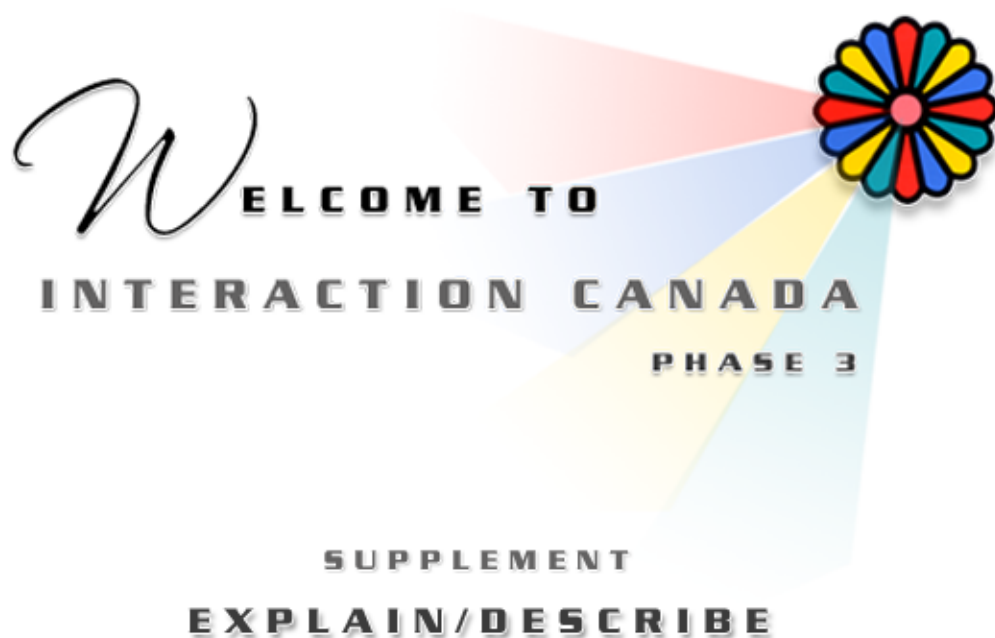




École de la fonction
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Introduction

PURPOSE

The purpose of *Interaction Canada: Phase 3 Level C* is to provide you with many opportunities to practise the functions, grammar and strategies you learned in the first two phases of the program.

DESCRIPTION

This book is divided into five sections, one for each Second Language Exam (SLE) objective:

- Explaining/Describing
- Supporting Opinions / Defending Points of View
- Counselling/Advising
- Handling Hypothetical Questions
- Handling Complex Work-Related Situations

In addition, an appendix lists exponents for each of the functions mentioned in the sections.

Each activity section consists of an introductory page and 20 independent activities. Each activity contains four boxes.

The first box presents a situation, drawn from work or personal life, which will allow you to practise one of the SLE objectives. The next two boxes present functions and grammar to use in each activity. The functions are also found in the appendix. The fourth box presents vocabulary.

In separate files you will find Templates, a Feedback sheet and a Self-Performance Checklist that should be adapted to your needs, then printed or copied and used with each of the activities. The templates allow you and your teacher to set target language for each practice of a situation. Feedback sheets are used to monitor your progress and help you to focus on areas to improve. The checklist is provided to help you assess how well you believe you have mastered the functions, grammar and vocabulary focussed on in each activity.

Interaction Canada: Phase 3 Level C is designed for maximum flexibility. You can use it in many different ways. Each SLE objective section and each activity is independent; you can work on any one without having completed work on any of the others. This means that you can choose your own route through the materials; for example, you might want to focus only on those sections dealing with the SLE objectives which are difficult for you; within those sections you could work on any or all of the situations in the order they are presented or in any order you choose.

In addition, you are encouraged to adapt any situation to bring it closer to your own experience.

The activities are designed for use with a *partner*. In each activity, you could be either the major or the minor speaker. Specific instructions for the major speaker appear in each situation; general instructions for the minor speaker appear only in the introductory part to each section (see note later for more detail).



To get the most out of each activity, you may wish to tape the interaction and later review the tape to pin point where you need improvement.

PERFORMANCE OBJECTIVES

The activities are designed to give you practice speaking with the proficiency and fluency consistent with the performance standards for Level C. In specific terms, this level of performance requires you to:

- use precise vocabulary to convey exact meaning;
- link sequences of events in time;
- link facts in logical sequence;
- link sentences effectively to convey complex ideas;
- discuss a broad variety of topics;
- expand on topics with ease.

At the same time, you are expected to:

- hesitate rarely, except for ideas;
- have natural delivery;
- understand readily and accurately what is said to you;
- be easily understood.

Since all the activities could be performed at a B level of proficiency, it is up to you to make the extra effort required to bring your performance up to a C level. Use the above information to guide your planning, performance and subsequent self-evaluation of each activity you tackle.

A reminder of Level C performance standards appears on the introductory page of each section.

HOW TO PROCEED

Find a partner. With your partner choose a situation and decide who will be the major and minor speakers. Partners can be a native speaker or your teacher during one-on-one oral interaction practice sessions.

MAJOR SPEAKER:

The approach you choose at this point depends on your learning style.

1. To begin you may prefer to prepare each step carefully, following these steps:

- think about the situation;
- discuss the possibilities with your partner;
- study the functions listed:
 - decide which functions you will focus on and set them as targets on your template;
 - check the appendix for exponents and add them to your template;
- study the grammar listed:
 - decide which structures you will need and note them on your template;
 - review these structures, if necessary;

- study the vocabulary listed:
 - decide which words you will use and set targets on your template;
 - think of any other words you might need or want to use and add them to the template;
- if you decide to record, turn on your tape recorder;
- do the activity with your partner.

When you are finished:

- if you recorded the activity, listen to your recording;
- analyze your performance, using the evaluation checklist to determine your strengths and weaknesses;
- (if you have done the activity as a one-on-one with your teacher, he or she should give you feedback using the Feedback sheets);
- try to improve any weaknesses:
 - check the appendix for additional exponents for the functions you need;
 - review any necessary grammar;
 - review any necessary vocabulary.

You can redo each activity as many times as you feel you need to. Modify the situation to make it more interesting. Change your language targets on your template. Add functions and vocabulary to help you improve your performance and keep the activity interesting and challenging.

Now REPEAT the activity and see if you can do better this time.

2. You may also want to deep-end an activity from time to time (i.e. attempt the activity without preparing first), follow these steps:
 - think about the situation;
 - glance at the functions, grammar and vocabulary;
 - if you decide to record the activity, turn on your tape recorder;
 - do the activity with your partner.

Again, repeat the activity until you feel you are comfortable and happy with the result.

Minor speaker:

You will take the part of the secondary person in the situation. This person may be the boss, a colleague, a friend, an interviewer or a workshop participant.

Your job is to help your partner speak English at the Level C standard.

The introductory page for each SLE section provides suggestions for eliciting more language from your partner.

Study this page while your partner prepares. If you need to review exponents for the functions listed on this page, turn to the appendix pages for those functions.

EXPLAIN/DESCRIBE

1. It is always a good idea to keep resumes up to date. Your workplace has sponsored a seminar designed to help participants update/refresh their resumes. You are a participant in this seminar. Work with another participant. You will help each other elicit relevant information about your educational and training backgrounds and your work experience. (Remember to include both your work and volunteer experience; remember to show how this background relates to the job(s) you now do.)
2. The government is trying to recruit "the best and brightest" to join the Public Service. You are participating in a recruitment fair. Explain to your audience:
 - the mandate of your Ministry/Department;
 - the aspects of this mandate that are the responsibility of your Branch/Directorate/Division;
 - how your job fits into this context;
 - what your job entails and what the responsibilities are (what you do every day);
 - the qualifications needed for doing your job;
 - the qualities/characteristics a person needs to carry out your job successfully;
 - what you like about doing this kind of work;
 - the problems you encounter.
3. How did you get into government work? Why did you choose to work for the government? Compare working in the public service with working in the private sector; i.e. what are the benefits and the advantages of each? Think about salaries, benefits, quality of life, perks,....
4. Compare a job/position you had before this one with your current job/position.
5. Some people compare the impact of computer technology with the impact of the industrial revolution. How has computer technology affected your work, the work in your section, your division? What changes has it brought to your personal life? Describe what you consider both the positive and negative effects of our reliance on/involvement with computers.
6. People often refer to the past as "the good old days". Were they really better? Compare your childhood and adolescent years with the childhood and adolescence of children today. Consider the challenges/impact of the information highway, drugs, changes in education, changes in family life,....
7. What is your understanding of the government's policy on diversity? What aspects of this policy do you see in operation? In what ways would you change or improve this policy?
8. Describe the changes you have seen in your organization; e.g. technology, new policies, down-sizing, budget restraints, retirements, new recruits.... Describe the effects of these changes. In particular, how have these changes affected your work? If you have not experienced such change, how do you think it would affect you?
9. You have a number of different duties and responsibilities at work that you cannot deal with simultaneously, how do you balance/organize/prioritize your time?

10. The interaction between employees and their boss can be complicated.

- a. If you are or have been a boss, describe your approach to interacting with your employees. How have you dealt with difficult employees?
- b. Describe your boss' interaction with employees. Consider dealing with problems, assigning responsibility, giving feedback, giving recognition,....

Additional possibilities

- current health and safety problems.
- current problems of your job/workplace or your team/unit/department.
- brief a person who will be taking your place during a two-month assignment.
- describe something you accomplished at work that you are proud of and explain why you are proud of it.
- describe a difficult or challenging situation or problem at work / while on language training; what made it difficult, how did you handle it?
- an employee has been on language training for eight months. Re-orient the returning employee; e.g. what has gone on, new projects, old projects, changes, new staff, staff who have left, problems resolved and those still to be solved,....
- what do you like most/least about your current position/situation.
- describe training you received at work, either formal courses or informal instruction: include details; e.g. content, delivery, duration, usefulness. Suggest improvements.