PARTICIPANT'S KIT (FULL-TIME TRAINING)

Welcome to your language training course. The Canada School of Public Service (CSPS) has prepared this information package for you in the hope that it will be helpful throughout your training.

Your department has signed a contract through a Regional Master Standing Offer with the school in which you are starting your training. The CSPS is the Technical Authority for this standing offer and ensures the quality of your training.

1. Administrative Information

1.1. Absences

Your teacher will make a note of all learners' absences, late arrivals and early departures. The absence report will be sent to your department every month. In addition, your department will be informed if your teacher notices frequent absences, late arrivals or early departures that could interfere with your learning or that of your group.

If you are unable to attend, please notify your teacher in advance, if possible. You must also request leave from your department, as you would for a work absence (e.g., sick leave).

Foreseen and Unforeseen Absences (applies only to individual training)

Your school must be notified in writing at least 10 business days in advance for foreseen absences of any duration in order for applicable cancellation fees to be avoided.

An unforeseen absence is one absence of a maximum of three (3) consecutive working days that is not identified in the contract. This type of absence is accepted no more than once in a month. A written notice of at least 48 hours (two business days) is required for the hours of unforeseen absence not to be billed to your department. The hours of absence beyond the three days, once in a month limit and for which no 10 business days' written notice was given will be billed to your department.

1.2. Document Printing and Photocopies

You can print or copy documents in black and white at your school. The school may limit the number of pages that you can print or copy free of charge to 50. In that case, your school will let you know the cost for pages exceeding the limit.

1.3. Recommendation Report and Registration for Your Next Session (for group training)

If you are taking group training, approximately four weeks before the session ends your teacher will prepare a report and send it to your department recommending which step in the program you should take in the next session. This report will not be produced if you are in the final step of your program. The template is below.

RECOMMENDATION REPORT / RAPPORT DE RECOMMANDATION

Name/Nom Department/Ministère		School/École Group/Groupe	
Step/Étape Program/Programme End of step / Fin d'étape	☐ Short/court ☐ Long/long	Teacher/Ressource enseignante CSPS Officer / Agent de l'EFPC	

RECOMMENDATION/RECOMMANDATION

☐ Continue training at the next step in the program / Poursuivre la formation à l'étape suivante du programme
Based on his (her) language training progress assessment, we confirm that your employee has satisfactorily achieved the training objectives seen until now. Consequently, we recommend that he (she) continue to the next step in the program once the current step has been completed as detailed in the training program plan. / En nous basant sur l'évaluation de ses progrès en formation linguistique, nous confirmons que votre employé(e) a atteint de manière satisfaisante les objectifs de formation vus jusqu'à maintenant. Par conséquent, nous recommandons qu'il (elle) continue à la prochaine étape du programme, une fois que l'étape actuelle aura été complétée tel que prévu dans le programme de formation.

☐ Redo current step in the program / Refaire l'étape du programme en cours
Based on his (her) language training progress assessment, we find that your employee has not achieved all the training objectives seen until now. Based on the information gathered, he (she) would need to review the training objectives in the step currently under way. Consequently, we recommend that he (she) redo the current step in the program when this one has been completed as detailed in the training program plan. / En nous basant sur l'évaluation de ses progrès en formation linguistique, nous constatons que votre employé(e) n'a pas atteint tous les objectifs de formation vus jusqu'à maintenant. Selon les données recueillies, il (elle) aurait besoin de revoir les objectifs de formation de l'étape en cours. Par conséquent, nous recommandons qu'il (elle) reprenne l'étape de formation en cours, une fois que l'étape actuelle aura été complétée tel que prévu dans le calendrier de formation.

For information about registration, please see the full-time group training calendar. / Pour de l'information relative aux inscriptions, veuillez vous référer au calendrier de formation pour le temps plein groupe.

Pedagogical Advisor / Conseiller pédagogique:

Date:

This message may contain personal and/or confidential information. Discretion is required. If you received it in error, please notify us immediately. Thank you. / Cette communication peut contenir des renseignements personnels et / ou confidentiels exigeant votre discrétion. Si vous l'avez reçue par erreur veuillez nous en aviser aussitôt. Merci.

In making the recommendation, your teacher and the Pedagogical Adviser will take many factors into consideration: your classroom participation, your performance in one-on-one interviews and your self-evaluation. In addition, the Pedagogical Adviser could, if necessary, administer an Oral Interaction Verification (OIV) test. This is an interview designed to verify the achievement of training objectives in the current step.

1.4. Progress Report (individual training)

If you are taking individual training, at the end of each month your teacher will prepare and send a report to your department, informing it of your progress. The template is below.

PROGRESS REPORT / RAPPORT DE PROGRÈS

En français, ce document est rédigé au masculin pour en faciliter la lecture.

Name/Nom		Department/Ministère	
Month/Mois		School/École	
TO/OF			
Phase/Module			

Overall assessment / Évaluation globale
This month, the learner / Ce mois-ci, l'apprenant:

1. Has achieved the current program objectives. /
   A atteint les objectifs actuels du programme. ☐
2. Has almost achieved the current program objectives. /
   A presque atteint les objectifs actuels du programme. ☐
3. Has progressed but has not achieved the current program objectives. /
   A progressé mais n'a pas atteint les objectifs actuels du programme ☐
4. Has not made significant progress. /
   N'a pas progressé de façon significative. ☐

Comments / Remarques

Learner / Apprenant
I understand all of the above points, which have been explained to me clearly. / Ce rapport m'a été expliqué clairement et j'en comprends le contenu.
Comments / Commentaires

Teacher / Ressource enseignante: Date**:**

Pedagogical Adviser / Conseiller pédagogique: Date**:**

The purpose of this report is to keep your department regularly informed of your progress. You may add your comments in the "Learner" space. In checking the appropriate box for your overall assessment, your teacher and Pedagogical Adviser will base their opinions on a number of factors: your classroom participation, your performance in interviews and one-on-one meetings and your self-evaluation. In addition, towards the end of each step, an OIV test will be

administered. This is an interview designed to verify the achievement of training objectives in the current step.

1.5. Roles and Responsibilities

a) Learner
- To be able to build a portfolio, obtain the work description, annual departmental report and work-related glossary before starting the training; compile a glossary corresponding to your tasks and interests.
- Actively participate in activities (oral, written, listening) inside and outside the classroom.
- Ask questions when necessary.
- Inform the teacher about your interests, ideas and learning needs.
- Attend class regularly and be punctual.
- Take the initiative to practise your second language by talking to people who speak it and by actively listening in order to increase your vocabulary and improve your understanding in real-life situations.
- Prepare your individual work plan (for self-directed learning periods) with your teacher's help and carry out the activities.
- Effectively manage time spent on self-directed learning to maximize learning.
- Speak to your teacher or the Pedagogical Adviser if you have a problem. Contact your department's Official Languages Representative. If necessary, report the problem to the Quality Assurance team.
- Heed the advice of stakeholders.
- On completing the training, foster bilingualism in your workplace and continue to use your second language.

b) Teacher
- Be a guide and facilitator for the learners.
- Prepare the weekly plan and the courses.
- Facilitate classroom activities or get the learners to do so. The activities should
  - focus on oral interaction and in-context practice;
  - be adjusted to the level of the learners to help them gradually gain confidence in the target language;
  - motivate learners to speak their second language.
- Provide ongoing oral and written feedback.
- Guide learners in preparing their individual learning plans.
- Share all relevant information about the learners with the Pedagogical Adviser and other teachers in the group.
- Regularly assess learner progress and prepare the recommendation report or progress report.
- Manage the classroom on a daily basis.
- Take attendance.

c) Pedagogical Adviser
- Perform group management tasks.
- Provide teachers and learners with advice and assistance.
- Assess learning outcomes.
- Regularly observe classroom instruction and follow up with teachers, as required.
- Manage complaints and report them to the CSPS officer.

d) CSPS Quality Assurance Officers
- Train teachers on CSPS programs.
- Observe classroom instruction to assess teaching quality, request improvements and provide follow-up, as needed.

- Analyze the data from the online satisfaction questionnaire that learners are asked to complete at the end of each step of their training and inform the offerers of any improvements to be made, as needed.
- Provide departments with advice and guidance on language training.
- Address the concerns and complaints of learners and departments.

e) Departmental Language Training Coordinator
- Register the learner for language training.
- Monitor the learner's progress.
- Book Second Language Evaluation (SLE) test dates and receive test results.
- Receive the absence, recommendation and progress reports.
- Convey any relevant information to the learner's manager.

2. Information on Learning

2.1. **Language training program approach and methodology**

The CSPS language training program will be used. Although the program objectives are always followed, your teacher may decide to carry out part of the activities or suggest additional ones. The choice is based on your needs and interests and those of your group.

The CSPS approach fosters communication in the second language. Grammar and vocabulary will be incorporated into the communication objectives rather than taught separately.

You are encouraged to use your prior knowledge and experience and to participate actively in classroom discussions. Tell your teacher about your interests and your learning needs.

2.2. Training Material

2.2.1 How to access the online program

The training program is available online through the MyAccount portal at the following address: http://www.csps-efpc.gc.ca/myaccount/index-eng.aspx.

If you do not have an account in MyAccount, get in touch with the Client Contact Centre:
Telephone (toll free): 1-866-703-9598 (option 7)
Telephone (NCR): 819-953-5400 (option 7)
Teletype (TTY): 819-934-6194
Fax (toll free): 1-866-944-0454
Fax (NCR): 819-953-7953
info@csps-efpc.gc.ca

At the beginning of your language training, the school will provide you with a guide containing instructions on how to access the program.

Here are the steps to follow in order to access the training materials.

1. Go to the School's website and select MyAccount (https://papp.csps-efpc.gc.ca/Saba/Web/Main). Enter your Username and Password, accept the Terms and Conditions, and then click Log In.
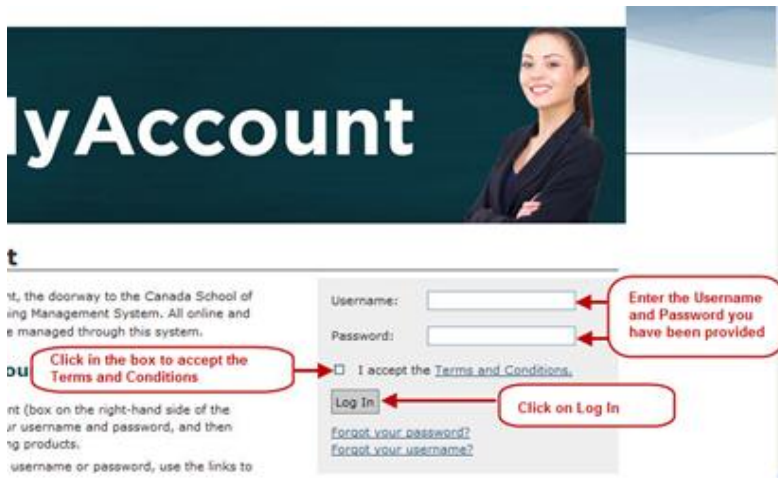
2. Go to Catalog Search and select Packages in the drop-down list of the Learning catalog, and then click on Search.
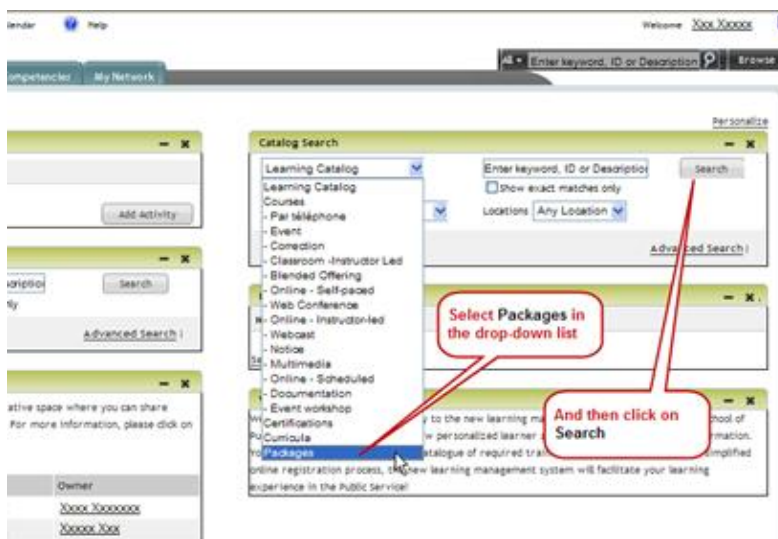
3. Locate the package French as a Second Language Programs – Levels A-B and C or English as a Second Language Programs – Levels A-B and C and click on Register.

4. The items in the package are automatically selected. Click on Next.

5. At the bottom of the page Click on Place Order.

6. On the next page, "Registration Confirmation", click on Go to In-Progress Learning.

7. When you next open MyAccount, click on the tab My Learning on your Homepage to access the training products.
   You can sort the items in the order you wish using the drop-down list.
   Click on the item of your choice or on Launch to the right of the item.
   Click Launch to the right of the course of your choice.

2.3. Study Techniques

Repetition
This is the oldest technique in the world. To memorize information or get in the habit of performing a task, you need to repeat it orally or in writing.

Cards / flash cards
Portable, simple and effective, these little cards are a memorization tool that is not to be ignored. You can use them in many ways. For example, write in English on one side and French on the other, then study them from French to English and reverse the process. More advanced learners can add synonyms on both sides.

Lists
To get all the information straight, it is helpful to classify it into categories. For example, make a list of anglicisms, calques and false cognates, another for the vocabulary you use at work and another for the mistakes you make most frequently.

Colours
Using colours allows you to give additional meaning to what you write. For example, you can associate a colour with each gender, or write part of a word or the preposition that goes with a problematic verb in a different colour.

Notes
Taking notes in a structured manner helps you understand and retain information better. The notes should then be filed by date, subject, relative importance, etc. All methods are good.

Reviewing
Perform a daily review of the notes you have taken during the day. This promotes information retention and is a good way to check whether you have understood. While you are reviewing your notes, jot down any questions or doubts you may have so you can ask your teacher about them later.

Recording, listening and transcribing
Using a portable cassette or digital recorder, record yourself, listen to the recording and/or transcribe parts of it to get a better idea of your strengths and weaknesses.

Filing system
During your training, you will receive and produce many documents. Creating and maintaining a good filing system will help you locate information easily and facilitate the reviewing process. You can file your notes and exercises by date, relative importance and so on. All methods are good.

Learning plan
Set realistic, measurable short-term goals and make a list with your teacher of ways to attain them.

Working documents
It is important to obtain a variety of working documents because they contain a wealth of words that could be useful. These documents include work descriptions, departmental or branch annual reports, glossaries, program descriptions and departmental newsletters. It would be helpful to have both the English and French versions.

Mathematical formulas
It is possible to present information using formulas. For example, "*si + imparfait = conditionnel présent*," "*assister + à.*" This technique allows you to visualize alphabetic information numerically.

<u>The Internet</u>
Readily available, the Internet lets you change your routine in that you can access a great variety of interactive activities.

<u>Pairing</u>
Speak French with your classmates, especially during self-directed learning (SDL) activities. Oral activities are extremely important.

3. Planning

3.1. Session calendars / training calendars

If you are in **group training**, at the beginning of the session your teacher will give you a session calendar indicating your weekly objectives and some program milestones, such as the week when the recommendation report is sent to your department.

If you are in **individual training**, at the beginning of your training your teacher will give you a calendar indicating the approximate time you are to spend on each step of the program, along with some program milestones, such as the dates of the SLE tests.

3.2. Weekly planning

At the beginning of every week, you will be given a plan of the activities for each period during the week, self-directed learning times and, if you are in group training, individual meeting times.

3.3. Individual work plan for self-directed learning

Every day, you will have one hour of self-directed learning while your teacher prepares the class. Those who are in group training will get 30 minutes a week to meet with the teacher individually. During this period, the other group members will be doing self-directed learning.

For these periods to be effective, the activities must be planned in advance, for example, by preparing the weekly work plan on the previous Friday. Being involved in the planning is an excellent way for you to take responsibility for your training. Your teacher can provide guidance and make sure that the plan you have prepared meets your needs. The use of self-evaluation grids (*Self-evaluation of My Progress*) will also help you identify your learning needs.

3.4. Monthly self-evaluation and feedback

We have provided a *Monthly Self-evaluation* tool to help you be aware of your learning and discuss it with your teachers. We suggest that you complete it towards the end of the month (individual) or half-way through the session (group) and that you discuss the key issues when you meet with your teacher individually. This will give you a chance to obtain feedback on those issues and on your training in general.

3.5. Second Language Evaluation (SLE) test

The three SLE tests, reading comprehension, written expression and oral proficiency, are designed and administered by the Public Service Commission (PSC). The purpose of the tests is to determine whether candidates have the necessary competencies to carry out part of their duties in their second language.

The CSPS training programs will help you acquire the requisite skills to function in the workplace in your second language. It is important to understand that the SLE tests are not part of the training program and that the training program was not designed around the tests. However, the training program's final objectives are the same as those of the test.

You will find information about the tests and a description of competency levels A, B and C on the PSC Web site: http://www.psc-cfp.gc.ca/ppc-cpp/sle-els/cand-info-cand-eng.htm.

We recommend taking the SLE Reading Comprehension and Written Expression tests at the following approximate times:
   a) Week 4 or 5 in Step 4, for learners aiming for level BBB;
   b) Week 4 or 5 in Step 5, for learners in the short program aiming for level CCC or CBC;
   c) Week 7 or 8 in Step 5, for learners in the long program aiming for level CCC or CBC.

The SLE oral proficiency test should be taken at the end of your training, no matter what level you are aiming for.

Your departmental Language Training Coordinator is responsible for booking your test dates and informing you about them.

4. Satisfaction Monitoring and Issue Resolution

4.1. Quality Assurance Measurement Tool (QAMT)

The QAMT is the CSPS online satisfaction questionnaire in which you can share any comments or concerns you may have. This will help us ensure and improve the quality of the language training. Your time and comments are greatly appreciated.

We invite you to complete the questionnaire at the end of each training session or step. You may also complete it during the session or step if you want to draw our attention to a specific subject.

Links to the online questionnaire:
   ➢ in English - http://csps-efpc.sondages-surveys.ca/s/LT15-OMAQ-QAMT/langeng/
   ➢ en français - http://csps-efpc.sondages-surveys.ca/s/LT15-OMAQ-QAMT/langfra/

4.2. Complaint procedure

If a learner is dissatisfied with an aspect of the training, he/she is invited to follow these procedures:

1. Address the issue with the classroom teacher to find a solution;
2. If the first step does not satisfactorily resolve the issue, address the issue with the training provider's Pedagogical Advisor and/or the Language Training Coordinator of the learner's federal institution.

If this fails to provide a satisfactory resolution to the issue, the learner and/or the Training Coordinator are invited to contact the Quality Assurance Service of the CSPS. To do so, the learner provides his/her contact information (name, telephone number where s/he can be reached, name of training provider) and a summary of the situation by email: FLC-LTB@csps-efpc.gc.ca. Within two business days of reception of the email, a Quality Assurance Officer will contact the learner and/or the Training Coordinator of the learner's federal institution to discuss the situation and seek a satisfactory solution.

4.3. Canada School of Public Service

For more information on the role of the CSPS in your language training, please visit our GCpedia site:
http://www.gcpedia.gc.ca/wiki/Learning_Plans_and_Quality_Assurance_for_Language_Training

4.4. Public Works and Government Services Canada (PWGSC)

For more information on standing offers and how they work, please visit PWGSC's Web site:
http://www.tpsgc-pwgsc.gc.ca/app-acq/sflo-olts-eng.html

5. Level B Programs in French and in English – Training Objectives (TOs)

5.1. Content of the training objectives (TO) in the French training program (Programme de français langue seconde – A & B, TO 1 to 40)

PFL$_2$ – Levels A and B contain 40 training objectives (TOs). Here is a list of the contents to help guide you through the program. It contains tasks you will be able to perform in French after each TO or group of TOs, as well as the grammar points covered in the TOs.

TO 1, 2, 3, 4, 5
- I can introduce myself and others, and ask about someone else's identity.

- I can briefly describe office objects and documents, and say who they belong to.

- I can give and ask for information about where people, places and things are located.

- I can ask for clarification if I don't understand something by asking someone to repeat, spell, speak more slowly

Grammar
- Pronoms personnels sujets – Verte ÊTRE au présent (OF 1)
- Pronoms personnels sujets - Verbe ÊTRE au présent (OF 1)
- Verbes en -ER au présent (OF 1)
- Formes interrogatives (OF 1)
- C'est / Ce sont (OF 2)
- Genre des noms (OF 2)
- Articles (OF 2)
- Verbes FAIRE et VENIR au présent (OF 3)
- Articles définis contractés (OF 3)
- Verbe AVOIR au présent (OF 4)
- Pronoms personnels (disjoints) (OF 4)
- Adjectifs et pronoms possessifs (OF 4)
- Accord des adjectifs (OF 4)
- Place des adjectifs (OF 4)
- IL Y A (OF 5)
- Interrogation OÙ (OF 5)
- Négation (OF 5)
- Pronom EN (OF 5)

TO 6, 7, 8, 9
- I can use and understand numbers such as age, social insurance number, addresses, quantities, cost of articles, etc.

- I can give and ask directions about how to get from one place to another.

- I can give and understand information concerning time e.g. telling time, giving dates, year, month, season, etc.

- I can understand details about when events take place, whether in the past, present or future as well as describe events occurring in the present.

Grammar
- Nombres entiers (cardinaux) (OF 6)
- Nombres collectifs (OF 6)
- Nombres ordinaux (OF 6)
- Mot interrogatif: COMBIEN (OF 6)

- Adjectifs et pronoms démonstratifs (OF 6)
- Verbes de déplacement à l'indicatif présent (OF 7)
- Verbes de déplacement à l'impératif présent (OF 7)
- Prépositions (OF 7)
- Mots interrogatifs: COMMENT, PAR OÙ, PAR QUEL (LE) (OF 7)
- Pronom En (OF 7)
- Pronom Y (OF 7)
- Interrogation avec SAVOIR ET DIRE (OF 8)
- Verbes en -IR à l'indicatif présent (OF 8)
- Mots interrogatifs: QUAND, À QUEL (LE), EN QUEL (LE) (OF 8)
- Formation du futur simple et du futur proche (OF 9)
- Formation du passé composé et de l'imparfait (OF 9)
- Usages de l'indicatif présent (OF 9)

TO 10, 11, 12

- I can understand and give basic information about work to be done in the future e.g. number of tasks, work distribution, etc.

- I can understand when someone assigns work to me and I can instruct others on how to do simple tasks.

Grammar

- Verbes semi-auxiliaires (OF 10)
- Verbe FAIRE au présent (OF 10)
- Verbes SAVOIR ET CONNAÎTRE au présent (OF 10)
- Pronom neutre LE (OF 10)
- Pronoms personnels objets directs LE, LA, LES, L' et indirects LUI, LEUR, Y (OF 10)
- Place des pronoms personnels LE, LA, LES, L', LUI, LEUR, Y (OF 10)
- Pronoms personnels objets ME, TE, NOUS, VOUS (OF 10)
- Futur proche ALLER + INFINITIF (OF 10)
- Futur simple VERBES RÉGULIERS ET IRRÉGULIERS (OF 10)
- Formation de l'adverbe de manière (OF 11)
- Place de l'adverbe (OF 11)
- Formation du gérondif (OF 11)

TO 13, 14, 15, 16, 17, 18

- I can understand and talk about things that happened or used to happen in the past. e.g., say where I was born; say what I used to enjoy most as a child; etc.

- I can understand and make requests. e.g. ask to have a document returned by a certain date; ask to have someone look after my projects while I am away on leave; etc.

- I can offer or refuse something, and offer and refuse to do something. e.g., ask if I can get a colleague something from the cafeteria; negotiate the terms of a new project with my supervisor; etc.

- I can give or ask for information about the presence or availability of people or things. e.g., ask if the boss can see me to discuss my workload; say reports are not available, etc.

- I can understand and make statements expressing intentions, wishes, tastes and preferences. e.g., say that I intend to accept the job; ask my assistant if he / she prefers coffee or tea; explain that I would like the report to be finished by noon; etc.

Grammar

- Formation du participe passé (OF 13)
- Formation et usage du passé composé (OF 13)

- ➢ Formation et usage de l'imparfait (OF 13)
- ➢ Verbes impersonnels, verbes impersonnels à la forme interrogative avec QU'EST-CE QUE (OF 14)
- ➢ Formation et usage du conditionnel présent (of 15)
- ➢ Discours indirect avec DE (OF 15)
- ➢ Verbe OFFRIR au présent et au passé composé (OF 16)
- ➢ Formation régulière du subjonctif présent (OF 18)
- ➢ Formation irrégulière du subjonctif présent (OF 18)
- ➢ Usage du subjonctif (OF 18)

TO 19, 20

-I can describe and express opinions about people and things. e.g., say what I think about the last meeting; compare my present boss with the last one; etc.

Grammar
- ➢ Comparatifs (OF 19)
- ➢ Comparatifs irréguliers (OF 19)
- ➢ Superlatifs (OF 19)
- ➢ Superlatifs irréguliers (OF 19)
- ➢ Verbes d'opinion (OF 19)

TO 21, 22, 23

- I am able to find out about how to apply standards and regulations in reference to quantity and space. e.g., inquire about the amount I would qualify for if I applied for unemployment insurance; say that there are 50 parking spaces available at work; etc.

- I can understand and explain how and when a project or a task is to be carried out. e.g., explain work done and work planned, people involved, quantity and duration.

Grammar
- ➢ Verbes du 3e groupe en –RE : indicatif présent (OF 21)
- ➢ Pronom indéfini TOUT, adjectif indéfini TOUT (OF 22)
- ➢ Prépositions de temps DEPUIS et PENDANT (OF 22)
- ➢ Verbes pronominaux (présent, futur simple, futur proche, impératif, passé composé, imparfait) (OF22)

TO 24, 25, 26, 27

- I can indicate the sequence of events in the present, past or future by using appropriate expressions. e.g., say that the meeting took place earlier than expected; explain that one must take notes during the meeting; say that the boss wrote his / her report the day after his return to work; etc.

- I can talk about the different phases of an activity, give information about movement of people and things, and describe tasks requiring physical operations using the appropriate words to link ideas together.

Grammar
- ➢ Formation et usage du futur antérieur (OF 24)
- ➢ Formation et usage du plus-que-parfait (OF 24)
- ➢ Formation et usage de l'infinitif passé (OF 24)
- ➢ Concordance des temps – antériorité (OF 24)
- ➢ Concordance des temps – postériorité (OF 24)
- ➢ Concordance des temps – simultanéité (OF 24)
- ➢ Proposition nominale (OF 24)
- ➢ Pronoms relatifs QUI, QUE, DONT, OÙ (OF 26)
- ➢ CE QUI, CE QUE et CE DONT (OF 26)

TO 28, 29, 30

- I can understand and explain the importance of a directive and decide whether something can be done. e.g., tell a new employee that it is essential that he/she call before 8 am if he/she will be absent from work; say that new restrictions will prevent me from completing the project on time; etc.

- I can understand, ask for or give information about a request to be refused or granted. e.g., say that smoking is forbidden in public places; ask if it would be all right to leave early for a doctor's appointment; say that unless I have all the facts I am unable to approve a project; etc.

Grammar

➢ Subjonctif ou infinitif après des expressions d'obligation, nécessité, désirabilité, importance, utilité, inutilité
(OF 28)
➢ Mots négatifs (modèle NE…. PAS) (OF 29)
➢ Mots négatifs (modèle différent de NE….PAS) (OF 29)
➢ Mots négatifs (modèle NE…NI…NI…) (OF 29)
➢ Négations multiples (OF 29)
➢ Subjonctif ou infinitif après des verbes de permission et d'interdiction (OF 30)
➢ Pronom indéfini ON (OF 30)
➢ Place des doubles pronoms personnels objets (OF 30)
➢ Subjonctif, infinitif ou indicatif après des expressions de concession et d'opposition (OF 30)

TO 31, 32, 33

- I can understand and use statements expressing will and desire. e.g., say that it is essential that I finish the work today; explain that it would be desirable that the staff receive the agenda before the meeting; etc.

- I can understand or use statements expressing a choice as well as formulate conditions in various situations. e.g., say that the outdoor activities will take place providing it doesn't rain; ask what the travel options are when going on a business trip; tell an employee who has worked overtime that he / she has a choice between being paid in time or cash; etc.

Grammar

➢ Formation et usage du conditionnel passé (OF 31)
➢ Subjonctif ou infinitif après des verbes de volonté et de souhait (OF 31)
➢ Interrogation indirecte (OF 31)
➢ Style indirect (OF 31)
➢ Subjonctif ou infinitif avec DE après des expressions de possibilité (OF 32)
➢ Subjonctif ou infinitif après des expressions de condition (OF 32)
➢ Pronom relatif LEQUEL avec une préposition autre que DE (OF 33)

TO 34, 35

-I can understand and use statements and expressions relating to hypothetical situations and possible or predictable events. e.g. say that if he / she had asked for a deployment, he /she would probably have received it; explain that it is quite probable that I will get a transfer; inquire about how my section intends to reduce the number of employees without affecting the workload; etc.

Grammar

➢ Phrases de condition avec SI (OF 34)

TO 36, 37

-I can give and ask information about audit, inquiry, or research results as well as describe the process involved in these situations. e.g., ask what the results of the inquiry are; say that according to the report done on pollution, there are several solutions that could be adopted; ask the researchers what steps they followed in the discovery of a new product; etc.

Grammar
- ➢ Usage des formes active et passive (OF 36)
- ➢ Passage de la forme active à la forme passive (OF 36)
- ➢ Pronom indéfini ON (OF 36)
- ➢ Semi-auxiliaire FAIRE (OF 36)
- ➢ Verbes suivis des prépositions À, DE ou SUR (OF 37)

TO 38
-I can understand and use the appropriate expressions to indicate the purpose, the reason or the result of a decision, an action or an event. e.g., say that I exercise regularly in order to reduce stress; explain that since I was absent from the meeting, I will have to get the information from a colleague; say that the number of students registered is so low that the course will not be given; etc.

Grammar
- ➢ Subjonctif ou infinitif après des expressions de but (OF 38)
- ➢ Expressions de cause suivies d'un nom, d'un verbe à l'indicatif ou à l'infinitif (OF 38)
- ➢ Subjonctif, infinitif ou indicatif après des expressions de conséquence (OF 38)

TO 39
-I can understand and express opinions in various situations. e.g., say that I do not think the proposed change will cause any problems for my employees; explain why I doubt that the decision taken is the best one; etc.

Grammar
- ➢ Subjonctif ou indicatif après les verbes ou expressions d'opinion (OF 39)
- ➢ Subjonctif ou infinitif après des expressions de sentiment, d'attitudes (OF 39)
- ➢ Formation du subjonctif passé (OF 39)

TO 40
- I can try to convince someone of something by describing, telling, comparing, evaluating, explaining and justifying. e.g., convince the commissionary to let me enter the building even though I don't have my ID card; as a member of a selection board, justify my choice of candidate by explaining to the other members why I think candidate A is the best choice; etc.

5.2. Content of the training objectives (TO) in the English training program (Communicative English at Work Program, TO 1 to 76)

STEP ONE – TRAINING OBJECTIVES 1 to 36
Books 1, 2 and 3 - Interface Canada

At the end of this step you will be able to:
- introduce yourself and other people
- ask and say what someone does
- say what you do
- ask and say who someone is, where someone lives and works
- ask someone to do something
- say what you are doing right now
- ask and talk about leisure activities
- ask and talk about future plans

- ask for and give descriptions of people
- ask and talk about habits and routines
- ask for and give personal data
- talk about temporary situations
- ask for and give directions
- ask and talk about past activities
- talk about your abilities
- make appointments

You will be able to use:
- the present tense of several common verbs (I have, . . .)
- yes/no questions
- questions with words like who, what, where, when
- imperatives (Close the door!)
- requesting modals (can, could, would)
- the past tense of several verbs (I had, . . .)
- the present continuous tense of several verbs (I'm working, . . .)
- "be going to" / present continuous tense (expressing future meaning)
- expressions and adverbs of frequency (once a day, usually, . . .)
- time expressions for temporary situations (these days, . . .)
- present continuous tense
- WH question words (as subject and object)
- past tense
- modals (can, could, be able to)
- adverbs (quickly, well, . . .)

STEP TWO - TRAINING OBJECTIVES 37 to 52 (Books 4 and 5)

At the end of this step you will be able to:
- give assurance
- ask for, give, refuse permission
- make comparisons
- talk about temporary situations
- ask and talk about past events
- ask and talk about intentions
- make polite requests
- ask and talk about cost and quantity
- say what you have been doing
- talk about ongoing situations
- explain how to do something
- talk about how you feel and give advice about health
- use various social expressions
- talk about recent events
- begin work on presentations

You will be able to use:
- future tense (I'll leave, . . .)
- future time clauses (when, as soon as, before, . . .)
- modals (can, could, may, have to, . . .)
- comparatives (faster, more interesting, less interesting, . . .); intensifiers (a bit, a lot, . . .)
- superlatives (the fastest, the most effective, the least effective, . . .)
- past continuous (I was leaving, . . .)
- conditions with if and unless

- expressions with mind + -ing (Would you mind staying? / I was wondering if you'd mind staying.)
- direct and indirect objects
- how many with count nouns / how much with non-count nouns
- present perfect continuous (I've been studying, . . .)
- time expressions (since, for)
- connectors (then, next)
- some two-word verbs
- vocabulary related to health
- should, ought to
- expressions for greeting someone you haven't seen in a while, for introductions, for leaving and sending regards
- time expressions for recent events (so far, this week, just, . . .)
- present perfect tense (I've found) vs. past tense (I found)

STEP THREE – TRAINING OBJECTIVES 53 to 68
Books 6 and 7

At the end of this step you will be able to:
- give directions
- ask for information in a polite way for going by car, bus, subway
- offer, accept and refuse help
- ask and talk about how things were in the past
- speculate about the reasons for something
- ask questions about where people and things are
- give reasons for asking about where people and things are
- talk about similarities and differences
- talk about hypothetical situations
- ask about satisfaction and express satisfaction and dissatisfaction
- ask and talk about past experience
- invite people and respond to invitations
- ask for and give opinions
- express agreement and disagreement with opinions
- ask and talk about skills
- report requests and information

You will be able to use:
- prepositions and expressions for directions
- indirect questions
- expressions for suggesting
- used to
- could/might/may be, must/can't be, have got to be
- be supposed to
- expressions for comparing (similar to, different from, . . .)
- intensifiers (a bit, quite, . . .)
- probable and improbable conditions (If he comes, I'll be glad. If she came, I would be glad.)
- vocabulary for discussing satisfaction and dissatisfaction
- time expressions for past experience (ever, a few times, . . .)
- present perfect tense for past experience
- past tense for past experience
- used to for past experience
- vocabulary for inviting and responding to invitations

- expressions with prepositions followed by gerunds (be interested in + . . . ing)
- expressions to introduce opinions (In my opinion . . .)
- vocabulary for agreeing and disagreeing with opinions
- vocabulary for asking and talking about skills
- expressions describing skills and know-how followed by gerunds (be good at, have trouble with, . . .)
- reported speech

STEP 4 – TRAINING OBJECTIVES 69 to 76
Book 8 and SLE preparation

By the end of this step, you will be able to:
- make suggestions
- express interests and preferences
- offer encouragement
- give positive and negative feedback
- express wishes
- make and respond to complaints
- express regrets and satisfaction
- ask and give information about the completion of tasks
- Students will also focus on personal objectives for improving their English while preparing for the Test of Oral Proficiency (SLE-TOP).