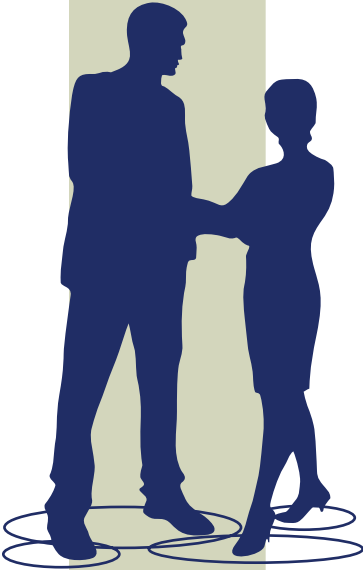


| | Q1 (✓) | Q2 (✓) | Q3 (✓) | Q4 (✓) | Q5 (✓) | Q6 (✓) | Q7 (✓) | Q8 (✓) | Q9 (✓) | Q10 (✓) |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| Categories of Essential Knowledge 1 Language Functions | | | | | | | | | | |
| • Asking for and giving information | | | | | | | | | | |
| • Asking for explanations | | | | | | | | | | |
| • Complimenting | | | | | | | | | | |
| • Congratulating/encouraging | | | | | | | | | | |
| • Describing | | | | | | | | | | |
| • Expressing agreement/disagreement | | | | | | | | | | |
| • Expressing appreciation | | | | | | | | | | |
| • Expressing feelings | | | | | | | | | | |
| • Expressing intentions/goals/plans | | | | | | | | | | |
| • Expressing interests and preferences | | | | | | | | | | |
| • Expressing likes and dislikes | | | | | | | | | | |
| • Expressing possibility | | | | | | | | | | |
| • Expressing wants, needs and plans | | | | | | | | | | |
| • Extending, accepting or declining offers | | | | | | | | | | |
| • Giving directions to a place | | | | | | | | | | |
| • Inquiring about others | | | | | | | | | | |
| • Introducing others and responding to introductions | | | | | | | | | | |
| • Inviting, accepting/refusing | | | | | | | | | | |
| • Making arrangements/ reservations | | | | | | | | | | |
| • Narrating | | | | | | | | | | |
| • Suggesting/advising/recommending | | | | | | | | | | |
| Categories of Essential Knowledge 2 Vocabulary | | | | | | | | | | |
| • Recreational activities (expressions of courtesy, goodwill expressions, mediated telephone messages, types of activities, past experiences, renting equipment, safety instructions, weather conditions) | | | | | | | | | | |
| • Entertainment (descriptions, entertainment products (songs, celebrities/ icons, etc.), feelings, interests, tickets and reservations) | | | | | | | | | | |
| • Job market (CVs, plans/projects, skills/qualifications, vocabulary related to a future job)) | | | | | | | | | | |
| Categories of Essential Knowledge 3 Grammar | | | | | | | | | | |
| • Word Classes | | | | | | | | | | |
| • Linguistic Structure | | | | | | | | | | |
| • Sentence Structure | | | | | | | | | | |
| • Phonology | | | | | | | | | | |
| • Graphology | | | | | | | | | | |
| Categories of Essential Knowledge 4 Strategies | | | | | | | | | | |
| • Speaking and Listening Strategies | | | | | | | | | | |
| • Reading and Writing Strategies | | | | | | | | | | |

Notes : _____



CREATION

ANG-2101-4 • Establishing Connections

Learning situation note-book

Author(s) : _____

Center : _____

School Board : _____

Date : _____

Title : _____

Brief description : _____

Length : _____

Broad Area of Learning :

Environmental and Consumer Awareness ☐ or Citizenship ☐

Health and Well-Being ☐ or The World of Work ☐ or N/A ☐

Type of ICT use :

Build or create using ICT ☐ Communicating using ICT ☐

Search for information using ICT ☐

Level of ease in using ICT :

Barely at ease Completely at ease

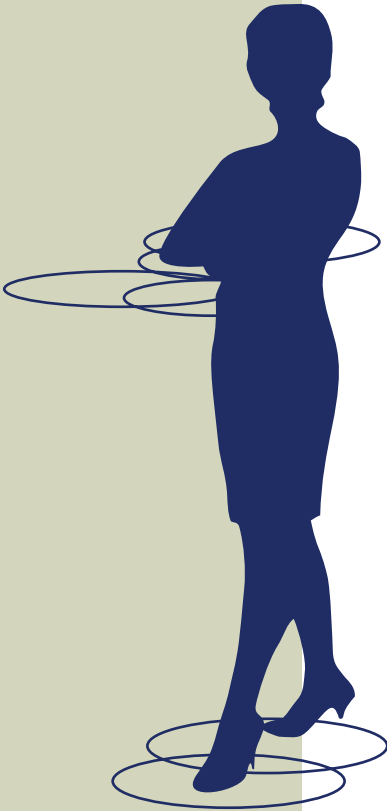
Conception : Martin Francoeur
Marc-André Lalande

Graphisme : Sonia Boulais

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 **Establishing Connections** is to help adult learners deal competently with real-life situations when interacting with English-speaking people and exchanging ideas and interests with them.

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 formal and informal conversations (even though some difficulties may still be experienced), comprehend the general idea of simple noninteractive listening products, read and comprehend narrative and informative texts, write short texts such as e-mails or notes, and fill out forms.

Examples of Real-Life Situations

- Discussing recreational activities
- Practising an activity
- Enjoying entertainment products
- Sharing interests pertaining to entertainment products
- Preparing for a short, simple job interview or part of a job interview in English
- Undergoing a short, simple job interview or part of a job interview in English
- Anticipating one's second-language needs at work

In order to deal competently with the class of situations *Relationships 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 questions using a variety of short sentences in formal or informal contexts. They also describe situations, not worrying about errors or pronunciation. Whenever possible, they use ritualized ways of saying things. They understand and respond to simple, short, direct questions related to personal experience and plans and comprehend the general idea of simple noninteractive listening products. Making use of the written language, adults obtain information and make arrangements: they read and comprehend short to medium length basic texts within a familiar context such as simple narrative, or biographical or descriptive information. They write simple descriptions of events or plans on familiar topics; short texts like notes, invitations and directions; and fill out application 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 learner's 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

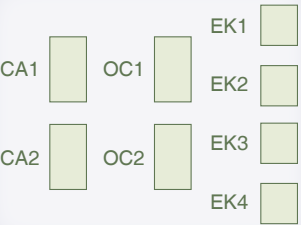
To help adult learners initiate a vocational plan.

Citizenship

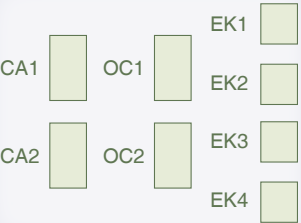
To help adult learners assume their responsibilities as citizens in accordance with shared values and cultural diversity.

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.

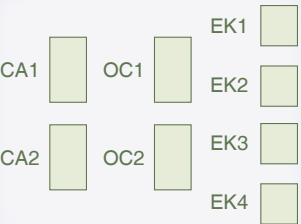
Q1



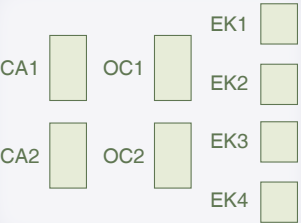
Q2



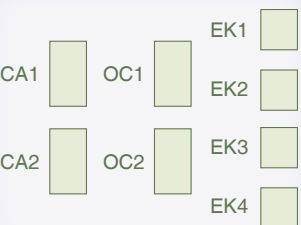
Q3



Q4



Q5



Categories of Actions

CA 1 : Interacting orally

- Examples of Actions:
- Inquires about possible activities
 - Expresses intentions, likes and dislikes
 - Obtains information on selected activities (time, place, price, age limit, appropriate clothing, equipment needed, weather forecasts, etc.)
 - Asks questions about procedures and safety measures
 - Makes arrangements (rents equipment, makes reservations, etc.)
 - Invites others and gives directions orally
 - Greets, introduces oneself and others, and asks about others
 - Follows oral instructions related to the safe practice of the activity
 - Uses entertainment products (songs, films, TV programs, etc.)
 - Narrates personal experiences related to entertainment products
 - Makes recommendations on entertainment products
 - Respects the social conventions applicable to a job interview (expressions of courtesy, expressing interest in a job, etc.)
 - Discusses tasks related to future work

CA 2 : Making use of written language

- Examples of Actions:
- Researches information on chosen activities (ads, flyers, etc.)
 - Makes arrangements (fills out registration forms)
 - Invites others and gives directions in writing
 - Follows written instructions related to the safe practice of the activity
 - Obtains information on entertainment products by exploring English-language media (Web sites, e-zines, magazines, etc.)
 - Requests information by e-mail, short letters, etc.
 - Reads job descriptions
 - Fills out job applications
 - Prepares a preformatted résumé

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