



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.

## PROBLEM SOLVING

### Approaches:

- Brainstorm solutions, causes etc. in pairs or alone; as a group or in pairs – with partner from other brainstorming pair select priorities/ solutions;
  - Each person/pair is given or selects a goal/goals (e.g. three items from a list of possibilities they have established or we have given); Then try to get the group to agree to these (more like a negotiation) OR work with the group to select the best five.
1. It has been decided that a "wellness program" will result in improved morale and productivity. You are a member of a steering committee tasked with establishing a preliminary plan.

### **Work alone** (or with a partner if class size permits)

a. Consider the content of such a program. Think about:

- physical wellness: access to personal trainers, yoga, tai chi, aerobics, Pilates, dancing, walking, jogging, organized sports – volleyball, baseball, badminton, bowling; blood pressure clinics, lectures on health issues, nutrition: cooking demonstration/ workshops re preparation of healthy foods, potluck snack/ lunches; improvement of cafeteria menu...
- mental wellness: stress/ anger management – lectures, workshops; counselling sessions, feng shui – introduction and implementation; hobby development – workshops to explore pottery, painting, woodcarving etc...

Add ideas of your own.

b. Select the activities you think will be:

- attractive to the largest number of people;
- affordable;
- feasible given your work environment.

### **Work with the class** (the whole committee). Select someone to record all suggestions (on a flip chart, the board, an overhead)

- a. Present the ideas you selected. Explain why you made these choices.
- b. From the class list of suggestions, work together to reach consensus on a workable program given the realities of your workplace (e.g. is there a gym, showers?) and the personalities of the people who will be participating (management, employees and support staff).

Variation:

Now that you have established the program you would like to have, work with your group to reach consensus about:

- fee (for maximum participation, should administration pay all or should participants pay a small fee-per-session...);
- delivery (by whom, where, when – noon hour, before/after work, noon, evenings, weekends, duration of each session...);
- promotion of the program;
- how to determine if the project is working, how to measure success.

2. Selecting a candidate for a position.

3. Budget decisions:

- how to allocate annual budget;
- where to make cuts of \$10,000;
- where to assign money left at end of fiscal year (brainstorm possibilities, establish priorities, reach agreement).

4. Developing an action plan for staff training through consensus (who should get training, on what, from what source...).

5. Coming to agreement on solving a workplace problem:

- low morale;
- who will get new equipment;
- allocation of office space (who will get larger/smaller office; drawing up criteria);
- allocation of limited number of parking spaces closest to buildings;
- communication problems;
- improvements to performance appraisal forms and process;
- improving workplace productivity;
- low motivation (define causes – e.g. lack of recognition, boredom, few resources yet high level of expectation... and come up with ways to solve problem).

6. Planning a special event: job fair, conference (decide on what needs to be done and allocation of responsibilities).

7. Resistance to change – some ways of dealing with problem provided; group/ pairs brainstorm others. Select best 5. (requires defending opinion...)

8. Compile a survivor's guide: How to survive a career in government/ in one's own job/department/division.