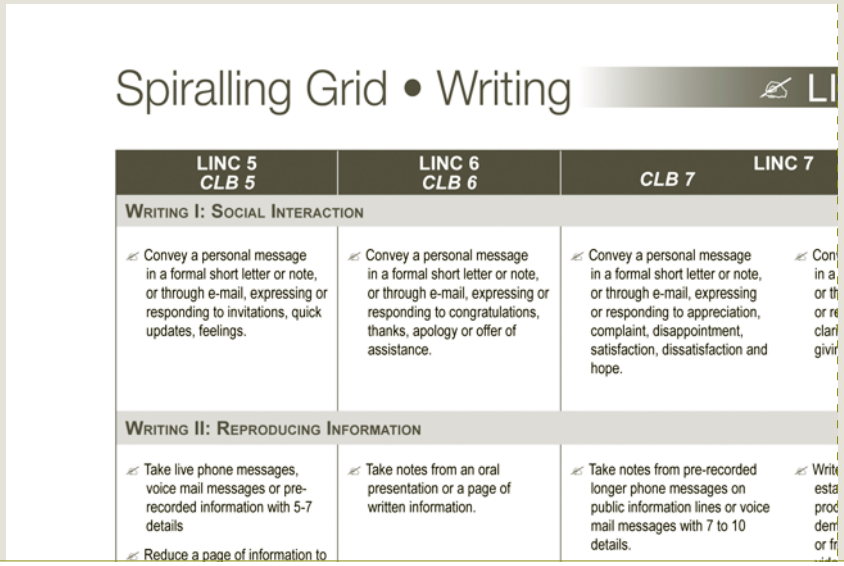
To learn more, see ...

- *CLB 5–10 Exit Assessment Tasks*
- *CLB 2000: A Guide to Implementation*, Chapter 8: Classroom-Based Assessment
- *Integrating CLB Assessment into your ESL Classroom*

Q: How can I ensure I address a variety of CLB competencies?

Familiarity with the CLB competencies in all four areas (social interaction, reproducing information/instructions, suasion and information) can help you to select activities that address a variety of competencies. Browsing the CLB competency statements in chart form can provide a visual overview of the outcomes of learning and help you to develop this familiarity. It can also help you to see how the CLB competencies and performance conditions for each LINC level progress in complexity.

The Canadian Language Benchmarks are described in the publication *Canadian Language Benchmarks 2000*, available for purchase or PDF download at www.language.ca. CLB competencies are also reproduced in a variety of visual formats in the *LINC 5–7 Curriculum Guidelines* (pages 49–68 and 321–331). For example, the "Spiralling Grid" below shows the differences in CLB levels by displaying the CLB competency statements for writing for each LINC level side by side.



Spiralling Grid • Writing

LINC 5 CLB 5	LINC 6 CLB 6	CLB 7 LINC 7
Writing I: Social Interaction		
Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings.	Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance.	Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope.
Writing II: Reproducing Information		
Take live phone messages, voice mail messages or pre-recorded information with 5-7 details Reduce a page of information to	Take notes from an oral presentation or a page of written information.	Take notes from pre-recorded longer phone messages on public information lines or voice mail messages with 7 to 10 details.

These CLB spiralling grids are reproduced in the appendix of this user guide.

Q: I have a multi-level class. How can I adapt the activities so that they suit the level of learners?

In the *Activities*, separate activities are included for LINC 5, LINC 6 and LINC 7. You can draw from the activities in any of these levels and adapt them to suit your learners' various levels. For example, LINC 7 learners may benefit from LINC 5 activities, but these activities would need to be supplemented or extended with additional activities (e.g., discussion, research, reading). LINC 5 learners may benefit from LINC 6 activities, but the texts may need to be shortened or simplified.

You can refer to the CLB performance conditions as a general guide when you are selecting or adapting texts and tasks so that they are level-appropriate. The performance conditions provide details about the purpose of communication, the audience, time constraints, length and complexity of the text for each CLB level.

✍ CLB Performance Conditions – Writing

LINC 5 (CLB 5)	LINC 6 (CLB 6)	LINC 7
I: Social Interaction • Addressees are familiar. • Topics are of immediate everyday relevance. • Letter is 1 paragraph long. Note is 4 to 6 clauses. **II: Reproducing Information** • Text to reproduce is up to 1 page long, or a short oral text on concrete factual matters with 5 to 7 details. **III: Business/Service Messages** • Messages are 3 to 5 sentences long. • Forms are moderately complex, 20 to 30 items long. **IV: Presenting Information & Ideas** • Learner writing is 1 paragraph long.	**I: Social Interaction** • Addressees are familiar. • Topics are of immediate everyday relevance. • Learner writing is 1 or 2 short paragraphs long. **II: Reproducing Information** • Text to reproduce is up to 1.5 pages or a short oral text (10 to 15 minutes long). • Texts are varied and may be of specialized or technical nature. • Learner may fill out a teacher-prepared summary grid to aid note-taking or summarizing. **III: Business/Service Messages** • Messages are 5 to 6 sentences or 1 paragraph long	**I: Social Interacti** • Addressees are • Topics are of i relevance. • Learner writin paragraphs lo **II: Reproducing In** • Text to reprod short oral text long). • Texts are varie specialized or t • Learner may f prepared sum taking or sum **III: Business/Servi** • Messages are 2

The CLB performance conditions can guide instructors in choosing level-appropriate activities.

The chart on the left shows the differences in complexity by displaying the CLB performance conditions for a skill (e.g., writing) for each LINC level side by side. The performance conditions are listed in chart form in the appendix of this user guide.

Q: How can I incorporate Essential Skills into classroom activities?

The Essential Skills Profiles provide hundreds of examples of actual Canadian workplace tasks for each of the nine essential skills. Instructors can draw from these tasks to contextualize CLB competencies with classroom tasks that approximate the tasks learners will encounter in the workplace. Although the workplace tasks in the Essential Skills Profiles are connected to specific occupations, many are transferable to a range of occupations. There are a number of online resources that can help you integrate Essential Skills into classroom activities. See the appendix of this user guide for a list.

Q: How can I integrate technology into classroom activities?

The use of web-based texts and tools can supplement activities and enhance language teaching and learning. They can be used to access, locate, present and exchange information.

Integrating technology in a way that is consistent with CLB-based instruction involves using technology to facilitate communication. Using web-based tools adds authenticity to classroom tasks because the communication task can be for a real audience for a real purpose. For example, consider the difference in the two tasks below:

Task 1: *Read an article, write a one-paragraph summary and submit it to the instructor.*

Task 2: *Read an article, write a one-paragraph summary and post your summary on the class blog. Read your classmates' summaries. Select one that interests you. Make a comment to that learner on the blog, telling him/her why the summary interested you.*

Here are some tips for integrating technology in classroom activities.

Include opportunities to exchange (or present) information

Have learners use web-based tools to present and exchange information, such as email, blogs, wikis, forums, photo-sharing tools (e.g., Flickr, VoiceThread) and podcasting tools. These tools can be free and do not require a lot of technical knowledge to use. Such tools include:

Wiki: A class wiki is a useful tool for exchanging information. Setting up either a blog or a wiki is free and will take only a few minutes. You can use a class wiki to:

- upload articles and provide links to videos, podcasts or pictures
- provide a forum for learners to comment on class or wiki content
- provide opportunities for learners to contribute to the wiki (learners can add content and comment on each other's content)

For example, you could pose a question or assign a task on the wiki, then have learners respond to the question or complete the task. For example, if you were practicing the use of the past conditional, you could ask learners to tell you what they did over the weekend, and use the past conditional in their description. See the wiki page example below.

Provide learners with clear instructions and a model for posting responses on a wiki.

If the entire class posts a response, learners see 20 authentic uses of the target grammar structure and have the opportunity to apply their language for a real audience.

Learners can also use the wiki to post what they learned in a particular class. This can help them reflect on their learning. It also provides a purpose for writing: to supply information to learners who may have missed the class.

Digital Storytelling: Digital storytelling is essentially telling a story (voice narration) with images (pictures or video) on the computer. One example of a free web-based digital storytelling tool is *VoiceThread* (http://voicethread.com). Users can upload pictures or images and overlay them with voice narration, to be shared with others who can comment on it. Another example is an online tool called *Jing* (www.jingproject.com). With Jing, users can create a short video of the computer screen and add voice narration. For example, they can make a video of a PowerPoint presentation (with their voice describing the slides), or a video describing and showing a computer process (such as using MSWord to make a table, or describing and demonstrating the features of a website).

Podcasts: Podcasts make excellent listening material because of the flexibility they provide. They can be copied to a CD or an iPod, played in class, or accessed by learners independently. Learners can listen as many times as they like, and pause listening when needed.

Integrate Internet Research Activities

Internet research activities can be added to almost any activity. The challenge in the LINC class is to ensure that activities are consistent with the communicative approach. Consider the examples below:

An activity on emailing in Chapter 2 is supplemented with an Internet research activity in which learners use relevant search terms to locate a list of emailing tips. Then a task can be assigned to engage learners in a CLB-related task, such as:

- take notes to reduce the emailing tips to a list of three or four points you feel are most important, then share these points with a partner
- write an email message to a classmate to describe the list and provide a link to the webpage
- post a one-paragraph review of (and a link to) the webpage on the class wiki

An activity on making enquiries about purchasing used items in Chapter 3 is supplemented with an activity in which learners locate ads for a desired item on a *buy and sell* website (e.g., Kijiji, Craigslist), and draft an email to the seller. This activity adds authenticity to the task – learners are researching actual used items and composing an email to a real person.

Internet research activities can also be used to facilitate project work. A project is a longer-term activity that culminates in a presentation or a product of learning. Projects are valuable in the LINC class because they can involve a variety of communication situations (e.g., meetings, working with others, researching, summarizing, re-telling, planning and assigning work, presenting), allow for independent and self-directed learning, and provide learners with opportunities to use their language abilities to inform others.

Integrate online texts and videos in classroom activities

Videos, podcasts and online texts can enhance the instruction offered in class and supplement many of the LINC 5–7 activities. Including them in class introduces learners to relevant websites and web-based tools they can access independently.

Videos: Short online videos are valuable because they provide a common viewing experience in the classroom and can spark discussion. After viewing a video, common classroom activities include discussing it, taking notes on the main ideas, re-telling the content, writing a review and describing the chronology.

Keep in Mind:

Viewing online videos and podcasts need not be an individual exercise for learners. Instructors can use one computer hooked up to a data projector to view the podcast as a class activity. This can promote discussion in a way that individual viewing cannot.

Instructional videos can provide instruction and demonstration of a concept or process that you are addressing in class. For example,

An activity on resume writing in Chapter 4, *Resumes, Cover Letters and Interviews* can be supplemented by viewing an instructional video about writing a resume and taking notes on the main ideas.

Video-sharing websites allow users to search video collections, view videos and post comments. Some common video-sharing websites are:

- www.YouTube.com
- www.howtovideos.org
- www.ehow.com

News or Feature Stories: News articles and podcasts found on the Internet can be excellent classroom texts because learners are often already familiar with the content of the stories. Many news websites allow readers to post and read comments about the stories. These posts provide opportunities to identify language used to express opinions and give reasons. The following websites include news and/or podcasts and allow reader comments:

- www.thestar.com (podcasts at http://starweb.blogs.com/podcasts/)
- www.cbc.ca/news/ (podcasts at www.cbc.ca/podcasting/)
- www.TVO.org: Includes podcasts about current issues, documentaries, and *CIVICS 101* (animated videos that explain how Ontario's government works)

Activities for English language learners: Many websites have been developed especially for English-language instructors and learners. They provide free online activities, podcasts, news and discussion forums. These activities can supplement the print activities.

For example:

An emailing activity in Chapter 2, Business Writing (LINC 5), can be followed by listening to a podcast that includes email terminology, such as podcast #110 on the China232 website.

It can be a challenge to find online activities on topics you are addressing in class that are also interesting and about the right length and complexity. However, several of these websites are searchable by topic and in some cases by language level. It is worth taking the time to familiarize yourself with some of these websites. Below are just a few examples:

- www.china232.com: Offers a large collection of podcasts on many topics. Most podcasts come with a partial transcript and a list of expressions and their meanings.
- www.englishclub.com/listening/news.htm: Features the *English Club Monthly News Digest*, four short audio news reports (posted monthly) with accompanying activities; discussion forums and language tutorials.

- www.real-english.com: Features dozens of short video clips of authentic, spontaneous English spoken on streets across the world. The videos combine specific language functions with natural speech provided by people the filming crew meets during filming.
- www.eltpodcast.com
- www.eslpod.com
- www.breakingnewsenglish.com: Features over 1,000 lessons for English language learners based on a current news item.

To learn more, see ...

- *Fast Forward: An Analysis on Online and Distance Education Language Training* (available on the Settlement.Org website)

Integrate navigating websites (relevant to learner needs) with a purpose

The Internet provides up-to-date information about local community services, health information, legal rights and processes, government income supports, job search resources, educational opportunities and Canada's laws. Many government websites have links to clear language guides to Ontario laws. These websites can be used to find current information about local opportunities and services while learners are practicing reading, research and presentation skills.

For example:

Activities in Chapter 5 introduce three websites (Settlement.org, Service Canada and Service Ontario). Various scenarios are presented and learners are required to navigate the website to find the needed information.

CLB Competency Spiralling Grid[5] – Speaking

LINC 5 (CLB 6)	LINC 6 (CLB 7)	LINC 7 (CLB 8)
SPEAKING I: SOCIAL INTERACTION		
• Open, maintain and close a short routine formal conversation. • Introduce a person (e.g., guest, speaker) formally to a small familiar group. • Make or cancel an appointment/arrangement. • Express/respond to apology, regrets, excuses. • Indicate partial comprehension. • Take turns by interrupting. • Encourage others in a conversation by adding supportive comments. • Avoid answering a question. • Take phone messages with 3 to 5 details.	• Introduce a guest, speaker formally to a large familiar group. • Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. • Confirm own comprehension. • Use a number of strategies to keep the conversation going. • Hold the floor. • Resume after interruption. • Change topic. • Take live phone messages with 5 to 7 details.	• Introduce a person formally to a large unfamiliar audience. • Express/respond to a formal welcome/toast. • Express sympathy formally. • Respond to a minor conflict or complaint. • Comfort and reassure a person in distress. • Manage conversation. Check comprehension. • Use a variety of strategies to keep conversation going. • Encourage others to participate. • Carry on a brief phone conversation in a professional manner.
SPEAKING II: INSTRUCTIONS		
• Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses.	• Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks.	• Give/pass on instructions about an established familiar process or procedure (technical or non-technical).
SPEAKING III: SUASION (GETTING THINGS DONE)		
• Make a simple formal suggestion; provide reason. • Make a simple prediction of consequences. • Make a verbal request for an item.	• Give and respond to a warning; discourage others. • Request a word. Ask for and respond to recommendations or advice. • Make an extended suggestion on how to solve an immediate problem or make an improvement.	• Indicate problems & solutions in a familiar area. • Propose/recommend that certain changes be made in a familiar area.
SPEAKING IV: INFORMATION		
Presentations • Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. • Describe and compare people, places etc. • Describe a simple process. One-to-One and Group Interaction • Ask for and provide information in an interview related to daily activities. • Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.	Presentations • Give a summary/report of the main points of a presentation by someone else. • Tell a story, including a future scenario. • Describe, compare and contrast in detail two events, jobs or procedures. • Describe a moderately complex process. One-to-One and Group Interaction • Ask for and provide detailed information related to personal needs, varied daily activities & routine work requirements. • Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. • Express or ask about possibility, probability.	Presentations • Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations. • Tell a story, including an anecdote. One-to-One and Group Interaction • Ask for or provide detailed information related to personal needs, varied daily activities & routine work requirements. • Discuss options. • Participate in a debate/discussion or meeting on an abstract familiar topic or issue. • Express & analyse opinions & feelings. • Express doubts and concerns, oppose or support a stand or a proposed solution.

[5] CLB competency statements are from the *Canadian Language Benchmarks 2000*; Spiralling Grids are from *LINC 5-7 Curriculum Guidelines*, pp. 328-331.

CLB Competency Spiralling Grid – Listening

LINC 5 (CLB 6)	LINC 6 (CLB 7)	LINC 7 (CLB 8)
LISTENING I: SOCIAL INTERACTION		
• Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling appointments, apologies, regrets, excuses, problems in reception and communication. • Identify mood/attitude of participants.	• Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.	• Identify stated and unspecified details about mood, attitude, situation and formality in discourse containing expression of and response to formal welcomes, farewells, toasts, congratulations on achievements and awards, sympathy and condolences.
LISTENING II: INSTRUCTIONS		
• Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text.	• Understand sets of instructions related to simple technical and non-technical tasks. • Understand simple directions on the phone. • Understand simple messages left on voice-mail (with 5 to 7 details).	• Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures.
LISTENING III: SUASION (GETTING THINGS DONE)		
• Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests.	• Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas.	• Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations. • Evaluate the validity of a suggestion or proposed solution.
LISTENING IV: INFORMATION		
• Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion). • Suggest an appropriate conclusion to a story based on inference.	• Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. • Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.	• Identify main idea (which is not explicitly stated), organization and specific details in extended oral presentations. • Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.

CLB Competency Spiralling Grid – Reading

LINC 5 (CLB 5)	LINC 6 (CLB 6)	LINC 7 (CLB 7)	LINC 7 (CLB 8)
READING I: SOCIAL INTERACTION			
Identify factual details & inferred meanings in moderately complex notes, e-mail messages & letters (personal and public) containing compliments, invitations, likes, dislikes, preferences.	Identify factual details in moderately complex notes, e-mail messages, letters & announcements containing cancellations of arrangements, apologies.	Identify factual details & inferred meanings in moderately complex notes, e-mail messages & letters expressing appreciation, complaint, hope, satisfaction, and dissatisfaction.	Obtain factual details & inferred meanings in moderately complex notes, e-mail messages & letters containing general opinions & assessments of situations, response to a complaint & expressions of sympathy.
READING II: INSTRUCTIONS			
Understand & follow moderately complex written instructions for 7-10-step procedures. Understand/follow moderately complex everyday texts.	Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred.	Follow a set of written instructions on 10-13-step everyday procedures related to simple technical & non-technical tasks. Follow everyday instructional texts.	Follow an extended set of multi-step instructions for established process. Follow coherent extended instructional directions.
READING III: BUSINESS/SERVICE TEXTS			
Identify factual details & some implied meanings in moderately complex business/service texts, including formatted texts.	Identify factual details & some inferred meanings in moderately complex texts containing advice, requests, specifications. Find 2 or 3 pieces of information in moderately complex formatted texts.	Identify factual details & some inferred meanings in moderately complex texts containing assessments, evaluations, advice. Locate 3 or 4 pieces of information in moderately complex formatted texts.	Identify factual & inferred meanings in written proposed solutions, recommendations & proposals; & in statements of rules, regulations, laws & norms of behaviour. Locate and integrate 3 or 4 pieces of information contained in moderately complex formatted texts.
READING IV: INFORMATIONAL TEXTS			
Demonstrate comprehension of a 2- or 3-paragraph moderately complex descriptive or narrative text on a familiar topic. Demonstrate comprehension of standard maps, basic diagrams, basic graphs. Access & locate 2 pieces of information in CD-ROM ESL educational software. Access and locate information through tables of content, indexes, glossaries.	Show comprehension of a 1-page moderately complex descriptive/ narrative text on a familiar topic. Demonstrate comprehension of a cycle diagram, flow chart and a time line/schedule. Access/locate/compare 2 or 3 pieces of information in a CD-ROM electronic reference source.	Demonstrate comprehension of a 1- or 2-page moderately complex extended description, report or narration on a familiar topic. Demonstrate comprehension of moderately complex tables, graphs, diagrams & flow charts. Access and locate 3 or 4 pieces of information in on-line electronic reference sources, if available, or from print reference sources.	Demonstrate comprehension of factual details & inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions. Express in alternate forms verbal ideas and graphics contained in charts, graphs. Access/locate several pieces of information in on-line electronic reference sources.

✍ CLB Competency Spiralling Grid – Writing

LINC 5 (CLB 5)	LINC 6 (CLB 6)	LINC 7 (CLB 7)	LINC 7 (CLB 8)
WRITING I: SOCIAL INTERACTION			
✍ Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitations, quick updates, feelings.	✍ Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology or offer of assistance.	✍ Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope.	✍ Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to sympathy, clarifying a minor conflict, or giving reassurance.
WRITING II: REPRODUCING INFORMATION			
✍ Take live phone messages, voice mail messages or pre-recorded information with 5-7 details ✍ Reduce a page of information to a list of 7 to 10 important points.	✍ Take notes from an oral presentation or a page of written information.	✍ Take notes from pre-recorded longer phone messages on public information lines or voice mail messages with 7 to 10 details. ✍ Take notes in point form from an oral presentation. ✍ Write an outline or a summary of a longer text.	✍ Write instructions about an established process or procedures given in a live demonstration, over the phone or from pre-recorded audio or video material. ✍ Write an outline or a summary of a longer text.
WRITING III: BUSINESS/SERVICE MESSAGES			
✍ Convey business messages as written notes. ✍ Fill out forms.	✍ Convey business messages as written notes. ✍ Fill out moderately complex forms.	✍ Convey business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings. ✍ Fill our moderately complex forms.	✍ Convey business messages as written notes, memoranda, letters of request, or work record log entries, to indicate a problem, to request a change, or to request information. ✍ Fill out forms and other materials in pre-set formats with required brief texts.
WRITING IV: REPRESENTING INFORMATION AND IDEAS			
✍ Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons.	✍ Write 1 or 2 paragraphs to: relate a familiar sequence of events, tell a story; provide a detailed description and comparison of people, places, objects and animals, plants, materials, or routines; or to describe a simple process.	✍ Write 2 or 3 paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison.	✍ Write 3 or 4 paragraphs to narrate a historical event; tell a story; express or analyse opinions on a familiar abstract topic; or to provide a detailed description & explanation of a phenomenon or a process. ✍ Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.

CLB Performance Conditions[6] – Speaking

LINC 5 (CLB 6)	LINC 6 (CLB 7)	LINC 7 (CLB 8)
• Interaction is face-to-face or on the phone, with familiar and unfamiliar individuals and small informal groups. • Rate of speech is slow to normal. • Context is familiar, or clear and predictable, but moderately demanding (e.g., real-world environment, limited support from speaker). • Topics are familiar, personally relevant and mostly concrete. **Presentations** • Presentations are 5-7 minutes long with visuals for a small and familiar audience. • Topic is concrete and familiar. **One-on-one interaction** • Interaction is face to face or on the phone. • Learner can partially prepare the exchange. **Group interaction** • Group interaction is with 3-5 familiar people. • Topic or issue is familiar, non-personal, concrete.	• Interaction is face-to-face or on the phone, with familiar individuals and small informal groups. • Rate of speech is slow to normal. • Context is mostly familiar and clear, but moderately demanding (e.g., real-world environment, limited support from speaker). • The steps in instructions are not always presented in sequence. **Presentations** • Presentations are 10 minutes with visuals for a small familiar or unfamiliar audience in a familiar setting. • Topic is concrete and familiar. **One-on-one interaction** • Interaction is face to face or on the phone. • Learner can partially prepare the exchange. **Group interaction** • Group interaction is with 3-5 familiar people. • Topic or issue is familiar, non-personal, mostly concrete but also abstract.	• Interaction is face-to-face or on the phone, with familiar individuals and small informal groups. • Rate of speech is often at a normal rate. • Speech is partly predictable and does not always support the utterance. • Considerable level of stress affects performance when verbal interaction may result in personal consequences (e.g., on the job). **Presentations** • Presentations are 15-20 minutes long with visuals for a small familiar and unfamiliar informal audience. • Topics are familiar, concrete and abstract. • Setting and context are familiar, clear and predictable. **One-on-one interaction** • Interaction is face to face or on the phone. • Learner can partially prepare the exchange. **Group interaction** • Group interaction is with a familiar group of up to 10 people. • Topic or issue is familiar, non-personal, concrete and abstract

[6] Performance Conditions are from the *Canadian Language Benchmarks 2000 and CLB Companion Tables*.

CLB Performance Conditions – Listening

LISTENING TEXT IDEAS (live or taped): dialogues, conversations with 3-5 participants, monologues, presentations, lectures; Suasion: shows, talks, public announcements, commercials, infomercials.

LINC 5 (CLB 6)	LINC 6 (CLB 7)	LINC 7 (CLB 8)
• Listening texts are moderately short (5 to 8 exchange turns, each turn 3 to 5 sentences long, or 2 to 5 minutes), on familiar topics. • Learner is adequately briefed for focused listening; may require one or two repetitions. • Speech is clear and slower to normal. • Exchanges are approximately 2 to 5 minutes or 5 to 8 turns, each turn 3 to 5 sentences. • Instructions are clear and explicit, with some visual clues, not always presented step by step. **Presentation** • Presentation or interaction is live, up to 10 minutes with visuals used. • Length of discourse is up to 10 minutes. • Topic is concrete and familiar. • Setting and context are familiar.	• Listening texts are dialogues on familiar general topics. • Learner is adequately briefed for focused listening; may require one or two repetitions. • Speech is clear and at a slow to normal rate. • Exchanges are approximately 5 minutes long, or 8 to 12 exchange turns, each turn up to 5 sentences. • Instructions are clear and explicit, with some visual clues, not always presented step by step. **Presentations** • Presentation is informal with the use of visuals and 10 to 15 minutes long (live or video- and audio-mediated (e.g., CD, online). • Learner is adequately briefed for focused listening. • Speech is clear, at a normal rate.	• Listening texts are monologues/ presentations and dialogues, five to 10 minutes long, within familiar general topics and technical discourse in own field. • Learner is adequately briefed for focused listening. • Speech is clear and at a normal rate. • Exchanges are 5 to 10 minutes long, or over 15 turns, each turn up to 5 sentences. • Instructions are clear and coherent. **Presentations** • Presentation/lecture is informal or semi-formal with the use of visuals and 10 to 15 minutes long, on familiar topics. • Learner is briefed for focused listening. • Speech is clear, at a normal rate.

CLB Performance Conditions – Reading

LINC 5 (CLB 5)	LINC 6 (CLB 6)	LINC 7 (CLB 7,8)
• Texts are 2 or 3 paragraphs long, mostly in plain language with clear organization. • Content is relevant, related to personal experience or familiar contexts, with pictures occasionally accompanying the texts. • Texts have a range of common vocabulary with occasional idioms. • Learner is adequately briefed for focused reading. **I: Social Interaction Texts** • Text is 2 to 3 paragraphs long, related to personal experience or familiar context **II: Instructional Texts** • Instructions are clear and explicit, for everyday situations, used with some visual clues, presented step by step. They include 7- to 10-step procedures, or 3-paragraph instructional texts. **III: Business/Service Texts** • Text has clear organization. • Text types include business brochures, memos, form letters, websites, flyers, graphics, charts, schedules, bus route maps, directories. **IV: Information Texts** • Texts are moderately complex descriptive or narrative texts, 2 to 3 paragraphs long on familiar topics. • Text types: include short newspaper articles or reports, educational content materials, stories, encyclopaedia entries, adapted literary texts, standard maps, diagrams and basic graphs.	• Texts are up to 1 page long, mostly in plain language with occasional idioms with clear organization. • Content is relevant, related to personal or common experience. • Texts have a range of common vocabulary. • Learner is adequately briefed for focused reading. **I: Social Interaction Texts** • Text is up to 1 page long (3 to 5 paragraphs) and related to a personal or common experience, or a familiar context. **II: Instructional Texts** • Instructions are clear and explicit, for everyday situations, used with some visual clues, but not always presented step by step. They include up to 10-step procedures. **III: Business/Service Texts** • Text has clear organization. • Text types include business brochures, memos, form letters, websites, notices, announcements, work orders, invoices, course calendars. **IV: Information Texts** • Texts are moderately complex descriptive or narrative texts, 1 page long on familiar topics. Partly predictable to learner. • Text types: include news items, reports, interviews, stories with explanations and examples, cycle diagrams, flow charts, timelines and schedules.	• Texts have clear organization, can be visually complex. • Content is relevant and not always familiar and predictable. • Texts have an expanded inventory of concrete, abstract, conceptual, technical and idiomatic language. **I: Social Interaction Texts** • Text is 1 page long (5 to 10 paragraphs). Text types include authentic notes, email messages and letters and related to a personal or common experience, or familiar contexts. **II: Instructional Texts** • Instructions are multi-step, clear and explicit, for everyday situations, used with some visual clues, but not always presented step by step. **III: Business/Service Texts** • Text has clear organization. • Text content is relevant, and can include written proposed solutions, recommendations and proposals, statements of rules, regulations, laws and norms of behaviour and formatted texts such as advertising features, business form letters, brochures. **IV: Information Texts** • Texts are up to 2 pages (CLB 7) or up to 3 pages (CLB 8) long with clear organization with clear organization in print or electronic form. • Language is both concrete and abstract, conceptual and technical. • Text types: include news articles, stories, short articles, reports, editorials, opinion essays, ideas and graphics contained in charts and graphs.

CLB Performance Conditions – Writing

LINC 5 (CLB 5)	LINC 6 (CLB 6)	LINC 7 (CLB 7,8)
I: Social Interaction • Addressees are familiar. • Topics are of immediate everyday relevance. • Letter is 1 paragraph long. Note is 4 to 6 clauses. **II: Reproducing Information** • Text to reproduce is up to 1 page long, or a short oral text on concrete factual matters with 5 to 7 details. **III: Business/Service Messages** • Messages are 3 to 5 sentences long. • Forms are moderately complex, 20 to 30 items long. **IV: Presenting Information & Ideas** • Learner writing is 1 paragraph long.	**I: Social Interaction** • Addressees are familiar. • Topics are of immediate everyday relevance. • Learner writing is 1 or 2 short paragraphs long. **II: Reproducing Information** • Text to reproduce is up to 1.5 pages or a short oral text (10 to 15 minutes long). • Texts are varied and may be of specialized or technical nature. • Learner may fill out a teacher-prepared summary grid to aid note-taking or summarizing. **III: Business/Service Messages** • Messages are 5 to 6 sentences or 1 paragraph long. • Forms are moderately complex, 30 to 40 items long. III: Business/Service Messages **IV: Presenting Information & Ideas** • Learner writing is 1 to 2 paragraphs long. • Topics are familiar and personally relevant. • Where necessary for the task, learner must include information from other sources.	**I: Social Interaction** • Addressees are familiar. • Topics are of immediate everyday relevance. • Learner writing is 1 or 2 short paragraphs long. **II: Reproducing Information** • Text to reproduce is 1 or 2 pages or short oral texts (10 to 15 minutes long). • Texts are varied and may be of a specialized or technical nature. • Learner may fill out a teacher-prepared summary grid to aid note-taking or summarizing. **III: Business/Service Messages** • Messages are 2 or 3 paragraphs long. • Forms have over 40 items or pieces of information. Brief texts required in preset formats are 1 to several sentences, up to 1 paragraph long. **IV: Presenting Information & Ideas** • Learner writing is 2 or 3 (CLB 7) or 3 or 4 paragraphs long (CLB 8). • Topics or issues are non-personal abstract, but familiar. • Where necessary for the task, learner must include information from other sources.

Essential Skills Online Resources

The following are the online resources you could use to incorporate Essential Skills into your lessons.

The Essential Skills (www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)

The Essential Skills Profiles: Provide examples of Canadian workplace tasks for hundreds of occupations. You can draw on them to contextualize CLBs with classroom tasks that approximate actual workplace tasks.

Authentic Workplace Materials: A collection of authentic documents from Canadian workplaces.

Literacy and Essential Skills Toolkit: Includes tip sheets and sample activities that you can print and use as reference materials for the classroom, or as a starting point for creating your own activities. To find it: From the Essential Skills home page, click on *Essential Skills Toolkit* from main menu on left side. Follow the links to locate resources organized by assessment, learning (activities).

The CCLB/Essential Skills in the Workplace (www.itsessential.ca)

On the Job: ESL and Essential Skills for Work: A series of short documents (one for each essential skill) with ideas on how to incorporate essential skills into classroom activities. To find it: On the CLB/Essential Skills homepage, click on Publications. Then click *On the Job, Tips for Teachers*.

Sample Lesson Plans: A series of CLB/ES sample lesson plans aimed at CLB 1–7. Lesson plans incorporate the Essential Skills, focusing on the transferability and development of CLB language-based, work-related skills. To find it, click on *Sample Lesson Plans*.

Language for Work: CLB and Essential Skills for ESL Instructors (available by order): A guidebook with guidelines and best practices to help ESL instructors (CLB 1 to 7) integrate Essential Skills into lesson planning. To find it, click on *Language for Work Series* (on the left sidebar).

Measure Up (http://measureup.towes.com)

Online activities featuring authentic workplace documents that learners can use to assess and practise reading, document use and numeracy essential skills. The activities can be sorted by occupation, level or Essential Skill.

Ontario Skills Passport (http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp)

A website designed to help users understand the Essential Skill demands in work, learning and life. Learners can use the site to find information about occupational demands, to practise and assess skills with online activities, and to create a work plan.

The Working in Canada Tool (www.workingincanada.gc.ca)

An online tool designed to help prospective immigrants and newcomers prepare for employment. It produces reports on job descriptions, wages, skill requirements, language training and job opportunities based on input about occupations and locations.

Planning to work in Canada: An essential workbook for newcomers: Created for internationally trained individuals and intended for use after using the Working in Canada resource, this workbook helps individuals gather information about living and working in Canada. Also available at the Working in Canada website above.

National Occupational Classification (NOC) (www.hrsdc.gc.ca/eng/workplaceskills/noc/index.shtml)

This system organizes occupational data in Canada. Every occupation in Canada has a NOC job description, identified by a four-digit code, which lists sample job titles, main duties and employment requirements. NOC codes can be used for job search and occupational analysis.

Job Futures (www.jobfutures.ca)

A Service Canada website designed for career planning. Includes information such as average earnings, job prospects, job duties and educational programs for 265 occupational groups.

Bibliography

Dozens of resources were used in the development of the *LINC 5–7 Classroom Activities*. These resources included research report about the needs of adult newcomers to Ontario, ESL activities (print and web-based), resources based on Essential Skills research, and language teaching methodology texts. However, the following resources especially informed the development of the activities:

Centre for Canadian Language Benchmarks resources:

- ***Canadian Language Benchmarks 2000: A Guide to Implementation***
  T. Holmes, G. Kingwell, J. Pettis and M. Pidlaski. Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2001.
- ***Canadian Language Benchmarks 2000: Additional Sample Task Ideas***
  G. Pawlikowska-Smith. Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2002.
- ***Canadian Language Benchmarks 2000: English as a Second Language for Adults***
  G. Pawlikowska-Smith. Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2000.
- ***Canadian Language Benchmarks 2000: Theoretical Framework***
  G. Pawlikowska-Smith. Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2002.
- ***Canadian Language Benchmarks 5–10: Exit Assessment Tasks***
  Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2007.
- ***Companion Tables to the Canadian Language Benchmarks 2000***
  Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2006.
- ***Integrating CLB Assessment into Your ESL Classroom***
  T. Holmes. Ottawa, Ontario: Centre for Canadian Language Benchmarks, 2005.
- ***Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework***
  Ottawa, Ontario: Centre for Canadian Language Benchmarks and HRSDC, 2005.

LINC:

- ***LINC 1-5 Curriculum Guidelines***
  Toronto, Ontario: Toronto Catholic District School Board, 2002.
- ***LINC 5-7 Curriculum Guidelines***
  Toronto, Ontario: Toronto Catholic District School Board, 2007.
- ***LINC 5-7 Curriculum Guidelines In the Classroom***
  Toronto, Ontario: Toronto Catholic District School Board, 2008.

Methodology:

- ***Designing Tasks for the Communicative Classroom***
  D. Nunan. Cambridge: Cambridge University Press, 1989.

Newcomer needs:

- ***Executive Summary of Consultations on the Settlement and Language Training Services Needs of Newcomers: in Support of the Canada–Ontario Immigration Agreement***
  InterQuest Consulting, 2006.
- ***Strategic Plan for Settlement and Language Training***
  Citizenship and Immigration Canada, 2007.

Chapter 5

Managing Information

Introduction

Managing Information: The CLB Competencies 4
Managing Information in Context 5
Managing Information and the Essential Skills Profiles 6

LINC 5

Activities: Reading 9
Instructor Notes 55
Activities: Presentations 69
Instructor Notes 85

LINC 6

Activities: Reading 95
Instructor Notes 123
Activities: Presentations 133
Instructor Notes 151

LINC 7

Activities: Reading 163
Instructor Notes 193

This chapter relates to the **Managing Information** section of the *LINC 5–7 Curriculum Guidelines*:

Unit 12: Reading Articles, Stories and Reports .....p. 231
Unit 13: Formatted Texts .....p. 241
Unit 14: Policies, Procedures and Legislation .....p. 251
Unit 15: Presentations .....p. 219

Chapter 5

Managing Information

Introduction

Managing Information: The CLB Competencies

The following CLB competencies relate to Managing Information. Please see the instructor notes for performance conditions for each LINC level.

LINC 5	LINC 6	LINC 7
🕮 Understand/follow moderately complex everyday texts. 🕮 Identify factual details and some implied meanings in moderately complex business/service texts, including formatted texts. 🕮 Demonstrate comprehension of a two- or three-paragraph moderately complex descriptive or narrative text on a familiar topic. 🕮 Demonstrate comprehension of standard maps, basic diagrams, basic graphs. 🕮 Access and locate two pieces of information in CD-ROM ESL educational software. 🕮 Access and locate information through tables of content, indexes, glossaries. **Presentations** 🗣 Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. 🗣 Describe and compare people, places etc. 🗣 Describe a simple process. 👂 Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion).	🕮 Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred. 🕮 Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. 🕮 Find two or three pieces of information in moderately complex formatted texts. 🕮 Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic. 🕮 Demonstrate comprehension of a cycle diagram, flow chart and time line/schedule. 🕮 Access/locate/compare two or three pieces of information in a CD-ROM electronic reference source. **Presentations** 🗣 Give a summary/report of the main points of a presentation by someone else. 🗣 Tell a story, including a future scenario. 🗣 Describe, compare and contrast in detail two events, jobs or procedures. 🗣 Describe a moderately complex process. 👂 Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. 👂 Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.	🕮 Follow coherent extended instructional directions. 🕮 Identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour. 🕮 Locate and integrate three or four pieces of information contained in moderately complex formatted texts. 🕮 Demonstrate comprehension of factual details and implied meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions. 🕮 Express in alternate forms verbal ideas and graphics contained in charts, graphs. 🕮 Access/locate several pieces of information in on-line electronic reference sources. **Presentations** 🗣 Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations. 🗣 Tell a story, including an anecdote. 👂 Identify main ideas (when not explicitly stated), organization and specific details in extended oral presentations. 👂 Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic.

Managing Information in Context

The Canadian Language Benchmark competencies should be contextualized with situations and topics that are relevant and meaningful to learners. You can draw from the *LINC 5–7 Curriculum Guidelines*, the 12 LINC themes, and the Essential Skills Profiles for ideas. You can also elicit from learners the types of texts that interest them and include those in activities. Below are some examples of common tasks related to managing information drawn from the Essential Skills Profiles and the Sample Settings and Themes pages (pp. 193, 203, 213, 223) of the *LINC 5–7 Curriculum Guidelines*.

Managing Information in the Community

- Using an Internet search engine to find information
- Reading newspaper articles about current events
- Reading an opinion article on proposed legislation
- Reading a report on trends (e.g., immigration, crime, families, etc.)
- Scanning a text for specific information
- Referring to nutritional tables to make healthy choices
- Interpreting a flow chart of a process
- Presenting ideas in a meeting
- Making a speech at a community group meeting

Managing Information in the Workplace

- Using an Internet search engine for work-related matters
- Reading company reports, newsletters
- Understanding workplace labels (e.g., WHMIS)
- Using bars and graphs to illustrate statistical data
- Giving a presentation about a product to a customer
- Presenting information in a meeting

The specific language elements inherent in real life tasks (e.g., grammar, vocabulary, expressions, language functions, idioms, background knowledge on cultural conventions) should be determined by what the learners need to know to complete a task and what they already know. The activities in this chapter include sample skill-building and skill-using activities.

Managing Information and the Essential Skills Profiles[1]

Essential Skills

Essential Skills refer to the nine skills and abilities that are essential to success in Canadian occupations. The government of Canada has compiled detailed lists, called Essential Skills Profiles (ESPs), of how workers in hundreds of jobs use these nine skills. Each ESP lists examples of job tasks for each essential skill.

In the ESPs there is a difference between *reading text* and *using documents*. **Reading Text** includes reading information in the form of sentences and paragraphs. Notes, letters, manuals, journals and policies are just some of the texts workers use on the job. **Document Use** includes reading and using information in the form of lists, tables, labels, schedules, maps and graphs.

Activities in this chapter provide practice with both reading texts and using documents. Here is a selection of reading tasks in the Essential Skills Profile for **Hotel Front Desk Clerks**:

- read incoming faxes from clients to make reservations
- read memos to get information, such as information on new programs for frequent guests

Nine Essential Skills

- **Reading Text**
- **Document Use**
- Numeracy
- Writing
- Oral Communication
- Work with Others
- Thinking Skills
- Computer Use
- Continuous Learning

1 **Think about your work or volunteer experience and brainstorm a list of the kinds of things you were required to read. Write the examples under the headings below. Share your examples in small groups.**

Reading Text	Document Use

2 **Were any of these texts difficult to read? If so, what made them difficult? Discuss with the class.**

[1] See the User Guide for a description of the use of this Essential Skills Profiles activity.

3 **Find the Essential Skills website. Use the search term *Essential Skills home*. On the home page, click on *Essential Skills Profiles*. Then click on *List of all profiles*. Find the Hotel Front Desk Clerk profile and click on *View Entire Profile*.**

1. Was the profile difficult to find? What made it difficult?
2. How long is the entire profile?
3. How many Reading Text examples and Document Use examples are in the profile?
4. Read the examples in the Hotel Front Desk Clerks profile for Reading Text and Document Use to fill in the chart. The first entry has been completed for you.

What do the Hotel Front Desk Clerks read?	Why do they read it?
Faxes from clients	To make reservations, to ensure they have all the information they need

4 **Choose an occupation that interests you from the list of Essential Skills Profiles. Click on *View Entire Profile*. List three *Reading Text* and three *Document Use* tasks below.**

What do they read?	Why do they read it?	I want to work on this
		☐
		☐
		☐

5 **Practise your Document Use skills. Use the search term *Document Use Tip Sheet*. Print the tip sheet and the exercise. The *Tip Sheet* includes tips for reading formatted texts and printable practice exercises using a table and a bar graph.**

1. Did you find the Document Use Tip Sheet useful? Why or why not?
2. Were the exercises difficult? What made them difficult?

Essential Skills

What makes reading and document use difficult?

Complexity Ratings

Each task example in an Essential Skills Profile has a complexity rating from 1 (least complex) to 4 or 5 (most complex). This rating appears in parentheses with each task. Complexity is determined by text length, text type, and what readers must do with the information. Most jobs have high skill demands in some areas and lower skill demands in others.

The complexity ratings can help you get a sense of what the demands are for each essential skill in an occupation. The examples below illustrate the difference between a level 1 and a level 5 task.

Level 1 Reading Task Example: *Read a note from a co-worker to learn the location of a meeting.*

Level 1 tasks involve reading short texts and locating a single piece of information.

Level 5 Reading Task Example: *Read an article in an academic journal.*

Level 5 tasks involve reading dense and complex texts and require specialized knowledge to understand the texts.

6 **Decide whether the following examples of reading tasks are easy or not so easy using the information provided above. Discuss your responses in a group.**

Reading and Document Use examples	Easy	Not so easy
Find an appointment in a schedule		
Read a notice about upcoming elevator maintenance		
Read directions on a bottle of cleaning fluid		
Make a list of company names and contact information		
Read technical repair manuals		
Interpret a production trend on a line graph		

7 **Discuss the following questions.**

1. Do you think the complexity levels in the Essential Skills Profiles are useful? Why or why not?
2. Do you think the example tasks are useful? Why or why not?

Chapter 5

Managing Information | Reading

LINC 5

LINC 5 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when reading. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

CLB

Instructions

- CLB 5–II: Understand/follow moderately complex everyday texts.

Business/service texts

- CLB 5–III: Identify factual details and some implied meanings in moderately complex business/service texts, including formatted texts.

Informational texts

- CLB 5–IV: Demonstrate comprehension of a two- or three-paragraph, moderately complex descriptive or narrative text on a familiar topic.
- CLB 5–IV: Demonstrate comprehension of standard maps, basic diagrams, basic graphs.
- CLB 5–IV: Access and locate two pieces of information in CD-ROM ESL educational software.
- CLB 5–IV: Access and locate information through tables of content, indexes, glossaries.

ES

These activities can help to develop the following Essential Skills:

- Reading Text
- Document Use
- Computer Use
- Continuous Learning

The activities in this section focus on the following language skills:

- Previewing, skimming a text for the purpose and main idea
- Scanning for specific information
- Identifying supporting details
- Developing vocabulary by guessing from the context and using a dictionary
- Identifying and expressing an opinion
- Interpreting and describing a trend
- Retelling information or a process

Introduction to Reading 13

News Articles

Newspaper Articles: An Introduction 14
Newspaper Articles At-a-Glance 15
Newspaper Headlines 16
Shoppers Face Future Without Plastic Bags 17
A Weather Illness Myth 23
Keep Your Eyes on the Road and Hands on the Wheel 27

Charts, Tables and Graphs

Graphs, Tables and Charts: Introduction 32
Line Graph: Vehicle Collisions in Ontario 34
Bar Graph: Canada's Aging Population 37
Table: Canada's Immigrant Population 39
Reading Nutrition Tables 43

Public Information Texts

Public Information Texts: Introduction 45
Ontario's Smoking Legislation 46
The Independent Learning Centre 49
Accessing Information Online: Minimum Wage in Ontario 53
Accessing Information Online: Settlement.Org Website 54

Instructor Notes 55

Introduction to Reading

1 **Interview your classmates by asking the questions below.**

1. What types of things do you enjoy reading (news, fiction, magazine articles)?
2. About how much time per day would you say you spend reading (in any language)?
3. Would you say you spend more of your free time reading or watching television?
4. What types of things do you typically read in English on a daily basis?

Culture Note

Here are some statistics about the reading habits of Canadians from Statistics Canada:

- In 2006, the average amount of time most Canadians spent reading was 4.5 hours per week.
- In 2004, the average Canadian household spent $217 on books.
- In the same year, the average household spent $99 on newspapers.
- In 2003, 30 per cent of all Canadian households used the Internet to read the news. However, a study conducted by Ryerson University in 2008 found that 78 per cent of Canadian Internet users still prefer printed newspapers as their source of news.

Newspaper Articles: An Introduction

Newspapers include both news articles and feature articles.

- News articles report on current events. They focus on providing people with facts, and aim to answer the questions *who, what, where, why and when*. News articles provide the most important details of the story in the first paragraph or two. This is called the lead.
- Feature articles can have different purposes: to persuade, to present an opinion or a point of view, to tell about an experience, to inform, or to teach. They include facts, but they also include more background information or the history of an event. Some examples of feature articles are columns, editorials, life stories, interviews and in-depth coverage of an event or an issue.

Sections of a newspaper
Newspapers are divided into several sections. Each section includes articles that relate to the section title. Newspapers vary in the titles and content of their sections. *The Globe and Mail*, for example, uses section titles and letters: *News A, Report on Business B, Sports S, Review R* and so on. It is useful to be familiar with the sections of your local newspaper.

1 In small groups, discuss the following questions.

1. Where do you get your news (e.g., newspaper, Internet, TV)?
2. Do you read the news in English or in your first language?
3. If you read the newspaper, which sections are your favourites?
4. When you read an article, do you tend to read it word for word?
5. Before you read a newspaper article, what parts of the article do you look at first?

2 In groups, use a newspaper to determine which section would contain the following items:

- weather
- hockey scores
- movie reviews
- letters from readers
- international news
- national news
- home decoration tips
- fashion
- comics
- job, rental and car ads
- stock market information
- horoscopes
- local news
- TV listings
- recipes

Newspaper Articles At-a-Glance

The headline
Newspapers attract readers' attention through the use of large-type headlines. These headlines are often witty or catchy. They are usually short, with articles omitted. Often, there is a smaller headline under the large headline that tells us the main idea of the story.

The caption
The caption refers to the words or sentences under a photograph. They usually tell who is in the photograph, describe what is happening, and give the date the photo was taken.

The byline and dateline
The byline is the name and sometimes the position of the writer of the article. It usually appears just below the headline. Sometimes a dateline is included. The dateline lists where (the city) and sometimes when the story was written. It is usually listed before the first sentence of the article.

The lead
The first few sentences of an article are called *the lead*. News writers know readers often don't read the whole story, so they put the most important details of an article in the lead. The lead usually answers the *who, what, where* and *when* questions. Reading the lead will often give you the subject and key details of the article.

The body of the article
The remaining paragraphs of a news article elaborate on the lead. They provide more details, background information and explanations, and often include quotes from people.

1 **Choose two news articles in a newspaper. Read the headlines and the lead. From the lead, try to answer these questions:**

1. What happened?
2. Where did it happen?
3. When did it happen?
4. Who did it happen to?

Newspaper Headlines

1 **Read the following headlines. Use a dictionary to find the meaning of the underlined words. Discuss why do you think these words, and not their everyday synonyms, are used in headlines.**

1. PM GIVES GO-AHEAD FOR AID TO BLAZE VICTIMS
2. GAS PRICE HIKE LOOMING
3. E-COLI OUTBREAK LINKED TO WATER CONTAMINATION
4. PEACE TALKS THREATENED AS BOMB BLASTS MARKET
5. QUEEN'S PARK VOWS ECONOMIC BOOST
6. CURB SPENDING, AXE DEBT, BANKS RECOMMEND

2 **In small groups, rewrite each headline in everyday English. Discuss whether or not you think these headlines would attract you to their stories.**

Headline 1: _____

Headline 2: _____

Headline 3: _____

Headline 4: _____

Headline 5: _____

Headline 6: _____

3 **Read the opening paragraphs for two articles. For each paragraph, write a headline that would attract the reader.**

1. The Ministry of Natural Resources wants to shorten the fall deer-hunt season, since the deer population has been showing a steady and significant decline over the past few years.
2. West-end residents are demanding answers from their local hydro provider about the recent blackout that lasted almost a week and left hundreds of homes without heat and electricity.

Shoppers Face Future Without Plastic Bags

Pre-Reading

Reading the lead

The first few sentences of a news article are called the lead. The lead usually tells you what the article is about and provides the key details. It often answers the *who, what, where* and *when* questions. The rest of a news article usually elaborates on the details in the lead.

1 **Look at the headline and the lead of the news article you are going to read. Answer the questions.**

Shoppers face future without plastic bags

By Laura Bellman

Toronto, January 12, 2009

Starting today, Loblaws stores in the Toronto area will begin charging customers five cents per plastic bag. But Loblaws is just the first. In June 2009, Toronto will require all retailers to follow suit.

1. Write *who, what, where* and *when* questions and answer them, based on the lead.
   For example: *Who is the story about? The story is about Toronto Loblaws stores.*
2. Sometimes, readers only read the lead. If they are interested in the story, they will read more. Are you interested in this story? Why?
3. What do you think the rest of the article will be about?

2 **Discuss the following questions.**

1. When you shop, do you use plastic bags?
2. Do you think retailers should charge for plastic bags? Why?
3. What are some alternatives to using plastic bags?

Reading

3 **Discuss the meanings of the words below. Use a dictionary if needed. Then read the following text.**

- landfill
- disincentive
- enact
- divert
- bylaw
- ban
- retailer

Shoppers face future without plastic bags

By Laura Bellman

Toronto, January 12, 2009

Starting today, Loblaws stores in the Toronto area will begin charging customers five cents per plastic bag. But Loblaws is just the first. In June 2009, Toronto will require all retailers to follow suit.

The effort is aimed at reducing the city's dependence on plastic bags. The reasoning is that if consumers have to pay, they'll think twice before taking a retailer's plastic bag. Toronto is the first major Canadian city to enact a bylaw that forces retailers to charge customers for plastic bags.

Not everyone agrees with the city's methods for reducing plastic bag use. "I can't remember to bring a bag with me every time I leave the house," says Toby Snyder, a sales manager interviewed outside his neighbourhood grocery store last night. "It's just inconvenient." Others think it might give them the push they need. "I'm fine with the fee," says Melina Zucco, a student who grocery shops almost daily. "I try to use cloth bags whenever I can, but I think the fee might serve as a little reminder."

Some environmental groups are critical that the fee isn't high enough to work as a disincentive. They point to countries like Ireland, which imposed a fee of about 25 cents in 2002 and has seen the average number of bags used per person drop from 300 to just 21 bags per year.

While Toronto shoppers might not agree with the pay-per-use system, Toronto is not the first municipality to take aim at plastic bags. Leaf Rapids, Manitoba banned plastic bags altogether, and the city has the authority to fine retailers who do not comply with the ban. Many retailers in cities and towns across Canada have decided voluntarily to charge customers for bags or give a small discount to shoppers who use their own bags.

The Toronto bylaw is an attempt to divert plastic bags from landfill sites. Toronto has an environmental plan to reduce its landfill needs by 70 per cent by 2010. In Ontario, shoppers use an average of three plastic bags per grocery shopping trip. That's about 700 million bags used for grocery shopping alone. Other measures that are included in Toronto's environmental plan include a ban on retail bags with rope handles or metal rings by the end of 2009, and a request that retailers provide alternatives to plastic bags, such as paper bags or cardboard boxes. Only time will tell whether or not the fee works. If not, stricter measures may be around the corner.

Vocabulary Building

4 **Match the following words from the article with their meanings. Check your answers with a dictionary.**

1.	____ reasoning	a.	something that discourages you from doing something
2.	____ to impose	b.	to change the direction of something
3.	____ inconvenient	c.	power
4.	____ disincentive	d.	something to help you remember things
5.	____ reminder	e.	something that causes trouble or difficulty
6.	____ authority	f.	to force someone to do something
7.	____ to divert	g.	way of thinking

5 **The following words have more than one meaning. For each word, find out how it is used in the text and circle the correct meaning.**

1.	fine (par. 3):	a)	well; okay	b)	penalty
2.	critical (par. 4):	a)	dangerous	b)	have strong feelings against something
3.	point (par 4):	a)	argument	b)	to refer to something
4.	charge (par. 1):	a)	ask for payment	b)	accuse
5.	measure(s) (par. 6):	a)	actions	b)	find out size

6 **Read the article to figure out the meaning of each of the underlined phrases below. Circle the correct letter.**

1. When you <u>think twice</u> (par. 2), you:
   a) don't know what the right answer is
   b) reconsider something before you do it
   c) think again about your past actions
2. When you say, "<u>time will tell</u>" (par. 6), you mean:
   a) let's wait and see what will happen in the future
   b) I need to check the time on my watch
   c) it will happen again
3. Something that is <u>around the corner</u> (par. 6) is:
   a) in the neighbourhood
   b) going to happen soon
   c) going around

4. When you say that something gives you a push (par. 3), you mean that:
   a) it pushes you in a crowd
   b) it motivates you
   c) it gives you the right directions to a place

5. Many stores decided to do something voluntarily (par. 5) means:
   a) they will work as volunteers
   b) they will take in volunteers
   c) they decided to do it without being asked or forced

6. When you follow suit (par. 1), you:
   a) follow someone's example
   b) play cards
   c) dress the same way other men do

7

The sentences below contain prepositional collocations from the article. A collocation is two or more words that often occur together. Fill in the blanks with the correct prepositions. Then find the same prepositional collocations in the text.

1. All retailers will have to comply _____ the new bylaw. (par. 5)
2. Many supermarkets have already started charging shoppers _____ plastic bags. (par. 2)
3. The number of store customers using plastic bags has dropped _____ 90 per cent _____ 50 per cent. (par. 4)
4. Do you think a ban _____ plastic bag use in stores is going to work? (par. 6)
5. There are many alternatives _____ plastic bags used for grocery shopping. (par. 6)
6. We need to reduce the amount of waste we produce _____ 50 per cent. (par. 6)
7. The new bylaw introduced in Toronto is aimed _____ reducing the use of plastic bags. (par. 2)

8

The sentences below come from the article. In your own words, explain what they mean.

1. Toronto is the first major Canadian city to enact a bylaw that forces retailers to charge customers for plastic bags. (par. 1)
2. It might give them the push they need. (par. 3)
3. Pay-per-use system. (par. 5)
4. Toronto will require all retailers to follow suit. (par. 1)
5. The fee isn't high enough to work as a disincentive. (par. 4)
6. That's about 700 million bags used for grocery shopping alone. (par. 6)

Comprehension

9 **Write the correct letter on the lines to match each paragraph with its main idea. Then write one detail from the article that supports each main idea.**

1. ____	paragraph 2	a.	Toronto is not the first to address the issue of plastic bag use
2. ____	paragraphs 3 and 4	b.	not everyone agrees
3. ____	paragraph 5	c.	why Loblaws is doing this
4. ____	paragraph 6	d.	Toronto's environmental plan

10 **Circle true or false.**

1.	Toronto has a bylaw that requires retailers to charge for plastic bags.	**T**	**F**
2.	Plastic bags are banned in another province.	**T**	**F**
3.	In Ireland, plastic bag use has risen despite a charge of 25 cents per bag.	**T**	**F**
4.	Municipalities do not have the authority to ban plastic bags.	**T**	**F**
5.	Environmental groups support the five-cent charge.	**T**	**F**
6.	Toronto wants to reduce the number of bags that end up in garbage dumps.	**T**	**F**

Giving Opinions

11 **Discuss the following.**

1. What do you think about Toronto's bylaw that requires retailers to charge for plastic bags?
2. Do you think the government should enact laws about plastic bag use? If so, how do you think these laws should be enforced?
3. Whose responsibility do you think it should be to curb the use of plastic bags: retailers, the government or consumers?

12 **Audio 5.1: Listen to the radio talk show. As you listen, check the appropriate box to identify whether each caller is for or against the Toronto bylaw.**

Recording again and record each person's argument supporting his/her position. Write your opinion.

	Supporting arguments for the new bylaw	**Supporting arguments against the new bylaw**
Rick ☐ For ☐ Against		
Darlene ☐ For ☐ Against		
Ed ☐ For ☐ Against		
Jane ☐ For ☐ Against		
Your opinion ☐ For ☐ Against		

A Weather Illness Myth

Pre-Reading

1 **Before you read the article on the next page, read the headline and the first sentence of the article below. Discuss the questions that follow.**

A weather illness myth

When it comes to taking the blame for causing colds or the flu, experts say weather simply gets 0a bad rap.

1. Discuss the meaning of the words below. Look up the words if necessary.
   - bad rap
   - myth
2. What do you think the headline means?
   a) The weather does not cause illness.
   b) The weather causes illness.
3. What do you think the article is going to be about?
4. What do you think causes a common cold?

2 **Work in small groups. Make a list of causes of the common cold and ways to prevent it. Present your list to the rest of the class.**

Causes of the common cold:
Preventing the common cold:

Reading

A weather illness myth

When it comes to taking the blame for causing colds or the flu, experts say weather simply gets a bad rap.

Cold weather does not in fact cause a person to get sick. That's because cold and flu viruses are spread by direct or indirect contact with respiratory secretions. Direct contact could happen through handshaking, for example, and indirect contact by being coughed or sneezed on.

Colds and the flu are especially common in the winter not because of the cold weather, say experts with the National Institute of Allergy and Infectious Diseases (NIAID) in Maryland, U.S., but because people spend more time indoors where viruses have a greater opportunity to spread from one person to another.

Children are especially vulnerable to getting colds because they haven't built up resistance against many cold or flu strains, which is why they can typically suffer from six to eight colds per year. Adults over 60, meanwhile, suffer from the fewest colds – about one a year – because they have a well-established immunity to many cold strains.

While the cold weather cannot cause you to get a cold or the flu, the dry air that accompanies winter may have an impact. Dry conditions may increase the chance of infection because viruses can thrive when humidity levels are low, according to NIAID. Furthermore, since nasal passages are drier, they may be more susceptible to infection.

Since germs are transmitted through direct contact, hand washing is key to preventing both colds and the flu. Regularly cleaning household surfaces with disinfectants can also make a difference, experts say.

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From: Ontario Ministry of Health and Long Term Care, collection of re-printable articles

Vocabulary Building

3 **Find the words below in the text. Then write the correct number on each line to match each word to its meaning.**

1.	____ respiratory (par. 2)	a.	the fight against something
2.	____ secretions (par. 2)	b.	passed from one person to another
3.	____ vulnerable (par. 4)	c.	protection against a disease
4.	____ resistance (par. 4)	d.	liquids released by humans
5.	____ immunity (par. 4)	e.	easily hurt or attacked
6.	____ transmitted (par. 6)	f.	related to breathing
7.	____ impact (par. 5)	g.	grow or increase
8.	____ thrive (par. 5)	h.	passages inside the nose
9.	____ susceptible (par. 5)	i.	affect or influence
10.	____ nasal passages (par. 5)	j.	at risk

4 **The idioms below are related to being sick. Decide (and check off) whether they refer to someone who is somewhat ill or very ill, and check off the appropriate box.**

Idiom	Somewhat ill	Very ill
1. To be not quite oneself	☐	☐
2. To be sick as a dog	☐	☐
3. To be under the weather	☐	☐
4. To have a bug	☐	☐
5. Not feeling 100 per cent	☐	☐

5 **Complete the sentences below with the correct idiom. Use the idiom in the right form. More than one idiom can be used for some sentences.**

1. Margaret didn't come to work today. I think she may _____.
2. I _____. I'd rather stay home tonight.
3. Nora must _____. She was sneezing all day yesterday and today she is not at work.
4. Our trip to Mexico was a disaster. Mike lost his wallet and I _____ for three days.
5. I _____. I think I'll go straight to bed as soon as I get home.

Comprehension

6 **Draw a letter on each line to match the paragraph with its main idea.**

1. _____ paragraph 2	a. How you prevent a cold
2. _____ paragraph 3	b. Dry air causes more colds
3. _____ paragraph 4	c. Age is a factor in getting colds
4. _____ paragraph 5	d. Why people get more colds in winter
5. _____ paragraph 6	e. How a cold is spread

7 **List each main idea in order. In point form, write supporting details from the article. Compare your answers with a partner's.**

1. paragraph 2:

   How a cold is spread
   - *Directly: Touching someone who is sick (e.g., handshaking)*
   - *Indirectly: Being around someone who is coughing*

2. paragraph 3:

3. paragraph 4:

4. paragraph 5:

5. paragraph 6:

Giving Opinions

8 **Discuss the following in small groups.**

The idea that cold weather causes a cold or flu is a common myth. Many people believe it, but it is not in fact true. Discuss other examples of common beliefs about health that have been proven to be untrue.

Keep Your Eyes on the Road and Hands on the Wheel

Pre-Reading

1 **As a class, discuss the following questions.**

1. What are some common things people do while driving? Give examples.
2. Which do you think is the most dangerous? Why?
3. Which of these activities do you think should be banned?
4. What should be the penalties for engaging in these activities while driving?

2 **Before you read the article on the next page, look at the headlines and the lead (the first few lines of the news article) below. Discuss the questions.**

Keep your eyes on the road and hands on the wheel

THE MCGUINTY GOVERNMENT PROPOSES BAN ON HAND-HELD DEVICES WHILE DRIVING

October 28, 2008

Ontario is proposing a ban on the use of hand-held devices to talk, text or email while driving. Under a bill to be introduced this afternoon, police would be able to charge drivers who use a hand-held cell phone, send email or text messages, or use other hand-held electronic devices while driving.

1. Read the large headline. Does it say what the article is going to be about? Do you think it attracts readers? Why?
2. Read the smaller headline and the lead. The lead usually tells us the most important parts of the story and answers the *who, what, where* and *when* questions. What is this article going to be about?
3. Do you already have an opinion about it? What is it?
4. Discuss the meanings of the following words in the lead. Refer to a dictionary if needed.
   - McGuinty government
   - propose
   - ban
   - bill

Reading

Keep your eyes on the road and hands on the wheel

McGuinty Government Proposes Ban on Hand-held Devices While Driving

October 28, 2008

A driver who uses a cell phone is more likely to be in a crash than one who is focused on the road.

Ontario is proposing a ban on the use of hand-held devices used to talk, text or email while driving. Under a bill to be introduced this afternoon, police would be able to charge drivers who use a hand-held cell phone, send email or text messages, or use other hand-held electronic devices while driving.

The proposed legislation applies only to hand-held wireless devices. The use of hands-free devices would still be permitted. That means drivers will still be able to use devices that can be operated in a "hands-free" manner, such as cell phone with an earpiece or headset, a global positioning system (GPS) device that is properly secured to the dashboard, or a portable media player that has been plugged into the vehicle's sound system.

Emergency calls, such as 911, would still be permitted.

Transport Canada estimates that driver distraction is a contributing factor in about 20 per cent of collisions. A driver who uses a cell phone is four times more likely to be in a crash than a driver who is focused on the road.

Drivers who place others at risk as a result of using a hands-held device may be charged with careless driving and face fines of up to $1,000, six demerit points, a driver's licence suspension and possible jail time.

The proposed legislation would bring Ontario in line with similar laws in Quebec, Nova Scotia, Newfoundland and Labrador, several U.S. states and about 50 countries worldwide.

Courtesy of the Ministry of Transportation of Ontario.

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Vocabulary Building

3 **Using the context of the article, explain what the following words from the article mean. Check your answers in a dictionary. Answer the questions that follow.**

1. to text (par. 1): _____
   Do you text? If yes, who do you text and how often?

2. hand-held; hands-free (par. 2): _____
   What hand-held small appliances do you use in your home?
   Do you have any hands-free devices? What are they?

3. demerit points (par. 5): _____
   What other traffic violations do you think drivers will get demerit points for in Ontario?

4. distraction (par. 4): _____
   What are some distractions that drivers may experience when commuting to work?

5. risk (par. 5): _____
   Name things that can pose an accident risk on the street in your neighbourhood.

4 **The following sentences from the article include some phrases that may be difficult to understand when you read them for the first time. Explain in your own words what they mean.**

1. Under a bill to be introduced this afternoon, police would be able to charge drivers … (par. 1)

   _____

2. The use of hands-free devices would still be permitted. (par. 2)

   _____

3. Transport Canada estimates that driver distraction is a contributing factor … (par. 4)

   _____

4. A driver who uses a cell phone is four times more likely to be in a crash than a driver who is focused on the road. (par. 4)

   _____

5. The proposed legislation would bring Ontario in line with similar laws in Quebec … (par. 6)

   _____

5 **The following table includes words from the text. Complete the table with the missing words (noun or verb form).**

NOUN	VERB
collision	
suspension	
	permit
distraction	
legislation	
	contribute

Using a thesaurus

A thesaurus is a dictionary of synonyms. Thesauri come in print, in online form and as part of word processing programs. This thesaurus entry is from an online thesaurus, www.thesaurus.com. Most thesauri provide information about which part of speech the word is and list its synonyms and antonyms. Sometimes they also give a definition of the word. You can use a thesaurus to find a replacement if you don't want to repeat the same word many times, or to check the meaning of the word and its antonyms.

Main Entry:	law
Part of speech:	noun
Definition:	rules of government, society
Synonyms:	act, bylaw, canon, legislation, mandate, order, regulation

6 **In the article, find the words that are synonyms of the words listed below. Use a thesaurus if needed.**

1. law (par. 6) _____
2. allowed (par. 3) _____
3. way (par. 2) _____
4. car crashes (par. 4) _____
5. imprisonment (par. 5) _____
6. suggesting (par. 1) _____

Comprehension

7 **A news article usually answers the questions who, what, why, where, and when. Reread the article and answer the questions below.**

1. What are the details of the bill described in the article?
   What is going to be permitted, and what would not be permitted?
   What will happen to a driver who breaks this law?
2. Which three Canadian provinces mentioned in the article already have this law?
3. When was the bill proposed?
4. Why was this bill proposed?

Giving Opinions

8 **Audio 5.2: Listen to four people give their opinion about the bill. Check each speaker's opinion (for or against) and write down the main reason(s) for his/her opinion. Then use your notes to re-tell what each caller said.**

	Supporting arguments
Jenny: ☐ for ☐ against	
Bill: ☐ for ☐ against	
Anne: ☐ for ☐ against	
Armand: ☐ for ☐ against	

9 **In groups, discuss whether or not you support this bill. As a group, decide whether to support or oppose the proposed law, and prepare reasons for this position. Have a spokesperson present the opinion and reasons to the class.**

Graphs, Tables and Charts: Introduction

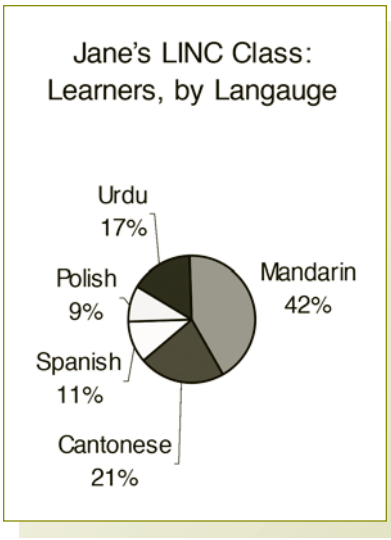
Graphs, tables and charts often accompany texts. They can provide an at-a-glance visual presentation of trends and changes in data. They are found in newspaper articles and reports, workplace documents and academic texts. In many different jobs, people are required to use graphs and tables to display or interpret data.

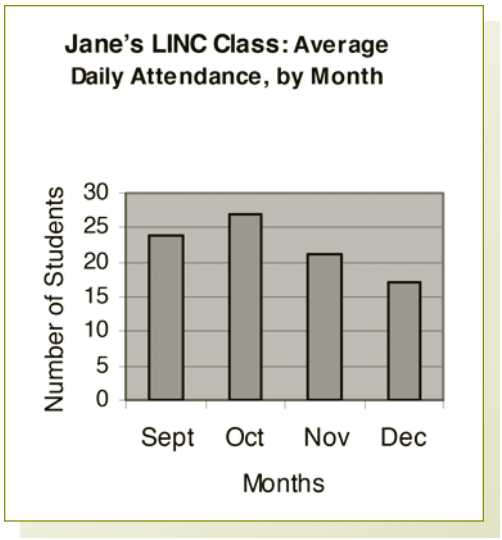
Three common types of graphs are line, bar and circle graphs.

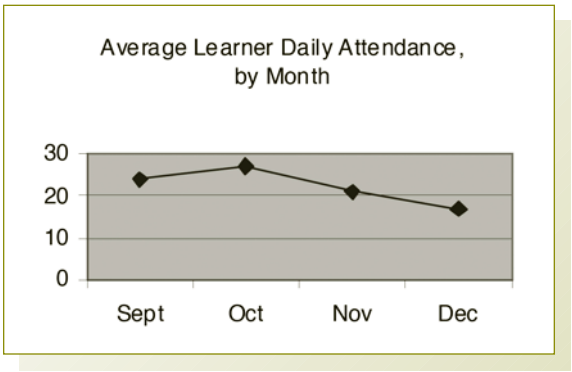
- Line graphs usually display data that show how something changes over time. The information is organized along an X-axis (horizontal) and Y-axis (vertical). Typically the x-axis displays time intervals, such as months, years or decades.
- Bar graphs are a useful way to compare data. The bars represent quantities and can be displayed horizontally or vertically.
- Circle graphs (sometimes called pie charts) usually display proportion or percentages. The circle represents the whole. The parts of the whole are represented by the pieces of the circle.

The title of a graph usually tells you what the graph represents. The titles of the X- and Y-axis will tell you how the data is organized.

1 **In a group, discuss the graphs below. Write a description. Include what the graph is about and how the information in each graph is displayed.**





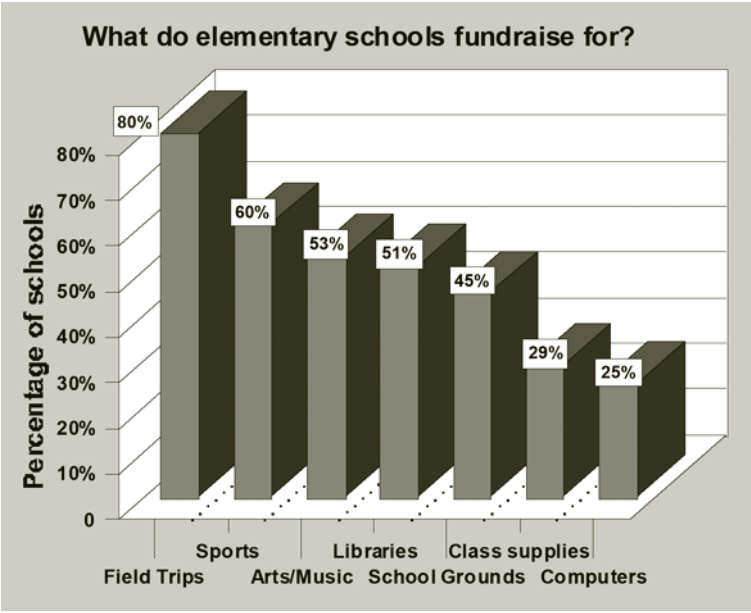


2 Write the correct letter on each line to match each word with its meaning.

1. ____ X-axis	a. an amount
2. ____ Y-axis	b. going from top to bottom, or vice versa
3. ____ horizontal	c. the horizontal axis
4. ____ vertical	d. going from left to right
5. ____ quantity	e. the vertical axis
6. ____ percentage	f. information, numbers or facts
7. ____ data	g. a fraction or a part of 100

3 Read the bar graph and the description of the graph below. Underline the information that is not consistent with the information the graph displays.

Most Ontario elementary schools hold fundraising events to raise money. These events include silent auctions, pizza lunches and bake sales. Schools spend the money they raise on a variety of activities and school supplies. For example, most Ontario schools raise money for field trips. About three quarters of Ontario schools fundraise for computers. A minority of schools raise money for sports activities and libraries. Just under half of Ontario schools raise money for arts and music.



Source: *The Annual Report on Ontario's Public Schools, 2008, p. 11, People for Education (with permission)*

Line Graph: Vehicle Collisions in Ontario

Previewing a graph involves looking at the title of the graph, and the titles of the X- and Y-axis. These titles summarize the topic of the graph and how the data are organized.

1 **Skim the graph titles. Answer the questions below.**

1. Read the title of the graph. What does the line graph illustrate?
2. What do the numbers on the Y- and X-axis represent?
3. What is the range of the scales on the Y- and X-axis?

2 **Read the text and the graph below.**

Vehicle Collisions in Ontario

Every year, Ontario produces the *Ontario Road Safety Annual Report*. This report is posted on the Ontario Ministry of Transportation website for anyone to read.

The latest report is from 2005. It states that Ontario is a world leader in road safety. Even though Ontario had more registered drivers that year than ever before, only 766 people died in vehicle collisions in 2005. That was the lowest number since 1948!

When comparing statistics from 2004, the report shows that in 2005 there were:

- fewer fatalities and injuries overall
- fewer fatalities and injuries from collisions related to drinking and driving
- fewer fatalities involving large trucks
- fewer fatalities among drivers 16–19 years of age

However, what did increase was the number of fatalities resulting from speeding or losing control of a vehicle. This factor caused 6 per cent more fatalities in 2005 than in the previous year.

Data Source: Ontario Road Safety Annual Report, 2005

A line graph is often used to show how something changes over time. Describing a line graph involves using language that describes *what* has changed, *how* it has changed and *how quickly* it has changed. You can describe changes in a graph by using an appropriate verb to describe the change, and an adverb to describe the verb (or how quickly the change occurred).

For example:

The number of fatalities or injuries from vehicle collisions dropped slightly between 1996 and 1997.

What changed?	How did it change? (verb)	How fast or much did it change? (adverb)	When did it change?
The number of fatalities or injuries from vehicle collisions	• decreased • increased • declined • dropped • held steady	• slightly • rapidly • quickly • significantly • slowly • sharply • steadily	• between ___ and ___ • since ___

3 **Write an appropriate verb and adverb (from the list above) in the sentences below.**

1. Between 1988 and 1989, the number of collisions causing death or injury increased (verb) slightly (adverb).
2. Between 1989 and 1991, the number of collisions causing death or injury _____ (verb) _____ (adverb).
3. Between 1991 and 1996, the number of collisions causing death or injury _____.
4. Between 2000 and 2001, the number of collisions causing death or injury _____ (verb) _____ (adverb).
5. Between 2002 and 2005, the number of collisions causing death or injury _____ (verb) _____ (adverb).
6. Since 1989, the number of collisions causing death or injury has _____ (verb) _____ (adverb).

You can express the degree of change in two ways:

a) by using a verb and an adverb (as in activity 1) or
Gas prices have been <u>increasing steadily</u>.

b) by using an adjective (expressing the degree of change) and a noun (expressing the change).
There has been a <u>steady increase</u> in gas prices.

4

For each sentence in Activity 1 on the previous page, change the adverb to an adjective, and change the verb to a noun. The first one is done for you.

1. Between 1988 and 1989, there was a slight (adjective) increase (noun).
2. Between 1989 and 1991, there was a _____ (adjective) _____ (noun).
3. _____
4. _____
5. _____
6. _____

5

Discuss the following questions in groups. Then present your position to the class.

1. Over the past 10 years, fines for speeding and impaired driving have increased. New drivers also have to wait longer to get a full driver's licence. Do you think the Ontario government should continue to strengthen its driving laws? Support your opinion with facts from the graph.
2. Do you think the number of collisions causing deaths or injuries in Ontario will keep decreasing? Why?
3. What other factors do you think have contributed to a decrease in traffic fatalities and injuries in Ontario? How?

6

Search the Internet for the latest *Ontario Road Safety Annual Report*. Scan the table of contents for *types of collisions*. Find out how many collisions caused deaths, and how this figure has changed from10 and 20 years ago. Report your findings to the class.

Possible search term: *Ontario Road Safety Annual Report*

Bar Graph: Canada's Aging Population

1 **The words below are in the text. Write the correct letter on each line to match each word. Then read the text below about Canada's growing senior population.**

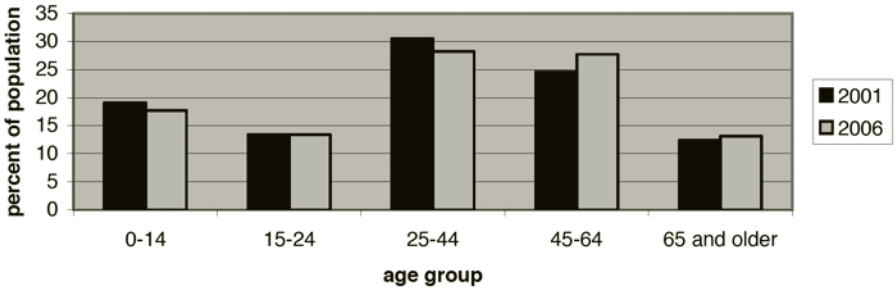
1. _____ portion	a. piece or section
2. _____ fertility rate	b. prediction
3. _____ rate	c. percentage
4. _____ life expectancy	d. the average number of children per woman
5. _____ projection	e. how long a person is expected to live

Canada's Aging Population

Seniors represent a growing portion of Canada's total population. One out of every seven Canadians is a senior citizen. Data from the 2006 census showed there are over 4,000,000 people in Canada who are 65 or older. That's about 13 per cent of Canada's total population. Compare that with 1946, when seniors made up just 7 per cent of the population.

There are many reasons for the growing percentage of seniors in the Canadian population. Two main reasons are Canada's low fertility rate and increasing life expectancy. Canadian women are having fewer children than before. Canada's fertility rate is about 1.5 children per woman. But during the baby boom years (between 1946 and 1965), Canada's fertility rate was as high as 3.9. The life expectancy of Canadians is now 82.5 years for a woman and 77.7 years for a man. Population projections tell us that in 2031, seniors could represent 18 per cent of our population.

Distribution of Canada's population by age, 2001 and 2006



Source: Adapted from Statistics Canada: The Daily, and 2006 Census: Age and Sex Highlight Tables (catalogue number: 97-551-XW2006002, released July 17, 2007).

2 **Look at the 2006 bars on the graph. Describe what they tell us about the distribution of Canada's population. Use the words below to help you make sentences.**

Who? (look at the X-axis)	Verb	What does the graph tell you?	Of what? (look at the Y-axis)
People 65 and over	• make up • constitute • represent	• the smallest portion • the largest portion • the majority • about equal portions	of Canada's total population.

3 **Compare the 2001 and the 2006 bars. Describe what happened to the distribution of Canada's population between 2001 and 2006. Use the words below to help you make sentences.**

When?	What?	How did it change?	By how much?
Between 2001 and 2006,	the portion of the population that is 65 or over	• increased • decreased • stayed the same. • stayed about the same.	of Canada's total population.

4 **Discuss the following questions.**

1. Why is Canada's population of seniors growing?
2. What do you think will happen in the future? Why?
3. What challenges do you think Canada will face because of the rising population of seniors?
4. What do you think the Canadian government should do to meet these challenges?

Table: Canada's Immigrant Population

1 **Discuss the questions below.**

1. According to the most recent census data, Canada's population is about 30 million. Of this population, how many do you think are immigrants?
2. How many people do you think immigrate to Canada each year?
3. Do you think the number of immigrants coming to Canada is increasing or decreasing? Why?
4. Of the current immigrant population in Canada, which three countries do you think are the most common countries of origin? Why?

2 **Read the following statements about immigration to Canada. Which facts surprise you? Why?**

Facts about Canada's Immigration Population

- New data from the 2006 census show that the proportion of Canada's population born outside the country reached its highest level in 75 years.
- The census counted 6,186,950 foreign-born people in Canada in 2006. They represented one in five of the total population, the highest proportion since 1931.
- Between 2001 and 2006, Canada's foreign-born population grew by 13.6 per cent. This was four-times faster than the Canadian-born population, which increased by 3.3 per cent.

Pronouncing large numbers

When large numbers are spoken (in English), they can be difficult to understand. That's why it's important to pronounce them in smaller "chunks," with short pauses between each chunk. This way of saying large numbers reflects the way they are written:

For example:

6,186,950 *six million* -pause- *one hundred and eighty-six thousand* -pause- *nine hundred and fifty*

54,345 *fifty-four thousand* -pause- *three hundred and forty-five*

98 347 000 *ninety-eight million* -pause- *three hundred and forty-seven thousand*

To signal the end of the number, a falling intonation is used. This means that your voice drops at the end of the last "chunk". For example:

1,350,000 one million -pause- three hundred and fifty thousand ⌒

1,350,506 one million -pause- three hundred and fifty thousand -pause- five hundred and six ⌒

3 **In pairs, take turns dictating numbers below to your partner. Practise pausing in the appropriate places and using falling intonation to signal the end of the number.**

Student A

Read the numbers to your partner	Write the numbers you hear
678,905,098	_____
320,100,096	_____
1,030,400	_____
30,000,000	_____

Student B

Read the numbers to your partner	Write the numbers you hear
24,000,000	_____
23,567,001	_____
450,230	_____
5,600,302	_____

4 **Audio 5.3: Listen to the recording about immigration trends in Canada and fill in the blanks below with the missing numbers. Then answer the questions below.**

Immigration Trends in Canada

Canada's immigration policy has been guided by three broad objectives: to reunite families, to fulfill Canada's international obligations and humanitarian tradition with respect to refugees, and to maintain strong economies in all regions of Canada.

Under these objectives, Canada has welcomed over _____ immigrants since 1980s. About 1.3 million immigrants were admitted to Canada in the 1980s, representing about _____ individuals coming each year. In the 1990s, immigration levels in Canada increased to over _____ individuals annually. Between 1991 and 2000, about 2.2 million immigrants entered Canada. The high number of newcomers arriving annually continued during the first five years of the new millennium. Between 2001 and 2006 alone, _____ newcomers, or an annual average of _____ individuals, were admitted as permanent residents.

The admission of immigrants in 2005 and 2006 was at its highest level since the 1980s. _____ and _____ newcomers, respectively, were admitted in those two years. This high level of annual admission of immigrants and the relatively slow rate of natural growth of the population explain why the proportion of the foreign-born in Canada's population has been increasing since the 1990s.

Adapted from: http://www12.statcan.gc.ca/census-recensement/2006/ref/info/immigration-eng.cfm (May 31, 2009).

1. Is the number of people immigrating to Canada increasing or decreasing? How do you know?
2. Which period of time in Canada's history of immigration is described in the text?
3. When (since 1980) was the highest number of immigrants admitted to Canada?
4. How many immigrants were admitted into Canada in the 1980s?

5 **With a partner, take turns asking questions to complete the missing numbers in the table. For example, *How many immigrants came from China between 1991 and 1995*?**

Student A | Canada's Immigrant Population, by Country of Origin and Period of Immigration, 2006

Top 12 countries of origin		Period of Immigration			
↓	2006 population	before 1991	1991–1995	1996–2000	2001–2006
TOTAL	**6,186,950**	**3,408,415**	**823,925**		**1,109,980**
United Kingdom	579,620	515,135	20,630	18,200	25,655
China	466,940		69,635	108,285	129,140
India	443,690	156,830	67,820	89,890	
Philippines	303,195		65,485		77,880
Italy	296,850	289,820	2,540	2,225	2,270
U.S.A.	250,535	168,840	18,770		38,770
Hong Kong	215,430	107,925	66,570	33,505	7,430
Germany	171,405	149,020	6,155	8,595	7,635
Poland	170,490	123,435	32,655		6,495
Viet Nam	160,170	107,760	31,005	10,860	10,545
Portugal		136,945		2,700	2,950
Pakistan	133,280	19,760	14,740	41,150	

Student B | Canada's Immigrant Population, by Country of Origin and Period of Immigration, 2006

Top 12 countries of origin		Period of Immigration			
↓	2006 population	before 1991	1991–1995	1996–2000	2001–2006
TOTAL		**3,408,415**	**823,925**	**844,625**	
United Kingdom		515,135	20,630	18,200	25,655
China	466,940	133,910		108,285	155,105
India	443,690		67,820	89,890	
Philippines		107,765		52,060	77,880
Italy	296,850	289,820	2,540	2,225	2,270
U.S.A.	250,535	168,840	18,770	24,155	38,770
Hong Kong	215,430	107,925	66,570		7,430
Germany	171,405	149,020	6,155	8,595	7,635
Poland	170,490	123,435	32,655	7,905	6,495
Viet Nam	160,170	107,760	31,005	10,860	
Portugal	150,390	136,945	7,795	2,700	2,950
Pakistan	133,280	19,760	14,740	41,150	57,630

Source: *Adapted from Statistics Canada : http://www40.statcan.gc.ca/l01/cst01/demo34a-eng.htm (May 31, 2009).*

6 **Examine the completed table about immigration to Canada (from Activity 5). Answer the questions.**

1. What do the numbers in the table represent?
2. How is the information organized? (Read the row and column labels.)
3. How are the countries of origin organized?
4. What numbers of immigrants are shaded? What numbers are in bold? Why?
5. In 2006, people from which country made up the largest group of immigrants?
6. From which country did the largest group of immigrants come before 1991? The second largest? The 12th largest?
7. Where did the largest group of immigrants come from in 1996–2000? The 12th largest? The 11th largest (second smallest on the table)?
8. Did any data surprise you? Why?

7 **Write five statements about the table that are either true or false. You can compare numbers of immigrants from the same country over the years (as in statement 1 and 2), or compare data from different countries in the same period of time (as in statement 3). With a partner, read your sentences and ask if they are true or false.**

For example:

1. The number of immigrants from India has increased in the last 10 years. (**T**)
2. Fewer and fewer immigrants have been coming from Hong Kong since 2000. (**T**)
3. In 2006, more immigrants came from Germany than from Poland. (**F**)

8 **With a partner or in a small group, write five statements about trends in Canada based on the data in the table. Share your sentences with the class.**

Reading Nutrition Tables

In Canada, the labels on most packaged foods include a Nutrition Facts table. This table contains information about the number of calories in a food item as well as 13 different nutrients. The information in the table is always organized in the same order so that consumers can easily compare the nutritional value of different food items.

Here are some steps to take when reading a Nutrition Facts table:

- Look at the serving size (measured in grams, liters or milliliters).
- Look at the number of calories the item contains.
- Look at the % Daily Value to see if there is a little or a lot of a particular nutrient in one serving of the food item.

In general, healthy foods are ones that are high in fibre, vitamins and iron. Less healthy choices are high in fat (particularly saturated and trans fats) and sodium.

1

The table below contains a number of words relating to nutrition. Write the correct letter on each line to match the word with its description.

1.	_____ calories	a.	This is found in cheese, butter, whole milk and fatty meats
2.	_____ cholesterol	b.	You get this from vegetable fat that has hardened. It is found in fried foods and processed foods
3.	_____ fibre	c.	You need this in your body to repair and build cells
4.	_____ calcium	d.	You need this for healthy blood cells
5.	_____ saturated fat	e.	This helps you digest your food
6.	_____ sodium	f.	Too much of this in your blood can cause a heart attack
7.	_____ protein	g.	This gives your body energy and is found in starches like pasta, bread etc.
8.	_____ iron	h.	Important nutrients that the body needs to stay strong. There are different types of these in foods (e.g., A, B, C, etc.)
9.	_____ trans fat	i.	This tells you how much energy you get from a food item
10.	_____ carbohydrate	j.	Salt
11.	_____ vitamins	k.	This helps build strong bones and teeth

2

In small groups, brainstorm a list of foods that are high in the nutrients listed in the table below.

Fibre	Calcium	Protein	Iron
Whole-grain bread			

3 **Look at the Nutrition Facts tables below. With a partner, compare cereal A and cereal B, and decide which is the healthier choice. Present your choice to the class and give reasons. Write five sentences to compare the nutrient value of the two cereals. Use words such as *neither, more than, not only ... but also* in your descriptions.**

Cereal A

Nutrition Facts

Per 2/3 cup (25 grams) Amount	% Daily Value
Calories 100	
Fat 1 g	1%
Saturates + Trans	1%
Cholesterol	
Sodium 140 mg	8%
Carbohydrate 21 g	7%
Fibre 1 g	4%
Sugars 20 g	
Protein 1 g	
Vitamin A	0%
Vitamin C	0%
Calcium	8%
Iron	25%

Cereal B

Nutrition Facts

Per 2/3 cup (25 grams) Amount	% Daily Value
Calories 200	
Fat 2 g	3%
Saturates + Trans	2%
Cholesterol	
Sodium 50 mg	2%
Carbohydrate 38 g	13%
Fibre 6 g	24%
Sugars 7 g	
Protein 1 g	
Vitamin A	0%
Vitamin C	0%
Calcium	2%
Iron	15%

4 **Complete the blank nutrition table below for a product you brought from home. Interview your partner about his/her product and its nutrient values. Compare the two products and decide which is the healthier choice.**

Nutrition Facts

Serving Size:

Amount	% Daily Value
Calories	
Fat	
Saturates	
+ Trans	
Cholesterol	
Sodium	
Carbohydrate	
Fibre	
Sugars	
Protein	
Vitamin A	
Vitamin C	
Calcium	
Iron	

Public Information Texts: Introduction

Public information texts often provide information about rights, the law or government services. These texts are accessible on the Internet.

We usually use public information texts to find specific information, such as how to get an Ontario driver's licence, how to apply for Canadian citizenship, or where the nearest employment insurance office is. Finding these texts requires Internet research skills and scanning skills. Internet research involves:

- Using appropriate search terms in the search bar
- Limiting an Internet search
- Reading search results

Scanning refers to looking through a text very quickly to find specific details. When looking for information online, we scan Internet search results and website homepages to see if there is a link to the information we need. When we find the text we are looking for, we use scanning skills to find the information within the text we need. We scan:

- the index of topics
- the headings and sub-headings
- the menu

1 **Discuss the meanings of the words below. Then write the correct letter on each line to match the words with their meanings.**

1. _____ homepage	a. A button that allows you to move back to the web page you previously viewed
2. _____ search term	b. The main web page for a website
3. _____ search box	d. One "page" of text or graphics viewed online
4. _____ search results	e. A word or phrase used to search for information on the Internet or within a website
5. _____ limit an Internet search	f. A collection of related web pages belonging to an organization or person
6. _____ website	g. A blank box on a website or a search engine that is used to enter (or type) search terms into
7. _____ scroll	h. A list of links to web pages (often thousands) that are found by a search engine as a result of a search
8. _____ back	i. Choosing and using search terms in a way that produces a shorter and more accurate list of search results
9. _____ web page	j. To move up and down a computer screen to view text that doesn't fit on the screen

Ontario's Smoking Legislation

Many online public information texts are written in the form of questions and answers. These are commonly called frequently asked questions, or FAQs. The questions are usually in bold and look like headings with the answers underneath.

Texts written in FAQ format are easy to read and can help you locate information quickly. Readers can scan the questions looking for information of interest and skim the answers quickly. The answers are usually written in the first sentence under each question. The rest of the paragraph elaborates on the answer. This way, readers can often get the information they need by reading only the first sentence.

Pre-Reading

1 **Skim the FAQ below about Ontario's smoking laws. Read the questions, and only the first sentence in each answer. Then answer the questions on the next page.**

Q: What are Ontario's laws about smoking?

A: Ontario's smoking legislation is called the *Smoke-Free Ontario Act*. Under this legislation, the following activities are banned:

- Smoking in enclosed public places and enclosed work places
- Selling or supplying tobacco to minors (people under 19 years of age)
- Displaying or advertising the sale of tobacco products in stores (as of May 2008)
- Smoking in motor vehicles, moving or stationary, when there is a person under the age of 16 in that vehicle (as of January 2009). People who do not obey this particular ban can be fined up to $250.

Q: Why does the Ontario government have this law?

A: Ontario has strengthened its smoking laws because it wants to improve the health of Ontarians. It wants to help people quit smoking, prevent young people from starting to smoke, and protect Ontarians from the effects of second-hand smoke. Tobacco-related diseases cost the Ontario economy billions of dollars in health-care costs and productivity losses annually.

Q: What else does Ontario do to discourage smoking?

A: The Ontario government has raised its tax on tobacco products and funded a smoker's telephone quitline.

Higher tax on tobacco makes it more expensive for people to buy cigarettes. A carton of cigarettes cost a consumer about $45. Of this amount, $24.70 is Ontario tobacco tax (2008 rates). The Ontario government hopes that raising the cost of smoking will discourage young people from starting to smoke. Ontario's smokers' telephone helpline offers free telephone support to people who want help to quit smoking. Smokers can talk to a counsellor, have resources mailed to their home, or get referrals to services close to their home. Ontario quitline: 1-877-513-5333 or www.smokershelpline.ca

2 **After skimming the text on the previous page, answer the questions below.**

1. What is the purpose of this text?
   a) to convince people to quit smoking
   b) to inform people about Ontario's efforts to reduce smoking
   c) to inform people about the health effects of second-hand smoke
2. List three things the Ontario government is doing to discourage smoking.

Reading

3 **Read the text carefully to expand your vocabulary and learn the details. Each word or phrase below can replace a synonymous word or phrase in the text. Find that word or phrase in the text and write it on the line.**

1. law (par. 1) _____
2. covered (par. 1) _____
3. began (par. 1) _____
4. forbidden (par. 1) _____
5. people under 19 years of age (par. 1) _____
6. not moving (par. 1) _____
7. stop (par. 2) _____
8. goods (par. 3) _____
9. customer (par. 4) _____

Comprehension

4 **List several details about the Ontario's smoking laws and initiatives (from the article). Put a checkmark in the correct column. The first one is done for you.**

	Protect people from second-hand smoke	Prevent young people from starting to smoke	Help smokers quit smoking
Ban smoking in enclosed public places	☑	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐

Giving Opinions

5 **Choose one of the positions below. In a small group discussion, state your position. Present reasons to support it.**

You are a smoker. You agree with the law that bans smoking in enclosed public places. You disagree with the ban on smoking in your car (when people under 16 are present). You feel your car is your private property and you should be able to do what you like in it.

You are a smoker. You agree with the ban on smoking in a car. You feel second-hand smoke is harmful, and no one should subject a child to it.

You agree with Ontario's laws but you think they are not strong enough. You feel the sale of tobacco should be banned completely.

6 **Search for other online FAQ texts that interest you. For example, if you want to find FAQ texts about:**

Employment Insurance:

In the search bar, enter **FAQ EI site:gc.ca**

This tells the search engine only to look for information from Government of Canada websites.

Rental housing in Ontario:

In the search bar, enter **FAQ tenant site:gov.on.ca**

This tells the search engine only to look for information from Government of Ontario websites. (All government of websites have **gov.on.ca** in their addresses.)

Minimum wage in Ontario:

In the search bar, enter **FAQ minimum wage site:gov.on.ca**

The Independent Learning Centre

Pre-Reading

1 **In small groups, interview each other using the questions below. Share the information with the rest of the class.**

1. What courses or classes have you taken since your arrival in Canada? (e.g., ESL, LINC, college or university courses, high school courses, fitness classes, etc.).
2. What courses (if any) would you like to take in the future? Where would you take them?

2 **The vocabulary below comes from the text about the Independent Learning Centre. Write the correct letter on the lines to match each word with its meaning.**

1. _____ tutor	a. approximately, about
2. _____ to enrol	b. needs to be returned
3. _____ non-refundable	c. a one-on-one teacher
4. _____ supplementary	d. to hand in (completed assignment)
5. _____ on loan	e. to register
6. _____ to submit	f. the money will not be returned
7. _____ roughly	g. a course or skills needed to register; a requirement
8. _____ a prerequisite	h. additional, extra

3 **Prepare for reading the text on the next page by discussing the meanings of the terms below.**

Ontario Ministry of Education: In Canada, all elementary and secondary schools are under the jurisdiction of provincial ministries of education.

Credits: In the Ontario high (secondary) school system, a student earns one credit if he/she successfully completes a 110-hour course. A student must earn 30 credits to obtain a high school diploma.

Distance education: Courses that involve learning that is not done in a physical classroom. Distance education can include paper-based courses, where assignments are completed at home and sent to a teacher by mail, and online courses, where learning and contact with a teacher are done mostly online.

What is the Independent Learning Centre?

Independent Learning Centre (ILC) is funded by the Ontario Ministry of Education to provide distance education courses to people who live anywhere in Ontario and want to:

- *Earn credits toward a high school diploma*
- *Upgrade basic academic skills*
- *Study ESL (a volunteer tutor helps you)*
- *Study for personal development*

When can I start a course?

You can start a course at any time of the year!

How much does it cost?

A non-refundable administrative fee of $40 applies for each credit course requested by Ontario residents not currently enrolled in school.

Do I have to attend classes?

No. ILC courses are paper-based distance education courses. Your course is sent to you by mail. You may study wherever and whenever you choose. You will complete your work in your Course Journal and send it in for marking by our Ontario certified teachers. All course materials and any required texts or supplementary items are provided to you on loan.

How do I enrol?
To enrol in ILC credit courses, you must be:

- 18 years of age or older
- not attending secondary school
- a legal resident of Ontario
- a Canadian citizen, a landed immigrant, an Ontario resident on a work or diplomatic visa or ministerial permit, or a refugee claimant or international student.

If you are under the age of 19 years, you must also provide your official, original Ontario Student Transcript and Date of Leaving letter. (Both of these documents can be obtained from the last high school you attended.)

What happens after I submit my course request?

You will receive your course materials in two separate packages. The first package will contain the first unit of course materials and instructions on how to get started. You will also receive your Personal Identification Number (PIN), which will give you access to the services offered on our Automated Telephone System (ATS). The second package will be sent to you automatically only after we record the mark for your first unit. It will be sent separately from your marked work. This package will contain the rest of your course materials.

How many courses can I request at once?

You can request only one course at a time. Once Unit 1 of your first course is completed and marked, you can request a second course. When Unit 1 of your second course is completed and marked, a third course can be requested and so on.

Do ILC courses have deadlines?

Yes. You have 10 months from the date we process your course request to complete all units and the final test. This is the same whether the course is a full-credit or half-credit course. However, we strongly suggest that students submit their first unit for marking within 30 days. Students who hand in their first unit quickly are much more likely to succeed than those who wait. Not only will you gain confidence knowing you have that first unit done, but you will get teacher feedback and suggestions to help you improve on your next unit.

How long does it take to complete a course?

Every student and every course is different. But if you work regularly every day or every other day, you will probably work through a unit in two to four weeks. At that rate, it will take you roughly four months to complete a full-credit course and two months to complete a half-credit course. These times do not include mail time or the final test.

Review the course descriptions online to select a course (make sure you have prerequisites if noted). Complete Enrolment Form C and mail it to the ILC with your payment and any supporting documents. All students are strongly encouraged to provide a transcript with their course request so that we may best aid you with your course selection. If all is in order, you should receive your first package of materials within seven to 10 days depending on your location.

How do I get help if I get stuck during the course?

You can get help in several ways. Information on how to reach our Student Help Line is provided with your first package of course material, in the How to Get Started pamphlet. You can also check out our Ask a Teacher Web site for online interactive tutorials and practice questions as well as a FREE live chat with tutors five nights a week.

Source: *Independent Learning Centre, extracted Feb. 5, 2009. www.ilc.org. See website for updated information.*

Comprehension

4 **Read the text about the Independent Learning Centre and answer the questions below.**

1. What is the Independent Learning Centre?
2. What information can you obtain from the text? Make a list of six main items in point form.
3. Who is this information for?

5 **Read the following statements about courses at the Independent Learning Centre and circle T (true) or F (false). Compare your answers with the class.**

1.	You can study at the Independent Learning Centre even if you live in Calgary.	**T**	**F**
2.	You need to pay $40 for each credit course you take.	**T**	**F**
3.	You will need to send in your written course work in a Course Journal.	**T**	**F**
4.	You will receive course materials and you can keep them.	**T**	**F**
5.	You will receive all your course materials in one package at the beginning of a course.	**T**	**F**
6.	All your submitted work will be marked by certified teachers.	**T**	**F**
7.	It will take you more than three months to complete a full-credit course.	**T**	**F**
8.	You can get help during the course in more than one way.	**T**	**F**

6 **Find the answers to the following questions in the text. Explain the answer in your own words.**

1. How can you register?
2. What will you receive in the mail after your registration?
3. When can you request a second course?
4. When do you need to submit your first unit? Why?
5. How can you get help during the course?

7 **Search the Internet for the Independent Learning Centre (Ontario). Locate a list of available courses and answer the questions below.**

1. How many ESL courses are available?
2. What is the difference between the credit and non-credit ESL courses?
3. Who can be a volunteer tutor?

8 **Write an email to your friend to share information about distance learning opportunities with the ILC. Describe the features you find most attractive and tell why you recommend this way of studying.**

✉ **Message**	
To:	From:
Cc:	Sent:
Subject:	Attachment:

Giving Opinions

9 **Discuss the questions below.**

1. Distance education is a convenient option for people who cannot attend courses in person. What are the advantages and disadvantages of taking distance education courses (rather than attending them at an educational institution)?
2. Would you take any distance education courses? Why? What subjects would you study this way?

Accessing Information Online: Minimum Wage in Ontario

We rely on government websites for clear information about rights and government services. It's important to be able to find the websites that provide this information, and to scan the homepages of these websites to find links to the information you need.

All government of Ontario websites include **gov.on.ca** in their website addresses. This is helpful when you are looking for Ontario government information, but do not know the website address. You can limit your web search to only Ontario government with the use of **site:gov.on.ca** in the search box. For example, if you are looking for the Ontario minimum wage, you can type the search terms **minimum wage** and then type **site:gov.on.ca**.

Minimum wage site:gov.on.ca Search

1 **Practise limiting an Internet search to Ontario government web pages to find information about Ontario's minimum wage. Read the situation below, conduct your Internet search, then answer the questions.**

Situation

You just got a job as a server in a bar. You have been offered $7.50 an hour. You want to know what the minimum wage is in Ontario, and when it will increase.

1. What search terms did you type in the search box?
2. How did you limit your search to Ontario information?
3. How many search results were listed? (Read the number on the top right area of the search results screen.)
4. Complete the table below. If you can complete the table, your Internet search was a success.

Date becomes law ‡	March 31, 20__	March 31, 20__	March 31, 20__
General minimum wage			
Student minimum wage			
Liquor servers minimum wage			

Accessing Information Online: Settlement.Org Website

A helpful website

Settlement.Org is a website developed for newcomers to Ontario. It offers information about a wide range of topics relevant to living in Ontario, such as education, health, employment and housing.

www.settlement.org

1 **Practise searching for information on the *Settlement.Org* website. Find the appropriate topic on the menu along the top of the homepage. Follow the links to find the information you need. Answer the questions below.**

Situation 1

You need a lawyer, but cannot afford to pay for one. What can you do?

1. What is Legal Aid?
2. What is the name of the Legal Aid clinic closest to your home?
3. Describe how you found this information.

Situation 2

You have just arrived in Canada and you want to know when you will be eligible for Ontario health care.

1. How long do you have to live in Canada before you are eligible for health care?
2. Describe how you found this information.

Situation 3

You are not satisfied with something you bought, and you want to know how to make a complaint.

1. List three steps in making a complaint.
2. Describe how you found this information.

This section includes activities with reading texts such as news articles, tables and charts and public information texts. You can use the whole section as is or select the texts that interest the learners in your class.

The activities that follow have been guided by the CLB performance conditions related to LINC 5. To develop your own activities or to adapt these activities, consider the following performance conditions relevant to reading:

Performance Conditions

- Texts are two to three paragraphs long, mostly in plain language with clear organization
- Content is relevant, related to personal experience or familiar contexts, with pictures occasionally accompanying the texts
- Information texts are moderately complex descriptive or narrative texts, two to three paragraphs long on familiar topics
- Learner is adequately briefed for focused reading

Note on text length: Some of the texts in Reading LINC 5 are longer than two to three paragraphs, yet they are all in mostly plain language. These longer texts were included because they offer authenticity and a variety of contexts. For assessment purposes, you should check the comprehension of two to three paragraphs only. The texts can be split up easily – learners can read only half of the text in one sitting, or some learners could read one portion of the text while others read the other portion (jigsaw).

In this section of activities, *Putting It in Practice* activities are not specified. This is because many of the texts and activities can be used for formative assessment. If you use one of these texts for assessment purposes, you may need to adjust the comprehension questions so that they target the criteria you select for assessment. The results of the assessment can help you and learners determine what still needs to be worked on.

CLB 5-III: Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts.

CLB 5-IV: Demonstrate comprehension of a two- or three-paragraph, moderately complex descriptive or narrative text on a familiar topic.

CLB 5-IV: Demonstrate comprehension of standard maps, basic diagrams, basic graphs.

CLB 5-IV: Access and locate information through tables of content, indexes and glossaries.

Sample Assessment Criteria

- ☐ The learner identifies the type and purpose of texts
- ☐ The learner gets the gist
- ☐ The learner identifies factual details, inferred meanings, main ideas and key details in the text
- ☐ The learner identifies organization of text and links between paragraphs
- ☐ The learner compares facts to make choices
- ☐ The learner predicts, guesses meanings of words and expressions from textual clues
- ☐ The learner identifies key information and locates specific details in verbal text and graphics (including directories, charts and tables)

p. 13 | Introduction to Reading

Introduces the content of the chapter

1 Have learners work in pairs or small groups to interview each other, and share the results of their interviews with the class. Discuss the findings. Discuss how their reading habits are different when reading in their first language compared to reading in English.

Extend the Activity: Discuss the culture note – are there any facts that surprise learners? Why? Ask them to compare the data with their own reading habits.

p. 14 | Newspaper Articles: An Introduction

Introduces different types of news articles and newspaper sections

1 These discussion questions can help you learn about learners' newspaper reading habits and interests.

2 This scavenger hunt can be done in groups or pairs. You can extend the activity by having learners list *all* the sections of the newspaper and discuss the content of each.

p. 15 | Newspaper Articles At-a-Glance

Provides background knowledge about the elements of a news article

1 Have learners read the text, then use the information to answer questions about actual articles they select from the newspaper. In addition to the activity questions, elicit information about the headlines, pictures, captions, and bylines.

p. 16 | Newspaper Headlines

Introduces the kind of language used in typical headlines

1 Before the activity, discuss/elicit from learners how the language of headlines differs from everyday language, and why the language of headlines is the way it is.

Characteristics of headlines:

- they are often incomplete sentences, omitting articles and auxiliary verbs
- they often use the simple form of a verb
- they often use infinitives to express future actions
- they often include idiomatic expressions, colloquialisms and abbreviations
- they may include words that are short and dramatic
- they can borrow from popular references (e.g., songs, books, phrases)

Answers

1. go-ahead: approval
2. hike: increase, go up
   looming: likely to happen in the near future
3. outbreak: epidemic
4. talks: negotiations; blasts: explodes
5. Queen's Park: The Ontario government;
   boost: incentive, encouragement
6. curb: reduce; axe: cut, reduce

2 Have learners work in small groups. Discuss possible meanings of headlines. Ask learners about the time reference in each headline (is it a future, present or past event?).

Possible Answers (headlines re-written in everyday English)

1. The Prime Minister has approved help for some fire victims.
2. Gas prices are going to go up.
3. A connection between e-coli epidemic and contaminated water has been found.
4. Peace negotiations are threatened/in danger after a bomb exploded in a market.
5. The Ontario government has promised economic incentives.
6. Banks recommend that everybody spend less and reduce their debt.

3 Learners can work in pairs or groups of three to write a sentence summarizing the content of the article, then change it into a headline (using language typical of headlines).

p. 17 | Shoppers Face Future Without Plastic Bags

Provides practice identifying elements of a typical news story; provides an opportunity to develop vocabulary, identify main idea and supporting details, and express an opinion

1 Have learners work individually to develop questions, then discuss answers as a class.

2 This activity can be done in small groups or as a class discussion.

4

Answers

1. _g_ reasoning
2. _f_ to impose
3. _e_ inconvenient
4. _a_ disincentive
5. _d_ reminder
6. _c_ authority
7. _b_ to divert

5

Answers

1. a 2. b 3. b 4. a 5. a

6

Answers

1. b 2. a 3. b 4. b 5. c 6. a

7

Answers

1. comply with
2. charging for
3. dropped from to
4. ban on
5. alternatives to
6. reduce by
7. aimed at

8 Ask learners to use the context of the article to paraphrase the sentences. They can use more than one sentence to paraphrase.

9

Answers

1. _c_ paragraph 2
2. _b_ paragraphs 3 and 4
5. _a_ paragraph 5
6. _d_ paragraph 6

10

Answers

1. T 2. T 3. F 4. F 5. T 6. T

11–12 In these activities, learners give their own opinions and listen to opinions for and against the bylaw. Play the recording two or three times, if needed. Ask learners to focus first on main ideas, then on supporting details. Follow with a class discussion.

Audio 5.1: Transcript

Phone-in radio talk show about plastic bags

Host: Hello, this is Rick Johns, your host of the Morning Show – your link to the news and what you think about it. On today's show we're talking about plastic bags. Me, I've got tons of them. Tons and tons and tons. I hate the things. But … Toronto has a new bylaw that requires retailers to charge at least five cents per plastic bag, and personally, I'm happy about that. The thinking is that if people have to pay, they'll use fewer plastic bags. We want to know what you think about that! You're on the air. Hi!

Darlene: Hi, I'm Darlene. I love this idea. I am tired of consumers thinking that we have the right to buy as much as we want without taking any responsibility for the consequences. I actually think we should be paying much higher prices for many of our purchases, to take into account the real cost of manufacturing and disposal. I am completely in favour of fees not only for plastic bags, but for new televisions, cars, computers, batteries and anything else we buy that has serious environmental impacts. But what I want to know is what happens to the money?

Host: Thanks, Darlene. So what do you do with all your plastic bags and batteries and old computers?

Darlene: I use cloth bags as much as I can. And I drive my electronics and batteries to the special recycling depot. I do what I can, but I still have so much extra packaging that just goes right into the garbage.

Host: Okay, Darlene, we've got lots of other callers. Hello, you're on the air. How are you?

Ed: I'm good, thanks. My name's Ed. I think we already pay enough for groceries and other goods. Why should we have to pay the retailers' cost for plastic bags too? The stores are just making more money. My weekly grocery bill is already about $200 and I don't think I should be paying even more. Besides, my family uses plastic bags to line our garbage and green bins. What would we use if we didn't have plastic bags?

Host: Okay, Ed. So you think we should keep using plastic bags?

Ed: I don't think we should pay for them.

Host: So if you had to pay for them, you wouldn't like it.

Ed: No. I wouldn't buy them.

Host: So then, it would work, wouldn't it?

Ed: What would work?

Host: The whole idea would work, Ed! You don't want to pay for them, so you won't buy them and you'll use a …

Audio 5.1: Transcript (continued)

Ed: Wellllll, I just don't agree with it.

Host: FINE. Neeeeeeeeeext. You're on the air.

Jane: Hi, I'm Jane.

Host: Hi Jane – what's up?

Jane: I don't agree. The law doesn't go far enough. I think the government should completely ban plastic bags.

Host: Okaaaay, but we use plastic bags for a lot of things, Jane. If we banned them completely, what would people do instead? What about people with dogs? Eww.

Jane: We'll figure it out. They're hurting the environment. It costs too much to recycle them. We're smart. If we don't have them, I think we'll figure out what to do – we'll invent something that works better than plastic bags.

Host: Thanks for your call, Jane. And thanks to all of our callers. I'm afraid we've run out of time. Tune in tomorrow for our interview with David Suzuki!

p. 23 | A Weather Illness Myth

Provides practice identifying elements of a news story; provides vocabulary and reading comprehension practice

Activities 1 and 2 are pre-reading activities that focus on reading the lead, predicting the content of the article and activating background knowledge about the topic. Note: this article is one of several on the Ministry of Health and Long Term Care website (www.health.gov.on.ca) that can be freely used. On the homepage, click on News Media, then Reprintable Articles.

After reading the article, have learners underline unfamiliar vocabulary and guess the meanings from context or use a dictionary to find the meanings.

3

Answers

1. f respiratory
2. d secretions
3. e vulnerable
4. a resistance
5. c immunity
6. b transmitted
7. i impact
8. g thrive
9. j susceptible
10. h nasal passages

4

Answers

1. to be not quite oneself (somewhat ill)
2. to be sick as a dog (very ill)
3. to be under the weather (somewhat ill)
4. to have a bug (somewhat ill)
5. not feeling 100 per cent (somewhat ill)

6

Answers

1. e paragraph 2
2. d paragraph 3
3. c paragraph 4
4. b paragraph 5
5. a paragraph 6

p. 27 | Keep Your Eyes on the Road and Hands on the Wheel

Provides practice identifying elements of a typical news story; provides an opportunity to practise reading and vocabulary development strategies

1, 2 Activities 1 and 2 are pre-reading activities that focus on reading the lead, predicting the content of the article and activating background knowledge about the topic.

2

Answers (question 4)

Mc Guinty government: Ontario government
propose: suggest
ban: prohibit, outlaw, forbid
bill: a proposed law

3 Ask learners to explain the terms in their own words. They can work in pairs and interview each other using the questions under each term.

4 Have learners rephrase each sentence in their own words. When paraphrasing, they can change the grammatical structure and vocabulary and replace complex sentences with simpler ones.

Possible Answers

1. A new bill is going to be proposed this afternoon. It proposes that police would be able to …
2. Drivers could still use hands-free devices.
3. Transport Canada estimates that driver distraction contributes …
4. The probability of being in a crash is four times higher for drivers who use cell phones …
5. The proposed legislation would make Ontario similar to Quebec …

5

Answers

NOUN	VERB
collision	collide
suspension	suspend
permit, permission	permit
distraction	distract
legislation	legislate
contribution	contribute

6 Explain and demonstrate the use of a thesaurus (online or print version). Have learners look up a few words from the article for practice.

Answers

1. law (par. 6): legislation
2. allowed (par. 3): permitted
3. way (par. 2): manner
4. car crashes (par. 4): collisions
5. imprisonment (par. 5): jail time
6. suggesting (par. 1): proposing

8 Prior to listening, explain some of the expressions in the listening text, such as *cash grab, multi-tasking, what's the big deal?, cut someone off (on the road), changing lanes*.

Play the recording two or three times, if needed. Ask learners to listen for the main ideas and check off *pro* or *con* on the handout. Then learners can listen a second time, take notes and summarize the reasons each caller gives for his/her opinion.

Audio 5.2: Transcript

Phone-in radio talk show about banning cell phones while driving

Host: Hello. This is Rick Johns, your host of the Morning Show – your link to the news and what you think about it. Today we're talking about a proposed Ontario law that would ban cell-phone use while driving. If the government passes this bill, using hand-held devices while driving would be banned. People could be charged if they are caught talking on a cell phone while driving. What do you think about that? Call the show to let us know.

Host: Hello, you're on the air. What's your name?

Jenny: My name is Jenny. I think we should focus on more important laws. Our roads are pretty safe in Ontario. Besides, it would be too hard to enforce this law. How about getting tougher on something that's more important, like gun ownership?

Host: Thank you, Jenny. Hello, you're on the air. What's your name and what do you think?

Bill: I'm Bill, and I fully support this law. I bet many accidents are related to being distracted because of talking on a cell phone or choosing a song on an iPod. The money Ontario gets from charging drivers can be used to improve our roads.

Host: Thank you, Bill. Hello, you're on the air. What's your name and what do you think?

Anne: Hi – I'm Anne. I think this is just a cash grab. Cell phones are here to stay and talking on a cell phone is really no different than talking to a passenger in the car. We are used to multi-tasking. So what's the big deal?

Host: Thank you, Anne. Hello, you're on the air. What's your name and what do you think?

Armand: My name is Armand. I think the fine should be much higher! It's dangerous to be talking on the phone while driving. It's not fair to the other drivers on the road. So many times another driver has cut me off while changing lanes, and when I drive by I see the driver is talking on a cell phone! It makes me so angry because these drivers are putting all of us in danger. And I'd like to respond to what your other caller, Anne, said. She didn't think that talking on a cell phone is any different than talking to a passenger in the car. Well, I disagree. Studies have been done that say there is a difference. Talking to a passenger in the car is safer than talking on a cell phone, mostly because when you are talking to a passenger in the car, that passenger can see the road and what is happening. So the passenger can help you if needed, or can stop talking if he/or she sees the driver needs to focus on the road.

Host: Well, thank you Armand. You know, I have to say – I agree with you. I'm afraid we've run out of time. Until next time, this is Rick Jons on the Morning Show.

9 After listening, learners can have concurrent small-group discussions. Each group must agree on a position and reasons for that position, then choose a spokesperson to present that position to the class.

p. 32 | Graphs, Tables and Charts: Introduction

Introduces the topic of reading graphs, tables and charts; provides background information about the features of graphs

1 You can use these graphs, or any graph to introduce common elements and terms of graphs. Learners can work in groups of three (you can assign one graph per group) and write sentences about the information presented in one of the graphs. Sentences can include:

- what type of graph it is and what it is about (title)
- how the information is displayed (e.g., comparing proportions, showing a trend)
- what the axes or parts of the circle chart represent
- interpretations of the data (e.g., *In Jane's class, the majority of students speak Cantonese or Mandarin*)

2 **Answers**

1. c X-axis
2. e Y-axis
3. d horizontal
4. b vertical
5. a quantity
6. g percentage
7. f data

3 **Answers** (inconsistent words are underlined)

Most Ontario elementary schools hold fundraising events to raise money. These events include silent auctions, pizza lunches and bake sales. Schools spend the money they raise on a variety of activities and school supplies. For example, most Ontario schools raise money for field trips. About three quarters of Ontario schools fundraise for computers. A minority of schools raise money for sports activities and libraries. Just under half of Ontario schools raise money for arts and music.

p. 34 | Line Graph: Vehicle Collisions in Ontario

Provides practice skimming (a graph) and describing trends illustrated by a line graph

1 Before this activity, explain that skimming is a previewing strategy that can be used to predict the content of a graph.

2 Before learners read the text, explain unfamiliar vocabulary, such as *fatality*, *injury*, *collision*. After reading, elicit trends displayed in the graph.

Activities 3 and 4 focus on comprehension and interpretation of the data displayed in the graph. For Activity 3, first explain and have learners provide examples of expressing change over time using verbs of change and appropriate adverbs.

3 **Possible Answers**

1. Between 1988 and 1989, the number of collisions causing death or injury *increased (verb)* *slightly* (adverb).
2. Between 1989 and 1991, the number of collisions causing death or injury *dropped significantly*.
3. Between 1991 and 1996, the number of collisions causing death or injury *held steady*.
4. Between 2000 and 2001, the number of collisions causing death or injury *declined slightly*.
5. Between 2002 and 2005, the number of collisions causing death or injury *decreased slowly*.
6. Since 1989, the number of collisions causing death or injury has *declined significantly*.

4 Explain and have learners provide examples of the alternative way of describing change over time (using an adjective and a noun). Have learners write their sentences from Activity 3 in this form.

6 This activity can be done in the computer lab or as an independent learning assignment at home. Have learners share how they got the information and other information they found in this publication.

p. 37 | Bar Graph: Canada's Aging Population

Introduces features of a bar graph; provides practice describing a bar graph

Refer to the activities entitled **GRAPHS, TABLES AND CHARTS: INTRODUCTION** for background information on charts and tables.

1

Answers

1. _a_ portion
2. _d_ fertility rate
3. _c_ rate
4. _e_ life expectancy
5. _b_ projection

2 After learners write sentences about the bar graph using the sample words provided, you could have them write their own sentences. Check that their sentences are accurate by asking other learners if the statements are true or false.

3 In this activity, learners compare and describe two time periods. They can write sentences individually, then ask a partner if their statements are accurate.

4 Have a class discussion in which learners express their opinions. As a follow-up activity, learners can write a paragraph expressing their opinion on any of these questions.

p. 39 | Table: Canada's Immigrant Population

Introduces features of a data table; provides practice describing a data table (including reading and pronouncing large numbers)

1 This pre-reading activity introduces the topic (Canada's immigration patterns). The data tables on the next page are dense; introducing the topic can help learners understand it. Learners can discuss the questions in small groups or as part of a class discussion.

2 Discuss the information about pronouncing large numbers. Provide explanations where needed, and have learners read the text aloud, paying attention to correct pronunciation.

3 After this activity, learners can make up their own numbers and dictate them to their partner for additional practice.

4 Play the recording two or three times if needed. You can preface the recording with a discussion about unfamiliar vocabulary, such as *reunite*, *fulfill*, *humanitarian*, *admitted*, *millennium*, *respectively*, *annual admission*, *relatively slow rate of natural growth*, *proportion*. However, the focus of the activity is on understanding large numbers. Follow up with the comprehension questions.

Answers

For the fill-in-the blank activity, see the underlined numbers in the transcript below.

1. Increasing
2. 1980–2006
3. 2005
4. 1.3 million

Audio 5.3: Transcript

Listening text about immigration trends

Canada's immigration policy has been guided by three broad objectives: to reunite families, to fulfill Canada's international obligations and humanitarian tradition with respect to refugees, and to maintain strong economies in all regions of Canada.

Under these objectives, Canada has welcomed over 5.1 million immigrants since the 1980s. About 1.3 million immigrants were admitted to Canada in the 1980s, representing about 133,000 individuals coming each year. In the 1990s, immigration levels in Canada increased to over 200,000 individuals annually. Between 1991 and 2000, about 2.2 million immigrants entered Canada. The high number of newcomers arriving annually continued during the first five years of the new millennium. Between 2001 and 2006 alone, 1.4 million newcomers, or an annual average of 242,450 individuals, were admitted as permanent residents.

The admission of immigrants in 2005 and 2006 was at its highest level since the 1980s. 265,200 and 251,600 newcomers, respectively, were admitted in those two years. This high level of annual admission of immigrants and the relatively slow rate of natural growth of the population explain why the proportion of foreign-born residents in Canada's population has been increasing since the 1990s.

5 Cut the page on the dotted line and give each learner a version of the table. Elicit ways to request specific information (e.g., by asking direct or indirect questions; asking *wh-* questions) and using expressions to confirm comprehension.

Have learners take turns asking questions about the missing information and recording the responses in the table.

Activities 6–8 provide practice interpreting the data table. Before these activities, review:

- verbs describing trends and changes (*grow, increase, go up, become smaller, decrease, decline, go down,* etc.)
- adverbs describing change (*a lot, significantly, a little, hardly at all,* etc.)
- comparatives (*more and more, fewer and fewer*)

p. 43 | Reading Nutrition Tables

Introduces features of a data table; provides information on nutrition facts tables

1 Introduce the topic by asking learners if (and how often) they read nutrition information on food products, and what information they pay attention to.

Answers

1. __i__ calories
2. __f__ cholesterol
3. __e__ fibre
4. __k__ calcium
5. __a__ saturated fat
6. __j__ sodium
7. __c__ protein
8. __d__ iron
9. __g__ trans fat
10. __b__ carbohydrate
11. __h__ vitamins

3 Before this activity, you can review expressions and paired conjunctions used to make comparisons (e.g., *either of these …, neither … nor …, both … and …, not only … but also …, none of*) and quantifiers for non-count nouns (e.g., *a little, little, hardly any, almost none*)

4 Before this activity, have learners bring a nutrition facts table from any food product from home. In pairs, they can ask each other questions about various nutrients. If possible, pair learners who have the same type of product.

p. 45 | Public Information Texts: Introduction

Introduces information about accessing and reading public information texts online

Ask learners to read the information box. Elicit from learners the reading strategies they use and the challenges they have experienced when searching for specific information online.

1

Answers

1. b homepage
2. e search term
3. g search box
4. h search results
5. i limit an Internet search
6. f website
7. j scroll
8. a back
9. d web page

p. 46 | Ontario's Smoking Legislation

Introduces the FAQ format of many informational texts

Before reading the text, elicit from learners how much they know about Ontario's smoking laws (e.g., places you can/cannot smoke or laws about selling cigarettes) and their opinion about Ontario's smoking legislation.

1 Explain what skimming is (reading quickly and selectively to get the gist) and ask learners for examples of the types of texts we usually skim (e.g., newspaper articles, online texts, brochures). Ask them to skim the FAQ text by reading each question and only the first sentence of each answer. You can time learners on this task. Take up the answers as a class.

2

Answers

1. b
2. strengthening the smoking laws; raising Ontario's tax on tobacco products; funding a smokers' telephone quit line

3

Answers

1. law (par. 1): legislation
2. covered (par. 1): enclosed
3. began (par. 1): came into effect
4. forbidden (par. 1): banned
5. people under 19 years of age (par. 1): minors
6. not moving (par. 1): stationary
7. stop (par. 2): quit
8. goods (par. 3): products
9. customer (par. 4): consumer

4 Have learners work in pairs or groups of three. They can first locate and underline all the initiatives presented in the text and discuss the purpose of each. Then it will be easier for them to group the initiatives into categories. Ask learners to use point form when completing the table.

5 This activity can be done in small groups or as a class discussion. Assign roles to learners and give them time to prepare their arguments. You can review expressions for giving opinions, supporting a point of view, giving examples, agreeing and disagreeing.

After learners present their positions, others can ask questions or express disagreement.

Extend the Activity: Have learners write a letter to the editor to express their opinion (using their own opinion or the opinion stated in the role card).

6 This activity can be done in a computer lab or as an independent learning assignment at home. Ask learners to search the Internet for online FAQ texts that interest them, print a sample and share it with the class, describing what it is about and why it interests them.

p. 49 | The Independent Learning Centre

Provides practice reading an information text in an FAQ format; provides information on the Independent Learning Centre

1 Have a class discussion to introduce the topic of the text and to elicit from learners their interest in taking courses.

2, 3 These activities introduce/review vocabulary used in the text. Some of the terms in Activity 3 are specific to Ontario. You can explain how the credit system works and give examples of distance education (e.g., degree courses, upgrading courses, LINC Home Study).

Answers

1. __c__ tutor
2. __e__ to enrol
3. __f__ non-refundable
4. __h__ supplementary
6. __b__ on loan
7. __d__ to submit
8. __a__ roughly
9. __g__ prerequisite

4 Activity 4 allows learners to demonstrate their comprehension of the main ideas of the text; Activity 5 focuses on comprehension of factual details.

5

Answers

1. F 2. T 3. T 4. F 5. F 6. T 7. T 8. T

7 This activity can be done in the computer lab or as an independent learning assignment at home. Learners can access the ILC by typing *Independent Learning Centre Ontario* in the search box or going to www.ilc.org; to find the required information, when learners get to the ILC homepage, they should scan the page for a link to **Courses**, then when they get to the Courses webpage, find the link to **ESL Courses**. Learners read the web page on ESL courses and answer the questions.

Answers (as of April 2009)

1. Four
2. Credit courses prepare ESL learners to work towards an Ontario high school diploma, and they have a final test. Non-credit courses have no final test and no final mark.
3. Anyone interested in helping a student improve his/her English.

8 This activity focuses on retelling information from the text. It can be done on the computer or as a handwritten letter. Learners can use their notes from activities 6 and 7.

9 You can discuss the questions as a class. Give learners time to prepare their answers.

Review expressions for giving and supporting opinions. Learners can make a class list of the advantages and disadvantages of distance education.

p. 53 | Accessing Information Online: Minimum Wage in Ontario

Provides background information and practice in locating information online

1 Begin this activity by eliciting from learners various website suffixes and what they mean (e.g., *.ca*, *.org*, *.edu*, *.com*, *.on*, etc.). Then have learners read the information and try limiting their search results to Ontario government web pages. You can set a time limit for this activity to make it more challenging.

Answers

These rates may not reflect up-to-date information; they were compiled May 2009.

	March 31, 2009	March 31, 2010
General minimum wage	$9.50	$10.25
Student minimum wage	$8.90	$9.60
Liquor servers' minimum wage	$8.25	$8.90

p. 54 | Accessing Information Online: Settlement.Org Website

Provides background information and practice in limiting an Internet search; provides practice navigating settlement.org

1 If possible, demonstrate settlement.org using a computer and data projector so learners can view the demonstration as a class. Then have learners practice navigating the website to find the information needed for each situation. (Alternatively, you can assign each learner one of the situations.) Learners locate and read information relevant to the situation. Ask them to take notes on the steps they took in their search.

Extend the Activity: Learners can prepare a short presentation/demonstration of the steps in their search and the strategies they used to narrow their search (e.g., scanning the table of contents, skimming the paragraphs of the text, scanning for specific terms). You can also ask them to write a step-by-step description of their search procedure.

Learners could also write their own situations. Compile the situations, or have learners post them on a class wiki, then have learners find the information needed for each situation.

Chapter 5

Managing Information | Presentations

LINC 5

LINC 5 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when giving presentations. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

CLB

Giving presentations:

- CLB 6–IV: Relate a detailed sequence of events from the past; tell a detailed story including reasons and consequences.
- CLB 6–IV: Describe and compare people, places etc.
- CLB 6–IV: Describe a simple process.

Listening to presentations:

- CLB 6-IV: Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation …

ES

These activities can help to develop the following Essential Skills:

- Oral Communication
- Computer Use

The activities in this section focus on the following language skills:

- Researching a topic
- Organizing ideas and creating an outline
- Preparing the introduction, body and conclusion of a presentation
- Delivering a presentation

Introduction to Presentations 73

Giving Presentations 74

Organizing Ideas....76

Signposting....78

Making an Introduction....79

Ending a Presentation 80

Pronunciation and Body Language....81

Grammar in Context: Passive Voice....83

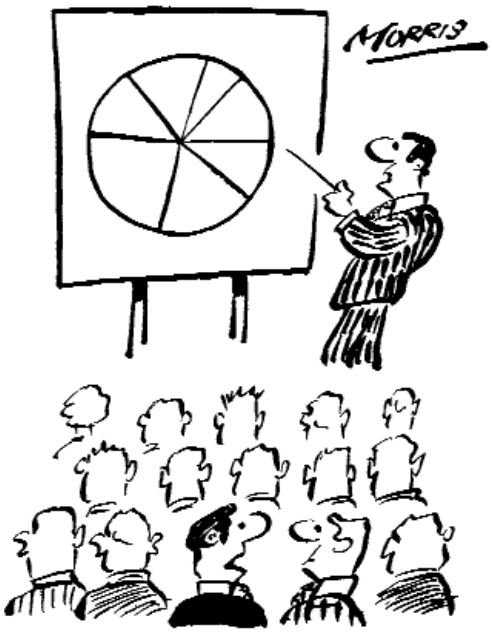
Presentations: Putting It in Practice 84

Instructor Notes 85

Introduction to Presentations

1 **In small groups, discuss the questions below.**

1. Have you given or listened to a presentation at work or school? What was it about? How was it presented?
2. Did you give presentations in your job before coming to Canada?
3. What situations in the workplace do you think would require giving a presentation? Give five examples.
4. How can giving presentations in class help you improve your English skills? Explain.



"I didn't know we made pizzas."

source: *www.businesscartoons.co.uk/shop*

Culture Note

According to research, only 7 per cent of a speaker's credibility comes from the presentation itself. The other 93 per cent comes from the speaker's visual characteristics and voice.

Body language, which includes posture, gestures, facial expressions and eye contact, affects the way a presentation is received. Appropriate body language, paired with a confident-sounding voice, can help keep listeners attentive and focused on what the presenter is saying.

Giving Presentations

1 **In small groups, discuss what you think makes a good presentation and why. Make a list of the necessary elements and present it to the class.**

2 **Audio 5.4: Listen to a radio interview with a communications consultant about giving presentations. Answer the questions below.**

1. How does Melanie define a good presentation?
2. What three Ps of presentations does she mention?
3. Why is it important to consider your audience when preparing a presentation?
4. How can you start your presentation? Give examples.
5. What is a presentation outline?
6. How can an outline help you in giving a good presentation?
7. What are signposts?
8. What other aspects of a presentation are important?

3 **Listen to the interview again. Pay attention to the expressions below. Answer the questions.**

- fall on deaf ears
- with someone in mind
- tried and tested
- be second nature
- ice-breaker
- frame of mind
- attention grabber

1. What does Melanie mean when she says a presentation can *fall on deaf ears*?
2. What is an *ice-breaker*? In what situations, other than presentations, would you use an ice-breaker?
3. What does Melanie mean by *a good frame of mind for listening*?
4. What does Melanie mean when she says *to some people public speaking is second nature*?
5. What is an *attention grabber*? What example of an attention grabber does Melanie give?
6. When Melanie says *you need to have your audience in mind when you plan your talk*, what does she mean?

4 **The following is a list of factors that contribute to an effective presentation. In small groups, discuss why these elements are important. Add other elements.**

Preparing for a presentation
• Select a topic of interest • Divide into subtopics • Structure the presentation • Prepare an outline *Other:*
Delivering a presentation
• Greet the audience • Explain the structure • Use signposts (signals for new information) • Use transition words effectively • Ask for audience's questions/comments • Speak clearly • Look confident *Other:*

5 **Search the Internet for tips on preparing and delivering presentations. Prepare a list for your own use and share with the class.**

Possible search term: *preparing presentations*

Organizing Ideas

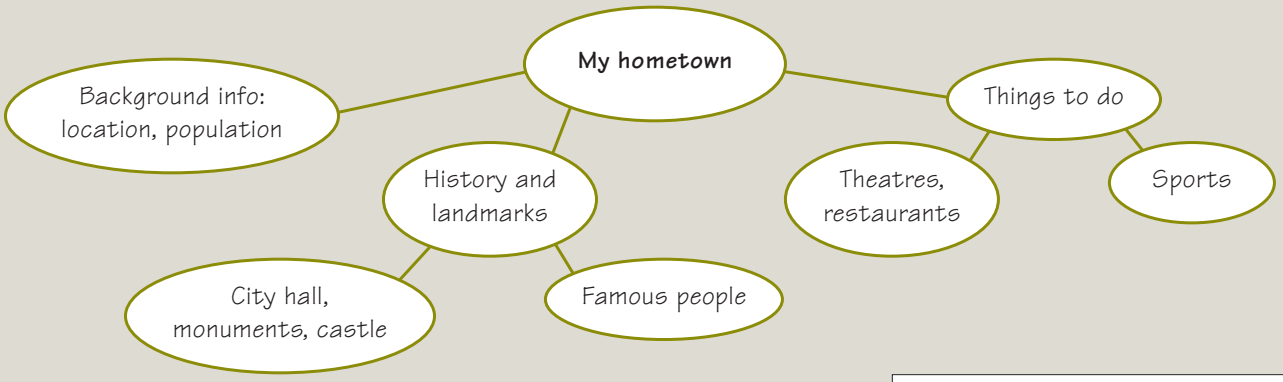
When preparing a presentation, the first step is to explore the topic: What do I want the audience to know? How much do I already know? What additional information do I need to research? Two related strategies for exploring a topic are listing and clustering. They can help you see possible elements of a topic that you could include in your presentation. Then you can choose from these elements to create an outline for your presentation.

Listing: In listing, you brainstorm and list ideas you might want to use. For example:

My hometown

- first; next; then
- location
- population
- castle
- finally; eventually
- trivia
- things to do
- famous residents
- during; while
- history
- why it's attractive
- entertainment: theatre, restaurants, sports

Clustering: In clustering, you write ideas and provide supporting information. This helps you see the relationships between ideas. For example:



Creating an outline: After you've narrowed down the possible ideas for your presentation, you can sequence and group them under headings and sub-headings. These will be the main points of your presentation.

Typically, a presentation has an introduction, body, and conclusion. The sample outline to the right illustrates how a presentation was organized based on the brainstormed cluster above.

1. Introduction
2. Body:
   a. Background information
   b. History and landmarks
   c. Things to do
3. Conclusion

1 **Choose a topic for your presentation and brainstorm possible ideas to include. Record the ideas as a list or a cluster. For each possible idea, list supporting details. Exchange with a classmate for peer feedback.**

Possible topics: *your last job, your country of origin, healthy lifestyle*

2 **Read the example of brainstormed ideas for a presentation on coping with stress. Select some of the ideas you would include in a presentation and organize them into an outline, using the model below.**

Coping with Stress

- *Reactions to stress: feeling depressed, being very active, biting nails, anxiety, eating too much, insomnia*
- *Causes of stress: family situation, work, money, moving, looking for a job, problems with children*
- *Dealing with stress: exercise, talk to friends or someone close, evaluate situation and solve the problem, do something that keeps you busy e.g., gardening, hobby, sports, yoga*

Presentation outline

1. **Introduction:**
   a. Greeting, attention grabber
   b. Overview of presentation
2. **Body:**
   a. Main point and supporting ideas
   b. Main point and supporting ideas
   c. Main point and supporting ideas
3. **Conclusion:**
   a. Restating main points
   b. Closing

The body is the main part of the presentation. The introduction and conclusion are based on the body of the presentation.

3 **Audio 5.5: Listen to the presentation about ways to develop vocabulary. As you listen, complete the outline of the presentation below.**

Outline: Learning new vocabulary

1. Introduction: greeting, introduce myself, present the topic
2. Body:
   a. Reading a lot to learn new words
   b. While reading, _____
   c. Strategies to remember new words
      i. Write them down (word journal, thematic lists)
      ii. Learn word families
      iii. Learn _____
   d. _____
3. Conclusion: recap main points, invite discussion, thank audience

4 **Listen to the presentation again. Take notes on key details for each item in the outline. Using the outline and your notes, retell the key details of the presentation.**

5 **Using the brainstormed ideas you listed in Activity 1, develop an outline for a three- to five-minute presentation. Use point form; provide supporting details for each point. Present your outline to the class for peer feedback.**

Signposting

Signposting (also called signaling) is a technique used in public speaking to alert the audience to the structure of a presentation. When signposting, a speaker uses words or expressions (signposts) to indicate to the audience where he/she is in the presentation and where he/she is going to go next. The following are some signposts you could use in a presentation:

Introducing the subject:

I'd like to begin with ...
First, I will ...
I'll start by ...

Finishing one subject:

That's all I have on ...
I've told you about ...
This concludes this part of the presentation ...

Starting another subject:

Now I'd like to discuss ...
Let's look at ... now.
Next ...
Now I am going to move on to ...

Giving examples:

For example/instance ...
To illustrate this ...
A good example of this is ...

Ordering:

Firstly ..., secondly ..., thirdly ...., lastly ...
First ..., next ..., then ..., after that ..., finally ...

Comparing and contrasting:

Let's compare ....

Moving from one part to another:

Now that I have explained ... I will move on to ...
That's the first example/point ... Let me give you another ...

1 **Audio 5.5: Listen to the presentation on ways to learn vocabulary. As you listen, answer the following questions by recording the presenter's words. In small groups or pairs, compare your answers.**

1. How does the speaker try to get listeners' attention in the introduction?
2. Record the expressions or signposts the speaker uses in her presentation to introduce new topics or help listeners follow the order and main points of the presentation. List them in the order you hear them.
3. What does the presenter say to signal the end of her presentation?

Making an Introduction

The introduction is an important part of a presentation. It gives the audience the first impression of you as a speaker and provides an overview of the presentation's structure. An introduction should include the following:

Greeting the audience

Good morning/afternoon ... everyone. Hello; Welcome everybody; My name is ...; I am ...

Introducing the subject

Today I am going to talk about ...
My presentation is going to be about ...
The purpose of my presentation is to ...
The subject of my talk is ...

Outlining the structure of the presentation

My presentation has (three) parts: ...
First, I will ...; In the first part, ...
Then; Secondly; After that, I will ...
Thirdly, ...; Finally, I will ...

Giving instructions on questions

Please feel free to ask questions during my presentation.
Please interrupt if you have a question.
After my talk, we will have some time for your questions /discussion.
I will try to answer all your questions after the presentation.

1 **Use the notes below to prepare a short introduction to a talk on new workplace safety measures. In pairs, take turns listening to each other's introductions and providing feedback.**

New safety procedures for production staff

- Changes to accident reporting
- Training in WHIMIS and first aid
- New safety equipment and clothing

Questions/discussion

2 **You are going to give a talk on one of the subjects below to your classmates. Prepare an outline for the possible content of your presentation. Give an introduction in which you greet the audience, outline the structure of the talk, and explain that the audience can interrupt with questions during your presentation.**

Possible topics: *your last job, your country of origin, healthy lifestyle*

Ending a Presentation

The conclusion of a presentation is short and gives a summary of what was presented. It may also contain recommendations, when appropriate. Here are some expressions for concluding a presentation.

To sum up the discussion of the subject:

That's all I have to say for now on ...
Okay, that ends my presentation ...
I'd like to end this presentation by reviewing the main points ...
I'd like to end with some conclusions ...
Let me wrap up my talk by going over the main points ...
Let me recap what I have just said ...

To invite questions/discussion:

Do you have any questions or comments?
Can I answer any of your questions?
That concludes my talk. Now I'd like to invite your comments on ...
Now, I'd be interested to hear your comments.
Now we have (15 minutes) for questions and discussion.

To thank the audience:

Thank you for your attention.
Thank you being such an attentive audience.

1 **Audio 5.6: Listen to the end of a presentation by a second-year college student talking about challenges that newcomers to Ontario face. Complete the following sentences.**

1. I'd like to _____ with a _____ of the _____.
2. First, _____. Then, I _____ _____.
3. So, what can we _____ from this?
4. And now I would like to _____ of the issues I outlined.
5. Thank you _____.

Pronunciation and Body Language

During a presentation, the appropriate use of intonation and pausing can help listeners understand and follow what is said. In general, we use pausing, falling intonation and lengthening of a syllable (or emphasis) at the end of each thought group (a group of words about one idea). This helps the listener separate ideas and process the meaning easily. For example, signposting words (e.g., *I'd like to begin with..., now I'd like to discuss..., for example...*) require a pause after them. The pause helps the listener notice the new idea.

Using incorrect intonation or pausing can confuse the listener. Consider the following examples:

- Use of emphasis:

  This system used to work very well. (better than anything else)

  This system used to work very well. (but doesn't any more)

- Use of pausing:

  When the wheel stops, -pause- *quickly turn it in the opposite direction.*
  When the wheel stops quickly, -pause- *turn it in the opposite direction.*

  Fire can be made with wood -pause- *and twigs.*
  Fire can be made with wooden twigs.

1 **Read the passage below about public speaking. Underline the words you think require emphasis. Mark the places where you think there should be a pause. Read the passage out loud to a partner. Discuss whether your use of emphasis and pausing helped your partner understand the text.**

When speaking about a new topic to a group of people, you can do several things to make your presentation clear and easy to follow.

First of all, it is important that you plan your presentation and stick to your plan. Decide on the main points that you want to present and talk only about them. Do not get sidetracked. Your audience will remember only a limited amount of information, so be selective about what you include.

Secondly, speak slowly enough so your listeners can follow your ideas. If you pause after each main point, people can think about what you have just said. Or, you can rephrase what you have just said for the same purpose.

And finally, use intonation to emphasize important things. This will help your listeners focus on what is important.

In short, a good presenter plans his/her presentation, sticks to the key points of the presentation, and uses intonation to aid understanding.

2 **Audio 5.7: Listen to the recording of the passage about public speaking. Compare the pauses and emphasis the speaker uses to those that you marked. Discuss any differences.**

3 **Work in pairs. Listen to a classmate's presentation (on any topic). Give feedback on your partner's use of emphasis and pausing using the following questions.**

1. Were focus words clearly pronounced and emphasized when needed?
2. Were there pauses after new information to give you time to think about it?
3. Did the speaker make it easy for you to follow?

4 **Work in small groups. Make a list of elements of body language that can be used in an effective presentation. Present your list with examples to the class. As a class, decide on a common list that can be used when evaluating presentation delivery in class.**

5 **Search the Internet for podcasts* (with video) of short presentations. Watch a two- to three-minute fragment of the podcast. Take notes and answer the questions below. Use the list you created in Activity 4 to evaluate the presenter's body language. Report your findings to your classmates.**

1. What was the presentation about?
2. Who was the presenter?
3. How did he/she introduce the topic?
4. How did the presenter use body language and voice? Give examples.
5. What were your overall impressions of the speaker and the fragment of the presentation you watched?
6. Which qualities of the speaker would you want/not want to use in your presentations? Why or why not?

**See the instructor notes for possible websites with presentations.*

Grammar in Context: Passive Voice

In the workplace or in academic situations, you may need to give a presentation about a process or procedure (e.g., how to apply for social benefits or how a new policy will be implemented). When describing a process, we usually focus on the process and its results, rather than on the person who performs it. To express this, we use the passive voice. For example:

- *Hockey is played by two teams of six players.*
- *Paper pulp is made from wood chips soaked in special chemicals.*
- *Open-heart surgeries are performed daily in almost every hospital in North America.*
- *New accounting procedures will be introduced at the end of this month.*
- *The company staff have already been trained and introduced to the new standards.*

1 **Read the following description of how surveys are conducted. Underline all the uses of the passive voice. With a partner, discuss the answers to the questions that follow.**

How surveys are conducted

A survey is a method of gathering information about a topic, a group of people or a specific area. Surveys are commonly used to collect information and opinions. If the survey is well-designed and conducted correctly, its results can be reliable and valid, and can offer an accurate picture of the surveyed population.

There are many steps involved in conducting a survey, depending on the kind of information that needs to be collected. In general, though, the purpose of the study, the required information, and the sample population are identified first. Then, the questions are developed and the method of gathering answers is determined. Once this is done, the survey is conducted, the data are collected and, finally, the findings are analyzed and reported.

Surveys are most commonly conducted through questionnaires. They can be used in telephone or face-to-face interviews, or completed and submitted by survey participants. In either case, strong knowledge of the surveyed topic is required to prepare good questions for the survey.

1. How many sentences have one or more instances of the passive voice?
2. How many sentences have an agent (a doer) included in a *by* phrase?
3. Why is a *by* phrase not included in so many passive sentences?
4. Why is the passive voice used so often in this text?

2 **Write a short description of a process or procedure. Use the passive voice. Then present your description to the class orally.**

Presentations: Putting It in Practice

1 **In small groups or pairs, discuss what kind of feedback you would like from the audience about your presentation. Make a list of elements you want listeners to comment on and share your list with the class.**

As a class, decide on a common list to use as an evaluation checklist for class presentations. You can also use the list to assess yourself when getting ready for your presentation.

2 **Prepare and give a presentation on a topic of your choice. You can base it on information that you have researched as well as your own experience and knowledge. When preparing the presentation, be sure to develop an outline and speaking notes. You can also prepare handouts for your classmates.**

Your presentation should be at least five minutes long and have an introduction, a body with main points and supporting details, and a conclusion. To make sure your presentation is well prepared and delivered, and has all the necessary elements, you can use the Presentation Checklist below.

Your classmates and instructor will evaluate how well you deliver your presentation.

Presentation Checklist	Yes	No
Greets the audience		
Presents the structure of presentation		
Has an introduction, body and conclusion		
Signals different parts of a presentation		
Uses confident body posture and voice		
Speaks clearly, using pausing and emphasis		
Restates the main points		
Invites questions/discussion from audience		
Thanks the audience		

Possible topics: *your last job, your country of origin, healthy lifestyle*

This section includes activities that can help learners develop the skills and background knowledge they need to prepare and give effective presentations. These skills include selecting and researching the topic, organizing ideas, writing an outline, preparing an introduction, content and conclusion, and delivering the presentation. Presentations appropriate for LINC 5 learners include descriptive or narrative presentations such as relating events, describing a simple process, and comparing and contrasting two places, people, etc.

The activities that follow have been guided by the CLB performance conditions related to LINC 5. To adapt these activities or develop your own, consider the following performance conditions relevant to giving presentations:

Performance Conditions

- Presentations are five to seven minutes long and informal
- Presentations are on familiar, concrete topics
- Visuals are used
- When listening, presentations are informal with the use of pictures/visuals and up to 10 minutes long

The *Putting It in Practice* task at the end of this section allows learners to demonstrate and apply their knowledge and skills in preparing and delivering a presentation. It can be used for formative assessment of learner progress.

You can use all or some of the activities in the order they are presented, or choose the activities that interest the learners you teach. For more ideas on possible skills and language functions related to Presentations, see the *LINC Curriculum Guidelines*, Unit 15.

p. 73 | Introduction to Presentations

Introduces the topic of presentations

1 To introduce this activity and the topic of presentations, discuss how common it is to give presentations in Canada – both in academic settings and in the workplace. Have learners discuss questions as a class. The answers can guide you in determining the aspects of delivering presentations learners may need to focus on. Learners can discuss the Culture Note and whether or not they agree with it. They can also do further research on the information included in the Culture Note.

p. 74 | Giving Presentations

Introduces the features of a good presentation

1 Learners can discuss and list the elements of a good presentation in small groups, then present their lists to the class. Meanwhile, you can list the elements on the board under the headings "Organization" and "Delivery."

2 Have learners focus on tips for effective presentations as they listen.

Answers

1. It is well-prepared and well-delivered
2. Planning, preparation and practice
3. To get their attention and meet their needs
4. Use an ice-breaker or attention-grabber: a joke, anecdote, personal story, picture
5. A point-form plan

Answers (continued)

6. An outline can guide the development of the content and the delivery of the presentation
7. Signposts are specific expressions used to move from one idea, concept or part of a talk to another
8. Body language and voice

Audio 5.4: Transcript

Radio talk show about giving presentations

Sara: Good morning everyone, and welcome to the Sara Kato Show. You know, speaking in public is not something that comes easily for a lot of people. There's something about speaking in front of an audience (especially if it's a big audience) that makes people very nervous and unsure of themselves. So today we have Melanie Koplov, our resident communications expert in the studio to give us some tips on how to give effective presentations. Welcome to the show, Melanie!

Melanie: Hi Sara, it's good to be here again.

Sara: Melanie, maybe you could begin by telling us what makes a good presentation.

Melanie: Well, in a nutshell, a good presentation, I think, is one that is well-prepared and well-delivered. For most people, that means they have to do a lot of planning, preparation and practice. I call it the three Ps. Of course, for some people, public speaking is second nature. But most of us have to work hard at it.

Sara: So tell me, what do I need to consider when preparing a presentation?

Melanie: I think once you have a general idea of what you're going to talk about, you need to consider your audience. Think about how familiar they are with the topic, what they need to learn, and what you think would interest them. You really need to have your audience in mind when you plan the content of your talk. You don't want your presentation to fall on deaf ears.

Sara: Okay, that seems … easy enough to do. What else can I do to keep my audience attentive?

Melanie: Well, there are many tried and tested ways to get your listeners' attention from the very start. For example, you can begin your presentation with some kind of an ice-breaker, something that will create a good rapport and a relaxed atmosphere. It can be an introductory remark, a joke, even an anecdote … anything that will relax them and get them into a good frame of mind for listening.

Sara: I've heard that a personal story or even a picture can be a good attention-grabber to start a presentation with.

Melanie: Yes, it could. But the attention-grabber you choose will depend in part on your personality – you need to be comfortable with whatever you're saying. It will also depend on the content of the presentation. The ice-breaker should have some kind of a connection to your talk.

Sara: Okay, so let's say I've chosen my topic and some things to talk about. What do I do next?

Melanie: Well, it's a good idea to prepare an outline of your talk. An outline is a point-form plan of what you want to talk about. I usually recommend writing it down and then following it when you deliver your presentation. Once you know what you want to say in the presentation, it's important to practise, practise, practise until you feel completely comfortable with it.

Oh and while you're practising it, it's a good idea to use specific expressions when you move from one point to another. These expressions are called signposts like *first of all*, *and now for my next point*, *and to sum up*. Using them will help your listeners follow your presentation.

Sara: Okay. So, let's say I've practised my presentation many times and now I have to face the audience and actually deliver my talk.

Melanie: Well it's really not as scary as it seems. Remember, you've done your homework! Follow your outline. Oh, and also when speaking to a large group of people, remember that your body language and the way you use your voice is as important as your topic. So pay attention to that, too.

Sara: Melanie, you've been very helpful as usual. But I'm afraid our airtime is coming to an end. Thanks so much for being here today and sharing some of your insights with us.

Melanie: Thanks Sara. It's been a pleasure.

3

Answers

1. Fall on deaf ears: Nobody is paying attention
2. Ice-breaker: An opening sentence, greeting, joke, activity or anecdote that will "break the ice" or make the audience feel comfortable
3. Frame of mind: A mood or feeling
4. Second-nature: Some people have no difficulty speaking in public. It's natural to them.
5. Attention-grabber: Something (e.g., a joke, anecdote, interesting fact) that will get listeners' attention
6. To have your audience in mind: To think about the audience's needs and expectations

4 You can introduce this activity by eliciting from learners what they would do when *preparing* a presentation; list the items on the board. Ask learners to read the chart and add their items in small groups. Repeat the process for *delivering* a presentation.

Possible Answers

Preparing a presentation

Other: conduct research, gather all materials (including pictures, illustrations, etc.), write notes for own use, prepare handouts for the audience, etc.

Delivering a presentation

Other: maintain eye contact, use body language, pause where necessary, speak at the moderate rate, pronounce clearly, use visuals

5 This activity can be done in the computer lab or as an independent assignment. Have learners search the Internet for tips on preparing and giving presentations. Direct them to educational websites rather than commercial ones; colleges and universities have help centres with websites posting useful information. Commercial websites focus more on workplace presentations and are sometimes specific to companies' organizational cultures. Have learners present their tips and post them on the board or class wiki.

p. 76 | Organizing Ideas

Provides background information on (and practice with) strategies for brainstorming ideas for a presentation

You can introduce this activity by discussing listing and clustering. Elicit the differences in these two strategies and find out which strategy learners prefer and why. Provide examples of other strategies, or have learners offer strategies (or locate them on the Internet). Discuss the purpose and structure of an outline. Focus on the outline of the body of the presentation, explaining that each item listed in the body should have supporting details, which can be listed as well.

1 Have learners choose a presentation topic. They can choose from the three suggested topics. Alternatively, they can brainstorm a list of other possible topics to choose from for this and other activities in Presentations LINC 5. You can also browse through the Themes and Topics listed in *LINC 5–7 Curriculum Guidelines*, pp. 283–307. Learners can use the same topic for each of the activities or select a different topic for each activity. When learners complete their brainstormed list or cluster of ideas, ask them to present them to the class or in small groups.

2 Have learners create an outline from the brainstormed ideas on Coping with Stress, then compare their outlines in pairs.

Extend the Activity: Have learners search the Internet for examples of outlines. Possible search term: *presentation outline*

3 Play the recording of the presentation and have learners complete the outline as they listen. They may need to hear the recording twice, and you may need to explain difficult words.

Outline: Learning new vocabulary

1. Introduction: greeting, introduce myself, present the topic
2. Body:
   a. Reading a lot to learn new words
   b. While reading, pay special attention to unfamiliar words
   c. Strategies to remember new words
      i. Write them down (word journal, thematic lists)
      ii. Learn word families
      iii. Learn collocations
   d. Make learning new vocabulary fun
3. Conclusion: recap main points, invite discussion, thank audience

Extend the Activity: Have a short discussion on ways to build vocabulary; ask learners to add their own ideas and strategies (not mentioned in the presentation) and add them to the sample outline.

Audio 5.5: Transcript

Presentation by a guest speaker talking to a class about learning new vocabulary

Hello all. Thank you for inviting me to your class to talk to you about learning new vocabulary! My name is Therese Dingham. For years I've been teaching language skills to students of different ages, levels and needs: from young kids in grade two, to journalism students at the college level, to adult ESL learners. My area of expertise is vocabulary acquisition. So, in my talk today I want to focus on effective ways of learning new words.

I'm sure all of you have experienced moments when you want to say something – of course, this usually happens when you have the attention of a whole table of people – and you forget that word. And to make it worse, you can't think of any other word whose meaning is similar! Or you're trying to have an intelligent conversation on a topic that you are an expert on, and you really want to impress the other person, but your sentences sound so simplistic and poor in vocabulary. How frustrating! We've *all* been there!

I hope that my talk today will demystify some of the issues related to learning new vocabulary and help you develop your own strategies.

I'll begin by telling you briefly what I'm going to cover. First, I'll talk about how you can use reading materials as sources of new words; then I'll discuss some strategies to help you remember newly learned words; and finally, I'll give you some examples of how you can make learning new vocabulary fun. If you have any questions or want me to elaborate on something that interests you, just feel free to ask me at any time, okay?

So, let's begin. Where do you find new words? How do you know what they mean? And how can you make sure you remember them for more than a week? Well, research shows that if you want to improve your vocabulary, you need to become an avid reader. Most vocabulary is learned through reading stories, articles, books and other literature. It is important that you read different texts on different topics. Use the World Wide Web: it's an infinite source of texts. Choose magazines that interest you and challenge your mind. The more you read, the bigger your repertoire of words and phrases.

But simply reading is often not enough, which brings me to my next point. While you are reading, you should also pay special attention to unfamiliar words and how they are used. When you encounter an unfamiliar word, look it up. If you don't have access to a dictionary or the Internet, then ask a friend, or guess the meaning of the word from the context of the sentence. Often the words around it will help you to figure out the meaning of the word. The main thing is to read a lot *and* pay attention to how words are used while you are reading.

That brings us to the next part of my talk: How can you make sure you remember the words you learn?

Audio 5.5: Transcript (continued)

Well, first of all, it's a good idea to write them down. Where you write them is your choice, but it's a good idea to keep a word journal, or some kind of list that you can update and review regularly. I think a pocket-size hardcover journal is a good choice. You can organize your words in different ways: alphabetically, by theme, grouped by parts of speech, in relation to a text – Whatever works for you.

Secondly, you can write down not just the new word, but also words that go with it. For example, from one word you can list a group of related words that all belong to the same word family. For example, if your new word is the noun *support*, you can add the verb *to support*, the adjective *supportive*, another noun *supporter*, and maybe an antonym. This way you can increase your lexicon exponentially. You can also learn word collocations if there are any. Collocations are words that often occur together in a specific order. For instance, we say *black and white* not *white and black*. Or, *make a mistake*, not *do a mistake*. Write them down and if you have time, make your own sentences with them. This way you'll remember them better.

Finally, I promised I would talk about how to have fun when learning new words. I think the best source of fun activities with words is the Internet. There are hundreds of vocabulary-building websites with puzzles or quizzes, words of the day that you can subscribe to, and even popular dictionaries with online services you can access. You can even go to the website of the national spelling bee and listen to words. The possibilities are endless! Enjoy them and don't forget to use all those new words that you have learned! Write to your friends – on your blog, on Facebook, on Twitter, by email or snail mail, and impress them with your new words. Just don't go overboard – it can be annoying when someone uses big or complicated words when simpler ones will do. That's all I have to say for now on this topic. I'm sure you have many of your own experiences with learning new words – maybe you'd like to share them with us here. Do you have any comments?

4 Play the recording again and have learners take notes on the key details for each item in the outline. If you want to focus on note-taking, you can explain common strategies (see the *LINC 5–7 Curriculum Guidelines* Learning Link titled Note Taking, page 317). In pairs, learners use their notes to retell key details of the presentation.

Extend the Activity: If learners want to know more about the content of the presentation on vocabulary, encourage them to choose it as the topic for their presentation. They can research vocabulary strategies or online vocabulary tools, such as:

- a word-of-the-day website, such as *Wordia* (features a daily word of the day, and videos from the public describing and defining a word that is special to them)
- a concordance: an alphabetical index of all words that lists, in order of occurrence, the words they are used with (good for learning collocations)
- online thesauri, dictionaries or dictionaries of idioms and expressions

5 Have learners create an outline for a presentation by selecting items (from the brainstormed list they created in activity 1) they would like to include in their presentation and organizing them in point form. Have learners compare their outlines in pairs.

p. 78 | Signposting

Provides an overview of signposting or signaling expressions used in presentations

Write a list of functions for signposting and elicit expressions/transitions from learners.

Extend the Activity: Have learners search the Internet for other examples of signposts. Possible search term: *signposting in presentations*

1 Play the recording of the same presentation as the previous activity (see the transcript above). Have learners record the signposts (e.g., transitions, sequencers and expressions used for specific purposes such as introducing or changing a topic and giving an example).

Answers

1. The speaker tells the audience about her expertise, which may pique the interest of the audience. The speaker then tells a story that the entire audience can relate to.
2. I'll begin by telling you what I'm going to cover … First, I'll talk about …, Then I'm going to discuss …, And finally, I will …, which brings me to my next point …, That brings me to the next …, Well first of all …, Secondly …, Finally …
3. That's all I have to say for now …

p. 79 | Making an Introduction

Provides information on the purpose and structure of the beginning of a presentation; provides sample expressions to use

1 Have learners use the sample notes to prepare a short (five or six sentences) introduction. Learners can write the introduction and submit it for correction.

2 Have learners develop an introduction for their own presentation. Learners can work on the same presentation for which they brainstormed ideas and developed outlines. Have the class offer feedback on each learner's introduction.

p. 80 | Ending a Presentation

Provides examples of expressions to include in the conclusion of a presentation

Audio 5.6: Transcript

The end of a class presentation by Julie, a second-year college student

That brings me to the end of my presentation. I'd like to recap the main points I discussed. First, I presented a historical perspective on immigration trends in Ontario. Then, I presented statistical data on current trends. I also talked about specific Ontario immigrant groups, focusing on languages spoken, areas of residence and income sources. I also discussed findings from a research project about the obstacles newcomers experience when arriving in Ontario.

So, what can we conclude from this? We can definitely say that agencies supporting immigrants play a crucial role in the settlement process, and knowing how to access these agencies is also very important. So now, I would like to hand out a summary of the issues I outlined in my talk. Thank you for listening, and for contributing your thoughts on these important issues. Do you have any questions?

1

Answers

1. I'd like to end with a short recap of the main points that I discussed.
2. First I presented a historical perspective on immigration trends. Then I presented statistical data on current trends.
3. So, what can we conclude from this?
4. And now I would like to hand out a summary of the issues I outlined in my talk.
5. Thank you for listening, and for contributing your thoughts on these important issues.

p. 81 | Pronunciation and Body Language

Provides information and practice on the use of intonation, pausing and body language in presentations

1 Before learners do this activity, have them demonstrate how they would use pausing and emphasis in the first paragraph. As they do the activity, listen to learners reading the text in pairs. Offer guidance when needed. Stress the connection between the punctuation used and pausing. Note that there can be more than one correct use of emphasis in a sentence. Pauses are marked with /. Possible words requiring emphasis are underlined in the transcript below.

Audio 5.7: Transcript

Monologue to practise pausing and emphasis

When speaking about a new topic to a group of people, / you can do several things to make your presentation clear / and easy to follow.

First of all, / it is important / that you plan your presentation / and stick to your plan. / Decide on the main points that you want to present / and talk only about them. / Don't get sidetracked. / Your audience can remember only a limited amount of information, / so be selective about what you include.

Secondly, / speak slowly enough ■ so your listeners can follow your ideas. / If you pause after each main point, / people can think about what you have just said. / Or, / you can rephrase what you have just said / for the same purpose.

/ And finally, / use intonation to emphasize important things. / This will, / again, / help your listeners to focus on what is important.

In short, / a good presenter plans his or her presentation, / sticks to the key points of the presentation / and uses intonation to aid understanding.

3 Because hearing feedback from peers about one's performance can be threatening for some people, you can make this activity optional. You can also encourage learners to notice the strengths of the presentation delivery as well as comment on how to improve body language and pausing. Offer your feedback in one-on-one sessions with learners.

4 Before this activity, elicit from learners common elements of body language: posture, movement, gestures, and facial expressions. Have learners compile a class list for future reference.

Extend the Activity: Ask learners to research body language used in presentations and share their findings with the class.

5 For this activity learners (in pairs) can watch any presentation. Some websites that offer podcasts of talks, lectures or speeches are TVO, CBC, university/college lecture/webinar sites, and TED.com, which offers a variety of topics and speaking personalities. Learners can also go to YouTube and enter Presentation Skills in the search bar. Have learners share their answers in small groups or with the whole class.

p. 83 | Grammar in Context: Passive Voice

Provides information and practice using the passive voice in the context of describing a process or a procedure in a presentation

1 You can begin this activity by explaining how the passive voice is formed and when it is used, and by providing guided practice on the use of the passive voice.

1 **Answers**

How surveys are conducted

A survey is a method of gathering information about a topic, a group of people or a specific area. Surveys are commonly used to collect information and opinions. If the survey is well-designed and conducted correctly, its results can be reliable and valid, and can offer an accurate picture of the surveyed population.

There are many steps involved in conducting a survey, depending on the kind of information that needs to be collected. In general, though, the purpose of the study, the required information, and the sample population are identified first. Then, the questions are developed and the method of gathering answers is determined. Once this is done, the survey is conducted, the data are collected and, finally, the findings are analyzed and reported.

Surveys are most commonly conducted through questionnaires. They can be used in telephone or face-to-face interviews, or completed and submitted by survey participants. In either case, strong knowledge of the surveyed topic is required to prepare good questions for the survey.

1. In nine sentences
2. Only one. It occurs in the third paragraph: *by survey participants*
3. Because the focus is on the process, not the doer
4. To emphasize the steps of the process and their results, rather than who performs the process; the doer is not a specific person

2 Have learners write a description of a process and exchange with a partner for a peer correction.

Extend the Activity: Ask learners to prepare a presentation that describes a process or procedure.

p. 84 | Presentations: Putting It in Practice

Provides an opportunity to prepare and deliver a presentation in class

1 Have learners review what they have learned so far about presentations and, in small groups or as a class, create a list of possible criteria for self- and peer evaluation.

2 This activity provides an opportunity for learners to demonstrate the knowledge and skills required for preparing and delivering a presentation. Have learners choose a topic for their presentation. You could also suggest topics based on the LINC themes (see pp. 284–306 of *LINC 5–7 Curriculum Guidelines*). Allocate time for preparation in and outside the classroom, and schedule presentations over a certain period of time. Discuss with learners their needs regarding the use of computer, screen, LCD projector and other technology. Allow time after presentations for questions and feedback from classmates; designate one-on-one time for your feedback.

This task can be used for formative assessment. It relates to the CLB competencies below. The results of the assessment can help you and learners determine what still needs to be worked on. You can use the sample assessment criteria below or develop your own based on what you have taught. Learners can use the same criteria for self-assessment.

- CLB 6-IV: Relate a detailed sequence of events from the past; tell a detailed story including reasons and consequences.
- CLB 6-IV: Describe and compare people, places, etc.
- CLB 6-IV: Describe a simple process.

Sample Assessment Criteria

Holistic: ☐ Listeners can follow the presentation

Analytic: ☐ The presentation is 5–7 minutes long with visuals

☐ The learner uses an introduction, development and conclusion

☐ The learner uses explicit discourse markers and logical connectors for chronological order/sequence, comparison, cause and effect

☐ The learner provides detailed descriptions

☐ The learner uses adequate vocabulary for the topic

☐ The learner speaks with appropriate eye contact, body language, voice volume and rate

Chapter 5

Managing Information | Reading

LINC 6

LINC 6 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency in reading. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

CLB

Reading instructions

- CLB 6–II: Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred.

Reading business/service texts

- CLB 6–III: Find two or three pieces of information in moderately complex formatted texts.

Reading informational texts

- CLB 6–IV: Show comprehension of a one-page, moderately complex, descriptive narrative text on a familiar topic.
- CLB 6–IV: Demonstrate comprehension of a cycle diagram, flow chart and time line/schedule.
- CLB 6–IV: Access/locate/compare two or three pieces of information in a CD–ROM electronic reference source.

ES

These activities can help to develop the following Essential Skills:

- Reading Text
- Document Use
- Computer Use
- Continuous Learning

The activities in this section focus on the following language skills:

- Skimming texts to get the main idea
- Scanning texts for specific information
- Building vocabulary
- Identifying key ideas and supporting details
- Discussing and debating issues in a text
- Locating and accessing information in texts online

Introduction to Reading 99
Skimming and Scanning: Crime Statistics 100

News Articles

Hockey's $124 Million Man 103
It's a Wonder We Understand Each Other at All! 107

Public Information Texts

Recognition of Professional Credentials 112
The Skilled Trades 116
Ontario's Workplace Safety and Insurance Board 119
Accessing Information Online: Service Canada Website 121

Instructor Notes 123

Introduction to Reading

1 **In small groups discuss the following questions.**

1. What types of things do you enjoy reading (news, fiction, magazine articles)?
2. How often do you read information online? What kind of information do you read?
3. What types of reading do you find difficult? Why?
4. What do you do if you don't understand vocabulary in a reading text?
   - Skip the word(s) and move on
   - Look them up in a dictionary
   - Try to infer the meaning from the context
   - Use your own strategy (describe it.)
5. What strategies do you use to find written information quickly?

Culture Note

A top reader can read at a speed of above 1000 words per minute (wpm) with nearly 85 per cent comprehension. Unfortunately, only about 1 per cent of the population reads at such a breakneck speed. The average reader only reads at a speed of about 200 wpm with a typical comprehension of 60 per cent.

The slow pace of the average reader seems surprising, since most people spend about an hour a day reading work documents, newspapers, magazines, books or the contents of a computer display. With so much reading on a daily basis, you would think everyone would have close to top reading speeds.

Skimming and Scanning: Crime Statistics

Skimming refers to looking over a text quickly (without reading it word for word) to get the general idea of what the text is about. When we skim, we usually:

- read the title and look at any accompanying visuals
- read the beginning and end of an article, ignoring the details
- read just the first sentence of every paragraph

Scanning refers to looking through a text very quickly to find specific details. For example, when we are searching for a telephone number in a directory, we scan the page for the name of the specific person we are looking for. When we scan, we usually:

- have an idea what information we want from the text, and look for content words or visual clues that signal that information
- read in blocks of words rather than word by word

When scanning, some people find it helpful to run their finger down the middle of the text while their eyes move back and forth to quickly find the information they are looking for.

1 **Search the Internet for tips on skimming and scanning. Choose one technique. Demonstrate this technique to your classmates and have them practise it.**

Possible search terms: *skimming a text; scanning a text*

Vocabulary Building

2 **The following terms are from the article about Canadian crime you are about to scan. Each term refers to a type of crime. List examples for each type and answer the questions below.**

- mischief
- break and enter
- common assault
- disturbing the peace
- homicide
- property crime
- aggravated assault
- forcible confinement
- fraud
- counterfeiting currency
- abduction
- cannabis possession

1. Which type of crime do you think is most common in Canada?
2. What type of crime do you think is increasing in your community? What gives you this idea?
3. What type of crime do you think is decreasing in your community? Why do you think so?

Pre-Reading

3 **Below are highlights from a Statistics Canada report on crime rates in Canada. Your instructor will ask you eight questions. Scan the text to find the information as quickly as possible.**

CRIME STATISTICS IN CANADA, 2007

Highlights

- In 2007, the national crime rate reached its lowest point in 30 years. Canadian police services reported a 7 per cent decline in crime, the third consecutive annual decrease.
- There was a drop in virtually all high-volume offences: theft under $5,000, mischief under $5,000, break and enter, common assault, motor vehicle theft, disturbing the peace, fraud and counterfeiting currency.
- Crime rates fell in all provinces and territories except Newfoundland and Labrador, Yukon and the Northwest Territories.
- Saskatchewan reported the highest provincial crime rate for the tenth year in a row.
- Declines were reported in most of Canada's nine largest cities. The most substantial decreases were reported in Kitchener, Montréal and Winnipeg.
- The violent crime rate fell by 3 per cent, marking its lowest point since 1989. The 2007 rates for homicide, attempted murder, sexual assault, robbery, aggravated assault, assault with a weapon, forcible confinement and abduction declined or remained stable.
- The property crime rate dropped by 8 per cent, reaching its lowest point since 1969. Break and enters were at their lowest level in 40 years. Motor vehicle thefts declined by 9 per cent in 2007.
- Among the few crimes to increase in 2007 were drug offences and impaired driving. Drug offences were up 4 per cent, with cannabis possession accounting for most of the increase. The rate of impaired driving rose 3 per cent.
- The youth crime rate dropped by 2 per cent in 2007. Most of the declines were in non-violent offences. Violent crimes committed by youth remained stable.

Adapted from Statistics Canada, Juristat: www.statcan.gc.ca/pub/85-002-x/85-002-x2008007-eng.pdf

4 **Discuss the following questions.**

1. What do you think makes a city or neighbourhood safe?
2. What factors do you think contribute to a decline in crime?
3. What factors do you think contribute to an increase in crime?

Comprehension

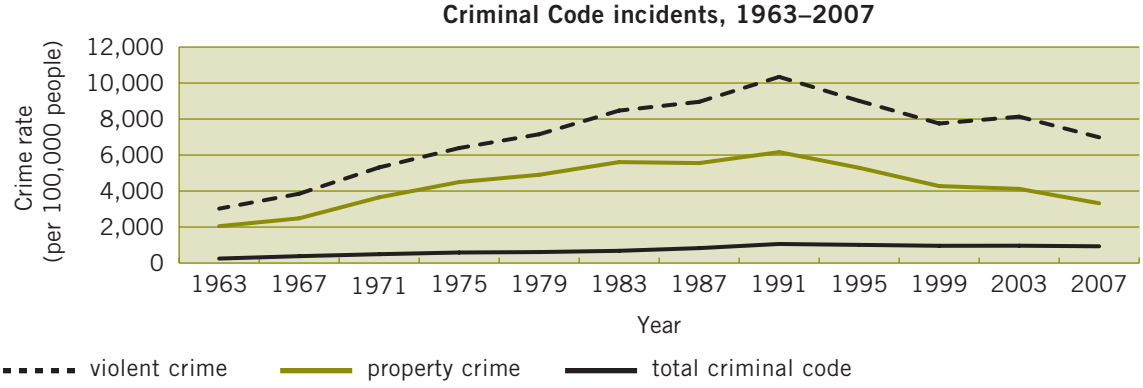
5 **Now read the text carefully. For each statement, circle true or false.**

1. The national crime rate declined in all provinces in 2007. **T** **F**
2. There was an increase in rates of aggravated assault and assault with a weapon. **T** **F**
3. The crime rate in most of Canada's major cities declined in 2007. **T** **F**
4. Property crimes in Canada were the lowest since 1989. **T** **F**
5. The rate of impaired driving offences increased in 2007. **T** **F**
6. In 2007, there was an increase in violent crimes committed by youth. **T** **F**

6 **Scan the text again to find the following.**

1. The text mentions four different crime types. Name them and list the crimes for each type.
2. In the text, there are eight words or phrases (verbs or nouns) that express changes in the crime rate. List them.

7 **Describe the graph below. Write a one- to two-paragraph description comparing or describing different crime rates, periods of time, or trends. Give possible reasons for the changes over time.**



Data Source: Statistics Canada. Total criminal code refers to crimes addressed by criminal law and excludes rtraffic offences.

Hockey's $124 Million Man

Pre-Reading

1 **Discuss the questions below before reading the text.**

1. Can you name any people who make more than one million dollars a year? What occupations are they in?
2. Some professional athletes or movie actors make huge salaries. Do you think these salaries are justified? Why?
3. From the list below, select the two most important factors that you think should determine a person's income:
   - level of education
   - number of people one employs
   - contribution to the betterment of society (e.g., a scientific researcher)
   - physical demands of the job (e.g., an assembly line worker)
   - years of experience one has in the job regardless of the type of job
   - cultural contribution to society (e.g., author, musician)
   - contribution towards making a company financially successful (e.g., the CEO of a corporation)
   - level of responsibility involved in the job (e.g., a management position)

Did You Know?

- A daycare worker with a college diploma makes an average of $23,000 a year in Ontario.
- A non-skilled autoworker makes an average of $45,000 per year.
- A full-time university professor in Ontario has a salary of about $125,000 per year.
- The Prime Minister of Canada makes close to $300,000 per year.
- A cardiologist in Canada averages $687,000 per year.
- Frank Stronach, the Chair of Magna International, took home $70.6 million in 2007.

Reading

HOCKEY'S $124 MILLION MAN

When Washington Capitals superstar Alexander Ovechkin became the National Hockey League's first $100-million man early in 2008, it was hard to find anyone in the hockey world who didn't believe he was worth every penny. But how can this be possible? Is any hockey player truly worth that much money?

It doesn't take a Wall Street accountant to figure out what was in it for the player known as 'Alexander the Great.' Ovechkin's 13-year, $124-million contract averages out to just over $9.5 million a season, giving him financial security for life. Even so, Washington Capitals owner Ted Leonsis believes

© Rob Corbett / Dreamstime.com

the deal is also good for his hockey team. At the time, Leonsis admitted that making a decade-long commitment to a 22-year-old in just his third NHL season wasn't an ordinary thing. But if Ovechkin has proven anything by his goal-scoring rampage since his rookie season in 2005–06, it's that he's no ordinary player.

All the awards and accolades – Calder Trophy as top rookie in 2006, Rocket Richard Trophy as the NHL's top goal-scorer and Hart Trophy as NHL's Most Valuable Player in 2008 and 2009, plus four straight first-team all-star selections – only begin to tell the story. It's Ovechkin's once-in-a-generation combination of skill, size, brute physical strength and relentless passion that sets him apart and draws fans to the arena. That's the package that Leonsis is paying for. "I'm a risk-taker," Leonsis said at the time. "And if you're going to make a long-term investment, who else would you do it with?"

Ovechkin said the contract wouldn't change the way he approaches the game. "I know it's extra pressure, but I have to play the same," he said. "If you think of the pressure, it's hard for you. I have to play the same way – play more, play better."

Vocabulary Building

2 **For each of the following words from the article, circle the right meaning. Try to guess the meaning of the words without using a dictionary.**

1. A rookie is someone who
   a. is just starting his career
   b. is controversial
   c. generates a lot of profit for a company or organization
2. When someone receives accolades, they get
   a. bad reviews in the press
   b. praise and recognition
   c. big sums of money
3. "Goal-scoring rampage" refers to
   a. going after other players to try to score goals
   b. scoring goals from a ramp
   c. scoring lots of goals
4. When we say Ovechkin's passion is relentless, we mean that
   a. it pays off
   b. it never stops
   c. it can hurt others
5. A long-term investment is
   a. something you will be paying for in the next few years
   b. something you will pay for a long time
   c. something that will pay off (or bring you profit) after many years of investment
6. Ovechkin's combination of skill and passion sets him apart means
   a. it distinguishes him from others
   b. it makes him feel distant
   c. it makes him independent

Comprehension

3 **Read the article and circle true or false. Find the fragments of the text that confirm your answer.**

1. Most people associated with hockey agree that Ovechkin is worth such a large amount of money. **T F**
2. Ovechkin is famous for his fair play. That's why he attracts so many fans. **T F**
3. Leonsis feels paying Ovechkin so much money is a risk he is willing to take. **T F**
4. Ovechkin started his career in NHL hockey in 2008. **T F**
5. Signing the biggest contract in NHL history will make Ovechkin change his style of playing hockey. **T F**
6. It was obvious only to Wall Street accountants how much financial security Ovechkin has with this contract. **T F**

Giving Opinions

4 **Discuss the following questions.**

1. Do you think the owner of the Washington Capitals has made a good decision? Why?
2. Do you think Ovechkin is a good role model for children who are passionate about playing hockey? Why?
3. How do you think this deal may change future contracts signed by hockey players?

5 **Audio 5.8: Listen to comments on a radio talk show about Ovechkin's contract. Use a chart like the one below to take notes. Then write a brief summary of each speaker's opinions with reasons. In small groups, present your opinion and give reasons.**

	Opinion and reason
Albert	
Robert	
Cathy	
Maria	

6 **In small groups, discuss what you consider an appropriate salary for each occupation. Complete the table. Then locate the actual salaries using the Ontario Job Futures website www.ontariojobfutures.ca.**

	Appropriate Salary	Reason	Actual Salary
Airline pilot			
Chef			
Civil engineer			
Computer programmer			
Early childhood educator			
Electrician			
Elementary school			
Teacher			
Family physician			
Receptionist			

It's a Wonder we Understand Each Other at All!

Pre-Reading

1 **Discuss the following questions before reading the text.**

1. Do you think people from different cultures have different communication styles? If yes, give examples.
2. What do you think are some differences between the way men and women communicate? Give examples.
3. Can you think of individual differences in communication styles that can lead to conflict or misunderstanding?
4. Describe a situation you experienced that involved misunderstanding or miscommunication.
5. What are some things you can do to avoid miscommunication?

2 **With a partner, discuss the meaning of each term and how it contributes to successful or unsuccessful communication.**

- misinterpret
- generalization
- disapproval
- stereotype
- empathize
- assume

3 **Look at the headline and a sentence from the article you are going to read. Explain what the author means. Do you agree? Why? Provide reasons. Provide examples of cases in which this is true. Then read the full article.**

IT'S A WONDER WE UNDERSTAND EACH OTHER AT ALL!

In everyday conversation, the actual words that come out of someone's mouth often have very little to do with the message that is received.

Reading

IT'S A WONDER WE UNDERSTAND EACH OTHER AT ALL!

By Mark Benner

Do you hear me? Think how many times you've heard someone use that phrase out of anger or frustration. Maybe it was a parent upset at their child. Perhaps it was a boss at work, trying to emphasize or re-emphasize a certain point. Now try to think of just one time when that phrase actually improved understanding of the issue at hand. Chances are you can't do it. Chances are it only made things worse.

That's because in everyday conversation, the actual words that come out of someone's mouth often have very little to do with the message that is received. Communication breakdowns happen constantly, and for a wide variety of reasons. We misinterpret intentions because words can only do so much to promote understanding. If words aren't accompanied by a shared understanding of other areas such as culture, life experience, and personal style – or, at an absolute minimum, awareness on both sides that these differences can exist and will themselves have an impact – then the result can be a communication catastrophe.

In some cultures, silence means disapproval; depending on the social position of the speakers, it would be far too rude to disagree or turn down a request in public. Yet in other cultures silence can be taken as assent. It's assumed that if someone didn't like what was happening, they'd let you know. When these two cultures clash, it's no wonder there are misunderstandings!

Each culture has its own communication conventions or rules: about how often we make eye contact, how we express politeness, how loudly we speak, how we interpret silence, how directly or indirectly we make a request or let someone know what we want, how close we stand when speaking to one another, how much information we share, how we motivate others, how we argue or how we complain. Some cultures may perceive indirectness as dishonest; others may perceive it as polite. As a result, someone who makes requests directly (*Please write this report today*) may be annoyed by someone who uses indirect requests (*This report needs to be written today*). Paying attention to body language and seeking clarification can help overcome some of these misunderstandings.

Gender can also influence how we communicate. Author John Gray suggests men and women think differently, have different emotional needs and express these needs differently … so much that they can seem like they are from different planets (hence one of his book titles, *Men are from Mars, Women are from Venus.*) Gray claims that when talking about problems or frustrations, women will listen and empathize while men will offer solutions. Similarly, author Deborah Tannen claims that the language between women is mostly "rapport talk," used to build bonds of friendship, trust and understanding. Language between men is "report talk" – used to provide information to get something accomplished.

While these generalizations about gender and cultural influences are helpful, they are only generalizations. In other words, when it comes down to a particular phone conversation, a chance encounter on the street or an office meeting, making assumptions can be risky. Putting too much stock in generalizations can lead to stereotyping … and at that point the roadblocks to understanding start piling on top of each other.

But awareness of differences is only a precondition for understanding, not a guarantee it will happen. When that awareness of differences is accompanied by a commitment to explain and clarify your intentions, and to request the same of others, you're getting somewhere. Arriving at a shared understanding is not an easy process, but well worth the effort!!

Vocabulary Building

4 **Below are words from the article. Write the correct letter on each line to match the words with their meanings.**

1.	_____ intention	a.	to explain, make clear
2.	_____ assume	b.	to give a wrong meaning to; misunderstand
3.	_____ empathize	c.	to call attention to; make important
4.	_____ disapproval	d.	lack of approval
5.	_____ misinterpret	e.	to understand another's feelings or motives
6.	_____ emphasize	f.	a general rule or idea that is inferred from particular facts or examples
7.	_____ clarify	g.	accepted to be true without proof
8.	_____ rapport	h.	an oversimplified mental picture of a group of people
9.	_____ stereotype	i.	to help something happen
10.	_____ claim	j.	a harmonious relationship with someone
11.	_____ promote	k.	to maintain; say as a fact
12.	_____ generalization	l.	the purpose behind an action or statement

5 **Write a noun for each of the verbs below. Use either the noun or the verb form in sentences.**

VERB	NOUN
perceive	*perception*
assume	
empathize	
disapprove	
misinterpret	
emphasize	
clarify	
generalize	

Comprehension

6 **Read the statements below and circle true or false. In the article, find the paragraphs that confirm your answers.**

1. There are many reasons why we do not communicate well with each other. **T** **F**
2. Men and women may communicate in different ways. **T** **F**
3. When we know someone from another culture, we can predict how all people in that culture communicate. **T** **F**
4. Generalizations about gender and cultural influences are not helpful. **T** **F**
5. To communicate well with others, we need to be aware of differences in communication styles, culture and life experiences. **T** **F**
6. Understanding the cultural differences of others will eliminate misunderstandings. **T** **F**
7. Understanding someone's body language can help in understanding what they are saying. **T** **F**
8. One of the reasons for miscommunication is that we misinterpret the other person's intentions. **T** **F**

7 **Answer the questions below using information from the article.**

1. How would you define a *communication breakdown*?
2. What are the reasons for miscommunication mentioned in the text?
3. What are some examples of how cultural norms and conventions can impact our communication style?
4. In what way does the text say gender can influence the way people communicate?
5. Why is making generalizations about gender and culture a risky thing to do?
6. What can we do to minimize communication breakdowns?

8 **Active listening is a well-known strategy for maintaining good communication. Search the Internet for tips on active listening. Give a short presentation on elements of active listening that you find particularly interesting.**

Possible search term: *active listening*

9 **Discuss each situation in small groups. Identify the potential causes of misunderstanding and suggest possible ways they could have been avoided.**

Situation 1

Ms. Jones has been asked to fill in for an absent employee by looking after the reception desk at a conference. Her boss explains her duties: check off lists of pre-registrants, accept new registrations, print out name tags, distribute conference material and give out information about the conference workshops and locations. As her boss is going through all of the explanations, Ms. Jones realizes she doesn't understand all the details because her boss is talking too quickly. However, she keeps nodding her head to show she is listening. After explaining everything, her boss asks if Ms. Jones has any questions. Ms. Jones is completely overwhelmed and has no idea what questions to ask, so she says "No." Her boss thinks everything is fine and leaves. Meanwhile Ms. Jones is left at the registration desk convinced that she is unprepared for the job.

Situation 2

Ewa is vice-president of an organization that has management meetings every Tuesday morning. All the managers give updates about what has been happening in their departments. Ewa is very proud of her department. She believes that her staff is functioning well and achieving very good results. She wants to make sure her staff's contributions are acknowledged by the other managers, so she gives very detailed reports, mentioning names and respective accomplishments. Meanwhile, the other managers all give brief reports. They mention only broad categories and seem to be impatient and uninterested when Ewa is giving her report. Ewa feels that her department is not being shown the respect it deserves.

Situation 3

Martha is a 48-year-old artist and mother of a teenaged daughter. She has been mentoring her daughter's friend, Sophia, who wants to become an artist some day. Martha and Sophia have just started communicating by email.

Martha finds that Sophia's messages are very short and abbreviated. She feels a little offended at the tone and style of the messages. She wonders if she should address this with Sophia, or simply try to communicate less with her.

Recognition of Professional Credentials

Pre-Reading

1 **Discuss the following questions in small groups.**

1. What is a profession? A trade?
2. What is a regulated occupation? Non-regulated occupation?
3. What are credentials? What is the difference between academic and professional credentials?
4. What difficulties do you think newcomers to Canada face when re-establishing themselves in their professions?

2 **With a partner, discuss whether the statements below are true or false. Read the text that follows to check your answers.**

1.	The procedures for evaluating and recognizing qualifications earned outside of Canada are the same for every occupation.	**T**	**F**
2.	Requirements for entry into a profession are the same in all provinces.	**T**	**F**
3.	Not all occupations need licences.	**T**	**F**
4.	Professional associations control the recognition of qualifications.	**T**	**F**
5.	Electricians, plumbers, teachers and doctors are all examples of people who work in regulated occupations.	**T**	**F**
6.	Most Canadians work in occupations where a licence, certificate or registration in a professional association is required.	**T**	**F**
7.	If you want to qualify in a profession, you may be required to take a language test.	**T**	**F**
8.	Registration in a profession is free.	**T**	**F**
9.	You can translate your own documents.	**T**	**F**
10.	It is a simple process to get professional credentials recognized in Canada.	**T**	**F**

3 **Read the following statements. Discuss the meaning of the italicized terms and provide examples.**

1. Each profession has *standards of practice*.
2. Most occupations have *entry requirements*.
3. A professional or trade organization can *discipline its members*.
4. Certain decisions are *at the discretion of an employer*.
5. The university has the *sole authority* to make decisions about admissions.
6. When is the *authentification of official documents necessary*?

Reading

RECOGNITION OF PROFESSIONAL CREDENTIALS

How can I get my qualifications obtained abroad recognized in Canada?

The procedures for evaluating and recognizing qualifications earned outside of Canada depend on whether you wish to enter an occupation or pursue further studies, whether your occupation is regulated or non-regulated, and which province or territory you are in.

In general, if your occupation is regulated, the recognition of qualifications will be determined by the appropriate provincial regulatory body, while for a non-regulated occupation, recognition is normally at the discretion of the employer.

What is the difference between a regulated and a non-regulated occupation?

A regulated occupation is one that is controlled by provincial (and sometimes federal) law and governed by a professional organization or regulatory body. The regulatory body governing the profession/trade has the authority to set entry requirements and standards of practice, to assess applicants' qualifications and credentials, to certify, register, or license qualified applicants, and to discipline members of the profession/trade. Requirements for entry, which may vary from one province to another, usually consist of such components as examinations, a specified period of supervised work experience, language competency, etc. If you want to work in a regulated occupation and use a regulated title, you MUST have a licence or certificate or be registered with the regulatory body for your occupation.

About 20 per cent of Canadians work in a regulated occupation. Some examples are electricians, plumbers, physiotherapists, engineers, medical doctors and teachers. Some occupations are regulated in certain provinces but not regulated in others.

A non-regulated occupation is a profession/trade for which there is no legal requirement or restriction on practice with regard to licences, certificates or registration. The vast majority of occupations in Canada fall into this category. In general, applicants for these occupations have to demonstrate to their potential employers that they possess the experience and training required for the job. Even when an occupation is not regulated, employers can still require that an applicant for a job be registered, licensed, or certified with the relevant professional association.

If I want to work in a regulated occupation, what can I do to get my qualifications assessed and recognized?

Each regulated occupation sets its own requirements for assessment and recognition, usually through the provincial professional association or regulatory body. In order to qualify for practice in Canada, you may be required to undergo professional and language examinations, submit to a review of your qualifications, and undertake a period of supervised work experience. To find out more about the requirements specific to your occupation, you can do the following:

- Consult the National Occupational Classification online to find out more about employment requirements for your occupation.
- Find out the name and address of the regulatory body governing your profession/trade.
- Contact the regulatory body in writing and ask about the specific requirements, documentation and costs involved for licensing, certification or registration as well as the recommended procedure for an assessment.

(continued)

The recognition process can be costly and time-consuming, so it is important that you are aware of all the information before undertaking an assessment.

If I want to pursue further education in Canada, how do I get an assessment of my credentials?

If you are thinking of studying in a Canadian college or university, contact the office of admissions of the institution in which you are interested and ask about the procedure required for an assessment of your credentials. The university or college has the sole authority to make decisions about recognition of credentials for purposes of admission.

Where can I obtain a translation of my qualifications into English?

If documents need to be translated, a credentials evaluation service, listed on the Canadian Information Centre for International Credentials (CICIC) website, or the regulatory body involved, will advise you as to the requirements for translation and authentification of official documents.

Adapted from: *CICIC: Recognition of Professional Qualifications, with permission. www.cicic.ca/en/page.aspx?sortcode=2.19.22; extracted May 15, 2009.*

Comprehension

4 **Complete the sentences below with information from the text.**

1. The procedures for evaluating and recognizing qualifications earned outside of Canada depend on the following factors:

   a. _____

   b. _____

   c. _____

2. Regulated occupations are controlled by provincial or federal _____ and governed by

   _____

3. The regulatory body has the authority to:

   a. _____

   b. _____

   c. _____

   d. _____

4. Requirements for entry into a profession include:

   a. _____

   b. _____

   c. _____

5. If you want to work in a regulated profession you must _____

6. A non-regulated occupation is a profession or trade for which there is no _____

7. Recognition of qualifications for a non-regulated profession is determined by

   _____

8. Information about employment requirements for an occupation can be found on this website:

   _____

9. Decisions regarding the credentials recognition for the purpose of admission to a university are made by

   _____

10. Information about the requirements for translating official documents can be obtained through these organizations:

    a. _____

    b. _____

5 **Search the National Occupational Classification (NOC) website for two trades and two professions mentioned in the text. In which section of the NOC description are the certification/licensing requirements listed? What other employment requirements are listed there?**

6 **Choose a regulated occupation (profession or trade). Find out its regulatory body on the Canadian Information Centre for International Credentials website (CICIC).**

Possible search term: *Canadian Information Centre for International Credentials*

7 **Create a flowchart to describe the process of getting your credentials assessed. Compare your flowchart to that of a partner. With your partner, talk about where you are in the process.**

The Skilled Trades

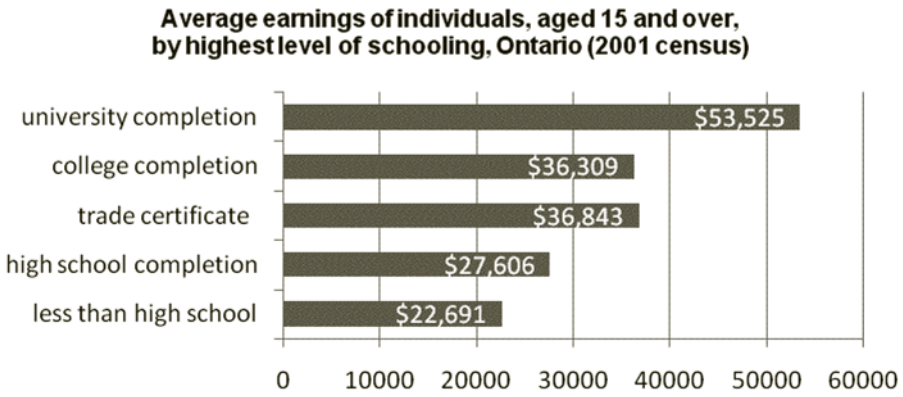
A skilled trade is an occupation that requires skilled labour, such as a carpenter, baker, plumber or electrician. For each skilled trade, there is a process for getting a certificate of qualification.

Pre-Reading

1 **Discuss the questions in a small group.**

1. Describe your work experience (in Canada and elsewhere). What did you do?
2. Do you consider yourself *skilled* in a particular area of work? What is this area of work?
3. Make a list of as many skilled trades as you can think of.
4. What do you think is important to know about the skilled trades?

2 **Look at the bar graph below. Answer the questions.**



Data source: *Statistics Canda, summary tables.*

1. Write three sentences to describe what the bar graph illustrates. You can use words such as *lowest, highest, more than, less than, on average*.
2. Did any information in the graph surprise you? Why?

Reading

THE SKILLED TRADES

What is a skilled trade?

A skilled trade is an occupation that requires skilled labour, such as a carpenter, baker, plumber or electrician. For each skilled trade, there is a process for getting a certificate of qualification. There are over 200 skilled trades in Canada, organized into four sectors: construction, manufacturing, transportation and service.

Some of Canada's skilled trades are compulsory trades. This means you must have a Certificate of Qualification to work in that trade. Having the certificate means you have passed a provincial exam that tests your knowledge of the trade. Other trades are voluntary trades. You do not need to have a certificate to work in the voluntary trades, although those who are certified may earn higher wages and have more employment opportunities. A certified tradesperson is called a journeyperson.

How do I become a journeyperson?

To become a journeyperson, you must pass a Certificate of Qualification exam. You can only write this exam if you have enough experience in the trade (in Canada or in another country). You have to prove that you have that experience and skill in the trade to write the exam. If you don't have enough experience, you can get it through an apprenticeship.

What is an apprenticeship?

An apprenticeship is for people who do not have enough experience in a trade and who want to obtain certification in a skilled trade. An apprenticeship involves a combination of learning on the job while getting paid, and attending short in-school sessions. It usually lasts two to five years. When you complete the apprenticeship, you can write the Certificate of Qualification examination. If you pass, you have provincial certification to work in that trade. There are two steps to becoming an apprentice:

1. Find a job in which you work with someone who is already a journeyperson. The journeyperson and the employer must agree to work with you and make other arrangements while you are in school.
2. Register as an apprentice with the Ontario government. The Ministry of Training, Colleges and Universities (MTCU) is the Ontario ministry that registers and certifies apprentices in Ontario. When you register as an apprentice, you are eligible for incentives and in-school training.

What is the job situation like in the skilled trades?

Canada is facing a serious shortage of skilled trades people. Many workers in the skilled trades are getting ready to retire, and fewer youth are entering the skilled trades than in previous generations. As a result of this shortage, the Ontario government is encouraging people to begin apprenticeship programs. It is funding services and programs that help people learn about the trades and the benefits of apprenticeships. These services include employment counsellors, a telephone hotline, and educational programs that prepare you for apprenticeship (or pre-apprenticeship) programs. The government is also promoting apprenticeship by offering incentives. These incentives include loans, tax breaks, money to buy tools, and money offered to an employer to accept you as an apprentice.

Vocabulary Building

3 **Below are terms used in the text about the skilled trades. Write the correct letter on each line to match each term to its meaning. Try to do this without looking back at the text.**

1. ____ compulsory trade	a. a trade in which only registered apprentices or certified journeypersons can work
2. ____ voluntary trade	b. a person who is registered in an apprenticeship program
3. ____ apprentice	c. a trade in which people can work even if they are not a registered apprentice or a journeyperson
4. ____ journeyperson	d. a program in which a person learns on the job and goes to in-school sessions
5. ____ skilled trade	e. an occupation that requires skilled labour and has a certification exam
6. ____ apprenticeship	f. a reward that is designed to encourage a certain behaviour or action
7. ____ incentive	g. a person who is skilled in a trade and has passed a Certificate of Qualification exam for that trade

Comprehension

4 **Answer the questions.**

1. What is the difference between a skilled tradesperson, an apprentice and a journeyperson?
2. List two reasons why Canada has a shortage of skilled workers in the trades.
3. List some things the Ontario government is doing to encourage people to work in the trades.
4. Do you think the incentives described in the text will encourage people to enter the trades?
5. Can you suggest other incentives that may work better?
6. An apprenticeship is often described as an opportunity to "earn while you learn." Explain what this phrase means.

5 **Search for information about Ontario trades on the Ministry of Training, Colleges and Universities website. Answer the questions.**

Search term: *Ministry Training Colleges Universities apprenticeship*

1. How many trades are compulsory in Ontario? Why do you think these trades are compulsory?
2. Find out how you can get help becoming an apprentice. On the menu bar on the homepage, click on **Apprentices**. Then click on **Find an Employer**.
   a) List three ways you can get help finding an employer who may accept you as an apprentice.
   b) How can you learn more about how to get help finding an employer?

Ontario's Workplace Safety and Insurance Board

Ontario's Workplace Safety and Insurance Board (WSIB)

The Workplace Safety and Insurance Board is an Ontario agency that provides injured workers with an income if they are unable to work due to an injury or illness that resulted from the work environment.

Ontario's WSIB plays a key role in the province's occupational health and safety system. The WSIB administers workplace insurance for employers and their workers. Employers pay WSIB premiums, which are then pooled to provide benefits and supports system-wide. Each company pays the WSIB an annual insurance premium depending on the type of work. Companies in industries where workers are injured more often, such as logging and mining, pay higher premiums than those where employees are not exposed to a lot of risk, such as office work. Most workers in Ontario have insurance under the WSIB program.

Benefits

Workplace insurance pays workers 85 per cent of their take-home pay if they cannot work because of a work-related injury or illness, up to a maximum insured wage of $73,300 (in 2008).

The WSIB provides disability benefits, monitors the quality of healthcare, and assists in early and safe return to work for workers who are injured on the job or who contract an occupational disease.

In Ontario, workplace health and safety is considered the responsibility of both workers and employers. Workers have the responsibility to work safely and try to prevent injuries. If required, they must wear and use protective equipment. They must notify a supervisor or union representative if they feel their work situation is unsafe. If they are injured at work or become sick because of their job, workers must tell their supervisors immediately. Employers must provide a safe and healthy workplace, including safety training for all workers.

Worker injuries or illnesses are not reported to WSIB when all four of these statements are true:

1. only first aid treatment was required
2. the worker did not take any time off work other than the day of the injury
3. the worker's pay was not affected
4. job duties did not change as a result of injury

If a worker claims a workplace injury or illness, the employer must inform the Workplace Safety Insurance Board about it. The employer completes some forms, which are signed by the employee. Then, if the worker is entitled, he or she can receive benefits. These benefits help replace lost wages. They may also cover some health treatments and prescription medications.

WSIB staff manage each worker's case to help them return to work. If workers are unable to return to their original job right away, employers are required to modify the work until workers have recovered.

Source: *Adapted from Ontario's Workplace Safety and Insurance System Fact Sheet Worker Overview (2005), www.wsib.on.ca/wsib/wsibobj.nsf/LookupFiles/FactSheet_English3184A/$File/3184A_System_Overview_for_Workers.pdf*

1 **The article states that employers and employees have responsibilities for workplace health and safety. Complete the table by recording the responsibilities of each.**

Employer Responsibilities	Employee Responsibilities

Vocabulary Building

2 **The following words are used in the text about the WSIB. Write synonyms for each word. Refer to the text to find out how the word is used.**

a. key _____

b. occupational _____

c. premiums _____

d. benefits _____

e. monitors _____

f. assists _____

g. prevent _____

h. notify _____

i. entitled _____

j. modify _____

3 **In small groups, read the situations below. Decide whether the worker's injury or illness should be reported to the WSIB. Justify your decision using information from the text.**

1. Jack falls in the parking lot outside of work and hurts his ankle. Office staff put ice on his ankle and they call a taxi to take him home. Three days later he can walk on his ankle again and he returns to work.

2. Rosa works in a large office. Her workstation is located beside a large photocopier. One afternoon, Rosa gets a bad headache from the noise and fumes from the photocopier. She leaves work early that day and is able to return to work the next morning.

3. Raj cuts his hand first thing in the morning while opening boxes in a warehouse. He goes to the health and safety officer, who cleans the cut and bandages it. He goes to a walk-in clinic where he receives five stitches and a prescription for antibiotics. Raj returns to work later that afternoon.

4. A carton falls from a tall shelf and hits Jen as she walks by. She takes a few moments to rest in the women's washroom and returns to work. The next day, severe bruising appears on Jen's neck and back. After work, Jen goes to her physician, who tells her she should stop working at her computer workstation until her neck feels better.

5. Ivana works in a laboratory. Late one afternoon, she finds a hole in her protective gloves and realizes the skin on her hand has been burned by a chemical. She spends the rest of the day putting ice on her hand, unable to work. The next day her hand feels better and she returns to work.

Accessing Information Online: Service Canada Website

Many people rely on government websites for information about rights, government services and procedures. It's important to be able to find these government websites and to scan their homepages quickly to find links to the information you need.

A Helpful Website

- **Service Canada Website**
  The Government of Canada's **Service Canada** website home page is like a huge table of contents for all the information you need about Canadian government services. See **www.servicecanada.gc.ca**.

Did You Know?

Every Government of Canada website has **gc.ca** in its website address. You can limit your Internet search to only Government of Canada websites by typing your search terms, then typing **site: gov.gc.ca**.

In the next activity, you will get the information you need by going to the Service Canada website. See if you can find the same information by using search terms (such as *youth employment strategy*) with **site:gov.gc.ca**.

1 **Use the Service Canada website to research information for one or more of the situations below. Prepare a description of the eligibility requirements and steps in accessing the services or programs below. Present your information to the class as clearly and completely as you can.**

When giving instructions or describing a process or procedure, you can either use the active voice or the passive voice. For example:

Active: *If you lose your SIN card, you need to apply for a new one.*

Passive: *If a SIN card gets lost, an application must be filled out.*

Here are some useful expressions for describing a process:

- *first; next; then*
- *the next step*
- *before that*
- *finally; eventually*
- *initially*
- *the first stage*
- *during; while*
- *consequently; as a result*
- *later; following this*

Situation 1

I'm afraid I might get laid off from my job soon. I want to know if I am eligible for employment insurance (EI), how much I will get per week, and how I can apply.

Situation 2

I am turning 65 soon. I want to know about Canada's public pensions. I've heard about the CPP and OAS, and I'm wondering who is eligible, how to apply and what the maximum amounts are.

Situation 3

I have a one-year old child. I would like to know about the *Universal Child Care Benefit*.

Situation 4

I am 42 years old. I have been working full-time for the past 10 years. I recently had a stroke and now I can't speak or think clearly. I don't think I will be able to go back to work again. Someone told me I could get CPP payments. I want to know if I am eligible, and how to find out more.

Situation 5

I am 28 years old and looking for a job. I heard about a program called Youth Employment Strategy. I want to know if this program can help me.

This section includes activities on reading various types of texts, including news articles, informational texts and charts. You can use the whole section as is or select the texts that are of interest to the learners in your class.

The activities that follow have been guided by the CLB performance conditions related to LINC 6. To develop your own activities or to adapt these activities, consider the following performance conditions relevant to reading:

Performance Conditions

- Texts are up to one page long, mostly in plain language with clear organization
- Content is related to familiar contexts and partly predictable to the learner
- Information texts are moderately complex descriptive or narrative texts, one page long on familiar topics
- Learners are adequately briefed for focused reading

In this section of activities, *Putting It in Practice* tasks are not specified. This is because any of these texts can be used for formative assessment. If you use one of these texts for assessment purposes, you may need to adjust the comprehension questions so that they target the criteria you selected for assessment. The results of the assessment can help you and learners determine what still needs to be worked on.

CLB 6-III: Identify factual details and some inferred meanings in moderately complex texts containing advice, requests and specifications.

CLB 6-III: Find two or three pieces of information in moderately complex formatted texts.

CLB 6-IV: Show comprehension of a one-page, moderately complex, descriptive/narrative text on a familiar topic.

CLB 6-IV: Demonstrate comprehension of a cycle diagram or a timeline/schedule or chart.

CLB 6-IV: Access/locate/compare two or three pieces of information in an electronic reference source.

Sample Assessment Criteria

The learner:

- ☐ Listeners can follow the presentation
- ☐ Identifies writer's purpose, intent and attitude
- ☐ Identifies main idea, factual details and some inferred meanings in the text
- ☐ Finds pieces of information by scanning paragraphs
- ☐ Retells or summarizes the story
- ☐ Relates sequence of steps in a cycle
- ☐ Guesses meaning of words and expressions from textual clues
- ☐ Predicts what will happen next in the text
- ☐ Interprets a cycle diagram, or a timeline/schedule or chart

p. 99 | Introduction to Reading

Introduces the content of the chapter; serves as a needs assessment activity

Have learners work in pairs or small groups and share the results of their interviews with the class. Discuss the Culture note.

p. 100 | Skimming and Scanning: Crime Statistics

Provides practice with skimming and scanning; introduces learners to Statistics Canada as a source of Canadian statistics

1 Have learners research skimming and scanning tips on the Internet. You could ask a few learners to present their findings to the class, demonstrate the techniques and have the class practise them.

2 Ask learners to work in pairs or small groups to discuss the terms, their meanings and, if possible, examples of each type of crime. For instance, property crime includes stealing someone's bike, slashing their car tires, etc.

3 Before this activity, demonstrate a scanning technique (e.g., running a finger down the middle of the text while reading in blocks of words) and have learners practise it using a text other than the one provided. Explain that when scanning, we generally focus on content words that signal the information we are looking for. After learners practise the technique, tell them to scan the reading on crime statistics as you ask them the questions below. They should listen for cues in the question that signal the kind of information to look for. For example, in question 1, 8 per cent is a cue. If they run their finger quickly down the page looking for 8 per cent, they will find that the answer is property crime.

1. Which type of crime dropped by 8 per cent? (property crime)
2. Which province reported the highest provincial crime? (Saskatchewan)
3. Which three cities are mentioned in the text? (Kitchener, Montréal, Winnipeg)
4. Which drug offence is mentioned in the text? (cannabis possession)
5. How many times is break and enter mentioned in the text? (twice)
6. Which assault crimes are mentioned in the text? (common assault, sexual assault, aggravated assault, assault with a weapon)
7. Which crime declined by 9 per cent? (motor vehicle theft)
8. Which crimes increased in 2007? (drug offences, impaired driving)

4

Possible Answers

1. Increased policing, lighting, Neighbourhood Watch programs, knowing your neighbours.
2. According to studies, two factors that influence crime rates are the number of young males in the population and the state of the economy. There are many other factors.

5

Answers

1. F (crimes did not decrease in Newfoundland and Labrador, Yukon, Northwest Territories)
2. F (rates declined or remained stable)
3. T
4. F (lowest since 1969)
5. T (rose by 3 per cent)
6. F (dropped by 2 per cent)

6

Answers

1. Four types of crime include:
   a) High-volume offences: theft under $5,000, mischief under $5,000, break and enter, common assault, motor vehicle theft, disturbing the peace, fraud and counterfeiting currency.
   b) Violent crime: homicide, attempted murder, sexual assault, robbery, aggravated assault, assault with a weapon, forcible confinement and abduction.
   c) Property crime: break and enter, motor vehicle crime
   d) Youth crime: violent and non-violent
2. Eight words that express changes in crime rates: reach, decline, decrease, drop, fall, remain stable, increase, be up, rose

Extend the Activity: If learners are interested in crime, have them locate the Statistics Canada home page (www.statcan.gc.ca), then enter (in the site search box) *Juristat*. Juristat is an online periodical produced five times a year that contains analysis and statistics on a variety of justice-related topics and issues. Each issue includes highlights similar to the one-page text from this activity series. For each highlights page, learners can choose whether or not to read the full article. Learners can research further to prepare a presentation, write a summary, or prepare for a discussion on a crime-related issue.

p. 103 | Hockey's $124 Million Man

Provides practice developing reading skills; serves as a springboard for a discussion about salaries of different occupations

1 Learners can discuss the pre-reading questions in small groups or as a class. For question 3, learners could either select the two most important factors or rank the factors in order of importance.

Extend the Activity: Have learners find out Canadians' average earnings. At the Statistics Canada home page, enter *average earnings* in the site search box. Learners should find a table that lists average yearly earnings by gender and year. (In 2006, women's average earnings were $27,000; men earned $42,900 on average). You could also have learners find out the salaries of Ontario public service employees. The names of those who make over $100,000 are posted on the Internet. Use the search term: *Ontario salary disclosure*. Discuss whether or not any salaries surprised them.

2

Answers

1. a 2. b 3. c 4. b 5. c 6. a

3

Answers

1. True (It was hard to find anyone in the hockey world who didn't believe he was worth every penny.)
2. False (It is his combination of skill, size, brute physical strength and relentless passion that sets him apart and draws fans to the arena.)
3. True
4. False (He started playing in the NHL in 2005.)
5. False (Ovechkin says it adds pressure but will not change his approach to the game.)
6. False (It was obvious to everyone.)

Audio 5.8: Transcript

Phone-in radio talk show about the high salaries of professional athletes

Host: Hello, this is Rick Johns, host of the Morning Show – your link to the news and what you think about it. The topic today is high salaries for professional athletes. As all you hockey fans out there know, the Washington Capitals have signed their 22-year-old superstar, Alexander Ovechkin, to a 13-year contract worth $124 million. That's $9 million per year for the first six years and $10 million per year for the following seven. Are you kidding me? How can any athlete be worth that much money? And can this really be a good business decision for the Capitals? What's your opinion? Call now to have your say.

We have our first caller, Albert from North Bay. What do you think, Albert?

Albert: Listen, Ovechkin is the best player in the league. When it comes to scoring goals, no other player comes close to him. He's worth every penny of his salary and the Capitals were smart to sign him to that contract. That's all I have to say.

Host: Thanks for your thoughts, Albert. I hear you loud and clear. You're obviously a big Ovechkin fan. Now our next caller is in Hamilton, Ontario. Robert, how do you feel about a contract worth $124 million?

Robert: Well, Rick, I have to say that I agree with your first caller. He's absolutely right that Ovechkin is the best player in the league right now, and remember, he's only 22 years old. His best years are still to come! I know $124 million seems like a lot of money, but some other team might have gotten Ovechkin if Ted Leonsis hadn't offered him so much money. Leonsis wants a winning team, and he wasn't going to take any chances on losing the guy. It was a smart move, I say.

Host: Thanks for your call, Robert. But seriously, $124 million, does he really need that much? Let's hear from our next caller. Cathy from Niagara Falls, you're on the air. What's your opinion?

Cathy: Well, Rick, here's what I don't like – it's because of contracts like Ovechkin's that ticket prices are so high! I'd love to take my three children to see an NHL hockey game, but we can't afford it. It would cost us more than $300 for just one game. It's the average fan who can't afford to go to NHL games any more, and player salaries are to blame.

Host: Thanks, Cathy. I've heard that argument before and I'm not saying it's wrong, but let me tell you what players say: They say salaries have nothing to do with ticket prices. Players say that team owners are business people who will set ticket prices as high as they can, as long as someone will still buy tickets. Owners want to maximize their profits, and they'll do that regardless of how high player salaries are. If you and I can't afford tickets, it's because owners know that other people or companies will pay the price being charged. We have time for one more call before the break. Maria from Newmarket, you're on the air.

Maria: Hello, Rick. I have to admit that I'm not a hockey fan, but I was listening to your show and had to phone in. I think the previous callers have missed the point. The question you should have asked was "Is any person worth $124 million?" and I would say absolutely not. It's morally wrong! A well-paid doctor, a person who saves people's lives, doesn't make anywhere near that much money. We should be investing money in childcare and health care and education, not paying millions of dollars to athletes. I could go on and on, but these millionaire athletes get my blood boiling.

Host: I can see that you feel really strongly about this, Maria.

Maria: I sure do. I think sports fans and people in the sports business world have all gone crazy. How can they justify such high salaries? They're treating these athletes like heroes when the real heroes are people working to make the world a better place.

Host: Thanks, Maria. On the other hand, that's the world we live in – a world that pays athletes and movie stars more than sometimes we think they deserve. And frankly, I'm not sure there's anything any of us can do about it. Thank you for calling, Maria, and thanks to all of our other callers. We'll be back after the news. This is Rick Johns on the Morning Show, stay with us.

5

Answers

Albert: Agrees. He thinks Ovechkin is the best player in the league, and scores more goals than any other player.

Robert: Agrees. He thinks Alex is the best player in the league; points out that he's only 22. His best years are still to come. Some other team might have gotten Ovechkin if Leonis hadn't offered him so much money.

Cathy: Disagrees. She thinks ticket prices are too high because of contracts like Ovechkin's. She can't afford to take her children to see an NHL game because ticket prices are unaffordable.

Maria: Disagrees. She thinks we should be asking if any athlete is worth that kind of money. She compares Ovechkin's salary to that of other professionals and questions whether his contribution to society merits that kind of a salary.

6 Have learners discuss what they think is an appropriate salary for each occupation. They can refer to the list of factors affecting a person's income (Activity 1) for criteria to use when making a decision. Note that the salaries on the Ontario Job Futures website (extracted in June, 2009) reflect the annual average employment income for the year 2000.

Answers

Air pilot	85,553
Chef	31,809
Civil engineer	66,140
Computer programmer	57,805
Early childhood educator	22,860
Electrician	47,522
Elementary school teacher	50,135
Family physician	134,613
Motor vehicle assembler	46,355
Receptionist	26,981

Data Source: www.ontariojobfutures.ca (2000 income levels).

p. 107 | It's a Wonder We Understand Each Other at All!

Provides practice reading, developing new vocabulary and discussing an issue; introduces active listening

1 Have learners discuss the questions in groups, then reconvene for a class discussion. For question 3, an example of communication styles that may affect communication could be when one person naturally speaks quickly and is frustrated by a person who speaks slowly, or when one person frequently interrupts another to make a point and the other is offended.

4

Answers

1. l intention
2. g assume
3. e empathize
4. d disapproval
5. b misinterpret
6. c emphasize
7. a clarify
8. j rapport
9. h stereotype
10. k claim
11. i promote
12. f generalization

5

Answers

perceive: *perception*
assume: *assumption*
empathize: *empathy*
disapprove: *disapproval*
misinterpret: *misinterpretation*
emphasize: *emphasis*
clarify: *clarification*
generalize: *generalization*

6

Answers

1. T (par. 2)
2. T (par. 5)
3. F (par. 6)
4. F (par. 6)
5. T (par. 2)
6. F (par. 7)
7. T (par. 4)
8. T (par. 2)

7 This comprehension activity can be done orally (as a class or in small groups) or in writing.

Extend the Activity: Have learners provide examples of their own experiences involving miscommunication due to cultural differences, gender differences, differences in communication styles, false assumptions or stereotypes.

8 For more information on active listening, see the *LINC 5–7 Curriculum Guidelines*, page 313. See the Presentations sections in the *LINC 5–7 Classroom Activities* for activities on giving presentations.

9

Possible Answers

Situation 1

A misunderstanding occurred because the boss misinterpreted the meaning of Ms. Jones nodding.

To avoid miscommunication, Ms. Jones could have asked her boss to slow down or repeat the information; she could have asked for clarification, or repeated the instructions back to check that she had understood them correctly. Her boss could have confirmed that Ms. Jones understood the information. Note: You could also discuss with learners who shares the greater responsibility for the breakdown in communication in this situation.

Situation 2

This situation illustrates differences in styles of reporting information. Ewa thinks giving a detailed report of her team's accomplishments will add credibility to their work. However, her colleagues prefer to give updates that are brief and concise.

To avoid miscommunication, Ewa could have observed how others were presenting their updates and adjusted her updates accordingly. The chair of the meeting could set time limits for updates so that they are all about the same length.

Answers (continued)

Situation 3

Age may be a contributing factor in this misunderstanding. Sophia has probably grown up with electronic communication and may be used to writing abbreviated text messages, and so uses this style in her emails.

To avoid miscommunication, Sophia could observe the style of Martha's email messages and word hers in a more similar way; Martha could be more aware of the differences in email communication styles.

p. 112 | Recognition of Professional Credentials

Provides practice reading a public information text; provides information about the credential recognition process

2

Answers

1. F 2. F 3. T 4. T 5. T 6. F 7. T 8. F 9. F 10. F

3 Have learners discuss the expressions in pairs. They can also practise asking each other questions using the expressions. For example: *What are some of the standards of practice in your profession? What are the entry requirements for your job?* Learners may not be able to answer the questions right away. However, Activity 5 will give them an opportunity to explore the National Occupation Classification (NOC) website, where they can research some of the answers to these questions.

Possible Answers

1. professional standards relating to conduct and practice
2. what is needed to enter a profession (e.g., education, experience, training)
3. punish members of a professions for not behaving according to the standards of that profession
4. the freedom or authority of the employer to make decisions
5. the only one with authority
6. to certify that the documents are authentic

4

Answers

1. a) whether you wish to enter an occupation or pursue further studies
   b) whether your occupation is regulated or non-regulated
   c) which province or territory you are in
2. law; governed by a professional organization or regulatory body
3. a) set entry requirements and standards of practice
   b) assess applicants' qualifications and credentials
   c) certify, register or license qualified applicants
   d) discipline members
4. a) examinations
   b) supervised work experience
   c) language competency
5. have a license or certificate
6. legal requirement for a license, certificate or registration
7. the employer
8. National Occupational Classification

Answers (continued)

9. the university
10. a) Canadian Information Centre for International Credentials (CICIC)
    b) the regulatory body involved

5 **Answers**

The certification requirements are listed in the employment requirements section.

Other employment requirements that are listed are: *Level of education*; *experience required*; *required training*

p. 116 | The Skilled Trades

Introduces the skilled trades in Canada; provides practice reading an information text to find out about a process

These activities may be especially relevant for learners who have worked, or are considering working, in the trades in Canada. You could introduce the topic by having them describe their work experience in the trades, or their experience working with trades people.

2 What learners may find surprising about the graph is that it shows you can earn more money working in a trade than someone who has completed college.

3 You can have learners do the vocabulary activity on their own or assign words to specific learners and ask them to share the definition with others in the class. They can infer the meanings of the words by looking at how they are used in the reading, or use a dictionary.

Answers

1. _a_ compulsory trade
2. _c_ voluntary trade
3. _b_ apprentice
4. _g_ journeyperson
5. _e_ skilled trade
6. _d_ apprenticeship
7. _f_ incentive

4 **Answers**

1. Skilled trades people are skilled in a trade, but may or may not have a certificate of qualification. An apprentice works in a trade, learning from a journeyperson. A journeyperson has a certificate of qualification for a trade.
2. Skilled workers are beginning to retire and fewer youth are entering the skilled trades.
3. Funding services and programs (employment counselors, telephone hotline, pre-apprenticeship programs); offering incentives

Introduces the WSIB; provides practice reading an information text to find out about a process

You could introduce these activities by having a class discussion about what learners think happens in Canada when someone gets injured (either on or off the job) or seriously ill and cannot work. Through this discussion, you can find out how much learners already know about WSIB.

1

Answers

Employer Responsibilities	Employee Responsibilities
– provide a safe and healthy workplace	– work safely
– offer safety training	– prevent injuries
– inform WSIB if a worker claims a workplace injury or illness	– wear and use protective equipment when required
– notify a supervisor if work situation is unsafe	– tell supervisor if injured or ill because of work

3

Answers

1. Yes, because Jack took time off work due to his workplace injury.
2. No, because Rosa did not require medical attention, and she did not take time off work other than the day of the illness.
3. Yes, because Raj receives medical attention beyond first aid.
4. Yes, because Jen receives medical attention beyond first aid and her work must be modified.
5. No, because only first aid treatment was required and she did not take time off work other than the day of the injury.

Extend the Activity: Have learners listen to an audio recording about reporting workplace injuries and illnesses. Several short audio files are on the WSIB website. They can be played from a computer, or copied onto your class blog or a CD or mp3 player to play for the class.

Two audio factsheets are particularly relevant:

1. Ontario's Workplace Safety and Insurance System (three minutes): a general overview of the WSIB system, similar to the reading but with more information. Learners could listen to it and note additional information it contains.
2. What Workers Should Know about Reporting Workplace Injuries and Illnesses (5 minutes): includes key steps after illness; how things get reported to WSIB; employers' responsibilities to workers; and when workers can claim benefits. Have learners listen to the audio text and take notes on the information.

You could also have learners listen to an automated telephone information line message about WSIB. Learners can call LegalLine, at (Toronto) 416-929-8400 or (toll free) 877-929-8800, and enter code 632 (insurance for injured workers code). Full transcripts are provided on the LegalLine website.

p. 121 | Accessing Information Online: Service Canada Website

Introduces the features and organization of the Service Canada website; provides practice navigating a website and scanning for information

1 This activity can be done individually or in pairs. Encourage learners to provide visuals or handouts for their presentations. While learners present their explanations, listeners can evaluate the explanations using the following checklist.

	yes	no
I can understand the information	☐	☐
I know what to do if I am in this situation	☐	☐
I know how to get more information	☐	☐

Extend the Activity: Have learners pose other questions they want answered. Have them write about situations they have experienced. These could become class activities for the next day.

Chapter 5

Managing Information | Presentations

LINC 6

LINC 6 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when giving presentations. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

CLB

Preparing presentations:

- CLB 6–IV: Access/locate/compare two or three pieces of information in an electronic reference source.
- CLB 6–IV: Show comprehension of a one-page, moderately complex descriptive/narrative text on a familiar topic.
- CLB 6–IV: Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, or specifications.
- CLB 6–II: Take notes from an oral presentation or a page of written information.

Delivering presentations:

- CLB 7–IV: Give a summary/report of the main points of a presentation by someone else.
- CLB 7–IV: Tell a story, including a future scenario.
- CLB 7–IV: Describe, compare and contrast in detail two events, jobs or procedures.
- CLB 7–IV: Describe a moderately complex process.

Listening to presentations:

- CLB 7-IV: Demonstrate comprehension of mostly factual details and some inferred meaning in an extended description, report or narration when events (or stages) are reported out of sequence.
- CLB 7-IV: Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.

ES

These activities can help to develop the following Essential Skills:

- Oral Communication
- Computer Use

The activities in this section focus on the following language skills:

- Researching a topic
- Organizing ideas and making an outline
- Preparing the introduction, body and conclusion of a presentation
- Delivering a presentation
- Making comparisons and describing a process

Introduction to Presentations 137
Styles of Presentations 138
Preparing a Presentation 139
Preparing an Outline 141
Making Comparisons 142
Describing a Process 144
Using Visuals 145
Body Language 147
Listening to Presentations: Note Taking 148
Grammar in Context: Adjective Clauses 149
Presentations: Putting It in Practice 150

Instructor Notes 151

Introduction to Presentations

1 **In small groups, discuss the questions below.**

1. In many Canadian elementary and secondary schools, it is common for schoolchildren to give presentations. Students give presentations even in Grade 1! In your opinion, what are the benefits of learning and practising presentation skills so early?
2. What elements do you think make a presentation effective? Think about the presentations that you have given or listened to and give examples.
3. What are the qualities of a good presenter? How can presentation delivery help to keep or lose an audience's interest? Give examples.
4. What aspects of giving presentations (e.g., planning, researching, delivering) are the most challenging for you? Why?

"I know I shouldn't have shown a pie chart so close to lunch."

source: *www.businesscartoons.co.uk/shop*

Culture Note

Having a good rapport with your audience is a key ingredient of a successful presentation. If you show your audience that you value their perspective, recognize their expertise and speak to their interests, they will reciprocate with their attention and respect. You can build good rapport with your listeners by introducing yourself, establishing eye contact, and speaking *to* the audience, rather than *at* them. One way to establish a personal connection with the audience is to use "I," "you," and "we" when appropriate.

Styles of Presentations

1 **Read the scenarios below. Imagine you are giving each presentation and determine:**

1. The purpose of the presentation (e.g., to persuade, report, teach, compare, demonstrate)
2. The audience (e.g., small/large group, colleagues, trainees, clients)
3. The most suitable style (e.g., formal, informal, interactive, demonstration)
4. The most suitable venue (e.g., a room with round tables, an auditorium, a conference facility with a dining room)
5. The ways to enhance your delivery (e.g., using PowerPoint, writing points on the board, using posters and illustrations, giving a demonstration)

Situation 1

You are having visitors to the small business you own in the hope of gaining new customers. You want to give a presentation about the history of the company, the main products you offer, your major achievements and client testimonials. You also want to present some financial incentives to becoming a customer.

Situation 2

You have written a report comparing two potential suppliers for the company you are working at. You have been asked to present the report with recommendations during a management meeting.

Situation 3

You are a health and safety officer in a community agency. You have been asked to give a presentation on emergency and first aid procedures to all new staff.

Situation 4

You are an ISAP (Immigration Settlement and Adaptation Program) counselor in a LINC centre. You are going to give a presentation on job search strategies to LINC learners.

Situation 5

You are a student in a college program. As part of your assignment, you need to present a research paper you have written.

Situation 6

You are a member of a community group. You need to present a neighbourhood issue (such as a request for street parking) to a city councilor.

Preparing a Presentation

Preparing a presentation involves considering the following elements:

- **The audience:**

  Consider what the listeners already know about the subject and what they need to know.
  For example, if you are presenting a status report to co-workers, you may not need to include background information; however, if you present the report to an unfamiliar audience, you may need to broaden your topic, include background information, and consider your use of professional jargon.

- **The purpose:**

  Having a clear purpose for your presentation will help you organize the information accordingly and stay on track. Your presentation can be to inform, to train, persuade, sell, demonstrate, teach, etc. The purpose of your presentation should be clear to your audience.

- **The length and style:**

  Depending on its purpose and the audience, a presentation can be delivered in various styles: as a formal lecture, a demonstration, an interactive workshop, or an informal talk. The presentation style you choose will depend on the topic, the audience and your personality. For example, when speaking to your classmates, you will probably choose an informal style; whereas when speaking at a professional conference to an audience of 50 people, you may deliver a formal presentation.

- **Use of visual aids:**

  Visual aids such as diagrams, tables, illustrations or realia can be used to enhance your presentation and support what you are saying. You can also consider the use of PowerPoint to deliver your presentation. When preparing visuals for your presentation, make sure they have a clear purpose and are appropriate for your audience (i.e. they can be easily seen and understood).

1 **Audio 5.9: Listen to a radio show guest talking about the process of preparing an oral presentation. Number the items below in the order the speaker talks about them.**

____ Determine the kind of information you will need and possible resources

____ Gather and organize the information

____ Assess your audience

1 Understand the purpose and choose a topic

____ Determine the style of your presentation

____ Prepare an outline

____ Review and revise your presentation

____ Prepare visual aids and/or develop PowerPoint slides

____ Develop the content of your presentation (write the script and cue cards)

____ Rehearse and practise your speech with technology and visuals

2 **You are going to prepare a presentation. The following questions can guide you in developing the content of the presentation. Select a topic that you would like to talk about. Answer the questions below.**

a) What is the topic and the purpose of your presentation?

b) What does your audience already know about this topic?

c) What do you think your audience may need/want to know about this topic?

d) What do you already know about this topic?

e) What do you need to research?

f) Conduct research. How many resources/sites did you select to use? List them; this could be your bibliography.

g) What information will you include in your presentation? Use listing or clustering to organize your ideas.

Preparing an Outline

An outline can make preparing and delivering your presentation easier. A well-prepared outline will help you organize your ideas, stay focused on the topic and keep you on track while presenting.

To develop an outline, you can follow these steps:

- gather enough information
- define the main points of your presentation
- identify subtopics for each main point
- list supporting details for each subtopic
- make sure that each supporting point/detail contains one idea
- ensure that supporting parallel points have the same level of importance

1 **Read the following two presentation outlines. Answer the questions below.**

1. What is the purpose of each presentation?
2. Choose one outline. How would you deliver a presentation based on this outline? Decide on the following elements:
   - your possible audience
   - the most suitable style of delivery (with possible visual aids)
   - a possible venue/setting
   - the length of the presentation

Outline 1

Introduction: What is stress?

Body:

1. **Causes of stress:** personal reasons (moving, loss of job); no coping mechanisms
2. **Symptoms of stress:** physical: insomnia, overeating, fatigue; mental/emotional: tense, moody, sad
3. **Ways to cope with stress:** physical: exercise, eating habits, quitting addictions; emotional: friends, positive outlook.

Conclusion and questions from audience

Outline 2

Introduction: What is volunteering? How do you become a volunteer?

Body: What steps do you take?

1. decide on type of volunteering
2. decide on a place
3. search the database
4. complete and submit an application
5. attend an interview
6. undergo a police check

Conclusion: How will your volunteer work benefit the community? Yourself? Discussion with audience.

2 **Select a possible topic for your presentation and prepare an outline. In small groups, take turns sharing your outlines. Provide feedback to your classmates on the effectiveness of their outline.**

Making Comparisons

You may be required to give a presentation that will be based on making comparisons. For example, in the workplace you may be asked to compare suppliers or contractors and report your findings to management, discuss possible solutions to a problem, or contrast two products/services and their benefits. In academic situations, you may need to compare or contrast political or historical figures, authors, places or timelines.

When preparing a comparison presentation, you need to decide on the items that you will compare and the order in which you will discuss them. One useful strategy for doing this is preparing a comparison table listing the possible items to compare.

1 **Audio 5.10: Listen to a presentation comparing two Canadian provinces. Take notes in point form using the comparison table below. Compare your notes with those of a partner.**

	Saskatchewan	**Alberta**
Population		
Climate		
Natural resources and economy		

2 **Discuss how the information was organized in this presentation.**

1. Do you think it was easy to follow? Why?
2. In what other ways could you present the information? Give examples in point form.

3 **Listen to the presentation again and write down the words or expressions related to making comparisons. Brainstorm and add other words/expressions for each category.**

	List the words or phrases you hear	Add your own
Words used at the beginning of a sentence to signal a comparison:		
Words expressing difference:		
Words expressing similarity:		

4 **Select a topic for a comparison presentation from the list below or use your own topic. Think about possible items you could compare and list them. Research your topic and create a comparison table.**

Possible presentation topics:

- Compare two companies from the same field (e.g., two companies in your professional field, two department stores, two banks, two Internet providers)
- Compare two Canadian provinces or cities, or compare Canada to another country
- Compare two energy sources (e.g., nuclear vs. wind)
- Compare two people (e.g., historical figures, authors)
- Compare two sports (e.g., hockey and soccer)

5 **Using the comparison table you just developed, write an outline for your presentation and prepare your talk. Use words and expressions specific to making comparisons. In small groups, take turns presenting to each other. Give feedback to your classmates on the organization of their presentation and on how they expressed similarities and differences. Your presentation should be no longer than 10 minutes.**

Describing a Process

When describing a process, you need to clearly explain a sequence or steps in a procedure. Also, you often need to describe possible causes and consequences/results. To express these ideas, you can use a number of transitions and conjunctions. Here are some examples.

To show a sequence/time relation:

first, firstly, to start/begin with

next, then, after this, second, secondly, third(ly)

at the same time, meanwhile, concurrently

up to now, in the end, in sum, finally

To show a cause and effect relation:

because, because of this, for this reason, in this case, due to

as a result, therefore, in consequence, hence, to this end, in this case, thanks to, owing to

1 **Choose one of the topics below. Conduct Internet research on this process, if necessary. Determine the main steps of the process and create a list or a flow chart. Describe the process in a presentation, using the expressions from the box above. Your presentation should be no longer than 10 minutes.**

Possible presentation topics:

- Getting international professional credentials assessed
- The hiring process in a large company
- Obtaining an Ontario driver's licence (class G)
- Preparing for a presentation
- Performing a task, e.g. changing a tire, setting up a Facebook account, buying a house, etc.

Using Visuals

Visual aids are often used to enhance oral presentations. Visual aids that are attractive and appropriate for the topic help the audience understand and remember the information being presented.

Examples of visuals commonly used in presentations are graphs, charts, handouts, a posted agenda, pictures and physical objects (realia). To present visuals, you can use white or black boards, flip charts, posters, online image galleries, audio or video clips, and PowerPoint slides.

When including visual aids in your presentation, it is important to signal to the audience that you are referring to a specific handout, poster, PowerPoint slide or overhead transparency. You can use the following expressions to do this:

Let's have a look at this ... (chart, table, diagram)

I'd like you to look at this ...

The following ... illustrates what I have just been saying.

I'd like to draw your attention to ...

Once the listeners are focused on the visual, you should explain briefly what it represents, describe the main points that support your argument, and offer conclusions. To do this, you can use the following expressions:

This graph/chart/table represents ... demonstrates ... shows ... illustrates ...

The horizontal/vertical axis represents ...

The first column (of the table) represents ...

If you look closely you will see ...

Please note how this ... does this

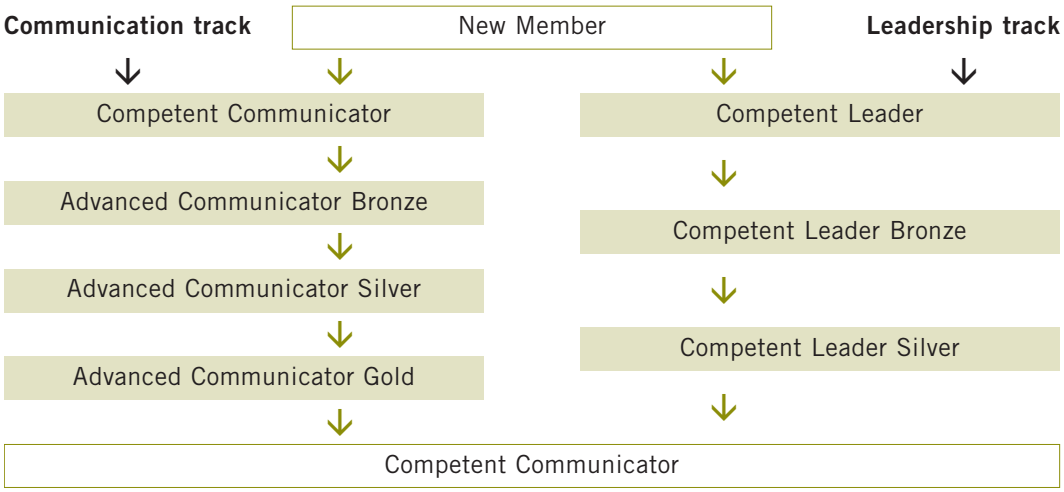
1 **Audio 5.11: Listen to a talk about using visual aids during presentations and answer the questions below.**

1. What are the advantages of using visuals during a presentation?
2. What are common mistakes presenters make when using visuals in presentations?
3. What can a presenter do to make the visuals effective?
4. What examples of effective visuals does Melanie give?

2 **Read the list of sample presentations and suggest what kinds of visual aids would be most effective for each presentation. Explain your choices.**

PRESENTATION	SAMPLE VISUAL AIDS
a presentation comparing two Canadian cities	
a presentation on how to start your own business in Ontario	
a talk on preparing résumés	
a presentation of a project timeline during the meeting	
a presentation about immigration trends in Canada	
a presentation about first aid and accident prevention in the workplace	

3 **Audio 5.12: Listen to two speakers describing the same visual aid below and decide which description is better. Explain why.**



4 **Find the Statistics Canada home page. In the site search box, enter *Canada at a Glance*. This publication includes a variety of tables and charts that illustrate recent Canadian statistics. Print one table or chart that interests you. Refer to it as you describe it to the class (e.g., its elements, conclusions you draw from the data).**

Body Language

Body language is an integral part of presentation delivery. It can help reinforce your message, create a rapport with your audience, and keep listeners attentive throughout your presentation.

The key elements of body language used during presentations are: eye contact to maintain rapport with the audience, gestures to convey emphasis and help listeners focus, and posture to convey confidence, engagement and control of the situation.

1 **Watch any three speakers deliver a presentation (e.g., a guest speaker, Internet or televised speech, classmates). Pay attention to their use of body language (gestures, posture, walking around, eye contact, voice) and the way they maintain their audience's attention. Use the table below to take notes. Then discuss the questions below.**

ELEMENTS OF PRESENTATION	SPEAKER 1	SPEAKER 2	SPEAKER 3
Addressing audience			
Gestures, posture and eye contact			
Voice			
Overall style			

1. How does each speaker address the audience? How often does he/she do it?
2. What does the speaker do to draw/maintain the audience's attention?
3. How would you describe the style of each speaker? (e.g., informal, conversational, boring, animated, dynamic, etc.)
4. What are the main characteristics of each presenter's style (e.g., walks around and talks, another uses gestures a lot, uses facial expressions)?
5. How effectively does each speaker use his/her voice (e.g., rate, volume)?
6. Which speaker do you find most engaging? Why?

2 **Search the Internet for articles on using body language in presentations. Take notes on the most important information and share with the class.**

3 **Based on the presentations you have seen and the research you have conducted, prepare a list of tips on the use of body language during a presentation. Compare your tips with those of your classmates.**

Listening to Presentations: Note Taking

When listening to a presentation, you may need to take notes for your own use (to remember) or to pass the information on to others. The following note-taking strategies can help you in recording the most important information and relevant details in a presentation:

- Use telegraphic language: omit prepositions, articles, and other unimportant words.
- Use point form: this way you can record the structure of the presentation, providing you with the "big picture".
- Listen for phrases used to introduce a new topic or concept.
- Listen for transitions to indicate the connections between ideas.
- Listen for pauses and emphasis – these are signals that key information is to follow.
- Review your notes while you still remember what the speaker has said.

1 **Audio 5.13: Listen to a presentation about Toastmasters and take notes. Review your notes and compare them to those of a classmate. Discuss differences and explain why you chose the points you noted. Listen to the recording again and revise your notes if necessary.**

2 **Listen to the presentation again. Refer to your notes to answer the following questions.**

1. How does the speaker attract his listeners' attention at the beginning of his talk?
2. How many parts does the presentation have? Refer to your notes to determine the main parts.
3. What are five interesting things about Toastmasters that you heard in the presentation?
4. Focus on one part of the presentation and summarize what the presenter said using your notes.
5. What are your overall impressions of the presentation? Did you find it useful/boring/well-organized/hard to follow, etc.? Why?

3 **Using your notes, write an email message to a classmate or friend reporting what the presentation was about.**

Grammar in Context: Adjective Clauses

Adjective clauses are often used in sentences describing things or people, or when referring to additional information about them. Adjective clauses are introduced by the pronouns *who, whom, whose, which,* or *that,* or by *when* and *where*.

Defining adjective clauses are used to distinguish one person or thing from another. For example:

Pictures and charts that are used during a presentation are called visual aids.
The person who will now give a presentation is Tom Jalon.

Non-defining adjective clauses are used to add extra information about a person or thing. Non-defining clauses are enclosed by commas and are pronounced with pauses before and after them. For example:

Tom Jalon, whose presentation I attended yesterday, is an excellent speaker.
His lecture, which you can also download from his website, was very informative.

1 **Read the sentences below. Combine them into complex sentences with adjective clauses using correct punctuation. Exchange your sentences with a classmate. Identify which sentences include defining and non-defining clauses. Read them out loud using correct intonation and pausing.**

1. I am going to describe some categories. These categories have been used to classify occupations according to skills areas.
2. Yesterday I attended a presentation about Canadian culture. It was very interesting.
3. Linda was the presenter at the conference. Linda is an expert on teenage behavioral problems.
4. The flowchart on the right demonstrates the hiring process. I will explain it (the flowchart) right now.
5. The listeners were very attentive. The listeners were mostly women.
6. I will also address your questions. You can ask your questions during my presentation.
7. The talk about various energy sources was very interesting. I attended it yesterday.
8. Please complete a feedback form. I gave you the form at the beginning of the presentation.
9. And now let's move on to the next point of my talk. The point is going to be a conclusion.
10. The table shows immigration data over the last 10 years. You can also find the table in your handouts.

2 **You need to introduce your classmate to the class before he/she delivers a presentation. Interview your classmate to elicit the information you will need. Write a paragraph describing him/her using adjective clauses. Make your introduction to another pair of learners.**

Presentations: Putting It in Practice

1 **Prepare and give a presentation on a topic of your choice. Include information that you have researched and your own experience/knowledge.**

When preparing the presentation, be sure to develop a plan (outline) and visuals. You can also prepare handouts for your classmates.

Your presentation should be at least 10 minutes long and have an introduction, body with main points and supporting details, and conclusion.

Your classmates can evaluate your presentation using a feedback form (activity 2).

After a presentation, it is common for a speaker to give an evaluation form to the audience so they can comment on the content and delivery of the presentation. The speaker can use the listeners' feedback to improve his/her presentation skills.

2 **In small groups or in pairs, discuss what kind of feedback you want to receive from the audience about your presentation (e.g., how interesting it was, if the length and pace were appropriate). Make a list of the elements you want listeners to comment on and decide how they would rate those elements. Then develop a feedback form and exchange it with a classmate for peer correction. Edit your form and prepare enough copies for all your classmates to use during or after your presentation.**

Search the Internet for sample presentation feedback forms.

Possible search term: *presentation feedback form*

This section includes activities that can help learners develop the skills and background knowledge they need to prepare and deliver effective presentations. These skills include: identifying and selecting the purpose and appropriate style of the presentation; researching the topic; developing the structure and writing an outline; preparing the content; using visuals; and delivering the presentation. Presentations appropriate for LINC 6 learners are descriptive or narrative in nature. For example, a presentation could relate an event, describe a moderately complex process, compare and contrast two events, jobs, procedures, places, etc.

The activities that follow have been guided by the CLB performance conditions related to LINC 6. To develop your own activities, consider the following performance conditions relevant to presentations:

Performance Conditions

Giving presentations:

- Presentations are up to 10 minutes long and can be informal or semiformal
- They are on familiar, concrete topics that may require some research
- Visuals are used

Listening to presentations:

- Presentations are informal with the use of visuals and 10 to 15 minutes long on familiar topics
- Speech is clear, at a normal rate

The *Putting It in Practice* task at the end of this section allows learners to demonstrate their knowledge and skills in preparing and delivering presentations. It can be used for formative assessment of learner progress. Also, the activities that focus on preparing specific types of presentations (comparison, process) can be extended and used for formative assessment after ample practice in the classroom.

You can use all or some of the activities in the order they are presented, or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions related to Presentations, see the *LINC 5–7 Curriculum Guidelines*, Unit 15.

p. 137 | Introduction to Presentations

Introduces the content of the chapter

1 Have learners discuss the questions as a class. The answers can guide you in determining what aspects of delivering presentations learners may need to focus on. Learners can explore the information included in the Culture Note through further research.

p. 138 | Styles of Presentations

Introduces various purposes and styles of presentations

1 Assign situations randomly and have learners work on them in pairs or individually. Ask learners to present their scenarios to the class; discuss alternatives.

p. 139 | Preparing a Presentation

Provides information about the process of preparing a presentation

1 Have learners listen to the interview twice (or more if needed).

Audio 5.9: Transcript

Radio talk show interview

Raj: Hello everyone. This is College Radio live. Today I've invited Norma, a graduate student working in the campus tutoring centre, to join us. Norma, tell me, what do you do at the centre?

Norma: Well, we usually help people out with their assignments – typically essays or research papers. We do editing, proofreading and so on. But this year we've started a series of workshops on giving presentations and it's been a great hit!

Raj: Really, how come?

Norma: Oh, well, everybody needs to know how to prepare and deliver a good presentation it's something students are expected do in many of the classes here.

Raj: So tell us, what do you teach people in these workshops?

Norma: We mostly focus on teaching people practical things. We give them tips and ideas, then send them away and hope that they use them in their presentations.

Raj: So, can you tell our listeners what it takes to prepare a presentation?

Norma: Sure. To start with, it's important to consider why you're giving the presentation. What's the purpose? What is expected of you? Who is your audience? Here at the college, it really depends on the course or the style of your professor. Then, you need to narrow down your topic and decide what to focus on. Once you've done that, you can start your research.

Raj: Oh, research, that sounds difficult. How do you approach that? There is so much information out there, I wouldn't even know where to start …

Norma: Oh, yeah, but remember, you *have* narrowed down your topic, so you know more or less what kind of information you need and you can review the resources. I am thinking mostly of the Internet here. Also, think about the style you want for your presentation – is it going to be a slide show? A talk? A demonstration? And once you do that, you can pull your researched information together and give it some shape. I mean, think about how you would organize it or give it some structure. That structure is like the skeleton – it's going to support all the parts of the presentation, so it is really important to make it solid. That is, in short, how you come to creating your outline.

Raj: Norma, you've just made it sound sooo easy. So, let's say I've got my outline – I still don't know exactly what to say.

Norma: Right, that's the hard part – you need to develop the content of your presentation. So, you can do it in a few different ways. My preference is to write out everything I want to say. Some people even like to write the whole script, with an introduction, sometimes anecdotes, questions to ask, all that stuff. Whatever works for you! Some people like to prepare speaking notes or cue cards.

Raj: What would someone write on their cue cards?

Norma: Oh, you could just copy the items from the outline and add supporting details. When I make cue cards, I usually add things I might forget, like numbers, names, whatever. And I number my cards. Once I had all my cards in the right order and then by accident I dropped them and that just threw me off completely. I couldn't put them back the way they'd been. It made me so nervous, I still remember it.

Raj: Ok, so let's say I've written it all out. Does that mean I'm done?

Norma: Oh, no! But pretty close to the end … You need to decide what kinds of visuals to use, when to use them, how to describe them and so on. You need to be selective and make sure you don't choose too many. You may also want to prepare PowerPoint slides, if you haven't done the outline using this software.

Audio 5.9: Transcript (continued)

Raj: What do you mean by creating the outline using PowerPoint?

Norma: Actually, PowerPoint is really easy to use and it covers all aspects of organizing a presentation, like making an outline, creating cue cards or notes, creating slides, charts, graphs and handouts for the audience.

Raj: That's good to know. So, is this the end of my work?

Norma: No, wait, you need to review your presentation, read it over, edit it, and then practise, practise, practise.

Raj: Right, it's so obvious that I didn't even think of it.

Norma: This way you can time yourself, see what you can skip or what you need to add, work on your body language, voice, rate of speech. All these elements are as important as the content.

Raj: Norma, thank you so much for joining us today and giving us all this useful information.

Norma: You're welcome. I hope your listeners will use our services at the centre.

Raj: Hope so, too. Great having you. Bye.

Answers

3 Determine the kind of information you will need and possible resources
4 Gather and organize information
2 Assess your audience
1 Understand the purpose and choose the topic
5 Determine the style of your presentation
6 Prepare an outline
9 Review and revise your presentation
8 Prepare visual aids and/or develop PowerPoint slides
7 Develop the contents of your presentation (write the script and cue cards)
10 Rehearse and practise your speech with technology and visuals

2 This activity can be done in the computer lab or assigned as an independent task to do at home.

p. 141 | Preparing an Outline

Provides information and practice developing an outline for a presentation

1 Have learners consider the two sample outlines and answer the questions. For question 2, learners can describe their possible presentation (based on the selected outline) to the class. Classmates can offer feedback.

Possible Answers

1. The first outline is for an informational presentation to describe stress.
   The second outline is for a presentation describing the process of becoming a volunteer.

Extend the Activity: Learners can post their outlines on the class wiki. Learners can research information on preparing an outline and share with the class.

p. 142 | Making Comparisons

Provides an opportunity to listen to a presentation that compares two or more things, and to practise making comparisons

1 Have learners listen to the presentation twice (or more if needed). Ask them to take notes on the key details using the comparison chart. They can use abbreviated language when taking notes. For more information on note taking during a presentation, see the note-taking activity (Presentations LINC 6). Then have them compare their notes with a partner. In a class discussion, elicit challenges of taking notes, the helpfulness of using a chart, and other note-taking strategies.

Audio 5.10: Transcript

Student presentation comparing two provinces

Hello everyone, and welcome to my presentation about two Canadian provinces: Alberta and Saskatchewan. You may wonder, why these two provinces? Well, both of them are Prairie Provinces; they have a lot in common because of their geographical location, yet there are also many differences between them. So, that's what I'll tell you about today. I'll compare different features of Alberta and Saskatchewan. I'll talk about their geography, climate, demographics, and economies. If you have any questions or comments, please feel free to ask me any time. Don't be afraid to interrupt me. So, let's start.

First, I'll tell you a bit about the geographical location of these provinces. If you look at the map here, you can see that both provinces are landlocked, which means they don't have access to any large body of water, such as an ocean or sea. Also, both of them border the United States. Notice here that the border line corresponds with the line of latitude and is almost straight.

So, let's compare the climate in both provinces. Because they are next to each other geographically, their climates are similar in many ways. In Saskatchewan, the central and eastern parts of the province have a humid continental climate, which changes to a drier climate to the west. In the northern parts of the province, the climate is subarctic. Winds in Saskatchewan are usually dry. Warm winds blowing from the west, called Chinooks, bring periods of mild weather, even in winter. The same winds blow in Alberta. As mentioned, Alberta's climate is in many ways similar to that of Saskatchewan. The major difference is caused by the Rocky Mountains, which make Alberta's climate drier and cooler than Saskatchewan's.

Now, let me tell you a bit about the economy and natural resources in both provinces. Alberta and Saskatchewan are the two largest oil-producing provinces in Canada, with Alberta first and Saskatchewan a distant second. Saskatchewan, meanwhile, is the world leader in potash and uranium exports. An emphasis on agriculture and farming are other similarities; Alberta and Saskatchewan produce many of the same agricultural crops, including wheat, canola, flax, rye and oats. They are also the two largest producers of beef cattle in the country, again with Alberta in the lead. Alberta also produces large quantities of softwood lumber, wood pulp and newsprint. Similarly, forestry is significant in Saskatchewan, but to a lesser extent. And here's an interesting tidbit for you: did you know that Alberta is the leading beekeeping province in Canada? *And* it's also the leading producer of plains buffalo, or bison, for the consumer market!

Overall, the major difference between the two economies is that Alberta's is much larger. Alberta's GDP, or gross domestic product, is about five times larger than Saskatchewan's. Alberta is the richest province in Canada on a per capita basis, largely because of its oil and natural gas production. But one final note on something important that these two provinces have in common: even though Alberta's economy is much larger, the economies of Alberta and Saskatchewan have both been growing faster in recent years than that of any other Canadian province.

Now, let's move on to population. From statistical data you can tell that Saskatchewan is less populated than Alberta. It has about one million people, while Alberta's population is about 3.5 million (that's another reason why Alberta's economy is larger!). In recent years, Alberta and Saskatchewan have enjoyed the highest rates of population growth in Canadian history. If we look at the ethnic diversity of both provinces, Saskatchewan's largest ethnic group is German, followed by English, Scottish, Irish, Ukrainian. Likewise, in Alberta the immigrant population is predominantly English, Scottish, Irish, German and Ukrainian.

As my presentation comes to an end here, I would like to do a quick review. I talked about similarities and differences between Alberta and Saskatchewan in the areas of geographical location, climate, natural resources, economy and population. I also pointed out factors that shaped those similarities. Now, is there anything that I missed, or that you are particularly interested in and would like to know more about? Does anyone have any questions?

2 Discuss the structure and the chronology of the presentation. Two ways of presenting the information are:

a) compare the provinces by items and sub-items, as in the presentation (e.g., by geography, telling about first one province and then the other, then by climate, telling about first one province and then the other …)

b) giving all of the information about Alberta (item by item), and then giving all of the information about Saskatchewan (item by item)

3 **Answers**

Type of words/expressions	Examples from the presentation:
Words used at the beginning of a sentence to signal a comparison:	Well, both of them …; Also, both of them …; Let's compare …, The same winds blow …; The major difference is …; Saskatchewan, meanwhile …; Similarly …; Overall, the major difference is …
Words expressing difference:	the major difference is; not quite as; cooler and drier than; meanwhile; even though; less populated than; while
Words expressing similarity:	both; same; similar to, a lot like, similarly; likewise

4 This activity can be done in the computer lab or as an independent learning assignment at home. Have learners share their outlines in pairs for peer evaluation and feedback.

5 This activity provides an opportunity to plan and deliver a presentation.

Extend the Activity: This activity could be used for formative assessment provided it has been preceded by some practice giving a presentation that makes a comparison. Learners can choose from the topics provided or come up with their own. This task relates to the following CLB competency:

🗣 CLB 7-IV: Describe, compare and contrast in detail two events, jobs or procedures.

p. 144 | Describing a Process

Provides information on the language specific to describing a process, including sequencers and transitions

1 Have learners plan and conduct research for their presentation. You can refer them to the guiding questions from the activity *Preparing a Presentation*. Ask learners to create a visual (such as a chart or flowchart of the process) to include in their presentation. Have learners take turns making their presentations in groups or for the whole class.

This activity could be used for formative assessment provided that it has been preceded by enough practice describing a process. Learners can use any of the topics provided or come up with one of their own. This task relates to the following CLB competency:

🗣 CLB 7-IV: Describe a moderately complex process.

Extend the Activity: Ask learners to find examples of charts or flowcharts that illustrate a process or procedure. Have them refer to the chart to describe (orally or in writing) the process using the expressions provided.

p. 145 | Using Visuals

Provides an overview of types of visual aids and suggestions for introducing and describing visuals

Audio 5.11: Transcript

Radio talk show dialogue about using visual aids in presentations

Sara: Good morning everyone and welcome to the Sara Kato show! Today we have Melanie Koplov, a communication specialist, back on the show and she's going to talk about using visual aids in presentations. Welcome Melanie.

Melanie: Thanks for having me, Sara. It's always a pleasure to be here.

Sara: So Melanie, I'm sure you've given a lot of presentations over the years. Why are visual aids so important?

Melanie: Well, you see, research shows that over 80 percent of our learning happens visually. And listeners retain new information better if it is presented both orally and visually, not by the spoken word only. Isn't that surprising?

Sara: Well, not so much to me. Personally, I'm a visual learner so I absolutely need some kind of visual representation of what's being talked about.

Melanie: Yes well you're not the only one! So, that's just one advantage of using visual aids in your presentation – to help the audience remember more things and for a longer time. But there are other reasons why we should use visuals. They focus the audience's attention, raise their interest, and help them understand the material presented. So, if you describe a complex concept – or even an object – *and* show illustrations at the same time, there is a better chance that listeners will stay attentive and have a better understanding of what you're saying. They'll remain involved in the topic and you're less likely to lose their interest.

Sara: So, Melanie, how can I make sure that when I show my visuals, the audience still listens to me? For example, I attended a meeting where the presenter was showing a slide show. Even though I'm a visual learner, I couldn't stay focused. I thought it was just boring.

Melanie: Good point. Well, a common mistake some presenters make when using PowerPoint is that they put too much text on each slide. They do it because they treat each slide as a cue of what they need to talk about. So, what happens is that everyone is busy reading and not really paying attention to what the presenter is saying. Or, some speakers feel that they need to have a visual aid for every single part of their presentation and keep showing them one after another, which confuses the audience.

Sara: Or, the other extreme is when presenters don't use any visuals.

Melanie: Yeah, I think it's important to remember that visuals are to aid the audience, not the speaker. Keeping that in mind, the presenter should choose a visual carefully, thinking about its purpose: why is it being shown? What will the audience get from it? That's why visual aids should be simple and focused on one element of the presentation at a time.

Sara: Can you give us some examples?

Melanie: Sure. Let's say you're giving a presentation about your country of origin, or a travel destination. When you speak about the physical features of the location or country, you may choose to use pictures. I would limit the number of pictures, and either pass them around or have a slide show. Too many pictures may be distracting and the audience might stop listening to you. When you speak about the region's economy or population, you will probably quote some statistics, so a table with data is a good visual to use here. And, again, keep it short and focused, so you can refer your audience to it and still keep them interested in what you have to say.

Sara: So Melanie, do you have any other tips on incorporating visuals in presentations?

Melanie: Yes, just a few more things to think about. Always make sure your visuals are clear and not too crowded with detail. Also, check if you can see everything from the back of the room! That's important, especially if you're presenting to a large audience. And when you're referring to a visual in your presentation, use body movement and gestures. What I mean by that is, point to numbers or symbols that you're talking about, gesture to the graph or chart, and maintain eye contact with your audience. That's really important.

Sara: Well, Melanie, as usual, you've given us some great tips here. Unfortunately our time has come to an end. I'd like to thank you for sharing some of your insights on this topic.

Melanie: My pleasure.

1

Answers

1. – Focuses the audience's attention
   – Keeps them interested
   – Helps them understand and follow the speaker
2. – Putting too much text on PowerPoint slides
   – Showing too many visual aids one after another
   – Not using any visuals
3. – Think about purpose and audience
   – Keep visuals simple and focused, not too much detail, easy to read from far away
   – Use body movement and gestures to draw audience's attention
4. – Pictures or slides to show physical features
   – Table to show statistical data on population

Extend the Activity: Have learners research tips on using visuals and share with the class.

2 Have learners work individually to complete the chart. Ask the whole class to compare their examples of visual aids and explain their choices. Have a class discussion on factors to consider when deciding whether or not certain types of visuals are appropriate for specific styles of presentations.

3 Before listening, tell learners what Toastmaster International is (a non-profit organization that helps people develop public speaking, presentation and leadership skills). See the transcript in the activity *Listening to Presentations: Note Taking* for more information. Have learners listen to the speaker twice: the first time they should not look at the visual being described. When listening for the second time, learners can check off the elements of the visual as they are being described.

Possible Answer:

The second description is better. It is easier to follow, uses expressions of sequence and cause/result, and describes each step in detail. The first description is too general and doesn't follow the steps in the flowchart, which is confusing.

Extend the Activity: Ask learners to take turns describing the provided flowchart based on what they have heard.

Audio 5.12: Transcript

Speaker 1

So, now, let's have a look at the flowchart here. As you can see, it illustrates how a new member of a Toastmaster club can obtain the title of Distinguished Toastmaster, which really is a big achievement.

So, look at the flowchart. What do you see? The boxes mean different steps, and you see there are seven boxes altogether, so that means you have to obtain seven different designations to get to the final one. For each of these designations you have to complete a certain number of speeches or presentations. Also, each step has its own manual with guidelines on how these presentations are going to be prepared and delivered. As you can see, it takes a lot of time and effort to get the final designation. Oh, and also, notice that as a communicator you can have four titles and as a leader only three. But you need all seven to become a Distinguished Toastmaster.

Audio 5.12: Transcript (continued)

Speaker 2

So, now let's have a look at the flowchart here. It illustrates the step-by-step process a new member of a Toastmaster club will go through to obtain the title of Distinguished Toastmaster.

First, note that there are two tracks that run parallel: the communication track and the leadership track. Each track has boxes that represent designations, or awards. You can see their names in each box. For each designation, a new member has to complete speeches and presentations. Both tracks are taught simultaneously so you can improve your communication skills and your leadership skills at the same time. The communication track is the focus of Toastmaster activities, and it has four awards; the leadership track has three. That means you have to work on more projects as a communicator! Please notice the two arrows between the tracks – the first one shows that you cannot obtain an Advanced Communicator Silver award without obtaining the Advanced Leader Bronze. The one at the bottom means that you need to complete both tracks at the same time to become a Distinguished Toastmaster.

4 Have learners select a visual from the *Canada at a Glance* publication on the Statistics Canada website (www.statcan.gc.ca). Make sure learners choose different types of visuals (e.g., data table, bar, pie or line chart) so a variety are addressed. Elicit from learners what type of visual each represents and what types of presentations they could be used in.

Extend the Activity: Ask learners to create a list of possible expressions to use with each type of visual and post (on the class wiki or on the board) for the whole class to use (e. g., expressions to use to describe a table, a flowchart, a pie chart, a line chart).

p. 147 | Body Language

Provides information about elements of body language; provides practice identifying body language during presentations and its impact on listeners

Elicit from learners elements of body language and examples of how body language can impact a listener, e.g., some gestures are distracting, or are perceived in a different way than intended. Ask learners to describe or demonstrate body language that may enhance the delivery of a presentation. Learners can discuss different examples of body language appropriate for different styles of presentations.

1 For this activity, have learners watch any three presentations. They can be live talks or presentations that they attend, or podcasts they find on the Internet. Some websites that offer podcasts of talks, lectures or speeches are TVO, CBC, university/college lecture sites, and www.ted.com (offers a variety of topics and speaking personalities). Ask learners to record their impressions of each speaker and discuss how effective their presentation styles were.

Extend the Activity: Have learners evaluate their own (or each other's) body language during presentations. (Ideally, learners' presentations could be video-recorded.) Use the same questions as in the activity.

3 Learners could post their tips on the class wiki.

p. 148 | Listening to Presentations: Note Taking

Provides note-taking strategies that can be used when listening to talks or presentations

You can begin this activity by eliciting note taking strategies and techniques learners already use, then reviewing the strategies in the text. Have learners provide examples for each of the strategies.

1 Have learners listen to the presentation about Toastmasters twice. The purpose is to focus on identifying parts of the presentation and supporting details; learners do not need to understand every word (it is not a comprehension exercise). You can circulate throughout the class and observe learners' note-taking styles. Finally, review the different techniques learners used. Elicit samples of notes from learners and compare them.

Vocabulary items you may want to explain after the first listening include: *proficiency, leadership skills, extemporaneous speaking, learning track, curriculum, constructive feedback, parliamentary procedure, in-depth, off the cuff, round robin*

Audio 5.13: Transcript

Presentation by a Toastmasters member to an adult English language class

Hi everyone, and welcome to my presentation about Toastmasters International. I think you'll find it really interesting to know that there is a place where you can learn and practise your presentation and public-speaking skills in English. Moreover, you will improve your proficiency at the same time. The place I'm talking about is a Toastmaster club, and there is probably one close to where you live.

Let me give you a quick overview of my talk. First, I'll tell you briefly about the history of Toastmasters and how the club operates. Then I'll tell you about an educational program offered by Toastmasters. Finally, I'll describe the club meetings and the roles that members take on during those meetings. Please interrupt me at any time if something interests you and you'd like more information about it, or if you have a question. So, let's begin.

Toastmasters International is a nonprofit educational organization that offers programs to help its members improve their communication, public speaking and leadership skills. Toastmasters operates through clubs all over the world. It runs communication and leadership programs designed to help men and women learn the arts of speaking, listening, and thinking. The vast majority of club meetings around the world are conducted in English. This way, non-native speakers of English can become more proficient in the language while improving their communication skills.

The organization grew out of a single club, Smedley Club Number 1, which is now known as the first Toastmasters club. It was founded by Ralph Smedley in 1924, at the YMCA in Santa Ana, California. Throughout its history, Toastmasters has served over four million people, and today the organization has over 230,000 members in 106 countries. Toastmasters International is staffed completely by volunteers (except for a paid staff of about 60 at the world headquarters).

As I mentioned earlier, Toastmasters operates through local clubs, with 20 members being a typical size. The local clubs meet on a regular basis. During meetings, members practise various skills that are useful in public speaking. These skills include giving speeches, speaking extemporaneously (without preparation), listening, and providing each other with feedback. Some clubs meet monthly, some meet twice a month, and some meet weekly. Membership is open to all people age 18 and above who want to improve their communications skills. Toastmasters even offers a Youth Leadership program, which is an eight-session program that introduces school-aged children to the art of public speaking.

Now I will tell you about the educational program offered by Toastmasters. The Toastmasters program is divided into two separate tracks – Communication and Leadership – with members progressing along each track by presenting speeches and taking on roles within their club. Toastmasters clubs apply a "learn-by-doing" philosophy, where each member learns at a pace suitable to their needs.

The heart of the Toastmasters curriculum is the communication track, which consists of speech projects, each building upon the other in skills and difficulty. The advanced projects focus on a particular aspect of communication (such as technical presentations, storytelling, or interpersonal communication).

For each project, the member prepares and delivers a speech in front of the club. Speakers are expected to limit their presentations to prescribed time limits. For most speeches, the limit is five to seven minutes. Advanced communication projects are generally between 10 and 15 minutes, although some can be as long as half an hour. After the member has given the presentation, another Toastmaster member will evaluate the presenter based on certain criteria for each project. This continual evaluation is a distinctive feature of Toastmasters. Each activity at a club is evaluated: speeches are evaluated both orally at the meeting and in the member's manual. This near-immediate feedback provides members with information on how to improve their presentation skills, and is intended to provide a positive experience for the speaker.

Audio 5.13: Transcript (continued)

Oral evaluations are also intended to help the evaluator improve his or her ability to give constructive feedback to other Toastmasters. Learning to give feedback develops many skills, including effective listening; how to motivate, encourage and support other members; and how to develop and present a short evaluation with minimal preparation.

Another track that Toastmasters teaches is the leadership skills track. When a person joins a Toastmasters club, they are given a copy of the *Competent Leadership* manual, which contains 10 projects (or assignments) they can complete by serving in various meeting roles as well as participating in or organizing club contests, membership campaigns, and PR campaigns in their club. Club meetings also give members the opportunity to learn parliamentary procedure and meeting etiquette that can be important in business and political settings.

And this brings us to the final part of my presentation, which concerns meetings and members' roles. As I mentioned before, the basis for the operation of each toastmaster club is its meetings. Each meeting, which lasts from one to two hours, has a structured format, with various members taking on different roles in the meetings. The meeting is run by a *Toastmaster of the Day*. There are three basic parts to the Toastmasters meeting: prepared speeches, Table Topics and evaluations. In the prepared speaking portion of the meeting, two, three, or sometimes four Toastmasters will give a prepared presentation or speech. "Table Topics" is an extemporaneous speaking exercise where the speaker speaks "off the cuff" – that is, the speaker responds to a question or topic that is not known beforehand. The *Table Topics Master* presents the topic and calls on an individual, and that individual has one or two minutes to respond.

The evaluation session is where feedback is provided to all members, including the speakers. The evaluation session is headed by a *General Evaluator*, who calls on individual speech evaluators to give a two- to three-minute evaluation of an earlier presentation. Some advanced clubs have a 'round robin' evaluation. In a *round robin*, after the evaluator gives an evaluation, other members are asked for additional comments on the presentation.

Each club has other roles that members take turns in. For example:

- There is a *Grammarian* who notes mispronunciations and mistakes in grammar, or word repetition (e.g. "I did … I did), sometimes called "double clutching." In some clubs, the Grammarian will also point out positive uses of language, including nice turns of phrase, clever formulations, and especially poetic or otherwise exceptional uses of language.
- There is an *Ah-Counter* who keeps track of audible pauses such as "ah," "er," "um," "well," and "you know."
- The meeting's *Timer* reports how much time each speaker, table topics responder, and evaluator took to give his or her presentation.

There are sometimes additional roles, depending on the club. For example, there may be a *Humour Master*, or *Jokemaster*, who tells a funny story or jokes; a *Wordmaster* or *Lexicologist* who presents a "word of the day" to help members increase their vocabulary; a *Listener* who asks questions after the presentations to make sure everyone was listening; and/or an *Award Presenter*, who presents awards at the end of the meeting. German clubs have introduced the *Pub Master* who is responsible for reserving a table and leading the way to a restaurant or pub for an informal meeting after the toastmaster session.

So, here I've come to the end of my talk; let me just review one more time what I was talking about. First, you heard general information about Toastmasters, including the history and the way they are organized. Then, I presented the Toastmasters educational programs. Finally, I talked about their meetings and members' roles.

Now let me ask you: Which Toastmasters activities do you find most interesting? Do you think these activities are helpful to people who want to improve their proficiency in English? Why?

2 Learners use their notes and answer questions in pairs or as a class. Replay the presentation, if needed.

Extend the Activity: Have learners search the Internet and locate the Toastmasters club closest to their home.

3 This activity can be done in the classroom (computer lab) or as an independent learning assignment. The focus is summarizing information from the presentation. It can be done as an email message or a written point form summary.

p. 149 | Grammar in Context: Adjective Clauses

Provides practice using defining and non-defining adjective clauses

Before the activity, present examples of defining and non-defining adjective clauses and elicit differences in meaning. Have learners pay attention to punctuation and pronunciation (using intonation and pausing).

1 When learners are done, they could (in pairs) exchange their sentences, identify those that have non-defining clauses, and read them out loud using pauses where the commas are.

Possible answers (N=non-defining clause; D=defining clause)

1. I am going to describe some categories that have been used to classify occupations according to skills areas. D
2. Yesterday I attended a presentation about Canadian culture that was very interesting. D
3. Linda, who is the expert on teenage behavioral problems, was the presenter at the conference. N
4. The flowchart on the right, which I am going to explain right now, demonstrates the hiring process. N
5. The listeners, who were mostly women, were very attentive. N
6. I will also address your questions, which you can ask during my presentation. N
7. The talk about various energy sources, which I attended yesterday, was very interesting. N
8. Please complete the feedback form that I gave you at the beginning of the presentation. D
9. And now let's move on to the next point of my talk, which is going to be a conclusion. N
10. The table, which you can also find in your handouts, shows the immigration statistical data over the last 10 years. N

Extend the Activity: If learners are preparing a presentation that involves describing things or people, they could write their own sentences (with defining and non-defining adjective clauses) that could be part of their presentation.

2 Have learners work in pairs. Each learner interviews a partner to get information to prepare an introduction. Ask them to write their introductions using adjective clauses and mark pausing in the non-defining ones. Then, have learners present each other to another pair of learners for peer evaluation. The same introductions can be used when learners give their presentations in the *Putting It in Practice* activity below.

p. 150 | Presentations: Putting It in Practice

Provides an opportunity to prepare and deliver a presentation in class

1 This activity provides an opportunity to demonstrate the knowledge and skills required for preparing and delivering a presentation (as do the activities *Making Comparisons* and *Describing a Process*). Have learners decide on a topic for their presentation; if needed, suggest topics based on the 12 LINC themes (see pp. 284–306 of *LINC 5–7 Curriculum Guidelines*). Allocate time for preparation in and outside of the classroom, schedule presentations and arrange for the use of equipment (e.g., computer, screen, LCD projector). Allow time for questions and feedback from classmates and designate one-on-one time for your feedback.

This task can be used for formative assessment. It relates to the CLB competencies below. The results of the assessment can help you and learners determine what still needs to be worked on. You can use the sample assessment criteria provided or develop your own based on what you have taught. Learners can use the same criteria for self-assessment.

- CLB 7-IV: Describe, compare and contrast in detail two events, jobs or procedures.
- CLB 7-IV: Tell a story, including a future scenario.
- CLB 7-IV: Describe a moderately complex process.

Sample Assessment Criteria

Holistic: ☐ Listeners can follow the presentation

Analytic: ☐ The presentation is up to 10 minutes long with visuals

☐ Uses an introduction, development and conclusion

☐ Uses explicit discourse markers and logical connectors for chronological order/sequence, comparison, cause and effect

☐ Provides detailed descriptions

☐ Uses adequate vocabulary for the topic

☐ Speaks with appropriate eye contact, body language, voice volume and rate

2 Discuss with learners what a feedback form is and when it can be used. Bring samples if learners are unfamiliar with the concept. Discuss possible formats: open-ended questions, *yes/no* questions, and statements with ratings. Have learners work in small groups or pairs to compile a list of the elements of a presentation that they want evaluated by their peers. Then have learners work on their own feedback form and exchange it with a classmate for peer correction.

Chapter 5

Managing Information | Reading

LINC 7

LINC 7 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency in reading. Included are a variety of texts such as newspaper and magazine articles, a report, public information texts and graphs. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

CLB

Instructions

CLB 8–II: Follow coherent, extended instructional directions.

Business/service texts

CLB 8–III: Locate and integrate three or four pieces of information contained in moderately complex formatted texts.

Informational texts

CLB 8–IV: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.

CLB 8–IV: Express in alternate forms verbal ideas and graphics contained in charts and graphs.

CLB 8–IV: Access/locate several pieces of information in online electronic reference sources.

ES

These activities can help to develop the following Essential Skills:

- Reading Text
- Document Use
- Computer Use
- Continuous Learning

The activities in this section focus on the following language skills:

- Using pre-reading strategies: posing questions about the text, skimming for gist, predicting the content
- Understanding the text: building vocabulary, using context clues, paraphrasing, identifying main ideas and supporting details, understanding the structure of the text, distinguishing facts from opinions
- Interpreting the text: making inferences, identifying the writer's purpose, drawing conclusions, summarizing and paraphrasing
- Responding to the text: discussing issues in the text, articulating differences in points of view, values and assumptions between writer and reader

Introduction to Reading 167
Vocabulary-building Strategies 168
Comprehension Strategies 171

News Articles

Low-level Workplace Conflict Not Something You Can Ignore.....172
If We Are Going to Talk Citizenship, Let's Have a Principled Debate.....178

Public Information Texts

Census Snapshot of Canada – Families 184
Accessing Information Online: Service Ontario Website.....190

Instructor Notes 193

Introduction to Reading

1 **Interview a partner using the following questions.**

1. Do you read mostly for pleasure, or to find information?
2. What do you read most often?
3. Do you read mostly from print materials, or from online sources?
4. What strategies do you use when you come across unfamiliar words in a text?
5. Can you read an article quickly (in English)? What strategies do you use to read quickly?
6. If a text is difficult for you to understand, how do you improve your understanding?

Did you know ...

taht aoccdrnig to a rscheearch sutdy dnoe by Cmabrigde Uinervtisy, it deosn't mttaer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a ttoal mses and you can sitll raed it wouthit any porbelms. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Vocabulary-building Strategies

Building vocabulary is a goal for many second-language learners. Using a dictionary and a thesaurus is one way to help you improve your vocabulary. Here are a few other strategies:

- **Using context clues:** Research shows that the vast majority of words are learned from context. When you come across a word you do not understand, first try to understand it based on context. What is the text about? What do the words around the unknown word(s) mean?
- **Knowing word roots:** At least half of the words in the English language are derived from Greek and Latin roots. Knowing these roots helps us to grasp the meaning of words, e.g., *astronomy* and *astrology* come from the Greek root *aster* or *astr*, which means *star*.
- **Understanding prefixes and suffixes:** Knowing the Greek and Latin roots of prefixes and suffixes (beginning and endings attached to words) can also help determine the meaning or usage of words. For example, *ante*, *fore*, *pre*, and *pro* (*antecedent*, *forecast*, *precede*, *prologue*) are all prefixes that mean before. Different suffixes also have different meanings. For example, the suffix *ism* changes an adjective to a noun and means a belief or doctrine (*socialism*, *fundamentalism*).
- **Recognizing parts of speech:** Knowing whether a word is a verb, noun, preposition, adjective, or something else will help you determine its meaning. Suffixes frequently determine a word's function within a sentence. For example, by adding the right suffix, the noun *nation* can become an adjective (*national*), adverb (*nationally*), or verb (*nationalize*).

1 **Search the Internet for examples of common prefixes and suffixes. Complete the chart below.**

Possible search term: *suffix and prefix meanings*

Prefixes

Prefix	Meaning	Examples

Suffixes

Suffix	Meaning	Examples

The most common strategy for figuring out the meaning of an unfamiliar word is to use context clues. Context clues refer to the text that surrounds an unfamiliar word and can help us to figure out its meaning. There are different kinds of context clues, such as:

- An explanation, usually given just before or just after the unfamiliar word.
  The summer solstice – the day when the sun is at its northernmost point – is on June 21 in the Northern Hemisphere.
- An example, usually given after the phrase *such as, for example, including*, or after a dash.
  The store sells precious gems, such as diamonds and rubies.
- A synonym or synonym phrase near the unfamiliar word, sometimes after the word *or* or *and*.
  Her long illness left her feeble and without the energy to work.
- An antonym near the unfamiliar word. An antonym has the opposite meaning.
  Those twins are so different – one is boisterous and the other is quiet.

2 **Use context clues to define the underlined word in the sentences below. Circle the clue. Be prepared to discuss what type of clue you used to define the word.**

1. Those twins are so different – one is boisterous and the other is quiet.
   I think it means: loud
   Context clue: The writer compared the word to its opposite (antonym).

2. She is so narcissistic – always looking at herself in the mirror, checking her hair, making sure her make-up is perfect.
   I think it means: _____
   Context clue: _____

3. Some ski resorts use a snow cat (an enclosed vehicle with caterpillar tracks) to clear the trails.
   I think it means: _____
   Context clue: _____

4. Her response was terse and to the point.
   I think it means: _____
   Context clue: _____

5. The forest has a lot of coniferous trees, including pines and cedars.
   I think it means: _____
   Context clue: _____

3 **Search the Internet for tips and practice activities on using context clues. Choose your favourite webpage and share with the class.**

Possible search term: *using context clues*

The Athabasca Oil Sands

The Athabasca Oil Sands are large deposits of bitumen, located in northeastern Alberta, Canada – roughly centered around the boomtown of Fort McMurray. These oil sands consist of a mixture of crude bitumen (a semi-solid form of crude oil), silica sand, clay minerals and water. The Athabasca deposit is the largest reservoir of crude bitumen in the world and the largest of three major oil sands deposits in Alberta, along with the nearby Peace River and Cold Lake deposits. Together, these oil sand deposits lie under 141,000 square kilometres (54,000 sq mi) of sparsely populated boreal forest and muskeg (peat bogs), and contain about 1.7 trillion barrels ($270x10^9$ m^3) of bitumen in-place, comparable in magnitude to the world's total proven reserves of conventional petroleum.

With modern non-conventional oil production technology, at least 10 per cent of these deposits, or about 170 billion barrels ($27x10^9$ m^3), were considered to be economically recoverable at 2006 prices, making Canada's total oil reserves the second largest in the world after Saudi Arabia's. The Athabasca deposit is the only large oil sands reservoir in the world that is suitable for large-scale surface mining, although most of it can only be produced using more recently developed in-situ technology.

Adapted from: *Wikipedia http://en.wikipedia.org/wiki/Athabasca_Oil_Sands Accessed June 22, 2009*

4 **Read the article above and list unfamiliar words (four have already been listed). Decide which vocabulary-building strategy you could use to understand the meanings of those words. Complete the table. Then add three more words that are new to you.**

New word(s)	Vocabulary-building strategy	Meaning
1. bitumen	definition given in the text	a semi-solid form of crude oil
2. sparsely (populated)	could infer meaning from the context	thinly (populated); few people living in the area
3. magnitude		
4. recoverable		
5.		
6.		
7.		
8.		
9.		
10.		

Comprehension Strategies

Reading comprehension is much more than understanding the words in a text. It involves understanding the purpose of the text, the structure of the text and the ideas the author presents to fulfill the text's purpose. There are many strategies you can use to help monitor and deepen an understanding of a text. For example:

- **Asking questions about the text:** This involves asking and answering your own questions and is done before, during and after reading. You can begin by skimming a text to get the gist of it, then pose questions about what you want to know. You can then answer the questions while reading the text more carefully. A careful reading may also result in additional questions. Answering these will further deeper your understanding of the text.
- **Identifying the main ideas of the text:** This involves understanding the purpose of the text (e.g., to entertain, inform, state a position, tell a story) and identifying the main ideas and details that support each idea. The main idea is often (but not always) stated in the first sentence of each paragraph, followed by details that support it. You can use a chart to map out the main ideas and skip the terms and details that support them.
- **Paraphrasing:** Paraphrasing involves rewording a small portion of a text in one's own words. To do this effectively, you need to identify logical connections between sentences or their parts and recognize pronoun references. You may also need to make inferences.
- **Summarizing and retelling the text:** Summarizing involves understanding and remembering the gist of a text and reducing it (orally or in writing) to its main points.

Presentation

1 **Search the Internet for information about one of the comprehension strategies mentioned above.**

Possible search terms: *reading comprehension strategies; paraphrasing; summarizing; note taking*

- Choose one webpage that demonstrates to you a clear explanation of the reading strategy.
- Share this explanation with the class and explain what you liked about it.
- Demonstrate the strategy using a text of your choice.
- Guide your classmates in practising it. Discuss what the choice of strategies depends on (e.g., type of text, length, topic).
- Answer questions from your classmates.

Low-Level Workplace Conflict Not Something You Can Ignore

Pre-Reading

1 **Discuss the following questions.**

1. Have you ever been in a situation where you experienced or witnessed workplace conflict? Describe it: who was involved, what it was about, and how it was resolved.
2. Can you think of some ways to avoid workplace conflict?

2 **In a small group, discuss the following statements. For each statement, decide if you think it is true or false and give reasons. Then read the article on the next page and determine which are true according to the article.**

1.	Conflict in the workplace is unavoidable.	**T**	**F**
2.	Managers spend the majority of their time dealing with conflict.	**T**	**F**
3.	Most people quit their jobs because of the people they work with.	**T**	**F**
4.	Employees often experience conflict when they first start a new job.	**T**	**F**
5.	Workplace conflict is usually due to personality clashes.	**T**	**F**
6.	It is best not to address minor conflicts, as they will probably just sort themselves out.	**T**	**F**
7.	Some workplace conflict is the result of people not fitting in because of cultural differences.	**T**	**F**
8.	Workplace conflict can result in financial costs for the organization.	**T**	**F**
9.	Calling on outside experts is the best way to deal with workplace conflict.	**T**	**F**
10.	Conflict can lead to human rights or workplace policy violations.	**T**	**F**

Reading

LOW-LEVEL WORKPLACE CONFLICT NOT SOMETHING YOU CAN IGNORE

by Mary Anne Gorman

John has recently joined the XYZ Company. He comes with an impressive set of qualifications and glowing references. Shortly after his arrival, his supervisor, Molly, notices that John is being isolated from his work team. She sees that when he makes a point during team meetings, his co-workers roll their eyes. Some even wheel their chairs around to face the wall when he is talking. She's also heard the team gossiping around the water cooler about how John thinks he's too good to keep the same hours they do. They make it a practice to come in half an hour early each day, whereas John prefers to arrive at the official start time.

Molly asks herself whether she should intervene, but decides it's best to leave well enough alone and let the group work things out for themselves. However, a few weeks later, she is saddened to find John's letter of resignation on her desk.

The Costs of Conflict

Molly's experience illustrates what can happen when low-level conflict is allowed to fester in the workplace. It also points to the crux of many workplace conflicts – a lack of understanding of the unwritten rules and values in the work environment.

"If a new employee's behaviour violates an organization's unwritten rules, it creates conflict for everyone concerned. Unless the behaviour is addressed early on, it can escalate and lead to lost productivity, absenteeism and other unwanted costs to the organization," says Judy Brooks, managing director of ProActive ReSolutions, an international company with an Edmonton branch dedicated to preventing and managing workplace violence.

"Ninety per cent of people quit not because of the work but because of the people at work," Brooks says. She cites some other statistics that may surprise aspiring managers."Managers spend about 50 per cent of their time dealing with conflict. For senior managers who deal with cases that go to litigation, the figure rises to 75 per cent."

If workplace conflict goes unchecked, a valued employee like John may quit. Or an employer may be forced to let an employee go. The loss of the employee's contributions and the lowered staff morale that often come with reduced productivity are only the half of it. There are also extra costs for recruiting, hiring and training a successor. And as Brooks reminds us, employee retention is already a great challenge in the current Alberta economy.

How Conflict Can Spiral out of Control

Conflict that may at first appear trivial has the potential to cause even more serious issues than staff turnover and lost productivity. It can lead to undesirable behavior such as violations of workplace policy, human rights legislation and even criminal law.

"We can rip the headlines from the newspapers to see just where conflict in an organization can lead," says Heather Gray, who heads up the Edmonton-based TAMA (Threat Assessment and Management Associates). And, she notes, recent changes to the legislation hold all company stakeholders accountable – from supervisors to chief executives – when a violent event occurs in the workplace.

Conflict Management Strategies

Early identification of conflict at work is the first step in managing it, advises Charmaine Hammond, president of Hammond Mediation and Consulting Group (Sherwood Park). Hammond trains workers and managers to watch for indicators of conflict and stress, such as strained relationships and communication or changes in hygiene, performance and appearance. She also promotes effective communication skills as a means of addressing conflict early on.

(continued)

"People must have the confidence to initiate dialogue – the sooner the better, even if it's uncomfortable. When communication becomes strained we start to make assumptions about what people think, want or need. If the assumptions are inaccurate, things become even more constrained. What's exciting is that when people can talk in a safe, respectful manner, sharing common interests or concerns, they often come away with an enhanced relationship. Supervisors should not shy away from this."

Supervisors are well advised to start with the least intrusive approach, for example, a private conversation with the individuals involved. Sources of conflict are not always what they seem. It is all too easy to attribute conflict to personality clashes. But, says threat specialist Gray, "I don't believe there is such a thing as a personality conflict. When we go to the very core, we are talking about a conflict in values."

As well, supervisors may wish to consult with HR and, depending on the nature of the conflict, call in an external expert skilled in conflict management. In Alberta, employers can access a broad spectrum of skills training and mediation assistance, some of which are offered at little or no cost.

Employers need to work at creating an environment of zero tolerance for abuse. They need supportive policies and procedures that cover workplace behaviour, and procedures for reviewing and reporting policy abuse. "If employees feel safe and respected, and if those values and behaviours are modeled by management, employees are more likely to be happy and productive," Hammond says.

We don't get to choose who we work with. When you put together a group of individuals with different personalities and different values, the potential for conflict is always present. What is hilariously presented in the zany TV sitcom, "The Office," is in reality no laughing matter. "Even seemingly minor conflicts may not seem 'low-level' to the people involved," says Gray. "Such issues, when combined with stresses in their personal lives, can be seriously detrimental to a worker's mental and physical health." Creating a respectful working environment, learning to recognize the early warning signs of conflict, initiating conversations and consulting with the experts will all help to manage low-level conflict before it's too late.

Source: *re-printed with permission from Occupational Health and Safety Magazine, Volume 31, No. 1, January 2008.*
Article written by Mary Anne Gorman

Vocabulary Building

3 **Write the correct letter on each line to match the words from the text with their meanings. If needed, check your answers in a dictionary.**

1. ____ litigation	a. the process of bringing about agreement between parties in a dispute
2. ____ detrimental	b. the ability to hold or keep
3. ____ mediation	c. legal proceedings
4. ____ assumption	d. possible to happen
5. ____ initiate	e. the act of accepting something as truth without proof
6. ____ retention	f. to cause to begin
7. ____ potential	g. damaging; harmful

4 **In the article, find verbs and phrases that relate to conflict situations. Put these words in the appropriate category.**

Conflict Situation	Conflict Resolution
Example: be isolated	1.
1.	2.
2.	3.
3.	4.

5 **Choose the meaning that best describes the following terms from the article.**

1. The word "fester" (par. 3) means:
   a) to worsen b) to be sore c) to encourage
2. From the reading, recruiting, hiring and training (par. 6) are examples of:
   a) employment costs b) employee benefits c) workplace conflict
3. Lost productivity, staff turnover and undesirable behaviour (par. 7) are the result of:
   a) low wages b) poor management c) unchecked workplace conflict
4. The phrase "zero tolerance" (par. 13) means:
   a) no acceptance b) no legislation c) non-existence
5. The term "low-level" (par. 14) means:
   a) insignificant b) at sea level c) soft
6. In your own words, explain what the following expressions mean. Use the article for context clues:
   - to leave well enough alone (par. 2)
   - to work things out for themselves (par. 2)
   - to point to the crux (par. 3)
   - to go unchecked (par. 6)
   - to hold accountable (par. 8)
   - to go to the very core of something (par. 11)
   - no laughing matter (par. 14)

Comprehension

6 **In your own words, express the same idea as this sentence in paragraph 10: *When communication becomes strained, we start to make assumptions about what people think, want or need. If the assumptions are inaccurate, things become even more constrained.***

7 **Answer the following questions with information from the article.**

1. What were the signs of the conflict between John and his co-workers?
2. What are some of the causes of workplace conflict?
3. What are the possible consequences of unchecked conflict at work? Underline the specific expressions or words used in the text.
4. Who is ultimately responsible for an escalation of workplace conflict?
5. What are common indicators of conflict and stress?
6. How can conflict be managed early on?
7. What steps can managers take when resolving a conflict?
8. How can employers ensure that the work environment is not conducive to conflict?

8 **Read the article again. Take notes of the main ideas for each of the headings below. From your notes, write a summary of the article.**

The Costs of Conflict

How Conflict Can Spiral out of Control

Conflict Management Strategies

Presentation

9 **Search the Internet for information about preventing and managing workplace conflict. Take notes on the most important information. In small groups, take turns presenting the information you found.**

Possible search terms: *preventing workplace conflict; managing workplace conflict*

Grammar Focus

We use conditional sentences to express unreal ideas in the past. For example:

If John had been accepted by his co-workers, he wouldn't have quit. (Unreal: John hadn't been accepted by his co-workers.)

Sometimes, the *if* is deleted and *had* is inverted:

Had John been accepted by his co-workers, he wouldn't have quit.

We can also express the unreal past using modals like *could have, might have, should have* + past participle. For example:

Molly could have reacted to the situation at the very beginning. (Unreal: She didn't.)

She should have tried to mediate the conflict. She shouldn't have made assumptions.

10 **Work in a group. Discuss the following questions and use the unreal conditionals in your response.**

1. What could John have done to avoid the conflict situation?
2. What could the supervisor have done to make sure John was not rejected by the group?
3. What could any of the co-workers have done to prevent the situation from escalating?
4. What should John have done instead of quitting?

11 **Work with a partner. Recall John's experience at XYZ Company. After John left the company, Molly wants to discuss the situation with a colleague. Create a conversation in which Molly describes the situation and her colleague responds. Write sentences describing what she could have, would have, should/shouldn't have done. Present your conversation to the class.**

If We Are Going to Talk Citizenship, Let's Have a Principled Debate

Pre-Reading

1 **Before reading the article, discuss the following questions.**

1. According to Canadian law, who is a Canadian citizen?
2. What are the requirements for obtaining Canadian citizenship?

If you have difficulty answering questions 1 and 2, search the Internet for the answers.

3. Read the title of the article. In which section of a newspaper would you find this article?
4. In your opinion, what should the debate (mentioned in the title) be about? Who should participate in it? What does the word "principled" refer to?

Reading

Background

In 2006, a war in the Middle East threatened the safety of many Canadian citizens who were living in Lebanon. Canada, like other countries, helped its citizens evacuate from Lebanon. News reports pointed out that some evacuees had never lived in Canada or had weak ties to this country. The evacuation sparked debate about the value of Canadian citizenship and accompanying rights and responsibilities, both for the government and Canadian citizens. The article below discusses some of these issues in greater depth.

If We Are Going To Talk Citizenship, Let's Have a Principled Debate

Adapted with permission from an article by Natalie Brender, first printed on April 8, 2009

On April 17, 2009 a new law comes into effect changing the rules of citizenship. From that date on, when foreign-born Canadians have children born abroad, those children cannot inherit Canadian citizenship. Under the current rules, such children do receive citizenship and retain it as adults – even if they've never stepped foot in this country – by showing knowledge of Canada and the ability to speak English or French.

The new law stems from the 2006 evacuation of 15,000 Canadian citizens from war in Lebanon, many of whom subsequently returned to Lebanon. At the time, the federal government condemned so-called citizens of convenience who use Canadian citizenship as protection against turmoil in their home countries. The new law ensures that only one generation of emigrant Canadians will gain such "conveniences" in the future.

(continued)

It seems this is not the only citizenship reform being considered. The Citizenship and Immigration Minister recently made comments suggesting that further steps be taken to make Canadian citizenship more difficult to obtain.

At an event in Alberta last month, the Minister was asked about "birth tourists," who come to Canada to have their children so they can acquire citizenship. He said his department is considering how to prevent such people from abusing our generosity. He mentioned the estimated quarter of a million Canadian citizens living in Hong Kong and the 50,000 or more in Lebanon – and the current right of these citizens' great-grandchildren to become Canadian citizens – as further evidence of abuse. In another recent speech, he suggested there be tighter enforcement of the existing rule that immigrants be able to speak an official language before being granted citizenship.

There are reasons to think Canada ought to change its citizenship policies in an age of accelerated global travel and migration – and lots of reasons for caution, too. A principled public discussion of the value and purpose of Canadian citizenship has yet to take place.

What would such a discussion look like? It would begin by acknowledging that many Canadians, native-born and immigrants alike, see our citizenship as instrumentally valuable in a world of porous borders: it brings rights of entry, protection abroad and other social benefits. If this sounds opportunistic, the fact is that opportunism abounds on both sides. Successive governments have wooed talented and wealthy immigrants to choose Canada by offering easy access to citizenship's benefits. The bargain has been overwhelmingly successful for Canada, economically and socially. The presence of Canadian citizens abroad also helps Canada through the bilateral economic activity they generate, their nation-building efforts in developing countries and their informal status as goodwill ambassadors.

From this instrumental perspective (i.e., judging how citizenship rules benefit Canada and its people over the long term), the new law may seem unjust and unwise. As immigrant advocates have noted, it renders foreign-born Canadians unequal to native-born ones in the capacity to pass citizenship to children born while parents are studying or working abroad. It is arguably a law unsuited to an age in which citizens often temporarily live abroad without losing ties to home.

From a stakeholder perspective, however, it may be that a healthy Canadian democracy does demand tighter citizenship rules. Migration scholar Rainer Bauboeck has proposed that democracies adopt a "stakeholder citizenship" criterion to define which people, regardless of where they live, have ongoing substantive ties to a country.

This perspective suggests that with citizenship come significant responsibilities as well as rights. It implies that conferring citizenship on extended generations born abroad, or to children born to parents temporarily in the country, works against the goal of ensuring that only those with a substantial interest in Canada's well-being can make use of the benefits of citizenship.

But it isn't an either-or choice: citizenship has both instrumental and intrinsic value for Canada and its people. That's why debates about citizenship law should be fraught with complexity – and why they do need to take place. When the government introduces further changes, it owes Canadians an account of the goals and values it aims to advance. Federal legislators must ensure that a full and principled debate on these topics happens before further citizenship laws are passed.

Vocabulary Building

2 **The sentences below contain words from the article. Try to use context clues from the article to guess the meaning of each underlined word. Then replace the underlined words with synonyms and rewrite the sentences using the synonyms. (You may need to change the grammatical structure for some sentences.)**

1. They have never stepped foot in this country. (par. 1)
2. The new law stems from the evacuation of Canadian citizens from Lebanon in 2006. (par. 2)
3. Having been rescued by the Canadian government, many Canadian citizens subsequently returned to Lebanon. (par. 2)
4. Successive governments have wooed talented and wealthy immigrants to choose Canada. (par. 6)
5. The bargain has been overwhelmingly successful for Canada. (par. 6)
6. Many Canadians, native-born and immigrant alike, see our citizenship as valuable. (par. 6)
7. Our citizenship is valuable in a world of porous borders. (par. 6)
8. The new law renders foreign-born Canadians unequal to native-born ones. (par. 7)
9. Conferring citizenship on extended generations born abroad works against some goals. (par. 9)
10. Debates about citizenship law should be fraught with complexity. (par. 10)

3 **The following expressions/phrases come from the article. In your own words, explain what they mean using the context of the text. You can use different grammar structures as long as the meaning expressed in the sentence remains the same.**

1. *Opportunism abounds on both sides* (par. 6) means …
2. … *live abroad without losing ties to home* (par. 7) means …
3. *This perspective suggests that with citizenship come significant responsibilities as well as rights* (par. 9) means …
4. *It (the government) owes Canadians an account of the goals and values* (par. 10) means that the government should …
5. … *Debates about citizenship law should be fraught with complexity (par. 10)* … means …

Grammar Focus

To express emphasis or importance, you can use the following structures:

- **Emphatic *do*:** used before the main verb in the base form to make the expression or feeling stronger. For example: *We did make sure that all the issues were discussed publicly. I do believe we can meet the deadline.*
- **Subjunctive mode:** used after certain words to express the idea that something is necessary, urgent or important. The verbs and adjectives followed by subjunctive include *propose, suggest, recommend, insist, demand, it is essential, it is important, it is urgent, it is crucial*, etc. For example: *It is essential that these issues be debated.*

4 **In the text, the author uses different ways to express importance or emphasis. Among them are the emphatic *do* and the subjunctive mode. Find examples of these structures in the article. Then, using those structures, write sentences expressing your opinion about issues related to citizenship.**

Emphatic *do*

1. _____

2. _____

Subjunctive mode

1. _____

2. _____

3. _____

Comprehension

5 **Circle True or False for each statement below. Then check your answers in the first part of the article (par. 1–5).**

1. The April 2009 changes to the citizenship law affect all foreign-born Canadians who have children. **T F**
2. The new law ensures only one generation of emigrant Canadians has access to the benefits of Canadian citizenship. **T F**
3. The large number of Canadian citizens living permanently abroad was not a factor in the government's decision to make a new law. **T F**
4. The present government (in the article) is considering further changes to the citizenship law. **T F**
5. There may be reasons for changing the citizenship law in a time of increased migration and global travel. **T F**

6 **How carefully do you pay attention to the details in a text? Answer the questions below and then find the answers in the first part of the article (par 1–5).**

1. When did the new citizenship law take effect?
2. When did the war in Lebanon take place?
3. How many Canadian citizens are currently living in Hong Kong?
4. On what occasion did the Minister talk about *birth tourists*?
5. Who are *birth tourists*?
6. What does the term *citizen of convenience* mean?

7 **Read the second part of the article (paragraphs 6–10). Each sentence below summarizes one of those paragraphs. Number the sentences below corresponding to the correct paragraph.**

Paragraph number	Paragraph summary
____	One of the goals of citizenship law should be to ensure that people who enjoy the benefits of citizenship also have responsibilities to Canada.
____	Canada has benefited greatly by granting citizenship to talented and wealthy immigrants who have helped to shape Canadian society.
____	Before the government introduces further changes to the citizenship law, it should openly discuss the goals and values it wants to promote.
____	Perhaps tighter citizenship rules are needed to maintain a healthy Canadian democracy.
____	The new law treats foreign-born Canadians who give birth to children while they are living outside of Canada differently than native-born Canadians.

8 **Read the article again, and answer the following questions.**

1. In the article, the author uses different terms for Canadian citizens. What are they? Which of them have a negative connotation?
2. In the article, the author presents the views (on citizenship) of the government of that time. What are these views? Find them in the text.
3. When the Minister says … *his department is considering how to prevent such people from abusing our generosity* …, what generosity does he refer to?

4. Why does the author think citizenship policy needs a debate?
5. Do you think the author of the article supports the government's view on the citizenship issue? How do you know this?
6. According to the article, what is an instrumental perspective on citizenship?
7. What benefits of easy access to citizenship are listed in the article?
8. What are the disadvantages of the new law?
9. Quoting a migration scholar, the author suggests considering *stakeholder citizenship* a criterion in the discussion. Who are the stakeholders that she is referring to?
10. Why should the debate on citizenship be such a complex one?

9 **Write a two-paragraph summary of the main ideas presented in the article. Your summary could include:**

- background information
- arguments for the change to the citizenship law
- expression of the need for a debate on the issue
- two perspectives on the issue of the citizenship
- suggestions on what needs to be done

Giving Opinions

10 **Discuss the questions below.**

1. What is your opinion on the new citizenship law?
2. Do you think the requirements for obtaining Canadian citizenship are too strict, not strict enough or about right? Why?
3. What requirements for Canadian citizenship do you think potential citizens should meet?
4. Canada allows dual citizenship. How do you think it benefits our country and its citizens? What are some pros and cons of dual citizenship?

11 **Work in small groups. Write an opinion statement expressing your view on the new citizenship law. Post it on a class blog or wiki; have other classmates respond to it.**

Census Snapshot of Canada – Families

Pre-Reading

1 **Work in a group and discuss the following questions.**

1. How do you define "family"?
2. Describe trends you think are happening in Canada or worldwide in the structure of families.
3. What factors do you think contribute to these trends?
4. Every five years, Statistics Canada collects information about Canada's population (through the census) and makes the information public. What are the benefits and potential uses of this information?

2 **Read the statements below about Canadian families. Decide whether or not you think they are true. Then read the following article and check your answers.**

1.	Most families include couples that are married.	**T**	**F**
2.	The number of common-law couples is increasing.	**T**	**F**
3.	About half of all families are headed by a single parent.	**T**	**F**
4.	Single-parent (also called lone-parent) families headed by women are among the poorest in Canada.	**T**	**F**
5.	The number of single parent families headed by men is increasing.	**T**	**F**
6.	A large percentage of people in Canada live alone.	**T**	**F**
7.	The number of young adults living at home is increasing.	**T**	**F**
8.	In Canada, there are more couples with children than without children.	**T**	**F**
9.	Same-sex marriage is legal in Canada.	**T**	**F**
10.	The number of same-sex couples is decreasing.	**T**	**F**

Reading

CENSUS SNAPSHOT OF CANADA – FAMILIES

Data from the 2006 Census indicate that the large majority (84%) of the population still live in census families composed of a married or common-law couple with or without children, or a lone parent living with at least one child in the same dwelling. According to the census, 11% live alone and 5% live with others (including relatives and non-relatives). The characteristics of families in Canada continue to change as growth between 2001 and 2006 varied by family structure. Overall, families grew in number by 6% over this period, but common-law couple families grew by 19%, lone-parent families by 8% and married couple families grew by 4%.

(continued)

Still, in 2006, married-couple families made up 69% of all families in Canada, while common-law couples and lone parents each represented 16% of all families. In comparison, two decades ago, common-law-couple families accounted for only 7% of all census families and lone-parent families made up 13%.

Common-law couples account for a particularly large share of all families in Quebec. In 2006, 29% of all families in Quebec were common-law-couples whereas in the remaining provinces the figure ranged from 14% in New Brunswick to just 10% in both Ontario and Prince Edward Island. As a result, Quebec accounted for 44% of all common-law-couple families in Canada in 2006.

Common-law couples also make up a higher share of all family units in the three territories. In fact, in 2006, over one in four families in the Yukon, Northwest Territories and Nunavut were headed by a couple living in a common-law relationship. At the same time, lone-parent families also constitute a relatively large share of families in the territories. That year, almost one in four (23%) of all families in the territories were headed by a lone parent. In contrast, the share of all families headed by a lone parent was fairly close to the national rate in all ten provinces, with the figure ranging from 17% in Nova Scotia, Quebec and Manitoba to 14% in Alberta.

Growth among lone-parent families headed by men exceeded that for such families headed by women. Between 2001 and 2006, for example, the number of male-headed lone-parent families increased by 15%, compared with just 6% among those headed by women. In 2006, women still made up the large majority (80%) of lone parents in Canada. That year, there were a total of 1.1 million female-headed lone-parent families in Canada, which have historically been among the most economically disadvantaged families in the country. While the overall growth rate in the number of lone-parent families has moderated in the past decade, these families continue to account for a relatively large share of all children in Canada. For example, 18% of all children under age 15 lived with a lone parent.

For the first time, Canada had more couples without children than with children. In 2006, 41% of families were couple families who had children while 43% of families were couple families without children. The latter includes couples whose children have left the home, an increasing trend with the aging baby-boom generation. Twenty years earlier, 52% of families were couples with children.

With the rapid increase in common-law couple families, a growing proportion of children under age 15 lived with common-law parents. In 2006, 15% of children under age 15 who lived in private households lived with common-law parents, up from 5% twenty years earlier. In 2006, the majority of children (66%) still lived with married parents while 18% lived with a lone parent. The latest census also confirmed the long-term trend for young adults to either remain in, or return to, the parental home. In fact, in 2006, 44% of all young adults aged 20 to 29 were living in their parental home, up from 41% in 2001 and 32% in 1986.

Data from the latest census also showed a substantial rise in the number of same-sex couples in Canada. In 2006, there were just over 45,000 same-sex couples in Canada, up 33% from 2001. This was over five times the growth rate of opposite-sex couples, the number of which rose by 6% in the same period. That year, same-sex couples made up just under 1% of all Canadian families, a figure comparable with other industrialized nations which collect such data. As well, just under half of all same-sex couples in Canada lived in the census metropolitan areas of Toronto (21%), Montréal (18%), and Vancouver (10%).

The 2006 census also counted same-sex married couples for the first time, reflecting the legalization of same-sex marriages for all of Canada as of July 2005. Overall, 17% of same-sex couples were married couples.

Source: *Statistics Canada, Canadian Social Trends: www.statcan.gc.ca/pub/11-008-x/2007006/article/10380-eng.htm. Extracted June2009.*
Canadian Social Trends is a Statistics Canada publication that highlights some of the key trends observed in data released from the census.

Vocabulary Building

3 **Match the following words from the text with their meanings. Check your answers with a dictionary.**

1.	____ demographic	a.	to make up; form
2.	____ status	b.	a part or a share
3.	____ dwelling	c.	to become less extreme
4.	____ to constitute	d.	residence
5.	____ baby-boom generation	e.	very large
6.	____ legalization	f.	referring to population statistics
7.	____ substantial	g.	people born during the years 1946–1964
8.	____ to moderate	h.	someone's legal position or category
9.	____ to exceed	i.	making an activity legal by introducing or changing a law that governs it
10.	____ proportion	j.	to go beyond; surpass

Comprehension

4 **For each of the following questions, circle the correct answer.**

1. According to the article, the 2006 Canadian Census shows the least growth in the number of:
   a. lone-parent families
   b. common-law couple families
   c. married-couple families
2. The word *trends* in the first paragraph is closest in meaning to:
   a. styles
   b. tendency
   c. movement
3. Common-law couples make up a higher share of all family units in all areas of Canada EXCEPT:
   a. Nunavut
   b. Prince Edward Island
   c. Quebec

4. The word *snapshot* in the title of the article refers to:
   a. a photograph of the census
   b. a detailed summary
   c. a brief overview

5. What is paragraph 5 mainly about?
   a. trends in lone-parent families
   b. lone-parent families headed by men
   c. lone-parent families headed by women

6. The census shows that:
   a. most people still live in families
   b. the majority of families are common-law
   c. the majority of children under 15 live in households with common-law parents

7. The phrase *these families* in paragraph 5 (line 7) refers to:
   a. lone-parent families headed by men
   b. economically disadvantaged families
   c. lone-parent families

8. The word *private* in paragraph 7 is closest in meaning to:
   a. quiet
   b. not supported by government funding
   c. individual

5 **Read the report again, paying attention to key information in each paragraph. Write a summary of trends relating to the following demographic groups. Compare your conclusions with a partner.**

- families in general
- common-law couples
- lone-parent families
- children in families
- same-sex couples

Giving Opinions

6 **Discuss the following questions about issues presented in the article.**

1. Did anything in the results of the census surprise you? Why?
2. Why do you think there has been an increase in the number of people living alone?
3. Why are there now more families without children than with children?
4. What are the implications for society when there are many lone-parent families?
5. Which family trends described in the article will continue? Why?
6. How is the overview of the Canadian family different from that of the family in your country of origin? What do you think causes these differences?

Presentation

7 **Create and give a presentation (using PowerPoint, if possible) about trends relating to Canadian families.**

Use the Statistics Canada website to research information for your presentation. On the homepage, select *Summary Tables*, then click on *Subject* and select *Families, household and housing*. Choose a topic from the list.

For your presentation you will need:

- an outline
- visuals, including graphs, charts, or tables
- handouts with highlights of information
- a feedback form for your audience

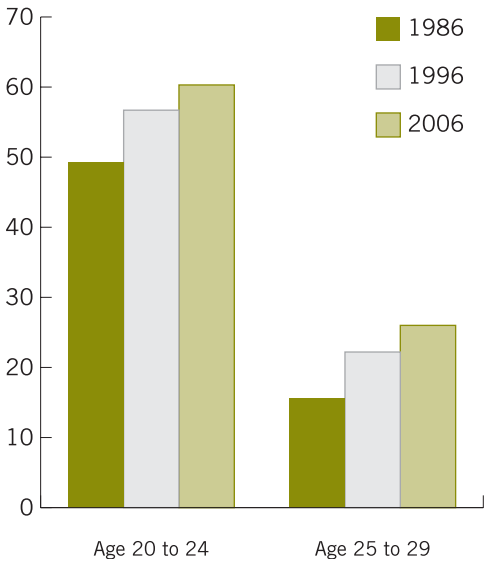
In your talk, analyze the selected data and explore the following questions:

- What conclusions can you draw from the data?
- What factors do you think have contributed to these trends?
- Do you think these trends will continue? Why?
- What do you think the implications will be for Canadian society?

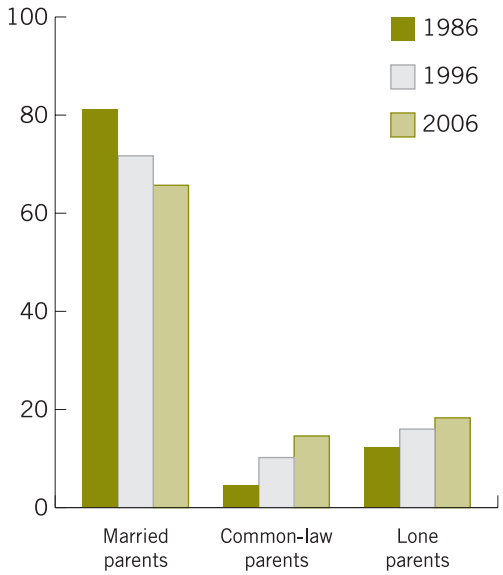
Reading Charts

8 **Work with a partner and explain the charts by describing what the columns represent and the changes that have occurred over the 20-year period (1996–2006). How does this information compare to families in your country of origin? Write a paragraph describing the trends indicated in each chart.**

% living with parents



% of children under age 15 living with parents



Source: *Statistics Canada: www.statcan.gc.ca/pub/11-008-x/2007006/c-g/10380/4169348-eng.htm. Charts extracted June 2, 2009.*

9 **Conduct a survey on families in your class or LINC center. After you decide on your survey questions, you can use an online survey tool (e.g., surveymonkey) to create the questionnaire and invite learners to complete it online. You can also select a different topic.**

Follow the steps below.

- As a class, decide on the purpose of your survey: What do you want to find out?
- In small groups, brainstorm a list of possible questions, select those you want to use on your questionnaire, and post them on chart paper on the class wall.
- As a class, select the best questions from those posted.
- Have one person create the survey on the online survey tool and invite others to complete it.
- Analyze the compiled information.
- Write a report and use a visual (such as a table or graph) to illustrate your findings.

Accessing Information Online: Service Ontario Website

The Internet is a huge source of information, but finding specific information when you need it can be a challenge. Limiting an Internet search through the use of appropriate search terms is essential to finding information quickly. Another strategy for finding specific information is using a web portal. A web portal acts as a familiar entrance into information on the World Wide Web that is related to a particular area of interest. For example, the Aboriginal Canada portal provides information and links to the resources, government programs and services that are related to Aboriginal peoples in Canada. Service Canada is another example of a web portal, providing information about services for Canadians. Yet another example is Service Ontario.

Service Ontario (www.serviceontario.ca)

Service Ontario provides information about services and programs offered by the Ontario government. It is important to be able to scan the homepage of the website quickly to find links to the information you need.

The website includes links to information for residents and businesses on a wide range of topics, such as:

- arts and culture
- driving and transit
- economy
- education and training
- employment
- government
- health
- home and community
- law and safety
- money and taxes
- rural and northi
- travel and tourism
- your business

Presentation

1 **Find information for newcomers on the Service Ontario website. On the home page, locate and select *Newcomers* on the left column (under *Communities*). Then locate and click on *Ontario Immigration Portal* for topics of interest. Choose one. Take notes on the information you find and present it to the class.**

2 **Use the Service Ontario website to research information for one of the situations below. Present your findings to the class.**

Situation 1

You would like to register a new business. You want to find out how you can do it, how much it costs and how long it takes. Present the steps you would take to register a new business and any additional information.

Situation 2

You have a child in Grade 1, and you would like to find out what the curricular requirements are. Find out where you can obtain such information. Present information about the types of curriculum documents you can access and what they are about.

Situation 3

You have recently moved to Ontario. Your driver's licence was issued in Alberta. Find out where you can obtain an Ontario driver's licence and what steps you need to take to do so.

Situation 4

You are a young person looking for a summer job with the Ontario government or one of its agencies. Find out what opportunities are available for youth. Present the resources that are available.

Situation 5

You would like to speak to your Member of Provincial Parliament (MPP) about a business matter. Find out the name of the MPP for your riding and the contact information for his/her constituency office. Present your findings.

Situation 6

You are a senior and need help with some daily routine activities. Find out who provides such services and who covers the cost. Present your findings

This section includes activities on reading various types of texts, including news articles, informational texts and charts. You can use the whole section as is or select the texts that are of interest to learners in your class.

The activities that follow have been guided by the CLB performance conditions related to LINC 7. To develop your own activities or to adapt these activities, consider the following performance conditions relevant to reading:

Performance Conditions

- Texts are 8 to 15 paragraphs long, with clear organization in print or electronic form
- Context is relevant but not always familiar and predictable
- Texts can be on abstract, conceptual or technical topics, containing facts, attitudes and opinions
- Inference may be required to identify the writer's bias and the purpose or function of the text
- Learner reads for information, to learn the language and to develop reading skills
- Learner uses a unilingual dictionary for precision vocabulary building

In this section of activities, *Putting It in Practice* tasks are not specified. This is because any of these texts can be used for formative assessment. If you use one of these texts for assessment purposes, you may need to adjust the comprehension questions so that they target the criteria you selected for assessment. The results of the assessment can help you and learners determine what still needs to be worked on.

📖 CLB 8-III: Locate and integrate three or four pieces of information contained in moderately complex formatted texts.

📖 CLB 8-IV: Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions.

📖 CLB 8-IV: Express in alternate forms verbal ideas and graphics contained in charts, graphs.

📖 CLB 8-IV: Access/locate several pieces of information in online electronic reference sources.

Sample Assessment Criteria

The learner:

☐ Identifies the writer's purpose, intent and attitude

☐ Identifies main idea, factual details and inferred meanings in the text (70–80 per cent)

☐ Follows the sequence of narration or process even when presented out of sequence

☐ Distinguishes facts from opinions

☐ Infers meanings of words and expressions from context clues

☐ Finds and integrates three or four pieces of specific information, scanning extensive and visually complex directories

☐ Interprets key information in a diagram, or graph as a verbal text

☐ Uses effective search strategies and tools

p. 167 | Introduction to Reading

Introduces the content of the chapter; can be used as a needs assessment activity

Have learners discuss the results of their interviews with the class.

p. 168 | Vocabulary-building Strategies

Provides background information and practice using common vocabulary building strategies

Discuss the strategies and elicit examples of each one from learners. You can use any text to practise the strategies. Have learners underline new/difficult words and identify a strategy they could use to understand the meaning.

1 Have learners research prefixes and suffixes on the Internet. Ask learners to present their findings to the class and create a table for future use. Post the table in the classroom or on the class wiki.

2

Answers

2. meaning: self-absorbed, vain, egotistic
   context clue: examples
3. meaning: a vehicle used to clear the snow
   context clue: an explanation
4. meaning: clipped, curt
   context clue: a synonym phrase that follows
5. meaning: evergreen
   context clue: examples

3 Have learners list any unfamiliar words from the text. Ask themto use any vocabulary-building strategies that work for them and then confirm the meaning with the dictionary. Have learners compare their lists in pairs and discuss how effective their strategies were.

Answers

New Word	Meaning	Vocabulary-building Strategy
1. bitumen	semi-solid form of crude oil	an explanation
2. sparsely (populated)	sparingly, thinly	dictionary; suffix *-ly* for adverb
3. magnitude	greatness in size	dictionary, root, suffix *-tude*
4. recoverable	that can be recovered	suffix *-able*

Extend the Activity: Have learners practise using the vocabulary-building strategies with other texts. You can also ask learners to look for examples of specific words that reflect a particular strategy. For example, they could find words that have prefixes or suffixes and explain their meanings.

p. 171 | Comprehension Strategies

Provides background knowledge and practice using some common reading comprehension strategies

1 Elicit from learners the strategies they use to aid their understanding of texts; discuss the information box. You can also demonstrate various strategies using any text. Note: Learners can narrow their searches to adult ESL-related web pages by adding to the search terms *adult ESL*.

Extend the Activity: Have learners write a summary of the strategy they present. In their summary, they could include the name of the strategy, a clear description of it and an example of how it can be used.

p. 172 | Low-level Workplace Conflict Not Something You Can Ignore

Provides practice developing reading skills, including vocabulary and comprehension in a feature article

1 Have learners discuss the questions as a class. Elicit common reasons for workplace conflict and conflict-solving strategies.

2

Answers

1. F 2. T 3. T 4. T 5. F 6. F 7. T 8. T 9. F 10. T

3

Answers

1. __c__ litigation
2. __g__ detrimental
3. __a__ mediation
4. __e__ assumption
5. __f__ initiate
6. __b__ retention
7. __d__ potential

4

Answers

CONFLICT SITUATION	CONFLICT RESOLUTION
Example: be isolated	1. identify
1. gossip	2. watch for indicators
2. be strained	3. have a private conversation
3. quit job	4. initiate dialogue

5

Answers

1. a 2. a 3. c 4. a 5. a

6. – *to leave well enough alone* (par. 2): don't change anything – you might make it worse
   – *to work things out for themselves* (par. 2): solve the problem themselves
   – *to point to the crux* (par. 3): illustrate the main point
   – *to go unchecked* (par. 6): to continue uncontrolled
   – *to hold accountable* (par. 8): to blame someone, to consider someone responsible
   – *to go to the very core of something* (par. 11): to look at the central part or heart of the issue
   – *no laughing matter* (par. 14): something serious that people should not joke about

7 **Possible Answers**

1. John was being isolated from his work team (when he spoke during team meetings, his co-workers rolled their eyes, some wheeled their chairs around to face the wall when he was talking, and they were gossiping about him)
2. A lack of understanding of the unwritten rules and values in the work environment
3. Lost productivity; staff turnover; absenteeism and other unwanted costs to the organization; lost productivity; violations of workplace policy, human rights legislation or even criminal law
4. Supervisors and others
5. Strained relationships and communication; changes in hygiene, performance and appearance
6. Early identification of conflict at work is the first step in managing it
7. Create a respectful work environment; learn to recognize the early warning signs of conflict; initiate conversations; consult with experts to manage low-level conflict
8. Create an environment of zero tolerance for abuse

8 Ask learners to read the text again paying attention to its organization (use of headings and paragraph structure). You can review comprehension strategies before doing this. Learners can write their summaries in paragraph or point form. Have learners exchange their summaries for peer feedback.

10 This activity can be used as a follow-up discussion on the problem presented in the article. You may need to review the structures to express the unreal past. Have learners answer the questions in writing or orally; correct with a focus on grammatical accuracy.

11 Have learners role-play their dialogue for the class. Provide feedback on usage and accuracy of the structures expressing unreal past.

p. 178 | If We Are Going to Talk Citizenship, Let's Have a Principled Debate

Provides practice in developing reading skills (making inferences, distinguishing fact from opinion, and recognizing bias) in an editorial article

1 Have learners discuss questions as a class. You can have learners conduct Internet-based research before the discussion about the requirements of Canadian citizenship.

2 **Possible Answers**

1. entered; been to
2. originates from; comes from
3. after that
4. governments, one after another …, attracted; enticed
5. tremendously; remarkably
6. both native-born and immigrant …
7. easily crossed
8. makes
9. granting; bestowing
10. filled; full of

Extend the Activity: Have learners identify the vocabulary-building strategy they used for the words above.

3 Have learners work individually or in pairs. They can write their answers and compare as a class. Discuss comprehension strategies before the activity.

4 Teach/review/elicit the emphatic structure for the purpose of the activity. Ask learners to provide some examples of their own.

Answers

Emphatic do:

1. par. 1 … such children do receive…
2. par. 8 … democracy does demand…

Subjunctive:

1. par. 3 … suggesting that further steps be taken…
2. par. 4 … suggested there be tighter enforcement…that immigrants be able to speak…
3. par. 8 … proposed that democracies adopt …

5 The first part of the article (par. 1–5) is more concrete than the second part. It presents background information and facts. Paragraphs 6–10 are more abstract, with the author discussing what a citizenship debate could look like. The questions below focus on paragraphs 1–5.

Answers

1. F 2. T 3. F 4. T 5. T

6

Answers

1. April 17, 2009
2. 2006
3. around 250 000
4. an event in Alberta
5. people who come to Canada to have their children born here
6. a person who uses Canadian citizenship when there is a war or unrest in their country, or only when it comes in handy

7 This activity relates to the second part of the article. The purpose is to practise understanding key ideas, following the paragraph format.

Answers

__9__ One of the goals …
__6__ Canada has benefited greatly …
__10__ Before the government introduces …
__8__ Perhaps tighter citizenship rules …
__7__ The new law treats …

8 This activity provides practice understanding main ideas and specific details supporting those ideas, distinguishing between facts and opinions, and making inferences.

Answers

1. Terms for Canadian citizens include: *citizens of convenience* (negative connotation); *birth tourists* (negative connotation); *foreign-born Canadians*; *native-born Canadians*
2. Tighter citizenship laws are needed to make it harder for people not living in Canada to enjoy the benefits of citizenship.
3. He is referring to the generosity of Canada to grant social and economic benefits to people who may not have strong ties to Canada.

Answers (continued)

4. The issue is complex, and the complexity has not been reflected in the government's policy or explanation for its changes.
5. The author says a principled debate is needed, and that the government needs to be more clear on its goals and values.
6. An instrumental perspective on citizenship looks at the benefits to Canada of granting citizenship, and what it can be used to accomplish.
7. Wealthy and talented immigrants who are granted citizenship can help shape Canadian society. Citizens living abroad can spread goodwill and promote economic relationships with Canada.
8. Foreign-born Canadians don't have equal rights to native-born Canadians.
9. *Stakeholders* refers to people who have a direct stake in what happens in Canada, or ongoing substantive ties to Canada.
10. It should be a complex debate because citizenship has both an instrumental and intrinsic value for Canada and its people.

9 Have learners read the article again, paying closer attention this time to its organization. Discuss/elicit how paragraphs are structured (the first sentence introduces the main idea, the remaining ones support it). Have learners write a summary in paragraph form.

10 Hold a class discussion on the questions. You can also have learners debate question 2 or 4, dividing the class into two groups: supporters and opponents.

11 Have learners express their opinions in writing. You could post the article on a class blog and ask learners to comment on it. Then, have learners read the posted comments.

p. 184 | Census Snapshot of Canada – Families

Provides practice in reading a statistical report based on surveys and interpreting graphs

2 Learners can work on the True/False statements in pairs or individually, then discuss them as a class, recording the majority's answers on the board. Then, have learners read the report and revise their answers. Ask learners to support the revised answers with specific information from the text.

Answers

1. T 2. T 3. F 4. T 5. T 6. F 7. T 8. F 9. T 10. F

3 Have learners use different strategies to figure out meanings of the words.

Answers

1. __f__ demographic
2. __h__ status
3. __d__ dwelling
4. __a__ to constitute
5. __g__ baby-boom generation
6. __i__ legalization
7. __e__ substantial
8. __c__ to moderate
9. __j__ to exceed
10. __b__ proportion

4 Have learners discuss how they decided which answer is correct (e.g., by eliminating the least probable, by recalling what was in the text).

Answers

1. c 2. b 3. b 4. c 5. a 6. a 7.c 8.c

5 Before writing a summary, have learners read the report again and take notes if needed. They can also highlight the most important information. Learners can exchange their summaries for peer feedback and then post them for the class to read.

6 These questions can be discussed as a class or in small groups. You can assign questions to each group and ask a group representative to present the conclusions of their discussion to the class.

Extend the Activity: Have learners write comparison/contrast paragraphs in response to question 6 (comparing family structure in Canada to that of a different country).

7 This activity can be done in the classroom (with time allocated for preparation) or as an independent learning assignment. Review/teach the elements of preparing and delivering a presentation. For information and activities on giving presentations, see the Presentations section in this chapter. Ask learners to develop an outline, visuals and a feedback form before giving their presentation to the class. Encourage learners to use PowerPoint when delivering their talk.

8 This activity provides practice interpreting information presented in graphs. Have learners work in pairs, with each learner describing and writing a paragraph about a different chart. Learners can exchange their paragraphs with other pairs for peer feedback.

9 Through this activity, you can illustrate the process of conducting a survey: selecting survey questions, developing the survey, gathering information, drawing conclusions and presenting results. It works best in large classes. Learners can use an online survey tool (such as surveymonkey.com or freeonlinesurvey.com) to create their survey and invite others to complete it online. These survey tools can compile survey responses and generate charts and graphs of the results. Have learners present results of their surveys orally and in writing.

p. 190 | Accessing Information Online: Service Ontario Website

Introduces the features and organization of the Service Ontario portal; provides practice narrowing searches, navigating web pages, and scanning for information

1 This activity can also be done in pairs, with learners presenting their findings to a partner.

2 This activity works best done individually. Have learners describe how they obtained the researched information. While learners present their explanations, the class can evaluate the explanations using the following checklist.

	yes	no
I can understand the information	☐	☐
I know what to do if I am in this situation	☐	☐
I know how to get more information	☐	☐

Extend the Activity: Have learners try different ways of accessing the same information, and compare effectiveness. Learners can also make their own lists of the questions/issues they want to find out about and research them by using a portal or narrowing their search.

Chapter 6

Meetings

Introduction

Meetings: The CLB Competencies 204
Meetings in Context.....205
Meetings and the Essential Skills Profiles.....206

LINC 5

Activities.....209
Instructor Notes 229

LINC 6

Activities.....239
Instructor Notes 263

LINC 7

Activities.....277
Instructor Notes 293

This chapter relates to the **Meetings** section of the *LINC 5–7 Curriculum Guidelines*:

Unit 16: Meetings for Different Purposes .....p. 231
Unit 17: One-on-one Meetings.....p. 241
Unit 18: Formal Meetings.....p. 251

Chapter 6

Meetings
Introduction

Meetings: The CLB Competencies

The following CLB competencies relate to Meetings. For a complete listing, see the User Guide. For the performance conditions for each LINC level, please see the instructor notes. You can share the competencies and performance conditions with learners.

LINC 5	LINC 6	LINC 7
🗣 Open, maintain and close a short, routine, formal conversation. 🗣 Take turns by interrupting. 🗣 Make a simple prediction of consequences. 🗣 Make a simple, formal suggestion; provide reason. 🗣 Ask for and provide information in an interview related to varied daily activities. 🗣 Participate in small group discussions/meetings on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.	🗣 Introduce a guest speaker formally to a large familiar group. 🗣 Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. 🗣 Express or ask about possibility, probability. 🗣 Request a word. Ask for and respond to recommendations or advice. 🗣 Ask for and provide detailed information related to personal needs, varied daily activities and work requirements. 🗣 Participate in a meeting; express opinions and feelings; qualify opinion, express reservations, approval and disapproval.	🗣 Introduce a person – such as a guest speaker – formally to a large, unfamiliar audience. 🗣 Express and respond to a formal welcome/toast. 🗣 Encourage others to participate. 🗣 Participate in a debate/ discussion/meeting on an abstract familiar topic or issue. 🗣 Express and analyze opinions and feelings. 🗣 Express doubts and concerns; oppose or support a stand or proposed solution.

Meetings in Context

The Canadian Language Benchmark (CLB) competencies should be contextualized within situations and topics that are relevant and meaningful to learners. You can draw from the *LINC 5–7 Curriculum Guidelines*, the 12 LINC themes, and the Essential Skills Profiles for ideas to contextualize the CLB competencies in relevant situations. You can also elicit from learners the kinds of meetings they participate in (in the workplace or in the community) and include those situations in activities. Below are some examples of common meeting situations drawn from the Essential Skills Profiles and the Sample Settings and Themes pages (pp. 235, 245, 255) of the *LINC 5–7 Curriculum Guidelines*.

Meetings in the Community

- Meeting with an academic advisor to discuss assignments
- Meeting with a teacher to discuss a child's progress
- Meeting with an insurance agent to discuss a policy
- Meeting with a contractor to discuss a renovation and obtain a quotation
- A board of directors' meeting for a condominium, housing co-op or daycare
- A parent council meeting at a school
- An annual general meeting of a charity
- A neighborhood meeting

Meetings in the Workplace

- Meeting with a supervisor to discuss a performance appraisal
- Small group meeting of co-workers to plan a company function
- Staff meeting to make a decision
- Meeting with a co-worker to discuss a problem
- Health and safety committee meeting
- Meeting to decide on marketing strategies
- Union meeting

The specific language elements inherent in the real-life tasks you focus on (e.g., grammar, vocabulary, expressions, language functions, idioms, background knowledge on cultural conventions) should be determined by what the learners need to know to complete the task and what they already know. The activities in this chapter include sample skill-building and skill-using activities.

Meetings and the Essential Skills Profiles[1]

Essential Skills

Essential Skills refer to the nine skills and abilities that are essential to success in Canadian occupations. The Government of Canada has compiled detailed lists, called Essential Skills Profiles (ESPs), of how workers in hundreds of jobs use these nine skills. Each Essential Skills Profile lists examples of job tasks for each essential skill.

Oral Communication is one of the nine Essential Skills. It includes communicating with co-workers, customers and supervisors in person and on the telephone. Some examples of workplace tasks that involve meetings from the Essential Skills Profiles are:

- meeting with clients to discuss how to design products and negotiate delivery dates and prices
- participating in discussion groups with co-workers and supervisors to share experiences, discuss problems and learn new ways to increase productivity and provide customer service
- making presentations to senior management during annual meetings to provide an overview of company accomplishments and challenges
- attending meetings to learn about new products and to coordinate work
- leading meetings with production staff to learn about problems on the production floor, to discuss possible solutions and to provide updates

Nine Essential Skills

- Reading Text
- Document Use
- Numeracy
- Writing
- **Oral Communication**
- Work with Others
- Thinking Skills
- Computer Use
- Continuous Learning

1 **Think about your previous work or volunteer experience to complete the checklist below.**

In your work or volunteer experience, how often did you ...	Regularly	Sometimes	Rarely	Never
Meet customers or members of the public				
Participate in one-on-one meetings with a supervisor or manager				
Give presentations at meetings				
Meet with co-workers to solve problems, identify solutions				
Have other kinds of meetings				

[1] See the User Guide for a description of the use of this Essential Skills Profiles activity.

2 **Find the Essential Skills website. Use the search term *Essential Skills home*. On the home page, click on *Essential Skills Profiles*. Then click on *List of All Profiles*. Find the Computer Programmer profile and click on *View Entire Profile*. Answer the questions.**

1. Was the profile difficult to find? What made it difficult?
2. How long is the profile?
3. How many Oral Communication examples are listed in the profile?
4. How many Oral Communication examples involve meetings?
5. Complete the table below using examples from the Essential Skills Profile for Computer Programmers.

Occupation: Computer Programmers

Who do they meet with?	Why?
Colleagues and co-workers	To share information about work in progress

3 **Choose an occupation from the list of Essential Skills Profiles that interests you, and click on *View Entire Profile*. Read the examples of *Oral Communication* to complete the table below.**

Occupation: _____

Who do they meet with?	Why do they meet?	I want to work on this
		☐
		☐
		☐
		☐
		☐

4 **In a group, discuss what kind of language skills you think are useful when participating in meetings. Discuss how you might develop and practise these skills in the classroom. Make a list of ideas you come up with and present it to the class.**

Chapter 6

Meetings
LINC 5

LINC 5 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when participating in meetings. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

CLB

- CLB 6–I: Open, maintain and close a short, routine, formal conversation.
- CLB 6–I: Take turns by interrupting.
- CLB 6–III: Make a simple prediction of consequences.
- CLB 6–III: Make a simple, formal suggestion; provide a reason.
- CLB 6–IV: Ask for and provide information in an interview related to varied daily activities.
- CLB 6–IV: Participate in small group discussion/meetings on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.

ES

These activities can help to develop the following Essential Skills:

- Oral Communication
- Work with Others

The activities in this section focus on the following language skills:

- Determining the type and purpose of a meeting
- Planning elements of a meeting
- Arranging a meeting
- Preparing an agenda
- Participating in a meeting: giving opinions and responding to the opinions of others, leading and concluding a meeting
- Following up on a meeting

Introduction to Meetings 213

What Makes a Good Meeting? 214

Meetings: Kinds and Purposes 215

Arranging and Preparing for a Meeting....216

Preparing an Agenda....217

Giving and Requesting Opinions in a Meeting....218

Grammar in Context: Logical Connectors 220

Agreeing and Disagreeing in a Meeting....222

Leading a Meeting....223

Closing a Meeting 224

Following Up After a Meeting 225

One-on-one Meetings....226

One-on-one Meetings: Putting It in Practice 227

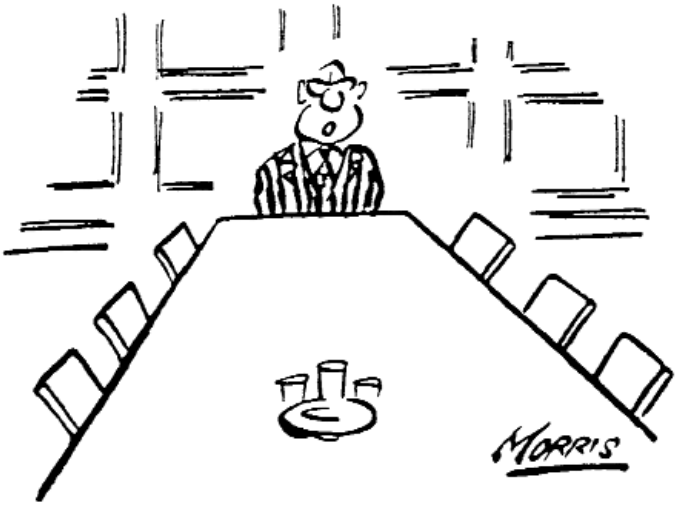
Group Meetings: Putting It in Practice 228

Instructor Notes 229

Introduction to Meetings

1 **In small groups, discuss the questions below. Share your answers with the class.**

1. Have you ever participated in a meeting? What was it about? What was your role in it?
2. Are meetings common in your profession? If so, what types of meetings are they usually: one-on-one or group meetings?
3. What aspects of meetings are you interested in studying in this class:
   - Preparing an agenda for a meeting
   - Giving opinions; agreeing and disagreeing with the opinions of others
   - Leading a group meeting
   - Closing a group meeting
   - Participating in one-on-one meetings



"I've called this meeting to discuss absenteeism."

source: *www.businesscartoons.co.uk/shop*

Culture Note

In many organizations, meetings are an important way of passing on information, brainstorming ideas, planning work tasks, making decisions and solving problems. Meetings can be face-to-face, on the phone (such as conference calls) or held electronically (such as video conferencing). Here are some common expectations in meetings:

- Everyone arrives on time and is prepared.
- Everyone participates in the discussions.
- One person speaks at a time – it is considered rude to interrupt when someone else is speaking.
- Confidential information discussed in a meeting is not shared with others who were not present.

What Makes a Good Meeting?

1 **The following terms are from a talk about meetings that you are about to hear. Discuss their meanings.**

- call a meeting
- chair a meeting
- agenda
- venue
- A/V equipment
- minutes of a meeting

2 **Audio 6.1: Listen to a talk about meetings. List eight elements of an effective meeting mentioned by the speaker.**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

3 **Guess or look up the meanings of the following expressions. Make your own sentences with each one. Discuss which expressions refer to actions taken at the beginning, middle or end of a meeting.**

1. start the ball rolling
2. speak your mind
3. stick to the point
4. recap
5. say it in a nutshell
6. go on a tangent
7. beat around the bush
8. wrap up

4 **Answer the questions below.**

1. Who starts the ball rolling at a meeting?
2. Why do meeting participants need to stick to the point in a discussion?
3. Have you ever had to beat around the bush when you were explaining something? What were you talking about?
4. Do you think it's good to speak your mind during a meeting? Why?
5. How can you wrap up a long meeting? Give an example.
6. What can you do when someone goes on a tangent during a meeting?

Meetings: Kinds and Purposes

There are many different types of meetings. Some common meetings are:

- Routine work meetings – usually with people who work closely together. These meetings are held to discuss work-related issues, provide updates on the status of a project, or plan work
- Ad-hoc meetings – called for a specific, usually urgent, purpose
- Staff meetings – where all staff and a manager/superior are present
- Board meetings – gatherings of an organization's board of directors
- Meetings in the community – usually to inform or discuss community issues (e.g., school council meetings, public meetings to discuss urgent issues)

When planning a meeting, it is important to determine its purpose and who should participate. Examples of meeting purposes are:

- to inform or update
- to make a decision
- to get feedback or input
- to discuss options
- to solve a problem

1 **Read the situations below. In small groups or pairs, decide if this should be a group or one-on-one meeting. Establish the purpose of the meeting and decide who would participate. Give reasons for your choices.**

1. You work in sales. You need to give a presentation on the quarterly sales and next term projections to heads of various departments.
2. You are meeting with your manager for your annual performance review.
3. A member of your family has applied for a Canadian visa in your country of origin and has been rejected twice. You would like to ask your MP to intervene.
4. You are the owner of a small business. The sales have decreased significantly in the last year. You want to meet with your staff.
5. Your child is being bullied by older children in school. You want to discuss this in person with the principal.
6. There is a conflict between two people in the department you are managing.

2 **For each meeting purpose below, give an example of a meeting you have participated in. Share with the class.**

To inform/update:
To discuss options:
To solve a problem:

Arranging and Preparing for a Meeting

1 **You have received the following email messages informing you about upcoming meetings. Read them and discuss the questions below.**

1. What type of meeting is it going to be? What is its purpose?
2. What is the relationship between the participants? How can you tell?
3. How can they prepare for the meeting?

✉ **Message 1**

Hello,

As we agreed in March, our meeting is going to be next Monday, April 12. Here is the proposed agenda. If you would like to add anything, please let me know. The meeting will be held, as usual, in the boardroom at 1 p.m. Coffee and refreshments will be served. Looking forward to seeing you all, Agnes.

Agenda:

1. Review of January report
2. Presentation of project status – Mark
3. Proposed changes to work plan – Agnes
4. Discussion and feedback
5. AOB

✉ **Message 2**

Hello Zac,

I have just been going over the work plan you submitted for the month of July and I have a few suggestions for the timeline of your project. I would also like to know the status of the Bayville proposal. Please let me know when we could meet to discuss this.

John

2 **Read the situation below and request a meeting by email. Suggest a time and place. State the purpose of the meeting and topics of discussion.**

Situation

You are the manager of the accounting department. Your department has been hosting a co-op practicum program that gives college students an opportunity to gain work experience. Your department is limited to four staff people this year, leaving no time to manage co-op students. However, you still want to offer limited co-op opportunities. You need to discuss this with the co-op coordinator at the college.

Preparing an Agenda

An agenda is an important element of a productive meeting. It is a written outline of the planned meeting proceedings and it communicates the topics for discussion. It can also list the people who will lead the discussion or present topics, and the time allotted for each topic. An agenda is usually sent to meeting participants in advance so they can confirm participation or send regrets (apologies for not participating) and prepare for the meeting.

The agenda is usually written in point form. All items on the agenda are listed chronologically and relate to the objective of the meeting.

1 **Read the sample agenda below and answer the questions.**

MEETING AGENDA

Sunny Grove Elementary School Parent Association

When: Monday, June 15, 7:00 p.m.

Where: Library

Objective: To plan fundraising activities for spring term

1. Presentation about school activities in need of funding
2. Brainstorming: fundraising activities
3. Select most effective fundraising activities: discussion and vote
4. Set up committees and assign responsibilities

1. What type of meeting is the agenda for?
2. Who are the participants?
3. What is the purpose of the meeting?
4. How long do you think it is going to be?
5. How can the participants prepare for the meeting?

2 **Audio 6.2: Listen to a phone conversation between two managers who decide on a meeting. Write a memo to the participants of the meeting to inform them about the time and place of the meeting. Include an agenda with possible items for discussion.**

3 **Search the Internet for information on meeting agendas. Find samples of meeting agendas. Make a list of elements an agenda should include. Present your list to the class.**

Possible search terms: *sample meeting agenda; meeting agenda; how to write agenda*

Giving and Requesting Opinions in a Meeting

Exchanging information and opinions is an integral part of meetings. Giving opinions in a meeting can involve:

- presenting ideas and supporting them with facts, examples and reasons
- asking for input and opinions from others
- responding to another person's point of view

Here are some expressions you can use in discussions:

Opening a discussion:

- *I would like to discuss/determine/find out ...*
- *Let's talk about ...*
- *The main thing we need to discuss is ...*
- *The problem/issue here is ...*
- *Let's look at ... and discuss/decide ...*
- *We will start by ...* (verb + ing)

Giving your opinion:

- *I think that ...; I feel that ...; I believe that ...*
- *In my opinion ...*
- *I don't think that ...; I don't believe ...*
- *It seems to me ...*
- *As far as I'm concerned ...*
- *As I see it ...*

Supporting your opinion:

- *For example ...; For instance ...*
- *Let me give you an example ...*
- *Let me illustrate ...*
- *To give you an example ...*
- *To elaborate ...*
- *First, ...* (*second,* etc., followed by details)

Asking for opinions:

- *What do you think?*
- *What's your opinion?*
- *How do you feel about ...?*
- *What are your ideas?*
- *Do you have any thoughts on that?*
- *How about you,* (name of person)*?*

Asking for support or details:

- *Why do you think that?*
- *Could you give me/us an example?*
- *What do you mean by that?*
- *Could you elaborate?*
- *Could you explain it in more detail?*
- *What makes you think/say that?*

1 **Read the situations below. In pairs or small groups, have a discussion. Use appropriate expressions to:**

- present your opinion
- support it with reasons, details, facts, examples
- ask your partner about his/her ideas
- ask your partner to support his/her view

Situation 1

Sophie is the assistant manager in the accounting department. Her manager wants to fire one of the young employees because of his poor work habits. Sophie thinks he should be given another chance. She believes that with some extra attention from management he could improve. Sophie wants the manager to reconsider her decision.

What do you think?

Situation 2

You are the head of a department in a medium-sized company and one of the other managers is proposing flextime for the company. Many of the employees are women with children and your colleague feels that having flexible hours would lower absenteeism and improve productivity.

What do you think? Is flextime a good idea for the company?

Situation 3

Miro is a young software programmer. He is married with two young children. His wife takes care of the children. Miro has a well-paid but boring job. He managed to save a lot of money and now would like to start his own business. He has looked into business loans and possible clients. He has even talked with a friend about the possibility of a partnership. His wife is unsure because she thinks they will lose financial security.

What do you think?

Grammar in Context: Logical Connectors

Logical connectors, or conjunctions, are words or phrases used to show the relationship between two ideas. When participating in a meeting or a discussion, you may find it helpful to use the following connectors:

Reason (when you want to support your argument): *because, since, as*

Addition (when you want to add information): *as well, moreover, furthermore, also*

Contrast (if you want to say the "opposite"): *but, however, although, even though, despite the fact that*

Example (when you want to illustrate your point): *for example, such as, for instance, that is*

1 Complete the sentences below with your own ideas. Use the underlined logical connector.

1. Meetings are a good way of communicating in a company <u>because</u> …
2. I didn't use a dictionary to check the spelling in the minutes; <u>however</u>, …
3. Timothy couldn't attend the company function last weekend <u>as</u> …
4. I agree with Ahmed on the technical support issue <u>but</u> …
5. There are a number of ways we could improve our meetings. <u>For example</u>, …
6. Magdalena takes care of all the office correspondence, answers the phone and … <u>as well</u>.
7. Mina will probably retire next year <u>since</u> …
8. Our team managed to meet the deadline <u>despite the fact that</u> …
9. Our last meeting was ineffective because we didn't reach any conclusions. <u>Also</u>, …
10. Peter kept talking about the new training <u>even though</u> …

2 Rewrite the paragraph below using appropriate logical connectors. Make the changes that you think are necessary, e.g., replace a noun with a pronoun.

Our company is large. It has many departments. It has overseas offices. It employs over 1000 people all over the world.

Our company provides great opportunities for career growth and training. There are many opportunities for university graduates. There are many opportunities for employees with small children. It offers good benefits. It has a generous medical and dental insurance plan. It has parental leave assistance and share-time option. It is a great company to work for.

3 **Work in small groups. Read the scenario. Then use the sentences to write opinions for or against the proposal described in the scenario. Use appropriate logical connectors. The first one is done for you.**

Scenario

You are attending a community meeting to discuss a proposal to build three high-rise apartment buildings (30 stories each) in your neighborhood. Residents are divided. Many are opposed to the proposal because they feel high-rise apartments will increase traffic congestion and crime. Others feel it will attract small businesses and bring valuable development to the area.

Logical Connectors:

- for example
- therefore
- since
- because
- furthermore
- despite the fact that
- even though
- also
- however
- although
- but
- such as

1. There are already too many high-rise apartment buildings in this area.

   We need more rental housing, however there are already too many high-rise apartment buildings.

2. High-rise apartments increase traffic congestion.

3. There is not enough affordable housing in this neighbourhood.

4. A higher population could lead to increased crime in our neighbourhood.

5. Having more people in the area will help small businesses.

6.

Agreeing and Disagreeing in a Meeting

During a discussion in a meeting, participants often react to each others' views by agreeing or disagreeing. Coming to an agreement is often part of the decision-making process.

When disagreeing, it is important to do so in a tactful and considerate way to avoid being perceived as aggressive or rude. This involves using expressions that acknowledge a different viewpoint as well as using an appropriate tone of voice and body language. Here are some examples of expressions you could use to agree or disagree:

Agreeing:

- *That's right.*
- *I agree (with you).*
- *I think so, too.*
- *I definitely agree.*
- *I completely agree with you.*
- *I think we are on the same page about this.*
- *That's exactly what I wanted to say/I've been saying.*
- *That's my point, too.*

Expressing reservations and disagreeing:

- *Well, but ...*
- *Yes, that may be true, but ...*
- *Possibly/That's possible, but ...*
- *I see what you mean, but ...*
- *I am not sure I agree here because ...*
- *Yes, but the problem/issue here is ...*
- *I don't think it is going to work because ...*
- *I see your point. However ...*

1 **Imagine you are participating in a discussion about a controversial topic. In small groups, discuss examples of body language or tone of voice that you would perceive as aggressive, rude or confrontational.**

2 **Work in small groups. Prepare and role-play one of the meetings below. Express and support your opinions, and agree and disagree with others.**

1. A parent council meeting to discuss whether or not homework should be given in grades K to 6.
2. A community meeting to discuss whether or not dogs should be allowed to run off-leash in local parks.
3. A staff meeting to discuss a new policy that requires workers to be at their work stations 15 minutes (without pay) before their shift begins.

Leading a Meeting

The success of a meeting largely depends on the person who leads it – the chairperson, also called the facilitator. The chairperson usually decides on the meeting objective and the type of meeting needed. In addition, the chairperson often drafts the agenda.

During the meeting, the chairperson ensures that the objective of the meeting is accomplished and that participants can voice their opinions without anyone dominating the discussion. The chairperson is responsible for:

- Presenting the objective of the meeting and the issues to discuss
- Inviting participants to express opinions, present issues/matters
- Redirecting the discussion when necessary
- Summarizing the discussion at key points in the meeting
- Summarizing conclusions, decisions and actions to be taken

1 **Audio 6.3: Listen to fragments of a meeting. Write the expressions or statements the chairperson uses during the meeting to do the following:**

Present the objective of the meeting:
Invite participants to speak:
Keep the discussion on track; re-direct the discussion:
Summarize the meeting outcomes:
Close the meeting:

Closing a Meeting

The chairperson usually closes a meeting by restating the meeting objective, summarizing the main points of the discussion and what was accomplished, listing actions that need to be taken, and thanking participants. Here are some expressions that can be used when concluding a meeting:

Ending the meeting:

- *I think we can end here*
- *So, let's conclude this meeting*
- *I think we've covered everything*

Summarizing:

- *Let me just go over the decisions we've made*
- *Let me summarize what we've agreed on*
- *Here are the main points of our discussion*
- *To recap what was agreed on*
- *Just to summarize*

1 **Read the notes below, taken during various meetings. Prepare closing remarks that you could use if you were chairing the meeting. In small groups, share your closing remarks.**

MEETING 1

Computer training for newly hired staff
Max budget: $5000
Mariana – prepare proposal for course outline
Pavlo – prepare job posting and advertise instructor position
Next meeting: March 20, 2 p.m.

MEETING 2

Reductions in annual budget needed
All managers – prepare proposals for expenditure cuts
John and Kean – prepare report on alternative suppliers
Ivana – develop guidelines for employees on cost-cutting measures
All due in two weeks
No meeting date set; will contact later

MEETING 3

Fundraising activities for the school: art auction, pizza lunches and movie nights; no event dates set
Committee members: Anna Pula, Jessie Bodden, Natalia Vodina
Survey parents on preferred activities; request volunteers – monthly newsletter
Natalia – set up a mailing tree, send out info
Next meeting: in two weeks

Following Up After a Meeting

After a meeting, a written summary of what happened during the meeting is usually sent to everyone who participated. This written summary can be in the form of a memo or email that lists the outcomes of the meeting, or in the form of formal minutes that summarize the discussion and outcomes.

1 **Audio 6.4: Listen to the end of a meeting. Read the memo that was sent to the meeting participants after the meeting. Underline five inconsistencies.**

MEMO

To: Managers
From: Don, HR
Re: HR meeting

To follow up on the HR meeting of October 31, here is a summary of the discussion. It was agreed that the changes to the employee leave policy will become effective January 1 of next year. All employees with more than three years of seniority will be eligible for a five-week vacation; those with three to five years of seniority will get four weeks of vacation. Employees with less than three years get two weeks. The maximum number of vacation weeks for any staff member will be four weeks.

Leaves of absence will be granted on an individual basis after the application has been reviewed and approved by the Human Resources Manager.

2 **Read the following notes from a meeting. Write an email to all participants summarizing the meeting.**

School Council Meeting, Jan 21, 2010
- *Fundraising activities for the school: art auction, pizza lunches and movie nights;*
- *No event dates set*
- *Committee members: Anna Pula, Jessie Bodden, Natalia Vodina*
- *Jessie to survey parents on preferred activities, request volunteers for monthly newsletter*
- *Natalia to set up an email tree, send out info*
- *Next meeting: in two weeks*

One-on-one Meetings

1 **In small groups, make a list of possible situations that would require a one-on-one meeting. Think of your personal experiences. Explain why a one-on-one meeting is appropriate for each situation.**

SITUATIONS FOR ONE-ON-ONE MEETINGS

1. Parent-teacher meeting
2. _____
3. _____
4. _____
5. _____

2 **Survey two classmates on their experiences with one-on-one meetings. Report your findings to the class.**

1. Have you ever participated in a one-on-one meeting?
2. Who was the meeting with?
3. What was the purpose of the meeting?
4. Was the meeting formal or informal?
5. What was your role in the meeting?

3 **The following expressions and idioms relate to participating in a meeting. Guess or look up their meanings and complete the sentences below with the appropriate one.**

get to the point	talk it over
(talk) off the top of my head	get together
have a say	(can't) get a word in edgewise

1. The supervisor wants us to _____ for a short meeting.
2. I think she will present a new policy and we will _____.
3. Marianna talks a lot! During our last meeting nobody could _____.
4. It's hard for me to _____. I need time to think before I respond.
5. I don't need a long detailed explanation. Could you please just _____.
6. I'm glad we are having this meeting. This way everyone in the department can _____.

One-on-one Meetings: Putting It in Practice

1 **With a partner, role-play a one-on-one meeting between an ISAP counselor and a LINC learner to talk about volunteer opportunities. After your meeting, discuss the following questions:**

1. How did the meeting begin?
2. How did the meeting end?
3. Was this an effective meeting? Why?

Student A

You are an ISAP (Immigrant Settlement and Adaptation Program) counselor. A LINC learner has come to you to find out about volunteer opportunities.

Welcome the learner. Ask about his/her skills and volunteer interests. Inform him/her of available volunteer opportunities (refer to the *Volunteer Opportunities* flyer below).

Volunteer Opportunities: *Education*

One-to-one tutors required

An adult literacy program is seeking volunteers who would be willing to spend two hours per week helping an adult improve their basic reading and writing skills.

After-school program seeks volunteers

Volunteers needed for an after-school math program. Volunteers would help students in grades 3–6 with their math homework.

ESL Class helpers required

A busy English as a Second language centre for adults requires volunteers to assist teachers in the classroom.

Volunteer readers required

Volunteers needed to provide one-to-one reading experiences to children in JK to grade 3. Volunteers to make a three-hour weekly commitment from 9 a.m.-12 p.m.

Student B

You are a LINC learner. In your previous country, you worked as a pre-school teacher. You want to become an elementary school teacher in Canada. You want to get some experience teaching in Canadian schools to increase your chances of getting into teacher's college.

You are interested in volunteering and have made an appointment with an ISAP counselor to talk about it. Tell him/her why you want to volunteer and what kind of volunteer position you want.

Group Meetings: Putting It in Practice

A **brainstorming meeting** is a meeting where a group of people gather to generate new ideas. Brainstorming meetings can be about suggesting solutions to a problem, generating creative ideas for a new product or service, or discussing possible business strategies. Brainstorming meetings usually happen before decisions are made. Participants are encouraged to express ideas (regardless of how unrealistic they may sound). Usually, one person records the ideas so all participants can see them. This can help participants think of further ideas.

After the brainstorming session or meeting, there may be a separate **decision-making** meeting where participants decide whether or not to act on any of the ideas generated in the brainstorming session. Decisions might be made by taking a vote, or by consensus, where everyone is in agreement. Sometimes the chairperson makes the final decision(s).

1 **In small groups, hold a brainstorming meeting for a situation below. Choose one group member to record the ideas. When you are finished, share your ideas with the class.**

Situation 1

As learners of a LINC program, you were asked by your instructor to contribute ideas on possible field trips that would be part of your language learning experience. Brainstorm places of interest for possible field trips in the area.

Situation 2

The LINC centre you attend is going to mark its 10-year anniversary of serving the community. Discuss possible ways of celebrating this anniversary that would involve all learners.

Situation 3

You own a small desktop publishing business. Your business has not been very successful. You are meeting with your employees to get suggestions on how to obtain more contracts.

2 **In groups, hold a decision-making meeting after the brainstorming meeting above. Decide how your group will make the decision (e.g., by consensus, majority vote, decision by the chair). Choose one group member to chair the meeting. When you are finished, share your decision with the class.**

This section includes activities that can help learners develop the skills and background knowledge needed to participate in one-on-one and group meetings. These skills include determining the type and purpose of a meeting, planning and arranging a meeting, preparing an agenda, participating in a meeting by giving opinions and responding to others' opinions, and following up on a meeting.

The activities have been guided by the CLB performance conditions relating to LINC 5. If you want to develop your own activities, consider the CLB performance conditions below for one-on-one and group interactions:

- Group interactions are with three to five people on familiar, non-personal, concrete issues.
- One-on-one interaction is formal or semi-formal.
- Context is familiar and moderately demanding (real-world environment).
- Speech (for listening) is clear, and slower to normal.

You can use all or some of the activities in the order they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to Meetings see the *LINC 5–7 Curriculum Guidelines*, Units 16–18.

Some of the activities in this chapter are followed by *Putting It in Practice* tasks. These tasks allow learners to demonstrate their knowledge and skills in a communication task. They can be used for formative assessment of learner progress.

p. 213 | Introduction to Meetings

Introduces the content of the chapter

p. 214 | What Makes a Good Meeting?

Provides background information on elements of an effective meeting

2 Play the recording once for general comprehension; play it again and ask learners to take notes of the elements of a good meeting. Possible answers are underlined in the transcript.

Extend the Activity: Learners can search the Internet for tips on running good meetings and share them with the class. Possible search terms can include: *meetings, effective meetings, agenda*

Audio 6.1: Transcript

Radio talk show about the elements of an effective meeting

Sara: Good morning everyone, and welcome to the Sara Kato Show. Today we have invited Melanie Koplov, a business communications expert, to be our guest and she's going to talk about … meetings. Melanie, welcome to the program. We're glad to have you in our studio.

Melanie: Thank you Sara, I'm delighted to be here.

Sara: So, Melanie, to start with, what do you think about meetings? Do you think they're still an effective way to communicate in today's world of web-based interaction? Do we really need to meet in person anymore?

Melanie: Ah …, well, yes. I think meetings still have a place – nothing can quite replace a traditional face-to-face meeting, especially in sales, during negotiations or when you have sensitive matters to discuss.

Sara: Right. So, Melanie, what do you think helps to make a meeting effective? A lot of people are still convinced that face-to-face meetings are … *kind* of a waste of time.

Audio 6.1: Transcript (continued)

Melanie: Oh, I know what you mean. Well, first of all, a meeting should have a clear purpose. The person who calls the meeting (and this is usually the same person who chairs the meeting) should have a clear idea of why the meeting is needed. For example, is it to make a decision, to discuss options, to update people about something?

Sara: Yeah, I agree the purpose of the meeting should be clear.

Melanie: Yes. Secondly, you need to decide who should be invited to the meeting. Then you need to create an agenda. An agenda is a list of items that will be discussed in the meeting. The items are listed in the order that they will be dealt with in the meeting.

Sara: And what about the venue, the place where you hold the meeting?

Melanie: Yes, that's also part of planning the meeting. You need to decide where and when to meet. Will it be in an office, in a boardroom, in a restaurant? Will it be over lunch, or a breakfast meeting in the morning? How long will it last – one hour, two hours? You need to decide all these things.

Sara: Wow. There are a lot of details. And … I guess you need to put all of that on the agenda too, eh?

Melanie: Yes, absolutely. The details about where and when should definitely be on the agenda.

And…after you've figured out where to meet, you may need to prepare the room for the meeting. You'll need to make sure there are enough chairs, and that any A/V equipment that you need is there. You may want to have refreshments, too.

Sara: Right. So … does every meeting need an agenda?

Melanie: Well, it really depends on the kind of meeting. Maybe for one-on-one meetings, you don't really need a formal plan, but it's still a good idea to know what you're going to talk about.

Sara: Okay, so we have the purpose, we figured out who needs to be at the meeting, we planned the venue, we drafted an agenda … what's next?

Melanie: Well, you need to send the agenda to the meeting participants. It's a good idea to send the agenda about a week before the meeting so everyone can schedule time for the meeting and prepare for it.

Sara: Right. Okay, so how about during the actual meeting? If I'm the chairperson, what can I do to make sure the meeting is effective?

Melanie: I think it's important to keep the discussion focused on the agenda items. It's also important to make sure everyone has a chance to have their say and contribute to the discussion.

Sara: But what can you do when people take over the discussion or go on a tangent?

Melanie: Ohhhh, good point. That does happen, doesn't it? The chairperson should have some control over the discussion. The chair can invite people to speak, change the topic of a discussion or even interrupt someone who takes over. And everybody should try to respect each other's opinions and keep their emotions under control.

Sara: Lots to consider.

Melanie: Yes, there sure is. And another important thing is to have at least one person take notes of what happens during the meeting so that person can write the minutes of the meeting. The minutes are then sent out to everyone who participated in the meeting.

Sara: Well, these are some great points to consider, Melanie. I'm afraid we need to break for a traffic report now. Thanks so much for being on our show.

Melanie: It's always a pleasure to be here, Sara.

3

Answers

1. to begin something
2. to freely say what you think
3. stay on track, on topic
4. to summarize
5. to give information in a brief and concise way
6. to go on and on about something
7. to avoid an issue; not come straight to the point
8. to end; conclude

p. 215 | Meetings: Kinds and Purposes

Introduces information on kinds of meetings and possible meeting purposes

1 Have learners discuss the possible meeting situations; reconvene as a class and discuss options.

Possible Answers

1. Group meeting. Participants might include managers and department staff. The purpose is to give information.
2. One-on-one meeting between you and your manager. The purpose is to discuss performance.
3. One-on-one meeting between you and your MP. The purpose is to solve a problem.
4. Group meeting with sales staff. The purpose is to brainstorm ideas and possibly make decisions.
5. One-on-one meeting between you (the parent) and your child's teacher or the school principal. The purpose is to solve a problem.
6. Could be an ad-hoc meeting between you and the two employees together, or a one-on-one meeting with each person individually. The purpose is to solve a problem.

p. 216 | Arranging and Preparing for a Meeting

Provides practice writing an email to arrange a meeting

1 Elicit from learners when they would arrange a meeting by phone or through an email message and what information needs to be provided to possible participants.

Answers

Email 1:

1. It is a management or work/team meeting. Purpose: to discuss work progress/to update/to make a decision about changes to work plan.
2. Participants all know each other and are probably peers, either team members or department managers. Only first names are used.
3. Participants should read the January report; they can think of possible changes to the work plan.

Email 2:

1. It is a one-on-one meeting. Purpose: to discuss options (new time line of the project); to inform/update about work status (the proposal).
2. Manager and a subordinate (e.g., team leader with team member). Zac submitted the report to John (suggesting hierarchy).
3. Zac needs to review the timeline and send John the updated proposal before the meeting.

p. 217 | Preparing an Agenda

Provides practice preparing a meeting agenda

1 Discuss the information box; elicit from learners what an agenda should include. Provide examples of typical agenda formats.

Answers

1. decision-making meeting
2. all members of the parent association
3. the purpose is to plan, brainstorm and discuss ideas relating to fundraising; to make a decision by voting, to assign duties
4. the agenda doesn't specify the duration, but from the agenda items, it will likely be a long meeting
5. participants can come to the meeting with their ideas, suggestions and possible contacts for fundraising

2 Elicit from learners all details needed for the agenda (time, place of the proposed meeting, items to discuss) before the task. Review/present in the format of a memo.

Audio 6.2: Transcript

Phone conversation between two managers about having a meeting

Ruhla: Human Resources, Ruhla Assam speaking.

Sharon: Hi Ruhla, It's Sharon Bing.

Ruhla: Oh, Hi Sharon. How are you?

Sharon: I'm great thanks, and you?

Ruhla: Not bad, actually. We've just finished our reports for this month so I can breathe a little easier.

Sharon: Oh, that sounds good. Ruhla, I wanted to talk to you about some concerns that one of our managers raised yesterday. The concerns were about the new staff that we hired recently.

Ruhla: Oh? What seems to be the problem?

Sharon: Well, there were a number of things. Punctuality was one. And the other has to do with the way staff are treating customers and handling complaints. The manager thinks that part of the problem is that the staff's not familiar with our customer service policies and procedures.

Ruhla: Oh, I see. Do you think I should organize some kind of a training session in customer service?

Sharon: Well, I'm not sure. Training is expensive and most of these new employees are students who are only here for the summer.

Ruhla: Hmmmm. Well, how about an orientation session? I think it could be done in a meeting with a Q&A at the end. We would make sure that the new employees get information about our customer service policies and at the same time they would have a chance to ask questions.

Sharon: I like that. How long do you think it should last?

Ruhla: Oh, not more than two hours. We could have it during the morning shift, from 9 to 11 a.m.

Sharon: That's great. Ruhla, can you schedule the meeting then and let me know all the details?

Ruhla: Sure, is next Monday too soon?

Sharon: Oh no, the sooner the better.

Ruhla: Okay. I'll ask two people from my department, probably Jenna and Rafael, to participate too. They can give short presentations on complaint procedures and return policies. And I'll discuss issues about punctuality: I'll go over the sign-in procedures, time management issues, breaks and lunches. I'll book the conference room today and order refreshments for the meeting.

Sharon: Sounds great.

Ruhla: And I'll write a memo with the agenda so everybody is informed.

Sharon: Great, thanks so much for taking care of this, Ruhla.

Ruhla: No problem.

Sharon: Have a good day, then.

Ruhla: You too, Sharon. Bye.

3 Have learners compare the results of their research; discuss elements of an agenda for a formal meeting.

p. 218 | Giving and Requesting Opinions in a Meeting

Provides practice with giving and requesting opinions during a meeting

To introduce this activity, you could write the categories of expressions (e.g., opening a discussion, giving your opinion) and elicit expressions from learners. You could also assign each category to a different group of learners and have them list expressions on chart paper and post them.

1 You can use all or selected situations for discussions. Have learners use expressions from the list during their discussions. After the activity, each group can summarize the arguments they presented in their discussions.

Extend the Activity:

- Have learners work in groups of four. While two learners have a discussion, the other two take notes on the expressions used. Then they switch roles.
- Learners can role-play meetings for situations 1 and 2. Have them decide who the participants are and what the purpose of the meeting will be. Learners can take on roles, have a discussion, and conclude the meeting with a decision.

p. 220 | Grammar in Context: Logical Connectors

Provides practice using logical connectors in a discussion

1 Have learners exchange their sentences for peer correction.

Extend the Activity: Learners can write their own sentences using logical connectors.

2 There are many possible ways to rewrite the paragraph. Learners can work in pairs or small groups. They can post their paragraphs/write them on the board side by side and discuss differences or alternative connectors that could be used.

p. 222 | Agreeing and Disagreeing in a Meeting

Provides practice using expressions for agreeing and disagreeing in a meeting

1 To introduce this activity, ask learners what kind of body language is considered rude or confrontational in their country of origin.

Next, ask them to discuss and demonstrate how the meaning of a statement can be affected by using a different tone of voice, posture or gesture. For example, using a raised or high-pitched voice may sound angry or confrontational; excessive gesturing, getting too close to someone, waving your hands, making sudden moves, or turning suddenly to another person can be perceived as rude or aggressive; rolling your eyes, raising your eyebrows, rocking in your chair or drumming your fingers on the table can indicate a lack of interest.

p. 223 | Leading a Meeting

Provides background information about leading a meeting

1 Before the listening activity, you could introduce unfamiliar terms, such as: *open concept*, *spacious*, *drab*, *spruce things up a bit*, *consensus*.

Answers

Presenting the objective of the meeting: I've called this meeting to discuss …

Inviting participants to speak: Would anyone like to comment on that design?; So before we move on to option 2, does anyone have anything more they'd like to add?; Thanks Bayo. Emma, did you have a comment about option 1?; Jim, did you want to add to this discussion?

Keeping the discussion on track; re-directing the discussion: Well, thanks for that, Emma. I think your ideas are great, but perhaps we can talk about them at another meeting.

Summarizing the meeting outcomes: I think we've managed to cover all of the points on our agenda, and we've even managed to come to a consensus, which is great! Everyone chose option 3.

Closing the meeting: Thanks everybody – that's all for today.

Audio 6.3: Transcript

Staff meeting to discuss options for a new office layout

Chair: Hi everyone, and thanks for taking time out of your busy schedules to be here today. I've called this meeting to discuss the three different office layout designs that we received last week. We don't have a lot of time for this meeting, so let's get right to it.

Let me just quickly go over the agenda. I thought that first we could listen to Julie Chung, the interior designer, present her three options. Then we could discuss each option separately and all of you can give your input. And finally I'd like to have a vote on the design we like the best.

Fade out

Chair: Okay, thank you for your presentation, Julie. Now let's go over option 1. Would anyone like to comment on that design? Yes. Bayo?

Bayo: Well, to be honest I really don't like the open concept idea in option 1. I need to meet with clients, and there's no way I can have a private conversation when everything is so open. I just don't think option 1 would work for me.

Chair: Okay. Thanks Bayo. Emma, did you have a comment about option 1?

Emma: Yes. Well, I rather like the open concept idea. It seems much more spacious than the other options. But I just want to add that I really think the office should be painted a bright, cheerful colour – maybe yellow or orange, or something like that. The colours we have now are so drab and they just make me depressed. Maybe we could have some nice art on the walls to spruce things up a bit?

Chair: Well, thanks for that Emma. I think your ideas are great, but perhaps we can talk about that at another meeting. Today's meeting is just about deciding which of the office layouts we want to go with.

Emma: Sure. Okay.

Chair: Jim, did you want to add to this discussion?

Jim: I really like option 1. I like the idea of an open concept because it's so much easier to ask people questions. I don't have to keep getting up and knocking on people's doors. I think it will save a lot of space as well.

Chair: Okay. Thanks, Jim. So before we move on to option 2, does anyone have anything more they'd like to add?

Chair: Okay, so lets move on to option 2. Now what I like about this is …

Fade out

Chair: Okay, great – I think we've managed to cover all the points on our agenda, and we've even managed to come to a consensus, which is great! We all agree option 3 is the best choice. I think we'll all enjoy the new office layout.

So, in the next few days I'll send you a report on this meeting and maybe we can reschedule another time in a few weeks to decide on the paint colours for the walls.

Thanks everyone – that's all for today.

p. 224 | Closing a Meeting

Provides practice summarizing and ending a meeting

1 This activity can also be done as a class. Learners may need some preparation time to rehearse their closing remarks before presenting them.

p. 225 | Following Up After a Meeting

Provides practice writing an email to summarize a meeting

Audio 6.4: Transcript

A chairperson ending a meeting

I think we have covered everything on our agenda. Before we end the meeting, I just want to summarize the most important changes to our policies about vacations and leaves of absence. As we agreed, the new policies become effective on January 31 of next year.

With regard to vacations, we agreed that the maximum vacation time any employee can get is five weeks. And five weeks is only for staff that have at least five years' seniority. Employees with three to five years' seniority get three weeks of vacation. Employees with less than three years get two weeks.

The next point on our agenda was leaves of absence. We decided that we need to treat each request for a leave on an individual basis. We also agreed that a special committee would review each application.

1 **Answers** (underlined)

To follow up on the HR meeting of October 31, here is a summary of the discussion. It was agreed that the changes to the employee leave policy will become effective January 1 of next year. All employees with more than three years of seniority will be eligible for a five-week vacation; those with three to five years of seniority will get four weeks of vacation. Employees with less than three years get two weeks. The maximum number of vacation weeks for any staff member is four weeks.

Leaves of absence will be granted on an individual basis after the application has been reviewed and approved by the Human Resources Manager.

2 Review the conventions of email writing before this activity. Have learners exchange their work for peer editing.

p. 226 | One-on-one Meetings

Provides an opportunity to discuss elements of a one-on-one meeting

1 **Possible Answers**

A meeting with a financial advisor, insurance agent, employment counselor, real estate agent, mortgage broker, parent-teacher interview; a job interview, performance review at work, meeting with a professor to discuss progress

2 **Extend the Activity:** Ask learners to come up with factors that make a one-on-one meeting effective. For example, being punctual, being well-prepared, staying focused on the issues, asking questions to clarify information, making small talk to connect with others.

3 **Answers**

1. get together
2. talk it over
3. get a word in edgewise
4. talk off the top of my head
5. get to the point
6. have their say

p. 227 | One-on-one Meetings: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills relating to one-on-one meetings

Ask learners to present their role-plays to the class. If you are assessing learners, assess only one learner at a time (e.g., the learners role playing the counselor).

Performing this activity requires learners to integrate a number of the skills and language abilities required to participate in one-on-one meetings. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be taught or worked on.

This task relates to the CLB competencies below. You can use the sample assessment criteria provided or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

- CLB 6-IV: Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligations, ability, certainty.
- CLB 6-III: Make a simple prediction of consequences.
- CLB 6-III: Make a simple, formal suggestion; provide reason.

Sample Assessment Criteria

Holistic: ☐ Performs the task as required

Analytic: ☐ Uses adequate vocabulary for the purpose and topic of the meeting
☐ Participates in a meeting/discussion
☐ Expresses opinions and feelings
☐ Provides necessary details
☐ Makes a prediction of consequences
☐ Speaks intelligibly; listener can follow
☐ Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, modal verbs for ability, certainty and obligation, etc.

Provides an opportunity for learners to demonstrate their knowledge and skills relating to group meetings

Have learners work in small groups and decide on one situation to role-play a meeting about.

Activity 1 is a brainstorming meeting. Activity 2 is a decision-making meeting. They can be two separate meetings. In brainstorming meetings, the purpose is to generate creative ideas rather than make decisions; decision-making may happen weeks after a brainstorming meeting.

Performing this activity requires learners to integrate a number of skills and language abilities needed to participate in group meetings. This task (either Activity 1 or 2, or both) can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be taught or worked on.

This task relates to the CLB competencies below. You can use the sample assessment criteria provided or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

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☐ Expresses opinions and feelings
☐ Provides necessary details
☐ Makes a prediction of consequences
☐ Speaks intelligibly; listener can follow
☐ Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, modal verbs for ability, certainty and obligation, etc.

Chapter 6

Meetings

LINC 6

LINC 6 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when participating in meetings. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

CLB

- CLB 7–I: Introduce a guest speaker formally to a large familiar group.
- CLB 7–I: Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope.
- CLB 7–I: Express or ask about possibility, probability.
- CLB 7–III: Request a word. Ask for and respond to recommendations or advice.
- CLB 7–IV: Ask for and provide detailed information related to personal needs, varied daily activities and work requirements.
- CLB 7–IV: Participate in a meeting; express opinions and feelings; qualify opinion, express reservations, approval and disapproval.

ES

These activities can help to develop the following Essential Skills:

- Oral Communication
- Work with Others

The activities in this section focus on the following language skills:

- Determining the purpose of a meeting for a particular situation
- Using the appropriate degree of formality
- Preparing an agenda
- Participating in a discussion
- Assuming the role of different participants in a group meeting (e.g., chair, secretary, presenter/ participant)
- Listening during a meeting
- Ending a meeting

Introduction to Meetings 243
To Meet or Not to Meet 244
One-on-one Meetings: Parent-Teacher Interviews 245
One-on-one Meetings: Obtaining Automobile Insurance 248
One-on-one Meetings: Performance Reviews 250
One-on-one Meetings: Putting It in Practice 252
Effective Group Meetings 253
Group Meetings: The Agenda 254
Group Meetings: The Minutes 255
Group Meetings: Presentations 257
Group Meetings: Introductions 258
Group Meetings: Giving Opinions 259
Group Meetings: Interrupting Politely 260
Group Meetings: Putting It in Practice 261

Instructor Notes 263

Introduction to Meetings

1 **In small groups, discuss the questions.**

1. When was the last time you attended a one-on-one or a group meeting? What was the meeting about?
2. Do you think it is easier to participate in a one-on-one meeting or a group meeting? Why?
3. Describe the one-on-one and group meetings you have participated in.
4. What aspects of meetings would you like to learn more about (e.g., chairing a meeting, preparing for a meeting, writing minutes, formal meetings, one-on-one meetings)?

"There's no way we can come to a decision, the meeting has only lasted half an hour."

source: *www.businesscartoons.co.uk/shop*

Culture Note

Meetings are common in workplaces across North America. They can be in a variety of different venues and settings, depending on the number of participants, the degree of formality and the kind of meeting. Meetings can be held over meals, such as lunch meetings with clients, at work (e.g. in an office or boardroom), off-site (e.g., in a conference centre or hotel), on the phone or even online. The setting in which the meeting is held can contribute to its style and degree of formality. The same meeting of 10 people held over lunch can be very different from one held in a boardroom at a long table with a chairperson at its head.

Regardless of the meeting venue, punctuality is important. Meetings generally start on time and participants try to stick to the time frame allotted to each item on the agenda.

To Meet or Not to Meet

1 **Read the following scenarios and decide on the best way to handle each one:**

- Have a one-on-one meeting
- Have a group meeting
- Send an email message or make a phone call
- Do nothing

Scenario 1

Marie is a mechanical engineer and the only female in the engineering department of VHM Company. She has been with the company for two years and is frustrated and unhappy in her job. She feels that her male co-workers do not take her opinions seriously and often exclude her from the decision-making process. She thinks they dismiss suggestions she makes in team meetings. This makes her feel her work is not valued.

Scenario 2

Patrick is a third-year psychology student in university. He is overwhelmed with the number of assignments he has to do and is concerned that he will not be able to meet the deadline for one of his essays. He would like to ask one of his professors for an extension.

Scenario 3

Tao lives in a neighbourhood that organizes a street festival every year. The festival includes activities for children, craft displays and food sales. This year, Tao has been asked to head the organizing committee. He needs to delegate tasks to the other members of the committee.

Scenario 4

Ahmed works in the personnel department of a large company. One of his duties is to arrange professional development training for the staff. He has a list of possible topics, but would like to get input from employees on any training needs they may have.

Scenario 5

Josie is the manager of a medium-sized daycare center. Recently she has been hearing rumors that a few of the childcare workers are unhappy about some of the policies she has implemented. In particular, they are unhappy about having to arrive 15 minutes before their starting time to set up the playroom. They are not getting paid for this extra time.

Scenario 6

Ivan is the director of finance at a large community-based organization. He needs to inform each of the managers in the organization that government funding for some of their programs has been cut. He also needs to discuss what adjustments will need to be made to their operating budgets as a result of the funding cuts.

One-on-one Meetings: Parent-Teacher Interviews

There are a number of reasons why you might meet with someone one-on-one. In the community, you may meet with your child's teacher, your member of parliament, a financial planner, or an insurance agent. In the workplace, you might meet with your supervisor, a co-worker, or a customer/client. In an academic setting, you might meet with an instructor or another student to discuss class assignments.

Parent-teacher interviews are a common type of one-on-one meeting. They give parents an opportunity to meet their child's teacher and discuss how the child is doing in class. They are routinely scheduled after the first report card. They can also take place after the second report card if the teacher or parent is still concerned about the child's performance.

Here are some tips for ensuring a successful parent-teacher interview:

- Read your child's report card and note any areas of concern.
- Talk about the report card with your child to see if the child feels the report is an accurate assessment of his/her performance.
- Prepare a list of questions that you would like to ask the teacher.
- During the meeting, express your concerns in a non-confrontational way. Ask for suggestions on how you can help to improve your child's performance.
- At the end of the interview, agree on realistic goals that your child can work towards and discuss what steps need to be taken to achieve them.

1 **Watch a video about parent-teacher interviews. Listen to a parent-teacher interview at: www.settlementdownloads.org/downloads/video/parentteacher/PT_EN.html**

While you are listening, identify the expressions that are used to:

Begin the interview:
Make transitions from one topic to another:
End the interview:

2 **Answer the questions below about the interview.**

1. Is Richard progressing well in school?
2. What specific comments about Richard's performance does the teacher make?
3. What four questions did the parents ask?
4. What information do the parents give the teacher about their son?
5. What suggestions does the teacher give to help Richard do better in school?
6. How does the meeting end?

Children in Ontario receive a report card three times during the school year. The report card has grades and written comments about the child's performance in each subject. The comments usually include next steps – actions the child is encouraged to take to improve his/her mark in a particular subject.

3 **The list below contains terms from an Ontario report card. Write the correct letter on each line to match the terms with their meanings. Use a dictionary if needed.**

1.	d exceeds (the provincial standards)	a)	a text with a graph or some other visual display
2.	____ remediation	b)	longer
3.	____ literary text	c)	standard ways of doing something
4.	____ graphic text	d)	goes beyond what is expected
5.	____ cite	e)	at a constant level (of success)
6.	____ extended	f)	very good performance
7.	____ considerable effectiveness	g)	a figure with four or more sides and angles
8.	____ conventions	h)	a story
9.	____ consistently	i)	to mention, refer to
10.	____ emerging	j)	an action taken to correct or improve a skill
11.	____ polygon	k)	beginning, starting to happen

4 **Role-play a parent-teacher interview with a partner using the role cards below and the provincial report card on the next page.**

Student A: Parent

- To prepare for the parent role, read the report card on the following page and write a list of questions to ask the teacher. You are particularly concerned about your child's progress in mathematics.
- Participate in the role-play with your partner using the questions you have prepared.

Student B: Teacher

- To prepare for the teacher role, read the report card on the following page. Write a list of things you would like to say to the parent about the child's performance, including some suggestions on how she can improve her marks in mathematics.
- Participate in the role-play using the list of comments you have prepared. Begin and end the interview appropriately.

PROVINCIAL REPORT CARD

Date: November 12, 2010

Student: Sabrina Armstrong Grade: 05 Teacher: Mr. Cardinal	Days Absent: 2 Total Days Absent: 6 Times Late: 0 Total Times Late: 4
Board: Regional District School Board Address: 111 Oakloops Rd., Sudbury ON	School: City School Address: 111 Town St., Sudbury ON Principal: Cicconi, L. Telephone: (555) 111-1111
Promotion Status: ○ Progressing well towards promotion ● Progressing with some difficulty towards promotion ○ Promotion at risk	Grade in September _____

Letter Grades	Achievement of the Provincial Curriculum Expectations
A- to A+	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard (Level 4).
B- to B+	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard (Level 3).
C- to C+	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard (Level 2).
D- to D+	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard (Level 1).
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.

IEP – Individual Education Plan addressing special learning needs ESL – English as a Second Language ESD – English Skills Dev.

Subjects	Report 1	Report 2	Report 3	Strengths/Weaknesses/Next Steps
English ☐ ESL ☐ ESD ☐ Not applicable ☐ IEP				With considerable effectiveness, Sabrina demonstrates a good understanding of a variety of literary, graphic, and informational texts, using a range of strategies to understand, summarize important ideas and cite supporting details. Independently, Sabrina generates, gathers, and organizes ideas and information to write for an extended purpose and audience. Next steps: Sabrina is encouraged to improve her writing style and edit her work for errors in grammar, spelling and punctuation.
Reading	A+			
Writing	B			
Oral and Visual Communication	A			
Second Language ☒ French ☐ Native ☐ Not applicable ☒ Core ☐ Extended ☐ Immersion ☐ IEP				With considerable effectiveness, Sabrina is able to use most of the conventions of oral language (e.g., pronunciation and intonation) to speak and to understand in familiar contexts. Independently and consistently she is able to use various reading strategies to make sense of unfamiliar words. Independently, Sabrina writes simple phrases, short sentences and questions using learned vocabulary and simple language structures. Next steps: Sabrina is encouraged to read simple books in French to increase her vocabulary.
Oral Communication	A-			
Reading	A			
Writing	B+			
Mathematics ☐ ESL ☐ ESD ☐ French ☐ IEP				With emerging accuracy, Sabrina solves problems involving addition, subtraction, multiplication and division of multi-digit whole numbers using a variety of strategies. With considerable difficulty, Sabrina is able to sort polygons and name polygons by side, angles and vertices. With considerable difficulty, Sabrina solves problems with the relationships in growing, repeating and shrinking number patterns. Next steps: Sabrina is strongly encouraged to practice her multiplication and division facts and understand when to use which operation in problem-solving scenarios.
Number Sense and Numeration	C			
Measurement				
Geometry and Spatial Sense	D			
Patterning and Algebra	D			
Data Management and Probability				

One-on-one Meetings: Obtaining Automobile Insurance

Automobile insurance is mandatory in Ontario. This means that it is against the law to drive without it. You can get insurance by meeting with an agent or a broker in person or on the phone. The agent will ask you questions about your vehicle and driving record. He/she will also ask you questions to determine the type of coverage that best meets your needs.

1 **Audio 6.5: Listen to an interview with an insurance broker about automobile insurance in Ontario. Circle the correct definition (a or b) of the terms below based on what you hear.**

1.	No-fault insurance	a. A type of insurance where no one is blamed for an accident b. A type of insurance where you only deal with your own insurance company, regardless of who is at fault
2.	Premium	a. Money paid to an insurance company for financial protection against accidents b. Top quality
3.	Insurance policy	a. An insurance contract b. An insurance agent
4.	Insurance record	a. Money that you pay for an insurance policy b. Written documentation of any coverage, claims and accidents you have had
5.	Third-party liability coverage	a. Coverage for when you injure someone else or damage their property b. Coverage for when someone injures you or damages your property
6.	Accident benefits coverage	a. Coverage for additional medical expenses when someone else is at fault b. Coverage for additional medical expenses regardless of whose fault it is
7.	Comprehensive coverage	a. Coverage for any damages to your car resulting from vandalism, hail, an explosion or theft b. Coverage for damage you cause to someone else's car
8.	Collision coverage	a. Protection for damage to someone else's car if it is your fault b. Protection for damage to your car regardless of whose fault it is
9.	Claim	a. Money you have to pay to get automobile insurance b. An application to request compensation from the insurance company
10.	Deductible	a. The amount paid by the insurance company b. In case of damages, the amount of money you have to pay before the insurance coverage begins

2 **Search the Internet for free quotes for automobile insurance. Complete an online questionnaire to obtain free quotes. Record the details of the cheapest quote.**

Possible search term: *car insurance quotes + Ontario*

3 **With a partner, take turns role-playing a one-on-one meeting with an insurance broker using the information you found online.**

- As the broker, ask your partner questions and complete the form below.
- As the client, ask and answer questions about your personal situation and the type of coverage you want.

YOUR CAR

Make: Model:

Year: Distance driven one way to work: km

Annual mileage: km Do you use your car for business? Yes ☐ No ☐

Vehicle Identification Number (VIN):

You (as principal driver)

Name: Address:

Telephone number: Email Address:

Gender: Birth Date:

Marital Status:

Number of years you have been licensed to drive in Canada or the U.S.:

Your driver's license number:

Has your policy ever been cancelled for non-payment or any other reason?

First time driver: Yes ☐ No ☐ Did you receive a Driver Training Certificate? Yes ☐ No ☐

List details of all accidents and claims in the last 6 years:

List details of all traffic violations (not including parking tickets) in the past 3 years:

One-on-one Meetings: Performance Reviews

A performance review is an opportunity for a manager (or supervisor) and an employee to assess different aspects of the employee's work. It usually happens in a one-on-one meeting and involves two-way communication between a manager and an employee for the purpose of improving performance on the job. A performance review commonly involves assessing:

- Performance on the job (e.g., Did the employee meet the employer's expectations in performing work tasks and achieving his/her goals?)
- Relationships with others (e.g., Does the employee get along well with others?)
- Work habits (e.g., Is the employee punctual? Does he/she have few absences? Is he/she organized and reliable?)

During performance reviews, managers or supervisors often try to present a balance between the positive and negative aspects of an employee's performance. Criticism and negative feedback is often preceded by a positive statement about the employee's performance. Words like *however, but, unfortunately* indicate a transition from a positive to a negative comment.

1 **Audio 6.6: Listen to segments of three different performance reviews. Complete the chart by writing down the comments from the dialogues that convey positive and negative feedback. Identify the words or phrases that signify the transition from positive to negative feedback.**

	Positive Feedback	Negative Feedback	Transition Word(s)
Segment 1			
Segment 2			
Segment 3			

Giving critical feedback requires tact and diplomacy. No one likes to feel that their efforts are not valued. When giving someone critical feedback, it is important to also recognize that person's strengths and contributions. Giving positive feedback before negative feedback can help the person feel their work is valued, even though elements of their work need improvement. When receiving negative feedback, try to avoid becoming defensive. View it as a learning experience that will help you improve your performance on the job.

2 **With a partner, take turns role-playing a one-on-one performance review meeting between a manager and an employee. Practise giving and receiving positive and negative feedback.**

Scenario 1: Manager, IT Department

- You are going to have a meeting with an employee who has been with the company for three years.
- This year he/she worked on a project to develop a complex database for an external client.
- His/her poor English skills caused problems on the job. He/she had difficulty following instructions and sometimes did things that were incorrect. He/she had a lot of problems communicating with the client.

Prepare for the meeting by finding two positive things to tell Ricardo about his performance before giving him the negative feedback during the performance review meeting.

Lead the meeting with Ricardo. Give him your positive and negative feedback and ask for his input.

Scenario 1: Computer Programmer

- You've been working for the company for three years.
- This year you worked on a project to develop a complex database for an external client.
- You feel you did a good job and the client was satisfied with the final product, but there were a few misunderstandings with the client because of your English.

Prepare for the meeting by thinking of two accomplishments you achieved this year and two things you would like to improve. Present them to your manager in your performance review.

Respond to the manager's feedback.

Scenario 2: Sales Manager, Large Department Store

- You are going to have a meeting with an employee who has worked in the women's fashion department for the last two years.
- This year, customers have complained that he/she is not very helpful and takes a long time at the cash. His/her co-workers complain that he/she doesn't re-stock the shelves.
- He/she seems to have lost her enthusiasm for the job.

Prepare for the meeting by finding two positive things to tell Nikisha about her performance before giving her the negative feedback during the performance review meeting.

Lead the meeting with Nikisha. Give her your positive and negative feedback and ask her for input.

Scenario 2: Sales Associate

- You have worked in the women's fashion department of a store for the last two years.
- You think you are performing well at work. However, there have been a few complaints from customers and co-workers.
- You feel you have resolved the issues with your co-workers and are doing your best to meet the customers' needs.

Prepare for the meeting by thinking of two accomplishments you achieved this year and two things you would like to improve. Present them to your manager in your performance review.

Respond to the manager's feedback.

One-on-one Meetings: Putting It in Practice

1 **Role-play a one-on-one meeting with a partner about one of the scenarios below.**

Scenario 1: Student A

You would like to have your kitchen renovated. You want new counter tops, new kitchen cabinets, new flooring, and pot lights instead of the fluorescent lights you now have. The kitchen will have to be painted. You also want to have a dishwasher installed. Your budget is $5,000. You would like to have the work done as soon as possible.

Meet with the contractor. Discuss the renovation and negotiate the cost of the work.

Scenario 1: Student B

You are a contractor and will be meeting with a client who wants to have her kitchen renovated. She has a number of things that she wants done. You estimate that the work will cost about $7,000. You are very busy with other contracts at the moment, but would probably be able to start in three weeks.

Discuss the details of the work to be done and the start date. Negotiate your fee for doing the work.

Scenario 2: Student A

You are the leader of a work team. Your colleagues are unhappy about the behaviour of one member of the team, and they have asked you to speak to him. In particular, they don't like the way he dominates the conversation in team meetings and doesn't give others a chance to speak. He also has a negative view of things and often criticizes new ideas that the team presents.

Meet with your colleague and discuss your concerns.

Scenario 2: Student B

You are working with a team on a project. You sense a lot of hostility from your coworkers whenever you try to present your opinions or suggestions in a team meeting. You feel that your suggestions are really good (in fact, much better than those of some of your colleagues) and you don't understand why the other members of the team are so angry with you.

Discuss your concerns with the leader of the team.

Effective Group Meetings

An effective meeting:

- Has a clear objective that is better achieved by meeting than by sending an email or a memo. There is a good reason for bringing participants together.
- Includes an agenda that is circulated to all participants before the meeting so that everyone knows what to expect and can come prepared. The agenda includes the topics for discussion and the name of the person presenting each topic.
- Sticks to a predetermined time frame as much as possible.
- Has a meeting leader or chairperson who facilitates the discussion.

1 **Search the Internet for information or tips on effective meetings. Use the tips to complete the table below with criteria you can use to evaluate role-played meetings in the class. Compare your list with classmates, and create one list of the best tips for the class to use.**

Possible search term: *effective meetings*

Meeting Checklist
☐ Have a clear objective
☐ Have an agenda
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Group Meetings: The Agenda

An agenda is a point-form list of topics that will be discussed in a meeting. The agenda is usually distributed a few days before the meeting so that everyone attending knows what to expect and can come prepared. The agenda also helps keep the meeting on track so that time is not wasted on unrelated issues.

The last item on the agenda is sometimes listed as *AOB (any other business)*. This is the time in a meeting when participants can present issues that are not listed in the agenda but directly relate to the purpose of the meeting.

1 **Look at the agenda below and answer the questions.**

1. What kind of committee do you think this is?
2. What do you think the purpose of the meeting is?
3. Who will be running the meeting?
4. How often do you think this committee meets?

COMMITTEE MEETING

Date: Tuesday Dec. 14, 2010
Time: 11:00-12:00
Location: Room 201

Chair: Kumar Devi

Secretary: Patrick Swift

Attendees: Silvia Rame, Don Davis, Karen Lu, Bob Cicarelli, Joanna Milcowicz, Ellen Jones, Tom Wilkinson

Agenda Items:

1.	Report on monthly inspections (Don)	10 min.
2.	Fire safety issues (Tom)	10 min.
3.	First-aid kits (Silvia)	10 min.
4.	Policies and Procedures manual (Karen)	10 min.
5.	Updates on health and safety training (Joanna)	10 min.
6.	Other business (Kumar)	10 min.

2 **In small groups, plan a meeting to discuss things you would like to do/have done to improve your ESL centre (e.g., lunch area, hours of operation, parking, facilities). Decide on the details and prepare an agenda. Your agenda should include all the information that meeting participants will need.**

Group Meetings: The Minutes

The minutes of a meeting are a written record of its proceedings. The most important parts of the minutes are the summary of what was discussed, the decisions that were made, and any actions that need to be taken. The minutes also often include:

- The name of organization and the names of committees/teams
- The purpose of meeting
- The people who attended; the people who were invited but did not attend (regrets)
- The date of the meeting; the time it began and ended

Minutes of a meeting are usually written by either a secretary/recorder or a member of the committee assigned to that role (often on a rotating basis). They can be written in point form and usually only the most important information is included.

The minutes should be written as soon as possible after the meeting so that nothing is forgotten. They are sent to meeting participants and others (managers, etc.) who need to be informed about what happened at the meeting.

1 **Audio 6.7: Listen to six segments of a health and safety meeting. Complete the chart with the main points presented in each segment.**

	Main Points of the Presentation
Segment 1	
Segment 2	
Segment 3	
Segment 4	
Segment 5	
Segment 6	

2 **Listen to the six segments again. Compare the meeting minutes below to what you hear. Underline 10 statements in the minutes that are not accurate.**

Health and Safety Committee Meeting Minutes
Tuesday December 14, 2010 11:00-12:00 Room 201

Chair: Kumar Devi
Secretary: Patrick Swift
Attendees: Silvia Rame, Don Davis, Karen Lu, Joanna Milcowicz, Tom Wilkinson
Regrets: Bob Cicarelli, Ellen Jones

1. Report on monthly inspections

Don talked about the importance of doing the inspection tasks on a monthly basis. He recommended we have a monthly inspection schedule with staff assigned to doing the inspections. He offered to create a reporting form that everyone can fill out and submit once a week.

Action: Don will draft a form and present it to the committee at the next meeting.

2. Fire safety issues

Tom said there were problems with the first fire drill that happened after the alarms were tested. The lab reported that they couldn't hear the alarm. We need to have the company that installed the alarms come in and check them to see what happened and perhaps replace some of them. Tom also suggested that we remind all staff to review the fire safety plan on a yearly basis so that everyone knows the procedures.

Action: Kumar offered to send a memo to managers.

3. First aid kits

Silvia inspected the seven first aid kits in the building and found that supplies in the kits are old, some of the packages have been opened and the medications have expired. The kits need to be updated. She suggested we order refills for all of the kits. She recommended that we buy first-aid kits for all the delivery vehicles as well.

Action: Silvia will report on the cost of updating the kits at the committee's next meeting.

4. Policies and procedures manual

Karen reported that the manual is completed but still needs to be edited. Once that is done, it will be distributed to all of the managers. She recommended that each manager meet with the people in his/her department to go over the emergency procedures so that everyone is clear about what they need to do if something happens.

Action: Kumar offered to send a memo to all managers.

5. Health and safety training

Joanna said she wanted to find out from managers what their training needs are before making any arrangements. She showed us a questionnaire that she wants to give the managers to get that information. She recommended the managers discuss training needs with staff to see if they have specific needs that they would like to have addressed.

Action: Joanna will email the questionnaire to all managers and request their feedback.

6. Other business

Kumar said us that the admin assistant, Katie, will be updating the emergency contact information for everyone in the company. Kumar is going to send a letter to all the managers asking them to give Katie that information by the end of the month.

Group Meetings: Presentations

It is common in meetings for participants to report on something, such as the status of a work project, an issue or concern, an incident, or an option for consideration. These oral reports can sometimes involve giving a presentation.

1 **Play the role of Joanna in the health and safety committee meeting. You have been asked to give a short presentation to the committee about staff training options relating to health and safety. Research training possibilities in your city or town for one of the following: WHMIS training, CPR, first aid, fire safety. Take notes to prepare for making a brief presentation during the meeting. Include a brief description of the type of training you are proposing, the location, cost and available dates.**

COMMITTEE MEETING

Date: Tuesday Dec. 14, 2010
Time: 11:00-12:00
Location: Room 201

Chair: Kumar Devi

Secretary: Patrick Swift

Attendees: Silvia Rame, Don Davis, Karen Lu, Bob Cicarelli, Joanna Milcowicz, Ellen Jones, Tom Wilkinson

Agenda Items:

1.	Report on monthly inspections (Don)	10 min.
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3.	First-aid kits (Silvia)	10 min.
4.	Policies and Procedures manual (Karen)	10 min.
5.	Updates on health and safety training (Joanna)	10 min.
6.	Other business (Kumar)	10 min.

2 **In small groups, take turns giving presentations (up to three minutes long) about the training option you researched.**

3 **Imagine that you are the secretary at the meeting. Listen to your group members' presentations and take notes on the most important details. Write a summary of one of the options presented in your group to be included in the minutes of the meeting.**

Group Meetings: Introductions

In a group business meeting, the chairperson usually introduces a new person to a group of people who already know each other. The introduction is brief and includes the person's name and job title as well as the company/organization/department they work for.

When meeting with a group of people who don't know each other, it is common for everyone to introduce themselves. Your personal introduction should be brief and concise. It would include your name and a brief description of the experience you have that is relevant to the meeting participants (e.g., *I've worked on several projects like this one in the past; My area of expertise is ...; I'm here because I am interested in...*).

1 **Audio 6.8: Listen to two examples of the chairperson introducing a new person to a group and answer the following questions.**

1. How does the chairperson begin the introduction?
2. What information about the person does the chairperson include?

2 **Imagine you are the chairperson of a meeting in which participants will be discussing funding for ESL classes. You have invited an ESL learner to participate in the meeting. Interview your partner to find out about his/her background and experience learning English. Practise introducing your partner using this information.**

3 **Audio 6.9: Listen to two examples of people introducing themselves in a formal meeting. Compare the two introductions.**

1. What information did each introduction include?
2. Which introduction do you think is more appropriate? Why?

4 **Imagine you are attending a meeting at a community center where you would like to volunteer. In small groups, practise introducing yourself. Include a brief description of your previous work experience or your skills.**

Group Meetings: Giving Opinions

As a participant in a meeting, you may be asked to give an opinion or make a suggestion. You may also want to comment on the opinions and suggestions of others. Here are some expressions you can use:

As a participant

Giving opinions: *I (really) feel that ...; In my opinion ...; I think that ...*

Making suggestions: *Perhaps we should; Maybe we could; How about ...; I suggest we ...; Why don't we ...?*

Agreeing/disagreeing: *I have to agree with (name of participant); Exactly! That's what I think, too; I agree with you to a point, but ...; I'm afraid I don't agree; Good point! Sounds good!*

Commenting on the opinions of others: *I see what you mean; Yes, I get your point; I never thought about it that way before.*

As the chairperson

Asking others for their opinions: *What do you think? Do you (really) think that ...?; How do you feel about ...?; (Name of participant), can we get your input?; Can I hear what everyone else thinks about ...?; (Name of participant), how do you feel about this?*

1 **Audio 6.10: Listen to a segment of an informal meeting to plan a company open house. Make notes about the expressions you hear and complete the table below.**

Asking others for their opinions:
Giving opinions:
Making suggestions:
Agreeing/disagreeing:
Commenting on the opinions of others:

Group Meetings: Interrupting Politely

Part of the chairperson's role in a meeting is to make sure everyone has a chance to contribute to the discussion. Sometimes it is necessary to interrupt if someone in the group is dominating the conversation. One way to do this is by bringing other people into the discussion. You can use phrases like:

- *What do you think about that idea,* (name of another participant)?
- *Do you have anything you would like to add,* (name of another participant)?
- *Would anyone else like to add to this discussion?*
- *Perhaps someone else has something they'd like to say about this issue.*

Here are some polite expressions you can use as a participant when you want to interrupt:

- *Sorry to interrupt*
- *Pardon me/excuse me for interrupting*
- *Could I add something here?*

In addition to the words you use, interrupting politely also involves timing and using an appropriate tone of voice. It's best not to interrupt someone in the middle of a sentence. Also, using an aggressive, sarcastic or negative tone when interrupting will likely sound rude.

1 **Audio 6.11: Listen to a short segment of a meeting. The participants are discussing three different designs for a promotional flyer that the company wants to distribute to potential customers.**

1. Listen to how each person interrupts. Identify appropriate and inappropriate ways of interrupting.
2. Listen to how the chairperson deals with someone who is dominating the conversation. Identify the strategies/phrases used.

2 **With a partner, take turns rephrasing the sentences below so that they are more polite.**

1. Hey, I have something to say!
2. It's my turn to speak.
3. Ahmed, you have been talking a lot. Can we hear from someone else now?
4. Mary, stop interrupting!
5. Could you please shut up?
6. I want to say something.
7. I need to interrupt.
8. Let me speak please.
9. You've talked long enough. Give someone else a turn now.
10. You talk so much that no one can get a word in edgewise.

Group Meetings: Putting It in Practice

1 **The centre where you study English is celebrating its 10th anniversary. A committee from each class will organize activities to celebrate the event. The celebrations will last the whole day.**

You are on the committee for your class. Your committee of six people needs to meet to discuss plans for the event and to delegate tasks. Use the agenda and your assigned role to participate in a meeting with your classmates.

AGENDA

10th Anniversary Organizing Committee Meeting

1. Food
2. Classroom decorations/displays
3. Music
4. Activities
5. Clean-up

Tina, the meeting facilitator

- Open the meeting
- Introduce a new person (Ping Li) to the group
- Ask everyone to introduce themselves
- Introduce each point on the agenda
- Make sure everyone has a turn to speak
- Ask participants for opinions when necessary
- Prevent anyone from dominating the discussion
- Assign a task to anyone who has not volunteered to do something
- End the meeting

Ahmed, the meeting secretary

- Introduce yourself to Ping, a new member of the committee
- Take notes about what was discussed in the meeting
- Contribute suggestions when asked
- Offer to be responsible for one of the tasks on the agenda

Ping Li, a new committee member

- Introduce yourself
- Give your opinion about what is being discussed or offer an alternative suggestion
- Offer to be responsible for one of the tasks on the agenda

Veena, a very talkative person who tends to dominate conversations

- Introduce yourself to Ping, a new committee member
- Dominate the conversation by giving your opinion and making suggestions at every opportunity
- Give opinions and suggestions that will likely be unpopular with the rest of the group
- Offer to be responsible for one task on the agenda

George, a committee member

- Introduce yourself to Ping, the new member of the team
- Give suggestions during the meeting
- Disagree with everyone else's opinions or suggestions
- Interrupt someone inappropriately at least once during the meeting

Alice, a committee member

- Introduce yourself to Ping, a new committee member
- Give your opinion about what is being discussed or offer an alternative suggestion
- Offer your own suggestions
- Offer to be responsible for one task on the agenda

This chapter includes activities that can help learners develop the skills and background knowledge they need to participate in one-on-one and group meetings for different purposes. These skills include introducing someone formally to a group, introducing oneself in a meeting, using appropriate expressions to begin and end a meeting, interrupting politely, offering opinions, responding to the opinions of others and presenting information.

The activities in this chapter have been guided by the CLB performance conditions relating to LINC 6. If you want to develop your own activities, consider the CLB performance conditions below.

For group interaction (such as in a meeting situation):

Performance Conditions

- Group interaction is with three to five people on non-personal, familiar, mostly concrete (but also abstract) topics and issues in semi-formal or informal settings
- Rate of speech is slow to normal (when speaking)
- Speech is clear, at a slow to normal rate (in listening texts)
- One-on-one interaction is semi-formal or formal

You can use all or some of the activities in the order they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to Meetings, see the *LINC 5–7 Curriculum Guidelines*, Units 16–18.

Some of the activities in this chapter are followed by *Putting It in Practice* tasks. These tasks allow learners to demonstrate and apply their knowledge and skills in a communication task. They can be used for formative assessment of learner progress.

p. 243 | Introduction to Meetings

Introduces the topic of the chapter

Extend the Activity: Discuss the Culture Note and elicit from learners the style of meetings in their previous country of residence.

p. 244 | To Meet or Not to Meet

Introduces meetings for different purposes

Answers

Scenario 1: one-on-one meeting with her manager
Scenario 2: one-on-one meeting with the professor
Scenario 3: group meeting
Scenario 4: send an email message
Scenario 5: group meeting with all staff affected by the new policies
Scenario 6: group meeting with all the managers

Extend the Activity: Have learners practise one-on-one meetings using any of the scenarios.

p. 245 | One-on-one Meetings: Parent-Teacher Interviews

Provides listening practice relating to parent/teacher interviews

1 This video was developed to provide newcomers to Ontario with information about parent teacher interviews. The entire *Parent Teacher Interviews* video (on the Settlement.Org website) is about six minutes long. It can be viewed online and is also available in DVD format for order (at no charge). Contact info@cicswis.ca for ordering information. The transcript provided below is for only a portion of the video (the actual parent teacher interview). You could preface this activity with a discussion using the following questions:

- Are parent-teacher interviews common in your previous country?
- If not, how do parents communicate with teachers?
- Have you ever participated in a parent-teacher interview in Canada?
- If yes, describe your experience.

Have learners watch the video online, or watch the video as a class (using one computer and a data projector). Elicit from learners what is happening during the video. Then have learners listen for the expressions.

1 **Possible Answers**

Begin the interview	Make transitions	End the interview
Welcome to the parent teacher interviews. I just wanted to say that I'm very glad that you can make it here this evening.	It's funny that you mention that … We're happy to hear that, but we have a concern about the homework. Okay, as you can see from Richard's reading mark …	Well, thank you very much for coming, both of you tonight. It's been a pleasure having you here.

Extend the Activity: Have learners research information about parent-teacher interviews. Possible search terms: *parent teacher interview Ontario*

Transcript (view or order this video on the Settlement.Org website)

Parent-Teacher Interview

This transcript is of a portion of a video about parent teacher interviews. The actual interview begins about a third of the way through the video. www.settlementdownloads.org/downloads/video/parentteacher/PT_EN.html

Teacher: Welcome to the parent-teacher interview. I just wanted to say that I'm very glad that you can make it here this evening. Now, Richard's a very strong student. You must be encouraging him quite a bit at home.

Father: Thank you very much.

Teacher: Just to give you an idea of what he's been doing, here's an example of some of his earlier work and if you take a look at what he's been writing just recently you can see that he's progressed quite a reasonable amount. Now as you can see his sentences are a fair bit longer. His spelling and grammar are much improved too.

Mother: In China, Richard loved to write stories.

Teacher: It's funny that you mention that because actually when he first came here I asked him to write something in his first language.

Mother: He put some English words there. That's interesting!

Transcript (view or order this video on the Settlement.Org website) (continued)

Teacher: No but that's good. You know, I mean he put in what he knew and everything else that he didn't, he worked on.

Mother: It is great.

Teacher: It's good.

Mother: We're happy to hear that, but we have a concern about the homework.

Teacher: Oh, okay.

Mother: So, compared to being back in China we didn't see Richard bring home a lot of homework.

Teacher: Right, right. That is understandable. What we normally like to do here is we'll start something off in class. That gives the students a chance to basically see if they have any questions that they wish to ask you know, they can ask me.

Father: Well, we are worried about whether Richard is making new friends here?

Teacher: You know, I understand that's a great concern to a lot of parents especially you know, since Richard's new to the school. But I guarantee you have nothing to worry about. Richard's a great, sociable child. He's very involved in the school community. Now do you have any other questions or concerns about Richard at school?

Father: Are there any programs for Richard after school?

Teacher: Definitely there are lots of after school programs you know that you can take advantage of. There's the soccer program – you know – I know that you said Richard likes soccer … (*voice fades*)

Teacher: Okay, as you can see from Richard's reading mark, it would benefit Richard to read a little bit more at home. Do you read with him often?

Mother: Yes, we read with Richard every evening – but sometimes we read in Chinese.

Teacher: You know what? That's, that is all right. That's actually a great thing. If that's something that Richard's more comfortable with, by all means let him read in Chinese. You know, and then, you know, we can gradually get him into exploring certain English language books. You know but that's great …

Mother: Can I ask a question?

Teacher: Please, by all means.

Mother: Now I think I understand about this part, but I had a question here. So I understand that you grade students according to different subjects, but here – what does this part mean?

Teacher: What the Learning Skills are is actually it's an area where we comment not specifically on grading students on academics – more about some of the work habits or study habits that we like to see students develop. These are more areas of personal growth that we want to encourage.

Teacher: Well, thank you very much for coming, both of you tonight – it's been a pleasure having you here. You know, if you have any further questions, comments or concerns you know, about Richard, or anything else that you'd like to ask, please feel free to contact me – many parents do.

2

Answers

1. Richard is doing well. The teacher says he's a strong student.
2. He's progressed quite a reasonable amount in writing. His spelling and grammar are much improved. It would benefit Richard to read a little bit more at home.
3. The mother asked about homework. The father asked whether Richard was making friends at school. The father asked if there were any after-school programs for Richard. The mother asked a question about something she didn't understand on the report card.
4. The parents tell the teacher that Richard had more homework in China. They read to him every night in Chinese.
5. The teacher suggests Richard read more English books.
6. The teacher suggests that the parents contact him if they ever have any questions.

Extend the Activity: Have learners practise the dialogue in groups of three using the transcript.

3 This activity can help learners prepare for a parent-teacher interview by:

- Helping them understand some of the vocabulary commonly found in report cards
- Encouraging them to prepare questions to ask the teacher before the interview

Learners can complete the vocabulary activity on their own or discuss the words/phrases in pairs. They should try to infer the meanings of each term by looking at the report card. Alternatively, they could practise using a dictionary to look up unfamiliar words.

Answers

1. __d__ exceeds
2. __j__ remediation
3. __h__ literary text
4. __a__ graphic text
5. __i__ cite
6. __b__ extended
7. __f__ considerable effectiveness
8. __c__ conventions
9. __e__ consistently
10. __k__ emerging
11. __g__ polygon

4 Learners role-play a parent-teacher interview in pairs. Possible questions the parent can ask the teacher:

1. What does my child do well?
2. What skills does she or he still need to develop?
3. Is my child getting extra help? In what subjects?
4. What is your homework policy? How much time should my child be spending on homework?
5. How does my child get along with the other students?
6. How can I help my child at home?
7. What is the best way to contact you if I have more questions?

p. 248 | One-on-one Meetings: Obtaining Automobile Insurance

Introduces learners to typical format and terms used in a meeting with an auto insurance agent

1

Answers

1. b 2. a 3. a 4. b 5. a 6. b 7. a 8. b 9. b 10. b

Audio 6.5: Transcript

Radio talk show interview with an insurance broker

Sara: Hi everyone and welcome to the Sara Kato Show. We have Mirko Petrenko on the show with us today. Mirko is a broker with Triple III Insurance Company and he's here to talk to us about automobile insurance in Ontario. Welcome Mirko!

Mirko: Thanks, Sara. It's nice to be here.

Sara: First of all, could you explain to our listeners how automobile insurance works in Ontario?

Audio 6.5: Transcript (continued)

Mirko: Certainly. In Ontario, we have a system called "no-fault" insurance, which is a bit of a confusing term for a lot of people. It sounds as if no one is responsible if there is an accident and that's certainly not the case. Someone is always at fault, either completely or partially. But what no-fault means is that if you are injured or your car is damaged in an accident, you only deal with your own insurance company, regardless of who is at fault. Your insurance company will pay for the damages even if the other driver caused the accident.

Sara: So in other words, even if the other person is 100 per cent responsible for the accident, you never have to deal with their insurance company. You just deal with your own company?

Mirko: Yes, that's right.

Sara: And what if I'm at fault? What happens then?

Mirko: If you're at fault (either completely or partially), you will have an "at-fault" accident on your insurance record and your premium (in other words the amount you pay for insurance coverage) will go up the next time you renew your policy.

Sara: Oh, okay. And does that stay on my record forever?

Mirko: No, not forever, but you'll have to have six years of accident-free driving before you go back to a clean slate. With a lot of insurance companies, though, if you have your first at-fault accident after six years or more of claims-free and conviction-free driving, your premium may not change at all or it may increase by just a small amount. But after the second at-fault accident, your premiums will increase quite significantly.

Sara: Um, that makes sense. Now, you mentioned something about a claim. Could you just explain to our listeners what a claim is?

Mirko: Certainly. An insurance claim is an application requesting money from the insurance company to pay for any damages caused by an accident.

Sara: Oh, okay. And Mirko, what happens if I lend my car to someone else and they get into an accident?

Mirko: You have to remember that when you lend your car to someone, you're also lending them your insurance. So, if they get into an accident and they're at fault, the accident goes on your insurance record and your premium will go up.

Sara: Oh, okay. So I guess I should be really careful about who I lend my car to.

Mirko: Yes, that's right Sara.

Sara: Mirko, I wonder if you could also tell our listeners about the different types of coverage people can get and what it all means, because that can be a bit confusing as well.

Mirko: Sure. Let me just start off by saying that automobile insurance is mandatory in Ontario. That means it's illegal to drive a vehicle without at least minimum insurance coverage. A basic insurance policy includes four things:

- The first is third-party liability coverage of at least $200,000. This protects you if someone else is killed or injured or their property is damaged and you're at fault.
- The second is accident-benefits coverage. This covers you for any additional medical care and loss of income you may have if you're in a car accident, regardless of whose fault it is.

Sara: Okay.

Mirko: The third is what's called direct compensation property damage coverage. This covers any damage to your vehicle caused by someone else.

And last is uninsured automobile coverage, which protects you if you are involved in an accident with a hit-and-run driver or someone who doesn't have any car insurance.

So, as I said, these are the basic requirements in Ontario. However, most drivers get more coverage than that for extra protection.

Sara: Uh-huh. So what additional coverage do they usually get?

Mirko: Well, a lot of extras could be included in your insurance policy, but most people just get collision coverage for any damage to their vehicle that's caused by them or someone else. And comprehensive coverage for any damage to their vehicle because of vandalism, hail, an explosion or any damage that resulted from someone stealing their car.

Sara: Oh, I see. But I guess the more coverage you have, the more expensive your premium is as well, right?

Audio 6.5: Transcript (continued)

Mirko: Yes, that's true.

Sara: What other factors would affect my insurance rate, Mirko?

Mirko: Well, the amount you pay for automobile insurance will depend on a number of different factors. When you apply for insurance, the company will look at how old you are, whether you're male or female, where you live, the type of car you drive, the number of years you've been driving, how far you drive on a yearly basis and your driving record. All of these things affect the rate you pay.

Sara: Mm-hmm.

Mirko: Then, of course, the amount of coverage you want to have affects your insurance premium as well. As I mentioned before, most people purchase more than the minimum required coverage.

Sara: And then there is the issue of the deductibles on your policy. That affects your insurance rate as well, right?

Mirko: Yes, it does.

Sara: Could you explain to our listeners how that works?

Mirko: Sure. Basically, the deductible is the amount of money you are responsible for paying before the insurance coverage begins. For example, if your car has $700 worth of damage and your collision deductible is $500, you can only claim $200 from your insurance company because you are responsible for the first $500 of the cost of repairs.

So if your deductible is low, your insurance policy will be more expensive because from the insurance company's point of view, you will likely file a claim sooner and that's money out of their pockets. Does that make sense?

Sara: Yes it does. So what are some other things people can do to lower their insurance premiums, aside from increasing the deductible?

Mirko: Well, if you have an older car, you could get rid of the collision coverage. If you remember, collision covers you for any damage to your vehicle regardless of whose fault it is. If you have an older car, you probably wouldn't worry as much about repairing any minor damages the way you would if you were driving a brand new car.

Sara: Okay. Is there anything else you can do?

Mirko: Yes. You could ask the insurance company about package deals. If you get home insurance with the same company, your car insurance premium will likely decrease. I would also recommend shopping around. Call around to different companies and ask how much their premiums are so that you are sure you have the cheapest rate, because automobile insurance can be expensive.

Sara: Yes, that's a great idea.

Mirko: But in the end, the best way to keep your insurance premiums down is to drive safely and avoid accidents.

Sara: That's true. Well, thank you so much for coming in today, Mirko. You've really helped us understand the complicated world of automobile insurance.

Mirko: You're most welcome, Sara.

Sara: And thank you, everyone. Be sure to tune in to our program again tomorrow at noon. Bye for now.

2 This research activity helps learners prepare for the role-play in the next activity. In the computer lab, have learners find a website that offers free quotes on auto insurance (these web pages usually include a questionnaire). Learners can complete the questionnaire using their own information, or you can give all learners the same information about type of car and age of applicant. Have learners print or record the cheapest quote.

p. 250 | One-on-one Meetings: Performance Reviews

Familiarizes learners with the concept of performance reviews

1 Learners listen to three excerpts from performance reviews and identify the examples of positive and negative feedback in each. They also listen for the words that signal the transition from positive to negative feedback. You can play the excerpts one at a time and have learners complete the chart after hearing each one.

Inform learners that negative feedback is often *sandwiched* between bits of positive feedback.

Audio 6.6: Transcript

Excerpts from three different performance reviews

Dialogue 1: A manager and a salesperson working at a car dealership

Manager: Your sales results have been quite impressive this year, Steve. Let's see, you had a 20 per cent increase in your sales of sports utility vehicles, a 36 per cent increase in compact car sales and a whopping 58 per cent increase in your sales of high-end vehicles!

Steve: Yes, it's been a good year.

Manager: Indeed it has. I hope you keep it up next year.

Steve: I'll do my best, Bob.

Manager: Great. Now, Steve, you know that we value your work on the sales team and your performance has been spectacular since you started with the company. But unfortunately, there have also been a number of customer complaints, and that concerns me.

Dialogue 2: A manager and a daycare worker

Manager: Toula, I really like your approach with the children and I can see that they just love you. You speak to them in a calm voice and always come down to their level when you are talking to them. You're very kind and patient with them. I also think your behaviour management skills are excellent. The children seem to really respect you and listen to you when you are correcting inappropriate behaviour.

Daycare worker: Thanks, Julia.

Manager: However, I think you still need to work on your program planning skills. I don't see a lot of creativity in the activities the children do during the day.

Dialogue 3: A manager and an employee

Manager: Olga, I recognize that you have a lot of expertise in marketing. In fact, you have more experience than anyone else on your team. Everyone depends on you for information and advice. The problem is that you are absent so often that you're frequently not around when people need you the most. And when you are not around, the whole team works less effectively. You were absent a total of 37 days this year!

Olga: I know. I'm sorry, Jill. But everyone in my family has been sick – my children, my parents, and then I was off for a week with a broken foot.

2 This activity provides an opportunity for learners to:

- practise giving and receiving positive and negative feedback in a performance review situation
- role-play talking about their work achievements (which can also be part of a performance review)

Learners can choose one of the scenarios or you could assign the roles. Learners need to prepare for the meeting by thinking about or writing down two positive things they would like to tell the employee (if they are the manager), or two of their own achievements (if they are the employee).

p. 252 | One-on-one Meetings: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills relating to one-on-one meetings

Introduce the scenarios to learners and have them read the role cards. Ask learners to role-play one of the scenarios. Their role plays should last 7 to 10 minutes.

Performing this activity requires learners to integrate a number of skills and language abilities needed to participate in one-on-one meetings. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be taught or worked on.

This task relates to the CLB competencies below. You can use the sample criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

- CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and work requirements.
- CLB 7–I: Express and respond to complaints, disappointment, dissatisfaction, satisfaction and hope.

Sample Assessment Criteria

- ☐ Uses adequate vocabulary for the purpose and topic of the meeting
- ☐ Uses the appropriate degree of formality
- ☐ Speaks intelligibly; listener can follow
- ☐ Uses grammar structures correctly, (e.g., verb tenses, articles, subject-verb agreement, indirect questions

p. 253 | Effective Group Meetings

Introduces elements of effective group meetings

Extend the Activity: Have learners compare their tips and create a checklist for class use. This checklist can be used by learners to evaluate group meetings they role-play in class.

p. 254 | Group Meetings: The Agenda

Informs learners about the purpose and format of a meeting agenda

Extend the Activity: Have learners search the Internet for agenda samples, then identify elements of an agenda. Possible search term: *meeting agenda sample*

p. 255 | Group Meetings: The Minutes

Provides practice taking notes during a meeting in preparation for writing the minutes of a meeting

1 Play each of the six segments, one at a time, and have learners complete the chart by writing down the main points of each presentation after they have heard it. Take up the answers in a class discussion.

Audio 6.7: Transcript

Six segments of a health and safety committee meeting

Segment 1: Don (report on monthly inspections)

Chair: Don, can you bring us up to date on the monthly inspections? What can you tell us?

Don: Well, Ellen and I spoke to all the managers about whether or not they do monthly safety inspections of their departments. What we found is that some are doing them, but others aren't. A few of the managers are doing them on a monthly basis, but most of them told us they are too busy to do them that often. There are a lot of inconsistencies between the different departments.

I think it's really important that these inspections be done on a monthly basis.

Everyone: Yes. I agree. Uh-huh.

Don: I recommend we develop an inspection schedule and that the managers assign the inspection tasks to specific staff members. I think we should also create some kind of reporting form that they fill out and submit to us every month. I can draft a form and show it to everyone at our next meeting. (*Fade out*)

Segment 2: Tom (fire safety issues)

Chair: Tom, do you have any fire safety issues to report on?

Tom: Yes. There are a couple of things. First, there were a number of problems with the most recent fire drill we had. Two weeks ago we had the first fire drill after the new alarms were installed. The warehouse supervisor reported that no one in his department heard the alarm go off.

Chair: Oh – that's a problem.

Tom: Yes, it is. So I think we need to call the company that installed the alarms and get them to check that area of the building to find out what happened. Maybe they need to replace the alarms that are there now.

Everyone: Yes.

Tom: I also think we need to remind all the managers that they should go over the fire safety plan with their department staff on a yearly basis so that everyone knows the procedures.

Chair: Yes, that's a good idea. I'll send out a memo.

Segment 3: Silvia (first-aid kits)

Chair: Silvia, you inspected all of the first-aid kits in the building. Can you tell us how that went?

Silvia: Yes. Right now, we have five first-aid kits in different parts of the building. What I've found is that most of the supplies in the kits are old and need to be replaced. I think we should order refills for all the kits.

The other thing I would like to recommend is that our delivery staff have first-aid kits in their vehicles as well. They only cost about $40 and I think it would be well worth the money.

I'll look into the total cost for all of this and report back at our next meeting.

Segment 4: Karen (Policies and Procedures manual)

Chair: Karen, you wanted to bring us up to date on the Policies and Procedures manual.

Karen: Yes, thanks Kumar. Well, the manual is completed but it still needs to be edited. Once the copies are printed, they will be distributed to all staff.

I really think it would be a good idea if each manager could meet with the staff in his/her department to go over the emergency procedures so that everyone is clear about what they need to do if something goes wrong.

Chair: Yes, I agree. I'll send a memo about that as well.

Audio 6.7: Transcript (continued)

Segment 5: Joanna (updates on health and safety training)

Chair: Joanna, can you give us an update on health and safety training?

Joanna: Well, I actually haven't arranged anything yet. I thought it would be better to send a questionnaire to all the managers first to ask them about their training needs. That way I can be sure that the training we are offering is really useful for our staff. I've made copies of the questionnaire for everyone to look at. I'll just pass those around.

Everyone: This looks good.

Joanna: Okay, well if everyone likes the form, I'll send that to all the managers to get their feedback.

Segment 6: Kumar (other business)

Chair (Kumar): I wanted to let you know that the administrative assistant will be updating the emergency contact information for all staff. I'm going to send an email to all the managers asking them to submit that information to her by the end of the week so that she can make up a new list as soon as possible.

2 Begin by asking learners to read the minutes before they listen to the recording. Then have them listen to each presentation (one at a time) and underline the statements that are incorrect.

Answers

1. Report on monthly inspections

Don talked about the importance of doing the inspection tasks on a monthly basis. He recommended we have a monthly inspection schedule with staff assigned to doing the inspections. He suggested we create a reporting form that everyone would fill out and submit once a week. (every month)

2. Fire safety issues

Tom said there were a lot of problems with the first fire drill after the alarms were tested (installed). The lab (the warehouse supervisor) reported that they couldn't hear the alarm. We need to have the company that installed the alarms come in and check them to see what happened and perhaps replace some of them.

He also suggested that we remind all staff (all the managers)to review the fire safety plan on a yearly basis so that everyone knows the procedures.

3. First-aid kits

Silvia inspected the seven (five) first aid kits in the building and found that supplies in the kits are old, some of the packages have been opened, the medications have expired (most of the supplies in the kits are old) and the kits need to be updated. She suggested we order refills of all of the kits. She recommended we buy first-aid kits for all the delivery vehicles as well.

4. Policies and Procedures manual

Karen reported that the manual is completed but still needs to be edited and typeset. Once that is done, it will be distributed to all of the managers (everyone). She recommended that each manager meet with the people in his/her department to go over the emergency procedures so that everyone is clear about what they need to do if something happens.

5. Health and safety training

Joanna said she wanted to find out from managers what their training needs are before making any arrangements. She showed us a questionnaire she wants to give the managers to get that information. She recommended they discuss this with staff to see if they have specific needs that they would like to have addressed.(she didn't)

6. Other business

Kumar said that the admin assistant will be updating the emergency contact information for everyone in the company. Kumar is going to send a letter (an email) to all the managers asking them to give her that information by the end of the month.(week)

p. 257 | Group Meetings: Presentations

Provides practice giving a presentation in a meeting

1 Have learners research possible training options that are offered locally. Ask them to take notes on what they find. They can use their notes to write a script for a presentation or they could speak using just their notes.

p. 258 | Group Meetings: Introductions

Provides practice introducing someone formally to a large group or introducing oneself in a meeting

Audio 6.8: Transcript

Two examples of introductions in a meeting

Introduction 1

Chairperson: I think we should get started. First of all, I'd like you to please welcome Jack Lee. Jack has been working in our London branch for the last five years and is the manager of quality control there. I've asked him here today because quality control is one of the items on our agenda this morning and I know we will all benefit from his expertise in this area.

Introduction 2

Chairperson: Good morning, everyone. So glad you could all make it today. Let me begin by first introducing a new member to our fundraising committee. This is Wendy Hughes. Welcome, Wendy!

Wendy: Thanks Mohammed.

Chairperson: Wendy has worked in fundraising for many years and in many different organizations. She was a volunteer fundraiser with the Cancer Society, the United Way and with the Heart and Stroke Foundation. She has over 15 years of experience raising money for charitable organizations like ours, and we are very fortunate to have her on our team.

3 Learners listen to the next recording (transcript below) of people introducing themselves and identify appropriate and inappropriate introductions. They can discuss the questions in small groups or as a class. The first introduction is appropriate because it is short, concise and business-like. The second example is too long and includes a lot of irrelevant personal information.

Audio 6.9: Transcript

Two examples of self introductions

Introduction 1

Hi. My name is Lucy De Souza. I have been working in the research and development department at Gabcom Pharmaceuticals for the last 12 years. My expertise is in the area of antiretroviral agents for the treatment of patients infected with HIV. I'm happy to be here, and so glad to be a part of this research team. I think it will be a great learning experience for me.

Audio 6.9: Transcript (continued)

Introduction 2

Good morning everyone. My name is Maria Skoblenick. Let me tell you a little about myself. I am originally from Poland and have been in Canada for the last nine years. I am married and have three beautiful children: Andre, who is 15, Marta who is 11 and Sabrina, who is six and a half. My husband is an engineer with BVP Construction Company.

I have a masters degree in pedagogy from the University of Warsaw, and I worked as a teacher in my country for three years before I came here. When I came to Canada, of course I couldn't work as a teacher right away so I decided to do some volunteer work. I volunteered at my child's school and helped out with the snack program every day for three years. During that time, I also attended English classes to improve my English. I got my teaching certification in 2007 and then did some supply work in 2008 and 2009. I am very happy to finally have a full-time job here at this school, and I'm looking forward to working with all of you.

4 Ask learners to practise introducing themselves to others in a small group. You could ask them to provide feedback to each other on how well they did and what may need improvement.

p. 259 | Group Meetings: Giving Opinions

Provides practice giving opinions and suggestions and on agreeing and disagreeing with others' opinions

1

Answers

Asking others for their opinions: *What do you think?; Sam, which do you think is better? How do you feel about …; Is everyone okay with that?*

Giving opinions: *I prefer; I think; In my opinion …*

Making suggestions: *I was thinking maybe we should …; Why don't I …*

Agreeing/disagreeing: *I agree with …; I totally agree!; Yes, sounds good; Okay.*

Commenting on the opinions of others: *I quite like the idea of …*

Audio 6.10: Transcript

Segment of an informal work meeting

Chairperson (Katrina): We have a lot to talk about today, so let's get started. First of all, the open house will be on December 3rd and we usually have it from 4:00–6:00. For those of you who are new, let me fill you in on what we've done in previous years. We usually serve catered hors d'oeuvres with wine, juice and pop. This year, I was thinking maybe we should just have a wine and cheese party instead. What do you think?

Pirooz: I prefer what we did last year. The hors d'oeuvres we got from the catering company were excellent. People really seemed to enjoy them.

Stella: Yes, I agree with Pirooz. The catering company we used last year made some fabulous food and I think we should use them again. In my opinion, wine and cheese just doesn't seem like enough variety. And also, there are so many people who are lactose intolerant these days. They wouldn't be able to eat anything if we just have wine and cheese.

Chairperson: Tetyana, what do you think?

Tetyana: I quite like the idea of a wine and cheese party. I think it might be cheaper than the hors d'oeuvres. They were quite expensive, from what I remember. Sam, which do you think is better: wine and cheese or hors d'oeuvres?

Sam: Well, since I wasn't here last year, I think I'll just go along with what everyone else decides.

Chairperson : How do you feel about adding some fruit and vegetable platters to the wine and cheese? That way there is something for everyone.

Audio 6.10: Transcript (continued)

Stella: Hmm, I'm still not big on the idea of a wine and cheese party. Is cost an issue here? Are we trying to save money or have a really nice party? If we have to worry about the cost, then I think we should go with the wine and cheese. But if we only end up saving a few dollars by doing that, then I still prefer the hors d'oeuvres. The food last year was really tasty, the presentation was beautiful and everyone loved it!

Pirooz: I totally agree!

Tetyana: Okay. Why don't I call the caterer and get a price list? I'll have a look at our notes from last year to see what we ordered and do the same for this year.

Chairperson: Sure. Is everyone okay with that?

Everyone: Yes. Sounds good, okay.

p. 260 | Group Meetings: Interrupting Politely

Provides practice identifying appropriate and inappropriate phrases for interrupting

Audio 6.11: Transcript

Work meeting to discuss flyer designs

Facilitator (Mahmood): Now that you've had a chance to look at the three different designs, can I get everyone's feedback? Jerry?

Jerald: I prefer the first design. I think it really captures the image of the company. The design is modern and the image is crisp and vibrant. I'm not crazy about how the logo is stuck at the bottom of the second design, and the third design is too dark.

Facilitator: Mila?

Mila: I like the second design, but I agree with Jerry that the logo needs to be moved up higher. I like the more conservative look of the second one and I also think the third one is too dark. I would like ...

Mark: I need to say something here. The third design is not too dark! The colours are rich and elegant. I also like the font style on this one. This flyer is the most visually appealing of the three, I think.

Facilitator: What do you think Judy?

Mark: Oh – and let me add one more thing. No one is talking about the cost. The third flyer is also the cheapest of the three. I really think we should go with the third one.

Facilitator: Thanks Mark. Now I wonder if we could hear from Judy?

Judy: I agree with Jerry. I like the first one the best. It definitely looks more modern than the other two. I like the glossy look of the first one.

Facilitator: Samia, we haven't heard from you.

Jerry: Sorry to interrupt, but can I just add one more thing?

Facilitator: Sure. Go ahead, Jerry.

Jerry: I think before we make a decision, we also need to consider how fast each of the designers can send the specifications to the printer. The guy who designed the third flyer, Pete Spencer, is going to be out of the country for the next three weeks. That could cause some delays in printing.

Facilitator: Good point, Jerry. Samia?

Samia: I actually think they all look great, and I'm having a hard time deciding which one I like best.

p. 261 | Group Meetings: Putting It in Practice

Provides an opportunity for learners to demonstrate skills and knowledge related to participating in group meetings

1 Introduce the situation to learners and ask them to look at the agenda. Ask them to form groups of six and assign a different role to each learner. Ask learners to role-play a group meeting following the instructions on the role card they have been assigned.

Performing this activity requires learners to integrate a number of skills and language abilities. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be taught or worked on.

This task relates to the CLB competencies below. You can use the sample assessment criteria provided to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp.37–45.

- CLB 7-I: Introduce someone formally to a large, familiar group.
- CLB 7-IV: Participate in a meeting; express and qualify opinions and feelings; express reservations, approval and disapproval.

Sample Assessment Criteria

- ☐ Is able to introduce a person formally to a small group
- ☐ Uses adequate vocabulary for the purpose and topic of the meeting
- ☐ Uses appropriate expressions for giving opinions, making suggestions, responding to the opinions of others, interrupting politely
- ☐ Uses the appropriate degree of formality
- ☐ Speaks intelligibly; listener can follow
- ☐ Uses grammar structures correctly (e.g., verb tenses, articles, subject-verb agreement, indirect questions)

Chapter 6

Meetings

LINC 7

LINC 7 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when participating in meetings. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

CLB

- CLB 8–I: Introduce a person – such as a guest speaker – formally to a large, unfamiliar audience.
- CLB 8–I: Express and respond to a formal welcome/toast.
- CLB 8–III: Encourage others to participate.
- CLB 8–IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
- CLB 8–IV: Express and analyze opinions and feelings.
- CLB 8–I: Express doubts and concerns; oppose or support a stand or proposed solution.

ES

These activities can help to develop the following Essential Skill:

- Oral Communication
- Work with Others

The activities in this section focus on the following language skills:

- Determining the purpose of a meeting
- Introducing someone formally in a meeting
- Using the appropriate degree of formality
- Participating in a discussion/debate
- Assuming the role of different participants in a meeting (e.g., chair, secretary, presenter/ participant)
- Ending a meeting
- Reading and/or writing the minutes of a meeting

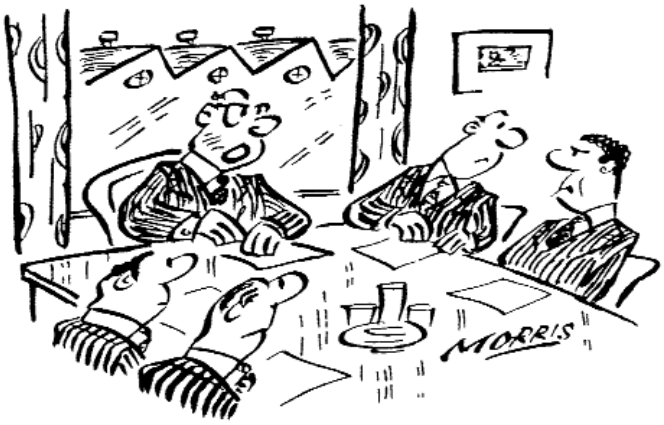
Introduction to Formal Meetings....281
Meetings for Different Purposes....282
Introducing a Guest Speaker....283
Formal Meetings....284
Chairing a Formal Meeting....286
Participating in a Formal Meeting....288
The Minutes of a Meeting....289
Grammar in Context: Using the Subjunctive....290
Formal Meetings: Putting It in Practice....291

Instructor Notes....293

Introduction to Formal Meetings

1 **Discuss the following questions in small groups. Choose one person in your group to present your comments to the class.**

1. Have you participated in a formal meeting in your previous country? Since you came to Canada? What was the meeting for?
2. Are meetings common in your profession/occupation? What are the meetings for?
3. What aspects of formal meetings would you like to learn about/practise in this class:
   a. Formal meeting procedures
   b. Small talk before a meeting
   c. Facilitating a meeting
   d. Participating in a meeting: expressing opinions, giving suggestions
   e. Disagreeing politely
   f. Giving presentations in a meeting
   g. Opening and closing a formal group meeting
   h. Dealing with difficult personalities in a meeting



"No, you can't move to adjorn, we've only just started."

source: *www.businesscartoons.co.uk/shop*

Culture Note

A formal meeting is one that has been planned, usually well in advance. It usually follows a specific format and has an agenda and a specific purpose. Two examples of formal meetings are annual general meetings (AGM) and meetings of boards of directors.

Although you may encounter these kinds of meetings in the workplace, you will most likely encounter them if you are associated with any of the thousands of nonprofit organizations in Canada. This is because all nonprofit organizations in Canada are required to have an AGM as well as regular board of directors meetings. There are over 160,000 registered charities and nonprofit organizations in Canada.

Meetings for Different Purposes

1 **Audio 6.12: Listen to fragments of five meetings for different purposes. Complete the chart by listing the purpose of each meeting and the statements and expressions from the recording that indicate the purpose.**

Under *Meeting Purpose*, write one of the following:

a. Information meeting
b. Decision-making meeting
c. Planning meeting
d. Discussion/debate meeting
e. Problem-solving meeting

	Meeting purpose	**Words/expressions used to indicate the purpose**
Meeting 1		
Meeting 2		
Meeting 3		
Meeting 4		
Meeting 5		

2 **Often a committee that meets regularly will establish ground rules to ensure that their meetings are effective. Search the Internet for common ground rules for meetings.**

Possible search term: *meetings ground rules*

Imagine you are part of a new committee. In small groups, develop a list of ground rules for your upcoming meetings (e.g., everyone will arrive on time, everyone will be given a chance to speak).

Introducing a Guest Speaker

Introducing a guest formally to a large unfamiliar audience serves various purposes. It allows the audience to get to know the guest or upcoming speakers; it gets the audience's attention; and it motivates them to listen to what the speaker has to say. Here are some tips for effective introductions:

- Prepare the introduction ahead of time. Ask the speaker for information about his/her background and find out if there is anything special they'd like you to say.
- Make sure you know how to pronounce the person's name correctly.
- Begin the introduction by saying who you are and what your role is (e.g., *My name is ... and it is my pleasure to introduce our next speaker..."*).
- Mention the speaker's profession and achievements that are related to the topic of the meeting.
- Keep the introduction brief.

1 **Audio 6.13: Listen to a formal introduction. Complete the chart below with the phrases used to begin and end the introduction. List additional phrases (not in the recording) for beginning and ending an introduction.**

	Additional phrases you could use
Begin the introduction:	
End the introduction:	

2 **Listen to the introduction again and take notes on the most important points about the guest speaker. Compare your notes with a partner for accuracy.**

Speaker's title and current position:
Education:
Professional achievements:

3 **Search the Internet for a biography of a note-worthy person. Prepare a formal introduction. Present this person to the class. Be sure to use appropriate phrases to begin and end your introduction.**

Formal Meetings

A formal meeting differs from a regular meeting in that it has established procedures. These procedures are often included in an organization's constitution. They outline the requirements for the number and frequency of meetings as well as the procedures for conducting and participating in the meeting.

A good reference for formal meeting procedures is a book called *Robert's Rules of Order*.

1 Audio 6.14: Listen to a radio talk show about formal meeting procedures. Circle the correct meaning.

1.	call to order	a. When the chairperson requests a motion b. When the chairperson begins the meeting
2.	regrets	a. When someone feels bad about something they said in a meeting b. People who are unable to attend the meeting
3.	quorum	a. A set number of people (or percentage of attendees) needed to have a meeting and make decisions b. A forum for people to speak and give their opinions
4.	agenda	a. A calendar of events b. A written list of items that will be discussed in a meeting
5.	move a motion	a. Propose that a decision be made about something b. Propose that a decision be made at a future meeting
6.	second a motion	a. Make another motion b. Agree with a motion proposed by someone else
7.	motion carried	a. A phrase used by the chairperson to indicate that everyone agrees with a decision b. A phrase used by the chairperson to indicate that no one agrees with a decision
8.	adjourn (a meeting)	a. End a meeting b. Begin a meeting
9.	minutes	a. A written record of what was discussed in a meeting and the decisions made b. How long a meeting has taken from start to finish

2 Listen to the dialogue again and order the usual steps of a formal meeting.

- ☐ Unfinished (old) business
- ☐ Any other business
- ☑ Call to order
- ☐ Approval of the agenda
- ☐ Approval of the minutes from the previous meeting
- ☐ Officers' (committee members) reports
- ☐ Adjournment
- ☐ Regrets read by the secretary or meeting recorder

3 **In small groups, discuss the following questions based on the recording.**

1. How does a formal meeting differ from an informal one?
2. Who leads a formal meeting?
3. How are decisions made in a formal meeting?
4. How do people show that they are for or against a motion?
5. What does AOB stand for and what is it?
6. How does a formal meeting end?
7. What kind of information is included in the minutes of a meeting?
8. What happens to the minutes after a meeting?
9. What happens if there are errors in the minutes?

4 **In your group, discuss who (chairperson, secretary, participant) is responsible for the following:**

1. Making a motion
2. Facilitating the discussion
3. Calling the meeting to order
4. Seconding a motion
5. Reading the regrets
6. Adjourning the meeting
7. Making sure the meeting stays on track and on time
8. Taking the minutes
9. Distributing the minutes after the meeting
10. Making presentations in a meeting

5 **Look at *Robert's Rules of Order* at (www.robertsrules.com). Go to the *Frequently Asked Questions* (FAQ) section. Read one of the questions and answers. Present the information to classmates.**

Chairing a Formal Meeting

Chairing a formal meeting requires an understanding of formal meeting procedures and protocols. The role of the chairperson is to ensure that the meeting stays on track and that its objectives are achieved. The chair is also responsible for encouraging everyone to participate and managing any discussions. This can be challenging, especially if there are individuals who are disruptive, monopolize the floor, or bring up items not on the agenda.

1 **Audio 6.15: Listen to a School Parent Council meeting (the agenda is below). Write what the chairperson says to do the following:**

- Open the meeting
- Introduce a guest
- Ask for names of people who are absent
- Request a motion
- Take a vote on a motion
- Adjourn the meeting

AGENDA

Brookfield Public School
Parent and Community Council Meeting
October 27, 2010 7:30 p.m.

1. Welcome and Introductions
2. Approval of Agenda
3. Approval of Minutes, Sept. 20th meeting
4. Principal's Update (Bob Bryce)
5. Treasurer's Report (Karen Zimmerman)
6. Committee Updates
   - Communications (Carmen Espinoza)
   - Fundraising (Trudy Lalore)
7. EcoSchools (David Chu)
8. Funding Requests
9. Any Other Business
10. Adjournment

2 **Imagine you are at a meeting. In small groups, discuss what you would do or say to each person described below.**

1. The heckler – someone who is argumentative and likes to provoke others
2. The talker – someone who dominates the discussion
3. The silent one – someone who never speaks
4. The complainer – someone who is excessively negative
5. The chatty couple – two people having a sidebar conversation

3 **Listen to the recording again. Take notes on key details. Use your notes to write the minutes of the meeting.**

4 **In groups of four, take turns role playing the chairperson of the meeting you just listened to. Use your own words and follow formal meeting procedures to complete the dialogue.**

Chair (Judy): (*Call the meeting to order.*) (*Introduce a guest to the meeting.*)

Guest: Thanks very much, Judy.

Chair: So let's get started. (*Ask Emily to read the list of regrets.*)

Emily: Yes. Paula Abdullahi was unable to attend tonight's meeting.

Chair: Okay, thank you. (*Ask if there are any amendments to the agenda.*) No changes? (*Ask for a motion to accept the agenda.*)

David: I move that the agenda be accepted.

Chair: (*Ask for someone to second the motion.*)

Brenda: I second the motion.

Chair: Thank you. (*Ask everyone who is in favour to raise their hand.*) (*Ask if anyone opposes the motion*). Thank you; motion carried. (*Move to the next item on agenda: approving the minutes.*) You all have a copy of the minutes in front of you. (*Ask if there are there any changes that need to be made.*) (*Ask for a motion to accept the minutes of the previous meeting.*)

David: I move that the minutes be accepted.

Chair: (*Ask for someone to second the motion.*)

Brenda: I second the motion.

Chair: Thank you (*Ask everyone who is in favour to raise their hand.) (Ask if anyone opposes the motion.*) Thank you; motion carried.

At the end of the meeting:

Chair: Well, I think that's about all for today. (*Ask for a motion to adjourn the meeting.*)

Brenda: I move that we adjourn this meeting.

Chair: Thanks. (*Ask for someone to second the motion.*)

David: I second the motion.

Chair: Thank you. (*Ask everyone who is in favour to raise their hand.) (Ask if anyone opposes the motion.*) Motion carried. (*Adjourn the meeting*) at 8:40 p.m. (*Thank everyone.*)

Participating in a Formal Meeting

As a participant in a meeting, you may need to contribute to the discussion by making suggestions, giving opinions and responding to other people's comments.

1 **In groups of four, use one of the proposals below. In pairs, present arguments for and against the proposal (two learners for and two against). Be sure to support your arguments with facts. Role-play the discussion for the class.**

Proposal 1: Students A, B
A nonprofit organization is proposing that a shelter for abused women be built in your neighborhood. You are in favour of the proposal.

Give reasons why you support the proposal.

Proposal 1: Students C,D
A nonprofit organization is proposing that a shelter for abused women be built in your neighborhood. You are against the proposal.

Give reasons why you oppose the proposal.

Proposal 2: Students A, B
You are a developer and want to build high-rise apartment buildings on a parcel of unoccupied land you purchased 10 years ago. The land is contaminated, and development plans include clean-up. However, you will only go ahead with your plans if you are permitted to construct two buildings, since that's the only way you can recover your costs.

Give reasons to convince the community why you think this proposal should be accepted.

Proposal 2: Students C,D
A developer wants to build high-rise apartment buildings on a parcel of land in your neighbourhood that is now unoccupied. You are against the idea.

Give reasons why you oppose the proposal.

Proposal 3: Students A, B
The municipality in which you live is proposing that there be bike lanes on all major streets. You think this is a great idea.

Give reasons why you support the proposal.

Proposal 3: Students C,D
The municipality in which you live is proposing that there be bike lanes on all major streets. You think this is a bad idea.

Give reasons why you oppose the proposal.

The Minutes of a Meeting

The minutes are an official record of the proceedings of a meeting. Usually one person is assigned to take notes during the meeting and then write and distribute the minutes afterwards. Here are some tips for writing effective minutes:

Before the meeting: Use the agenda to create an outline for the minutes. The items in the agenda will be the headings for each section of your minutes.

During the meeting: Don't try to record everything. Focus on the gist of the discussion and only take notes on important issues that are discussed and any decisions made in the meeting.

Be sure to record other details of the meeting such as the name of the organization, the date, the name of the chair, attendees and regrets, and the times at which the meeting was called to order and adjourned.

After the meeting: Write the minutes while the information is still fresh in your memory. Try not to wait longer than a day or two before you write and distribute them.

1 **Audio 6.16 (Part 1): Listen to a segment of a meeting and compare what you hear to the minutes below. Underline the inconsistencies and complete the minutes by adding any missing information.**

Board of Directors Meeting: Avonlea Condominium
Monday May 7, 2010 at 7:00 p.m.

Present: Morris Renny (Chair), Martin Bischoff (Recorder), Sharon Boulder (Treasurer), Greg Lee, Elizabeth Apsley, Andre Dupuis, Ricardo Sanchez, Julia Switzer, Ingrid Weiss
Guests: Paul Watson
Regrets: Josi Campanelli
Call to order: 7:35 p.m.

1. Approval of agenda and meeting minutes

Motion to approve agenda without amendments: Sharon Boulder. Seconded by Greg Lee. Motion carried.

Motion to approve minutes from April 10 without amendments: Ingrid Weiss. Seconded by Andre Dupuis. Motion carried.

2. Community Open Forum

Resident from Unit 305 recommended that pet owners be charged for the costs of repairing damages to the building to prevent non-pet owners from having to pay for damages through maintenance fees. The Chair advised that pet owners would never agree to this. The Chair agreed to put up notices in the building advising dog owners to be more vigilant about their pets' activities.

Resident from Unit 709 requested that something be done about dog owners leaving animal feces on common grounds. The Chair advised that the current pet policy states that all dogs are supposed to be walked off the property or the owner must pick up after them if they make a mess.

2 **Audio 6.16 (Part 2): Listen to another segment of the same meeting. Take notes while listening and use your notes to complete the minutes above.**

Grammar in Context: Using the Subjunctive

The subjunctive is a grammatical structure used to express urgency or importance, especially in formal situations. We often use the subjunctive in formal meetings and minutes when making suggestions or proposals. The subjunctive is used after either a verb or an adjective.

After a verb:

Some verbs after which the subjunctive is used are: *advise, ask, demand, dictate, insist, intend, move, order, propose, recommend, request, require, resolve, suggest*

For example, *I propose that this motion be accepted; I move that the minutes be approved.*

After an adjective:

Some adjectives include: *advisable, critical, desirable, essential, fitting, imperative, important, necessary, vital*

For example, *It is essential that a decision be made immediately; It is fitting that she be the chair.*

1 **Audio 6.17: Listen to three fragments of a formal meeting. There are four statements that include the subjunctive. Write down the statements.**

2 **Complete the following sentences using the subjunctive form.**

1. The Treasurer advised that …
2. I propose that …
3. The committee recommends that …
4. I feel it is imperative that we …
5. I move that …
6. The chairperson insisted that …

3 **Choose one of the meeting scenarios below. Prepare five statements that include the subjunctive that could be used during this meeting.**

Scenario 1: Community Meeting

A nonprofit organization is proposing that a shelter for abused women be built in your neighborhood.

Write statements to support or oppose the proposal (using the subjunctive).

Scenario 2: Community Meeting

The municipality in which you live is proposing that there be bike lanes on all major streets.

Write statements to support or oppose the proposal (using the subjunctive).

Formal Meetings: Putting It in Practice

1 **The following texts provide background information that you need for the meeting role-play in the next activity.**

School Board Announces Pool Closures

As a result of recent budget cuts, the school board will no longer be able to operate and maintain some of the city's pools. In a decision made by the trustees of the board, 32 pools will be decommissioned over the next two years. The pools where the city runs community programs, as well as pools that are needed for special education programs, will remain open. The estimated cost savings of this action will be $4 million. The board plans to use this money to cover budget shortfalls and for other investments such as funding more ESL classes.

The board regrets having to make this decision because it recognizes the value of children learning how to swim and the benefits of physical activity, but unfortunately the Ministry of Education's current funding formula does not cover the costs of operating and maintaining pools.

A Message from Denwoods Collegiate Institute School Council

Our school board has announced that it plans to close a number of school pools over the next two years, and ours is one of them.

As you know, our school is currently under construction. During the construction period, the gym and playing field will not be in use. With inadequate gym facilities and no field, the pool is an important part of our physical education program. Without the pool, the school cannot offer physical education classes to the 490 students who want to keep fit and stay healthy.

We feel the provincial government needs to work with the school board and the city to find a funding solution that everyone is happy with. The closing of school pools must be stopped!

Please attend the Denwood School Council meeting on Thursday, April 26. The meeting will include representatives from the Ministry of Education, the school board and Denwood's school council. This is your chance to present your opinions on the pool closures.

2 **Read the background information on the previous page. In groups of six, role-play a school council meeting about the proposed pool closures using your assigned role. Present your role-play to the class.**

Chairperson
- Call the meeting to order
- Introduce representatives from the School Board and the Ministry of Education
- Decide on the order of speakers
- Facilitate the meeting by giving everyone a chance to speak and managing the discussion
- Adjourn the meeting

Recorder
- Prepare an agenda for the meeting
- Take notes during the meeting about what was discussed and agreed upon

School Board Member: Present the Board's perspective on the issue. (Use the previous reading to guide you.) You also need to respond to arguments and defend your case.

Ministry of Education Representative: Present the Ministry's perspective on the issue. You also need to respond to arguments and defend your case.

Parent: Think of two to three arguments in favour of the pool closures. Present the arguments at the meeting. You can also respond to the arguments put forth by others in the meeting.

Parent: Think of two or three arguments against the pool closures. Present the arguments at the meeting. You can also respond to the arguments put forth by others in the meeting.

You can use the following checklist to guide your performance.

Meeting Evaluation Criteria

Introduces a person (e.g., a guest speaker) formally to a small familiar group	☐
Adjusts conversation to appropriate level of formality	☐
Manages conversation and keeps it going through a range of strategies; includes others	☐
Expresses opinions and supports them with details	☐
Uses appropriate non-verbal behavior	☐

This chapter includes activities that can help learners develop the skills and background knowledge they need to participate in formal meetings. These skills include: introducing someone formally in a meeting; chairing a meeting; participating in a meeting by expressing and qualifying opinions; and writing the minutes of a meeting.

The activities have been guided by the CLB performance conditions for LINC 7. If you want to develop your own activities, consider these performance conditions related to meetings:

Performance Conditions

- Interaction is with a familiar group of up to 10 people on non-personal, familiar concrete and abstract issues
- Learner is adequately briefed for focused listening
- Speech in listening texts is clear and at a normal rate
- Exchanges in listening texts are 5 to 10 minutes long, or over 15 turns, each turn up to five sentences
- Text to reproduce in writing is one or two pages or short oral texts (10 to 15 minutes long)

Some of the activities in this chapter are *Putting It in Practice* tasks. These tasks allow learners to demonstrate and apply their knowledge and skills in a formal meeting. They can be used for formative assessment of learner progress.

You can use all or some of the activities in this chapter in the order they are presented or choose the activities that are of interest to the learners you teach.

p. 281 | Introduction to Formal Meetings

Introduces the topic of formal meetings; serves as a needs assessment tool to determine the focus of instruction

1 Learners can discuss the questions in small groups followed by a class discussion.

p. 282 | Meetings for Different Purposes

Introduces five different purposes for meetings

You can introduce this activity by asking learners to brainstorm a list of different purposes for meetings.

1 Learners listen to the fragments of five meetings and determine the purpose of each meeting. They listen for specific language used in the dialogues that indicates what type of meeting it is. They can also talk about whether they feel the meeting is formal or not, and what makes it formal/informal.

Extend the Activity: You can build on any of the fragments for meeting role-plays. You can also use any of them to practice note-taking for writing minutes.

Answers

Meeting 1: Discussion and debate meeting: *I vehemently oppose this plan; I actually support this proposal.*

Meeting 2: Information meeting: *Thank you for taking time out of your busy schedule to find out more about the EQAO test.*

Meeting 3: Problem-solving meeting: *We have called you all to this meeting tonight to talk about the increase in crime that we have been experiencing over the last year or so, and to try to figure out what we can do about it as a community.*

Answers (continued)

Meeting 4: Decision-making meeting: *The Webber account would have made up about 10 per cent of our revenue for this year, so obviously we need to think about where we can cut costs.*

Meeting 5: Planning meeting: *Okay, so who wants to do what? Let's make a list of the things we need to do.*

Audio 6.12: Transcript

Fragments of five meetings for different purposes

Meeting 1: Community meeting about a proposed halfway house (discussion and debate meeting)

Facilitator: So you've just heard the presentation by Councillor Millard about the proposal to build a halfway house at the corner of Queen and Prince Streets. Now what I would like to do is open the floor to comments from the audience. If everyone could please line up behind the microphone, we will take your comments one at a time. Go ahead, sir.

Man in the audience: Yes. I would just like to say that I vehemently oppose this plan. I have a family. I have small children. You're going to put criminals right in the middle of my neighbourhood! How can I let my children go outside and play knowing that there are thieves and murderers living just down the street? This isn't fair! Why don't you build your halfway house out in the country somewhere far away where these people won't be a threat to anyone? I don't want dangerous criminals living on my street!

Facilitator: Councillor Millard, would you like to respond to that comment?

Councillor Millard: Yes. Thank you. First of all, let me say that I can appreciate your concerns. They're understandable given the circumstances. However, I would like to try to allay some of your fears. First of all, I can assure you that the residents of this proposed facility will be monitored very closely by well-qualified staff. Secondly, we make sure that residents get the treatment and support they need to make a smooth transition from incarceration to life back in the community. And third, statistics show that offenders are less likely to reoffend when they've been released into the community through a gradual process that includes the support provided by a halfway house. And finally, I'd like to address your question about putting a halfway house in the country rather than in a large urban centre. Part of the rehabilitation process involves being a productive member of society and that means having a job. Unfortunately there are no jobs in the country so that isn't really a viable option.

Facilitator: Yes, ma'am. You have a comment?

Woman in the audience: I actually support this proposal in theory, because I think halfway houses provide an important role in rehabilitating people who have committed a crime. But what worries me is that many people aren't as supportive of the idea as I am. I was planning to sell my home and move to a condo next year. I'm really worried that no one will wanna buy my house once they find out there's a halfway house in the neighbourhood.

(fade out ...)

Meeting 2: School Council meeting about the EQAO test (information meeting)

Principal: I'd like to begin by welcoming everyone and saying how pleased I am to see such a big turnout this evening. Thank you for taking time out of your busy schedule to find out more about the EQAO test.

Uh, here is our agenda for this evening. Mr. Cardinal will give a brief presentation about what the EQAO test is and how it is organized. Ms. Calari will tell us about the test results for our school and how they compare to other schools in Ontario. Ms. Falstaff will talk about what you can do to help your children prepare for the test. And then we'll open the floor to any questions you might have.

(fade out ...)

Audio 6.12: Transcript (continued)

Meeting 3: Community meeting to talk about the increase in crime (problem-solving meeting)

Facilitator: Good evening everyone. I want to thank you all for coming out on such a cold and rainy evening. My name is Luther Black, and I have been living in this community for the last 14 years. As you know, we have a serious problem. The fact that so many of you are here shows that we all share the same concerns about our community. We have called this meeting tonight to talk about the increase in crime that we've been experiencing over the last year or so and to try to figure out what we can do about it as a community.

As I'm sure you are all aware, in the last eight or nine months there have been a number of break-ins both in schools and homes. The park playground has been vandalized and someone has been setting fires in the garbage cans. There are drug deals going on in the park and some neighbours have even had their tires slashed. People are starting to feel afraid to walk in their own neighbourhood! This type of behaviour has to stop.

(fade out ...)

Meeting 4: Meeting between director and department managers of a company (decision-making meeting)

Director: Okay, let's get started. Adam, would you mind taking the minutes?

Adam: Sure, no problem.

Director: Thanks. Well, I hate to be the bearer of bad news but we have a bit of a crisis on our hands. We lost the Webber account.

Four managers: No! Really? Oh wow. Oh no.

Director: Yes, I'm afraid so. I had a feeling that was going to happen. They decided to go with Omega instead of us.

Manager: No way! Omega's product is nowhere near as efficient as ours.

Director: Well maybe so, but in the end Omega was able to produce a cheaper product, and the bottom line was all the folks at Webber cared about. So we lost the contract. And that puts us in a really difficult situation budget-wise since as you know, all of our forecasts were based on the assumption that we would get this contract. The Webber account would have made up about 10 per cent of our revenue for this year, so obviously we need to think about where we can cut costs.

(fade out ...)

Meeting 5: Meeting of a committee to organize a company picnic (planning meeting)

Stella: Okay, so I guess we're all in agreement that our company picnic will be at Pineview Park on August ninth?

(Everyone agrees)

Stella: Great. So who wants to do what? Let's make a list of the things we need to do. First we need someone to scout out the exact location in the park and then get a permit from the city.

Laurie: I can do that.

Stella: Great. Then we need someone to buy all the food and supplies. I think we're just having hotdogs and hamburgers, maybe some juice and pop to go with it, and some cookies for dessert. But we'll need cups, paper plates, napkins and all that sort of stuff.

Mahmoud: I don't mind getting all of that. Laurie, do you think you could help with the shopping on the day of the picnic?

Laurie: Sure. No problem.

Stella: Okay. And how about some games for the kids? Maggie, do you have any suggestions on what we can do?

Maggie: Well, egg races and a balloon toss are always fun. And maybe we could have someone doing face painting as well. We could also have a scavenger hunt. Kids love that. I can ask some people in my department to help me organize all of that.

Stella: Fantastic! Thanks Maggie. And I'll be responsible for advertising the event. I'll make up some flyers and post them around the building. I can also send an email to everyone and do a write-up about the picnic in the company newsletter.

(fade out ...)

2 Learners can either brainstorm a list of ground rules in small groups or search the Internet for sample ground rules and share their findings with others in the class. Encourage them to refer to the ground rules when role-playing meetings.

Possible Answers

1. Everyone will be punctual.
2. Meetings will begin and end on time regardless of whether or not everyone is present.
3. Meetings are not interrupted unless there is an emergency. Everyone will turn off their cell phones and pagers and make necessary arrangements to ensure that they are not interrupted during the meeting.
4. One person speaks at a time.
5. No one dominates the conversation or interrupts when others are speaking.
6. Everyone listens attentively to what others have to say.
7. No one is speaking one-on-one with someone else during the meeting. Comments, questions and concerns are shared with the whole group.
8. Everyone participates actively by contributing ideas and suggestions.
9. Everyone respects the opinions of others.
10. Everyone respects the meeting agenda. Non-related items are not brought into the discussion.

p. 283 | Introducing a Guest Speaker

Provides practice introducing someone formally to a large group

You could introduce this activity by eliciting from learners their experiences with introducing people to a group. Who were the people involved? What was the situation? What kind of information did they give about the person? Talk about the kind of information they think is important to include in a formal introduction.

1 Play the recording. Draw learners' attention to the language used to begin and end the introduction and to the different stages of a formal introduction: a) welcoming the audience; b) introducing yourself; c) introducing the speaker/guest.

Answers

Begin the introduction: *I have the pleasure of introducing our plenary speaker for today's event.*

Additional phrases: *I would like to introduce you to …*; *I would like to welcome* (name of person) *to our meeting today*; *It is my pleasure to introduce* (name of person) *to you today*.

End the introduction: *Please join me in welcoming* (name of person)

Additional Phrases: *Please welcome* (name of person); *Let's have a round of applause for* (name of person)

2 Ask learners to take notes about the speaker's title, current position, education and professional achievements and to compare their notes with someone else in the class for accuracy.

Answers

Speaker's title and current position: (Dr. Marianne Gervais) She currently holds the position of Executive Director of the Aids Elimination Research Group, an organization working to improve the lives of people living with HIV/AIDS.

Education: She completed her medical studies at the University of Southern Ontario and her internship and residency in internal medicine at St. Patrick Hospital.

Professional Achievements: Multifaceted career as a physician, researcher and as a professor at the Harvard Medical School. Has produced more than 50 articles and three books on the subject of gender inequality and the AIDS epidemic. In 2005, she won the Federal Book Award for her text called *Gender Inequality and Aids in Africa*.

Audio 6.13: Transcript

Formal introduction of a guest speaker

Good morning everyone and welcome to our annual professional development meeting. My name is Etta Morrison and I have the pleasure of introducing our plenary speaker for today's event.

Dr. Marianne Gervais, as you all know, has had a remarkable multifaceted career as a physician, researcher and professor at the Harvard Medical School. She completed her medical studies at the University of Southern Ontario and her internship and residency in internal medicine at St. Patrick Hospital.

Dr. Gervais first became interested in AIDS research during a trip to Botswana and Mozambique in 1999. There she witnessed firsthand the devastation that this terrible disease has caused in rural communities. She was particularly interested in how gender inequality impacts the HIV epidemic. This has become the focus of much of her research. Dr. Gervais has produced more than 50 articles and three books on this subject and in 2005 won the Federal Book Award for her text called *Gender Inequality and Aids in Africa*. She currently holds the position of Executive Director of the Aids Elimination Research Group, an organization working to improve the lives of people living with HIV/AIDS. Please join me in welcoming Dr. Marianne Gervais.

3 Ask learners to find the biography of someone that interests them. Have them take notes on key details of this person's life and write an introduction.

This task relates to the benchmark below and can be used for formative assessment purposes to help you and learners determine what still needs to be taught or worked on. You can use the criteria below to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 8-I: Introduce a person (e.g., a guest speaker) formally to a large, unfamiliar audience.

Sample Assessment Criteria

- ☐ Introduces a person (e.g., a guest speaker) formally to a small, familiar group
- ☐ Uses appropriate non-verbal behavior
- ☐ Includes the three steps of an introduction: welcoming the audience, introducing self, introducing guest
- ☐ Includes important details about the person's achievements
- ☐ Discourse is reasonably fluent

p. 284 | Formal Meetings

Provides an introduction to formal meeting procedures and related terminology

1

Answers

1. b 2. b 3. a 4. b 5. a. 6. b 7. a 8. a 9. a

Extend the Activity: Have learners create a list of phrases used to: call a meeting to order, read the regrets, present a motion, second a motion, adjourn a meeting.

Audio 6.14: Transcript

Radio talk show about formal meeting procedures

Sara: Hi everyone and welcome to the Sara Kato Show. Today we're talking about meetings.

Have you ever attended a formal meeting and felt a bit at a loss because you didn't understand what was happening? People talking about quorum, approving the minutes, making a motion, seconding a motion.

Well, on today's show we have someone who will try to help us make sense of it all. Our guest today is Andrew Kohl. Andrew is a corporate trainer who has over 25 years of experience helping companies run effective meetings. Welcome Andrew.

Andrew: Thanks very much. It's a pleasure to be here. And you know, Sara, you're so right about people not being familiar with formal meeting procedures. I come across it all the time, which is why a lot of the training I do is on this very topic. A lot of my work is with the directors of new nonprofit organizations. They are required by law to have annual general meetings and meetings of the board of directors, but they often have no experience with the procedures.

Sara: Uh-huh.

Andrew: And the reason I'm so passionate about the work I do is that often I find people are not actively engaged in a formal meeting, or they decide not to become a member of the board of directors of an organization they believe in because they feel intimidated by the whole process.

Sara: Yes, well I can relate to that. So Andrew, maybe you could begin by telling us what differentiates a formal meeting from an informal one.

Andrew: Sure, well there are a couple of things. First of all, whether or not a meeting is formal or informal depends on its purpose. People often meet informally in a company or an organization if they want to talk about a particular project, plan an event, give information about something or bring others up to date on matters relating to their work. These kinds of meetings are usually informal and relaxed so that people feel comfortable talking about the issues at hand.

But formal meetings – like board meetings, AGMs or union meetings, for example – follow very formal procedures. These might be written up in an organization's constitution or bylaws. A formal meeting follows strict rules about who chairs the meeting, who controls the discussion, how decisions are made and who has voting rights, among other things.

Sara: Oh, I see. So, tell us what happens at a formal meeting.

Andrew: Well, the first thing to know is that formal meetings are led by a chair, who is responsible for following a particular order of topics and managing discussions. The meeting begins with a call to order. That's really just the chairperson's way of starting the meeting. The chair will say something like, *"I call the board meeting of such and such organization to order at 10:35 a.m. on Thursday November 18th.* The date and time are then recorded in the minutes. (I'll talk about the minutes in a second.)

Sara: Okay.

Andrew: Then the secretary usually reads a list of regrets, if there are any, and records the names so that they can be included in the minutes.

Sara: Regrets? What do you mean by regrets?

Audio 6.14: Transcript (continued)

Andrew: Those are the people who were invited to the meeting but were unable to attend. Oh, and I should mention that in order for decisions to be made at a formal meeting, there has to be quorum. That means a certain number of people (usually 50 per cent) have to be in attendance.

Sara: Oh, okay. And what happens after the regrets are read?

Andrew: The next step is the approval of the agenda for the meeting. The agenda, as you probably know, is a list of items that will be discussed at the meeting. The chair asks that someone introduce a motion that the agenda be accepted. Someone will introduce the motion and then another person needs to second the motion before it is accepted. Once it's been seconded, the Chair will say, *"Motion carried."*

Sara: Okay, wait a minute, Andrew. You kind of lost me there. Move a motion? Second a motion? Motion carried? What are motions?

Andrew: A motion is basically a formal recommendation put forward by a participant in the meeting. So for example the person introducing the motion would say, "I move that the agenda be accepted." Each motion has to be supported (or seconded) by another person for it to be valid. So then another person would say, "I second the motion." And that is how the agenda is approved by the group. Are you still with me?

Sara: Yes. That makes sense. So what happens next?

Andrew: Well, next the minutes of the last meeting have to be approved. So the chair and two participants follow the same procedure of introducing a motion and seconding it.

Sara: Wow, this seems like a complicated process. No wonder people are so confused by it! So it's the same procedure every time a decision is made?

Andrew: That's right.

Sara: So, once the agenda and the minutes are accepted, what happens next?

Andrew: After that, the meeting moves through the different items on the agenda. The chair has to make sure that discussions are managed and that topics are addressed within the set time limits. Once a motion is "on the floor," it is up for debate and discussion until a vote is taken to approve, postpone or reject it. The chair will call a vote and ask participants to raise their hands to show whether they are in favour or opposed to a motion. Are you still with me?

Sara: I think so.

Andrew: Great. So usually there is time at the end of the meeting for any other business. These are things that might have come up after the agenda was distributed, because as you know, the agenda is usually sent out to meeting participants a few days ahead of time. So if there are any additional items that people want to bring up, this is when it is done. In fact, you might even see the last item on an agenda as AOB and that's what it means – any other business.

Sara: Okay. So how does the meeting end?

Andrew: Well, what happens is the chair requests a motion to call the meeting adjourned. Adjourned just means that the meeting has ended. Someone says, *"I move to adjourn the meeting*," and after that, the motion is seconded and voted on. The chair then officially ends the meeting by saying, "*I adjourn this meeting at 12:35 p.m.*" and that's the end of it.

Sara: Okay. Now, you said something about minutes?

Andrew: Oh, right. Thanks for reminding me. The minutes are a written record of important issues that were discussed and all decisions that were made in the meeting. They are really a summary of the proceedings. There might be an assigned secretary who takes the minutes, or a participant could be assigned to the task.

The person taking the minutes is responsible for recording any actions taken or decisions made and then writing them up. The minutes are sent out to everyone who attended the meeting and if there are any errors, they are corrected at the next meeting.

Sara: Okay, well, that was great! I think I have a much clearer understanding of how formal meetings work. So maybe next time I have to go to one, I won't feel so intimidated either. Thanks so much for being on the show. It was great having you.

Andrew: Thank you.

2 **Answers**

6	Unfinished (old) business	4	Approval of the minutes from the previous meeting
7	Any other business	5	Officers' (committee members) reports
1	Call to order	8	Adjournment
3	Approval of the agenda	2	Regrets read by the secretary or meeting recorder

3 **Possible Answers**

1. Formal meetings follow formal procedures that are outlined in an organization's constitution.
2. The chairperson leads the meeting.
3. Decisions can only be made if the meeting has quorum. Someone presents a motion and each motion is supported (or seconded) by another person. Then a vote is taken.
4. They raise their hands when the chair asks them if they are in favour or opposed to a motion.
5. It stands for *any other business*. It is the last item on the agenda, and refers to additional items people want to discuss at the meeting.
6. It is a five-step process: the chair requests a motion to call the meeting adjourned; someone says, "I move to adjourn the meeting"; the motion is seconded; everyone votes on the motion; and then the chair officially ends the meeting by saying, "I adjourn this meeting."
7. The minutes include important issues that were discussed and all decisions made in the meeting.
8. They are written and distributed to everyone who was invited to the meeting.
9. They are corrected at the next meeting.

4 **Answers**

Chairperson

- Facilitating the discussion
- Calling the meeting to order
- Adjourning the meeting
- Making sure the meeting stays on track and on time
- Might make a presentation at a meeting

Secretary/Recorder

- Reading the regrets
- Taking the minutes
- Distributing the minutes after the meeting

Participants

- Making a motion
- Seconding a motion
- Making presentations in a meeting

p. 286 | Chairing a Formal Meeting

Provides practice identifying language used by a chairperson for different parts of a formal meeting; introduces strategies for managing a discussion

1 **Answers**

Open the meeting: I call Brookfield's Parent and Community Council meeting to order at 7:30 p.m. on Thursday October 27th.

Introduce a guest: I'd like to begin by welcoming Maria Sepia to the meeting this evening. Maria is the parent of two students here at the school. She has just moved to the area and is interested in finding out about our council meetings. Glad you could join us, Maria.

Ask for the names of people who are absent: Could you please read the list of regrets?

Answers (continued)

Request a motion: Could I have a motion to …

Take a vote on a motion: All in favour, raise your hands. Any opposed?

Adjourn a meeting: This meeting is adjourned at (time).

Audio 6.15: Transcript

School Parent Council Meeting

Chair (Judy): I call Brookfield's Parent and Community Council meeting to order at 7:30 p.m. on Thursday October 27th. I'd like to begin by welcoming Maria Sepia this evening. Maria is the parent of two students here at the school. She has just moved to the area and is interested in finding out about our council meetings. Glad you could join us, Maria.

Maria: Thanks very much, Judy.

Chair: So let's get started. Emily, could you please read the list of regrets?

Emily: Yes. Paula Abdullahi was unable to attend tonight's meeting because she's out of town.

Chair: Okay, thank you. Are there any changes or additions to the agenda before we have a motion to accept it? No changes? All right then, could I have a motion to accept the agenda?

David: I move that the agenda be accepted.

Chair: Could someone second the motion?

Brenda: I second the motion.

Chair: Thank you. All in favour, raise your hands. Any opposed? Thank you; motion carried. Let's move on to the minutes of the last meeting. You all have a copy in front of you. Are there any changes that need to be made? If not, could I have a motion to accept the minutes of our last meeting?

Steve: I move that the minutes be accepted.

Chair: Could someone second the motion?

Kevin: I second the motion.

Chair: Thank you. All in favour, raise your hands. Any opposed? Thank you; motion carried. So now I'll hand things over to the principal for his report.

Principal: Thanks, Judy. Okay, well I have a few announcements to make. First, a reminder that there will be a P.A. day on November 7th.

Also, public health nurses will be coming to the school on November 3rd to check students' hair for lice. This is the first check this year. Depending on how things go this time around, we may need to call them back for a follow-up check in the spring.

I also wanted to let you know that this year's book fair will take place during the week of November 16th. If you remember, last year we had some problems with the book fair being in the hallway in front of the gym. It was a bit chaotic with some kids wanting to buy books while others were going in and out of the gym. So we decided that this year it should be set up in the room beside the office instead. That way the book fair will have more space and be less disruptive to classes.

And lastly, Officer Sammy from the local police station will be coming to give a presentation about bike safety to all the classes. That will be on November 14th. That's it for the announcements.

Chair: Thanks, Bob. And now could we have the treasurer's update please?

Karen: Sure. Well, I'm happy to report that we've made quite a bit of money from the pizza lunches and cookbook sales since the beginning of the school year: $465 from the pizza lunches and $883 from the cookbooks. The current balance in the treasury sits at $8,295.39.

Chair: That's great. Thanks, Karen. Does anyone have any questions about the finances? No questions? Okay, could I have a motion to accept the treasurer's report?

Carmen: I move that the treasurer's report be accepted.

Chair: Thank you. Could someone second the motion, please?

Audio 6.15: Transcript (continued)

Kevin: I second the motion.

Chair: Thank you. All in favour, raise your hands. Any opposed? Thank you; motion carried.

Now I'd like to move on to the next item on the agenda: the committee updates. Could we hear from the communications committee first, please?

Carmen: Yes. Thank you. Our next newsletter will go out at the end of November, so if anyone has information they would like included, please let me know.

Chair: Yes, Eleni?

Eleni: Well, I'm thinking maybe we should have something about litter-free lunches. I think it's good to remind the parents (and the children) on a regular basis because once again, the amount of garbage I see after each lunch hour is incredible.

Carmen: Yes, that's a good idea. I'll make a note of that. Anyone else?

Brenda: Carmen, I wonder if you could put a notice in the newsletter reminding parents to update their contact information if they move. Last week we had an incident where we couldn't reach a parent because her work number had changed and she didn't tell us.

Carmen: Yes. That's a good idea. That's it for me.

Chair: Okay, thanks Carmen. Could we hear from the fundraising committee next, please?

Trudy: Yes, my report is quite brief. I just want to let you know that we are going to have another pizza lunch on November 21st. We also had a chat with the pizzeria asking them to substitute real juice for the sugary fruit punch and to get rid of the donuts. I think it sends the wrong message about healthy eating when we keep giving them fruit punch and donuts with the pizza lunches.

(Everyone agrees)

Also, our first movie night was on September 18th and it was really well attended. I think this was probably due to the fact that the movie was geared to a younger audience. So we should probably keep that in mind when we select movies for future events. And one last thing. We decided to sell popcorn, pizza and drinks at the movie night and that generated some extra funds which was good. That's all I have to report.

Chair: Okay, thanks Trudy. The next item on the agenda is the EcoSchools Program. David you wanted to report on that?

David: Yes. Thank you. At our last meeting, I offered to look into the EcoSchools Program. As you may recall, EcoSchools supports schools in reducing waste, conserving energy, increasing ecological literacy and greening school grounds. What I found out is that the school board has an EcoSchools coordinator and a lot of resources to help us become a more eco-friendly school. I think it would be worth looking into it.

But in order for the program to be a success, it will require the commitment of a few dedicated staff and council members as well as the whole school. So I was thinking maybe we should have an EcoSchools committee on this council. The committee would be responsible for running the program and recruiting others to help out. But before we make a decision on that, I'd like to contact the EcoSchools coordinator at the Board to find out more about how to start the program and keep it going.

Chair: That would be great. Thanks David. The next item on the agenda is funding requests. Charlie, would you like talk to us about that?

Charlie: Sure. I was thinking we should have a lunch for the kids who helped organize the track and field event last month. They put in so much work and I really think that should be acknowledged. I thought maybe we could make some submarine sandwiches, maybe have a fruit and vegetable platter and some brownies for dessert.

Everyone: Yes, that sounds like a good idea.

Charlie: So I think I would need about $200 to cover all the costs for that.

Chair: Okay. Do you want to make a motion on that?

Charlie: Yes, I move that $200 be allocated to cover the cost of supplies for the lunch.

Chair: Okay. Could someone second the motion?

David: I second the motion.

Audio 6.15: Transcript (continued)

Chair: Thanks David. All in favour, raise your hands. Any opposed? Thank you; motion carried. Does anyone else have any funding requests?

Steve: Yes, Charo still needs to be reimbursed for the apples she bought for recess snacks. So I move that Charo be reimbursed $120 for apples.

Don: I second the motion.

Chair: Thank you. All in favour, raise your hands. Any opposed? Thank you; motion carried. Is there any other business?

Eleni: Yes. I have an announcement to make. I'm thrilled to tell you that one of the parents has given a donation of $3,000.00 to the Council. I can't tell you who the person is because they've asked to remain anonymous.

Everyone: Wow! That's amazing! Great!

Chair: That's wonderful. I guess at our next meeting we can talk about how to make the best use of the money. Well, I think that's about all for today. Could I have a motion to adjourn the meeting?

Brenda: I move that we adjourn this meeting.

Chair: Thanks. Could someone second that motion?

Charlie: I second the motion.

Chair: Thank you. All in favour, raise your hands. Motion carried. This meeting is adjourned at 8:40 p.m. Thanks everyone.

2

Possible Answers

The heckler: You could thank the person for his/her input and then move on to another person. If the heckler continues, remind him/her of the meeting ground rules. Alternatively, you can tell the person that they have made their point and you really appreciate their feedback but it is time to move on to other topics of discussion. If the behavior happens regularly at meetings, speak to the person privately about the impact this behavior has on the meeting process.

The talker: Refer to the meeting ground rules. Make it clear that everyone needs to have a chance to speak. Set time limits for each speaker so that no one dominates. To deal with a dominator directly, you could summarize what they have said and then get others to comment on it. For example, "So if I understood you correctly, you feel that … Does anyone else have a comment about this?"

The silent one: You could make a general statement such as, "I'd like to get everyone's input on this." Or you could direct a question to the person who is not speaking. For example, "Mila, what's your opinion on this?"

The complainer: Thank the person for his/her comment and move on to another person. Try to get others involved in the discussion so that the complainer doesn't become the dominator of the group. If the behaviour is a common occurrence at meetings, speak to the person privately and let them know how their negativity affects others.

The chatty couple: You could ask the couple to share their comments with the rest of the group. You could stop the meeting for a few seconds, look at the couple and hope they get the message.

3 For this activity, you could have learners write the minutes, then compare their minutes to those of the meeting below. Alternatively, you could remove parts of the minutes below and have learners complete the unfinished parts.

Brookfield Public School Parent and Community Council: October 27, 2010

Meeting Minutes

Present: Judy Bloomer (Chair), Karen Zimmerman (Treasurer), David Chu, Charo Rodriguez, Brenda Tubbins, Carmen Espinoza, Kevin Nikoletsos, Trudy Lalore, Don Powers, Emily Zola, Charlie Dickinson, Steve Slade (Staff Representative), Bob Bryce (Principal), Eleni Laberakis (Vice-Principal)

Guests: Maria Sepia (parent)

Regrets: Paula Abdullahi

Call to order: 7:30 p.m.

1. Approval of agenda

Motion to approve agenda without amendments: David Chu. Motion seconded by Brenda Tubbins. Motion carried.

2. Approval of meeting minutes

Motion to approve minutes from September 30: Steve Slade. Motion seconded by Kevin Nikoletsos. Motion carried.

3. Principal's update

- There will be a P.A. day on Nov. 7.
- A lice check will take place on Nov. 3.
- The book fair will take place during the week of Nov. 16. This year the fair will be set up in the room beside the office to avoid class disruptions.
- Officer Sammy will be coming to give a presentation about bike safety to all classes on Nov. 14.

4. Treasurer's report

Karen Zimmerman presented the treasurer's report. Revenue generated from pizza lunches last month was $465.00. Revenue from cookbook sales was $883.00. Movie night brought in $485.00. The council's current budget balance sits at $8,295.39. Motion to approve treasurer's report: Carmen Espinoza. Motion seconded by Kevin Nikoletsos. Motion carried.

5. Committee updates

- Communications: The newsletter will go out at the end of November. Carmen Espinoza asked for article ideas to include in the issue. Eleni Laberakis suggested a reminder about litter-free lunches might be in order. Brenda Tubbins suggested including a reminder to parents they provide changes of telephone numbers and addresses to the school.
- Fundraising: Trudy Lalore reported there will be a pizza lunch on November 21. There will be no fruit punch or donuts included this time.

The first movie night of the year was held on September 18 and was well attended. Having a movie geared towards a younger audience seemed to draw a larger crowd than usual. Selling popcorn, pizza and drinks at movie night was a good way to generate extra funds.

6. EcoSchools

David Chu presented information about EcoSchools (an effort to support schools in reducing waste, conserving energy, increasing ecological literacy, greening school grounds). The School Board has an EcoSchools coordinator, and many resources are available to help schools in their efforts to achieve the program's goals. It may be worth exploring; however, it requires a few dedicated staff and council members, as well as school-wide commitment to make the program a success. David suggested that this council include an Ecoschools committee that would be responsible for running the program.

Action item: David Chu will contact the EcoSchools coordinator to find out what is involved in starting and sustaining the process.

7. Funding Requests

Charlie Dickinson would like to have an appreciation lunch for the children who helped organize the track and field event last month. He put forward a motion to approve funding for up to $200 towards luncheon foods. Motion seconded by David Chu. Motion carried. The lunch will be held on November 6 at 11:30. Volunteers should arrive at 10:00 to help set up.

Charo Rodriguez paid $120 for apples as snacks. Motion to reimburse Charo for the cost of apples: Steve Slade. Motion seconded by Don Powers. Motion carried.

8. Any Other Business

Eleni Laberakis announced that the council received a $3,000.00 donation from a parent who wishes to remain anonymous.

Motion to adjourn 8:40 p.m.: Brenda Tubbins. Motion seconded by Charlie Dickinson. Motion carried.

Minutes taken by Emily Zola.

p. 288 | Participating in a Formal Meeting

Provides practice presenting opinions and responding to the opinions of others in a meeting

Ask learners to work in groups of four and select one of the three proposals. Two learners can present arguments in favour of the proposal and two can present arguments against it. Have learners present their arguments and respond to the points made by the opposing pair. Each group can present their discussion to the class.

This task relates to the CLB competencies below and can be used for formative assessment purposes. You can use the sample criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

- CLB 8-I: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
- CLB 8-I: Express and analyze opinions and feelings.
- CLB 8-IV: Express doubts and concerns; oppose or support a stand or a proposed solution.

Sample Assessment Criteria

- ☐ Expresses opinions, feelings, doubts and concerns in a meeting
- ☐ Qualifies opinions, adds information and elaborates
- ☐ Opposes or supports a stand, idea or a proposed solution
- ☐ Uses appropriate non-verbal behaviour
- ☐ Discourse is reasonably fluent

p. 289 | The Minutes of a Meeting

Introduces learners to meeting minutes

1 Play the recording, pausing at the fade out.

Answers (inconsistencies are underlined; addition is in italics)

Regrets: Josi Campanelli, Phyllis Langley

Call to order: 7:05 p.m.

1. Approval of agenda and meeting minutes

Motion to approve agenda without amendments: Sharon Boulder. Seconded by Greg Lee. Motion carried.

Motion to approve minutes from April 10 without amendments: Elizabeth Apsley. Motion seconded by Andre Dupuis. Motion carried.

2. Community Open Forum

Resident from Unit 309 recommended that pet owners be charged a monthly fee to cover the costs of repairing damages to the building because non-pet owners end up paying for damages through their maintenance fees. The chair advised that this would require a change in the bylaws and that not enough owners would agree to pass this kind of change. The chair agreed to put up notices around the building advising dog owners to supervise their pets. After further discussion, the chair agreed to put this issue on the agenda for the next meeting.

Resident from Unit 709 requested that something be done about dog owners leaving animal feces on common grounds. The chair advised that the current pet policy states that all dogs are supposed to be walked off the property or the owner must pick up after them. *In addition, all pets are supposed to be registered with the condominium corporation, and approval to keep a pet may be revoked if pet owners do not comply with the bylaws and the current pet policy.*

Audio 6.16 (Part 1): Transcript

Formal Meeting: Avonlea Condominium

Chair (Morris): I call the board of directors meeting for the Avonlea Condominium to order at 7:00 p.m. on Monday, May 7th. I'd like to begin by welcoming Paul Watson to the meeting this evening. Paul is our new board member and we are so happy to have his expertise. Welcome, Paul.

Paul: Thanks very much, Morris.

Chair: So let's get started. Martin, could you please read the list of regrets?

Martin: Yes. Josi Campanelli and Phyllis Langley send their regrets.

Chair: Okay, thank you. Are there any amendments to the agenda before we have a motion to accept it? No changes? All right then, could I have a motion to accept the agenda?

Sharon: I move that the agenda be accepted.

Chair: Thanks Sharon. Could someone second the motion?

Greg: I second the motion.

Chair: Thank you, Greg. All in favour, raise your hands. Any opposed? Thank you; motion carried. Let's move on to the minutes of the last meeting. Could everyone please review the copy of the minutes in front of you. Are there any changes that need to be made? If not, could I have a motion to accept the minutes of our last meeting?

Elizabeth: I move that the minutes be accepted.

Chair: Okay. Thanks Elizabeth. Could someone second the motion?

Andre: I second the motion.

Audio 6.16 (Part 1): Transcript (continued)

Chair: Thank you, Andre. All in favour, raise your hands. Any opposed? Thank you; motion carried. So now let's hear from any residents of Avonlea who have issues or concerns they would like to raise. And could I ask you to please introduce yourself and state your unit number before giving your comment. Yes sir …

Resident 1: Yes. My name is Brendon Mavis and I'm from unit 309. My concern has to do with pets in the building. I've noticed that some pets are damaging the property by scratching the walls, chewing on railings, and that kind of thing. So, I'd like to suggest that pet owners be charged a monthly fee to cover the cost of repairs or necessary cleaning. Right now, those of us who don't have pets end up paying for these damages out of our condo fees and I don't think that's fair.

Chair: Thank you for raising this issue, Mr. Mavis, but unfortunately charging an additional fee would require a change in the bylaws and I don't think there are enough residents who would agree to this kind of a change. What we could do is put a notice in the lobby and all the elevators reminding pet owners to be more responsible and keep an eye on their pets so that they don't cause damage.

Resident 1: Okay. I guess I'd be willing to live with that … On second thought, I think it's an important issue and I'd like to hear what other people think.

Chair: Okay, well let's add it to the agenda for the next meeting so that people can come prepared to present their views and possible solutions. In the meantime, we will still put the notices up throughout the building. Okay?

Resident 1: Yes. That's great. Thank you.

Chair: You're welcome. Next person, please.

Resident 2: Hi. My name is Josephine Fipps. I'm from unit 709 and my complaint also has to do with pets in the building. I keep finding that dogs are doing their business on common property and I'm really tired of always having to watch where I step. I would really like something to be done about that.

Chair: Thank you for presenting your concern. There is a section in the bylaws addressing this issue. Dogs are supposed to either be walked off the property or the dog owner is required to stoop and scoop. I agree that dog feces on the lawns is unappealing and unhygienic and the bylaws do address this issue. All pets are supposed to be registered with the condominium corporation. If we find that a pet owner is not complying with the current pet policy, we can revoke their permission to have a pet in the building.

Resident 2: Okay. Thank you.

Audio 6.16 (Part 2): Transcript

Formal Meeting: Avonlea Condominium

Chair: Are there any other residents who wish to speak?

Resident 3: Yes, My name is Lisa Keller and I'm from unit 1203. My concern relates to safety in the parking lot. I've had a few visitors tell me that when they leave my place and go to the visitor's parking area behind the building, they're afraid for their safety. There are a lot of tall bushes that someone could be hiding behind and the lighting in that area is just not adequate. I usually use the underground parking, but the other day I decided to go and have a look for myself and I could see what they mean. I really think there should be more lights and the bushes need to be cut down.

Chair: Okay. Thank you for telling us. We will raise this issue with the board's health and safety committee and it will be on the agenda for the next meeting. Are there any other comments? No? Okay. Why don't we take a short coffee break before we move on to the next item on the agenda.

Extend the Activity: Have learners search the Internet for the minutes of a city council meeting in your area. They can read the minutes of a meeting that interests them, summarize the information and present it to the class. Possible search terms: *(name of city, e.g., London, Windsor) city council minutes*

p. 290 | Grammar in Context: Using the Subjunctive

Provides an introduction to the use of the subjunctive

1 **Answers** underlined in the transcript.

Audio 6.17: Transcript

Three fragments of a meeting

Dialogue 1

Chair: Does anyone have any questions about the treasurer's report? No questions? Okay, could I have a motion to accept the treasurer's report?

Participant 1: I move that the Treasurer's Report be accepted.

Chair: Thank you. Could someone second the motion, please?

Participant 2: I second the motion.

Chair: Thank you. All in favour, raise your hands. Any opposed? Thank you; motion carried.

Dialogue 2

Participant 1: In summary, I feel that the contract contains a number of errors and I recommend that it be rewritten.

Chair: Thank you for your presentation. Now I would like to open the floor to a discussion.

Participant 2: I disagree with the recommendation for the following reasons...

Dialogue 3

Chair: Since we are running a little late, I would ask that everyone's comments please be brief. Sam, you would like to say something?

Sam: Yes, thank you. I feel it is critical that steps be taken to improve customer relations if we want to continue providing technical support.

Extend the Activity: For additional practice using the subjunctive, search the Internet for online activities or explanations. Possible search term: *grammar subjunctive*

Provides an opportunity to demonstrate skills and knowledge related to formal meetings

Introduce the situation to learners and ask them to read their role cards. Working in groups of six, have them prepare and role-play a meeting following formal procedures.

This task relates to the CLB competencies below and can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be taught and practised in class. You can use the sample assessment criteria provided to develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

- CLB 8-I: Introduce a person (e.g., a guest speaker) formally to a large unfamiliar audience.
- CLB 8-I: Manage conversation. Check comprehension.
- CLB 8-IV: Participate in a debate/discussion/meeting on an abstract familiar topic or issue.
- CLB 8-IV: Express and analyze opinions and feelings.
- CLB 8-IV: Express doubts and concerns; oppose or support a stand or a proposed solution.

Sample Assessment Criteria

- ☐ Introduces a person (e.g., a guest speaker) formally to a small familiar group
- ☐ Adjusts conversation to appropriate level of formality
- ☐ Manages conversation and keeps it going through a range of strategies; includes others
- ☐ Expresses opinions, feelings, doubts and concerns in a meeting
- ☐ Qualifies opinions, adds information and elaborates
- ☐ Opposes or supports a stand, idea or a proposed solution
- ☐ Uses appropriate non-verbal behaviour

Chapter 7

Telephone Calls

Introduction

Telephone Calls: The CLB Competencies....314
Telephone Calls in Context....315
Telephone Calls and the Essential Skills Profiles....316

LINC 5

Activities....317
Instructor Notes....349

LINC 6

Activities....365
Instructor Notes....393

LINC 7

Activities....411
Instructor Notes....433

This chapter relates to the **Telephone Calls** section of the *LINC 5–7 Curriculum Guidelines*:

Unit 19: Personal Calls....p. 263
Unit 20: Professional Calls....p. 273

Chapter 7

Telephone Calls

Introduction

Telephone Calls: The CLB Competencies

The following CLB competencies relate to Telephone Calls. For a complete listing, see the User Guide. For the performance conditions for each LINC level, please see the instructor notes. You can share the competencies and performance conditions with learners.

LINC 5	LINC 6	LINC 7
🗣 Open, maintain and close a short routine formal conversation. 🗣 Make or cancel an appointment or arrangement. 🗣 Express/respond to apology, regrets and excuses. 🗣 Indicate partial comprehension. 🗣 Take turns by interrupting. 🗣 Encourage conversation by adding supportive comments. 🗣 Avoid answering a question. 🗣 Take phone messages with three to five details. 🗣 Give a set of instructions dealing with simple daily actions and routines … 🗣 Make a verbal request for an item. 🗣 Ask for and give information in an interview related to daily activities. 👂 Identify specific factual details and inferred meanings in dialogues containing openings and closings, making or canceling appointments, apologies, regrets, excuses, problems in reception and communication. 👂 Understand a set of instructions … ✍ Take live phone messages, voice mail messages or pre-recorded information with five to seven details.	🗣 Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. 🗣 Confirm own comprehension. 🗣 Use a number of strategies to keep the conversation going. 🗣 Résumé after interruption. 🗣 Take live phone messages with five to seven details. 🗣 Ask for and provide detailed information related to personal needs … 👂 Identify stated and unspecified details, facts and opinions about situation and relationship of participant containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval. 👂 Understand simple directions on the phone. 👂 Understand simple messages left on voice mail (with five to seven details).	🗣 Respond to a minor conflict or complaint. 🗣 Comfort and reassure a person in distress. 🗣 Manage conversation. Check comprehension. 🗣 Use a variety of strategies to keep conversation going. 🗣 Carry on a brief phone conversation in a professional manner. 🗣 Ask for/provide detailed information related to personal needs, varied daily activities and routine work requirements. 👂 Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures. ✍ Take notes from pre-recorded longer phone messages on public information lines or voice-mail messages with seven to 10 details. ✍ Write instructions about an established process or procedure given … over the phone.

Telephone Calls in Context

The Canadian Language Benchmark competencies should be contextualized within situations and topics that are relevant to learners. You can draw from the *LINC 5–7 Curriculum Guidelines*, the 12 LINC themes, and the Essential Skills Profiles for ideas to contextualize the CLB competencies in meaningful situations. You can also elicit from learners the telephone situations they have experienced (in the workplace or at home) and include those situations in activities. Below are some examples of common telephone tasks drawn from the Essential Skills Profiles and the Sample Settings and Themes pages (pp. 267, 277) of the *LINC 5–7 Curriculum Guidelines*.

Telephone Calls in the Community

- Calling to arrange or cancel an appointment (e.g., doctor, dentist, lunch date)
- Leaving a message with a friend to request a call or to relay news
- Calling a retailer or service provider to: inquire about products/services; find out hours of operation or location; inquire about an ordered item; make a complaint
- Leaving a voice message about a child's absence from school
- Navigating an automated answering system
- Answering telemarketing and solicitation calls
- Taking a message for a family member or a roommate
- Calling a service provider to complain about poor service or additional charges

Telephone Calls in the Workplace

- Responding to an inquiry about company products or services
- Calling clients or co-workers to schedule/reschedule meetings or appointments
- Leaving a message with the technical support department to report a computer software problem
- Calling to report an absence from work
- Receiving and transferring incoming calls for an office
- Dealing with a customer complaint about a late delivery
- Placing a call to order supplies or to follow up on a placed order
- Relaying messages to supervisor or co-worker as memos or email messages

The specific language elements inherent in the real-life tasks that you focus on (e.g., grammar, vocabulary, expressions, language functions, idioms, background knowledge on cultural conventions) should be determined by what the learners need to know to complete the task. The activities in this chapter include sample skill-building activities and skill-using activities.

Telephone Calls and the Essential Skills Profiles[1]

Essential Skills

Essential Skills refer to the nine skills and abilities that are essential to success in Canadian occupations. The Government of Canada has compiled detailed lists, called Essential Skills Profiles (ESPs), of how workers in hundreds of jobs use these nine skills. Each Essential Skills Profile lists examples of job tasks for each essential skill.

Oral Communication is one of the nine Essential Skills. It includes communicating with co-workers, customers and supervisors in person and on the telephone. Some examples of telephoning tasks from the Essential Skills Profiles are:

- booking appointments with clients over the phone
- interacting with suppliers by telephone to gather information
- ordering materials from suppliers by phone
- answering phones to take messages and reservations

Nine Essential Skills

- Reading Text
- Document Use
- Numeracy
- Writing
- **Oral Communication**
- Work with Others
- Thinking Skills
- Computer Use
- Continuous Learning

1 **Think of a previous work or volunteer experience. In a group, discuss the following:**

1. Did your duties include speaking on the phone?
2. Who did you speak to on the phone? Customers? Co-workers? Clients?
3. What makes speaking on the phone more challenging than face-to-face communication? Make a list and share this list with the rest of the class.
4. What do you think you need to improve in order to be more effective when you communicate on the phone?
5. What sorts of things do you think you could do in class to help you feel more confident on the telephone?

2 **Search the Internet for the Essential Skills website. Use the search term *Essential Skills home*. On the home page, click on *Essential Skills Profiles*. Then click on *List of all Profiles*. Find the Automotive Partsperson profile and click on *View Entire Profile*.**

1. How many oral communication example tasks are in the profile?
2. For each oral communication task, decide whether the workers carry out these tasks in person or over the phone.
3. Review the *Modes of Communication Used* section. What example is given under *Using a telephone*?
4. How do you think you could use the information about telephoning and oral communication from the Essential Skills Profiles?
5. Look at the Oral Communication tasks for an occupation that interests you. In small groups, describe the tasks that may be carried out over the phone.

[1] See the User Guide for a description of the use of this Essential Skills Profile activity.

Chapter 7

Telephone Calls

LINC 5

LINC 5 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when speaking on the telephone. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in this section.

CLB

During telephone interactions:

- Open, maintain and close a short, routine, formal conversation.
- Make or cancel an appointment or arrangement.
- Express/respond to apologies, regrets and excuses.
- Indicate partial comprehension.
- Take turns by interrupting.
- Encourage conversation by adding supportive comments.
- Avoid answering a question.
- Take phone messages with three to five details.
- Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses.
- Make a verbal request for an item.
- Ask for and give information in an interview related to daily activities.
- Identify specific factual details and inferred meanings in dialogues containing openings and closings, making or canceling appointments of appointments, apologies, regrets, or excuses, problems in reception and communication.
- Understand a set of instructions …
- Take down live phone messages, voice mail messages or pre-recorded information with five to seven details.

ES

The activities in this section can help to develop the following Essential Skill:

- Oral Communication

The activities in this section focus on the following language skills:

- Telephone greetings
- Identifying yourself on the phone
- Calling for information
- Making, cancelling and rescheduling an appointment
- Recording voice mail greetings
- Taking and leaving messages
- Using a telephone directory
- Navigating automated voice menus

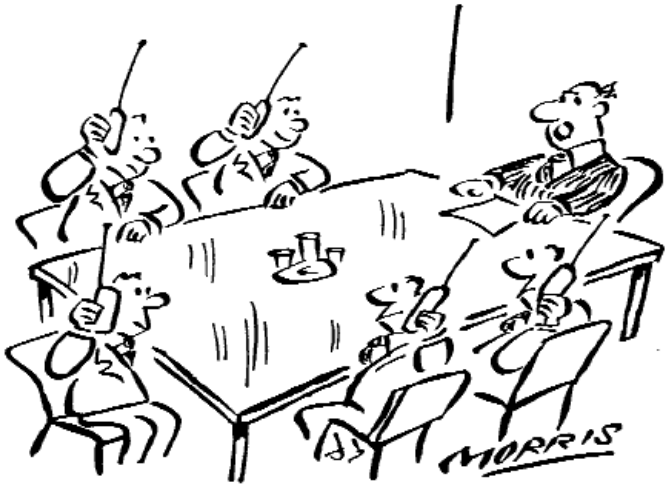
Introduction to Telephone Calls....321
Telephone Terminology....322
Using the Telephone....223
Grammar in Context: Telephone Phrasal Verbs....324
Identifying Yourself on the Phone....326
Calling for Information....327
Grammar in Context: Indirect Questions....328
Calling for Information: Putting It in Practice....329
Calling About an Appointment....330
Calling About a Missed Appointment....332
Calling About an Appointment: Putting It in Practice....333
Active Listening Strategies....335
Informal Calls: Calling a Friend....336
Calling a Friend: Informal Invitation....338
Recording Personal Voice Mail Greetings....340
Voice Mail Messages....341
Grammar in Context: Prepositional Collocations....343
Leaving Voice Mail Messages: Putting It in Practice....344
Making Telephone Calls....345
Using the Telephone Directory....346
Using the Blue Pages....347
Automated Voice Menus....348

Instructor Notes....349

Introduction to Telephone Calls

1 **Discuss the following questions.**

1. Do you feel comfortable talking on the phone? Why or why not?
2. Do you have a cell phone? If yes, when do you use it?
3. Why do you think cell phones have become so popular?
4. How do you usually communicate with people in other countries–by phone, by mail or over the Internet? Explain.
5. How do you think telephone technology will change in the future?



"Is anybody listening to me?"

source: *www.businesscartoons.co.uk/shop*

Culture Note

Here are some behaviours that can be considered rude:

- Eating or doing other things while talking on the phone
- Using a cell phone during business meetings and job interviews
- Speaking loudly on a cell phone in a public place
- Hanging up right away when you realize you have dialed the wrong number
- Greeting a caller with an abrupt tone of voice
- Not responding (or taking a long time to respond) to a voice mail message
- Not indicating vocally that you are listening

Telephone Terminology

1 **Here are some words and phrases related to telephoning. Write the correct letter on the lines to match each word to its meaning.**

1. ____	airtime	a.	the sound the phone makes when you pick up the receiver
2. ____	unlisted number	b.	a complete list of phone numbers published in a book or online
3. ____	digit	c.	an old-fashioned type of telephone with a circular dial that turns
4. ____	busy signal	d.	a phone number that the subscriber chooses not to have published in the public directory
5. ____	call display	e.	another word for number
6. ____	voice mail	f.	a symbol that looks like this (*) on a telephone key pad
7. ____	collect call	g.	a phone line that requires a wire or fibre optical cable to make connections
8. ____	conference call	h.	a beeping sound that tells you the person you are calling is on the phone with someone else
9. ____	to dial	i.	a telephone call in which three or more persons in different locations participate
10. ____	dial tone	j.	a telephone on which you press number keys to make a call
11. ____	directory	k.	the sound the phone makes when somebody calls
12. ____	landline	l.	the amount of time spent talking on a cell phone
13. ____	pound key	m.	a system for recording telephone messages where the messages are saved in a central location
14. ____	star key	n.	another name for the number sign (#) key on a telephone
15. ____	ring tone	o.	a feature of your phone that allows you to see the name and/or phone number of the caller
16. ____	rotary phone	p.	a long-distance telephone call made through the operator which is paid for by the person receiving the call
17. ____	touchtone phone	r.	to select numbers on the phone to make a telephone call

Using the Telephone

In English-speaking countries like Canada, the usual telephone greeting for people answering the phone at home is *Hello?* People in other countries have other standard greetings. For example, in Cuba people answer the phone by saying, *Oigo* (*I'm listening*) or *Dime* (*tell me*).

1 **Talk to your classmates and find out how people answer the phone in their previous country. Then write the English translation of each greeting.**

Country	Greeting	English Translation
Canada	*Hello?*	
Cuba	*Oigo / Dime*	*I'm listening / Tell me.*

2 **Interview your partner.**

1. Do you use a landline phone or a cell phone at home?
2. How much airtime do you use on your cell phone each month?
3. What features does your landline or cell phone have? How often do you use them?
4. Is your telephone number listed or unlisted? Why?
5. What type of directory do you use to find a telephone number: online or print? Why?
6. What is the difference between voice mail and an answering machine? Do you have voice mail on your cell phone?
7. Have you ever made a collect call? Who did you call?
8. Have you ever participated in a conference call? With whom?
9. Do you use the Internet to have real-time conversations with friends or family (e.g., MSN, Skype, etc.)? What services do you use?
10. What are some benefits of using the Internet for these conversations?

Grammar in Context: Telephone Phrasal Verbs

1

The following are common phrasal verbs we often use while on the telephone. Match the correct meaning with each phrasal verb.

1.	_____ hold on	a.	put the receiver down
2.	_____ put (a call) through	b.	return someone's call
3.	_____ get through	c.	answer a call, lift the receiver to take a call
4.	_____ hang up	d.	stop talking on the phone
5.	_____ call up	e.	connect one caller to another
6.	_____ hang on	f.	deactivate (a cell phone)
7.	_____ call back	g.	wait
8.	_____ pick up	h.	talk louder
9.	_____ get off (the phone)	i.	to be disconnected abruptly during a telephone conversation
10.	_____ get back to (someone)	j.	to be connected to someone on the phone
11.	_____ cut off	k.	return someone's call
12.	_____ switch off/turn off	l.	make a telephone call
13.	_____ speak up	m.	wait

2

Some phrasal verbs are separable (e.g., *call someone back*); others are not. Complete the chart below by putting the phrasal verbs above in the correct column.

Separable	Not separable
Put a call *through*	

3 Fill in the blanks with the correct phrasal verbs.

1. **Caller:** Hello. Could I speak to Lucia Rodriguez, please?
   Receptionist: She's not in the office at the moment. Can I _____ you _____ to her voice mail?
   Caller: Yes, thank you.
2. **Caller:** Could I speak to Emma, please?
   Emma's mother: Sure. _____ _____ a second and I'll get her.
3. **Automated Operator:** Please _____ _____ and try your call again. This is a recording.
4. **Mother:** Magdalena, could you _____ _____ the phone? I need to call Dad.
   Daughter: Okay, mom.
5. **Chairperson of a meeting:** I would appreciate if everyone could _____ _____ their cell phones. We have a lot of important things to discuss and we don't want to be interrupted.
6. **Caller:** Hi, it's Ahmed Mohamed calling. Could I speak to Martin Switzer please?
   Receptionist: I'm sorry. He's not in at the moment. Can I take a message?
   Caller: Yes, could you ask him to _____ me _____ when he gets in? It's urgent.
   Receptionist: Certainly.
7. **Voice mail recording:** Hi, you've reached Josh Wills in Accounting. I will be out of the office until July 2 but will be _____ _____ my messages while I'm away. So please leave yours at the sound of the tone. Thanks and have a great day!
8. **Voice mail recording:** You've reached Julia and Ben. We're not available to take your call right now, but if you leave a message, we'll _____ _____ to you as soon as we can. Thanks.
9. **Caller:** I can't seem to _____ _____. The line is always busy.

Identifying Yourself on the Phone

Many companies have their own guidelines for how employees answer the phone. For example, an employee may answer the phone by giving just his/her first name, his/her first *and* last names, or the name of the department or company he or she works for. It often depends on the workplace culture and the size of the company. Here are some examples of typical workplace greetings:

- *Cooper Accounting Services. How can I help you?*
- *Good afternoon. Dr. Ramen's Office.*
- *Human Resources. Michael Best speaking.*
- *Town of Grimsby Public Works. Tamara Bolnik speaking.*
- *Good morning. Economy Movers.*
- *Norman Walker speaking.*
- *Hello, Benefits Department.*

1

With a partner, discuss possible greetings for each of the following situations.

1. You are an assistant accountant in a large corporation (Billings and Sons Inc.). You do not receive calls from outside clients.
2. You are the receptionist at your LINC centre. You receive calls from outside callers requesting information.
3. You are responsible for taking orders in a small manufacturing company (Tops Manufacturing). You take calls from customers all day.
4. You do the payroll for a small printing company (Major Press). Usually you receive just calls about payroll issues from staff.
5. You work in the appliance department of a large department store (Zee's Department Store). You receive calls from other staff at the store as well as customers enquiring about the availability of certain appliances.

2

Match each greeting with a situation. Then, discuss in what situations you would not need to identify yourself when making a phone call. Explain why.

1. ____	Hi. It's Joan.	a. You say this in when the person you're calling does not know you and you need to introduce yourself.
2. ____	Joan Andrews speaking.	b. You may say this when answering the phone at work.
3. ____	My name is Joan Andrews and I'm calling from ABC company.	c. You say this when answering the phone at work.
4. ____	You have reached Joan Andrews.	d. You say this in a phone call to request information.
5. ____	This is Joan Andrews. We spoke last week at the conference.	e. You say this on your voice mail greeting.
6. ____	Here is Joan Wallis.	f. You say this when the person you're calling knows you very well. It's informal.
7. ____	Hello. I wonder if you could tell me if you have any quarter-inch plywood in stock?	g. You say this in a phone call or in a voice mail message when the person you are calling knows you but not well, and you want to be more formal.
8. ____	Sudsy Carpet Cleaning. How may I help you?	h. We don't use this expression on the phone.

Calling for Information

Calling to get information is a common reason for making a telephone call. When making enquiries, we often preface our question with an introductory word or phase. This way, the question does not sound abrupt. It also sends a message to the listener to pay attention. Below are some introductory phrases you can use when you are calling for information.

Sample Introductory Phrase	Question
Yes, ...	*Can you please tell me your hours?*
Can you tell me please ...	*Could you possibly check a product for me?*
Yes, I'd like to get some information, please ...	*Do you have parking at your store?*
I wonder if you can help me ...	*What time do you close tonight?*
	How much is a Canon 1200 digital camera?
	Do you sell Sealy mattresses?
	Do you make house visits for computer repairs?
	When is your next information meeting?

1 **With a partner, take turns requesting information using the situations below and the introductory phrases above. When you are role-playing making a phone call, your partner should role-play answering the phone with a professional greeting.**

Student A

- Call Bell Canada and find out where you can pick up a telephone directory.
- Call Pico Computers and find out when they close tonight.
- Call your local municipal office and find out where you can go to pay a parking ticket in person.
- Call 211 and find out where the nearest food bank is.
- Call a local newspaper and find out how much it costs to place an ad to sell your car.

Student B

- Call Pico Computers and find out if they have a product you are interested in (e.g., an iMac).
- Call Rose's Flower Shop and find out if they deliver.
- Call Dr. Chung's office and find out if she's taking new patients.
- Call Quick Fix Garage and find out if your car is ready yet.
- Call the library and find out what identification you need to get a library card.

2 **Decide on three places (e.g., a business, store, and coffee shop) to call to make an enquiry. Make the phone calls and report back to the class.**

Grammar in Context: Indirect Questions

Indirect questions are often considered more polite than direct questions. Consider the differences in the following sentences.

Direct Question	Indirect Question
• *What time do you open on Saturday?*	• *<u>Can you tell me</u> what time you open on Saturday?*
• *Where are you located?*	• *<u>Could you tell me</u> where you are located, please?*
• *When will the new product be available?*	• *<u>Could you possibly tell me</u> when the new product will be available?*
• *Can I get an appointment this afternoon?*	• *<u>I was wondering if</u> I could get an appointment this afternoon.*
• *Are you open this evening?*	• *<u>Can you tell</u> me if you are open this evening?*

1 **For each of the telephone calls below, write a direct question that you might ask the person who answers your call. Then practise changing those direct questions into indirect questions.**

1. You want information about the weather. Call Environment Canada and ask for the phone number of the weather hotline.
2. You have a job interview at Eazy Car Company. Call and ask for the nearest intersection.
3. You are too sick to leave your house and you need some medication. Call the pharmacy and enquire about home deliveries.
4. You need a new toner cartridge for your HP LaserJet 1200 printer and you're not sure if the computer store near your home has it in stock. Call and find out.
5. You want to join a gym and are calling around to compare prices. Call and ask about yearly membership fees.

2 **Think about telephone calls you could make to get information. Write requests for this information using indirect questions.**

Calling for Information: Putting It in Practice

1 **In groups of four, role-play the following telephone calls. While students A and B are role-playing the first telephone dialogue, students C and D can evaluate their performance using the criteria below. Then switch roles. Use the checklist to evaluate your classmates' performance.**

Student A

Call your local library and find out if they have a reading circle for caregivers and children, and if so when it is held.

Write down the information you receive.

Student B

Answer the phone at St. Andrews Public Library using a standard professional greeting.

Answer the questions about the reading circle for caregivers and children. The reading circle is held on Tuesday and Thursday mornings from 10:00 to 11:00 a.m. starting January 6. It runs for eight weeks. Find out if the caller wants to register.

Student C

Answer the phone at the City Convention Centre using a standard professional greeting.

Give the caller information about the Amazing Sales Conference. It will be held on Saturday and Sunday, April 23 and 24. Entrance for one day is $65, and for two days is $120. You must pre-register by leaving your name and credit card number.

Student D

Call the City Convention Centre and get information about the Amazing Sales Conference. Find out when will it take place, how much it will cost and whether you should pay at the door or pre-register.

Write down the information you receive. If you have to pre-register, give your name and credit card number.

Evaluation Checklist

- The caller explains why they are calling and what information they need. ☐
- The caller gives all the necessary details. ☐
- The caller asks relevant questions. ☐
- The person receiving the call summarizes and repeats back the request. ☐
- The caller thanks the other person for the help and information. ☐

Calling About an Appointment

1 **Audio 7.1: Listen to the following telephone calls to make and cancel appointments. As you listen, fill in the blanks. Then practise each dialogue with a partner.**

Conversation 1

Clinic: Dundas Medical Clinic. Can you _____ for a _____?

Patient: Yes.

Clinic: How can I help you?

Patient: I'd like to _____ an appointment to _____ Dr. _____.

Clinic: _____. The next _____ appointment is Friday at _____ a.m.

Patient: Oh, I'm sorry, I _____ then. Are there any _____ in the afternoon on _____?

Clinic: _____. Yes, you can _____ him at 3:30 p.m.

Patient: _____, thank you.

Clinic: May I have your chart number please?

Patient: Yes, it's _____.

Clinic: Your name is Michael Hayes?

Patient: Yes. Okay, _____ Friday, _____, at 3:30 p.m..

Clinic: Yes.

Patient: Thank you. Bye.

Clinic: Bye.

Conversation 2

Garage: Reliable Auto Service. Can I help you?

Client: Yes, I was _____ if I _____ bring my car in this morning for an _____.

Garage: No, _____ it's not possible _____. We're really busy.

Client: Okay, _____ tomorrow morning?

Garage: Yes, _____.

Client: _____?

Garage: _____. May I have your name, please?

Client: Yes, it's Eric Cooper.

Garage: Okay, _____.

Client: Thank you. _____. Bye.

Conversation 3

Salon: Good morning, Kelly's Hair Salon. _____?

Customer: Oh, hello. I have an appointment to get my hair cut today at 4:00 p.m. but I'm something's _____ and I have to cancel it.

Salon: May I have your name, please?

Customer: Yes, it's Kim Sora – S-O-R-A.

Salon: Okay, _____. Would you like to _____ another appointment?

Customer: _____, not right now. I'll call back to _____. Thank you.

Salon: You're welcome. Bye.

Customer: Bye.

2 Refer to the telephone dialogues to fill in the chart with specific expressions used to:

Request an Appointment	Offer an Appointment
Accept an Appointment/Confirm an Appointment	**Decline an Offered Appointment**
Cancel an Appointment	

Calling About a Missed Appointment

Missing a scheduled appointment without providing notification is considered rude. If you inadvertently miss an appointment with a service provider or someone you've arranged to meet with, you should call to apologize and offer an explanation.

If you miss an appointment with a healthcare provider, you may have to pay for the missed appointment. Many healthcare providers require 24 hours' notice to cancel an appointment.

1 **Audio 7.2: Listen to the following telephone conversation in which a patient is apologizing for missing an appointment. As you listen, fill in the blanks.**

Hospital: Good morning. Princess Margaret Lung Scan Study.

Patient: Oh, hello. I had an appointment for a lung scan on Monday and I'm _____ sorry but I _____ the appointment. I _____. I just didn't notice it on my _____.

Hospital: Okay. _____ I have your name, please?

Patient: Yes, it's Vivian Bryce – that's B-R-Y-C-E. My appointment was for 9:45 a.m. on Monday the 12th. I was _____ if I could possibly _____?

Hospital: Let's see. _____ Wednesday the 21st at _____?

Patient: No, I'm _____ on the 21st. Do you have _____ on Friday the 23rd?

Hospital: Yes, _____ 10:30 a.m.?

Patient: Perfect. _____ Friday the 23rd at 10:30 a.m. _____. Bye.

Hospital: Bye.

2 **Complete the table below with the expressions used to apologize and the explanation used in the above telephone dialogue.**

Apology	Explanation

Calling About an Appointment: Putting It in Practice

1 **Role-play the following telephone calls with your partner and update your calendar below.**

Student A

1. Call the teacher to make an appointment to discuss your child's report card.
2. Call the salesperson to reschedule your meeting on Monday afternoon because you've decided to work at home that day.
3. Call the auto garage to make an appointment to have your snow tires replaced with all-season tires.

	Mon. March 30	Tues. March 31	Wed. April 1	Thurs. April 2	Fri. April 3
Morning			Training new staff 9 a.m.–12 p.m.		Excel seminar 9 a.m.–12 p.m.
Afternoon	Meeting with salesperson	Staff meeting 2–5 p.m.			Plaza Hotel Lunch: 1 p.m.

Student B

Your partner will call you to make an appointment for three situations. Answer the phone with an appropriate professional greeting. Then role-play the following:

1. You are a teacher. You are available to meet with parents on Tuesdays and Thursdays between 4:00 and 5:00 p.m.
2. You are a salesperson. You have an appointment to come to the client's workplace on Monday afternoon to show him/her a new product. You are also available on Wednesday afternoon or any time on Friday.
3. You are a receptionist at the auto repair shop. You have openings any time on Wednesday and Thursday, or on Friday morning.

Mon. March 30	Tues. March 31	Wed. April 1	Thurs. April 2	Fri. April 3

2 **Role-play the following telephone calls with your partner and update your calendar below.**

Student A

Your partner will call you to make an appointment for three situations. Answer the phone with an appropriate professional greeting. Then role-play the following:

1. Take a call from a salesperson who wants to show you his/her new product line. You are available on Monday afternoon, Wednesday morning or any time on Friday.
2. You are a receptionist in a family doctor's office. The doctor's first available appointment is on Wednesday at 2:15 p.m. She is also available on Thursday at 9:30 a.m. or 1:30 p.m. and Friday at 3:15 p.m.
3. You work at the front desk in a local gym. You can schedule a tour for the client on Monday afternoon, Tuesday any time or Wednesday morning.

Mon. June 8	Tues. June 9	Wed. June 10	Thurs. June 11	Fri. June 12

Student B

1. You are a salesperson. Call and make an appointment with a client to show her/him your new product line.
2. Make an appointment with your doctor for your annual check-up.
3. You have an appointment to get a tour of a local gym during your lunch hour on Friday. However, your supervisor has asked to meet with you. Reschedule your appointment.

	Mon. June 8	Tues. June 9	Wed. June 10	Thurs. June 11	Fri. June 12
Morning	Out on sales calls 9 a.m.–12 p.m.			Out on sales calls 9 a.m.–5 p.m.	Tour of gym 12:30 p.m.
Afternoon	PowerPoint Seminar 1–4 p.m.		Marketing Meeting 1–3 p.m.		

Active Listening Strategies

1 **Audio 7.3: Listen to a guest on a radio talk show discussing active listening. Circle the correct meaning of each word or phrase based on what you hear.**

1.	undivided attention	a) focusing on what the other person is saying without thinking about something else b) thinking about something else while someone is speaking
2.	response	a) a question b) an answer
3.	distracted	a) planning your schedule b) thinking about other things while someone is talking
4.	build rapport	a) develop a bad relationship with someone b) develop a good relationship with someone
5.	vocalizing	a) using your voice in some way b) being outspoken

2 **Listen to the recording again and answer the following questions.**

1. How does Linda define active listening?
2. Why is active listening important?
3. Why are verbal cues so important on the phone?
4. What other things can we do on the phone to show that we are listening actively?
5. Which active listening strategies did Sara use during the interview?

Informal Calls: Calling a Friend

The following are some common phrases used in informal telephone conversations:

Opening a call:
- *Can I speak to Anne-Marie?*
- *Hi, is Anne-Marie there?*

Possible responses:
- *Speaking.*
- *This is Anne-Marie.*
- *This is she.*

Greeting and identifying yourself:
- *Hi, it's Gehan.*
- *Hi, it's Gehan calling.*

Check if it's a good time to call:
- *Is this a good time to call?*
- *Are you busy right now?*
- *Have I caught you at a bad time?*

Exchanging pleasantries:
- *How are you?*
- *How are things?*
- *What's new?*

Changing the topic:
- *By the way ...*
- *So ...*

Ending the call:
- *Well, I guess I better get going.*
- *I better let you go.*
- *I have to get going.*
- *I should let you get back to ... (your work).*
- *Talk to you soon.*

Possible responses:
- *Okay. Thanks for calling.*
- *Bye for now.*

1 **Audio 7.4: Listen to two friends talking on the phone. Write the phrases you hear:**

1. A phrase the caller uses to identify herself:

_____

2. A phrase the caller uses to find out if the recipient is free to chat:

_____

3. Phrases the two friends use to change the topic:

_____

4. A phrase the recipient of the call uses to signal that she wants to end the conversation:

_____

5. A phrase the caller uses to cooperate in ending the conversation:

_____

2 **Listen to the recording again. Listen for the phrases below and write their meanings.**

1. In ages _____
2. I'm off until January _____
3. Time for yourself _____
4. Have someone over _____
5. Seeing a man/woman _____
6. Kind of faded away _____
7. He was in IT _____
8. I should let you go _____
9. Take care _____

3 **With a partner, take turns interviewing each other using the questions below.**

1. Is there anyone you haven't spoken to in ages? Who is it?
2. What do you like to do when you have time for yourself?
3. When was the last time you had someone over?
4. Can you think of anyone from your past who has faded away? Who is it?

Calling a Friend: Informal Invitation

1 **Re-order the strip sentences to create a telephone conversation between two friends. Hint: Look for the phrases that open the conversation, initiate topic changes, and close the conversation. Then, practise the dialogue with a partner.**

David: It's at a call centre. But it's a pretty good job. No selling. I'm working 4 p.m. to midnight, which I really like, because then I have the afternoons free to do other things.

Julie: Not for a couple of weeks. Why?

David: You too.

Julie: Bye.

David: Well, I was just wondering how he was doing. When I spoke to him last he was having some problems with his girlfriend.

Julie: No. I don't know anything about that. Poor Greg! Anyway, I should let you go. I'll email you the movie schedule.

David: Julie! It's good to hear from you.

David: Thanks, Julie. That'll be fun.

David: That would be great. I'd love to go.

Julie: I'm great. What's new with you?

Julie: That's great, David. Congratulations. So listen, do you know about the documentary film festival that's starting next week?

David: Not at all. How are you?

Julie: Hi, David?

(continued)

David: No, I don't.

David: Yeah.

Julie: They're showing documentary films from all over the world. We should go. How about one afternoon before you go to work, or maybe on Saturday?

David: Hello?

Julie: I'll email you the schedule. Just pick a couple of films that you're interested in and let me know.

Julie: Take care.

Julie: You did? Tell me about it.

David: I just started a new job!

Julie: Are you busy right now?

Julie: It's Julie.

David: Will do. By the way, Julie, have you talked to Greg lately?

2 **Audio 7.5: Listen to the dialogue and check to see if you have ordered the sentences correctly.**

3 **With a partner, prepare an informal telephone conversation between two friends. Use expressions for opening the conversation, changing the topic, and closing the conversation.**

Recording Personal Voice Mail Greetings

Most voice mail services and answering machines have a default greeting. You can use the default greeting or record your own. Here are some examples of personal voice mail greetings:

- *You have reached 555-347-2109. Please leave a message at the sound of the tone. Thank you.*
- *Hello. We can't come to the phone right now. Please leave a short message and we'll get back to you as soon as possible. Thank you for calling.*
- *You have reached the voice mail for Jim and Celia. We're not available right now, but if you leave a message, we'll get back to you as soon as we can. Thank you.*

If you are looking for a job and employers may call your home, you may want to have a professional-sounding voice mail greeting, such as one of the above messages. The message should be in English, it should be recorded by an adult, and should not include music or jokes.

1 **Write your own personal voice mail greeting. Then practise reading it aloud to a partner. Be sure to enunciate clearly. If you include your phone number in your message, say the numbers clearly: 5-5-5 pause 2-3-7 pause 2-1 pause 0-9.**

2 **Audio 7.6: Listen to two workplace voice mail greetings and fill in the blanks. Answer the questions below.**

1. What information is included in the greetings?
2. How are they different from the personal voice mail greetings above?

Voice Mail Greeting 1

Hello. You have _____ the voice mail of Susan Walker in _____. Today is _____ July 3 and I am _____ all day today. Please leave your name and number and a _____ and I will return your call as soon as possible. For _____ press 235 to speak to my _____, Cheryl Smith.

Voice Mail Greeting 2

Hello. This is Jim Henderson in _____. I'm not _____ to take your call right now. Please leave a _____ message and I will _____ to you before the _____. Thank you for calling.

Voice Mail Messages

1 **You will hear two voice mail messages. Before listening, discuss the following questions.**

1. What information do people usually give when they leave a voice mail message?
2. What order does the information follow? What information comes first, second, next, etc.?

2 **Audio 7.7: Listen to two voice mail messages and take notes on the details. Then answer the questions below.**

1. Which message is personal and which is professional? What are the similarities and differences in the two messages?
2. Write the words and expressions the speakers use for each part of the voice mail message.

	Personal call	**Professional call**
a) greeting and identifying self		
b) stating day and time of call		
c) stating purpose of the call		
d) details		
e) making a request		
f) closing		

Here are some common phrases for leaving voice mail messages.

Identifying yourself

- *Hello, this is Jane Cooper calling from Central Laboratories. (more formal)*
- *Hello, my name is Jane Cooper and I'm calling from Central Laboratories. (more formal)*
- *Hi Andrew, it's Lisa calling. (informal)*
- *Hi, it's me. (informal)*
- *Hi, this is Irving Nanas calling. I'm a LINC student at your centre.*
- *Hi, this is Marina Livingston. I'm a patient at your clinic.*

Identifying who the message is for and stating day and time of call

- *Hi, this message is for Barbara Brown.*
- *It's Tuesday at 4:00 p.m.*

Leaving the message

- *I'm returning your call.*
- *I'm calling to let you know ...*
- *I just wanted to let you know ...*
- *I'm calling about ...*
- *I was wondering if you would like to ...*

Making a request

- *Give me a call when you get a chance. (informal)*
- *Give me a call. (informal)*
- *I'd appreciate it if you could return my call. I can be reached at 555-442-5681. (formal)*
- *Could you please call me back at 555-870-2217?*
- *My number is 555-382-8753.*

Ending your message

- *Talk to you later; Bye; Thank you.*

3 Discuss the questions.

1. What do you find difficult about leaving voice mail messages?
2. What do you think a person can do to overcome their fear of leaving voice mail messages?

Grammar in Context: Prepositional Collocations

1 **Fill in the blanks with the correct prepositions.**

at	from	to	of	on
for	about	in	until	

1. Jacob isn't _____ right now. Can I take a message?
2. Please call 555 633 6363 _____ more information.
3. Unfortunately, no one is here to take your call _____ the moment.
4. I'd appreciate it if you could get back _____ me.
5. This is Marilyn Bell calling _____ Jack Brenner.
6. I'm calling _____ your ad for a used car.
7. I'm currently out _____ the office. I'll be returning _____ Monday, June 15.
8. My name is Michael Cooper and I'm calling _____ Darton Contractors.
9. You have reached Jessica Parker. I'll be out _____ the office _____ January 5. If you need immediate assistance, please dial ext. 3431 to speak _____ Henry Porter.
10. Please leave a message _____ the sound of the tone.
11. I'm calling to enquire _____ the used sofa you have for sale.
12. I'll put you through _____ the manager. One moment please.
13. Maggie is downstairs. Hold _____ and I'll get her.
14. John is _____ a meeting right now. I'll tell him _____ call you when he gets back.

Leaving Voice Mail Messages: Putting It in Practice

1 **Work with a partner. Take turns leaving voice mail messages for the following situations. Record your message on the computer or cell phone. Your partner will listen to your messages, take notes on the details, and use those notes to pass on the message. Evaluate each other's voice messages using the checklist below.**

Student A

1. Call your doctor's office (after hours) to cancel your appointment for tomorrow. You would like to reschedule the appointment for another day. Make a request.
2. Your daughter is having a problem at school. Leave a message for her teacher and make a request.
3. You have some good news to tell a friend. Leave a message and make a request.

Student B

1. Call your friend. Leave a message inviting him/her to go to a movie with you. Make a request.
2. You're at work. Leave a message for a colleague. Ask him/her to email the minutes of last week's staff meeting to you.
3. Call the payroll department at work about a mistake on your pay stub. Leave a message and make a request.

Evaluation Checklist

1. Your partner identified him/herself in the message. ☐
2. Your partner said who the message was for. ☐
3. Your partner gave the day and time of the call. ☐
4. Your partner's message was clear and easy to understand. ☐
5. Your partner made an appropriate request. ☐
6. Your partner ended the message appropriately. ☐
7. Your partner used the appropriate level of formality for the situation. ☐
8. Your partner's message was sequenced properly. ☐

Making Telephone Calls

1 **Work with a partner to role-play the following telephone calls. Each call has several steps. Follow the steps in order.**

Scenario 1:

Student A

Role-play your personal voice mail greeting.

Student B

Call and leave a message on your friend's voice mail. Invite your friend to see a movie next week.

Student A

Call your friend back to accept the invitation to see a movie next week. Have a chat with your friend about what you've been doing lately. Ask about what's new in your friend's life. Signal that you want to close the conversation. Close the conversation.

Student B

Receive a telephone call from your friend. Have a chat. Initiate a topic change.

Student A

You just realized that the movie you want to see next week conflicts with a dental appointment. Call your dentist and reschedule your appointment.

Student B

Answer the phone in a dental office. Reschedule the patient's appointment.

Scenario 2:

Student A

Role-play your personal voice mail greeting.

Student B

Call your friend and leave a message on his/her voice mail. Invite your friend to dinner at your house.

Student A

Call your friend back to accept the invitation to dinner. Have a chat with your friend. Initiate topic changes and signal that you want to close the conversation.

Student B

Receive a telephone call from your friend. Have a chat. Initiate a topic change.

Student A

You are supposed to meet with a real estate agent on the same evening as your dinner invitation. Call the agent to reschedule your appointment.

Student B

Answer the phone in a real estate office. Reschedule the client's appointment.

Using the Telephone Directory

1 **Work in small groups. Scan the introductory pages of the telephone book for your community and answer the following questions. You can divide the questions among the members of your group.**

1. What number can you call for help with a gambling problem?
2. What is the number for the Kids Help Line?
3. What should you do if your husband or boyfriend is hurting you? Is there a number you can call?
4. You want to get Bell Sympatico Internet service. What number do you call?
5. What number can you call if you think you have been overcharged on your long-distance phone bill?
6. Your telephone line is not working. What number should you call?
7. You want to order a telephone directory. What number should you call?
8. What is TTY?
9. You want to complain about the poor service you received from a Bell Canada client representative. Who can you call?
10. How can you get a number for an acquaintance who lives in Huntsville, Ontario?
11. You have an emergency and you urgently need to speak to your sister. But you've been calling for more than an hour and the line is still busy. You must speak to your sister immediately. What can you do?

Looking up a phone number on the Internet

If you know a person's name, you can look up a phone number on the Internet at www.canada411.ca. It's free! (If you call the operator, you'll be charged for the service.)

2 **Look up your phone number or your friends' numbers on www.canada411.ca.**

Using the Blue Pages

The Blue Pages in your telephone directory contain telephone listings for the three levels of government: municipal, provincial, and federal.

1 Use the Blue Pages to find the number you would call in the following situations.

1. You want to find a recreation centre near your home.
   Heading and level of government: _____
   Department/Phone #: _____

2. You need to find a long-term care facility for an elderly relative.
   Heading and level of government: _____
   Department/Phone #: _____

3. A car ran over a squirrel in front of your house and the squirrel is dead. You need to call someone to come and remove the animal.
   Heading and level of government: _____
   Department/Phone #: _____

4. You want to find out where you can take a road test to get your driver's license.
   Heading and level of government: _____
   Department/Phone #: _____

5. Your employer asked you to work overtime but has not paid you anything extra. You want to know what your rights are.
   Heading and level of government: _____
   Department/Phone #: _____

6. You have a temporary disability (you broke your leg) and you need to get an accessibility sticker for your car that allows you to park in accessible parking places.
   Heading and level of government: _____
   Department/Phone #: _____

7. You received a notice with your automobile plate renewal notification that your car has to have an emissions test before you can renew your plate this year. You need to find a garage in your area that does emissions tests.
   Heading and level of government: _____
   Department/Phone #: _____

8. The snow has not been removed from your street for several weeks and you can't get your car out of the driveway.
   Heading and level of government: _____
   Department/Phone #: _____

Automated Voice Menus

A telephone voice menu is a set of options a caller can choose from, usually by pressing a number on the telephone. Voice menus are commonly used by large organizations to help their clients access the information they need easily. Listening to automated telephone voice menus can be difficult when several options are presented. If you have trouble understanding the options, try pressing "0." Sometimes, this will connect you to a person who can help you. If you don't reach a live person, try replaying the menu options a few times to become familiar with them.

1 **Audio 7.8: Listen to a recorded voice menu system for a library. Write down the number you need to press to accomplish the following.**

	Press #
1. You would like to find out if a book is available at the library.	
2. You would like to ask the librarian if you could book a room for a workshop.	
3. You would like to put a book on hold.	
4. You would like information about the location of the library and its hours.	
5. You would like to renew a book.	
6. You left your gloves in the library and want to find out if someone turned them in.	
7. You want to know the library's website address.	

2 **Listen to the recording again. You would like information about special services at the library. Write the sub-menu option number you need to press to accomplish the following.**

	Press #
1. You would like information about the language learning center.	
2. You would like to sign up for an Internet training course.	
3. You need information about the picture and video collection at the library.	

3 **Listen to the recording again and take notes to answer the questions below.**

1. What is the library's address?
2. What are the hours of operation on weekdays?
3. What is the library's Internet address?

This section includes activities that can help learners develop the skills and background knowledge needed for using the telephone in business and personal situations. These skills include: using appropriate expressions for general business calls, personal calls, and calls to make or cancel appointments or get information; recording personal and professional voice mail greetings; leaving and taking messages; finding information in telephone directories; and following instructions on automated voice menus. The activities included in this chapter also include practice in taking notes for telephone messages.

The activities in this section have been guided by the CLB performance conditions relating to LINC 5. If you want to develop your own activities, consider the performance conditions related to telephone interactions, below.

Performance Conditions

- Context is mostly familiar or clear and predictable, but moderately demanding (real-world environment, limited support)
- Topics are everyday and familiar, mostly personally relevant
- Learner is adequately briefed for focused listening and may require one or two repetitions.
- Speech is clear and slower to normal
- Exchanges are approximately two to five minutes in length, or five to eight turns, each turn three to five sentences
- Learner can reproduce information from a short oral text on concrete factual matters with five to seven details

Some of the activities in this chapter are followed by *Putting It in Practice* tasks. These tasks allow learners to demonstrate and apply their knowledge and skills in a communication task. They can be used for formative assessment of learner progress.

You can use all or some of the activities in this chapter in the order they are presented or choose the activities that are of interest to the learners you teach.

p. 321 | Introduction to Telephone Calls

Introduces the topic of telephoning

1 Learners can discuss the questions in small groups. You can take them up as a class.

Extend the Activity: Ask learners to read the Culture Note. They can discuss the points in pairs or small groups and compare telephone etiquette in Canada to that of other cultures. You could also ask them to come up with their own list of etiquette rules for telephone use.

p. 322 | Telephone Terminology

1 Learners can work independently or with a partner to match the terms to their definitions. In addition, learners can try to think of other terms related to telephoning.

Answers

1. l	5. o	9. r	12. g	15. k
2. d	6. m	10. a	13. n	16. c
3. e	7. p	11. b	14. f	17. j
4. h	8. i			

p. 323 | Using the Telephone

Introduces the differences in telephone greeting conventions in different countries; provides an opportunity to discuss using the telephone

1 Ask learners to survey their classmates and fill in the chart. If learners are mostly from the same country, provide examples (e.g., Italy: *Pronto*, meaning *ready*; Spain: *Diga*, meaning *speak*)

Extend the Activity: In small groups or as a class, elicit from learners what else (besides greetings) differs about telephone conventions in different countries.

2 After learners interview their partner in pairs, each pair can share one of their answers with the class.

p. 324 | Grammar in Context: Telephone Phrasal Verbs

Provides practice using common phrasal verbs relating to the telephone

1 This activity should be prefaced with an explanation about separable and non-separable phrasal verbs. With non-separable phrasal verbs, the preposition must follow the main verb. For example: *Could you get off the phone, please?* not *Could you get the phone off?* Separable phrasal verbs using a pronoun as the object of the verb must be separated (e.g., *I called him up* not *I called up him*).

Answers

1. g *or* m	4. a	7. b *or* k	10. b *or* k	12. f
2. e	5. l	8. c	11. i	13. h
3. j	6. g *or* m	9. d		

2

Answers

Separable	**Not separable**
put a call through	hold on
hang up	get through
call up	hang on
call back	get off
pick up	get back
cut off	speak up
switch off/turn off	

3

Answers

1. put through	4. get off	7. picking up
2. hold on	5. switch off	8. get back to
3. hang up	6. call back	9. get through

p. 326 | Identifying Yourself on the Phone

Provides an opportunity to practice telephone greetings in workplace and social situations

1 Model the examples of professional telephone greetings in the information box using conventional intonation. Stress the importance of intonation. Ask learners to repeat the greetings and then practise them with a partner. Then ask learners to role-play possible greetings for the five situations.

2

Answers

1. f 2. b 3. a 4. e 5. g 6. h 7. d 8. c

p. 327 | Calling for Information

Provides practice using introductory phrases with questions when calling for information

1 Introduce the activity by having learners think of telephone calls they have made recently to get information. Who did they call? What information did they ask for? What parts of the call were challenging?

Discuss the examples of introductory phrases in the information box. The phrases and questions can be used to model and have learners practise rising and falling intonation patterns.

When learners have had sufficient time to practise the role-play telephone calls, ask for volunteers to present their role-play to the class. Other learners can provide feedback.

p. 328 | Grammar in Context: Indirect Questions

Provides practice asking indirect questions to make requests on the phone

1 You can preface this activity with a class discussion about the purpose and structure of indirect questions, which are often used to make requests sound more polite.

Extend the Activity: As homework, learners can call their local Employment Resource Centre, community centre or library to obtain information about programs and services, then share the information with the class.

p. 329 | Calling for Information: Putting It in Practice

Provides an opportunity for learners to demonstrate and apply their knowledge and skills in a task

1 In groups of four, have two learners role-play one of the scenarios while the other two evaluate their performance and provide feedback.

Performing this activity requires learners to integrate a number of skills and language abilities needed to make a telephone call for information. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to worked on.

This task relates to the CLB competency below. You can use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 6-IV: Ask for and provide information in an interview related to daily activities.

Sample Assessment Criteria

Holistic: ☐ Addresses the purpose of the task; speaks intelligibly; listener can follow

Analytic: ☐ Uses adequate vocabulary for the telephone call

☐ Uses the appropriate degree of formality

☐ Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, indirect questions

p. 330 | Calling About an Appointment

Provides practice listening to telephone calls to make appointments; provides expressions used in those calls

1 Introduce the activity by asking questions about when learners last called someone to make an appointment (e.g., What was the appointment for? What was challenging about the phone call?).

Play the recording once to familiarize learners with the dialogues. You can ask comprehension questions about the conversation. Then play the recording again; learners fill in the blanks as they listen.

Extend the Activity: Learners can practise reading the dialogues with a partner. Then, one partner can read one side of the conversation while the other role-plays a response using his/her own words.

Audio 7.1: Transcript

Calls to make an appointment

Call 1

Clinic: Dundas Medical Clinic. Can you hold for a moment?
Patient: Yes.
Clinic: How can I help you?
Patient: I'd like to make an appointment to see Dr. Scott.
Clinic: Just a moment, please. The next available appointment is Friday at 10 a.m.
Patient: Oh, I'm sorry, I can't make it then. Are there any openings in the afternoon on Friday?
Clinic: Let me check. Yes, you can see him at 3:30 p.m.
Patient: That's great, thank you.
Clinic: May I have your chart number please?
Patient: Yes, it's Z7823.
Clinic: Your name is Michael Hayes?
Patient: Yes. Okay, so that's Friday, June 8th, at 3:30 p.m.
Clinic: Yes.
Patient: Thank you. Bye.
Clinic: Bye.

Call 2

Garage: Reliable Auto Service. Can I help you?
Client: Yes, I was wondering if I could bring my car in this morning for an oil change.
Garage: No, I'm afraid it's not possible this morning. We're really busy.

Audio 7.1: Transcript (continued)

Client: Okay, what about tomorrow morning?

Garage: Yes, tomorrow's fine.

Client: Is 9:30 a.m. okay?

Garage: 9:30's fine. May I have your name, please?

Client: It's Eric Rosenberg.

Garage: Okay, 9:30 tomorrow.

Client: Thank you. See you then. Bye.

Garage: Bye.

Call 3

Salon: Good morning, Kelly's Hair Salon. How may I help you?

Customer: Oh, hello. I have an appointment to get my hair cut today at 4:00 p.m. but I'm afraid something's come up and I have to cancel it.

Salon: May I have your name, please?

Customer: Kim Sora – S-O-R-A.

Salon: Okay, that's fine. Would you like to book another appointment?

Customer: No thank you, not right now. I'll call back to reschedule. Thank you.

Salon: You're welcome. Bye

Customer: Bye.

2

Answers

Request an Appointment	**Offer an Appointment**
• I'd like to make an appointment. • Does he have any openings on/at … • I was wondering if I could bring my car in this morning … • I was wondering if I could reschedule. • What about tomorrow morning? • How about Wednesday the 21st at 9:15 a.m.?	• The next available appointment is … • You can see him at 3:30 p.m.
Accept an Appointment/ Confirm an Appointment	**Decline an Offered Appointment**
• That's great. Thank you. • So that's Friday, June 8 at 3:30 p.m. • Tomorrow is fine. • Okay, 9:30 a.m. tomorrow.	• I'm sorry, I can't make it then. • I'm afraid it's not possible this morning. • I'll call back to reschedule. • No, I'm not available on the 21st.
Cancel an Appointment	
• I'm afraid something's come up and I have to cancel. • I'm afraid something's come up and I have to reschedule. • Would you like to book another appointment?	

p. 332 | Calling About a Missed Appointment

Provides practice apologizing and offering an explanation for missed appointments

1 You can introduce this activity by asking learners if they have ever missed an appointment, and if so, what they did about it. Learners can brainstorm a list of possible things to say when apologizing and offering an explanation. Play the recording while learners fill in the blanks. Take up the answers as a class.

Extend the Activity: Learners can practise reading the dialogues with a partner. Then, one partner can read one side of the conversation while the other role-plays a response using his/her own words. For additional practice, learners can prepare their own dialogue to cancel an appointment and present it to the class.

Audio 7.2: Transcript

Telephone call about a missed appointment

Hospital: Good morning. Princess Margaret Lung Scan Study.

Patient: Oh, hello. I had an appointment for a lung scan on Monday and I'm terribly sorry but I missed the appointment. I apologize. I just didn't notice it on my calendar.

Hospital: Okay. May I have your name, please?

Patient: Yes, it's Vivian Bryce – that's B-R-Y-C-E. My appointment was for 9:45 a.m. on Monday the 12th. I was wondering if I could possibly reschedule.

Hospital: Let's see. How about Wednesday the 21st at 9:15 a.m.?

Patient: No, I'm not available on the 21st. Do you have anything on Friday the 23rd?

Hospital: Yes, how about 10:30 a.m.?

Patient: Perfect. So that's Friday the 23rd of March at 10:30 a.m. I'll be there. Bye.

Hospital: Bye.

2

Answers

Apology	Explanation
I'm terribly sorry but I missed the appointment.	I just didn't notice it on my calendar.
I apologize.	

p. 333 | Calling About an Appointment: Putting It in Practice

Provides an opportunity for learners to demonstrate and apply their knowledge and skills in a task

1 The task includes two role-plays involving multiple calls to schedule different appointments. You could have each learner participate in both role-plays (alternating roles each time), or have half the class do one of the role-plays while the other half does the other.

Performing this activity requires learners to integrate a number of skills and language abilities needed to make a telephone call to schedule appointments. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be worked on. This task relates to the CLB competency that follows. Use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 6-I: Make or cancel an appointment or arrangement.

Sample Assessment Criteria

Holistic: ☐ Addresses the purpose of the task; speaks intelligibly; listener can follow

Analytic: ☐ Uses adequate vocabulary for the telephone call

☐ Uses the appropriate degree of formality

☐ Uses grammar structures correctl, (e.g., verb tenses, articles, subject-verb agreement, indirect questions)

☐ Expresses and responds to apologies, regrets and excuses appropriately

p. 335 | Active Listening Strategies

Provides background information on active listening

1 Before learners listen, you can introduce the topic by discussing active listening (e.g., what it is, why it is important.) See the *LINC 5–7 Curriculum Guidelines*, p. 313 for a summary list of the elements of Active Listening.

Answers

1. a 2. b 3. b 4. b 5. a

2 Have learners read the comprehension questions. Then play the recording again. Learners can take notes while listening and then write down the answers.

Answers

1. Active listening involves giving the other person our undivided attention so that we hear and understand everything they're saying; being actively involved in the conversation.
2. It builds rapport and prevents miscommunication.
3. There are no visual cues on the phone, so verbal cues are an important way of indicating you are listening.
4. We can ask questions, paraphrase and restate what the person has said.
5. She used verbal and non-verbal vocalizations (*uh-huh, right, okay*). She asked questions to clarify information and to get the speaker to elaborate on a point.

Audio 7.3: Transcript

Radio talk show about active listening

Sara: Hi everyone and welcome back to the Sara Kato Show. Today we have Linda Helms here with us. Linda is a communications consultant who specializes in telephone skills. She's done a lot of training in the area of active listening and she joins us today to share some of her thoughts on this subject. Welcome to the show, Linda.

Linda: Thanks for having me.

Sara: You know Linda, I like to think of myself as a good listener. That's part of my job, but maybe there's a lot more to active listening than that. Perhaps you can begin by telling us what you mean by active listening.

Linda: Sure. A lot of times when we're talking to someone, whether it's in person or on the phone, we're not really giving the other person 100 per cent of our attention. You know, we might be thinking about something that happened at work that day, or something important that we have to do later on. We might even be thinking about what we're going to have for dinner tonight!

Audio 7.3: Transcript (continued)

Sarah: Uh-huh.

Linda: And sometimes we're not really paying attention to what the other person is saying because in our minds, we are already planning what we want to say in response to what they're saying.

These are all examples of what I call "distracted" listening.

Sara: Right. Okay.

Linda: So when we talk about active listening, we mean giving the other person our undivided attention so that we hear and understand everything they're saying.

Sara: I see. So Linda, why is it so important to listen actively?

Linda: Well it's important for a couple of reasons. First of all, when you're giving the other person your undivided attention, it makes them feel special and there is no better way to build rapport with someone than by making them feel that what they are saying is important to you. And another reason is that if you are listening actively, there is less likely to be miscommunication between you and the other person. If you're not paying attention, there is a chance that you will misunderstand or get the wrong information.

Sara: Yes, that's true. So what are some things we can do on the phone to show that we are listening?

Linda: Well, first of all, vocalizations like *uh-huh*, *um*, *yes*, and *I see* are all really important because the person on the other end of the line can't see whether or not you're paying attention. Those verbal and non-verbal vocalizations indicate that you are actively involved in the conversation. If there is complete silence on the other end, the listener might think you've fallen asleep!

Sara: Yes, that's true. So what are some other indicators of active listening?

Linda: Well, there are a couple things. You can ask questions, not only to clarify information but also as a way of getting the other person to go into more detail about whatever it is they are talking about.

Also, if you don't understand something, a really good strategy is to paraphrase or restate what the person has said so that they can correct you if you've misunderstood something.

Sara: Right, that's important for sure. Well, thanks for those tips, Linda. It's been a pleasure having you on the show today.

Linda: Thanks for having me, Sara.

p. 336 | Informal Calls: Calling a Friend

Provides practice identifying expressions used to open, maintain and end a call

Before giving learners the handout, you can introduce the activity by asking how often they call a friend and conduct the call in English. Discuss the different stages of a call and have learners brainstorm expressions for each. Explain that often, the caller signals the end of the conversation by saying "I should let you go." If the recipient of the call says it instead, the caller may feel the call has been ended prematurely.

Ask learners to read the expressions in the information box. Model the correct intonation for each expression and have them repeat.

1 Play the recording and have learners complete the chart. They can compare their answers with a partner before you take up the answers in a class discussion.

Answers

1. It's Jane.
2. Is this a good time?
3. So listen … By the way…
4. Well …
5. Anyway, I should let you go.

2 In pairs, learners can discuss the meanings of the phrases listed. Play the recording again and ask learners to infer the meanings of each phrase from the context, writing their inferences. Take up the answers in a class discussion.

Answers

1. In a long time
2. Taking a break from studying or working
3. Free time to do what you enjoy doing
4. Invite someone to your house
5. Dating someone
6. Disappeared
7. He worked in information technology.
8. A polite way to signal the end of a conversation
9. An informal way to end a conversation

Audio 7.4: Transcript

Two friends talking on the phone

Rita: Hello?

Jane: Hi Rita. It's Jane.

Rita: Oh, hi Jane! How are you?

Jane: I'm fine. Is this a good time? I'm just calling to say hi.

Rita: Yeah, it's fine. How are things? We haven't talked in ages.

Jane: I'm great. How are you doing?

Rita: Really well. I'm all finished my exams and I'm off now until January.

Jane: Oh, that's so nice. Time for yourself, time to do the things you want to do.

Rita: Yeah, like clean the house!

Jane: Yeah, right. So listen, I want to have you over now that we have more time.

Rita: That would be great. When were you thinking?

Jane: What about next Friday evening?

Rita: Perfect.

Jane: Come around 6:00.

Rita: Okay, what should I bring?

Jane: Don't bring anything ... well, bring a bottle of wine if you want to. Should we invite Barbara, too?

Rita: Good idea.

Jane: I'll email her.

Rita: Good. So what's new with you? Are you still seeing that guy?

Jane: No, he just kind of faded away. He was a really interesting guy, though.

Rita: Yeah?

Jane: Did you know he was working on his second Ph.D.?

Rita: Really?

Jane: Yeah.

Rita: In what?

Jane: Something to do with neurology.

Rita: Was he a doctor?

Jane: No, he was in IT. But he was studying how the brain works so he could design software that imitates the human brain. Pretty interesting, eh?

Rita: Yeah, sure is. So what happened to him?

Jane: Oh, I don't know. He got really busy with his studies and said he needed to just focus on that for a while.

Audio 7.4: Transcript (continued)

Rita: Oh, that's too bad.

Jane: Yeah. He was a nice guy, but maybe a bit too serious for me.

Rita: Oh, well. I'm sure someone else will come along. By the way, I need your mailing address. I'm going to send you a birthday card.

Jane: Oh, that's so nice of you. Sure, I'll email it to you.

Rita: Thanks. Well …

Jane: I should let you go. Don't forget next Friday.

Rita: I won't. See you then.

Jane: Take care.

Rita: You too. Bye.

Jane: Bye.

p. 338 | Calling a Friend: Informal Invitation

Provides practice identifying the opening, topic change and closing in a telephone conversation

1 In pairs or groups, learners reconstruct a telephone dialogue by arranging the sentence strips in the proper sequence. You can instruct learners to start by identifying/ordering the sentences that contain language the caller uses to identify herself and ask if the recipient is free to chat. Next, they can look for strips that contain language used to initiate topic changes. Finally, they can identify strips with language used to signal the end of the conversation. When they have finished ordering their sentences, they listen to the dialogue to check their work.

Extend the Activity: When learners have successfully sequenced the dialogue, you can provide a handout of the dialogue and ask them to practise reading it in pairs. Then learners can take turns reading only one side of the conversation while their partner uses his/her own words.

Audio 7.5: Transcript

Telephone call between two friends

David: Hello?

Julie: Hi, David?

David: Yeah.

Julie: It's Julie.

David: Julie! It's good to hear from you.

Julie: Are you busy right now?

David: Not at all. How are you?

Julie: I'm great. What's new with you?

David: I just started a new job!

Julie: You did? Tell me about it.

David: It's at a call centre. But it's a pretty good job. No selling. I'm working 4 p.m. to midnight, which I really like, because then I have the afternoons free to do other things.

Audio 7.5: Transcript (continued)

Julie: That's great, David. Congratulations. So listen, do you know about the documentary film festival that's starting next week?

David: No, I don't.

Julie: They're showing documentary films from all over the world. We should go. How about one afternoon before you go to work, or maybe on Saturday?

David: That would be great. I'd love to go.

Julie: I'll email you the schedule. Just pick up a couple of films that you're interested in and let me know.

David: Will do. By the way, Julie, have you spoken to Greg?

Julie: Not for a couple of weeks. Why?

David: Well, I was just wondering how he was doing. When I spoke to him last he was having some problems with his girlfriend.

Julie: No, I don't know anything about that. Poor Greg! Anyway, I should let you go. I'll email you the movie schedule.

David: Thanks, Julie. That'll be fun.

Julie: Take care.

David: You too.

Julie: Bye.

p. 340 | Recording Personal Voice Mail Greetings

Provides practice writing and saying personal and workplace voice mail greetings

Introduce the activity by discussing voice mail greetings. Model and have learners practise the sample voice mail messages using correct pronunciation and intonation.

1 Ask learners to either write the voice mail greeting they currently have recorded on their phone (cell or landline), or develop an appropriate new voice mail greeting. Learners can record their greeting when they get home.

2 Play the recording of two workplace voice mail greetings and discuss with the class how they differ from personal voice mail greetings.

Answers

1. Greeting 1: full name, department, date, where she is, instructions to the caller about leaving a message, who to call for immediate assistance.

   Greeting 2: full name, department, availability, instructions to the caller about leaving a message, information about when he will call back.
2. Professional voice mail greetings: often include the full name of the person (personal greetings often only include a first name, or sometimes no name); include the department the person works in; include the date (recorded daily); may refer the caller to another extension for immediate assistance.

3 Play the recording again and ask learners to fill in the blanks (answers are underlined in the transcript below).

Audio 7.6: Transcript

Two workplace voice mail greetings

Greeting 1

Hello. You have reached the voice mail of Susan Walker in Human Resources. Today is Tuesday July 3 and I am in the office all day today. Please leave your name and number and a short message and I will return your call as soon as possible. For immediate assistance, press 235 to speak to my assistant, Cheryl Smith.

Greeting 2

Hello. This is Jim Henderson in Accounting. I'm not available to take your call right now. Please leave a detailed message and I will get back to you before the end of the day. Thank you for calling.

p. 341 | Voice Mail Messages

Provides practice listening to voice mail messages and taking notes

For additional practice taking notes, see Chapter 1, Academic Skills.

2 Before playing the recording of the two messages, inform learners that they will first hear the recipient's voice mail greeting and then the callers' messages.

Have learners listen to the recording. Ask them to note the structure of a message (e.g., first identify yourself, say who the message is for, etc.). Discuss the similarities and differences between the personal and the professional messages. Then discuss strategies for taking messages (e.g., only include the most important details; omit superfluous words without changing the meaning, etc.). Then play the recording again and have learners take notes.

Answers (question 2)

Personal Call	Professional Call
a) Hi Linda, it's Kevin	Hello. My name is Cheryl Roberts and I'm calling from BSW Intl.
b)	It's Friday at 1:30 p.m.
c)	We received your résumé …
d) Just calling to say hi.	We would like to invite you for an interview next Tuesday at 10:00 a.m.
e) I'll be in this evening if you want to call back.	Could you call and let me know if this is convenient for you? My number is 555-327-4838.
f) Bye.	Thank you.

Audio 7.7: Transcript

Two voice mail messages

Hi, you've reached Linda and Mike at 555-322-1579. Sorry we're not here to take your call right now. Please leave a message.

Message 1

Hello. It's Friday at 1:30 p.m. My name is Cheryl Roberts and I'm calling from BSW International. This is a message for Linda Walker. We received your résumé in application for a position as a customer service representative. We would like to invite you to an interview next Tuesday at 10:00 a.m. Could you please call and let me know if this is convenient for you? My number is 555-327-4838. Again, it's Cheryl Roberts from BSW International. Thank you.

Message 2

Hi Linda, it's Kevin. Just calling to say hi. I'll be in this evening if you want to call back. Bye.

3 Discuss the sample phrases for leaving voice mail messages. Elicit from learners what phrases they use.

p. 343 | Grammar in Context: Prepositional Collocations

Provides practice using prepositional collocations

1

Answers

1. in	4. to	7. of, on	10. at	13. on
2. for	5. for	8. from	11. about	14. in, to
3. at	6. about	9. of, until, to	12. to	

Extend the Activity: Have learners indentify which expressions are common for voice mail greetings and which ones occur in messages left on someone's voice mail.

p. 344 | Leaving Voice Mail Messages: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in a task involving leaving messages

1 This task works best when learners record their messages and listen to each other's voice messages. Learners can use a computer, cell phone, or tape recorder to record their messages. On the computer, they can record their voice messages using Windows MovieMaker or a podcasting tool (e.g., Audacity).

Learners can prepare for leaving their messages by writing notes about what they plan to say. Have learners record their voice mail messages for each other at the same time. Then they can listen to each other's messages (they can take notes of the details) and use the evaluation checklist to provide feedback to their partner.

Performing this activity requires learners to integrate a number of skills and language abilities needed to leave a voice mail message. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on.

This task relates to the CLB competency below. Use the sample assessment criteria below to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

- CLB 6-I: Make or cancel an appointment or arrangement.
- CLB 6-III: Make a verbal request for an item.
- CLB 6-III: Make a simple formal suggestion; provide reason.

Sample Assessment Criteria

Holistic: ☐ Addresses the purpose of the task; speaks intelligibly; listener can follow

Analytic: ☐ Gets all the details in the message
☐ Uses adequate vocabulary for the telephone call
☐ Uses the appropriate degree of formality
☐ Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, indirect questions, etc.
☐ Expresses and responds to apologies, regrets and excuses appropriately

p. 345 | Making Telephone Calls

Provides practice in using a variety of telephone skills, including: recording a voice mail greeting; participating in an informal call; answering the phone using a professional greeting; making a formal call to reschedule an appointment

1 Ask learners to read the role cards. Inform them that each scenario follows six steps (three for each learner) that should be followed in order.

p. 346 | Using the Telephone Directory

Provides practice finding information in a telephone directory

1 For this activity, learners need the White Pages of the local telephone directory. Learners can work in pairs with one directory per pair. Begin by telling learners about the information available in the directory and how it is organized, especially its first few pages.

Learners can work individually or in pairs. Alternately, this activity can be done in teams as a timed scavenger hunt. The team that finds all the information first wins. In addition, learners can find telephone numbers on the Internet using the Canada411 website. You may have to adapt some of the questions so that they are consistent with the directory in your local area.

p. 347 | Using the Blue Pages

Provides practice finding information in the Blue Pages of the telephone directory

1 For this activity, learners need the Blue Pages of the local telephone directory. Begin by telling learners about the information in the Blue Pages and how the pages are organized (alphabetical list of keyword headings at the beginning; F, P or M to indicate level of government, etc.)

Learners can work in pairs, with one directory per pair, to explore the Blue Pages and answer the questions. You may have to adapt some of the questions so that they are consistent with the directory in your local area.

Extend the Activity: You could assign each learner a question and ask the learner to make a phone call to get the information, then present the information they receive to the class.

Provides practice navigating an automated voice menu system

1 Before playing the recording, have learners read the questions. Inform them that twice during the recording, the caller will exit the main menu system (for information), then return to it.

Answers

1. 3 2. 0 3. 3 4. 1 5. 2 6. 0 7. 1

2

Answers

1. 3 2. 1 3. 4

3 Play the recording again. Learners answer the questions about the library's address, hours of operation and Internet address. Play the recording again so learners can check their answers.

Audio 7.8: Transcript

Recorded voice menu for a public library

Thank you for calling the City Reference Library. The library is currently open.

For our location, hours, and website address, press 1.

(*telephone beep*) The City Reference Library is located at 234 First Street. It is open Monday to Thursday 9:30 a.m. to 8:30 p.m., Friday 9:30 a.m. to 5:30 p.m., Saturday 9:00 a.m. to 5:00 p.m., and Sunday 1:30 to 5:00 p.m.

Visit the library website at www.cityreferencelibrary.ca for the library catalogue and information about our library services.

To return to the main menu, press star.

For renewals, press 2.

For holds or quick reference from Answer Line, press 3.

For special services at the City Reference Library, press 4.

(*telephone beep*) You have four special service options at the City Reference Library.

For Internet training, press 1.

For health and medical information, press 2.

For the language learning centre, press 3.

For the picture and video collection, press 4.

To return to the main menu, press star.

To speak with staff, press 0.

Extend the Activity: Provide learners with additional practice navigating automated voice menu systems. A list of sample automated phone lines is provided on p.363 of the *LINC 5–7 Curriculum Guidelines*.

Chapter 7

Telephone Calls

LINC 6

LINC 6 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when speaking on the telephone. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills addressed in these activities.

CLB

During telephone interactions:

- CLB 7–I: Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction, hope.
- CLB 7–I: Confirm own comprehension.
- CLB 7–I: Use a number of strategies to keep the conversation going.
- CLB 7–I: Résumé after interruption.
- CLB 7–I: Change topic.
- CLB 7–I: Take live phone messages with five to seven details.
- CLB 7–II: Give clear instructions and directions related to moderately complex, familiar technical and non-technical tasks.
- CLB 7–IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
- CLB 7–I: Identify stated and unspecified details, facts and opinions about situation; and relationship of participants containing expression of a response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.
- CLB 7–II: Understand simple directions on the phone.
- CLB 7–II: Understand simple messages left on voice mail (with five to seven details).
- CLB 6–III: Convey business messages as written notes.

ES

These activities can help to develop the following Essential Skill:

- Oral Communication

The activities in this section focus on the following language skills:

- Handling phone calls professionally
- Making arrangements on the phone
- Using communication strategies on the phone (confirming)
- Making and responding to a complaint
- Taking and leaving messages
- Navigating automated voice menus

Introduction to Telephone Calls....369
What Would You Do or Say?....370
Professional Calls....371
Your Voice on the Telephone: Tone, Intonation and Emphasis....373
Making Arrangements on the Phone....374
Asking for Information....376
Telephone Strategies....377
Asking for Information: Putting It in Practice....378
Making and Responding to Complaints....380
Leaving Voice Mail Messages....382
Taking Messages....384
Grammar in Context: Reported Speech....385
Passing on a Message....386
Taking a Message: Putting It in Practice....387
Choosing a Cell Phone Plan....388
Automated Information Lines: Ontario Ministry of Citizenship and Immigration....390
Automated Information Lines: Environment Canada....391
Listening to Automated Information Lines: Putting It in Practice....392

Instructor Notes....393

Introduction to Telephone Calls

1 **Audio 7.9: Listen to a radio show guest talk about pet peeves relating to the telephone. Answer the questions below.**

1. What are some of Rick's pet peeves?
2. How does Isabel feel about telemarketers?
3. What does Sam think you should do if you dial the wrong number? What does Rick think?
4. What are two things that frustrate Maritza about automated telephone lines?
5. What are some of your pet peeves relating to the telephone?
6. How do you respond to telemarketing calls?

"If you hate being on hold and want to get on with your work, press 1 - if you want to be on hold for a long time so you can do the crossword, press 2."

source: *www.businesscartoons.co.uk/shop*

Culture Note

There is nothing more frustrating than being left on hold for what feels like an eternity while you listen to a recorded message that keeps repeating, "Thank you for your patience. Your call is important to us." If it's really so important, why doesn't anyone answer?

How long is too long to be kept on hold depends on what the call is for. Generally, the more important the call, the longer people are willing to wait. But that doesn't mean that they won't be annoyed. Most people start to feel annoyed if they have to wait more than two minutes.

If you are working in customer service, here are some polite things to do when putting someone on hold:

- Ask the caller's permission to be put on hold.
- If the caller has been kept waiting, be sure to apologize.
- Explain that you are not able to take the call at the moment and ask if they can call back in a few minutes.

What Would You Do or Say?

1 **In small groups, discuss what you would do and/or say in the following situations. Make a list of expressions that could be used in each situation and present them to the class.**

1. You have been on the phone with someone for a few minutes but didn't write down their name at the beginning of the conversation. You need to ask them for their name again.

2. You are calling for information and the person is speaking too quickly.

3. You are on the phone trying to write down the details about a job interview (e.g., time, location). You didn't understand the street name and the speaker has already repeated the name twice.

4. You didn't hear a phone number that the caller gave you.

5. You are talking to someone on the phone and not sure if they are listening because there is silence at the other end.

6. You want to make sure you have understood the directions to a location.

7. Someone wants to leave a message, but you don't have a pen and paper handy.

8. You are in the middle of an important task and you receive a telephone call. You need to finish what you are doing before you can talk to the person.

9. You are on the phone with someone and receive a call on another line. What do you say to the person you are speaking to?

10. Someone has kept you on hold for the last 10 minutes. When they finally get on the line, they apologize for the long delay.

11. You are listening to an automated voice menu that is too fast for you to understand.

12. You are talking to a friend on the phone and suddenly get disconnected.

13. You call a friend to chat. A few minutes into the conversation, you hear her turn on the tap and rattle some plates. What could you ask?

14. You are returning a friend's call. Your friend called you four days ago.

15. You are a receptionist in a large company. There is a call for your boss and you know that he is in the washroom.

Professional Calls

1 **Audio 7.10: Listen to a receptionist answer the telephone in a medical clinic. Complete the table below. In the left-hand column, write the expressions you hear in the dialogue; in the right-hand column, write additional expressions you could use for each purpose.**

The receptionist says:	You could also say:
To put a caller on hold:	
To explain that a person is not available:	
To take a message:	
To transfer a call:	
To respond to a wrong number:	

2 **Listen to the telephone dialogue again. Complete the table on the left with the expressions used by the caller. On the right, write additional expressions you could use for each purpose.**

The caller says:	You could also say:
To identify self:	
To state purpose of call:	
To ask to speak to someone:	
To leave a message:	
To return a call:	

3 **With a partner, prepare and role-play two calls to a medical office.**

Call 1

Student A: Receptionist
- Answer the phone with a professional greeting.
- Give the caller three possible dates and times.
- Book the appointment.

Student B: Caller
- Identify yourself and state the reason for your call (to make an appointment).
- Agree to one of the dates and times given.
- End the call appropriately.

Call 2

Student A: Caller
- Identify yourself and ask to speak to a doctor.
- Leave a message for the doctor regarding a prescription renewal.
- End the call appropriately.

Student B: Receptionist
- Answer the phone with a professional greeting.
- The doctor is with a patient. Offer to take a message and take down all relevant information.

Your Voice on the Telephone: Tone, Intonation and Emphasis

The way you use your voice on the telephone will impact on how the message is received. Tone of voice, intonation and emphatic stress all carry meaning and can affect the way the other person perceives your message.

Tone: Because there are no visual cues, a listener must rely on the tone of your voice to determine the mood and intent of the call. For example, if you are making a complaint, your tone will be serious. If you feel that your concerns are not being addressed, your tone may change to one of frustration. If you have complained about the same problem to several people, your voice will probably have an angry tone.

Intonation: Intonation refers to the way your voice goes up and down when you are speaking. It's important to vary your pitch to maintain the listener's interest. Having a monotonous or flat voice makes the conversation boring for the listener. It also sends the message that you are bored with what the other person is saying.

Emphasis: Emphasis refers to the way certain words are stressed to convey meaning. For example, in each of the following sentences different words are stressed, and the meaning of each sentence is different because of it.

*I was told **you** did the work.* vs. *I was told you **did** the work.* vs. ***I** was told you did the work.*

1 **Audio 7.11: Listen to segments of eight telephone conversations. Discuss the questions below.**

Conversation 1:	What message does the tone of the speaker convey? Why?
Conversation 2:	Describe Eleni's tone. Describe Adam's tone at the end of the conversation.
Conversation 3 and 4:	Compare the tone in the two conversations. How are they different?
Conversation 5:	Describe Greg Milne's intonation. What impression of Greg would you have if you received this message on your answering machine?
Conversation 6:	Describe the caller's tone. What kind of impression does she make? Would you consider ordering this product based on the sound of her voice? Why?
Conversation 7, 8:	Which words are emphasized in each conversation? Why? How would you emphasize the words in Tom's sentences?

Making Arrangements on the Phone

1 **Audio 7.12: Listen to a dialogue between a travel agent and a caller. Circle True or False.**

1. The caller didn't want to book the flight online because the flights were quoted in American dollars. **T F**
2. The caller says he wouldn't mind a stopover in New York. **T F**
3. The flight is returning on October 7. **T F**
4. The flight from New York leaves from JFK airport. **T F**
5. The cheaper flight has two stopovers. **T F**
6. The caller has a seating preference. **T F**
7. The travel agent will send José an email outlining all the travel arrangements. **T F**
8. The travel agent will send the tickets by email. **T F**

2 **Complete the sentences below with words or phrases used in the dialogue.**

1. To arrange a flight is to _____.
2. Another term for a non-stop flight is _____.
3. To have a seating preference means _____.
4. If a flight goes directly to its destination, it means there are no _____.
5. To send something electronically means to send it by _____.

3 **Imagine that you are José. Listen to the dialogue again and take notes about the two travel options. Send an email message to your friend at work to tell her about the two options and ask her which one she would prefer.**

✉ **Message**	
To:	From:
Cc:	Sent:
Subject:	Attachment:

4 **With a partner, prepare a dialogue to arrange a flight to Rome, Italy using the role card and the flight schedule.**

Student A

You would like to arrange a return flight from Ottawa to Rome for you and one other adult. You want to leave on March 23 and return on April 15.

Student B

You are a travel agent. Arrange a flight for a client.

Flight Option 1 (one stop in Frankfurt on the way to Rome; one stop in Zurich on the return trip)

Carrier	**Flight #**	**Departing**		**Arriving**	
		Date & Time	City	Date & Time	City
Air Canada	999	March 23 at 11:05 p.m.	Ottawa	March 24 at 11:20 a.m.	Frankfurt
		Flight: 7 hours and 25 minutes			
Air Canada	931	March 24 at 3:10 p.m.	Frankfurt	March 24 at 4:40 p.m.	Rome
		Flight: 1 hour and 30 minutes			
Air Canada	680	April 14 at 6:50 a.m.	Rome	April 14 at 8:10 a.m.	Zurich
		Flight: 1 hour and 20 minutes			
Air Canada	012	April 15 at 10:10 a.m.	Zurich	April 15 at 1:00 p.m.	Ottawa
		Flight: 8 hours and 50 minutes			

Cost $ 489.60 + 246.41 taxes = $736.01 per person

Flight Option 2 (direct flight)

Carrier	**Flight #**	**Departing**		**Arriving**	
		Date & Time	**City**	**Date & Time**	**City**
Alitalia	222	March 23 at 6:15 p.m.	Ottawa	March 24 at 7:45 a.m.	Rome
		Flight: 8 hours and 30 minutes			
Alitalia	567	April 15 at 6:10 a.m.	Rome	April 15 at 10:05 a.m.	Ottawa
		Flight: 9 hours and 55 minutes			

Cost: 784.58 + 289.10 taxes = $1073.68 per person

Asking for Information

1 **Complete the following telephone conversation with questions each person might ask. Role-play the completed dialogue with a partner.**

A: Good morning, City Resource Center. How can I help you?

B: I'd like some information about your courses.

A: Certainly. What would you like to know?

B: _____

A: Certainly. We have seven levels of LINC classes. We also have an advanced conversation class and a TOEFL class.

B: _____

A: Yes, we do. We offer Microsoft Word (beginner and advanced), and Simply Accounting.

B: _____

A: The LINC classes are free but there is a fee for the computer classes. The MS Word classes are $200 for 30 hours of instruction and the Simply Accounting is $230 for 21 hours.

B: _____

A: Our LINC classes are held during the day, 9:00 a.m. to 3:00 p.m. Computer courses are in the evening, 6:00 to 9:00 p.m. except for the Simply Accounting courses, which are on Saturdays from 9:00 a.m. to noon.

B: _____

A: Let me check …. I'm sorry, but our Simply Accounting courses are full right now. The next sessions begin in June. If you'd like, I can put your name on a waiting list and someone will call you when the registrations begin. Should I do that?

B: Yes, that would be great.

A: _____

B: Sumati Rajibagavi.

A: _____

B: S-u-m-a-t-i R-a-j-i-b-a-g-a-v-i.

A: _____

B: 555-123-4567

A: Good. So Sumati, we will let you know as soon as a space comes up.

B: Thanks. _____

A: No, I'm sorry there are no online registrations. You'll have to register in person.

B: _____

A: Yes. We're at 922 Reba Ave. That's at the corner of Caloo Street and Reba Ave. The registration office is on the second floor. If you ask the receptionist at the front desk, she will direct you to my office.

Telephone Strategies

Understanding others on the telephone can be difficult. Misunderstandings can happen easily, partly because we can't see the speaker's body language, facial expressions or lip movements. You can avoid miscommunication by using various strategies. For example:

- Repeat back or paraphrase what the other person said to confirm understanding: *So the school is on Birch St. Is that correct?* Or: *So, your number is 555-233-5678?*
- Ask questions to clarify information: *Is the office on the first floor or the third floor?*
- Ask for repetition: *Could you say that again?*
- Use a spelling alphabet (using words that stand for specific letters): *My last name is Kast. That's K as in key, A, S as in sorry, T.*

1 **Audio 7.13: Listen to the recording and write the specific expressions the customer service representative uses to do the following:**

Repeat information back to confirm understanding:
Ask questions to clarify information:
Ask for repetition:
Use the spelling alphabet:

2 **With a partner, prepare and role-play a dialogue for the following scenario.**

Student A

You have a job interview at NYB Trucking. The secretary will call you to give you information about the date, time and location of the interview. He/she will also tell you the names of the people who will interview you.

- Take down the information
- Use any of the strategies above to clarify information you do not understand

Student B

You are the secretary at NYB Trucking. Call your partner to invite him/her to a job interview on September 9 at 10:15 a.m. at 68 Trethewey Ave (near Yonge and Sumach Streets). The interviewers are Nick Popodopolous, Tina Campanelli and Dafna Weisner.

- Begin your call with a professional greeting
- Clarify information your partner does not understand
- End the call appropriately

Asking for Information: Putting It in Practice

1 **Work in groups of four. Two learners role-play one of the following telephone calls. The other two learners listen to the role-play and use the feedback form on the next page to evaluate the effectiveness of the strategies used.**

Scenario 1: Student A

You need to find a daycare for your children, ages two and three. Prepare a list of questions to ask the manager of the daycare.

Call Happy Baby Daycare and ask your questions. If you feel that the daycare is suitable, register your children.

Your personal information is: Chandra Ponnampalam, 145 Cactus Avenue, Oakville ON L5G 3X9. Your telephone number is: 555-677-9021. Your children's names are Sanni and Abella.

Scenario 1: Student B

You are the manager at Happy Baby Daycare. You run a licensed daycare service for children 18 months to four years of age. Prepare a list of 10 or 12 points about the daycare that you can tell the caller (e.g., the fees, late and illness policies, the qualifications of your staff, activities for the children, meals and snacks, etc).

Answer the phone with a professional greeting. Answer the caller's questions. Register the caller's children. Use at least one telephone strategy to clarify information.

Scenario 2: Student A

You are a teacher and would like to arrange a field trip to the local museum for the students in your class. Prepare a list of questions to ask (e.g., possible tours, entrance fees, how to make the arrangements and method of payment).

Call the museum and ask your questions. If you feel this is a suitable option, book a tour.

Your name is: Florence Polychronis. You are from Hearst Public School, 1382 Dalhousie Avenue, London. The school's telephone number is 555-548-3521.

Scenario 2: Student B

You work at the City Museum. The museum offers a variety of tours for $6 per person (for one tour) or $15 per person for all three tours. For schools, the rate is half-price.

- Canadiana Pavilion Tour
- Egyptian Pavilion Tour
- Chinese Pavilion Tour

To book a tour, someone from the school has to fill out a form and return it with a cheque for the number of people attending.

Answer the phone using a professional greeting. Answer the caller's questions. Offer to send the information package if the caller is interested. Use at least one telephone strategy to clarify information.

2 **Use the table below to record the communication strategies used by your classmates when they present their telephone role-plays. Answer the following questions. Then switch roles.**

1. Were the speakers able to give and receive information efficiently and accurately?
2. Were the speakers polite?
3. Which communication strategies were used and how effective were they?

Feedback Sheet		
	Words/expressions used: Student A	**Words/expressions used: Student B**
Asked for repetition ☐		
Asked questions to clarify information ☐		
Used spelling alphabet ☐		
Repeated information back to confirm understanding ☐		
Provided accurate information, including necessary details ☐		

Making and Responding to Complaints

Making and responding to complaints politely requires some diplomacy. Here are some tips for complaining politely:

Before we make a complaint, we usually make a neutral statement that provides some context:

- *I'm calling about a product I purchased in your store two weeks ago.*
- *I'm calling about an experience I recently had with one of your agents.*

Then we state the problem or complaint, often using "hedges" to reduce the impact of a statement:

- *There seems to be a discrepancy on my bill.*
- *There appears to be something wrong with the keyboard.*

We use the passive voice to avoid blaming someone directly:

- *The wrong order was shipped* (instead of *You shipped the wrong order*).
- *I was overcharged* (instead of *You overcharged me*).

To soften your language, you can also express uncertainty and avoid using negative adjectives:

- *I don't think it's working the way it's supposed to.*
- *I'm not very happy with your service* (instead of *I'm unhappy with your service*).

When responding to a complaint, it is important to show the customer that you are taking the complaint seriously and that you empathize with his/her situation. For example:

- *I'm sorry to hear that ...; I apologize for the inconvenience that has caused you; I can understand how frustrated you must be about ...*

1 Rewrite the following sentences to make them more polite by using diplomatic language.

1. That will be too long! I can't wait until next week for the delivery.

2. You made the delivery to the billing address instead of the delivery address.

3. It's not my fault the dishwasher isn't working.

4. Your agent was not helpful.

5. You made a mistake on my bill.

6. You have no Internet connection? Too bad!

2 **Audio 7.14: Listen to a telephone conversation between a customer service representative and a customer. Answer the questions.**

1. What is the complaint about?
2. Describe the customer's tone of voice.
3. What diplomatic phrase does the customer use to make her complaint?
4. What strategies does the customer service representative use to clarify information?
5. How does the customer service representative express empathy?
6. What does the customer service representative do to address the customer's complaint?

3 **With a partner, prepare a telephone dialogue about one of the following situations. If you are the caller, make a polite complaint. If you are the receptionist, be sure to convey empathy towards the customer.**

1. Your cable is not working properly. The picture on the screen is scrambled and you can't get any reception on certain channels.
2. You cancelled an insurance policy last month. This month there was a withdrawal from your chequing account for the same insurance policy.
3. You booked a hotel room for two nights. When you received the confirmation, it was for the wrong dates.

4 **Read information about making a complaint in the online publication titled *Canadian Consumer Handbook*.**

Possible search term: *Canadian consumer handbook*

Make a list of tips for making oral and written complaints, and share them with the class.

Leaving Voice Mail Messages

When leaving a voice message, it's important to speak clearly and slowly so that the person receiving the message can take down the details. Voice messages usually follow the same format:

- Identify yourself : *Hi, it's José; Hello, this is Jonah Barns from CL Incorporated*.
- Say who the message is for: *This message is for Ms. Nurmohamed*.
- Give the date and time of the call: *It's Wednesday at 1:00 p.m.*
- Say why you are calling: *I'm calling about ...; I'm returning your call; I just wanted to let you know that ...*
- Make a request: *Call me when you get a chance; I'd appreciate it if you could return my call. I can be reached at 555-999-9090*.
- End the call: *Talk to you later; Thank you*.

1 **With a partner, take turns listening to each other leave voice messages for the situations below (see the instructions on the next page for recording a message on the computer). Follow the steps above and use the appropriate level of formality for your message. Your partner will use the feedback sheet on the next page to evaluate your message.**

Student A

1. You want to RSVP to an invitation to a party for a friend's 25th wedding anniversary. You want to know if you can bring something. You also need directions to the restaurant where the party is being held.
2. You need a painter for a small job in your home and would like someone to come and give you an estimate for the work. You need to have the painting done as soon as possible.
3. You are calling your teenaged daughter to tell her that you will be late getting home this evening. You won't have time to prepare dinner, but your son has a hockey practice this evening so he needs to eat something before he leaves.

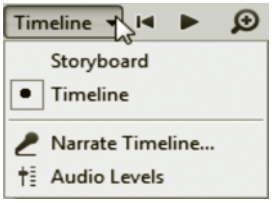
Student B

1. You want to call a friend just to chat. You also want to tell her some exciting news.
2. Your child is sick and you need to inform the school. You need to leave the following information on the school's voice mail: your child's name, the teacher's name, the room number, the date and the reason for your child's absence.
3. You need to speak to a client about cancelling an appointment. You would like to reschedule it for another time and date.

2 **Use the checklist below to evaluate your partner's voice mail messages. Give suggestions for improvement if necessary.**

Feedback Sheet	Message 1	Message 2	Message 3
My partner began by identifying him/herself.	☐	☐	☐
My partner said who the message was for.	☐	☐	☐
My partner gave the date and time of the call.	☐	☐	☐
My partner stated the purpose of the call.	☐	☐	☐
My partner made a request.	☐	☐	☐
My partner ended the call appropriately.	☐	☐	☐
My partner used the appropriate level of formality for the situation.	☐	☐	☐

If your computer has Windows Vista, you can record your message on the computer for your partner to listen to.



1. Click on the windows icon on the bottom left-hand corner of your screen.
2. Click on **All programs**.
3. From the list, find and click on **Windows Movie Maker**.
4. On the bottom left-hand part of the screen, you will see the word **Timeline** or **Storyboard**. Click on **Timeline**.
5. Click on **Narrate Timeline**.
6. Click on **Start Narration**.
7. Record your message. Then click on **Stop Narration**.
8. Save your file.

Taking Messages

When taking notes on voice messages for others, it is important to include the essential details accurately. Phone messages are usually short and can be written in point form. A message should be clear even when the subject, articles and some words are omitted.

1 **Audio 7.15 (Part 1): Listen to the message and read the note below. Identify which words were omitted and discuss why.**

Tom,

Sam called. Will meet you at train station at 6:00.
Call cell (555-230-0099) when you arrive. You can stay at his place till Tues.

2 **Audio 7.15 (Part 2): Listen to two other voice mail messages and take notes. Compare your notes with a partner.**

Message 2

To: _____

From: _____

Of: _____

Tel: _____

Message ☐ please call
☐ will call back

_____

_____

_____

_____

Taken by: _____

Time: _____

Message 3

To: _____

From: _____

Of: _____

Tel: _____

Message ☐ please call
☐ will call back

_____

_____

_____

_____

Taken by: _____

Time: _____

Grammar in Context: Reported Speech

We often use reported speech (also called indirect speech) when passing on a telephone message to someone else. For example:

Direct Speech (using the caller's exact words)	**Reported (Indirect) Speech**
The caller said, *I will call back in an hour.*	*The caller said he would call back in an hour.*
The caller said, *I can't babysit tonight.*	*She told me she couldn't babysit tonight.*
The called asked, *When will you be available?*	*The caller asked when you would be available.*
The caller said, *Please send me the report.*	*The caller asked you to send her the report.*

1 **Change the following messages from Sara to reported speech.**

1. _____

2. _____

3. _____

4. _____

2 **Record your own message and ask your partner to report it to you.**

Passing on a Message

1 **Imagine that you took telephone messages for your boss while she was away. Read the notes below and pass on the messages (orally) to your partner.**

Student A

Feb 16:

- Mr. Jones called re: Sinclair acct. Wants to talk to you about impt. changes. Call back 555-123- 4567.
- Dentist called - wants to reschedule appt. on Feb 24.
- Bill called re: management meeting on Feb 26. Will be at the Wilcox Conference Center, 2nd floor, 9:00am. Parking in rear of building.

Feb 17:

- Hanna called re: health and safety meeting. Call back to confirm audio visual needs for your presentation.
- Tom Wiatt called. No message. Call back asap. 555-987-6543.

Student B

Feb 18:

- Abdul called re: lunch meeting on 23rd. Something's come up. Can't make it. Wants you to call back to reschedule. 555-239-8888
- Mr. Pappas called. Wants info. about Backwater acct. He'll call back Friday.
- Mary called. Staff problem at downtown location. Wants to meet with you. Urgent. Call back ext. 213.
- Yan from IT called. Wants to arrange time to come and fix computers some time after next week. Call back ext 249.
- East End catering called. You need to confirm order in writing. Send email to Sharon@eec.com.

Taking a Message: Putting It in Practice

1 **Audio 7.16: Listen to two voice mail messages and take notes the important details. Then, write email messages to pass on the information to a colleague at work.**

✉ Message 1	
To:	From:
Cc:	Sent:
Subject:	Attachment:

✉ Message 2	
To:	From:
Cc:	Sent:
Subject:	Attachment:

Choosing a Cell Phone Plan

1 **Discuss the following questions.**

1. Do you (or does anyone in your family) have a cell phone? How often do you use it?
2. Do you use your cell phone for mostly local calls or long distance calls as well?
3. What features does your cell phone have (e.g., call display or camera)?
4. What does your cell phone plan include (e.g., unlimited calls during certain times)?
5. How did you choose your cell phone plan?

2 **Read the profiles of three people who need cell phones and the three plans they could choose from (on the next page). In small groups, discuss the needs of each person and select the most suitable plan. Complete the table below by recording the plan your group selected and the reasons why.**

- Stephanie Wilson is a 43-year-old businesswoman. She travels frequently for her job during the week and needs to stay in touch with her office and her clients, and also with her husband and children.
- Debbie Frost is 14 years old and lives at home with her family. She wants a cell phone so she can talk to and text-message her friends. Her parents want her to have a cell phone so they can keep in touch with her when she's not at home. Her parents agreed to get her a cell phone for her birthday.
- Brian Monaghan is a 22-year university student. He shares an apartment in Toronto with several other students and works part-time. He travels to Montreal about once a month to spend time with his family and girlfriend. He's going to use his cell phone to keep in touch with family and friends, especially his girlfriend.

Stephanie Wilson Reasons:	Cell Phone Contract:
Lorrie Frost Reasons:	Cell Phone Contract:
Brian Monaghan Reasons:	Cell Phone Contract:

Here are some things to consider when choosing a cell phone plan:
- How many calls will you be making per month?
- When will you be making most of the calls (e.g., daytime, evenings, weekends)?
- Do you want voice mail? call display? camera?
- Will you be sending text messages?
- Do you need to access the Internet through your phone?

Choose Your Plan			
Monthly Fee	**$35**	**$60.00**	**$99.00**
Airtime Included (local calls)	200 weekday Unlimited evenings and weekends Unlimited nationwide talk, text, picture and video messaging	250 weekday Unlimited evenings and weekends	1,000 anytime Unlimited evenings and weekends
Billing Calculated By ...	the minute	the minute	the second
Additional Local Airtime Rate	35¢ a minute	40¢ a minute	35¢ a minute
Phone Features	Call waiting Conference calling Unlimited local calling on your birthday	Call waiting Conference calling Message centre	Call waiting Conference calling Message centre
Data Features Included		Unlimited web browsing	Unlimited Internet, email & instant messaging
Activation Fee	$35	$35	$35
Monthly System Access Fee	$8.95 per month	$6.95 per month	No
Contract	3 years	2 years	3 years
Early Cancellation Fee	Greater of $100 or $20 per month remaining in the term	Greater of $100 or $20 per month remaining in the term, to a maximum of $400	Greater of $100 or $20 per month remaining in the term, to a maximum of $400
911 Emergency Service Access Fee	75¢ per month	75¢ per month	No

3 **Search the Internet for cell phone plans. Select one that you think best meets your needs. Present your choice to the class.**

Possible search term: *cell phone plans + Ontario*

Automated Information Lines: Ontario Ministry of Citizenship and Immigration

Some organizations have information lines that you can call for specific information. An information line is a dedicated phone line with the purpose of providing information to the general public. Some information lines are answered by a person, while others are automated. On automated lines, the information is recorded and can be accessed through menu options. If you call an automated information line, you will need to listen closely to the menu options because there are often quite a few of them to choose from.

There are several automated information lines in Ontario. One example is the Ontario Ministry of Citizenship and Immigration information line. By calling this number, you can get information about settlement and language programs for newcomers to Ontario, special programs for women, and programs to help you find a job in your profession. The number is 1-800-267-7329.

1 **Phone the Ontario Ministry of Citizenship and Immigration information line. Listen to the menu options. Write the menu number you would press for the following:**

1. Information about programs and services for women	
2. Information about English classes	
3. A booklet with information about living in Ontario for newcomers	
4. Information about how to get a birth certificate for your newborn	
5. Information about how to get a job in your profession	
6. Information about community programs that help newcomers settle in Ontario	
7. Information about Global Experience Ontario	
8. Driver's license information	
9. Information about an awards program that recognizes individuals with outstanding achievements	
10. Information about the Provincial Nominee Program	
11. What telephone number do you have to call for information about citizenship, visas, permanent resident cards, sponsorship, or immigrating to Canada?	

Automated Information Lines: Environment Canada

It is often said that Canadians are obsessed about the weather! And for a good reason – it's constantly changing. The Environment Canada information telephone line gives a description of the current weather conditions and a weather forecast.

1 **Audio 7.17: Listen to a telephone recording about weather information and take notes of the details below.**

Current weather conditions: Toronto Pearson International Airport

Partly _____ Temperature: _____ Relative humidity: _____

Wind: _____ Wind chill: _____

Barometric Pressure: _____

THE WEATHER FORECAST

For tonight:

For Friday:

For Friday night:

For Saturday:

For Sunday:

2 **Call the Environment Canada recorded telephone weather information line for your community. You can find the telephone number in the Blue Pages of your telephone directory, under the heading *Weather*. Take notes on the details and retell to your classmates.**

Listening to Automated Information Lines: Putting It in Practice

1 **Call one of the following government information lines below. List the options on the main menu (the number to press and information you can access) and report back to the class.**

Government Automated Information Lines

1. Ontario Ministry of Transportation: 1-800-268-4686 (Toronto 416-235-4686)
   For information related to drivers or vehicles; information on road conditions, closures and construction information on provincial highways; filing a claim due to vehicle damage; child safety seats.
2. Ontario Human Rights Commission: 1-800-387-9080 (Toronto 416-326-9511)
   To find out about the Human Rights Code and what you can do if you think you have experienced discrimination.
3. Ontario Ministry of Health and Long-Term Care: 1-800-664-8988
   For information on Ontario Health Insurance coverage.
4. Service Canada Employment Insurance Information Line: 1-800-206-7218
   For information about who is eligible for employment insurance, types of benefits and how to apply.

Which information line did you call? _____

Menu Options	
	Press 1
	Press 2
	Press 3
	Press 4
	Press 5
	Press 6
	Press 7

This section includes activities that can help learners develop the skills and background knowledge needed for using the telephone in business and personal situations. These skills include making personal and professional calls, leaving and taking voice mail messages, passing a message on to someone else and understanding instructions in automated voice mail systems.

The development of the activities was guided by the CLB performance conditions relating to LINC 6. If you want to develop your own activities, consider the performance conditions related to telephone interactions, below.

Performance Conditions

- Context is mostly familiar or clear and predictable, but moderately demanding (real-world environment, limited support)
- Topics are mostly personally relevant
- Learner is adequately briefed for focused listening and may require one or two repetitions
- Speech is clear, at a slow to normal rate
- Exchanges are approximately five minutes long, or 8 to 12 turns, each turn up to five sentences

Some of the activities in this chapter are followed by culminating tasks called *Putting It in Practice*. These tasks allow learners to demonstrate and apply their knowledge and skills in a communication task. They can be used for formative assessment of learner progress. You can use all or some of the activities in this chapter in the order they are presented or choose the activities that are of interest to the learners you teach.

p. 369 | Introduction to Telephone Calls

Introduces the topic of telephone calls

1 Introduce the activity by explaining what a pet peeve is and providing examples of pet peeves related to the telephone. You could introduce terms and expressions from the dialogue that learners may be unfamiliar with, such as: *fed up with, when it comes to, I'm with you on that one, caught me at a bad time, a good approach, three calls in a row, fooling around*.

Introduce the recording by telling learners it is a radio phone-in show about telephone pet peeves. Play the recording once so that learners get an idea of what to expect, then again so they can answer the questions (in writing or discussion).

Extend the Activity: Ask learners to read the Culture Note and discuss their personal experiences of being put on hold. You could also ask them to come up with a list of expressions for the three polite things to do when putting someone on hold.

Audio 7.9: Transcript

Radio phone-in show about telephone pet peeves

Host: Hello, this is Rick Johns, back again on the Morning Show. Today we're taking calls from our listeners about telephone pet peeves. Are you fed up with people calling you in the middle of dinner to sell you vacuum cleaners and vacation packages? Do you hate being put on hold for what feels like hours while you listen to the same boring music over and over again? These are just a few of my pet peeves when it comes to using the telephone, and today we're opening the phone lines to hear about yours. Our first caller is Isabel. Hi Isabel. What is your pet peeve when it comes to the telephone?

Track 7.9: Audio (continued)

Isabel: Hi Rick. I have to say that what I really hate is people calling during dinner time to do surveys or some kind of market research. They usually have a million questions to ask, and I'm busy! Can't they see it's dinner time? I really don't mind answering two or three questions, but I don't want to spend a half an hour on the phone with some stranger when I'm trying to cook.

Host: I'm with you on that one, Isabel. And you're right – they always seem to call at the most inconvenient time, don't they?

Isabel: Yes.

Host: So Isabel, do you have any suggestions for our listeners on how to handle these unwanted calls from telemarketers?

Isabel: Well, I usually just tell them politely that they've caught me at a bad time and I'm not interested in participating in the survey. You know, even though these calls bother me, I don't want to be rude to the people making them because I know they're just doing their job.

Host: Well that sounds like a good approach. Thanks for your call, Isabel. Next we have Sam on the line. Hi Sam. What's your pet peeve relating to the telephone?

Sam: Hi Rick. You know, the other day, I received three phone calls in a row and each time the caller hung up as soon as I answered. I was really annoyed! I don't know if someone was fooling around or calling the wrong number by mistake. But if it's a wrong number, the person should've at least apologized and not just hung up. That, to me, is rude!

Host: Yes, I agree, Sam. And I also think the caller should confirm the number so that he or she doesn't call the same number three times by mistake.

Sam: Exactly!

Host: Well, thanks for your call, Sam. Next, we have Maritza on the line. Hi Maritza. How are you today?

Maritza: I'm good, thanks.

Host: So tell us, what really annoys you when you're on the phone?

Maritza: You know, Rick, what I really hate these days is all the automated telephone lines. The other day I was trying to get through to the customer service department of a large company and all I kept getting was *For this department, press one; for that department, press two.* It's so frustrating. Call me old-fashioned, but I just want to speak to a real, live human being when I call a company! I'm tired of all these recorded voices with complicated menu options.

Host: Yeah, that's frustrating. Maritza, do you know that sometimes pressing "0" will get you through to a live person?

Maritza: Yes, I know. Sometimes that works, but often it doesn't. I just wish companies would realize that most customers just want to talk to a real person who can help them with whatever they're calling about.

Host: Thanks for sharing your pet peeve with us, Maritza and thanks to all of our callers. I'm afraid we've run out of time. Until next time, this is Rick Johns on the Morning Show.

p. 370 | What Would You Do or Say?

Builds awareness of expressions used on the telephone

Possible Answers

1. Sorry, could I get your name again? Could you please spell your name for me?
2. I wonder if you would mind slowing down a little; Could you please speak more slowly?
3. Would you mind spelling the name of the street please? Could you spell that for me please?
4. Could you repeat that for me, please?
5. You could ask the person a question, e.g., What do you think? Do you agree? How do you feel about that?
6. Repeat the directions back to the person, e.g., "Let me see if I have this right, you said …"

Answers (continued)

7. Could you please hold for a second while I get a pen?
8. I'm just in the middle of something. Can I call you back in a few minutes? I'm in a meeting at the moment. Can I have your number? I'll get back to you as soon as I'm done.
9. I have a call on another line. Would you mind if I put you on hold for a second?
10. Depending on the nature of the call, you may choose to say something or not.
11. You could try pressing "0" to speak to a person, or replay the menu options.
12. You could call back and say, "I'm sorry. I think I just got cut off."
13. Is this a good time? Have I caught you at a bad time?
14. I'm sorry I'm so late getting back to you (+ excuse).
15. I'm sorry, but he's not available at the moment. Sorry, he's not at his desk at the moment.

Extend the Activity: Ask learners to share challenging telephone interactions they have experienced. Elicit expressions/strategies for dealing with each situation.

p. 371 | Professional Calls

Provides practice identifying expressions used in workplace telephone interactions

1 **Answers**

Put caller on hold: Can you hold for a moment, please?; Just a moment, please.

Other phrases: Would you mind holding?; Would you mind if I put you on hold for a second?

Explain person not available: I'm sorry, Dr. Sunderland is with a patient right now; I'm sorry, he's on another line right now.

Other phrases: I'm sorry, she's not available at the moment; I'm sorry, he just stepped out for a moment.

Take a message: Would you like to leave a message?; Can I have her call you back?; I'll give her your message; I'll have him return your call.

Other phrases: I'll make sure he gets the message; I'll have her call you back.

Transfer a call: I'll transfer you to the nurse.

Other phrases: I'll put you through to her voice mail; One moment please and I'll put you through.

Respond to a wrong number: I'm sorry, there's no one here by that name; You must have the wrong number.

Other phrase: I'm afraid you've got the wrong number.

2 **Answers**

Identify self: This is Ronald Burns from Garden Pharmacy.

Other phrases: This is Jennifer Jones calling; Hello. It's Tom Jones calling from Garden Pharmacy.

State purpose of call: I'd like to make an appointment, please; I'd like to inquire about getting a flu shot.

Other phrases: I'm calling to make an appointment; I wonder if you can help me.

Ask to speak to someone: May I speak to …; Is Dr. Fisher available?

Other phrases: Could you please put me through to the nurse?; I'd like to speak to the doctor, please.

Leave a message: Could you please tell her I returned her call?; Could you please ask her to call me?

Other phrases: Could you give her a message, please?; Could you ask her to call Brian when he gets back?

Return a call: I'm returning her call.

Audio 7.10: Transcript

Calls in a medical office

Call 1

Receptionist: Good morning, Medical Clinic. Can you hold for a moment, please?
Caller: Yes.
Receptionist: How can I help you?
Caller: I'd like to speak to Dr. Sunderland, please.
Receptionist: May I ask what it's about?
Caller: I don't know, I'm returning her call.
Receptionist: Just a moment, please. I'll see if she's available.
Receptionist: I'm sorry, Dr. Sunderland is with a patient right now. Would you like her to call you?
Caller: Yes, please.
Receptionist: May I have your chart number, please?
Caller: Yes, it's Z47709.
Receptionist: 7-0-9. You are Mita Patel?
Caller: Yes.
Receptionist: And your phone number?
Caller: 555-358-8872.
Receptionist: 8-8-7-2. I'll ask her to call you.
Caller: Thank you.

Call 2

Receptionist: Good morning, Medical Clinic.
Caller: Hello. I'd like to make an appointment with Dr. Fisher, please.
Receptionist: His first available appointment is next Tuesday April 15 at 10:00 a.m.
Caller: That will be fine. Thank you.
Receptionist: May I have your chart number?
Caller: Yes, it's X35919.
Receptionist: Thank you.

Call 3

Receptionist: Good morning, Medical Clinic.
Caller: This is Ronald Burns from Garden Pharmacy. Is Dr. Fisher available, please?
Receptionist: I'm sorry, he's with a patient right now. Would you like to leave a message?
Caller: Yes, please. I need to ask him about a prescription for Setraline for a patient of his, Vicky Ernios.
Receptionist: Do you have the patient's chart number there?
Caller: Yes, it's Z58104.
Receptionist: And I'm sorry, it was Ronald ...?
Caller: Burns, from Garden Pharmacy.
Receptionist: Garden Pharmacy. And may I have your phone number, Mr. Burns?
Caller: Yes, it's 555-506 ...

Audio 7.10: Transcript (continued)

Receptionist: 506 ...

Caller: 4361.

Receptionist: ... 61. So you would like Dr. Fisher to call you about a prescription for Setraline for his patient Vicky ... Could you spell the patient's last name, please?

Caller: E-R-N

Receptionist: Yes.

Caller: I-O-S.

Receptionist: Thank you. I'll have him return your call as soon as he's available.

Caller: Thank you.

Call 4

Receptionist: Good morning, Medical Clinic.

Caller: Hello, I'd like to inquire about getting a flu shot.

Receptionist: I'll transfer you to the nurse.

Caller: Thank you.

Call 5

Receptionist: Good morning, Medical Clinic.

Caller: May I speak to Dr. Sunderland, please? I'm returning her call.

Receptionist: I'm afraid Dr. Sunderland is on another line right now. Can I have her call you back?

Caller: Yes, please. It's Jane Hennessy at 555-877-9413.

Receptionist: 8-7-7 ...

Caller: 9-4-1-3.

Receptionist: Do you have your chart number?

Caller: No, I'm sorry, I don't. I'm at work right now.

Receptionist: Can you spell your last name, please?

Caller: It's H-E-N-N ... E-S-S-Y

Receptionist: E-S-S-Y. I'll give her the message.

Caller: Thank you.

Call 6

Receptionist: Good morning, Medical Clinic.

Caller: May I speak to Angela Hardy, please?

Receptionist: I'm sorry, there's no one here by that name. You must have the wrong number.

Caller: Oh, I'm sorry.

Receptionist: That's okay, bye now.

Call 7

Receptionist: Good morning, Medical Clinic.

p. 373 | Your Voice on the Telephone: Tone, Intonation and Emphasis

Provides practice listening for tone, intonation and emphasis

Audio 7.11: Transcript

Eight telephone conversations

Dialogue 1: Customer and customer service representative *(Tone: angry)*

CSR: Hello, Tisha Yanov speaking. How may I help you?

Customer: Yes, hello. I'd like to speak to the manager please.

CSR: May I ask what this is regarding?

Customer: Yes. I'm calling to complain about the service I received at one of your stores.

CSR: Well, perhaps I can help you.

Customer: No. I just want to speak directly to the manager.

CSR: Certainly. One moment, please, and I'll connect you to her.

Dialogue 2: Two friends *(Tone: accusatory)*

Eleni: Hi Adam. It's Eleni.

Adam: Oh, hi Eleni. How are you?

Eleni: I'm okay. What happened to you last night?

Adam: What do you mean?

Eleni: Well, we were supposed to go downtown. Remember? I called you three times and there was no answer. I even called your parents' place and no one knew where you were. Where were you?

Adam: Oh, I'm sorry. Max called and said he needed some help with his math homework. I was at his place 'til about 10:00.

Eleni: Oh, really.

Adam: Honest. You can even ask him.

Dialogue 3: Manager and employee *(Tone: serious)*

Manager: Hi Gus.

Employee: Hi Jack.

Manager: Gus, I'd like to see you in my office.

Employee: Sure. I'll be right there.

Dialogue 4: Manager and employee *(Tone: calm, not serious)*

Manager: Hi Gus.

Employee: Hi Jack.

Manager: Gus, can I see you in my office?

Employee: Sure. I'll be right there.

Dialogue 5: Voice mail message from a contractor *(Intonation: slow, monotone)*

Hello. This is a message for Barb. It's Greg Milne calling on Monday, June 3rd at 3:00. I've calculated how much it will cost to renovate your bathroom. Could you please call me back at 555-288-0099? I'll be here until 5:30 today. Thank you.

Audio 7.11: Transcript (continued)

Dialogue 6: Sales call *(Tone and intonation: perky, high-pitched)*

Seller: Hello, is this the lady of the house?

Resident: Yes it is.

Seller: Hi. I'm calling from Home Safety Alarm Systems. We are offering a great deal on state-of-the art home alarm systems. For just $10 a month, you can have your entire house protected against intruders. You can also have a 24-hour two-way voice monitoring system. Best of all, there are no installation fees or hidden costs! We are going to have a sales representative in your area this week. Can I ask him to drop by your home to speak to you?

Resident: No thank you!

Dialogue 7: Boss and employee *(Emphasis)*

Boss: Hi Tom.

Employee: Oh hi, Vlad. What's up?

Boss: Tom. What happened? I asked you to have the plans for the Taylor home on my desk by **Tuesday**.

Employee: Oh. I'm sorry Vlad. I guess I misunderstood. I thought you said **Thursday**.

Dialogue 8: Boss and employee *(Emphasis)*

Boss: Hi Tom.

Employee: Oh hi, Vlad. What's up?

Boss: Tom. What happened? I asked you to have the plans for the **Taylor** home on my desk by Monday.

Employee: Oh. I'm sorry Vlad. I guess I misunderstood. I thought you said the **Tate** home.

p. 374 | Making Arrangements on the Phone

Provides practice making an arrangement over the phone

1 Introduce the activity by asking learners if they have ever booked a flight online, by phone, or in person. Discuss advantages and disadvantages of each method. Have learners listen to the dialogue and answer the questions. Play the recording again so learners can take note of the travel details to write the email message. In addition, you can give learners a copy of the dialogue to practise with a partner before doing the role-play on the next page.

Answers

1. T 2. F .3. F 4. F 5. T 6. T 7. F 8. T

2

Answers

1. book a flight
2. direct flight
3. there is a particular seat that you want
4. stopovers
5. email

Audio 7.12: Transcript

Dialogue between a travel agent and a caller

Travel Agent: Hello, Happy Holidays Travel Agency, Nadine speaking. How may I help you?

Caller: Hi. My name is José Galdos. I'd like to book a flight to Ecuador.

Travel Agent: Sure. I can help you with that. Did you have a particular date in mind?

Caller: Yes. I need to travel on September 3rd and return on October 7th or 8th. I actually have a flight in mind that I checked on the Internet. I didn't want to book it online because all the prices were in American dollars.

Travel Agent: Oh, okay. Well, I'd be pleased to help you. Would you like me to check some flights for you?

Caller: Yes. That would be great.

Travel Agent: Could I have your name again? Sorry.

Caller: José Galdos. That's J-o-s-e G-a-l-d-o-s

Travel Agent: Thanks. Do you mind if I call you José?

Caller: Not at all.

Travel Agent: Okay, José. And how many seats do you need?

Caller: There are two of us – two adults.

Travel Agent: And you said you wanted to travel on September 3rd and return on October 7th or 8th?

Caller: That's right.

Travel Agent: Would you prefer a non-stop flight?

Caller: It doesn't really matter. I have a friend in Miami, so if there is a stopover in Miami, that would be fine.

Travel Agent: Okay, let me check what's available. Would you mind holding for a moment?

Caller: Sure. No problem.

Travel Agent: Okay. I'll be right back.

(music)

Travel Agent: Hi, José. I've found two flights leaving for Ecuador on September 3rd and returning on October 8th. One is a direct flight that is more expensive. The other is a cheaper flight with stopovers in New York and Mexico City.

The direct flight leaves at 10:30 a.m. and arrives in Quitos at 5:30 p.m. It's $1,249.73 with taxes and surcharges.

The other flight leaves at 6:30 a.m. and arrives in New York at 8:00 a.m. Then there is a connecting flight from La Guardia airport at 3:10 p.m., which arrives in Mexico City at 8:15 p.m. From Mexico City, you would catch another connecting flight leaving at 10:45 p.m. and arriving in Quitos at 1:00 a.m. So there is a total travel time of about 18 hours. But the cost of that flight is $843.60.

Caller: Oh, wow – that's quite a difference.

Travel Agent: Yes it is. So it really depends on how quickly you want to get to Quitos.

Caller: Yes. Well, 18 hours is a long time. I don't think my friend will want to sit that long. So I think we'll go with the direct flight. Could you book that for me?

Travel Agent: Certainly. Can I have the name of the other passenger?

Caller: Her name is Tina Lopez.

Travel Agent: Is that L-o-p-e-z?

Caller: Yes, that's right.

Audio 7.12: Transcript (continued)

Travel Agent: And do you have any seating preferences?

Caller: Yes, we would like to sit near the front of the plane if possible.

Travel Agent: Sure. It looks like that won't be a problem. And will you be needing travel insurance?

Caller: No, I don't think so.

Travel Agent: Okay. And how will you be paying for that?

Caller: By credit card.

Travel Agent: And the card is in your name?

Caller: Yes, it is.

Travel Agent: Could I have the number and expiry date please?

Caller: Yes. It's Visa: 123-4567-4444-988. The expiry date is 11, 2013.

Travel Agent: Okay, well if you could send me an email message, José, just to confirm that you want me to book the flight, I will do that for you.

Caller: Sure. What's your email address?

Travel Agent: It's *Nadine at Happy Holidays*, all one word, dot com.

Caller: Okay. I'll send it to you right away.

Travel Agent: Great. And once I have the flight booked, I'll send you the tickets electronically. Okay?

Caller: Sure. That would be fine.

Travel Agent: Thank you for choosing Happy Holidays, José. I hope you have a wonderful trip.

Caller: Thank you. Bye.

Travel Agent: Bye.

4 Have learners role-play their dialogues in front of the class or another pair of learners.

p. 376 | Asking for Information

1

Possible Answers

B: Can you tell me what language courses are offered in?
B: Do you have any computer classes?
B: Is there a cost for these classes?
B: When are the classes held?
B: Can I register for a Simple Accounting Class?
A: Could I have your name please?
A: Could you spell that for me, please?
A: Okay. And your phone number?
B: Can I register online?
B: Okay. Can you tell me where you're located?

p. 377 | Telephone Strategies

Introduces four strategies for getting information over the phone accurately

Have learners read the information box and elicit language used for each listed strategy.

1 Introduce the activity by telling learners they will hear a telephone conversation of someone ordering flowers. Play the recording and have learners record the phrases that are used to confirm and clarify information.

Answers

Repeat information back to confirm understanding: *QUH; Calquhoun; 414; That's 2-1-7-0 … 4-1-4 … 6-2-8 … 5-9-9; April 2012. Okay, got it. Sanwin Court; So that's 110 Sanwin Court, Apartment 3611; To Elizabeth; Happy Birthday; That's Wednesday, December 10?*

Ask questions to clarify information: *Could you spell the last name, please?; Can you spell the street name, please?*

Asking for repetition: *And what was the apartment number?*

Using the spelling alphabet: *Is that S as in Sorry, or F as in Funny?*

Audio 7.13: Transcript

Conversation between a flower shop staff person and a caller

Operator: Good morning, Tiny's Flower Service.

Caller: Yes, I'd like to have some flowers delivered.

Operator: One moment please and I'll transfer you to the order department.

Caller: Thank you.

CSR: Order Desk. Marco speaking.

Caller: Yes, I'd like to have some flowers delivered, please.

CSR: Certainly. Do you have an account with us?

Caller: No, sorry, I don't.

CSR: May I have your name, please?

Caller: Karen Calquhoun.

CSR: Could you spell the last name, please?

Caller: It's C-A-L …

CSR: Yes.

Caller: … Q-U-H-O-U …

CSR: Q-U-H …

Caller: … O-U-N.

CSR: Calquhoun. Thank you. Okay, and what kind of flowers would you like?

Caller: I really don't know. Maybe pink carnations and some irises.

CSR: What price range are you looking at?

Caller: Oh, around … $40 or $50, I guess.

CSR: We can put an arrangement together for $42.87 with all taxes.

Track 7.13: Transcript (continued)

Caller: That sounds good.
CSR: When did you want them delivered?
Caller: Tomorrow, please.
CSR: That's Wednesday, December 10th?
Caller: Yes. Thank you.
CSR: And how will you be paying for the order?
Caller: With a Visa card.
CSR: May I have your card number, please?
Caller: 2-1-7-0 ...
CSR: Yes.
Caller: 4-1-4 ...
CSR: 4-1-4 ...
Caller: 6-2-8 ... 599.
CSR: That's 2-1-7-0 ... 4-1-4 ... 6-2-8 ... 5-9-9.
Caller: That's correct.
CSR: And the expiry date?
Caller: April 2012.
CSR: April 2012. And the card is in your name?
Caller: Yes.
CSR: Where would you like the flowers delivered?
Caller: To 110 Sanwin Court, Apartment 3611.
CSR: Can you spell the street name, please?
Caller: S-A-N
CSR: Is that S as in Sorry or F as in Funny?
Caller: It's S as in Sorry. Then A-N-W-I-N.
CSR: Okay, got it. Sanwin Court. And what was the apartment number?
Caller: 3611.
CSR: So that's 110 Sanwin Court, Apartment 3611.
Caller: Yes.
CSR: And would you like a card?
Caller: Yes, please. The card should say, "To Elizabeth. Happy Birthday."
CSR: "To Elizabeth. Happy Birthday."
CSR: Can I do anything else for you today?
Caller: No, that's great. Thanks a lot.
CSR: You're very welcome.
Caller: Bye.

2 Ask learners to prepare and role-play a dialogue for the scenario provided. They should use some of the communication strategies in their dialogue.

p. 378 | Asking for Information: Putting It in Practice

Provides an opportunity for learners to demonstrate and apply their knowledge and skills in a task

Performing this activity requires learners to integrate a number of skills and language abilities needed to make a telephone call for information. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on.

Learners work in groups of four. Two learners role-play one of the scenarios while the other two listen and take notes on the language used to practise different telephone strategies. They can use the feedback sheet on the next page for this purpose. When they have completed the role-plays and their partners have given feedback, the groups switch roles and practise another telephone dialogue using scenario 2.

This task can be used for formative assessment by you and by the learner for self-assessment. It relates to the CLB competency below. You can use the sample assessment criteria below or develop your own based on what you have taught. For more information on how to assess learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 7-IV: Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.

Sample Assessment Criteria

Holistic: ☐ Addresses the purpose of the task; speaks intelligibly; listener can follow

Analytic: ☐ Answers, greets appropriately
- ☐ Explains the nature of the inquiry
- ☐ Initiates and responds to questions
- ☐ Uses strategies to avoid misunderstandings: clarifies and confirms accuracy of information, summarizes, repeats back, paraphrases
- ☐ Gives thanks for the information
- ☐ Closes conversation
- ☐ Uses appropriate non-verbal behaviour
- ☐ Uses appropriate stress and intonation
- ☐ Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, indirect questions, etc.

p. 380 | Making and Responding to Complaints

Provides opportunities to practise making and responding to complaints diplomatically

You can use the following questions to introduce the topic of complaints:

1. What do you do when you are unhappy with a product or service? Do you complain? Do you prefer to complain in person, over the phone, or in writing?
2. When was the last time you complained about a product or service, or about someone's behaviour to you? What was the result?
3. How do you feel when someone complains to you about your behaviour? Do you defend yourself? Or do you listen and ask questions to get more information?
4. Why do you think companies value customer complaints?

Have learners discuss the tips for complaining politely. Elicit more examples for each strategy.

1

Possible Answers

1. I'm afraid I can't wait until next week for the delivery.
2. The delivery was made to the billing address instead of the delivery address.
3. I'm sorry to hear you are having problems with the dishwasher. I will send someone out as soon as possible to take a look at it.
4. Your agent was not very helpful.
5. There was a mistake on my bill.
6. I'm sorry about that. That must be frustrating. I will connect you to Technical Support and hopefully they can get it straightened out for you.

2

Possible Answers

1. The customer is concerned that a bed she ordered will not be delivered on time.
2. Tone: concerned and a little anxious about the possibility that the bed will not be delivered on time. Frustrated because this would be the second time the bed is not delivered.
3. "I wonder if you can help me."
4. He spells back some of the caller's name to make sure she has spelled it correctly.
5. He says, "I'm really very sorry about this. I can understand your frustration."
6. He calls the delivery person to make sure he is on his way.

Audio 7.14: Transcript

A telephone conversation between a customer service representative and a customer

CSR: Magic Department Store. Customer Service. Delmer speaking.

Customer: Yes, I wonder if you can help me. I bought a bed last week and it was supposed to be delivered today between 8 a.m. and 1:00 p.m. It's now quarter to one and it's not here.

CSR: Okay, may I have your name, please?

Customer: Yes, it's Catherine ...

CSR: Catherine with a C?

Customer: Yes, and my last name is Graves – G-R-A ... V-E-S.

CSR: V as in Victor?

Customer: Yes.

CSR: Graves. And may I have your account number?

Customer: Yes, it's 1-0-0 ... 4-3-5 ...

CSR: Uh-huh.

Customer: 6-7-1 ...

CSR: Yes.

Customer: 3-3-8-4

CSR: 3-3-8-4. Thank you. And your address is 101 Minnesing Avenue, Apartment 204?

Customer: Yes, it is.

Audio 7.14: Transcript (continued)

CSR: Okay. So the bed was supposed to be delivered this morning?

Customer: Well, they have 15 more minutes, but I absolutely cannot be here after 1:00 p.m. as I have an appointment.

CSR: Okay.

Customer: Yes, thank you.

CSR: Hello, Ms. Graves?

Customer: Yes.

CSR: The delivery truck is five minutes from your house. He should be knocking on the door very shortly.

Customer: Oh, thank you so much.

CSR: You're very welcome. Bye now.

Customer: Bye.

3 Have learners present their role-plays in front of the class.

4 Learners can find out information about making consumer complaints in the *Canadian Consumer Handbook,* a 94-page, clear-language resource about consumer complaints in Ontario. This resource is available for viewing or printing from the Canadian Consumer Information Gateway website (www.consumerinformation.ca).

p. 382 | Leaving Voice Mail Messages

Provides practice leaving voice mail messages

1 You can introduce this activity by discussing the typical format of voice messages (in the information box). Then have learners to work in pairs. One learner leaves three messages while the other assesses his/her performance using the feedback sheet in Activity 2. Learners then switch roles.

If you have access to the computer lab for this activity, learners can record their messages using Windows Movie Maker. They can then play it back to assess their own messages or have their partner listen to the audio file and provide feedback.

p. 384 | Taking Messages

Provides practice taking telephone messages

1 Explain to learners that written telephone messages are often short and only include the most important details. Words such as prepositions, pronouns and articles can be omitted as long as the meaning of the message is not altered. Abbreviated forms of words are also commonly used in messages (e.g., *Inc.* instead of *Incorporated,* or *Tues.* instead of *Tuesday*).

Have learners listen to Sam's message (to Tom), read the note to Tom and identify which words were omitted. You could also ask them to restate the message in complete sentences. Then have them listen to the other two messages and write their own notes.

Audio 7.15: Transcript

Three voice mail messages

Message 1

Hi Tom. It's Sam. I'm just calling to let you know that I'll be at the train station at 6:00 to meet you. Just give me a quick call on my cell when you get to the station. My number is 555-230-0099. Also, you're welcome to stay at my place until Tuesday if you like. See you Sunday. Bye for now.

Message 2

Hello, this message is for Natalia Jordan. It's Marie Cairns calling from XLJ Laboratories. I'm just calling to let you know that the lab results are in and they came back negative. If you have any questions, please feel free to call me at 555-123-1991. I'll be at my desk until 3:00 this afternoon. Thanks. Bye.

Message 3

Hi. It's Charles Zhang calling from Enviroserve. This message is for Mary Hill. Mary, I was just calling to talk to you about the Pine Lake project. The environmental assessment report is done and I'm sending it to you in an email right now. I wonder if we could meet next week to talk about it. I'll try calling you back later this afternoon. Thanks.

p. 385 | Grammar in Context: Reported Speech

Provides practice using reported speech when passing on telephone messages

You can introduce this activity by explaining when reported speech is used, how it differs from direct speech and how sentences using reported speech are formed.

1 Have learners change the four sentences in the speech bubbles to reported speech. You could provide additional sentences for more practice.

Answers

1. Paul, Sara phoned and she said that she was running late and would be there at 5:00.
2. Sara phoned and asked you to call her back.
3. Sara said that she was cancelling her appointment.
4. Sara asked if they could have the order by the following week.

2 In small groups, have learners record (or say) their own messages and have their partners report those messages to a third learner.

p. 386 | Passing on a Message

Provides practice passing on a telephone message

1 Have learners work in pairs. Learner A reads the note and relays the message orally to learner B, using reported speech. Then have learners switch roles.

p. 387 | Taking a Message: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in taking telephone messages

3 Ask learners to write email messages to pass on the information to a co-worker or supervisor. They could use reported speech to convey the message.

Performing this activity requires learners to integrate a number of skills and language abilities needed to take and pass on a message. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on. This task should be prefaced with other activities where learners practise taking messages and passing on the information to someone else.

This task relates to the CLB competencies below. You can use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 7-II: Understand simple messages left on voice mail (with five to seven details).

CLB 6-III: Convey business messages as written notes.

Sample Assessment Criteria

- ☐ Identifies details in the message
- ☐ Records the details of the message
- ☐ Reader of the message can follow

Audio 7.16: Transcript

Two telephone voice mail messages

Message 1

Hello. This is a message for Carol Oledes in the Human Resources department. My name is James Choi. I'm following up on a job application I submitted three weeks ago for the position of Communications Specialist. The competition number is 5602. I was just wondering if you could tell me if the interviews have been held yet or not. My name, again, is James Choi and my number is 555-431-8792. Thank you.

Message 2

Hello. This is Winston Hayes calling for Judy Smith. Judy, I need to speak to you as soon as possible about the problem we're having at our Ottawa branch. The roof is leaking in the back storage room and I need to know if there is any money in the budget to fix it. I'll be here at extension 224 until 4:30 p.m. Thanks.

p. 388 | Choosing a Cell Phone Plan

Provides practice reading and selecting options in cell phone plans

1 Use the discussion questions to introduce the topic. Learners can interview each other or discuss the questions as a class.

2 Learners can work in pairs to decide on the most suitable cell phone plan for each of the three people in the scenarios. They can then join another pair of learners to compare their selection with that of the other pair. Or the answers can be taken up in a class discussion.

Extend the Activity: Have learners research information about cell phones on the Canadian Consumer Information Gateway (www.consumerinformation.ca). Resources include a guide and a checklist of cell phone choices.

p. 390 | Automated Information Lines: Ontario Ministry of Citizenship and Immigration

Provides practice navigating an automated information line

You can introduce the topic by asking if anyone has ever called a government information line, and if so, what type of information was available and what strategies they used if they didn't understand some of the options. Ask learners to read the list of information they will be listening for. Play the recording once so that they become familiar with it. Play it again and have them record the number to press for each of the 10 types of information. Note that the automated voice menu options or phone number may change; the answers below represent the information available as of June 20, 2009.

1

Answers

1.	Information about programs and services for women	3
2.	Information about English classes	8
3.	A booklet with information about living in Ontario for newcomers	2
4.	Information about how to get a birth certificate for your newborn	9
5.	Information about how to get a job in your profession	7
6.	Information about community programs that help newcomers settle in Ontario	6
7.	Information about Global Experience Ontario	5
8.	Driver's license information	9
9.	Information about an awards program that recognizes individuals with outstanding achievements	1
10.	Information about the Provincial Nominee Program	4
11.	What telephone number do you have to call for information about citizenship, visa, permanent resident card, sponsorship, or immigrating to Canada?	1-888-242-2100

Extend the Activity: Ask learners to call an information line for a large company (e.g., Bell Canada, Rogers Cable, etc.) and report back to the class: What were the menu options? Were the options easy to follow? Was the information line useful?

p. 391 | Automated Information Lines: Environment Canada

Provides practice listening to an automated information line

Learners listen to an automated telephone recording about weather conditions. This listening segment resembles typical information provided on Environment Canada's recorded weather information telephone line. You can find the number for Ontario communities in the Blue Pages of telephone directories under the heading *Weather*.

1 Ask learners to listen to the recording and complete the chart. Learners can check their answers by comparing them with others in small groups, with partners, or in a class discussion.

Audio 7.17: Transcript

Welcome to the weather information service. Weather conditions at 3:00 p.m.

Toronto Pearson International Airport:
Partly cloudy; Temperature: -1
Relative humidity: 62 per cent

Wind: west 30 gusting to 41 kilometres per hour; wind chill: -8
Barometeric Pressure: 101.94 kilopascals and rising

The forecast issued at 3:30 p.m. for tonight, Friday and Friday night for downtown Toronto:

For tonight: Cloudy, 30 per cent chance of flurries this evening, clearing this evening.
Wind west 40 kilometres per hour, diminishing to 20 early this evening; low: -8

For Friday: Sunny with cloudy periods
Wind west 30 kilometres per hour; high: -2

For Friday night: A few clouds, increasing cloudiness overnight
Wind west 30 kilometres per hour becoming light near midnight; low: -9

Extended forecast:

For Saturday: Periods of snow; high: -2

For Sunday: Mix of sun and cloud
70 per cent chance of flurries; windy; low: -6, high: -5

2 Prior to this activity, you could review and introduce weather vocabulary they are likely to hear on the telephone recording. You could elicit a list of weather terms from the class or provide them with one. For winter or summer weather vocabulary, download Environment Canada's Winter or Summer Fact Sheet. Possible search terms: *Environment Canada Winter Fact Sheet; Environment Canada Summer Fact Sheet*.

As homework, ask learners to call the Environment Canada Weather hotline for their city or town (locate the number in the Blue Pages of the telephone directory.) They can take notes on what they hear and report the weather conditions to the class.

p. 392 | Listening to Automated Information Lines: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in a task

Performing this activity requires learners to integrate a number of skills and language abilities needed to understand information in automated information lines. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on. This task should be prefaced with practise listening to other information lines.

This task relates to the CLB competency below. You can use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 7-II: Understand simple directions on the phone.

Sample Assessment Criteria

- ☐ Completes the instruction task as required
- ☐ Follows clear spoken instructions as required
- ☐ Follows sequence markers and other linguistic clues in the text to comprehend the order of steps

Chapter 7

Telephone Calls
LINC 7

LINC 7 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when speaking on the telephone. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills that are addressed in these activities.

CLB

During telephone interactions:

- CLB 8–I: Respond to a minor conflict or complaint.
- CLB 8–I: Comfort and reassure a person in distress.
- CLB 8–I: Manage conversation. Check comprehension.
- CLB 8–I: Use a variety of strategies to keep the conversation going.
- CLB 8–I: Carry on a phone conversation in a professional manner.
- CLB 7–II: Give/pass on instructions about an established familiar process or procedure.
- CLB 8–II: Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures.
- CLB 7–II: Understand simple messages left on voice-mail (with five to seven details).
- CLB 7–II: Take notes from pre-recorded longer phone messages on public information lines or voice mail messages with seven to 10 details.
- CLB 8–II: Write instructions about an established process or procedures given in a live demonstration, over the phone or from pre-recorded audio or video material.

ES

These activities can help to develop the following Essential Skill:

- Oral Communication

The activities reflect the following language skills and functions:

- Taking messages; confirming information taken
- Taking notes and summarizing information
- Listening actively; expressing empathy
- Solving problems and handling complaints (apologizing; admitting fault, giving reasons, offering help, suggesting solutions, expressing regret)
- Navigating automated voice menus; taking notes on the main points

Introduction to Telephone Calls....415
Telephone Etiquette....416
Taking Live Messages....417
Fixed Phrases for Taking Live Messages....418
Taking Live Messages: Confirming Understanding....419
Taking Messages: Abbreviations....420
Taking Notes from Voice Mail Messages....421
Taking Live Messages: Role-Plays....422
Taking Live Messages: Putting It in Practice....423
Expressing Sympathy and Empathy....424
Responding to Complaints on the Phone....425
Responding to an Email Complaint from a Customer....426
Responding to a Complaint: Putting It in Practice....427
Responding to Telemarketers....428
Automated Voice Menu: Landlord and Tenant Rights....430
Listening to an Automated Voice Menu: Putting It in Practice....432

Instructor Notes....433

Introduction to Telephone Calls

1 **Discuss these questions in a small group. Ask one group member to summarize your discussion to the class.**

1. What kinds of phone calls make you nervous? What can you do to prepare for a telephone call that you're nervous about making?
2. Do you feel comfortable asking for repetition or clarification on the telephone?
3. Why is it important to use standard or "fixed" phrases in telephone communication?
4. What can you do to improve your telephone communication skills?

"He wants permission to send you hundreds of e-mails selling you things you never knew you needed."

source: *www.businesscartoons.co.uk/shop*

Culture Note

Telemarketers seem to call at the most inconvenient times. Few of us appreciate their intrusion into our lives. If you have call display, you can often see that a telemarketer is calling when the display shows "Unknown name/unknown number" or a 1-800 number. Then you can avoid the telemarketer by not answering the phone. But what if you don't have call display? Or what if you are afraid of missing an important call? You should be polite to telemarketers as they are only doing their job, and often are not getting highly paid for it. However, you don't have to listen to their pitch. You can simply say *No, thank you*, and hang up.

Telephone Etiquette

1 **The following quiz tests your knowledge of telephone etiquette. Discuss with your classmates whether or not you agree with each statement.**

1. Generally, you shouldn't answer your cell phone when you are in a social situation (e.g., on a date, at a friend's for dinner). **T F**
2. It's okay to explain that a colleague at work is not available to answer the phone by saying the person is at lunch. **T F**
3. You should always identify yourself when you make a telephone call, e.g., *This is Michelle Brown. May I speak to ...?* **T F**
4. If your call is unexpected, you should ask the person if it is a convenient time to talk. **T F**
5. A caller who has been put on hold is likely to get impatient after holding for one minute. **T F**
6. You should leave information on your voice mail greeting about the reason why you are not answering your phone. **T F**
7. It's important to use active listening words on the phone such as *Yes*, *I see*, and *Okay*. **T F**
8. When you return to a caller after putting them on hold, you should say *Thank you for holding*. **T F**
9. *Hello* is an appropriate greeting when you answer the telephone at work. **T F**
10. Before you put a caller on hold, you should inform the caller that you will do this. **T F**
11. It's okay to answer the phone at home saying *Yes?* **T F**
12. When you dial a wrong number, you should say, *What number is this?* **T F**

2 **Search the Internet for tips on telephone etiquette. Compare your answers to the quiz questions with researched information. Share new and interesting information with the class.**

Possible search terms: *telephone etiquette; telephone manners*

Taking Live Messages

When leaving or taking messages, sometimes the caller will initiate the message (e.g., *Please tell her I called,* or *Can I leave a message?*), and sometimes the recipient of the call will initiate the message (e.g., *Can I take a message?*). While taking a message, the recipient of the message uses strategies to make sure he/she understands the message. These strategies include asking questions to clarify information, repeating information back to the caller, and asking for repetition.

1 **Audio 7.18: Listen to two telephone conversations. Answer the questions below and complete the chart with the phrases you hear.**

1. Who are the participants in each call?
2. Who initiates the message in each call?
3. What do the recipients of each call do or say to make sure they understand the message?
4. Complete the chart below by writing the phrases used to initiate the message and make sure the message is accurate.

Conversation 1	**Conversation 2**
The phrases used to initiate a message:	The phrases used to initiate a message:
The phrases used to make sure the message is accurate:	The phrases used to make sure the message is accurate:

2 **Discuss the questions.**

1. When leaving a message (on voice mail or live), what challenges do you face?
2. When taking a message (from a voice mail message or in a conversation), what challenges do you face?

3 **Search the Internet for online practice activities with telephone messages.**

Possible search term: *taking phone messages*

Choose your favourite web page. Write a description of the activity with a link to the webpage and share it with your classmates.

Fixed Phrases for Taking Live Messages

1 **Fill in the blanks in these conventional telephone expressions. Check your answers with a partner.**

Note: More than one answer may be appropriate.

Person Not Available

I'm sorry, Lisa's not _____ right now.

I'm afraid she's not _____ at the moment.

He's with a _____ right now.

I'm afraid he's in a _____ right now.

He's on _____ line.

She's _____ her desk at the moment.

He just _____ for a moment.

I'm sorry. He's not _____ the office today.

Caller Initiates Message

_____ you tell her I called?

Could you ask her to _____ my call?

Could you ask him to call me _____?

Could you _____ a message for him?

_____ I _____ a message?

Can you _____ him a message?

Recipient Offers to Take a Message

Can I _____ a message?

Can I _____ her a message?

Would you like to _____ a message?

Would you like me to _____ her a message?

Can I _____ her call you back?

Promising to Pass on Message

I'll _____ her the message.

I'll make _____ she gets the message.

I'll _____ him call you back.

I'll _____ him you called.

Taking Live Messages: Confirming Understanding

When taking live telephone messages, it is important to make sure you understand the message correctly. You can do this by asking questions to clarify information and by either repeating the message exactly as you hear it (e.g., a phone number) or by paraphrasing or summarizing the information. This gives the other person an opportunity to correct any misunderstandings. You can begin your summary or paraphrase like this:

- ***Okay, so*** *you're going to meet him at Starbucks tomorrow at 10:00 a.m. on King St. across from the Scotia Tower. You want him to bring some brochures.*
- ***Let me make sure I have this right ...*** *you will meet him at Starbucks on King St. across from the Scotia Tower at 10:00 a.m. tomorrow. He should bring some brochures.*
- ***Let me repeat the message ...*** *he should come to Starbucks on King St. across from the Scotia Tower at 10:00 a.m. tomorrow and bring some brochures.*
- ***So your message is ... / So you want to know ... / So you want her to ...***

1 **For the following messages, write a sentence that you could use to re-tell the key information (during a phone call). Use one of the phrases above to begin your summary.**

1. The new chairs for the boardroom are going to be delivered this afternoon, but I'm stuck in a meeting and I'm not going to get there on time. Please ask Shelly to count the chairs to make sure we get all 15 of them. Last time we ordered furniture, we were short one chair and we had to wait until the next day for the delivery person to come back with it.

2. Please ask Leena not to send the report to the Chair of the Board until I have had a chance to talk to her. I noticed an error on the report and I have to check something before I can fix it. Tell her I will be back by 3 p.m. and I hope she will be available then to speak with me about this. Thanks.

3. I'm going to be in Ottawa overnight next Wednesday on my way to Halifax. I wonder if he might be able to meet with me for an hour on Wednesday evening at my hotel near the airport to go over the recent sales figures.

Taking Messages: Abbreviations

When we take notes on information we hear over the phone, we often need to write down the information quickly. The use of abbreviations is a helpful strategy while taking messages.

1 **Write the full word or expression (or meaning) beside each abbreviation below. Add other abbreviations (and their meanings) you commonly use or would like to know the meaning of. Share them with the class.**

1. AGM _____
2. apt. _____
3. asap _____
4. co. _____
5. ext. _____
6. FYI _____
7. inv. _____
8. mo. _____
9. no. or # _____
10. mt. _____
11. N/A _____
12. impt. _____
13. RSVP _____
14. ste. _____
15. urg. _____
16. w/ _____
17. w/o _____
18. cc. _____
19. e.g. _____
21. etc. _____
21. i.e. _____
22. vs. _____
23. p.s. _____
24. n.b. _____

2 **Write the English word for each symbol below.**

1. _ _____
2. @ _____
3. – _____
4. . _____
5. / _____
6. \ _____
7. & _____
8. * _____
9. # _____
10. : _____

3 **With a partner, practise saying the following email and website addresses. Then tell your partner an email or website address of your choice while he/she writes it down. Check for accuracy.**

Caitlin_Jones@timmins-george.com

http://www.alphomega.ca

Taking Notes from Voice Mail Messages

1 **Audio 7.19: Listen to two voice mail messages for Susan Mills. Imagine that you are her assistant. Write the details on the message forms below. Use abbreviations in your notes.**

Name of Caller: _____

Day and Time of Call: _____

Message: _____

_____

_____

_____

_____

_____

_____

Phone Number: _____

Name of Caller: _____

Day and Time of Call: _____

Message: _____

_____

_____

_____

_____

_____

_____

Phone Number: _____

2 **Write an email to Susan Mills summarizing the messages. Spell out the abbreviated words and phrases in your email; write in full sentences. Exchange with a partner for peer editing.**

✉ **Message**

To:	From:
Cc:	Sent:
Subject:	Attachment:

3 **Audio 7.20: Listen to six voice mail messages. Take notes on each message; then use reported speech to orally report each message to a partner. Imagine that your partner is the co-worker or family member the message is for.**

Taking Live Messages: Role-Plays

1 **Working in groups of four, take turns leaving and taking messages. Students A and B begin by role-playing Scenario 1 below. Students B and C evaluate their performance using the evaluation checklist below. Switch roles for Scenario 2.**

Scenario 1: Student A

You are Chris McLennan from Medallion Corp. Call Igor Gorny. Tell him that you have finalized the proposal and you are going to fax it to him. Get his fax number. Ask him to check items 6 and 7 because you're not 100 per cent sure of the figures. Ask him to call you with any revisions he requires.

Your number is 555-465-1212 ext. 512.

Scenario 1: Student B

Answer the phone at Anderson Ltd. Take a message for Igor Gorny.

Your fax number is 555-668-4230.

Scenario 2: Student C

Answer the phone at Kimberly-Landau Associates Ltd.

Take a message for Mei Lee.

Scenario 2: Student D

You are Jan Keppler from Stellar Conference Productions.

Call Mei Lee and let her know that you received her deposit for the Spectacular Sales conference but you need the balance of $725.00 by May 15 or you will not be able to hold her seat. She can mail her cheque to Stellar Conference Productions, Spectacular Sales Conference, 119 Sky Walkway, Peterborough ON K5H 3R2.

Evaluation Checklist

Student 1

Greets caller using a professional greeting	☐
Uses appropriate phrases when offering to take a message	☐
Clarifies and confirms information to make sure it is accurate	☐

Student 2

Writes all important details of the message accurately	☐
Writes message in legible handwriting	☐

Taking Live Messages: Putting It in Practice

1 **Role-play one of the following scenarios with a partner. Then switch roles and role-play another scenario.**

Scenario 1: Student A

Answer the phone at your home. You are Michelle's roommate.

Take a message for Michelle.

Scenario 1: Student B

You are Alexa Cooper. Call your friend Michelle and give her directions to your home. The two of you are going skiing tomorrow. Your friend is driving. You live in Brampton and Michelle lives in downtown Toronto. Here are the directions: Go west on the 401 to 410. Go north on the 410 to Queen St. and turn right (east) onto Queen. Pass one intersection and turn left on Dixie. Take the first right onto Lisa. St. The building is at 37 Lisa. Entry code 22, Apt. 709. Tell your friend you will pick her up at 8:30 a.m.

Scenario 2: Student A

You are Simon LaRue. Call Luba Minkov. Tell her you bought an antique dresser at her store last weekend and it has just been delivered. However, you noticed a small crack on the front of one of the drawers. You can't accept it in this condition. You want someone to pick it up today. Your phone number is 555-784-3099.

Scenario 2: Student B

Answer the phone at Heritage Furniture Sales.

Take a message for Luba Minkov.

Scenario 3: Student A

Answer the phone at LaRoche Inc. Take a message for Joanne Fisher. Joanne's email address is jfisher@laroche.ca. Your company website is www.laroche.ca.

Scenario 3: Student B

You are Ella Lau from Home Magic. Your phone number is 555-367-2819. Call Joanne Fisher and give her your email address: ella.lau@home_magic.com. Get Joanne's email address and the company's website.

Expressing Sympathy and Empathy

There is a difference between expressing sympathy and expressing empathy. We usually express sympathy when someone experiences a personal loss or is going through a difficult time. Expressions of sympathy generally consist of conventional expressions of condolence such as *I'm very sorry for your loss* and *I'm very sorry to hear that*.

When we express empathy, we generally name the emotion that we perceive the person to be experiencing, and we show that we accept that emotion without judgment. Examples of expressions of empathy include: *I can understand how frustrating this must be for you* and *It sounds like this was a very bad experience for you*.

1 **Audio 7.21: Listen to a telephone call between two friends. Answer the questions.**

1. Record the words/expressions the caller uses to:
   a) open the conversation _____
   b) make a polite request _____
   c) express thanks, appreciation _____
2. Record the words/expressions the recipient of the call uses to:
   a) express sympathy _____
   b) express surprise _____
   c) ask for more details _____
   d) confirm information _____

2 **With a partner, role-play a telephone call between two friends. Include phrases to:**

- Open and close the conversation
- Make a polite request
- Express thanks and appreciation
- Express sympathy
- Show active listening
- Ask for details
- Confirm information

3 **Search the Internet for information and tips on expressing empathy. Write a list of tips and share with your classmates.**

Possible search term: *expressing empathy*

Responding to Complaints on the Phone

Here are some tips for responding to customer complaints on the phone:

- Always respond to a complaint in a polite and professional manner (even if the customer is not behaving politely).
- Listen carefully to what the customer is saying and ask questions to clarify information. This shows that you are taking the complaint seriously and trying to understand it.
- Apologize and show empathy. Statements like, *I'm sorry about that* and *I can appreciate how frustrated you must feel* go a long way to making an angry customer feel validated.
- Apologize again and offer a solution to the problem.
- Find a resolution to the problem as quickly as possible.

1 **In small groups, brainstorm a list of expressions you could use for each of these functions.**

- Confirm and clarify the problem
- Apologize
- Express empathy
- Promise action
- Offer a solution

2 **Audio 7.22: Listen to two phone calls relating to a customer complaint. Write numbers in the boxes to put the elements of each calls in the correct sequence.**

Note: CSR–Customer Service Representative

- ☐ CSR apologizes and offers a solution.
- ☐ Caller provides context.
- ☐ CSR confirms his understanding of the problem.
- ☐ Caller accepts the offered solution.
- ☐ CSR apologizes again and accepts responsibility for the problem.
- ☐ CSR empathizes with the customer.
- ☐ Caller rejects the offered solution.
- ☐ Caller describes the problem.
- ☐ CSR promises action.
- ☐ The CSR calls back and offers another solution to the problem.

3 **Discuss the following questions about the phone calls.**

1. What was the customer's complaint?
2. Describe how the customer makes her complaint.
3. How does the CSR express empathy?
4. How is the complaint resolved?

Responding to an Email Complaint From a Customer

1 **Read the following email from a customer and respond to it by phone. Write notes in preparation for a telephone call to the customer. With a partner, role-play a telephone call responding to the complaint.**

In your telephone call, don't forget to:

- State why you are calling
- Summarize the complaint to confirm your understanding of the problem
- Get additional details
- Apologize and express empathy
- Offer a solution

✉ **Message**

Hello,

I ordered a lunch from your catering company for an important meeting at my company on September 24. I have to say I was not very impressed. The lunch was supposed to arrive by 11:00 a.m. It didn't arrive until 1:00 p.m. By then we were all starving! The bread in some of the sandwiches was stale. The vegetables in the salad were either not ripe (the tomatoes) or past their prime. Also, we ordered for 10 people, but there was enough salad for only about seven of us. I specifically asked for a variety of desserts, but we got only one kind – chocolate brownies.

I wanted to let you know that we will not be using your company again.

Jake Allen,
Project Manager

Your notes

Responding to a Complaint: Putting It in Practice

1 **Role-play the following scenarios with a partner.**

As the Customer Service Representative:

- answer the phone with a professional greeting
- clarify the problem and get details
- apologize
- empathize with the caller
- promise action/offer a solution

Scenario 1: Student A

Call your home phone provider. Your phone was not working for one week last month. During this period, you could receive calls but not make calls. You want your phone bill for the month reduced by 25 per cent.

Scenario 1: Student B

Answer the phone at Telephone Inc.

Handle the complaint.

Scenario 2: Student A

Answer the phone at Business Supplies Inc. Handle the complaint.

Scenario 2: Student B

Call Business Supplies Company. You just purchased a new keyboard online and you are not happy with it. It's too touch sensitive. Every time your finger touches a key accidentally, something happens. For example, you get all-caps when you don't want them, or your document suddenly closes.

Scenario 3: Student A

Invent a complaint based on your own experience.

Scenario 3: Student B

Answer the phone at ABC Company and respond to the caller's complaint.

Responding to Telemarketers

1 **Discuss the following questions with a partner.**

1. How often do you receive telephone calls from telemarketers? What do they try to sell you or offer you?
2. How do you usually handle calls from telemarketers? How do you end the call?

2 **Read the following article about deceptive telemarketing.**

What is Deceptive Telemarketing?

Using the phone to obtain payment from you for a non-existent or misrepresented product, service or charitable gift is deceptive telemarketing. Using the phone to obtain your private banking information or credit card number to steal is deceptive telemarketing. Offering you a prize for which you must pay is deceptive telemarketing. Using the phone to obtain your money fraudulently in any way is deceptive telemarketing. It is a serious crime punishable by jail.

Telemarketing, the use of telephones to market goods and services, has rapidly expanded in recent years. Sales in Canada now exceed $500 billion dollars a year. Most of these telemarketing activities are legitimate but some are not.

Deceptive telemarketing practices have been a problem in Canada, with cross-border implications, since the early 1970s. Telemarketing fraud has now become one of the most pervasive forms of white-collar crime. In 1998, law enforcement and other agencies reported over 45,000 complaints about fraudulent telemarketing.

Since 1995, Canadians have lost approximately $200 million as a result of this activity. Criminals are drawn to the offence by large proceeds and relatively low risks of detection, prosecution and punishment. Since the 1980s, low-cost telecommunications have created economies of scale and provided offenders with effective means of conducting potentially massive frauds. A single telemarketer with a well-organized scheme can easily extort several hundred thousand dollars per year from unsuspecting victims. In some cases, the high profits have also attracted organized crime.

Target Groups and Victims

Offenders maximize their profits by focusing on vulnerable target groups. Victims are not chosen at random but rather are methodically selected because they have savings or assets and are perceived to be susceptible. Fraudulent telemarketers often prey on seniors on the assumption that they may be more trusting and polite toward strangers. Offenders have told police their ideal target is an elderly person, home alone, with little or no contact with family members.

Another higher risk group is past victims. Once an individual has been identified as being vulnerable, they are repeatedly targeted. Victim information is often sold in the form of "sucker lists" or "hot lists" to other offenders.

The Effects of Telemarketing Fraud

The estimated $200 million lost by Canadian victims of telemarketing fraud is only a small part of the cost of this pervasive crime. Research conducted by North American law-enforcement and police officials indicates that the elderly are not only more susceptible, but they tend to be more seriously affected. Some have lost their life savings and have been forced to sell their homes.

Seniors are often reluctant to report the crime to the authorities or even to family fearing they will be blamed for being “careless” or “greedy.” Some fear they will be seen as incompetent and lose control over their affairs.

Source: *PhoneBusters: The Canadian Anti-fraud Call Centre, www.phonebusters.com; extracted June 22, 2009, with permission.*

3 **Find synonyms in the article for the following words.**

1. get _____
2. dishonestly _____
3. increased in size _____
4. are more than _____
5. honest _____
6. common _____
7. profits _____
8. very large; huge _____
9. vulnerable _____
10. victimize _____
11. unwilling _____
12. the object of attention _____

4 **Circle True or False.**

1. Fraudulent telemarketers sometimes pretend to be legitimate charities seeking a donation. **T** **F**
2. All telemarketing is dishonest. **T** **F**
3. Many fraudulent telemarketers are never caught and punished. **T** **F**
4. Fraudulent telemarketing is attractive to criminals because of the potential to make large amounts of money with little investment. **T** **F**
5. Organized crime is responsible for most telemarketing fraud. **T** **F**
6. Fraudulent telemarketers target seniors because they have more money. **T** **F**
7. A victim of telemarketing fraud is at higher risk of being victimized again. **T** **F**
8. Seniors may not report being victimized by a telemarketing fraud because they are afraid of what their family will say. **T** **F**

5 **Audio 7.23: Listen to two calls from a telemarketer and discuss the questions.**

1. For each call, how does the telemarketer open the conversation?
2. Do you think the telemarketer's techniques are effective?
3. How would you respond to this telemarketer?

6 **Search the Internet for tips on avoiding telemarketing scams. Create a list of five tips you find most helpful and present them to the class.**

Possible search term: *telemarketing avoiding scams*

7 **Choose one type of scam you read about and present it to the class. Create a written summary of the information about the scam. Post it for other learners to see. (For a list of scams, go to www.phonebusters.com, then click on *Recognize It*.)**

Automated Voice Menu: Landlord and Tenant Rights

Two organizations provide free pre-recorded information about landlord and tenant issues.

The Landlord and Tenant Board provides information about landlord and tenant rights and what to do if your rights are violated. It also has an automated information telephone line you can call at 1-800-332-3244 (416-645-8080 in Toronto).

Legal Line® is an organization that provides free legal information, on a website and on an automated information line, about 1,000 legal topics. Some of these topics are about landlord and tenant issues. The Legal Line® information line is 1-888-929-8400 (416-929-8400 in Toronto).

1 **Before listening to the Landlord and Tenant Board's automated voice menu, discuss these questions in small groups.**

1. What do you know about your legal rights and obligations as a tenant?
2. What do you know about your landlord's legal rights and obligations?
3. Make a list of questions you have about landlord and tenant rights.
4. If you are renting your home, how would you rate your landlord on a scale between 1 and 10 (where 1 is terrible and 10 is wonderful). Why?

2 **Audio 7.24: Listen to the first part of the automated voice message. Fill in the blanks.**

Welcome to the Landlord and Tenant Board. For _____ in English, press 1.

Thank you for _____ the Landlord and Tenant Board. We _____ with residential landlord and tenant _____ covered by the Residential Tenancies _____. We _____ you to use our _____. It provides _____ information asked most _____ by landlords and tenants. We also have an information _____ on the Internet at www.ltb.gov.on.ca. _____ to an _____ can use this site to find out where and when their _____ will be held or if a _____ has been _____. You have six _____.

3 **Continue listening to the Landlord and Tenant Board message. Create a chart of the menu options.**

For	Press 1
For	Press 2
For	Press 3
If	Press 4
For	Press 5
To	Press 6
If you want to speak to one our client service representatives, please note that your call may be monitored or recorded to ensure quality service.	
To	Press 0

4 **Call the Landlord and Tenant Board information line at home. Choose option 2. Create a chart (like the one above) depicting the menu options. Bring your chart to class and compare it with classmates' charts.**

5 **Audio 7.25: Listen to the recorded information about landlord and tenant rights. This recording is from Legal Line® (topic 433). Make a list of unfamiliar terms and find their definitions. Then listen again and discuss the questions.**

1. Who establishes laws for health, safety and maintenance standards for rental buildings?
2. If a tenant or guests of the tenant cause damage to the rental unit, who is responsible for repairing the damage?
3. What kind of damage and problems are the landlord's responsibilities?
4. What should a tenant do first if the landlord is not maintaining the premises properly?
5. If the landlord still refuses to address the problems, what should the tenant do next?
6. What could happen to a landlord if he or she does not repair the problems?
7. What must a tenant do to get an abatement of rent, if the landlord has refused to repair damage over a period of time?

6 **Locate the list of legal topics on the Legal Line® website (www.legalline.ca). Choose one topic, call the Legal Line® number, enter the code for that topic, listen to the message and take notes on the key details. Refer to your notes to retell the information to the class. Legal Line®: Toll-free at 888-929-8400 (in Toronto 416-929-8400).**

Listening to an Automated Voice Menu: Putting It in Practice

The Service Canada Employment Insurance Information Line provides information on a variety of topics related to employment insurance. The number is 1-800-206-7218.

1 **Phone the Employment Insurance telephone information line. Navigate the voice menu system to locate specific information. Take notes on the details. Use your notes to write a clear explanation about one of the following topics:**

1. Provide information about three types of Employment Insurance benefits.
2. Provide information about how to apply for employment insurance.
3. Provide information about benefit rates.
4. Provide information about the navigation menu system of the information line (e.g., list the main menu options, the submenu options, how to repeat menu options, how to speak to a representative).

This section includes activities that can help learners develop the skills and background knowledge needed for using the telephone in business and social situations. These skills include leaving and taking messages, passing on messages to others, responding to complaints on the phone, handling telemarketers, and following instructions on automated voice menus. The activities included in this chapter also include practice in taking notes for telephone messages.

The activities have been guided by the CLB performance conditions relating to LINC 7. If you want to develop your own activities, consider the performance conditions related to telephone interactions, below.

Performance Conditions (for telephone interactions and taking messages)

- Context is mostly familiar, clear and predictable
- Topics are familiar, non-personal, concrete and abstract
- Learner is adequately briefed for focused listening
- Speech is clear and at a normal rate
- Exchanges are approximately 5 to 10 minutes in length, or over 15 turns, each turn up to five sentences

Some of the activities in this chapter are followed by *Putting It in Practice* tasks. These tasks allow learners to demonstrate and apply their knowledge and skills in a communication task. They can be used for formative assessment of learner progress.

You can use all or some of the activities in this chapter in the order they are presented or choose the activities that are of interest to the learners you teach.

p. 415 | Introduction to Telephone Calls

Introduces the topic of telephoning

Extend the Activity: Have learners read the culture note and discuss their own experiences with telemarketers and how they handle them.

p. 416 | Telephone Etiquette

Introduces the topic of telephone etiquette

1 **Possible Answers**

1. T: Some people may get offended if you answer your cell phone in a social situation. If you must answer your cell phone, you should apologize to the people you are with.
2. It depends on the situation, but it is generally better not to provide personal information. Rather, say the person "*stepped out for a moment*" or is "*in a meeting*."
3. F: You don't need to identify yourself on the phone in situations where your identity is irrelevant to the purpose of your call.
4. T: It's polite to ask rather than assume the person is free to talk.
5. F: Callers may get impatient even before one minute has passed. A caller may or may not hang up depending on how important the call is to them.
6. F: This is not necessary. You can have a generic greeting that says you are unavailable right now.
7. T: It's important to do this to let the other person know you are there and listening attentively.
8. T

Answers (continued)

9. F: You should provide more information such as your name or department.
10. T
11. F: Answering the phone this way can sound rude and abrupt.
12. F: Instead of asking the person who answers your call what their number is, you should say, *"Is this 889-3471?"* This allows the person to confirm or deny that the number is theirs.

Extend the Activity: Ask learners if they have additional telephone guidelines they could add to the ones addressed in the quiz. They can work in small groups to list their guidelines, then write them on chart paper and share them with the class.

p. 417 | Taking Live Messages

Provides practice in identifying the language used when leaving a message with another person

1

Answers

1. In dialogue 1, the participants are a mother and her daughter's friend. In dialogue 2, the participants are a receptionist and a caller from outside the company.
2. In dialogue 1, the caller initiates the message. In dialogue 2, the receptionist initiates the message.
3. In dialogue 1, the recipient of the call clarifies and repeats back. In dialogue 2, the recipient of the call clarifies, repeats back and paraphrases.
4.

Dialogue 1	Dialogue 2
Can you give her a message for me?	*Mr. Mason is out on a call right now. Would you like to leave a message for him?*
At … what time?; 4:30 today?; Which store?	*Can you spell the first name, please?; And the last name?* The receptionist repeats back the spelling of the name and the telephone number; *Okay, you will meet him at the Starbucks across from the Scotia Tower at 10:00 a.m., and he should bring copies of our brochure.*

Audio 7.18: Transcript

Two conversations with people leaving messages

Dialogue 1

Mr. Douglas: Hello?

Jenny: Hi, Mr. Douglas?

Mr. Douglas: Yes.

Jenny: Hi, it's Jenny.

Mr. Douglas: Hi, Jenny.

Jenny: Is Becky there?

Mr. Douglas: No, she's not here right now, Jenny.

Jenny: Oh, can you give her a message for me?

Mr. Douglas: Sure.

Audio 7.18: Transcript (continued)

Jenny: Could you tell her that I'm going to the mall to get a free makeover at 4:30, and she can come too if she wants to?

Mr. Douglas: Okay, you have a free makeover at the mall … at … what time?

Jenny: 4:30.

Mr. Douglas: 4:30 today?

Jenny: Yes, today.

Mr. Douglas: And she should meet you there.

Jenny: Yes, she can meet me there.

Mr. Douglas: Which store?

Jenny: The Bay.

Mr. Douglas: Okay, I'll give her the message.

Jenny: Thanks a lot, Mr. Douglas. Bye.

Mr. Douglas: Bye.

Dialogue 2

Receptionist: Bayview Securities. How can I help you?

Ms. Jasoor: May I speak to Tony Mason, please?

Receptionist: I'm sorry. Mr. Mason is out on a sales call right now. Would you like to leave a message for him?

Ms. Jasoor: Yes, please. Could you tell him that Alyah Jasoor called?

Receptionist: Can you spell the first name, please?

Ms. Jasoor: Yes, it's A-L-Y … A-H

Receptionist: And the last name?

Ms. Jasoor: J-A-S … O-O-R

Receptionist: O-O-R … Alyah Jasoor.

Ms. Jasoor: Yes.

Receptionist: And may I have your number, please?

Ms. Jasoor: Yes, it's 555-443 …

Receptionist: 4-4-3 …

Ms. Jasoor: 7-7-6-0.

Receptionist: 7760. And what is the message, Ms. Jasoor?

Ms. Jasoor: Could you please tell him I will meet him at the Starbucks across from the Scotia Tower on King St. at 10:00 a.m. tomorrow? And please ask him to bring several copies of your brochure.

Receptionist: Okay, you will meet him at the Starbucks across from the Scotia Tower at 10:00 a.m. and he should bring copies of our brochure.

Ms. Jasoor: Yes.

Receptionist: I'll make sure he gets the message.

Ms. Jasoor: Thank you. Bye.

p. 418 | Fixed Phrases for Taking Live Messages

Familiarizes learners with fixed phrases used when taking live messages

Extend the Activity: Have learners practise the rising and falling intonation in each phrase.

Answers

Person Not Available	Caller Initiates Message
I'm sorry, Lisa's not here/home right now. I'm afraid she's not available/in at the moment. He's with a client right now. I'm afraid he's in a meeting right now. He's on another line. She's not at her desk for a moment. He's just stepped out for a moment. I'm sorry. He's not in the office this morning.	Can/could/would you tell her I called? Could you ask her to return my call? Could you ask him to call me back? Could you take a message for him? May/can I leave a message? Can you give him a message?
Recipient Offers to Take a Message	**Promising to Pass on Message**
Can I take a message? Can I give her a message? Would you like to leave a message? Would you like me to give her a message? Can I have her call you back?	I'll give her the message. I'll make sure she gets the message. I'll have him call you back. I'll tell him you called.

p. 419 | **Taking Live Messages: Confirming Understanding**

Provides practice summarizing details in telephone calls

p. 420 | **Taking Messages: Abbreviations**

Introduces common abbreviations that learners can use when taking messages

1

Answers

1. Annual General Meeting
2. apartment
3. as soon as possible
4. company
5. extension
6. For your information
7. invoice
8. month
9. number
10. meeting
11. not applicable
12. important
13. please reply (French: *respondez, s'il vous plaît*)
14. suite
15. urgent
16. with
17. without
18. carbon copy
19. for example (Latin: *exempli gratia*)
20. et cetera (Latin: *and so on*)
21. that is (Latin: *id est*)
22. versus (against)
23. after writing (Latin: *post scriptum*)
24. take notice (Latin: *nota bene*)

2

Answers

1. underscore
2. at
3. hyphen or dash
4. dot
5. forward slash
6. backward slash
7. and
8. star
9. number sign
10. colon

3

Answers

Caitlin **underscore** Jones **at** timmins **dash** George **dot** com

http **colon slash slash** (**double slash**) www **dot** alphomega **dot** ca

p. 421 | Taking Notes from Voice Mail Messages

Provides practice taking messages and passing them on to someone else

1 Encourage learners to summarize key information and use abbreviations while completing message forms.

Audio 7.19: Transcript

A voice mail greeting and two messages

Voice mail greeting:

You have reached Susan Mills in the order department. I'm either on the phone or away from my desk. Please leave a detailed message and I will return your call as soon as I can. Thank you.

Voice mail message 1

Hello, my name is Bill Hutcheson and I'm calling from Selby Construction. We placed an order with you last week. The order number is 804387. I know when I placed the order that I asked you to deliver the shipment to 2184 Weston Road but I need to change that. We've decided the shipment should go directly to the construction site. So the new delivery address should be 516 Shelton Road. The closest intersection is Bathurst and Hwy. 2.

Also, you gave me a delivery date of Wednesday April 3rd. But I need to change that to Thursday the 4th. Could you call me and verify that you received this information? My number is 555-899-4522, extension 217. Again, it's Bill Hutcheson from Selby Construction. Thank you.

Voice mail message 2

Hi Susan, it's Marlene from TypeWrite Designs. I'm calling about your order for invitations to your company's annual general meeting. The stock paper that you selected (#4631) is back ordered, so I just wanted to let you know that I've selected another colour that is very close to that one. But I'd still like your approval before we go ahead with the printing. If it's convenient for you, I could come over tomorrow morning or afternoon and show you the colour. Could you let me know? My number here is 555-890-3341 ext. 338. Thanks.

3 Introduce the activity by reviewing reported speech. Ask learners to complete the sentences on their own and compare their answers to those of a partner.

Possible Answers

1. Jason said he couldn't attend the staff meeting this afternoon and he would meet you tomorrow at the train station at 7:30 a.m.
2. Jim said he had met you at the sales seminar last week and he would try you again later today.
3. Eva Smith said they had received their order but were going to return it because the quality was unacceptable.
4. Veda asked if you could meet her tomorrow at 2 p.m. instead of Wednesday morning. She said that Wednesday morning would be difficult for her.
5. Helen said she was leaving on vacation tomorrow and she needed your completed expense report this afternoon.
6. Dad said he was stuck in a meeting. He asked if you could pick Shannon up from the daycare.

Audio 7.20: Transcript

Six voice mail messages

Message 1

Hi, this message is for Beth. Beth, it's Jason. I just wanted to let you know that I can't attend the staff meeting this afternoon. I'll meet you tomorrow morning at the train station at 7:30 a.m.

Message 2

Hi this message is for Aaron Wilson. This is Jim Brown from Dale Exports. We met at the sales seminar last week. I'll try you again later today.

Message 3

This is Eva Smith calling from Devon Exports. We received the order today but I'm afraid we are going to return it because the quality is unacceptable.

Message 4

Hi this message is for Barbara. It's Veda Samoo. Can we possibly meet tomorrow afternoon at 2 p.m. instead of Wednesday morning? Wednesday morning will be difficult for me.

Message 5

Hi, this message is for Bev. It's Helen from accounting calling. I'm leaving on vacation tomorrow so I need the completed expense report this afternoon. Thanks.

Message 6

Hi honey, I'm stuck in a meeting 'til six, and I won't be able to pick Shannon up from daycare. Could you please pick her up? Thanks a lot.

p. 422 | Taking Live Messages: Role-Plays

Provides practice with taking live phone messages

1 Learners can add additional criteria to the evaluation checklist for more extensive feedback. Inform learners that the focus of the feedback is on the recipient of the call rather than the caller.

Extend the Activity: Ask learners to role-play the scenarios in front of the class.

p. 423 | Taking Live Messages: Putting It in Practice

Provides an opportunity for learners to apply their knowledge and skills in taking live messages

1 Introduce the scenarios and have learners read the role cards. In pairs, have them role-play the scenarios.

Performing this activity requires learners to integrate a number of skills and language abilities needed to take live phone messages. This task can be used for formative assessment purposes to help you and learners determine what still needs to be learned or worked on.

This task relates to the CLB competency below. Use the sample assessment criteria to assess learners, or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 8-IV: Ask for/provide detailed information related to personal needs, varied daily activities and routine work requirements

Sample Assessment Criteria

Holistic: ☐ Addresses the purpose of the task; speaks intelligibly; listener can follow

Analytic: ☐ Uses appropriate strategies to ensure the message is accurate (e.g., asks questions, summarizes and repeats back information)

☐ Uses adequate vocabulary for the telephone call

☐ Uses the appropriate degree of formality

☐ Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, indirect questions, etc.

p. 424 | Expressing Sympathy and Empathy

Familiarizes learners with the distinction between expressing sympathy and empathy and the language used for each

1 Discuss with the class the difference between sympathy and empathy. Brainstorm expressions that could be used for each.

Answers

1. a) Hi Amanda. It's Marta.
   b) Anyway, I'm calling to ask you a huge favor.
   c) That would be wonderful. Thank you so much. I really appreciate it. And thanks again Amanda.
2. a) I'm so sorry to hear that. Is she okay?
   b) Oh no! No way! Oh my god!
   c) What happened? Is she okay?
   d) Okay. So I'll see you around 5:00?

2 Have learners role-play their dialogue for the class.

Audio 7.21: Transcript

Telephone call between two friends

Amanda: Hello?

Marta: Hi, Amanda. It's Marta.

Amanda: Oh, hi Marta. How are you?

Marta: Well, not too good actually. I just got some really bad news.

Amanda: Oh no! What happened?

Marta: I just got a call from my sister's boyfriend. Remember I told you my sister, Mandy, moved to Denver about six months ago?

Amanda: Yeah, I remember you saying that.

Marta: Well, she was driving home from work last night and was in a serious car accident.

Amanda: No way! What happened?

Marta: She was stopped at a red light waiting for the light to change and a huge truck rear-ended her. I think his breaks failed and he just couldn't stop. Apparently her car was pushed up like an accordion.

Audio 7.21: Transcript (continued)

Amanda: Oh my God! I'm so sorry to hear that. Is she okay?

Marta: Well, she was injured pretty badly – both of her legs are broken and she has some internal injuries – but she's going to be okay. It's just going to take some time for her to recover. Anyway, I'm calling to ask you a huge favour.

Amanda: Of course, anything at all.

Marta: I've decided to fly out to Denver tonight and spend some time with her and I was wondering if you could take care of my cat and water my plants for me while I'm gone.

Amanda: Sure. No problem.

Marta: I think I'll probably be away for about two weeks, but I haven't actually booked a flight back yet because I want to see how things go with my sister.

Amanda: Of course. Well, I can bring your cat here and just water the plants on my way home from work.

Marta: That would be wonderful. Thank you so much. I really appreciate it.

Amanda: No problem at all. What time is your flight?

Marta: It's at 8:30 tonight.

Amanda: Do you need a lift to the airport?

Marta: No, I'm fine. Mark offered to take me.

Amanda: Okay, well why don't I come by at 5:00 and pick up the cat. Do you have an extra key for me to get into your apartment while you're away?

Marta: Oh, shoot! I'll have to get one cut this afternoon. I better write that down so I don't forget.

Amanda: And what about your mail. Do you want me to get that as well?

Marta: Oh yeah, that would be great. I'll give you the key to the mail box when you come over.

Amanda: Okay. So I'll see you around 5:00?

Marta: Great. And thanks again, Amanda.

Amanda: No problem. Let me know if there's anything else you need.

Marta: Okay, thanks. Bye for now.

Amanda: Bye.

p. 425 | Responding to Complaints on the Phone

Provides practice identifying and using expressions to respond to complaints on the phone

1

Possible Answers

Confirm and clarify problem: *You say you've been charged twice on the bill?; Could you explain the problem in more detail?; What happened? Were there any other problems?*

Apologize: *I'm very sorry about … (the mix-up); I apologize for … (the inconvenience); I'm really sorry about … (this error); Please accept my apologies for … (the mistake).*

Express empathy: *I can understand your frustration; This must be very frustrating for you; I'm sure this has been a frustrating experience for you; I understand you're frustrated/disappointed/angry/upset about this.*

Promise action: *Can you leave it with me?; I'll see what I can do; I'll look into this right away; I'll get back to you today. I'll get this sorted out for you.*

Offer a solution: *This is what I'll do; I'll tell you what I can do for you; I would like to offer you …; I'll transfer you to someone who can help you with this.*

2 Have learners listen to a telephone complaint relating to an investment. Before listening to the complaint, you could introduce terms in the dialogue that may be unfamiliar to learners, e.g., *CSR (customer service representative), RRSP, term deposit, GIC.*

Answers

4 CSR apologizes and offers a solution.
1 Caller provides context.
3 CSR confirms her understanding of the problem.
8 A CSR calls back and offers another solution to the problem.
10 CSR apologizes again and accepts responsibility for the problem.
6 CSR empathizes with the customer.
5 Caller rejects the offered solution.
2 Caller describes the problem.
7 CSR promises action.
9 Caller accepts the offered solution.

3

Answers

1. She purchased a GIC for her RRSP but the agent put the money into a non-RRSP term deposit instead.
2. She summarizes what happened and says she thinks the agent made an error.
3. He says, "Yes, I can understand that you'd feel that way," and offers to try to resolve the issue.
4. The term deposit is changed to a GIC and transferred to the customer's RRSP.

Audio 7.22: Transcript

Two phone calls about a customer complaint

Dialogue 1

CSR: Dominion Financial. Eduardo Estevan speaking. How can I help you today?

Customer: Hello. My name is Eva Fung and I'm calling about a GIC I purchased over the phone last June.

CSR: Yes?

Customer: I specifically said I wanted it to go into my RRSP. But I think the agent must have made an error, because today in the mail I received a statement for something called a term deposit. I don't even know what that is. I'm sure I never purchased anything called a term deposit. I definitely purchased a GIC and I told the person it was for my RRSP.

CSR: So you purchased a GIC for your RRSP but you received a statement today for a non-RRSP term deposit.

Customer: Yes.

CSR: And you never purchased a non-RRSP term deposit?

Customer: No.

CSR: I'm sorry about the mix-up. We can definitely switch that investment over to your RRSP. But you'll lose any interest you have earned since you purchased it.

Customer: Well, it was not my mistake and I don't want to lose the interest I've earned for the past five months.

CSR: Yes, I can understand that you'd feel that way. I can't give you an answer right now. Can you leave it with me? I'll see what I can do and I'll get back to you this afternoon.

Customer: Thank you.

CSR: You're welcome. Bye.

Customer: Bye.

Audio 7.22: Transcript (continued)

Dialogue 2

Customer: Hello?

CSR: Hello, may I speak to Eva Fung, please?

Customer: This is Eva.

CSR: Hi, this is Eduardo Estevan from Dominion Financial. I'm just following up on the conversation we had this morning.

CSR: I wanted to let you know that I spoke to the branch manager and we will switch the term deposit to a GIC and transfer it into your RRSP. You also won't lose the interest that's accumulated since you purchased the product.

Customer: Oh, good. Thank you.

CSR: You're very welcome and I apologize for the mix-up. It was entirely our fault.

Customer: Thanks for straightening that out for me.

CSR: My pleasure.

Customer: And will you be sending me something in the mail to confirm that?

CSR: Yes, I will.

Customer: Great, thanks a lot.

CSR: You're most welcome. Bye.

Customer: Bye.

p. 426 | Responding to an Email Complaint from a Customer

Provides practice in responding to a customer complaint over the phone

1 Have learners read the email message. Elicit what a customer service representative could do to help resolve the situation. Ask learners to role-play their dialogues in front of the class.

p. 427 | Responding to a Complaint: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in responding to customer complaints on the phone

Introduce the scenarios and have learners read the role cards. They role-play the scenarios in pairs, taking turns being the customer and the customer service representative.

Performing this activity requires learners to integrate a number of skills and language abilities needed to respond to customer complaints on the phone. This task can be used for formative assessment purposes to help you and learners determine what still needs to be learned or worked on.

This task relates to the CLB competency below. Use the sample assessment criteria to assess learners, or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 8-IV: Respond to a minor conflict or complaint.

Sample AssessmentCriteria

Holistic: ☐ Addresses the purpose of the task; speaks intelligibly; listener can follow

Analytic: ☐ Greets/identifies the organization he/she is calling from
☐ Clarifies and confirms the nature of the complaint
☐ Empathizes with the customer
☐ Apologizes appropriately
☐ Offers a solution to the problem
☐ Uses adequate vocabulary for the telephone call
☐ Uses the appropriate degree of formality
☐ Uses grammar structures correctly, e.g., verb tenses, articles, subject-verb agreement, indirect questions, etc.

p. 428 | Responding to Telemarketers

Provides background knowledge about deceptive telemarketing; provides strategies for handling telemarketers

1 You can introduce the activity by asking learners to describe calls they have had from telemarketers. Ask if they have ever received calls:

- Telling them they have won a prize, but to collect the prize they must send a money order
- Claiming to be from their bank and asking for financial information
- Offering low-cost loans for a fee
- Claiming to be calling from their car manufacturer and saying their car warranty is about to expire and they need to purchase an extended warranty
- Claiming to be from a reputable company and asking for their credit card number

Inform learners that these are all examples of telemarketing fraud. Discuss ways to protect oneself from fraud, such as to never give personal information over the phone.

2 Ask learners to read the article, circle unfamiliar vocabulary and guess the meaning of those terms through the context provided by the sentence.

3

Answers

1. obtain
2. fraudulently
3. expanded
4. exceed
5. legitimate
6. pervasive
7. proceeds
8. massive
9. susceptible
10. prey on
11. reluctant
12. target

4

Answers

1. T 2. F 3. T 4. T 5. F 6. F 7. T 8. T

Audio 7.23: Transcript

Two calls from telemarketers

Dialogue 1

Resident: Hello?

Telemarketer: Good morning. How are you today?

Resident: May I ask who's calling?

Telemarketer: My name is Cindy, and I'm calling on behalf of the *City Reporter Newspaper*. We have a promotion on right now and we are offering you free weekday delivery for six weeks—

Resident: No, thank you, I'm not interested.

Telemarketer: You are under no obligation after the six week period and we—

Resident: No, thank you. Goodbye.

Dialogue 2

Resident: Hello?

Telemarketer: Good morning. May I speak to Mrs. Jones, please?

Resident: Yes, speaking.

Telemarketer: Oh hello, Mrs. Jones. My name is Julie Martin and I'm calling from the Green Foundation. We're an environmental group working in local communities to promote environmental protection awareness. One of our mandates is to plant more trees as a way of protecting the environment. I was wondering if you would be willing to make a donation towards the purchase of trees that we would plant in your community?

Resident: Well, I'm not sure. What was the name of your organization again?

Telemarketer: The Green Foundation.

Resident: Hm. I've never heard of your group before.

Telemarketer: Really? Well, we've been around for the last seven years and we've done a lot of great work around energy conservation. We've done several campaigns encouraging people to compost and recycle. We were also involved in an initiative to start community gardens in the downtown core. But right now, the focus of our efforts is mainly on our tree-planting projects. So do you think you could spare $10, $25 or even $50 for a really good cause?

Resident: Oh, okay. Well, I think I could give you $25.

Telemarketer: That's great, Mrs. Jones. We would really appreciate that.

Resident: So will you send me something in the mail?

Telemarketer: Well, I would prefer to just do it on the phone. That way we use less paper and save on trees. I can process the transaction on your credit card. Could I have the cardholder's name, please?

Resident: Just a minute, dear, while I get my purse.

Telemarketer: Sure.

Resident: Okay, I'm back. My card number is ...

p. 430 | Automated Voice Menu: Landlord and Tenant Rights

Provides practice listening to detailed information on an automated information telephone line

2 Answers are underlined in the transcript below. Note: The transcript and audio for this listening activity was copied with permission from the Landlord and Tenant Board recorded information line.

Audio 7.24: Transcript

Landlord and Tenant Board voice menu

(From 1800-332-3244; 416-645-8080 in Toronto)

Welcome to the Landlord and Tenant Board. For service in English, press 1.

Thank you for calling the Landlord and Tenant Board. We deal with residential landlord and tenant matters covered by the Residential Tenancies Act. We encourage you to use our automated teleservice. It provides basic information asked most often by landlords and tenants. We also have an information site on the Internet at www.ltb.gov.on.ca. Parties to an application can use this site to find out where and when their hearing will be held or if a board order has been issued. You have six choices.

For special announcements and up-to-date information, press 1.
For information on landlord and tenant rights and responsibilities, press 2.
For rules about rent, press 3.
If your landlord or tenant has made an application to the Board, press 4.
For information about the Board's hours of operation and office location, press 5.
To complete our client survey, press 6.

If you want to speak to one of our client service representatives, please note that your call may be monitored or recorded to ensure quality service.

To speak to a client service representative, press 0.

4

Answers

For information on:

How a tenant can end a tenancy, press 1.

How a landlord can end a tenancy, press 2.

Maintenance and repair responsibilities, press 3.

When a landlord may enter a rental unit, press 4.

What a landlord is required to give a new tenant at the beginning of the tenancy, press 5.

General information about mobile home parks and/or land-lease communities, press 6.

General information about care homes, press 7.

5

Answers

1. The municipality.
2. The tenant is responsible for repairing the damage.
3. Any damage due to reasonable wear and tear over time. This includes: fixing broken appliances, leaking faucets, peeling paint, and clogged pipes, and ensuring that there is a proper supply of water and other utilities included in the tenancy agreement. A landlord is also responsible for preventing and ridding pests and insects from the tenant's unit and the entire premises.
4. The tenant should write a letter to the landlord detailing all repairs that are needed, and should keep a copy of the letter for their records.
5. The tenant should contact the Property Standards department of the local municipality. An inspector will come to the unit.
6. He/she could be charged or fined.
7. The tenant has to apply for the abatement and then attend a hearing.

Note: The transcript for this activity was copied with permission from the Legal Line® website.

Audio 7.25: Transcript

Landlord and tenant rights (from Legal Line®, Topic 433)

Duties of landlords and tenants

Under the law, landlords are responsible for maintaining their rental premises in a good state of repair. This includes complying with all health, safety and maintenance standards that are usually set by the local municipality. Tenants are responsible for keeping their unit clean and for repairing any damage they or their guests cause to the unit or the premises.

A landlord's duty to maintain the premises in good repair

A landlord's obligation to maintain the premises is ongoing, and does not just arise when the tenant complains or when the disrepair becomes severe. Although a tenant has the obligation to keep the premises clean, it is the responsibility of the landlord to repair damage due to reasonable wear and tear over time. This includes: fixing broken appliances, leaking faucets, peeling paint, and clogged pipes, and ensuring that there is a proper supply of water and other utilities included in the tenancy agreement. A landlord is also responsible for preventing and ridding pests and insects from the tenant's unit and the entire premises.

A tenant's legal options if a landlord is not maintaining the premises

If a landlord is not maintaining the premises properly, a tenant has four legal options. First, tenants can write a letter to the landlord detailing all repairs that are needed, and should keep a copy of the letter for their records.

Second, if the landlord refuses to address the problems, the tenant can contact the Property Standards department of the local municipality. In areas where there is not a property standards office, the tenant can contact the Maintenance and Standards Unit of the Ministry of Municipal Affairs and Housing. Since problems of disrepair, safety, and infestation are usually violations of a by-law, if a tenant calls the municipality, an inspector will normally make an appointment to inspect the premises. If the inspector finds that a by-law has been violated, they will usually write a report ordering that the repairs be completed by a given deadline. The landlord and tenant will both receive copies of the report.

Third, if the landlord does not comply with the order, they may be fined or charged with an offence, and the tenant can use the report as evidence in legal action against the landlord.

Fourth, even if the landlord repairs the problem, a tenant can still apply to the Landlord and Tenant Board for an abatement of rent. An abatement of rent is a reduction in rent for the months that the premises was in disrepair. This means that if an abatement of rent is approved by the Board, the tenant will receive money back for previous rent paid and their future rent will be reduced until the repair is fixed. Applying for an abatement of rent involves a hearing in front of a Board member who will review the evidence of disrepair, hear arguments from both sides, and determine if the tenant should receive a deduction from their rent. However, a tenant is only eligible to collect an abatement for up to 12 months before they made their application. Therefore, a tenant should deal with disrepair problems right away.

Applying for an abatement of rent is a complicated procedure that requires formal documents to be filled out. If you want to apply for an abatement, you may want to contact a legal clinic in your area. There may also be a lawyer on duty at the Board office who can assist you with the application.

For additional information on maintenance issues, you can contact the Landlord and Tenant Board.

Extend the Activity: Encourage learners to explore the websites and information lines of both the Landlord and Tenant board and Legal Line® (www.legalline.ca).

- Learners can call the Landlord and Tenant Board information line (416-645-8080 in Toronto, or 1-888-332-3234 outside Toronto). You could assign learners one of the menu options and have them listen to the recorded information at home, take notes and share with the class (or prepare a short presentation).
- Learners can call the Legal Line® information line (416-929-8400 in Toronto or 1-888-929-8400 toll-free). They can listen to information about the same topic on both the Legal Line® and the Landlord and Tenant Board line, and compare the information lines, expressing why they prefer one over the other. Legal Line® is a Canadian non-profit organization that provides free legal information to the public on 1,000 legal topics, including topics in employment, family, criminal and traffic law.

p. 432 | Listening to an Automated Voice Menu: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in navigating an automated voice menu system and taking notes on the details

Explain the task to learners. They are required to use the Employment Insurance Information line to locate specific information and take notes on the details.

Performing this activity requires learners to integrate a number of skills and language abilities needed to navigate an automated voice menu system, follow spoken information and take notes on the details. This task can be used for formative assessment purposes to help you and learners determine what still needs to be learned or worked on.

This task relates to the CLB competencies below. Use the sample assessment criteria to assess learners, or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

CLB 8-II: Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures.

CLB 7-II: Take notes from pre-recorded longer phone messages on public information lines or voice mail messages with 7 to 10 details.

Sample Assessment Criteria

Holistic: ☐ Can take notes with relevant details

Analytic: ☐ Follows clear spoken instructions as required

☐ Conveys essential information to the reader

☐ Reduces information to main points with accurate details and no major omissions