Course
ANG-4101-2
Dare to Compare

English as a Second Language

Introduction

The goal of this 50-hour course, the first of three courses in Secondary IV (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 discuss and compare facts, opinions, suggestions and reasons for choices related to consumer products/services

- construct the meaning of informative, expressive and persuasive texts related to products/services

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 understand and communicate facts, descriptions, opinions and explanations on familiar and some less familiar matters. They will be able to obtain this information by talking with others and by reading, listening to and viewing moderately complex informative, expressive and persuasive texts such as consumer reports, statistics and tables as well as publicity, advertising and commentaries. They will be able to understand and participate in conversations and discussions related to consumer products and services.

Subject-Specific Competencies

The two subject-specific competencies targeted in the course *Dare to Compare* are shaded in the table below.

Competencies	Key Features
***Interacts orally in English* (C1)**	− Engages in oral interactions − Constructs the meaning of the message − Monitors own development as a communicator
***Reinvests understanding of texts* (C2)**	− Broadens knowledge of texts − Constructs the meaning of the message − Carries out a reinvestment task − Monitors own development as a reader, listener, viewer
***Writes and produces texts* (C3)**	− Broadens knowledge of texts − Uses writing and production processes − Monitors own development as a writer/producer

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
Oral communication	Planning (tasks)
	Mobilizing resources (performing tasks)
Response	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		
Communication	**Verbal**	Asking for repetition/clarification Rephrasing/using circumlocution
Learning	**Cognitive**	Comparing Making hypotheses Scanning
	Socioaffective	Encouraging self and others
	Metacognitive	Directing/paying selective attention Transferring knowledge to new contexts

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
- Asking for and giving detailed information about products/services (e.g. appearance, condition, dimensions, material, price, purpose, quality, quantity, value)
- Comparing two or more products/services
- Inquiring about, explaining and discussing findings and conclusions of a comparative study between two or more products/services (e.g. contrast, equality, inequality, superiority, inferiority)
- Discussing plans, goals, intentions after reading a comparative study

Expressing
- Finding out about and expressing personal opinions/impressions/views
- Understanding and expressing agreement, disagreement, approval, disapproval, indifference, neutrality

Persuading
- Convincing others to take/not to take action
- Understanding and advising others regarding possible consequences of actions (e.g. warnings)
- Understanding and making hypotheses
- Understanding, making suggestions and justifying reasons related to choices

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
- Comparative and superlative forms (e.g. adjectives with one, two or more syllables)
- Equality and inequality (e.g. *the same...as*, *different from*)
- Modifier + comparative forms of adjectives (e.g. *much faster*, *a little more expensive*)
- Order (i.e. determiner, observation, physical description, origin, material, qualifier + noun)
- Quantity (e.g. *little, much, few, many, every, each*)

Adverbs
- Comparative and superlative forms (e.g. with adverbs ending in *-ly*)
- Formation of adverbs (i.e. ending in *-ly*)
- Modifier + comparative forms (e.g. *far less frequently*, *more carefully*)
- Purpose (e.g. *so, so that, in order to*)
- Quantity (e.g. *a lot, lots of, a couple, several*)
- Similarity and difference (e.g. *as…as, not so…as*)

Conjunctions
- Correlative (e.g. *both...and; either...or*)

Nouns
- Comparative and superlative forms with countable and non-countable nouns (e.g. *more, fewer, less*)

Prepositions
- Relationship: origin and material (e.g. *from, of, out of*)

Pronouns
- Relative (*who, which, that*)

Verb/Time References
- Present perfect
- Present perfect progressive + key words

Other Linguistic Structures
- Compound sentence structure (affirmative, negative, interrogative)
- Duration (*since, for, until*)
- Means (by+ verb + *ing*; with + noun)
- First conditional: present real (e.g. *If* + subject + present + object, subject + future)

Vocabulary (related to)
- Broad areas of learning (e.g. Environmental Awareness and Consumer Rights and Responsibilities; Media Literacy)
- Cross-curricular competencies (e.g. *Uses Information; Exercises critical judgment; Adopts effective work methods; Communicates appropriately*)
- Immediate environment (e.g. social, commercial, educational, vocational and/or recreational)
- Interests/needs (e.g. environmental issues; consumer goods and services; entertainment, recreation, lifestyles)

Semantics
- Abbreviations and acronyms (e.g. units of measurements, clothing, mailing and shipping)
- Antonyms (e.g. *blunt/sharp; cheap/dear; better/worse; wide/narrow*) and synonyms (e.g. *slim/thin; costly/expensive; repair/fix; cold/chilly; sticky/muggy*)
- False cognates (e.g. *commodity/commodité; supply/supplier; advertisement/avertissement*)
- Heteronyms (e.g. contrast; complex; compact)
- Homophones (e.g. *quiet/quite; higher/hire; weak/week; bolder/boulder; buy/by*)
- Phrasal verbs: separable (e.g. *add up, fix up, hold off, turn down*)
- Prefixes/suffixes (e.g. *sub-*: *submersible*; -*ful*: *useful*; -*able*: *comfortable*; -*less*: *flawless*)
- Similes (e.g. *as old as the hills; as light as a feather; as black as coal*)

Phonology
- Contractions of *have* as auxiliary in affirmative and negative sentences
  (e.g. *I've; he's, we've; they've, I haven't, he hasn't*)
- Pronunciation of heteronyms (e.g. *deliberate; desert; estimate*)
- Relaxed pronunciation, including linking/blending
  (e.g. *let me/lemme; lots of* + consonant/*lottsa*; *should have* + consonant/*shoulda*)
- Silent letters (silent [k]: e.g. *know, knock, knowledge*; silent [l]: e.g. *calm, half, talk*)
- Syllable stress (compound words: e.g. *greenhouse, old-fashioned, understand*)

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.

- Conjunctions
  - correlative (e.g. *both...and*; *either...or*; *neither...nor*)
  - subordinating
  - condition (e.g. *if, even if, unless*)
  - time (e.g. *after, before, while, until*)

- Organization of ideas
  - specific to general

- Parallel structure
  - adverbs

- Transitional expressions
  - contrast/comparison (e.g. *but, in contrast, as well, in the same way*)

Textual Organization

Selected text types: information-based and popular

- Knowledge of internal features
  - appropriate language register when comparing and discussing facts, opinions, suggestions and reasons for choices
  - text development (introduction, body and conclusion) in oral texts (e.g. hands-on product demonstrations; reports, interviews), and layout or text components of written texts and multimedia productions (e.g. printed and digital catalogues: title, category of item, graphic design, description, caption, diagrams, charts, hyperlinks)

- Knowledge (i.e. recognition) of external features
  - context (e.g. reading a report on consumer buying habits; comparing consumer products)
  - 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. young adults preparing to move away from home, consumers of ICT products)

Cultural References

In this course, adult learners may explore the sociological aspect of English culture in Québec by considering the influence of the media on their personal choices. 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 comparing and evaluating factual information and communicating this information to others. **Expressing** relates to understanding and communicating ideas, impressions, opinions and views. **Persuading** is associated with suggesting, advising, influencing, convincing and justifying choices.

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. Environmental Awareness and Consumer Rights and Responsibilities as well as Media Literacy (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 → Subject-Specific Competencies ↓	Health and Well-Being	Career Planning and Entrepreneurship	Environmental Awareness and Consumer Rights and Responsibilities	Media Literacy	Citizenship and Community Life
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 selecting Environmental Awareness and Consumer Rights and Responsibilities, teachers could help adult learners learn to make more responsible use of goods and services (e.g. the desire to make informed consumer choices).

By selecting Media Literacy, teachers could help adult learners develop a greater awareness of the place and influence of the different media in their daily lives and in society (e.g. awareness of the influence of media messages on their everyday environments).

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) Shop Smart

You want to buy a cell phone but don't know which one to choose. You feel you need to compare different service providers, models and plans before making up your mind as to which one would be the best buy for you. You consult flyers and sales representatives from different electronic stores, read ads and consumer reports on-line or in magazines and talk with others who have cell phones. After considering your needs, your budget and the information you have found, you finally make your choice. Share this information with those who helped you to decide or with someone who is also considering buying a cell phone.

b) How Gullible Are We?

You are watching an English TV program with friends. Many of the commercials for products and services promise to make a big difference in your life. This sparks comments about the ads and the

products or services promoted. You compare commercials and products. You share your opinion and suggestions with others. A discussion ensues as to how much the media really influences your lifestyle choices and decisions.

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 to discuss and compare facts, opinions, suggestions and reasons for choices
- interpret information conveyed in informative, expressive and persuasive texts they read, listen to and view

Adult learners will be able to discuss and compare consumer products/services; and make suggestions and justify decisions whether or not to purchase/rent these products/services. They will be able to ask and answer questions (e.g. appearance, condition, dimensions, purpose, quantity, personal opinions/impressions, suggestions) using simple present, past and future tenses and some progressive and perfect forms. They will be able to correct misinformation and request clarification. Both the language register and text development of the interaction will be appropriate to the context. Adult learners will use plain language with some idioms and their discourse will be reasonably fluent with occasional hesitation and pauses. In this course, oral interaction tasks may include face-to-face or telephone conversations, discussions, inquiries and interviews, based on conversations with others or on written, audio, live or video-mediated texts. Oral interactions are expected to be 3 to 5 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. appearance, condition, dimensions, material, cost, purpose, quantity, contrast, equality, inequality, superiority, inferiority, personal opinions/ impressions, suggestions). The written information-based and popular texts used for developing and demonstrating comprehension should be two or three paragraphs long. Live or video-mediated texts could be as long as 60 minutes; audio-mediated texts, no longer than 4 minutes. More detailed information on texts related to the development of Competency 2 is provided in Chapter 3, Section 3.3.3.

Texts used for developing and demonstrating comprehension may consist of:

- consumer reports
- statistics
- charts
- blogs

- interviews/discussions
- publicity/ advertising
- commentaries
- radio broadcasts
- podcasts

The written information-based and popular texts used for developing and demonstrating comprehension should be two or three paragraphs long. Live or video-mediated texts could be as long as 60 minutes; audio-mediated texts, no longer than 4 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
Interacts orally in English (C1)	- Adequate participation in oral interaction in English at all times - Pertinence of the message expressed - Coherent articulation of the message
Reinvests understanding of texts (C2)	- Demonstration of understanding through the response process - Pertinent use of knowledge in a reinvestment task