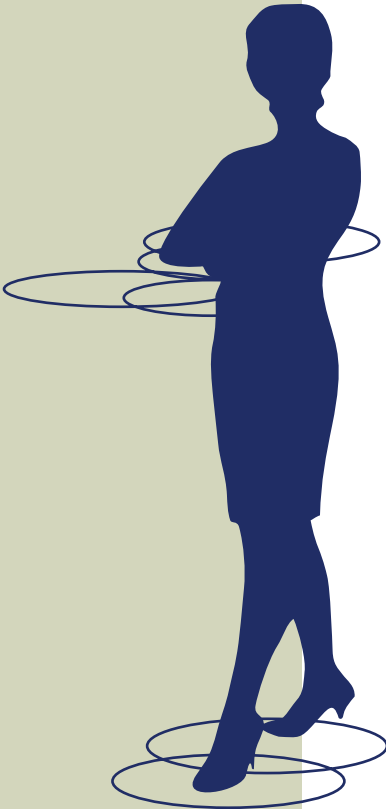


Inspiration

Springboard question

Brainstorming



Q6

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				EK2	<input type="checkbox"/>
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Q7

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Q8

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Q9

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Q10

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				EK2	<input type="checkbox"/>
CA2	<input type="checkbox"/>	OC2	<input type="checkbox"/>	EK3	<input type="checkbox"/>
				EK4	<input type="checkbox"/>

Is there a general problem that encompasses most of the questions of your learning situation?

Could this problem tackle an educational aim from one of the broad areas of learning?

Is there any chance that this problem could be encountered in real life?

Encompassing problem

Does the learning situation seem stimulating, interesting, relevant?

Would you say that your learning situation is simple, complex or closer to an exercise?

Does the learning situation address all the categories of action, operational competencies and categories of essential knowledge that you intended?

Does the encompassing problem inspire you to write **new** questions or tasks?

Take a look at the results of your

Brainstorming...

Are there any **elements** that you would still wish to **deal with**?

Aim

The goal of the course **Opening New Doors** is to help adult learners deal competently with real-life situations that might be encountered when making initial contact with an English-speaking environment.

By the end of this course, adult learners will be able to make use of essential elements of language such as vocabulary, language functions, grammar, and strategies in order to communicate, in a very limited way, some immediate and personal information and essential needs, read very short texts and fill out simple forms.

Examples of Real-Life Situations

- Meeting people
- Getting around
- Shopping for groceries
- Going to a restaurant
- Inquiring about accommodations
- Making reservations

In order to function competently in the class of situations *Satisfying essential needs in an English-speaking environment*, adult learners interact orally and make use of written language. They prepare for the situation by establishing a specific identifiable short-term goal and thinking about the nature of the anticipated situation. They also use material resources such as dictionaries to prepare for the situation and reactivate prior knowledge useful for the situation.



Interacting orally, adult learners ask and answer simple, routine, predictable questions, using a limited set of learned and rehearsed words and phrases. Decoding and using nonverbal language, they understand and respond to a limited number of words, simple phrases, and short sentences on topics of immediate relevance such as personal information, within predictable contexts. They also understand straightforward commands, directions and instructions related to essential needs.

Making use of the written language, adults satisfy their immediate needs by filling out simple identification forms and reading place names, common and familiar public signs and other short, simple texts with common vocabulary within predictable contexts.

When interacting orally or making use of written language, they establish a positive rapport between conversation partners and respect social codes. They use language functions, vocabulary, grammar and strategies that are appropriate to the situation and to their level of language development. Errors of formulation may be present and are normal at this stage of the adult learners' language development. These errors, however, do not impede communication.

Adult learners use retrospection and self-evaluation to reflect on the effectiveness of their communication by comparing results to previously set goals.



End-of-Course Outcomes

Health & Well-Being

To raise adult learners awareness of their health, well-being and relationships with others.

Environmental and Consumer Awareness

To help adult learners understand relations with the environment and to make well-informed and responsible consumer choices.

World of Work

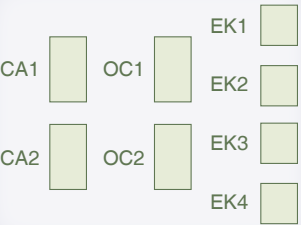
To help adult learners initiate a vocational plan.

Citizenship

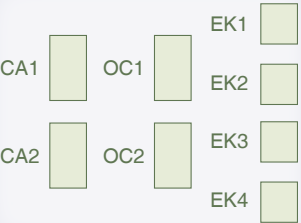
To help adult learners assume their responsibilities as citizens in accordance with shared values and cultural diversity.

Write the different questions or tasks you wish to include in the learning situation. For each question, determine which category or categories of actions are being treated, which operational competencies are relevant as well as the categories of essential knowledge that must be mobilized by the adult student in order to answer the question.

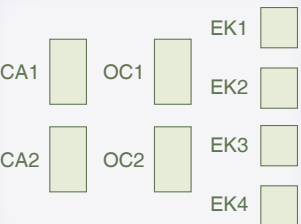
Q1



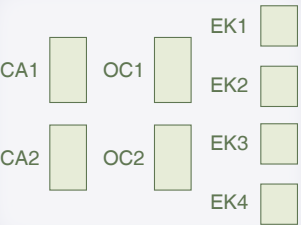
Q2



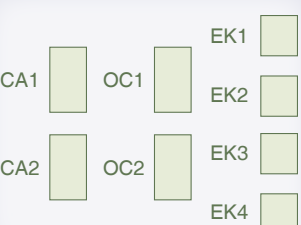
Q3



Q4



Q5



Categories of Actions

CA 1 : Interacting orally

- Examples of Actions :
- Greet people and take leave
 - Introduces oneself
 - Understands and responds to requests for personal information (name, address, postal code, telephone number, date of birth, nationality, family, etc.)
 - Expresses language capabilities
 - Asks for and responds to spoken directions and instructions
 - Obtains information about means of transportation (routes, prices, etc.)
 - Inquires about places to obtain food (grocery stores, restaurants, etc.)
 - Makes simple requests at a restaurant or at the grocery store
 - Asks about different payment options
 - Obtains information about accommodations (price, location, availability, etc.)
 - Makes reservations (campsite, hotel, etc.)
 - Specifies needs (ice, towels, firewood, etc.)

CA 2 : Making use of written language

- Examples of Actions :
- Reads schedules (time, departure, arrival, destinations, etc.)
 - Reads and responds to written directions and instructions
 - Obtains information from flyers, brochures, menus, etc.
 - Fills out registration forms
 - Locates places on a city map

Operational Competencies

OC 1 : Acts methodically

- Adjusting and adapting strategies on an ongoing basis
- Establishing a specific identifiable short-term goal
- Thinking about the nature of the anticipated situation
- Using material resources to prepare for the situation
- Using retrospection and self-evaluation

OC 2 : Communicates

- Adjusting and adapting strategies on an ongoing basis
- Establishing a positive rapport between conversation partners
- Respecting social codes
- Decoding
- Using nonverbal language

Essential Knowledge

- EK 1 : Language functions
- EK 2 : Vocabulary
- EK 3 : Grammar
- EK 4 : Strategies