ELSA for the Workplace 6/7

Module 2:
Language for an Informational Interview

Developed by: Camosun College

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Contents

Module in Brief

Module 2: Language for an Informational Interview (50 hours)

In Module 2, learners arrange, prepare, conduct and report on an informational interview. The interview is a challenge for learners at CLB 7 and 8 because conducting informational interviews is a CLB level 9 task. Therefore, the informational interview task is scaffolded so that learners can develop the language skills to complete the final module successfully.

The project is broken into these component parts:

- telephone arrangements
- developing interview questions
- practising an interview with someone you know
- taking notes during an interview
- internet research on a company
- email (questions and thank you)
- conducting the information interview
- managing the flow of the interview
- oral summary
- written summary

The informational interview task is appropriate for learners who are unemployed and looking for work, as well as for learners who are employed but who are interested in career advancement.

Advanced Preparation

The initial set-up of the informational interview needs to begin well ahead of this module. An employment facilitator or program assistant needs to arrange one informational interview for each learner. You should ensure that the person arranging the interviews is provided with the names of the learners, their area of occupational interest and enough background information about the course and the purpose of the interviews to be able to answer questions.

The module assumes that learners have not yet built a network, so initial contact with potential interviewees is made for the learners. If the learners are at higher levels or if their local network is more developed, it is possible to have the learners themselves share their networks and make cold calls to arrange the interviews. In this case, you will need to develop an additional cold call language practice activity to support the learners.

You should confirm that appropriate interviewees have been found for all the learners in your class. The person arranging the informational interviews arranges the week in which the interview is to take place and learners will need to take the next step by telephoning the interviewee to make the actual appointment.

There is a video for **Activities 23** and **24** that should be ordered ahead of time: *Informational Interviewing: A Foot in The Door* (One Stop Career Centre). (1996)

Your institution can order a copy through:

The School Company, Career Development Software, Inc
PO Box 5379 Vancouver, WA 98668

http://www.schoolco.com
Phone number: 800-543-0998
Fax number: 800-518-2514 or 360-696-3621

IDHU404 Single DVD
IDHU406 Single DVD w/Worksheets
IHUB404 Single Video (VHS)
IHUB406 Single Video (VHS) w/Worksheets

The video comes with a series of worksheets, provided by the distribution company (not this curriculum), and the instructor needs to review these handouts and choose the ones that seem most suited to the class.

For **Activity 25**, you need to create a schedule for the module, reflecting your particular course dates

Finally, for **Activity 59-EXT**, you need to prepare to deliver model oral summaries to learners; you will model a good oral summary and a bad one, so some advanced practice will make this more effective.

Assessment

There are five assessments in this module:

Activity 29:   Telephone arrangements script (writing)

Activity 37:   Telephone arrangements (speaking)

Activity 61:   Oral summary (listening, speaking, summarizing)

Activity 65:   Email (reading)

Activity 71:   Professional development report (reading/writing)

Module 2: Language for an Informational Interview

Component 2

Conducting an Informational Interview and Summarizing the Experience

Component 1

Making Telephone Arrangements for an Informational Interview

Language for an Informational Interview

Component 3

Reflecting on the Informational Interview Module
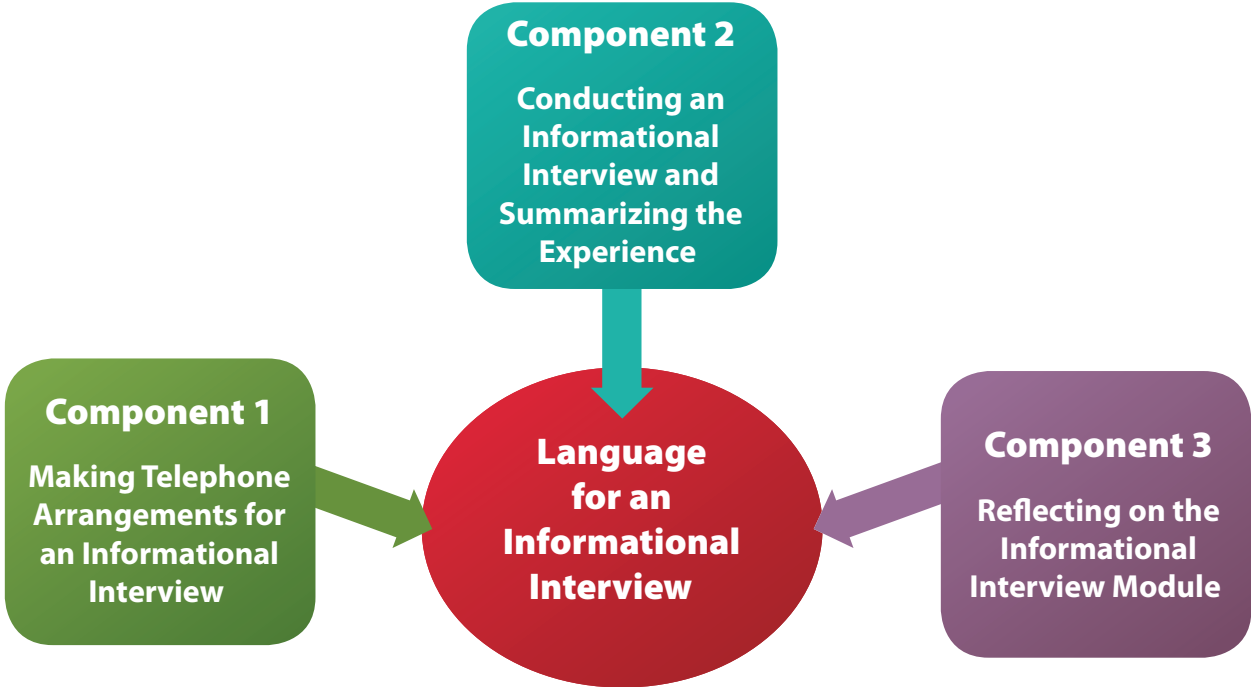
Module 2:
Language for an Informational Interview

In this module, you will to learn about an important aspect of job search for the Canadian workplace – the informational interview. The work you will do in this module will prepare you in several different ways to find a job, find a better job or embark on a new or related career. Learners often feel that this is quite a difficult task because it requires talking to English speaking professionals which can make learners feel vulnerable. They are usually rewarded, however, by their general sense of success by the end of the two-week module.

The module is broken down into three components: making telephone arrangements, conducting the informational interview and summarizing the experience, and reflecting on the module. For the most part, these components happen in sequence, though there may be some overlap in some lessons. For example, although you may not be finished one component, there may be an activity designed to teach an objective from another component. By the end of the module, the goal is for learners to feel more confident interacting with English speaking professionals in their line of work and be comfortable in doing informational interviews on their own, in order to help them move forward in their careers or in finding a job.

The informational interview consists of learners pairing with a professional in a job that is similar to what the learner does or wants to do, and interviewing them to get more information about what to expect in this kind of job in Canada. It is important to impress upon the learners that this is not a job interview; it is for getting more information about the Canadian workplace as it applies to their specific kind of work, with the hope that it will prepare the learners to be more successful in getting a job and performing it well. The professionals are volunteers. It is important to note that the professionals will be arranged for the learners by a coordinator (not by you). Whoever is setting up the interviewees should be given the Module 2 Briefing Notes which you can review at the end of these notes. The interview will take place during the extension period of Lesson 7, 8 or 9. The interview need only last 20 to 30 minutes, but learners may find that it goes longer. Most people who volunteer to be interviewees are generous with their time and genuinely want to help the learners in their efforts towards professional improvement.

In the first week, you will prepare the learners for this employment-related task by having them make arrangements for the informational interview. They will write a script, record it, and then actually make the telephone call to arrange the details of the date, time and place of the interview. In the second week, learners will conduct their interviews at the end of Lesson 7, 8 or 9. They will learn to take notes during the interview so that they can create an oral summary to share their experiences with their classmates. At the end of the module, the learners will have a chance to reflect on the module, their experiences and what they've learned by writing a professional development report based on a work log in which they will have been keeping notes about their experiences throughout the module.

On the following pages, you will find an At-a-Glance overview of the module, and thorough explanations of the three components and the assessments. At the end of these instructor's notes are the Briefing Notes for the interviewee coordinator to use.

The At-a-Glance pages present how the module might unfold if it is offered as a three-week, 25 hours per week, full-time course. You can, of course, modify how you offer this module. The ◆ symbol next to an activity means that it is "stand alone" and can be omitted if time is running short. As these activities are often the most light and enjoyable, you may not want to omit any of them. Many of the socio-cultural activities are very helpful as they give learners tools to appropriately communicate and interact with colleagues in the workplace.

At-a-Glance Module 2:
Language for an Informational Interview

The following "At-a-Glance" weekly activity schedules are designed to provide information at a glance to assist with your lesson preparation and course planning.

All the activities are laid out on a week-by-week basis. Each page describes one week's worth of activities. Note that this assumes a 25-hour study week. For alternative delivery options, see the Instructor's Guide.

All activities are numbered consecutively and these numbers correspond to the handouts and other class materials. Each day contains 250 minutes of activities. Note that the times are provided as a guideline. Instructors will find that activities may require more or less time, depending upon their class.

Symbols used in the At-a-Glance overviews and on the Activity Plans

The mouse symbol designates a computer activity. You will need to arrange access to a computer lab.

The pencil symbol designates an assessed task. Learners may require advance notice of assessment.

ES   This symbol designates Essential Skills practice, integrated with the language learning activity.

TV   This symbol designates viewing a video. You will need to arrange A/V equipment, (DVD or VCR, and TV) for video viewing.

This indicates a listening activity that usually includes an mp3 audio file.

◆   This symbol indicates a stand-alone activity that can easily be moved, delayed, shortened or dropped.

Module 2: Informational Interview Lessons 1-5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
21 ◆ 20 min Socio-cultural discussion Discussing learners' experience of the course so far	**27** 45 min 🔊🎧 Listening: telephone arrangements for an informational interview	**33** ◆ 30 min Socio-cultural warmer Learning to interrupt someone and clarify messages	**39** 25 min Developing interview questions for an informational interview: Part A	**45** 30 min Inter-cultural warmer Discussing appropriate behaviours in the workplace
22 45 min 🔊🎧 Listening: A professional describes his experience with informational interviews in Canada	**28** 25 min Role play telephone arrangements	**34** 35 min ES Giving and receiving feedback	**40** 20 min Vocabulary activity	**46** 40 min More work with pronunciation: Part A A continuation from Activity 44-/EXT
23 25 min Vocabulary building for video viewing Preparing for the video in the next activity	**29** 40 min ✏️ Explain and develop script for telephone arrangements	**35** 35 min Peer feedback on telephone arrangements: role play	**41** 45 min Informational interview Structure/format and speaking practice	**47** 45 min 🔊🎧 Conversation management skills in an informational interview
24 45 min TV Viewing *Informational interviewing: A Foot in the Door*	**30** 50 min Introducing an assessment rubric Getting learners comfortable with rubrics and marking criteria	**36** ◆ 30 min Telephone etiquette Pronunciation practice	**42** 40 min 🔊🎧 Note taking during an informational interview	**48** 60 min Vocabulary activity – quiz
25 20 min Introduction to learner's overview of Module 2 and work logs	**31** 50 min Vocabulary activity	**37** 45 min ✏️ Record telephone arrangements:	**43** 45 min Questions, topics and introduction to thought groups Pronunciation practice	
26-EXT 75 min Reflective journal ◆ Handout for Activity 36 Phrasal verbs and idioms	**32-EXT** 75 min Learners have time to complete activities from this lesson and to work independently	**38-EXT** ◆ 75 min Occupational signs Discussing what people in certain professions have in common	**44-EXT** 75 min Setting up an appointment for the informational interview; pronunciation practice – Part A Learners make arrangements for their informational interviews	**49-EXT** 75 min Practice informational interview, reflective journal and preview of pronunciation practice – Part B and C

Module 2: Informational Interview Lessons 6-10

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
50 ◆ 30 min Socio-cultural warmer Making suggestions to a boss and accepting rejection	**55** 40 min ES Production stage: working with others, giving and receiving feedback	**60** ◆ 30 min Socio-cultural warmer Practising how to deliver good and bad news	**65** 70 min ✏️🖱 Email contexts and assessed reading task: email	**70** ◆ 30 min Socio-cultural warmer Admitting a mistake or that you don't know something
51 60 min Reading: emails (format, tone, register)	**56** 45 min Reading: email (etiquette, ethics, and cautions)	**61** 75 min ✏️🔊 Building an oral summary	**66** 45 min Reading: professional development report	**71** 80 min ✏️ Writing: professional development report
52 25 min Oral report to classmates on practice informational interview	**57** 60 min Building an oral summary	**62** 40 min 🔊 Pronunciation: thought groups – Parts B & C	**67** 30 min Writing a follow-up thank you email	**72** 30 min Reflective practice: feedback on the interview
53 60 min 🖱 Internet research: researching for the informational interview	**58** ◆ 30 min Do's and don'ts in an informational interview	**63** 30 min Reflective practice: feedback on the interview	**68** 30 min Reflective practice: feedback on the interview	**73** 35 min 🖱 Work log and project feedback
54-EXT 75 min 🖱 Preparing informational interview questions on note cards; emailing questions to interviewee	**59-EXT** 75 min Informational interview: oral summary practice, email conventions preparation	**64-EXT** 75 min Informational interview: email conventions preparation Learners either do their informational interview or prepare for a lesson on email conventions	**69-EXT** 75 min Informational interview: learners either do their informational interview or self-directed study	**74-EXT** 75 min 🖱 Extension and homework: complete feedback form and work log

Notes on the Three Components in Module 2

A component in this module means a distinct skill that is being targeted through the module.

Component 1: Making Telephone Arrangements for an Informational Interview

In this component, you will prepare the learners to do their informational interview. Although the person they will do the interview with will be arranged for them, they still need to contact the interviewee by telephone in order to arrange the details of the interview.

Learning Outcomes

In this component, learners will:

(1) **Write a script** for a telephone call in which they arrange details of their informational interview as an assessed writing task, thereby meeting or approaching the following target CLB 9 outcomes (see also Telephone Arrangement (Script) Rubric).

> **Writing III. Getting Things Done**
>
> Write business or service correspondence for a broad range of purposes (such as making and responding to requests for information, services or products). (Writing may require diplomacy.)

(2) **Make a telephone call** in order to arrange the details of the upcoming informational interview as an assessed speaking task, thereby approaching or approximating the following target CLB 9 outcomes (see also Telephone Arrangement (Recording) Rubric).

> **Speaking I: Interacting with Others**
>
> Manage a range of personal and business interactions to appropriately respond to needs, feelings and attitudes (such as respect and indifference).
>
> (Communication may be related to high-stakes situations, where tone and register have an impact on the outcome.)
>
> - Uses a range of polite expressions to show or respond to respect and friendliness
> - Uses expressions and registers appropriate for occasions, intents and social situations
> - Considers boundaries and degrees of distance to interact appropriately
> - Uses appropriate assertive communication strategies to deal with distance and indifference
> - Uses expressions and register appropriate for the level of formality
> - Uses appropriate non-verbal behaviours

Background Information about Component 1

Making Telephone Arrangements

What do learners have to arrange?

Although a coordinator will arrange the professionals who will take part in the informational interviews, the learners themselves need to arrange the details of the interview, such as when and where it will take place. The learners will listen to a sample of a telephone arrangement, write their own script for one, record it and then place the actual phone call to arrange details with their workplace volunteer.

Learners are assessed on their script and on the recording they make of their script. This feedback will help them to work on the wording of their phone call and their speaking skills so that they are well prepared for the actual phone call.

While working on their script, the learners will receive a checklist so they know what kind of information needs to be included in their telephone arrangement conversation. The criteria are listed here:

Opening
- greeting (other person)
- introducing (yourself)

Explaining
- the purpose of the call
- making a request

Conveying
- confidence
- assertiveness
- politeness

Negotiating the time (for the appointment)

Verifying location (echoing, confirming, clarifying)

Indicating non-comprehension (i.e., that you don't understand)

Asking for:
- clarification
- repetition

Asking:
- how to spell or write something, or for landmarks

Clarifying or providing more information when listener has not understood you said

Summarizing key details

Close in two or three steps, including thanking

Telephone Arrangement (Script) Rubric

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessment Task** Telephone Arrangement (Script)	The speaker can: Communicate **with some confidence** in making a request and arranging informational interviews. **Present concrete information in some detail.**	The speaker can: Communicate **comfortably** in making a request and arranging informational interviews. Present concrete and some abstract information.	The speaker can: Communicate **with confidence** in making a request and arranging informational interviews. Present concrete and some abstract information.	The speaker can: Communicate with some confidence in demanding or challenging non–routine work situations and present information about complex, abstract, general topics.	CLB = (holistic criteria)
Analytic Criteria	**Performance Indicators (3)** Speaking (I) Interacting w/ Others	**Participate in basic social conversations** (with limited support). **(1) closes** conversation in three steps (pre-closing, closing, leave-taking) **(2) encourages** conversations by adding supportive comment **(3) indicates partial comprehension** by asking clarifying questions	**Participates in less routine conversations** (with limited support). (1) closes conversation in three steps (pre-closing, closing, leave-taking) (2) asks follow-up questions **(3) confirms comprehension** by repeating, paraphrasing	**Participates in less routine conversations** (with limited support and professional tone). **(1) manages conversation** skillfully **(2) asks follow-up** questions **(3) encourages others** to participate with varying levels of formality	**(1) Considers boundaries** and degrees of distance to interact appropriately. **(2) Uses appropriate assertive communication** strategies to deal with distance and indifference. **(3) Uses expressions and register** appropriate for the level of formality.	
	Functional Competence*	**Developing ability to:** manage conversations **Developing understanding:** (1) to arrange appointments on phone (2) oral aspects of informational interview	**Adequate ability to:** manage conversations **Adequate understanding:** (1) to arrange appointment on phone (2) oral aspects of informational interview	**Fluent ability to:** manage conversations **Advanced understanding:** (1) to arrange appointment on phone (2) oral aspects of informational interview	**Ability to use** situational scripts and corresponding oral discourse formats for professional/ occupational events.	
	Socio-Cultural	**Developing**: Greets, opens and closes the conversation **appropriately**.	Adequately greets, opens **and** closes the conversation **appropriately**.	**Fluently** greets, opens and closes the conversation in **a professional manner.**	Uses appropriate discourse formats, styles and processes for enquiry phone calls.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language**. (1) Mostly natural, appropriate, accurate.	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Fluency in using a full range of vocabulary occurring in specific topic areas in professional disciplines.	
	Grammar (III) Getting Things Done	Uses **a few modals** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Uses **modals well** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Uses **modals fluently** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Fluency in using a full range of grammar.	

COMMENTS:

Telephone Arrangement (Recording) Rubric

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessment Task — Telephone Arrangement (Recording)	**The speaker can:** Communicate with some confidence and reasonable fluency (slow pace with few hesitations).	**The speaker can:** Communicate comfortably with reasonable fluency (slow to normal pace with few hesitations.)	**The speaker can:** Communicate with confidence and fluency (often normal pace).	**The speaker can:** Communicate with some confidence in demanding non-routine work situations and present information about complex, abstract, general topics.	CLB = (holistic criteria)
Analytic Criteria	Performance Indicators (3) Speaking –(I) Interacting w/ Others – Phone Calls	**Participates in short phone calls.** (1) Talking with strangers on the phone may be challenging. (2) Provides information or leaves a message with three to five details. (3) Clarifies and confirms information.	**Participates in routine phone calls.** (1) Clarifying unknown information may cause problems. (2) Provides information or leaves accurate messages in some detail. (3) Clarifies and confirms information.	**Participates in brief professional phone calls.** (1) Provides information in a professional manner. (2) Uses appropriate levels of formality with increased ability. (3) Clarifies and confirms information.	**Communicates in high–stakes context.** (1) Uses a range of polite expressions to show or respond to respect and friendliness. (2) Uses expressions, appropriate registers (3) Uses appropriate non-verbals.	(1) = (2) = (3) =
	Socio-Cultural	**Developing**. Greets, opens and closes the conversation **appropriately**.	**Adequately** greets, opens and closes the conversation **appropriately**.	**Fluently** greets, opens and closes the conversation in **a professional manner**.	Uses appropriate discourse formats, styles and processes for enquiry phone calls.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language.** (1) Mostly natural, appropriate, accurate.	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Fluency in using a full range of vocabulary occurring in specific topic areas in professional disciplines.	
	Pronunciation (Stressing)	… Difficulties may sometimes impede communication. (1) Some stressing.	… Difficulties rarely impede communication. (1) Some stressed and weak forms used.	… Difficulties don't impede communication. (1) Weak forms and stressed words used.	Intelligible pronunciation	
	Pronunciation (Voice)	(1) Slow pace with few hesitations. (2) Voice volume may be inadequate. (3) Voice may be reserved or unfriendly.	(1) Slow to normal pace with few hesitations. (2) Voice volume is adequate. (3) Voice is friendly.	1) Normal pace with no hesitations. (2) Voice volume is adequate. (3) Voice is friendly and professional.	Communicatively effective pronunciation	

COMMENTS:

Component 2: Conducting an Informational Interview and Summarizing the Experience

In this component, learners prepare for their informational interviews by preparing questions and possible responses to use in their interview. They write these questions on note cards and then email them to the interviewee and the instructor. The learners do background research on the company in which they will conduct their interview. Learners practice several times before conducting their actual informational interviews with the professionals who have volunteered to be interviewees. Learners also learn to take notes during the interview and use these notes to prepare an oral summary of their experience. As an assessed task, learners will listen to a recorded informational interview, take notes and prepare an oral summary.

Learning Outcomes

In this component, learners will:

(1) Research background information about the company in which they will do their informational interviews, thereby meeting or approaching the following target CLB 9 outcomes:

Reading IV: Comprehending Information

Conduct a complex search of online references sources to research a defined topic that is limited in scope.

- Accesses appropriate information sources.
- Uses effective search strategies.
- Obtains relevant and current information.

(2) Conduct an informational interview: Learners practice with classmates and other native speakers before conducting their real informational interview with their workplace volunteer. In this activity, learners meet or approach the following target CLB 9 outcomes:

Speaking I: Interacting with Others

Manage a range of personal and business interactions to appropriately respond to needs, feelings and attitudes (such as respect and indifference). (Communication may be related to high-stakes situations, where tone and register have an impact on the outcome.)

- Uses a range of polite expressions to show or respond to respect and friendliness.
- Uses expressions and registers appropriate for occasions, intents and social situations.
- Considers boundaries and degrees of distance to interact appropriately.
- Uses appropriate assertive communication strategies to deal with distance and indifference.
- Uses expressions and register appropriate for the level of formality.
- Uses appropriate non-verbal behaviours.

Co-facilitate or contribute to discussions or debates in small formal groups. (Topics may be abstract or conceptual.)

- Opens, maintains and closes the discussion.
- Negotiates discussion points.
- Manages the direction of the conversation; facilitates turns.
- Holds the floor, shares the floor and encourages others to participate.
- Asks others to give, confirm and clarify information as needed.
- Uses a variety of strategies to keep the discussion on track and on topic.

(3) **Listening to and comprehend information during an Informational Interview**: Learners listen and comprehend the information shared during their own interview and while listening to a recorded informational interview, thereby approaching or approximating the following target CLB 9 outcomes:

Listening IV: Comprehending Information

Understand complex, extended discussions among several speakers.

Understand extensive lectures or presentations. (Discussions, lectures and presentations are up to about 30 minutes in length.)

- Identifies detailed factual information and implied meanings.
- Identifies main ideas that are not explicitly stated.
- Identifies how details support and develop main ideas.
- Identifies paraphrasing, restating of points, examples and transition indicators.
- Demonstrates critical comprehension by identifying biases and by separating facts from opinions.
- Identifies, summarizes and critically evaluates the development of positions.

(4) **Take notes during the Informational Interview**: Learners take notes during their own interview and while listening to a recorded informational interview, thereby approaching or approximating the following target CLB 9 outcomes:

Writing II: Reproducing Information

Reduces complex information and ideas from multiple sources as functional notes, outlines or summaries for personal use or for defined audiences.

(Sources can include continuous or formatted texts of up to about five pages, or oral discourse of up to about 30 minutes.)

- Reduces information to main points with accurate supporting details, with no major factual omissions or errors.
- Presents information with only minor errors in grammar, vocabulary, spelling, punctuation and document layout or format.

(5) **Present an Oral Summary**: Learners use the notes that they took during their information interview to build and present an oral summary that reflects on their experience during the interview. Learners do this again by taking notes while they listen to a recorded informational interview and present an oral summary about this interview as an assessed task, thereby approaching or approximating the following target CLB 9 outcomes (see also Oral Summary Recording Scoring Rubric):

Speaking IV: Sharing Information

Give demonstrations, briefings, oral reports or position papers on familiar or researched topics. (Presentations are up to about 30 minutes in length.)

- Organizes, supports, sequences and connects information and ideas.
- Describes, classifies, defines, generalizes, explains, illustrates, exemplifies and summarizes.
- Uses appropriate organization and discourse markers to help listeners to follow.
- Adjusts the presentation according to the audience.
- Responds to comments and questions.
- Demonstrates adequate control, flexibility and a range of linguistic forms for tasks.

Background Information about Component 2

Informational Interview

What happens during an informational interview?

Learners work with a professional in a career area that is similar to their own. The informational interview is not a job interview and it is important that the learners recognize this. This is an opportunity for learners to learn about their profession in Canada and what the cultural norms are in this career in Canada. About.com describes an informational interview in the following way:

> Skillfully used, an informational interview is one of the most valuable sources of occupational information. While it may cover some of the same ground as printed material or information on a company website, it presents opportunities for an intimate and flexible inside view of a job field unmatched by other sources. The informational interview communicates the first-hand experiences and impressions of someone in the occupation, and is directed by your questions.

Learners will conduct their interviews during Lesson 7, 8 or 9, and the interviews will last about 20 to 30 minutes or longer, depending upon how much time the interviewee has to offer. Learners should not try to draw out the length, but let the interviewee take the lead on that point. In fact, learners should be mindful of the time and use their time management skills effectively so as not to go over the length that they committed to when arranging their interview.

Oral Summary Recording Scoring Rubric

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessment Task** Oral Summary	**Giving a short oral presentation.** (1) Giving the oral presentation **may be challenging**; relies on note cards **heavily**. (2) Provides **simple** information and may struggle to fill the time requirement. (3) Ideas are **somewhat** well connected.	**Giving a short oral presentation.** (1) Provides information for the summary **adequately**; uses note cards **frequently**. (2) Provides **adequate** information and fills the time requirement. (3) Ideas are **usually** well connected.	**Giving a short professional oral presentation.** (1) Provides information for the summary **professionally**; uses note cards **occasionally**. (2) Provides **complete details** and easily fills the time requirement. (3) Ideas are **well** connected.	**Giving a short professional oral presentation**. (1) Provides information for the summary **professionally**; uses note cards only for **guidance**. (2) Provides clear **breakdown of main ideas with complete details** and easily fills the time requirement. (3) Ideas are **well** connected and **natural**.	CLB = (holistic criteria)
Analytic Criteria	**Performance Indicators (4)** Speaking IV. Sharing Information	**Introduction** (1) Introduction provides some context. **Body** (2) Questions are paraphrased; structure may be awkward. (3)Information is mostly complete; few details may be missing. (4) Some professional critique; may not be appropriate.	**Introduction** (1) Introduction provides context and some details. **Body** (2) Questions are paraphrased in a fairly natural structure. (3) Information is mostly complete; answers are well-summarized with many details. (4) Adequate professional critique; may be awkward.	**Introduction** (1) Introduction provides context and is complete. **Body** (2) Questions are paraphrased in a natural way. 3) Information is complete; answers are well-summarized with details. (4) Complete professional critique.	**Introduction** (1) Introduction provides context and is complete. **Body** (2) Questions are paraphrased in a natural way. 3) Information is complete; answers are well-summarized with clearly defined main ideas and supporting details. (4) Thorough and appropriate professional critique.	
	Socio-Cultural	**Appropriate** discourse format for an informal occupational presentation with **some awkwardness**.	**Appropriate** discourse format for an informal occupational presentation with **little awkwardness**.	**Appropriate** discourse format for an informal occupational presentation.	**Appropriate** discourse format for an informal occupational presentation.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language**. (1) Mostly natural, appropriate, accurate	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Uses a greater expanding **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	
	Pronunciation (Voice and Stressing)	(1) Slow to normal pace with few hesitations. (2) Pacing and pausing is awkward. (3) Pronunciation may sometimes impede communication. (4) Some stressing.	(1) Slow to normal pace with few hesitations. (2) Pacing and pausing is slow to normal. (3) Pronunciation rarely impedes communication. (4) Some stressed and weak forms are used.	(1) Normal pace with few hesitations. (2) Pacing and pausing is normal. (3) Pronunciation doesn't impede communication. (4) Weak forms and stressed words are used most of the time.	(1) Normal pace with no hesitations. (2) Pacing and pausing normal and natural. (3) Pronunciation is very natural and doesn't impede communication. (4) Weak forms and stressed words are used consistently.	

COMMENTS:

Component 3: Reflecting on the Informational Interview Module

In this component, learners reflect on all they've learned in this module. They send a thank you email as closure to the informational interview, read and respond to questions regarding the context surrounding a string of emails, and build a professional development report using the Work Log that they have been keeping since the beginning of the module (which has notes about what the learners have done in order to complete the tasks in the module).

Learning Outcomes

In this component, learners will:

(1) Send a thank you email to the interviewee volunteer with whom they conducted the informational interview, thereby meeting or approaching the following target CLB 9 outcome:

Writing I: Interacting with Others

Convey a range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context.

(Length is dictated by the requirements of the task.)

- Conveys the message with an appropriate sense of audience, formality and genre.
- Writes with consideration for the needs and feelings of the audience.
- Conveys intended tone.
- Language, format and content are appropriate to occasion, intent and social context.

(2) Read a string of emails and answers a set of questions regarding context as a reading assessment, thereby approaching or approximating the following target CLB 9 outcomes (see Activity 65 for the questions and answers used in the assessed task):

Writing IV: Sharing Information

Understands complex written communication (such as letters, editorials, personal essays and fiction) conveying stated and unstated values and assumptions.

- Identifies and explains values and assumptions.
- Identifies or infers mood and attitude.
- Identifies the purpose of the text and its parts.
- Draws inferences about the author's implied meanings in sections of the text.
- Identifies the context and the situation.
- Differentiates between facts and opinions.

(3) Write a Professional Development Report about the work they have completed in the module, the time it took, and what they learned through the activities as an assessed writing task, thereby approaching or approximating the following target CLB 9 outcomes (see the Professional Development Report Writing Rubric):

Writing IV: Sharing Information

Write a coherent text (such as an essay or report) to relate a sequence of events from the past or describe and compare complex ideas, phenomena or processes, or express and analyze opinions.

(Length is dictated by the requirements of the task, and may be up to about 1500 words.)

- Addresses the purpose of the task with an appropriate sense of audience.
- Conveys main ideas and supports them with sufficient detail; conveys detailed descriptions.
- Presents text as a coherent whole, with all the parts required by the genre.
- Uses discourse patterns and structures, such as definition, classification, exemplification, cause and effect.
- Uses connective words and phrases.

Background Information about Component 3

Writing a Professional Development Report

At the end of this component, learners write a professional development report about the task they accomplished in this module, the time it took and what they learned. In order to help them remember these points, they can refer to the Work Logs that they have been keeping since the start of the module. Both the report and the log are tools often used in Canadian workplaces, to keep workers focused and motivated and to help them reflect on their work progress.

What is a Work Log exactly?

A Work Log is a like a journal in which someone records every task which they accomplish in a day, the time it took to complete and notes about the task. For example, they may record what was challenging, what they accomplished well, something important that they discovered about the completing the task, or about their own skills. The log is not a to-do list; it is more of a reflective document. Learners do not need to worry about recording every single item or every single note. The log is for them to remember the important tasks completed and the important reflections which they have about completing that task. A Work Log is useful in the workplace, as many people use them in order to demonstrate their abilities when arguing for a raise or defending the work they did on a project. It is also helpful when self-reflecting on your own skills, areas of excellence, areas that need work and how you are progressing in a job.

What is a Professional Development report exactly?

This kind of report is a written summary of all that you've accomplished and learned. It is a summary of the tasks you have performed and a self-reflective analysis of how long that task took to complete, what was challenging and rewarding about it and what was learned through it. The notes kept in the Work Log help to build the PD report at the end of the two-week module.

Professional Development Report Writing Rubric

		Developing (CLB 6)	Adequate (CLB 7)	Fluent (CLB 8)	Advanced (CLB 9)	Assessment
Holistic Criteria	Assessment Task PD Report	**The writer can:** **Write short texts** about familiar, concrete topics related mostly to personal experience.	**The writer can:** **Write clear, moderately complex texts** on familiar and mostly concrete topics within predictable, practical and relevant contexts.	**The writer can:** **Write fluent, clear texts** on familiar and increasingly abstract topics related to work-related experiences.	**The writer can:** **Write coherent formal and informal texts** for a range of purposes related to complex but routine situations and tasks.	CLB = (holistic criteria)
Analytic Criteria	Indicator 1: (X2) Writing II. Reproducing Info	(1) **Reduces a page of information to an outline or summary.** Takes notes and reduces written or oral information to key points with accurate details. (2) Records main ideas or key details in point form.	1) **Reduces written or oral information to notes, an outline or summary** with important points, accurate details and no major omissions. (2) Records main ideas or key details in point form, **and details with correct spelling**.	(1) **Reduces a text of up to about two pages to an outline or summary**. Reduces information to important points **fluently**, with accurate details and no major omissions. (2) Records main ideas or key details in point form, and details with correct spelling.	(1) **Conveys essential information** to the reader (such as conclusions, decisions, actions to be taken). (2) Reduces information to main points with accurate supporting details, with **no major factual omissions or errors**.	
	Indicator 2: Writing IV. Sharing Info	**Provides introduction, development and conclusion in adequate paragraph structure with some supporting details**, and accurate descriptions, comparisons or accounts of events in a clear sequence to express a clear main idea.	Presents text as a coherent connected whole, with an introduction, development of ideas and conclusion in **good paragraph structure**, with clearly expressed main ideas and **good supporting details** to provide accurate descriptions, comparisons or accounts of events in a clear sequence.	Presents text as a coherent connected whole, with accurate and detailed descriptions, explanations or accounts of events in a clear sequence. **Writes three to four connected coherent paragraphs ... Conveys a sense of audience** in language, format and content.	Main ideas are clearly conveyed and supported with details; Adequate organization of ideas; develops topic. **Synthesizes and integrates multiple pieces of information into a coherent text**. Adjusts length to suit the task.	
	Textual (X2)	(1) **Adequate paragraph structure** with clearly expressed main ideas and some supporting details. (2) **Appropriate use of connective words and phrases**.	(1) **Good paragraph structure**, with clearly expressed main ideas and **adequate** supporting details. (2) **Paragraphs are developed and joined appropriately** to form a coherent text.	(1) Good paragraph structure, with clearly expressed main ideas and good supporting details. (2) **Text contains an introduction**, development of ideas and conclusion that form a coherent text.	(1) Main ideas are clearly conveyed and adequately supported with details. (2) **Logical connectors convey abstract relationships between ideas**.	
	Lexical	Uses adequate vocabulary for the topic, although may use **some awkward-sounding phrases and word combinations**.	Uses adequate vocabulary for the topic, although wording **may still be typical of first language and seem somewhat unnatural**.	**Conveys a sense of audience in language. Occasionally, wording may seem awkward or unnatural**.	**May still have errors in word combinations or word choices**.	
	Grammar	Shows good control of simple structures, but has difficulty with complex structures. Uses **adequate spelling, punctuation and format**.	Shows good control of simple structures, developing control of complex structures. Shows **good control of spelling, punctuation and format**.	Shows good control of simple structures, **adequate control of complex structures**.	Shows **good control of a range of complex and diverse structures. Some errors in grammar still occur**.	

COMMENTS:

Briefing Notes for Contacting Interviewees

For the Informational Interview Module, each learner conducts a 30-minute informational interview with a working professional in a field relevant to the learner's career goal. The information below may assist you as you approach employers and professionals and ask them to take part in the informational interview.

1. Determine the time frame in which the interview is to take place. There is a one-week period within the course where the interview is to take place. Clarify the dates with the instructor.

2. Develop a general understanding of the course and the goals so that you can present it succinctly to employers. Here is a brief example description. Note that the instructor can provide you with a written course overview.

    The ELSA for the Workplace 6/7 course was designed to begin to address the workplace language and cultural integration needs of immigrants in Canada. Research and anecdotal evidence suggest that many such immigrants are not working at their level of expertise – an economic and social loss for them and for Canada.

3. Develop an understanding of the informational interview activity itself, again, so that you can present it clearly and succinctly to employers.

    The informational interview is the second module in the course (of five total). Learners have been practicing making appointments over the phone and have prepared and practiced the questions for their informational interview. Once an interviewee is found, the contact information will be forwarded to the learner. The learner will then contact the interviewee to make an appointment at a mutually convenient time. The learner will also send the interviewee a copy of the questions by email or fax. The learner is responsible for conducting the interview and ensuring that it stays within the time limit.

4. Obtain learner profiles from the ELSA instructor. A copy of this form follows.

5. Contact potential interviewees by phone or email. Provide adequate information and deal with any questions. Interviewees may be concerned about the time commitment. Assure them that the interview will not exceed 30 minutes. Interviewees may also be concerned about their ability to understand the learners. Assure them that the learners are at an advanced English language level.

6. Confirm interviewees for each learner and return the name, company and contact information and preferences to the ELSA instructor. Clarify with the instructor the date by which this information is required.

7. If contacting employers and/or working with internationally trained professionals is new to you, you may want to work with the ELSA instructor ahead of time to develop a phone and/or email script so you can approach employers appropriately.

Learner Profile for Arranging the Informational Interview

The person who is finding the contacts for your informational interview (Module 2) will use the information below to find the best possible match for you.

Learner name Course location	
Occupational background and education	
Length of time in Canada and work experience in Canada	
Chosen field in Canada (note any contacts and experience within this field)	
Language learning experience in Canada and outside Canada	
Goals/reasons for taking this course/expectations	
Language strengths and challenges	
Learner's perception of occupational barriers	

Activity Plan 21

	First Day Warmer: Socio-cultural Competency **Joining in Conversations** ◆	
LESSON 1		
	25 MINUTES	HANDOUT(S): 0

Set-up Stage . . . . 7 min

- Have learners sit in a full circle. Tell them that they will be checking in with each other on how they feel about what they've learned so far, and on what they learned from the Orientation module.

- Remind learners that they will need to use clarification techniques, including interrupting appropriately, echoing, asking focused questions or using clear body language, to follow what each other is saying and to decide when to jump in. Write key phrases on the board ahead of time.

- Model with one or two learners how they might keep the conversation going. *I had a similar experience as …, I felt the same way as X …, I had a really different reaction from X ….* Model leaning forward, saying *We-e-ll …* and nodding as techniques.

- Tell learners they will be able to learn from each other and have a chance to practise learned communication skills in an authentic but supported environment. Tell them you will be paying attention to whether they participate and how effectively they join in.

Communication Stage . . . . 11 min

- Begin and guide the short sharing session. *So, who has something to say about what you learned and experienced from the course so far? … Now, how <u>might</u> you follow from that statement? <u>Would</u> you like to agree, disagree or start a new point? … How <u>could</u> you do that? <u>Would</u> someone like to try?*

- Facilitate the discussion where necessary while still allowing for some silence or breakdowns in communication.

Debriefing Stage . . . . .7 min

- Ask "What did you learn from this activity?"

- Review the more appropriate techniques and why they worked.

- Ask "Why is it important to use the same body language or phrases used in these socio-cultural warmers?" (Answer: Because they are expected by the listener, and using them correctly will greatly ease the flow of the conversation.)

- Tell learners that they will be expected to be able to jump in and contribute effectively in this kind of speaking activity, and that this is something to practise.

Advanced Preparation

- Mentally prepare for what learners may contribute to the discussion.

- Write key phrases on the board or provide a handout.

Purpose

Learners practise:

- joining a conversation, or contributing to a discussion

- being engaged and thoughtful, as expected in the Canadian workplace

- using modals to soften an opinion or to introduce an idea in an inclusive way

Ways to Add Support

- Point out how you've been using modals (see underlines on previous page) and provide more written examples of modals used in conditionals. *(If I don't do that …, If Jared had waited longer, someone else would have jumped in.)*

Ways to Add Challenge

- Hand out coloured squares of paper and tell learners that when they add to the conversation, they can put down one coloured card. They need to contribute in a natural manner (e.g., without putting up their hand or catching the instructor's eye). See who has used up their strips by the end of the activity.

Activity Plan 22

LESSON 1	▥ⓒ ES **Introduction to Informational Interviews: Listening to an Informational Interview**	
	55 MINUTES	HANDOUT(S): 3

Set-up Stage . . . . 15 min

- Ask learners if they know what an informational interview is. Then explain that in pairs, they will get two descriptions of what an informational interview is. Distribute the two-part reading jigsaw *Backgrounder on Informational Interviews.*

- Distribute Handout 1 and Handout 2.

- Tell learners that they can silently scan their *Backgrounder* in order to answer the questions about it. Remind them not to share their papers when giving their partner the answers, but to rely on basic communication strategies to get the information they need.

- Once they have answered and compared the reading and questions, address any misconceptions they have about the Informational Interview.

- Explain that they will be conducting an informational interview. Outline briefly the project timelines and components.

Listening Stage . . . . 25 min

- Learners listen to an Internationally Educated Professional describe his experience with informational interviews in Canada.

- Learners complete Handout 3.

- Review correct answers.

Discussion Stage . . . . 10 min

In groups, participants discuss their own experience with informational interviews.

1. What role do informational interviews play in being a professional in Canada?

2. Are there informational interviews, or similar things, in their first country?

3. What are the challenges, linguistically and culturally, in an informational interview?

Wrap-up . . . . 5 min

- Briefly summarize or elicit the main points of the listening and discussion.

Advanced Preparation

Prepare **22 Listening**

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
  - ✓ Handout 3

- Make overheads of handouts or copies of Answer Keys if desired

Purpose

- Developing a rationale for learning how to conduct informational interviews

- Building motivation for the project

Ways to Add Support

- Do not distribute Handout 3 until after the first listening is completed.

- Play the listening the first time and allow learners to discuss the main ideas from the listening before looking at the questions on Handout 3.

- Play the listening up to three additional times for learners to successfully complete Handout 3.

Ways to Add Challenge

- The *Backgrounder* can be provided as a Jigsaw, with learners reading aloud to a partner. Allow 10 minutes for the reading and answering questions.

- For the listening, give learners two minutes to read the questions, but not discuss.

- Play the listening twice.

- Change some questions to other formats (multiple choice, T/F).

Backgrounder A: Informational Interviews
Tips from BC Jobs.ca

Quite simply, an "informational interview" is a way to obtain information about an occupation. If you're interested in a particular career path, then the best person to ask about it is someone doing the actual job! It is also a way for you to find out about how your occupational area might be different in Canada. The purpose is to obtain career information from people working in that field.

Benefits of Informational Interviews

• They provide an opportunity to view the workplace, environment and employees on the job.

• They provide an opportunity to obtain a greater depth of valuable career knowledge than is possible with other research methods.

• They allow you to gather up-to-date information on trends and shifts.

• They provide an opportunity to gain advice on required qualifications and future job prospects.

• They provide no-pressure interview skills and practice.

• They help to enlarge your circle of networking contacts.

"Informational Interviews Create Powerful Results," BCjobs.ca

http://www.bcjobs.ca/re/career-advice/career-advice-articles/interview-advice/informational-interviews-create-powerful-results

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Answer the following questions:

1. An informational interview is primarily a _____used by _____

   to _____ or _____

2. They provide a free, but high-pressured environment to seek job advice and get practice.   **T / F**

3. This information is being supplied by:

   a) a private company   b) a successful, well-known business person   c) the provincial government

4. Where would you go to find this piece?

   a) career-advice articles   b) bcjobs.ca   c) an employment website

Ask your partner to provide you with your answers. Here are the answers to their questions. Once you're finished, switch readings and see if you come up with similar answers.

1. *c) middle-aged workers*

2. *True.*

3. *False.*

4. *b) a private employment company*

Backgrounder B: Informational Interviews
Changing Careers in Mid-Life

Tips to Get the Most out of an Informational Interview in your Mid-Life Career Change

If you are over 50 and you contemplate a possible mid-life career change, you'll find the **informational interview** to be a great help in your career research. Properly done, it should open up avenues of required career research, for example, how to gain appropriate work related experience, the pluses and minuses of the possible career, where the jobs are, and future prospects for the career.

Proper planning for the informational interview is the key to getting the most out of the contacts. There is, however, one thing you never do in an informational interview. You do not ask for a job; the reason for the informational interview is to acquire information.

http://careersafter50.com/The-Informational-Interview-Foundation-for-Career-Change-Planning.html

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Answer the following questions:

1. Who is the target audience here?

   a) new adult immigrants   b) high school or university graduates

   c) middle-aged workers   d) anyone unemployed

2. The tips here include advice to ask about negative as well as positive aspects of the career or field.   **T/F**

3. Plan properly and your informational interview might lead to a job, if you ask nicely.   **T/F**

4. Who has provided the information given here?

   a) the provincial government   b) a private employment company

   c) the HR department from a major corporation   d) the federal government

Ask your partner to provide you with your answers. Here are the answers to their questions. Once you're finished, switch readings and see if you come up with similar answers.

1. _A kind of interview used to get advice by someone looking at a new career path, to find out about the field/ the work environment/_ or _to increase one's network of business acquaintances._   (Answers will vary.)

2. _False._

3. _c) the provincial government_

4. _b) bc jobs.ca_

Introduction to Informational Interviews
Listening to an Informational Interview

Questions:

1. Where is Lee Ping Wai from, and what is his profession?

   _____

2. What reasons does Mr. Lee give for his resistance to doing an informational interview?

   _____

   _____

3. He wasn't happy to do his first informational interview. Why did he do one?

   _____

4. What did Mr. Lee find special about doing an informational interview?

   _____

   _____

5. What did the man who met with Mr. Lee gain from being interviewed by Mr. Lee?

   _____

   _____

6. Mr. Lee says that if he had told the man that he spoke with that he wanted a job with his company, the man would not have met with him. Why?

   _____

   _____

7. The dynamics would have been different if Mr. Lee were meeting with the man to seek work. What does this mean: "the dynamics would have been different"?

   _____

   _____

8. What did Mr. Lee learn about terminology from the interview?

   _____

   _____

9. Mr. Lee has many chances to speak English in Canada. Why was the interview a special chance for Mr. Lee to practise speaking English?

   _____

   _____

10. Mr. Lee says that he still doesn't really feel comfortable with informational interviews. What does he do to help him accept the need for such interviews?

    _____

    _____

Introduction to Informational Interviews
Listening to an Informational Interview ANSWER KEY

Questions:

1. Where is Lee Ping Wai from, and what is his profession?

   He is from China and he is a bridge engineer.

2. What reasons does Mr. Lee give for his resistance to doing an informational interview?

   He didn't have to do informational interviews in China. In China, an informational interview would seem to lower your professionalism. It seemed kind of insulting. It seemed like begging for help or a job.

3. He wasn't happy to do his first informational interview. Why did he do one?

   Canadian friends persuaded him to do it. He was reluctant.

4. What did Mr. Lee find special about doing an informational interview?

   It was the first time in Canada that he had spoken with a professional in his area of expertise. The man he spoke to wasn't surprised that he wanted to do an informational interview. He was respectful.

5. What did the man who met with Mr. Lee gain from being interviewed by Mr. Lee?

   He learned about bridge building in China. He learned something about Chinese techniques and training. We can infer that it was quite interesting for this man to meet someone who has the same profession, but from a different culture and system.

6. Mr. Lee says that if he had told the man that he spoke with that he wanted a job with his company, the man would not have met with him. Why?

   The company this man worked for was not hiring at the time and so would not have been willing to meet someone who's stated aim was to gain employment with the company.

7. The dynamics would have been different if Mr. Lee were meeting with the man to seek work. What does this mean: "the dynamics would have been different"?

   It means that the relationship, the energy, the expectations behind the interactions would have been different. The interview wouldn't have been as relaxed or friendly.

8. What did Mr. Lee learn about terminology from the interview?

   He learned something about how to express his skills and education in a Canadian context. For example, he says that the man who he interviewed asked him if he knew about certain things and Mr. Lee said that he didn't. The man would talk him through the actual activities connected to those skills and Mr. Lee would realize that he did have the skills, just not the terminology for describing them.

9. Mr. Lee has many chances to speak English in Canada. Why was the interview a special chance for Mr. Lee to practise speaking English?

   It was a chance to practise speaking English with someone who has the same professional background, the same skills, experience and knowledge that he has.

10. Mr. Lee says that he still doesn't really feel comfortable with informational interviews. What does he do to help him accept the need for such interviews?

   Mr. Lee says that informational interviews still seem odd from his cultural perspective, but he puts on his Canadian mask to help him accept them.

Information Interviews

Interviewer: Today, on our program, we have a foreign trained professional, Mr. Li Ping Wei. He's going to talk to us about his experience as a new immigrant in Canada.

Hello, Mr. Li Ping.

Ping Wei: Actually, it's Li, but you can call me Ping Wei.

Interviewer: Alright, Ping Wei, thank you very much for coming in today. Um, I'd like if you could share a little bit about your experience of coming to Canada ….

Ping Wei: Certainly.

Interviewer: … and how you were able to integrate into your profession here.

Ping Wei: Okay. Um, well, I was trained in China; I'm a bridge engineer. And it was a big shock for me, a big change for me when I came to Canada, trying to find work in my profession, because in China, usually, things are changing a lot in China, but usually the government would find you a job. So, you were just assigned a job by the government.

Interviewer: So, you weren't used to having to look for your own job, writing a resumé, making contacts, that sort of thing ….

Ping Wei: Not usually, no, certainly not that kind of thing. You certainly could try to get a different job; there was different ways through friends or contacts or family …

Interviewer: Right.

Ping Wei: … but, no, you didn't, you certainly didn't have to do informational interviews, which is, um ….

Interviewer: Okay. That's a very popular way for people to get a foot in the door here.

Ping Wei: Right, and I was really resistant, I really didn't want to do that when I first came.

Interviewer: What was your resistance about?

Ping Wei: Well, ah, you know I'm a professional, and in China to have to do something like that would seem kind of to lower your professionalism. It was, to be honest, it felt kind of insulting, um, I don't want to say we Chinese are too proud or anything like that, but that's not true but, when you're a professional, there's a certain status that goes with that, and certain behaviours that go with that, and doing an informational interview felt a bit like I was begging for help or a job.

Interviewer: So, in the end, you did do one ….

Ping Wei: I did.

Interviewer: … and what changed your mind? Made you want to do one.

Ping Wei: Um, well, I didn't want to do one (both laughing) but friends persuaded me to do it, and so I did it reluctantly and ….

Interviewer: Were these Canadian friends or? Okay.

Ping Wei: … yes, yes, yes, and I realized once I had done one that it was the first time that I'd actually talked to another engineer, building engineer in Canada, who was actually working, and doing work in my area, and it's like, oh, finally I get to talk to a colleague.

Interviewer: So, it gave you access to those professionals that you wouldn't have had before.

Ping Wei: Exactly. Um, and also he was not surprised that I was coming in to see him and he was very respectful. He wanted to know about building bridges in China and the whole system ….

Interviewer: Okay.

Ping Wei: … we have some kind of different techniques and we have different kind of training. He was really interested and I came out of that feeling better about myself professionally, instead of feeling kind of like, um, like I had been begging, or, you know.

Interviewer: Was he able to give you then some advice or referrals or other contacts that in the end helped you find a job, because you're working now, right?

Ping Wei: I am working now. I guess indirectly, like he certainly, you know, what friends had said was that I needed to be really careful that I didn't make it look like I was looking for him to give me a job, because that changes everything, it it ….

Interviewer: Changes dynamics.

Ping Wei: … it couldn't be so friendly then he'd have to be kind of testing me to see, and in fact, that company at that time wasn't hiring anyone anyway, so he would have refused to talk to me if I'd told him, you know, I want to get a job from you.

Interviewer: Right.

Ping Wei: Um, but he certainly gave me a good information about the kind of way the situation works in Canada. Um, he helped me describe my skills and my education in a way that made sense to Canadians. Um, cause he'd kind of quiz me and he'd say do you know about doing this, and I'd say no no, I've never had to do that. Then he'd say you mean you haven't done this and this and this, and I'd say yah, and he'd say that is what we call it in Canada.

Interviewer: Okay, you just didn't know the terminology, how to describe the skills.

Ping Wei: I didn't know the terminology, exactly, exactly. So he helped me a lot with that. It was also of course a great chance to practise speaking English with someone who had the same skills as me, which I can't get from my friends.

Interviewer: Right. I imagine …, lots of specific fields have jargons and that's what you needed to learn …, the language of the field.

Ping Wei: Exactly, ya. So, I went in feeling it was silly and I came out feeling much better about myself as a professional, so it turned out to be a really useful thing. It still seems a little odd to me, you know, it still doesn't quite fit with my culture that's a part of me I have to kind of put on my Canadian mask to go and do it. But it was really useful.

Interviewer: Great. All right.

Ping Wei: I'd recommend it to anybody.

Interviewer: Well, that's all the time we have for have today. Thank you very much for coming in.

Ping Wei: My pleasure.

Interviewer: Okay.

Activity Plan 23

	Vocabulary Building for Video Viewing: Video Vocabulary Match	
LESSON 1		
	25 MINUTES	HANDOUT(S): 1

Preparation Stage . . . . 25 min

- Vocabulary building for video viewing. **Possible activity.**

- Cut up Handout 1 so that words and definitions are each on an individual small piece of paper. Distribute papers throughout the class, giving out all papers. Depending on class size, each learner may have one, two or more words and/or definitions.

- Learners interact to find matching words and definitions. Learners check with the instructor to be sure answers are correct. All correct answers are placed on a table at the front or back of the classroom.

- When all the words and definitions have been correctly matched, distribute Handout 1 to learners. They match words and definitions individually and check their answers against the correct answers on the table at front or back of classroom.

Ways to Add Support

- Provide context for the vocabulary in Handout 1 by providing learners with sample sentences.

- Learners read the sentences with the new vocabulary and then proceed with this activity as usual.

Ways to Add Challenge

- Skip this activity to make the following video viewing (**Activity 24**) more challenging.

Advanced Preparation

- Cut up Handout 1 so that each piece of paper has a vocabulary word or a definition and put the small pieces of paper in an envelope.

- Prepare photocopies of:
  - ✓ Handout 1

- Make Answer Key Handout 1 available.

- Make overhead to check answers if desired (alternative answer checking technique suggested in procedure).

Purpose

- Discovering the meaning of vocabulary

- Beginning to internalize some of the new vocabulary

- Preparing for video viewing

Reference

Informational Interviewing: A Foot in The Door (One Stop Career Centre). 1996. Dir. Kurt Kennedy, Pro/Wri. Caroline Rhode. Video and workbook. The School Company, Career Development Software, Inc. Vancouver, WA.

Vocabulary Building for Video Viewing

Video Vocabulary Match

	Word or expression in the video		Meaning
1.	nerve wracking		possible
2.	a referral		to communicate a message through facial expressions and gestures
3.	contacts (noun)		to have access to those work opportunities that are never advertised
4.	potential		chances to further develop one's career or professional abilities
5.	effective strategy		distressing
6.	to set up an appointment		to phone someone you have never spoken to before, to request or to try to sell something
7.	career research		scared
8.	to get a foot in the door		develop a friendly connection with someone
9.	to tap into the hidden job market		an efficient, successful method or plan for doing something
10.	intimidated		people that you know and who may be able to help you in a work context by giving you information
11.	alumni associations		a clean and tidy appearance
12.	cold calling		to gain access to a work environment in a way that might help your career
13.	neatly groomed		what you do after a meeting to show that you appreciated the person meeting with you (often a thank you note, call or email)
14.	body language		to really try hard to convince an employer that she/he should hire you
15.	establishing rapport		the name and phone number of someone who can help us get a job. This is given to you by someone else.
16.	growth opportunities		investigation of work-related opportunities
17.	to give an employer the hard sell		to arrange a meeting
18.	follow up		an organization of people who graduated from the same university

Vocabulary Building for Video Viewing

Video Vocabulary Match ANSWER KEY

	Word or expression in the video		**Meaning**
1.	nerve wracking	4	possible
2.	a referral	14	to communicate a message through facial expressions and gestures
3.	contacts (noun)	9	to have access to those work opportunities that are never advertised
4.	potential	16	chances to further develop one's career or professional abilities
5.	effective strategy	1	distressing
6.	to set up an appointment	12	to phone someone you have never spoken to before, to request or to try to sell something
7.	career research	10	scared
8.	to get a foot in the door	15	develop a friendly connection with someone
9.	to tap into the hidden job market	5	an efficient, successful method or plan for doing something
10.	intimidated	3	people that you know and who may be able to help you in a work context by giving you information
11.	alumni associations	13	a clean and tidy appearance
12.	cold calling	8	to gain access to a work environment in a way that might help your career
13.	neatly groomed	18	what you do after a meeting to show that you appreciated the person meeting with you (often a thank you note, call or email)
14.	body language	17	to really try hard to convince an employer that she/he should hire you
15.	establishing rapport	2	the name and phone number of someone who can help us get a job. This is given to you by someone else.
16.	growth opportunities	7	investigation of work-related opportunities
17.	to give an employer the hard sell	6	to arrange a meeting
18.	follow up	11	an organization of people who graduated from the same university

Activity Plan 24

LESSON 1	**TV Viewing: Informational Interviewing – A Foot in the Door**	
	45 MINUTES	HANDOUT(S) – See Note**

Viewing Stage with Worksheets . . . . 40 min

Note: There are various handouts available for use with this video. They come with the video. **Please note: some of the handouts refer to topics discussed in video two and three of this video series.

Distribute video worksheet and explain. Worksheet exercises include various kinds of tasks including:

* Comprehension (fill in the blanks)
* Identifying primary contacts
* Personalized business cards
* Appropriate questions for an informational interview (recommended)

Debriefing Stage . . . . 5 min

* Learners compare answers.
* Check video handouts and discuss as time allows.

Ways to Add Support

* Play the video two or three times, depending on learner needs.

Ways to Add Challenge

* Skip the vocabulary preparation **Activity 23** to make this video more challenging.
* Play the video only once.

Advanced Preparation

* Book VCR, TV and cassette
* Prepare **24 video** (*A Foot in the Door*). This video is not provided with the curriculum materials. Your institution should have purchased it or obtained on loan.
* Select handouts from those available. A selection of handouts are provided by the video company. Use as appropriate for your class.
* Prepare photocopies of handouts selected.
* Make overheads as needed.

Purpose

* Developing a rationale for an informational interview, including its place within career research/planning
* Allowing questions and comments
* Vocabulary building
* Listening
* Observing and adapting to cultural conventions

Reference

Informational Interviewing: A Foot in the Door (One Stop Career Centre). 1996. Dir. Kurt Kennedy, Pro/Wri. Caroline Rhode. Video and workbook. The School Company, Career Development Software, Inc. Vancouver, WA.

Activity Plan 25

LESSON 1	Introduction to Learner's Overview of Module 2 and Work Logs
	25 MINUTES HANDOUT(S): 1

Many professions such as engineering, outside sales, home-based health care or driving and delivery require employees to keep a log of how they spend their time each working day. This log may be used for billing clients, accounting purposes or can have legal implications (as it also records phone calls made, tasks completed, etc.). In some professions it may be part of the Canadian tendency for high accountability.

To practise keeping work logs (and records of billable hours), learners will need to keep records of all the time they put in to the informational interview project. They will need to use their own judgment as to what is appropriate to include and exclude. They will turn in their log sheets at the end of the project.

For Activity 71 (an assessed report summarizing the project) learners may use their work log during the assessment to help them summarize the project.

Set-up Stage . . . . 25 min

- Distribute the Learner's Overview of Module 2 Handout 1 and point out the schedule to build skills for an informational interview.

- Go over the components of the module, the skills worked on, and the rubrics for the assessed tasks and allow learners to ask any questions.

- Distribute Handout 2. Elicit in which professions work logs or billable hours would be important. Explain that companies often use computer programs to track billable hours (you may wish to consider using such a program if you have easy access to the software and learners have regular access to the computer lab).

- Learners complete Handout 2 for the work already completed on the informational interview project.

- Have learners submit work logs on the final day of the project.

- ****NOTE:** Encourage learners to consider and be prepared to justify which activities related to the informational interview should be included on the work log time sheet (Handout 2).

Ways to Add Support

- Learners can keep simple notes on the most important tasks they accomplished.

Advanced Preparation

**NOTE: Instructors may create their own module schedule to suit the schedule they will use depending on the number of hours the learners will spend in class.

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

- Make overheads as needed.

Purpose

- Developing a sense of the skill-building needed to complete a project

- Developing time tracking and recording skills

🔗 Instructor Alert!

Volunteers from the community willing to do informational interviews with the learners need to be arranged. It is not intended that this be the work of the instructor. A program assistant or employment advisor with employer contacts would be the best person to do this.

Ways to Add Challenge

- Require learners write up detailed notes in an outline form (e.g., the Cornell method), listing the tasks they accomplished, and possibly naming and briefly describing tools that helped them to accomplish the task.

- Read out the Procedure Stage and ask learners to write a three-sentence summary in a journal or on the back of the work log, identifying: 1) why logs are kept; 2) three examples of occupations where logs are commonly used; 3) what decisions they need to make when keeping logs, and; 4) who reads the logs.

- Additionally, they could provide two possible negative consequences of inadvertently underestimating or overestimating hours.

Learners' Overview of Module 2: Language for an Informational Interview

Component 2

Conducting an Informational Interview and Summarizing the Experience

Component 1

Making Telephone Arrangements for an Informational Interview

Language for an Informational Interview

Component 3

Reflecting on the Informational Interview Module
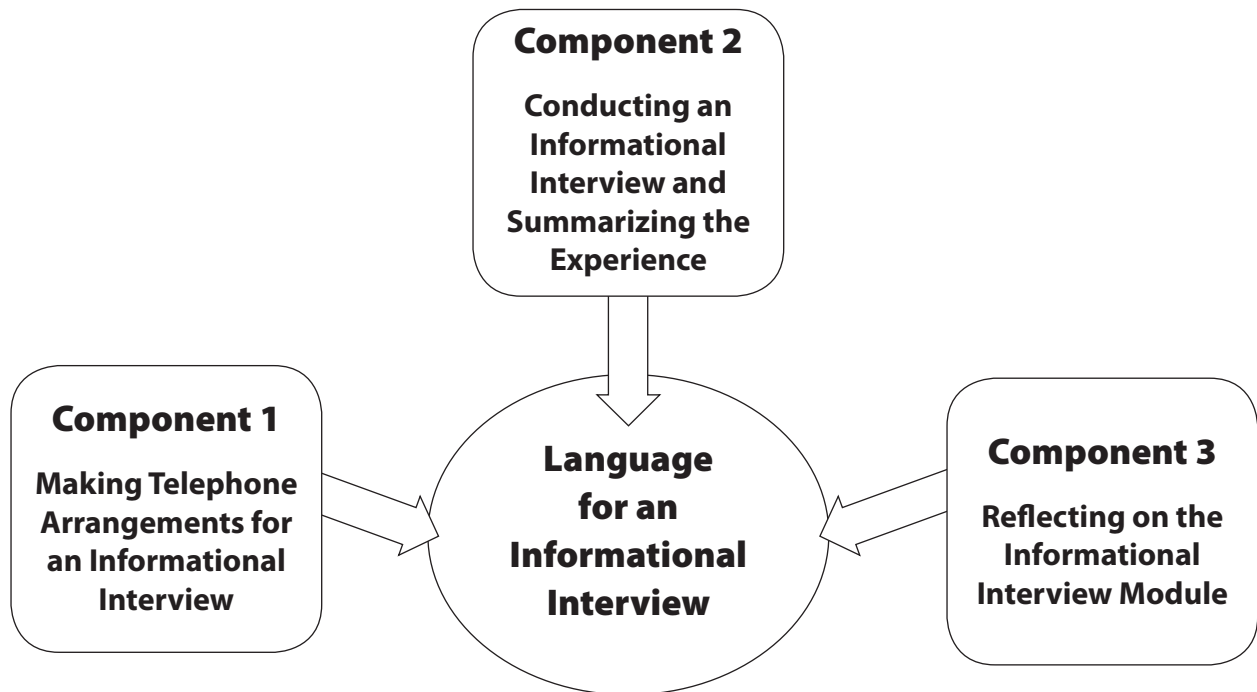
Learners' Module Overview

Language for an Informational Interview is a two-week module. You will to learn about an important aspect of job search for the Canadian workplace. The work you will do in this module will prepare you in several different ways to find a job, find a better job or embark on a new or related career. Learners often feel that this is quite a difficult task but are rewarded by their general sense of success by the end of the two weeks.

The module is broken down into **three components** listed below:

(1) Making Telephone Arrangements for an Informational Interview

- Listen to a sample conversation where the speaker is making arrangements to do an informational interview.
- Read aloud a prepared telephone script.
- Write your own script and practice with a classmate.
- Give and receive feedback about your script and speaking skills.
- Record your script with a classmate.
- Make a real call based upon your script to the person you will be doing the informational interview with in order to arrange the details of the interview.

(2) Conducting an Informational Interview and Summarizing the Experience

- Discuss topics and questions that are appropriate for an informational interview.
- Look at sample questions and responses.
- Practice socio-cultural competencies that may be useful during an informational interview (also called "creating a Culture Map").
- Write the questions and responses you plan to use in the interview on note cards.
- Practice in class for the informational interview focusing on pronunciation and note-taking skills.
- Do background research on the company in which the interview is done.
- Meet with your workplace volunteer to complete an informational interview and take notes during the interview.
- Use your notes from the informational interview to create an oral report which you will give to a small group of your classmates.
- Listen to other classmates give their oral reports.

(3) Reflecting on the Informational Interview Module

- Learn about different email contexts.
- Write a thank you email to your interviewee.
- Use notes from your Work Log which you have been keeping throughout the module in order to write a report about the informational interview process and reflect on the skills you have improved.

Learners' Component 1: Overview

Module: Language for an Informational Interview
Component 1: Making Telephone Arrangements for an Informational Interview

In the first week of this module, you will prepare for the informational interview. Although the person you will do the interview with will be arranged for you, you will still need to **contact them by telephone** in order to **arrange the details** of the interview. Making arrangements for various appointments is a common real-world skill that people use frequently especially in the workplace.

a) The module begins by building telephone skills so that you can make telephone arrangements for your informational interview. You will hear a **sample conversation** of two people making arrangements for the informational interview.

b) You will **create a script** for a telephone call in which you arrange the details of your informational interview. The script is only a few minutes long. You will receive a **check list** of information that must be included in the telephone arrangement script. Your written script will be marked as an **assessed task** in Lesson 2. (See writing rubric for Telephone Arrangement Script.)

c) You will **practice** performing your script with your classmates. You will give and receive feedback on these practice runs.

d) You will **record your telephone arrangement script** as an **assessed task** in Lesson 3. (See speaking rubric for Telephone Arrangement Recording.) Your instructor will give you feedback on your speed, intonation, stress, rhythm and pronunciation of vowels and consonants. This assessment will help you to improve your speaking skills when you place your real telephone call to your workplace volunteer.

e) You will **make a telephone call** to the professional with whom you will conduct the informational interview in order to arrange the details of the interview.

Learners' Component 2: Overview

Module: Language for an Informational Interview **Component 2: Conducting an Informational Interview and Summarizing the Experience**
In this component, from the end of Week 1 and through Week 2, you will **prepare for** and **conduct an informational interview**. You will develop questions and responses to use in the interview and you will have a chance to practice several times before conducting your informational interview. You will also learn to take notes during the interview and use these notes to create an oral summary to share your experience with your classmates. An informational interview is a fairly common tool used by people wishing to get more information about a company when they are thinking of changing their job. Building an oral summary is also quite common in the Canadian workplace, even in jobs that require no writing or public speaking. On-the-job training and 'upgrading' is typical of most workplaces and usually requires some kind of summary be given.

a)   Someone will **connect you with a professional** from the community who is in a similar line of work as you and with whom you will conduct an informational interview.

b)   You will hear a conversation **defining** what an informational interview is and **describing** why they are incredibly useful.

c)   You will **develop appropriate questions** for the interview, learn about the progressive **structure of the interview** and see **samples of appropriate phrases** to use.

d)   You will do several **socio-cultural activities** to help you improve your ability to interact in a culturally appropriate way during the interview.

e)   You will **practice** conducting the interview with your classmates and possibly a native speaker. You will have a chance to focus on pronunciation, phrasing and intonation to help you be successful in your real interview.

f)   You will **write your interview questions and responses on notecards** to use during the interview. You will **email** these questions to the interviewee so they can prepare for the interview too as well as your instructor.

g)   You will learn how to **take notes** during an informational interview to record what you've learned during the interview.

h)   You will do **background research** on the company where you will do the interview so that you are better prepared.

i)   You will **conduct an informational interview** during Lesson 7, 8 or 9. The interview is about 20 to 30 minutes long.

j)   You will use your notes from the informational interview to **build an oral summary** of the experience.

k)   You will listen to a **sample** informational interview, take notes and build **an oral summary as an assessed task** in Lesson 8. (See speaking rubric for Oral Summary Recording.)

Learners' Component 3: Overview

Module: Language for an Informational Interview
Component 3: Reflecting on the Informational Interview Module

You will learn about email contexts and write a thank you email to your interviewee from the informational interview. Learning about standard email conventions in Canada is important and may be different than in other countries. You will learn about what is appropriate, how to typically phrase problems or concerns, formal and informal language, and how to 'read between the lines'. From the beginning of this module, you will keep a Work Log to keep track of the activities you do and the time it takes to complete the tasks set out for you. You will use the Work Log at the end of the module to create a professional development report about the informational interview module experience and about what you learned. Professional development reports are common in Canadian workplaces.

a) You will learn about **appropriate email etiquette**.

b) You will **read a series of emails** and answers questions about them as an **assessed reading task** in Lesson 9 by means of a question and answer worksheet.

c) You will **write a follow-up email** to the person you interviewed, thanking them for their time.

d) You will **read a professional development report** and learn how to **analyze** one.

e)   You will use your Work Log to **write your own professional development report** about your experiences and what you learned throughout the informational interview module as an **assessed writing task** in Lesson 10. (See Professional Development Report Writing Rubric.)

NAME: _____ CLASS: _____

Telephone Arrangement (Script) Rubric

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessment Task** Telephone Arrangement (Script)	**The speaker can:** Communicate **with some confidence** in making a request and arranging informational interviews. **Present concrete information in some detail.**	**The speaker can:** Communicate **comfortably** in making a request and arranging informational interviews. Present concrete and some abstract information.	**The speaker can:** Communicate **with confidence** in making a request and arranging informational interviews. Present concrete and some abstract information.	**The speaker can:** Communicate with some confidence in demanding or challenging non–routine work situations and present information about complex, abstract, general topics.	CLB = (holistic criteria)
Analytic Criteria	**Performance Indicators (3)** Speaking (I) Interacting w/ Others	**Participate in basic social conversations** (with limited support). **(1) closes** conversation in three steps (pre-closing, closing, leave-taking) **(2) encourages** conversations by adding supportive comment **(3) indicates partial comprehension** by asking clarifying questions	**Participates in less routine conversations** (with limited support). (1) closes conversation in three steps (pre-closing, closing, leave-taking) (2) asks follow-up questions **(3) confirms comprehension** by repeating, paraphrasing	**Participates in less routine conversations** (with limited support and professional tone). **(1) manages conversation** skillfully **(2) asks follow-up** questions **(3) encourages others** to participate with varying levels of formality	**(1) Considers boundaries** and degrees of distance to interact appropriately. **(2) Uses appropriate assertive communication** strategies to deal with distance and indifference. **(3) Uses expressions and register** appropriate for the level of formality.	
	Functional Competence*	**Developing ability to:** manage conversations **Developing understanding:** (1) to arrange appointments on phone (2) oral aspects of informational interview	**Adequate ability to:** manage conversations **Adequate understanding:** (1) to arrange appointment on phone (2) oral aspects of informational interview	**Fluent ability to:** manage conversations **Advanced understanding:** (1) to arrange appointment on phone (2) oral aspects of informational interview	**Ability to use** situational scripts and corresponding oral discourse formats for professional/ occupational events.	
	Socio-Cultural	**Developing**: Greets, opens and closes the conversation **appropriately**.	Adequately greets, opens **and** closes the conversation **appropriately**.	**Fluently** greets, opens and closes the conversation in **a professional manner.**	Uses appropriate discourse formats, styles and processes for enquiry phone calls.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language**. (1) Mostly natural, appropriate, accurate.	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Fluency in using a full range of vocabulary occurring in specific topic areas in professional disciplines.	
	Grammar (III) Getting Things Done	Uses **a few modals** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Uses **modals well** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Uses **modals fluently** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Fluency in using a full range of grammar.	

COMMENTS:

NAME: _____ CLASS: _____

Telephone Arrangement (Recording) Rubric

		(1) Developing **(CLB 6)**	**(2) Adequate** **(CLB 7)**	**(3) Fluent** **(CLB 8)**	**(4) Advanced** **(CLB 9)**	**Assessment**
Holistic Criteria	**Assessment Task** Telephone Arrangement (Recording)	**The speaker can:** Communicate with some confidence and reasonable fluency (slow pace with few hesitations).	**The speaker can:** Communicate comfortably with reasonable fluency (slow to normal pace with few hesitations.)	**The speaker can:** Communicate with confidence and fluency (often normal pace).	**The speaker can:** Communicate with some confidence in demanding non-routine work situations and present information about complex, abstract, general topics.	**CLB** = (holistic criteria)
Analytic Criteria	**Performance Indicators (3)** Speaking –(I) Interacting w/ Others – Phone Calls	**Participates in short phone calls.** (1) Talking with strangers on the phone may be challenging. (2) Provides information or leaves a message with three to five details. (3) Clarifies and confirms information.	**Participates in routine phone calls.** (1) Clarifying unknown information may cause problems. (2) Provides information or leaves accurate messages in some detail. (3) Clarifies and confirms information.	**Participates in brief professional phone calls.** (1) Provides information in a professional manner. (2) Uses appropriate levels of formality with increased ability. (3) Clarifies and confirms information.	**Communicates in high–stakes context.** (1) Uses a range of polite expressions to show or respond to respect and friendliness. (2) Uses expressions, appropriate registers (3) Uses appropriate non-verbals.	**(1) =** **(2) =** **(3) =**
	Socio-Cultural	**Developing**. Greets, opens and closes the conversation **appropriately**.	**Adequately** greets, opens and closes the conversation **appropriately**.	**Fluently** greets, opens and closes the conversation in **a professional manner**.	Uses appropriate discourse formats, styles and processes for enquiry phone calls.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language.** (1) Mostly natural, appropriate, accurate.	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Fluency in using a full range of vocabulary occurring in specific topic areas in professional disciplines.	
	Pronunciation (Stressing)	… Difficulties may sometimes impede communication. (1) Some stressing.	… Difficulties rarely impede communication. (1) Some stressed and weak forms used.	… Difficulties don't impede communication. (1) Weak forms and stressed words used.	Intelligible pronunciation	
	Pronunciation (Voice)	(1) Slow pace with few hesitations. (2) Voice volume may be inadequate. (3) Voice may be reserved or unfriendly.	(1) Slow to normal pace with few hesitations. (2) Voice volume is adequate. (3) Voice is friendly.	1) Normal pace with no hesitations. (2) Voice volume is adequate. (3) Voice is friendly and professional.	Communicatively effective pronunciation	

COMMENTS:

NAME: _____ CLASS: _____

Oral Summary Recording Scoring Rubric

		(1) Developing (CLB 6)	**(2) Adequate** (CLB 7)	**(3) Fluent** (CLB 8)	**(4) Advanced** (CLB 9)	**Assessment**
Holistic Criteria	**Assessment Task** Oral Summary	**Giving a short oral presentation.** (1) Giving the oral presentation **may be challenging**; relies on note cards **heavily**. (2) Provides **simple** information and may struggle to fill the time requirement. (3) Ideas are **somewhat** well connected.	**Giving a short oral presentation.** (1) Provides information for the summary **adequately**; uses note cards **frequently**. (2) Provides **adequate** information and fills the time requirement. (3) Ideas are **usually** well connected.	**Giving a short professional oral presentation.** (1) Provides information for the summary **professionally**; uses note cards **occasionally**. (2) Provides **complete details** and easily fills the time requirement. (3) Ideas are **well** connected.	**Giving a short professional oral presentation.** (1) Provides information for the summary **professionally**; uses note cards **only for guidance**. (2) Provides clear **breakdown of main ideas with complete details** and easily fills the time requirement. (3) Ideas are **well** connected and **natural**.	CLB = (holistic criteria)
Analytic Criteria	**Performance Indicators (4)** Speaking IV. Sharing Information	**Introduction** (1)Introduction provides some context. **Body** (2) Questions are paraphrased; structure may be awkward. (3) Information is mostly complete; few details may be missing. (4) Some professional critique; may not be appropriate.	**Introduction** (1) Introduction provides context and some details. **Body** (2) Questions are paraphrased in a fairly natural structure. (3) Information is mostly complete; answers are well summarized with many details. (4) Adequate professional critique; may be awkward.	**Introduction** (1) Introduction provides context and is complete. **Body** (2) Questions are paraphrased in a natural way. (3) Information is complete; answers are well summarized with details. (4) Complete professional critique.	**Introduction** (1) Introduction provides context and is complete. **Body** (2) Questions are paraphrased in a natural way. (3) Information is complete; answers are well-summarized with clearly defined main ideas and supporting details. (4) Thorough and appropriate professional critique.	
	Socio-Cultural	**Appropriate** discourse format for an informal occupational presentation with **some awkwardness**.	**Appropriate** discourse format for an informal occupational presentation with **little awkwardness**.	**Appropriate** discourse format for an informal occupational presentation.	**Appropriate** discourse format for an informal occupational presentation.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language**. (1) Mostly natural, appropriate, accurate	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Uses a greater expanding **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	
	Grammar (Voice and Stressing)	Uses a range of everyday vocabulary and some common phrases and idioms. (1) Sometimes natural, appropriate, accurate.	(1) Slow to normal pace with few hesitations.. (2) Pacing and pausing is slow to normal. (3) Pronunciation rarely impedes communication. (4) Some stressed and weak forms are used.	(1) Normal pace with few hesitations. (2) Pacing and pausing is normal. (3) Pronunciation doesn't impede communication. (4) Weak forms and stressed words are used most of the time.	(1) Normal pace with no hesitations. (2) Pacing and pausing normal and natural. (3) Pronunciation is very natural and doesn't impede communication. (4) Weak forms and stressed words are used consistently.	

COMMENTS:

NAME: _____ CLASS: _____

Professional Development Report Writing Rubric

		Developing (CLB 6)	Adequate (CLB 7)	Fluent (CLB 8)	Advanced (CLB 9)	Assessment
Holistic Criteria	Assessment Task PD Report	**The writer can:** **Write short texts** about familiar, concrete topics related mostly to personal experience.	**The writer can:** **Write clear, moderately complex texts** on familiar and mostly concrete topics within predictable, practical and relevant contexts.	**The writer can:** **Write fluent, clear texts** on familiar and increasingly abstract topics related to work-related experiences.	**The writer can:** **Write coherent formal and informal texts** for a range of purposes related to complex but routine situations and tasks.	CLB = (holistic criteria)
Analytic Criteria	Indicator 1: (X2) Writing II. Reproducing Info	(1) **Reduces a page of information to an outline or summary.** Takes notes and reduces written or oral information to key points with accurate details. (2) Records main ideas or key details in point form.	1) **Reduces written or oral information to notes, an outline or summary** with important points, accurate details and no major omissions. (2) Records main ideas or key details in point form, **and details with correct spelling**.	(1) **Reduces a text of up to about two pages to an outline or summary**. Reduces information to important points **fluently**, with accurate details and no major omissions. (2) Records main ideas or key details in point form, and details with correct spelling.	(1) **Conveys essential information** to the reader (such as conclusions, decisions, actions to be taken). (2) Reduces information to main points with accurate supporting details, with **no major factual omissions or errors**.	
	Indicator 2: Writing IV. Sharing Info	**Provides introduction, development and conclusion in adequate paragraph structure with some supporting details**, and accurate descriptions, comparisons or accounts of events in a clear sequence to express a clear main idea.	Presents text as a coherent connected whole, with an introduction, development of ideas and conclusion in **good paragraph structure**, with clearly expressed main ideas and **good supporting details** to provide accurate descriptions, comparisons or accounts of events in a clear sequence.	Presents text as a coherent connected whole, with accurate and detailed descriptions, explanations or accounts of events in a clear sequence. **Writes three to four connected coherent paragraphs ... Conveys a sense of audience** in language, format and content.	Main ideas are clearly conveyed and supported with details; Adequate organization of ideas; develops topic. **Synthesizes and integrates multiple pieces of information into a coherent text**. Adjusts length to suit the task.	
	Textual (X2)	(1) **Adequate paragraph structure** with clearly expressed main ideas and some supporting details. (2) **Appropriate use of connective words and phrases**.	(1) **Good paragraph structure**, with clearly expressed main ideas and **adequate** supporting details. (2) **Paragraphs are developed and joined appropriately** to form a coherent text.	(1) Good paragraph structure, with clearly expressed main ideas and good supporting details. (2) **Text contains an introduction**, development of ideas and conclusion that form a coherent text.	(1) Main ideas are clearly conveyed and adequately supported with details. (2) **Logical connectors convey abstract relationships between ideas**.	
	Lexical	Uses adequate vocabulary for the topic, although may use **some awkward-sounding phrases and word combinations**.	Uses adequate vocabulary for the topic, although wording **may still be typical of first language and seem somewhat unnatural**.	**Conveys a sense of audience in language. Occasionally, wording may seem awkward or unnatural**.	**May still have errors in word combinations or word choices**.	
	Grammar	Shows good control of simple structures, but has difficulty with complex structures. Uses **adequate spelling, punctuation and format**.	Shows good control of simple structures, developing control of complex structures. Shows **good control of spelling, punctuation and format**.	Shows good control of simple structures, **adequate control of complex structures**.	Shows **good control of a range of complex and diverse structures. Some errors in grammar still occur**.	

COMMENTS:

Work Log Time Sheet

Employee Name: _____ **Sheet #** _____

Project Name: _____

DATE	TIME IN MINUTES	TASK	NOTES

Activity Plan 26-EXT

LESSON 1	**Reflective Journal: Using the Telephone and Preparation for Telephone Etiquette** ◆
	75 MINUTES	HANDOUT(S): 4

Assignment 1: Reflective Journal

- Present the topic: Using the Telephone.
- Remind learners that the goal of this module is to learn to do an informational interview and they will be using a telephone to set it up.

Questions to address:

1. How do you feel about using the phone in English? What kinds of phone calls do you find easy and what kinds do you find difficult?
2. Why are some calls more difficult than others?
3. What strategies do you use or could you use to help with difficult phone calls?

- Review the questions of the journal topic.
- Clarify any uncertainty about the topic.
- Give examples if necessary.
- Assign a due date.

Assignment 2: Handout 1

- Distribute Handout 1. Have learners read this in preparation for **Activity 36**.
- Ask learners to highlight any instructions that they feel they can do well on the telephone.
- Ask learners to highlight any instructions that they might feel uncomfortable doing on the phone.
- Ask learners to highlight any instructions that they are unsure how to do.
- Place learners in small groups.
- Ask learners to discuss their highlighted information and help each other to come up with strategies that might help them be more successful with these instructions.

Assignment 3: Vocabulary – Handouts 2 , 3 and 4

- Distribute Handout 2, Handout 3 and Handout 4.
- Learners read definitions, complete gap fill and write dialogues to hand in to instructor.
- Gap fill will be taken up on following day.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
  - ✓ Handout 3
  - ✓ Handout 4

Purpose

- Discussing discomfort with using the phone in English
- Anticipating areas of success and difficulty in completing the informational interview on the phone
- Developing strategies for improving phone skills
- Learning and using relevant phrasal verbs

Telephone Etiquette

Proper telephone etiquette is very important in making a positive impression on the person on the other end of the "line." This person could be a potential employer or a possible "foot in the door" to connecting you with people in the "right circles." You do not want to have that "door slammed in your face" because of poor etiquette.

The following are some guidelines for acceptable telephone etiquette. Listen between the lines. Be sure to get clarification if you don't understand, e.g., ***If I understand you correctly… so you are saying that …This is what I understand you are telling me.***

Making Calls

1. Smile before you speak to encourage an enthusiastic tone.

2. Identify yourself if the listener cannot be expected to recognize your voice.

3. Use polite phrasing to ask to speak to the person you are trying to talk with. If you DON'T recognize the person's voice as the intended target person, you can say:

    A: *Hello.*

    B: ***Hello. This is Bev Strong. May I speak to John Patterson please?***

    If you DO recognize the person's voice as the intended target person, you can say:

    A: *Hello.*

    B: ***Hello John? This is Bev Strong. How are you?***

4. Be prepared to clarify who you are:

    A: *Pardon me. Bev who?*

    B: *It's Bev Strong.* ***We met at a conference in Vancouver last week.***

5. The time of day: Think about what time it is. Do not call before 9 am or after 9 pm. If it is close to the "boundary" times, use phrases, such as ***I hope it's not too late/early to call.***

6. State the purpose of your call. ***The reason I'm calling is that I/you ….***

7. Be respectful of the other person's time, especially if they are at work. You could say:
    Is this a convenient time to call? OR ***Do you have a few minutes to talk or would you like me to call back at a more convenient time?***

8. Listen actively. This means use short phrases, such as, ***I see/Yes/Right/Uh-huh/Sure*** to show that you are listening.

9. Keep the call brief and to the point.

10. If you don't understand something they said, don't be shy about asking them to repeat themselves. If you need them to spell something, just say, ***How do you spell that?*** and thank them when they've spelled it for you.

11. Confirm any important information before ending the call: ***So just to confirm, I'll see you in your office on Tuesday, December 11th at 1:30 pm.***

12. If you are unable to talk to the intended person, always leave your name AND phone number so that it is convenient for them to call you back.

13. Thank the person for their time:

    Thanks very much for taking the time to talk to me. OR ***Thanks very much for agreeing to meet with me.***

14. Say: ***Bye.***

Receiving Calls

15. Answer the phone politely:

    Hello. (Smile and have an enthusiastic tone.)

    May I speak to Yao Chen please?

    This is she/he OR ***Speaking.*** (Smile and have an enthusiastic tone.)

    If the person does not identify themselves, say: ***May I ask who's calling?***

16. Be attentive. Do not be doing other things while you're on the phone, especially eating, chewing gum or working on the computer.

17. If someone has caught you at a bad time, postpone the conversation politely. You could say something like:
    Sorry, Jim, but you've caught me at a bad time. Could I call you back? When is a good time for you?

18. Have other family members or roommates practise polite message-taking if you are not available. Otherwise, their poor etiquette could reflect badly on you. Some suitable phrases may be:

    I'm sorry, Bev is unavailable at the moment. Would you like to leave a message? May I ask who's calling? Does Bev have your number? Thanks, I'll tell her you called.

    If you cannot rely on someone taking the message appropriately, invest in an answering machine and rehearse and prepare a message that you have a native speaker help you prepare. Also, be sure to check your messages regularly and respond within 24 hours.

Phrasal Verbs: Meanings and Explanations

The word list for each unit has been taken from *Essential Idioms in English: Phrasal Verbs and Collocations*, by Robert J. Dixson. Refer to this book for extra activities, different definitions and examples, and additional lists of phrasal verbs and idioms.

1. *to call up**	7. *to come up with*
2. *to call back**	8. *right away*
3. *to get back to*	9. *to get into*
4. *to think over**	10. *to get on with*
5. *to look into*	11. *to pick up*
6. *to talk over**	12. *sooner or later*

*SEPARABLE: A separable phrasal verb can have a noun or pronoun between the verb and the other parts of the phrasal verb.

1. **To call up**: We use **to call up** to describe making a telephone call.*

    For example:

    - *He decided to **call up** the company he was interested in, and to see if they had any openings.*

    - *There was a problem with the invoice so she had to **call up** the supplier to see what was going on.*

    - *Miguel **called up** the airline to see if they could switch their seats.*

2. **To call back**: We use **to call back** to describe returning a phone call after someone has called you and asked you to respond, or left you a message and asked you to call them again.*

    For example:

    - *The accountant called and she wants you to **call her back** about the paycheques.*

    - *Can you remind me to **call my boss back**? He left me a message.*

    - *The first thing I am going to do is to **call the client back** and discuss the changes.*

    - *OK, **call me back** once you have an estimate for me.*

3. **To get back to**: We use **to get back to** to describe returning to something or resuming something you were doing earlier. This may also be used to come back to a person with an answer to a question or problem.

    For example:

    - *Let's leave this problem for now, and we can **get back to it** later.*

    - *I am not sure what's wrong with your computer. Leave it with me and I will **get back to you** once I've had a chance to have a look at it.*

    - *Janet told Dave that she would **get back to him** with an estimate of what the work would cost.*

4. ***To think over***: We use **to think over** when we need to consider a problem or situation over some time.*

    For example:

    - *I am not sure about taking on another project right now. I'll have to **think it over**.*

    - *Take some time and **think over** my proposal. You can get back to me early next week.*

    - *He's **thought it over** and he says he wants to buy 12 cases of product.*

5. ***To look into***: We use **to look into** to indicate that we want to study something further. Perhaps we want to get more information, or we want to see if something can possibly be done.

    For example:

    - *Monica is going to **look into** getting the Bengal Room for our office party, but we are not sure she'll be able to.*

    - *He is going to **look into** how much work is involved in repairing the foundation.*

    - *I don't know what it would cost to have us all attend the meeting in Calgary, but I will **look into** it.*

6. ***To talk over***: We use **to talk over** when there is something that needs to be discussed at length.*

    For example:

    - *Let's **talk over** the Penske File while we are at lunch.*

    - *We'll try and keep the meeting short. There are not that many issues to **talk over**.*

    - *The supplier is going to **talk it over** with her supervisor to see if she can get us a better deal on office supplies.*

7. ***To come up with***: We use **to come up with** when we are trying to generate something like money, time, suggestions or ideas. Sometimes we use it when we need to produce something.

    For example:

    - *John, could you please **come up with** a new way to store your personal belongings? They are all over the staff room.*

    - *In order for the deal to go ahead, we need to **come up with** some more money. We are going to have to make some cuts in other areas.*

    - *I have **come up with** a way for us to cut our spending on computer ink.*

    - *We will need to **come up with** a better design for this project. It doesn't suit the customer.*

    - *Jenkins **came up with** a way to ensure that the computer system crashes less often.*

    - *I have come up with a new kind of environmentally friendly cleaner. I developed it during my free time.*

8. ***Right away***: We use the idiom **right away** to refer to something that needs to happen immediately, now, or very soon.

    For example:

    - *Thanks for the advice. I didn't realize that the tickets for the conference were selling so fast. I'll go and buy one **right away**.*

    - *I'm very angry that you were so rude to that customer. I want you to call her **right away** and apologize.*

9. **To get into**: We use **to get into** to go deeply into a topic, a discussion or into a project.

   For example:

   - *We don't have time to discuss the situation right now. Let's **get into** it at the meeting.*

   - *Let's not **get into** a discussion on who we think is best for the job until all the applications have been submitted.*

   - *The company is thinking of **getting into** the telecommunications market.*

10. **To get on with**: We use **to get on with** in two ways: to describe a relationship with a person to get moving or to get going on a project or task.*

    For example:

    - *How do you **get on with** the new boss?*

    - *It's a great place to work; I **get on really well with** all of my colleagues.*

    - *You **get on with** assessing the electrical and I will begin checking out the plumbing.*

    - *Maria was having a hard time **getting on with** what her manager asked her to do. She needed more direction.*

    - *Don't just stand there talking about it. **Get on with** it!*

11. **To pick up**: We use **to pick up** in several different ways. Here are three examples that we use in the work place: (1) to lift something with your fingers from a position below you*; (2) to go and get someone or something, often with your car*; and (3) to learn a skill (often without study)*.

    For example:

    - *meaning (1) John, could you please **pick that file up** off the floor. It must have slipped off the desk.*

    - *meaning (2) I'll **pick you up** from work at around 5 o'clock and we'll go and take a look at that new jobsite.*

    - *meaning (2) I'll **pick up** the documents at the printer on my way to meet the client.*

    - *meaning (3) She **picked up** good cooking skills while she was working in that French restaurant.*

    - *meaning (3) She **picked up** an Irish accent up while she was doing an apprenticeship in Dublin.*

12. **Sooner or later**: eventually. This describes something that we know is going to happen in the future, but we're not sure when.

    For example:

    - *I know they're going to take on some new projects **sooner or later**, but I'm not sure when.*

    - *Your handwriting is really poor, and **sooner or later**, you're going to have to improve it.*

    - *I know that **sooner or later** my boss is going to ask me to take the night shift.*

    - ***Sooner or later**, Kathleen is going to have to stop using that old computer. I know she loves it, but she needs a new one.*

Phrasal Verbs: Practice

Fill in the blanks in the following short conversations using the 12 phrasal verbs or idioms from this unit. **Be careful. You might need to change the phrasal verb or idiom to make it fit the grammar of the sentence**. For example, you may need to add –s, or –ed, or –ing.

Conversation A: During bad weather, two colleagues are just about to leave for the airport on their way to a meeting in Calgary.

Fran: *Maybe we should _____ (1) the airline before we leave to see if this weather is slowing things down at the airport?*

Carey: *I did that already.*

Fran: *Oh, really? What did they say?*

Carey: *All operators were busy, so I'm still waiting for them to _____(2). I used the "return call" option on their voicemail.*

Fran: *It would be great if they would call us _____(3). We are supposed to leave really soon. The taxi will be here to _____(4) in about 5 minutes*

Conversation B: Two co-workers are sitting in a boardroom waiting for a meeting to start. They are worried about what the meeting will bring.

Jill: *What do you suppose this meeting is about?*

Frank: *I think it's about Michael, you know, that new junior manager? I think he wants _____(5) some of his big plans with us.*

Jill: *Oh no! I hope he hasn't _____(6) a bunch of changes. I happen to like the way things are right now.*

Frank: *Me too! I wish management would just stop making changes and let us _____(7) our work.*

Conversation C: Two colleagues are discussing working on the early morning shift.

Twee: *You're on the early morning shift now, aren't you? How are you finding it getting up so early?*

George: *Well, at first, I found it really hard and it took me a while _____(8). But now I am in a routine and it doesn't bother me anymore.*

Twee: *Great news. When I saw you at work last month, I could tell that you were suffering, but I thought that _____ (9) you'd get used to it. Everybody does, eventually.*

Conversation D: Gil is talking to a co-worker about a possible project for them to do outside of working hours.

Dawood: *I've got an idea for us to make some extra money.*

Gil: *Really? What did you have in mind?*

Dawood: *You and I could _____(10) doing some drywall and framing in the evenings.*

Gil: *Work in the evenings? Hmm, I don't know about that. That's when I spend time with my family.*

Dawood: *Well, it wouldn't have to be every night. Maybe just three nights a week. I think the extra cash would be worth it. _____(11) and let me know what you think. Can you _____ (12) by Monday? If you're not interested, I will try to find another partner.*

Answers to gap fill activity

1. call up
2. call me back, get back to me
3. right away
4. pick up
5. talk over
6. come up with
7. get on with
8. to get into it
9. sooner or later
10. look into
11. think it over
12. get back to me, call me back

Make Your Own Conversations

(Assignment to hand in to the instructor)

Now you try!

For this assignment, write short conversations that use all of the 12 phrasal verbs or idioms in this unit. The topic of your conversation should be related to a workplace or to your Informational Interviews, if possible.

Write your conversations on a piece of lined paper that you can give your instructor. He or she will collect your homework, correct it for you and provide feedback.

Activity Plan 27

LESSON 2	🔊 **Making Telephone Arrangements**	
	45 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Explain that learners will hear a recording of two people discussing arrangements for an informational interview. The person calling demonstrates clarification skills and assertiveness.

- Learners will answer 15 multiple choice questions and four questions requiring usage specific content.

- Learners will compare answers or hand questions in to be marked.

- Distribute Handout 1.

- The instructor may choose to hand out the Multiple Choice questions first, allow the learners to listen once and answer questions, then hand out the short answer questions for a second listening. Alternatively, the instructor may hand out all questions at the same time, play the listening twice and allow learners to answer all questions at the same time. The instructor should also decide if the class will work collaboratively on deciding answers or if their papers will be collected for marks. (See Ways to Add Supports and Ways to Add Challenge.)

Listening Stage . . . . 25 min

- Allow learners two minutes to preview questions before starting the recording. Play the recording twice with a three-minute break between sessions to allow learners to answer the multiple choice questions and short answer questions. Play once again. Allow another two minutes for learners to revise questions. Either collect for marks or allow the class to compare answers.

Correction Stage . . . . 15 min

- Distribute Answer Key Handout 1, perhaps one per group of four. Play one more time.

Ways to Add Support

- Allow learners to read the questions and ask for clarification on the questions. Allow learners to compare answers in small groups between listenings, and play twice in the correction stage. Identify occurrences of speech acts, including pauses, intonation and choice of language.

Ways to Add Challenge

- Allow two minutes to preview questions, play once for multiple choice questions, once more for short answer questions and allow two minutes to revise answers. Learners do not collaborate. Scores should be around 13/15 and 5/7.

Advanced Preparation

- Prepare **27 Listening**

- Prepare photocopies of:
  ✓ Handout 1

- Make copies of Answer Key Handout 1, one per group of four learners.

- Make overhead of Answer Key Handout 1, if desired.

Purpose

- Practising listening skills

- Allowing opportunities for learners' questions and comments

Making Telephone Arrangements

Multiple Choice

Choose the best answer.

1. **From the tape, we can guess that the first two people we hear speaking are:**

   a) a student and a secretary
   b) a professional engineer and a doctor
   c) a secretary and a future employee of the company
   d) a student and a teacher.

2. **When the older woman wants to know why the younger woman is calling, what phrase does she use?**

   a) What are you looking for?
   b) May I ask what it's regarding?
   c) May I ask what it's in regards to?
   d) May I act in your regard then?

3. **When Jasmina says that she'd like to arrange a suitable time she means:**

   a) well-suited to her use and matching her needs
   b) appropriate for her calendar and meeting her needs
   c) a time when both she and Mr. Cahill are free to meet
   d) adapted for the occasion of

4. **When the older woman says "I'll put you through" she means:**

   a) You can go into his office if you like.
   b) I'll connect you to his email.
   c) I'll tell him that you are calling.
   d) I'll connect you to his phone.

5. **John Cahill answers the phone with the phrase: "John Cahill here." Why does Jasmina call him Mr. Cahill rather than John Cahill?**

   a) She didn't catch his first name.
   b) To show respect.
   c) She knows that he is married.
   d) He's older than her.

6. **Jasmina says "I should have explained." Another way of saying this would have been:**

   a) I needed to tell you more background.
   b) I didn't give you my full name.
   c) I needed to tell your secretary more before she connected me.
   d) I should have told you English wasn't my first language.

7. **When John Cahill says "Now, how shall we do this?" he really means:**

   a) I'm not sure what you mean by an informational interview.
   b) I'm leaving it up to you to tell me how you'd like to make these arrangements.
   c) What do you want me to do for you? Could you please explain?
   d) Now that I understand why you're calling, I feel differently about the whole thing.

8. **Jasmina says she is available any afternoon that week, and she asks "Does that work for you?"**
    What does she mean with this phrase?

    a) She is asking if Mr. Cahill is working the entire week.
    b) She wants to know more about Mr. Cahill's job.
    c) She is asking if Mr. Cahill has anyone working for him who can give extra information.
    d) She wants to know if that arrangement would suit Mr. Cahill.

9. **What does Jasmina mean when she says that it's a short turnaround time?**

    a) There is little time between getting the assignment and turning it in.
    b) She means that the informational interview won't take much of Mr. Cahill's time.
    c) She has to turn the assignment around and ask questions rather than answer them.
    d) The informational interview takes more time to arrange than to conduct.

10. **What does John Cahill mean when he says that he can "squeeze Jasmina in"?**

    a) He means that his office is very small.
    b) He means he is busy, but can find time.
    c) He is romantically interested in Jasmina.
    d) He wants to say that there isn't really enough time to meet Jasmina.

11. **What is John Cahill's email address?**

    a) johncahill@profit.net
    b) cahill@profit.net
    c) cahil@profit.net
    d) cahill@profit.ca

12. **What date and time will they meet?**

    a) Monday, October 10 at 3:30.
    b) Friday, October 10 at 3:00.
    c) Tuesday, October 10 at 3:30.
    d) Monday, October 3 at 3:30.

13. **Where will they meet?**

    a) the tape doesn't indicate where they will meet
    b) at VCC, perhaps in the cafeteria
    c) at Jasmina's office
    d) at John Cahill's office

14. **Why did Jasmina say "Did you catch that?"**

    a) Phone numbers are said quickly and it's important he has her number.
    b) She is making a joke to be friendly. Mr. Cahill doesn't think it is funny.
    c) She is nervous because she's not sure if Mr. Cahill has understood.
    d) She is nervous that Mr. Cahill might change his mind and not meet with her.

15. **What date does Jasmina probably make this call?**

    a) Oct 9 or 10
    b) Oct 7 or 8
    c) Oct 6 or 7
    d) Oct 3 or 4

Making Telephone Arrangements

Making telephone arrangements can be very difficult. You often need to be assertive and clarify and confirm details. Listen again to complete the following questions.

A.   Below is one example of Jasmina being assertive. List two more times she is assertive.

1. When the secretary says that Mr. Cahill doesn't do informational interviews, she says that Mr. Cahill is expecting her call and has already agreed to meet with her.

2. _____
    _____

3. _____
    _____

B.   Jasmina needs to confirm details that she has understood. Below is one example of this. Find two more.

1. She confirms that she has the correct spelling of Cahill.

2. _____
    _____

3. _____
    _____

C.   Give one example of what Jasmina said when she didn't understand something.

1. _____
    _____

D.   Give two examples of Mr. Cahill trying to avoid or delay dealing with this informational interview.

1. _____
    _____

2. _____
    _____

Making Telephone Arrangements

Multiple Choice

Choose the best answer.

1. **From the tape, we can guess that the first two people we hear speaking are:**

   a) a student and a secretary
   b) a professional engineer and a doctor
   c) a secretary and a future employee of the company
   d) a student and a teacher.

2. **When the older woman wants to know why the younger woman is calling, what phrase does she use?**

   a) What are you looking for?
   b) May I ask what it's regarding?
   c) May I ask what it's in regards to?
   d) May I act in your regard then?

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5. **John Cahill answers the phone with the phrase: "John Cahill here." Why does Jasmina call him Mr. Cahill rather than John Cahill?**

   a) She didn't catch his first name.
   b) To show respect.
   c) She knows that he is married.
   d) He's older than her.

6. **Jasmina says "I should have explained." Another way of saying this would have been:**

   a) I needed to tell you more background.
   b) I didn't give you my full name.
   c) I needed to tell your secretary more before she connected me.
   d) I should have told you English wasn't my first language.

7. **When John Cahill says "Now, how shall we do this?" he really means:**

   a) I'm not sure what you mean by an informational interview.
   b) I'm leaving it up to you to tell me how you'd like to make these arrangements.
   c) What do you want me to do for you? Could you please explain?
   d) Now that I understand why you're calling, I feel differently about the whole thing.

8. **Jasmina says she is available any afternoon that week, and she asks "Does that work for you?"**
    What does she mean with this phrase?

    a) She is asking if Mr. Cahill is working the entire week.
    b) She wants to know more about Mr. Cahill's job.
    c) She is asking if Mr. Cahill has anyone working for him who can give extra information.
    d) *She wants to know if that arrangement would suit Mr. Cahill.*

9. **What does Jasmina mean when she says that it's a short turnaround time?**

    a) *There is little time between getting the assignment and turning it in.*
    b) She means that the informational interview won't take much of Mr. Cahill's time.
    c) She has to turn the assignment around and ask questions rather than answer them.
    d) The informational interview takes more time to arrange than to conduct.

10. **What does John Cahill mean when he says that he can "squeeze Jasmina in"?**

    a) He means that his office is very small.
    b) *He means he is busy, but can find time.*
    c) He is romantically interested in Jasmina.
    d) He wants to say that there isn't really enough time to meet Jasmina.

11. **What is John Cahill's email address?**

    a) johncahill@profit.net
    b) *cahill@profit.net*
    c) cahil@profit.net
    d) cahill@profit.ca

12. **What date and time will they meet?**

    a) Monday, October 10 at 3:30.
    b) Friday, October 10 at 3:00.
    c) *Tuesday, October 10 at 3:30.*
    d) Monday, October 3 at 3:30.

13. **Where will they meet?**

    a) the tape doesn't indicate where they will meet
    b) at VCC, perhaps in the cafeteria
    c) at Jasmina's office
    d) *at John Cahill's office*

14. **Why did Jasmina say "Did you catch that?"**

    a) *Phone numbers are said quickly and it's important he has her number.*
    b) She is making a joke to be friendly. Mr. Cahill doesn't think it is funny.
    c) She is nervous because she's not sure if Mr. Cahill has understood.
    d) She is nervous that Mr. Cahill might change his mind and not meet with her.

15. **What date does Jasmina probably make this call?**

    a) Oct 9 or 10
    b) Oct 7 or 8
    c) Oct 6 or 7
    d) *Oct 3 or 4*

Making Telephone Arrangements

Making telephone arrangements can be very difficult. You often need to be assertive and clarify and confirm details. Listen again to complete the following questions.

A.   **Below is one example of Jasmina being assertive. List two more times she is assertive.**

1.   When the secretary says that Mr. Cahill doesn't do informational interviews, she says that Mr. Cahill is expecting her call and has already agreed to meet with her.

2.   *Mr. Cahill says that he doesn't do informational interviews and she explains that Irma Smith has been in touch with Mr. Cahill and he has agreed to the interview.*

3.   *Mr. Cahill says that it would be most convenient to meet with Jasmina the following month and she explains that she needs to have the assignment completed by the end of the following week.*

B.   **Jasmina needs to confirm details that she has understood. Below is one example of this. Find two more.**

1.   She confirms that she has the correct spelling of Cahill.

2.   *She confirms the date, time and location of the informational interview.*

3.   *She confirms that Mr. Cahill has got her cell number.*

C.   **Give one example of what Jasmina said when she didn't understand something.**

1.   *I'm sorry. I don't understand.*

D.   **Give two examples of Mr. Cahill trying to avoid or delay dealing with this informational interview.**

1.   *He says that he doesn't do informational interviews.*

2.   *He says that he is very busy and might be able to do the informational interview sometime in the following month.*

Telephone Arrangements

Jasmina El Kahari: Hello, this is Jasmina El Kahari calling, I'd like to speak to Mr. John Cahill, please.

Receptionist: Yes, may I ask what it's regarding?

Jasmina: Sorry, I don't understand.

Receptionist: Why are you calling?!

Jasmina: Oh. I'm calling to arrange a suitable time for an informational interview.

Receptionist: Oh. I'm afraid Mr. Cahill doesn't do informational interviews.

Jasmina: Oh, well, Mr. Cahill is expecting my call. Um, he's already agreed to meet with me. I just need to arrange the date and time.

Receptionist: Oh, I see. I'll put you through.

Jasmina: Thank you.

John Cahill: John Cahill here.

Jasmina: Hello Mr. Cahill, this is Jasmina El Kahari calling. I'd like to arrange a good time and date for an informational interview.

John: Um, I'm sorry there must be some mistake, I don't do informational interviews.

Jasmina: Oh, I should've explained. I'm a student at VCC. I believe that Irma Smith has been in touch with you. Ah, she told me that you'd be expecting my call.

John: Oh, yes, of course, I'm sorry. What did you say your name was?

Jasmina: Jasmina El Kahari.

John: Jasmina …, right. Now, how should we do this?

Jasmina: Well, I'm available any afternoon this week after 3 o'clock. Does that work for you?

John: This week? I don't think so. Actually, I'm really busy right now. Maybe sometime early next month?

Jasmina: Oh, next month, oh, well, I'm supposed to have completed this assignment by the end of next week. I'm sorry it's such a short turnaround time, but I can assure you that it'll only take thirty minutes of your time.

John: Hmmm, by the end of next week, eh? Well, I guess I could squeeze you in Friday or Monday.

Jasmina: Could I come at 3:30 on Monday?

John: Okay, I'll write that in. Could you spell your name please?

Jasmina: Sure. It's Jasmina: J-a-s-m-i-n-a, El Kahari: E-l- capital K-a-h-a-r-i.

John: Ah, Jasmina, I've just realized that Monday's not going to work. How about Tuesday?

Jasmina: Okay, Tuesday's fine.

John: Okay, great. I'll see you then.

Jasmina: Alright, well, just before you go, can I send you an email with the questions I'm going to ask?

John: Okay.

Jasmina: I'll need your email address.

John: Alright, sure. It's Cahill at profit dot net.

Jasmina: That's Cahill at profit dot net. Thanks. There are two l's in Cahill right?

John: Yes, it's C-a-h-i- double l.

Jasmina: Great, well, thank you. I'll send those questions tomorrow, and just to confirm, I'll see you at 3:30 on Tuesday October 10th at your office.

John: Right.

Jasmina: Right. And if anything changes, you can give me a call on my cell at 887-6162. Did you catch that?

John: Yah, 887-6162, thanks Jasmina. I look forward to meeting you.

Jasmina: Thank you. I look forward to meeting you, too. Until next Tuesday.

John: Right, bye.

Jasmina: Good-bye.

Activity Plan 28

LESSON 2	**Role Play Telephone Arrangements**
	25 MINUTES · HANDOUT(S): 1

Set-up Stage . . . . 10 min

- Distribute Handout 1, and explain the context of the telephone call.
- Model the script for each of the roles with one of the stronger learners in the class.
- Learners should pay particular attention to intonation and stress, and not just read the script.

Production Stage . . . . 15 min

- Learners practise dialogue with chairs facing away from each other.
- Monitor and give feedback.
- If there is time, drill some of the script with the whole class to emphasize the importance of stressed word, weak forms and rapid speech.

**NOTE: Include area codes for 10 digit dialing. Indicate stress patterns on the script or have learners do the same, if this is a weak area.

Ways to Add Support

- Allow learners 3-4 minutes to read the script first and then mentally or orally practise before hearing the modeling. Possibly record the conversation for learners to review later. Drill the script for an extra five minutes. Weaker learners should be assigned additional practice for homework.

Ways to Add Challenge

- Model the dialogue, or allow very strong speakers to model, stopping them where pausing, intonation, stress, speed, volume or intention is incorrect. Place chairs so that learners cannot see each other, or practise in a lab. Allow learners to practise in groups of fours, alternating pairs with group listeners providing feedback.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
- Make copies of Answer Key Handout , one per group of four learners.
- Make overhead of handout, if desired.

Purpose

- Practising clarifying intonation and stress
- Practising being assertive
- Practising typical telephone arrangement language
- Practising providing feedback to each other

Role Play: Telephone Arrangements

Jasmina: Hello, this is Jasmina El Kahari calling. I'd like to speak to Mr. John Cahill please.

Secretary: Yes, may I ask what it's regarding.

Jasmina: I'm sorry I don't understand.

Secretary: Why, why are you calling?

Jasmina: Oh, I am calling to arrange a suitable time for an informational interview.

Secretary: Oh, I'm afraid Mr. Cahill doesn't do informational interviews.

Jasmina: Oh well, Mr. Cahill is expecting my call. Umm, he's already agreed to meet with me. I just need to arrange the date and time.

Secretary: Oh, I see. I'll put you through.

Jasmina: Thank you.

John Cahill: John Cahill here.

Jasmina: Hello Mr. Cahill. This is Jasmina El Kahari calling. I'd like to arrange a good time and date for an informational interview.

John Cahill: Umm, I'm sorry. There must be some mistake. I don't do informational interviews.

Jasmina: Oh, I should have explained. I'm a student at VCC. I believe that Irma Smith has been in touch with you. Ah, she…she told me that you'd be expecting my call.

John Cahill: Oh yes, of course. I'm sorry. What did you say your name was?

Jasmina: Jasmina El Kahari.

John Cahill: Jasmina? Right. Now how shall we do this?

Jasmina: Well I'm available any afternoon this week, after 3 o'clock. Does that work for you?

John Cahill: This week? I don't think so. Actually, I'm really busy right now. Maybe some time early next month?

Jasmina: Oh, next month. Oh, well I'm supposed to have completed this assignment by the end of next week. I'm sorry it's such a short turnaround time, but I can assure you that it'll only take 30 minutes of your time.

Jasmina: Could I come at 3:30 on Monday?

John Cahill: Okay. I'll write that in. Could you spell your name please?

Jasmina: Sure, it's Jasmina J-a-s-m-i-n-a El Kahari E-l K-a-h-a-r-i

John Cahill: Ah, Jasmina I've just realized that Monday's not going to work. How about Tuesday?

Jasmina: Okay. Tuesday's fine.

John Cahill: Okay. Great. I'll see you then.

Jasmina: All right. Well, just before you go, can I send you an email with the questions I'm going to ask?

John Cahill: Okay.

Jasmina: I'll need your email address.

John Cahill: All right. Sure. Its cahill@profit.net

Jasmina: That's cahill@profit.net Thanks. There are two "l"s in cahill right?

John Cahill: Yes, it's c-a-h-i-l-l.

Jasmina: Great, well, thank you. I'll send those questions tomorrow and just to confirm I'll see you at 3:30 on Tuesday, October 10 at your office.

John Cahill: Right.

Jasmina: Right. And if anything changes you can give me a call on my cell at 887-6162. Did you catch that?

John Cahill: Yeah. 887-6162. Thanks, Jasmina. I look forward to meeting you.

Jasmina: Thank YOU. I look forward to meeting you, too. Until next Tuesday.

John Cahill: Right. Bye.

Jasmina: Good-bye.

Activity Plan 29

LESSON 2	🖉 **Explain and Develop Script for Telephone Arrangements**
	45 MINUTES HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Distribute Handout 1 and explain that the Checklist is for them to use as a guide when building and practising their telephone script. The Checklist indicates elements that they need to include and will be assessed on. Go over questions and clarify terminology.

- Distribute the name, company name and contact information for the informational interview to each learner. They will use this information in building their script.

Production Stage . . . . 40 min

- In pairs, tell learners that they will each write a script for making an appointment for an informational interview.

    The script must include both sides of the conversation and must include:

    – greeting and self introduction
    – explaining and requesting
    – demonstrating confidence, assertiveness, politeness
    – negotiating of time
    – verifying location
    – clarifying and asking for repetition
    – asking how to spell something
    – summarizing
    – thanking and closing

- The instructor can circulate correcting or adding to scripts. Once the instructor has checked the scripts, participants practise if time allows.

- Learners may need to complete this for homework if they have not finished it in class time. Instructors collect the scripts and mark them according to the Telephone Arrangement (Script) Rubric. Learners will use their scripts again in Activity 35.

  **NOTE: Scripts and completed Handout 1 need to be handed in by the end of class or beginning of the following class in order to be marked.

📎 Instructor Alert!

By this point in the course, the employment coach or other support person will need to have found appropriate people to be interviewed by each learner.

Advanced Preparation

- Obtain names and contact details of individuals to be interviewed by learners. See note opposite.

- Prepare photocopies of:
    ✓ Handout 1

Purpose

- Personalizing the telephone arrangement language they have been learning

- Preparing scripts for later activities

Telephone Arrangements Script Checklist	Check (√) Notes
Opening • **greeting** (other person) • **introducing** (yourself)	
Explaining • **the purpose of the call** • **making a request**	
Conveying • **confidence** • **assertiveness** • **politeness**	
Negotiating the time (for the appointment)	
Verifying location (echoing, confirming, clarifying)	
Indicating non-comprehension (i.e., that you don't understand)	
Asking for: • **clarification** • **repetition**	
Asking: • **how to spell or write something, or for landmarks**	
Clarifying or providing more information when listener has not understood you	
Summarizing key details	
Close in two or three steps, including thanking	

NAME: _____ CLASS: _____

Telephone Arrangement (Script) Rubric

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessment Task — Telephone Arrangement (Script)	**The speaker can:** Communicate **with some confidence** in making a request and arranging informational interviews. **Present concrete information in some detail.**	**The speaker can:** Communicate **comfortably** in making a request and arranging informational interviews. Present concrete and some abstract information.	**The speaker can:** Communicate **with confidence** in making a request and arranging informational interviews. Present concrete and some abstract information.	**The speaker can:** Communicate with some confidence in demanding or challenging non–routine work situations and present information about complex, abstract, general topics.	CLB = (holistic criteria)
Analytic Criteria	Performance Indicators (3) — Speaking (I) Interacting w/ Others	**Participate in basic social conversations** (with limited support). **(1) closes** conversation in three steps (pre-closing, closing, leave-taking) **(2) encourages** conversations by adding supportive comment **(3) indicates partial comprehension** by asking clarifying questions	**Participates in less routine conversations** (with limited support). (1) closes conversation in three steps (pre-closing, closing, leave-taking) (2) asks follow-up questions **(3) confirms comprehension** by repeating, paraphrasing	**Participates in less routine conversations** (with limited support and professional tone). **(1) manages conversation** skillfully **(2) asks follow-up** questions **(3) encourages others** to participate with varying levels of formality	**(1) Considers boundaries** and degrees of distance to interact appropriately. **(2) Uses appropriate assertive communication** strategies to deal with distance and indifference. **(3) Uses expressions and register** appropriate for the level of formality.	
	Functional Competence*	**Developing ability to:** manage conversations **Developing understanding:** (1) to arrange appointments on phone (2) oral aspects of informational interview	**Adequate ability to:** manage conversations **Adequate understanding:** (1) to arrange appointment on phone (2) oral aspects of informational interview	**Fluent ability to:** manage conversations **Advanced understanding:** (1) to arrange appointment on phone (2) oral aspects of informational interview	**Ability to use** situational scripts and corresponding oral discourse formats for professional/ occupational events.	
	Socio-Cultural	**Developing**: Greets, opens and closes the conversation **appropriately**.	Adequately greets, opens **and** closes the conversation **appropriately**.	**Fluently** greets, opens and closes the conversation in **a professional manner.**	Uses appropriate discourse formats, styles and processes for enquiry phone calls.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language**. (1) Mostly natural, appropriate, accurate.	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Fluency in using a full range of vocabulary occurring in specific topic areas in professional disciplines.	
	Grammar (III) Getting Things Done	Uses **a few modals** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Uses **modals well** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Uses **modals fluently** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Fluency in using a full range of grammar.	

COMMENTS:

Activity Plan 30

LESSON 2	**Introducing an Assessment Rubric**	
	15 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 15 min

- Distribute Handout 1 and review what a rubric is with learners.

- Look at the title of the rubric and have learners identify which features of their speech are being assessed* on this scale.

- Go over terminology, key differences between levels, marking system and other learner-generated questions.

Optional Activity

- Provide examples of others learners' performances to acquaint them with both the rubric and expected performance.

Ways to Add Support

- Provide *Can Do Statements* (see www.language.ca), if not done in earlier lessons. Explain how a rubric or scale works. Ask learners if they have seen other examples (e.g., in elementary education feedback from children's teachers or in on-line ESL sites, such as IELTS prep sites).

- Demonstrate how you might mark and make notes on the rubric, and if there is time, have learners try to do a self-assessment together with a partner, reading out loud and discussing the points.

Ways to Add Challenge

- Compare this rubric to other more generic rubrics in writing and speaking from CLB or ELSA documents. Ask learners to identify what elements of their performance will be assessed based on the categories here.

Note: This rubric is for the SCRIPT for the telephone arrangement, which is writing in preparation for a speaking task. The RECORDING rubric is different as it involves the actual recorded speaking task."

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
- Make overhead of handout or open on computer, if desired.

Purpose

- Beginning to demonstrate personal responsibility for planning for learning, and overcoming weaknesses
- Clarifying and elaborating on aspects of assessment
- Practising self-assessment

NAME: _____ CLASS: _____

Telephone Arrangement (Script) Rubric

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessment Task — Telephone Arrangement (Script)	**The speaker can:** Communicate **with some confidence** in making a request and arranging informational interviews. **Present concrete information in some detail.**	**The speaker can:** Communicate **comfortably** in making a request and arranging informational interviews. Present concrete and some abstract information.	**The speaker can:** Communicate **with confidence** in making a request and arranging informational interviews. Present concrete and some abstract information.	**The speaker can:** Communicate with some confidence in demanding or challenging non–routine work situations and present information about complex, abstract, general topics.	**CLB** = (holistic criteria)
Analytic Criteria	Performance Indicators (3) — Speaking (I) Interacting w/ Others	**Participate in basic social conversations** (with limited support). **(1) closes** conversation in three steps (pre-closing, closing, leave-taking) **(2) encourages** conversations by adding supportive comment **(3) indicates partial comprehension** by asking clarifying questions	**Participates in less routine conversations** (with limited support). (1) closes conversation in three steps (pre-closing, closing, leave-taking) (2) asks follow-up questions **(3) confirms comprehension** by repeating, paraphrasing	**Participates in less routine conversations** (with limited support and professional tone). **(1) manages conversation** skillfully **(2) asks follow-up** questions **(3) encourages others** to participate with varying levels of formality	**(1) Considers boundaries** and degrees of distance to interact appropriately. **(2) Uses appropriate assertive communication** strategies to deal with distance and indifference. **(3) Uses expressions and register** appropriate for the level of formality.	
	Functional Competence*	**Developing ability to:** manage conversations **Developing understanding:** (1) to arrange appointments on phone (2) oral aspects of informational interview	**Adequate ability to:** manage conversations **Adequate understanding:** (1) to arrange appointment on phone (2) oral aspects of informational interview	**Fluent ability to:** manage conversations **Advanced understanding:** (1) to arrange appointment on phone (2) oral aspects of informational interview	**Ability to use** situational scripts and corresponding oral discourse formats for professional/ occupational events.	
	Socio-Cultural	**Developing**: Greets, opens and closes the conversation **appropriately**.	Adequately greets, opens **and** closes the conversation **appropriately**.	**Fluently** greets, opens and closes the conversation in **a professional manner.**	Uses appropriate discourse formats, styles and processes for enquiry phone calls.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language**. (1) Mostly natural, appropriate, accurate.	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Fluency in using a full range of vocabulary occurring in specific topic areas in professional disciplines.	
	Grammar (III) Getting Things Done	Uses **a few modals** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Uses **modals well** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Uses **modals fluently** (will, can, would, could, should, may, might, must) with appropriate level of politeness.	Fluency in using a full range of grammar.	

COMMENTS:

Activity Plan 31

LESSON 2	**Vocabulary: Review and Practise Phrasal Verbs**	
	45 MINUTES	HANDOUT(S): 2

Preparation Stage . . . . 10 min

- Review the phrasal verbs and idioms that were introduced in **Activity 26-EXT**.
- Introduce the idea of separable and non-separable phrasal verbs.

Exercise Stage . . . . 20 min

- Learners spend time reviewing and doing exercises from handouts. Encourage them to ask questions, where necessary. Supply Handout 1 Separable and Inseparable Phrasal Verbs and practise. Review as a class.

Speaking Stage . . . . 15 min

- Using Handout 2, learners interview classmates and summarize their answers using the vocabulary from this module. If time allows, do a check-in with the whole class.

Advanced Preparation

- Prepare a review activity of vocabulary from **Activity 26-EXT**.

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Reviewing and practising vocabulary from **Activity 26-EXT**

- Introducing separable and non-separable phrasal verbs

- Encouraging learners to use vocabulary learned from the lesson by speaking with each other

Separable and Inseparable Phrasal Verbs

A phrasal verb usually is made of a verb and a preposition together. Sometimes you can put the object of such verbs between the verb and the preposition. These phrasal verbs are called **separable**. It means that you can separate them, or break them apart. In the list of phrasal verbs, there is an asterisk (*) next to these kinds of verbs. Some phrasal verbs are inseparable, which means that they cannot be separated. Sometimes a phrasal verb has several different meanings and only some of the meanings are separable.

Confused? Let's look at this list of phrasal verbs and idioms for this module:

1. *to call up**	7. *to come up with*
2. *to call back**	8. *right away*
3. *to get back to*	9. *to get into*
4. *to think over**	10. *to get on with*
5. *to look into*	11. *to pick up**
6. *to talk over**	12. *sooner or later*

A. Fill in the boxes below with the words from the list above:

Separable phrasal verbs	Inseparable phrasal verbs	Idioms

Let's look at some example sentences:	**IMPORTANT NOTE**
***to call back* (SEPARABLE)**	If you use a pronoun (it, him, her, them, etc.) as an object with a <u>separable</u> phrasal verb, the pronoun **MUST** go between the verb and the preposition.
• She was waiting for the supplier to call her back.	
• She was waiting for them to call her back.	For example:
• Did you call them back?	• She put it on.
• Has anyone called me back yet?	• ~~She put on it.~~
***to look into* (INSEPARABLE)**	
• Look into the cost, please.	
• BUT we cannot say: ~~Look the cost into. Or, look it into.~~	
• She is looking into expanding.	
• ~~She is looking expanding into.~~	

B. Fill in the blanks in the following sentences using the object provided. Put the object between the two parts of the verb, if possible.

1. *Can we get together and _____?*
    Verb: *talk over*
    Object: *our options*

2. *You need to _____.*
    Verb: *call up*
    Object: *the distributor*

3. *Did you remember to _____?*
    Verb: *get back to*
    Object: *the customer with a quote*

4. *Please _____ after 4 p.m.*
    Verb: *to call back*
    Object: *me*

5. *I asked my co-worker _____ early so we won't be late for the meeting.*
    Verb: *to pick up*
    Object: *the documents*

6. *Janice thinks that we need _____ so that we can all finish up and go home.*
    Verb: *to get on with*
    Object: *the task at hand*

Answers: Separable and inseparable phrasal verbs

- Numbers 1, 2, 4, 6 and 11 have an asterisk (*) next to them. These phrasal verbs are separable.

- Numbers 3, 5, 7, 9 and 10 are inseparable and do NOT have an asterisk (*).

- Numbers 8 and 12 are idioms about time. They are NOT phrasal verbs.

Vocabulary Module 1: Speaking Practice

- Read each question. Ask your instructor if you don't understand any of them.
- Use the seven questions to talk to seven different people.
- Summarize their answers.

Question	Name of the person you asked	Summary of answer
1. Do you get a lot of phone messages? How long does it take to **call people back**?		
2. What is a job or an area of work that you would like to **get into**?		
3. Sometimes the best ideas are small and sometimes they are large. Have you ever **come up with** a great idea at work? In your personal life?		
4. Do you work with someone who you don't **get on with**? Who is it? Talk about it.		
5. Do you ever **pick up** take-away food and bring it home for dinner? What do you get?		
1. What would you do if you had a problem at work or at home? Would you **talk it over** with anyone? Who?		
7. **Think over** your language learning style. Can you give me some suggestions for improving my English quickly?		

Useful Language for Speaking Activities:

- *Would you mind if I asked you a question?*
- *May I ask you a question?*
- *By the way, can you tell me your name again? And how do you spell that?*
- *I'm sorry, would you mind repeating that?*
- *Sorry? Could you say that again please?*

Activity Plan 32-EXT

LESSON 2	**Work Log and Making Telephone Arrangements Script**
	75 MINUTES HANDOUT(S): 0

Homework

- **Complete**:
  - ✓ **Activity 25 Handout 1**, *Work Log Time Sheet*
  - ✓ **Activity 29**, Complete or revise *Script for Telephone Arrangements*
  - ✓ **Activity 31 Handout 1**, Vocabulary

Additional extension possibilities

- Review Google Search Strategies.
- Web search to identify employers to approach for interviews.
- Oral exercises using modals as they will be useful for this module.

Activity Plan 33

LESSON 3	**Socio-cultural Warmer:** **Interrupting Someone and Clarifying Messages** ◆	
	30 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Briefly discuss situations in which you may need to interrupt someone and clarify a message.
- Elicit language used to interrupt and used to clarify.
- Divide class into two roles and distribute Handout 1.
- Model the task with a learner.
- Emphasize tone.

Communication Stage . . . . 20 min

- Participants circulate to perform the task.
- If time allows, switch roles.

Debriefing Stage . . . . 5 min

Ask:

- What did you learn from doing this activity?
- Why is it important to memorize the exact phrases used in these socio-cultural warmers? (Answer: Because they are formulaic and using them correctly will greatly decrease the burden on the listener.)

Ways to Add Support

- Discuss whether interrupting is okay in their culture. Indicate that it is not always rude in Canadian culture because the listener is responsible for making sure he/she accurately received the message.
- Model the task with another native speaker if one is available. Alternately, model with many learners so that they have a chance to practise with you.
- Make a recording of the dialogue to serve as a model for learners.

Ways to Add Challenge

- Suggest that learners try the dialogue a second time without the script.
- Ask learners to model with partner in front of whole class. Offer input.
- Ask learners to write their own script for this situation. Give input about normal usage.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
- Make overhead of handout, if desired.

Purpose

- Modeling common language used for interrupting and clarifying
- Developing confidence in acting with assertiveness

Culture Map – Socio-cultural Warmer:
Interrupting Someone and Clarifying Messages

A. (Approaching)

Employee A: Your colleague is talking quickly and you missed part of what he or she said. It's best to wait for a pause at the end of a thought group or wait until the speaker looks at you before interrupting. It's alright to show some confusion with your facial expression.

Employee B: You are busy shuffling papers at your desk and talking to your co-worker at the same time. When you are interrupted, stop what you're doing and look at your co-worker.

B. (Bridging)

> *Employee A:* to catch his or her attention, you can say
>
> *"SOrry (Name), …" OR "SOrry to interRUPT(Name), BUT … "*
>
> Adding the person's name is optional, but it can seem as more forceful or assertive. This may be necessary if you really need to get the person's attention. For example, he or she may be looking down or away from you and is not picking up on your facial cues.

C. (Communicating Message)

> *Employee A:*
>
> *"I DIDn't quite CATCH … "*
> *"I just MISSED … what you SAID about PRINTing?"*
>
> *Employee B:*
>
> *"OH, WELL … there's some GLITCH with the PRINT CUE and our PRINTer's off LINE but you can PRINT to the ONE down in reCEPtion."*
>
> *Employee A:*
>
> *"Ok I HAVen't DONE that before. HOW d' you DO that eXActly?"*
>
> *Employee B:*
>
> *"There's an Email from MAry with the Address for that PRINter. You'll NEED to ADD it to your maCHINE."*
>
> *Employee A:*
>
> *"Okay. I'll CHECK the Email and SEE if I can FIgure it OUT mySELF. If I RUN into PROBlems could you GIVE me a HAND?"*

D. (Developing Closure)

> *Employee B:*
>
> *"SURE. Just GIVE me a CALL and I'll WALK you THROUGH it."*
>
> *Employee A:*
>
> *"GREAT. THANKS."*

Activity Plan 34

LESSON 3	**ES Giving and Receiving Feedback**
	30 MINUTES HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Check leaners' understanding of the following two concepts: criticism and feedback. Ask them to discuss the meaning of these two concepts in pairs.
- Elicit situations in which feedback occurs.

Presentation Stage . . . . 20 min

- Distribute Handout 1 *Feelings about Feedback: Comfort Level Scale*. State the goals of this activity: 1) gauge level of comfort giving and receiving feedback and 2) increase ability to tell people and to listen and respond to difficult information.
- Review Handout 2 – *Guidelines for Giving Feedback*. Expand language by eliciting alternate ways of expressing the same idea.

Wrap-up . . . . 5 min

- Ask learners about their comfort level in giving and receiving feedback. Let learners know that they will have an opportunity to practise this skill the following week.

Ways to Add Support

- Check that learners understand all vocabulary.
- Discuss times they've personally found it challenging to give feedback.
- Discuss the importance of being able to give feedback to co-workers.

Ways to Add Challenge

- Practise the correct stress and intonation at the sentence level.
- Ask learners to share with each other – some occasions when they have needed to give feedback but didn't know how.
- Ask learners to share with whole class, their experiences giving feedback in Canada.

**Note: Make sure learners hold on to these worksheets and bring them again to class to use in Activity 55.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Increasing learners' ability to listen and respond to difficult information
- Increasing learners' ability to tell people difficult things
- Increasing learners' comfort in giving and receiving feedback

Reference

Adapted from *Conflict Resolution for ESL Learners -Two Workshops*, Susan Morris and Robin Russell. (No additional materials available.) Faculty members at Kwantlen University College, Richmond BC, TESL Canada Conference in Winnipeg, Manitoba. October 21, 2006.

Feelings about Feedback: Comfort Level Scale

Giving Feedback

1. Do you feel comfortable giving feedback to somebody? Please put an "x" somewhere on the line.

    0———1———2———3———4———5———6———7———8———9———10

    Not   Somewhat   Very
    Comfortable   Comfortable   Comfortable

2. Do you know how to give feedback? Please put an "x" somewhere on the line.

    0———1———2———3———4———5———6———7———8———9———10

    No   Some   Highly
    Skills   Skills   Skilled

Receiving Feedback

1. Do you feel comfortable when someone gives you feedback? Please put an "x" somewhere on the line.

    0———1———2———3———4———5———6———7———8———9———10

    Not   Somewhat   Very
    Comfortable   Comfortable   Comfortable

2. Do you know what to say when someone gives you feedback? Please put an "x" somewhere on the line.

    0———1———2———3———4———5———6———7———8———9———10

    No, I don't   I sometimes   Yes, I do
    know what   know what   know what
    to say   to say   to say

Guidelines for Giving Feedback

- Do it soon (don't wait too long)
- Do it privately
- Think about what you want to say beforehand

1) Ask to speak to the person and/or to give feedback.

   "Do you have a few minutes? I'd like to talk to you about _____."

2) Start with something positive.

   "I really like the way _____."

3) Focus on the behaviour(s); be specific and descriptive. Try not to use words like 'always' or 'never'.

   "What didn't work for me was _____."

4) Say what the impact is on you. Use "I" statements. Avoid blaming, accusing or attacking the person.

   "I felt _____."

5) Listen closely to the person's response.

6) Be prepared to offer a suggestion or say what you would like to be different.

   "How about if _____?"

7) Thank the person for listening to your concern.

   "Thank you for listening to me and talking with me about this. It's been on my mind."

Activity Plan 35

LESSON 3	**Peer Feedback on Telephone Arrangements Role Play**	
	30 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Learners should take out scripts they have prepared in **Activity 29**.

- Put learners in groups of three. They will work in these groups in **Activity 37**.

- Explain to them that, as a future activity, they will need to record the telephone call and it will be assessed according to the rubric (Handout 1).

- Distribute Handout 1 and explain the meaning of any criteria that are unclear for learners.

Practice Stage . . . . 25 min

Explain how this rubric and criteria relate to learners' speaking fluency, including pronunciation, whereas the previous rubric related to their script, that is, with more focus on the content, vocabulary, grammar, etc.

- Learners practise the script with the help of one of their group members. The other partner listens and then gives feedback using skills developed in **Activity 34**.

- You may need to give help and feedback to learners on the wording of their scripts. They should be as natural as possible.

- The group members rotate roles so each one has a chance to be the caller, the business person being called and the listener giving feedback.

- They can practise scoring each other using Handout 1 (**Activity 37**) if you feel this is useful and appropriate. Learners may not have realistic ideas of their own or others' abilities. This activity may be a "wake-up call" to some learners that their pronunciation is not up to a professional minimum. Realizing this may be an emotional process similar to grieving (denial, anger, bargaining, letting go (depression), and acceptance).

Ways to Add Support

- Have a model conversation and use it to practise the activity in front of the class, so expectations are clear.

- Model giving feedback.

Ways to Add Challenge

- Ask learners to prepare and then read their script with a partner; for the whole class. (This will probably extend the time beyond the 30 minutes allocated.)

- Give feedback to learners as they are practising. Make feedback constructive but honest, indicating areas for extra pronunciation work.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
- Make overhead of handout, if desired

Purpose

- Practising giving and receiving feedback

- Practising making telephone arrangements

- Receiving feedback on speaking

- Providing an early opportunity for recognizing one's own performance and for personal goal setting

NAME: _____ CLASS: _____

Telephone Arrangement (Recording) Rubric

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessment Task** Telephone Arrangement (Recording)	**The speaker can:** Communicate with some confidence and reasonable fluency (slow pace with few hesitations).	**The speaker can:** Communicate comfortably with reasonable fluency (slow to normal pace with few hesitations.)	**The speaker can:** Communicate with confidence and fluency (often normal pace).	**The speaker can:** Communicate with some confidence in demanding non-routine work situations and present information about complex, abstract, general topics.	CLB = (holistic criteria)
Analytic Criteria	**Performance Indicators (3)** Speaking –(I) Interacting w/ Others – Phone Calls	**Participates in short phone calls.** (1) Talking with strangers on the phone may be challenging. (2) Provides information or leaves a message with three to five details. (3) Clarifies and confirms information.	**Participates in routine phone calls.** (1) Clarifying unknown information may cause problems. (2) Provides information or leaves accurate messages in some detail. (3) Clarifies and confirms information.	**Participates in brief professional phone calls.** (1) Provides information in a professional manner. (2) Uses appropriate levels of formality with increased ability. (3) Clarifies and confirms information.	**Communicates in high–stakes context.** (1) Uses a range of polite expressions to show or respond to respect and friendliness. (2) Uses expressions, appropriate registers (3) Uses appropriate non-verbals.	(1) = (2) = (3) =
	Socio-Cultural	**Developing**. Greets, opens and closes the conversation **appropriately**.	**Adequately** greets, opens and closes the conversation **appropriately**.	**Fluently** greets, opens and closes the conversation in **a professional manner**.	Uses appropriate discourse formats, styles and processes for enquiry phone calls.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language.** (1) Mostly natural, appropriate, accurate.	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Fluency in using a full range of vocabulary occurring in specific topic areas in professional disciplines.	
	Pronunciation (Stressing)	… Difficulties may sometimes impede communication. (1) Some stressing.	… Difficulties rarely impede communication. (1) Some stressed and weak forms used.	… Difficulties don't impede communication. (1) Weak forms and stressed words used.	Intelligible pronunciation	
	Pronunciation (Voice)	(1) Slow pace with few hesitations. (2) Voice volume may be inadequate. (3) Voice may be reserved or unfriendly.	(1) Slow to normal pace with few hesitations. (2) Voice volume is adequate. (3) Voice is friendly.	1) Normal pace with no hesitations. (2) Voice volume is adequate. (3) Voice is friendly and professional.	Communicatively effective pronunciation	

COMMENTS:

Activity Plan 36

LESSON 3	**Telephone Etiquette** ◆	
	30 MINUTES	OVERHEAD: 1

Set-up Stage .... 5 min

• Briefly review the homework from **Activity 26-EXT Handout 1**.

Presentation Stage .... 10 min

Do some drilling with some of the suggested phrases from the handout to encourage authentic speech. Some suggestions are:

• Hum the phrase first without showing the words or phrase.

• Have the learners repeat after you.

• Focus on the musicality of the phrase (stress and intonation). Where are the tones higher or lower in pitch? When does the rhythm change? When are the tones held longer or shorter? Have the learners follow the contour of the musical phrase with an arm as they say they phrase.

• Have them clap on the stressed tones (notice that these are sustained longer and said at a higher pitch).

• Then, say the actual phrase. Learners can follow the musical contour of the phrase with an arm or clap on the stressed words/syllables.

• Be aware that when the learners see the words, they will revert to less authentic patterns. Be sure to encourage linking.

• Back chaining or beginning at the end of a word, phrase or sentence is a useful technique.

  For example:

  1. **WEEK**end

  2. on_the_**WEEK**end

  3. DO_on_the_**WEEK**end

  4. going_to_DO on_the_**WEEK**end

  5. WHAt_are_you_ going_to_DO on_the_**WEEK**end?

Practice Stage .... 15 min

Present the learners with some telephone call scenarios (Overhead 1).

For example:

1. You call to talk to the manager of Patterson Works, John Greystone. The secretary answers. Mr. Greystone is not available. It's important that you talk to him today. Leave a suitable message.

2. Call the office again. This time you reach Mr. Greystone who is very busy, but agrees to meet with you. Set up the time and end the call appropriately.

• Have the learners sit back to back and take turns being on each end of the phone.

Advanced Preparation

• Remind learners to bring **Activity 26-EXT Handout 1**. Have some extra copies on hand.

• Make overhead of:

  ✓ Overhead 1

Purpose

• Providing tips on proper telephone tips

• Allowing time to role play calls and get feedback from instructor

Encourage learners to:

✓ Be aware of an enthusiastic tone (smile before speaking).

✓ Use polite phrases.

✓ Include the Culture Map components: ABCD-Attending, Bridging, Communicating, Developing closure.

✓ Use active listening.

✓ Ask for repetition or clarification when necessary.

✓ Confirm important details before ending the call.

• Walk around the room and give feedback. Focus on stress and intonation. Encourage learners to use the arm motion to follow the musical contours of troublesome phrases.

Ways to Add Support

• Allow learners more time to chorus as a group.

• Give enthusiastic feedback.

Ways to Add Challenge

• Use clapping to set rhythm patterns and increase speed to native-speaker like delivery.

• Have learners model sentences and provide feedback. Rather than being enthusiastic, set very high standards and encourage learners to focus on their accuracy and fluency at the same time.

Sit back to back and take turns being on each end of the phone. Role play the following scenarios:

1. You call to talk to the manager of Patterson Works, John Greystone. The secretary answers. Mr. Greystone is not available. It's important that you talk to him today. Leave a suitable message.

2. Call the office again. This time you reach Mr. Greystone who is very busy, but agrees to meet with you. Set up the time and end the call appropriately.

Activity Plan 37

LESSON 3	✏️ **Record Telephone Arrangements**
	55 MINUTES HANDOUT(S): 1

Preparation Stage . . . . 15 min
- Explain to learners that they will need to work with a partner to record the script they prepared for setting up their informational interview in **Activity 29**. Each learner will record their own script related to their personal informational interview arrangements.
- Remind learners that the goal of this activity is to help them practise pronunciation, intonation and pacing in their speaking skills.
- Remind learners that their speaking will sound more natural the less they read from their script. Encourage strong learners to turn their script over and try recording their interview without reading.
- Distribute Handout 1 and go over the marking rubric so learners are clear about what they need to focus on in this recording.
- Remind learners that their call will need to include all of the elements listed on the Required Elements Checklist in **Activity 29** as well as the Scoring Rubric in Handout 1 here which is the same as the rubric in **Activity 35** Handout 1.

Recording Stage . . . . 40 min
- Learners spend no more than 20 minutes to record each telephone conversation.
- Learners should not accept the first version they record, but listen carefully to it, note mistakes and work to make the best recording possible in the time available.
- Learners hand in their recordings to the instructor.
- The instructor listens to each recording and marks the learner's performance by filling in the speaking rubric in Handout 1 for each learner.

**Note: Most learners will not be successful on the first attempt.

**Note: Learners will need their completed marking criteria rubrics by the next day, so they can review the instructor's feedback before doing their telephone arrangement for the informational interview.

Ways to Add Support
- Allow learners to rely on their scripts while recording.

Ways to Add Challenge
- Require learners to turn their scripts over while recording. Allow learners to refer to their script only for remembering the ordering of the script elements.
- Allow learners to practise with a script, turning it over or using index cards to note details. For the marked recording, have them record with you or another instructor/support staff who changes the details of the location, time and date. This will provide a level of unpredictability in moderately demanding contexts (CLB 8), and a situation with higher stakes. For a CLB 9, the respondent (instructor or other) could provide some resistance, lack of cooperation, misunderstandings or a regional or other accent to reflect real-world circumstances.

Advanced Preparation
- Book language lab or digital players. Learners will need to work in pairs in order to record both sides of a conversation.
- Prepare photocopies of:
  - ✓ Handout 1

Purpose
- Developing critical awareness of listening and speaking performance
- Considering the criteria by which a task is assessed

NAME: _____ CLASS: _____

Telephone Arrangement (Recording) Rubric

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessment Task** Telephone Arrangement (Recording)	**The speaker can:** Communicate with some confidence and reasonable fluency (slow pace with few hesitations).	**The speaker can:** Communicate comfortably with reasonable fluency (slow to normal pace with few hesitations.)	**The speaker can:** Communicate with confidence and fluency (often normal pace).	**The speaker can:** Communicate with some confidence in demanding non-routine work situations and present information about complex, abstract, general topics.	**CLB** = (holistic criteria)
Analytic Criteria	**Performance Indicators (3)** Speaking –(I) Interacting w/ Others – Phone Calls	**Participates in short phone calls.** (1) Talking with strangers on the phone may be challenging. (2) Provides information or leaves a message with three to five details. (3) Clarifies and confirms information.	**Participates in routine phone calls.** (1) Clarifying unknown information may cause problems. (2) Provides information or leaves accurate messages in some detail. (3) Clarifies and confirms information.	**Participates in brief professional phone calls.** (1) Provides information in a professional manner. (2) Uses appropriate levels of formality with increased ability. (3) Clarifies and confirms information.	**Communicates in high–stakes context.** (1) Uses a range of polite expressions to show or respond to respect and friendliness. (2) Uses expressions, appropriate registers (3) Uses appropriate non-verbals.	**(1)** = **(2)** = **(3)** =
	Socio-Cultural	**Developing**. Greets, opens and closes the conversation **appropriately**.	**Adequately** greets, opens and closes the conversation **appropriately**.	**Fluently** greets, opens and closes the conversation in **a professional manner**.	Uses appropriate discourse formats, styles and processes for enquiry phone calls.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language.** (1) Mostly natural, appropriate, accurate.	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Fluency in using a full range of vocabulary occurring in specific topic areas in professional disciplines.	
	Pronunciation (Stressing)	… Difficulties may sometimes impede communication. (1) Some stressing.	… Difficulties rarely impede communication. (1) Some stressed and weak forms used.	… Difficulties don't impede communication. (1) Weak forms and stressed words used.	Intelligible pronunciation	
	Pronunciation (Voice)	(1) Slow pace with few hesitations. (2) Voice volume may be inadequate. (3) Voice may be reserved or unfriendly.	(1) Slow to normal pace with few hesitations. (2) Voice volume is adequate. (3) Voice is friendly.	1) Normal pace with no hesitations. (2) Voice volume is adequate. (3) Voice is friendly and professional.	Communicatively effective pronunciation	

COMMENTS:

Activity Plan 38-EXT

LESSON 3	**Occupational "Signs," Writing and Other Suggestions**	
	75 MINUTES	HANDOUT(S): 0

Many different skills have been practised today. Often the time for each was quite short. You can use this time to complete or expand on any of the activities from this day (e.g., further practice making phone calls).

Assignment 1 – Occupational Signs ◆

- Elicit from learners a few examples of ways that they can tell if someone is a member of their profession or not. Are there any telltale signs that can identify someone who works at a specific occupation? For example, a teacher may carry around a lot of books, or classroom supplies such as markers and erasers. They may also talk about "students" and "classes", etc.

- Discuss the notion that people who work in the same industry sometime "speak the same language" and how this may be culturally dependent. Suggest how an informational interview might be a good opportunity to learn more about industry norms within Canada.

- **Introduce the "Duck Test" to learners:**
  "If it looks like a duck, swims like a duck and quacks like a duck, then it probably is a duck."

Assignment 2 – Writing

- Assign writing on "What are some commonalities that people in your occupation have? For example, are there specific tools or equipment used? Is there a dress code? What are some common terms used in your industry that might be unique?"

- The topic will be discussed further in **Activity 45**.

Ways to Add Support

- Provide opportunities for brainstorming, mind mapping and outlining a one-paragraph composition.

- Provide an opportunity to discuss with classmates, share drafts and an instructor-generated example of a single paragraph, or a simple two- or three-paragraph description with an introduction, main body and conclusion.

Ways to Add Challenge

- Assign a 200-270 word descriptive composition within a 50-minute time period. Explain that the writing needs to support a main thesis and demonstrate good writing style, grammar and mechanics. Create a checklist for learners with criteria they should include in a good composition. Encourage them to self edit their writing based on the criteria in the checklist.

Advanced Preparation

- Think about examples of industry or occupation-specific language.

Purpose

- Developing awareness of commonalities among individuals in given industries

- Encouraging learners to consider how they can learn about industry-specific issues during their Informational Interview

Activity Plan 39

	Developing Interview Questions for an Informational Interview:
LESSON 4	**Part A (Part B Activity 43)**
	25 MINUTES HANDOUT(S): 1

Group Discussion Stage . . . . 5 min

- Have the learners get into groups of three or four.

- Distribute Handout 1.

- State the purpose of the activity (listed to the right).

- Let them know that they will be conducting a practice informational interview at the end of the week in **Activity 49-EXT**.

- Give learners time to discuss Question 1.

Group Writing Stage . . . . 10 min

- Question 2: Hand out flip chart paper and pens. Give learners time to write some suitable informational interview questions. If necessary, give examples of open-ended questions.

- As learners are writing, go around and give feedback, checking or highlighting particularly good questions.

- If you would like to see some questions on a certain topic, call it out.
  "I haven't seen any questions on _____ yet. How about some questions on that?"

Sharing Stage . . . . 5 min

- Allow learners time to circulate from group to group to share and record questions from the other groups flip charts.

- Have the learners prepare six questions.

Wrap-up Stage . . . . 5 min

- Lead class through Question 3: *What questions can't you ask at an informational interview?* (See suggestions on Answer Key Handout 1.)

Ways to Add Support

- Prompt learners more on the areas they would need to ask questions about.

- Give learners more examples on a variety of questions that would be pertinent to different careers.

Ways to Add Challenge

- Ask learners to think of topics and questions outside of the career area in which they will be doing their informational interview.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
- Review Answer Key Handout 1
- Prepare flip chart paper and pens

Purpose

- Making learners aware of culturally inappropriate topics so as to avoid cultural blunders
- Preparing appropriate questions for an informational interview

Developing Interview Questions for an Informational Interview – Part A

What kinds of questions can you ask in an informational interview?

Discussion: Work in groups to answer the questions below.

1. What are you interested in finding out about from the person you interview? Discuss this with your group members.

2. Write at least five questions that deal with the topics discussed above. Be sure to use open-ended questions (What/Where/When/Why/How?, etc.).

    _____

    _____

    _____

    _____

    _____

    _____

    _____

3. Write down some other great questions that another group thought of. (Use an additional piece of paper if necessary.)

    _____

    _____

    _____

    _____

4. What questions _can't_ you ask at an informational interview?

    _____

    _____

    _____

    _____

Informational Interview Questions

What kinds of questions can you ask in an informational interview?

Discussion: Work in groups to answer the questions below.

1. What are you interested in finding out about from the person you interview? Discuss this with your group members.

2. Write at least five questions that deal with the topics discussed above. Be sure to use open-ended questions (What/Where/When/Why/How?, etc.).

    Learner produced. Answers will vary.

3. Write down some other great questions that another group thought of (Use reverse if necessary).

    Learner produced. Answers will vary.

4. What questions can't you ask at an informational interview?

    Any of the taboo topics below and asking for a job. Any question or comment that would point out a negative observation, for example: "Boy, this sure is a messy office! Why doesn't the boss make everyone clean up around here?"

    Some general taboo topics in Canada (learners may have come across others): direct questions about age, salary, money paid for possessions, political beliefs, religion, sexual orientation, marital status, reasons for not having children, reasons for divorce of separation, details of an illness.

Activity Plan 40

LESSON 4	Vocabulary: Common Mistakes	
	20 MINUTES	HANDOUT(S): 1

Preparation Stage . . . . 10 min

- Review the phrasal verbs and idioms that were introduced in this module.
- Show some erroneous uses of the vocabulary and see if the learners can catch the mistakes and introduce some common errors.

Exercise Stage . . . . 10 min

- Look at some common mistakes made with this vocabulary (not necessarily every mistake).
- Vocabulary error analysis.

Advanced Preparation

- Prepare examples of common errors with the phrasal verbs and idioms in this module.

Purpose

- Reviewing and practising vocabulary from the previous day
- Troubleshooting and looking at fossilized errors

Vocabulary Module 1: Common Mistakes and Challenges

Sometimes people make mistakes with phrasal verbs and idioms and they use them incorrectly. This is especially true when they have just learned them.

1. ***sooner or later***: this means that you will do something eventually, when you want to or have time or enough money. If someone asks you to do something and you can't do it immediately, say: ***Sure, in just a minute***.

    Some examples:

    - *My house needs painting, but I don't have the money. I guess I'll have it painted sooner or later, when I save a little money.*

    - *He never cleans his room when I ask him to, but sooner or later it does get cleaned. Usually I have to do it myself.*

    - ***A****: Can you close the window for me, please?* ***B****: ~~Yes, I'll do it sooner or later~~.*

    - ***A****: Can you close the window for me, please?* ***B****: Sure, I'll do it in just a minute. (*This means I'm busy now, but I will help you very soon.)*

Activity Plan 41

LESSON 4	**Informational Interview Structure/Format – Speaking Practice**	
	45 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Have the learners get into pairs.

- Distribute Handout 1.

- Let learners know that they will now be looking at an example of a script for an informational interview and go over the purposes of the activity (listed to the right).

- Remind learners that in a real informational interview, they are the ones who will direct the questions and the flow of the conversation.

- Remind them that they will be conducting a practice informational interview at the end of the week in **Activity 49-EXT**.

- Review the instructions of the handout.

- Review the structure of the interview in the left column.

Brainstorming Stage . . . . 10 min

- Direct learners to work through the sequence of the interview and think of example phrases they could say for each part.

- Circulate and give feedback to learners' suggested phrases. Check off or highlight good phrases.

- Encourage pairs to share their phrases.

Present Sample Script . . . . 10 min

- Distribute Handout 2 to the learners. Acknowledge any suitable alternative phrases to those given as samples.

Speaking Practice Stage . . . . 20 min

- Direct learners to role-play a ten-minute informational interview, each taking turns leading the interview. (Learners choose from questions brainstormed in **Activity 39**.)

- Stress the importance of managing their time.

- Direct learners to exaggerate misunderstanding so that they can practise probing and managing the conversation (Points 8-13).

- Encourage the interviewees to use their imagination. They needn't worry so much about accuracy of information.

- Stress that they should demonstrate positive body language, active listening and a friendly tone.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Looking at a sample format for an informational interview

- Attempting to produce a script for a guided informational interview

- Reviewing a sample script for an informational interview

- Practising leading an informational interview

- Preparing for the practice informational interview

- If time permits, do a really brief role-play with one of the stronger learners. Put emphasis on using points 8-13 in the handout. This will help them understand that the focus of the interaction is on leading and managing the conversation and having a pleasant, but assertive manner rather than on the accuracy of the learner interviewee's wealth of knowledge.

Ways to Add Support

- Allow learners to read from their script to make role-played interview easier.

Ways to Add Challenge

- Encourage learners to add their own phrases during the role-played interview and change the script using their own words as much as possible. Encourage them to keep eye contact with their partner as much as possible, referring only to the script when necessary to make the interview more challenging.

Informational Interview Structure/Format-Speaking Practice

Language Focus: Informational Interview Management

In an informational interview, the interviewer (you) is responsible for leading the interview. Following is a suggested structure for an informational interview. Read through the structure of the interview and then use the numbered prompts to create a script. What would you say for each situation?

Work with your partner to come up with suitable phrases and then practise role playing an informational interview with your partner. Choose a few questions from **Activity 39** to ask. The partner playing the interviewee needs to make up plausible answers to the questions. **Be sure to use phrases for probing and managing the conversation in points 8-13 of on the back of the sheet**. Be aware of displaying positive body language and using a friendly tone of voice.

Interview Structure	What would you say?
Greeting and Thanking 1. **Introduce yourself**: Make eye contact, smile and have a firm handshake. 2. **Thank the person** for taking the time to meet with you.	1. 2.
Opening 3. **Take charge**: Initiate and direct the conversation. **State the purpose of the interview.** 4. **State the length of time** involved (20-30 min). 5. **Ask permission to record** the conversation if you want to do it (State purpose for doing that). Tell them that you will need to write a summary report of the information, so you will need to take notes.	3. 4. 5.
Body 6. **Lead in** by stating and confirming what you already know about the person's position. 7. Say that you have prepared **a list of questions** that you would like to get through time permitting. Suggest that you start asking the questions.	6. 7.

Probing and Managing the Conversation	
8. **Listen actively**: while listening, you have a responsibility to indicate that you are interested in the interviewee's answers and understand. Be sure to add small comments to indicate this.	8.
9. **Ask for clarification**: if you don't understand, you are expected to ask for clarification; remember you are there to learn. You will not be looked down upon for not understanding and people are generally happy to explain.	9.
10. **Ask for repetition**.	10.
11. **Asking for spelling**: English is not easy to spell, even for native speakers at times, so don't be afraid to ask for help.	11.
12. **Check for comprehension**: slow things down so that you can check your notes. **Restate/summarize ideas** out loud.	12.
13. **Keep the interview on track**: the interviewee may get off topic and you will need to politely steer him or her back to the intended focus of your question.	13.
Closing	
14. **Be aware of the time** and be prepared to end the interview with in the requested time (30 min max).	14.
15. **Thank the interviewee** for the interview. Collect your things, stand up and offer your hand while thanking the interviewee.	15.

Informational Interview Structure/Format-Speaking Practice

Language Focus: Informational Interview Management

In an informational interview, the interviewer (you) is responsible for leading the interview. Following is a suggested structure for an informational interview and some sample phrases to help you manage the conversation. You may choose to use phrases from the sample script below during your informational interview.

You can also use other suitable phrases that you and your classmates brainstormed in Handout 1. There are many ways to get the same idea across. The sample script is meant as a guide to remind you of the structure of the interview and to help you in case you get tongue tied!

Interview Structure	What would you say?
Greeting and Thanking 1. **Introduce yourself**: Make eye contact, smile and have a firm handshake. 2. **Thank the person** for taking the time to meet with you.	1. *Hello, I'm _____ from the _____ program at _____.* 2. *Thanks for taking the time to meet with me. OR I really appreciate you taking the time to meet with me.*
Opening 3. **Take charge**: Initiate and direct the conversation. **State the purpose of the interview.** 4. **State the length of time** involved (20-30 min). 5. **Ask permission to record** the conversation if you want to do it (State purpose for doing that). Tell them that you will need to write a summary report of the information, so you will need to take notes.	3. *I am a _____ (state your job) and I'm interested in learning more about how things are done in this line of work in Canada.* 4. *The interview should take not more than half an hour.* 5. *Before we begin, would it be alright for me to tape the interview? This would be very helpful for me because I'll need to write a summary of the interview for my course.*
Body 6. **Lead in** by stating and confirming what you already know about the person's position. 7. Say that you have prepared **a list of questions** that you would like to get through time permitting. Suggest that you start asking the questions.	6. *I understand you are a _____ (job of interviewee).* 7. *I have prepared a list of questions that I'd like to get through, time permitting. Would you like a copy to look at? Alright then … shall I start? May I ask how this type of work interested you and how you got started? (This is just a sample. Choose from your list of questions.)*

Probing and Managing the Conversation

8. **Listen actively**: while listening, you have a responsibility to indicate that you are interested in the interviewee's answers and understand. Be sure to add small comments to indicate this.

8. *I see…really…hmmm… oh that's interesting… oh that's good to know…oh that's useful information…great….uh huh.*

9. **Ask for clarification**: if you don't understand, you are expected to ask for clarification; remember you are there to learn. You will not be looked down upon for not understanding and people are generally happy to explain.

9. *I'm sorry I don't understand. What do you mean by…? Sorry may I interrupt you for a minute. Could you explain what you mean by…..?*

10. **Ask for repetition**.

10. *I'm sorry. I didn't catch that. Could you repeat that please.*

11. **Asking for spelling**: English is not easy to spell, even for native speakers at times, so don't be afraid to ask for help.

11. *How do you spell that? Would you mind spelling that for me please? OR Would you mind writing that down for me please?*

12. **Check for comprehension**: slow things down so that you can check your notes. **Restate/summarize ideas** out loud.

12. *One moment please…I just want to make sure my notes are correct. You said… OR Could we stop for a moment please? I just want to make sure that I understood you correctly. You said… OR Basically, what you're saying is…*

13. **Keep the interview on track**: the interviewee may get off topic and you will need to politely steer him or her back to the intended focus of your question.

13. *I'm sorry to cut you short, but I'm aware of the time. May I ask you another question from my list? OR I'd really like to hear your answers to a few more questions on my list before I go. OR That's very interesting. We're getting a little of topic/track, however, and I'd like to return to my list of questions if you don't mind.*

Closing

14. **Be aware of the time** and be prepared to end the interview with in the requested time (30 min max).

14. *I'm aware that my time is up/I am conscious of the time. We should end now. OR There's just a couple minutes left, would you be willing to answer one more question?*

15. **Thank the interviewee** for the interview. Collect your things, stand up and offer your hand while thanking the interviewee.

15. *Thank you so much/once again for taking the time to meet with me. It has been very nice meeting you and I've enjoyed learning about your profession. I really appreciate this opportunity to get an insider look into your field/job.*

Activity Plan 42

LESSON 4	🔊 **Note taking During an Informational Interview**
	40 MINUTES HANDOUT(S): 2

Set-Up Stage . . . . 7 min

- Remind learners that they will need to write a summary of their informational interviews after they have been completed. To help them do this, they will need to take notes during the interview.

- Discuss note taking during an informational interview. What are some of the challenges? What are some techniques for dealing with some of these challenges (write down only key words, use abbreviations, summarize for interviewee to confirm you've caught main points accurately, and ask if you can tape the interview).

- Distribute Handout 1.

Listening Stage . . . . 25 min

- Learners listen as many times as necessary to take as complete notes as possible. If you are using a CD player rather than the language lab, you might consider putting the strongest learner in charge of the CD player and then leaving the room so that the learners take control and responsibility for their listening.

Correction Stage . . . . 8 min

- Distribute Answer Key 1 (typed or handwritten). Handwritten key is harder, but coping with bad handwriting is common challenge at work.

Ways to Add Support

- Allow learners to listen to the recording the first time without writing anything on their paper to get the main ideas of the conversation. Allow them to discuss these ideas with a partner or group in order to prepare them for the note-taking activity.

- Play the listening as many times as necessary for learners to complete their notes.

- Allow learners to view the typed version of Answer Key Handout 1 to check their notes.

Ways to Add Challenge

- Require learners to listen only two times to the recording in order to complete their note-taking activity.

- Require learners to use only the handwritten version of Answer Key Handout 1 to make the checking activity more challenging.

Advanced Preparation

- Book the language or computer lab

- Prepare **42 Listening**

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Answer Key Handout 1, handwritten or typed version

- Make overhead of handouts, if desired

Purpose

- Listening and note-taking skills development

- Coping with poor handwriting

Note taking During an Informational Interview

Interviewee:

Interviewer:

Q1: Qualifications and experience:

Q2: Skills and abilities:

Q3: Rewards and challenges:

Q4: Salary range:

Q5: Trends:

Taking notes from an information interview. The notes are recorded below in handwriting to help develop your familiarity with Canadian handwriting. Note that this person has particularly bad or difficult handwriting (this is quite common with educated Canadian males, less so with educated Canadian females).

Interviewee: Mr. Cazelais

Interviewer: Mark. From Switzerland. Immigrant to C. Background computers + animation

Q1: Qualifications and experience: This company minimum BA in engineering/ computers M.A. PhD. good. Experience not necessary, though good. Software specialized so offer on-the-job training.

Q2: Skills and abilities: Software complicated so must be able to work in team. Social skills, able to interact. Open-minded, willing to change mind.

Q3: Rewards and challenges: Company is ImageSoft. Movies include Jurassic Park + Matrix special FX. Rewards: seeing final product like movies. Challenges: 60 hours a week near deadline. Clients can be difficult. Once worked 100s of hours on project client rejected.

Q4: Salary range: ImageSoft $60,000 – 200,000

Q5: Trends: Collaboration between companies internationally Challenging cause: different time zones
cultures
languages
communication issues
different company philosophy
(ways of approaching a problem)

Note taking During an Informational Interview (typed version)

Interviewee: Mr. Cazelais

Interviewer: Mark. from Switzerland. Immigrant to C. Background in computers and animation.

Q1: Qualifications and experience: This company minimum BA in engineering/computer. MA PhD. good. Experience not necessary, though good. Software specialized, so offer on-the-job training.

Q2: Skills and abilities: Software complicated so must be able to work in team. Social skills, able to interact. Open-minded, willing to change mind.

Q3: Rewards and challenges: Company is Imagesoft. Movies including Jurassic Park and Matrix special FX. Rewards: seeing final product like movies. Challenges: 60 hours a week deadline. Clients can be difficult. Once they worked 100s of hours on project client rejected. Frustrating.

Q4: Salary range: Imagesoft $60,000 – $200,000.

Q5: Trends: Collaboration between companies internationally. Challenging cause:
  * different time zones
  * cultures
  * languages
  * communication issues
  * different company philosophy (ways of approaching problems).

Informational Interviews

Mark: Hi, I'm Mark. You're Mr. Cassoulet? Right?

Mr. Cassoulet: That's right, Mr. Cassoulet. Hi, nice to meet you.

Mark: Nice to meet you, yah, yah. I'm here for the informational interview.

Mr. Cassoulet: Yes, yes, I remember, yah.

Mark: Right, right. Good, okay. Can I come in?

Mr. Cassoulet: Absolutely, come on in.

Mark: Thanks. So I hope you got the questions that I emailed to you.

Mr. Cassoulet: Oh yes, I got the email…, look at them, earlier and yah.

Mark: Great, good, okay. So I really appreciate you giving me your time and I realize you're a really busy man, so I'll try and take as little of your time as possible.

Mr. Cassoulet: Oh, that's okay.

Mark: I really appreciate you giving me your time. Um, so maybe just to tell you a little bit about why I want to do this informational interview. I'm from Switzerland and I've immigrated to Canada. And in Switzerland I worked in computers and in animation and, um so, I'm wanting to get back into that field here and I'm just trying to find out about the differences between Canada and Switzerland, and what it would be like to work here. So it's really great to come to your company and find out about it.

Mr. Cassoulet: Oh that's good.

Mark: So, the first question, um, that I wanted to know about was, in Canada, what kinds of education and experience are valued in this …?

Mr. Cassoulet: Well in our company we hire mainly people who have at least a Bachelor's degree in engineering, in computer engineering, software engineering or computer science. You could also have higher degrees, like a Master's degree, PhD, but at the minimum you need at least a Bachelor's degree. And, as far as experience, you know we always value experience, it's always great, but even if you don't have any experience, you know we can always do on-the-job training. In fact, a lot of the the … software we produce are very specialized. They're not necessarily things that you would learn, you know, in school. So, on-the-job training, even for people who have experience, they still have to learn on the spot. Like, right.

Mark: Right, right. Okay. Um so just I'm, I hope you don't mind I'm just taking notes here.

Mr. Cassoulet: Absolutely go ahead, ya.

Mark: So I just want to make sure I got that right. So, you said a BA was like a minimum? A minimum?

Mr. Cassoulet: Yes, yes. At least, you know, at least.

Mark: Right, and then, experience sounds like it's not key. It'd be good, but it's not key.

Mr. Cassoulet: Right, It's great but it's not essential. It's not something it's not the major thing we looking we look at. No.

Mark: Great, okay. Well that's good to hear. Okay, um and in the industry in Canada, in computer animation in Canada, what skills and abilities are particularly sought after when you're hiring somebody?

Mr. Cassoulet: Well, because a lot of the softwares we create are very complicated and complex softwares, you have to be willing to work in a team. You know, it's not just an individual who write the software, it's a large team who do a lot of the components. Right?

Mark: Okay …, right.

Mr. Cassoulet: Right …, and …, right and so you …. This is something that we value. We need people who are, who have social skills and are willing to interact with others.

Mark: Okay, okay. So, teamwork's really important.

Mr. Cassoulet: Yes, yes.

Mark: And is there some particular aspect of teamwork that you're really looking for?

Mr. Cassoulet: Oh I mean, you need someone who is, not only are you willing to work in a team, but you need to be open-minded as well. You need you need to be someone who is willing to change your mind if other people bring …, have new ideas.

Mark: Okay, okay. So you said, ah ah, open-minded?

Mr. Cassoulet: Yah, you need someone who ….

Mark: I don't know that term.

Mr. Cassoulet: You need to be someone who who is really ready to perhaps change your mind. Right?

Mark: Okay, so that's what open-minded means. Willing to change your mind, your ideas.

Mr. Cassoulet: Yah, yah.

Mark: Okay, thank you. Yah, I didn't know that word.

Mr. Cassoulet: That's okay.

Mark: That's good to know. So. So this company, um, it's called Image-Soft right?

Mr. Cassoulet: That's right, that's right.

Mark: Right and, um, I don't know a lot about the company. What, what exactly does it do?

Mr. Cassoulet: Well, some of the big things we've done recently, we were part of the, we had a contract with big companies in the movie industry.

Mark: In movies? Oh great.

Mr. Cassoulet: Oh yeah, absolutely. We developed software for movies. Perhaps you've seen movies such as Jurassic Park ….

Mark: You did Jurassic Park?!

Mr. Cassoulet: Or the Matrix. We did movies like that. We were part of the software development at our company, we ….

Mark: Did you get to work on those? Wow!

Mr. Cassoulet: Well, myself, mainly our company ….

Mark: Wow!

Mr. Cassoulet: You know, some of the engineers and and programmers in our company developed softwares, you know, that were used for special effects in in those movies and others less known movies as well, you know.

Mark: Fantastic. That must've been fun.

Mr. Cassoulet: Oh yeah, that's great.

Mark: A lot of fun. Wow. That's great. So so, working for Image-Soft, what are some of the rewards and challenges?

Mr. Cassoulet: Well as you see, one of the big reward is when you see, you work on a project, you're working on a project …

Mark: Right.

Mr. Cassoulet: … and you see the final prod…, the final product, and this is always rewarding. And as far as challenges, I have to admit, sometimes we have to deal with deadlines. You know, quite often at the end of the project. So you have to be willing, perhaps, in some cases to work as much as sixty hours a week, you know in the end, because, you know, like those companies, they they have to they have deadlines, right, so you have to to, you have to be willing to do that occasionally, right?

Mark: Right. Do you ever have problems, I know that in Switzerland we had problems, um sometimes with some of the clients too? Is that ever a challenge?

Mr. Cassoulet: Well, ah, I can tell you a story, there was once, you know, we worked on a huge pro… a huge project that we developed. We spent maybe hundreds of hours, and right at the end, the client said no, that's not what I want, so just throw that away and you know, and so you have to …

Mark: Oh, yeah, yeah.

Mr. Cassoulet: … this kind of situation happens, and you have to, right? Right? But in that specific instance, you know, we were able to recycle part of what we developed. It's not like …

Mark: Oh perfect. It's not lost.

Mr. Cassoulet: … it's not lost completely, you know but …

Mark: Yeah.

Mr. Cassoulet: … still it could be frustrating, you know, for a lot of the people who who

Mark: Yeah, no kidding.

Mr. Cassoulet: … put all these hours.

Mark: Yeah, we had some similar things happen too. I know it's …

Mr. Cassoulet: These things occasionally happens.

Mark: … Yeah, that's hard, that's hard. Yeah.

Mr. Cassoulet: That's right.

Mark: But I guess it's true, that's the industry right?

Mr. Cassoulet: I guess so, right.

Mark: The industry, yeah. So I hope you don't mind me asking, um, about the salary, like what kind of salary range can I expect working in this industry in BC?

Mr. Cassoulet: Well I guess in our company, you know, there's a wide range of salaries. It can go, it's I guess at the bottom line you can start around, at around sixty thousand dollars a year. But it can go as high as perhaps two hundred thousand dollars, as you see …

Mark: Okay.

Mr. Cassoulet: … depending on, depending on your experience or your seniority or …

Mark: Great.

Mr. Cassoulet: … so so, yah.

Mark: So that was, sixty thousand to how high?

Mr. Cassoulet: Two hundred thousand.

Mark: Two hundred thousand. Okay. Thank you. Okay. Interesting. Um, so in Switzerland, the industry seems to be changing pretty quickly. Ah, what what industry trends do you see in BC, in Canada?

Mr. Cassoulet: Well what I've seen in our industry, a trend that I've seen in the recent years, is there's a lot more, there's a lot of collaboration between countries. You know, some of the softwares, you know that we develop, maybe some components will be programmed in another country or we have to work it, we have to collaborate with people and …. In some instances we collaborated with other companies located in different countries. So this kind of things. I can see that trend, and in the future, continuing ….

Mark: Okay. You think that will increase.

Mr. Cassoulet: Well, that's my feeling, there will be more and more of that.

Mark: Okay. I I, that may have been happening in Switzerland. I did never work on a team, an international team. What do you think the the implications are, like as a worker, on a team where there's people from different countries around the world?

Mr. Cassoulet: Well there's obviously like different time zones, you know people, already people, time zones …

Mark: Time zones?

Mr. Cassoulet: … or different cultures and languages. There are, there were instances where people were not even speaking a common language, and …

Mark: Wow!

Mr. Cassoulet: … but the thing is, the code they write is universal. Right?

Mark: Right.

Mr. Cassoulet: But there was communication issues. Right? And right. Or even different companies might have different philosophy. Right? Different way of doing things.

Mark: The company would have different what? Sorry.

Mr. Cassoulet: Different philosophy.

Mark: Philosophy, sorry, I don't know that word.

Mr. Cassoulet: As I said, like different philosophy. Or you could say different ways of doing things, or different ways of approaching problems, or ways of…, right?

Mark: So, that's what philosophy means.

Mr. Cassoulet: Right, in this context, right.

Mark: Okay, thank you. Okay, well, I've used up quite a bit of your time, and I can see that your telephone light is flashing, so I won't take any more of your time, but thank you very very much.

Mr. Cassoulet: Yah, it was nice meeting you.

Mark: Yah, it was great.

Mr. Cassoulet: Thanks.

Mark: Yah, okay, bye-bye.

Activity Plan 43

LESSON 4	**Questions, Topics and Introduction to Thought Groups**	
	45 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Let learners know that in this activity they will be further discussing questions and topics appropriate for informational interviews and using those questions and topics to work on improving their pronunciation.

- Have learners recall some of the questions and topics that they thought of in **Activity 39**.

- Distribute Handout 1 and read through the topics in the box to make sure the learners understand them.

Pair Work Stage . . . . 10 min

- Learners work in pairs or small groups to put the sample questions into the appropriate topic categories.

- Display Answer Key Handout 1 on the overhead projector.

- Distribute Handout 2 with the same questions organized into their categories. Let learners know they are going to use these questions to practise intonation and stress to help them improve their pronunciation.

Introduction to Phrasing and Pausing (Thought Groups) . . 15 min

- Introduce the idea of phrasing and pausing by reading out the first few questions of Handout 2. Say them with natural linking, but add a slight pause between thought groups (See **Activity 44-EXT** for more information).

- Choose some sample questions to read out from Handout 2 and have the learners analyze them when you speak.

  – 1st reading: Ask: Where do you hear a slight pause?

  – 2nd reading: Ask: What parts of the sentence are louder?

  – 3rd reading: Ask: Where do you hear the tone (the melody) drop?

  – 4th reading: Ask: What words are linked together? What sound is carried over to the next word?

  ↓ Extend the [v] sound over the pause

  In CAnada,/ what KINDS_of (vvv)_/_eduCAtion_and_exPErience/ are VALued/ in this FIELD ↘?

- Suggest that learners use different colour highlighters to help them identify pauses, stress and linking, and arrows to indicate melody or demonstrate another set of conventions for marking sentences for prosodic pronunciation.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

- Make overhead of:
  - ✓ Answer Key Handout 1
  - ✓ Handout 2 if desired

Note: A recording of the sample informational questions in Handout 2 (43 Listening**) is available if learners would like more practice.

Purpose

- Further honing informational interview questions

- Giving learners a strategy for improving their pronunciation through the use of thought groups and pausing

- Drawing awareness to the prosodic features of pronunciation

Pair Work Stage . . . . 15 min

- Allow learners to work through more of the sentences and mark them as they did in the sample questions.

- Circulate to give feedback.

More time will be spent in **Activity 62** on how to form and mark thought groups.

**Note: You may find that you are not used to talking in such short thought groups as the ones marked out in the sample questions. The length of thought groups is quite individual; however, learners need to develop a sense and ear for collocations and where to add pauses. There is a higher tolerance on the part of the native speaker listener if speech is slow, but divided into appropriate thought groups than if the speaker puts pauses in the wrong place, such as after every word.

Supports

- Spend a little longer reading out examples for the learners and help them analyze the examples before they move in to pair work.

Challenges

- Invite learners who are strong in this area to read out sentences for the class.

- Have partners take turns reading out one of the examples modeled by the instructor. The listener can mark the sentence so the speaker can visually see and become more aware of where they are taking pauses, stressing, linking and what tone they are using. Allow the partners to discuss how their own pronunciation may differ from the instructor's so they can see how they are doing well and which areas they need to focus on.

Questions, Topics and Introduction to Thought Groups
Informational Interview Questions

Categorize the questions below into the following categories.

A. Background	E. Rewards and Challenges	I. Related Career Areas
B. Work Environment	F. Potential	J. Hiring Decisions
C. Salary	G. The Industry	K. Advice
D. Benefits and Vacation	H. The Job Market	L. Referral to Other Sources of Info.
		M. Referral to others

1. _____ Based on our conversation today, who else would be good for me to talk to? May I have permission to use your name when I contact them?

2. _____ Can you recommend any Canadian/BC trade journals I should review?

3. _____ How do your responsibilities here compare with other positions you've held?

4. _____ How much can someone with ___ years of overseas experience expect to earn?

5. _____ How much vacation time do you get?

6. _____ How portable is experience gained in BC? (In terms of getting work elsewhere in Canada.)

7. _____ I want to find work in this field. What steps would you suggest I take? (Briefly describe your training/ educational background and related job experience).

8. _____ In Canada, what kinds of education and experience are valued in this field?

9. _____ In Canada, what skills and abilities are particularly sought after when hiring for a position like this?

10. _____ In my country, things in the industry are changing quickly. What do you see as the as the industry trends in BC/Canada?

11. _____ My experience has been with … Is there potential for work in that area in BC?

12. _____ My strongest skills are… where would you recommend that I apply for work?

13. _____ What are some of the rewards and challenges of working for this company/organization?

14. _____ What are some related areas that people in our/your profession can pursue a career?

15. _____ What are the factors influencing these trends?

16. _____ What are the medical benefits like?

17. _____ What are the working conditions? (hours, travel expectations, bonuses, car allowance, etc.)

18. _____ What do you find are some of the rewards and challenges of working in this field at the moment?

19. _____ What is the potential for finding and maintaining work in this field in BC?

20. _____ What local/provincial/national professional organizations would be good for me to contact/get involved in?

21. _____ What past experiences helped you get your present job?

22. _____ What skills do you find yourself using most on a day to day basis?

23. _____ What's it like to work here?

24. _____ What's the best way to find out about job openings in this field? Do you know who's hiring at the moment?

25. _____ What's the range of salaries in this field in BC?

26. _____ What's the typical hiring procedure in a company/organization like this?

Questions, Topics and Introduction to Thought Groups
Informational Interview Questions

Categorize the questions below into the following categories.

A. Background	E. Rewards and Challenges	I. Related Career Areas
B. Work Environment	F. Potential	J. Hiring Decisions
C. Salary	G. The Industry	K. Advice
D. Benefits and Vacation	H. The Job Market	L. Referral to Other Sources of Info.
		M. Referral to others

1.   **M**   Based on our conversation today, who else would be good for me to talk to? May I have permission to use your name when I contact them?

2.   **L**   Can you recommend any Canadian/BC trade journals I should review?

3.   **B**   How do your responsibilities here compare with other positions you've held?

4.   **C**   How much can someone with ___ years of overseas experience expect to earn?

5.   **D**   How much vacation time do you get?

6.   **H**   How portable is experience gained in BC? (In terms of getting work elsewhere in Canada.)

7.   **K**   I want to find work in this field. What steps would you suggest I take? (Briefly describe your training/ educational background and related job experience).

8.   **A**   In Canada, what kinds of education and experience are valued in this field?

9.   **A**   In Canada, what skills and abilities are particularly sought after when hiring for a position like this?

10.   **G**   In my country, things in the industry are changing quickly. What do you see as the as the industry trends in BC/Canada?

11.   **F**   My experience has been with … Is there potential for work in that area in BC?

12.   **F**   My strongest skills are… where would you recommend that I apply for work?

13.   **E**   What are some of the rewards and challenges of working for this company/organization?

14.   **I**   What are some related areas that people in our/your profession can pursue a career?

15.   **G**   What are the factors influencing these trends?

16.   **D**   What are the medical benefits like?

17.   **B**   What are the working conditions? (hours, travel expectations, bonuses, car allowance, etc.)

18.   **E**   What do you find are some of the rewards and challenges of working in this field at the moment?

19.   **F**   What is the potential for finding and maintaining work in this field in BC?

20.   **L**   What local/provincial/national professional organizations would be good for me to contact/get involved in?

21.   **A**   What past experiences helped you get your present job?

22.   **B**   What skills do you find yourself using most on a day to day basis?

23.   **B**   What's it like to work here?

24.   **H**   What's the best way to find out about job openings in this field? Do you know who's hiring at the moment?

25.   **C**   What's the range of salaries in this field in BC?

26.   **J**   What's the typical hiring procedure in a company/organization like this?

Questions, Topics and Introduction to Thought Groups
Sample Topics and Informational Interview Questions

These questions are appropriate for people working in a specific field to ask other people working in that same field and assume a certain level of experience on the part of both people. These questions would not be used by people getting started in the field. Feel free to choose questions from the list when you do your informational interview and/or add you own.

A. Background

  1. *In Canada, what kinds of education and experience are valued in this field?*

  2. *What past experiences helped you get your present job?*

  3. *In Canada, what skills and abilities are particularly sought after when hiring for a position like this?*

Others: _____

  _____

B. Work Environment

  4. *How do your responsibilities here compare with other positions you've held?*

  5. *What skills do you find yourself using most on a day to day basis?*

  6. *What are the working conditions? (hours, travel expectations, bonuses, car allowance, etc.)*

  7. *What's it like to work here?*

Others: _____

  _____

C. Salary

  8. *What's the range of salaries in this field in BC?*

  9. *How much can someone with ____ years of overseas experience expect to earn?*

Others: _____

  _____

D. Benefits and Vacation

  10. *What are the medical benefits like?*

  11. *How much vacation time do you get?*

Others: _____

  _____

E.   Rewards and Challenges

12. *What are some of the rewards and challenges of working for this company/organization?*

13. *What do you find are some of the rewards and challenges of working in this field at the moment?*

Others: _____

_____

F.   Potential

14. *What is the potential for finding and maintaining work in this field in BC?*

15. *My strongest skills are … where would you recommend that I apply for work?*

16. *My experience has been with … Is there potential for work in that area in BC?*

Others: _____

_____

G.   The Industry

17. *In my country, things in the industry are changing quickly. What do you see as the industry trends in BC/ Canada?*

18. *What are the factors influencing these trends?*

Others: _____

_____

H.   The Job Market

19. *What's the best way to find out about job openings in this field? Do you know who's hiring at the moment?*

20. *How portable is experience gained in BC? (In terms of getting work elsewhere in Canada.)*

Others: _____

_____

I.   Related Career Areas

21. *What are some related career areas that people in our/your profession can pursue?*

Others: _____

_____

J. Hiring Decisions

22. *What's the typical hiring procedure in a company/organization like this?*

Others: _____

_____

K. Advice

23. *I want to find work in this field. What steps would you suggest I take? (Briefly describe your training/ educational background and related job experience.)*

Others: _____

_____

L. Referral to Other Sources of Info

24. *Can you recommend any Canadian/BC trade journals I should review?*

25. *What local/provincial/national professional organizations would be good for me to contact/get involved in?*

Others: _____

_____

M. Referral to Others

26. *Based on our conversation today, who else would be good for me to talk to? May I have permission to use your name when I contact them?*

Others: _____

_____

Activity Plan 44-EXT

LESSON 4	**Setting up an Appointment for the Informational Interview, Pronunciation: Thought Groups – Part A**
	75 MINUTES HANDOUT(S): 1

Assignment 1: Setting up an Appointment for the Informational Interview . . . . 45 min

In **Activities 29 and 37** the learners have practised making a telephone call to set up an appointment for an informational interview. In this extension they are to make such a phone call to the person they will be interviewing.

Make sure learners have the phone number and name of the person they are to call. They should have received this from you or from the employment coach or other employment resource person who has arranged the informational interview contacts.

* Hand back the completed Telephone Arrangement (Recording) Rubric from **Activity 37**.
* Ask learners to review the instructor's comments.
* Place learners in pairs.
* Allow learners 20-30 minutes to practise their telephone call to arrange for an informational interview. Ask learners to focus on the areas that the instructor pointed out needed improvement.
* Encourage learners to turn their scripts over to make their conversation sound more natural.
* When the learners feel ready, direct them to call their respective informational interview contacts and arrange the date and time for the interview.
* The call should be made during business hours.
* Ensure the learners arrange to conduct their informational interviews during the extension period of either Lesson 7, 8 or 9.

Assignment 2: Thought Groups . . . . 30 min

* Distribute **Activity 44** Handout 1 and have learners read through it.
* Based on the information in this handout, direct learners to continue marking the questions in **Activity 43** Handout 2 for pausing, linking and intonation. (More guidance will be given re-linking and intonation in **Activity 46** and **Activity 62**, but it's alright to let the learners read through the handout and work on their own first to see if their own intuitions are right or not.)

Note: A recording of the sample informational questions in Handout 2 is available if learners would like more practice. It is **43 Listening.

Advanced Preparation

* Fill in the Telephone Arrangement (Recording) Rubric for each learner and photocopy so that you can keep the original.
* Ensure learners have access to a telephone or a cell phone.
* Ensure learners have a relatively quiet space in which they can make their telephone call to arrange for their informational interview.

Purpose

* Arranging an informational interview
* Giving learners a strategy for improving their pronunciation through the use of thought groups and pausing

Pronunciation Part A: Thought Groups – Melody and Rhythm

You may think that speaking English well means being able to speak without pausing, however, if you listen carefully, you will notice that speech is actually full of a number of short stops and starts. These groupings of words are called **thought groups** and are a way of for the speaker to organize his or her ideas so that the listener can catch the meaning without seeing the words. Learning how English speakers mark and group words in to thought groups will greatly improve your comprehensibility to native speakers.

Languages mark thought groups in different ways and have different ideas of what should be contained in a thought group. First, we'll take a look at the natural melody and rhythm of English and then see how to punctuate meaningful phrases (thought groups) through the use of stress, pitch, reducing, linking and pausing.

Melody and Rhythm

It's important to know that English is a *stressed – timed language*. This means that stressed syllables tend to occur at regular intervals. The amount of time it takes to say a sentence depends on how many *stressed syllables* there are in a sentence rather that how many individual syllables there are.

For example these sentences all take the same amount of time to say. They all have three stressed syllables.

1. *DOGS*   *CHASE*   *CATS*
2. *The DOGS*   *CHASE*   *CATS.*
3. *The DOGS*   *CHASE*   *the CATS.*
4. *The DOGS*   *will have CHASEd* *the CATS.*

5. *The NEW*   *referEE*   *was GREAT.*
6. *Her MOM*   *should deCIDE*   *where to GO*

When a **syllable is stressed** it is pronounced **louder, longer, more clearly and at a higher pitch** than unstressed syllables. When a **syllable is unstressed**, it is pronounced **shorter, more quietly and at a lower pitch**.

We say that the vowel sounds in unstressed syllables are **reduced**. This means that the vowel sound is no longer clear and pure as it would be in a stressed syllable. It becomes 'muddied' or reduced to a sound that we call the **schwa (ə)**. All unstressed, or weak vowel sounds, are reduced to an approximation of this sound. It sounds a lot like a short "U" sound as in the word "up", but it is pronounced softly.

The combination of these stressed and unstressed syllables makes up the **music** of English. This musical contour is very important in English. If each word or syllable is given equal time in a sentence, the melody and rhythm is flattened and the native speaker has difficulty understanding.

Musically Alive Sentence:

• • . ● .

I really LIKE_him.

This musical contour is a like sending a Morris code to the English listener. The stressed syllable (LIKE) is higher in tone and pronounced louder and held longer than all the others. This signals the important focus or content word in the sentence. All the other syllables are linked together without pausing. There is a drop in tone and pause after the stressed syllable of the focus word to indicate that the important information has been delivered. The pause allows the listener time to note the important information.

Musically Dead (flat) Sentence:

•   •   •   •   •

I   real   ly   like   him

This flat sentence is broken into evenly-pronounced syllables and evenly-spaced pauses. There is no signaling of the focus of the information and there are too many pauses. This confuses the English listener because the important part or focus of the sentence has not been signaled. It sounds lifeless and dead as if a robot were speaking.

How do you know which syllables to stress?

In order to know which syllables to stress, you must first be able to differentiate between *content words* and *function words*.

Each *thought group* or meaningful phrase contains *a content word* that is stressed.

Content words carry the *meaning* in a sentence:

1. Nouns   (e.g., doctor, discussion, table, idea, etc.)
2. Main Verbs   (e.g., They had to LEAVE; She can GO; What did they DO? etc.)
3. Adverbs   (e.g., quickly, patiently, well, badly, etc.)
4. Adjectives   (e.g., quick, patient, good, bad, etc.)
5. Question Words   (e.g., Who, What, Where, When, Why, How, How LONG/MUCH, etc.)
6. Demonstratives   (e.g., This, That, These, Those, etc.)

Function words have little or no meaning on their own. They *connect the words*.

1. Articles   (e.g., the, a, an, etc.)
2. Prepositions   (e.g., in, at, on, beside, over, etc.)
3. Auxiliaries   (e.g., Be - am, is, are, was, were, will; Do - do, does, Have - has, have, had, etc.)
4. Pronouns   (e.g., him, her, it, them, etc.)
5. Conjunctions   (e.g., and, or, but, etc.)
6. Relative Pronouns (e.g., who, which, that, etc.)

If the content word has more than one syllable, you need to know which syllable is the stressed syllable. That syllable will be said more clearly, held longer and be at a higher pitch that the other syllables. If you are not sure which syllable to stress, check your dictionary. Dictionaries may indicate stress with different symbols, so if you are not sure how to interpret the symbols in your dictionary, ask your instructor for help.

Exercise 1   Circle or highlight the content words in the sentences below and indicate which type of content word it is. If the word has more than one syllable, underline the stressed syllable.

1. Noun	3. Adverb	5. Question Word
2. Main Verb	4. Adjective	6. Demonstrative

For example: *1*   *1*   *2*   *1*   *3*   *3*

<u>Jan</u>ice and Jane must be <u>work</u>ing at the <u>of</u>fice late to<u>day</u>.

1.   Do you have a minute to help me with this printer?
2.   Where did he decide to take his friend to dinner?
3.   These are the best strawberries that I've ever tasted.
4.   That's a really nice dress you're wearing.

Exercise 2   Now, read the sentences and try to stress the stressed syllables and reduce the unstressed syllables. Also, where there is a (__) symbol between words, try to link them together as if they are one word. Where there is a slash (/), add a brief pause. Where do you think you would reduce the unstressed vowel to a schwa (Ə) sound?

For example: <u>Jan</u>ice__and__**Jane/** must__be__**work**ing/ at__the__**of**fice/**LATE__**to<u>day</u>.

1.   Do__you__**have**__a__**min**ute/ to__**help**__me/ with__this__**prin**ter?

2.   **Where**__ did__ he/ de**cide** /to__ take__ his **friend/** to__**din**ner?

3.   **These/** are__the__**best** /**straw**berries /that__I've **ev**er /**tas**ted.

4.   **That's** a /**real**ly **nice dress/** you're **wear**ing.

Analyzing what you just did

The groups of words between the slashes (/) in *Exercise 2* are examples of *thought groups*. Notice that *each thought group contains at least one stressed content word*.

How many stressed content words a speaker chooses to contain within a thought group is quite individual. Some people speak more methodically and have shorter groupings of words and more frequent pauses, while others speak in longer thought groups with fewer pauses.

The most important thing is that the important information in each grouping of words must be signaled so that the listener can follow the speaker's thought.

Some guidelines on how to mark the boundaries of thought groups will be discussed further in **Activity 62** Handout 2.

Activity Plan 45

LESSON 5	**Intercultural Warmer:** **Working in Canada and Other Cultures** ◆
	30 MINUTES OVERHEAD(S): 2

Set-up Stage . . . . 5 min

- Divide learners into groups. Using Overhead 1, ask learners to consider various aspects about working in their country. As there may not be time to explore all of the aspects of working, you may wish to have different groups start at different points on the list. One member of each group will report back.

Speaking Stage . . . . 15 min

- Circulate and encourage discussion.

Reporting Stage . . . . 10 min

- One learner from each group reports back on some of the aspects of working that they discussed.

- At this point, you may wish to show them Overhead 2, discussing some norms in dominant Canadian culture re: working.

Ways to Add Support

- Prompt learners more on the areas they would need to ask questions about.

- Give learners more examples on a variety of questions that would be pertinent to different careers.

Ways to Add Challenge

- Ask learners to think of topics and questions outside of the career area in which they will be doing their informational interview.

Advanced Preparation

- Read the Background Notes to prepare for this activity.

- Prepare overhead transparencies of:
  - ✓ Overhead 1
  - ✓ Overhead 2

Purpose

- Continuing an exploration of assumptions about working

- Helping learners recognize that assumptions lead to behaviours

- Helping learners recognize the many ways in which they will feel their status has been lowered in the Canadian work context, because their expectations are not being met

**Note: As an instructor, do not feel that it is your job to defend (or critique) Canadian practices.

Working in Canada and Other Cultures:

Background Information for Instructor

Learners and instructors may find this discussion challenging because it asks them to make explicit, their unconscious assumptions that bolster their identity and status in the workplace. For example, they may come from a culture where their status in the work place is indicated by the number of people serving them: making their appointments, doing their photocopying, bringing them coffee, allowing them access to exclusive clubs, etc. In Canada, they may find it confronting when they have to make their own appointments, do their own photocopying, etc., and are expected to interact socially with all members of the staff.

Another challenging aspect of this discussion is that it may appear to suggest that some values and behaviours are better than others. Every culture does things the way that it does because it believes it is the best solution. The instructor will want to approach this activity from a relativistic perspective, suggesting that "'different" does not mean "'better" or "worse."

The term "dominant" is used here to indicate that there are core values and assumptions held by Canadians as a national group. Immigrants and many other cultural groups in Canada can claim to be Canadian, but may not represent dominant cultural values. People may belong to many cultural groups (gender, generational, professional, ethnic and political). People who were born in Canada may claim that there is no real culture in Canada, while anyone who has worked to integrate into Canadian culture is aware that there are widely held assumptions about the world. These assumptions, complex and contradictory, are referred to as dominant Canadian culture. For example, ask almost any Canadian who identifies with the dominant culture and who works in a professional environment this question: "How much status should you accord your boss?" The answers will be similar and will emphasize equality ("She's my boss, but she's not better than me – she just does a different job.") and respect gained through performance and achievements, such as an education. Most people working in a professional environment in the rest of the world will give a different answer, suggesting the boss deserves respect for being the boss. These cultural assumptions are powerful and influence people in all jobs across all fields and in all positions.

Working in Canada and Other Cultures:

Tasks and Topics

You have 15 minutes to discuss the following three topics. For each topic, consider the normal workplace expectations in your country. You may discover that people from different countries have different expectations. You do not need to agree. Choose someone to report back to the group.

1. appropriate workplace clothing

2. punctuality

3. the relationship between male and female co-workers

Working in Canada and Other Cultures:

Generalizations About Dominant Culture Norms in the Canadian Workplace

1. appropriate workplace clothing

Most Canadian workers dress in 'business casual' attire. Jeans are usually not appropriate and clothing should be clean and neat. For women, it is not appropriate to show too much skin. Depending on the job, some workers may need to wear a standard uniform, such as a driver or a postal worker. Also, depending on the job, it may or may not be appropriate for men and women to have hair that is dyed an unusual colour, or to have piercings or tattoos showing. Whether this is appropriate or not usually depends upon how much time the worker will have to interact personally with customers or clients. If the job requires a lot of customer contact, the attire is usually more conservative. If it requires less contact, it is usually acceptable to dress more casually.

2. punctuality

Time is seen as our most valuable commodity. Punctuality is valued, and being late can be seen as a "put down" because it indicates you believe your time is more valuable than mine. Alternately, people who are often late may be seen as "sloppy" or lazy. Most Canadians are usually willing to excuse a person who is late by a few minutes (3 to 5), but often, not more!

3. the relationship between male and female co-workers

Men and women are seen as completely equal in Canada. Men and women have equal opportunities to work at the same jobs for the same pay and are treated equally by their boss and by their co-workers. There are strict laws that enforce these beliefs in Canada. For example, it is illegal to deny someone a job based on their gender. It is also illegal to sexually harass a male or female co-worker by making inappropriate or sexist comments.

Activity Plan 46

LESSON 5	**More Work with Pronunciation: Part A**
	40 MINUTES HANDOUT(S): 0

Review Stage . . . . 5 min

• Review **Activity 44-EXT**. Touch on the topics of:

   ✓ syllables, stressed and unstressed

   ✓ reduced vowels = schwa (briefly describe the sound; more on this at another time)

   ✓ English as a stressed-timed language = musical = varying pitch and rhythm

   ✓ unmusical pronunciation = miscommunication

Homework Correction Stage . . . . 10 min

• Go over Exercise 1.

• Exercise 2 – Review the instructions with the learners. Explain what linking means.

• Go over the example with the class. Exaggerate stressed syllables and say unstressed syllables quietly and quickly.

• Use hand and arm movements to outline the contour of the intonation. Encourage learners to do this as well. The physical movement will help ingrain the melody.

Pair Work Stage . . . . 10 min

• Let learners work with a partner to try interpreting the symbols in Exercise 2.

• Encourage them to exaggerate the difference between the stressed and unstressed syllables.

• Circulate to listen and give feedback to pairs.

Whole Class Drilling . . . . 15 min

• Go over the sentences with the whole class. Be sure to use physical gestures that help punctuate the musicality of the sentences.

• "Back chain" if learners are having difficulty (i.e., start with the last phrase).

   For the sentence "Janice and Jane must be working at the office late today," you would say:

   1. **LATE**__to**day**

   2. at__the__**o**ffice/**LATE**__to**day**

   3. must__be__**work**ing/at__the__**o**ffice/**LATE**__to**day**

   4. Janice__and__Jane/must__be__**work**ing/at__the__**o**ffice/**LATE**__to**day**

Advanced Preparation

• In case learners were absent the day before, prepare a few extra photocopies of :

   ✓ **Activity 44-EXT Handout 1**

Purpose

• Further honing informational interview questions

• Giving learners a strategy for improving their pronunciation through the use of thought groups and pausing

Ways to Add Support

- If learners need more practice, increase drilling time. If learners are particularly nervous, less time working with a partner may make them feel more comfortable.

Ways to Add Challenge

- If a learner feels strong in this area, invite him/her to demonstrate a sentence or two in front of the whole class.

Activity Plan 47

LESSON 5	🔊 **Conversation Management**	
	45 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 10 min

- Explain to learners that they will now be looking again at sample phrases they may use in their information interviews and practising their pronunciation of these phrases.
- The phrases the learners will be focusing on today are related to conversational management. Explain that conversational management phrases help the interviewer (the learner) to keep the interview on track and help the interviewer to sound professional and respectful.
- If possible, take learners to the language lab so that they can repeat the phrases on the handout individually, as needed.
- Distribute Handout 1.
- Encourage learners to really listen to the music of the phrases and repeat the musical contour of the phrases, focusing on the pronunciation topics discussed in **Activity 46**.
- Remind them to overemphasize the stressed syllables and de-emphasize the unstressed ones.

Listening Stage 1 . . . . 25 min

- Allow learners time to listen to **47 Listening** and repeat the phrases.
- Each phrase is followed by a silent space to allow learners time to repeat
- Circulate and give feedback to individual learners. If they are having trouble, help them to mark their papers, e.g., highlight stressed syllable.

Listening Stage 2 . . . . 10 min

- Direct learners to the recording of **Activity 43** Handout 2.
- Have them practise repeating the sentences after the speaker, focusing on the pronunciation topics discussed in **Activity 46**.

Ways to Add Support

- If learners need more practice, they can focus on only a few statements and repeat them more than once.
- A learner having trouble may want to focus on only one or two of the pronunciation areas in this activity (e.g., linking or stress).
- Encourage learners to mark their papers according to the conventions the instructor showed them. This helps learners to focus more carefully on the various aspects of pronunciation for each statement.

Ways to Add Challenge

- If a learner feels strong in this area, suggest he/she add other areas of pronunciation to focus on as well. For example, encourage the learner to think about his/her rate of speech and to try to match the rate of speech to that of the native speaker on the CD.

Advanced Preparation

- Book language lab
- Prepare **47 Listening**
- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ **Activity 43** Handout 2 for learners who forget their copies
- There are recordings for both handouts

Purpose

- Preparing conversational management phrases for the informational interview
- Allowing pronunciation practice for the informational interview questions that the learners choose to use

Conversational Management

Pronunciation Practice

When you are conducting an informational interview, you must manage the conversation. You are expected to take charge and lead the conversation. If you don't understand, you are expected to ask for clarification, and if the speaker is veering off topic, you need to politely steer him or her back on track. It is very important that you manage your time well and not go overtime without permission. Following are a list of useful expressions for managing conversations. Listen and repeat after the speaker. Mark your paper with thought groups using the conventions your teacher showed you. Pay close attention to stressed syllables (higher, clearer and held longer), unstressed syllables (lower pitch, reduced, said quickly), and linking within thought groups.

Opening	
Greeting and Thanking	Hello, I'm _____ from the _____ program at _____. Thanks for taking the time to meet with me. OR I really appreciate you taking the time to meet with me.
Take charge	I am a foreign-trained _"engineer"_ (state your profession) and I'm interested in learning more about how things are done here in Canada.
State the length of time	The interview should not take more than half an hour.
Ask permission to record	Before we begin, would it be alright for me to record the interview? It will help me to summarize my notes later.
Body	
Lead in	I've prepared a list of questions. Would you like a copy? Shall we start…OK. The first question is…
Interrupting	**Asking for Clarification:**
I'm sorry to interrupt, but …..	I am not quite sure what you mean by "*job shadowing.*" I'm not familiar with that word. Could you explain what that/it means?
	Asking for Repetition:
I'm sorry, but…	I didn't catch that. Could you repeat that, please? Could you repeat what you said about "*job shadowing*"?
	Asking for spelling
	Would you mind spelling that, please? Would you mind writing that down, please?
	Pausing:
Could we stop for a moment, please…	I just need to refer to my list of questions. I just need to catch up on my notes.
	Checking for Comprehension
	I just want to make sure that I understood you correctly …
	Restating:
	So, basically what you're saying is …. So, in other words … So, you mean that …

	Managing Time:
I'm sorry to interrupt, but ..	I'm aware of the time. There are just a couple of minutes left; would you be willing to answer one more quick question?
	I'm conscious of the time … I'd love to hear more about that … but I've promised not to go overtime. I'd like to fit in one more quick question if it's alright with you.
Closing	
Be aware of the time	Well, I believe our time is up.
Thank the interviewee	Thank you so much/once again for taking the time to meet with me. It has been very nice meeting you. I really appreciate this opportunity to get an insider look into your job.

Activity Plan 48

LESSON 5	🖉 **New Vocabulary Quiz**	
	60 MINUTES	HANDOUT(S): 1

Take Quiz Stage . . . . 25 min

- Do the phrasal verb and idiom quiz individually.

ReDo Stage . . . . 20 min

- When everyone is finished, put learners in groups and give them another copy of the test to work through and discuss together.

Go Over Stage . . . . 15 min

- Go over answers as a class.

Advanced Preparation

- Photocopy two (2) sets of the quiz.

Purpose

- Test, practise and review vocabulary from this week's vocabulary module

QUIZ: Phrasal Verbs and Idioms from Module 1

Use the following list of vocabulary items that we talked about this week to do the following exercises.

1. **to call up***	7. **to come up with**
2. **to call back***	8. **right away**
3. **to get back to**	9. **to get into**
4. **to think over***	10. **to get on with**
5. **to look into**	11. **to pick up**
6. **to talk over***	12. **sooner or later**

Part 1: Cloze

Using the expressions above, complete the following sentences. Be careful; you may need to add a pronoun or change the form. There may be more than one correct answer.

1) The manager was keen to get input from her staff and asked them to _____ some ideas or suggestions to increase efficiency.

2) John promised to _____ the report and proof it for changes before it is sent to the printer.

3) When you do an informational interview, you are required to _____ someone whose job you would like to hear more about.

4) After Jennifer asked if I would switch shifts with her this weekend, I told her I would _____ as I wasn't sure what my wife's schedule was.

5) Martin was asked to stop by the repair shop and _____ the part we need to fix the broken compressor.

6) The meeting was going on and on. I could tell there were many people who just wanted to finish up so they could go back to work and _____what they needed to do.

7) Yu Tang knows she has been lucky, always getting scheduled for a daytime shift. _____ she will be asked to take a turn at the evening or night shift.

8) There is a message from a customer who has a question about a back order. I'd better _____ this afternoon.

9) We made a mistake on the order for the Mountain Top Restaurant. They don't have enough food for their dinner service tonight. We'd better get the rest of the order to them _____.

10) Kathleen asked her boss if she could work it so that she had a flex day every second Friday. He said he would _____ how that might work with Human Resources and let her know next week.

11) I know we have always produced bread only at this company, but we are thinking of _____ baking sweet things as well. Cupcakes are very popular right now.

12) The bank phoned this morning. They wanted to talk to you about a possible fraudulent event on our accounts. You'd better _____.

Part 2: Rewrite the sentence

The words in the following sentences have been mixed up. Order them, and where possible, put the object between the two parts of the phrasal verb. The first one is done for you as an example.

1. (**call up***) company are Find a you working and interested set in informational interview for up an
    Answer: Find a company you are interested in working for and set up an informational interview.

2. (**call back***) the call person who back you interviewing interested are in

    _____

3. (**get back to**) me you back to in few let a days get with answer an your to question.

    _____

4. (**think over***) we can you get How about I up at 6 o'clock and have some breakfast together?

    _____

5. (**look into**) much me let look how it into will to deliver cost these to Monday you services by

    _____

6. (**talk over + get back to**) don't why talk it you over get and back me to by end of the day.

    _____

Answers: Part 1 of Quiz

1. Come up with
2. Look over
3. Call up
4. Think it over
5. Pick up
6. Get on with
7. Sooner or later
8. Call him/her back; Get back to him/her
9. Right away
10. Look into
11. Getting into
12. Call him/her back; Get back to him/her

Answers: Part 2 of Quiz

The words in the following sentences have been mixed up. Order them, and where possible, put the object between the two parts of the phrasal verb. The first one is done for you as an example.

1. (**call up***) company are Find a you working and interested set in informational interview for up an

   Answer: Find a company you are interested in working for and set up an informational interview.

2. (**call back***) the call person who back you interviewing interested are in

   Answer: Call the person back who you are interested in interviewing.

3. (**get back to**) me you back to in few let a days get with answer an your to question.

   Answer: Let me get back to you in a few days with an answer to your question.

4. (**think over***) we can you get How about I up at 6 o'clock and have some breakfast together?

   Answer: Think over the proposal and come back with suggestions for changes.

   Think the proposal over and come back with suggestions for changes.

5. (**look into**) much me let look how it into will to deliver cost these to Monday you services by

   Answer: Let me look into how much it will cost to deliver these services to you by Monday.

6. (**talk over + get back to**) don't why talk it you over get and back me to by end of the day.

   Answer: Why don't you talk it over and get back to me by the end of the day.

Activity Plan 49-EXT

LESSON 5	Practice Informational Interview, Reflective Journal and Preview of Pronunciation Practice: Part B & C
	75 MINUTES HANDOUT(S): 2

Assignment #1: Practicing the Informational Interview

- During this extension, learners do a practice informational interview.
- Learners use the questions they developed in **Activity 39** and **Activity 41.**
- Remind learners that they need to take notes during the practice informational interviews.
- The instructor can bring in willing native speakers for the learners to practise with, if possible. If this is not possible, learners can practise in pairs, working with a partner they have not role-played the informational interview with yet, if possible. Alternately the learners can conduct these practices out in the community, with neighbours, family members or with friends or colleagues.
- If the instructor is able to bring only a few native speakers in to the class and there are not enough speakers for everyone, the learners can take turns working with a native speaker. When not engaged with the native speaker, learners can work in pairs, practising their informational interviews.
- Learners can take some time to practise before starting their practice informational interviews.
- The interview should be about 20-30 minutes.
- Learners should be prepared to give a 10 minute, unscripted report on the results of the interview to a partner for **Activity 52**, using the notes they take during this practice. Remind learners to also record what they found challenging and what went well for them during the practice interview. This will help them to think about what they need to focus on and continue practising.

Assignment #2: Reflective Journal

Put the journal topic questions on the board, an overhead **(Overhead #1)** or a bulletin board. Give learners a few minutes to reflect on these questions and write answers in their journals.

Journal Topic Questions:

1. What have you learned about your own pronunciation this week?
2. What are your immediate reactions to this? Did any emotions come up for you?
3. What are you going to do about what you've learned?
4. What are your goals?
5. Looking back, are you now aware of situations where your pronunciation had an impact on communication?

Assignment #3: Preview Handouts for Pronunciation Practice

- Distribute Handout #1 and #2.
- Have learners read through the handouts over the next few days in preparation for **Activity 62**. Handing them out in advance will give them time to think through the idea of thought groups and reflect on the information in the handouts.

Advanced Preparation

- If possible, arrange to have native speakers come to your class so learners can do a practice informational interview.
- Make an overhead of Overhead 1 if desired
- Prepare file folders with copies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Conducting an informational interview in a more relaxed situation
- Practising conversation management techniques
- Practising note taking while conducting/managing an interview
- Reflecting on pronunciation skills
- Practising pronunciation

Note: Answer keys for Handouts 1 and 2 (Activity 49-EXT/62**) follow **Activity Plan 62** because during this extension leaners only read through the handouts to familiarize themselves with the information

Journal Topic Questions:

1. What have you learned about your own pronunciation this week?

2. What are your immediate reactions to this? Did any emotions come up for you?

3. What are you going to do about what you've learned?

4. What are your goals?

5. Looking back, are you now aware of situations where your pronunciation had an impact on communication?

Pronunciation Part B:
Thought Groups – How do we group words to make thought groups?

Each content word carries meaningful information, so if we wanted to highlight each piece of information, we could mark the end of each content word as the thought group boundary. However, this would make the sentence too choppy and unnatural. Following are some suggestions on how to group words.

A. **Some natural ways to group are in phrases, such as noun phrases, verb phrases and prepositional phrases.**

	1. Noun Phrase	**2. Verb Phrase**	**3. Prepositional Phrase**
a.	Children	like to go	to fairs.
b.	Most Canadians	enjoy spending holidays	with family and friends.
c.	Bob and Mary	have been colleagues	for over twenty years.

A noun phrase can make up part of a verb phrase or a prepositional phrase. The noun phrase is then the object of the verb or the object of the preposition.

Exercise 1 **Put a slash (/) between the phrases or thought groups below. Put a number above the phrase to indicate its type.**

1. Noun Phrase	2. Verb Phrase	3. Prepositional Phrase

1   *2*   *3*   *3*

For example: Carole and Dave **/** decided to meet **/** at a little café **/** around the corner.

1. The manager was impressed with the ingenuity of his new assistant.

2. In the middle of the room, there was a desk and two chairs.

3. The employees used to stand outside the doorway and smoke.

4. The last engineer couldn't figure out the problem by himself.

B. **Transitional phrases often demand their own thought group, as they are used to draw attention to information that is about to be heard or that you already know.**

4. Transitional Phrase	Noun Phrase	Verb Phrase	Prepositional Phrase
d. Finally,	the two men	walked out	of the building.
e. As you all know,	a new investigator	has taken charge	of the case
f. However,	the inspector	didn't look	under the deck.

C. Another place we can pause if we need time to think is after an interrogative phrase.

5. Interrogative Phrase	Verb Phrase	Prepositional Phrase
g. Where do you	need to go	for the interview?
h. How long have you	worked	for this company?
i. What's the best way	to get a foot in the door	in this field?

D. If a sentence has more than one clause, then we pause between the clauses.

6. Main Clause	7. Subordinate Clause
j. The boss was really upset	when she didn't win the contract.
k. She was annoyed	because he arrived late to the meeting.
Subordinate Clause	**Main Clause**
l. If you get a chance,	give him a call
m. After you do the interview,	you should send her a thank-you note.

E. Some other examples of thought groups are:

A short subject and verb: *He ran, Steve smiled, Billy knew,* etc.
Relative Clauses: the man *who looked younger* was…, etc.
Noun Clause: I don't remember *what he said*. or I think *what he said* was interesting.
Parenthetical remarks: the man (*or the suspect*) was …etc.

Exercise 2   Put a slash (/) between the possible thought groups below.

For example: I'm having trouble / with the mouse / on my computer.

1. I've arranged to meet them in the lobby of the hotel at noon.

2. I'm sorry, but I haven't had a chance to read your report.

3. When I saw him last, he was working at an engineering firm downtown.

4. When would be a convenient time for us to meet?

5. The person that I was supposed to meet had to cancel at the last minute.

6. In the end, we decided not to hire that contractor.

7. For the time being, he's going to stick to carpentry.

8. In my haste, I forgot to bring my notes from yesterday's meeting.

Pronunciation Part C:
Thought Groups – How are the boundaries between thought groups marked?

One sentence can contain many thought groups, so the boundaries between the groups need to be marked for the listener when you speak.

The boundaries between thought groups are signaled by:

1. a lengthening of the final syllable

2. a drop in pitch

3. a brief pause

For example: The sentence below has three thought groups.

. . . ● →/ ● . ● . .→/ . . ● .

The refer**ee**ee / **gave**_a **pen**al ty / to the **PLAY**er//.

To get the rhythm and intonation (melody) of the sentence, try the same pattern with "la". *Be sure to lengthen (→) the stressed syllables and raise and drop your voice in pitch according to the dots.*

. . . ● →/ ●→. ● →. . / . . ●→.

la la la **Laa**aa / **Laaa** *la* **Laaa** *la la* / *la la* **LAAA** *la* //

Now go back and say the "referee sentence" above again with the same melody and rhythm in mind.

Marking the end of the sentence

The last content word of the last thought group of a sentence usually has the major stress. (****See Note 1**). This means it is at a higher pitch than all the other stressed syllables and the stressed syllable is held longer. ***The pitch drops to its lowest point (↘) at the end of the sentence***. This is called ***final falling intonation***.

A slide down

There is a clear drop in pitch from the stressed syllable of the last content word in the sentence followed by a definite pause. It is like a slide down in pitch.

● →.   . / ●→↘ //   ● →. . / ●→↘ //

1. **What** does he / **WA**aaant?   **Laaa** la la / **LAA**aaa

●→   . / ●→↘ //   ● → . / ●→↘ //

2. **Where's**_he / **FRO**oom?   **Laaa** la / **LAA**aaa
  (from)

A step down

If the stressed syllable is not the last syllable of the last content word, then the syllables of the remainder of the word would be unstressed (at a lower pitch and reduced). It is like a step down in pitch.

●→   ./ ●→↘.//   ●→   .   /   ●→↘ .//

3. **Where's**__he **GO** ing?   **Laaa** la / **LAAA** la

. ●   . ●↘. . .//   . ● . ●↘ . . .//

4. He **likes**__to **GEN** er a lize.   La **Laaa**_la **LAA** la la la

> **This drop in pitch and pause signal to the listener that the speaker has finished a sentence or a complete thought.**

> ****Note 1**: This major stress can be located in other areas, depending on which information the speaker wishes to highlight. This will be discussed more in **Activity 79** Handout 1: *Pronunciation: Phrasing and Pausing (Thought Groups) – Part D: Where do I put the major sentence stress*?

Exercise 1. Divide the sentences into thought groups. Highlight the stressed syllables. Put a dot over the syllable that has the major sentence stress.

For Example: 1. John and Mary **/** opened a chequing account **/** at the bank **/** around the corner.

1.   After long consideration, we have decided not to hire him for the job.

2.   While she was waiting for her interview, she reviewed her questions in the foyer.

3.   How did you get started in this field?

4.   What past experiences helped you get your present job?

5.   What particular skills are in demand in this field?

Exercise 2. Divide the sentences into thought groups. Highlight the stressed syllables. Put a dot over the syllable that has the major sentence stress.

1.   Sorry. May I interrupt you for a moment?

2.   Could you explain what you mean by that?

3.   Would you mind spelling that for me?

4.   I'm aware of the time. Would you be willing to answer one more question?

5.   I really appreciate you taking the time to meet with me.

> ****Note 2**: Yes/No questions are different. They have rising intonation rather than falling at the end of the sentence. For example: **Is he planning to go to China?** ⤴
>
> Also, if you are asking for clarification, rising intonation can be used with an information question word. For example: *Where?* ⤴ *Where did you say he's going?* ⤴

Cultural Note: Reasons for Resistance

Without even realizing it, non-native speakers of English resist mimicking the melody of English because of cultural influences. It's important to note that different cultures have different ideas about how much speech melody is suitable. In some cultures, a lot of speech melody can show rudeness, anger or a lack of sophistication. However, in English, speakers who use a lot of speech melody sound friendly, interested and enthusiastic. Therefore, using too little melody can make the speaker seem bored, uninterested and insincere.

Also, there is often resistance to linking unstressed syllables and words because it is seen as sloppy. However, with a stressed time language such as English, it is very important that the unstressed or weak syllables remain weak or reduced so that the stressed syllable of the focus word in the sentence stands out.

It important to understand that written English and spoken English are very different. In writing, we separate the words, but in speaking, we string them together, often only pausing after a focus word to allow the listener time to process the information. If you separate words when speaking as they are written in a book, you will sound like a robot. Grouping words into thought groups and using speech melody will help you sound more natural. Native speakers of English learn the speech melody before anything else. It is a deeply ingrained pattern, so if you can try to mimic it, you will have more success at being understood.

Activity Plan 50

LESSON 6	**Socio-Cultural Warmer: Making Suggestions to a Boss**	
	30 MINUTES	HANDOUT(S): 1

Set-up Stage .... 12 min

- Briefly brainstorm as to which situations they might want to make informal suggestions to a boss. What would they say to introduce their suggestion? How would they feel if the suggestion were rejected?

- Explain that in Canada, it is culturally expected to make suggestions, and that rejections of the suggestions should not be seen as a reprimand.

- Distribute Handout 1.

- Divide class into two roles: junior position and senior position. Junior position will approach senior position.

- Give learners a moment to read the culture map handout.

- Suggest that they try internalizing (memorizing) the language. Model as necessary and drill with rapid, native speaker pronunciation of the phrases.

- You may wish to reinforce the work already done on thought groups by having the learners mark out the thought groups in the phrases to be practised.

Practice Stage .... 15 min

- Learners all stand and pair up with someone with the opposite role.

- When finished with one partner, find another.

- If time allows, have learners trade roles.

Wrap-up .... 3 min

- Briefly give feedback on any common mistakes or any issues that you observed.

Ways to Add Support

- Learners who are not as strong in their speaking skills may want to write down additional notes on their papers about what they'd like to say during the role play.

- Allow learners who need help or who seem less confident to read from their papers.

Ways to Add Challenge

- Ensure that learners with strong speaking skills do not read from the paper, but internalize the language for the dialogue.

- Suggest that learners who seem confident in this role play try to work without the script and come up with their own phrases.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
- Make overhead of handout if desired

Purpose

- Learning and practising ways of making informal suggestions

- Dealing with a boss' rejection of suggestions

- As a boss, knowing how to reject a suggestion without killing initiative

Culture Map: Making Suggestions to Someone in a Senior Position, Accepting their Rejection of your Suggestion

A. Approaching

If you are in the role of the junior person, take a deep breath and think of what you will say to make your suggestion.

If you are in the role of the senior person, prepare to listen carefully with professional detachment.

B. Bridging

> *Junior position: Walk up to the other person. Make eye contact. Say the person's name. Ask if they have a moment to hear an idea. You can say:*
>
> *"**JOHN**. HAVE you **GOT** a MOment? I HAVE an idEa I'd LIKE to RUN **BY** you."*
>
> *Senior position: Walk up to the other person. Let them make eye contact. When they ask you to listen to their idea, you can say:*
>
> *"SURE. I'D be **HAP**py to HEAR your idEa. What's it in re**GARD**S to?"*

C. Communicating Message

> *Junior position: Suggest an idea related to improving sales. For example:*
>
> *"IT'S aBOUT inCREASing our **SALES**. I THINK a **REAL**ly good WAY to proMOTE our **PRO**duct would be to HAVE a **CON**test. PEOple en**JOY** CONests."*
>
> *Senior position: Listen carefully. You can turn your head slightly away, as this shows that you are listening and thinking as the person makes their suggestion. Nod your head to show that you are following. After listening, you reject the suggestion with a reason. For example, you can say:*
>
> *"**THANKS**. I apPREciate the THOUGHT you've PUT **IN**to THIS, but you **KNOW**, I **DON'T** REALly THINK that a CONtest is conSISent with our **I**mage."*

D. Developing Closure

> *Junior position: Remain thoughtful and friendly.*
>
> *"FAIR e**NOUGH**. THOUGHT it was WORTH RUNning **BY** you. THANKS for **LIS**tening"*
>
> *OR*
>
> *"HMM, I SEE your POINT. I HADn't **THOUGHT** of it THAT WAY. WELL, THANKS for con**SID**ering it."*
>
> *Senior position:*
>
> *"NOT a **PRO**blem. Like I **SAID**, I REALly apPREciate the TIME and THOUGHT you've PUT **IN**to this. HOPE I HAVEn't SHOT you DOWN in **FLAMES**. KEEP the GOOD iDEas **COM**ing."*

Activity Plan 51

LESSON 6	**Reading: Emails (Format, Tone and Register)**	
	60 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Distribute Handouts 1 and 2.
- Let learners know that tomorrow in **Activity 56**, they will be doing additional work on email etiquette, ethics and cautions.
- Later in the week, in **Activity 65**, they will have an assessed email reading task identical in format to this activity (although with different content).

Reading Stage . . . . 50 min

- Circulate among learners, helping with reading questions.
- Suggest that the best reading strategy is to read the questions first and then read for a purpose (to find the answer to the questions).
- Learners may work individually or in pairs/groups.
- Learners should take time at the end of the activity to compare and discuss their answers.

Wrap-up . . . . 5 min

- You may wish to go over some of the common concerns/confusion regarding the questions or the emails.
- As this reading is challenging, it is quite possible the learners may not complete it. If this is the case, you can give them time during the extension period of the day to finish and compare answers together.
- The reading challenges learners to identify the many different ways that messages are conveyed, including the use of casual and formal language to add an additional dimension to the reading. In a sense, the reading requires critical thinking skills, as well as inference.

Ways to Add Support

- Suggest that learners use a highlighter to highlight the keywords and phrases in the questions to help them focus on what information they need to find in the reading.
- Suggest that learners use a highlighter to highlight information in the emails that help them answer the questions, particularly for questions requiring evidence. This will help learners to think carefully and focus, especially on questions using inference. This will also help when learners are comparing their answers, as they can clearly point out the information they used to come to their answers.

Ways to Add Challenge

- Give learners less time in which to complete the reading activity to increase the challenge.
- Have learners highlight phrases from the reading that contain more challenging vocabulary or structure and have them discuss the meaning with a partner or a small group.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
- Prepare an overhead of Answer Key Handout 2 if desired

Purpose

- Developing reading skills, including reading for details, inference, reading between the lines
- Familiarizing learners with the norms of email writing/reading

Email Reading

Below is a string of emails. Each individual message has been labeled for identification.

From: Jane Oldham
Sent: Thursday, July 20, 2006 12:20 PM
To: David Greenacre
Subject: RE: Friday's meeting

OK, talk to you then.   ***EMAIL A***

Jane Oldham
Assistant Manager
Hawthorn Web

 -----Original Message-----
From: David Greenacre
Sent: Thursday, July 20, 2006 12:18 PM
To: Jane Oldham
Cc: Sara Sandrajit
Subject: RE: Friday's meeting

Hello Jane,   ***EMAIL B***

Thanks so much. I have another meeting Wednesday morning until 10 and so won't be able to make it to your office.

Can we please have a chat on the phone at that time? I'll call you at 10 a.m. on Wednesday.

Thanks again,
David

Webpage Designer
Hawthorn Web www.hawthorn.ca

 -----Original Message-----
From: Jane Oldham
Sent: Thursday, July 20, 2006 12:09 PM
To: David Greenacre
Subject: RE: Friday's meeting

Hello David,   ***EMAIL C***

Patty has had a look at my schedule for the week and I can fit you in next Wednesday at 10.

Please confirm that you can make this time.

Thanks.

Jane Oldham
Assistant Manager
Hawthorn Web

-----Original Message-----
From: David Greenacre
Sent: Thursday, July 20, 2006 11:55 AM
To: Jane Oldham
Cc: Sara Sandrajit
Subject: RE: Friday's meeting

Hello Jane,   ***EMAIL D***

I don't quite know how to put this, so I'll just say it. I'm really not comfortable with several aspects of the new structure you are proposing. I know that my concerns are shared by others.

I still hope we can meet. There are some delicate issues that I think would be better dealt with one on one. I recognize how busy you are and am happy to accommodate your schedule.

Thank you for considering my request.
David

Webpage Designer
Hawthorn Web www.hawthorn.ca

-----Original Message-----
From: Jane Oldham
Sent: Thursday, July 20, 2006 11:42 AM
To: David Greenacre
Subject: RE: Friday's meeting

Hi David,   ***EMAIL E***

Unfortunately, I am unable to meet with you before the meeting on the 28th. However, the matter of the departmental structure is on the meeting agenda and will be thoroughly discussed then.

Please bring up any questions or concerns you may have at that time.

Jane Oldham
Assistant Manager
Hawthorn Web

-----Original Message-----
From: David Greenacre
Sent: Thursday, July 20, 2006 11:34 AM
To: Jane Oldham
Cc: Sara Sandrajit
Subject: Friday's meeting

Hi Jane   ***EMAIL F***

I was hoping we might meet for a few minutes some time before our next staff meeting which is scheduled for a week tomorrow, Friday, July 28th.

I just wanted to discuss with you some questions I have about the new departmental structure you are proposing.

Have you got a few minutes tomorrow afternoon or early next week?

Cheers
David

Webpage Designer
Hawthorn Web www.hawthorn.ca
PS I copied Sara in on this cause I wanted the union to know I was having these discussions.

Email Reading Questions

1. How many emails were exchanged?	2. What is the subject of all of the emails and what does it refer to?
3. Who sent the first email, when and to whom?	4. Who sent the last email, when and to whom?
5. When is the next staff meeting?	6. What does David want to discuss with Jane?
7. When does David suggest that he and Jane meet?	8. When and where are David and Jane meeting?
9. Who do you think Patty is?	10. How is Sara Sandrajit connected to this email exchange?

11. Based on this email exchange, who is in the senior position? Provide evidence.

12. Jane did not want to meet with David. Why do you think she changed her mind?

13. Do David's emails to Jane become more or less friendly and informal? Provide evidence.

14. Do Jane's emails to David become more or less friendly and informal? Provide evidence.

15. When David writes "*I don't quite know how to put this, so I'll just say it*," what is he signaling or indicating?

Email Reading Questions

1. How many emails were exchanged? **6**	2. What is the subject of all of the emails and what does it refer to? **The subject of all the emails is Friday's meeting. This refers to the next staff meeting being held at Hawthorn Web, on Friday, July 28th. It also refers to an agenda item for the meeting that David wants to discuss with Jane.**
3. Who sent the first email, when and to whom? **David sent the first email, Thursday, July 20, 2006 at 11:34 a.m. to Jane.**	4. Who sent the last email, when and to whom? **Jane sent the last email, Thursday, July 20, 2006 at 12:20 a.m. to David.**
5. When is the next staff meeting? **Friday, July 28 (2006).**	6. What does David want to discuss with Jane? **Jane's proposal for changes to the departmental structure.**
7. When does David suggest that he and Jane meet? **Friday July 21 in the afternoon, or early the following week.**	8. When and where are David and Jane meeting? **They are NOT meeting. They will have a chat on the phone at 10 a.m. on Wednesday, July 26 (2006). They tried to arrange a meeting, but the phone call was the best they could manage.**
9. Who do you think Patty is? **Someone who helps Jane with her schedule – her secretary or personal assistant.**	10. How is Sara Sandrajit connected to this email exchange? **She seems to be connected with the union and David wants her support or involvement. Note that Jane does not cc Sara into any of her replies, while David copies her into all of his messages.**

11. Based on this email exchange, who is in the senior position? Provide evidence.

Jane appears to be in the senior position. Evidence:

- **David's emails say that he is a webpage designer, while Jane's say she is assistant manager.**
- **Jane is more perfunctory with David. David is more obliging.**
- **Jane has an assistant (Patty).**
- **Jane has a busier schedule, which David is willing to accommodate.**
- **Jane has put forward a proposal to change a departmental structure.**

12. Jane did not want to meet with David. Why do you think she changed her mind?

    It's not clear why she changed her mind, but it probably had something to do with the tone of David's second email, which suggested serious misgivings about her proposal, suggested that he was speaking for others, and suggested that there were delicate interpersonal issues at stake. It may also have had something to do with David copying in the union person, Sara Sandrajit.

13. Do David's emails to Jane become more or less friendly and informal? Provide evidence.

    David's emails become more formal and less friendly. Evidence:

    - **He first email opens with Hi. After that he moves to Hello, which is slightly more formal.**

    - **His first email ends with Cheers, his second with Thanks for considering my request and his third with Thanks again.**

    - **His first email is fairly "light" in tone, and minimizes his concerns. His second email opens with a suggestion of some serious misgivings about Jane's proposal.**

    - **David's second email is longer than his first, which can indicate a need for lengthier explanations because things aren't unfolding as planned and he's needing to be more diplomatic and persistent.**

14. Do Jane's emails to David become more or less friendly and informal? Provide evidence.

    Jane's emails become less formal and perhaps a little friendlier, although never very friendly. Evidence:

    - **She has no closing salutation for her first email which, given that she is rejecting David's request, seems quite cold. Her second email closes with Thanks (warmer) and her final email has no opening or closing (quite informal, but also a little brusque).**

    - **Her first email is quite impersonal in tone, basically rejecting David's request out of hand with Please bring up concerns you may have at that time. Her second email is somewhat more personal and her final email is the most casual.**

    - **In content, Jane's emails move from stonewalling and impersonal, to dealing with the issue (a request for a meeting).**

15. When David writes "*I don't quite know how to put this, so I'll just say it*," what is he signaling or indicating?

    David is indicating that he is going to say something unpleasant or critical. It is a way of softening his criticism by giving a heads-up. It also indicates that he has given some thought to how to say the criticism, indicating that he values having a good working relationship with Jane and would rather not jeopardize that. Finally, it prepares Jane for some fairly unpleasant comments which never quite materialize. Perhaps this approach makes is easier for Jane to receive criticism, because she was expecting worse.

Activity Plan 52

LESSON 6	**Oral Report to Classmates on Practice Informational Interview**	
	25 MINUTES	OVERHEAD: 1

Set-up Stage . . . . 2 min

- Divide class into pairs. Each partner has about 9 minutes to describe the results of their practice informational interview, completed during the extension last week in **Activity 49-EXT**. Learners should use the notes they took during the interview to summarize the experience for their partner. Learners should include in the summary:

  1. Information on the person interviewed

  2. What he/she learned about this person's job

  3. How it felt to manage the conversation, and how successful he/she was at doing this

  4. What he/she learned from this activity that can be applied to the upcoming real informational interview

- The instructor may choose to put up a transparency of Overhead 1 while learners are giving their oral report to remind them of what to include.

Speaking Stage . . . . 18 min

- Allow learners 9 minutes each to summarize their practice informational interview.

- Circulate, monitoring learners' summaries.

Wrap-up . . . . 5 min

- Discuss any challenges you noted that learners said they had. Brainstorm as a class, or make suggestions as to how they might overcome these challenges in their real informational interviews.

- Make a comment about what you observed about learners' time management during their practice interviews.

Ways to Add Support

- Allow learners to rely more heavily on their notes when reporting to their partner.

Ways to Add Challenge

- Encourage learners to turn their notes over and speak from memory, trying to include details. Encourage learners to think about the sequencing of their information and logically connecting their ideas, which is more challenging without any notes.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Overhead 1 if desired

Purpose

- Following up on informational interview practice

- Practising summarizing an interview

- Practising reflection to consider the learning from an activity

- Encouraging time management

Include in the Summary:

1. Information on the person you interviewed

2. What did you learn about this person's job?

3. How did it feel to manage the conversation? How successful were you at doing this?

4. What did you learn from this activity that you can apply to your upcoming informational interview?

You each have about nine minutes to summarize your informational interview. Manage your own time.

Activity Plan 53

LESSON 6	🖱 **Internet Research:** **Researching for the Informational Interview**	
	60 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Begin the class by asking which learners have done internet research before. Try to pair more experienced learners with less experienced learners, for support and peer teaching.
- Let learners know they will be conducting research on the company where they will do their informational interview.

Internet Search Stage . . . . 50 min

- Distribute Handout 1 and 2. Have learners read through Handout 1.
- The four-page handout for this activity describes methods of doing a very thorough research project on a company. There will not be time in this class to follow all the leads offered in the process described.
- If learners are working in pairs, they should divide the time evenly between their two companies.
- Using some of the search tools described, the learners should fill in Handout 2 about the company where they will be doing the informational interview. It will be impossible to check answers for correctness.
- Instructor circulates and offers guidance and opinions on the search the learners are conducting.

Wrap-up . . . . 5 min

- Spend the last 5 minutes of class time getting some group feedback on the difficulties and surprises of their research.
- What generalizations can the group make about doing internet research, and some pitfalls and advantages of this technology?

Ways to Add Support

- Pair a learner unfamiliar with doing internet searches with someone who is comfortable with searching on the internet. The unfamiliar learner will get the support they need and have someone guide them in finding what they need.

Ways to Add Challenge

- To challenge a learner, pair them with a learner who is unfamiliar with doing internet searches. This learner then becomes a kind of teacher and can help guide the unfamiliar learner.

📎 Instructor Alert!

By now the employment facilitator or other person responsible for setting up the workplace visits for the Culture module should have started this process. Make sure they have a copy of the Briefing Notes. Also, you need to let this person know that the learners are working in pairs; give them the names of the pairs who will be working together and the type of workplace they would like to observe.

Advanced Preparation

- Book the computer lab
- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

**Note: Because the handout contains many links, it is probably more appropriate and useful to send the handout to the learners electronically, or make it available on a webpage.

Purpose

- Increasing learners' internet research skills
- Finding out background information on the company where they will conduct their informational interview
- Developing skills on preparing for informational interviews and work assignments through internet research

Internet Research: Researching for the Informational Interview

Steps in Web Research of Companies (from Business Research on the Internet – Company Information)

*Note: Websites often change. If the links listed below do not work, then type the name of the company into Google and find the new web address.

1. See if the company has a home page. Use a general search engine, such as Google.ca to help to find this. The home page can tell you a lot about the company, including many of the details addressed in the following steps of the web research.

2. Is the company public or private? There will be much more information available on public companies. How do you find out if a company is public or private? The best two ways are to locate the company's website and see if anything is mentioned there, or search the Toronto Stock Exchange or the TSX Venture Exchange (both sites listed below) to see if the company is publicly traded.

    How can you tell from a company's website whether it is publicly traded? Somewhere on the site, there will be mention of shareholders, stock prices, the annual report, or an annual dividend.

    Canadian Venture Exchange
    Nasdaq Canada
    Toronto Stock Exchange (TSE), **TSX** is the main index of TSE
    TSX Venture Exchange

    BC Corporate Registry

    Quoted from registry site:

    The Corporate Registry provides the legal framework within which all businesses, not-for-profit societies, cooperative associations and financial institutions operate in British Columbia, and files documents for the incorporation, registration, maintenance and dissolution of these entities. This information is made available to the public.

    The Corporate Registry administers all matters related to approximately 285,000 active domestic corporations; 24,000 not-for-profit societies; 352,000 partnerships and proprietorships; and 590 cooperative associations. It also registers and keeps a record of 25,900 entities incorporated elsewhere but doing business in the province, referred to as *extraprovincial companies*.

    A search of a company costs $7 if you do it yourself, or $10 if the search is done by government personnel.

3. Find the telephone number and address of your company. Use the company website or the Superpages to find the address; use Mapquest to find the location; use Superpages to find the phone number.

4. If the company is publicly traded, see *annual reports*. Search for a listing of free annual reports for many of the companies listed on the Toronto Stock Exchange. Search Google for Toronto Stock Exchange, *free annual reports*.

5. Look for newspaper and periodical reports about the company. Has it been discussed lately in magazines or newspapers because of some expansion plan, an unhappy employee, an accident or fire or a new invention?

    You can check out the *Globe and Mail,* Canada's business newspaper. Google: *globe and mail* to find the website.

    Search the Victoria daily newspaper. *Google: Victoria Times Columnist* newspaper to find the website.

    Search the Vancouver daily newspapers. *Google: Vancouver Sun* and *Province newspaper* to find the websites.

    Search community newspapers. *Google: Victoria newspaper, Saanich newspaper* and *Esquimalt newspaper* to find the websites.

    Other community newspapers are also available online.

6. Are people talking about the company in news group discussions? Try *Google's Group search tool* out. This search engine will look for references to your company in online discussion groups. Such groups are a great place for gossip, but the content may not be accurate information.

    http://groups.google.com/

7. Find out about the industry and who the competitors of your company are.

    - What are the industry trends and areas of growth?
    - What are the leading companies in the industry?
    - What products and services are in the greatest demand?
    - What new technologies are impacting the industry?

    Try *business* and *economy* on *yahoo.com* to search for industry press releases and current news.

    Fuld and Company offers links to key sites in 27 industries.

    Corporate Information offers links to industry resources in over 30 sectors.

    Industry Research Desk provides links to U.S. and international industry home pages in over 30 areas.

    Search over 300 periodicals, journals, and newswires simultaneously for industry information at **FindArticles.com** and **MagPortal.com**

8. Check out business meta-sites that link to online business resources around the world.

    Corporate Information offers an extensive list of links to public, private, domestic and international resources for company research.

    A Business Researcher's Interests provides access to thousands of resources on cutting-edge topics, including business process engineering, knowledge management, intranets, intellectual property and MIS research.

    Loaded with categorized links, **CEO Express** is a wonderful site to consider as a start page for business research assignments.

    Price's List of Lists is a comprehensive clearinghouse of links to articles listing the top ranked industries, organizations, schools, products and people.

9. Check out professional associations to find out about industry standards and regulations. Use a general search engine to find associations. There are often both national and provincial associations.

10. Check out the websites for conferences and seminars in the field. The company may be represented at the conference and you may learn about the background of key players or innovators in the company from a description of their conference presentations.

11. If your company is a not-for-profit organization, here are some ways to check them out.

    Guidestar provides a searchable directory of non-profit organizations.

    The **Internet Nonprofit Center** provides a library of information about non-profit organizations, a searchable directory of organizations, discussion forums and links to other websites of interest.

    The Better Business Bureau's Philanthropic Advisory Service reports on major charitable organizations. Reports include an overview of the organization, program information, financial data, ratings on compliance with CBBB Standards for Charitable Solicitation and governance information.

    The **National Center for Charitable Statistics** collects statistics on nonprofit organizations.

    About.com provides links to a large number of nonprofit-related websites.

Company/Organization Research

1. What is the name and address of the company or organization you will visit?	
2. Is it a publicly traded company? If so, what is the stock symbol and price?	
3. Is it a government funded organization? If so, what government, and why is it funded?	
4. Does it have a webpage? What's the address? What is your opinion of the webpage (good, interesting, professional?).	
5. What are some of the references you find to your company/organization on the internet?	
6. Have there been articles in the newspaper about your company/organization? What about?	
7. According to Handout 1, what is an extra-provincial company? Is your company/organization one?	
8. What general industry or field does your company/organization fall into?	
9. What information is available about this industry or field?	
10. What are the names of some other companies or organizations in BC doing similar work to your company/organization?	

Activity Plan 54-EXT

LESSON 6	🖱 **Preparing Informational Interview Questions on Notecards; Email Questions to Interviewee, CC Instructor**	
	75 MINUTES	HANDOUT(S): 1

Assignment 1

- Remind learners that they will begin their informational interviews tomorrow. In order to prepare for this, they need to write their questions on note cards to help them during their interviews.

- In **Activity 39**, **41**, **43**, and **47**, learners had a chance to brainstorm appropriate questions to use during an informational interview, and to look at sample topics and questions. It is now time for them to decide which questions they will use during their interview and how they want to personally phrase those questions.

- Learners should take out the handouts from **Activity 39**, **41**, **43**, and **47.**

- Learners take out a highlighter and go through their worksheets highlighting the questions they would like to ask during their informational interview. Learners may re-word the questions if they wish, to make it fit better with the career for which they are doing their informational interview.

- Ensure that learners choose at least one question from each part of the informational interview format (A-M on **43** Handout 2).

- Ensure that learners have enough questions to fill 15-20 minutes, which is the length of the informational interview.

- Distribute note cards to each learner.

- Learners write down the questions they have chosen for their informational interview on the note cards. Encourage learners to write only keywords from the question to help them sound more natural during the interview.

- Learners should also email the person they will be interviewing with a copy of the questions they are going to ask. Explain that this is polite and will help the interviewee to feel more comfortable knowing what the learner is going to ask.

- Learners should email the list of questions and cc the instructor on the email.

- A sample model email is provided in Handout 1. Distribute this handout to learners to use when they are ready to email.

Ways to Add Support

- Learners needing additional help will likely need to write down full questions and phrases on their note cards. This will increase confidence, but may make the conversation sound less natural if they are too reliant on the cards.

Ways to Add Challenge

- Encourage learners to use only keywords and note form when writing down their questions and phrases for the interview. This will help learners to remember what to say during the interview, but will also allow them to change the wording and respond appropriately, given the natural flow of the conversation. It will also help their pronunciation sound more natural and increases the challenge of creating grammatically accurate questions and phrases in the moment.

Advanced Preparation

- In case learners were absent, prepare a few copies of the handouts from **Activity 39**, **41, 43** and **47**.

- Bring a package of note cards to class, or cut 8.5 by 11 inch paper in half for learners to use as note cards.

- Ensure there is a computer lab available for learners to use when they are ready to email their interviewee.

- Prepare photocopies of:
  ✓ Handout 1

Purpose

- Preparing final questions for the informational interview

- Practising email etiquette

- Lowering the difficulty of the interview by allowing the interviewee to become familiar with the questions and interview format

Model Email to Employee

Below is a sample email for you to use as a model when you need to send your prepared questions to the interviewee. Remember to attach the attachment before sending it.

Activity Plan 55

LESSON 7	**ES Production Stage: Working with Others, Giving and Receiving Feedback**	
	40 MINUTES	HANDOUT(S): 4

Set-up Stage . . . . 5 min

- In Activity 34, learners discussed the concept of feedback vs. criticism. Do a brainstorming review of the differences with the learners.

- Review the importance of giving and receiving feedback at work using ideas generated by class in **Activity 34**.

Practice Stage . . . . 30 min

- Ask learners to work in pairs and choose one scenario (Handout 1) and develop it into a role play. Learners practise role play orally, but do not write it down.

- Place two pairs together in a group.

- Distribute Handout 2 and 3. Explain that while the pairs perform their role play for each other, the other two learners will fill out an observation checklist while they watch – one focuses on the receiver, one on the giver. (Handout 2 and 3).

- Ask groups to go over the points on the checklist to make sure they understand the vocabulary.

- Learners perform for the other pair. Observers fill in Handout 2 and 3.

- After the role plays are finished, groups discuss their observations based on the handout checklists.

Wrap-up . . . . .5 min

- Administer *After Role Plays* (Handout 4) for learners to reflect on their level of comfort in giving feedback.

- Allow learners to discuss their responses in groups and brainstorm what they could do to become more comfortable with giving feedback. They can use ideas that may have come up during the role play.

Ways to Add Support

- Allow learners to write a few keyword notes on a small piece of paper to help them remember important points for their scenario card. They are not permitted to write a script, but may choose keywords that will help them remember the most important issues from the scenario.

Ways to Add Challenge

- Encourage two learners who feel confident with this activity to do a role play for the whole class.

Advanced Preparation

- Bring worksheets used in **Activity 34** to help generate ideas.

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
  - ✓ Handout 3
  - ✓ Handout 4

- Tape

Purpose

- Increasing ability to listen and respond to difficult information

- Increasing ability to tell people a difficult thing

- Increasing comfort in giving and receiving feedback

Acknowledgement

Adapted from *Conflict Resolution for ESL Learners – Two Workshops*, Susan Morris and Robin Russell (No additional materials available). Faculty members at Kwantlen University College, Richmond BC, TESL Canada Conference in Winnipeg, Manitoba. October 21, 2006.

Giving and Receiving Feedback Scenarios

With a partner, choose one scenario to develop into a role play. Practise the role play but do not write it down. You will perform the role play for the class.

1. HR has notified you that an employee's internet usage is excessive and appears to be non-work related. As this is in direct violation of company policy, you must talk to the employee.

2. You have asked for an agenda item to be included on the agenda for the past two staff meetings. Although your manager has included the item on the agenda, it has been postponed. You are concerned because decisions need to be made based on this item. You decide to talk to your boss.

3. Your working hours are from 8:00 to 4:00. It is very important that you leave at 4:00 because you have to pick up your son from daycare. Although your employer is aware of that, he expects you to stay later from time to time. He seems annoyed when you leave.

4. A colleague has a habit of interrupting you. While you were discussing a problem with another colleague, this colleague interrupted you to give his opinion. The conversation was sidetracked and you were not able to finish. As this has happened more than once, you decide to talk to your colleague.

5. A customer is annoyed that you have not returned her phone call. You are sure that you did not receive the message. This is not the first time that the receptionist has neglected to give you your phone messages. This is the first job she's ever had, and other than this, she is a good worker. You decide to speak to her.

6. You like to have an organized environment in your workspace and you make an effort to keep the space tidy. Your colleague does not appear to share this concern. He leaves newspapers and empty coffee cups on the tables and rarely puts books or binders away. It has become an issue for you as it is difficult for you to find clean space to work sometimes. You decide to speak to your colleague.

Checklist for Observer

Receiving Feedback

"What I saw was _____."

❑ breathes slowly

❑ arms, legs and eyes neutral

❑ listens without interruption

❑ acknowledges

❑ clarifies

❑ agrees

❑ explains

❑ invites suggestions

❑ thanks the person
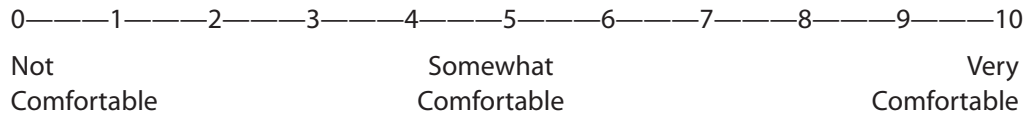
Checklist for Observer

Giving Feedback

"What I saw was _____."

❑   arms, legs and eyes neutral

❑   checks to see if it is an appropriate time

❑   listens without interruption

❑   starts with something positive

❑   focuses on the specific behaviour

❑   uses "I" statements

❑   acknowledges

❑   clarifies

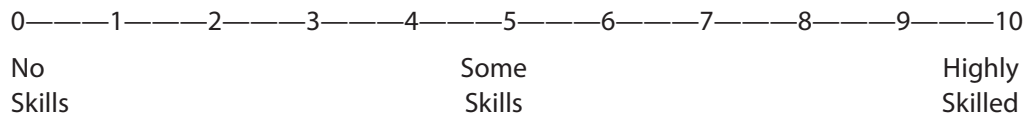❑   explains

❑   offers a suggestion or solution

❑   thanks the person

After Role Plays

Giving Feedback

1. Do you feel comfortable giving feedback to somebody? Please put an "x" somewhere on the line.

0———1———2———3———4———5———6———7———8———9———10

Not   Somewhat   Very
Comfortable   Comfortable   Comfortable

2. Do you know how to give feedback? Please put an "x" somewhere on the line.

0———1———2———3———4———5———6———7———8———9———10

No   Some   Highly
Skills   Skills   Skilled

Receiving Feedback

1. Do you feel comfortable when someone gives you feedback? Please put an "x" somewhere on the line.

0———1———2———3———4———5———6———7———8———9———10

Not   Somewhat   Very
Comfortable   Comfortable   Comfortable

2. Do you know what to say when someone gives you feedback? Please put an "x" somewhere on the line.

0———1———2———3———4———5———6———7———8———9———10

No, I don't   I sometimes   Yes, I do
know what   know what   know what
to say   to say   to say

Activity Plan 56

LESSON 7	Reading: Email (Etiquette, Ethics and Cautions) ◆	
	45 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 3 min

- Briefly brainstorm the importance of email in business.
- Brainstorm the meaning of etiquette.
- Distribute Handouts 1 and 2.

Intensive Reading Stage . . . . 35 min

- Learners read Handout 1 ovn their own.
- Learners complete Handout 2 individually.

Correction Stage . . . . 7 min

- When complete, learners can compare and discuss answers.
- Learners may need to complete this activity during the extension time if there is insufficient time here.
- There is no answer key for this activity as learners' answers will vary.

Ways to Add Support

- Encourage learners to use a highlighter to highlight information in the reading that will help them to answer the questions in Handout 2.
- Allow learners to highlight ideas or vocabulary that are challenging to them while they are reading. They can discuss these ideas and words with a partner during the *Correction Stage* as an extension to question 5.

Ways to Add Challenge

- Invite learners who feel strong in this area to work with learners who are less comfortable. They can act as a teacher, giving explanations and insight into email etiquette in Canada, and offer suggestions or strategies on how to overcome uncomfortable areas.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
- Make overheads of handouts if desired.
- Flip chart paper and pens

Purpose

- Developing increased awareness of email norms
- Allowing learners to ask questions and make comments regarding email usage in Canada

Reading: **Email Etiquette, Ethics, and Cautions**

What is Etiquette?

Etiquette is the culturally acceptable manners of conduct, required in social relations or in a profession. Some businesses or organizations even have manuals listing acceptable codes of behavior. Essentially, etiquette is good manners, respect and good behavior – all rolled into one.

Here are some ways that email differs from other forms of communication:

• It's fast and cold. Emails are not good at conveying emotions.

• It's not intrusive like a telephone call or a meeting.

• You can send it anywhere in the world, any time of day.

• It can be easily distributed to others, without your knowledge or permission. Don't say anything in an email you wouldn't want others to read.

• Emails are more conversational than the more traditional paper communication, such as letters.

• Email style is usually sloppier than paper-based communication.

• It's not easy for the person you are communicating with to know your status. There are no status clues such as dress or accent.

• People guess at your status based on your email address and your ability with language.

• The email you send may not look like the email they get, since formatting, layout and other visual qualities depend on the receiver's software.

• Busy people may receive dozens or even hundreds of emails in a day.

Some suggestions for email usage and ethics:

• Keep it short.

• Only deal with one important issue or question in one email. Have the subject line reflect that issue or question.

• Exchange no more than two emails to deal with an issue. If something requires more than two emails it might be better dealt with in person or on the phone.

• Never write and send an email when you are angry.

• Limit the time you spend each day on emails. They can eat up and waste a lot of time.

• Don't forward someone else's email without letting them know. You can do this by copying them in on the forwarded message.

• If you refer to someone in an email, copy them into the email.

• Sometimes you may want to hide who you have sent an email to. In most work situations, it is better to keep things open and transparent and allow everyone to know who has received what information.

• It's good practice to acknowledge the first email on a subject sent to you personally (not including distribution lists). Sometimes your reply might be very short, e.g., "Got your message and will reply when I've read your report. Don't *flame* anyone. Flaming is when you are very emotional and critical about someone in your reply to them.

• Don't use emails to deal with very sensitive topics.

• Don't forward others' email addresses when you forward a message.

• It's best to blind cc (blind copy) others when you send a message to a group of people; others' might be sensitive to their email address being made public.

Some suggestions for email style:

- Make your subject line clear. It doesn't need to be a complete sentence, but it should give some clue as to the content of the message. For example, **Subject: Meet tomorrow morning for 10 minutes?** gives a clear idea of why you are emailing.

- If you are emailing someone that you don't usually communicate with, give them enough context so that they know who you are and why you are writing.

- Keep the email style simple. Use plain text and short paragraphs.

- Leave some white space.

- Capital letters ARE SHOUTING.

- Decide whether you will use an opening greeting. These might include:

  – *Hello* – and begin the message

  – *Hi John*.

  – Very few people write "Dear John," as this appears overly formal.

  – Some people suggest that an email exchange is like a conversation, and just as we say *hello* at the beginning of a conversation but not throughout the conversation, it is not necessary to have a greeting for each email dealing with the same subject and with the same subject line.

- Decide on a closing. Some possible ways to close an email arranged from most formal to least formal include:

  – All the best

  – Thank you

  – Cheers

  – Thanks

  – Regards/Kind regards/Warm regards

  – Keep well

  – See you soon

  – Talk to you later

  – Give me a call

- Consider how you sign off your email. Do you use your full name or first name? Have you provided a signature so that people can contact you? (A signature line states your full name, position, credentials and contact information). Many companies provide or expect a signature line at the end of your email.

Email Etiquette, Ethics, and Cautions

Questions:

Read the handout and answer the following questions.

1. List three things from the reading that you already knew.

   a. _____

   b. _____

   c. _____

2. List three things from the reading that are new and useful information for you.

   a. _____

   b. _____

   c. _____

3. List three things from the reading that you think are not good suggestions, or that you don't agree with.

   a. _____

   b. _____

   c. _____

4. List three things from the reading that you don't understand.

   a. _____

   b. _____

   c. _____

5. List four strategies for finding out about the things you didn't understand.

   a. _____

   b. _____

   c. _____

   d. _____

Activity Plan 57

	Building an Oral Summary	
LESSON 7		
	60 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 10 min

• Revisit the notes from **Activity 42**. Learners can use their own notes from Handout 1 or the Answer Key for Handout 1. In this activity, learners will work on a number of difficult skills that combine when they are asked to give a brief oral report about a meeting, interview, presentation or conference that they attended.

• To begin, they will work on building an oral summary based on the informational interview of **Activity 42**.

• At the end of the activity, they will use note cards to record only the most important keywords from the oral summary answers they completed in Handout 1 (no full sentences!).

• Distribute and go over the rubric for oral summaries from **Activity 61**. Learners should be aware of these criteria so they can focus on these areas while practising their oral summaries.

• Distribute Handout 1 and note cards, or half pieces of paper to use as note cards. Learners can work independently or with partners.

Summary Building Stage . . . . 40 min

• Give learners time to read through and complete Handout 1.

• Encourage learners to use highlighters to highlight the most important information from each point on the handout.

• Monitor individuals or groups, giving help as needed. One of the biggest challenges for learners will be writing accurate oral English.

• It is important that by the end of this stage, learners have completed all parts of the worksheet so that they have a summary they can practise delivering **Activity 59-EXT**. This may mean that you choose to have some learners start practising their oral summaries while others are still writing.

Wrap-up . . . . 10 min

• Discuss some of the challenges with this kind of summarizing. Now that learners have a model, suggest that they consider practising oral summaries for any event they attend. Oral summaries will frequently be required at work, and the better the learners become at these, the more trust their colleagues will have in them.

Advanced Preparation

• Prepare photocopies of:
  ✓ Handout 1
  ✓ **Activity 61** Rubric

• Make overheads of handouts if desired.

• Bring note cards or 8.5x11 paper cut in half to use as note cards

Purpose

• Developing increased awareness of email norms

• Allowing learners to ask questions and make comments regarding email usage in Canada

Ways to Add Support

- Give learners more time to work on the writing portion of this activity.

- When learners begin practising their oral summaries, you may allow learners who need more support to start by using their written answers in Handout 1 rather than the keywords on their note cards.

Ways to Add Challenge

- Invite learners who feel strong in this area to work with learners who are less comfortable. They can act as a teacher, giving explanations and insight into email etiquette in Canada, and offer suggestions or strategies on how to overcome uncomfortable areas.

Building an Oral Summary
Introduction:

Often at work, you will need to give an oral summary of a meeting, presentation, conference, seminar or interview that you have attended. The task is quite challenging and involves a number of important language and cognitive skills. You must understand the meeting or interview and take notes. You must be able to build a summary from those notes and present your summary to colleagues and/or a supervisor in a short oral report. Because your summary is oral, there are the added challenges of pronunciation, phrasing, intonation and stress and body language – you **don't read** an oral summary, though, of course, you can have notes with you to jog your memory.

An oral summary of a meeting, presentation or interview usually falls into three parts:

· Context

· Content

· Critique

You usually first summarize the event itself so that the listeners have some context. Next you provide information from the meeting, presentation or interview. Finally you provide a personal/professional critique which explains how the information you gathered will be useful to your colleagues or your company.

A step-by-step process of summarizing from the interview notes:

The following process describes the steps necessary to *summarize an interview*. These same steps can be used for developing a summary of a meeting, a presentation, a seminar or a conference that you attend for work.

The process from interview to summary can be described as follows.

1. **Take notes during interview.**

2. **Build introduction (context).**

3. **Summarize questions and answers (main points).**

4. **Reflect and build personal and professional critique.**

5. **Combine 2, 3, and 4, and make precise speaker's notes.**

6. **Rehearse as needed.**

7. **Present the oral summary.**

1. **Take notes during the interview**. You practised this last week in listening **Activity 42**.

2. **Build an introduction**. Who did your interview and why did you interview them? You want to be sure that you provide enough details so that someone who is unfamiliar with your work understands what you have done. At the same time, colleagues will find it professionally insulting or a waste of time if you provide too much information. You can develop a description of the context and purpose of the interview by considering the following: ***what, who, where, when, why and how***.

   For example: I conducted an informational interview three days ago with John Smith, of ABC Electrical. I wanted to find out more about the challenges of setting up and running a small electrical company here in Vancouver. I sent John a list of questions and he was kind enough to give me half an hour of his time to chat about his experience as the owner/operator of an electrical wiring business.

   From the notes that you took for **Activity 42,** you can build a brief introduction. For the purpose of this activity, any information you don't know, you can make up.

   Introduction to the oral summary of the interview: _____

   _____

   _____

   _____

   _____

   _____

3. **Summarize questions and answers (main points).** The next step in developing the summary is using the notes you took during the interview. During the interview itself, it may not be clear what points are important or unimportant, and so you may have taken down information that is irrelevant. When you have had time to reflect on the information and perspectives presented, you will have a better sense of what you want to say. We can summarize an interview by paraphrasing the questions you asked and the most important, surprising or interesting responses you received.

**How do you know what to leave out?

Only include information that answers the questions.

From the notes you took for the short informational interview you listened to in **Activity 42,** paraphrase the question and give the key points of the answer. The first one is done for you. **Remember that you are writing this *how you would speak*. Spoken English is less concise than written English.**

Q1: Education and experience. **Example answer of what you will actually say in your oral summary**: *I asked Mr. Cazelais what education and experience are valued in the computer animation field in Canada. His answer reflected the approach they take at his company rather than the whole industry. They require a minimum of a BA in engineering or computers. Because they deal a lot with specialized software, they expect that they will have to give on-the-job training, so experience is not a requirement, but is appreciated.*

Continue with a paraphrase of each question and a summary of the answer. Remember you will join all of these together to make your oral summary. You want variety. You will need to find a way to paraphrase each question that is just a little different (For example: *The next question I asked was* … OR *Next I asked about* … OR *After that we discussed* … OR *We next moved to the topic of* … etc.

You can signal the end of the list of questions by saying something like: *My final question was about* … OR *Finally, we looked at* …

b. Q2: Skills and abilities:

c. Q3: Rewards and challenges:

d. Q4: Salary range:

e. Q5: Trends:

4. **Reflect and build personal and professional critique**. In a work context, when you give an oral report, you will need to end with a short critique or evaluation that indicates your personal professional response. You should do the same for your oral summary of the informational interview. An example is given below for the interview you listened to in **Activity 42**.

   Example: It was exciting to meet with Mr. Cazelais from Imagesoft. I hadn't realized how well developed the computer animation industry was in Canada, and I hadn't considered that natural link between Hollywood and the industry here. I'm inspired at the thought of being involved on a creative team on a project like *Jurassic Park* and will work towards such an opportunity. I'm also aware that as the industry moved to more international work teams, I have something special to offer because of my background in European animation and my ability to work in French, German and Italian languages and cultural settings.

   Try making your own personal and professional critique. Pretend that you are a computer animation professional and that you interviewed Mr. Cazelais.

5. **Combine 2, 3, 4 and make precise speaker's notes.** Write your notes on note cards. Remember to only use keywords in your speaker's notes, not full sentences. The notes will help you remember the most important information while you are speaking, and that using only keywords will help your oral summary sound more natural.

   _____

   _____

   _____

   _____

   _____

   _____

6. **Rehearse as needed.**

7. **Present oral summary.**

Finally, join the parts of the oral summary that you have built here. Your oral summary should be about five minutes long.

In **Activity 59-EXT,** your instructor will model an oral summary. Pay particular attention to the body language. You will have time during today's extension to practise delivering your oral summary. You might begin by reading what you've written, but you need to practise until you can deliver it without reading.

Activity Plan 58

LESSON 7	**Do's and Don'ts in an Informational Interview** ◆	
	30 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Briefly brainstorm some *do's* and *don'ts* for an informational interview. Ask learners to consider what happens if they make a mistake (a bad impression) and how to recover from a mistake (acknowledge it, laugh about it, and/or apologize as appropriate and move on).

- Distribute Handouts 1 and 2. Learners can do this individually or in pairs.

- The activity is meant to be rather light and fun.

Task Stage . . . . 20 min

- Learners write down the behaviours from Handout 2 in one of the columns in Handout 1. If learners worked alone, they should get together with a partner or in small groups and discuss their answers.

- Instructor monitors.

Wrap-up . . . . 5 min

- Discuss possible answers with the learners. If time was insufficient, post the answers from the Answer Key on a bulletin board, or send to learners by email.

Ways to Add Support

- If there is challenging vocabulary in the handout, allow learners to highlight those words and discuss with a partner while filling in Handout 1.

- If learners have a difficult time understanding why an item belongs in one column and not the other, take time to explain the Canadian cultural expectations associated with that behaviour.

Ways to Add Challenge

- If time permits, allow learners to role play an informational interview situation where the interviewer does one of the behaviours from the Don't column. Ask learners to consider what they would do to recover from the mistake.

- If a learner has already had experience either doing or not doing one of the expected behaviours, invite him/her to share the experience with the class. He or she might talk about:

  What did you do or not do?

  What was the reaction to this behaviour?

  What was the result?

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Considering cultural norms related to informational interviews and business behaviour in general

DO's and DON'Ts in Informational Interviews

DOs	DON'Ts

Open to Debate

DO's and DON'Ts in Informational Interviews

1. Have a drink (alcoholic) just before the interview to calm your nerves

2. Maintain eye contact as much as possible while taking notes

3. Be a bit late to allow the person you are interviewing extra time in their busy day

4. Stick to the agreed time, even if the interviewee seems happy to keep talking

5. Keep on topic, steer the interviewee back onto topic if they stray

6. Bring a gift

7. Be nice to the support staff

8. Look around the organization and get a sense of things

9. Wear high-heels if you are woman

10. Be friendly and develop a rapport with the person you are interviewing

11. Manage the time to get through all of your questions

12. See if you can get a job as a result of the informational interview

13. Take off your shoes at the door so that you don't dirty the carpet

14. Be in control, in command of the interview

15. Wear all your best jewelry and clothes because it's an important occasion

16. Dress quite casually

17. Chew gum

18. Listen actively

19. Rehearse beforehand

20. Ask quite directly about money

21. Be a bit early

22. Wear make-up if you are a woman

23. Restate your purpose for the interview

24. Look down a lot while taking notes

25. Wear expensive perfume

26. Ask indirectly about money

27. Eat spicy food just before the interview

28. Bring a friend with you to make you feel comfortable

29. Smoke just before the interview

30. Allow the interviewee to talk about any topic for as long as they choose

31. Be scientific, cool, calm and distant from the person you are interviewing

32. Accept an offer of coffee or tea

DO's and DON'Ts in Informational Interviews

DOs	DON'Ts
2. Maintain eye contact as much as possible while taking notes	1. Have a drink (alcoholic) just before the interview to calm your nerves
4. Stick to the agreed time, even if the interviewee seems happy to keep talking	3. Be a bit late to allow the person you are interviewing extra time in their busy day
5. Keep on topic, steer the interviewee back onto topic if they stray	12. See if you can get a job as a result of the informational interview
7. Be nice to the support staff	13. Take off your shoes at the door so that you don't dirty the carpet
8. Look around the organization and get a sense of things	15. Wear all your best jewelry and clothes because it's an important occasion
10. Be friendly and develop a rapport with the person you are interviewing	16. Dress quite casually
11. Manage the time to get through all your questions	17. Chew gum
14. Be in control, in command of the interview	20. Ask quite directly about money
18. Listen actively	24. Look down a lot while taking notes
19. Rehearse before hand	25. Wear expensive perfume
21. Be a bit early	27. Eat spicy food just before the interview
23. Restate your purpose for the interview	28. Bring a friend with you to make you feel comfortable
26. Ask indirectly about money	29. Smoke just before the interview
	30. Allow the interviewee to talk about any topic for as long as they choose
	31. Be scientific, cool, calm and distant from the person you are interviewing

Open to Debate
6. Bring a gift
9. Wear high-heels if you are woman
22. Wear make-up if you are a woman
32. Accept an offer of coffee or tea

Activity Plan 59-EXT

LESSON 7	**Informational Interview, Oral Summary Practice, Email Conventions Preparation**	
	75 MINUTES	HANDOUT(S): 1

In today's extension, learners will either go out to do their informational interview or participate in the oral summary practice and email conventions preparation.

Assessment HEADS UP: Inform learners that in **Activity 61**, they will listen to another informational interview, take notes, build a summary and record that oral summary for assessment by the instructor. Learners may bring their notes from **Activities 42** and **57.**

Assignment 1: Informational Interviews

• Ensure learners are prepared for the informational interviews, which begin today. Deal with any concerns or misunderstandings. Remind them that they should have all the supplies they will need, including pen, paper and note cards. Remind them that they will need to take notes during their informational interview and create speaker's notes. They will use these to give an oral summary of their interview the next day in class.

• While you are preparing the learners doing their informational interviews today to go out, have the other learners practise their oral summaries from **Activity 57**.

Assignment 2: Oral Summary Practice

• Explain to learners that you are going to model poor delivery and good delivery of an oral summary, based upon the notes from **Activity 42 Handout 1.** They are to notice the differences between the poor and good model.

• Model the summary twice by reading the Instructor's Script (on the following page), once with poor delivery and once with good delivery.

• Elicit from learners the differences. Perhaps, list the differences on the board. Check if there are any of the characteristics of a good summary that the learners do not feel they can do. Consider strategies for dealing with these. For example, if the learners are unfamiliar with body language, review some common body language in dominant Canadian culture.

Advanced Preparation

• Ensure that learners bring their worksheets and notes from **Activity 42.**

• Read the **Instructor's Script, included with handouts, and practise delivering a wooden and a model oral summary**. Consider what communication strategies you use when delivering a summary effectively. These might include:

  ✓ eye contact

  ✓ natural, conversational phrasing

  ✓ laughter, smiles

  ✓ body language such as hand gestures, shrugs, nods of the head

  ✓ pauses to consider your choice of words

Note: There is a rubric used to assess oral summaries in **Activity 61. You may want to distribute it to the learners if you did not do this in **Activity 57** as it focuses their learning.

Purpose

• Practising oral summaries

• Conducting informational interviews

• Thinking about email conventions

- Have the learners work in pairs or groups.

- One learner gives his or her summary using their notes from **Activity 42**. The other learner(s) listen and give feedback. If the learners are working in groups, you may wish to assign different tasks to the different observers. These tasks could include observing:

  ✓ appropriateness of summary content
  ✓ comprehensibility
  ✓ body language
  ✓ transitions

- Discuss with learners, the importance of developing confidence in giving oral summaries. Suggest that it is challenging for everyone, including Canadians, especially when they have to speak in front of their colleagues or report to their supervisors.

Assignment 3: Email Conventions Preparation

- Distribute Handout 1.

- Explain to learners that they are going to discuss email conventions in **Activity 65**, and that this page is going to prepare them.

- Have learners complete the handout and bring their answers with them to class to discuss the answers during **Activity 65**.

📎 Instructor Alert!

Remind learners doing their informational interviews today that they will need to present oral summaries of their informational interviews later this week in **Activity 63**. Learners should refer to the step-by-step process in **Activity 57** Handout 1 as a guide for their oral summary. Each learner will have five minutes to give their oral summary.

The number of learners able to give their oral summaries will change each day. The instructor will need to schedule the learners accordingly.

An Oral Summary

Following is an example of an oral summary built from the interview and notes compiled in **Activity 42**. Model this twice for learners. The first time simply read it, without looking up and with little intonation or stress and no body language. The second time, use these notes only as prompts. Go off script. Look at the audience. Use your body language to help convey the message. Ask learners to describe the differences.

Oral Summary

I conducted an informational interview three days ago with Mr. Giles Cazelais of Imagesoft, a computerized animation developer here in Kamloops. I wanted to find out more about the industry in Canada since I worked in the same field in Switzerland. I sent Mr. Cazelais a list of questions and he was kind enough to give me 10 minutes of his time.

I asked Mr. Cazelais what education and experience are valued in the computer animation field in Canada. His answer reflected the approach they take at his company, rather than the whole industry. They require a minimum of a BA in engineering or computers. Because they deal a lot with specialized software, they expect that they will have to give on-the-job training, so experience is not a requirement, but is appreciated.

As a follow-up question, I asked what skills and abilities are most sought after. He said that they particularly value the communication and social skills required to be part of a team. He said it was important to be open-minded and willing to consider others' ideas.

Next, we discussed some of the rewards and challenges of working for Imagesoft. He said that the biggest reward was seeing finished products such as the special effects in the films Jurassic Park and The Matrix. The biggest challenges were the long hours that the team has to put in to meet deadlines, and also the disappointment when you work really hard on a product only to have the client reject it.

Mr. Cazelais indicated to me that the salary range for an animator at Imagesoft is in the range of $60,000 to $200,000 a year.

Finally, I asked about trends in the industry in Canada. The number one trend he mentioned was the move towards inter-company and international teams. On such teams, there are challenges related to language and cultural differences, different time zones and different company philosophies.

To sum up, it was exciting to meet with Mr. Cazelais from Imagesoft. I hadn't realized how well developed the computer animation industry was in Canada, and I hadn't considered the natural link between Hollywood and the industry here. I'm inspired at the thought of being involved on a creative team on a project like Jurassic Park and will work towards such an opportunity. I'm also aware that as the industry moved to more international work teams, I have something special to offer because of my background in European animation and my ability to work in French, German and Italian languages and cultural settings.

Email Conventions

Language Used in an Email	Appropriate or Not?
What do you think of the following language used in an email? Is it okay for a work situation or not? Keep in mind that when contacting someone unfamiliar in a work or non-personal context, Canadians tend to remain formal, even when the context could be considered occupational, rather than strictly professional. In other words, inquiries into a part-time babysitting job, a catering event or a bookkeeping contract would follow similar conventions.	Put a, b, c or d next to each letter below. The first two are done for you. a) fine b) awkward c) unprofessional d) not acceptable
Your email address is: 1) Youbou1295@yahoo.com 2) funnygirl@hotmail.com	1) b 2) c
Subject line 3) Hi 4) Hello Mrs. Johnstone 5) I am your student	3) 4) 5)
Greeting 6) Hi Mr. Sortwell 7) Dear Teacher 8) To whom it may Concern	6) 7) 8)
Opening 9) I am your interviewee. 10) Something happened today in class.	9) 10)
Bridge 11) Thinking about the delay, I have an idea. 12) I need your help.	11) 12)
Comment (Request) 13) I need to reschedule the meeting due to an unexpected conflict at work. 14) Would you be able to meet this week?	13) 14)
Depart / Closing 15) Respectfully yours 16) I look forward to you helping me 17) Regards	15) 16) 17)
Signature 18) Teresa Iglesias 19) Bin Yu Lin 20) May God be with you	18) 19) 20)
How quickly you need to respond to an email 21) some hours 22) 1-2 days 23) up to 10 days or 2 weeks	21) 22) 23)

Email Conventions

Language Used in an Email	Appropriate or Not?
Answers may vary.	Put a, b, c or d next to each letter below. The first two are done for you. a) fine b) awkward c) unprofessional d) not acceptable
Your email address is: 1) Youbou1295@yahoo.com 2) funnygirl@hotmail.com	1) b 2) c
Subject line 3) Hi 4) Hello Mrs. Johnstone 5) I am your student	3) a 4) a 5) b
Greeting 6) Hi Mr. Sortwell 7) Dear Teacher 8) To whom it may Concern	6) a 7) b 8) d
Opening 9) I am your interviewee. 10) Something happened today in class.	9) b 10) d
Bridge 11) Thinking about the delay, I have an idea. 12) I need your help.	11) a 12) d
Comment (Request) 13) I need to reschedule the meeting due to an unexpected conflict at work. 14) Would you be able to meet this week?	13) a 14) a
Depart / Closing 15) Respectfully yours 16) I look forward to you helping me 17) Regards	15) a 16) d 17) a
Signature 18) Teresa Iglesias 19) Bin Yu Lin 20) May God be with you	18) a 19) a 20) d
How quickly you need to respond to an email 21) some hours 22) 1-2 days 23) up to 10 days or 2 weeks	21) a 22) a 23) c

Activity Plan 60

LESSON 8	**Socio-Cultural Warmer: Delivering Good and Bad News** ◆
	30 MINUTES HANDOUT(S): 1

Set-up Stage .... 5 min

- Briefly discuss situations in which you might need to give good and bad news at work. Who is it harder to give bad news to: a colleague, a supervisor or someone you supervise?

- Elicit language used to indicate you are going to give good and bad news. What is it important to show or do when you give bad news? This will undoubtedly vary by culture. In Canada, it is usual to give some warning that bad news is coming. Perhaps this is to allow the individual time to compose him or herself, since we value control quite highly in the dominant culture. A person usually shows some regret when they give bad news; this also gives the person space. It is their responsibility to deal with and accept the bad news once it is delivered.

- Divide class into two roles and distribute Handout 1.

- Model the task with a learner by reading out the script.

- Emphasize tone.

Communication Stage .... 20 min

- Learners work with a partner. One learner is Employee A, the other is Employee B. After completing the role play, learners switch roles and perform the role play again.

- Ask learners to find a new partner and perform the role play again, playing both roles.

- If time permits, allow learners to try changing some of the dialogue, using their own phrases.

Debriefing Stage .... 5 min

Ask:

1. *What did you learn from doing this activity?*

2. *Why is it important to memorize the exact phrases used in these socio-cultural warmers? (Answer: Because they are formulaic and using them correctly will greatly decrease the burden on the listener.)*

Ways to Add Support

- Allow learners to practise with the script as many times as they need to in order to feel comfortable with the stress, tone and emphasis of the phrasing. Give feedback on particular phrases that they are having trouble with and encourage them when they are using phrases that they are pronouncing well.

Ways to Add Challenge

- After performing the role play according to the script provided (to allow learners to practise tone and emphasis), encourage them to perform the role play using their own phrases.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
- Make overhead of handout if desired

Purpose

- Modeling common language used for indicating delivering good and bad news.

- Beginning to look at some of the issues of power in the workplace

- Considering some issues when delivering bad news in the Canadian workplace

Culture Map – Delivering Good News and Bad News

A. (Approaching)

Employee A: You have to deliver some good news and some bad news to one of your colleagues. It's hard for you to deliver the bad news. Take a deep breath and think about how you will deliver this news without becoming defensive.

Employee B: One of your colleagues is going to deliver some news.

B. (Bridging)

Employee A:	Approach your college and make eye contact. You can say: *"**WELL**, Giu**SEP**pe, I've GOT some **GOOD** NEWS and some **BAD** NEWS."*
Employee B:	*"o**KAY**"*

C. (Communicating Message)

Employee A:	*"**WELL**, I'll START with the **GOOD** NEWS. I **JUST** HEARD that the proPOsal we subMITted for the CONference has been ac**CEP**ted. WE'RE HEADed for San Fran**CIS**co!"*
Employee B:	*"Fan**TAS**tic. SO WHAT'S the **BAD** NEWS?"*
Employee A:	*"**HMMM**. I **DON'T** QUITE KNOW HOW to **TELL** you THIS. I HEARD through the GRAPEvine that **I'VE** GOT the OFfice we **BOTH** WANTed. I PRObably SHOULD've LET the BOSS TELL you her**SELF** but…."*
Employee B:	*"RIGHT. So it's **BAD** NEWS for **ME**, but **GOOD** NEWS for **YOU**."*
Employee A:	*"**YEAH**, I suPOse it **IS**."*
Employee B:	*"THAT **DOES**n't REALly SEEM **FAIR**. WHY'D **YOU** GET the **OF**fice?"*
Employee A:	*"THAT'S a MYStery to **ME** TOO. YOU'LL HAVE to disCUSS that with the **BOSS**."*
Employee B:	*"What**EV**er."*

D. (Developing Closure)

Employee A:	*"o**KAY**, WELL, I SHOULD GET **BACK** to **WORK**. SORry to be the BEARer of BAD NEWS, but I BET we'll HAVE a **GREAT** TIME in SAN **FRAN**."*
Employee B:	*"YEAH, WELL I GUESS I apPREciate you TELLing me yourSELF. I KNOW it CAN'T have been **EA**sy."*
Employee A:	*"**SURE**. TALK to you **LA**ter."*
Employee B:	*"YEAH, see you **LA**ter."*

Activity Plan 61

LESSON 8	✎ 🔊 **Building an Oral Summary**
	75 MINUTES HANDOUT(S): 1

Set-up Stage .... 10 min

- Review with learners the steps they took to construct an oral interview. These included:
  - ✓ Listening to the interview and taking notes.
  - ✓ Summarizing the context for the interview (what, who, where, when why, how).
  - ✓ Paraphrasing the questions, adding linking words, describing the main points in answer to each question.
  - ✓ Constructing a personal professional critique, or summing up.
  - ✓ Writing precise speaker's notes.
  - ✓ Practising the oral summary so that the preparation is a guideline and they are not reading it as a script. Include appropriate body language because, although they will be recording this oral summary, the appropriate body language helps with the production of natural speech.
- Distribute Criteria Sheet and review as necessary.
- Learners may bring their notes from **Activities 42**, **57** and **59-EXT** to this assessment.
- Hand out note cards for learners to write their speaker's notes on.

Preparation Stage .... 65 min

- Play **61 Listening**.
- Learners listen to the oral interview (it's about 9 ½ minutes long); take notes and build an oral summary using their note cards.
- When they are ready, they can begin rehearsing their oral summaries and then record it.
- As the aim of the activity is to improve on their oral summaries, you may wish to offer feedback to learners that you observed while they were practising before they recorded.
- The expectation is that learners will complete the task within the time allowed and will be assessed on what they have completed. You may wish to allow learners to complete the task during the extension if they need extra time.
- Instructors collect the recordings, listen to them and fill in the Scoring Sheet with feedback notes so that learners can see what they did well and where they may need to improve their speaking skills. The instructor can hand back the feedback on the following day and go over the results with the learners during the extension period if there is time.

**Note: You may wish to record the oral summaries on video rather than just the audio. In this way, you would capture the body language aspect of this task. This may require changes to the criteria sheet to include a body language criterion and changes to the time allocated to this activity.

**Note: There are no suggestions for ways to support or challenge the learners for this activity, since it is an assessed activity. Instructors should administer the activity consistently to allow learners' abilities to be clearly demonstrated.

Advanced Preparation

- Prepare **61 Listening**
- Book the language or computer lab for learners to record their oral summaries
- Prepare photocopies of:
  - ✓ Handout 2
- Make an overhead of Handout 2 if desired
- Hand out note cards for learners to write their speakers notes on

Purpose

- Assessing multiple components of an oral summary and providing feedback to learners

An Oral Summary

Following is an example of a **possible** model for the task that the learners record.

Oral Summary

I conducted an informational interview three days ago with Mr. Salii, who works as a manager for Columbia Hotels in Vancouver (or anywhere in Canada). I wanted to find out more about the hotel management industry in Canada since I worked in the same field in Bali (Indonesia). I sent Mr. Salii a list of questions and he was kind enough to give me 10 minutes of his time. He allowed me to record the interview.

I asked Mr. Salii what education and experience are valued in the hotel management field in Canada. He said that a graduate degree, such as a Masters in Hospitality or Management, was valued, but that on the ground, experience was most valued. He said experience with Chinese tourists was also becoming important because people in the industry here aren't really sure what the Chinese want.

As a follow-up question, I asked what skills and abilities are most sought after. He said that people skills, or soft skills like communication and conflict resolution, are most important. He said computer skills are also valued.

Next, we discussed some of the rewards and challenges of working for Columbia hotels. He said that the biggest reward was that Columbia hotels is really forward thinking and really committed to staying ahead of trends in the industry. They are also very committed to their people. He said one of the challenges is that things are always changing because they are so committed to innovation. The on-going change can feel a bit overwhelming at times.

Mr. Salii indicated to me that the salary range for a manager in a medium-sized property is $50,000 and that the sky is the limit from there because there is a shortage of good people.

Finally, I asked about tends in the industry in Canada. He said that he had already mentioned the important trend of increased packaged tours from China. Another important trend was towards converting hotel rooms to suites. Also, some people in the industry expect a change as a result of the 2010 Olympics, with the result being a more diverse client base. Finally, he said that one of the biggest trends was shortages of frontline workers. This meant that more and more retired people were being hired part-time to work in hotels.

To sum up, it was exciting to meet with Mr. Salii from Columbia Hotels. It was great to meet with a professional in my industry. I hadn't realized how valuable my Chinese experience would be, and that was an important discovery. I already knew of some of the other important points that Mr. Salii made. For example, in Indonesia, soft skills and computer literacy are important in hotel management. I'm going to meet with Mr. Salii again to discuss my experience working with Chinese tour groups and I hope that, at that time, he might steer me in the direction of someone who could use my skills and experience in this area.

NAME: _____ CLASS: _____

Oral Summary Recording Scoring Rubric

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessment Task** Oral Summary	**Giving a short oral presentation.** (1) Giving the oral presentation **may be challenging**; relies on note cards **heavily**. (2) Provides **simple** information and may struggle to fill the time requirement. (3) Ideas are **somewhat** well connected.	**Giving a short oral presentation.** (1) Provides information for the summary **adequately**; uses note cards **frequently**. (2) Provides **adequate** information and fills the time requirement. (3) Ideas are **usually** well connected.	**Giving a short professional oral presentation.** (1) Provides information for the summary **professionally**; uses note cards **occasionally**. (2) Provides **complete details** and easily fills the time requirement. (3) Ideas are **well** connected.	**Giving a short professional oral presentation.** (1) Provides information for the summary **professionally**; uses note cards only for **guidance**. (2) Provides clear **breakdown of main ideas with complete details** and easily fills the time requirement. (3) Ideas are **well** connected and **natural**.	CLB = (holistic criteria)
Analytic Criteria	**Performance Indicators (4)** Speaking IV. Sharing Information	**Introduction** (1) Introduction provides some context. **Body** (2) Questions are paraphrased; structure may be awkward. (3)Information is mostly complete; few details may be missing. (4) Some professional critique; may not be appropriate.	**Introduction** (1) Introduction provides context and some details. **Body** (2) Questions are paraphrased in a fairly natural structure. (3) Information is mostly complete; answers are well-summarized with many details. (4) Adequate professional critique; may be awkward.	**Introduction** (1) Introduction provides context and is complete. **Body** (2) Questions are paraphrased in a natural way. 3) Information is complete; answers are well-summarized with details. (4) Complete professional critique.	**Introduction** (1) Introduction provides context and is complete. **Body** (2) Questions are paraphrased in a natural way. 3) Information is complete; answers are well-summarized with clearly defined main ideas and supporting details. (4) Thorough and appropriate professional critique.	
	Socio-Cultural	**Appropriate** discourse format for an informal occupational presentation with **some awkwardness**.	**Appropriate** discourse format for an informal occupational presentation with **little awkwardness**.	**Appropriate** discourse format for an informal occupational presentation.	**Appropriate** discourse format for an informal occupational presentation.	
	Vocabulary	Uses a range of everyday vocabulary and **some common phrases and idioms**. (1) Sometimes natural, appropriate, accurate.	Uses an expanding **range of concrete and idiomatic language**. (1) Mostly natural, appropriate, accurate	Uses an expanded **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	Uses a greater expanding **range of concrete, abstract** (e.g., AWL), and **idiomatic language**. (1) Natural, appropriate, accurate.	
	Pronunciation (Voice and Stressing)	(1) Slow to normal pace with few hesitations. (2) Pacing and pausing is awkward. (3) Pronunciation may sometimes impede communication. (4) Some stressing.	(1) Slow to normal pace with few hesitations. (2) Pacing and pausing is slow to normal. (3) Pronunciation rarely impedes communication. (4) Some stressed and weak forms are used.	(1) Normal pace with few hesitations. (2) Pacing and pausing is normal. (3) Pronunciation doesn't impede communication. (4) Weak forms and stressed words are used most of the time.	(1) Normal pace with no hesitations. (2) Pacing and pausing normal and natural. (3) Pronunciation is very natural and doesn't impede communication. (4) Weak forms and stressed words are used consistently.	

COMMENTS:

Manice Subakin: Hi Mr. Saleem, it's Manice Subakin.

Mr. Saleem: Oh, Manice, Manice, come in. Lovely to meet you.

Manice Subakin: Well, thank you so much for agreeing to meet with me.

Mr. Saleem: My pleasure. Please have a seat, have a seat.

Manice Subakin: Thank you, thanks. So, I hope you received the questions I emailed you.

Mr. Saleem: Yes, yes I did. Manice. That's an unusual name, where do you come from?

Manice Subakin: Oh, I'm from Indonesia.

Mr. Saleem: Oh, Indonesia. Oh, I've been to Indonesia a couple of times.

Manice Subakin: Really? Where've you been? What part?

Mr. Saleem: Jakarta. I was always to Jakarta.

Manice Subakin: Oh. Okay. I'm from Denpasar.

Mr. Saleem: Okay, okay. Other end of the country.

Manice Subakin: Right. So I know we only have a short time and I'm really grateful for the time you've given me.

Mr. Saleem: Right.

Manice Subakin: Um, I don't want to go over the 10 minutes that you offered. So, shall we start with the list of questions?

Mr. Saleem: Okay, sounds fine with me.

Manice Subakin: Yah. Oh! Um, I hope you don't mind me recording the interview.

Mr. Saleem: Recording?

Manice Subakin: Would that be alright with you?

Mr. Saleem: Um, well, what for?

Manice Subakin: Well, it … it, I have to take notes and then summarize the interview and it will really help me. Um, to be able to summarize later on for …

Mr. Saleem: Oh, for your assignment.

Manice Subakin: … yah, just for my assignment.

Mr. Saleem: Okay, okay. Sure, not a problem.

Manice Subakin: Great, thanks very much. So, let's see, where are we? Number one … is …, um, in Canada, what kinds of education and experience are valued in this field?

Mr. Saleem: In Canada, hmm. By the way, do you have experience with hotels?

Manice Subakin: Yes, yes I do. I've managed some housekeeping departments in hotels in Bali before.

Mr. Saleem: Oh. I see, okay, so you know, you know the industry.

Manice Subakin: Yes I do, and I'm just wondering if you need similar educational background here as in my country.

Mr. Saleem: Okay. Um, well …

Manice Subakin: Do you need a Master's in? An MBA or something like that?

Mr. Saleem: Sure, that certainly can't hurt, but I think and I … I … I would be sure it's the same in Bali. Ah, what people really interested in, in the industry, is your, your on-the-ground experience. Especially during the down-times, I mean, things are great now. The occupancy rates are way up; they're very high. But, people want to know how well you control costs during the down-turn.

Manice Subakin: Sorry to interrupt. Can we just jump back a second. What do you mean by on-the-ground? Isn't that an idiom? What does that mean?

Mr. Saleem: Oh, on-the-ground, um … actually doing the job rather than like what you learned theoretically when you're, you know, in school.

Manice Subakin: So, the experience you've had and how you worked your way up in the …

Mr. Saleem: Right.

Manice Subakin: … in a hotel for example? Is that valued?

Mr. Saleem: Um, yes that's valued, certainly, yes.

Manice Subakin: Okay. Thank you for that.

Mr. Saleem: Um, now you asked what other things are valued. I think right now …

Manice Subakin: Yes.

Mr. Saleem: … ah, China's really hot. You know, Canada's trying to get, um, recognized as a, um, an approved designation by the Chinese government. And we're anticipating that there'll be a real boom in Chinese tourists, and so anyone who has any experience with that group is, um, also has an advantage. I think that's, you know that kind of experience is in demand.

Manice Subakin: Okay. Yah, well, I've had some experience in that, so that's good to know. Yah.

Mr. Saleem: Oh really? Okay.

Manice Subakin: Well, actually, not actually from the mainland, ah, mostly with people from Southeast Asia and Hong Kong.

Mr. Saleem: Okay.

Manice Subakin: So, it might be a different clientele …

Mr. Saleem: Right.

Manice Subakin: … I imagine. Um, okay, I'm aware of the time and I'd like to move to the next question, if you don't mind.

Mr. Saleem: Sure.

Manice Subakin: Um, next one I have here is, in Canada, what skills and abilities are particularly sought after when hiring for a position like this?

Mr. Saleem: Skills, ah …

Manice Subakin: What kind of skills are you looking for?

Mr. Saleem: I guess we covered that a little bit with, you know, talking about just that you have experience and … and. But I guess it's the soft skills really, you know, and then …

Manice Subakin: Sorry to interrupt again. What do you mean by soft skills?

Mr. Saleem: … um …

Manice Subakin: Does that mean, does that mean like … interactive skills? Ability …?

Mr. Saleem: People skills.

Manice Subakin: People skills. Okay. Conflict management, that sort of thing? …

Mr. Saleem: Do you know what I mean by? … Certainly, yes, um, conflict management, good communication skills, good delegating skills, ah …, communication really is the key, isn't it? Um…

Manice Subakin: Right.

Mr. Saleem: … appreciation, um, what style of management you have, whether it's really hands on or being able to actually leave someone to do a job and back off.

Manice Subakin: Okay, I understand what you mean. Great, um, did you say something about computer skills?

Mr. Saleem: Oh right, yes. So computer skills are also very valued, you know. More and more things are getting computerized in in the hotel industry, so so …

Manice Subakin: Could you give me an example of the type of computer skills? Like, be more specific, what do you actually need? Do you need to be able to type, of course, and?

Mr. Saleem: Ah… So, for example, here at Columbia Hotels, they have their own proprietary software for cost controls. And …

Manice Subakin: So, is that like for entering clients in the computer, and then tracking all that?

Mr. Saleem: No, it's for controlling costs.

Manice Subakin: Controlling costs, okay.

Mr. Saleem: Controlling inventory and making sure that you're not going through, you know, for theft and guest theft and employee theft and …

Manice Subakin: Oh okay. Okay.

Mr. Saleem: … just wastage, and things like that. Um …, yah so, that kind of computer program, and some experience with that kind of cost control program is really valuable also.

Manice Subakin: Okay, great, thank you for that. Um, I'd like to move to the next question.

Mr. Saleem: Okay.

Manice Subakin: Um, what are some of the rewards and challenges of working for this company?

Mr. Saleem: For this company? Okay.

Manice Subakin: This organization.

Mr. Saleem: Well, Columbia Hotels is very responsive to market trends, so that's rewarding because it's nice to be with a place that really stays on top of things. And also, I really feel that we value our employees. We really make an effort to show that. And, with it being so hard to keep good employees, it's nice to work for a place that has really made that a priority, and has strategies, um, for keeping, keeping good employees.

Manice Subakin: Can you give me some examples of that? Like are there bonuses or um …

Mr. Saleem: Um, therefore, to give you a specific example with our, ah …, restaurant staff, there are bonuses for, um, increased sales and bonuses for, um, the length of time you've worked for us. Ah, your flexibility around scheduling and things like that.

Manice Subakin: Okay, great. Now, how about some challenges? Can you mention any challenges?

Mr. Saleem: Sure. Well, as I mentioned, this organization's very responsive to market trends, to changes. What that means is that we're in a process of continuous change and, on bad days, that can seem a bit overwhelming. So, I think that's one of the big challenges of working here.

Manice Subakin: Right, okay, um, my next question is, um, what's, if you don't mind my asking, what's the range of salaries in this field in BC? Like how, what could someone …?

Mr. Saleem: As a department manager, you mean.

Manice Subakin: Yah.

Mr. Saleem: Um, well, I would think, I mean of course there's a wide range depending on the quality of the hotel, the size of the hotel, ah, the location of the hotel. But, I would think that you could expect as a very minimum, a starting salary of fifty thousand at one of the smaller properties. And then the sky's the limit, I mean, not literally …

Manice Subakin: Oh! Right.

Mr. Saleem: … but, it's hard to keep good people, it's hard to find and keep good people.

Manice Subakin: Right, okay. My final question is, um, you've talked about the Chinese, um …

Mr. Saleem: Yes.

Manice Subakin: … as a boom and trend …

Mr. Saleem: Right.

Manice Subakin: … um, are there some other trends that in BC, in the industry?

Mr. Saleem: Ah, sure. There's a number of trends, of course with the Olympics coming in 2010 …

Manice Subakin: Oh, right.

Mr. Saleem: … ah, there's a lot of debate around how that will impact us. Ah, people are expecting a more diverse, um, guest list in a sense; more diverse clientele as a result of the Olympics. I'm not so sure, but, that's one thing. Um …

Manice Subakin: So sorry to interrupt again. By diverse, you mean people come from, coming from different parts of the world?

Mr. Saleem: Yes. So from places that we haven't been getting a lot of guests from.

Manice Subakin: Okay.

Mr. Saleem: Ah, we don't get a lot of guests from the Middle East, for example.

Manice Subakin: Okay.

Mr. Saleem: So, well that increase.

Manice Subakin: Okay.

Mr. Saleem: Ah, another trend. Well, there's been the trend that's been going on for a while now, moving towards suites. There are some properties now that're hundred percent suites; they've converted all to suites.

Manice Subakin: Oh.

Mr. Saleem: Um, and then of course I guess the biggest trend, I guess you could call it, the biggest issue facing the industry, is just keeping, finding and keeping front end staff. Ah, you know the younger, lower paid employees don't hang around for long times …

Manice Subakin: Okay.

Mr. Saleem: So, there's a thought that we may start employing more retired baby-boomers …

Manice Subakin: So that's another trend you see.

Mr. Saleem: … in part-time jobs. Yah.

Manice Subakin: Okay.

Mr. Saleem: Yah. It's a possibility. It's something we're looking into anyway. And of course, that would be quite a bit older workforce which would change things quite a bit, I would imagine.

Manice Subakin: Yes, it would. Well, that's all my questions, and I'd love to talk to you longer, but I promised I'd just take ten minutes. Thank you so much …

Mr. Saleem: Right. Oh, it's been my pleasure …

Manice Subakin: … for taking the time to talk to me.

Mr. Saleem: … it's been my pleasure

Manice Subakin: Perhaps we can meet another time to talk about, ah, my experience in, with the Chinese.

Mr. Saleem: With the Chinese? Oh, I'd be very interested to, to hear more about that. Um, sure. Well, I'm off to the States for three weeks now.

Manice Subakin: Okay.

Mr. Saleem: Why don't you, you got my email address …

Manice Subakin: Yes, I do.

Mr. Saleem: Why don't you email me, um, in about three week's time, and we'll set something up.

Manice Subakin: Great. Thank you very much.

Mr. Saleem: My pleasure.

Manice Subakin: Bye-bye.

Mr. Saleem: Bye.

Activity Plan 62

LESSON 8	🔊 **Pronunciation: Thought Groups Parts B and C**	
	40 MINUTES	HANDOUT(S): 2

Part 1: Can be done in the classroom

Set-up Stage . . . . 5 min

- Ask learners to get out **Activity 49-EXT/62** Handout 1 and 2.
- They should have reviewed the handouts for homework over the past few days.
- Review what they already know about thought groups from **Activity 44-EXT** Handout 1.

Marking Thought Groups . . . . 15 min

- Handout 1 – Exercise 1: Give the learners a few minutes to work with a partner or in small groups to share their answers.
- Circulate to give feedback. Explain that for some people, there is little or no pausing between thought groups, but *what is important to know is where it is appropriate to pause if you need time to think about what you're saying*.
- Read each one out and have the learners take a highlighter pen and highlight the stressed syllables.
- Choose some sentences for the learners to repeat after you. Be sure to add hand signals to emphasize stressed syllables.
- **Handout 1 – Exercise 2**: Go over answers with an overhead. Use slashes to divide the sentences into thought groups and use a coloured pen.
- Choose some sentences for the learners to repeat after you. Be sure to add hand signals to emphasize stressed syllables.

Part 2: Best done in a language lab

Marking Boundaries . . . . 20 min

- There is a recording of the exercises from Handout 2. Learners can listen and mark the sentences on the handout. They are to highlight the stressed syllables with a highlighter pen, put slashes between the speaker's thought groups when they hear the pauses, and add a dot over the stressed syllable that is the major sentence stress. There is no transcript of this recording because it is the same as Handout 2.

Ways to Add Support

- For learners who feel they need more support with pronunciation, suggest they work through a self-guided pronunciation workbook on their own or practise their pronunciation using an on-line website during their free time. Instructors can Google "*pronunciation practice for ESL students*".

Ways to Add Challenge

- Invite learners who feel confident in this activity to read some sentences out in front of the whole class.

** Note: The pausing between the thought groups on the recording will sound a little unnatural because they are exaggerated in order for the learners to understand where a pause could go if they needed to add one.

Advanced Preparation

- Book language lab.
- Prepare **62 Listening**.
- Learners should already have Handout 1 and 2 from **Activity 49-EXT/62**.
- Make overhead of exercises from handouts and answer keys if desired.
- Some highlighter pens for the learners to use.

Purpose

- Helping learners understand how to break speech into thought groups and mark them with the necessary stress and intonation

Pronunciation Part B: Thought Groups – How do we group words to make thought groups?

Exercise 1 Put a slash (/) between the phrases or thought groups below. Put a number above the phrase to indicate its type.

1. Noun Phrase	2. Verb Phrase	3. Prepositional Phrase

$\qquad$ *1* $\qquad$ *2* $\qquad$ *3* $\qquad$ *3*

For example: Carole and Dave / decided to meet / at a little café / around the corner.

$\quad$ *1* $\quad$ *2* $\qquad$ *3* $\qquad$ *3*

1. The manager / was impressed / with the ingenuity / of his new assistant.

$\qquad$ *3* $\qquad$ *3* $\qquad$ *2* $\quad$ *1* $\qquad$ *1*

2. In the middle / of the room, / there was / a desk / and two chairs.

$\qquad$ *1* $\qquad$ *2* $\qquad$ *3* $\qquad$ *2*

3. The employees / used to stand / outside the doorway / and smoke.

$\qquad$ *1* $\qquad$ *2* $\qquad$ *1* $\qquad$ *3*

4. The last engineer / couldn't figure out / he problem / by himself.

Exercise 2 Put a slash (/) between the possible thought groups below.

For example: I'm having trouble / with the mouse /on my computer.

1. I've arranged / to meet them / in the lobby / of the hotel / at noon.

2. I'm sorry, / but I haven't / had a chance / to read your report.

3. When I saw him last, / he was working / at an engineering firm / downtown.

4. When would be / a convenient time / for us / to meet?

5. The person / that I was supposed to meet / had to cancel / at the last minute.

6. In the end, /we decided /not to hire that contractor.

7. For the time being, / he's going to stick to carpentry.

8. In my haste, / I forgot/ to bring my notes / from yesterday's meeting.

Exercise 1. Divide the sentences into thought groups. Highlight the stressed syllables. Put a dot over the syllable that has the major sentence stress.

For Example: 1. John and Mary / opened a chequing account / at the bank / around the corner.

1. After long consideration, / we have decided / not to hire him / for the job.

2. While she was waiting for her interview, / she reviewed her questions / in the foyer.

3. How did you / get started / in this field?

4. What past experiences / helped you / get your present job?

5. What particular skills / are in demand / in this field?

Exercise 2. Divide the sentences into thought groups. Highlight the stressed syllables. Put a dot over the syllable that has the major sentence stress.

1. Sorry. / May I interrupt you / for a moment? (Yes/No question = rising final intonation)

2. Could you explain / what you mean by that? (Yes/No question = rising final intonation)

3. Would you mind / spelling that for me? (Yes/No question = rising final intonation)

4. I'm aware of the time. / Would you be willing / to answer / one more question? (Yes/No question = rising final intonation)

5. I really appreciate / you taking the time / to meet with me.

Activity Plan 63

LESSON 8	**Reflective Practice: Feedback on the Interview**
	30 MINUTES HANDOUT(S): 1

Activity 63 is scheduled for Lessons 8, 9 and 10 of this module. In **Activity 63**, learners give an oral summary of their informational interview. The 30 minutes is divided so that each group hears and discusses one to two oral summaries. Group size should be three or four, including the presenter.

Set-up Stage . . . . 5 min

- Divide class into groups so that each group has one to two learners who did their informational interview the day before.
- Discuss briefly whether a presenter should stand or sit (it would be unusual to stand when presenting an oral summary to a small group).
- Ensure the roles for the listeners are clear.
- Provide the listeners with suggested questions in Handout 1. Emphasize that these are suggested questions only, and this activity is meant to allow a free, informal discussion of the experience. Alternatively you can assign specific questions to group members to ask of the presenter.
- Remind the listeners that their role is important. Listeners need to demonstrate that they are following the presentation by maintaining eye contact and occasionally nodding. Listeners may also ask occasional clarification questions. Listeners may also show appreciation by saying, "*Thank you. That was really interesting.*"
- If some groups have only one presenter while others have two, suggest that the learners from the single presentation group switch groups and do their oral summary again. Doing their presentation twice will be good speaking practice, and they will be able to get feedback from two groups.

Presentation Stage 1 . . . . 5 min

- Presenter 1 gives oral summary to their small group using the notes they took during their informational interview. Learners should follow the format for oral summaries they learned earlier in **Activity 57**.

Discussion Stage 1 . . . . 5 min

- Distribute Handout 1 to listeners.
- Listeners ask questions of the presenter in order to debrief the informational interview experience. See Handout 1 for suggested debriefing questions.

Presentation Stage 2 . . . . 5 min

- Presenter 2 gives oral summary to their small group using the notes they took during their informational interview. Learners should follow the format for oral summaries they learned earlier in **Activity 57**.

Discussion Stage 2 . . . . 5 min

- Distribute Handout 1 to listeners.
- Listeners ask questions of the presenter in order to debrief the informational interview experience. See the handout for suggested debriefing questions.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Learners have already received feedback from their peers and their instructor on their oral summary skills (feedback on body language pronunciation, etc.) in **Activity 61**. The purpose of this activity is for each learner to give an oral summary of their own informational interview and to have an opportunity to debrief the experience.

🔗 Instructor Alert!

- Remind the presenters that they can incorporate what they learn from the discussion today into their written professional development report which they will do in **Activity 66**. It may also assist them in writing their email thank you note, which they will do in **Activity 67**.

- ****Note**: You may wish to build in more time for sharing, as it has been noted that most learners are eager to hear about and learn from all of the learners' informational interview experiences.

Wrap-up . . . . 5 min

- Ask presenters to reflect on the responsiveness of their listeners and how that felt (e.g., eye contact, nodding, questions). Ask listeners to comment also on their responsiveness.

- Share any instructor observations of the interactions in the groups with regard to the overall level of improvement you notice in your class' speaking skills since the beginning of the course.

Ways to Add Support

- Instructors may choose to have learners who need more practice to do their summary twice. Let learners know that doing it twice will help learners to get more practice and feedback from two sets of listeners.

Ways to Add Challenge

- Encourage learners who feel confident in this activity to try to speak with as much eye contact as possible, referring to their notes only when absolutely necessary. This will challenge them to link their ideas clearly, transition smoothly between points and create grammatically accurate and clear sentences.

Information Interview: Oral Summary

Suggested Listener Questions

As you listen to the oral summary, remember that your role is to show interest, attentiveness and comprehension by maintaining eye contact and nodding occasionally. It is acceptable, between colleagues or with a supervisor, to indicate lack of comprehension by showing a puzzled look. (Don't do this frequently, though.) This may be followed by a request for clarification. Finally, once the oral summary and questions are finished, listeners should show appreciation e.g., "Thank you. That was really interesting."

These are suggested questions only, and you may have different questions you'd like to ask. Try to avoid asking a question that the presenter already answered in the presentation.

1.   What was the most interesting part of the informational interview process?

2.   What surprised you about the informational interview?

3.   Which questions worked well?

4.   Which questions didn't work very well?

5.   Was there a question you forgot or wished you had asked?

6.   How well were you able to understand the person you interviewed?

7.   Do you think the person you interviewed could understand you?

8.   What was the most challenging part of the informational interview process?

9.   Were you able to use some of the conversation management techniques? Which ones seemed most effective?

10. What will you do differently in your next informational interview?

11. Would you like to have this person's job? Why or why not?

Activity Plan 64-EXT

LESSON 8	**Informational Interview, Oral Summary Practice, Email Conventions Preparation**	
	75 MINUTES	HANDOUT(S): 0

In today's extension, some learners will go out to do their informational interview. Those who were away for **Activity 59-EXT** can work through Handout 1 in preparation for **Activity 65**. Learners who are doing their informational interview later can also use this time to practise or for other self-directed study.

Assignment 1: Informational Interviews

- Ensure learners are prepared for informational interviews, which begin today. Deal with any concerns or misunderstandings. Remind them that they should have all the supplies they will need including pen, paper and note cards. Remind them that they need to take notes during their informational interview and create speaker's notes. They will use these to give an oral summary of their interview the next day in class.

Assignment 2: Email Conventions Preparation
Self-Guided

- Distribute **Activity 59-EXT/65** Handout 1. (This handout is included with the materials for **Activity 59-EXT** in lesson 7 of this module.)

- Explain to learners that they are going to discuss email conventions in **Activity 65** and this page is going to prepare them.

- Have learners complete the handout and bring their answers with them to class to discuss the answers during **Activity 65**.

🔗 Instructor Alert!

Remind learners doing their informational interviews today that they will need to present oral summaries of their informational interviews later this week in **Activity 68**. Learners should refer to the step-by-step process in **Activity 57** Handout 1 as a guide for their oral summary. Each learner will have five minutes to give their oral summary.

The number of learners able to give their oral summary will change each day. The instructor will need to schedule the learners accordingly

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1 for **Activity 59-EXT/65**

Purpose

- Conducting informational interviews

- Thinking about email conventions

Activity Plan 65

LESSON 9	✏️🖱️ **Email Contexts and Assessed Reading Task: Email**
	70 MINUTES HANDOUT(S): 2

Optional Discussion Stage .... 15 min

- Go over the homework from **Activity 59-EXT**. In small groups, or as whole group activity, compare their answers on Handout 1 **Activity 59-EXT/65** with what they've learned about Canadian workplace culture. Tell them to use compare and contrast language to make their points. (*"Before, when I wrote to a company, I never realized I should have used the person's name." "I had never thought about my email address before; I didn't realize it was important."*). This activity could also be saved for Day 10, when learners are working at different rates.

Test Preparation Stage .... 10 min

- Remind learners that they have practised working with email format, tone and register. Brainstorm "the story" contained in **Activity 51** emails, and inform learners that the new email chain they will be working with is a continuation of that same story or exchange.

- Distribute Handouts 1 and 2. Allow learners one minute to look over the sheets. Handout 1 contains the emails for reading and Handout 2 has the questions. If learners need more space, they can write on the back of Handout 2.

- For a formal reading test, you may want to set up "test-taking rules" such as: no bilingual dictionaries, no discussion, no looking at others' papers. As learners have been encouraged to work co-operatively, it can be useful to point out the different expectations associated with individual test-taking, and the judgments that arise in dominant Canadian culture when people are not prepared to work independently.

Reading Test Stage .... 45 min

- Learners complete the test. Remind them that they must manage their time, as they only have 45 minutes for this challenging test.

- Collect the completed tests. You may wish to return the corrected tests during one of the extension periods when you have time.

📎 Instructor Alert!

- As there is little time scheduled in the regular curriculum for returning the tests and reviewing the answers, you may need to consider how best to maximize the learning potential here. This could include providing answer keys to small groups and extra time to review in the Extension.

Advanced Preparation

- To do this reading as a formal assessment, set up the classroom in a formal way that encourages individual work.

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Developing reading skills, including reading for details, inference, reading between the lines

- Familiarizing learners with standard email reading and writing conventions

- Providing opportunities to focus on cultural differences in email conventions and language

- Providing valuable opportunities for assessment and feedback

Ways to Add Support

- When reviewing for the test during the discussion period, highlight some of the signals of tone and purpose identified in the email exercises.

- One possibility is to schedule an opportunity for the learners to do the test again, and not under test conditions. They can then review the answers. This technique maximizes the potential learning from the test. However, be certain to not let learners write down answers.

- Alternately, you could set up this task as a paired reading test. Learners work in pairs and are given a shared mark for the test.

Ways to Add Challenge

- Omit the discussion period and have learners write under formal test conditions. Either take in the test to mark, or provide one Answer Key per small group and have learners rotate being the person who provides answers.

  Learners hand in for marking, the Email Conventions **Activity 65** if the Challenge activity was used, or hand out a few Answer Keys, one for each group of 4 or 5. (Alternately, learners needing more challenge could do this as a self-study activity during **Activity 68** or **Activity 69-EXT**, in Lessons 9 and 10, when they may have finished their other work.) The purpose of this exercise is to get learners noticing important details about emails without compromising the assessment materials.

Assessed Email Reading

Below is string of emails. Each individual message has been labeled for identification.

From: David Greenacre
Sent: Thursday, July 27, 2006 5:04 PM
To: Jane Oldham
Cc: Sara Sandrajit
Subject: RE: Yesterday's phone call

Hi Jane

Ok, talk to you then.   ***EMAIL A***

David

Webpage Designer
Hawthorn Web www.hawthorn.ca

 -----Original Message-----
From: Jane Oldham
Sent: Thursday, July 27, 2006 3:00 PM
To: David Greenacre
Subject: RE: Yesterday's phone call

Hello David   ***EMAIL B***

Thanks for your email. Could we meet briefly before tomorrow's staff meeting?

I'll drop by your office at 9:45. See you then.

Thanks,
Jane Oldham
Assistant Manager
Hawthorn Web

 -----Original Message-----
From: David Greenacre
Sent: Thursday, July 27, 2006 2:45 PM
To: Jane Oldham
Cc: Sara Sandrajit
Subject: RE: Yesterday's phone call

Hi Jane,   ***EMAIL C***

Sorry I haven't been able to give you a call. A number of people have dropped by my office to have impromptu discussions and so I just haven't had the chance.

I'm off to the meeting with Randolph that I mentioned in my earlier email. Will try to call later this afternoon.

David

Webpage Designer
Hawthorn Web www.hawthorn.ca

-----Original Message-----
From: Jane Oldham
Sent: Thursday, July 27, 2006 11:36 AM
To: David Greenacre
Subject: RE: Yesterday's phone call

Hello David,   ***EMAIL D***

Could you give me a call? I'm in my office and will wait to hear from you. I tried calling you, but your line was busy.

Thanks,
Jane

 -----Original Message-----
From: David Greenacre
Sent: Thursday, July 27, 2006 11:35 AM
To: Jane Oldham
Cc: Sara Sandrajit
Subject: RE: Yesterday's phone call

Hello Jane,   ***EMAIL E***

Thanks for your email. Sorry to be a while getting back to you. I've just returned to my office after a morning of meetings.

To be frank, I was glad to have a chance to discuss my concerns with you. At the same time, I wasn't sure that you were connecting my issues with the implications of the structural changes you are proposing.

I will be meeting with someone from the union this afternoon to clarify if there are contractual as well as interpersonal and departmental climate issues to consider.

David

Webpage Designer
Hawthorn Web www.hawthorn.ca

 -----Original Message-----
From: Jane Oldham
Sent: Thursday, July 27, 2006 9:10 AM
To: David Greenacre
Subject: Yesterday's phone call

Hi David   ***EMAIL F***

Thank you for your call yesterday. I was glad to have the chance to talk with you about some of your concerns.

In preparation for tomorrow's meeting, I'd like to clarify your current position with regard to the department structure proposal we will be discussing. Did our conversation help resolve your issues?

Please let me know at your earliest convenience.

Thank you
Jane Oldham

Assistant Manager
Hawthorn Web

Assessed Email Reading **Total /45 marks**

Use a separate piece of paper for your answers if you don't have enough space on this page.

1. How many emails were exchanged? (1 mark)	2. What is the subject of all of the emails and what does it refer to? (3 marks)
3. Who sent the first email, when and to whom? (2 marks)	4. Who sent the last email, when and to whom? (2 marks)
5. How much time passed between the first email and the reply to that email? (2 marks)	6. What does Jane want to discuss with David? (3 marks)
7. Jane telephone's David. Why don't they talk? (2 marks)	8. Why doesn't David telephone Jane? (3 marks)
9. When and where are David and Jane meeting? (2 marks)	10. Who do you think Randolph is? (3 marks)

11. In this email exchange is Jane trying to be friendly or unfriendly to David? Provide evidence. (one mark for each piece of accurate evidence to a total of 4 marks)

12. In this email exchange is David trying to be friendly or unfriendly to Jane? Provide evidence. (one mark for each piece of accurate evidence to a total of 3 marks)

13. When David writes "To be frank..." what is he signaling or indicating? (5 marks)

14. When Jane writes "Please let me know at your earliest convenience," what is she signaling or indicating? (5 marks)

15. Do the emails in this exchange get shorter or longer from beginning to end? Why? (5 marks)

Email Reading

Assessed Email Reading

<table>
<tr>
<td>1. How many emails were exchanged?
(1 mark)

6</td>
<td>2. What is the subject of all of the emails and what does it refer to? (3 marks)

The subject of all the emails is Yesterday's phone call. This refers to the phone call between David and Jane regarding his concerns about proposed changes to the departmental structure. It was the topic of Activity 64 email reading.</td>
</tr>
<tr>
<td>3. Who sent the first email, when and to whom?
(2 marks)

Jane sent the first email, Thursday, July 27, 2006 at 9:10 a.m. to David.</td>
<td>4. Who sent the last email, when and to whom?
(2 marks)

David sent the last email, Thursday, July 27, 2006 at 5:04 p.m. to Jane.</td>
</tr>
<tr>
<td>5. How much time passed between the first email and the reply to that email? (2 marks)

2 hours and 25 minutes</td>
<td>6. What does Jane want to discuss with David?
(3 marks)

She wants to discuss his concerns about the proposed changes to the departmental structure. There is a staff meeting the following day that will discuss these proposals and Jane wants to see if David's objections have been addressed.</td>
</tr>
<tr>
<td>7. Jane telephone's David. Why don't they talk?
(2 marks)

David's line is busy.</td>
<td>8. Why doesn't David telephone Jane? (3 marks)

He hasn't had time/had a chance (1 David) because a number of people dropped into his office unexpectedly to discuss things (2 marks).</td>
</tr>
<tr>
<td>9. When and where are David and Jane meeting?
(2 marks)

Friday, July 28 at 9:45 in David's office</td>
<td>10. Who do you think Randolph is? (3 marks)

Randolph is probably the person from the union that David mentioned he was meeting with that afternoon.</td>
</tr>
</table>

11. In this email exchange, is Jane trying to be friendly or unfriendly to David? Provide evidence.
    (one mark for each piece of accurate evidence to a total of 4 marks)

    Jane is trying to be friendly. Evidence:

    • **She thanks him for his call the day before and says she was glad to talk with him.**

    • **She thanks him for his emails.**

    • **She signs two of her email with just her first name, which is less formal and friendlier than using her full name.**

    • **In email D she doesn't include her title (her signature) which is less formal and friendlier.**

    • **She ends all of her emails with *Thanks*.**

- **When she wants something, she phrases it as a request (Could you give me a call? Could we meet briefly…) rather than as a statement of a preference (I'd like to meet with you tomorrow) or an polite order (Please give me a call) or an order (Call me as soon as you can).**

- **She gives reasons/justifications for her actions (In preparation for tomorrow's meeting, I'd like to make sure that I have accurately understood).**

- **She "owns" her concerns or requests (I'd like to make sure that I have accurately understood, I'd like to hear).**

12. In this email exchange, is David trying to be friendly or unfriendly to Jane? Provide evidence. (one mark for each piece of accurate evidence to a total of 3 marks)

    David is trying to be friendly. Evidence:

    - **He thanks her for her first email.**

    - **He gives explanations for his actions (I wasn't sure that you were connecting ..., I will meet … to clarify, I haven't had the chance [to get back to you because …])**

    - **He apologizes when he can't get back to her.**

    - **He greets her in all his emails with *Hi Jane*.**

    - **He is fairly informal (e.g.: I'm off to a meeting with Randolph, will try to call later this afternoon. Ok, talk to you then).**

    David is less friendly and obliging than in the earlier chain of emails (Activity 64)

    - **He doesn't end his emails with a salutation.**

    - **He doesn't get back to Jane as quickly and doesn't seem as eager to please her.**

    - **He may be sending signals that he will be political to block her proposal. He mentions the union in two of his emails (once indirectly) and also mentions people dropping in to discuss things with him which may be an indication that there is a groundswell of concern related to the proposal to be discussed at the following day's meeting.**

13. When David writes "*To be frank …*", what is he signaling or indicating? (5 marks)

    David is indicating that he is going to say something unpleasant or critical. It is a way of softening his criticism by giving a heads-up. It prepares Jane for some fairly unpleasant comments. Perhaps this approach makes is easier for Jane to receive criticism because she was expecting worse.

14. When Jane writes "*Please let me know at your earliest convenience.*", what is she signaling or indicating? (5 marks)

    Jane is indicating that the issue is important to her and that she wants to hear back from him quickly. As she appears to be David's boss, it is actually an order that he make her request a priority.

15. Do the emails in this exchange get shorter or longer from beginning to end? Why? (5 marks)

    The emails get shorter because the purpose of the emails on Jane's part is to arrange some "non-email" communication with David (phone or meeting) rather than trying to deal with any substantive issues by email.

Total 45 marks

Activity Plan 66

LESSON 9	**Reading: Professional Development Report**	
	45 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 2 min

- Ask learners about their previous experience with report writing. How often? What kind? Who read them, or who was their audience?

Pre-reading Activity . . . . 10 min

- Discuss Handout 1. It is common in Canada to write a report of professional development courses that an employee takes, especially if the employer has paid for the course. This could include First Aid, communication courses, computer courses, or a range of other courses connected to one's field, whether it's baking, auto body repair, taxi driving, software development, health care, retail, call centre or any other sector. It is common for employers, agencies, unions and large companies to offer their employees upgrading, because the cost of training new employees is huge, and often the field changes regardless of how up-to-date someone's training is.

- Write the headings: *Details*, *Outcome*, *Background*, *Attachments*, *Summary*, and *Recommendations* on the board.

**Note: There is no attachment with this report. Discuss what could be included as an attachment and if one is necessary.

- Distribute Handout 2. Ask learners to quickly read the report and fill in the blanks with the appropriate heading.

- Learners compare with partner to see if the same heading was chosen.

- Circulate to ensure that learners are on track.

- Go over Handout 2 on overhead or computer projector screen.

Reading Stage . . . . 5 min

- Learners read the report again. This time, encourage learners to ask for clarification from classmates or instructor as necessary.

Reading Analysis . . . . 20 min

- In small groups, learners complete Handout 3. Learners may use a dictionary.

Wrap-up . . . . 8 min

- Go over answers to Questions 1 and 2 with overhead or on a computer screen.

- Let learners know that in the next class, they will be writing an assessed professional development report. They will need to bring with them their Work Log **Activity 25** Handout 1, and Model Report **Activity 66**, Handout 2).

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
  - ✓ Handout 3

- Make overhead of:
  - ✓ Handout 2 if desired
  - ✓ Answer Key Handout 3 if desired

Purpose

- Developing a rationale for and components of report writing

- Practising reading and analyzing a professional development report

- Expanding and consolidating vocabulary

Ways to Add Support

- The complex vocabulary in the Professional Development Report may provide additional challenge. You may wish to provide more vocabulary support, or with a very low group, write up a simpler kind of professional development report for a one-day or one week course, using the key vocabulary in **Activity 80** Handout 3. Learners may be able to provide their own contexts and examples. Alternately, on flip chart paper or in a MS Word document, small groups of learners could write up their own short professional development report if the language or context of the one provided is too dense. In that case, use the headings and have learners complete the handout, but tell them they do not need to understand all of the vocabulary.

- Provide additional support on tenses from a standard grammar resource, pointing out why the **present perfect tense** is used in the report. Also, you may wish to help learners structure their thinking and reports using before and after, to avoiding needing **the past perfect tense**.

Ways to Add Challenge

- In small groups, where at least one participant has a good understanding of the professional development report handout, have the learners create an outline for a simulated professional development report, as an MSWord document or on flip chart paper. You may wish to provide a context, or the learners could provide their own. These outlines, with key vocabulary could then be used to provide further examples to weaker learners.

- Provide explanations or additional materials on **indirect, or reported, speech**. Although this unit doesn't focus on this point, it would be common and necessary for speakers to report on events, such as the professional development experience or a chain of events as represented in the emails, in language that heavily relied on indirect speech.

- Two other grammar points that native speakers would likely employ in these tasks is the use of the **past perfect tense** (*We tried it ourselves after we had watched the guests and had seen the video*), **and the 3rd or unreal conditional** (*I wouldn't have said it that way if I'd known she'd have that kind of reaction*).

Professional Development Report Writing

Public and private sector employers typically conduct employee performance reviews (also called employee evaluations) on an annual basis. Your ability to document and demonstrate what you have learned over the previous year and how it has made a positive difference to your work effectiveness is a critical part of the performance review process. The learning activities can include workshops, conferences, courses and training sessions, as well as more self-directed activities such as research, reading and collaboration. On-the-job learning, through taking on a new role or project, should also be documented. This could take place in the form of computer upgrading, such as Learning Excel or GoogleDocs, or even how to interpret a new service log.

The professional development report writing must be brief, organized, precise and clear; otherwise, your reader may misinterpret, devalue or completely miss your point. Because a reader should never have to struggle to figure out what you are saying, you must organize your report in a manner that ensures the efficient, accurate flow of information.

Components of a Professional Development Report include:

1. **Summary**

    Summarizes very briefly the context and what was learned. This initial summary section is a very common practice in business, as it is an efficient way for a supervisor to get an overview of the report when under time constraints. It is sometimes called an Executive Summary.

2. **Background**

    Gives supporting information. Tells where and when the learning activity took place and provides a rationale for why the activity was important or necessary. This section provides a context.

3. **Details**

    Provides a sequential description of the learning activities. This includes information about what was learned and what tasks were undertaken to practise the learning.

4. **Outcomes**

    States which learning you have applied in your job and the impact of what you have learned on your effectiveness on the job.

5. **Recommendations**

    Makes recommendations as to the value of this particular kind of learning to other employees. This section provides a critique of the learning opportunity.

6. **Attachments**

    Attachments might include workshop or course descriptions, course handouts and materials, reading lists, lists of resources such as texts and websites, lists of personal contacts.

To: John Reinhardt   **From**: Bin Tran

Date: September 20, 2012   **Subject**: Report on "Working in Teams" Workshops

A. _____

I have just attended a particularly useful series of three workshops on working in teams. I now have a deeper understanding of the importance of collegiality and relationship building, team roles, communication and cooperation, using a team approach to complex problem solving. I have practised these skills in simulated job-related tasks in working groups.

B. _____

The workshops were presented through the English Communication for Professional Integration (ECPI) at Excel College from September 18th through 20th, during three evening sessions. Working with others as part of a team is an essential skill in the Canadian workplace, as identified by Human Resources and Skills Development Canada (HRSDC), now called Service Canada. I have observed that teams in Canadian workplaces interact very differently from those from my own professional background. In order to improve my ability to work effectively in teams, I enrolled in this course as part of my ongoing professional development.

C. _____

The following activities were completed:

1. The first session emphasized the importance of getting to know the Learners' names and backgrounds. This fostered an atmosphere of collegiality and respect amongst all Learners.

2. The next session focused on the rationale, purpose and process of the team approach to problem solving. We had hands-on experience in a group discussion on communication strategies in team work, with the roles of discussion leader, recorder, reporter and file manager.

3. In the last session, we were given a task to gather important information about the college in a limited amount of time. It was critical to work cooperatively to complete the task with the group members. This task required all members to contribute to the success of the team.

D. _____

I find that I have been able to apply these skills immediately in group projects that are a part of my position, and that I am able, therefore, to take on more responsibility in leading team projects.

E. _____

I highly recommend this course for internationally educated professionals who wish to improve their ability to participate in the team approach to problem solving, which is required in the Canadian workplace.

Reading Analysis

1. Fill in the following chart using the information from Bin Tran's professional development report.

Heading	Key ideas
Summary	*Attended workshop on working in teams, gained understanding of importance of team work, practised skills*
Background	
Details	
Outcome	

2. Find synonyms and antonyms (if appropriate) for the underlined words. The words must make sense in the phrase.

	Synonym	Antonym
Deeper understanding	*Clearer, a more thorough, more profound*	*More superficial, incomplete, cursory, sketchy*
Simulated task		N/A
Ongoing professional development		N/A
Fostered an atmosphere of collegiality		
Hands-on experience		

3. (Optional: if time allows). The present perfect tense is often used to express an experience in the past. Although the time is clearly in the past, there is no mention of time. Often, this same expression could be put in the past tense; then the focus is no longer on the experience but on the action completed in the past.

   Find examples of the present perfect and past tense used in the report and discuss why each tense was chosen.

Present Perfect

- Connects the past with the present

- Describes activities that are done or might be done on an irregular basis

- Describes activities that one may do or have done in life *(e.g., go somewhere, travel, read, see a movie, meet someone new)*

- Can be used with modals, conditionals and passives

I've gone	*she has had some*	*he hasn't told her yet*	*they will have already left*	*you must've heard the news*
I might've gone	*she may've had some*	*he should've already signed*	*they would have called you*	

---

1. Fill in the following chart using the information from Bin Tran's professional development report.

Heading	Key ideas
Summary	*Attended workshop on working in teams, gained understanding of importance of team work, practised skills*
Background	*ECPI, Excel College, Sept. 18th 20th, essential skill, teams in Canada work differently than my country, ongoing professional development*
Details	1. *importance of names – fostered atmosphere of collegiality*
	2. *rationale, purpose and process of the team approach, hands-on practical experience*
	3. *task to collect info from college, necessary to work in teams to complete task in time given*
Outcome	*Able to apply skills to group projects, take a leadership role, recommend course*

2. Find synonyms and antonyms (if appropriate) for the underlined words. The words must make sense in the phrase.

	Synonym	Antonym
<u>Deeper</u> understanding	*Clearer, a more thorough, more profound*	*More superficial, incomplete, cursory, sketchy*
Simulated <u>task</u>	*undertaking, assignment, activity*	N/A
<u>Ongoing</u> professional development	*Continuing*	N/A
<u>Fostered</u> an atmosphere of collegiality	*nurtured, developed, encouraged*	*discouraged, hampered*
<u>Hands-on</u> experience	*practical, applied, concrete*	*theoretical*

3. The present perfect tense is often used to express an experience in the past. Although the time is clearly in the past, there is no mention of time. Often, this same expression could be put in the past tense; then the focus is no longer on the experience but on the action completed in the past.

Answers will vary. Discuss according to learner responses, focusing on the unique uses of the present perfect (experience, action repeated in the past, something that just happened, with for and since, visual evidence of a recent action).

Activity Plan 67

LESSON 9	**Writing a Follow-Up Thank You Email**	
	30 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Ask learners how they might thank the individuals who they meet in their informational interviews.
- Suggest that a follow-up email is a standard professional way of thanking someone for help.
- Distribute Handout 1.

Task Stage . . . . 25 min

- Have learners develop an outline of what would normally be included in a thank you email.
- Learners write their own thank you emails for the informational interviews that have or will take place.
- Suggest that learners send the emails a day or two after their informational interviews. Ask learners to copy you in on their thank you email.

📎 Instructor Alert!

You may choose to make this an assessed task. You will need to develop a rubric for this task if you are going to assess it, or you may choose to assess it as simply complete or incomplete.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
- Make overhead of handout if desired.

Purpose

- Following up after meeting
- Networking opportunities

Writing a Follow Up *Thank You* Email

Below is an example of a follow-up *Thank you* email. It was written to thank Mr. Cazelais for the informational interview you listened to earlier.
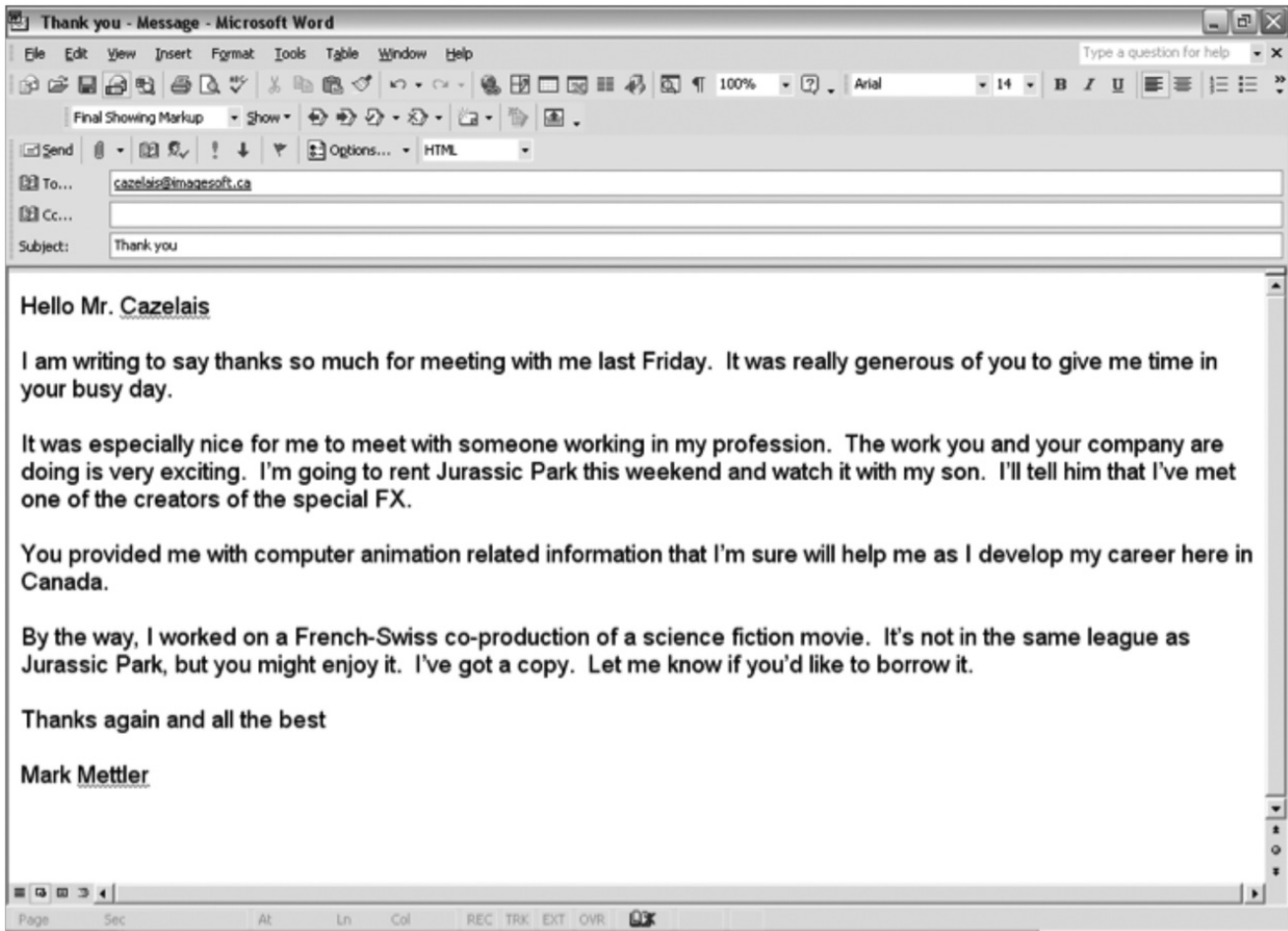
1. Below, develop an outline that generalizes the form of this thank you email. The first component has been done for you.

   • Greeting

   •

   •

   •

   •

   •

2. Now, on a separate piece of paper, compose an email to thank the person who met or will meet with you. Imagine the informational interview has already taken place, even if it has not.

Writing a Follow Up *Thank You* Email

Below is an example of a follow-up *Thank you* email. It was written to thank Mr. Cazelais for the informational interview you listened to earlier.
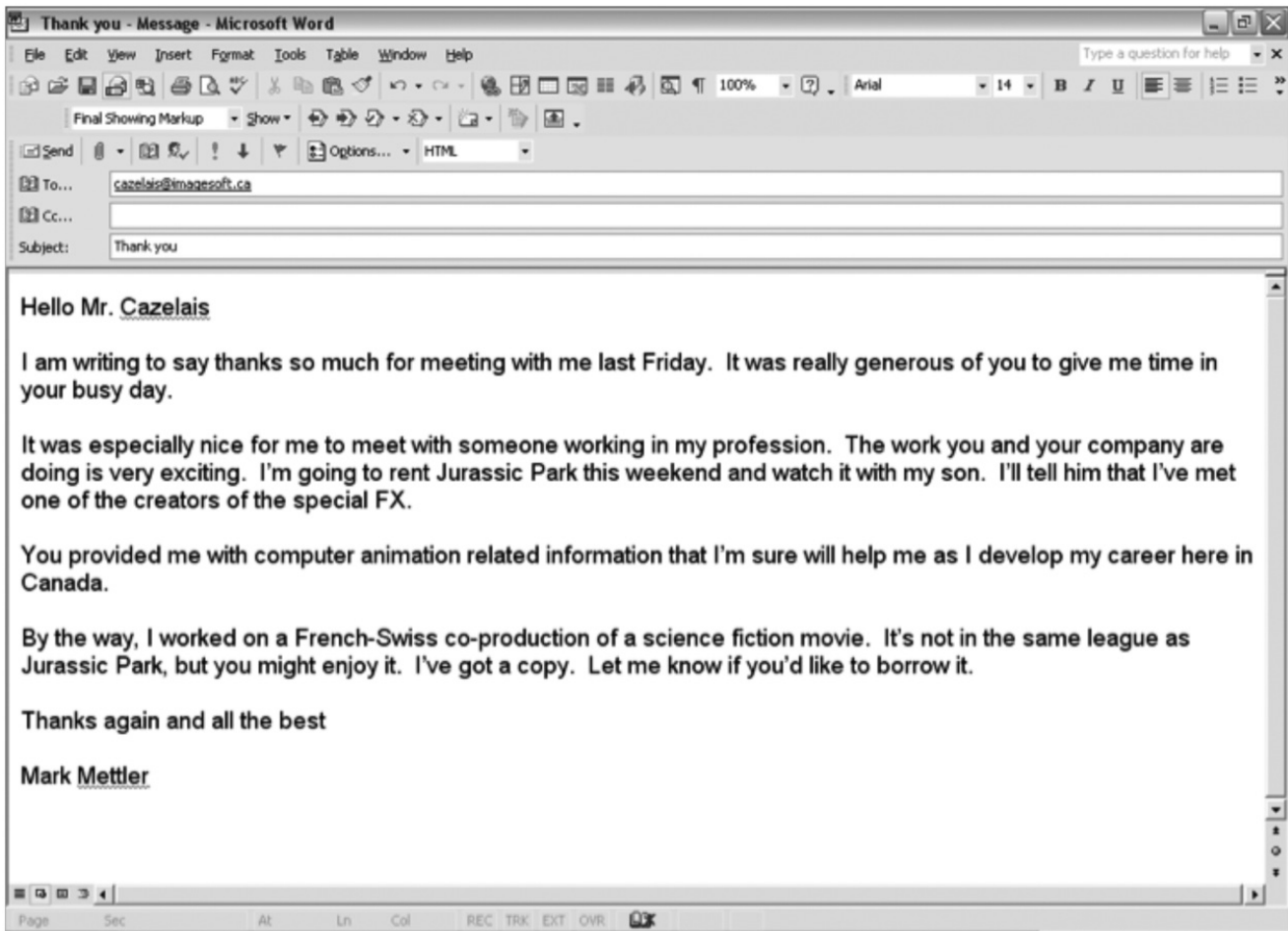
1. Below, develop an outline that generalizes the form of this thank you email. The first component has been done for you.

   - **Greeting**
   - **Reason for writing (thanks)**
   - **Something special, important, personal about the meeting**
   - **How the meeting helped**
   - **Possible networking/reciprocity- (offer to lend the science fiction movie)**
   - **Restate thanks**

2. Now, on a separate piece of paper, compose an email to thank the person who met or will meet with you. Imagine the informational interview has already taken place, even if it has not.

Activity Plan 68

	Reflective Practice: Feedback on the Interview
LESSON 9	
	30 MINUTES HANDOUT(S): 1

In this activity, learners continue with their informational interviews. The 30 minutes is divided so that each group hears and discusses one to two oral summaries. Group size should be three or four, including the presenter.

Set-up Stage . . . . 5 min

- Divide class into groups so that each group has one to two learners who did their informational interview the day before.
- Discuss briefly whether a presenter should stand or sit (it would be unusual to stand when presenting an oral summary to a small group).
- Ensure the roles for the listeners are clear.
- Provide the listeners with suggested questions in Handout 1. Emphasize that these are suggested questions only, and this activity is meant to allow a free, informal discussion of the experience. Alternatively, you can assign specific questions to group members to ask of the presenter.
- Remind the listeners that their role is important. Listeners need to demonstrate that they are following the presentation by maintaining eye contact and occasionally nodding. Listeners may also ask occasional clarification questions. Listeners may also show appreciation by saying, "*Thank you. That was really interesting.*"
- If some groups, have only one presenter while others have two, suggest that the learners from the single presentation group switch groups and do their oral summary again. Doing their presentation twice will be good speaking practice and they will be able to get feedback from two groups.

Presentation Stage 1 . . . . 5 min

- Presenter 1 gives oral summary to their small group using the notes they took during their informational interview. Learners should follow the format for oral summaries they learned earlier in **Activity 57**.

Discussion Stage 1 . . . . 5 min

- Distribute Handout 1 to learners.
- Listeners ask questions of the presenter in order to debrief the informational interview experience. See Handout 1 for suggested debriefing questions.

Presentation Stage 2 . . . . 5 min

- Presenter 2 gives oral summary to their small group using the notes they took during their informational interview. Learners should follow the format for oral summaries they learned earlier in **Activity 57**.

Discussion Stage 2 . . . . 5 min

- Distribute Handout 1 to learners.
- Listeners ask questions of the presenter in order to debrief the informational interview experience. See the handout for suggested debriefing questions.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- The purpose of this activity is for each learner to give an oral summary of their own informational interview, and to have an opportunity to debrief the experience.

**Note: You may wish to build in more time for sharing, as it has been noted that most students are eager to hear about and learn from all of the students' informational interview experiences.

Wrap-up . . . . 5 min

- Ask presenters to reflect on the responsiveness of their listeners and how that felt (e.g., eye contact, nodding, questions). Ask listeners to comment also on their responsiveness.

- Share any instructor observations of the interactions in the groups with regard to the overall level of improvement you notice in your class' speaking skills since the beginning of the course.

Ways to Add Support

- Instructors may choose to have learners who need more practice to do their summary twice. Let learners know that doing it twice will help learners to get more practice and feedback from two sets of listeners.

Ways to Add Challenge

- Encourage learners who feel confident in this activity to try to speak with as much eye contact as possible, referring to their notes only when absolutely necessary. This will challenge them to link their ideas clearly, transition smoothly between points and create grammatically accurate and clear sentences.

Information Interview: Oral Summary

Suggested Listener Questions

As you listen to the oral summary, remember that your role is to show interest, attentiveness and comprehension by maintaining eye contact and nodding occasionally. It is acceptable, between colleagues or with a supervisor, to indicate lack of comprehension by showing a puzzled look. (Don't do this frequently, though.) This may be followed by a request for clarification. Finally, once the oral summary and questions are finished, listeners should show appreciation e.g., "Thank you. That was really interesting."

These are suggested questions only, and you may have different questions you'd like to ask. Try to avoid asking a question that the presenter already answered in the presentation.

1. What was the most interesting part of the informational interview process?

2. What surprised you about the informational interview?

3. Which questions worked well?

4. Which questions didn't work very well?

5. Was there a question you forgot or wished you had asked?

6. How well were you able to understand the person you interviewed?

7. Do you think the person you interviewed could understand you?

8. What was the most challenging part of the informational interview process?

9. Were you able to use some of the conversation management techniques? Which ones seemed most effective?

10. What will you do differently in your next informational interview?

11. Would you like to have this person's job? Why or why not?

Activity Plan 69-EXT

LESSON 9	**Informational Interviews, Independent Study**
	75 MINUTES · HANDOUT(S): 0

In today's extension, some learners will go out to do their informational interview. Other learners can do self-directed study during this time.

Assignment 1: Informational Interviews

- Ensure all learners are prepared for informational interviews. Deal with any final concerns or misunderstandings. Remind them that they should have all the supplies they will need including pen, paper and note cards. Remind them that they need to take notes during their informational interview and create speaker's notes. They will use these to give an oral summary of their interview the following day.

📎 Instructor Alert!

Remind learners doing their informational interviews today that they will need to present oral summaries of their informational interviews in a later class. Learners should refer to the step by step process in **Activity 57** Handout 1 as a guide for their oral summary. Each learner will have five minutes to give their oral summary.

The number of learners able to give their oral summary will change each day. The instructor will need to schedule the learners accordingly.

Activity Plan 70

LESSON 10	**Socio-cultural Warmer: Admitting a Mistake, or That You Don't Know Something** ◆
	30 MINUTES HANDOUT(S): 1

Set-up Stage . . . . 10 min

- Briefly discuss difficulties and merits of admitting a mistake. Discuss cultural differences around admitting that you don't know something (in some cultures, face would be lost if a professional admitted not knowing something).

- Elicit language used to indicate that you have made a mistake or that you don't know something.

- Divide class into two roles and distribute Handout 1.

- Model the task with a learner.

- Emphasize tone.

Communication Stage . . . . 15 min

- Learners circulate to perform the task.

- If time allows, switch roles.

Debriefing Stage . . . . 5 min

Ask:

- What did you learn from doing this activity?

- Why is it important to memorize the exact phrases used in these socio-cultural warmers? (Answer: *Because they are formulaic, and using them correctly will greatly decrease the burden on the listener*.)

Ways to Add Support

- Given the discomfort that mistakes, omissions, oversights or lapses in judgment can cause individuals, coupled with the additional uncertainty of being responsible for one's actions in a new culture, learners may have a difficult time acting naturally in this role rehearsal. Brainstorm or use learners' suggestions or your own to make it real. Choose incidents that had positive outcomes or could be changed to have a positive outcome.

- Provide extra grammar support for modals and tenses, including with the past unreal conditional.

Ways to Add Challenge

- Allow strong learners to role play an incident for the class and to take questions regarding the circumstance and the outcome.

- Encourage these learners to stretch their language to include reported speech and noun clauses (*What I would do differently another time is I would not expect* ....)

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
- Make overhead of handout if desired

Purpose

- Modeling common language used for admitting a mistake, or that you don't know something

- Considering issues related to notions of honesty, professionalism and responsibility in the Canadian workplace

Culture Map – Admitting a Mistake, or That You Don't Know Something

A. (Approaching)

> Employee A: You have made a mistake in some of the calculations you did on a big submission. It's embarrassing. You need to tell one of the members of your team. Take a deep breath. Think carefully of what you are going to say. Be as honest as you can be. People will respect you for that, even though you made a mistake.
>
> Employee B: One of your team members is going to own up to a mistake.

B. (Bridging)

> Employee A: Stick your head in the doorway of your colleague's office.
> *"JANE, you **GOT** a MINute?"*
>
> Employee B: *"SURE. WHAT'S **UP**?"*
>
> Employee A: Move into the office. Take a seat and close the door.
> *"**WELL**, I've GOT SOMEthing to con**FESS**."*
>
> Employee B: *"This sounds serious."*

C. (Communicating Message)

> Employee A: *"You KNOW with the **CAM**pbell subMISsion, I GUESS I THOUGHT I was MORE on TOP of the XR3 PROgram appliCAtion than I REALly **AM**."*
>
> Employee B: *"WHAT do you **MEAN**?"*
>
> Employee A: *"I BLEW the calcu**LA**tions. I THOUGHT I KNEW what I was DOing, but, WELL, to MAKE a **LONG** STOry **SHORT** the NUMbers I subMITted for our subMISsion are **WRONG**. I FEEL TERrible aBOUT THIS, like I've LET the TEAM **DOWN**."*
>
> Employee B: *"You're **KID**ding."*
>
> Employee A: *"I WISH I **WAS**."*

D. (Developing Closure)

> Employee B: *"**DAMN**. We'll HAVE to CONtact the CLIent as SOON as **POS**sible."*
>
> Employee A: *"I can TAKE responsiBIlity for DOing **THAT**."*
>
> Employee B: *"**NO**, I THINK we BEtter LET **SIM** DO THAT. HE'S been the CONtact PERson UP to **NOW**."*
>
> Employee A: *"o**KAY**, WELL I'll GO GIVE him the **NEWS**."*
>
> Employee B: *"YEAH. And THANKS for BEing so UP FRONT aBOUT it. BETter we DEAL with THIS **NOW** than **LA**ter."*

Activity Plan 71

LESSON 10	✏ **Writing: Professional Development Report**	
	80 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 25 min

- Go over rubric Handout 2 with the learners. Draw attention to performance indicators specific to this task, or ones that they commonly have trouble reaching.

- Discuss standards for test-taking, as appropriate.

- Learners will need to have their **Activity 25** Handout 2 Work Log and **Activity 66** Handout 1 model professional development report.

- Tell learners there is a time limit of 50 minutes to write.

Writing Stage . . . . 50 min

- Learners write a professional development report. This is an individual assessment task. Learners DO NOT work cooperatively.

Collect Papers . . . . 5 min

Instructors collect the learners' writing and mark them according to the writing rubric in Handout 2.

**Suggestion: If possible, have learners write their professional development reports in the computer lab and submit them as an attachment.

Ways to Add Support

- You may wish to spend additional time explaining the Professional Development Report Writing Rubric, focusing on areas that learners are weak at. As well, you may need to provide explanations of outlining, mind mapping, revising and editing, proof-reading and formatting.

- Use a standard writing text designed for academic courses or college entrance for graphic organizers and explanations and examples of brainstorming the writing process, outlining, writing and revising.

- Remind learners when half their time and most of their time is gone. Learners may need additional time, but remember that providing additional time changes the performance conditions and would affect their CLB level.

Ways to Add Challenge

- Learners receive no additional supports or time, and receive a CLB level as indicated on the Writing Rubric. Strong writers could be given the additional challenge of comparing a professional development report to a similar kind of writing task from their own background.

- If this option is added, tell learners to add a new heading to the report and allow 15 additional minutes.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
- Remind learners to bring:
  - **Activity 25 Handout 1**, Work Log
  - **Activity 66 Handout 1**, model report

Purpose

- Assessing learners' ability to write a clear and organized report, with appropriate word choice and structure

Professional Development Report

You are an employee of a large company. Your employer, John Reinhardt, is supportive of your participation in the English for Work program, and he is funding part of your costs through the company's professional development funds. You are required to write regular update reports for your employer during the program.

Write a short report for your employer on the activities you have participated in leading up to, and including, the informational interview.

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NAME: _____ CLASS: _____

Professional Development Report Writing Rubric

		Developing (CLB 6)	Adequate (CLB 7)	Fluent (CLB 8)	Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessment Task** PD Report	**The writer can:** **Write short texts** about familiar, concrete topics related mostly to personal experience.	**The writer can:** **Write clear, moderately complex texts** on familiar and mostly concrete topics within predictable, practical and relevant contexts.	**The writer can:** **Write fluent, clear texts** on familiar and increasingly abstract topics related to work-related experiences.	**The writer can:** **Write coherent formal and informal texts** for a range of purposes related to complex but routine situations and tasks.	CLB = (holistic criteria)
Analytic Criteria	**Indicator 1: (X2)** Writing II. Reproducing Info	(1) **Reduces a page of information to an outline or summary.** Takes notes and reduces written or oral information to key points with accurate details. (2) Records main ideas or key details in point form.	1) **Reduces written or oral information to notes, an outline or summary** with important points, accurate details and no major omissions. (2) Records main ideas or key details in point form, **and details with correct spelling**.	(1) **Reduces a text of up to about two pages to an outline or summary**. Reduces information to important points **fluently**, with accurate details and no major omissions. (2) Records main ideas or key details in point form, and details with correct spelling.	(1) **Conveys essential information** to the reader (such as conclusions, decisions, actions to be taken). (2) Reduces information to main points with accurate supporting details, with **no major factual omissions or errors**.	
	Indicator 2: Writing IV. Sharing Info	**Provides introduction, development and conclusion in adequate paragraph structure with some supporting details**, and accurate descriptions, comparisons or accounts of events in a clear sequence to express a clear main idea.	Presents text as a coherent connected whole, with an introduction, development of ideas and conclusion in **good paragraph structure**, with clearly expressed main ideas and **good supporting details** to provide accurate descriptions, comparisons or accounts of events in a clear sequence.	Presents text as a coherent connected whole, with accurate and detailed descriptions, explanations or accounts of events in a clear sequence. **Writes three to four connected coherent paragraphs ... Conveys a sense of audience** in language, format and content.	Main ideas are clearly conveyed and supported with details; Adequate organization of ideas; develops topic. **Synthesizes and integrates multiple pieces of information into a coherent text**. Adjusts length to suit the task.	
	Textual (X2)	(1) **Adequate paragraph structure** with clearly expressed main ideas and some supporting details. (2) **Appropriate use of connective words and phrases**.	(1) **Good paragraph structure**, with clearly expressed main ideas and **adequate** supporting details. (2) **Paragraphs are developed and joined appropriately** to form a coherent text.	(1) Good paragraph structure, with clearly expressed main ideas and good supporting details. (2) **Text contains an introduction**, development of ideas and conclusion that form a coherent text.	(1) Main ideas are clearly conveyed and adequately supported with details. (2) **Logical connectors convey abstract relationships between ideas**.	
	Lexical	Uses adequate vocabulary for the topic, although may use **some awkward-sounding phrases and word combinations**.	Uses adequate vocabulary for the topic, although wording **may still be typical of first language and seem somewhat unnatural**.	**Conveys a sense of audience in language.** **Occasionally, wording may seem awkward or unnatural.**	**May still have errors in word combinations or word choices**.	
	Grammar	Shows good control of simple structures, but has difficulty with complex structures. Uses **adequate spelling, punctuation and format**.	Shows good control of simple structures, developing control of complex structures. Shows **good control of spelling, punctuation and format**.	Shows good control of simple structures, **adequate control of complex structures**.	Shows **good control of a range of complex and diverse structures. Some errors in grammar still occur**.	

COMMENTS:

Activity Plan 72

LESSON 10	**Reflective Practice: Feedback on the Interview**
	30 MINUTES HANDOUT(S): 1

This is the last activity for learners to do their oral summaries about their informational interviews. The 30minutes is divided so that each group hears and discusses one to two oral summaries. Group size should be three or four, including the presenter.

Set-up Stage . . . . 5 min

- Divide class into groups so that each group has one to two learners who did their informational interview the day before.
- Discuss briefly whether a presenter should stand or sit (it would be unusual to stand when presenting an oral summary to a small group).
- Ensure the roles for the listeners are clear.
- Provide the listeners with suggested questions in Handout 1. Emphasize that these are suggested questions only, and this activity is meant to allow a free, informal discussion of the experience. Alternatively, you can assign specific questions to group members to ask of the presenter.
- Remind the listeners that their role is important. Listeners need to demonstrate that they are following the presentation by maintaining eye contact and occasionally nodding. Listeners may also ask occasional clarification questions. Listeners may also show appreciation by saying, "*Thank you. That was really interesting.*"
- If some groups, have only one presenter while others have two, suggest that the learners from the single presentation group switch groups and do their oral summary again. Doing their presentation twice will be good speaking practice and they will be able to get feedback from two groups.

Presentation Stage 1 . . . . 5 min

- Presenter 1 gives oral summary to their small group using the notes they took during their informational interview. Learners should follow the format for oral summaries they learned earlier in **Activity 57**.

Discussion Stage 1 . . . . 5 min

- Distribute Handout 1 to listeners.
- Listeners ask questions of the presenter in order to debrief the informational interview experience. See Handout 1 for suggested debriefing questions.

Presentation Stage 2 . . . . 5 min

- Presenter 2 gives oral summary to their small group using the notes they took during their informational interview. Learners should follow the format for oral summaries they learned earlier in **Activity 57**.

Discussion Stage 2 . . . . 5 min

- Distribute Handout 1 to listeners.
- Listeners ask questions of the presenter in order to debrief the informational interview experience. See the handout for suggested debriefing questions.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- The purpose of this activity is for each learner to give an oral summary of their own informational interview, and to have an opportunity to debrief the experience.

**Note: You may wish to build in more time for sharing, as it has been noted that most students are eager to hear about and learn from all of the students' informational interview experiences.

Wrap-up . . . . 5 min

- Ask presenters to reflect on the responsiveness of their listeners and how that felt (e.g., eye contact, nodding, questions). Ask listeners to comment also on their responsiveness.

- Share any instructor observations of the interactions in the groups with regard to the overall level of improvement you notice in your class' speaking skills since the beginning of the course.

Ways to Add Support

- Instructors may choose to have learners who need more practice to do their summary twice. Let learners know that doing it twice will help learners to get more practice and feedback from two sets of listeners.

Ways to Add Challenge

- Encourage learners who feel confident in this activity to try to speak with as much eye contact as possible, referring to their notes only when absolutely necessary. This will challenge them to link their ideas clearly, transition smoothly between points and create grammatically accurate and clear sentences.

Information Interview: Oral Summary

Suggested Listener Questions

As you listen to the oral summary, remember that your role is to show interest, attentiveness and comprehension by maintaining eye contact and nodding occasionally. It is acceptable, between colleagues or with a supervisor, to indicate lack of comprehension by showing a puzzled look. (Don't do this frequently, though.) This may be followed by a request for clarification. Finally, once the oral summary and questions are finished, listeners should show appreciation e.g., "Thank you. That was really interesting."

These are suggested questions only, and you may have different questions you'd like to ask. Try to avoid asking a question that the presenter already answered in the presentation.

1. What was the most interesting part of the informational interview process?

2. What surprised you about the informational interview?

3. Which questions worked well?

4. Which questions didn't work very well?

5. Was there a question you forgot or wished you had asked?

6. How well were you able to understand the person you interviewed?

7. Do you think the person you interviewed could understand you?

8. What was the most challenging part of the informational interview process?

9. Were you able to use some of the conversation management techniques? Which ones seemed most effective?

10. What will you do differently in your next informational interview?

11. Would you like to have this person's job? Why or why not?

Activity Plan 73

LESSON 10	🖱 **Module Feedback**
	35 MINUTES HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Email each learner a copy of Module 2 feedback form. You can find this form on the appropriate course disk.

- Remind learners that it is usual to obtain periodic learner feedback on how the class is going. This is an opportunity for them to let the instructor know how the materials and structure are working. Indicate that the instructor is the only person who will read this feedback.

- Direct learners to review their Work Log and the Learner's Overview from **Activity 25**. Reviewing the Work Log may help learners to fill in the feedback form by reminding them of what they have covered in this module.

- Direct learners to check their email and download the attached feedback form.

- Emphasize that learners need to save this form, complete it, and then save it again before they email it back to the instructor.

- If desired, the instructor may choose to show Sample 1 of the feedback form on an overhead. Note that it will just serve as an example, as the drop down menus won't work.

- Instructors may want to go over Handout 1 to teach learners about the protocol regarding attachments and what to put in the body of an email when referring to attachments.

Reflection and Feedback Stage . . . . 25 min

- Ask learners to refer to their Work Logs to assist them in determining and evaluating the proportion of time they spent on the various learning activities, both in and out of class.

- Let learners know that there will not be any negative repercussions if they have comments or suggestions that are not positive. Stress that honest, carefully thought out feedback is respected and listened to.

Wrap-up . . . . 5 min

- Ask learners how useful they found their Work Logs for completing this activity.

- Thank them for their feedback and provide clear directions about where they should send the email with the Module Feedback.

Ways to Add Support

- Learners can work in groups. They may find discussion of the project helpful as they fill in the module feedback form.

Advanced Preparation

- Book computer lab

- Email each learner a copy of Module 2 feedback form. This form is available on the appropriate course disk, in the feedback form folder. You can email it as an attachment to all the learners.

- Prepare an overhead of Sample 1 Language for an Informational Interview Module Feedback form if desired

- Remind learners to bring their Work Log from **Activity 25 Handout 1**

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Sample 1 (if desired – form will be sent electronically)

Purpose

- Providing an opportunity for learners to give feedback on the course and the informational interview project

Ways to Add Challenge

- Given the high demand for computer literacy in a range of jobs, including retail, service and manual labour jobs, more and more Canadians have good computer skills, which are becoming expected by employers. For learners wishing additional challenge in real world performance conditions, have them send a cover email with their Module Feedback form attached. They could do this in the Extension, and not in class time.

Note: A sample of the form that you email to learners follows as Sample 1. You can find the feedback form on the the appropriate curriculum disk. Should you want to unlock the form to make changes, follow the directions in the Instructor's Guide.

Information Interview: Feedback Form

Review your work log and the Learner's Overview. You started your work log in **Activity 25**. Your teacher gave you a project overview for Module 2. Using the work log and project overview as a guide, complete the feedback form and email it to your instructor as an attachment. This is an opportunity for you to give feedback on the materials and activities. It is not an evaluation of your instructor. If your instructor has emailed you this form, then you need to save it first, then complete the form and save it again before emailing it back to your instructor. In order to choose an answer, click on the grey box, and then click on the answer. In order to type a comment, click on the grey comments box and begin typing. Use the tab key to move between boxes.

1. For the introduction to the information interview: (video)

    I received enough information. choose one answer

    COMMENTS: type any comments here

2. For making arrangements over the telephone:

    I received enough information. choose one answer

    I spent enough time preparing and practising the arrangements. choose one answer

    I was successful at making the arrangements. choose one answer

    COMMENTS: type any comments here

3. For information interview questions:

    I received enough information. choose one answer

    I spent enough time developing and practising the questions. choose one answer

    COMMENTS: type any comments here

4. For conducting background research on a company:

    I received enough information. choose one answer

    I spent enough time conducting background research. choose one answer

    COMMENTS: type any comments here

5. For email messages:

    I received enough information on emails. choose one answer

    I spent enough time preparing and practising the email message. choose one answer

    I was successful at emailing the information interview questions to the interviewee. choose one answer

    COMMENTS: type any comments here

6. For conducting the information interview:

    I received enough information on pronunciation, professionalism and conversation management in information interviews. choose one answer

    I spent enough time preparing and practising for the information interviews. choose one answer

    I was successful at conducting the information interview. choose one answer

    COMMENTS: type any comments here

7. For note taking during information interviews:

    I received enough information on note taking. choose one answer

    I spent enough time preparing and practising for note taking. choose one answer

    I was successful at note taking during the information interview. choose one answer

    COMMENTS: type any comments here

8. For oral summaries:

    I received enough information. choose one answer

    I spent enough time practising oral summaries. choose one answer

    I was successful at the oral summary of my information interview. choose one answer

    COMMENTS: type any comments here

9. For thank you emails:

    I received enough information. choose one answer

    I spent enough time preparing and practising. choose one answer

    I was successful at writing a thank you email. choose one answer

    COMMENTS: type any comments here

10. For the professional development report:
    I received enough information. choose one answer

    I spent enough time practising writing the report. choose one answer

    I was successful at writing the Report. choose one answer

    COMMENTS: type any comments here

11. Overall, I found the learning activities very helpful in preparing me for the information interview.
    choose one answer

    COMMENTS: type any comments here

12. I feel that my skills for conducting an informational interview have improved. choose one answer

    COMMENTS: type any comments here

13. I feel that my confidence in conducting an informational interview in another work place in the future has
    improved. choose one answer

    COMMENTS: type any comments here

14. Overall, what was useful about this project for you?

    COMMENTS: type any comments here

Emails and Attachments

Most companies have clear procedures for sending and receiving attachments to email messages. For example, a common practice for sending attachments is to convert documents into a PDF (portable document format) using Adobe Acrobat. This prevents the original document from being changed by the recipient, and the PDF format is not as likely to carry a virus. Some companies restrict attachments.

Sending and receiving attachments by email

Don't send attachments to recipients who wouldn't normally receive email from you. Attachments to email are increasingly viewed with suspicion because many emails with attachments are sent by hackers and contain destructive viruses. When a recipient opens the attachment, the virus is activated and creates problems on the user's computer. Many email users, after having had a bad experience, know never to open an email attachment unless they're sure they can trust the email sender. Only include an attachment to an email if the recipient knows and trusts you, or expects to receive attachments from you. Only open attachments when you know the sender, or when you are expecting to receive one.

Sample email message

From: Manjit Sandhu
Sent: Tuesday, October 10, 2006 12:23 PM
To: Lynn Roberts
Subject: Information Interview Feedback form

Hi Lynn,

Attached is my feedback form for the informational interview project. I just wanted to let you know that I learned a lot and I'm really looking forward to the next project.

Thanks for all your work,
Manjit

Forgetting to attach the document.

Occasionally, a sender will send the email message but forget to attach the attachment. In this case, it is typical to email a second message once you realize the mistake, with the attachment like this:

From: Manjit Sandhu
Sent: Tuesday, October 10, 2006 12:29 PM
To: Lynn Roberts
Subject: Information Interview Feedback form: the attachment

Activity 87HW email
   attach.doc...

Hi again,

Sorry, I forgot the attachment. Here it is. Let me know if you have any problems opening it.

Thanks, Manjit

Activity Plan 74-EXT

LESSON 10	🖱 **Complete Module Feedback and Work Log**	
	75 MINUTES	HANDOUT(S): 1

- Learners complete their feedback form from **Activity 73** and email it to their instructor.
- Learners complete their Work Log and hand in.
- Instructors mark the Work Logs to ensure they are complete. If there is time, the instructor can give feedback on the writing, content and amount and style of information in the Work Log too.

Ways to Add Support

- Remind learners to check their logs for common grammar errors; all actions should likely be in the simple past tense (e.g., went, met, arranged, reviewed, spoke to) and that the actions should be parallel.
- You may wish to give some samples on a board, flip chart paper or on an LCD screen, of a few samples of activities for different activities.
- Remind learners that when giving feedback, it is common in Canada to use 'a sandwich technique', where critical feedback comes after something positive. Critical feedback also needs to be followed by a positive comment in order to be fully registered.

Ways to Add Challenges

- Learners who require additional challenge could add to their feedback a section on notes to future learners about the module so far.
- Learners could break into small groups, with one working as a facilitator, working through sections of the reading test alone while the instructor works with learners who need help with their logs or outlining their report.

📎 Instructor Alert!

Remind learners that they will need to collect their documents, such as transcripts of coursework, old résumés, letters of reference, etc. for the next module.

Advanced Preparation

- Book computer lab
- Remind learners to bring their Work Log (**Activity 25** Handout 1).

Purpose

- Completing the module
- Providing feedback to instructor or instructional team