



École de la fonction
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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.

SENSITIVE SITUATIONS

1.
 - a. You are a manager. An employee wants to be transferred. You cannot spare this employee.
 - b. You are an employee who wants to be transferred to a team with a different manager. You feel it will be better for your career, you are bored with what you are currently doing, and you find this manager very difficult. Persuade your manager to transfer you.
2.
 - a. You are returning to your job after several months on language training. You have to negotiate about the project to which you will be assigned. Your boss wants you to take on a project which you do not want. You prefer another because it is closer to your interests and expertise and because you have worked successfully with this team before.
 - b. An excellent employee is returning from language training. You want this person to save a project which is floundering because of poor leadership and low morale. You are meeting with this employee to discuss the project assignment now.
3.
 - a. You are a manager who will be on secondment to another department for six months. You are meeting with a number of people in your unit to establish who is the most qualified to replace you in an acting position.
 - b. Your boss, who will be on secondment for six months, is considering who should replace her/him in an acting position. Convince your boss that you are the right person to assume the acting position.
4.
 - a. You are a manager who will be on secondment to another department for six months. You have asked to meet with the person in your unit who you feel is the most qualified to replace you in an acting position.
 - b. You know that while your boss is on secondment for six months, he/she wants you to assume the acting position. You do not want to do this. You will need to refuse your boss' proposal while not hindering your chances for future advancement.
5.
 - a. You are a unit head. One of your managers has been making unreasonable demands of his team: he sets unrealistic deadlines, requires many interim reports and is satisfied with only those decisions he has made. His team is disheartened and their productivity is suffering. You have scheduled a talk with this manager.
 - b. You are a manager. You have very high expectations of yourself and of your team. You want each project to be done excellently. As a result, you keep very close watch of every aspect of each team member's work. Your unit head wants to see you. You wish he wouldn't waste your time with unnecessary chats.
6.
 - a. You have been away on an assignment for six 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. You have asked for a meeting with this person.
 - b. You have been replacing a person who was away on training. You feel you have done a good job despite the fact that insufficient instructions were left for you. Now the person is back and wants to talk to you.

7.
 - a. You have a colleague who continues to delegate her tasks to you and other team members. Everyone is resentful. Since you are one of the senior team members, the others have asked you to discuss this problem with her.
 - b. You are a member of a team. Because you believe it is important for work to be evenly distributed amongst team members, you often share your work tasks with others. You particularly make a point of involving junior team members in this way. One of your team members has asked to talk with you privately.
8.
 - a. You are a manager. One of your employees continues to delegate her tasks to others on the team. She is not pulling her own weight and the others, especially junior team members, are getting resentful. You have made an appointment to speak to her.
 - b. You are an employee. Because you believe it is important for work to be evenly distributed amongst team members, you often share your work tasks with others. You particularly make a point of involving junior team members in this way. Your manager has asked to see you.
9.
 - a. You are a manager. You have a very good employee whose term is over; you had hoped to be able to extend the employee's term. Unfortunately, funding has not come through. You have to give the employee the bad news.
 - b. You are a term employee. Your manager has been pleased with your work and you had hoped that your contract would be extended. Now your manager has asked to talk to you.
10.
 - a. You are a manager who has two employees who are continually arguing. Their on-going conflict is affecting their own work and making the rest of the team tense. You have decided to speak to each separately to try to identify the problems.
 - b. Your manager has asked to see you. You know the meeting concerns the arguments you have been having with a team member whose manner is so low key and indirect that you never know where he stands on issues.
 - c. Your manager has asked to see you. You know the meeting concerns the tension between you and a team member whose manner is so brash and direct that you never have a chance to explain your views on issues.