



École de la fonction
publique du Canada

Canada School
of Public Service

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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.

HYPOTHETICAL SITUATIONS

1. Towards the end of a meeting which had gone on for far too long, a team member suddenly packed up his notes, shoved them in his briefcase, stood up and left the room. He was fed up; he felt there were too many such meetings which seemed to serve no purpose other than to allow certain members of the team to show off. What would you have done in this situation, if you were:
 - a. the team member who got fed up;
 - b. another member of the team;
 - c. the team leader.
2.
 - a. Before you went on language training, if you had been able to talk to someone who had already completed language training, what questions would you have asked?
 - b. Based on your own experience on language training, what would you tell someone whose training is about to begin?
3. An employee of an ethnic minority has been working at a new job for one month. From the start, ethnic comments and jokes were shared by some in the office. The new employee said nothing, hoping that if the jokes got no reaction from her, her new co-workers would tire of this behaviour. However, the situation has not changed and the new employee is now so distraught that her work is affected. How would you have handled this situation if you had been:
 - a. the new employee;
 - b. a co-worker, aware of but not participating in the "jokes";
 - c. the manager.
4. How would you handle this situation? You have been away working on a special project for three months and were replaced by someone whose work does not satisfy you. You may need to rely on this person to replace you in future.
5. What would you say to your boss, if you were asked to replace him/her in an acting position for a few months? Explain and support your views or reaction.
6. If you could, what advice would you give to help your boss do his/her job better? Think about a situation which your boss did not handle very well. What could or should he/she have done to handle the situation better?
7. A new manager attended a weekly team meeting to hear project updates and progress reports. He wanted to show his interest in the work already undertaken and his support of the team's effort. He also wanted to let everyone see that he was knowledgeable and experienced in the area. As a result, he interrupted frequently to offer his views generously on all aspects of the work. Ultimately all discussion dwindled and he was the only one talking. Later, he wondered why there was so little participation. What should the manager have done to show his interest and support? How could he have given his input more productively?

8. A team member has not contributed anything to the discussion during a team meeting. She feels that certain people always dominate and that the others do nothing to stop this behaviour. She also feels that whenever she tries to contribute, the domineering team members either discount her comments or put her down. She has decided to attend meetings but feels there is no point participating. In this situation, what would you have done if you were:
 - a. the team member who felt ignored;
 - b. another member of the team;
 - c. the person chairing the meeting.
9. An employee seems to always delegate his work to others. Since there always appears to be a reason for him to be working on something else, the behaviour has gone unnoticed for awhile. Recently however, co-workers are becoming resentful. How would you handle this situation, if you were
 - a. a colleague who suddenly realizes how much of his work you have been doing in addition to your own work?
 - b. the manager to whom the co-workers have appealed for help?
10. What would you do in these emergency situations?
 - a. As you enter your office, you see flames rising from your trash can.
 - b. As you enter your office, you see papers strewn all over the floor. Then you see that the lock has been broken on the filing cabinet drawer in which confidential documents are kept; the drawer is empty.
 - c. As you are walking to the cafeteria, the person in front of you collapses onto the floor.

Additional:

- If you had it to do again, what would you do differently in your personal life, in your work life?
- A new employee is joining your unit. What would you do to orient this person on the first day, during the first week?