ANGLAIS, LANGUE SECONDE

PRESECONDARY

PROGRAMME AND ANDRAGOGICAL GUIDE

NOVEMBER 1996

Québec

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Direction de la formation générale des adultes

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TABLE OFCONTENTS

1. COURSE STRUCTURE

The *Anglais, langue seconde* presecondary courses for the adult sector precede the courses that make up the Anglais, langue seconde adult program. (Document No. 38-7823A)

The presecondary courses are offered at two optional levels :

Level 01	ANG-P005-2	Presecondary I
Level 02	ANG-P006-2	Presecondary II

These two presecondary levels precede the following series of consecutive levels :

Level I	ANG-1001-6	Low beginner
Level II	ANG-2001-6	Beginner
Level III	ANG-3007-6	High beginner
Level IV	ANG-4036-6	Low intermediate
Level V	ANG-5054-6	Intermediate
Level VI	ANG-5055-6	Advanced I
Level VII	ANG-5064-6	Advanced II

The suggested content at the presecondary level is divided into two 50-hour courses. Both of these courses are optional. Students are not required to complete either course, and those who complete the first 50-hour course may begin the ANG-1001-6 level if they have developed the necessary listening and reading skills.

2. PROGRAM ORIENTATION

Many adult students are not ready for the oral production expected of them at the Secondary I level. Also, some students are not sufficiently motivated to learn a second language.

The presecondary courses are designed for these adult students who need to develop their comprehension skills without the feeling of anxiety that sometimes accompanies the first attempts to speak.

The courses also aim to develop the students' motivation by giving them the necessary tools to manage the affective demands of language learning.

The presecondary courses were developed according to the orientation followed in the adult *Anglais, langue seconde* program, focusing on the meaning conveyed rather than on the form of the language, using relevant authentic messages and emphasizing comprehension.

There is also a fundamental change in the presecondary program's global objective with regard to the second-language instructional approach :

> *The adult students will acquire a certain knowledge of the English language by understanding oral and written messages and will learn to manage the affective demands of language learning.*

Current language acquisition theory holds that it is possible to acquire a great deal of language without actually speaking or writing it, but by hearing and understanding messages presented in oral or written form. Acquisition takes place internally as students hear and read samples of the language. In the first stages of learning, a comprehension-based program is effective in developing basic comprehension skills, preparing students for communicative production at higher levels.

Based on these modern language theories, the main objective of these two courses is to permit students to acquire the language by understanding it first. When enough competence has been developed by listening and understanding, the students will be ready for the speaking tasks at the ANG-1001-6 level.

The objectives of these courses are therefore divided into only two skills : listening and reading. The courses attribute greater importance to listening than to reading. The distribution between oral comprehension and written comprehension is as follows :

Listening : 80%
Reading : 20%

This does not mean that the students will not speak at all at the presecondary level. It simply means that because active skills develop later than passive skills, the courses do not force early production; the students are encouraged to produce only when they are ready.

All second-language teachers have observed how students are able to understand utterances before they are able to express the related concepts and how they may understand complex ideas without being able to formulate such ideas themselves.

Throughout each course, students will be required to understand a concept without having to express it themselves. For example, students will be expected to understand simple directions without being asked to produce any.

Another important aspect of the courses at the presecondary level is that they have a terminal objective concerning the affective domain. Studies have shown that motivation is directly related to success in the acquisition of a second language. A student who is not motivated and who has a negative attitude towards learning a second language will screen out messages, thus making acquisition difficult and even impossible.

The objectives with regard to the affective domain are : to create a positive attitude towards learning a second language by allowing students to explore their needs and feelings concerning English; to lower the students' level of anxiety during the learning process by helping them acquire the necessary learning strategies to manage the affective demands of language learning.

3. ANDRAGOGICAL IMPLICATIONS

3.1   The global objective of teaching English at the presecondary level has andragogical implications for both the structure of the courses and the accompanying learning activities.

The key element of the two courses is to supply adult students with an abundance of rich and varied comprehensible messages in low anxiety situations.

Therefore, in successfully teaching English at this level, the teacher should :

1)   in order to lower the level of anxiety :

- create a climate in which the students are likely to succeed;

- emphasize message content rather than form;

- permit the students to express their needs and their feelings concerning the learning of a second language;

- promote the development of language-learning strategies to help the students learn how to learn;

- not force early production;

- not force a grammatically correct output;

- permit the students to learn about the Anglophone culture in Québec and North America and appreciate how it resembles and differs from their own culture;

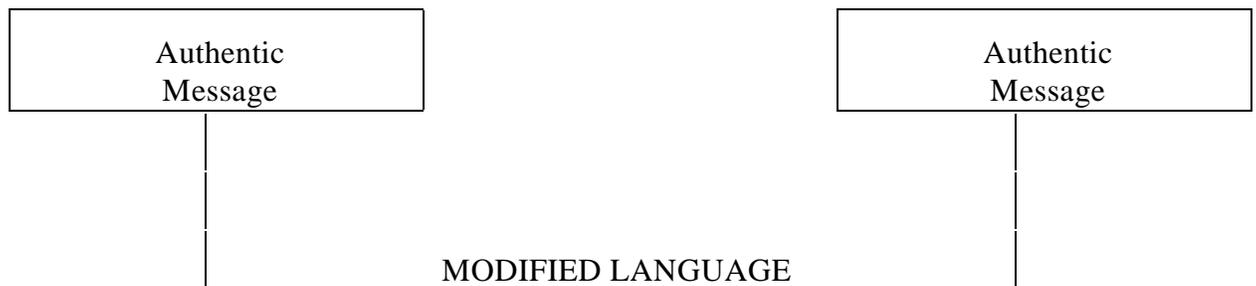- consider English as the language of communication.

2)   in order to make messages comprehensible :

- speak to students in a simplified language;

- speak slowly, articulate, and use short sentences;

- use a more basic vocabulary, less slang and fewer idioms;

- use extra-linguistic support such as realia, objects, pictures, props, gestures and contextual cues;
- choose authentic oral and written texts;

- avoid uninteresting and irrelevant messages;

- choose topics that are familiar to the adult students so that they may contribute their knowledge of the world and personal experience to the learning process.

3.2   It is important to realize that the directive to use authentic oral and written texts does not contradict the directive to use a simplified language. These directives are compatible if the teacher learns to use modified language in order to make the authentic message comprehensible to the learner. Once the message is understood, the teacher can slowly bring the student back to the original authentic message.

How to make messages comprehensible

Authentic Message		Authentic Message
	MODIFIED LANGUAGE	

1)   Linguistic Modification.

- Speak to students in a simplified language.
- Speak slowly, articulate and use shorter sentences.
- Use a more basic vocabulary, less slang and less idioms.

2)   Extra-Linguistic Support.

- Use pictures, props, objects, realia, contextual cues.

In order to make messages comprehensible and to lower the level of anxiety, teachers must prepare students for the listening activities.

Learning Strategies for Listening Activities

- Students must be prepared for listening activities.

- Students should rely on their knowledge of the world and personal experience in order to familiarize themselves with the topic of conversation.

- Students can get a lot of information from the context.
  – Who is talking?
  – Where are the people?
  – What is the relationship between the people?
  – What are they talking about?
  – When is the conversation taking place?

- Before listening, students must use the context to :
  – anticipate what they might hear;
  – have a reason to listen;
  – listen for specific information;
  – think about the nature of the situation;
  – observe any visual clues.

- During the listening activity, students must :
  – concentrate on a specific task;
  – listen for just one piece of information at a time;
  – ignore irrelevant information;
  – listen for key words and the main idea;
  – listen a second or third time.

- After the listening activity, students must :
  – verify what they thought they would hear before listening;
  – transfer the new elements to other situations.

- Students should never expect to understand everything.

4. ORGANIZATION AND CONTENT OF OBJECTIVES

4.1 TERMINAL OBJECTIVES

The terminal objectives of the two presecondary courses are those of the ANG-1001-6 program. However, because of the nature of the courses, which is to provide comprehensible messages through listening and reading activities, only the listening and reading objectives have been retained. Because each terminal objective applies to several, and often many, of the intermediate objectives, the terminal objectives are the same for both presecondary courses.

4.2 INTERMEDIATE OBJECTIVES

The intermediate objectives of the ANG-1001-6 program have been redefined in terms of listening and/or reading skills.

For example, the intermediate speaking objective 1.5 *In a social setting, the adult students will be able to introduce two people*, becomes the following presecondary listening objective : *In a social setting the adult students will understand when two people are introduced to one another*.

In fact, at the presecondary level, the students are learning first to understand what they will eventually have to produce at the secondary ANG-1001-6 level.

The intermediate objectives of the ANG-1001-6 level are grouped according to context : In a Social Setting, In the Classroom, In a Public Place, and At the Store. At the presecondary level, the four contexts are divided into two courses.

Level 01, ANG-P005-2, is made up of the following contexts :

- Affective Domain (which takes up the first few hours of the course)
- In a Social Setting
- In the Classroom

Level 02, ANG-P006-2, is made up of the following contexts :

- In a Public Place
- At the Store

The chart representing each intermediate objective defines the objectives in terms of language functions, notions and certain elements of the communicative situation : setting, roles, topics and language exponents.

5. AFFECTIVE DOMAIN

The affective domain consists of one terminal objective and two intermediate objectives.

It is important that these objectives be presented at the beginning of the first presecondary course, in order to lower the students level of anxiety by helping them develop a positive attitude towards learning a second language, and to give them the necessary tools to manage future language acquisition.

If it is necessary to keep motivation high and to strengthen the link between the students perceived needs and language acquisition, the objectives in the affective domain can be reviewed again at different times throughout the two presecondary courses. For example, when teaching the context for *In a Public Place*, the students may be asked to identify a situation where they would have needed to speak English in the past, or a situation where they may need to use English in a public place at some time in the future.

The affective domain should be covered in French. This way, the students will be able to express themselves freely and clearly define their needs and expectations concerning English. The learning strategies will also be more easily assimilated, thus creating a solid foundation for the entire learning process.

Although summative evaluation does not take into account the objectives of the affective domain, these objectives must be emphasized throughout the course.

6. EVALUATION

For each presecondary course, there is an accompanying presecondary definition of the domain for summative evaluation purposes. In it are organized the representative elements of the presecondary courses.

The definition of the domain is a prerequisite for the development of examinations. It will help evaluators understand the principal orientations for summative evaluation at the presecondary level, as well as the learning content of each course and how it is distributed.

7. PRESECONDARY COURSES

ANG-P005-2

AND

ANG-P006-2

7. COURSES ANG-P005-2 AND ANG-P006-2

7.1 GLOBAL OBJECTIVE AT THE PRESECONDARY LEVEL

The adult student will acquire a certain knowledge of the English language by under standing oral and written messages and will learn to manage the affective demands of language learning.

7.2 TERMINAL OBJECTIVES

A) LISTENING

- **General Objective**

  The adult students will be able to understand short oral texts in a limited number of real-life situations.

- **Terminal Objectives**

  On hearing short oral texts in a limited number of real-life situations, the adult students will be able to :

  – recognize requests for information in predictable situations;

  – recognize affirmations and negations;

  – understand instructions in predictable situations;

  – recognize offers in predictable situations;

  – recognize requests for action in predictable situations;

  – pick out important details concerning time, place, persons and objects;

  – understand speakers' intentions in predictable situations;

  – understand warnings;

  – understand simple social conventions.

B) READING

- **General Objective**

  The adult students will be able to understand messages in very short written texts.

- **Terminal Objectives**

  On reading very short written texts, the adult students will be able to :

  – understand warnings;

  – pick out important details concerning time, place, persons and objects;

  – identify key words;

  – understand simple instructions and directions;

  – understand simple forms.

C) AFFECTIVE DOMAIN

- **General Objective**

  Students will develop tools to cope with the affective demands of language learning.

- **Terminal Objectives**

  1. Adult students will develop language learning strategies to help them learn how to learn.

  2. Adult students will explore their needs, feelings and attitudes concerning the English language.

8. INTERMEDIATE OBJECTIVES

COURSE

ANG-P005-2

8. INTERMEDIATE OBJECTIVES

8.1 AFFECTIVE DOMAIN

P.A.D.[1] - 1.   The adult students will identify their needs concerning the English language by identifying situations where they would have needed to use English in the past and situations where they may need to use English in the future.

P.A.D. - 2.   The adult students will learn to identify their feelings concerning language acquisition by expressing how they feel in different learning situations.

P.A.D. - 3.   The adult students will develop a positive attitude towards language learning by familiarizing themselves with the role they will play in the learning process.

P.A.D. - 4.   The adult students will identify different learning strategies and will determine which ones are most effective for them.

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[1]   **P**resecondary**A**ffective**D**omain

INTERMEDIATE OBJECTIVE P.A.D. - 1

The adult students will identify their needs concerning the English language by identifying situations where they would have needed to use English in the past and situations where they may need to use English in the future.

Suggested activities:

- recalling and listing past situations where they would have needed to use English;
- identifying and listing situations where they may possibly need to use English in the future;
- identifying and discussing their reasons for studying English.

Topics

Situations :

- In a social context (contacts with friends, relatives, strangers).
- In a public place (at work, at the store, at the restaurant, at the bank, while travelling).

Reasons :

- getting a job;
- keeping a job;
- job advancement;
- obtaining a diploma;
- travelling;
- integrating into an English community;
- personal satisfaction.

The adult students will learn to identify their feelings concerning language acquisition by expressing how they feel in different learning situations.

Suggested activities:

- expressing how they feel in a specific learning situation;
- coping with their feelings;
- overcoming their inhibition to speak.

Suggested learning situations:

- listening, reading, speaking and writing activities;
- working alone or with others;
- sharing ideas, opinions;
- asking for help and clarification;
- accepting the ideas of others.

Feelings :

nervous	anxious	confident	bored
worried	happy	shy	stressed
scared	relaxed	confused	

Suggested strategies for coping with feelings

- accepting ambiguity and uncertainty;
- taking risks;
- accepting that errors are normal in the learning process;
- laughing at their mistakes;
- not letting errors inhibit communication;
- realizing that accents are often viewed favourably by native speakers;
- realizing that perfect pronunciation is not essential to effective communication;
- setting realistic goals for themselves;
- realizing that second language learners rarely attain native speaker fluency.

INTERMEDIATE OBJECTIVE   P.A.D. - 3

The adult students will develop a positive attitude towards language learning by familiarizing themselves with the role they will play in the learning process.

Suggested activities:

- identifying their responsibilities as language learners;
- familiarizing themselves with the communicative approach;
- understanding the applied teaching method and what is expected of them as learners;
- discovering how age, learning style, personality, motivation, attitude, past learning experience and personal experience affect learning.

Topics

Learner responsibilities:

- attending classes;
- reading and listening to English regularly;
- getting to class on time;
- participating in class activities;
- having the necessary learning materials;
- respecting classmates' ideas, opinions;
- studying, reviewing;
- preparing for evaluation.

Factors affecting second language learning

Suggested reading:

Lightbown, Patsy and Nina Spada. *How Languages Are Learned*, Oxford : Oxford University Press, 1993.

The adult students will identify different learning strategies and will determine which ones are most effective for them.

Suggested activities:

- listing different learning strategies;
- applying different learning strategies;
- choosing strategies that are most effective for them;
- adapting strategies to better suit their learning style.

Topics

Learning strategies:

See the accompanying list of suggested learning strategies on pages 55 to 58.

INTERMEDIATE OBJECTIVES

8.2   CONTEXT 1 — IN A SOCIAL SETTING

In a social setting, the adult students will be able to understand :

P.1   When people identify themselves and give simple factual information about themselves orally and in writing.

P.2   When someone inquires about the identity of a person and finds out simple factual information about this person.

P.3   When someone identifies a third person and gives simple factual information about this person.

P.4   When someone responds appropriately upon being introduced to another person.

P.5   When two people are introduced to one another.

P.6   Greetings and leave-takings and appropriate responses to greetings and leave-takings.

P.7   The non-verbal gestures and cues accompanying introductions, greetings and leave-takings in an Anglophone context.

P.8   Common vocabulary and expressions related to the weather.

INTERMEDIATE OBJECTIVES

CONTEXT 1 — IN A SOCIAL SETTING

In a social setting, the adult students will be able to understand :

	SKILL	OBJECTIVE	DOMAIN	P005-2	1001-6	2001-6	3007-6	4036-6	5064-6
P.1	listening reading	When people idetify themselves and give simple factual information about themselves orally and in writing.	factual information	X*	1.1**	2.1	3.2 3.29		
P.2	listening	When someone inquires about the identity of a person and finds out simple factual information about this person.	factual information	X	1.2	2.2			
P.3	listening	When someone identifies a third person and gives simple factual information about this person.	factual information	X	1.3	2.3	3.5 3.6		
P.4	listening	When someone responds appropriately when introduced to another person.	socializing	X	1.4	2.4			
P.5	listening	When two people are introduced to one another.	socializing	X	1.5	2.5			

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* Course in which the objective is taught.
** Subsequent course and intermediate objective in which the original objective is reviewed.

INTERMEDIATE OBJECTIVES

CONTEXT 1 — IN A SOCIAL SETTING *(continued)*

	SKILL	OBJECTIVE	DOMAIN	P005-2	1001-6	2001-6	3007-6	4036-6	5064-6
P.6	listening	Greetings and leave-takings and appropriate responses to greetings and leave-takings.	socializing	X	1.7	2.7	3.34		
P.7	non-verbal	The non-verbal gestures and cues accompanying introductions, greetings and leave-takings in an Anglophone context.	socializing	X	1.8		3.28		
P.8	listening	Common vocabulary and expressions related to the weather.	socializing	X	1.9	2.11	3.10	4.1 to 4.5	7.1 to 7.4

INTERMEDIATE OBJECTIVE P. 1

In a social setting, the adult students will be able to understand when people identify themselves and give simple factual information about themselves orally and in writing.

FUNCTIONS	NOTIONS
Identifying oneself Talking about oneself Asking for information about a person Giving written factual information about oneself	Identity (name, age, occupation) Number (phone, address) Place (residence, origin) Past reference

SETTING	ROLES	TOPICS
At school In class At a social gathering In an administrative setting	Stranger - stranger Acquaintance - acquaintance Customer - clerk	Types of occupations Names of countries, provinces Nationalities Personal data forms

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

WRITTEN COMPREHENSION

AUTHENTIC PERSONAL DATA FORMS

What's your name?
My name is Mary.

What's your last name?
It's Smith. Mary Smith.

How old are you?
I'm 34 years old.

Where do you live?
I live in Montréal.

Where are you from?
I'm from Magog.

What's your address?
It's 275 Carter Road.

What's your postal code?
It's G5B 1H9.

What's your occupation?
I'm a student.

First name : Mary

Last name : Smith

Age : 34

Address : 275 Carter Road

City : Montréal

Postal code : G5B 1H9

Phone number at work :
          at home :

Occupation : Student

Nationality : Canadian

INTERMEDIATE OBJECTIVE P. 2

In a social setting, the adult students will be able to understand when someone inquires about the identity of a person and finds out simple factual information about this person.

FUNCTIONS	NOTIONS
Inquiring about a person's identity Asking about another person Giving factual information about oneself	Identity (name, age, occupation) Number (phone, address) Place (residence, origin) Past reference Present reference

SETTING	ROLES	TOPICS
At school In class At a social gathering In an administrative setting	Stranger - stranger Acquaintance - acquaintance Customer - clerk	Types of occupations Names of countries, provinces Nationalities

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

What's your name?
It's Janet Peterson.

How old are you?
I'm 24 years old.

Where do you live?
I live in Sherbrooke.

Tell me your address, please.
It's 275 Rock Forest Road.

Your phone number?
805-5043.

Are you from Sherbrooke?
No, I'm from Quebec city.

Are you a student?
No, I'm a teacher.

INTERMEDIATE OBJECTIVE P. 3

In a social setting, the adult students with be able to understand when someone identifies a third person and gives simple factual information about this person.

FUNCTIONS	NOTIONS
Identifying another person Describing another person Asking for information about another person	Identity (name, occupation, age) Number (phone, address) Place (residence, origin) Relationship Past reference Present reference

SETTING	ROLES	TOPICS
In school In class At a social gathering	Acquaintance - acquaintance Friend - friend	Types of occupations Names of countries, provinces Nationalities Family relationships Relationships between people

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Who's that?
That's Frank. He's my friend.

Is he a teacher?
No, he's a businessman.

Does he live in Québec?
Yes, in Québec city.

Is he from Québec?
No, he's from Alberta.

INTERMEDIATE OBJECTIVE P. 4

In a social setting, the adult students will be able to understand when someone responds appropriately upon being introduced to another person.

FUNCTIONS	NOTIONS
Introducing Greeting	Relationship Present reference

SETTING	ROLES	TOPICS
At school In class At a social gathering In a public place	Two acquaintances - stranger	Family relationships Relationships between people Types of occupations

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Hello, Ellen. I'd like to introduce Brian.
How do you do?

Ellen, this is Brian.
Nice to meet you.

Ellen, meet Brian.
A pleasure.

Ellen, this is Brian. He works with me.
Hello Brian.

INTERMEDIATE OBJECTIVE P. 5

In a social setting, the adult students will be able to understand when two people are introduced to one another.

FUNCTIONS	NOTIONS
Introducing others Catching a person's attention Describing a person	Personal information (name, age, relationship, occupation)

SETTING	ROLES	TOPICS
At school In class At a social gathering In a public place	Two acquaintances - stranger	Introductions Greetings Name Relationships between people Family relationships Types of occupations

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Hey, Marie, come here please.
Karen, this is Marie, my wife.
Nice to meet you.

Marie, Karen's a scientist too.

INTERMEDIATE OBJECTIVE P. 6

In a social setting, the adult students will be able to understand greetings and leave-takings and appropriate responses to greetings and leave-takings.

FUNCTIONS	NOTIONS
Greeting Taking leave Responding to greetings and leave-takings	Future reference Point of time

SETTING	ROLES	TOPICS
At school At a social gathering In a public place	Friend - friend Acquaintance - acquaintance	Greetings Leave-takings

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Hi.

Hello.

Good morning.

Good afternoon.

Good evening.

Good night.

Bye.

Good-bye.

So long.

See you later.

Take it easy.

Take care.

INTERMEDIATE OBJECTIVE P. 7

In a social setting, the adult students will be able to understand the non-verbal gestures and cues accompanying introductions, greetings and leave-takings in an Anglophone context.

FUNCTIONS	NOTIONS
Introducing Greeting Taking leave	

SETTING	ROLES	TOPICS
In class At school At a social gathering In a public place	Acquaintance - acquaintance Friend - friend Stranger - stranger	Shaking hands Waving Hand gestures Head gestures Distance between speakers

INTERMEDIATE OBJECTIVE P. 8

In a social setting, the adult students will be able to understand common vocabulary and expressions related to the weather.

FUNCTIONS	NOTIONS
Expressing feelings Imparting information Making small talk	Present reference Future reference Degree

SETTING	ROLES	TOPICS
In class At work At a social gathering	Acquaintance - acquaintance Colleague - colleague	Temperature Precipitation Sky conditions Wind Seasons

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

It sure is cold today!

It's so hot out today!

What a mild day!

It's snowing.

What a storm!

It's cloudy today.

The wind is very strong.

I hate the cold!

I love this weather.

My favourite season is summer.

INTERMEDIATE OBJECTIVES

8.3   CONTEXT 2 — IN THE CLASSROOM

In the classroom, the adult students will be able to understand :

P.9   When others express their lack of comprehension and request clarification.

P.10   Non-verbal gestures and cues appropriate to an Anglophone context indicating a lack of comprehension and requesting repetition.

P.11   Frequently used oral and written instructions.

P.12   Simple oral and written information about how the class and the school function.

P.13   Statements and queries about basic needs in the learning context.

INTERMEDIATE OBJECTIVES

8.3 CONTEXT 2 — IN THE CLASSROOM

In the classroom, the adult students will be able to understand :

	SKILL	OBJECTIVE	DOMAIN	P005-2	1001-6	2001-6
P.9	listening	When others express their lack of comprehension and request clarification.	getting things done	X	1.11	2.20
P.10	non-verbal	Non-verbal gestures and cues appropriate to an Anglophone context indicating a lack of comprehension and requesting repetition.	getting things done	X	1.12	
P.11	listening reading	Frequently used oral and written instructions.	getting things done	X	1.13	2.21
P.12	listening reading	Simple oral and written information about how the class and the school function.	factual information	X	1.14	2.22
P.13	listening	Statements and queries about basic needs in the learning context.	getting things done	X	1.15	2.25

INTERMEDIATE OBJECTIVE P. 9

In the classroom, the adult students will be able to understand when others express their lack of comprehension and request clarification.

FUNCTIONS	NOTIONS
Expressing lack of comprehension Asking for clarification Requesting repetition	Repetition Speed

SETTING	ROLES	TOPICS
In class	Student - student Teacher - student	Instructions Routine actions Information

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

I don't understand.

I'm afraid I don't understand you.

Can you please repeat?

What did you say?

Pardon?

INTERMEDIATE OBJECTIVE   P. 10

In the classroom, the adult students will be able to understand non-verbal gestures and cues appropriate to an Anglophone context indicating a lack of comprehension and requesting repetition.

FUNCTIONS	NOTIONS
Expressing lack of comprehension Requesting repetition	

SETTING	ROLES	TOPICS
In class	Teacher - student Student - student	Non-verbal gestures

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Shoulder shrug

Upraised palms

Raised eyebrows

Nose wrinkling

And so on.

INTERMEDIATE OBJECTIVE   P. 11

In the classroom, the adult students will be able to understand frequently used oral and written instructions.

FUNCTIONS	NOTIONS
Instructing	Location Number Duration Point of time Spatial relations

SETTING	ROLES	TOPICS
In class	Teacher - student	Classroom materials Classroom activities Classroom furniture Clock time

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Sit down.

Stand up.

Take out your book.

Turn to page 27.

Take out a piece of paper.

Read the dialogue.

Listen carefully.

Get into groups of three.

Look at the board.

Take a 15-minute break.

Be back at a quarter to nine.

WRITTEN COMPREHENSION

Work in small groups.

See your teacher for help.

Listen to the cassette.

Listen again.

Circle the correct answer.

Fill in the blanks.

Please print.

Read the dialogue.

INTERMEDIATE OBJECTIVE   P. 12

In the classroom, the adult students will be able to understand simple oral and written information about how the class and the school function.

FUNCTIONS	NOTIONS	
Describing things	Existence	Duration
Describing places	Availability	Commencement
Stating the time	Location	Cessation
Stating the day, date	Direction	Occurrence
	Point of time	

SETTING	ROLES	TOPICS
In class	Teacher - student	Time
At school	Student - student	Days of the week
		Months, dates
		Parts of the school
		School activities
		Holidays

LANGUAGE EXPONENTS

LISTENING COMPREHENSION	WRITTEN COMPREHENSION
	AUTHENTIC TIMETABLES AND AGENDAS
The school has a library.	SCHOOL STORE
It opens at 6:30.	Opening hours Mondays to Thursdays
The library is open Tuesdays and Thursdays.	Mornings from 8 o'clock to 8:30
The gymnasium is downstairs.	Lunchtime from 12 noon to 1:00
Class starts at 8:30.	Afternoons from 4:00 to 4:30
We finish at noon.	
There's a 15-minute break.	
Monday is a holiday.	
It's May 19th.	
The cafeteria is down the hall.	

INTERMEDIATE OBJECTIVE   P. 13

In the classroom, the adult students will be able to understand statements and queries about basic needs in the learning context.

FUNCTIONS	NOTIONS
Inquiring about wants, needs Stating wants, needs Requesting things Accepting Declining Thanking	Acceptability/unacceptability Desirability/undesirability

SETTING	ROLES	TOPICS
In class At school	Teacher - student Student - student	Classroom activities Food Drink Classroom materials Ways of helping

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Do you need some help?
Yes, I do.

Do you need a pencil?
No, thank you.

Do you want me to repeat?
Yes, please.

Do you want your book?
All right.

Do you have enough time?
Sure.

Any problems?
No, I'm okay.

Can you see the board?
Yes.

9. INTERMEDIATE OBJECTIVES

COURSE

ANG-P006-2

INTERMEDIATE OBJECTIVES

9.1   CONTEXT 3 — IN A PUBLIC PLACE

In a public place, the adult students will be able to understand :

P.14   Requests for directions.

P.15   When someone in unable to give directions and makes the appropriate apology.

P.16   When someone catches a person's attention and asks for directions.

P.17   When people are given simple oral and written directions and confirm their comprehension.

P.18   When people stand up for themselves.

P.19   Oral and written statements of danger and warning.

P.20   Common signs and notices.

INTERMEDIATE OBJECTIVES

CONTEXT 1 — IN A PUBLIC PLACE

In a public place, the adult students will be able to understand :

	SKILL	OBJECTIVE	DOMAIN	P005-2	1001-6	2001-6	4036-6
P.14	listening	Requests for directions.	getting things done	X	1.17	2.29	
P.15	listening	When someone is unable to give directions, and makes the appropriate apology.	getting things done	X	1.19	2.29	
P.16	listening	When someone catches a person's attention and asks for directions.	getting things done	X	1.20	2.30	
P.17	listening reading	When people are given simple oral and written directions and confirm their comprehension.	getting things done	X	1.21	2.31	
*__P.18__	listening	When people stand up for themselves.	getting things done	X	1.22	2.32	
P.19	listening reading	Oral and written statements of danger and warning.	getting things done	X	1.23	2.33	4.3
P.20	reading	Common signs and notices.	factual information	X	1.24		

INTERMEDIATE OBJECTIVE P. 14

In a public place, the adult students will be able to understand requests for directions.

FUNCTIONS	NOTIONS
Inquiring about directions Requesting help	Relative position Direction Existence/non-existence Spatial relations

SETTING	ROLES	TOPICS
On the street In a public building On public transportation	Stranger - stranger	Buildings Services Directions Roads Types of accommodations

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Can you help me?

Where is the nearest a bank?

Is this the way to St.Charles?

Where is Bloor Street?

I'm looking for a drugstore.

Where is the restroom?

How do I get to Highway 70?

INTERMEDIATE OBJECTIVE P. 15

In a public place, the adult students will be able to understand when someone is unable to give directions, and makes the appropriate apology.

FUNCTIONS	NOTIONS
Inquiring about directions Expressing lack of knowledge Apologizing Expressing inability Giving reasons	Relative position Direction Existence/non-existence Capacity/incapacity Reason Place

SETTING	ROLES	TOPICS
On the street In a public building On public transportation	Stranger - stranger	Buildings Services Directions Roads

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Excuse me. Is there a post office near here?
Post office? Sorry, I don't know.

Sir, how do I get to the bank?
Sorry. I don't live here.
Sorry. I don't speak English very well.
Sorry. I can't help you.

Is this the way to Green Street?
I'm not sure.

INTERMEDIATE OBJECTIVE   P. 16

In a public place, the adult students will be able to understand when someone catches a person's attention and asks for directions.

FUNCTIONS	NOTIONS
Catching a person's attention Inquiring about directions	Relative position Direction Existence/non-existence Place Distance Spatial relations

SETTING	ROLES	TOPICS
On the street In a public building On public transportation	Stranger - stranger	Buildings Services Directions Roads

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Pardon me. Where is the hospital? (Shopping centre, church, beach, liquor store, restaurant, etc.)

Sir (Madam), where is the nearest gas station?

Excuse me, Belvedere St.?

INTERMEDIATE OBJECTIVE P. 17

In a public place, the adult students will be able to understand when people are given simple oral and written directions, and confirm their comprehension.

FUNCTIONS	NOTIONS
Directing Confirming directions Expressing understanding Thanking	Relative position Direction Existence/non-existence Place Number Distance Spatial relations

SETTING	ROLES	TOPICS
On the street In a public building On public transportation while travelling	Stranger - stranger	Buildings Directions Services Roads Travel brochures Invitations

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

- Take the next exit.
  Follow the signs for Highway 40.
  Highway 40? Thank you.

- The bank? Go 4 blocks. Turn left on Yonge. Go south on Yonge for 2 blocks. It's on your left.
  Left on Yonge. 2 blocks. On my left. Thank you very much.

WRITTEN COMPREHENSION

The party is at 659 Claudet Street.

Take the Pinecrest exit off the Queensway. Go north 2 blocks. Turn left on Claudet Street.

INTERMEDIATE OBJECTIVE P. 18

In a public place, the adult students will be able to understand when people stand up for themselves.

FUNCTIONS	NOTIONS
Affirming one's place Expressing ownership Warning another Instructing	Place Ownership Activity Time Priority, posteriority

SETTING	ROLES	TOPICS
On public transportation In line On the street	Stranger - stranger	Warnings Danger Types of physical actions

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Watch out!

Look out!

Watch it!

Excuse me!

Take it easy!

Don't push!

Wait a minute!

Wait a second!

Relax!

That's my place.

I'm first.

Wait your turn.

INTERMEDIATE OBJECTIVE P. 19

In a public place, the adult students will be able to understand oral and written statements of danger and warning.

FUNCTIONS	NOTIONS
Warning	Cause Action-event relations

SETTING	ROLES	TOPICS
On public transportation On the street In a public place	Stranger - stranger	Danger Warnings Safety instructions

LANGUAGE EXPONENTS

LISTENING COMPREHENSION	WRITTEN COMPREHENSION
Look out!	Danger. High voltage.
Watch out!	Danger. Undertow.
Be careful!	Danger.
Watch it!	Watch your step.
Go slowly!	Danger. Falling rocks.
Get away!	Danger. Men at work.
Don't!	Danger. Polluted water.
Don't touch!	Danger. This water is not for drinking.

INTERMEDIATE OBJECTIVE   P. 20

In a public place, the adult students will be able to understand common signs and notices.

FUNCTIONS	NOTIONS	
Instructing Directing Warning	Location Distance Direction Relative position	Point of time Commencement Cessation Place

SETTING	ROLES	TOPICS
On the road In public buildings		Road signs Warnings Store signs Opening and closing hours

LANGUAGE EXPONENTS

WRITTEN COMPREHENSION

Yield
Right lane must exit
Slippery when wet
Maximum 65 mph

Keep off the grass
Restricted zone
No swimming allowed
Blind hill

North Pole Hardware
Smitty's Dry Goods
Smilin'Joe's Used Cars

Closed Monday
Gone to lunch
No personal cheques
Open 9:30 a.m. to 5:30 p.m.
Credit cards accepted

One way
Open 24 hours
No dogs allowed
No smoking

9.2 INTERMEDIATE OBJECTIVES

CONTEXT 4 — AT THE STORE

In a store, the adult students will be able to understand :

P.21   The identification of most frequently bought items.

P.22   Offers of help and responses to offers of help.

P.23   When someone obtains simple information about different items.

P.24   When someone requests various items orally and in writing, and gives certain specifications.

P.25   When someone inquires about the price of a desired item.

P.26   When someone pays for an item purchased.

INTERMEDIATE OBJECTIVES

CONTEXT 4 — AT THE STORE

In a store, the adult students will be able to understand :

	SKILL	OBJECTIVE	DOMAIN	P005-2	1001-6	2001-6	3007-6	4036-6	5064-6
P.21	listening reading	The identification of most frequently bought items.	factual information	X	1.25	2.38			
P.22	listening	Offers of help and responses to offers of help.	getting things done	X	1.26	2.35			
P.23	listening	When someone obtains simple information about different items.	factual information	X	1.27	2.37 2.42	3.18	4.6 4.9 to 4.13	7.10 7.13
P.24	listening reading	When someone requests various items orally and in writing and gives certain specifications.	getting things done	X	1.28	2.38		4.7	
P.25	listening	When someone inquires about the price of a desired item.	factual information	X	1.29	2.41			
P.26	listening	When someone pays for an item purchased.	getting things done	X	1.30	2.41			

INTERMEDIATE OBJECTIVE P. 21

In a store, the adult students will be able to understand the identification of most frequently bought items.

FUNCTIONS	NOTIONS
Identifying things	Dimension Size Length, width Weight Colour

SETTING	ROLES	TOPICS
In a store	Consumer	Types of stores Clothes Kinds of food, drink Other consumer goods Departments

LANGUAGE EXPONENTS

LISTENING COMPREHENSION	WRITTEN COMPREHENSION
Pants, shirts, dress, skirt, jacket, coat, shoes, boots, etc.	Pants, shirts, dress, skirt, jacket, coat, shoes, boots, etc.
Tools, hardware, furniture, cosmetics, car parts, sports equipment, appliances, gardening supplies, etc.	Tools, hardware, furniture, cosmetics, car parts, sports equipment, appliances, gardening supplies, etc.
Chicken, beef, pork, fish, turkey, tomatoes, peaches, oranges, milk, eggs, juice, beer, etc.	Chicken, beef, pork, fish, turkey, tomatoes, peaches, oranges, milk, eggs, juice, beer, etc.
Grocery store, drugstore, hardware store, liquor store, corner store, sporting goods store, department store, men's clothing store, women's clothing store, etc.	Grocery store, drugstore, hardware store, liquor store, corner store, sporting goods store, department store, men's clothing store, women's clothing store, etc.

INTERMEDIATE OBJECTIVE P. 22

In a store, the adult students will be able to understand offers of help and responses to offers of help.

FUNCTIONS	NOTIONS
Offering help Accepting Declining	Future reference Capacity/incapacity

SETTING	ROLES	TOPICS
In a store	Salesperson - customer	Offers of help

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

OFFERS OF HELP	RESPONSES
Can I help you?	Yes, please.
Do you need some help?	No, thanks.
Have you been served?	No, it's okay, thanks.
What are you looking for?	A hat.

INTERMEDIATE OBJECTIVE P. 23

In a store, the adult students will be able to understand when someone obtains simple information about different items.

FUNCTIONS	NOTIONS
Inquiring about things Describing things	Number Dimension Colour Age Material Quality

SETTING	ROLES	TOPICS
In a store	Salesperson - customer	Colours Kinds of material Dimensions (size) Consumer goods

LANGUAGE EXPONENTS

ORAL COMPREHENSION

How many in a package?
There are 3.

What size?
They are medium.

What's the materiel?
100 per cent cotton.

What colours do you have?
I have blue, grey and white ones.

How much are they?
$12.98 a package.

INTERMEDIATE OBJECTIVE P. 24

In a store, the adult students will be able to understand when someone requests various items orally and in writing, and gives certain specifications.

FUNCTIONS	NOTIONS
Requesting things Stating wants, needs Describing things Identifying things Thanking Filling out order forms	Number Dimension Colour Material Shape

SETTING	ROLES	TOPICS
In a store By catalogue	Salesperson - customer	Consumer goods Food + drink Clothes Store catalogues

LANGUAGE EXPONENTS

LISTENING COMPREHENSION	WRITTEN COMPREHENSION
	(AUTHENTIC ORDER FORMS) (STORE CATALOGUES)
I'm looking for a red sweater.	Package of 2 boxer shorts.
I prefer cotton.	Polyester - cotton.
I want long sleeves.	Contains 1 blue, 1 tan.
A size 10.	Sizes S. M. L.
Is it dry clean only?	$15.98
How much is it?	# 6559/Y2
Thank you.	

INTERMEDIATE OBJECTIVE P. 25

In a store, the adult students will be able to understand when someone inquires about the price of a desired item.

FUNCTIONS	NOTIONS
Inquiring about the price Stating the price	Price Value

SETTING	ROLES	TOPICS
In a store	Salesperson - customer	Cost of consumer goods

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

What's the price?
Fifty dollars.

How much does it cost?
Two hundred bucks.

How much is it?
Four, twenty-five.

Is it expensive?
Yes, it's six hundred dollars.

The price, please?
Four, fifty.

INTERMEDIATE OBJECTIVE P. 26

In a store, the adult students will be able to understand when someone pays for an item purchased.

FUNCTIONS	NOTIONS
Inquiring about payment Stating intentions Counting	Means Acceptability/unacceptability Number

SETTING	ROLES	TOPICS
In a store	Salesperson - customer	Means of payment Change counting

LANGUAGE EXPONENTS

LISTENING COMPREHENSION

Will you pay cash?
Yes. How much is it?

The bill is $7.99 plus tax.
That makes $8.71, please.
Here's $10.00. Keep the change.

How will you be paying, sir?
Do you take Mastercard?

Of course.

Do you take cheques?
Do you have some identification, sir?
Yes, I have my driver's licence.

That's fine.

10. LEARNING STRATEGIES

One of the most promising developments in language learning in recent years is the increasing importance given to learning strategies in the classroom. Learning strategies help students learn and, more importantly, help students learn how to learn.

Perceptive teachers have instinctively used some of these strategies for years. For example, when listening to textbook dialogue teachers say to students, "Observe the illustration before listening." When students are reading a difficult text teachers say, "Concentrate on finding the answer to the question. Ignore the rest." When students have a difficult oral task to perform teachers say, "Take your time. Write some notes you can refer to. Prepare well."

Developing a wide range of such strategies helps the student learn better in the classroom and provides tools to continue outside the classroom where most learning takes place. Having trained himself or herself to be a better second language learner, the student will be able to apply these skills to other subjects as well.

The student should be encouraged to evaluate the strategies proposed in order to determine which ones are most effective. In this way the student can adapt the learning process to better suit his or her own learning style.

The following are examples of learning strategies which can be exploited in the classroom and with didactic materials at different levels of the program.

Listening

- Concentrate on a specific task.

- Listen for just one piece of information at a time.

- Listen a second or a third time.

- Think about the nature of the situation before you listen. Anticipate what you will hear.

- Observe any visual clues - illustrations, graphics, titles, etc. - to better understand the nature of the situation.

- Ignore irrelevant information.

- Listen for words that are similar in your mother tongue.

- Make sure listening conditions are acceptable and then concentrate.

- Use your own prior knowledge of the situation to anticipate.

- Make a hypothesis before you listen and then verify it.

- Concentrate on the words you know.

- Figure out a word you don't know by the context.

- Listen for key words.

- Listen for the main idea.

- Associate the spoken word with its written equivalent.

Speaking

- Use short sentences in basic communication. Keep it simple.

- Develop ritualized ways of saying things.

- Use the language you know.

- Take risks in voluntarily creating sentences.

- Take risks by being spontaneous.

- Repeat, if necessary.

- Rephrase. Try a different way.

- Prepare yourself for a task if you can.

- Develop techniques to begin and end conversations or to keep them going.

- Use linking words to improve coherence.

- Develop ways to appeal to the interlocutor for assistance.

- Don't worry about pronunciation.

- Don't worry about errors as long as you're understood.

- Learn from your errors.

- Experiment with sentence structures. Use them as long as they seem to work.

- Make a habit of rehearsing silently.

- Interact with skilled speakers at every opportunity.

- Interact with other students at every opportunity.

- Develop useful expressions to get out of trouble.

- Try out idioms to see if they are effective.

- Use synonyms.

- Experiment with using cognates.

- Use gestures.

- Avoid known problem areas.

- Use different ways of saying things depending on the situation.

Reading

- Look for words that are similar in the mother tongue. Then refer to the context to verify if the meaning is similar.

- Concentrate on a specific task.

- Read to discover one piece of information at a time.

- Read a second or a third time.

- Analyze the type of document before reading. Identify the kinds of information you can expect to find.

- Observe any visual clues - illustrations, graphics, titles, etc. - to better predict the content of the document.

- Concentrate on the words you know. Don't get distracted by unfamiliar words.

- Make yourself comfortable and then concentrate.

- Anticipate the answer to your question. Then verify this hypothesis.

- Identify key words.

- Identify the main idea.

- Distinguish relevant information from irrelevant information.

- Associate words with non-verbal indicators (graphs, illustrations, charts, etc.).

- Identify the meanings of words by their roots.

- Identify the meanings of words through knowledge of affixes.

- Use prior knowledge and experience of a situation and relate it to learning.

- Guess the meanings of unfamiliar words from the context.

- Skip words.

- Scan the text to get a general idea.

- Use your knowledge of grammar to understand more precisely.

- Familiarize oneself with the vocabulary related to a particular situation.

- Avoid reliance on a dictionary.

11. LEARNING MATERIALS

During the experimentation of the presecondary courses, some participating school boards used a variety of learning materials from publishing companies, while others chose to develop their own.

The following list of learning materials did not go through the process of a formal evaluation by the ministère de l'Éducation. These materials are by no means compulsory; they were suggested by the participating school boards in order to help others who wish to offer the presecondary courses.

Teachers may choose any other available materials to meet the objectives of the presecondary courses, or they may choose to develop their own.

Most educational publishing companies offer a wide variety of printed audio and video publications. However, one must keep in mind that no particular learning material can satisfy the needs of all learners.

SUGGESTED REFERENCE BOOKS

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