PROGRAM OF STUDY
ENGLISH AS A SECOND LANGUAGE
Subject Area: Languages

Adult General Education

DBE
Diversified Basic Education

Québec 🔹🔹

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Chapter 1

Introduction

1.1   Contribution of the Subject to the Education of Adult Learners

One of the reasons learning English as a second language is paramount to any twenty-first century adult is the empowerment this language provides to those who use it. Being able to understand and communicate in English makes it possible for adults to access information in areas such as health, career planning, consumerism, media and citizenship. Adults who understand English have the opportunity to discover diverse English cultures. Being able to interact with others for whom English is their mother tongue, a second language or a foreign language also provides opportunities for adults to broaden their world-view, another important contribution to the education of adult learners.

In short, the English as a Second Language (ESL) program is based on communicative proficiency and is designed to enable adult learners to:

- develop the ability to communicate in English so as to meet personal needs and pursue individual interests

- become autonomous and active learners who continue to use and develop their knowledge of English for self-empowerment and for broadening their world-view

1.2   Approach to the Subject

1.2.1   Communicative Competence

The overall aim of this competency-based program is to develop adult learners' communicative competence in English as a second language, i.e. their ability to understand and appropriately use various aspects of language in different situations. The five sections illustrated in the table below correspond to the various aspects of language adult learners must be able to use appropriately when demonstrating their communicative competence. Communicative competence unquestionably comprises the three subject-specific competencies identified in Chapter 3 of this program of study, namely *Interacts orally in English*, *Reinvests understanding of texts* and *Writes and produces texts*. These three subject-specific competencies also require the ability to use resources appropriately, namely resources such as language functions; linguistic, textual and sociocultural knowledge; and communication and learning strategies.

Aspects of Language Used When Demonstrating Communicative Competence	
Functional aspect	- Knowledge of language functions or speech acts and the conventions of use - Ability to convey and interpret communicative intent (or function) of sentences, utterances or texts
Linguistic aspect	- Knowledge of grammar and vocabulary at a sentence level - Identification and construction of well-formed, grammatically accurate utterances or sentences - Application of the rules of syntax, semantics, morphology, phonology, spelling and punctuation
Textual aspect	- Knowledge and application of textual features and rules of cohesion and coherence when constructing logical texts/discourse
Sociocultural aspect	- Knowledge and application of rules of etiquette and interactional skills needed to establish and sustain relationships - Knowledge of and ability to use idioms and figurative language - Knowledge of culture, customs and institutions - Ability to understand and distinguish register and dialect
Strategic aspect	- Ability to integrate and apply all the language aspects to a specific context or situation - Ability to use effective strategies, e.g. planning and assessing communication, evaluating the effectiveness of a communication mode, coping with communication difficulties, etc.

Table 1 – Aspects of Communicative Competence

1.3   Connections Between the Subject and the Other Elements of the Diversified Basic Education Program

1.3.1   Connections With the Broad Areas of Learning

The five broad areas of learning are topics that adults relate to or are concerned with at some point in their lives and provide a meaningful context for learning situations. The broad areas of learning and the educational aims (elements through which the broad areas of learning are explained and defined) serve as a basis for ESL learning situations. The five broad areas and their educational aims are illustrated in the table below.

Broad Area of Learning	Educational Aim
Health and Well-Being	- To ensure that adult learners develop a sense of responsibility for adopting good living habits with respect to health, safety and sexuality
Career Planning and Entrepreneurship	- To enable adult learners to make and carry out plans to develop their potential and help them integrate into society
Environmental Awareness and Consumer Rights and Responsibilities	- To encourage adult learners to develop an active relationship with their environment while maintaining a critical attitude toward consumption and the exploitation of the environment
Media Literacy	- To enable adult learners to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights
Citizenship and Community Life	- To enable adult learners to take part in the democratic life of the classroom or the community and develop an attitude of openness to the world and a respect for diversity

Table 2 – Broad Areas of Learning

Health, employment, environmental concerns, media and social issues have been used in previous ESL programs of study and remain elements that allow adult learners to make a connection between classroom learning and real-life situations.

For more information on the five broad areas of learning, please refer to the General Introduction to the Programs of Study.

1.3.2   Connections With the Cross-Curricular Competencies

Cross-curricular competencies are generic skills that enable adult learners to better integrate knowledge, to adapt to a variety of real-life situations and to continue to learn throughout their lives. The nine cross-curricular competencies fall under four categories, as illustrated in the table below.

Category	Cross-Curricular Competencies
Intellectual	- *Uses information* e.g. obtains and organizes useful information from various English sources
	- *Solves problems* e.g. explores various solutions to issues or problems
	- *Exercises critical judgment* e.g. analyzes and evaluates information
	- *Uses creativity* e.g. uses available resources to overcome contextual constraints
Methodological	- *Adopts effective work methods* e.g. plans and prepares for learning tasks, examines and assesses completed tasks
	- *Uses information and communications technologies (ICT)* e.g. uses ICT to access information and produce texts
Social	- *Cooperates with others* e.g. participates in activities with a positive and respectful attitude
	- *Achieves his/her potential* e.g. recognizes and evaluates progress in the achievement of personal goals
Communication-related	- *Communicates appropriately* e.g. uses English suitably to communicate in all learning situations

Table 3 – Cross-Curricular Competencies

The cross-curricular and subject-specific competencies tend to develop concurrently. For instance, when adult learners interact orally or communicate in writing, they are given the opportunity to develop the cross-curricular competency *Communicates appropriately*. When they apply language processes associated with the subject-specific competencies, they develop the cross-curricular competency *Adopts effective work methods*. When adult learners read texts, listen to live or recorded oral interactions and view video clips, TV programs and films, they may develop the cross-curricular competencies *Uses information* or *Uses information and communications technologies*.

For more information on the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

1.3.3   Connections With the Other Subject Areas

Connections between ESL and the other subject areas can be made and applied to develop the adult learners' ability to transfer the use of resources (e.g. competencies, knowledge, information or effective learning strategies) from one program of study to another.

For instance, competencies and knowledge acquired in Mathematics, Science and Technology courses can be reinvested in ESL learning situations when adult learners need to make hypotheses or interpret graphs, statistics and diagrams. Elements from Social Sciences programs can be reinvested in ESL courses when, for example, the learning situations require adult learners to discuss environmental issues and social phenomena.

For more information on the subject areas, please refer to the General Introduction to the Programs of Study.

Chapter 2

Pedagogical Context

The pedagogical context includes interrelated conditions necessary for developing competencies in the ESL classroom. They are the following:

- meaningful, open-ended and complex learning situations

- command of the families of learning situations

- use of educational resources

2.1   Learning Situations

In order to allow the development of the ESL competencies, a learning situation must be meaningful, open-ended and complex.

A meaningful learning situation

- helps adult learners easily see connections between the tasks carried out in the classroom and their possible reinvestment in everyday life

- refers to current events or issues related to the broad areas of learning

An open-ended learning situation

- allows adult learners to explore more than one solution to an issue/problem

- lends itself to various tasks, activities and productions

- supports the use of various research and communication resources

A complex learning situation

- encourages adult learners to mobilize a variety of resources

A meaningful, open-ended and complex learning situation allows adult learners to integrate the subject-specific and cross-curricular competencies. It offers possible connections to other subject areas. It encourages adult learners to seek, gather, analyze, select and synthesize various types of information. Last but not least, a meaningful, open-ended and complex learning situation allows adult learners to reflect on their learning process.

2.2   Families of Learning Situations

The Diversified Basic Education Program uses the term "families of learning situations" to describe groupings of learning situations that vary in style and complexity but share some common characteristics. In this program, they correspond to macro-functions of language use, i.e. communicative intents or purposes that can be classified into sets. Language functions are organized into the following three families of learning situations:

Families of Learning Situations	
Informing	Relates to factual information
Expressing	Relates to opinions, viewpoints, feelings and emotional attitudes
Persuading	Relates to influencing others' perceptions and behaviour and getting things done

Table 4 – Families of Learning Situations

The tables below provide further information on these families of learning situations; they indicate the language functions and give examples of texts associated with them. The targeted families of learning situations and language functions for each course are specified in Chapter 6.

INFORMING	
Language Functions	**Examples of Texts**
- Analyzing - Classifying - Comparing - Correcting misinformation - Discussing - Evaluating - Explaining - Obtaining and giving information - Identifying - Inquiring about and describing causal relationships between facts, phenomena, events - Inquiring about and describing findings and conclusions - Inquiring about and describing logical relationships between facts, phenomena, events - Reporting - Summarizing/synthesizing	- Agendas - Announcements - Application, registration, subscription forms - Broadcasts (radio and TV) - Census, data banks - Conversations/interactions - Documentaries - Expert panels - Encyclopaedias, atlases - How-to books/Web sites - Inquiries, interviews - Itineraries - Magazine, newspaper articles - Memos - Obituaries - Orders, bills, invoices - Posters, billboards - Pamphlets, leaflets, brochures, catalogues - Press releases - Podcasts - Polls - Statistics, charts, survey results - Short biographies - Tutorials, procedures - Voice-mail messages

Table 5 – Informing (Family of Learning Situation)

EXPRESSING	
Language Functions	**Examples of Texts**
- Accepting, declining, rejecting offers/invitations - Admitting/denying - Complimenting/praising - Criticizing/blaming/accusing - Describing and finding out about: - Opinions, perceptions, beliefs, values - Plans, goals, intentions - Situations related to anger, distress, fear, sadness, worry, etc. - Situations related to happiness, love, pleasure, relief, surprise, etc. - Expressing and finding out about: - Agreement, disagreement - Approval, disapproval - Interest, lack of interest - Likes, dislikes, preferences - Opposition/unwillingness - Regrets - Satisfaction, dissatisfaction - Surprise - Uncertainty, indifference - Wants, wishes, desires - Offering - Apologies/forgiveness - Condolences - Congratulations - Good wishes - Promising - Recounting incidents - Reminiscing about experiences - Reviewing/critiquing - Telling stories	- Blogs (opinions, viewpoints) - Conversations - Discussions - Eulogies, tributes - Informal debates - Letters/e-mails: - Letters of appreciation/complaint - Personal messages for special occasions - Replies to invitations - Thank-you notes - Opinion polls - Podcasts - Video clips (songs) - Narrative texts: - Oral - Fairytales - Legends - Lyrics - Myths - Recorded or audio books - Short plays - Written - Blogs - Comic strips, cartoons - Diaries - Poems - Media/multimedia - Movies, movie trailers, reviews - Photo albums - Scrapbooks - TV programs, soap operas - Video clips (events)

Table 6 – Expressing (Family of Learning Situation)

PERSUADING	
Language Functions	**Examples of Texts**
- Advising/counselling - Advocating a cause/person/group - Asking for, granting, withholding, denying permission - Claiming, demanding - Coaxing/convincing - Debating/arguing - Defending/supporting - Encouraging/discouraging - Explaining and inquiring about - Capabilities - Possibilities - Rights - Duties - Obligations - Exhorting/warning - Imploring - Influencing - Instructing, giving orders - Making offers/proposals - Persuading/dissuading - Pleading/invoking - Predicting/speculating - Presenting/refuting arguments - Promoting/denouncing - Recommending - Requesting - Soliciting/urging - Suggesting alternatives	- Advertisements - Advice columns - Audio/video clips - Blogs on controversial issues - Electronic presentations - Informal debates - Instruction booklets - Letters: - Letters of complaint - Letters of opinion - Letters of request - Letters to accompany application forms - Pamphlets - Petitions - Posters, signs

Table 7 – Persuading (Family of Learning Situation)

Combining Families of Learning Situations
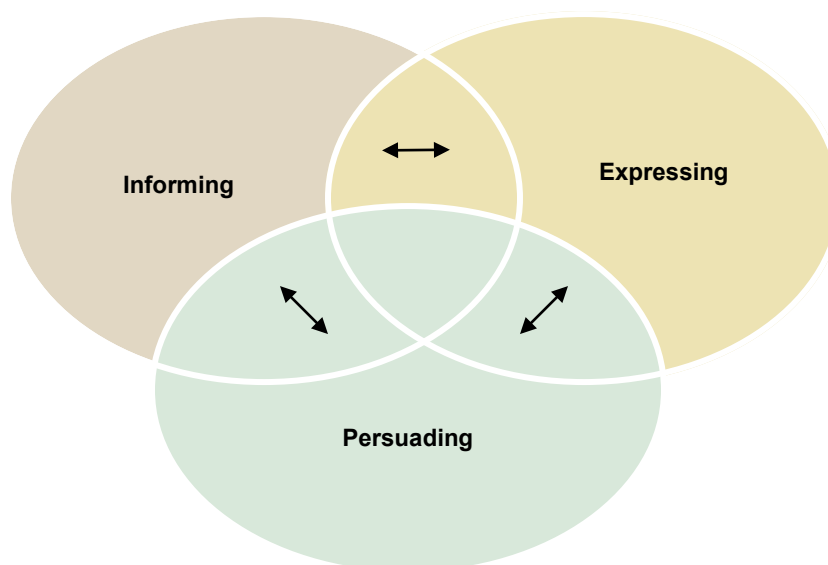
(Diagram 1)

Many texts incorporate features from different families of learning situations. For example, some documentaries are not simply informative texts but are also persuasive texts; they exemplify the prevalence of texts with dual communication purposes. Because of this, adult learners need to develop not only competence in the English language but also their ability to *exercise critical judgment*, one of the nine cross-curricular competencies, in order to be able to establish the real communication purpose of a text.

For more information on the cross-curricular competencies, please refer to Section 1.3.2 of this document or to the General Introduction to the Programs of Study.

2.3   Educational Resources

It is through the mobilization and effective use of various resources that competencies are developed and demonstrated. The table below lists resources that may be mobilized.

Types of Resources	Examples of Resources
Personal	• Prior knowledge • Past experiences • Skills and abilities
Conceptual	• Communication strategies • Functional, linguistic and textual knowledge • Knowledge of language processes • Learning strategies
Informational	• Dictionaries, thesauri • Digital references • Grammar books • Newspaper and magazine articles (paper or electronic)
Material	• Audio/video editors, players and recorders • Data storage devices • Projection and videoconferencing equipment • Software and hardware
Institutional	• Community resources • Libraries • Local industries • Museums • Public and parapublic organizations
Human	• Community members or representatives • Field experts • Peers • Teachers

Table 8 – Types of Resources

Chapter 3

Subject-Specific Competencies

The English as a Second Language program focuses on the development of the following three subject-specific competencies:
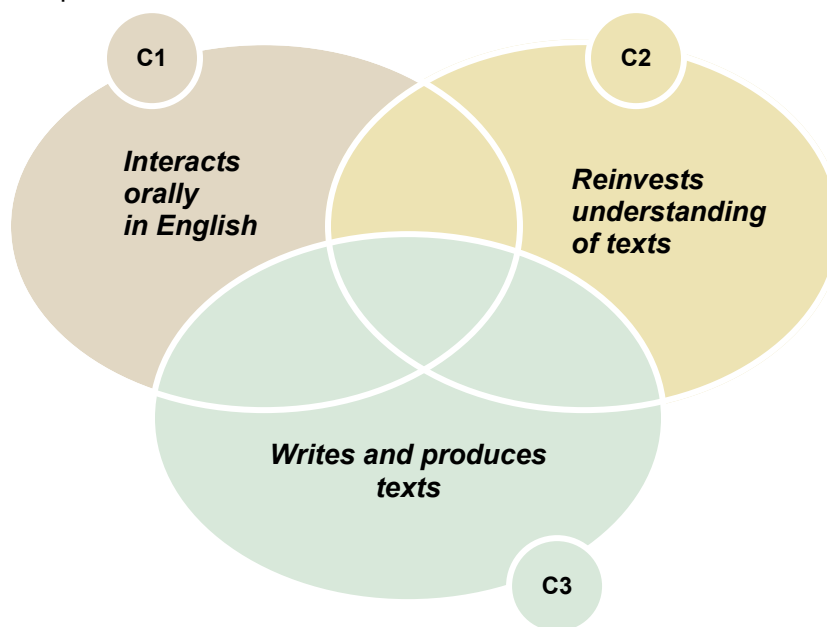
(Diagram 2)

The competency *Interacts orally in English* (C1) targets the development of the ability to communicate orally in English. *Reinvests understanding of texts* (C2) focuses on the development of the ability to understand a variety of texts and the ability to demonstrate this comprehension in a reinvestment task. *Writes and produces texts* (C3) targets the development of the ability to communicate in writing or using other modes of communication. The term 'text' includes written texts, as well as all forms of oral and multimedia communication.

3.1   How the Subject-Specific Competencies Work Together

This program promotes complementary relationships among the three subject-specific competencies. These competencies (also referred to as ESL competencies) are interrelated, thus the development of a given competency activates the development of another or both of the others.

The development of the competency *Reinvests understanding of texts* (C2), which focuses on the use of a variety of written, oral and multimedia texts in learning situations, provides adult learners with a rich assortment of text models, vocabulary, idioms, images and ideas to draw upon when developing the competencies *Interacts orally in English* (C1) and *Writes and produces texts* (C3).

Adult learners develop the competency *Interacts orally in English* (C1) by using English to communicate in all learning situations, whether with teachers or peers. It is through oral interactions, in which participants alternately speak and listen, that adult learners develop their competency to

use English; build, validate and demonstrate their comprehension of the texts read, listened to and viewed; and formulate and respond to questions, thus allowing the development of the other two competencies.

Just as adult learners may use a written, oral or multimedia text as a springboard for discussion, so also may they use oral interaction as a springboard for a text they write or produce. *Writes and produces texts* (C3) resembles *Interacts orally in English* (C1) in that both competencies enable adult learners to convey ideas and information. Although one might initially think that writing is an independent task not requiring any interaction, this is not necessarily true. Writers and producers of texts often request feedback on the draft of a written text or production.

3.2   Competency 1
Interacts orally in English

3.2.1   Focus of the Competency

The competency *Interacts orally in English* (C1) plays an important role in the development of all aspects of communicative proficiency. Numerous and repeated opportunities to interact in English for different purposes are crucial for developing this competency. Adult learners and teachers are expected to use English as the language of communication.

3.2.2   Key Features and Manifestations of the Competency

Key features are actions carried out in order to develop competency. Each key feature is further defined by manifestations of observable behaviour or concrete actions that allow teachers to observe that the competency is being developed.

Competency	Key Features	Manifestations
Interacts orally in English (C1)	Engages in oral interactions	• Uses English to: – participate in routine social interactions and conversations – ask and respond to various types of questions – inquire about and express feelings, opinions and viewpoints – attempt to influence the behaviour and perception of others • Uses language that corresponds to the required degree of complexity and to the level of precision of the learning situation (see Development of Competency 1, Section 3.2.3, Table 10)
	Constructs the meaning of the message	• Applies and adapts the oral communication process, which combines both communication and learning strategies, to ensure comprehension during interactions
	Monitors own development as a communicator	• Uses metacognitive strategies to monitor development

Table 9 – Competency 1

For information on the processes and strategies associated with this competency, please refer to Section 3.5 of this chapter.

Engages in oral interactions

Adult learners interact regularly to meet personal, social and task-related needs as they arise. They engage in oral interaction for a variety of purposes: informing, expressing and persuading. For example, they elaborate and share their ideas, support their opinions with facts and explain their personal viewpoints. While interacting, adult learners take chances while using language to communicate their ideas, opinions and experiences, and continue to build an inventory of strategies and other resources, using them to handle more challenging communicative situations. They develop a language repertoire which corresponds to the purpose, audience and requirements of a task.

Constructs the meaning of the message

Adult learners construct the meaning of messages communicated by others during oral interactions. As they actively listen to others, they apply the oral communication process, a three-phase process that entails the use of strategies such as paying attention to the speaker, taking the context into account when interpreting a message, considering verbal and nonverbal clues (e.g. intonation and

body language), confirming their comprehension, and looking for ways to clarify meaning, when necessary.

Monitors own development as a communicator

Self-regulation is an important component in the development of competencies. Adult learners monitor their development as communicators using metacognitive strategies such as setting and persevering towards personal goals, requesting constructive feedback and reflecting on resource management (e.g. language knowledge, processes and strategies). Teachers help learners reflect by asking questions, modelling metacognitive strategies and providing tools such as checklists, rubrics and self-evaluation forms. These strategies help adult learners build self-knowledge, become autonomous learners and make adjustments, which ensure their continued development as communicators.

3.2.3   Development of the Competency

The following table describes the progression of the development of the competency *Interacts orally in English* (C1). This progression is based on the elements below:

- Oral interactions

- Length of discourse

- Fluency

- Grammar/sentence structures

- Vocabulary

- Pronunciation

- Resource management

Competency 1 – *Interacts orally in English*		
Secondary III	**Secondary IV**	**Secondary V**
Oral interactions ▪ Participates in routine social interactions/conversations ▪ Asks and answers simple factual questions related to people, places, things and events ▪ Understands and communicates simple feelings and reactions when discussing familiar topics of personal relevance ▪ Understands and discusses possibilities/capabilities of doing something ▪ Understands, inquires about and states rights, duties and obligations ▪ Uses the telephone for less familiar and some non-routine matters ▪ Recognizes and attempts to use a register that is appropriate to the context	▪ Participates in conversations and discussions ▪ Understands and communicates facts and ideas in some detail on familiar and some less familiar matters ▪ Understands and provides descriptions and explanations ▪ Understands and expresses opinions and feelings ▪ Understands and speaks on familiar concrete topics at a descriptive level ▪ Understands and discusses suggestions and choices ▪ Understands and makes simple analyses and comparisons ▪ Understands and makes simple predictions of consequences ▪ Understands and provides simple narrations ▪ Uses the telephone for less familiar and some non-routine matters ▪ Recognizes and uses an appropriate register for many contexts	▪ Participates in conversations and discussions with confidence ▪ Understands and speaks on topics at both concrete and abstract levels ▪ Understands, presents and discusses information, ideas, opinions and advice ▪ Understands and presents fairly detailed analyses and comparisons ▪ Formulates hypotheses ▪ Understands, speculates on and predicts outcomes ▪ Uses the telephone to communicate on various matters ▪ Recognizes and uses an appropriate register for most contexts
Length of discourse	▪ 2 to 4 minutes	▪ 3 to 5 minutes	▪ 4 to 6 minutes

Table 10 – Development of Competency 1

Competency 1 – *Interacts orally in English* (cont.)		
	Secondary III	**Secondary IV**	**Secondary V**
Fluency	- Uses slow to normal speech - Frequently supports communication with gestures and visual clues - Uses connected and reasonably fluent discourse with some hesitation and pauses - Uses limited self-corrections and/or rephrasing	- Uses slow to normal speech - Occasionally supports communication with gestures and visual clues - Uses connected and reasonably fluent discourse with occasional hesitation and pauses - Uses some self-corrections and/or rephrasing	- Uses slow to normal speech - Rarely supports communication with gestures and visual clues - Uses connected and reasonably fluent discourse with little hesitation and few pauses - Uses frequent self-corrections and/or rephrasing
Grammar/ sentence structures	- Uses mostly simple forms of present, past and future tenses and some progressive forms - Uses simple, single-clause sentence structures adequately; occasionally uses compound ones (affirmative, negative, interrogative, exclamatory) - Often omits parts of speech - Makes frequent grammar errors that sometimes impede communication	- Uses simple forms of present, past and future tenses and some progressive and perfect forms - Uses simple and compound sentence structures; occasionally uses complex ones (affirmative, negative, interrogative, exclamatory) - Sometimes omits parts of speech - Makes grammar errors that occasionally impede communication	- Uses simple forms of present, past and future tenses and many progressive and perfect forms - Uses simple, compound and some complex sentence structures; (affirmative, negative, interrogative, exclamatory) - Rarely omits parts of speech - Makes grammar errors that rarely impede communication
Vocabulary	- Understands and uses adequate vocabulary for basic, authentic, everyday communication related to people, places, things, events and activities - Understands and uses a very limited number of common idioms	- Understands and uses a range of common everyday vocabulary related to products and services, personal experiences and relevant issues - Understands and uses some common idioms	- Understands and uses a wide range of common vocabulary related to social issues, matters of a personal nature and cause/person/group advocacy - Understands and uses common idioms
Pronunciation (includes rhythm, stress, intonation, pronunciation)	Makes frequent pronunciation errors that sometimes impede communication	Makes pronunciation errors that occasionally impede communication	Makes pronunciation errors that rarely impede communication

Table 10 (cont.)

Competency 1 – *Interacts orally in English* (cont.)		
	Secondary III	**Secondary IV**	**Secondary V**
Resource management	▪ Applies the oral communication process with considerable assistance ▪ Sometimes needs to be encouraged and reminded to use English ▪ Manages communication and learning strategies with frequent assistance ▪ Uses resources, many of which are suggested or provided by the teacher	▪ Applies the oral communication process with some assistance ▪ Occasionally needs to be encouraged and reminded to use English ▪ Manages communication and learning strategies with some assistance ▪ Uses resources, some of which are suggested or provided by the teacher	▪ Applies the oral communication process with occasional assistance ▪ Rarely needs to be encouraged and reminded to use English ▪ Manages communication and learning strategies with little assistance ▪ Uses resources, few of which are suggested or provided by the teacher

Table 10 (cont.)

3.3   Competency 2
Reinvests understanding of texts

3.3.1   Focus of the Competency

The competency *Reinvests understanding of texts* (C2) could be called the comprehension competency. It is the basis for developing the other two ESL competencies. Adult learners expand their knowledge of language by examining a variety of written, oral and multimedia texts. As they read, listen to and view texts for different purposes, they broaden their language knowledge, construct the meaning of texts and then apply this knowledge to new contexts.

3.3.2   Key Features and Manifestations of the Competency

Key features are actions carried out in order to develop the competency. Each key feature is further defined by manifestations of observable behaviour or concrete actions that allow teachers to observe that the competency is being developed.

Competency	Key Features	Manifestations
Reinvests understanding of texts (C2)	Broadens knowledge of texts	• Reads, listens to and views information-based, popular and short literary texts for a variety of purposes: informing, expressing, persuading • Learns about, identifies and examines internal and external features (see Development of Competency 2, Section 3.3.3, Table 12)

	Constructs the meaning of the message	• Uses the response process and a variety of other resources to ensure comprehension of texts that:
		  – provide factual information
		  – express feelings, opinions, viewpoints
		  – pertain to personal/human experiences
		  – deal with social issues/current events
		  – attempt to influence others

	Carries out a reinvestment task	• Demonstrates comprehension/interpretation by adapting information drawn from texts read, listened to or viewed (using C1 or C3) • Uses language that corresponds to the required degree of complexity and to the level of precision of the learning situation (see Development of Competency 1, Section 3.2.3, Table 10 and Competency 3, Section 3.4.3, Table 14)
	Monitors own development as a reader, listener or viewer	• Uses metacognitive strategies to monitor development

Table 11 – Competency 2

For information on the processes and strategies associated with this competency, please refer to Section 3.5 of this chapter.

Broadens knowledge of texts

As adult learners read, listen to and view information-based, popular and short literary texts, they learn about textual features (i.e. text organization or components, purpose, audience) and expand their knowledge of the language at the same time. Information-based texts are nonfiction texts such as advertisements, magazine reports, news broadcasts, charts and documentaries. Popular texts refer to texts about popular culture and everyday life such as talk shows, situation comedies, movie reviews and comic strips. Short literary texts are associated with storytelling and include narratives such as legends, myths and folktales. As they examine texts, adult learners use and expand on prior knowledge.

Constructs the meaning of the message

Adult learners develop the ability to interpret a message or text by applying the response process, a three-phase process that entails using strategies and other resources to ensure comprehension. They prepare to read, listen to or view a text by using such strategies as activating prior knowledge about the topic and making predictions. As they decode information individually (and with others, when possible), they take notes related to important information, thoughts, impressions, questions and ideas, and readjust their initial understanding, if necessary. They summarize and record new information for future use.

Carries out a reinvestment task

When adult learners understand texts, they demonstrate their comprehension by performing a reinvestment task. This involves engaging in oral interaction, writing or producing an oral or multimedia text for a specific purpose, such as providing factual information, expressing feelings or opinions, recounting experiences, defending positions on social issues and current events or trying to influence others. The language used corresponds to the level of competency development and to the context.

Monitors own development as a reader, listener or viewer

Self-regulation is an important component in the development of competencies. Adult learners monitor their development as readers, listeners and viewers by using metacognitive strategies such as setting and persevering towards personal goals, requesting and providing constructive feedback, and examining their own response process and products, as well as those of others. Teachers help them reflect by asking questions, modelling metacognitive strategies and providing tools such as checklists, rubrics and self-evaluation forms. These strategies help adult learners build self-knowledge, become autonomous learners, and make adjustments that ensure their continued development as readers, listeners and viewers.

3.3.3   Development of the Competency

The following table describes the progression of the development of the competency *Reinvests understanding of texts* (C2). This progression is based on the elements below:

Reader:

- Written comprehension
- Text characteristics
- Length

Listener/viewer:

- Oral comprehension
- Rate/support
- Length

Reader/listener/viewer:

- Vocabulary
- Resource management

Competency 2 – *Reinvests understanding of texts*		
	Secondary III	**Secondary IV**	**Secondary V**
Reader			
Written comprehension	- Understands written instructions and directions - Understands the purpose, main ideas, key words, phrases and many important details related to people, places, things, events and activities in written texts that: – provide factual information – express personal feelings and reactions – provide suggestions and simple advice	- Understands written instructions and directions - Understands the purpose, main ideas, key words and phrases and most important details related to products, services, personal experiences and relevant issues in written texts that: – provide factual information – express varying opinions and viewpoints – recount personal experiences, anecdotes or stories – attempt to persuade others	- Understands written instructions and directions - Understands the purpose, main ideas, key words and phrases and almost all important details related to social issues, personal matters, cause/person/group advocacy as well as the promotion of opinions, ideas and decisions in written texts that: – provide factual information – express opinions, attitudes and reactions
Text characteristics	- Topics and contexts are familiar - Content is relevant, often familiar, related to personal experience and partially predictable - Texts are moderately complex - Pictures, charts, graphs, etc., may accompany the text	- Topics are familiar, but contexts are only partially predictable - Content is relevant, but not always familiar and predictable - Texts are moderately complex - Pictures, charts, graphs, etc., may accompany the text	- Topics and contexts may be only partially familiar or unfamiliar - Content is relevant, only partially predictable or unpredictable and related to broader sociocultural issues - Texts are moderately complex - Pictures, charts, graphs, etc., may accompany the text
Length	1 or 2 paragraphs (up to 200 words)	2 or 3 paragraphs (up to 300 words)	3 to 5 paragraphs (up to 500 words)

Table 12 – Development of Competency 2

Competency 2 – *Reinvests understanding of texts* (cont.)		
	Secondary III	**Secondary IV**	**Secondary V**
Listener/viewer			
Oral comprehension	▪ Understands oral instructions and directions ▪ Understands the purpose, main ideas, key words and many important details related to people, places, things, events and activities in oral texts that: – provide factual information – express personal feelings and reactions – provide suggestions and simple advice	▪ Understands oral instructions and directions ▪ Understands the purpose, main ideas, key words and most important details related to products, services, personal experiences and relevant issues in oral texts that: – provide factual information – express varying opinions and viewpoints – recount anecdotes/stories – attempt to persuade others	▪ Understands oral instructions and directions ▪ Understands the purpose, main ideas, key words and phrases and almost all important details related to social issues, personal matters, cause/person/group advocacy as well as the promotion of opinions, ideas and decisions in oral texts that: – provide factual information – express opinions, attitudes and reactions
Rate/support	▪ Understands a slower to normal rate of speech ▪ Needs frequent repetition, clarification and confirmation for live and video-mediated texts; more repetition needed for audio-mediated texts	▪ Understands a slower to normal rate of speech ▪ Needs occasional repetition, clarification and confirmation for live and video-mediated texts; more repetition needed for audio-mediated texts	▪ Understands a slower to normal rate of speech ▪ Needs sporadic repetition, clarification and confirmation for live and video-mediated texts; more repetition needed for audio-mediated texts
Length	▪ Up to 30 minutes for live and video-mediated texts ▪ Up to 2 minutes for audio-mediated texts	▪ Up to 60 minutes for live and video-mediated texts ▪ Up to 4 minutes for audio-mediated texts	▪ Up to 90 minutes for live and video-mediated texts ▪ Up to 6 minutes for audio-mediated texts

Table 12 (cont.)

Competency 2 – *Reinvests understanding of texts* (cont.)		
	Secondary III	**Secondary IV**	**Secondary V**
Reader/listener/viewer			
Vocabulary	▪ Understands basic, everyday vocabulary related to people, places, things, events and activities ▪ Understands plain language with a very limited number of common idioms	▪ Understands a range of common vocabulary related to products, services, personal experiences and relevant issues ▪ Understands relatively plain language with some common idioms	▪ Understands a wide range of common vocabulary related to social issues, matters of a personal nature and cause/person/group advocacy ▪ Understands expanded concrete language and common idioms
Resource management	▪ Applies the response process with considerable assistance ▪ Manages learning and communication strategies with frequent assistance ▪ Uses resources, many of which are suggested or provided by the teacher	▪ Applies the response process with some assistance ▪ Manages learning and communication strategies with some assistance ▪ Uses resources, some of which are suggested or provided by the teacher	▪ Applies the response process with occasional assistance ▪ Manages learning and communication strategies with little assistance ▪ Uses resources, few of which are suggested or provided by the teacher

Table 12 (cont.)

3.4   Competency 3
Writes and produces texts

3.4.1   Focus of the Competency

Writes and produces texts (C3) is a competency that is developed in synergy with the other two competencies. Interactions with others as well as analysis of a variety of written, oral and multimedia texts serve to spark writing and production tasks. This competency helps adult learners develop the ability to write conventional texts and produce oral and multimedia texts, which are forms of communication through which adult learners can convey and request information, express ideas, relate experiences and influence others.

3.4.2   Key Features and Manifestations of the Competency

Key features are actions carried out in order to develop competency. Each key feature is further defined by manifestations of observable behaviour or concrete actions that allow teachers to observe that the competency is being developed.

Competency	Key Features	Manifestations
Writes and produces texts (C3)	Broadens knowledge of texts	• Reads, listens to and views information-based, popular and short literary texts related to the families of learning situations: informing, expressing, persuading • Learns about, identifies and examines internal and external features of written, oral and multimedia texts • Builds an inventory of writing and production resources (e.g. knowledge of writing conventions, knowledge of media conventions and techniques)

	Uses writing and production processes	• Writes/produces texts to:
		  – convey and obtain factual information
		  – convey and inquire about ideas, opinions, suggestions, feelings or experiences
		  – promote points of view and influence or convince others
		  – summarize information
		• Applies and adapts the writing or production process to the task
		• Uses language in written, oral or multimedia texts that corresponds to the required degree of complexity and to the level of precision of the learning situation (see Development of Competency 3, Section 3.4.3, Table 14)

	Monitors own development as a writer/producer	• Uses metacognitive strategies to monitor development

Table 13 – Competency 3

For information on the processes and strategies associated with this competency, please refer to Section 3.5 of this chapter.

Broadens knowledge of texts

As adult learners broaden and deepen their knowledge of texts, they recognize internal features (e.g. text organization and components) and external features (e.g. purpose, target audience and cultural evidence). They also recognize that different text types have inherent characteristics (e.g. typical use of language; writing conventions or multimedia techniques). As adult learners read, listen to and view texts, they build an understanding of how texts work. They explore and try out various strategies and other resources. This knowledge constitutes an essential resource for writing and producing texts.

Uses writing and production processes

Adult learners need numerous opportunities to write and produce different text types for a variety of purposes (e.g. to describe, explain, inform, entertain, narrate, advise or contest) and for different audiences (e.g. friends, peers and unfamiliar audiences). They apply the writing or production process which includes strategies such as selecting a suitable mode of communication, comparing and organizing information and using other resources such as Web sites, dictionaries and peers. Adult learners make use of their knowledge of texts and text features when writing and producing, making choices and adapting the processes and work methods to suit the context, the task and their personal style.

Monitors own development as a writer/producer

Self-regulation is an important component in the development of the competency *Writes and produces texts* (C3). Adult learners monitor their development as writers and producers by using metacognitive strategies such as setting and persevering towards personal goals, transferring knowledge to new contexts, and examining their own processes and products, as well as those of others. Teachers help them reflect by asking questions, modelling metacognitive strategies and providing tools such as personalized checklists, rubrics and self-evaluation forms. These strategies help adult learners to build self-knowledge, to become more efficient and autonomous learners and to make adjustments that ensure their continued development as writers and producers.

3.4.3   Development of the Competency

The following table describes the progression of the development of the competency *Writes and produces texts* (C3). This progression is based on the elements below:

- Expected written and produced texts
- Content/organization
- Length
- Grammar/vocabulary/sentence structures
- Resource management

Competency 3 – *Writes and produces texts*		
	Secondary III	**Secondary IV**	**Secondary V**
Expected written and produced texts	▪ Writes and produces informative texts for familiar or unfamiliar audiences to convey and obtain information related to personal needs and interests (i.e. electronic and non-electronic messages, notes, short letters, simple forms)	▪ Writes and produces expressive texts for familiar or unfamiliar audiences to convey or inquire about an idea, opinion, suggestion, feeling or experience (i.e. personal letters and messages, electronic and non-electronic business letters and forms) ▪ Writes and produces informative, expressive and persuasive texts for familiar or unfamiliar audiences to convey or obtain information, relate experiences and influence others (i.e. electronic and non-electronic letters and commentaries, pamphlets and multimedia presentations)	▪ Writes and produces persuasive texts for familiar or unfamiliar audiences to convey information and state a position (i.e. electronic and non-electronic commentaries or letters) ▪ Courses for which adult learners earn credits in elective subjects: Writes and produces informative, expressive and persuasive texts for familiar or unfamiliar audiences
Content/ organization	▪ Presents simple, adequate information ▪ Organizes information and ideas into a logical connected text (i.e. salutation, body and complimentary closing for letters; title, description, price and contact for ads) ▪ Often uses discourse patterns typical of mother tongue	▪ Presents main ideas clearly and supports them with some details ▪ Organizes information and ideas into structured paragraphs ▪ Links ideas to form coherent texts with an identifiable introduction, development and conclusion (i.e. paragraphs for written texts) ▪ Sometimes uses discourse patterns typical of mother tongue	▪ Presents main ideas clearly and supports them with appropriate, relevant details ▪ Organizes information and ideas into well-structured paragraphs ▪ Links ideas to form coherent texts with a clear introduction, development and conclusion (i.e. paragraphs for written texts) ▪ Occasionally uses discourse patterns typical of mother tongue
Length	▪ 1 or 2 paragraphs (or between 25 and 50 words, depending on the context of the learning situation) ▪ 15 to 20 items for paper or electronic forms ▪ 1 to 2 minutes for multimedia productions (depending on the context of the learning situation)	▪ 2 or 3 paragraphs (or between 50 and 150 words, depending on the context of the learning situation) ▪ 15 to 20 items for paper or electronic forms that include completion of comment fields ▪ 2 to 3 minutes for multimedia productions (depending on the context of the learning situation)	▪ 3 or 4 paragraphs (or between 150 and 250 words, depending on the context of the learning situation) ▪ 3 to 4 minutes for multimedia productions (depending on the context of the learning situation)

Table 14 – Development of Competency 3

Competency 3 – *Writes and produces texts*		
	Secondary III	**Secondary IV**	**Secondary V**
Grammar/ vocabulary/ sentence structures	▪ Uses mostly simple forms of present, past and future tenses and some progressive forms ▪ Uses basic, everyday vocabulary related to people, places, things, events and activities ▪ Uses simple, single-clause sentences; occasionally uses compound ones (affirmative, negative, interrogative, exclamatory) ▪ Has some difficulty with vocabulary, grammar, spelling and punctuation (in written texts) or fluency and pronunciation (in oral texts) ▪ Uses plain language with a very limited number of common idioms	▪ Uses simple forms of present, past and future tenses and some progressive and perfect forms ▪ Uses a range of common vocabulary related to products, services, personal experiences and relevant issues ▪ Uses simple and compound sentence structures; occasionally uses complex ones (affirmative, negative, interrogative, exclamatory) ▪ Has occasional difficulty with vocabulary, grammar, spelling and punctuation (in written texts) or fluency and pronunciation (in oral texts) ▪ Uses relatively plain language with some idioms	▪ Uses simple forms of present, past and future tenses and many progressive and perfect forms ▪ Uses a wide range of common vocabulary related to social issues, matters of a personal nature and rights advocacy ▪ Uses compound and complex sentence structures (affirmative, negative, interrogative, exclamatory) ▪ Has minor difficulties with vocabulary, grammar, spelling and punctuation (in written texts) or fluency and pronunciation (in oral texts) ▪ Uses expanded concrete language with common idioms
Resource management	▪ Applies the writing and production processes with considerable assistance ▪ Manages communication and learning strategies with frequent assistance ▪ Uses resources, many of which are suggested or provided by the teacher	▪ Applies the writing and production processes with some assistance ▪ Manages communication and learning strategies with some assistance ▪ Uses resources, some of which are suggested or provided by the teacher	▪ Applies the writing and production processes with occasional assistance ▪ Manages communication and learning strategies with little assistance ▪ Uses resources, few of which are suggested or provided by the teacher

Table 14 (cont.)

3.5   Processes and Strategies

Processes are defined as series of actions or operations leading to an end or a result. Processes are important resources that support competency development.

3.5.1   Processes

Four language processes contribute to the development of the subject-specific competencies. The following table lists these processes and the three phases involved in each process.

Processes	Phases
Oral communication **Response** ***(comprehension)*** **Writing** **Production**	*Planning* • To interact orally (planned interactions) • To read, listen to or view a text • To write a text • To produce a text *Mobilizing resources* • Personal (e.g. knowledge, experiences) • Conceptual (e.g. functional, linguistic and textual knowledge; communication and learning strategies) • Informational (e.g. dictionaries, grammar books) • Material (e.g. audio or video recorders, software) • Institutional (e.g. libraries, museums) • Human (e.g. teachers, peers) *Reflecting* • On own development as communicator, reader, listener, viewer, writer and producer • On resources used

Table 15 – Processes

3.5.2   Strategies

Communication and learning strategies are defined as actions, behaviours, steps and techniques used by adult learners to overcome obstacles, solve problems and cope with difficulties. Strategies are ways to reach a goal, achieve success or develop skills. Communication strategies help adult learners initiate, participate in or sustain interaction with others. Learning strategies help adult learners build new knowledge, develop a positive attitude toward learning and reflect on their own learning. The bulleted items in the table below are examples of strategies in each subcategory of communication and learning strategies.

Strategies		
Communication	**Verbal**	• Asking for help • Asking for repetition/clarification • Recognizing and correcting inaccuracies • Rephrasing/using circumlocution • Simplifying
	Nonverbal	• Gesturing/miming • Making eye contact • Respecting touching conventions • Using facial expressions
Learning	**Cognitive**	• Activating prior knowledge • Comparing • Making sense (inferring) • Making hypotheses • Reorganizing information to make it meaningful • Skimming for main idea/general information • Scanning for specific information/details • Practising to improve skills • Note-taking • Summarizing
	Socioaffective	• Asking for and giving constructive feedback • Cooperating • Encouraging self and others
	Metacognitive	• Setting goals • Planning steps related to a task • Directing/paying selective attention • Seizing/creating practice opportunities • Self-monitoring • Self-evaluating (reflecting on progress, what was learned and how it was learned) • Transferring knowledge to new contexts

Table 16 – Strategies

For a detailed listing of the strategies involved in each process, please refer to the Appendix (Inventory of Strategies).

Chapter 4

Subject-Specific Content

Knowledge, the first component of the subject-specific content, can be divided into three subcategories: functional, linguistic and textual**.** Culture is the second subject-specific content component. The three main aspects of English culture that may be integrated into learning situations and activities are aesthetic, sociological and sociolinguistic aspects. Culture and language are inextricably linked.

Subject-Specific Content	
Knowledge	**Cultural References**
• Functional knowledge • Linguistic knowledge • Textual knowledge	• Aesthetic aspect • Sociological aspect • Sociolinguistic aspect

Table 17 – Subject-Specific Content

4.1 Knowledge

The table below defines what functional, linguistic and textual knowledge mean.

Knowledge	
Functional knowledge	• Knowledge of language functions or speech acts and the conventions of use • Ability to convey and interpret the communicative intent (or function) of sentences, utterances or texts
Linguistic knowledge	• Knowledge of grammar and vocabulary at a sentence level • Identification and construction of well-formed, grammatically correct utterances or sentences • Application of the rules of syntax, semantics, morphology, phonology, spelling and punctuation
Textual knowledge	• Knowledge and application of textual features and rules of cohesion and coherence when constructing logical texts/discourse

Table 18 – Knowledge

4.1.1 Functional Knowledge

As indicated above, functional knowledge refers to the ability to understand and use the families of learning situations (Informing, Expressing and Persuading) as well as the ability to convey and interpret the communicative intent (or function) of a sentence, utterance or text.

The table below gives an overview of the distribution or progression of functional knowledge for the courses in Secondary III, IV and V.

Informing	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Asking for/giving factual information about people, places, things and events	CE	→	→	→	→	→	→	→	→
Identifying and communicating pertinent information	CE	→	→	→	→	→	→	→	→
Understanding and correcting misinformation about people, places, things and events	CE	→	→	→	→	→	→	→	→
Understanding and discussing possibilities/capabilities of doing something	CE	→	→	→	→	→	→	→	→
Identifying and discussing factual information related to past, present and future activities/events		CE	→	→	→	→	→	→	→
Understanding, inquiring about and stating rights, duties and obligations		CE	→	→	→	→	→	→	→
Classifying information (e.g. relevant/irrelevant; essential/secondary)			C	→	→	→	→	→	→
Asking for/giving factual information related to wants, needs, interests			CE	→	→	→	→	→	→
Identifying and communicating personal wants, needs, interests			CE	→	→	→	→	→	→
Asking for and giving detailed information about products/services				CE	→	→	→	→	→
Comparing two or more products/services				CE	→	→	→	→	→
Inquiring about, explaining and discussing findings and conclusions of a comparative study (e.g. contrast, equality, inequality, superiority, inferiority)				CE	→	→	→	→	→
Discussing plans, goals, intentions after conducting/reading a comparative study				E	→	→	→	→	→
Gathering /finding out information related to a story/narrative					C	→	→	→	→
Identifying the main idea in a text					C	→	→	→	→
Relaying information from a story/narrative read, viewed or listened to					CE	→	→	→	→
Retracing and giving an account of a series of actions in chronological order					CE	→	→	→	→
Understanding and reporting on the circumstances leading to an event					CE	→	→	→	→
Explaining and discussing outcomes of stories					E	→	→	→	→

Legend: C = Comprehension, E = Expression, → = Reinvestment of knowledge if the learning situation allows it

Informing (cont.)	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Analyzing, comparing and evaluating information on an issue, a phenomenon, a problematic situation or a series of events							C	→	→
Asking for and summarizing information about an issue, a phenomenon, a problematic situation or a series of events							CE	→	→
Formulating a hypothesis to solve a problem							E	→	→
Identifying main ideas, supporting details and contradictory information in texts							C	→	→
Inquiring about and relaying/reporting the findings or conclusions of texts in various modes							CE	→	→
Predicting and speculating about outcomes							E	→	→
Understanding, explaining and discussing the steps, actions, procedures and conditions to resolve a social issue, a problem or a situation							CE	→	→
Inquiring about, explaining, discussing and comparing factual information related to matters of a personal nature								CE	→
Understanding and explaining reasons for suggestions and advice								CE	→

Legend: C = Comprehension, E = Expression, → = Reinvestment of knowledge if the learning situation allows it

Expressing	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Finding out about and describing plans and intentions related to activities/events		CE	→	→	→	→	→	→	→
Finding out about and expressing feelings and reactions (e.g. likes, dislikes, preferences, interest, lack of interest)		CE	→	→	→	→	→	→	→
Understanding, extending, accepting and declining invitations		CE	→	→	→	→	→	→	→
Understanding and providing a reason/ justification for declining an offer/invitation		CE	→	→	→	→	→	→	→
Understanding, expressing and reacting to opinions related to past, present and future activities		CE	→	→	→	→	→	→	→
Finding out about and expressing personal opinions/impressions/views				CE	→	→	→	→	→
Understanding and expressing agreement, disagreement, approval, disapproval, indifference, neutrality				CE	→	→	→	→	→
Bringing up recollection of past experiences					E	→	→	→	→
Entertaining others by recounting incidents (anecdotes)					E	→	→	→	→
Recognizing, expressing and finding out about likes, dislikes, preferences, wishes and feelings (e.g. happiness, sadness, love, fear, anger, worry, interest, lack of interest, pleasure, anxiety, pain, relief, surprise, annoyance)						CE	→	→	→
Understanding and expressing opinions about a story/narrative read, viewed or listened to						CE	→	→	→
Finding out about and describing situations related to feelings (e.g. happiness, sadness, love, surprise)							CE	→	→
Understanding and conveying opinions and feelings							CE	→	→
Understanding, evoking and recounting incidents, events, celebrations, ceremonies and/or experiences							CE	→	→
Understanding and expressing compliments, praise, criticism, blame, accusation, admission, denial, regrets, apologies, forgiveness or promises							CE	→	→
Understanding and expressing opinions, attitudes and reactions related to social issues								CE	→

Legend: C = Comprehension, E = Expression, → = Reinvestment of knowledge if the learning situation allows it

Persuading	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Understanding and offering simple advice		CE	→	→	→	→	→	→	→
Understanding and offering alternative plans, suggestions, proposals for rejected ideas/propositions/offers		CE	→	→	→	→	→	→	→
Convincing others to take/not to take action				E	→	→	→	→	→
Understanding and advising others regarding possible consequences of actions				CE	→	→	→	→	→
Understanding and making hypotheses				CE	→	→	→	→	→
Understanding, making suggestions and justifying reasons related to choices				CE	→	→	→	→	→
Promoting, defending, supporting personal ideas, opinions or viewpoints on social issues							E	→	→
Encouraging, discouraging, exhorting, dissuading others								E	→
Instructing								E	→
Understanding, requesting and offering suggestions and advice on matters of a personal nature								CE	→
Advocating causes/individuals/groups									E
Influencing and convincing others									E
Predicting, speculating on outcomes									CE
Understanding, stating, supporting, defending and promoting ideas and points of view									CE
Understanding, suggesting and requesting solutions									CE

Legend: C = Comprehension, E = Expression, → = Reinvestment of knowledge if the learning situation allows it

The following table illustrates the combinations of families of learning situations within the courses in Secondary III, IV and V. This table illustrates a progression in the learning situations, from simple to complex. In some courses, one or two families of learning situations have been targeted. Teachers may integrate the remaining families of learning situations within courses but must understand that the evaluation, at the end of each course, will focus solely on the targeted family or families of learning situations.

Combinations of families of learning situations	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Course Title									
Joining a Community	I								
It's a Matter of Taste		IEP							
Communicating Information			I						
Dare to Compare				IEP					
Stories					IE				
Expressing Feelings and Opinions						E			
Examining Issues							IEP		
Suggestions and Advice								IP	
Influencing Others									P

Legend: I = Informing, E = Expressing, P = Persuading
Table 19 – Combination of Families of Learning Situations Within Courses

4.1.2   Linguistic Knowledge

Linguistic knowledge refers to the identification and construction of well-formed, grammatically correct utterances and sentences. This means that adult learners need to be able to recognize and use elements such as adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistics structures according to language conventions. Linguistic knowledge also refers to semantics (the meaning of words), phonology (interaction of patterned sound to create words) and orthography including spelling and punctuation.

Adjectives	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Adjectives ending in -*ing* and -*ed*	X	→	→	→	→	→	→	→	→
Possessive adjectives	X	→	→	→	→	→	→	→	→
Placement of adjectives	X	→	→	→	→	→	→	→	→
Adjectives preceded by articles	X	→	→	→	→	→	→	→	→
Good vs. *well*		X	→	→	→	→	→	→	→
Adjectives followed by an infinitive		X	→	→	→	→	→	→	→
Proper adjectives			X	→	→	→	→	→	→
Comparative and superlative forms				X	→	→	→	→	→
Modifier + comparative forms of adjectives				X	→	→	→	→	→
Adjectives of equality and inequality				X	→	→	→	→	→
Adjectives of quantity				X	→	→	→	→	→
Order				X	→	→	→	→	→
Compound adjectives/nouns as modifiers					X	→	→	→	→
Double comparatives					X	→	→	→	→
Emphasis					X	→	→	→	→

Legend: X = Adult learners understand and can use the knowledge if the learning situation allows it
→ = Reinvestment of knowledge if the learning situation allows it

Adverbs	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Adverbs of frequency	X	→	→	→	→	→	→	→	→
Adverbs of degree		X	→	→	→	→	→	→	→
Adverbs of time		X	→	→	→	→	→	→	→
Adverbs of purpose				X	→	→	→	→	→
Adverbs of quantity				X	→	→	→	→	→
Comparative and superlative forms				X	→	→	→	→	→
Modifier + comparative forms of adverbs				X	→	→	→	→	→
Adverbs to show similarity/difference				X	→	→	→	→	→
Formation of adverbs				X	→	→	→	→	→
Placement of adverbs (within a sentence)					X	→	→	→	→
Adverbs of manner					X	→	→	→	→
Adverbs of place					X	→	→	→	→

Conjunctions	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Coordinating conjunctions	X	→	→	→	→	→	→	→	→
Correlative conjunctions				X	→	→	→	→	→
Subordinating conjunctions					X	→	→	→	→

Modal Auxiliaries	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Ability/inability	X	→	→	→	→	→	→	→	→
Possibility	X	→	→	→	→	→	→	→	→
Polite requests and statements with *could* and *would*	X	→	→	→	→	→	→	→	→
Absence of obligation		X	→	→	→	→	→	→	→
Obligation		X	→	→	→	→	→	→	→
Permission		X	→	→	→	→	→	→	→
Prohibition		X	→	→	→	→	→	→	→
Advisability		X	→	→	→	→	→	→	→

Legend: X = Adult learners understand and can use the knowledge if the learning situation allows it
→ = Reinvestment of knowledge if the learning situation allows it

Nouns	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Countable and non-countable nouns	X	→	→	→	→	→	→	→	→
Collective nouns	X	→	→	→	→	→	→	→	→
Compound nouns	X	→	→	→	→	→	→	→	→
Possessive nouns	X	→	→	→	→	→	→	→	→
Plurals: regular/irregular	X	→	→	→	→	→	→	→	→
Proper nouns			X	→	→	→	→	→	→
Comparative and superlative forms with countable and non-countable nouns				X	→	→	→	→	→

Prepositions	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Prepositions of place/position	X	→	→	→	→	→	→	→	→
Prepositions of time	X	→	→	→	→	→	→	→	→
Prepositions of movement	X	→	→	→	→	→	→	→	→
Prepositions indicating material				X	→	→	→	→	→
Prepositions indicating subject/topic					X	→	→	→	→
Prepositions indicating omission							X	→	→

Pronouns	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Personal pronouns; subject and object forms	X	→	→	→	→	→	→	→	→
Possessive pronouns	X	→	→	→	→	→	→	→	→
Demonstrative pronouns		X	→	→	→	→	→	→	→
Relative pronouns				X	→	→	→	→	→
Indefinite singular and plural pronouns and agreement					X	→	→	→	→
Reciprocal					X	→	→	→	→
Reflexive					X	→	→	→	→
Impersonal pronouns and noun/pronoun agreement					X	→	→	→	→
Pronoun antecedent agreement					X	→	→	→	→

Legend: X = Adult learners understand and can use knowledge if the learning situation allows it
→ = Reinvestment of knowledge if the learning situation allows it

Verb/Time References	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
To be (present and past)	X	→	→	→	→	→	→	→	→
Simple present + key words	X	→	→	→	→		→	→	→
Present progressive + key words	X	→	→	→	→	→	→	→	→
Future with *will* + key words	X	→	→	→	→	→	→	→	→
Infinitives: verb + infinitive	X	→	→	→	→	→	→	→	→
Simple past + key words	X	→	→	→	→	→	→	→	→
Conditional with *would*	X	→	→	→	→	→	→	→	→
Future with *be* + *going to*		X	→	→	→	→	→	→	→
Present progressive for future actions + key words		X	→	→	→	→	→	→	→
Present perfect				X	→	→	→	→	→
Present perfect progressive + key words				X	→	→	→	→	→
Past progressive					X	→	→	→	→
Present perfect vs. present perfect progressive						X	→	→	→
Present perfect vs. simple past						X	→	→	→
Future progressive							X	→	→
Past perfect								X	→
Past perfect progressive								X	→
Future perfect									X
Future perfect progressive									X

Legend: X = Adult learners understand and can use knowledge if the learning situation allows it
  → = Reinvestment of knowledge if the learning situation allows it

Other Linguistic Structures	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Single-clause sentence structure (affirmative, negative, interrogative)	X	→	→	→	→	→	→	→	→
Open- and closed-ended question formation	X	→	→	→	→	→	→	→	→
Definite/indefinite articles with nouns	X	→	→	→	→	→	→	→	→
Gerunds as subjects	X	→	→	→	→	→	→	→	→
There is/there are	X	→	→	→	→	→	→	→	→
Preference (*would prefer*, *would rather*)		X	→	→	→	→	→	→	→
Suggestions		X	→	→	→	→	→	→	→
Two- or three-word phrases to show agreement/disagreement		X	→	→	→	→	→	→	→
Indefinite quantities			X	→	→	→	→	→	→
Compound sentence structures (affirmative, negative, interrogative)				X	→	→	→	→	→
Duration (*since*, *for*, *until*)				X	→	→	→	→	→
Means (*by* + *gerund*, *with* + *noun*)				X	→	→	→	→	→
First conditional				X	→	→	→	→	→
Be + *used to* + gerund					X	→	→	→	→
Repeated past (*used to*)					X	→	→	→	→
Reported speech (direct and indirect)					X	→	→	→	→
Expectation (e.g. *be supposed to*)						X	→	→	→
Past ability (*could, was/were able to*)						X	→	→	→
Passive voice						X	→	→	→
Complex sentence structure (affirmative, negative, interrogative)							X	→	→
Either, neither and *so* to emphasize or confirm a previous statement							X	→	→
Sentences with *I wish...*							X	→	→
Second conditional							X	→	→
Third conditional								X	→

Vocabulary (related to)	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Adult's interests and needs	X	→	→	→	→	→	→	→	→
Broad areas of learning	X	→	→	→	→	→	→	→	→
Cross-curricular competencies	X	→	→	→	→	→	→	→	→
Immediate environment	X	→	→	→	→	→	→	→	→

Legend: X = Adult learners understand and can use knowledge if the learning situation allows it
→ = Reinvestment of knowledge if the learning situation allows it

Semantics	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Abbreviations and acronyms			X	→	→	→	→	→	→
Antonyms and synonyms	X	→	→	→	→	→	→	→	→
Cognates and false cognates	X	→	→	→	→	→	→	→	→
Heteronyms				X	→	→	→	→	→
Homophones	X	→	→	→	→	→	→	→	→
Make vs. *do*							X	→	→
Metaphors							X	→	→
Phrasal verbs (*get* + preposition)					X	→	→	→	→
Phrasal verbs (inseparable)	X	→	→	→	→	→	→	→	→
Phrasal verbs (separable)				X	→	→	→	→	→
Phrasal verbs (separable and inseparable)							X	→	→
Prefixes and suffixes	X	→	→	→	→	→	→	→	→
Similes				X	→	→	→	→	→

Phonology For courses where oral interaction is targeted and developed	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Contractions	X	→	→	→	→	→	→	→	→
Heteronyms (e.g. verbs vs. nouns)				X	→	→	→	→	→
Intonation for questions	X	→	→	→	→	→	→	→	→
Intonation for emphasis					X	→	→	→	→
Pronunciations of *-ed*	X	→	→	→	→	→	→	→	→
Relaxed pronunciation (authentic texts)	X	→	→	→	→	→	→	→	→
Silent letters	X	→	→	→	→	→	→	→	→
Syllable stress	X	→	→	→	→	→	→	→	→

Legend: X = Adult learners understand and can use knowledge if the learning situation allows it
   → = Reinvestment of knowledge if the learning situation allows it

Orthography For courses where written or multimedia production is targeted and developed	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Abbreviations			X	→	→	→	→	→	→
Basic spelling rules			X	→	→	→	→	→	→
Canadian/British/American spelling									X
Capitalization			X	→	→	→	→	→	→
Plurals (regular and irregular)			X	→	→	→	→	→	→
Punctuation			X	→	→	→	→	→	→
Verb inflection						X	→	→	→

Legend: X = Adult learners understand and can use knowledge if the learning situation allows it
  → = Reinvestment of knowledge if the learning situation allows it

4.1.3   Textual Knowledge

Textual knowledge refers to the knowledge and application of rules of cohesion and coherence. These rules include the appropriate organizational of ideas, correct agreement, use of conjunctions and transitional expressions to connect ideas and sentences as well as proper parallel structure. Textual knowledge also refers to the knowledge of internal and external features of texts. Internal features of texts correspond to language register and text organization in oral texts as well as layout and components of written and multimedia texts. External features of texts correspond to elements such as context, purpose of text and target audience.

Coherence and Cohesion

Organization of Ideas	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Questions to answers	X	→	→	→	→	→	→	→	→
Chronological order		X	→	→	→	→	→	→	→
General to specific			X	→	→	→	→	→	→
Specific to general				X	→	→	→	→	→
Climactic					X	→	→	→	→
Statement to example						X	→	→	→
Claim to counter-claim							X	→	→
Problem to solution								X	→

Legend: X = Adult learners understand and can use knowledge if the learning situation allows it
  → = Reinvestment of knowledge if the learning situation allows it

Agreement	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Agreement: person, number, gender, case	X	→	→	→	→	→	→	→	→
Pronoun antecedent	X	→	→	→	→	→	→	→	→
Verb agreement	X	→	→	→	→	→	→	→	→

Conjunctions	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Coordinating (e.g. *and*, *but*, *or*)	X	→	→	→	→	→	→	→	→
Correlative (e.g. *both...and*, *either...or*, *neither...nor*)				X	→	→	→	→	→
Subordinating • Condition (e.g. *if, even if, unless*) • Time (e.g. *after, before, while, until*)				X	→	→	→	→	→
Subordinating • Cause (*because, because of, as, since*) vs. cause/effect					X	→	→	→	→
Subordinating • Opposition (*even though, although*) • Purpose (*so, so as, in order that, in order to*)						X	→	→	→

Parallel Structure	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Nouns	X	→	→	→	→	→	→	→	→
Verbs	X	→	→	→	→	→	→	→	→
Infinitives	X	→	→	→	→	→	→	→	→
Adjectives		X	→	→	→	→	→	→	→
Gerunds		X	→	→	→	→	→	→	→
Adverbs				X	→	→	→	→	→
Clauses						X	→	→	→

Transitional Expressions	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Addition (e.g. *moreover, in addition*)								X	→
Concession (e.g. *certainly, granted*)						X	→	→	→
Contrast (e.g. *however, in contrast*)				X	→	→	→	→	→
Emphasis (e.g. *in fact*)							X	→	→
Example (e.g. *for example, for instance*)								X	→
Intensification (e.g. *basically, undoubtedly*)									X
Spatial relation (e.g. *here, opposite from*)	X	→	→	→	→	→	→	→	→
Summary (e.g. *on the whole, to sum up*)							X	→	→
Time relation (e.g. *next, afterwards, finally*)	X	→	→	→	→	→	→	→	→

Internal Features of Texts	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Language register	X	→	→	→	→	→	→	→	→
Development (oral texts)	X	→	→	→	→	→	→	→	→
Layout and components (written and multimedia texts)	X	→	→	→	→	→	→	→	→

External Features of Texts	ANG-3101-2	ANG-3102-1	ANG-3103-1	ANG-4101-2	ANG-4102-1	ANG-4103-1	ANG-5101-2	ANG-5102-1	ANG-5103-1
Context	X	→	→	→	→	→	→	→	→
Purpose	X	→	→	→	→	→	→	→	→
Target audience	X	→	→	→	→	→	→	→	→

Legend: X = Adult learners understand and can use knowledge if the learning situation allows it
→ = Reinvestment of knowledge if the learning situation allows it

Texts used in learning situations (i.e. read, listened to, viewed, discussed, written or produced) fall under three types: information-based, popular and literary. Examples given in the table below, while not prescriptive, serve as illustrations of these text types.

Text Types	
Information-based	• Refer to nonfiction texts (e.g. advertisements, atlases, broadcasts, captions, charts, definitions, documentaries, how-to books, instructions, procedures, newsletters, newspaper or magazine reports, movie synopses, statistics, survey results, tutorials)
Popular	• Refer to popular culture and everyday life texts (e.g. ballads, songs, cartoons, newspaper comic strips, movies, movie trailers, movie reviews, TV programs such as reality TV shows, situation comedies, soap operas, talk shows)
Literary	• Refer to spoken or written works (e.g. fables, legends, myths, poems, recorded mystery or fiction books [abridged], short stories and tales)

Table 20 – Text Types

4.2   Cultural References

As indicated above, the three main aspects of English culture that may be integrated into learning situations and activities are the aesthetic, sociological and sociolinguistic aspects.

Cultural References	
Aesthetic aspect	• Refers to the appreciation of the English culture or language and may be explored through exposure to different media and art forms
Sociological aspect	• Refers to the ways human society functions and may be explored through an examination of cultural customs, interpersonal relationships, material conditions, as well as the geographical or historical details that have shaped the social structure of the culture
Sociolinguistic aspect	• Refers to the social characteristics of the language and may be explored through an examination of the conventions governing, for example, the levels of formality required and the kinds of language or humour accepted or prohibited in certain social settings

Table 21 – Culture

Each course in Chapter 6 provides teachers with a detailed itemization of the prescribed knowledge and a suggestion of one cultural aspect that may be incorporated into the course. Teachers may choose to focus on either of the two remaining aspects.

Chapter 5

Organization of the Courses in the Program

The following table provides administrative and pedagogical information concerning the courses in the ESL program.

Level	Course Code	Hours	Targeted Competencies	Course Title
Sec III	ANG-3101-2	50	C1-C2	Joining a Community
	ANG-3102-1	25	C1-C2	It's a Matter of Taste
	ANG-3103-1	25	C2-C3	Communicating Information
Sec IV	ANG-4101-2	50	C1-C2	Dare to Compare
	ANG-4102-1	25	C1-C2	Stories
	ANG-4103-1	25	C2-C3	Expressing Feelings and Opinions
	Course for which adult learners earn credits other than those needed to meet the certification condition stipulated in the Basic Adult General Education Regulation (See Chapter III, s. 30 [2])			
	ANG-4104-2	50	C1-C2-C3	An Issue Close to My Heart *
Sec V	ANG-5101-2	50	C1-C2	Examining Issues
	ANG-5102-1	25	C1-C2	Suggestions and Advice
	ANG-5103-1	25	C2-C3	Influencing Others
	Courses for which adult learners earn credits other than those needed to meet the certification condition stipulated in the Basic Adult General Education Regulation (See Chapter III, s. 30 [2])			
	ANG-5104-1	25	C2-C3	Writing Skills I
	ANG-5105-1	25	C2-C3	Writing Skills II
	ANG-5106-2	50	C1-C2-C3	Current Events

Table 22 – Organization of the Courses in the Program

In this English as a Second Language program, there are three courses in Secondary III, four courses in Secondary IV and six courses in Secondary V. Each course corresponds to one of the alphanumerical codes in the table above. The first digit in the alphanumerical course code represents the level, while the fourth digit represents the rank of the course within the level. For pedagogical purposes, we recommend that the courses be taken in their proper sequence. The first course in each level is a 50-hour course, while the second and third courses are 25-hour courses.

Adult learners must successfully complete each course in order to earn the credits needed to meet the certification condition. Passing the second or third course at a given level will not grant the credit(s) of the preceding course.

The codes ANG-4101-2, ANG-4102-1, ANG-4103-1, ANG-5101-2, ANG-5102-1 and ANG-5103-1 correspond to courses for which adult learners can earn the credits needed to meet the certification condition pertaining to second language in the Basic Adult General Education Regulation (see Chapter III, s. 30 [2]).

The codes ANG-4104-2, ANG-5104-1, ANG-5105-1 and ANG-5106-2 correspond to courses for which adult learners can earn credits in second language other than those needed to meet the certification condition stipulated in the Chapter III, section 30 (2) of the Basic Adult General Education Regulation.

The credits earned by successfully completing the courses ANG-4104-2, ANG-5104-1, ANG-5105-1 and ANG-5106-2 cannot replace the credits earned in the following courses: ANG-4101-2, ANG-4102-1, ANG-4103-1, ANG-5101-2, ANG-5102-1 and ANG-5103-1.

As illustrated above, all three subject-specific competencies are developed in each level.

Chapter 6

Courses

Course Components

This chapter presents all the basic education ESL courses for Secondary III, IV and V. The table below lists the components as they appear in each course of the program of study.

Course Components
1. Introduction
2. Subject-Specific Competencies
3. Processes and Strategies
4. Cross-Curricular Competencies
5. Subject-Specific Content
a) Knowledge
b) Cultural References
6. Families of Learning Situations
7. Broad Areas of Learning
8. Examples of Learning Situations
9. End-of-Course Outcomes
10. Evaluation Criteria for the Competencies Targeted by the Course

English as a Second Language

Introduction

The goal of this 50-hour course, the first of three courses in Secondary III (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- communicate orally in order to exchange factual information about people, places, things and events
- construct the meaning of informative texts related to people, places, things and events

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, in order to obtain and convey information on simple, familiar and routine matters. They will be able to obtain this information by reading, listening to and viewing moderately complex, informative texts and by talking with others. They will be capable of understanding and participating in routine social interactions.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Joining a Community* are shaded in the table below.

Competencies	Key Features
***Interacts orally in English* (C1)**	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
***Reinvests understanding of texts* (C2)**	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
***Writes and produces texts* (C3)**	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2
- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3
- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C1 and C2 are targeted in this course, C3 is implicit as writing activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the two processes suggested for this course are illustrated in the table below.

Processes	Phases
Oral communication	Planning (tasks)
Response	Mobilizing resources (performing tasks) Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	**Verbal**	Asking for help Simplifying
	Nonverbal	Making eye contact Respecting touching conventions
Learning	**Cognitive**	Activating prior knowledge Practising to improve skills
	Socioaffective	Encouraging self and others
	Metacognitive	Planning steps related to a task Seizing/creating practice opportunities

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5

- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of the course *Joining a Community*, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Subject-Specific Competencies ↓ / Cross-Curricular Competencies →	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English	■				■				■
Reinvests understanding of texts	■				■				■
Writes and produces texts									

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks in this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Family of Learning Situations and Language Functions

Informing

- Asking for/giving factual information about people, places, things and events
- Identifying and communicating pertinent information
- Understanding and correcting misinformation about people, places, things and events
- Understanding and discussing possibilities/capabilities of doing something

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is particularly pertinent to this course.

Adjectives

- Ending in *-ing* and *-ed* (e.g. *interesting*, *interested*; *exciting*, *excited*)
- Possessive (e.g. *my, your, his, her, its, our, your, their*)
- Placement (before the noun, e.g. *a large building*)
- Preceded by articles (e.g. *the interesting thing, an interesting thing*)

Adverbs

- Adverbs of frequency (e.g. *always, often, never, usually, rarely, seldom*)

Conjunctions

- Coordinating (e.g. *and, but, or*)

Modal Auxiliaries

- Ability/inability (*can, be able to*)
- Possibility (*may, might, could*)
- Polite requests and statements with *could* and *would*

Nouns

- Countable and non-countable nouns (e.g. *information, knowledge, progress, baggage*)
- Collective (e.g. *crowd, committee, class*)
- Compound (e.g. *homeowner, makeup, marketplace, Web page*)
- Possessive (e.g. *child's, student's, teacher's*)
- Plurals: regular/irregular

Prepositions

- Movement (e.g. *to, from, into, out of*)
- Place/position (e.g. *in, on, at, over, under, above, below, across*)
- Time (e.g. *in, on, at, before, during, after*)

Pronouns

- Personal pronouns: subject and object forms

- Possessive pronouns (*mine, yours, his, hers, its, ours, yours, theirs*)

Verb/Time References

- *To be* (present and past)
- Simple present + key words (e.g. *usually, sometimes, once, twice*)
- Present progressive + key words (e.g. *presently, now, at the moment*)
- Future with *will* + key words (e.g. *next, tomorrow, in two days*)
- Conditional with *would*
- Infinitives: verb + infinitive (e.g. *want to, need to, like to, decide to, plan to, offer to, would prefer to*)
- Simple past + key words (e.g. *last week, two months ago*)

Other Linguistic Structures

- Single-clause sentence structure (affirmative, negative, interrogative)
- Open- and closed-ended question formation
- Definite/indefinite articles with nouns (e.g. *a, an, the,* no article)
- Gerunds as subjects (e.g. *wasting energy is*…)
- *There is/there are* (existence/absence/lack of)

Vocabulary (related to)

- Broad areas of learning (e.g. Career Planning and Entrepreneurship, Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Uses information; Adopts effective work methods; Cooperates with others; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. personal experiences; entertainment, recreation, lifestyles; places and travel; relationships)

Semantics

- Antonyms (e.g. *begin/end*; *before/after*; *difficult/easy*)
- False cognates (e.g. *charge/charger*; *actually/actuellement*; *grand/grand(e)*; *inscription*)
- French/English cognates (e.g. *information, age, capable*)
- Homophones (e.g. *they're/there*; *it's/its*; *his/he's; to/too/two; for/four*)
- Phrasal verbs: inseparable (e.g. *go over, go with; see about; stand for; log in, log on; look for*)
- Prefixes/suffixes (e.g. *-er*: *worker*; *inter-*: *intermediate*; *-ess : waitress*; *-onym: synonym*)
- Synonyms (e.g. *enjoy/like*; *mistake/error*, *also/too, currently/now*)

Phonology

- Contractions (e.g. *am/'m; are/'re; is/'s; would/'d; will/'ll*)
- Intonation for questions (e.g. *What is your name*?/*Your name*?)
- Pronunciation of "*-ed*" for past tense of regular verbs (e.g. *played; liked; wanted*)
- Relaxed pronunciation, including linking/blending
  (e.g. *How are you/howarya*; *Did you/Didja/Didya*; *lots of* + vowel/*lottsa*)
- Silent letters (silent [w]: e.g. *who*; *whose*; *whom*)
- Syllable stress (e.g. *today*; *ahead*; *allow*)

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is particularly pertinent to this course.

Agreement
- o person, number, gender, case
- o pronoun antecedent
- o verb

Conjunctions
- o coordinating (e.g. *and, but, or*)

Organization of ideas
- o questions to answers

Parallel structure
- o nouns
- o verbs
- o infinitives

Transitional expressions
- o spatial relation/direction (e.g. *nearby, next to, in front of*)
- o time relation/sequence (e.g. *now, immediately, soon*)

Textual Organization

Selected text type: information-based

Knowledge of internal features
- o appropriate language register when asking for, giving and discussing factual information about people, places, things and events
- o text development in written and oral texts (i.e. introduction/greetings; body; conclusion/leave-takings) and layout or text components in multimedia productions (e.g. posters: title, graphic design, tables, charts, lettering, symbols; newsletters: headline, caption, diagrams, body, conclusion; classified ads: title, category, type of listing, region, contact information)

Knowledge (i.e. recognition) of external features
- o context (e.g. planning for future employment, registering for a course, making vacation plans)
- o purpose: informing (i.e. any of the bulleted items under Functional Knowledge)
- o target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. young male adults between 20 and 30 years old)

Cultural references

In this course, adult learners may explore the sociolinguistic aspect of English culture in Québec by considering the differences in social conventions when interacting with familiar and unfamiliar audiences to ask for, give and discuss factual information about people, places, things and events. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The family of learning situations tied to subject-specific competencies targeted in this course is shaded in the table below.

Family of Learning Situations
► **Informing**
Expressing
Persuading

Informing is the family of learning situations targeted in this course. It is associated with the communication functions or communicative purposes of asking for and giving correct, factual information during interpersonal exchanges.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Career Planning and Entrepreneurship as well as the Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → / Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Interacts orally in English		■			■
Reinvests understanding of texts		■			■

Each broad area of learning comprises an educational aim and focuses of development; elements that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Career Planning and Entrepreneurship, adult learners may become familiar with the world of work, social roles and occupations and trades.

By considering issues related to Citizenship and Community Life, adult learners may develop an attitude of openness to the world, knowledge of the main actors in social life and respect for their roles.

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a) Exploring Employment Possibilities

You are undecided about your occupational future. You decide to look for documentation on different employment possibilities based on your interests and abilities. You check out Web sites, brochures, classified ads, etc., to get information about the educational requirements, placement possibilities and employment conditions in the region where you would like to establish yourself. Based on the information you find, you prepare for an interview with a guidance or career counsellor by establishing what information you will need to provide, and what information you will request during the interview. Following this preparation, you undergo the interview.

b) Community Events

You have just moved to a new community and want to find out about activities and events that might interest you, your family and/or your friends. After having watched a TV program that talked about

weekly recreational and community events, you do some research by reading the local newspapers, tourist brochures or community newsletters, checking out the municipal Web site and talking with others. After identifying some interesting possibilities, you call or stop by to obtain details or confirm your understanding of the activities or events, such as dates, times, location, reservations, registration, price, etc.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Interacts orally in English* and *Reinvests understanding of texts* by employing a range of resources to:

- communicate orally to exchange factual information

- interpret information conveyed in informative texts that they read, listen to and view.

Adult learners will be able to ask for and give factual information about people, places, things and events. They will have the ability to ask and answer open- or closed-ended questions; they will be able to identify and communicate pertinent information (e.g. directions, frequency, identity, location, manner, quantity, reason, relationship, time) using mostly simple and progressive forms of present, past and future tenses as well as some modal auxiliaries. Both the language register and text development of the interaction will be appropriate to the context. Adult learners will use plain language and discourse that is reasonably fluent with some hesitation and pauses. Adult learners will be able to correct misinformation when necessary.

In this course, oral interaction tasks may include face-to-face or telephone discussions, inquiries and interviews, based on conversation with others or on written, audio, live or video-mediated texts. Oral interactions are expected to be 2 to 4 minutes in length, depending on the context. More detailed information on texts related to the development of Competency 1 is provided in Chapter 3, Section 3.2.3.

Adult learners will also be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components. They will also be able to answer questions by identifying and communicating pertinent information (e.g. directions, frequency, identity, location, manner, quantity, reason, relationship, time).

Texts used for developing and demonstrating comprehension may consist of:

- brochures, pamphlets, posters
- classified ads
- community bulletins or newsletters
- interviews
- oral exchanges
- radio broadcasts
- recorded messages
- podcasts

Written texts will be information-based, related to personal experience and should be one or two paragraphs long. Live or video-mediated texts could be as long as 30 minutes; audio-mediated texts, no longer than 2 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Interacts orally in English **(C1)**	– Adequate participation in oral interaction in English at all times – Pertinence of the message expressed – Coherent articulation of the message
Reinvests understanding of texts **(C2)**	– Demonstration of understanding through the response process – Pertinent use of knowledge in a reinvestment task

English as a Second Language

Introduction

The goal of this 25-hour course, the second of three courses in Secondary III (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- take part in conversations related to activities/events that convey factual information, personal feelings, reactions, suggestions as well as simple advice
- construct the meaning of texts related to activities/events that can be informative, expressive or persuasive

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, to read moderately complex texts such as brochures, posters, invitations and reviews. They will be able to understand and participate in social interactions such as conversations, interviews or discussions related to past, present or future activities/events that include factual information as well as express personal feelings and reactions.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *It's a Matter of Taste* are shaded in the table below.

Competencies	Key Features
Interacts orally in English (C1)	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
Reinvests understanding of texts (C2)	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
Writes and produces texts (C3)	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:
- *Interacts orally in English* (C1), Chapter 3, Section 3.2
- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3
- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C1 and C2 are targeted in this course, C3 is implicit as writing activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the two processes suggested for this course are illustrated in the table below.

Processes	Phases
Oral communication	Planning (tasks)
Response	Mobilizing resources (performing tasks) Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	**Verbal**	Asking for repetition/clarification
	Nonverbal	Gesturing/miming Using facial expressions
Learning	**Cognitive**	Reorganizing information to make it meaningful
	Socioaffective	Encouraging self and others
	Metacognitive	Directing/paying selective attention Self-evaluating

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Subject-Specific Competencies ↓ / Cross-Curricular Competencies →	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English				■	■				■
Reinvests understanding of texts				■	■				■
Writes and produces texts									

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks in this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Families of Learning Situations and Language Functions

Informing

- Identifying and discussing factual information related to past, present and future activities/events
- Understanding, inquiring about and stating rights, duties and obligations

Expressing

- Finding out about and describing plans and intentions related to activities/events
- Finding out about and expressing feelings and reactions (e.g. likes, dislikes, preferences, interest, lack of interest)
- Understanding, extending, accepting and declining offers and invitations
- Understanding and providing a reason or justification for declining an offer/invitation
- Understanding, expressing and reacting to opinions related to past, present and future activities/events

Persuading

- Understanding and offering simple advice
- Understanding and offering alternative plans, suggestions or proposals for rejected ideas/propositions/offers

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is particularly pertinent to this course.

Adjectives
- *Good* vs. *well*
- Adjective + infinitive (e.g. *interesting to see*, *fun to do*)

Adverbs
- Degree (e.g. *so; quite; really; fairly; extremely; very; too* + adj.; adj. + *enough*)
- Time (e.g. *first, now, early, before*)

Interjections
- Conveying emotion (e.g. surprise, pleasure: *oh; wow; oh my gosh*)

Modal Auxiliaries
- Absence of obligation (*do/does not have to*)
- Advisability (*should*)
- Obligation (*must, have to*)

- Permission (*may, can*)
- Prohibition (*must not*)

Pronouns

- Demonstrative pronouns (e.g. *this, that, these, those, none, neither*)

Verb/Time References

- Future with *be* + *going to*
- Present progressive for future actions + key words (*next, tomorrow*, etc.)

Other Linguistic Structures

- Suggestions (subject + *could*; *how about* + gerund; *what about* + gerund; *let's* + verb; *why not* + verb; *why don't* + subject + verb)
- Two- or three-syllable form to show agreement/disagreement with stated opinions (e.g. *me too/I do, too; not me/I don't; so do I*)

Vocabulary (related to)

- Broad areas of learning (e.g. Health and Well-Being; Environmental Awareness and Consumer Rights and Responsibilities)
- Cross-curricular competencies (e.g. *Uses creativity; Adopts effective work methods; Cooperates with others; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. personal experiences; entertainment, recreation, lifestyles; places and travel; relationships)

Semantics

- Antonyms (e.g. *accept/refuse; good/bad; everybody/nobody*) and synonyms (e.g. *chat/talk; lucky/fortunate; close/near*)
- Cognates (e.g. *preference, celebration*) and false cognates (e.g. *engaged/engagé; proper/propre; regard/regarder*)
- Homophones (e.g. *bored/board*; *guessed/guest*; *new/knew*; *ate/eight; won/one*)
- Phrasal verbs: inseparable (e.g. *hear from; count on; catch up with; come along with; come by; drop in at/on; get in; go for*)
- Prefixes/suffixes (e.g. *un-: unable; extra-: extraordinary*)

Phonology

- Relaxed pronunciation, including linking/blending (e.g. *going to* + verb/*gonna*; *have to/hafta*; *the* as [ðə] + consonant sound or unstressed syllable, *the* as [ðiy] + vowel sound)
- Silent letters (silent [t]: e.g. *listen; often; whistle*)

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is particularly pertinent to this course.

- Agreement
  - person, number, gender, case
  - pronoun antecedent
  - verb

- Organization of ideas
  - chronological order

- Parallel structure
  - adjectives
  - gerunds

Textual Organization

Selected text types: information-based and popular

- Knowledge of internal features
  - appropriate language register for social conversations that entail discussing factual information and expressing personal feelings and reactions related to activities/events
  - text development (introduction, body and conclusion) in oral texts (e.g. greeting, invitation, proposal, leave-taking), and layout and components of written, multimedia texts (e.g. title, organization, message of text, standard opening and closing formulas in personal correspondence; photos and graphic material; jingles; sound effects)

- Knowledge (i.e. recognition) of external features
  - context (e.g. extending invitations, making plans, discussing past activities)
  - purpose: informing, expressing and persuading (i.e. any of the bulleted items under Functional Knowledge)
  - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. classmates, coworkers)

Cultural References

In this course, adult learners may explore the sociological aspect of culture in Québec as it relates to traditional foods, sports and types of entertainment. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

Families of Learning Situations
► **Informing**
► **Expressing**
► **Persuading**

All three families of learning situations are targeted in this course. **Informing** is associated with asking for and giving factual information, identifying, explaining and discussing abilities, obligations and possibilities. **Expressing** is associated with describing and finding out about feelings and reactions such as likes, dislikes and preferences; accepting and declining offers and invitations; and understanding and expressing opinions. **Persuading** is associated with understanding and offering simple suggestions and advice.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Health and Well-Being as well as Environmental Awareness and Consumer Rights and Responsibilities (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Interacts orally in English	■		■		
Reinvests understanding of texts	■		■		

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Health and Well-Being, adult learners may develop self-awareness and awareness of their basic needs (e.g. need to express their feelings).

By considering issues related to Environmental Awareness and Consumer Rights and Responsibilities, adult learners may learn to make responsible use of goods and services (e.g. recognition of the difference between wants and needs).

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a)   Are You Doing Anything This Weekend?

You are registered in an adult education centre. There is a person in your class (or at your centre) whom you would like to get to know better and invite out on a date. Start up a conversation to find out about this person's likes, dislikes and preferences (e.g. favourite food and restaurant, favourite recreational activity, favourite movie genre). Find out about his/her availability/obligations. Get information about activities and events that he or she may like and, after obtaining sufficient information, use your charm and a little persuasion to ask this person out.

b)   What a Time!

You are an enthusiastic person who loves to try new and inexpensive forms of recreation and entertainment. After having checked out newspapers and Web sites to find fun things to do around

town, then having attended a recreational, cultural or sporting event, you share your experience with others, stating your opinion and giving simple advice on the activity you tried out.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Interacts orally in English* and *Reinvests understanding of texts* by employing a range of resources to:

- communicate orally to exchange factual information, personal feelings and reactions as well as suggestions or simple advice

- interpret information conveyed in informative, expressive and persuasive texts that they read, listen to and view

Adult learners will be able to discuss activities/events. They will be able to exchange factual information as well as personal feelings and reactions. They will have the ability to ask and answer closed or open-ended questions. They will be able to identify and communicate pertinent information (e.g. interests, offers, invitations, capabilities, possibilities, preferences, obligations, suggestions, alternative plans), using mostly simple and progressive forms of present, past, future tenses and some modal auxiliaries. Both the language register and text development of the interaction will be appropriate to the context. Adult learners will be able to use plain language and discourse that is reasonably fluent with some hesitation and pauses. They will be able correct misinformation when necessary. In this course, oral interaction tasks may include face-to-face or telephone conversations, discussions, interviews and invitations, based on conversation with others or on written, audio, live or video-mediated texts. Oral interactions are expected to be from 2 to 4 minutes in length, depending on the context. More detailed information on texts related to the development of Competency 1 is provided in Chapter 3, Section 3.2.3.

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components. They will also be able to answer questions by identifying and communicating pertinent information (e.g. interest, lack of interest, offers, invitations, capabilities, possibilities, preferences, obligations, suggestions, alternative plans).

Texts used for developing and demonstrating comprehension may consist of:

- ads, pamphlets, posters
- invitations
- reviews
- interviews
- conversations, discussions
- radio broadcasts
- recorded messages
- podcasts

Written texts will be information-based or popular texts and should be one or two paragraphs long. Live or video-mediated texts could be as long as 30 minutes; audio-mediated texts, no longer than 2 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Interacts orally in English (C1)	• Adequate participation in oral interaction in English at all times • Pertinence of the message expressed • Coherent articulation of the message
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task

ANG-3103-1

Communicating Information

English as a Second Language

Introduction

The goal of this 25-hour course, the third of three courses in Secondary III (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- broaden knowledge of informative texts that provide and request information related to personal needs and interests

- write or produce short informative texts to convey and obtain information related to personal needs and interests

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, to obtain and convey factual information on simple, familiar and routine matters. They will be able to obtain this information by reading, listening to and viewing moderately complex, informative texts and by talking with others. They will also be able to understand, write or produce short informative texts.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Communicating Information* are shaded in the table below.

Competencies	Key Features
***Interacts orally in English* (C1)**	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
***Reinvests understanding of texts* (C2)**	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
***Writes and produces texts* (C3)**	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2
- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3
- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C2 and C3 are targeted in this course, C1 is implicit as speaking activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the three processes suggested for this course are illustration in the table below.

Processes	Phases
Response	Planning (tasks)
Writing	Mobilizing resources (performing tasks)
Production	Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	Verbal	Rephrasing Simplifying
Learning	Cognitive	Skimming for main idea/general information Note-taking
	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Setting goals Transferring knowledge to new contexts

Additional information on processes and strategies is provided in the following sections:
- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Subject-Specific Competencies ↓ / Cross-Curricular Competencies →	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English									
Reinvests understanding of texts	■				■	■			
Writes and produces texts	■				■	■			■

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks in this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel that it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Family of Learning Situations and Language Functions

Informing

- Classifying information (e.g. relevant/irrelevant; essential/secondary)
- Asking for and giving factual information related to needs and interests
- Identifying and communicating personal wants, needs, interests

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is particularly pertinent to this course.

Adjectives

- Proper (e.g. *Canadian, American, British*)

Nouns

- Proper (e.g. *Sunday, January, Québec*)

Other Linguistic Structures

- Indefinite quantities (e.g. *some, any, little, much*)

Vocabulary (related to)

- Broad areas of learning (e.g. Media Literacy; Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Adopts effective work methods; Uses information and communications technologies; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. health; employment, education; consumer goods, services)

Semantics

- Abbreviations and acronyms (e.g. in ads, brochures and posters)
- Antonyms (e.g. *old/new; buy/sell; enjoy/dislike; slow/fast; near/far*) and synonyms (e.g. *tiny/little; clothes/garments; purchase/buy; fast/quickly; near/close to*)
- Cognates (e.g. *large, chance, patience*) and false cognates (e.g. *form, sympathetic sensible*)
- Homophones (e.g. *add/ad; made/maid; real/reel; inn/in*)
- Phrasal verbs: inseparable (e.g. *look after; look into*)
- Prefixes/suffixes (e.g. *dis-*:*dislike*; *-cian*: *musician*)

Phonology

- Any elements from ANG-3101-2 and ANG-3102-1 required for oral or multimedia productions

Orthography

- Abbreviations (e.g. *Mr., Mrs., Miss, Ms.*; provinces/states; streets, months)

- Basic punctuation (e.g. periods, question marks, commas)
- Basic spelling rules (e.g. dropping the final [e]; dropping the final [y]; [i] before [e] except after [c])
- Capitalization (e.g. days, months; places; proper nouns)
- Irregular plurals (e.g. *man/men; woman/women; child/children; person/people*)
- Plurals (e.g. nouns ending in [-s], [-ss], [-sh], [-ch], [-x], [-o]; nouns ending with a consonant + [y]; some nouns ending in [-f] or [-fe])

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information pertinent that is to this course.

- Agreement
  - person, number, gender, case
  - pronoun antecedent
  - verb

- Organization of ideas
  - general to specific

Textual Organization

Selected text type: information-based

- Knowledge of internal features
  - appropriate language register when obtaining and conveying factual information related to personal needs and interests
  - text development (introduction, body and conclusion) in letters or notes, and layout or text components in other types of written texts and multimedia productions (e.g. classified ads: title, category, type of listing, region, contact; e-mails: sender's electronic address, recipient's electronic address, "Cc" field, "Subject" field, body, signature, attachment; short letters: inside address, attention line, subject line, salutation, body, complimentary closing)

- Knowledge (i.e. recognition) of external features
  - context (e.g. applying for a job, finding a roommate, offering transportation, participating in a community event)
  - purpose: informing (i.e. any of the bulleted items under Functional Knowledge)
  - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. members of a social club, employers, teachers)

Cultural References

In this course, adult learners may explore the sociolinguistic aspect of English culture in Québec by considering the differences in language register of various types of written and produced texts used to obtain or convey factual information. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The family of learning situations tied to subject-specific competencies targeted in this course is shaded in the table below.

Family of Learning Situations
► **Informing**
Expressing
Persuading

Informing is the family of learning situations targeted in this course. It is associated with the communication functions or communicative purposes of asking for and giving factual information, and identifying, classifying and communicating information.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Media Literacy as well as Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Reinvests understanding of texts				■	■
Writes and produces texts				■	■

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Media Literacy, adult learners may develop the necessary skills to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents.

By considering issues related to Citizenship and Community Life, adult learners may become familiar with certain rules of conduct in our society.

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

a) Job Offers

A friend of yours has told you about Web sites that post ads for summer jobs. You read the job descriptions and decide to apply. You fill out an application form (either an on-line version or a printable copy) or, if neither is available, you send a short letter (standard or electronic) which gives the prospective employer information about yourself, the job you would like to fill and your experience or qualifications.

b) Roommate Wanted

You have been accepted at an out-of-town school. Because your budget is limited, you decide to advertise to find a suitable roommate with whom to share your apartment. Write an ad to be posted on a Web site or to be put up on your school's bulletin board specifying information about the apartment and the type of candidate you are looking for. Prepare a short questionnaire or application form for candidates.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvests understanding of texts* and *Writes and produces texts* by employing a range of resources to:

- broaden knowledge of various informative texts that provide and request information related to personal needs and interests

- interpret information conveyed in informative texts that are read, listened to and viewed

- write and produce short, informative texts to convey and obtain factual information

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components. They will also be able to answer questions by classifying and communicating relevant information (e.g. directions, identity, location, manner, quantity, reason, relationship, time).

Texts used for broadening knowledge of informative texts may consist of:

- notes
- short letters
- electronic messages
- simple contracts
- application and registration forms
- short surveys

- interviews
- ads, announcements
- video clips
- recorded telephone messages
- podcasts
- instructions

Written texts should be one or two paragraphs long. Live or video-mediated texts could be as long as 30 minutes; audio-mediated texts, no longer than 2 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Adult learners will be able to write or produce texts for familiar or unfamiliar audiences. They will be able to write or produce texts that ask for and give factual information related to personal wants, needs and interests. They will be able to convey or request relevant information (e.g. directions, identity, location, manner, quantity, reason, relationship, time), using mostly simple and progressive forms of present, past and future tenses and everyday vocabulary. Both the language register and text arrangement of the interaction will be appropriate to the context. The information, presented mainly in single-clause sentences, will be organized into a logical text, although it may include discourse patterns that are often typical of the mother tongue.

In this course, written or produced tasks will be based on conversation with others, on written, audio, live or video-mediated texts. Texts may include notes, letters or electronic messages that are one or two paragraphs long or composed of 25 to 50 words, depending on the text type and context; 15- to 20-item printed or electronic forms that deal with personal information; and multimedia texts that are 1 to 2 minutes in length. More detailed information on texts related to the development of Competency 3 is provided in Chapter 3, Section 3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task
Writes and produces texts (C3)	• Coherence of the content • Clear formulation of the message

English as a Second Language

Introduction

The goal of this 50-hour course, the first of three courses in Secondary IV (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- communicate orally in order to discuss and compare facts, opinions, suggestions and reasons for choices related to consumer products/services

- construct the meaning of informative, expressive and persuasive texts related to products/services

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, to understand and communicate facts, descriptions, opinions and explanations on familiar and some less familiar matters. They will be able to obtain this information by talking with others and by reading, listening to and viewing moderately complex informative, expressive and persuasive texts such as consumer reports, statistics and tables as well as publicity, advertising and commentaries. They will be able to understand and participate in conversations and discussions related to consumer products and services.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Dare to Compare* are shaded in the table below.

Competencies	Key Features
Interacts orally in English (C1)	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
Reinvests understanding of texts (C2)	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
Writes and produces texts (C3)	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:
- *Interacts orally in English* (C1), Chapter 3, Section 3.2
- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3
- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C1 and C2 are targeted in this course, C3 is implicit as writing activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the two processes suggested for this course are illustrated in the table below.

Processes	Phases
Oral communication	Planning (tasks)
	Mobilizing resources (performing tasks)
Response	Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	Verbal	Asking for repetition/clarification Rephrasing/using circumlocution
Learning	Cognitive	Comparing Making hypotheses Scanning
	Socioaffective	Encouraging self and others
	Metacognitive	Directing/paying selective attention Transferring knowledge to new contexts

Additional information on processes and strategies is provided in the following sections:
- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Subject-Specific Competencies ↓ / Cross-Curricular Competencies →	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English	■				■				■
Reinvests understanding of texts	■		■		■				■
Writes and produces texts									

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks for this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Families of Learning Situations and Language Functions

Informing

- Asking for and giving detailed information about products/services (e.g. appearance, condition, dimensions, material, price, purpose, quality, quantity, value)
- Comparing two or more products/services
- Inquiring about, explaining and discussing findings and conclusions of a comparative study between two or more products/services (e.g. contrast, equality, inequality, superiority, inferiority)
- Discussing plans, goals, intentions after reading a comparative study

Expressing

- Finding out about and expressing personal opinions/impressions/views
- Understanding and expressing agreement, disagreement, approval, disapproval, indifference, neutrality

Persuading

- Convincing others to take/not to take action
- Understanding and advising others regarding possible consequences of actions (e.g. warnings)
- Understanding and making hypotheses
- Understanding, making suggestions and justifying reasons related to choices

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is particularly pertinent to this course.

Adjectives

- Comparative and superlative forms (e.g. adjectives with one, two or more syllables)
- Equality and inequality (e.g. *the same...as*, *different from*)
- Modifier + comparative forms of adjectives (e.g. *much faster*, *a little more expensive*)
- Order (i.e. determiner, observation, physical description, origin, material, qualifier + noun)
- Quantity (e.g. *little, much, few, many, every, each*)

Adverbs

- Comparative and superlative forms (e.g. with adverbs ending in *-ly*)
- Formation of adverbs (i.e. ending in *-ly*)
- Modifier + comparative forms (e.g. *far less frequently*, *more carefully*)
- Purpose (e.g. *so, so that, in order to*)
- Quantity (e.g. *a lot, lots of, a couple, several*)
- Similarity and difference (e.g. *as…as, not so…as*)

Conjunctions

- Correlative (e.g. *both...and; either...or*)

Nouns
- Comparative and superlative forms with countable and non-countable nouns (e.g. *more, fewer, less*)

Prepositions
- Relationship: origin and material (e.g. *from, of, out of*)

Pronouns
- Relative (*who, which, that*)

Verb/Time References
- Present perfect
- Present perfect progressive + key words

Other Linguistic Structures
- Compound sentence structure (affirmative, negative, interrogative)
- Duration (*since, for, until*)
- Means (by+ verb + *ing*; with + noun)
- First conditional: present real (e.g. *If* + subject + present + object, subject + future)

Vocabulary (related to)
- Broad areas of learning (e.g. Environmental Awareness and Consumer Rights and Responsibilities; Media Literacy)
- Cross-curricular competencies (e.g. *Uses Information; Exercises critical judgment; Adopts effective work methods; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. environmental issues; consumer goods and services; entertainment, recreation, lifestyles)

Semantics
- Abbreviations and acronyms (e.g. units of measurements, clothing, mailing and shipping)
- Antonyms (e.g*. blunt/sharp; cheap/dear; better/worse; wide/narrow*) and synonyms (e.g. *slim/thin; costly/expensive; repair/fix; cold/chilly; sticky/muggy*)
- False cognates (e.g. *commodity/commodité; supply/supplier; advertisement/avertissement*)
- Heteronyms (e.g. contrast; complex; compact)
- Homophones (e.g. *quiet/quite; higher/hire; weak/week; bolder/boulder; buy/by*)
- Phrasal verbs: separable (e.g. *add up, fix up, hold off, turn down*)
- Prefixes/suffixes (e.g. *sub-*: *submersible*; *-ful*: *useful*; *-able*: *comfortable*; *-less*: *flawless*)
- Similes (e.g. *as old as the hills; as light as a feather; as black as coal*)

Phonology
- Contractions of *have* as auxiliary in affirmative and negative sentences (e.g. *I've; he's, we've; they've, I haven't, he hasn't*)
- Pronunciation of heteronyms (e.g. *deliberate; desert; estimate*)
- Relaxed pronunciation, including linking/blending (e.g. *let me/lemme; lots of* + consonant/*lottsa*; *should have* + consonant/*shoulda*)
- Silent letters (silent [k]: e.g. *know, knock, knowledge*; silent [l]: e.g. *calm, half, talk*)
- Syllable stress (compound words: e.g. *greenhouse, old-fashioned, understand*)

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is particularly pertinent to this course.

- Conjunctions
    - correlative (e.g. *both...and*; *either...or*; *neither...nor*)
    - subordinating
    - condition (e.g. *if, even if, unless*)
    - time (e.g. *after, before, while, until*)

- Organization of ideas
    - specific to general

- Parallel structure
    - adverbs

- Transitional expressions
    - contrast/comparison (e.g. *but, in contrast, as well, in the same way*)

Textual Organization

Selected text types: information-based and popular

- Knowledge of internal features
    - appropriate language register when comparing and discussing facts, opinions, suggestions and reasons for choices
    - text development (introduction, body and conclusion) in oral texts (e.g. hands-on product demonstrations; reports, interviews), and layout or text components of written texts and multimedia productions (e.g. printed and digital catalogues: title, category of item, graphic design, description, caption, diagrams, charts, hyperlinks)

- Knowledge (i.e. recognition) of external features
    - context (e.g. reading a report on consumer buying habits; comparing consumer products)
    - purpose: informing, expressing and persuading (i.e. any of the bulleted items under Functional Knowledge)
    - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. young adults preparing to move away from home, consumers of ICT products)

Cultural References

In this course, adult learners may explore the sociological aspect of English culture in Québec by considering the influence of the media on their personal choices. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

Families of Learning Situations
► **Informing**
► **Expressing**
► **Persuading**

All three families of learning situations are targeted in this course. **Informing** is associated with comparing and evaluating factual information and communicating this information to others. **Expressing** relates to understanding and communicating ideas, impressions, opinions and views. **Persuading** is associated with suggesting, advising, influencing, convincing and justifying choices.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Environmental Awareness and Consumer Rights and Responsibilities as well as Media Literacy (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → / Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Interacts orally in English			■	■	
Reinvests understanding of texts			■	■	

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By selecting Environmental Awareness and Consumer Rights and Responsibilities, teachers could help adult learners learn to make more responsible use of goods and services (e.g. the desire to make informed consumer choices).

By selecting Media Literacy, teachers could help adult learners develop a greater awareness of the place and influence of the different media in their daily lives and in society (e.g. awareness of the influence of media messages on their everyday environments).

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a) Shop Smart

You want to buy a cell phone but don't know which one to choose. You feel you need to compare different service providers, models and plans before making up your mind as to which one would be the best buy for you. You consult flyers and sales representatives from different electronic stores, read ads and consumer reports on-line or in magazines and talk with others who have cell phones. After considering your needs, your budget and the information you have found, you finally make your choice. Share this information with those who helped you to decide or with someone who is also considering buying a cell phone.

b) How Gullible Are We?

You are watching an English TV program with friends. Many of the commercials for products and services promise to make a big difference in your life. This sparks comments about the ads and the

products or services promoted. You compare commercials and products. You share your opinion and suggestions with others. A discussion ensues as to how much the media really influences your lifestyle choices and decisions.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvests understanding of texts* and *Interacts orally in English* by employing a range of resources to:

- communicate orally to discuss and compare facts, opinions, suggestions and reasons for choices
- interpret information conveyed in informative, expressive and persuasive texts they read, listen to and view

Adult learners will be able to discuss and compare consumer products/services; and make suggestions and justify decisions whether or not to purchase/rent these products/services. They will be able to ask and answer questions (e.g. appearance, condition, dimensions, purpose, quantity, personal opinions/impressions, suggestions) using simple present, past and future tenses and some progressive and perfect forms. They will be able to correct misinformation and request clarification. Both the language register and text development of the interaction will be appropriate to the context. Adult learners will use plain language with some idioms and their discourse will be reasonably fluent with occasional hesitation and pauses. In this course, oral interaction tasks may include face-to-face or telephone conversations, discussions, inquiries and interviews, based on conversations with others or on written, audio, live or video-mediated texts. Oral interactions are expected to be 3 to 5 minutes in length, depending on the context. More detailed information on texts related to the development of Competency 1 is provided in Chapter 3, Section 3.2.3.

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components. They will be able to answer questions by identifying and communicating pertinent information (e.g. appearance, condition, dimensions, material, cost, purpose, quantity, contrast, equality, inequality, superiority, inferiority, personal opinions/ impressions, suggestions). The written information-based and popular texts used for developing and demonstrating comprehension should be two or three paragraphs long. Live or video-mediated texts could be as long as 60 minutes; audio-mediated texts, no longer than 4 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Texts used for developing and demonstrating comprehension may consist of:

- consumer reports
- statistics
- charts
- blogs

- interviews/discussions
- publicity/ advertising
- commentaries
- radio broadcasts
- podcasts

The written information-based and popular texts used for developing and demonstrating comprehension should be two or three paragraphs long. Live or video-mediated texts could be as long as 60 minutes; audio-mediated texts, no longer than 4 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Interacts orally in English (C1)	• Adequate participation in oral interaction in English at all times • Pertinence of the message expressed • Coherent articulation of the message
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task

English as a Second Language

Introduction

The goal of this 25-hour course, the second of three courses in Secondary IV (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- communicate orally in order to recount stories, exchange personal experiences and share feelings and opinions related to these stories and experiences

- construct the meaning of short narrative texts

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, to understand and narrate short stories. They will be able to obtain information by reading, listening to and viewing moderately complex narrative and expressive texts. They will be able to understand and participate in conversations or discussions that entail recounting stories, exchanging personal experiences and sharing feelings and opinions related to stories read, listened to or viewed.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Stories* are shaded in the table below.

Competencies	Key Features
Interacts orally in English (C1)	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
Reinvests understanding of texts (C2)	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
Writes and produces texts (C3)	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2

- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3

- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C1 and C2 are targeted in this course, C3 is implicit as writing activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the two processes suggested for this course are illustrated in the table below.

Processes	Phases
Oral communication	Planning (tasks)
Response	Mobilizing resources (performing tasks) Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	**Verbal**	Rephrasing/using circumlocution Simplifying
	Nonverbal	Using facial expressions
Learning	**Cognitive**	Making sense (inferring) Summarizing
	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Planning steps related to a task Self-monitoring

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Cross-Curricular Competencies → Subject-Specific Competencies ↓	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English	■			■	■				■
Reinvests understanding of texts	■			■	■				■
Writes and produces texts									

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks for this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Families of Learning Situations and Language Functions

Informing

- Gathering/finding out information related to a story/narrative
- Identifying the main idea in a text
- Relaying information from a narrative/story read, viewed or listened to
- Retracing and giving an account of a series of actions in chronological order
- Understanding and reporting on the circumstances leading to an event
- Explaining and discussing outcomes of stories

Expressing

- Bringing up recollections of past experiences
- Entertaining others by recounting incidents (anecdotes)
- Recognizing, expressing and finding out about feelings (e.g. happiness, sadness, love, fear, anger, worry, interest, lack of interest, pleasure, anxiety, pain, relief, surprise, annoyance)
- Understanding and expressing opinions about a story/narrative read, viewed or listened to

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is particularly pertinent to this course.

Adjectives

- Compound adjectives/nouns as modifiers (e.g. *a three-year contract*)
- Double comparative (e.g. *more and more polluted; the sooner the better*)

Adverbs

- Placement of adverbs within a sentence
- Manner (e.g. *quickly, carefully*)
- Place (e.g. *far, far away, near, close*)

Conjunctions

- Subordinating
  - cause/effect (e.g. *because, because of, as, since*)

Prepositions

- Relationship: to show subject (e.g. *on, about*)

Pronouns

- Indefinite singular and plural pronouns and agreement (e.g. *something, anything*)
- Reciprocal (e.g. *each other, one another*)
- Reflexive (e.g. *myself, yourself, himself*)

Verb/Time References

- Past progressive

Other Linguistic Structures
- Be+ used to + verb+ *-ing*
- Emphasizing (e.g*. with my own eyes; the very person*)
- Repeated past (*used to*)
- Reported speech (direct and indirect)

Vocabulary (related to)
- Broad areas of learning (e.g. Media Literacy; Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Adopts effective work methods; Cooperates with others; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. personal experiences; entertainment, recreation, lifestyles; places and travel; relationships)

Semantics
- Antonyms (e.g. *daily/nightly; dawn/dusk; finish/start*) and synonyms (e.g. *weird/strange; foe/enemy; harm/hurt*)
- False cognates (e.g. *location/location; gentle/gentil; relieve/relever*)
- Heteronyms (e.g. *graduate; insult; extract*)
- Phrasal verbs with *get* + preposition (e.g. *get in, get up, get out, get along, get away*)
- Phrasal verbs: separable (e.g. *find out; leave out; point out*)
- Prefixes/suffixes (e.g. *pre*-: *precede*, *preface*; *-less*: *speechless*; *-al*: *nationa*l; *-ous*: *famous*)
- Similes (e.g. *to cry like a baby; to act like a fool; to look like an idiot*)

Phonology
- Intonation (emphasizing a word: e.g. *I'm an <u>English</u> teacher / I'm an English <u>teacher</u>*)
- Relaxed pronunciation, including linking/blending (e.g. *because/kuz*; *bet you/betcha*; *what are you* + gerund */whatcha* + g*erund)*
- Silent letters *(*silent [gh]: e.g*. thought, through, daughter*)

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is particularly pertinent to this course.

- Conjunctions
  - Subordinating conjunctions
    - cause/effect (e.g. *because, because of, as, since*)
- Organization of ideas
  - climactic order
- Transitional expressions
  - summary (e.g. *because of this, in conclusion, in other words*)

Textual Organization

Selected text types: information-based, popular and short literary

- Knowledge of internal features
    - appropriate language register for audience and context when recounting stories and sharing personal experiences, feelings and opinions
    - text development (introduction, body and conclusion) in oral texts, and layout or text components in written texts and multimedia productions (e.g. short stories: title, major and minor characters, plot, theme, point of view; songs: refrain, theme, symbol, rhyme; movie: genre, storyline, actor's play, dialogue, visual effects, musical theme)
- Knowledge (i.e. recognition) of external features
    - context (e.g. describing a memorable occasion, discussing a movie, recounting an article in a magazine)
    - purpose: informing and expressing (i.e. any of the bulleted items under Functional Knowledge)
    - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. moviegoers who enjoy science fiction, young adults who have an interest in travel stories)

Cultural References

In this course, adult learners may explore the aesthetic aspects of English culture by examining the influence of narrative texts through vehicles such as cinema and television. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

Families of Learning Situations
► **Informing**
► **Expressing**
Persuading

Informing and expressing are the two families of learning situations targeted in this course. **Informing** is associated with gathering, analyzing, comparing, understanding and relaying information. **Expressing** is associated with understanding, stating and finding out about opinions and feelings. Narrating a story or giving an account of an event, incident or experience often involves combining factual information (e.g. characters, setting, relationships) with opinions and feelings (e.g. likes/ dislikes, happiness/sadness, interest/lack of interest, fear).

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Media Literacy as well as Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as the springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Interacts orally in English				■	■
Reinvests understanding of texts				■	■

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Media Literacy, adult learners may develop a greater understanding of media representations of reality (e.g. distinction between reality and imagination).

By considering issues related to Citizenship and Community Life, adult learners may develop a better understanding of the negative consequences of stereotypes and other forms of discrimination or exclusion.

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a) That Reminds Me of the Time…

You are having a conversation with friends or acquaintances who are expressing their opinion about movies or shows they have seen. You have recently watched a TV show which relates someone's struggle for acceptance. You participate in the conversation by summarizing the story for the others, giving them your reactions to it and then recounting a related personal experience of your own or of someone you know.

b) Urban Legends

An urban legend is a story that is widely circulated and believed to be true, although it usually has little or no foundation in reality or cannot be confirmed as true. An urban legend often refers to something that happened to a "friend of a friend." Read, watch or listen to an urban legend and retell the story, trying to convey feelings in your account of what happened. You may add characters and change the ending.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvests understanding of texts* and *Interacts orally in English* by employing a range of resources to:

- communicate orally to recount stories, exchange personal experiences and share feelings and opinions related to these stories and experiences

- interpret short narrative texts they read, listen to and view

Adult learners will be able to understand, recount and discuss stories and personal experiences and share feelings and opinions related to stories. They will be able to ask and answer questions (e.g. main idea, retracing series of actions, outcomes, feelings, opinions) using simple tenses and some progressive and perfect forms. They will be able to provide descriptions and explanations, using simple and compound sentence structures. Both the language register and text arrangement of the interaction will be appropriate to the context.

Adult learners will use relatively plain language with some idioms, and their discourse will be reasonably fluent with occasional hesitation and pauses. In this course, oral interaction tasks may include narrations or storytelling as well as discussions based on conversation with others or on written, audio, live or video-mediated texts. Oral interactions are expected to be 3 to 5 minutes in length, depending on the context. More detailed information on texts related to the development of Competency 1 is provided in Chapter 3, Section 3.2.3.

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components. They will be able to answer questions by identifying and communicating pertinent information (e.g. main idea, actions, outcomes, feelings, opinions).

Texts used for developing and demonstrating comprehension may consist of:

- magazine articles
- diaries
- urban legends
- lyrics

- stories
- podcasts
- movies
- TV shows

The written information-based and popular texts used for developing and demonstrating comprehension should be two or three paragraphs long. Live or video-mediated texts could be as long as 60 minutes; audio-mediated texts, no longer than 4 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Interacts orally in English (C1)	• Adequate participation in oral interaction in English at all times • Pertinence of the message expressed • Coherent articulation of the message
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task

Course
ANG-4103-1
Expressing Feelings and Opinions

English as a Second Language

Introduction

The goal of this 25-hour course, the third of three courses in Secondary IV (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- broaden knowledge of expressive texts related to incidents, events, celebrations, ceremonies and experiences

- write and produce expressive texts related to incidents, events, celebrations, ceremonies or experiences

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, to understand, write and produce standard or electronic texts such as letters of appreciation or complaint, reviews, magazine articles and lyrics that relate to incidents, events, celebrations, ceremonies or experiences and convey feelings and opinions.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Expressing Feelings and Opinions* are shaded in the table below.

Competencies	Key Features
Interacts orally in English (C1)	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
Reinvests understanding of texts (C2)	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
Writes and produces texts (C3)	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2

- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3

- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C2 and C3 are targeted in this course, C1 is implicit as speaking activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the three processes suggested for this course are illustrated in the table below.

Processes	Phases
Response	Planning (tasks)
Writing	Mobilizing resources (performing tasks)
Production	Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources which adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	**Verbal**	Rephrasing Simplifying
Learning	**Cognitive**	Activating prior knowledge Summarizing
	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Directing/paying selective attention Self-evaluating

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Subject-Specific Competencies ↓ / Cross-Curricular Competencies →	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English									
Reinvests understanding of texts	■				■	■			
Writes and produces texts					■	■		■	■

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks for this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Families of Learning Situations and Language Functions

Expressing

- Finding out about and describing situations related to feelings (e.g. happiness, sadness, love, surprise)
- Understanding and conveying opinions and feelings
- Understanding, evoking and recounting incidents, events, celebrations, ceremonies and/or experiences
- Understanding and expressing:
  - o compliments/praise
  - o criticism/blame/accusation
  - o admission/denial
  - o regrets/apologies/forgiveness/promises

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is particularly pertinent to this course.

Pronouns

- Impersonal pronouns and noun/pronoun agreement
- Pronoun antecedent agreement

Verb/Time References

- Present perfect and present perfect progressive with *for* and *since*
- Present perfect vs. simple past

Other Linguistic Structures

- Expectation (e.g. *be supposed to*)
- Passive voice
- Past ability (*could, was/were able to*)

Vocabulary (related to)

- Broad areas of learning (e.g. Health and Well-Being; Media Literacy)
- Cross-curricular competencies (e.g. *Uses creativity; Communicates appropriately; Adopts effective work methods)*
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. environmental, consumer or social issues; rights and responsibilities; relationships)

Semantics
- Antonyms (e.g. *ever/never; forget/remember; polite/rude*)
- False cognates (e.g. *deceive/décevoir; rude/rude; eventually/éventuellement*)
- Heteronyms (e.g. *contract, contest, excuse*)
- Prefixes/suffixes (e.g. *mis-:misunderstand*; *-ic*: *nostalgic*, *terrific*, *-ible*: *insensible*)
- Separable phrasal verbs (e.g. *clear up; give up; play down*)
- Similes (e.g. *as cold as ice; as plain as day; as right as rain*)
- Synonyms (e.g. *recall/remember; error/mistake; impolite/rude*)

Phonology
- Any elements from ANG-4101-2 and ANG-4102-1 required for oral or multimedia productions

Orthography
- Abbreviations (e.g. business-related, ratings systems, tourism-related)
- Basic spelling rules (suffixes: e.g. doubling the last consonant in one- or two-syllable words)
- Capitalization (e.g. salutations, complimentary closings, holidays)
- Plurals (hyphenated compound words: e.g. *mothers-in-law; three-year-old girls*)
- Punctuation (e.g. apostrophes for possessive case, colons for lists)
- Verb inflection (e.g. *-s*, *-ed*, *-ing*)

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is particularly pertinent to this course.

- Conjunctions
  - subordinating conjunctions
    - opposition (e.g. *even though, although*)
    - purpose (e.g. *so, so as, in order that, in order to*)
- Organization of ideas
  - statement to example
- Parallel structure
  - clauses (e.g. Living in a suburb is better than living in a city.)
- Transitional expressions
  - concession (e.g. *of course, certainly, granted*)

Textual Organization

Selected text types: popular and short literary
- Knowledge of internal features
  - appropriate language register when conveying opinions and emotional attitudes related to memorable incidents, events and encounters

- o text development (introduction, body and conclusion), and layout or text components in written texts and multimedia productions (e.g. e-mails: sender's electronic address, recipient's electronic address, "Cc" field, "Subject" field, body, signature, attachment; standard letter: inside address, attention line, subject line, salutation, body, complimentary closing; production: title, graphic design, headline, caption, diagrams, charts, menu bar, hyperlinks, jingle, musical theme, visual and sound effects)

- Knowledge (i.e. recognition) of external features
  - o context (e.g. writing a letter of complaint, producing an original baby shower invitation, filling out an online questionnaire on customer satisfaction)
  - o purpose: expressing (i.e. any of the bulleted items under Functional Knowledge)
  - o target audience (i.e. determine whether the text is intended for a specific gender, age, social class or social group, e.g. customer service personnel, close family members)

Cultural References

In this course, adult learners may explore the sociological and sociolinguistic aspects of English culture in North America by considering the customs, interpersonal relations and language conventions relating to the conveying of feelings and opinions through various types of written texts and productions. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The family of learning situations tied to subject-specific competencies targeted in this course is shaded in the table below.

Family of Learning Situations
Informing
► **Expressing**
Persuading

Expressing is the family of learning situations targeted in this course. It is associated with the communication functions or communicative purposes of conveying feelings such as happiness, sadness, love, fear, anger, worry, pleasure and surprise associated with incidents, events, celebrations, ceremonies and experiences, as well as stating opinions or viewpoints such as agreement, disagreement, uncertainty, indifference, satisfaction, dissatisfaction, wants and desires.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Health and Well-Being and Media Literacy (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → / Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Reinvests understanding of texts	■			■	
Writes and produces texts	■			■	

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Health and Well-Being, adult learners may develop self-awareness and a greater awareness of their basic needs (e.g. the need to express their feelings).

By considering issues of Media Literacy, adult learners may become more familiar with methods of producing media documents (e.g. use of various techniques, technologies and modes of communication).

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a) A Letter of Complaint

You have just returned from a trip and a stay at a hotel. Although you appreciated some aspects of the hotel accommodations, you were quite dissatisfied with others (e.g. cleanliness of the room, services, noise level). You decide to either write a letter to the hotel manager or post an online customer comment on the Web site of the travel agency that recommended that hotel to give prospective travellers the chance to see what you have to say about your stay. Your comments must be in the form of a business-type letter or an e-mail in which you describe the incidents that caused your dissatisfaction.

b) Words for All Occasions

You have English-speaking friends and acquaintances. Occasions arise that require you to express thanks, congratulations, good wishes or sympathy. Because of your relationship with them, you prefer that your message be of a more personalized nature rather than simply your signature on a purchased card bearing a message of sentiment. Create a personalized card or e-mail for a special occasion, with an appropriate personal message.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvests understanding of texts* and *Writes and produces texts* by employing a range of resources to:

- broaden knowledge of expressive texts related to incidents, events, celebrations, ceremonies and experiences

- interpret information conveyed in expressive texts they read, listen to or view

- write and produce expressive texts related to incidents, events, celebrations, ceremonies or experiences

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components and the organization ideas. They will be able to answer questions on texts pertaining to events, celebrations, ceremonies or experiences by identifying and communicating pertinent information (e.g. occurrence, chronology and duration of events; characters involved and their relationships, impressions, opinions or sensations felt prior to, during or after the event/experience; author's expectations; author's ability/inability to do something).

Texts used for broadening knowledge of expressive texts may consist of:

- thank-you/sympathy cards
- letters of appreciation or complaint
- customer satisfaction forms
- discussion forums

- travel logs/blogs
- traditional/digital diary entries
- lyrics
- podcasts

Written texts should be two or three paragraphs long. Live or video-mediated texts could be as long as 60 minutes; audio-mediated texts, no longer than 4 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Adult learners will be able to describe incidents, events, celebrations, ceremonies or experiences and express feelings and opinions related to these situations. They will be able to convey relevant information (e.g. occurrence, chronology and duration of events, celebrations, ceremonies or experiences; characters involved in these events/experiences and their relationships, impressions, opinions or sensations felt prior to, during or after the event/experience; author's expectations, author's ability/inability to do something), using simple forms of present, past and future tenses as well as some progressive and perfect forms. They will be able to provide descriptions using simple and compound sentence structures. They will use language codes and conventions appropriate for the context and audience. The information will be organized into a coherent text with an identifiable introduction, development and conclusion, despite discourse patterns that may sometimes be typical of the mother tongue.

In this course, written or produced tasks could include standard or electronic letters that are two or three paragraphs long or composed of 50 to 150 words, personal or formal in nature depending on the text type and context; standard or electronic forms with short descriptions or explanations; multimedia texts that are 2 to 3 minutes in length. More detailed information on texts related to the development of Competency 3 is provided in Chapter 3, Section 3.4.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task
Writes and produces texts (C3)	• Coherence of the content • Clear formulation of the message

Course
ANG-5101-2
Examining Issues

English as a Second Language

Introduction

The goal of this 50-hour course, the first of three courses in Secondary V (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- communicate orally in order to discuss factual information, share opinions, as well as discuss and promote viewpoints on national and international social issues

- construct the meaning of informative, expressive and persuasive texts related to national and international social issues

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, to understand and discuss familiar and unfamiliar topics. They will be able to obtain this information by reading, listening to and viewing moderately complex informative, expressive and persuasive texts and by talking with others. They will be able to understand and participate in discussions, informal debates, inquiries and interviews.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Examining Issues* are shaded in the table below.

Competencies	Key Features
***Interacts orally in English* (C1)**	− Engages in oral interactions − Constructs the meaning of the message − Monitors own development as a communicator
***Reinvests understanding of texts* (C2)**	− Broadens knowledge of texts − Constructs the meaning of the message − Carries out a reinvestment task − Monitors own development as a reader, listener, viewer
***Writes and produces texts* (C3)**	− Broadens knowledge of texts − Uses writing and production processes − Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2

- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3

- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C1 and C2 are targeted in this course, C3 is implicit as writing activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the two processes suggested for this course are shaded in the table below.

Processes	Phases
Oral communication	Planning (tasks)
Response	Mobilizing resources (performing tasks) Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	**Verbal**	Asking for repetition/clarification Recognizing and correcting inaccuracies
Learning	**Cognitive**	Making sense (inferring) Summarizing
	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Setting goals Planning steps related to a task Self-evaluating

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded the table below.

Subject-Specific Competencies ↓ / Cross-Curricular Competencies →	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English					■			■	■
Reinvests understanding of texts			■		■			■	■
Writes and produces texts									

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks for this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Families of Learning Situations and Language Functions

Informing
- Analyzing, comparing and evaluating information on an issue, a phenomenon, a problematic situation or a series of events
- Asking for and summarizing information about an issue, a phenomenon, a problematic situation or a series of events
- Formulating a hypothesis to solve a problem
- Identifying main ideas, supporting details and contradictory information in texts
- Inquiring about and relaying/reporting the findings or conclusions of texts in various modes
- Predicting and speculating about outcomes
- Understanding, explaining and discussing the steps, actions, procedures and conditions to resolve an issue, a problem or a situation

Expressing
- Understanding and expressing opinions, attitudes and reactions related to social issues (e.g. agreement, disagreement, approval, disapproval, neutrality, indifference)

Persuading
- Promoting, defending and supporting personal ideas, opinions or viewpoints on social issues

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is particularly pertinent to this course.

Prepositions
- Relationship: to show omission (e.g. *except, but*)

Verb/Time References
- Future progressive

Other Linguistic Structures
- Complex sentence structure (affirmative, negative, interrogative, exclamatory)
- *Either*, *neither* and *so* to emphasize or confirm a previous statement
- Sentences with *I wish* + simple past (e.g. *I wish I lived*)
- Second conditional: present unreal (e.g. *If* + subject + past + object; subject + *would* + verb + object)

Vocabulary (related to)
- Broad areas of learning (e.g. Environmental Awareness and Consumer Rights and Responsibilities; Media Literacy)
- Cross-curricular competencies (e.g. *Exercises critical judgment; Achieves his/her potential*; *Adopts effective work methods*; *Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. employment, education, lifestyles, current events, social issues)

Semantics

- Abbreviations and acronyms (e.g. countries, titles, newspapers, file extension, corporations, organizations)
- Antonyms (e.g. *abroad/home*; *admit/deny*; *lead/follow*) and synonyms (e.g. *attempt/try*; *correct/right*; *understand/comprehend*)
- Heteronyms (e.g. *address, live, close, abuse, associate, conflict*)
- *Make* vs. *do* (e.g. *make a mistake; do your best*)
- Metaphors (e.g. *a weighty subject; difficult to swallow; stir up emotions*)
- Phrasal verbs: separable/non-separable according to meaning (e.g. *check out; turn out; pass on; mix up*)
- Prefixes/suffixes (e.g. *pro-/anti-* to state position: *pro-choice/anti-abortion*)

Phonology

- Relaxed pronunciation, including linking/blending
  (e.g. *Have you ever* + past participle? > *Ever* + past participle?)

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is pertinent to this course.

- Organization of ideas
  - claim to counter-claim
- Transitional expressions
  - emphasis (e.g. *in my opinion, in fact*)
  - summary (e.g. *because of this, in conclusion, in other words*)

Textual Organization

Selected text types: information-based and popular
- Knowledge of internal features
  - appropriate language register when participating in discussions or informal debates on social issues
  - text development (introduction, body and conclusion) in oral texts, and layout or text components in written texts and multimedia productions (e.g. title, graphic design, headline, caption, diagrams, charts, menu bar, hyperlinks)
- Knowledge (i.e. recognition) of external features
  - context (e.g. making choices as to where to purchase consumer goods, discussing improper social practices of large companies, participating in informal debates on substance abuse)
  - purpose: informing, expressing and persuading (i.e. any of the bulleted items under Functional Knowledge)
  - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. consumers, parents of young children)

Cultural References

In this course, adult learners may explore the sociological aspect of English culture in North America by considering social issues that marked North American or world history (e.g. segregation/civil rights movement in the U.S.; apartheid in South Africa; suffrage movement in Canada). However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

| Families of Learning Situations |
| --- |
| ► **Informing** |
| ► **Expressing** |
| ► **Persuading** |

All three families of learning situations are targeted in this course. **Informing** is associated with asking for and giving, identifying, classifying, describing, explaining, analyzing, comparing and discussing information related to social issues. **Expressing** relates to the sharing of opinions and feelings with others. **Persuading** is associated with promoting, defending and supporting ideas and viewpoints.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance for our society. Environmental Awareness and Consumer Rights and Responsibilities as well as Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Interacts orally in English			■		■
Reinvests understanding of texts			■		■

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate knowledge that might be explored in certain learning situations.

By considering issues related to Environmental Awareness and Consumer Rights and Responsibilities, adult learners may develop a greater awareness of the social, economic and ethical aspects of consumption (e.g. understanding of the importance of the production and consumption of goods and services in social and economic organization).

By considering issues related to Citizenship and Community Life, adult learners may develop a better understanding of the mechanisms that contribute to poverty and illiteracy.

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a) Outsourcing Jobs

Some large Canadian corporations outsource jobs as a way to cut costs. Outsourcing jobs means shutting down domestic manufacturing plants and offices and giving the work load to people in developing countries where workers are paid substantially less than Canadian workers. The threat of outsourcing jobs to third-world countries puts pressure on Canadian workers to accept lower salaries. Outsourcing may be considered by consumers to be advantageous because it keeps the price of goods down. However, for those whose livelihood is on the line, the perspective is very different. Is outsourcing a good thing? Research the subject, take a stance, express and defend your opinion on the subject.

b) Charity Begins at Home

You are in an English-speaking environment where friends or acquaintances are talking about organizations that raise funds to help eliminate third-world poverty. Someone makes the comment that "charity begins at home." You are puzzled by the comment and decide to research the situation of homelessness and poverty in Canada. After getting information on the issue, you meet with the group again to share your information, reveal your stance and discuss what you see as possible solutions to this problem. Be prepared to support whatever position you take on the issue.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvests understanding of texts* and *Interacts orally in English* by employing a range of resources to:

- communicate orally to exchange factual information and opinions and promote viewpoints

- interpret information conveyed in informative, expressive and persuasive texts they read, listen to and view

Adult learners will be able to discuss factual information, express opinions and promote points of view on national or international social issues. They will be able to ask and answer questions (e.g. main idea, supporting details, contradictory information, hypothesis, reactions, outcomes), using forms of present, past and simple tenses as well as most progressive and perfect forms. Adult learners will be able to use both a language register and text development that are appropriate for the context, as well as a discourse that is connected and reasonably fluent with little hesitation and few pauses. They will also be able to use simple, compound and some complex sentence structures with a range of common vocabulary and idioms.

In this course, oral interaction tasks can include discussions, informal debates, inquiries and interviews and are based on conversation with others or on written, audio, live or on video-mediated texts. Oral interactions are expected to be 4 to 6 minutes in length, depending on the context. More detailed information on texts related to the development of Competency 1 is provided in Chapter 3, Section 3.2.3.

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components. They will also be able to answer questions by identifying and communicating pertinent information (e.g. main idea, supporting details, contradictory information, hypothesis, reactions, outcomes). The written information-based and popular texts used for developing and demonstrating comprehension should be related to national or international social issues and be three to five paragraphs long. Live or video-mediated texts could be as long as 90 minutes; audio-mediated texts, no longer than 6 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Texts used for developing and demonstrating comprehension may consist of:

- magazine and newspaper articles
- news reports
- expert panels
- blogs

- interviews
- discussions
- debates
- documentaries

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Interacts orally in English (C1)	- Adequate participation in oral interaction in English at all times - Pertinence of the message expressed - Coherent articulation of the message
Reinvests understanding of texts (C2)	- Demonstration of understanding through the response process - Pertinent use of knowledge in a reinvestment task

ANG-5102-1

Suggestions and Advice

English as a Second Language

Introduction

The goal of this 25-hour course, the second of three courses in Secondary V (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- communicate orally in order to request or offer suggestions and advice on matters of a personal nature

- construct meaning of informative and persuasive texts that offer suggestions and advice on matters of a personal nature

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, and to read moderately complex texts such as advice columns, magazine articles, instruction or information booklets and "how-to" Web sites. They will be able to understand and participate in discussions, inquiries and interviews related to personal matters.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Suggestions and Advice* are shaded in the table below.

Competencies	Key Features
Interacts orally in English (C1)	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
Reinvests understanding of texts (C2)	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
Writes and produces texts (C3)	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2

- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3

- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C1 and C2 are targeted in this course, C3 is implicit as writing activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the two processes suggested for this course are illustrated in the table below.

Processes	Phases
Oral communication	Planning (tasks)
Response	Mobilizing resources (performing tasks)
	Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	Verbal	Rephrasing
Learning	Cognitive	Comparing Making hypotheses Scanning
	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Directing/paying selective attention Self-monitoring

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5

- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Subject-Specific Competencies ↓ / Cross-Curricular Competencies →	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English	▪	▪			▪				▪
Reinvests understanding of texts	▪	▪			▪				▪
Writes and produces texts									

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks for this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Families of Learning Situations and Language Functions

Informing

- Inquiring about, explaining, discussing and comparing factual information related to matters of a personal nature
- Understanding and explaining reasons for suggestions and advice

Persuading

- Encouraging, discouraging, exhorting, dissuading others
- Instructing
- Understanding, requesting and offering suggestions and advice on matters of a personal nature

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is pertinent to this course.

Verb/Time References

- Past perfect
- Past perfect progressive

Other Linguistic Structures

- Third conditional (*if* + past perfect + *could have*, *would have*, *might have* + participle)

Vocabulary (related to)

- Broad areas of learning (e.g. Health and Well-Being; Career Planning and Entrepreneurship)
- Cross-curricular competencies *(e.g. Uses information; Solves problems; Adopts effective work methods; Communicates appropriately)*
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. employment; education; social roles and responsibilities; health and lifestyles; personal experiences and choices)

Semantics

- Abbreviations and acronyms (e.g. *F.A.Q., ASAP*, support groups, movements)
- Antonyms (e.g. *failure/success*; *public/private*; *safe/dangerous*) and synonyms (e.g. *aid/help*; *recommend/suggest*; *solution/answer*)
- Heteronyms (e.g. *content*, *elaborate*, *incline*)
- Metaphors (e.g. *to mull over a decision*; *food for thought*; *to be pressured into a decision*)
- Phrasal verbs: separable/inseparable, according to meaning (e.g. *get back; take off*)
- Prefixes/suffixes (e.g.*–ance*: *resistance*; *-ence*: *dependence*)

Phonology

- Contractions: *have* with the past perfect (e.g. *I'd left; he'd driven; they hadn't spoken*)
- Pronunciation of heteronyms (e.g. *concert, console, discount*)
- Relaxed pronunciation, including linking/blending
  (e.g. *what is the matter/wassamatter*; *what do you/whaddaya*; *lot of/lotta*)

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is pertinent to this course.

- Organization of ideas
  - problem to solution
- Transitional expressions
  - addition (e.g. *moreover*, *in addition*)
  - example (e.g. *for example*, *for instance*)

Textual Organization
Selected text types: information-based and popular
- Knowledge of internal features
  - appropriate language register when offering suggestions and advice to others on matters of a personal nature
  - text development (introduction, body and conclusion) in oral texts, and layout or text components in written texts and multimedia productions (e.g. title, graphic design, headline, caption, diagrams, charts, menu bar, hyperlinks)
- Knowledge (i.e. recognition) of external features
  - context (e.g. comparing information in magazine articles, discussing documentaries, reading medical information found on Web sites or in booklets)
  - purpose: informing and persuading (i.e. any of the bulleted items under Functional Knowledge)
  - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or community, e.g. unemployed workers, single-parent families, pregnant women, people with compulsive behaviors)

Cultural References

In this course, adult learners may explore the sociological aspects of English culture in North America by examining the customs and interpersonal relations involved when offering advice and suggestions. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

Families of Learning Situations
► **Informing**
Expressing
► **Persuading**

Informing and persuading are the two families of learning situations targeted in this course. **Informing** is associated with asking for and giving, identifying, classifying, comparing and evaluating information for personal purposes. **Persuading** is associated with suggesting, advising, influencing and convincing others.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Health and Well-Being and Career Planning and Entrepreneurship (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Interacts orally in English	■	■			
Reinvests understanding of texts	■	■			

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Health and Well-Being, adult learners may develop better knowledge of the impact of their choices on health and well-being (e.g. knowledge of the effects of stress).

By considering issues related to Career Planning and Entrepreneurship, adult learners may develop self-knowledge and greater awareness of their potential and how to fulfill it (e.g. recognition of their talents, strengths, interests and personal and career aspirations).

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a) STIs and Unwanted Pregnancies on the Rise

According to the Public Health Agency of Canada, today's teenagers are increasingly sexually active at a younger age than before. Public Health Agency of Canada also shows that STIs and unwanted pregnancies are on the rise among that segment of the population. Some people see a correlation between this situation and the fact that there is no more sex education given in Québec's schools. Do some research on the topic and try to explain why this situation is happening. Give suggestions or advice on how to improve the situation.

b) Moving Away

Due to a difficult economic situation your employer is downsizing. Because you were among the last people hired, you think you will be directly affected by the layoffs. You have to make an important decision: either relocate to a city where career opportunities abound or move to a rural area with all that it entails. You have to weigh the advantages and disadvantages of relocating to a new community. Once your choice is made, tell a friend. Be prepared to defend your choice as this friend may want to discourage you and make you change your mind.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvests understanding of texts* and *Interacts orally in English* by employing a range of resources to:

- communicate orally in order to request or offer suggestions and advice

- interpret information conveyed in informative and persuasive texts they read, listen to and view

Adult learners will be able to discuss suggestions and advice related to matters of a personal nature. They will be able to ask and answer questions (e.g. problems, solutions, instructions, reasons for encouraging or discouraging actions, contradictions, possible outcomes), using conditionals, simple tenses and most progressive and perfect forms. They will be able to use both a language register and text development that are appropriate for the context as well as a discourse that is connected and reasonably fluent with little hesitation and few pauses. They will be able to use simple, compound and some complex sentence structures with a range of common vocabulary and idioms.

In this course, oral interaction tasks can include discussions, inquiries and interviews, based on conversations with others or on written, audio, live or video-mediated texts and are expected to be 4 to 6 minutes in length, depending on the context. More detailed information on texts related to the development of Competency 1 is provided in Chapter 3, Section 3.2.3.

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components. They will be able to answer questions by identifying and communicating pertinent information (e.g. problems, solutions, instructions, reasons for encouraging or discouraging actions, contradictions, possible outcomes).

Texts used for developing and demonstrating comprehension may consist of:

- advice columns, magazine articles
- instruction or information booklets
- how-to Web sites

- expert panel discussions
- interviews
- documentaries
- call-in shows
- podcasts

The written information-based and popular texts used for developing and demonstrating comprehension should be three to five paragraphs long. Live or video-mediated texts could be as long as 90 minutes; audio-mediated texts, no longer than 6 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Interacts orally in English (C1)	• Adequate participation in oral interaction in English at all times • Pertinence of the message expressed • Coherent articulation of the message
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task

Introduction

The goal of this 25-hour course, the third of three courses in Secondary V (for which adult learners earn credits in second language), is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- broaden knowledge of persuasive texts that serve to influence others or promote ideas and points of view

- write and produce texts that influence others or promote ideas and points of view

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, in order to understand familiar and unfamiliar topics and state personal points of view. They will be able to obtain information by reading, listening to and viewing moderately complex persuasive texts and by talking with others. They will be able to understand and write and/or produce persuasive texts.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Influencing Others* are shaded in the table below.

Competencies	Key Features
***Interacts orally in English* (C1)**	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
***Reinvests understanding of texts* (C2)**	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
***Writes and produces texts* (C3)**	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2

- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3

- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C2 and C3 are targeted in this course, C1 is implicit as speaking activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the three processes suggested for this course are illustrated in the table below.

Processes	Phases
Response	Planning (tasks)
Writing	Mobilizing resources (performing tasks)
Production	Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	**Verbal**	Rephrasing Simplifying
Learning	**Cognitive**	Reorganizing information to make it meaningful Practising to improve skills
	Socioaffective	Asking for and giving constructive feedback Encouraging self and others
	Metacognitive	Planning steps related to a task Transferring knowledge to new contexts

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Cross-Curricular Competencies → Subject-Specific Competencies ↓	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English									
Reinvests understanding of texts	■		■		■				
Writes and produces texts	■				■				■

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks for this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of the knowledge for Secondary III, IV and V.

Functional Knowledge

Families of Learning Situations and Language Functions

Persuading
- Advocating causes, individuals, groups
- Influencing and convincing others
- Predicting, speculating on outcomes
- Understanding, stating, supporting, defending and promoting ideas and points of view
- Understanding, suggesting and requesting solutions

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is particularly pertinent to this course.

Verb/Time References
- Future perfect
- Future perfect progressive

Vocabulary (related to)
- Broad areas of learning (e.g. Career Planning and Entrepreneurship; Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Exercises critical judgment; Adopts effective work methods; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. employment; education; environmental, social, political issues; consumer goods and services; community services)

Semantics
- Antonyms (e.g. *everywhere/nowhere*; *knowledge/ignorance*; *foolish/wise*) and synonyms (e.g. *halt/stop*; *oppose/be against*; *persuade/convince*)
- Heteronyms (e.g. *moderate*, *object*, *permit*)
- Metaphors (e.g. *to see the light of reason*; *to take a dim view of something*; *to receive a warm reception*)
- Phrasal verbs: separable/inseparable, according to meaning (e.g. *get through; give in*)
- Prefixes/suffixes (e.g. *im-*:*immeasurable*, *impolite*; *octo-*: *octogenarian*; *deci-*: *decimal*)

Phonology
- Any elements from ANG-5101-2 and ANG-5102-1 required for oral or multimedia productions

Orthography
- Abbreviations (e.g. associations, companies, organizations)
- Basic spelling rules (prefixes: e.g. hyphenate *all-, ex-, self-*)

- Capitalization (e.g. titles: reports, articles, honourifics)
- Punctuation: commas, periods, capitalization, quotation marks, colons (e.g. colon before formal quotations; ellipsis for omitted words in a quote; periods for abbreviations)
- Plurals (e.g. certain Latin words: *phenomenon > phenomena*, *criterion > criteria*)
- Variations in Canadian/British/American spelling (e.g. cancelled/canceled; colour/color; judgment/judgement)

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is particularly pertinent to this course.

- Organization of ideas
  - appropriate for the context
    (any element from ANG-3101-2 through ANG-5102-1)
- Transitional expressions
  - intensification (e.g. *basically, especially, undoubtedly*)

Textual Organization

Selected text types: information-based and popular
- Knowledge of internal features
  - appropriate language register when stating positions and promoting ideas and points of view
  - text development (introduction, body and conclusion) of oral texts, and layout or text components in written texts and multimedia productions (e.g. e-mails: sender's electronic address, recipient's electronic address, "Cc" field, "Subject" field, body, signature, attachment; standard letter: inside address, attention line, subject line, salutation, body, complimentary closing; title, graphic design, headline, caption, diagrams, charts, menu bar, hyperlinks, musical theme, visual and sound effects)

- Knowledge (i.e. recognition) of external features
  - context (e.g. producing pamphlets about safety measures, filming mock interviews, creating promotional materials)
  - purpose: persuading (i.e. any of the bulleted items under Functional Knowledge)
  - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. workers with safety concerns, employers)

Cultural References

In this course, adult learners may explore the sociolinguistic aspect of English culture in North America by examining the language code related to stating positions and promoting ideas and points of view through various types of written and produced texts. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The family of learning situations tied to subject-specific competencies targeted in this course is shaded in the table below.

Family of Learning Situations
Informing
Expressing
► **Persuading**

Persuading is the family of learning situations targeted in this course. It is associated with advocating, advising, convincing, defending, encouraging, promoting, requesting and supporting.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance for our society. Career Planning and Entrepreneurship as well as Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Reinvests understanding of texts		■			■
Writes and produces texts		■			■

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Career Planning and Entrepreneurship, adult learners may develop strategies related to various aspects of carrying out a plan or project.

By considering issues related to Citizenship and Community Life, adult learners may develop a greater knowledge of the mechanisms in place for protecting citizens' rights.

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, this variety of resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a) Potholes

The other day, as you were driving, you hit a big pothole that caused considerable damage to your car. The incident made you angry. Consequently, you decided to go to city hall to request compensation for the damages. You were informed that the city would not pay for repairs unless you could prove without a doubt that the city was negligent. You left city hall indignant and decided to air your frustration by writing a letter to the local newspaper and posting a copy on a blog, convinced that your letter, when it is published, will influence the authorities to change the situation.

b) Doing the Right Thing to Land a Job

You would like to experience living in an English environment to improve your second language skills. For this to be financially possible, you must be able to find employment there. After finding a prospective employer, you write a cover letter to convince this person to accept to meet you for a job interview. Your letter has two goals: providing the prospective employer with information on you and influencing him or her to meet you.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvest understanding of texts* and *Writes and produces texts* by employing a range of resources to:

- broaden knowledge of persuasive texts that serve to influence others or promote ideas and points of view

- interpret information conveyed in persuasive texts they read, listen to and view

- write and produce persuasive texts that serve to influence others or promote ideas and points of view

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components and organization of ideas. They will also be able to answer questions by identifying and communicating pertinent information (e.g. causes, influences, instructions, outcomes, predictions, speculations, solutions).

Texts used for broadening knowledge of persuasive texts may consist of:

- editorials/letters to the editor
- petitions
- pamphlets
- blogs
- commentaries

- TV advertisements/announcements
- podcasts
- debates
- interviews
- documentaries

Texts used for broadening knowledge of persuasive texts may be related to commercial, industrial, environmental, political or moral issues. Written texts should be three to five paragraphs long. Audio and video-mediated texts could be used to complement the written texts. Live or video-mediated texts could be as long as 90 minutes; audio-mediated texts, no longer than 6 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Adult learners will be able to produce texts that advocate causes, individuals or groups, stating and supporting ideas and points of view. They will be able to convey relevant information (e.g. causes, influences, instructions, outcomes, predictions, speculations, solutions), using conditionals, simple tenses and most progressive and perfect forms. Adult learners will be able to use simple, compound and some complex sentence structures to present information into a coherent text which presents the main idea clearly and supports it with appropriate, relevant details despite discourse patterns that are occasionally typical of the mother tongue. Language codes and conventions will be appropriate for the context and audience.

In this course, written or produced tasks can include standard or electronic commentaries, letters and promotional documents that are three or four paragraphs long or composed of 150 to 250 words, depending on the text type and context; or multimedia texts that are 3 to 4 minutes in length. More detailed information on texts related to the development of Competency 3 is provided in Chapter 3, Section 3.4.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task
Writes and produces texts (C3)	• Coherence of the content • Clear formulation of the message

Courses With Supplementary Credits in Second Language

Supplementary Credits in Second Language

The codes below correspond to courses for which adult learners can earn credits in second language other than those needed to meet the certification conditions stipulated in Chapter III, section 30 (2) of the Basic Adult General Education Regulation.

ANG-4104-2	**An Issue Close to My Heart**
ANG-5104-1	**Writing Skills I**
ANG-5105-1	**Writing Skills II**
ANG-5106-2	**Current Events**

The credits earned by successfully completing the courses above cannot replace the credits earned in the following Secondary IV and V courses:

ANG-4101-2
ANG-4102-1
ANG-4103-1

ANG-5101-2
ANG-5102-1
ANG-5103-1

Course ANG-4104-2 (*An Issue Close to My Heart*) may only be taken after the Secondary IV courses ANG-4101-2, ANG-4102-1 and ANG-4103-1 have been successfully completed. Course ANG-5106-2 (*Current Events*) may only be taken after the Secondary V courses ANG-5101-2, ANG-5102-1 and ANG-5103-1 have been successfully completed. The Secondary V courses ANG-5104-1 and ANG-5105-1 may be taken before, or concurrently with, another Secondary V ESL course.

The number of credits earned in language of instruction and in second language may not exceed 36.

Course
ANG-4104-2
An Issue Close to My Heart

English as a Second Language

Introduction

The goal of this 50-hour course, for which adult learners can earn supplementary credits in second language, is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- construct the meaning of informative, expressive and persuasive texts so as to extend their knowledge of personally relevant issues

- communicate factual information, relate experiences and attempt to influence behaviour or perceptions by producing written, multimedia texts or oral presentations on personally relevant issues

- ask and/or respond orally to questions and reactions of others following presentations of written, oral or multimedia texts on personally relevant issues

By the end of this course, adult learners will be able to apply their knowledge of the English language, such as language functions, grammar and vocabulary, in order to read moderately complex texts such as pamphlets, leaflets, letters, magazine articles and reports. They will be able to write and produce written, multimedia texts or oral presentations that communicate factual information, relate experiences and attempt to influence others. They will be able to understand and participate in conversations, discussions, informal debates, question periods or interviews related to these issues.

Subject-Specific Competencies

The three subject-specific competencies targeted in the course *An Issue Close to My Heart* are shaded in the table below.

Competencies	Key Features
Interacts orally in English (C1)	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
Reinvests understanding of texts (C2)	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
Writes and produces texts (C3)	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2

- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3

- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Given that all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the four processes suggested for this course are illustrated in the table below.

Processes	Phases
Oral communication	Planning (tasks)
Response	Mobilizing resources (performing tasks)
Writing	Reflecting (on completed tasks)
Production	

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	**Verbal**	Asking for repetition/clarification Recognizing and correcting inaccuracies
Learning	**Cognitive**	Skimming Practising to improve skills
	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Planning steps related to a task Self-evaluating

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5
- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Subject-Specific Competencies ↓ / Cross-Curricular Competencies →	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English	■	■			■				■
Reinvests understanding of texts	■	■			■				
Writes and produces texts	■	■			■				■

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks for this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation. The tables in Chapter 4, Sections 4.1.1, 4.1.2 and 4.1.3 provide an overview of knowledge for Secondary III, IV and V.

Functional Knowledge

Families of Learning Situations and Language Functions

Informing
- Identifying and describing causal relationships
- Understanding, explaining and discussing factual information related to issues of personal relevance

Expressing
- Admitting/denying wrongdoing
- Apologizing for a misdeed/misconduct/offense
- Criticizing/condemning/denouncing people, acts, situations, events
- Praising/commending people or actions
- Understanding and expressing approval/disapproval of stated opinions or views related to personal issues and experiences
- Understanding and expressing feelings, opinions, viewpoints related to personal issues and experiences

Persuading
- Asking for and giving advice related to personally relevant situations
- Influencing perceptions
- Promoting certain behaviours, actions
- Understanding and giving instructions
- Understanding and suggesting solutions/resolutions to problems

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is pertinent to this course.

- All elements from ANG-4101-2, ANG-4102-1 and ANG-4103-1.

Vocabulary (related to)

- Broad areas of learning (e.g. Health and Well-Being; Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Adopts effective work methods; Uses information and communications technologies; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. relationships; responsibilities; entertainment, recreation, lifestyles; community services)

Semantics

- Antonyms (e.g. *danger/safety; praise/blame; real/imaginary*) and synonyms (e.g. *guard/protect; profit/gain; prohibited/forbidden*)
- False cognates (e.g. *sensible/sensible; sympathetic/sympathique; touchy/touché*)
- Heteronyms (e.g. *insert; frequent; diverse*)
- Phrasal verbs: separable (e.g. *think through; turn down; work out; calm down; clean up; live down; stand up; think over*)
- Prefixes/suffixes (e.g. in- :*inability*, *inappropriate*; prim-: *primary*)
- Similes (e.g. *as free as a bird; lie like a rug; smoke like a chimney*)

Phonology

- Any elements from ANG-4101-2 and ANG-4102-1 required for oral or multimedia productions
- Voiced and voiceless interdental fricative *-th* as [θ] or [∂] (e.g. *these, thin*)
- Relaxed pronunciation, including linking/blending (e.g. *am not* + verb + *ing* / *ain't* + verb + *ing*)

Orthography

- *Abbreviations/a*cronyms (e.g. associations, groups, health-related, viruses)
- Basic spelling rules (suffixes: e.g. doubling the last consonant in one- or two-syllable words)
- Capitalization (e.g. salutations, complimentary closings, holidays)
- Plurals (hyphenated compound words: e.g. *mothers-in-law, three-year-old girls*)
- Punctuation (e.g. apostrophes: possessive case; colons: with lists)
- Verb inflection (e.g. *-s*, *-ed*, *-ing*)

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is pertinent to this course.

- All elements from ANG-4101-2, ANG-4102-1 and ANG-4103-1.

Textual Organization

Selected text types: information-based and popular

- Knowledge of internal features
  - appropriate language register when communicating information, relating experiences and influencing behaviour or perceptions
  - text development (introduction, body and conclusion) in oral texts (e.g. interviews, discussions), and layout and components of written or multimedia texts (e.g. title, organization, message, photos and graphic material, sound effects)
- Knowledge (i.e. recognition) of external features
  - context (e.g. producing a pamphlet to raise awareness of the needs of the elderly; creating a Web page to communicate information on maintaining good health; writing a petition to denounce an unfair practice)
  - purpose: informing, expressing and persuading (i.e. any of the bulleted items under Functional Knowledge)
  - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. human rights advocates, victims of racial discrimination)

Cultural References

In this course, adult learners may explore the sociolinguistic aspect of English culture in North America by examining language register and the level of language formality required for different audiences when attempting to influence behaviour or perceptions. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

Families of Learning Situations
► **Informing**
► **Expressing**
► **Persuading**

All three families of learning situations are targeted in this course. **Informing** is associated with gathering, analyzing, comparing, understanding and relaying factual information. **Expressing** is associated with stating and finding out about feelings, opinions and viewpoints. **Persuading** is associated with influencing behaviour, actions and perceptions.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Health and Well-Being and Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Interacts orally in English	■				■
Reinvests understanding of texts	■				■
Writes and produces texts	■				■

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Health and Well-Being, adult learners may develop better knowledge of the impact of their choices on health and well-being (e.g. awareness of the influence of behaviour and attitudes on psychological well-being).

By considering issues related to Citizenship and Community Life, adult learners may develop a greater sense of participation, cooperation and solidarity (e.g. exercise of leadership in various ways).

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a) HIV/AIDS Prevention

You would like to help raise awareness of HIV/AIDS prevention and the need for moral and financial support for those afflicted by this disease, and their families and friends. You decide to set up a discussion forum which allows people to ask questions and discuss misconceptions that often lead to the exclusion of victims of this disease. You prepare a pamphlet that includes factual information on the subject and publicizes your event. You produce written, audio or video ads promoting prevention. You edit your production and then, if you wish, you may broadcast it on a Web site.

b) Peer Pressure

You watched an English TV program about peer pressure among teenagers and young adults. The program mentioned that teens are often pressured by peers to do things such as skipping classes, late night partying, drinking, smoking, experimenting with drugs, changing their clothing style, dying

their hair, getting a tattoo or a piercing, running away from home, joining a gang and even committing criminal acts. You believe that this is an important issue and one that most people must confront at some point in their lives. You would like to sensitize others to the difficulties associated with peer pressure, so you decide to produce a written document which recounts experiences and gives practical advice. In order to enhance your message, you also produce a multimedia presentation. You then present these texts to others and discuss any questions or reactions they may have.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Interacts orally in English*, *Reinvests understanding of texts* and *Writes and produces texts* by employing a range of resources to:

- communicate orally to report factual information, relate experiences, attempt to influence behaviour or perceptions and ask and/or respond to questions

- interpret information conveyed in informative, expressive and persuasive texts

- produce written, multimedia texts or oral presentations

Adult learners will be able to understand, explain, discuss and present factual information; express feelings, opinions and viewpoints. They will be able to give advice and suggestions related to personal issues, situations and experiences. They will be able to interact orally to criticize certain situations or events and will have the ability to express approval or disapproval of stated opinions or views.

Adult learners will be able to ask and/or respond to questions (e.g. the characters being discussed, their relationships, the chronology of events, a possible issue, outcomes or solutions, feelings, opinions, views) using forms of present, past, future simple tenses and some progressive and perfect forms. They will be able to use simple and compound sentence structures. Both the language register and text development of the interaction are appropriate for the context. Adult learners use relatively plain language with some idioms and their discourse is reasonably fluent with occasional hesitation and pauses. In this course, oral interaction tasks may include conversations, discussions, informal debates, question periods as well as interviews based on conversation with others or on written, audio, live or video-mediated texts. Oral interactions are expected to be 3 to 5 minutes in length, depending on the context. Question periods follow multimedia or oral presentations. More detailed information on texts related to the development of Competency 1 is provided in Chapter 3, Section 3.2.3.

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components and organization of ideas. They will be able to answer questions by identifying and communicating pertinent information (e.g. the characters being discussed, their relationships, the chronology of events, a possible issue, outcomes or solutions, feelings, opinions, views).

Texts used for developing and demonstrating comprehension may consist of:

- o pamphlets
- o leaflets
- o letters
- o magazine articles

- o documentaries
- o reports
- o blogs
- o action plans

- o podcasts
- o discussions
- o interviews
- o debates

The written information-based and popular texts used for developing and demonstrating comprehension should be two or three paragraphs long. Live or video-mediated texts could be as long as 60 minutes; audio-mediated texts, no longer than 4 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Adult learners will be able to produce written, multimedia texts or oral presentations that present factual information, relate experiences and attempt to influence behaviour or perceptions. Texts include: conventional written messages or letters that are two or three paragraphs long or composed of 50 to 150 words of a personal or formal nature, depending on the text type and context. Multimedia texts or oral presentations are 2 to 3 minutes in length. More detailed information on texts related to the development of Competency 3 is provided in Chapter 3, Section 3.4.3.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Interacts orally in English (C1)	• Adequate participation in oral interaction in English at all times • Pertinence of the message expressed • Coherent articulation of the message
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task
Writes and produces texts (C3)	• Coherence of the content • Clear formulation of the message

English as a Second Language

Introduction

The goal of this 25-hour course, the first of two courses related to written communication and for which adult learners can earn supplementary credits in second language, is to allow adult learners to improve their English writing skills. Through a variety of learning situations and activities, adult learners will be given the opportunity to:

- broaden knowledge of informative, expressive and persuasive texts

- write paragraphs that convey clear messages related to places, objects, feelings, situations and events

By the end of this course, adult learners will be able to apply their knowledge of the English language, such as language functions, grammar and vocabulary, in order to give and understand definitions, instructions, descriptions of places, objects, feelings and understand and report information on given situations and events.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Writing Skills I* are shaded in the table below.

Competencies	Key Features
***Interacts orally in English* (C1)**	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
***Reinvests understanding of texts* (C2)**	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
***Writes and produces texts* (C3)**	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2

- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3

- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C2 and C3 are targeted in this course, C1 is implicit as speaking activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the two processes suggested for this course are illustrated in the table below.

Processes	Phases
Response	Planning (tasks)
Writing	Mobilizing resources (performing tasks) Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	Verbal	Rephrasing Simplifying
Learning	Cognitive	Activating prior knowledge Comparing
	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Directing/paying selective attention Making transfers to new contexts

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5

- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Cross-Curricular Competencies → Subject-Specific Competencies ↓	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English									
Reinvests understanding of texts	■	■			■				
Writes and produces texts	■	■			■				■

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject -Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

While any of the knowledge elements from preceding courses may be necessary to carry out the learning tasks for this course, some have been repeated in this list for emphasis. The list below is not restrictive; teachers may complement it with knowledge they feel might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation.

Functional Knowledge

Families of Learning Situations and Language Functions:

Informing

- Giving and understanding factual information about future situations/events
- Reporting factual information about past and present incidents/situations/events

Expressing

- Giving accounts of and describing feelings related to incidents/situations/events

Persuading

- Giving and understanding instructions
- Giving reasons

Linguistic Knowledge

Grammar and Syntax

Adjectives

- Types:
    - Attributive/predicative (e.g. *an interesting subject*; *the subject is interesting*)
    - Compound
    - Proper
- Placement/order

Adverbs

- Adverbs of degree, frequency, manner, place, reason, time
- Formation
- Placement

Conjunctions

- Coordinating, subordinating, correlative

Interjections

- Expressing surprise (e.g. *oh; wow*)

Nouns

- Nouns: collective, compound, proper
- Plurals including irregular forms

Prepositions

- Prepositions of movement (e.g. *to, from*)
- Prepositions of place/position (e.g. *in, on, at, over, under, above, below, across*)
- Prepositions of time (e.g. *in, on, at, before, during, after*)

Pronouns

- Impersonal (e.g. *it, you, one, they*)
- Indefinite (e.g. *something, anything, everything*)
- Reciprocal (*each other, one another*)

- Reflexive (e.g. *myself, yourself, himself*)
- Relative (*who, which, that*)

Verb/Time References:

- Past, present, future and conditional verb tenses

Other Linguistic Structures

- Single-clause sentence structure (affirmative, negative, interrogative, exclamatory)
- Compound sentence structure (affirmative, negative, interrogative, exclamatory)
- Complex sentence structure (affirmative, negative, interrogative, exclamatory)

Vocabulary

- Broad areas of learning (e.g. Health and Well-Being; Career Planning and Entrepreneurship)
- Cross-curricular competencies (e.g. *Uses information; Adopts effective work methods; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. employment, education; entertainment, recreation, lifestyles; personal experiences)

Semantics

- Abbreviations and acronyms (e.g. for companies, organizations)
- Antonyms (e.g. *old/new; buy/sell; enjoy/dislike; slow/fast; near/far*)
- Cognates (e.g. *large; chance; patience)*; and false cognates (e.g. *form; sensible*)
- Homophones (e.g. *add/ad; made/maid; real/reel; inn/in*)
- Phrasal verbs: separable/inseparable according to meaning(e.g. *pass on; get through*)
- Prefixes/suffixes (e.g. *dis-* :*dislike*; *-cian*: *musician*)
- Synonyms (e.g. *tiny/little; clothes/garments; purchase/buy; fast/quickly; near/close to*)

Orthography

- Abbreviations for familiar organizations, corporations, countries; specific dates, times, numbers and amounts
- Basic punctuation: periods, question marks, commas, quotation marks
- Basic spelling rules
- Capitalization of abbreviations; proper nouns; titles and subtitles of books, movies, songs
- Plurals: regular and irregular

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is pertinent to this course.

- Agreement: person, number, gender, case
- Conjunctions

- Organization of ideas: appropriate order for context (i.e. chronological, spatial, climactic, specific-to-general, general-to-specific)
- Parallel structure: nouns, infinitives, gerunds
- Structured paragraphs: topic sentence, supporting sentences and concluding sentence
- Transitional expressions

Textual Organization

Selected text types: informative, expressive and persuasive (i.e. information-based, popular, literary)

- Knowledge of internal features
  o appropriate language register for the context
  o text development for notes, letters and messages; reports and explanations; accounts of situations and events (e.g. salutation, body, complimentary closing and signature for short letters; topic sentence, supporting details and conclusion for reports)
- Knowledge (i.e. recognition) of external features
  o context (e.g. recounting details of an event; making requests; explaining how to do something)
  o purpose: informing, expressing, persuading (i.e. any of the bulleted items under Functional Knowledge)
  o target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. business people, coworkers, friends)

Cultural References

In this course, adult learners may explore the sociolinguistic aspect of English culture by considering the level of formality required for written texts related to specific contexts. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

Families of Learning Situations
► **Informing**
► **Expressing**
► **Persuading**

All three families of learning situations are targeted in this course. **Informing** is associated with identifying, understanding, reporting and explaining factual information. **Expressing** relates to recounting personal experiences and describing feelings and reactions. **Persuading** is associated with giving and understanding instructions, explanations and reasons.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Health and Well-Being and Career Planning and Entrepreneurship (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Reinvests understanding of texts	■	■			
Writes and produces texts	■	■			

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Health and Well-Being, adult learners may develop better knowledge of themselves and their basic needs (e.g. awareness of their need to express their feelings).

By considering issues related to Career Planning and Entrepreneurship, adult learners may develop greater knowledge of their potential and how to fulfill it (e.g. awareness of their talents, strengths and interests).

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a)   Dear Diary…

Set up a personal journal. Develop your ideas for each entry into a paragraph. Suggestions for entries are as follow:
- A childhood memory (include facts and feelings related to this memory)
- Winning the game (explain how you won and your feelings)
- Something funny that happened today (give facts and reactions)
- Something new you learned today (explain what you discovered and how you came to learn or understand it)
- Your plans for the future (what you want to do and how you will accomplish this)
- A problem you have (include facts and your feelings regarding this problem)
- Your thoughts at this moment (explain what you are thinking about and why)

b)   I would like to…

Write a short letter, respecting the form of a well-developed paragraph, to:

- Apologize to a friend/coworker for not being able to attend an event; explain why

- Solicit a local business for financial support of a fund-raising event for a non-profit organization; explain what the funds will be used for and instructions for making the donation

- Thank a local business for their contribution to a fundraising event for a non-profit organization; explain the importance of their support

- Invite a friend to an important personal event such as your graduation or a birthday celebration, explaining why his/her presence is important to you

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvests understanding of texts* and *Writes and produces texts* by employing a range of resources to:
- broaden knowledge of informative, expressive and persuasive texts

- interpret information conveyed in informative, expressive and persuasive texts that they read, listen to or view

- write short paragraphs that convey clear messages related to objects, people, feelings, places, situations and events

Adult learners will be able to identify (in writing) the context, purpose and target audience of a text and recognize the text components. They will also be able to answer questions by identifying and communicating pertinent information (e.g. main characters, problems, causes, solutions, outcomes) using past, present, future and conditional forms.

Texts used for broadening knowledge of informative, expressive and persuasive texts may consist of:

- o definitions
- o descriptions
- o instructions

- o diary entries
- o short letters/notes
- o movie synopses

Adult learners will be able to write short paragraphs in order to convey clear messages related to places, objects, feelings, incidents, situations and events. They will be able to properly organize and develop paragraphs (topic sentence, supporting sentences, concluding sentence; methods of development); write simple, compound and complex sentences (affirmative, negative, interrogative, exclamatory forms); appropriately conjugate verb tenses (past, present, future and conditional forms); employ proper grammatical agreement (person, number, gender, case); adequately use conjunctions, transitional expressions and prepositions and apply parallelism rules (nouns, infinitive, gerunds). In this course, writing tasks can include personal and business-type notes, letters or electronic messages; written reports of different types; written accounts of situations and events that are composed of 150 to 250 words, depending on the text type and context.

In order to allow adult learners to improve their English writing skills, teachers will need to integrate grammar practice through guided writing and editing activities on elements such as:

- o agreement
- o clauses and sentences
- o parallelism
- o paragraphing

- o parts of speech
- o punctuation
- o transitional expressions
- o verb conjugation

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task
Writes and produces texts (C3)	• Coherence of the content • Clear formulation of the message

English as a Second Language

Introduction

The goal of this 25-hour course, the second of two courses related to written communication and for which adult learners can earn supplementary credits in second language, is to allow adult learners to improve their English writing skills. Through a variety of learning situations and activities, adult learners will be given the opportunity to improve their ability to:

- broaden knowledge of informative, expressive and persuasive texts

- write English texts that correspond to the requirements of specific contexts

By the end of this course, adult learners will be able to apply knowledge of the English language, such as language functions, grammar and vocabulary, to plan, draft, write, proofread and correct written texts for different purposes: informing, expressing, persuading. They will be able to structure grammatically correct texts, comprised of several paragraphs related to business, educational and personal needs/interests.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Writing Skills II* are shaded in the table below.

Competencies	Key Features
Interacts orally in English (C1)	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
Reinvests understanding of texts (C2)	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
Writes and produces texts (C3)	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2

- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3

- *Writes and produces texts* (C3), Chapter 3, Section 3.4

Although only C2 and C3 are targeted in this course, C1 is implicit as speaking activities may complement the learning situations.

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Although all four language processes (Oral communication, Response, Writing and Production) are important resources for adult learners, the two processes suggested for this course are illustrated in the table below.

Processes	Phases
Response	Planning (tasks)
	Mobilizing resources (performing tasks)
Writing	Reflecting (on completed tasks)

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication		Rephrasing Simplifying
Learning	Cognitive	Activating prior knowledge Reorganizing information to make it meaningful
	Socioaffective	Asking for and giving constructive feedback
	Metacognitive	Planning steps related to a task Making transfers to new contexts

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5

- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Cross-Curricular Competencies → Subject-Specific Competencies ↓	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English									
Reinvests understanding of texts	■				■				
Writes and produces texts	■	■		■	■			■	■

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

While any of the knowledge elements from preceding courses may be necessary to carry out the learning tasks for this course, some have been repeated in this list for emphasis. The list below is not restrictive; teachers may complement it with knowledge they feel might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation.

Functional Knowledge

Families of Learning Situations and Language Functions:

Informing
- Understanding, giving and requesting factual information related to business, educational and personal needs/interests
- Inquiring about and explaining causal and logical relationships between facts, phenomena and events
- Describing findings and conclusions

Expressing
- Describing intentions, plans, wishes, opinions and perceptions related to business, educational and personal needs/interests
- Giving subjective accounts of experiences/situations

Persuading
- Explaining about capabilities and possibilities
- Giving reasons
- Influencing or convincing
- Requesting or instructing

Linguistic Knowledge

Grammar and Syntax

Adjectives
- Articles followed by adjectives (e.g. *the best candidate; a qualified worker*)
- Placement/order
- Present and past participles as adjectives (e.g. *interesting/interested; confusing/confused*)

Adverbs
- Adverbs of degree, frequency, manner, place, reason, time
- Formation
- Placement

Conjunctions
- Coordinating, subordinating, correlative

Interjections
- Conveying emotion (e.g. *oh no; ouch; oh my gosh*)

Nouns
- Collective, compound, proper
- Plurals including irregular forms

Prepositions
- Prepositions of time; place/position; movement

Pronouns
- Plural indefinite pronouns (*both; many*)
- Singular indefinite pronouns (e.g. *everyone; neither; none*)

- Gender agreement with antecedents (e.g. *she visited her brother; he met his sister*)
- Reciprocal (*each other; one another*)
- Relative (*who; whom; whose; which; that*)

Verb/Time References

- Active and passive voices
- Past, present, future and conditional verb tenses
- Verbs followed by gerunds but not infinitives (e.g. *appreciate; enjoy; postpone*)
- Verbs followed by infinitives but not gerunds (e.g. *agree; hope; want*)

Other Linguistic Structures

- Single-clause sentence structure (affirmative, negative, interrogative, exclamatory)
- Compound sentence structure (affirmative, negative, interrogative, exclamatory)
- Complex sentence structure (affirmative, negative, interrogative, exclamatory)

Vocabulary

- Broad areas of learning (e.g. Career Planning and Entrepreneurship; Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Adopts effective work methods; Achieves his/her potential; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. employment, education; entertainment, recreation, lifestyles; personal experiences)

Semantics

- Abbreviations and acronyms (e.g. for companies, organizations)
- Antonyms (e.g. *old/new; buy/sell; enjoy/dislike; slow/fast; near/far*)
- False cognates (e.g. *form; inscription; sympathetic; sensible*)
- French/English cognates (e.g. *large; chance; patience*)
- Homophones (e.g. *add/ad; made/maid; real/reel; inn/in*)
- Phrasal verbs: inseparable (e.g. *look after; look into*)
- Prefixes/suffixes (e.g. *dis-* :*dislike*; *-cian*: *musician*)
- Synonyms (e.g. *tiny/little; clothes/garments; purchase/buy; fast/quickly; near/close to*)

Orthography

- Abbreviations for organizations, corporations, etc.
- Basic spelling rules
- Canadian vs. American and British variations (e.g. *judgment; cancelled; cheque*)
- Capitalization
- Punctuation: apostrophes; colons; semi-colons; quotation marks

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is pertinent to this course.

- Agreement: person, number, gender, case
- Conjunctions
- Organization of ideas: appropriate order for context (i.e. chronological, special, climactic, specific-to-general, general-to-specific)
- Parallel structure: nouns, infinitives, gerunds
- Structured texts: introductory paragraph, development paragraphs, summary paragraph
- Transitional expressions for causal relationships: *because; since*
- Writer's perspective (1st person or 3rd person)

Textual Organization

Selected text types: informative, expressive and persuasive (i.e. information-based, popular, literary)
- Knowledge of internal features
  - appropriate language register for the context
  - text development for business letters; reports and summaries; descriptive, explanatory and persuasive type essays (e.g. heading, salutation, body, complimentary closing and signature for business letters; introduction, body, conclusion for reports, summaries and essays)
- Knowledge (i.e. recognition) of external features
  - context (e.g. reporting details of an accident, describing a vacation, explaining how to do something)
  - purpose: informing, expressing, persuading (i.e. any of the bulleted items under Functional Knowledge)
  - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or social group, e.g. employers, insurance agents organizations)

Cultural References

In this course, adult learners may explore the sociolinguistic aspect of English culture by considering the level of formality required for written texts related to specific contexts. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

Families of Learning Situations
► **Informing**
► **Expressing**
► **Persuading**

All three families of learning situations are targeted in this course. **Informing** is associated with understanding, requesting and giving factual information; inquiring about and explaining causal and logical relationships between facts, phenomena and events; and describing findings and conclusions. **Expressing** relates to describing intentions, plans, wishes, opinions and perceptions related to situations and experiences. **Persuading** is associated with instructing, requesting, influencing, convincing, giving reasons and explaining about capabilities and possibilities.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Career Planning and Entrepreneurship and Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → / Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Reinvests understanding of texts		■			■
Writes and produces texts		■			■

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Career Planning and Entrepreneurship, adult learners may develop greater knowledge of their potential and how to fulfill it (e.g. awareness of personal and career aspirations).

By considering issues related to Citizenship and Community Life, adult learners may develop knowledge of the rules of social conduct and democratic institutions (e.g. awareness of their rights and responsibilities).

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Examples of Learning Situations

The following examples of learning situations illustrate how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In these learning situations, adult learners are presented with the following scenarios:

a) **Writing Letters**
   (The letter must include an opening paragraph, development paragraphs and a summary paragraph.)

   - Write a cover letter to be included with your application form for a bursary, scholarship or youth program such as Katimavik. This letter serves the purpose of introducing yourself and explaining why you think your candidature should be considered.

b) **Writing Reports**
   (The report must include an opening paragraph, development paragraphs and a summary paragraph.)

   - Write a report in which you explain a procedure such as emergency medical interventions, handling of food in public food service establishments, how something is made, how to start up your own business or how to apply for a temporary work/resident visa in another country.

- Write a report for an insurance claim, in which you give details of an accident or an incident such as a car accident, water or fire damage to your home or medical treatment required outside the province.

c) Writing Essays

(The essay must include an opening paragraph, development paragraphs and a summary paragraph.)

- Write a summary of an interesting movie that you have seen or a book that you have read. Include factual information as well as your appreciation of the work.
- Write a composition describing a memorable experience such as moving to a new community, the birth of a child or a place you have visited.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Reinvests understanding of texts* and *Writes and produces texts* by employing a range of resources to:

- broaden knowledge of informative, expressive and persuasive texts
- interpret information conveyed in informative, expressive and persuasive texts
- write texts or short essays that meet the requirements of specific contexts

Adult learners will be able to identify (in writing) the context, purpose and target audience of a text and recognize the text components. They will also be able to answer questions by identifying and communicating pertinent information (e.g. main characters, problems, causes, solutions, outcomes) using past, present, future and conditional forms.

Texts used for broadening knowledge of informative, expressive and persuasive texts may consist of:

- business letters (i.e. acknowledgment, inquiries)
- essays (descriptive, explanatory, persuasive)
- grammar references, dictionaries, writing templates
- instructions, explanations
- movie/hotel/restaurant reviews
- reports
- summaries

Audio and video-mediated texts could be used to complement the written texts. Written texts should be no longer than 500 words. Live or video-mediated texts could be between 60 and 90 minutes.

Adult learners will be able to write texts or short essays that meet the requirements of specific contexts. They will be able to properly organize paragraphs into coherent texts (introduction, body and conclusion). They will make use of the internal features of texts when necessary (e.g. salutation, complimentary closing, signature in letters). They will be able to write simple, compound and complex sentences (e.g. affirmative, negative, interrogative, exclamatory forms); appropriately conjugate verb tenses (e.g. past, present, future and conditional forms); correctly utilize active and passive voices; employ proper grammatical agreement (e.g. person, number, gender, case); properly place adjectives and adverbs; adequately use conjunctions, transitional expressions and prepositions and apply parallelism rules (e.g. nouns, infinitive, gerunds) as well as punctuation rules (e.g. apostrophes, comas, colons, quotation marks). In this course, writing tasks can include business letters, reports, summaries as well as descriptive, explanatory and persuasive essays that are three or four paragraphs long and composed of up to 250 words, depending on the text type and context.

In order to allow adult learners to improve their English writing skills, teachers will need to integrate grammar practice through guided writing and editing activities on elements such as:

o agreement	o parts of speech
o clauses and sentences	o punctuation
o parallelism	o transitional expressions
o paragraphing	o verb conjugation

Teachers might also consider writing and editing activities involving text templates.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Reinvests understanding of texts (C2)	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task
Writes and produces texts (C3)	• Coherence of the content • Clear formulation of the message

English as a Second Language

Introduction

The goal of this 50-hour course, for which adult learners can earn supplementary credits in second language, is to allow adult learners to develop, through a variety of learning situations and activities, their ability to:

- construct meaning of current local, national or international news stories and the reactions of others to these stories

- ask and respond to oral questions related to current news stories

- write and produce summarized descriptions of current news stories and reactions to these stories

By the end of this course, adult learners will be able to apply their knowledge of the English language, such as language functions, grammar and vocabulary, to understand current news events and stories. They will be able to obtain information by reading, listening to and viewing moderately complex texts such as editorials and news reports in newspapers and magazines, on television and on Web sites. They will be able to write and produce summarized descriptions of current news stories and relate reactions to these stories. They will be able to understand and participate in question periods and unrehearsed discussions following presentations of the written or produced summaries of news stories.

Subject-Specific Competencies

The three subject-specific competencies targeted in the course *Current Events* are shaded in the table below.

Competencies	Key Features
Interacts orally in English (C1)	– Engages in oral interactions – Constructs the meaning of the message – Monitors own development as a communicator
Reinvests understanding of texts (C2)	– Broadens knowledge of texts – Constructs the meaning of the message – Carries out a reinvestment task – Monitors own development as a reader, listener, viewer
Writes and produces texts (C3)	– Broadens knowledge of texts – Uses writing and production processes – Monitors own development as a writer/producer

For information on these competencies, please refer to the following sections:

- *Interacts orally in English* (C1), Chapter 3, Section 3.2

- *Reinvests understanding of texts* (C2), Chapter 3, Section 3.3

- *Writes and produces texts (C3), Chapter 3, Section 3.4*

Competencies are developed and demonstrated through the mobilization and effective use of various resources that include functional, linguistic and textual knowledge as well as language processes, communication and learning strategies.

Processes and Strategies

Language processes are series of actions or operations that support competency development and help adult learners become more effective speakers, listeners, readers, viewers, writers or producers of texts. Given that all four language processes are important resources for adult learners, the four processes suggested for this course are illustrated in the table below.

Processes	Phases
Oral communication	Planning (tasks)
Response	Mobilizing resources (performing tasks)
Writing	Reflecting (on completed tasks)
Production	

Strategies are actions, behaviours, steps and techniques that enable adult learners to overcome obstacles, attain goals and achieve success. Communication and learning strategies are important resources that adult learners may use to become more effective speakers, listeners, readers, viewers, writers or producers of texts.

The communication and learning strategies suggested for this course are illustrated in the table below.

Strategies		
Communication	Verbal	Asking for repetition/clarification Recognizing and correcting inaccuracies
Learning	Cognitive	Reorganizing information to make it meaningful Summarizing
	Socioaffective	Encouraging self and others
	Metacognitive	Planning steps related to a task Self-evaluating

Additional information on processes and strategies is provided in the following sections:

- Chapter 3, Section 3.5

- Appendix (Inventory of Strategies)

Cross-Curricular Competencies

Cross-curricular competencies are generic skills that can be developed and used outside the school setting. They are developed in tandem with subject-specific competencies. Given the nature of this course, the shaded cross-curricular competencies listed horizontally could easily be developed simultaneously with the shaded subject-specific competencies listed vertically. Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may also decide to develop cross-curricular competencies other than those shaded in the table below.

Cross-Curricular Competencies → Subject-Specific Competencies ↓	Uses information	Solves problems	Exercises critical judgment	Uses creativity	Adopts effective work methods	Uses ICT	Cooperates with others	Achieves his/her potential	Communicates appropriately
Interacts orally in English	■				■			■	■
Reinvests understanding of texts	■				■	■			■
Writes and produces texts	■			■	■	■		■	■

For more information on the key features and manifestations of the cross-curricular competencies, please refer to the General Introduction to the Programs of Study.

Subject-Specific Content

The subject-specific content includes knowledge and cultural references. The prescribed functional, linguistic and textual knowledge for the development of the competencies targeted in this course is provided below.

Although knowledge from preceding courses may be necessary to carry out the learning tasks for this course, it has not been added here to avoid repetition. The lists and examples below are not restrictive; teachers may complement them with additional or more complex knowledge if they feel it might be beneficial to adult learners. However, it must be understood that any additions to the lists are not subject to evaluation.

Functional Knowledge

Families of Learning Situations and Language Functions

Informing
- Analyzing, comparing and evaluating information related to news stories
- Identifying main ideas, supporting details, complementary and contradictory information
- Understanding, summarizing, reporting on and discussing news stories

Expressing
- Finding out about and describing opinions, reactions, viewpoints and feelings related to news stories

Persuading
- Advising or warning others about situations related to news stories
- Influencing perceptions
- Understanding, defending/supporting or denouncing points of view

Linguistic Knowledge

Grammar and Syntax

Grammar and syntax elements include adjectives, adverbs, conjunctions, modal auxiliaries, nouns, prepositions, pronouns, verb/time references and other linguistic structures needed for the construction of well-formed and grammatically correct utterances and sentences. The list below provides information that is pertinent to this course.

Other Linguistic Structures
- Subjunctive mood:
    - past, present and future (e.g. *I suggested that she go...; I suggest that he ask…; I will suggest that she look into…)*

Vocabulary (related to)
- Broad areas of learning (e.g. Media Literacy; Citizenship and Community Life)
- Cross-curricular competencies (e.g. *Uses information; Adopts effective work methods; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Topics related to local, national or international news stories (e.g. sports, health, environment, politics, relationships)

Semantics
- Abbreviations and acronyms (e.g. corporations, unions, transportation companies)
- Antonyms (e.g. *bravery/cowardice; motorist/pedestrian; capture/release*) and synonyms (e.g. *cautious/careful; conceal/hide; predict/forecast*)
- Heteronyms (e.g. *present, progress, rebel*)
- Metaphors (e.g. *bittersweet memories; a shady character*)
- Prefixes/suffixes (e.g. *il-*: *illogical*; *multi-*: *multinational*; *eco-*: *ecosystem*)

- Three-word phrasal verbs: (e.g. *cut out for; get away with; go through with; put up with; stand up for; look forward to*)

Phonology
- Any necessary elements from previous courses required for oral or multimedia productions
- Pronunciation (e.g. Canadian, American, British variations)

Orthography
- Any necessary elements from previous courses required for written or produced texts

Textual Knowledge

Coherence/Cohesion

Coherence and cohesion include agreement, use of conjunctions, organization of ideas, use of parallel structure and transitional expressions. The list below provides information that is pertinent to this course.

- Any necessary elements from previous courses

Textual Organization

Selected text type: information-based
- Knowledge of internal features
  - appropriate language register when communicating factual information and personal reactions to news stories
  - text development (introduction, body and conclusion) in oral texts (e.g. broadcasts, interviews, discussions), and layout and components of written or multimedia texts (e.g. title, organization, message of text, photos and graphic material, sound effects)
- Knowledge (i.e. recognition) of external features
  - context (e.g. watching news bulletins; summarizing a newspaper article; using downloaded audio and video podcast files)
  - purpose: informing, expressing and persuading (i.e. any of the bulleted items under Functional Knowledge)
  - target audience (i.e. determine whether the text is intended for a specific gender, age group, social class or community, e.g. coworkers, friends)

Cultural References

In this course, adult learners may explore the sociolinguistic aspect of culture by examining the variety of accents and dialects of the English language (e.g. Canadian, American, Australian, Irish, Scottish and British), as well as the semantic difference of some words. However, any other cultural aspect may be used if deemed more appropriate.

Families of Learning Situations

In this program, "families of learning situations" correspond to macro-functions of language use, i.e. communicative intents that can be classified into three categories. The families of learning situations tied to subject-specific competencies targeted in this course are shaded in the table below.

Families of Learning Situations
► **Informing**
► **Expressing**
► **Persuading**

All three families of learning situations are targeted in this course. **Informing** is associated with asking for and giving information; identifying, classifying, describing, explaining, analyzing, comparing and discussing information. **Expressing** relates to finding out about and describing opinions, reactions, viewpoints and feelings. **Persuading** is associated with understanding, defending, supporting or denouncing points of view; influencing perceptions; and advising and warning others about situations.

Additional information on the families of learning situations is provided in Chapter 2, Section 2.2 of the program.

Broad Areas of Learning

The table below illustrates the broad areas of learning. These five areas are significant contemporary issues selected on the basis of their importance to society. Media Literacy and Citizenship and Community Life (listed horizontally) are well suited to this course, as demonstrated in our examples of learning situations. Both areas could easily serve as a springboard for the development of the subject-specific competencies listed vertically.

Broad Areas of Learning → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Interacts orally in English				■	■
Reinvests understanding of texts				■	■
Writes and produces texts				■	■

Each broad area of learning comprises an educational aim and focuses of development that may help teachers delineate the knowledge that might be explored in certain learning situations.

By considering issues related to Media Literacy, adult learners may develop a greater awareness of the place and influence of the different media in their daily lives and in society.

By considering issues related to Citizenship and Community Life, adult learners may exercise more critical thinking regarding various ideologies and forms of political organization.

Since teachers have the option of choosing learning situations other than the ones suggested in this program, they may decide to develop broad areas of learning other than those suggested for each course in the program.

For more information on the broad areas of learning, their educational aims and focuses of development, please refer to the General Introduction to the Programs of Study.

Example of a Learning Situation

The following example of a learning situation illustrates how a broad area of learning may serve as a springboard for the development of subject-specific and cross-curricular competencies. The development of a competency requires the use of a variety of resources.

In the case of the subject-specific competencies, these resources may include, for instance, oral, written and multimedia texts; functional, linguistic and textual knowledge of English; as well as language processes, communication strategies and human resources.

In this learning situation, adult learners are presented with the following scenario:

a) In the News

You enjoy discussing current events with English-speaking friends or acquaintances. You watch and read news stories as well as commentaries, which provide different perspectives on the subject. To develop this ability, you summarize pertinent information (factual, expressive and persuasive) in writing and prepare a multimedia text to be presented to others (i.e. peers, teachers). Following the presentation, you explain your reactions to the story and respond to the questions and reactions of others.

End-of-Course Outcomes

By the end of this course, adult learners will be able to demonstrate their development of the competencies *Interacts orally in English*, *Reinvests understanding of texts* and *Writes and produces texts* by employing a range of resources to:

- communicate orally to discuss and present current news stories and relate the reactions they generate/cause

- interpret information conveyed in informative, expressive and persuasive texts they read, listen to and view

- write and produce summarized descriptions of current news stories and relate the reactions they generate/cause

Adult learners will be able to report and summarize as well as discuss current news stories. They will also have the ability to relate the reactions these stories generate/cause. They will be able to ask and answer questions (e.g. nature of a phenomena or issue; causes and effects; existence, occurrence, duration, frequency, speed; location, position, distance, numbers, quantity and degree; opinions, predictions, conclusions, statements, reactions, viewpoints and feelings of the characters within the new stories and those who read or hear about them), using simple tenses as well as some progressive, conditional and perfect forms. They will be able to advise or warn others about risky and perilous conditions and situations related to news stories. Adult learners will be able to use simple, compound and some complex sentence structures. Both the language register and text development of the interaction will be appropriate to the context. Adult learners will be able use language with some idioms and their discourse will be reasonably fluent with minor hesitation and pauses. In this course, oral interaction tasks may include conversations, discussions, inquiries and interviews based on conversations with others or on written, audio, live or video-mediated texts. Oral interactions will include question periods and unrehearsed discussions with peers or a teacher. The oral interactions will follow presentations of written, media or multimedia news stories. The interactions are expected to be 3 to 5 minutes in length, depending on the context.

Adult learners will be able to identify (orally and in writing) the context, purpose and target audience of a text and recognize the text components. They will also be able to answer questions by identifying and communicating pertinent information (e.g. main ideas and supporting details; opinions, reactions, viewpoints and feelings of the characters in the news stories and those who read or hear about them).

Texts used for developing and demonstrating comprehension may consist of:

- editorials
- news reports (newspapers, Web sites, television, radio)
- radio/television programs
- blogs

- interviews/discussions
- debates
- feature stories
- documentaries

The written information-based and popular texts used for developing and demonstrating comprehension should be between three and five paragraphs long (up to 500 words). Live or video-mediated texts could be as long as 90 minutes; audio-mediated texts, no longer than 6 minutes.

Adult learners will be able to produce a written report or a summary of local, national or international news stories. They will be able to convey relevant information, using simple tenses and most progressive, conditional and perfect forms. Adult learners will be able to use simple, compound and

some complex sentence structures to present information in a coherent text which presents the main idea clearly and supports it with appropriate, relevant details (e.g. nature of a phenomena or issue; causes and effects; existence, occurrence, duration, frequency; location, position, distance; numbers, quantity and degree; opinions, predictions, conclusions, statements, reactions, viewpoints and feelings of the characters within the new stories and those who read or hear about them). Discourse patterns may occasionally be typical of the mother tongue. Language codes and conventions will be appropriate for the context and audience. In this course, written or produced tasks can include standard or electronic newsletters, commentaries, blogs and feature stories that are three or four paragraphs long or composed of 150 to 250 words, depending on the text type and context; or multimedia texts that are 3 to 4 minutes in length.

Evaluation Criteria for the Competencies Targeted by the Course

Competencies	Evaluation Criteria
Interacts orally in English **(C1)**	• Adequate participation in oral interaction in English at all times • Pertinence of the message expressed • Coherent articulation of the message
Reinvests understanding of texts **(C2)**	• Demonstration of understanding through the response process • Pertinent use of knowledge in a reinvestment task
Writes and produces texts **(C3)**	• Coherence of the content • Clear formulation of the message

Appendix

Inventory of Strategies

Inventory of Strategies

The following section contains additional information on the communication and learning strategies mentioned in Chapters 3, Section 3.5.2, and in all the courses of Chapter 6. As previously stated, communication and language strategies are actions and behaviours used by adult learners to overcome obstacles, solve problems and cope with difficulties. They are techniques adult learners use to build knowledge and help them become aware of how they learn. Strategies are embedded in the language processes that contribute to the development of the subject-specific competencies. They are resources that adult learners may mobilize and use to carry out learning tasks. The mobilization of these strategies and other resources by adult learners corresponds to manifestations, observable behaviours or concrete actions that allow teachers to assess whether adult learners are developing the targeted competencies.

Examples of strategies associated with each subject-specific competency are provided in the following sections:

1. **Inventory of Strategies for Competency 1 -** *Interacts orally in English*

2. **Inventory of Strategies for Competency 2 -** *Reinvests understanding of texts*

3. **Inventory of Strategies for Competency 3 -** *Writes and produces texts*

1. Inventory of Strategies for Competency 1
Interacts orally in English

Oral Communication Process	
Phase	**Examples of strategies**
Planning to interact orally	When planning to interact orally, an adult learner: • Determines the task at hand (i.e. thinks about the context, purpose, audience) • Sets clear communicative goals and realistic personal goals • Plans the steps related to a task • Makes hypotheses about the content of the message • Organizes ideas • Activates prior knowledge of internal features (topic, text components, language, information) and external features (audience, purpose, cultural references) • Explores, deconstructs, examines and compares texts similar to the oral interaction task at hand • Directs/pays selective attention to develop knowledge of oral interaction conventions and techniques • Anticipates possible communication difficulties and considers solutions • Explores and selects resources (human and material, including ICT) • Practises to improve skills (e.g. rehearses new speech acts silently and out loud) • Selects techniques/tools to be used for self-monitoring (e.g. making audio recordings of oral exchanges, videotaping learning situations)
Mobilizing resources	While interacting orally, an adult learner: • Directs/pays selective attention (e.g. concentrates on the context: who, where, when; identifies key words and phrases) • Recognizes cognates (words that are similar to those in his/her mother tongue) • Associates a spoken word with its written form • Cooperates to avoid communication breakdown (e.g. asks for and offers help) • Repeats/asks others to repeat • Clarifies/asks for clarification • Confirms understanding/asks for confirmation of comprehension • Simplifies • Rephrases/uses circumlocution • Makes eye contact • Respects touching conventions • Uses appropriate facial expressions, rate and intonation • Takes chances with sentence structures, vocabulary, etc., in new contexts • Encourages others • Self-monitors using effective techniques/tools (e.g. records interactions)

1. Inventory of Strategies for Competency 1
Interacts orally in English (cont.)

Oral Communication Process	
Phase	**Examples of strategies**
Reflecting	After interacting orally, an adult learner: • Verifies whether the task was completed successfully (i.e. assesses how well it reflects the intended purpose or suits the audience and context) • Self-evaluates ability as a speaker and a listener • Evaluates whether planning was adequate • Evaluates the resources used to accomplish the tasks • Identifies obstacles (e.g. lack of vocabulary, ineffective strategies) • Asks for, integrates and gives constructive feedback • Distinguishes between types of errors (e.g. minor from major, casual from recurring) • Summarizes and records new information for future use • Transfers new knowledge (i.e. considers other contexts in which new knowledge may be useful) • Reflects on personal goals and progress

2. Inventory of Strategies for Competency 2
Reinvests understanding of texts

Response Process	
Phase	**Examples of strategies**
Planning to read, listen to or view a text	When planning to read, listen to or view a text, an adult learner: - Defines the purpose of the task - Sets realistic personal goals - Plans the steps related to the task - Activates prior knowledge of internal features (topic, text components, language, information) and external features (audience, purpose, cultural references) - Makes hypotheses using information from text components (e.g. title, illustrations, tone, sound effects) - Formulates questions to gather, analyze and compare information - Explores and selects resources to be used (e.g. response journal, dictionary, ICT) - Selects techniques/tools to be used for self-monitoring (e.g. checklists to confirm initial predictions, graphic organizers, story maps)
Mobilizing resources	While reading, listening or viewing a text, an adult learner: - Directs/pays selective attention (e.g. concentrates on the details: who, where, when; identifies key words and phrases) - Explores the text individually (when appropriate) - Recognizes internal features (topic, text components, language, information) and external features (purpose, audience and cultural references) of texts - Recognizes cognates (words that are similar to those in his/her mother tongue) - Associates a spoken word with its written form - Makes sense/infers (uses the context to understand the meaning of words and phrases) - Skims written texts to find general information or main ideas - Scans written texts to find specific information/details - Visualizes content in written and audio texts (people, events, places, etc.) - Re-examines difficult sections - Takes notes related to important information, thoughts, impressions, questions, ideas, etc. - Self-monitors using techniques/tools (e.g. seeks to confirm initial predictions, refers to passages or elements in the text to support answers, refers back to notes, uses semantic mapping) - Practises to improve skills - Verifies, clarifies and deepens understanding with a partner or small group, when possible (e.g. shares information with others, listens to and considers what others have understood, tries to find missing answers to questions)

2. Inventory of Strategies for Competency 2
Reinvests understanding of texts (cont.)

Response Process	
Phase	**Examples of strategies**
Reflecting	After reading, listening to and viewing a text, an adult learner: • Verifies whether the task was completed successfully (i.e. assesses understanding of topic, details, cultural references) • Self-evaluates ability to understand texts • Evaluates whether planning was adequate • Evaluates the resources used to accomplish the tasks • Identifies obstacles (e.g. lack of vocabulary, ineffective strategies) • Asks for, integrates and gives constructive feedback • Distinguishes between types of errors (e.g. minor from major, casual from recurring) • Summarizes and records new information for future use • Transfers new knowledge (i.e. generalizes beyond the text to establish a personal connection or address issues at a broader level; explores ways of representing and reinvesting understanding; selects, organizes and adapts information, ideas and language to be used in new contexts) • Reflects on personal goals and progress

3. Inventory of Strategies for Competency 3
Writes and produces texts

Writing Process	
Phase	**Examples of strategies**
Planning to write a text	When planning to write a text, an adult learner: • Determines the task at hand (i.e. thinks about the context, purpose, audience) • Sets clear communicative goals and realistic personal goals • Plans the steps related to the task • Organizes ideas • Activates prior knowledge of internal features (topic, text components, language, information) and external features (audience, purpose, cultural references) • Selects a suitable mode of communication and a text type • Explores, deconstructs, examines and compares several texts similar to the one to be written • Directs/pays selective attention to develop knowledge of writing conventions and techniques • Researches the topic, using various sources • Reflects on ideas • Considers possible constraints and personal limits • Selects techniques/tools to be used for self-monitoring (e.g. rubrics, checklists, written models) • Prepares an outline
Mobilizing resources	While writing a text, an adult learner: • Structures the ideas noted in the outline • Writes a draft • Revises the text to clarify meaning and improve the organization of ideas • Self-monitors using effective techniques/tools (e.g. rubrics, checklists, written models) • Directs/pays selective attention when proofreading to correct errors (i.e. spelling, capitalization, punctuation, sentence structure, language usage) • Consults informational resources (e.g. dictionaries, thesauri, grammar references) • Shares written text with others and requests feedback • Makes necessary adjustments (adds, substitutes, deletes and rearranges words and ideas) • Practises to improve skills

3. Inventory of Strategies for Competency 3
Writes and produces texts (cont.)

<table>
<tr><th colspan="2">Writing Process</th></tr>
<tr><th>Phase</th><th>Examples of strategies</th></tr>
<tr>
<td>Reflecting</td>
<td>
After writing a text, an adult learner does the following:

Verifies whether the task was completed successfully (i.e. assesses how well the text reflects the intended purpose, suits the audience and context)
Self-evaluates ability to write texts
Evaluates whether planning was adequate
Evaluates the resources used to accomplish the task
Identifies obstacles to writing texts (i.e. lack of vocabulary; ineffective strategies or other resources)
Asks for, integrates and gives constructive feedback
Distinguishes between types of errors (e.g. minor from major; casual from recurring)
Summarizes and records new information for future use
Makes transfers (e.g. considers other contexts in which new knowledge may be useful)
Reflects on personal goals and progress

</td>
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3. Inventory of Strategies for Competency 3
Writes and produces texts (cont.)

Production Process	
Phase	**Examples of strategies**
Planning to produce a text	When planning to produce a text, an adult learner: • Determines the task at hand (i.e. thinks about the context, purpose, audience) • Sets clear communicative goals and realistic personal goals • Brainstorms with others and determines roles and responsibilities within the group, when possible • Plans the steps related to the task • Organizes ideas • Activates prior knowledge of internal features (topic, text components, language, information) and external features (audience, purpose, cultural references) • Selects a suitable medium and text type • Explores, deconstructs, examines and compares several texts similar to the one to be produced • Directs/pays selective attention to develop knowledge of production conventions and techniques • Researches the topic, using various sources • Reflects on ideas • Considers possible constraints and personal limits • Selects techniques/tools to be used for self-monitoring (e.g. checklists for required materials, time limits, questions for peers/ teacher) • Validates ideas with the teacher and peers and makes any necessary adjustments
Mobilizing resources	While producing a text, an adult learner: • Creates storyboard frames for multimedia texts (includes elements for each scene: time allocated, images, written narration and/or dialogue, etc.) • Prepares a script/records voices/shoots scenes/creates slides • Practices to improve skills (e.g. rehearses before recording) • Uses the appropriate ICT to produce the text • Applies media conventions and techniques • Directs/pays selective attention when editing script, sounds, images, scenes • Consults informational resources (e.g. online tutorials, dictionaries) • Validates preliminary version with the teacher and peers • Takes feedback into account (e.g. adds, deletes, rearranges ideas) • Presents the text to the intended audience • Self-monitors using effective techniques/tools (e.g. checklists, feedback from questioning others)

3. Inventory of Strategies for Competency 3
Writes and produces texts (cont.)

Production Process	
Phase	**Examples of strategies**
Reflecting	After producing a text, an adult learner: • Verifies whether the task was completed successfully (i.e. assesses how well the text reflects the intended purpose, suits the audience and context) • Discusses audience reaction/feedback (with the production group and teacher) • Evaluates whether planning was adequate (i.e. relevance and usefulness of steps taken) • Self-evaluates ability to produce texts • Evaluates the resources used to accomplish the task • Identifies obstacles to producing texts (e.g. time frame, material resources) • Asks for, offers and integrates constructive feedback • Distinguishes between types of errors (minor from major, casual from recurring) • Summarizes and records new information for future use • Transfers new knowledge (considers other contexts in which new knowledge may be useful) • Reflects on personal goals and progress

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