

Course  
**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
<i>Interacts orally in English (C1)</i>	<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>
<i>Reinvests understanding of texts (C2)</i>	<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>
<i>Writes and produces texts (C3)</i>	<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>	Rephrasing
<b>Learning</b>	<b>Cognitive</b>	Comparing Making hypotheses Scanning
	<b>Socioaffective</b>	Asking for and giving constructive feedback
	<b>Metacognitive</b>	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.

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**

- 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	
► <b>Informing</b>	Expressing
► <b>Persuading</b>	

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 →	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 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   | ○ expert panel discussions |
| ○ instruction or information booklets | ○ interviews               |
| ○ how-to Web sites                    | ○ 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
<i>Interacts orally in English (C1)</i>	<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>
<i>Reinvests understanding of texts (C2)</i>	<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>