

Course  
**ANG-3102-1**  
**It's a Matter of Taste**

**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
<b><i>Interacts orally in English (C1)</i></b>	<ul style="list-style-type: none"> <li>– Engages in oral interactions</li> <li>– Constructs the meaning of the message</li> <li>– Monitors own development as a communicator</li> </ul>
<b><i>Reinvests understanding of texts (C2)</i></b>	<ul style="list-style-type: none"> <li>– Broadens knowledge of texts</li> <li>– Constructs the meaning of the message</li> <li>– Carries out a reinvestment task</li> <li>– Monitors own development as a reader, listener, viewer</li> </ul>
<b><i>Writes and produces texts (C3)</i></b>	<ul style="list-style-type: none"> <li>– Broadens knowledge of texts</li> <li>– Uses writing and production processes</li> <li>– Monitors own development as a writer/producer</li> </ul>

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
<b>Oral communication</b>	Planning (tasks)
<b>Response</b>	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		
<b>Communication</b>	<b>Verbal</b>	Asking for repetition/clarification
	<b>Nonverbal</b>	Gesturing/miming Using facial expressions
<b>Learning</b>	<b>Cognitive</b>	Reorganizing information to make it meaningful
	<b>Socioaffective</b>	Encouraging self and others
	<b>Metacognitive</b>	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.

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
Subject-Specific Competencies ↓									
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 [ði] + 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 →	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
Subject-Specific Competencies ↓					
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 | ○ conversations, discussions |
| ○ invitations             | ○ radio broadcasts           |
| ○ reviews                 | ○ recorded messages          |
| ○ interviews              | ○ 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
<b><i>Interacts orally in English (C1)</i></b>	<ul style="list-style-type: none"> <li>• Adequate participation in oral interaction in English at all times</li> <li>• Pertinence of the message expressed</li> <li>• Coherent articulation of the message</li> </ul>
<b><i>Reinvests understanding of texts (C2)</i></b>	<ul style="list-style-type: none"> <li>• Demonstration of understanding through the response process</li> <li>• Pertinent use of knowledge in a reinvestment task</li> </ul>