

Chapter 3

Interacting With Others | Social Interaction









LINC 5

LINC 5 CLB Competencies and Essential Skills

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

CLB

During social interactions:

-  CLB 6–I: Open, maintain and close a short routine formal conversation.
-  CLB 6–I: Introduce a person (e.g., guest speaker) formally to a small familiar group.
-  CLB 6–I: Express/respond to apology, regrets and excuses.
-  CLB 6–I: Encourage conversation by adding supporting comments.
-  CLB 6–I: Take turns by interrupting.
-  CLB 6–I: Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication.
-  CLB 6–I: Identify mood and attitude of participants.
-  CLB 5–I: Convey a personal message in a formal short letter or note, or through email, expressing and responding to invitations, quick updates, feelings.

ES






These activities can help to develop the following Essential Skill:

- Oral Communication

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

- Making small talk
- Starting and ending conversations
- Using courtesy expressions to respond to thanks, good news and bad news
- Complimenting
- Making, accepting and declining invitations orally and in writing

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Introduction to Social Interaction

1 Discuss these questions in a small group. Ask one group member to provide a summary of your discussion to the class.

1. Do you prefer to interact with one person or with a group?
2. What kinds of social situations make you uncomfortable? Why do you think you feel that way?
3. Have you ever been in a social situation where you were unsure of the right thing to do or say? What was the situation? How did you handle it?
4. Have you ever “put your foot in your mouth”? How did the other person react?
5. In your previous country of residence, what kinds of “social mistakes” do newcomers or tourists make?



Culture Note

You might hear it at the end of a sentence; it’s one of the things that distinguishes Canadians from Americans. In fact, it’s what Americans love to make fun of. It’s that well-known Canadian expression – *eh?* (pronounced “ay?”), and most Canadians, young or old, use it.

Canadians sometimes add *eh* to the end of a sentence to make it into a tag question. It’s used in the same way as a tag: to get agreement from the listener, as in *You’re not going to go, eh?*; to give a warning (*That last cookie is mine, eh?*); to express sarcasm (*Winters in Canada are great, eh?*); or to reinforce the listener’s interest when telling a story, as in, *I was in the bank, eh, and all of a sudden a man walked in with a gun, eh and ...* People pronounce *eh?* in different ways – sometimes with rising intonation, sometimes with falling intonation. Interesting, eh?

Creating Your Social Network

A social network refers to the people and groups of people with whom you are connected socially. It can include the group of people you exercise with, talk about books with, or go to social events with. People who move to a new country, city or town usually feel the need to establish a social network.

You can build and maintain your network of social contacts in many ways. By going to places where you can practise your hobbies, learn new things or just be around other people, you can create opportunities to meet new people. You can also do this through the Internet – with social networking websites (e.g., MySpace or Facebook), friendship and dating websites, or through online forums about a shared interest.

1 

In small groups, brainstorm possible places in your community where you could meet other people. Add your ideas to the list below. Then, choose five places from your list and research them on the Internet (you can also use the 211 telephone service) to get information about specific programs, activities or events you could participate in. Present your findings to the class.

- community recreation centre
- public library
- volunteer opportunities (e.g., senior centres, hospitals, humane society)
- local board of education programs
- hiking, cycling, and naturalist clubs
- sports teams
- children's activities
- mom/caregiver and baby groups
- amateur orchestra and theatre groups

2 

Imagine that you want to connect with others who share a specific interest or problem you have (e.g., an interest in music, basketball, line dancing or a health problem). On a forum, locate one post and three replies to this post. Summarize the post and the replies to your classmates.

Possible search terms: *line dancing forum*; *line dancing discussion board*; *line dancing chat room* (substitute the underlined words with your interest).

Appropriate or Not?

Social conventions refer to the set of behaviours that are considered normal and accepted in social situations. Social conventions differ from culture to culture. Behaviours that are socially accepted in one culture may be considered rude in another. Being aware of the common social conventions in a culture can help us avoid offending others in our social interactions.

In multi-ethnic societies such as Canada, a wide range of socially acceptable behaviors and conventions exists, and what is considered polite or appropriate can vary from community to community.

1 | In small groups, consider each scenario below. Discuss whether or not you think the behaviour is appropriate in Canada, and compare the behavior to that of your culture. Discuss the differences.

1. Nila has made some new friends at work. She invited them over last weekend for a barbecue, and they had a lot of fun. She decides to invite them again this weekend.
2. Etta and Juan are invited to a barbecue. They are new in the neighbourhood. When they arrive, their host introduces them to all the neighbours (over 30 people). Both Etta and Juan go around and shake hands with everybody.
3. Zhiao is invited to a baby shower for a woman she works with. She doesn't know what to buy, so she decides to give her colleague a gift card from a department store.
4. Janice invites three families over for a "pot luck" dinner. She asks each of the families to contribute a dish for the dinner.
5. Svieta is invited to a friend's home for a dinner party. She has a wonderful time. The next day she doesn't phone or email to thank her hostess.
6. Julio contacts his former LINC teacher and asks if she can give him some private tutoring to help him improve his writing skills. They arrange to meet at the library. Julio greets his teacher and kisses her on both cheeks.
7. Jim is invited to a dinner party by a friend. He brings a bottle of wine for the host.
8. Penny looks after her neighbour's cats when her neighbour is away for the weekend. Penny's neighbour gives her a small brass candlestick when she returns to thank Penny for her trouble. Penny does not feel comfortable accepting the gift and returns it to her neighbour.
9. When Roger passes away from lung cancer at the age of 62, his family requests that mourners give donations to the Canadian Cancer Society instead of sending flowers to the family.

Making Introductions

The language for introducing yourself and others ranges from formal to very informal, depending on the situation. Being able to make smooth introductions in a variety of situations can help you to feel more socially confident.

Here are some tips for making introductions:

- When you are introduced to someone, it is common to make direct eye contact, nod or smile, and greet the person to acknowledge the introduction.
- When greeting someone you have just been introduced to, try to repeat the person's name so that you remember it. For example, *Nice to meet you, Joan.*
- Depending on the situation, you may need to shake hands, especially in formal workplace or business situations.



Audio 3.1: Listen to four people making introductions. As you listen, record who the speakers are in each introduction and their relationship. Rate each introduction as formal or informal.

	Speakers and their relationship	Level of formality
Introduction 1		
Introduction 2		
Introduction 3		
Introduction 4		

Here are some common phrases for introducing yourself and others:

Less formal

Introducing self:

Bob: I'm Bob.

Andrea: Hi, Bob. I'm Andrea.

Bob: Hi, Andrea.

Sheila: By the way, my name is Sheila.

Beth: Hi, Sheila. I'm Beth.

Sheila: Sorry, was that Bess?

Beth: No, Beth.

Sheila: Nice to meet you, Beth.

Introducing others:

A: Jim, I'd like you to meet my wife, Stella.

B: Nice to meet you, Stella.

C: Nice to meet you too, Jim.

More formal

Introducing self:

Robert: I don't think we've met. My name is Robert Forrester.

Eric: Very pleased to meet you, Robert. I'm Eric Hand.

Robert: Nice to meet you, Eric.

Introducing others:

A: Professor Cummer, allow me to introduce Mr. Li Zhen. He's a visiting professor from Beijing.

B: Very pleased to meet you, Mr. Li.

C: Nice to meet you, Professor Cummer.

B: Please call me Benjamin.

C: And please call me Zhen.

And now it is my pleasure to introduce our guest of honour, Mr. Harold Jackman.

2 | In groups of three, role-play introducing yourself and others using the role cards below.



<p>Situation 1: Student A</p> <p>You are attending a parent-teacher meeting for the first time. Meet your daughter's teacher. Introduce yourself and your wife/husband.</p>	<p>Situation 1: Student B</p> <p>You are a teacher in a school. Greet the parents who have just arrived and introduce yourself.</p>	<p>Situation 1: Student C</p> <p>You are attending a parent-teacher meeting with your husband/wife. Meet your daughter's teacher.</p>
<p>Situation 2: Student A</p> <p>You are a manager in an office. Introduce a new employee to the Accounting Department manager.</p>	<p>Situation 2: Student B</p> <p>It's your first day at a new job. Your manager will introduce you to another staff person.</p>	<p>Situation 2: Student C</p> <p>You are the Accounting Department manager. Greet the new employee when introduced.</p>

Introduction to Small Talk

1 Small talk is a common form of communication. Before you listen to a dialogue between the host of a radio show and a communications expert on the subject of small talk, discuss the questions below in a small group.


1. What is small talk?
2. What is the purpose of small talk?
3. Can you give some examples of small talk that you have recently engaged in?
4. When and where do people engage in small talk?
5. What small-talk topics are popular in Canada?
6. What small-talk topics do you think are not acceptable in Canada?

2 The following words/phrases come from the radio show you will listen to. Write down what you think the phrases mean. Then listen for the phrases in the recording and revise your definitions based on what you hear.

- create rapport
- no-no's
- break the ice
- engage in (a conversation)
- interaction
- casual friends
- robotic
- colleagues

3  **Audio 3.2: Listen to a radio show guest talk about small talk. Circle true or false below.**

1. Small talk is mainly used to get things done and to provide information. T F
2. When someone asks, *How are you?* they are asking for information about your health. T F
3. In Canada, people always expect you to ask about their family. T F
4. People use small talk in the workplace to keep their work relationships friendly. T F
5. An example of small talk is giving a compliment to someone. T F
6. Couples who have been together for a long time often engage in small talk. T F
7. People in Canada talk about the weather all the time because they love it so much. T F

4  **Search the Internet for a list of small-talk topics. Take notes on five topics you think you would use in small talk. Share your list with the class.**

Possible search terms: *small talk topics*

Making Small Talk

- 1** In small groups, read the situations below. For each situation, discuss whether or not you would make small talk, and if you would, what you might talk about.

Is small talk appropriate?	What could you talk about?
1. With a taxi driver while getting a ride.	
2. With a customs official at the airport.	
3. With your child's teacher before a parent-teacher interview.	
4. With a resident of your apartment building in the elevator.	
5. With a police officer who stops you for speeding.	
6. With a bus driver.	
8. With a stranger walking their dog in your neighbourhood.	
9. With people who are about to interview you for a job.	
10. With a client/customer of your company who calls you for information.	
11. With the receptionist in a busy doctor's office.	

- 2** Complete the table below with other possible conversation starters for each small talk topic. Practise using them in conversations with a classmate.

Conversation starters
The weather: <i>I can't believe how warm it is! And it's only April.</i>
Current events: <i>So, I heard we are going to have a transit strike again.</i>
A compliment: <i>I love those earrings! Did you bring them from your trip to Peru?</i>
A social event: <i>It's a great party, isn't it? And the food is amazing!</i>

Chatting With Strangers

Initiating small talk with a stranger can be a pleasant way to pass the time. It may even lead to a new friendship. However, striking up a conversation with someone you don't know can be awkward unless you are able to establish that you have something in common with the other person. To do so, you can:

- Ask a question or make a statement related to something you may have in common, like the situation in which the conversation is taking place. For example, in a long line-up to see a movie, you could say, *I can't believe the line-up to see this film. I sure hope it's worth the wait.*
- Ask for the other person's opinion about a particular situation. For example, *I heard this mall is closing down and they're going to build a bunch of condos instead. Isn't that awful?*

1 Imagine yourself in the following locations. What could you say to start a conversation with a stranger? Add more situations where you could make small talk. Then, with a partner, practise responding to these comments.

1. Waiting for the bus	<i>I hear they're going to raise the bus fare again. What do you think?</i>
2. In line at the grocery store	
3. At your child's daycare	
4. At a work-related seminar	
5. The first day of your ESL class	
6. In your doctor's waiting room	
7. At the community centre	
8. In an airport waiting area	
9.	
10.	
11.	
12.	

2 Choose four of the above locations or another location of your choice. With a partner, role-play a dialogue between two strangers.

Grammar in Context: Tag Questions

Common statements that are used to initiate small talk are often followed by mini questions, for example *It's a beautiful day, isn't it?*, or *You don't live in this building, do you?* These are called tag questions. More colloquial ways of saying tags include *Beautiful weather, eh?/no?/right?* Tag questions are used in small talk to seek confirmation or agreement from another person and are spoken with a falling intonation when used for this purpose.

- 1** Listen as your teacher models the following short dialogues. Then practise the dialogues with your partner.

A: It's a lovely day, isn't it? B: Yes, it's absolutely gorgeous.	A: This is nasty weather, isn't it? B: Yes, it certainly is.	A: This rain is awful, isn't it? B: Yes, it is.
--	---	--

- 2** Add a tag to the following statements used to initiate small talk. Then write an appropriate response. Practise reading your exchanges with a partner. Use falling intonation for the tag question and to express agreement when you respond.

- Example: *The food is really great here, isn't it?* Yes, it is.
- Roberta performed really well, _____?
- They sure know how to throw a party, _____?
- The new office isn't very big, _____?
- Harold did a great job with the presentation this morning, _____?
- This is such a lovely wedding, _____?
- That wasn't a great movie last night, _____?
- Mirella dresses really well, _____?
- Ms. Jones was a really good teacher, _____?
- Bonnie is a good friend of yours, _____?
- They've done a nice job of decorating this place, _____?
- The music is always so loud in this place, _____?

Complimenting and Responding to Compliments

Complimenting is a common way to start a conversation. Women sometimes compliment each other on their clothing, hairstyle, accessories, etc. It is also common to give compliments on skills, abilities, behaviour, and personal characteristics. You don't have to know a person well to give them a compliment. However, you should be cautious about complimenting a member of the opposite sex as your compliment may be interpreted as flirting.

1 Complete the following sentences so they include compliments. Then add a possible response.

- A: That's a _____
B: Thank you. I _____
- A: You look _____
B: _____
- A: That _____ really suits you.
B: Thanks. _____
- A: You're a _____
B: Thank you for saying that. _____
- I love your _____
Thanks. _____
- Your _____ looks _____
Thank you. _____
- I love those _____
Thanks. _____
- What a _____
Thank you. _____

2 Discuss the questions below.

- When do you think it is not a good idea to compliment someone? Why?
- What (if any) differences have you noticed about the way people compliment each other in Canada and in your previous country?

Small Talk: Putting It in Practice

1 | Role-play small-talk conversations with a partner using the scenarios below.



Scenario 1: Your ESL centre is having a centre-wide potluck party to celebrate the winter holidays. You are standing in line to get something to eat. Strike up a conversation with the person standing beside you.

Scenario 2: You are attending the reading circle for moms and kids at your local library for the first time. After the storybook reading, everyone stays for coffee and cookies. Initiate a conversation with one of the other moms.

Scenario 3: You are a bank teller at Canadian First Bank. Initiate some small talk with your client.

Scenario 4: You are a dental hygienist working in a dental practice in a shopping mall. Initiate some small talk with your next patient.

Scenario 5: You notice that a new family has moved into the apartment beside yours. Knock on the family's door and welcome them to the neighbourhood. Enjoy some small talk.

Scenario 6: You are a student at a community college. Your class in workplace communication has just ended. As you leave the class, strike up a conversation with one of your classmates.

Scenario 7: It's a cold snowy day and as you leave your house, you see your neighbour shoveling his driveway. Initiate some small talk.

Scenario 8: Your colleague at work has just returned from a maternity leave. Welcome her back and initiate some small talk.

Scenario 9: It's the first warm day of spring. Everybody is walking around enjoying it. You go into your local variety store to buy some milk. Initiate some small talk with the owner of the store.

Scenario 10: You are taking an exercise class at your local community centre. Strike up a conversation with another participant in the class.

Scenario 11: You are at a party held by your friends. You don't know other guests. Initiate small talk with another guest at the party.

Scenario 12: It is Monday morning at work. Initiate small talk with a colleague.

Conversations: Using Courtesy Expressions

Courtesy expressions are phrases that are commonly used in daily interactions. They are used in a variety of social situations to greet people and respond to greetings, to signal the end of conversations, to say goodbye, and to sympathize, apologize, and express and respond to thanks.



1 Audio 3.3: Listen to the conversation between two friends at a community centre. As you listen, fill in the blanks with the courtesy expressions you hear. Practise the dialogue with a partner.

Lynn: Hi, Julie. _____?

Julie: _____. How about you?

Lynn: _____.

Julie: Listen, _____ referring me to Lorraine Holt. I met with her yesterday and she was very impressed with my resumé!

Lynn: It was my _____. I was _____.

Julie: She's going to pass my resumé on to someone else she knows who is hiring right now.

Lynn: _____, Julie!

Julie: I'll let you know what happens.

Lynn: Great. I hope you get the job. By the way, how is your cat doing?

Julie: Oh, poor Tiger. He got to the point where he wasn't eating or drinking so we had to put him to sleep.

Lynn: Oh, Julie, _____. Tiger was a wonderful cat.

Julie: Yes, he was. I miss him so much. _____, I _____
Mark is picking me up and he's probably in the parking lot. _____ for your help.

Lynn: _____.

Julie: _____.

Lynn: _____.

Julie: Bye.

Lynn: Bye.

2

Write other expressions that you are familiar with for the purposes below.

- Greetings & Responding to Greetings
- Responding to Bad News
- Signaling the End of a Conversation
- Responding to Good News
- Expressing Thanks
- Saying Goodbye

3 | **Role-play the following conversations with a partner. Use the expressions from the previous table.**



Situation 1: Student A

You have just returned to work after a vacation that didn't go well. Have a conversation with your colleague describing what happened (make up some details). Thank your colleague for finishing a report for you while you were away.

Situation 1: Student B

Greet your colleague who has just returned from a vacation. Have a short conversation. Signal the end of the conversation. Say goodbye.

Situation 2: Student A

Knock on your neighbour's door. Exchange greetings. Offer your neighbour some tulips from your garden. When asked, explain that your husband's health worsened over the winter and he is now living in a nursing home. Signal the end of the conversation. Say goodbye.

Situation 2: Student B

Your neighbour knocks on your door. Exchange greetings. Inquire about your neighbour's husband who has been ill.

4 | **Work with a partner to prepare a dialogue between two acquaintances. Include greetings, expressing thanks, responding to good news and bad news, signaling the end of the conversation, and saying goodbye.**

5 | **In pairs or small groups, read the following statements about what makes a good conversation. Decide whether you agree or disagree with them and discuss why.**

	AGREE	DISAGREE
1. In a good conversation, listening is more important than speaking.	<input type="checkbox"/>	<input type="checkbox"/>
2. People usually don't like being asked questions in a conversation.	<input type="checkbox"/>	<input type="checkbox"/>
3. There is no need to let other people know verbally that you are listening – your presence and eye contact is enough.	<input type="checkbox"/>	<input type="checkbox"/>
4. While listening to another person, think about what you will say.	<input type="checkbox"/>	<input type="checkbox"/>
5. Talking about yourself is always a safe topic of a conversation.	<input type="checkbox"/>	<input type="checkbox"/>
6. If you have a great comment to add, it is okay to interrupt another person.	<input type="checkbox"/>	<input type="checkbox"/>

Conversation Strategies

Keeping a conversation going can be a difficult thing to do, especially if you are shy or in the company of people you do not know very well. Here are some techniques you can use to encourage another person to speak:

- Ask questions. You can initiate a conversation by asking another person about something you think you might have in common or something you think they might be interested in talking about. For example, *How long have you lived in this neighbourhood? How do you know Gina? How do you like the school?*
- Answer questions with longer answers, adding specific/interesting information. For example, *Do you like living here? – Yes, there are so many interesting places to visit. Last week we went to ...*
- Answer a question, then redirect it using these expressions: *And you? What about you?*
- Respond to the other person’s comment/answer with a follow-up question. For example, *I live in Toronto. – Oh, really, which part of Toronto? How long have you lived there? How do you like it there?*
- Comment on what the other person is saying to encourage more details or to show interest: *That’s really interesting; I had no idea!; I lived in Montreal. – Really? I love Montreal! What a great city.*
- Use a short response or vocal filler to show that you are listening. For example, *Oh, yeah; Really?; Uh-huh; Mmmmm; Yes; I see; Wow.*
- Signal a change of topic when you feel you are “running on empty.” For example, *Oh, by the way ...; So, ah,; Now, what about ...;*



1 Audio 3.4: Listen to three dialogues. Complete the chart by writing the topics in each conversation. Record who the speakers might be and where each conversation might be taking place. Write down the words and expressions used by the speakers to keep the conversation going.

	Topics	Speakers	Location
1.			
2.			
3.			



2 Search the Internet for tips on having a good conversation or being a good conversationalist. Present your findings to the class.

Possible search terms: *how to have a great conversation; good conversationalist; conversation strategies*

3 Choose one of the statements below. Create questions (as many as you can) that can be used to keep a conversation going. Exchange your questions with a classmate for peer evaluation. Then role-play the conversation using your questions and other strategies to keep the conversation going.

1. I've just returned from Vancouver.
2. I am starting college after this course.
3. We are moving next month.

4 Work in pairs. Take turns responding to the questions below to keep the conversation going. Give answers with some details to keep the conversation going. When your partner is speaking, use short responses and vocal fillers to show that you are listening.

1. How long have you lived in Canada?
2. Where did you learn English? You speak so well.
3. Do you live around here?
4. Have you ever been to the Planetarium?
5. Do you still go to the yoga classes at the Y?

5 Body language is an important element of a conversation and can convey different messages. In small groups, discuss and demonstrate how you could convey each of the messages below through body language.

- | | |
|---|--|
| 1. It's interesting what you're saying. | 6. I'm in a hurry and don't have time to talk. |
| 2. Oh, no! | 7. Wait a moment! |
| 3. I can't believe it! | 8. I don't agree. |
| 4. I would like to end this conversation. | 9. You're right. |
| 5. I'm all ears. | 10. Really? It sounds quite unbelievable. |

6 Work in groups of four. With a partner, role-play a conversation starting with one of the statements below. Use a variety of conversation strategies and add details to keep the conversation going. Your partners will observe your role-play and give you feedback on the strategies you used.

1. I thought I would never make it to class this morning!
2. We had a great weekend!
3. You will never guess who I just met in the lobby!

Conversation Strategies: Putting It in Practice

1 With a partner, choose one of the situations below and role-play a conversation. Make sure that your conversation includes:

- Greetings
- Small talk
- At least two topics
- Different strategies to keep the conversation going
- Active listening techniques



Situation 1: Student A

You run into someone you used to work with but have not seen in a long time. Greet the person, carry on a conversation about topics of your choice, suggest getting together in the future, end the conversation.

Situation 1: Student B

You run into someone you used to work with but have not seen in a long time. Greet the person, carry on a conversation about topics of your choice, end the conversation.

Situation 2: Student A

You are a stylist in a hair salon. Your client has been coming to you for three years. Greet your client, carry on a conversation about topics of your choice, end the conversation.

Situation 2: Student B

You are having your hair cut by a stylist who has been doing your hair for three years. Greet the stylist, carry on a conversation about topics of your choice, end the conversation.

Situation 3: Student A

You are attending a job fair and you don't know anybody there. Strike up a conversation with a person next to you. Make small talk, carry on a conversation about topics of your choice, end the conversation.

Situation 3: Student B

You are attending a job fair and you don't know anybody there. A person next to you seems interested in talking to you. Make small talk, carry on a conversation about topics of your choice, end the conversation.


Identifying Emotions in Conversations

1 Read the following adjectives for emotions and identify which words describe a positive, neutral or negative feeling. If necessary, look up unfamiliar words in a dictionary. Some words may fit into more than one category.

- ambivalent
- annoyed
- anxious
- apprehensive
- concerned
- content
- defensive
- determined
- disappointed
- discouraged
- embarrassed
- enthusiastic
- frustrated
- furious
- grateful
- grieving
- miserable
- optimistic
- overwhelmed
- regretful
- relieved
- shocked
- thrilled
- uneasy
- vulnerable
- wary
- upset

2 The list above contains adjectives to describe emotions. Where possible, change them into nouns.

3 Choose five of the emotions from the list above. For each emotion, describe a situation you have experienced that made you feel this way.

4  **Audio 3.5:** Listen to three short dialogues. Complete the chart to identify each situation, the relationship between speakers, and their emotional states. What helped you to identify each speaker's emotions (e.g., tone, phrases)?

	Situation	Relationship between speakers	Speakers' emotions
1.			
2.			
3.			

Extending and Responding to Invitations



1 Audio 3.6: Listen to short dialogues in which people extend and respond to invitations. Complete the chart below.

	Nature of invitation	Relationship between speakers	Expressions used to make invitation	Invitee's response
1.				
2.				
3.				
4.				

2 Often when someone declines an invitation, they give a reason. Here are some examples of declining invitations and giving reasons. Add three possible reasons of your own.

- Oh, I'm afraid I can't. I already have plans.
- We'd love to, but I'm afraid we'll be away that weekend.
- Sorry, I have an appointment today.
- No, I can't today. I'm in a rush. How about next week sometime?
- I'd love to, but I have to pick up my daughter at camp that day.
- Thanks so much for the invitation, but I'm afraid I'm busy on Saturday.
- Gee, I'm not sure. Can I get back to you on that?
- _____
- _____
- _____

3 Read the spoken invitations below. Then give possible responses for each invitation. Compare your responses with a partner.

1. Do you want to go out for a drink after work?
2. Are you up for a movie tonight?
3. I've got two tickets to the opera for Saturday night. Would you like to go?
4. We're having a few people over on Friday evening. Can you come?
5. We're having a barbecue on Saturday. We'd love it if you could come.
6. Let's grab a coffee.

4 

Imagine you are going to hold a social event (e.g., a birthday party, summer barbecue, karaoke night). As a class, decide on the event and create a written description. Your instructor will use an online invitation tool (e.g., www.evite.com) to invite the class to the event. Accept or decline the invitation online. Below is a sample of what an online invitation might look like.

Invite Online	
Host: Taylor Jenk	Location: The Jenks', 888 Vlin Ave.
When: Friday October 4, 6:30 PM	Who: All the wonderful women in my life!
<p><i>Since last year's PINK party was such a success, I decided to do it again! We'll have PINK drinks and a ton of FOOD. It's a perfect opportunity to get together with friends. Pledge cards will be available if you want to make a donation to support breast cancer research. Raised funds will be donated in memory of my mother.</i></p>	
<p>Send a message Who's coming? As of September 23, 7:49 pm</p>	
<p> YES 26 NO 11 NOT YET REPLIED 12 </p>	
<p> YES 26 NO 11 </p>	
<p>Linda Jenkins: A Pink party?! Who would miss it?? I'll be there & can't wait!</p>	<p>Jane Black: I'm sorry I can't be there, but I will drink pink lemonade that night and think of you ... next year for sure!! Love Jane</p>
<p>Helen Wong: Thank you for the invitation. I will be there. I'll bring something pink for us to drink!!</p>	<p>Andrea Blin: Sorry Taylor ... I have to go to a business dinner that night ... rather be at your place. Thanks for including me. Talk soon.</p>
<p>Laurie Jones: Yes, yes, yes!! I'll definitely come – looking forward to it!</p>	<p>Josephine Renner: Thanks so much for the invite! Unfortunately I can't make it, I have a B-day celebration to attend that night. Have a great time!</p>
<p>Tanya Blair: Sounds like a lot of fun! I'm in for sure!</p>	<p>Val Thorm: I'm so sorry I have to miss out this year! Have a great time – I look forward to the 3rd annual pink party!</p>
<p>Erin Osargo: Thank you for the invite Taylor! I'd love to come – see you there! Let me know if I can bring something.</p>	

5 

Search the Internet for advice on writing invitations and responding to them. Make a list of tips and present it to the class.

Possible search terms: *how to write invitations*

6

Write an email inviting your classmate to a social event of your choice. Exchange emails with a classmate. Respond in writing to your classmate's invitation. You can accept or decline it, but remember to provide a reason if you decline it. In your email include:

- place and time of the event
- directions on how to get there
- other important details

Invitations: Putting It in Practice

1 Work with a partner to role-play giving, accepting and declining invitations.



<p>Student A: You are planning a barbecue and would like to invite five families from the street. Invite one of your neighbours.</p>	<p>Student B: One of your neighbours is inviting you to a barbecue. Decline the invitation and give a reason.</p>
<p>Student A: A colleague is inviting you (along with other people from work) to a dinner at his/her home. Decline the invitation; give a reason.</p>	<p>Student B: You would like to invite a colleague from work to your home for dinner. You are also inviting two other work colleagues. Invite your colleague.</p>
<p>Student A: You would like to invite your friend to a little get-together for a sister/brother's birthday. The gathering will be at your home and there will be a sit-down dinner. Invite your friend.</p>	<p>Student B: Your friend is inviting you to a get-together at his/her home. Decline the invitation and give a reason.</p>
<p>Student A: You have become friendly with someone you play badminton with at a community centre. Invite the person out for a coffee/beer after practice today.</p>	<p>Student B: You have become friendly with someone you play badminton with at a community centre. Accept his/her invitation.</p>
<p>Student A: You volunteer at the Humane Society and have become friendly with another volunteer. Accept the person's invitation.</p>	<p>Student B: You volunteer at the Humane Society and have become friends with another volunteer. Invite the person to your home to see your new kitten.</p>
<p>Student A: You have made a friend in your LINC class. Invite him/her and his/her family to go to Niagara Falls with you and your family.</p>	<p>Student B: You have made a friend in your LINC class who you would like to spend time with. Decline his/her invitation. Give a reason and suggest an alternative date.</p>

This chapter includes activities that can help learners develop the skills and background knowledge needed to participate in personal and workplace social interactions. These skills include:

- Creating social networks
- Introducing yourself and others
- Making small talk
- Giving and responding to compliments
- Using courtesy expressions in conversations
- Using conversation strategies
- Extending, accepting and declining invitations

The activities have been guided by the CLB performance conditions relating to LINC 5. If you want to develop your own activities for social interaction, consider the CLB performance conditions below.

Performance Conditions

- Interaction is face-to-face or on the phone, with familiar and unfamiliar individuals and small informal groups
- Rate of speech is slow to normal
- Context is familiar or clear and predictable
- Topics are concrete and familiar
- Interactions are formal or semi-formal

You can use all or some of the activities in the order in which they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to Social Interaction, see *Unit 5: Social Interaction*, pp. 115–124 in the *LINC 5–7 Curriculum Guidelines*.



p. 251 | Introduction to Social Interaction

Introduces the topic of social interaction; serves as a needs assessment tool to determine the focus of instruction

You can have learners discuss the questions in small groups, then have a class discussion about learners' interests relating to social interaction.

Extend the Activity: Have learners read the Culture Note and discuss other idiosyncrasies they have noticed about social interaction in Canada.



p. 252 | Creating Your Social Network

Provides an opportunity to research local programs, activities and events to expand social networks; provides an opportunity to research online discussion forums

- 1 Facilitate a class discussion about how learners have made friends in Canada. Discuss the suggestions on the handout and brainstorm other ways they might expand their social network. Have learners choose a category to research. Learners can use the Internet, the Yellow Pages or 211 to conduct research. Ask them to be prepared to share what they learn with the class.
- 2 Elicit specific learner interests, and demonstrate (with the use of a computer and a data projector) how to locate an online discussion forum about that interest. Encourage learners to join a particular discussion forum. For example, they may be interested in joining an English language discussion forum.



p. 253 | **Appropriate or Not?**

Provides an opportunity to discuss social conventions

- 1 The purpose of this activity is to initiate a discussion about differences (between cultures) in social interaction conventions. None of the scenarios are necessarily inappropriate; they all depend on details about the situation, the relationships between people and the community they happen in. Ask learners to discuss the scenarios in small groups. Then have a class discussion. Invite learners to share examples of social situations in which they felt they (or others) have committed a “faux pas.”

Extend the Activity: Ask learners to discuss social behaviors that are considered inappropriate in the culture of their previous country. Have them search the Internet for common social conventions in Canada. Possible search term: *etiquette in Canada*



p. 254 | **Making Introductions**

Provides practice identifying the language used for formal and informal introductions

1 **Answers**

	Speakers and their relationship	Level of formality
Introduction 1	Mother, daughter, daughter’s friend	informal
Introduction 2	Work situation: Manager, new assistant and four employees	formal (the manager)and informal (colleagues)
Introduction 3	John Billings, Shelley Gamboni	formal
Introduction 4	Richard, his sister Anna, and Richard’s friend Mary	informal

Extend the Activity: Ask learners to write down the expressions they hear that signal whether the introduction is formal or informal.



Audio 3.1: Transcript

Four people making introductions

Introduction 1

Sarah: Mom, this is Kelly. She’s my partner for my science project.

Mom: Hi, Kelly.

Kelly: Hi, Mrs. Kelso.

Sarah: We’re going to go upstairs and work on our project.

Mom: Okay, sweetheart. I’ll call you when dinner’s ready.

Introduction 2

Manager: Everyone, I'd like you to meet Jack Farrow. He's my new assistant.

Everyone: Nice to meet you, Jack. Hi. Nice to meet you. Welcome.

Manager: So let me introduce you to everyone. This is Hugh Jackson, our IT man.

Jack: Hi Hugh, nice to meet you.

Hugh: Hi Jack, and welcome!

Manager: This is Evelyn Carter, our senior accounts manager.

Jack: Nice to meet you, Evelyn.

Evelyn: Nice meeting you too, Jack.

Manager: And Raquel Gagneau, our marketing specialist.

Jack: Sorry, was that Rachel?

Raquel: Close. Actually it's Raquel.

Jack: Nice to meet you, Raquel.

Raquel: Nice to meet you, too, Jack.

Manager: Okay, let's get down to business here.

Introduction 3

John: Welcome, everyone, to the opening of the Pinewood Gallery. My name is John Billings and it is my pleasure to introduce the person responsible for this lovely new art gallery, Shelley Gamboni. Over the last year, Shelley has worked tirelessly to get corporate sponsors, organize fundraising events and coordinate a publicity campaign so that the Pinewood Gallery could finally become a reality. Shelley has a business degree from the University of Michigan and has worked in fundraising for the last 12 years. She has been instrumental in establishing several galleries in the western United States and we're very fortunate to have her on our team. Please join me in welcoming Shelley Gamboni.

Shelley: Thank you, John, for such a warm welcome.

Introduction 4

Richard: Have you met my sister, Anna?

Mary: No, I haven't. It's great to meet you, Anna. I've heard a lot about you.

Anna: Only good things, I hope.

Mary: Oh, of course.

Anna: Great to meet you, Mary.

- 2 Discuss the tips for making introductions, then model the language for introducing yourself and others. Ask learners to work in groups of three. Have them role-play making the introductions on the role cards. Ask learners to present their role-play to the class. Provide (and have learners provide) feedback.



p. 256 | Introduction to Small Talk

Introduces small talk

3 Answers

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



Audio 3.2: Transcript

A radio show interview about making small talk

Sara: Hi everyone and welcome to the Sara Kato Show. Today we have Melanie Koplov back with us. Melanie is a communication consultant and she's here to talk to us about something we all do a lot of, and that is small talk. Welcome back to the show, Melanie.

Melanie: Thanks, Sara. It's good to be back.

Sara: So tell me, Melanie, what exactly is small talk?

Melanie: Well, small talk is all the talk we do just for the purpose of being sociable. In other words, it's the talk that isn't mainly about getting something done or providing information.

Sara: So, what is the purpose of small talk then?

Melanie: We use small talk as a kind of social lubricant, if you will. It makes things go smoothly. It's mostly used to create rapport with other people, to build and maintain social relationships. It's also a way to "break the ice," before engaging in more functional topics of conversation. And when we engage in small talk with strangers, it shows we just want to be friendly.

Sara: Can you give me some examples of small talk, Melanie?

Melanie: Yes, certainly. Greetings and responses to greetings are a form of small talk. When someone says "Hi, how are you?" the person doesn't really expect a detailed summary of your physical and emotional state. They're just asking the question to be friendly or polite. So a common response in this situation is "Fine thanks. How are you?" On the other hand, when your doctor asks you, "How are you feeling?" that is not small talk. She really wants information from you.

Sara: Yes, that's true.

Melanie: Or, let's say, someone at work asks you, "So how was your weekend?" In this case, the person is asking for information, but the main point of the interaction is not really the information itself. It's more about the social interaction between the two of you. Your colleague just wants to have a nice working relationship with you, so he lets you know that he's interested in you and this makes you feel good.

Sara: It sounds like small talk plays an important role in our everyday communication, Melanie. It's not really so small after all, is it?

Melanie: Indeed it's not, Sara. Try to picture a person who never engages in small talk. This person would appear robotic to us – cold and unfriendly. It's not likely this person would meet with much success in life.

Sara: Yes, you're right.

Melanie: Another interesting thing about small talk is that couples who have been together a long time rarely engage in it at all. That's because they can comfortably accept silence in situations that would be uncomfortable for two people who were only casual friends or work colleagues.

Sara: Hmmm. I've never thought about that. So tell me, Melanie, how important is small talk in work situations? Don't most employers see it as a waste of time?

Melanie: No, not exactly. Small talk at work often occurs between colleagues on the same level. This small talk serves to maintain a friendly atmosphere at work, and is not at all a waste of time. Small talk is also really common at work as an icebreaker before meetings.

Sara: What about topics of small talk conversations? How flexible can we be?

Melanie: There are lots and lots of small talk topics!! They can be about the news, or about a shared experience – like when a person says, "So that was a great party, last night, eh?". Or small talk can include personal observations about a person's appearance, like when you give someone a compliment.

Sara: But aren't compliments kind of risky, Melanie?

Melanie: Well, they can be. It depends on the relationship between the two people. Compliments are not usually given to a stranger, but they are very common between people who know each other well.

Sara: And what about the weather? That seems to be a favorite topic for small talk in Canada, wouldn't you say?

Melanie: Yes, it's probably in the top five, Sara. Canadians are obsessed with the weather, probably because it's always changing!

Sara: Are there topics that are no-nos for small talk, Melanie?

Melanie: Well, as I said, suitable topics completely depend on the relationship you have with the person you are talking to. But in general, for people who are not close, I recommend staying away from topics that might lead to conflict or that are too personal. You may wonder what I mean by too personal.

And of course, that depends ... In Canada, with people you don't know very well, questions about personal finances or marital status or religion are generally considered too personal. Remember, the whole idea of small talk is to make people feel good, so you have to choose your topics with that in mind. In many cultures, asking about one's family is expected. But I would say that is not as true in Canada.

Sara: Well, thank you, Melanie. This certainly was informative. Thank you, everyone, and please tune in again tomorrow at noon.



p. 257 | Making Small Talk

Provides practice identifying appropriate topics of small talk in different situations

- 1 Ask learners to discuss in small groups whether or not they would feel comfortable making small talk in each situation and why. Whether or not someone makes small talk in these situations depends on the situation and comfort level of the speakers.



p. 258 | Chatting With Strangers

Provides practice opening small talk conversations with strangers

- 1 Invite learners to share their experiences of initiating small talk with a stranger. Ask them to work with a partner and prepare statements/questions they could use to initiate small talk in each of the given locations. Discuss with the class.



p. 259 | Grammar in Context: Tag Questions

Provides an opportunity to practise using tag questions with appropriate intonation

- 1 Model the intonation of the two-part small-talk exchanges for the class. Ask learners to practise each short dialogue with a partner, paying particular attention to rising and falling intonation patterns.
- 2 Ask learners to complete the tag questions and provide appropriate responses. Review the structure before the activity.

Answers

- | | |
|---|-----------------------|
| 1. Example: <i>The food is really great here, isn't it?</i> | <i>Yes, it is.</i> |
| 2. Roberta performed really well, <i>didn't she?</i> | <i>Yes, she did.</i> |
| 3. They sure know how to throw a party, <i>don't they?</i> | <i>Yes, they do.</i> |
| 4. The new office isn't very big, <i>is it?</i> | <i>No, it isn't.</i> |
| 5. Harold did a great job with the presentation this morning, <i>didn't he?</i> | <i>Yes, he did.</i> |
| 6. This is such a lovely wedding, <i>isn't it?</i> | <i>Yes, it is.</i> |
| 7. That wasn't a great movie last night, <i>was it?</i> | <i>No, it wasn't.</i> |
| 8. Mirella dresses really well, <i>doesn't she?</i> | <i>Yes, she does.</i> |
| 9. Ms. Jones was a really good teacher, <i>wasn't she?</i> | <i>Yes, she was.</i> |
| 10. Bonnie is a good friend of yours, <i>isn't she?</i> | <i>Yes, she is.</i> |

Answers (continued)

11. They've done a nice job of decorating this place, *haven't they?* *Yes, they have.*
12. The music is always so loud in this place, *isn't it?* *Yes, it is.*



p. 260 | **Complimenting and Responding to Compliments**

Provides practice in giving and responding to compliments

- 1 Introduce the topic of compliments by facilitating a class discussion about what type of compliments and responses to compliments are typical in their native cultures. Emphasize that a common response to a compliment in North America is *"Thank you."* You can add that deflecting responses are also common. Some typical deflecting responses include shifting credit (*"It was a birthday present"*); questioning (*"Do you really think so?"*); downgrading (*"This old thing?"*); and returning (*"You look great, too."*). In a class discussion, elicit possible responses to the first few questions so that learners can keep the conversation going for longer than one turn.

Extend the Activity: Play a game involving complimenting. Have learners form two circles, one inside the other with learners facing each other. Ask them to give a compliment to the person standing in front of them. Learners keep moving within the circles, complimenting the person in front of them until everyone has had a chance to compliment everyone else. You may want to caution learners not to give compliments that are too personal (e.g., about one's body or shape).



p. 261 | **Small Talk: Putting It in Practice**

Provides an opportunity for learners to demonstrate their knowledge and skills with making small talk

Ask learners to select scenarios that they are interested in or assign different scenarios to different pairs of students. Have learners perform their dialogues in front of the class. Provide feedback.

Performing this activity requires learners to integrate a number of skills and language abilities needed to participate in small-talk conversations. This task can be used for formative assessment purposes to help you and learners determine what still needs to be taught or worked on.

This task relates to the CLB competency below. Use the sample assessment criteria to assess learners, or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

🗣️ CLB 6-I: Open, maintain and close a short routine formal conversation.

🗣️ CLB 6-I: Encourage conversation by adding supportive comments.

Sample Assessment Criteria

Holistic: Completes the task as required; speaks intelligibly; listener can follow

Analytic: Opens, maintains and closes a short formal conversation

Closes a conversation in three customary steps (pre-closing, closing, leave-taking)

Encourages a conversation

Uses adequate vocabulary for the conversation

Uses the appropriate degree of formality

Extend the Activity: Ask learners to initiate a small-talk conversation with a stranger or someone they don't know well. Ask them to take notes about the conversation when they get home. Based on their notes, they can write a script of their conversation and share it with the class.



p. 262 | **Conversations: Using Courtesy Expressions**

Provides practice identifying and using common courtesy expressions

- 1 Have learners practise the completed dialogue in pairs.



Audio 3.3: Transcript

Dialogue between two friends at a community centre

Lynn: Hi, Julie. How's it going?

Julie: Pretty good. How about you?

Lynn: Not bad.

Julie: Listen, thanks so much for referring me to Lorraine Holt. I met with her yesterday and she was very impressed with my résumé!

Lynn: It was my pleasure. I was happy to do it.

Julie: She's going to pass my résumé on to someone else she knows who is hiring right now.

Lynn: That's wonderful, Julie!

Julie: I'll let you know what happens.

Lynn: Great. I hope you get the job. By the way, how is your cat doing?

Julie: Oh, poor Tiger. He got to the point where he wasn't eating or drinking, so we had to put him to sleep.

Lynn: Oh, Julie, I'm so sorry. Tiger was a wonderful cat.

Julie: Yes, he was. I miss him so much. Anyway, I should get going. Mark is picking me up and he's probably in the parking lot. Thanks again for your help.

Lynn: Don't mention it.

Julie: Have a great weekend.

Lynn: You too.

Julie: Bye.

Lynn: Bye.

- 2 Ask learners to work in small groups to brainstorm other courtesy expressions for greeting and responding to greetings, responding to good and bad news, expressing and responding to thanks, signaling the end of a conversation, and leavetaking. Take the answers up as a class and make sure the following expressions are covered:

Possible Answers

<p>Greetings and Responding to Greetings Good morning/Good afternoon Hello/Hi/Hi there How are you? (Fine, thanks. And you?) How have you been? (No complaints.) How's it going?/How are you doing? (Pretty good/ Not bad) What's new? (Nothing much) Nice/good to see you (Nice to see you, too.) Say hello to _____ for me/Give my best to ...</p>	<p>Responding To Good News Congratulations! That's wonderful! You must be so happy! That's good/nice to hear. I'm glad things are going so well. That's great! Good for you!/Way to go! (informal)</p>
<p>Responding To Bad News I'm so sorry to hear that. That's too bad. That's terrible/awful. Oh no! Oh dear! Oh, what a terrible (thing, day ...). I'm very sorry for your loss (a death).</p>	<p>Expressing Thanks Thank you. (You're welcome/You're most welcome.) Thank you very/so much. (Not at all.) Thanks for everything. (Don't mention it.) Thanks a lot. (It was my pleasure. I was happy to do it.) Thanks again for all your help. You're so kind. How thoughtful! (When receiving a gift)</p>
<p>Signaling the End of a Conversation Well, it was nice talking to you. Well, it was nice meeting you. Well, I should get going. Well, I have to run.</p>	<p>Saying Goodbye Have a good evening/weekend/afternoon. Bye; See you later. Take it easy. See you soon. Have a good one.</p>

- 3 Have learners work in pairs to role-play the scenarios. Encourage learners to use the courtesy expressions from their lists.
- 4 Ask learners to work with a partner to prepare a short dialogue that includes greetings and responses to greetings, responses to good news and bad news, expressions of and responses to thanks, signals that help end the conversation, and leave-takings (saying goodbye). Ask them to include standard courtesy expressions in their dialogues.



Provides practice listening to and participating in extended conversations

1 Possible Answers

Topics	Speakers	Location
Traffic; compliment about house/ landscaping; new house office; landscaping	Tax specialist and client	Home office of tax specialist
Activities at community centre; current job; how long at community centre; swimming pool; children's ages; compliment about appearance	Two former colleagues	Community centre
The company where they both work; the departments they work in; job responsibilities; compliment about marketing campaign; company soccer team; where Pedro is from	Two employees	Company cafeteria

Extend the Activity: Have learners listen to the dialogues again and identify the conversations strategies (e.g., asking or redirecting a question).



Audio 3.4: Transcript

Dialogue 1: A tax specialist and client

Tax Specialist (Ted): Hi, Vivian. Come on in. Let me take your coat.

Vivian: Thanks so much, Ted. I'm sorry I'm a bit late. There was a lot of traffic.

Ted: No problem, Vivian. I'm buried in tax returns right now, so I've just been working away.

Vivian: I love your new house. The landscaping out front is gorgeous.

Ted: Oh, that's right. You haven't been here before, have you?

Vivian: No, last year you were still in your office on Berry Road. So I guess you're enjoying having your office at home now.

Ted: Oh, yeah, it's great. I love commuting from the kitchen to the office every morning!

Vivian: Did you guys do the landscaping yourselves?

Ted: Oh, no, that was all here when we bought the place. Come on in to the office, Vivian. Can I get you anything? Coffee?

Vivian: A glass of water would be great.

Ted: Sure, have a seat. So how has your year been?

Vivian: It's been really good, Ted. I've got several new clients and the business has expanded.

Ted: Glad to hear it, Vivian. Now, I see you've brought all your receipts. That's good. And all your invoices. It's a pleasure to work with you because you're always so organized! So let's have a look.

Dialogue 2: In a community centre change room

Abbey: Grace?

Grace: Abbey?

Abbey: Wow! It's great to see you. How are you?

Grace: I'm great. How are you?

Abbey: I'm really good. So, are you swimming here or what are you doing?

Grace: I was just at a yoga class. What about you?

Abbey: Swimming. Wow, I can't believe it. I haven't seen you for what, seven, eight years? Not since I left Dobson Manufacturing. Are you still there?

Grace: Gosh, no. I'm practicing law again, just part-time.

Abbey: And how long have you been coming here?

Grace: Just since the renovations.

Abbey: I just joined this summer ... mainly for the salt-water pool.

Grace: Yeah, isn't it nice? I love that it doesn't wreck your bathing suit and make your eyes red.

Abbey: Yeah, I know what you mean. So, Grace, how old are your kids now?

Grace: Eight and twelve.

Abbey: Wow, I can't believe it. I think you were pregnant when I left.

Grace: Yup. They're growing up. Time passes, eh?

Abbey: It sure does. But you don't look a day older.

Grace: Neither do you! You look exactly the same!

Abbey: Well, I've got to get to the pool. It's great to see you. Do you come here every week? Maybe we could go out for a coffee some time and catch up.

Grace: I would love to. I'm usually here on Thursday mornings.

Abbey: So, one of these weeks.

Grace: Definitely, that would be great. I'll look forward to that.

Abbey: Me too.

Grace: Okay, well it was great to see you.

Abbey: Great to see you, too, Grace. See ya.

Grace: See you later.

Dialogue 3: In the company cafeteria

Pedro: Do you mind if I sit here?

Alex: Not at all, go ahead.

Pedro: Thanks. So, this seems like a pretty good place to work. I just started last week.

Alex: Yeah, it's not bad. What department are you in?

Pedro: Product development. And you?

Alex: Marketing.

Pedro: Oh, so are you responsible for the new campaign for the Omnivex line?

Alex: That would be me, or at least my team.

Pedro: I like it! How do you guys come up with those ideas anyway?

Alex: Well, a lot of coffee and late nights.

Pedro: Yeah, I bet. So I hear there's a company soccer team.

Alex: Yes, I think you're right. I don't have any firsthand experience of it, not being a sportsman, myself. Why, are you interested?

Audio 3.4: Transcript (continued)

Pedro: Yeah, I used to play soccer in my country.

Alex: Oh yeah? Where are you from?

Pedro: Colombia.

Alex: Oh. How long have you been in Canada?

Pedro: Seven years.

Alex: Like it here?

Pedro: Everything except the winter.

Alex: I hear you, man. My name's Alex, by the way.

Pedro: I'm Pedro.

Alex: Well, I've gotta get back, Pedro.

Pedro: Yeah, me too. See you again, Alex.



p. 266 | **Conversation Strategies: Putting It in Practice**

Provides an opportunity for learners to demonstrate and apply their knowledge and skills in participating in extended conversations

- 1 Ask learners to select a situation that they are interested in or assign different situations to pairs of students. Have learners perform their dialogues in front of the class. Provide feedback.

Performing this activity requires learners to integrate a number of skills and language abilities needed to participate in lengthier conversations. This task can be used for formative assessment purposes to help you and learners determine what still needs to be taught or worked on.

This task relates to the CLB competencies below. Use the sample assessment criteria to assess learners, or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

🗣️ CLB 6-I: Open, maintain and close a short routine conversation.

🗣️ CLB 6-I: Encourage conversation by adding supportive comments.

Sample Assessment Criteria

Holistic: Completes the task as required; speaks intelligibly; listener can follow

Analytic: Opens, maintains and closes a short formal conversation

Closes a conversation in three customary steps (pre-closing, closing, leave-taking)

Encourages a conversation

Uses adequate vocabulary for the conversation

Uses the appropriate degree of formality

Speaks intelligibly; listener can follow



Introduces vocabulary for describing emotions; provides practice identifying mood and attitude of speakers

3 Possible Answers

Situation	Relationship between speakers	Speakers' emotions
1. Friends arriving at another friend's new house.	Old friends. Haven't seen each other for a while.	Happy. Relieved to be there after the long drive. Enthusiastic about the friend's new house. Looking forward to the visit.
2. A parent has been asked to come and speak to the daycare manager of the school about her son.	Daycare manager and parent.	Manager is concerned about child's behaviour and its effect on other children. Parent is wary and a bit defensive.
3. At a funeral.	A bereaved husband and his late wife's friend.	Husband is shocked and grieving, but also resigned. Woman is sad.

Audio 3.5: Transcript

Dialogue 1

Lydia: Hi, come on in! It's great to see you!

Emma: Oh, it's great to be here. I can't believe how long it's been.

Lydia: Way too long. Give me a hug! It's soo good to see you both. Here, let me take your coats.

Jim: Good to see you, too, Lydia.

Emma: Is that Jason? He's grown TWO FEET!

Jason: Yeah, hi.

Jim: Hi Jason. How are you doing?

Lydia: How was the driving?

Jim: Pretty good, bare pavement for the most part, not too much blowing snow. I'm really glad we got here before the storm.

Lydia: Me, too.

Emma: Oh, Lydia, look at your place. It's gorgeous.

Lydia: Come in, come in! I'll give you the tour and then I'll sit you down in front of the fireplace and get you a drink.

Jim: That sounds great. Just what we need.

Lydia: Okay, follow me. We'll do downstairs first and then I'll take you upstairs and show you your room. This is the kitchen. We had it remodeled before we moved in ... right outside there's a deck ...

Dialogue 2

Daycare Manager: Come in, Mrs. Walker. Please have a seat.

Mrs. Walker: Thank you.

Daycare Manager: I just want to assure you that Jamie is not in any serious trouble. But we have some concerns that we wanted to discuss with you.

Mrs. Walker: Okay.

Audio 3.4: Transcript (continued)

Daycare Manager: Well, Jamie has been acting rather aggressively lately. We just wondered if he might be reacting to some stresses at home or ...

Mrs. Walker: I don't know what you mean.

Daycare Manager: Well, have there been any changes at home? Anything that might affect Jamie's well-being or confidence?

Mrs. Walker: No, everything's just the same. When you say aggressive, what do you mean?

Daycare Manager: Well, he's been taking toys away from the other children and refusing to share. The other day, another boy protested and Jamie threw the toy and hit the boy in the chest.

Mrs. Walker: Okay, well, I'll speak to him about that. He knows he's not allowed to throw things.

Daycare Manager: But the reason I called you in today is because Jamie has started picking on another little girl as well and yesterday he pinched her hard enough to make her cry.

Mrs. Walker: I see.

Daycare Manager: We just wanted to try to understand his behaviour because this is quite unlike the Jamie that we know.

Mrs. Walker: Yes, it doesn't sound like Jamie at all. I don't know why he's acting this way. I'll talk to him.

Daycare Manager: We have been giving him "time outs," but you know we don't want to get into a situation where he feels like he's always being punished.

Mrs. Walker: Well, that's kind of you. I will speak to him and ask him why he's been doing these things.

Dialogue 3

Sunita: Brian.

Brian: Oh, Sunita, thank you so much for coming. It means a lot to me that you're here.

Sunita: Oh, you're so welcome. I'm so sorry for your loss. Bernadette was a wonderful person. It's so unfair. I just can't believe she's gone.

Brian: None of us can believe it. It all happened so fast. She was only diagnosed a month ago. We're just in complete shock.

Sunita: It must be terrible to lose someone so unexpectedly.

Brian: Yes, it would almost have been easier if she had been ill for a while. Then we would've had time to get used to the idea – not that you ever can. Not really. But you know what I mean – we could have been somewhat prepared.

Sunita: Yes, I do know what you mean. It's overwhelming, the loss. You can't take it in.

Brian: Yes, I don't know how we will manage without her. Well, thanks so much for coming.

Sunita: I'm just going to go over and speak to Bernadette's aunt.

Brian: Of course.

Extend the Activity: Activity 3 relates to the CLB competency below and could be used for formative assessment purposes. You could use the sample assessment criteria below to assess learners, or develop your own based on what you have taught.

 CLB 6-I: Identify mood/attitude of speakers.

Sample Assessment Criteria

- Identifies specific factual details and inferred meanings in a listening text
- Identifies mood/attitude of participants



Provides practice recognizing and using formal, informal and neutral registers to extend and respond to invitations

1 Answers

Nature of invitation	Relationship of speakers	Language used to make invitation	Invitee's response
Going out to eat after a movie	Close friends	<i>Do you feel like getting a bite to eat?</i>	<i>Sure.</i>
Baseball game	Friends or colleagues but not close	<i>Would you be interested in going?</i>	<i>I'd love to.</i>
Baby shower	Strangers with a mutual friend	<i>Would you like to come?</i>	<i>Yes, I'd love to.</i>
Fundraising dinner	Strangers	<i>I was wondering if you would be interested in attending?</i>	<i>Let me check with my husband.</i>



Audio 3.6: Transcript

Four short dialogues to extend and respond to invitations

Dialogue 1

A: Do you feel like getting a bite to eat after the movie?

B: Sure. Where do you want to go?

A: I don't know. Someplace close by where we can get something light.

B: Sure. I know a great place just down the road from the theatre that we could go to. It's called Charlies.

A: Great.

Dialogue 2

A: I have tickets for the baseball game tomorrow night. Would you be interested in going?

B: Sure. I love baseball. I haven't been to a game in ages.

A: Great. I can pick you up at 6:00 p.m.

B: Okay.

Dialogue 3

A: I'm a friend of Mary Peters' and I'm organizing a baby shower for her on the 18th. Would you like to come?

B: Yes, I'd love to! Where are you having it?

A: It will be at my place from 1:00 to 4:00 p.m. Do you have an email address? I can send you all the details.

B: Okay. It's ...

Dialogue 4

A: I'm a volunteer with the Humane Society. We're organizing a fundraising dinner and a silent auction. I was wondering if you would be interested in attending?

B: Oh, gee. I'm not sure. When is it?


A: It will be held on the 23rd of January from 6:00 to 9:00 p.m.

B: Okay – well, let me just check with my husband to make sure he doesn't have anything planned for that evening. Is there a number where I can reach you to confirm?

3 Possible Answers

why not?; sure; okay; absolutely; sounds good; I'd love to; awesome, I love opera!; let's

- 4 Develop (or have one learner develop) an invitation using a web-based invitation tool and send the invitation electronically to learners. Have learners add comments to either accept or decline the invitation. Discuss expressions that can be used to accept or decline an invitation.
- 5 This activity relates to the CLB competency below and could be used for formative assessment purposes. You could use the sample assessment criteria provided or develop your own based on what you have taught.

 CLB 5-I: Convey a personal message in a formal short letter or note, or through email, expressing and responding to invitations ...

Sample Assessment Criteria

Holistic: Conveys the message; reader can follow the text

Analytic: Uses language and content that is appropriate and relevant to the occasion

Uses appropriate grammar structures, punctuation and spelling with only a few errors



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Provides an opportunity for learners to demonstrate and apply their knowledge and skills in giving and responding to invitations

Performing this activity requires learners to integrate a number of skills and language abilities needed to give and respond to invitations. This task can be used for formative assessment purposes to help you and learners determine what still needs to be taught or worked on.

This task relates to the CLB competencies below. Use the sample criteria below to assess learners, or develop your own based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the *LINC 5–7 Curriculum Guidelines*, pp. 37–45.

 CLB 6-I: Open, maintain and close a short routine formal conversation.

 CLB 6-I: Express/respond to apology, regrets, excuses.

Sample Assessment Criteria

Holistic: Completes the task as required; speaks intelligibly; listener can follow

Analytic: Opens, maintains and closes a short formal conversation

Closes a conversation in three customary steps (pre-closing, closing, leave-taking)

Encourages a conversation

Uses adequate vocabulary for the conversation

Uses the appropriate degree of formality

Extend the Activity: Ask learners to write a script for an invitation based on their own experiences and present their script as a role-play in front of the class for feedback.

