

# English to Go!

## SUGGESTIONS AND ADVICE

English as a Second Language **ANG-5102-1**



## Student Workbook

sofad

# Media List for ANG-5102-1 *Suggestions and Advice*

[cours1.sofad.qc.ca/resources](http://cours1.sofad.qc.ca/resources)

## Introduction

Active Listening Skills [1:51 min.]

## Chapter 1: Is Entrepreneurship for You?

Situation 1: Test Your Personality

Exercise 1.1 [video: 1:55 min.]

Exercise 1.6 [video 4:24 min.]

Exercise 1.12 [video: 2:36 min.]

Exercise 1.15 [0:56 min.]

Exercise 1.18 A [2:06 min.]

Your Task 1.1 A [1:11 min.]

Your Task 1.1 C [video: 1:06 min.]

Situation 2: The Matching Game

Exercise 1.19 A [1:11 min.]

Exercise 1.21 A [video: 2:35 min.]

Exercise 1.21 B [2:00 min.]

Exercise 1.22 [2:56 min.]

Exercise 1.23 B [video: 2:12 min.]

Exercise 1.23 C [2:00 min.]

Exercise 1.24 A [2:18 min.]

Exercise 1.25 Ba [video: 1:59 min.]

Exercise 1.25 Bb [0:50 min.]

How to Give Advice [video: 5:46]

Your Task 1.2 B [video: 1:06 min.]

Final Project and Wrap-up

Final Project 1, Preparing, B [video: 2:37 min.]

## Chapter 2: Ask the Advice Columnist

Situation 1: What's Up, Doc?

Exercise 2.1 A [video: 2:53 min.]

Exercise 2.3 C [1:18 min.]

Exercise 2.3 D [1:10 min.]

Exercise 2.4 A [video: 1:25 min.]

Exercise 2.4 B [video: 1:38 min.]

Exercise 2.8 [0:28 min.]

Exercise 2.11 A [2:54 min.]

Exercise 2.12 A [2:55 min.]

Your Task 2.1 A [video: 2:03 min.]

Your Task 2.1 C [2:17 min.]

Situation 2: Balancing the Pros and Cons

Exercise 2.14 A [video: 2:15 min.]

Exercise 2.17 A [3:03 min.]

Exercise 2.18 B [2:07 min.]

Exercise 2.19 B [2:05 min.]

Exercise 2.19 C [1:49 min.]

Exercise 2.21 [video: 3:07 min.]

Effective Arguments and Exercise 2.27 [2:14 min.]

Exercise 2.23 [0:33 min.]

Exercise 2.24 A [3:06 min.]

Exercise 2.28 A [3:29 min.]

Your Task 2.2 1 B [1:06 min.]

Your Task 2.2 1 C [1:27 min.]

Your Task 2.2 1 D [video: 1:13 min.]

Final Project and Wrap-up

Final Project 2, Preparing, C [2:08 min.]

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English as a Second Language

*Suggestions and  
Advice*

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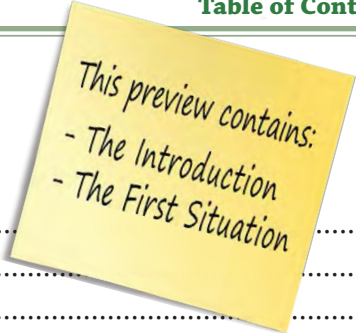
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# INTRODUCTION



Have you ever wanted to be your own boss? Have you ever wondered if you have what it takes? You're about to find out in the first chapter of this course.

Do you sometimes watch television talk shows or read advice columns and wonder how the experts give such good advice? Wonder no more! You will become an expert at making suggestions and giving advice after you've completed the second chapter of the workbook.



Have your friends or family ever asked you for advice?  Yes  No

What kind of advice did they ask about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are you good at giving advice?  Yes  No

What kind of suggestions and advice are you good at giving?

- Fashion  Love  Organization of social occasions  
 Family problems  Career related advice  Other: \_\_\_\_\_

Before you start working on this chapter, it's important to take a minute to find out about the main objective of this course: learning English.

## ANG-5102-1 *Suggestions and Advice*



By now you know that learning a second language has many advantages.

You might need to use English in a school context, either in an oral presentation or to write an essay. And you will certainly need it in many jobs and careers.

Indicate which of the following jobs may require you to give suggestions or advice in English:

- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> Sales associate | <input type="checkbox"/> Police officer | <input type="checkbox"/> Lawyer         | <input type="checkbox"/> Mechanic            |
| <input type="checkbox"/> Foreman         | <input type="checkbox"/> Nurse          | <input type="checkbox"/> Plumber        | <input type="checkbox"/> Computer technician |
| <input type="checkbox"/> Accountant      | <input type="checkbox"/> Daycare worker | <input type="checkbox"/> Business owner | <input type="checkbox"/> Hairdresser         |

These jobs and careers also require making suggestions or giving advice, so learning how to do it in English might come in very handy.





## Textual Knowledge

You will take a deeper look at some of the texts presented and examine their structure and development as well as learn about their internal (language register) and external (context, purpose and target audience) features.

## Culture

The various texts and activities will also put you in contact with the culture of English speakers in Québec and the rest of Canada. The texts will focus mainly on career planning and entrepreneurship as well as on health and well-being.

## How to Ace This Course

The key to your success lies in your motivation and perseverance. But it also helps to know how to use this workbook and the multimedia resources effectively.

Are you ready? Read on!

## What You Will Need

To do the course work, you will need the following items:

**Workbook:** The main part of your work will take place in this workbook.

**Essential Knowledge Reference Booklet, 2nd Ed.:** Referred to simply as the “Reference Booklet” in the text, this is an essential tool that you will use in all the English as a Second Language courses from Secondary III to Secondary V.

**Planner:** It is on page 11. Use it to help you plan and organize your work and track your progress.

**Dictionary:** An absolute must! You can use any good print or online English-French dictionary.

**Internet:** You need to have access to the Internet either at home or in class, at a library or anywhere else you can get online.

**Headphones:** These will be useful if you are listening in public.

**Paper for assignments:** Lined or unlined loose-leaf sheets that you will hand in to your teacher or tutor.

**Highlighters:** Not essential but useful, as are pens of different colours.

## Icons



This means you have to access the Internet.



This means you have an audio clip to listen to or a video to watch.



This means you have some personal research to do.



**Tip** This gives you extra help for an activity, a strategy or other advice.

## *Using the Workbook*

All chapters are organized in the same way.

### *Organization*

This course is divided into **two chapters**. Each chapter represents 10 to 12 hours of work. This is an average estimate. You may take more time or less.

**Tip** Use the Planner (page 11) to plan your work and track your progress.

Each chapter has two different situations. They present essential knowledge: communication strategies, functional knowledge, textual knowledge and linguistic knowledge as well as cultural references and the use of other resources.

Each chapter uses a specific theme to guide you through making effective suggestions and giving pertinent advice.

The first chapter's theme is entrepreneurship. You will learn about this subject and see if you've got what it takes to succeed in your own business. The second chapter is about different types of advice experts. You'll fine-tune your skill at giving strong and convincing advice.

Through these themes you will acquire relevant vocabulary, cover essential knowledge items and become aware of various communication strategies and cultural references.

At the end of each chapter, after the **Final Project**, the **Wrap-Up** contains a short self-reflection questionnaire called "How Is It Going?", some tips if you are curious to find out more about certain subjects and a space for notes where you can jot down new words and expressions you learned.

This is an important part of your learning. Don't ignore it!

### *Useful Items*

Throughout the workbook, many items will help you with your learning. Let's see if you can identify some of these useful items.

Flip through the workbook to find the items in Column 2, then try to match each item with its explanation in Column 1.

Can you guess how each of these items may be useful?

**Column 1**

**Column 2**

- \_\_\_\_\_ 1. You have to access the Internet for an interactive game, some extra exercises or as part of a research activity.
- \_\_\_\_\_ 2. The exercise number (for example, 1.15) helps you find the corresponding answer key.
- \_\_\_\_\_ 3. Put on your earphones, turn up the volume. It is used to indicate a listening or viewing activity.
- \_\_\_\_\_ 4. Appearing at the very bottom of a page, a footnote contains extra information.
- \_\_\_\_\_ 5. This type of header gives you the main topic of the section.
- \_\_\_\_\_ 6. You are encouraged to take notes to help you learn. To remind you, there are some specific spaces for you to do so, but you may jot down notes all through the workbook.
- \_\_\_\_\_ 7. At the end of the chapters, there is some space provided for you to write new words and new expressions. You can also use the space to write questions you may have, or any other notes on what you have learned.
- \_\_\_\_\_ 8. Look up the topic specified in your Essential Knowledge Reference Booklet. Use the Table of Contents or the Index to find the correct topic.
- \_\_\_\_\_ 9. Flip to the back of the book. Using the exercise number, look up the correct answers
- \_\_\_\_\_ 10. This element is used as a graphic signature in all the English as a Second Language books: it can indicate a major section header or the end of a section..

A. **Exercise 1.15**



D. Go to your **Reference Booklet** and look up . . .

E. **See Answer Key**

F. \* Many articles and interviews with "doctors" are fictitious, written for the purposes of the course. . . .



H. **New Words and Expressions**

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I. *Evaluate Reliability*

J. **My Notes:**

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**See Answer Key.** All Answer Keys can be found at the end of the workbook.

*Speaking Activities*

If you are in a regular class, your teacher will organize the speaking activities.

If you are in an individualized environment or enrolled in distance education, the speaking activities represent a challenge.

## Oral Interaction Activities

In order to work on your oral skills, it is important to find a partner who can help you practise.

If you are in a classroom environment, find another student in the class with whom you feel comfortable.

If you are not in a classroom environment, find a family member, friend or co-worker willing to help you.

If finding someone proves difficult, ask your tutor.

**Tip** *C1-Interacts orally in English* is one of the two competencies for this course. So talking with a partner is one of the essential tasks required in the workbook.

## Pronunciation Activities



This is Loro the parrot. She will help you practise your pronunciation. You'll find her on the SOFAD "Extra Exercises" resource page. (The next section explains how to access that web page.) These activities will allow you to listen to various expressions or sentences and will help you improve your pronunciation.

## Accessing the Media

The word "media" can cover different things: an audio clip, a video, an interactive game or additional exercises.

Depending on your school or centre, there may be different set-ups for accessing these. Let's see how you can access the media for this course.

## Listening and Viewing

During this course, you'll need to listen to podcasts, radio interviews, call-in shows or other sound clips. You'll also need to view videos such as vlogs.

You will see:



Go to [cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources) and access your course resource web page, or use your Centre's procedure.

All the media files are grouped in a single place, that is the "resource web page" for your course.

Your school or centre may also have downloaded these files for your use.

Ask your teacher or tutor where the audio and video files are.

On the SOFAD resource web page for *Suggestions and Advice*: [cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources).

On the school intranet. Write the address: \_\_\_\_\_

On a DVD-ROM provided with the workbook.

Other: \_\_\_\_\_

**Tip** To have access to these files, you must have an account for the SOFAD website. Creating an account is free and is necessary only on your first visit. Your ID and password are valid for all SOFAD resources.

Here’s a guide to the standard procedure. If your centre’s procedure is different, write down the instructions in the spaces below.

**Listen to Audio Clips**

Let’s start with an audio clip.

A. Go to the resource page. Here is how.

If using the SOFAD resource web page for <i>Suggestions and Advice</i>	Other procedure (write down your teacher’s instructions)
1. Open your web browser program. 2. Type this in exactly as you see it: <ours1.sofad.qc.ca/ressources>. Press the <Enter> key. 3. Enter your access codes (ID and password). 4. Under the heading “Formation de base diversifiée,” click on <u>Anglais, langue seconde</u> . 5. Click on the link for this course: ANG-5102-1 <i>Suggestions and Advice</i> . You are now on the course’s home page.	_____ _____ _____ _____ _____ _____ _____ _____

B. To find the correct file, follow these three easy steps:

1. Find the chapter number in the left-hand menu, and click on it.

**Tip** In this workbook, the chapter number is written in the headers at the top of each page.

2. Now, find the situation number.
3. The media name is listed. Click on the file name. You can use the buttons to pause or replay as many times as you need.

That’s all there is to it. Try it now.

You've probably never had a lesson on "how to listen," but active listening has to be learned! Try this exercise to get a few tips.



Go to <[cours1.sofad.qc.ca/ressources](https://cours1.sofad.qc.ca/ressources)> and access your course resource web page, or use your Centre's procedure.

1. Make sure you are on the course's home page (see above).
2. Click on the word **Introduction** (menu on left) to access the "Introduction" resource page. In the menu on the left-hand side, the word "Introduction" is highlighted. This indicates where you are presently.
3. Click on the title "Active Listening Skills." Listen to the audio clip, and take notes on key points. Listen to it as many times as you need.

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See Answer Key

## View Video Clips

The procedure for watching video clips is the same as that for listening to audio clips. Follow the steps listed above.

## On the Internet

Two types of activities require you to access the Internet:

- Additional interactive grammar exercises (*Extra Exercises*);
- Web page lookup or search exercises.


Here is the procedure for each type of activity.

### Extra Exercises

On the SOFAD resource web page for the *Anglais, langue seconde* program, there is a link to additional interactive exercises that allow you to practise linguistic and textual knowledge elements. The Loro pronunciation exercises are also on this page.

These additional interactive extra exercises cover the essential knowledge for all nine Secondary III to V courses. They are **only** accessible by Internet.



When you see this icon , you'll need to have access to the Internet. You can do this at home, in class, at a library or anywhere else you can get online.

Let's try this now.

Use an electronic device with Internet access.

1. Access the *Anglais, langue seconde* web page (see “**Listen to Audio Clips**” on page 7 above), using your access codes.
2. The very last entry is labelled “Extra Exercises.” Click on it. A new page will appear.
3. The new page has a list of linguistic and textual knowledge elements. Each one has a number of exercises available. Find the one you want to practise, and click on its name.
4. To return to the course resource web page, use the button on the top right-hand corner.



Note that you can redo the exercises as many times as you want. Your answers are erased when you leave the “Extra Exercises” web page.

## Web Pages

During this course, you’ll also have to go online to look up information or visit a specific web page.

Let’s try this now.



Use an electronic device with Internet access.

1. Find the web browser program. Click on its icon to open it.

Which browser are you using?

Internet Explorer     Safari     Firefox     Chrome     Other: \_\_\_\_\_

2. In the text box at the top, type this exactly as you see it: [www.funbrain.com/grammar/](http://www.funbrain.com/grammar/)  
Then press <Enter>.



3. You have accessed the Grammar Gorillas game. Click on the “Advanced” link.
4. Have a bit of fun by playing the game! Can you get 10 out of 10 right answers?

Are you ready to access the Internet, listen to audio clips, watch videos and play some interactive games?  Yes  No

Contact your teacher or tutor if you need help accessing the media files.

## Evaluation

This course involves two kinds of evaluations: self-evaluations of the two **tasks** you have to complete in each chapter and a more formal evaluation of the **final project** at the end of each chapter.

Here’s an overview of the two evaluation methods.

## Self-Evaluations

Each chapter is divided into two situations. They both have a task at the end that lets you practise everything you have learned so far. These tasks will prepare you for the final project of the chapter.

Another opportunity to evaluate your functional knowledge comes toward the end of each chapter in an exercise called “Check Yourself.”

And in the Wrap-Up at the end of each chapter, there’s a short activity called “How Is It Going?” that helps you assess your progress and learning needs.

## Final Projects

Each chapter has a final project that combines everything you have seen in the chapter. The final projects are divided into three parts: a preparation, a production and a reflection. They resemble the final exams you will take to complete this course.

Your teacher or tutor may evaluate any of the final projects. If you have questions, contact your teacher, tutor or centre.

## Final Exam

In order to obtain the credits, you will have to pass a final exam at the end of the course. Your teacher, tutor or centre will have all the information you will need to prepare for this exam.

## Using the *Essential Knowledge Reference Booklet, 2nd Edition*

**There is only ONE Reference Booklet for all the courses: It covers the material for all of the Secondary III, IV and V English as a Second Language courses.**

During all of the courses, you will be invited to consult the *Essential Knowledge Reference Booklet, 2nd Ed.*, referred to simply as your **Reference Booklet**. This is where you will find all the explanations for the different elements of grammar, syntax and textual knowledge you will need to complete the activities.

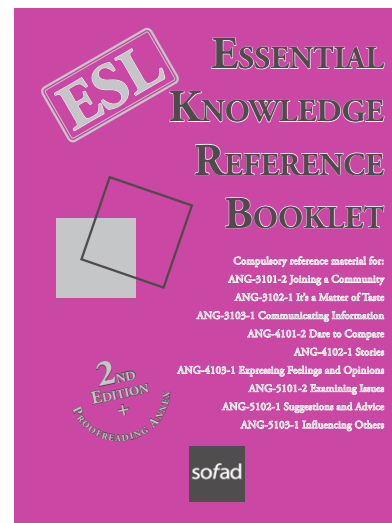
In short, with regard to essential knowledge:

The **Reference Booklet** contains the **theory** and some **examples**.

The **workbooks** contain the **exercises**.

Use this material at any time! The booklet is also for your personal reference. Look up any linguistic or textual knowledge item using the **Table of Contents** at the beginning of the booklet or the **Index** at the end.

The Reference Booklet also contains an Annex: “How to Proofread a Text.”





## Using the Planner

A Planner is provided for you on the next page. It will help you organize your workload. Use it as a checklist to make sure you have completed each section of the course. It is also a great tool to establish a realistic work schedule and keep track of your progress.

The time indicated for each activity is only a suggestion. Some activities may take longer than others, while some may simply be revision for you and go more quickly. What is important is to respect the time frame for the course and complete all of the activities.

Start by filling out the “Anticipated End Date” for each section. Ideally, you should aim for five to six hours of work per week, divided into two or three sessions. As you complete each section, write in the “Real End Date” and mark your progress.

<b>ANG-5102-1 <i>Suggestions and Advice</i></b>			
<b>Planner</b>			
Start Date of Course: _____ / _____ / _____ <span style="display: flex; justify-content: space-around; font-size: small;">(mm)                      (dd)                      (yy)</span>			
Section	Duration	Anticipated End Date	Real End Date
Introduction	45 – 60 min		
<b>Chapter 1: Is Entrepreneurship for You?</b> Final Project: A Family Business	10 – 12 h		
<b>Chapter 2: Ask the Advice Columnist</b> Final Project: Putting Your Health at Risk or Not?	10 – 12 h		

Personal Notes

Lined area for taking notes.

# CHAPTER 1



## IS ENTREPRENEURSHIP FOR YOU?

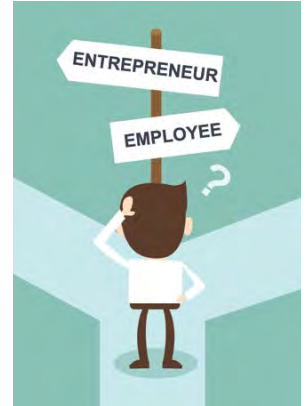
Do you ever wonder what it would be like to own your own business? Imagine it: Making your own schedule; no more boss! Think about it—if you wanted, you could start a home business and stay in your pyjamas all day long! Maybe you know someone who would be perfect as an entrepreneur but needs guidance to find the right business. In this chapter, you will find out if entrepreneurship is for you.

Would you want to own your own business? \_\_\_\_\_

Do you think you have what it takes? \_\_\_\_\_

Who could help you start your own business? \_\_\_\_\_

Who should you go into business with? \_\_\_\_\_



After completing this chapter, you will be able to answer these questions.

In this situation, you will learn how to research facts, give information, find solutions and give suggestions and advice.

Are you ready to get started?



### *Situation 1: Test Your Personality*



Stop a minute and consider this question: What do you think are the characteristics of great entrepreneurs?

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Let's listen to entrepreneurs describe what it takes.

### Exercise 1.1



Go to <[cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources)> and access your course resource web page, or use your Centre's procedure.

A. Watch the video *What Is an Entrepreneur?*, and note at least five elements that describe entrepreneurs.

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---

B. Now that you've watched the video, how would you define an entrepreneur?

---



---

See Answer Key

Were all the words and expressions in the video familiar to you? Here's an exercise to help you understand better.

### Exercise 1.2

Match the following words and expressions from the video to their correct definition.

- |  |   |
|--|---|
| ___ 1. Clique                            | A. A person who owns or manages and organizes a business    |
| ___ 2. Compliant                         | B. A small exclusive group of people                        |
| ___ 3. Driven                            | C. A tendency to always look on the positive side of things |
| ___ 4. Entrepreneur                      | D. An unsuccessful person or thing                          |
| ___ 5. Entrepreneurship                  | E. The capacity to own and manage a business                |
| ___ 6. Failure                           | F. The quality of being persistent or tenacious             |
| ___ 7. Optimism                          | G. The quality of not giving up                             |
| ___ 8. Tenacity                          | H. To accomplish something with little available resources  |
| ___ 9. To make something happen          | I. To accomplish something                                  |
| ___ 10. To make something out of nothing | J. To obey or follow the rules                              |
| ___ 11. Relentless                       | K. To really want to succeed or excel                       |

See Answer Key

Do you think you have what it takes to be an entrepreneur?

Even if you don't think so, you might be surprised and the activities in this chapter could spark your interest. You may also know someone in your family or circle of friends who would make a good entrepreneur. Are you ready to find out if you have what it takes?



### Exercise 1.3

A. Based on what you saw in the video *What Is an Entrepreneur?*, do you think you have the required skills and qualities to make it as an entrepreneur?

Name at least five characteristics you think you may have:

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---

Are there any characteristics you don't have?

---



---

B. Still not sure? Take the assessment test\* to find out:

To what degree do the statements below correspond to you?	Totally Disagree	Some-what Disagree	Some-what Agree	Totally Agree
I like to give myself challenges when I take on a new project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When faced with difficulties, I look for an alternative solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I take on a project, I have confidence that I will carry it out successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot work for someone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For me, taking risks is like buying a lottery ticket: it's a question of chance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am capable of seeing many solutions to a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A certain level of stress stimulates me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is easy for me to motivate others to work with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After a failure, I am able to pick myself up and start over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I take on a project, I am always convinced that I can carry it out successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to lead others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I never put off difficult tasks, I tackle them head on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer being my own boss.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not afraid to take on initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a knack for anticipating events and trends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allot points for each answer in column:	1 point each	2 points each	3 points each	4 points each
Totals:				

Now add all your points. Total: \_\_\_\_\_

See Answer Key

\* The questions are extracted from BDC's "Entrepreneurial potential self-assessment." The answer key is a summary of results adapted to the purposes of this course. Used with permission from La Banque de développement du Canada.

Do you think this simplified assessment test wasn't very scientific? You're right, but it probably gives you a pretty good idea of what you already knew. Or maybe you found out something new about yourself?

Are you ready to move on to the next exercise? Whether for you or for someone you know, it is useful to know a few words related to entrepreneurship.

### Exercise 1.4



The following words are all related to entrepreneurship. Use the appropriate resources (dictionary, thesaurus or online search) to write a definition for each word.

Aptitude: \_\_\_\_\_

Brainstorm: \_\_\_\_\_

Business plan: \_\_\_\_\_

Consensus: \_\_\_\_\_

Employee: \_\_\_\_\_

Franchise: \_\_\_\_\_

Memorandum: \_\_\_\_\_

Monopoly: \_\_\_\_\_

Partnership: \_\_\_\_\_

Productivity: \_\_\_\_\_

Trade show: \_\_\_\_\_

See Answer Key

Now that you know the vocabulary, you will examine entrepreneurship in more detail. Even if you aren't interested in owning your own business, you will be able to use the skills you learn in many other contexts.

## Gather the Information

In the ANG-5101-2 *Examining Issues* workbook, you reviewed how to look for pertinent information in a text. Take a few moments to refresh your memory by doing the following exercise.

### Exercise 1.5

Read the following magazine article about Lewis Davenport, the founder of a successful online business, then answer the questions.

Success Weekly Magazine

Issue 21:10

## Life After Failure

*Is the fear of **failure** stopping you from realizing your dreams? Meet Lewis Davenport, a Québec entrepreneur who bounced back after two bankruptcies.*

*Caleb Dunsmuir*

**Entrepreneur:** Lewis Davenport, founder and CEO of a company specializing in the online sale of fishing and hunting equipment. Lewis owned and operated a furniture business and an electronics store in the early 2000s. Both went bankrupt. Lewis then worked as a salesman, but after three years he had enough. He needed to be his own boss again.

**Setup:** Lewis, who lives in the rural town of St-Paul, thought long and hard about what kind of business would bring him success. What did people need? That's when he decided to turn his hobby into a business. He would open an online fishing and hunting business. His plan was to start small with just enough inventory to fulfil the first orders, then see where it led him.

**“Uh-oh” moment:** Lewis ordered \$3,000 worth of fishing lures, a product in high demand, and \$3,000 worth of hunting accessories. It was enough for him to get a big discount but not so much that he would lose everything in case things went wrong. That's when disaster struck. Instead of \$6,000 worth of merchandise, he received

\$60,000 worth! He had made a mistake on the order form and was unable to strike a deal with the company. He had to pay. Lewis was full of rage and worry.

**The way out:** Lewis was in danger of losing everything. He had to find a solution. He contacted his friend Dylan McCabe, who owns a small flight school. Lewis's wife Carole sewed a huge sign advertising his website, and Dylan flew it across the province for three days. Lewis promised to pay him for the fuel after he started selling his products.

**Success:** It worked! Within a week, Lewis sold over half of his products. People were so happy with them, they kept asking for more. Today, his business is successful and is worth over \$1 million. Lewis still works from home, but he now has the help of 10 other employees.

**Takeaway:** Sometimes things don't go as planned. Lewis thinks the key to success is to think outside the box. Use your creativity and the resources around you. There's always a solution.

1. What is an “uh-oh” moment ? \_\_\_\_\_  
\_\_\_\_\_
2. What is a “takeaway”? \_\_\_\_\_  
\_\_\_\_\_
3. What are some of the keywords? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the main idea? \_\_\_\_\_  
\_\_\_\_\_
5. What are the supporting ideas? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What are the opinions expressed in the text? \_\_\_\_\_  
\_\_\_\_\_
7. What are the feelings expressed in the text? \_\_\_\_\_  
\_\_\_\_\_
8. Identify the facts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What is the purpose of this text? \_\_\_\_\_
10. What is the context? \_\_\_\_\_  
\_\_\_\_\_
11. Who is the target audience? \_\_\_\_\_
12. What is Lewis’s advice? \_\_\_\_\_

**Tip** If you need a refresher on any of the above-mentioned topics, go back to the ANG-5101-2 *Examining Issues* workbook before moving on to the next section.

See Answer Key

By the way, did you notice the four underlined words in the text? Which words have a suffix?

\_\_\_\_\_ Which word has a prefix? \_\_\_\_\_ These notions should be familiar to you by now. If not, go to your

**Reference Booklet** \* and look up “Prefixes and Suffixes.”

\* A PDF document with the corresponding Reference Booklet page numbers is available for download on the resource website.





Extra exercises are available on this topic if you need to practise. Go to <[cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources)> and access your course resource web page, or use your Centre’s procedure.

That was quite an exercise! Finding the relevant information in a text allows you to have a clear understanding of the passage. When you’re gathering information about a subject, it’s also a good idea to consult different sources. Read on to find out how to compare them.

## Compare Different Sources

When you’re researching a subject and consulting different resources, you’ll probably want to compare the information you find. Many tools are available to help you do this, such as reports and summaries on different topics. Another excellent tool is a comparison table.

The next exercise will show you how to use such a tool.

### Exercise 1.6



Go to <[cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources)> and access your course resource web page, or use your Centre’s procedure.

- A. Watch the video *Small Business Success Story: Bread Euphoria Café* about Mark and Geri Pollard, successful entrepreneurs. Use the comparison table that follows the article to take notes on the facts presented.
- B. Read an article about two successful entrepreneurs. Use the comparison table that follows the article to take notes.

## The Juice Truck



<b>Owners:</b>	Ryan Slater and Zach Berman
<b>Jobs Created:</b>	4
<b>Inception:</b>	2010
<b>Mentor:</b>	Devon Brooks
<b>Industry:</b>	Food and beverage
<b>Location:</b>	Vancouver, British Columbia

## Business Profile

The Juice Truck is a new-school juicing concept on four wheels. Serving up juices inspired from their world travels, their hand-crafted gourmet juices, smoothies, and soups nourish their customers’ bodies, and their community, with seriously contagious energy.

continued . . .

... continued

## Our Story

Serving up global tastes in a fun new way

Zach Berman and Ryan Slater have been friends since they were 15. After Zach obtained his degree in Fine Arts and Ryan wrapped up his degree in Urban Geography, they set out on a backpacking trip. While in a small town in Nepal, they noticed the locals drinking a bright nutrient-rich juice. This was the inspiration behind their business idea of hydration and health on wheels. Once they returned to Vancouver, they contacted Futurpreneur Canada to set their plan in motion.

Entrepreneurship continues to be a rewarding experience for Zach and Ryan. Ryan says, "Our business has been a creative outlet that has allowed us to share our passion for health and juice." They have had the opportunity to collaborate with charities such as F Cancer by creating cancer preventive juices and smoothies to raise money.

These young entrepreneurs enjoy the many benefits associated with owning their own business, such as becoming active members in their community and being able to think of creative strategies to expand their brand and implement them quickly. These juice tenders had this short but sweet advice for future entrepreneurs, "Never be too serious. Find your passion. Act on it."

Small Business BC connected Ryan and Zach with Futurpreneur Canada, where they received financing, mentoring and business resources. They were also matched with mentor Devon Brooks who provided valuable advice and resources to help them start and successfully run their business.

## Advice

**"Devon has been an incredible mentor for us. We leave each meeting inspired and excited for our journey ahead. She is able to critique and advise us in a way where we can directly implement her feedback into our business model. She is able to see the big and the small picture of where our business is heading and always keeps us on the right track. We are two young males, and having Devon's female perspective is constantly refreshing."**

	Mark and Geri Pollard	Ryan Slater and Zach Berman
<b>Business name</b>		
<b>Domain/Industry</b>		
<b>Product/Service</b>		
<b>Target audience/Customer</b>		
<b>Number of employees</b>		

See Answer Key

You just learned how to fill in a basic comparison table. Do you think you would be able to create your own table?

### Organize Texts: Comparative Tables

In the previous section, you learned about using a table to compare information. Here you have the opportunity to practise this skill again, but this time you'll create your own table to compare information.



Remember: Organizing texts in a table and taking notes effectively will help you in the final projects and in exam situations.

### Exercise 1.7

A. Read about two successful entrepreneurs. As you read, note the important information.



**April Glavine** is the founder of Lean Machine Inc, a vending machine company that furnishes healthy snacks to its customers. Read her profile and take notes.

April Glavine, founder of Lean Machine Inc., started her company in 2005. The Moncton-based company leases vending machines stocked with healthy snacks to high schools and health care facilities. Lean Machine recently expanded its operations to British Columbia and won a gold medal at the Halifax Business Awards in 2010.

**Inspiration:** Glavine, who left a successful job as a financial analyst to start her business, says she has always taken an interest in healthy eating but felt compelled to start Lean Machine because of the alarming rates of childhood obesity. “It really disturbed me because there’s no reason for it — there’s plenty of healthy food available,” she said.

“I really felt that this was my place and I believed in the fact that I needed to start this.”

**What sets the business apart:** In a business Glavine says is dominated by a few major snack companies, Lean Machine is alone in offering only healthy snack options.

“The one thing that has helped us stand out has been the fact that we were the first for healthy vending company in Canada,” she said. “We also have a hard-working and dedicated team of passionate entrepreneurs who believe they can make a difference by starting their own Lean Machine business in their community. They’re definitely key to our ability to grow.”

**Looking ahead:** Glavine says she wants her business to expand across Canada, but understands the major snack companies could introduce their own health-oriented vending machines at a moment’s notice.

*continued . . .*

... continued

“They have deep pockets,” she said. “There is a risk that the massive corporations who control such a large share of the market could start their own version of our service.”

She says her biggest hope is that as her business grows, she will be able to cast a stronger light on the problem of childhood obesity. “Our goal is to grow and make a difference one machine at a time,” she said. “What [we] really need is a food movement that is really pushed from government or private enterprise.”

**Advice:** If you are planning to become an entrepreneur, Glavine says it is important to remember that being your own boss is radically different than working for someone. “You are your own motivator, so tenacity is imperative,” she said. “There’s nobody setting your schedule, so if you don’t believe in yourself and if you don’t do it, who will?”

“You will realize that working 40 hours a week for someone else might have seemed like a lot, but you’ll easily do 70 hours and never account for it. When you’re passionate about your work, you can easily fall into becoming a bit of a workaholic.”



**Evgeny Tchebotarev** is the co-founder of a web-based platform for sharing photographs. Read his profile and take notes.

Evgeny Tchebotarev is the co-founder and creative director of 500px, a web-based platform for sharing photographs. He started the service back in 2003 and relaunched it in 2009 with help from his business partner Oleg Gutsol.

**Inspiration:** Tchebotarev says he was part of an Internet start-up company in Moscow before his involvement with 500px. “The product we were

working on ended up being cancelled on the day it was meant to launch, so I decided it was time to do something for myself instead,” he said.

An avid photographer himself, Tchebotarev had the idea to foster a community where other shutterbugs could share their work. “It happened to be that this started out as my hobby back in 2003,” he said. “At the time, there was nothing like Flickr or Facebook, so it was definitely a unique idea.”

**What sets the business apart:** When 500px initially launched, Tchebotarev says there were only three other similar services in the market. Even though that number has increased in the ensuing years, he says the time he spends moderating the site’s photos is what makes 500px remarkable.

“There are a lot of portfolio services for photographers, so it’s important for our photos to stand out,” he said. “This not only benefits the site, but the photographers as well.”

**Looking ahead:** Tchebotarev says although his immediate focus is on launching an iPad application, he hopes to make 500px available on multiple platforms in the near future in order to reach a global audience.

“We are all things photography, so we hope to do everything we can do to have our platform on any device that’s out there,” he said. “Photography is something that doesn’t need translation, so our company can expand globally easier than others.”

**Advice:** In a sector as volatile and fast-moving as the technology sector, Tchebotarev says it’s important not to wait for too long to initiate your idea.

“Start early,” he said. “I’m only really at the beginning right now with this product and I’m guessing it will take another five years or so before we get to a really big level.”

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Decide on categories or criteria that are common to both profiles.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Create a table that will help you summarize the information.

--

D. a) Can you find at least three pairs of synonyms in the April Glavine text?

Synonyms: \_\_\_\_\_  
\_\_\_\_\_

b) Can you find at least three pairs of antonyms in the Evgeny Tchebotarev text?

Antonyms: \_\_\_\_\_  
\_\_\_\_\_

See Answer Key

Synonyms and antonyms should be familiar to you by now. If not, go to your **Reference Booklet** and look up "Antonyms and Synonyms."



Extra exercises are available on this topic if you need to practise. Go to <[cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources)> and access your course resource web page, or use your Centre's procedure.

Are you pleased with your table? Filling it in helped you summarize the information you found in the profiles. Now, if you want to present these comparative findings to someone else, you'll need to use another tool.

### *Present Comparative Findings*

The research you do may be part of your job. It might have to be presented to your boss, co-workers or clients.

A good way is to use the table you filled in and divide it into different parts in preparation for presenting your findings. Look at the following table about two entrepreneurs who didn't succeed.

<b>Company name</b>	Booth Picks	Scrapbookerydoo
<b>Name of business owner</b>	Nathan Ross	Rachel Cotner
<b>Product sold or service offered</b>	A photo booth that can be delivered to your party. The booth had a bunch of accessories for guests to take pictures with. The photos were printed and sold at the party.	Scrapbooking services offered in a store.
<b>Why the company failed</b>	Nathan didn't have the funds to invest to be able to expand. He had only one booth and could only do one party at a time. Also, the profit margin was not high enough for him to make a decent living.	Rachel did not plan ahead. When the scrapbooking trend faded, her store became obsolete.
<b>What they're doing today</b>	Nathan is an inside-sales representative for a computer hardware company.	Rachel works in a fast-food restaurant.

If you had to present these two cases to the team you work with, for example, how would you go about it? You know by now that such a presentation, whether it's oral or written, has a basic three-item structure. Can you name the three items?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

If you wrote *introduction*, *body* and *conclusion*, you were right! Now read on to see how to apply this to the above table.

How would you write the introduction if you want to present the information about Nathan Ross and Rachel Cotner?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The introduction:**  
Presents your topic and tells the person what subject you will talk about.

If you wrote something like this, you're on the right track:

Example: Nathan Ross and Rachel Cotner didn't succeed in their business ventures.  
Despite trying, their companies never made a profit and they had to shut down and find jobs.

Look at the table on the preceding page, and add what you think is missing from the following body.

Example: Booth Picks and Scrapbookerydoo are two businesses that do not exist anymore.  
Nathan Ross and Rachel Cotner failed in part because they didn't plan ahead. Nathan did not plan for a possible expansion, while Rachel did not prepare for a possible decline in scrapbooking. She was not able to change her store's vocation and went out of business.

**The body:**  
Presents and explains the different categories from your table. For example, it may show the similarities and differences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You were right if you said the following information was missing: Nathan also failed to to achieve enough profit to live on.

You can summarize, state an opinion or draw a conclusion. It all depends on the type of report you are doing. What would your conclusion be? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The conclusion:**  
Wraps up your topic.

Something like this would be suitable:

Example: The two would-be entrepreneurs are out of business and back working for someone else. Nathan works as an inside-sales representative, and Rachel works in a fast-food restaurant.

Do you think you know how to do this? Why don't you do the following exercise to put what you've just learned into practice?

**Exercise 1.8**

You must present to your boss your notes about April Glavine and Evgeny Tchebotarev, the two entrepreneurs in Exercise 1.7. Plan the introduction, body and conclusion of what you would say.

Introduction: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Body: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Conclusion: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

See Answer Key

When you're consulting various sources, it can sometimes be difficult to know what or who to trust. Which source is reliable, and which is not? This is what you'll learn about in the upcoming activities.

***Evaluate Reliability***

Nowadays, technology is all around us. It can sometimes be hard to know what or who to trust. Some websites are reliable, while others should not be trusted. Just how can you know if the information you have is reliable?



## Making Hypotheses

In the ANG-5101-2 *Examining Issues* workbook, you made hypotheses to be able to solve a problem. You can also make hypotheses to decide if a source is reliable or not.

Why don't you try it now?

### Exercise 1.9

Look at this website then answer the questions below.

← → ↻ www.berichsystem.com

**HEY HEY HEY!!!**

Are you *tired* of having to get dressed and rush to work every morning?

Do you *hate* your boss?

Do you *dream* of doubling your salary?

**YOU'VE COME TO THE RIGHT PLACE, MY FRIEND!!** 

I have a proven system that will make you rich in three months, **GUARANTEED!** And you'll never have to leave home to do it! Just follow my 10-step **BE RICH SYSTEM**, and you'll be on your way to saying: **BYE-BYE BOSS!!**

Have you always dreamed of having a home-based business but not known where to start? **I CAN HELP YOU.** I've tried and tested eight different home-based businesses for you. For just three easy payments of \$69.99, I will tell you what they are and which one is the best for you in my **BE RICH SYSTEM!**

Ten years ago, I was just like you! Overworked, exhausted and fed up with all the travelling to and from work! I longed to be my own boss but didn't have the funds to start my own business. Then, I decided I had had enough. I quit my job and started looking online for the best opportunities. Some paid next to nothing, and others paid me up to \$300 a day! I became rich almost overnight!

Do you want to be rich like me? The answer is simple: my **BE RICH SYSTEM.** You're three easy payments away from freedom!

**YOU'LL NEVER HAVE TO WORRY ABOUT MONEY AGAIN!**

HOME  
BACK  
NEXT

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If the person is a known expert in a specific field or if the website is known for the expertise it presents, there's a good chance the information is reliable.

A. Is this the case with the previous source? \_\_\_\_\_

If more facts are present than opinions and feelings, your information is probably reliable.

B. List the facts, opinions and feelings:

Facts	Opinions	Feelings

If the information comes from some sort of ad, chances are only one perspective is shown or the information is not that accurate. If the purpose is to inform, then you can most likely trust the information.

C. What is the purpose of the source above? \_\_\_\_\_

Other clues can also help you verify reliability:

- The level of the language is important. A reliable source will probably use formal language.
- If it sounds too good to be true, it probably is. Be careful.
- If you have to pay to get more information or some kind of “kit,” be careful. It might just be a scam to get your money.

**Tip** If you need to review any of these topics, either go to your **Reference Booklet** and look up "Textual Knowledge: Textual Organization" or access the Extra Exercises available at [cours1.sofad.qc.ca/ressources](https://cours1.sofad.qc.ca/ressources).

Now that you’ve considered these questions, you should be able to make a hypothesis as to the reliability of the text.

### Exercise 1.10

Using the information you’ve gathered so far, what kind of hypotheses can you make about the reliability of the Be Rich System website?

A. Is the source . . .  reliable, or  not reliable?

B. Explain how you came up with this hypothesis. What questions did you ask yourself?

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See Answer Key

You've just made an educated guess on the reliability of the source. Don't worry if this was difficult. You'll have the chance to practise again. Remember that to make hypotheses you must use the information you have in order to come to a conclusion.

Now, is your guess correct? A more formal method is using a reliability checklist, like you used in ANG-5101-2 *Examining Issues*. Do you remember how to use it?

**Educated guess:**  
A guess based on knowledge or experience that makes it more likely to be correct.

**Make It REAL**

As you saw in the previous workbook, using a reliability checklist is a good way to validate sources. It will help you confirm if your hypotheses were right.

**Exercise 1.11**

Go back to the excerpt from [www.berichsystem.com](http://www.berichsystem.com) in Exercise 1.9. Evaluate the reliability of the source by using the checklist.

A.

		Why?
<p><b>R</b>eliable</p> <p>The author is an authority on the issue.</p> <p>The author has published other articles on this issue.</p> <p>The author is cited in other sources.</p> <p>The source is of quality (no typos, no unbroken links, etc.).</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><b>E</b>quitable</p> <p>The author does not have a hidden agenda.</p> <p>The author's purpose is to inform.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><b>A</b>ccurate</p> <p>The source is complete.</p> <p>The source does not present contradictory information.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><b>L</b>inking</p> <p>The source presents links to other sources.</p> <p>The source provides a way to contact the author.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

B. Based on the answers to the REAL checklist, do you think this source is reliable?  Yes  No

See Answer Key

How did that go? Do you need more practice? If so, do the next exercise; otherwise, you can skip it.

**Exercise 1.12**



Go to <[cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources)> and access your course resource web page, or use your Centre's procedure.

- A. Eli Melrose, a yoga and Latin dance instructor, has just published his latest vlog about his successful venture. Watch his vlog *Fit and Fabulous*, and take notes.

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- B. Start by making a hypothesis about the reliability of this source.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- C. Now, do it more formally by applying the checklist.

		Why?
<p><b>R</b>eliable</p> <p>The author is an authority on the issue.</p> <p>The author has published other articles on this issue.</p> <p>The author is cited in other sources.</p> <p>The source is of quality (no typos, no unbroken links, etc.).</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><b>E</b>quitable</p> <p>The author does not have a hidden agenda.</p> <p>The author's purpose is to inform.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><b>A</b>ccurate</p> <p>The source is complete.</p> <p>The source does not present contradictory information.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p><b>L</b>inking</p> <p>The source presents links to other sources.</p> <p>The source provides a way to contact the author.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

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See Answer Key

Establishing the reliability of each source will influence the conclusions you come to when you compare information from different places.

You’ve now gathered the information you need, consulted and compared different sources and made certain your information is reliable. You’re ready to make a report of your findings. In your conclusion, instead of just a summary, what if you add suggestions for the course of action that needs to be taken? It would make your report much more interesting.

You learned about writing up findings and reporting them in ANG-5101-2 *Examining Issues*. Let’s now focus on the suggestion part.

## *Make Suggestions*

Now that you’re informed and have decided which sources are reliable, you want to make suggestions for a course of action. This requires tact; certain tools can help. Grammatical tools as well as strategies might come in handy.

### *Strategies*

To be able to make effective suggestions, you can use a simple strategy such as rephrasing. Knowing your target audience is also essential because this determines which language register to use.

### *Rephrasing*

Rephrasing means turning the sentence another way or saying things using different words or synonyms.

Use rephrasing to make sure you understand a suggestion that someone just made to you.

For example, if someone tells you, *I think you should rethink your decision about starting your own company*, and you want to make sure you understood correctly, you can say something like: *If I understand correctly, you believe I should think twice about owning my own business?*

The meaning is the same; the words are just different.

Try the following exercise to practise rephrasing.

My Notes:

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## Exercise 1.13

Match the sentences on the left to the rephrased ones on the right.

### Suggestions

- \_\_\_\_\_ 1. Every day, before going to work, you should set yourself three objectives you want to work on.
- \_\_\_\_\_ 2. A good idea for you would be to invest in the services industry.
- \_\_\_\_\_ 3. You might want to consider going back to work for an existing company.
- \_\_\_\_\_ 4. You should take care of your employees if you want them to come to work happy in the morning.
- \_\_\_\_\_ 5. You might want to consider having a partner invest in your company.
- \_\_\_\_\_ 6. Did you know that people who sleep more have a better chance of success?
- \_\_\_\_\_ 7. A good idea to find potential new customers could be to send out fliers.
- \_\_\_\_\_ 8. You might want to see what the needs of your community are before starting a new business.

### Rephrasing: So if I understand correctly . . .

- A. I need to reward my employees in order for them to actually like working for me.
- B. Every morning I should set three goals I need to reach at work.
- C. I should think about finding myself a job instead of having my own company.
- D. I should put my money in a business where I will offer some kind of service.
- E. I might want to think about distributing pamphlets to find new customers.
- F. I could see what's available around me now before creating a new company that already exists.
- G. It would be a good idea to find myself a business partner.
- H. I would greatly benefit from going to bed earlier at night.

See Answer Key

Are you pleased with your work in this last exercise? You can also use other helpful strategies when giving suggestions.

For example:

You should base your suggestions on facts rather than on feelings or opinions.

You should also make suggestions instead of giving orders. The message will be better received, even if it's negative. Start your sentences with *I suggest . . .* or *I propose . . .*

Another useful strategy is to adjust your language register to the target audience.

## Target Audience and Language Register

What do you remember about target audience and language register?

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The language register will be either formal or informal depending on your target audience. If you're writing or talking to a friend, your language will be different than if you're addressing the prime minister of Canada.

If you need extra help with target audience and language register before doing the exercise, look up "Textual Organization: Target Audience" and "Textual Organization: Language Register" in your **Reference Booklet**.

### Exercise 1.14

Read the three texts, and identify the language used as either formal or informal. Determine whether it is appropriate and explain your choice.

#### Text # 1:

Yo, Bob! How's it going? I just wanted to let you know I totally disagree with my suspension. I mean, come on! It's not my fault I got in late three times in the last month! If you paid me a better salary, I could buy a better car! The punishment doesn't fit the crime, and it's totally wrong.

Target audience: Company Manager

Language register:  Formal or  Informal?

Appropriate  Yes  No. Why? \_\_\_\_\_

#### Text # 2:

My dearest roommate,  
An urgent matter requires your immediate attention. The cleanliness of the bathroom is highly questionable. It is your responsibility—is it not?—to wash the toilet and floors. I hope you can attend to this emergency as soon as possible.

Target audience: Your roommate

Language register:  Formal or  Informal?

Appropriate  Yes  No. Why? \_\_\_\_\_

#### Text # 3:

Dear Sir:  
I have been a faithful customer for five years now. I've always paid my bills on time. I never said anything when I received your yearly letters telling me my bill would go up one or two dollars because of new technological advances or whatnot. However, I draw the line at this new \$10 fee you're imposing for no reason at all. I'm sorry, but I'm saying goodbye.

Target audience: Your Internet provider

Language register:  Formal or  Informal?

Appropriate  Yes  No. Why? \_\_\_\_\_

See Answer Key

Do you feel more confident about giving advice now? Apart from all of these great strategies, some useful grammar tools can also help.

## *Improve Your Texts*

In this next section, you're going to review three grammar tools that help you make suggestions. These tools can help the person receiving the suggestion be more open and see it in a more positive way: modals, transitional expressions of summary and example, and the subjunctive mood.

Let's take them one by one.

### A Review of Modals

Modal auxiliaries are especially helpful in making suggestions because they help you make them sound more polite and less like an order.

Can you find the modal in this suggestion taken from Exercise 1.13? \_\_\_\_\_

*Every day, before going to work, you should set yourself three objectives you want to work on.*

If you said *should* you were right. Doesn't it sound better than if you had said: *Every day, before going to work, set yourself three objectives you want to work on.*

The modal helps to make it sound more like a polite suggestion.

Other modals you can use are *might*, *can* and *could*.

If you feel you need extra help, go to your **Reference Booklet** and look up "Modal Auxiliaries."



Extra exercises are available on language register and modals if you need to practise.

Go to <[cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources)> and access your course resource web page, or use your Centre's procedure.

Are you ready to move on to another useful grammar tool? Transitional expressions also help you make suggestions.

### Transitional Expressions of Example and Summary

These kinds of expressions mostly help you support and justify your suggestions.

For examples of each type, go to your **Reference Booklet** and look up "Textual Knowledge: Transitional Expressions."

Observe the following suggestion from Exercise 1.13:

*A good idea for you would be to invest in the services industry.*

What transitional expression would you add to help improve the suggestion? \_\_\_\_\_

A transitional expression of **example** you could add is "for example." You could then add examples of service industry companies that the person can invest in.

When you're finished giving someone your suggestions, you might want to use a transitional expression of **summary** to wrap up such as *In other words . . .*, or *To sum up . . .*



Let's see how we can practise this. Selma Howard has a nightly talk show on Radio 990. She takes calls from listeners who need business or job-related advice. Listen as tonight's caller seeks job advice.

### Exercise 1.15



Go to [cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources) and access your course resource web page, or use your Centre's procedure.

Listen as Nicholas Newburg calls in for advice. Write suggestions for Nicholas using at least three transitional expressions of summary and example.

My suggestions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

See Answer Key

Ready for another grammatical tool to help when you're making suggestions? The subjunctive will be especially useful because you can use it to put yourself in the other person's shoes and show what you would do if you were them. Don't worry—it's fairly easy.

### Subjunctive Mood

The subjunctive mood can indeed be used to make suggestions, express wishes, give a command or express a condition contrary to fact.

The subjunctive often appears after verbs such as : *wish, hope, desire, suggest, and recommend*.

Examples: I suggest you **work** faster.

We recommend that he **update** his résumé.

So all you need is the base form of the verb (*work* and *update*) without the *to*. Notice the word *that* in the second example: it is optional.

Exception: With *to be*, the subjunctive form is *were*.

Example: Example: Alicia wished that she **were** on vacation.

The subjunctive mood can be used for something happening in the past, present or future.

Examples: Past: Yesterday, I proposed we **start** our own company.

Present: I propose we start our own company.

Future: Tomorrow, I will propose we **start** our own company.

If you feel you're ready, try this exercise to practise the subjunctive mood.

## Exercise 1.16

Fill in the following blanks with the appropriate form of the verb in parentheses.

1. I recommended that you (to sign) \_\_\_\_\_ the contract right away.
2. If I (to be) \_\_\_\_\_ you, I would take the position.
3. I propose you (to try) \_\_\_\_\_ the new product before making up your mind.
4. I suggest you (to fight) \_\_\_\_\_ for the position you really want.
5. If I (to be) \_\_\_\_\_ Jacob, I would (to choose) \_\_\_\_\_ the first company he wanted to buy.
6. We will recommend that you (to hire) \_\_\_\_\_ the first candidate.
7. If I (to be) \_\_\_\_\_ him, I would (to buy) \_\_\_\_\_ shares in the trucking company.
8. I suggest you (to make) \_\_\_\_\_ a bid on the company before your competitor does.
9. The committee proposed we (to hire) \_\_\_\_\_ a consultant.

See Answer Key



Extra exercises are available on modals, transitional expressions and the subjunctive mood if you need to practise. Go to [cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources) and access your course resource web page, or use your Centre's procedure.

Now that you've seen useful tools to make and receive suggestions, how about putting what you learned into practice by doing the following exercise?

## Exercise 1.17

- A. Read the following email that Jasmine sent to her friend Kelly.

Underline the suggestions you consider to be bad, and circle or highlight those you think are good.

To: Kelly Atkins  
 From: Jasmine Pentlow  
 Subject: Catering!?!?!?

Hi Kelly,

I heard you were thinking about opening your own catering business. Are you crazy?! You'll never make it! Do you know how many catering businesses are out there? I don't think you're good enough to make it!

I'm sorry if I'm being blunt. It's just that I really don't see you in this type of business. Don't you think it might be better if you first tried working for an existing caterer? That way you would see if you like it or not. You might find catering is not for you.

*continued ...*

...continued

I read on a catering website that not only do you need talent, but you also need to be able to prepare everything quickly. It seems to me you're more the perfectionist type; you like to take your time to do things right.

The website also said you need to be ready to hire employees at a moment's notice. If you want your business to expand and make money, you need to be able to do more than one event at a time. Honestly, you have a lot of great qualities, but you've never liked team work. Maybe you should find something where you'll be able to work more by yourself or won't have to lead a team of people.

Also, I read on a blog somewhere that if you don't have a degree from a recognized school, your chances of success are about 1%. Man, you have no degree! You'll never survive in this business!

Gotta go—this talk of catering has made me hungry.

Talk to you later.

Jas

- B. Look at the suggestions you identified as good ones. Identify the words and expressions that help make it a good suggestion.

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- C. Take the bad suggestions, and turn them into good ones.

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Are you ready to start making your own suggestions? Try the next exercise.

### Exercise 1.18



Go to <[cours1.sofad.qc.ca/ressources](https://cours1.sofad.qc.ca/ressources)> and access your course resource web page, or use your Centre's procedure.

- A. Listen to Matthew Reston interview Eduardo Nasso, who started his own business. As you listen, note the important information.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- B. Your friend Zachary is planning on starting the same type of business, but here in Québec. Using the information from the interview, decide how you can give your friend suggestions for his business. Plan the introduction, body and conclusion, writing in point form only.

Introduction: \_\_\_\_\_  
\_\_\_\_\_

Body: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion: \_\_\_\_\_  
\_\_\_\_\_

- C. **Optional.** Practise with a partner. Use your notes and practise as if you were giving suggestions to Zachary about starting his new business.

See Answer Key

In this situation, you learned many things. You reviewed how to gather information. You learned about comparing different sources and presenting the findings. You also reviewed how to evaluate reliability and making hypotheses. Finally, you learned how to make suggestions by using various tools. Are you ready to put all this into practice?

Remember the assessment test you took at the beginning of the chapter? Did it indicate you were suited for entrepreneurship? Did you think the results were reliable? Would you suggest it to a friend? In the task, you will be called upon to help a friend who wants to know if this type of test is reliable.

## Your Task 1.1: Suggest a Course of Action

Your friend Jay-Lee needs advice about what career path to take. He has no idea what he will do when he finishes his studies in June. You heard there are many kinds of tests he can take to analyze his potential and decide what to do. Before you tell him about them, you decide to find out more about these tests in order to recommend one that would best suit his needs.

### Step 1: Plan and Prepare

- A. You remember you had a really great guidance counsellor when you were in high school, Mrs. McKenzie, and you call her asking for advice. She leaves you a message on your cell phone with her recommendations.



Go to [cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources) and access your course resource web page, or use your Centre's procedure.

Listen to Mrs. McKenzie's message, and take notes using the table on the next page.

- B. You wrote a post on a popular social media website asking for advice about some good online assessment tests. Read the answers left by Alexa and Joe, two of your best buddies. Take notes using the table.



**Alexa** > **Brooke**

I know of a great website! It's [assessmentsgreat.com](http://assessmentsgreat.com).

The quiz consists of 20 multiple-choice questions. It takes only 10 minutes to do, and you get the results right away! It tells you which one of the 16 types of personalities you are. It's great!

[Like](#) [Comment](#) [Share](#)



**Joe**

Well, I can tell you that my experience with online assessment tests is not that great. I checked them out last year when I was looking for guidance, and none of them really helped me. This one website I visited had me take a two-hour test! After checking out other websites, I thought a two-hour test might be more thorough than the others and give me answers that make sense. Boy, was I disappointed! After the two hours, I hit the send button, only to find out I had to pay to get the interpretation! I wasn't ready to pay \$129.99! All that for nothing!



Go to [cours1.sofad.qc.ca/ressources](http://cours1.sofad.qc.ca/ressources) and access your course resource web page, or use your Centre's procedure.

- C. You find a video testimonial on the website of Rick Jobert, a self-proclaimed career expert. Watch the video, and take notes using the table on the next page.

	Phone Message (Mrs. McKenzie)	Social Media Website (Alexa and Joe)	Video (Rick Jober)
<b>Facts</b>			
<b>Opinions</b>			
<b>Feelings</b>			
<b>Target Audience</b>			
<b>Language Register</b>			

- D. Analyze the information you gathered from the different sources.
- a) Use the REAL checklist to establish the reliability of the sources.

		Why?
<p><b>R</b>eliable</p> <p>The author is an authority on the issue.</p> <p>The author has published other articles on this issue.</p> <p>The author is cited in other sources.</p> <p>The source is of quality (no typos, no unbroken links, etc.).</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p><b>E</b>quitable</p> <p>The author does not have a hidden agenda.</p> <p>The author's purpose is to inform.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p><b>A</b>ccurate</p> <p>The source is complete.</p> <p>The source does not present contradictory information.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p><b>L</b>inking</p> <p>The source presents links to other sources.</p> <p>The source provides a way to contact the author.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

b) Make a comparison table of your findings. Decide what information is reliable or not.

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c) Summarize your findings in note form for your partner.

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### Step 2: Share

Now that you've analyzed different sources of information, ask a partner to role-play Jay-Lee. Tactfully suggest a course of action for your friend, making sure to report on the reliability of the sources as well.

### Step 3: Reflect

How did that go? Are you satisfied with your task? Fill in the table below as truthfully as possible.

If you practised with a partner, ask for an opinion on these points. Then you can compare.

Evaluation Table					
Criteria	Excellent	Very Good	Good	Weak	Very Weak
I used the vocabulary I learned in the situation					
I conjugated the subjunctive mood correctly					
I reviewed modals thoroughly					
I used transitional expressions of example and summary properly					
I reviewed prefixes, suffixes, synonyms, and antonyms thoroughly					
I distinguished facts from feelings and opinions in texts appropriately					
I filled in a comparison table to classify the pertinent information effectively					
I used the REAL checklist to ensure the reliability of sources in texts accurately					
I summarized texts coherently					
I formulated hypotheses adequately					
<b>C1 – Interact orally in English</b>					
I spoke English to communicate at all times					
I spoke clearly and fluently					
I used rephrasing strategies competently					
I used appropriate language registers respecting the target audience satisfactorily					
I offered suggestions convincingly					
I explained factual information successfully					
<b>C2 – Reinvest understanding of texts</b>					
I selected the relevant information from the texts to make suggestions skillfully					
I used the comparative and reliability tables to make suggestions efficiently					