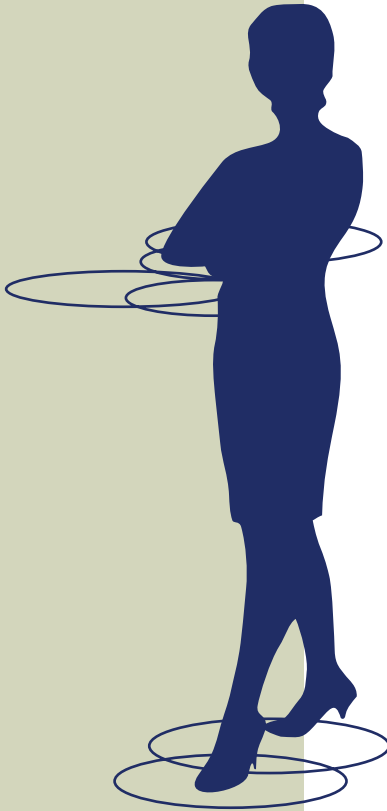


Inspiration

Springboard question

Brainstorming



Q6

CA1	<input type="checkbox"/>	OC1	<input type="checkbox"/>	EK1	<input type="checkbox"/>
				EK2	<input type="checkbox"/>
CA2	<input type="checkbox"/>	OC2	<input type="checkbox"/>	EK3	<input type="checkbox"/>
				EK4	<input type="checkbox"/>

Q7

CA1	<input type="checkbox"/>	OC1	<input type="checkbox"/>	EK1	<input type="checkbox"/>
				EK2	<input type="checkbox"/>
CA2	<input type="checkbox"/>	OC2	<input type="checkbox"/>	EK3	<input type="checkbox"/>
				EK4	<input type="checkbox"/>

Q8

CA1	<input type="checkbox"/>	OC1	<input type="checkbox"/>	EK1	<input type="checkbox"/>
				EK2	<input type="checkbox"/>
CA2	<input type="checkbox"/>	OC2	<input type="checkbox"/>	EK3	<input type="checkbox"/>
				EK4	<input type="checkbox"/>

Q9

CA1	<input type="checkbox"/>	OC1	<input type="checkbox"/>	EK1	<input type="checkbox"/>
				EK2	<input type="checkbox"/>
CA2	<input type="checkbox"/>	OC2	<input type="checkbox"/>	EK3	<input type="checkbox"/>
				EK4	<input type="checkbox"/>

Q10

CA1	<input type="checkbox"/>	OC1	<input type="checkbox"/>	EK1	<input type="checkbox"/>
				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**?

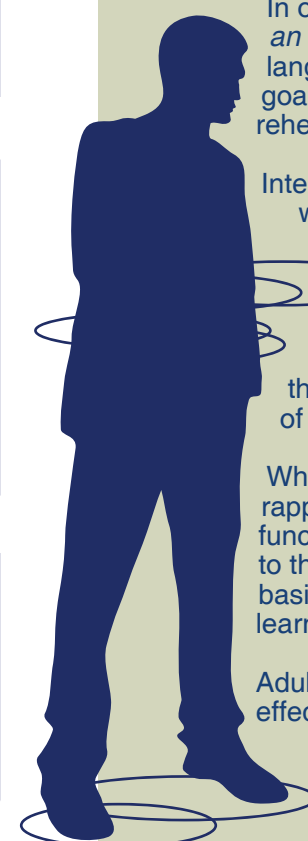
Aim

The goal of the course **Satisfying Consumer Needs** is to help adult learners deal competently with real-life situations that might be encountered when acquiring goods or making use of various services in 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 participate in short, informal conversations (even though some difficulties may still be experienced), read and comprehend simple short informative texts, write short notes and fill out forms.

Examples of Real-Life Situations

- Shopping for everyday necessities
- Using roadside assistance
- Experiencing technology-related problems
- Satisfying basic health-related needs
- Obtaining emergency assistance



In order to deal competently with the class of situations *Obtaining goods and services 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 using prior knowledge and experience of the situation to anticipate. They also rehearse and practise whenever possible.

Interacting orally, adult learners ask and answer simple, familiar questions, using single words and short sentences. Whenever possible, they use ritualized ways of saying things. They understand and respond to explanations, instructions, requests and short questions in simple conversations within familiar contexts, not worrying about errors or pronunciation.

Making use of the written language, adults satisfy their consumer needs: they read and comprehend short simple texts within a familiar context such as descriptions of places and things, write short notes using mainly familiar vocabulary, and fill out forms.

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 and adjust and adapt their strategies on an ongoing basis. 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

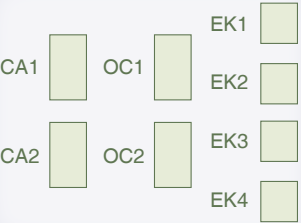
To help adult learners initiate a vocational plan.

Citizenship

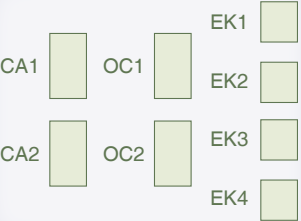
To help adult learners assume their responsibilities as citizens in accordance with shared values and cultural diversity.

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.

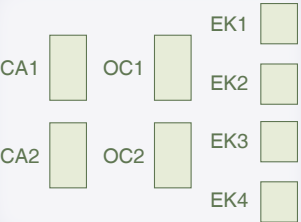
Q1



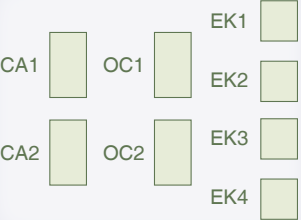
Q2



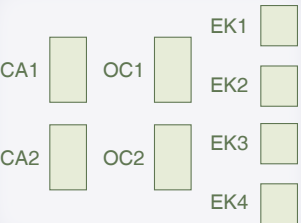
Q3



Q4



Q5



Categories of Actions

CA 1 : Interacting orally

- Examples of Actions:
- Expresses wants and needs (size, brand, quantity, etc.)
 - Requests information related to modes of payment
 - Expresses dissatisfaction related to merchandise
 - Makes requests for an exchange or refund
 - Answers customs-related questions, and follows instructions
 - Asks for emergency assistance
 - Requests repairs at a service-station (gas fill-up, oil change, changing a flat tire, etc.)
 - Describes a problem
 - Gives facts to authorities (loss of documents or luggage, break-ins, fire, car accident, etc.)
 - Gives information about common health problems (cold, insect bite, etc.)
 - Expresses himself in order to satisfy basic health-related needs (purchasing cough syrup, asking for bandages, etc.)
 - Asks for and responds to simple instructions concerning treatment of common illnesses or injuries (apply ice, take two pills every 6 hours, etc.)
 - Requests help by phone (911) or in person
 - Identifies himself and people who need assistance

CA 2 : Making use of written language

- Examples of Actions:
- Follows instructions on gas pumps, ATMs, payphones, appliances in a laundromat, etc.
 - Uses simple written texts (ads, brochures, labels, catalogues, etc.) to obtain information on goods and services
 - Locates goods in a store by reading signs and store directory
 - Makes requests for an exchange or refund
 - Fills out simple forms
 - Researches a variety of Web sites in order to find information
 - Orders merchandise, and makes payment on-line

Operational Competencies

OC 1 : Acts methodically

- Adjusting and adapting strategies on an ongoing basis
- Establishing a specific identifiable short-term goal
- Rehearsing/practising
- Using prior knowledge and experience of the situation to anticipate
- Using retrospection and self-evaluation

OC 2 : Communicates

- Adjusting and adapting strategies on an ongoing basis
- Establishing a positive rapport between conversation partners
- Not worrying about errors/pronunciation
- Respecting social codes
- Using ritualized ways of saying things

Essential Knowledge

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