

Course
Everyday Living
ENG P102-4

Presecondary



“Language exerts hidden power, like a moon on the tides.”

Pindar (522-443 BC)

Presentation of the Course *Everyday Living*

The goal of the course *Everyday Living* is to help adult learners use oral and written discourse to deal competently in real-life situations related to everyday home life and staying informed about daily news.

This course develops adult learners’ language proficiency by involving them in a variety of speaking, listening, reading and writing activities that provide adults with an opportunity to put language skills into practice in situations related to everyday home life and keeping informed about daily news.

By the end of the course, adult learners will be able to understand and produce short, simple informative, expressive and aesthetic texts related to everyday life and daily news. They will, for example, produce notes or cards, take telephone messages and understand flyers, simple schedules, and short local news reports in order to obtain and give basic information, instructions and advice. They will also be able to express needs, preferences and concerns, request assistance regarding matters pertaining to everyday home life and the news and understand and produce simple aesthetic texts such as simple poems.

Dealing with Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The classes of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are detailed in their respective rubrics.



Classes of Situations Addressed by the Course

This course addresses two classes of situations: *Using language in everyday home life* and *Using language to keep informed about daily news*.

Using language in everyday home life

The class of situations *Using language in everyday home life* comprises a range of real-life situations in which adults are required to ask for, obtain and give information, instructions and advice about everyday home life activities, either orally or in writing. Dealing competently with these situations requires familiarity with vocabulary related to home life. It also depends on the ability to understand and

give simple, brief information, instructions and advice, to express needs, concerns, and preferences clearly, to request assistance, and to describe problems associated with maintaining a home.

Some examples of these situations include arranging for child care, performing household chores, dealing with service people, caring for the elderly and celebrating special occasions.

Class of Situations	Examples of Real-Life Situations
Using language in everyday home life	<ul style="list-style-type: none"> ▪ Performing household chores ▪ Arranging for child care ▪ Helping with children’s homework ▪ Attending school meetings ▪ Dealing with service people ▪ Caring for elderly/handicapped relatives ▪ Celebrating special occasions ▪ Eating/ordering food ▪ Installing and using home safety and security products

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category across a variety of contexts.

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Interacting orally in matters related to everyday home life 	<ul style="list-style-type: none"> ▪ Asks for, obtains and gives information and advice (e.g. regarding schedules, services, locations, cleaning products, fees) ▪ Asks for, obtains and gives instructions (e.g. on using products, appliances, home electronic systems and security systems) ▪ Expresses needs, preferences and concerns (e.g. regarding housing, schooling, transportation) ▪ Requests assistance (e.g. from CLSC, community agencies) ▪ Makes, accepts, declines invitations ▪ Describes a problem (e.g. with heating, cable television, Internet connection)
<ul style="list-style-type: none"> ▪ Listening to informative texts related to everyday home life 	<ul style="list-style-type: none"> ▪ Listens to public service announcements (e.g. school closings, health advisories, power outages) ▪ Listens to recorded messages (e.g. to make appointments)
<ul style="list-style-type: none"> ▪ Reading informative, expressive and aesthetic texts related to everyday home life 	<ul style="list-style-type: none"> ▪ Reads simple instructions (e.g. product assembly and installation) ▪ Reads product labels (e.g. on canned and packaged foods, cleaning materials) ▪ Reads ads (e.g. help wanted, household goods, rentals) ▪ Reads flyers (e.g. from supermarkets, clothing stores, hardware stores) ▪ Reads simple schedules, timetables (e.g. bus schedules, school cafeteria menus) ▪ Reads notes and cards (e.g. from teachers, neighbours; birthday or invitation cards) ▪ Reads report cards ▪ Reads pamphlets about available services (e.g. regarding library, CLSC, recreational services)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative, expressive and aesthetic texts related to everyday home life (Continuation) 	<ul style="list-style-type: none"> ▪ Reads forms (e.g. service application, product registration) ▪ Reads short poems
<ul style="list-style-type: none"> ▪ Writing informative, expressive and aesthetic texts related to everyday home life 	<ul style="list-style-type: none"> ▪ Writes lists (e.g. to-do lists) ▪ Writes simple schedules, timetables (e.g. extra-curricular activities, favourite television programs) ▪ Writes notes and cards (e.g. to child's teacher, family members, neighbours; invitations, thank you cards) ▪ Writes simple telephone messages (e.g. names, telephone numbers, dates) ▪ Writes short poems ▪ Fills out forms (e.g. service application, product registration) ▪ Writes simple journal entries

Using language to keep informed about daily news

The class of situations *Using language to keep informed about daily news* includes a range of situations in which adult learners obtain and exchange information about daily news that affects their everyday life. Functioning competently in these situations requires familiarity with vocabulary and discourse associated with daily news reports. It also requires the ability to understand and give simple, brief information, instructions and advice as well as the ability to

express and exchange thoughts, feelings and concerns on matters pertaining to daily news events.

Some examples of real-life situations include finding out about the weather, traffic, sports, community events and local news items.

Class of Situations	Examples of Real-Life Situations
Using language to keep informed about daily news	<ul style="list-style-type: none"> ▪ Finding out about local news ▪ Finding out about economic developments ▪ Finding out about local weather conditions ▪ Finding out about traffic conditions ▪ Finding out about community events ▪ Finding out about promotions and sales ▪ Finding out about entertainment ▪ Finding out about births and deaths ▪ Finding out about sports

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Interacting orally to keep informed about daily news 	<ul style="list-style-type: none"> ▪ Exchanges information about local weather ▪ Exchanges information about traffic conditions ▪ Exchanges information about sports (e.g. games, teams, schedules) ▪ Exchanges information about community events (e.g. schedules and locations) ▪ Exchanges information about local news (e.g. medical clinics, transportation facilities, parking regulations) ▪ Expresses ideas (e.g. on local issues, sports results) ▪ Exchanges information about promotions and sales (e.g. department store sales)
<ul style="list-style-type: none"> ▪ Listening to informative texts about daily news 	<ul style="list-style-type: none"> ▪ Listens to news reports (e.g. on radio and television) ▪ Listens to weather reports (e.g. on radio and television) ▪ Listens to traffic reports (e.g. on radio and television) ▪ Listens to sales promotions (e.g. in stores, on radio and television)
<ul style="list-style-type: none"> ▪ Reading informative texts about daily news 	<ul style="list-style-type: none"> ▪ Reads headlines, captions (e.g. in community newspapers) ▪ Reads ads (e.g. in community newspapers, magazines, on billboards) ▪ Reads charts (e.g. weather, sports) ▪ Reads personal announcements (e.g. birth, death, wedding)

Compulsory Elements and End-of-Course Outcomes

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course.

Classes of situations

Using language in everyday home life
Using language to keep informed about daily news

Categories of actions

- Interacting orally in matters related to everyday home life
- Listening to informative texts related to everyday home life
- Reading informative, expressive and aesthetic texts related to everyday home life
- Writing informative, expressive and aesthetic texts related to everyday home life
- Interacting orally to keep informed about daily news
- Listening to informative texts about daily news
- Reading informative texts about daily news

Operational Competencies

Communicates

- Determines a purpose for communicating
- Listens actively to the interlocutor
- Sustains conversation by responding suitably to the interlocutor's interventions
- Adapts language to the roles, status and needs of the audience
- Adapts language to the degree of formality of the situation

Acts methodically

- Uses pre- reading/listening/writing strategies, techniques to predict content and to explore and organize ideas
- Observes conventions for initiating, maintaining and closing the exchange
- Systematically applies rules of grammar and syntax in creating and interpreting meaning
- Uses compensatory techniques to repair communication difficulties

Essential Knowledge

- Types of discourse (informative, expressive and aesthetic)
- Discourse cues and features
- Speaking, listening, reading and writing strategies, techniques and procedure
- The sound system
- The writing system
- Language functions
- Sociolinguistic features
- Grammar and syntax
- Vocabulary pertaining to home life and daily news

The end-of-course outcomes describe how adults make use of the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

In order to deal competently with the classes of situations *Using language in everyday home life* and *Using language to keep informed about daily news*, adults use language resources to handle responsibilities associated with day-to-day living and keeping up-to-date about daily news. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally, adults use language functions to ask for, obtain and give basic information, instructions and advice as well as to express their needs, concerns and preferences relating to issues regarding home life and keeping current about daily news. They request assistance from community agencies such as the CLSC, describe problems related to utility services and exchange information about different aspects of the news that affect their daily functioning. When doing so, they apply speaking techniques, such as repeating or reformulating when requesting assistance from a community agency or using gestures when giving instructions. Using elements of the sound system, such as word stress and rhythm, they discuss and express their ideas about the issues of the day. They listen actively to their interlocutor, respond suitably to their interlocutor's interventions and sustain conversation by observing the appropriate conventions for initiating, maintaining and closing the exchange. They also use compensatory techniques such as approximation and circumlocution to repair communication difficulties.

They use prelistening techniques to predict content, such as establishing a purpose, and other techniques, such as attending to key words and phrases while listening to informative texts. As well, they identify verbal and non-verbal discourse cues, such as intonation, and body language while listening to news reports, public service announcements or sales promotions.

They read informative and expressive texts pertaining to everyday home life, such as pamphlets, flyers, and invitations as well as simple ads and announcements in the community newspaper to keep themselves informed. They use prereading techniques such as surveying titles, looking at illustrations and formulating questions to predict content. While reading, they employ such techniques as guessing from context and re-reading. As well, they read and write aesthetic texts such as short poems for enjoyment.

Using prewriting techniques, such as talking and brainstorming to explore and organize ideas, they write a variety of short informative texts, such as lists, simple messages, and schedules employing discourse features such as order of importance to organize and manage their everyday home life. They also write expressive texts such as journal entries to express their thoughts and feelings. While writing, adults employ writing techniques such as using formulas and models. They use features of the writing system such as correct spelling and punctuation and systematically apply rules of grammar and syntax in creating and interpreting meaning.

They respect the sociolinguistic features of discourse by adapting their language to the roles, status and needs of their audience as well as to the degree of formality of the situation. They understand and use common vocabulary related to everyday home life and daily news.

Evaluation Criteria

- Interacts adequately in everyday situations using simple and familiar oral texts
- Understands simple, everyday oral texts adequately
- Reads simple, everyday texts adequately
- Writes simple, everyday texts adequately

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations of this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Communicates* and *Acts methodically*

Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* is the capacity to express meaning intelligibly and to understand the meaning that is expressed by others. It is solicited in all real-life situations in which people exchange meaning and is linked to the classes of situations *Using language in everyday home life* and *Using language to keep informed about daily news*.

Adult learners exercise their communicative competency by determining a purpose for communicating. When interacting orally, they listen actively to their interlocutor and sustain conversation by responding suitably to their interlocutor's interventions. They adapt their language to the roles, status, and needs of their audience as well as to the degree of formality of the situation in order to achieve their communicative purposes in real-life situations related to everyday home life and daily news.

Contribution of the Operational Competency *Acts Methodically*

The operational competency *Acts methodically* involves the effective identification, selection and use of appropriate strategies, techniques, procedures and rules in order to achieve a specific purpose. It is solicited in all real-life situations linked to the classes of situations *Using language in everyday home life* and *Using language to keep informed about daily news*.

Adults act methodically when they use pre-reading/listening/writing techniques either to predict content or to explore and organize ideas. They also use compensatory techniques, such as approximation or circumlocution to repair any communication difficulties. Acting methodically involves observing conventions for initiating, maintaining and closing the exchange as well as systematically applying rules of grammar and syntax in creating and interpreting meaning.

Essential Knowledge

The essential knowledge for the presecondary level courses is found at the end of the presecondary courses.

Attitudes

The following attitudes are provided as suggestions only. The development of these attitudes can help adults to become more competent in dealing with the real-life situations in this course.

<p style="text-align: center;">Tolerance for ambiguity</p>	<p style="text-align: center;">Perseverance</p>
<p>Tolerance for ambiguity involves the willingness to accept a degree of uncertainty or lack of clarity and to respond constructively. Such an attitude helps adult learners experience learning as positive rather than threatening. An adult learner who shows tolerance for ambiguity considers several perspectives when looking at a problem and uses different strategies to find solutions to specific language challenges.</p>	<p>Perseverance can be defined as persistent determination. Adults who persevere continue their language studies even though they may sometimes feel discouraged. They are committed to hard work. This attitude allows adults to learn from their mistakes and to purposefully participate in learning activities to increase their level of competency. Perseverance is a key attitude for the development of language and lifelong learning.</p>
<p style="text-align: center;">Openness</p>	<p style="text-align: center;">Respect</p>
<p>Adult learners manifest openness when they show interest in learning and accept new situations without making any assumptions based on values or beliefs. By questioning and challenging different interpretations and points of view, adults explore and integrate aspects of language in a variety of real-life situations in order to further develop their understanding of themselves and others. Openness empowers language learners to expand their cultural and linguistic horizons.</p>	<p>This attitude allows adults to construct language knowledge in a safe learning environment, one that encourages tolerance, acceptance, and common decency to all. It provides for concrete, practical outcomes that build and implement strategies for expanding and diversifying communication across new linkages with the workplace, the local community, and the wider environment.</p>

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
<ul style="list-style-type: none">▪ Community centres▪ Libraries▪ Government agencies▪ Non-government agencies	<ul style="list-style-type: none">▪ Dictionaries▪ Thesauri▪ Glossaries▪ Grammar reference books▪ Other reference materials (e.g. encyclopaedias, maps)▪ Writing models▪ Web sites▪ Authentic teaching materials▪ Multimedia materials (print and non-print)

Andragogical Context

It is understood that for learning to take place, adults must perceive it as meaningful and relevant to their life. It is from this perspective that the English, Language of Instruction program of study has been developed. The content of the courses in the program has been organized around the real-life situations of the learners. Consequently, in order to make learning concrete and useful, all learning situations are based on these real-life situations.

Learning situations target the construction of the essential language knowledge and the development of the operational competencies necessary to deal competently with real-life situations. Adults develop these operational competencies with the help of the teacher who calls particular attention to them by engaging the adults in meaningful speaking, listening, reading and writing activities. As a result, adults build essential knowledge, solicit the appropriate operational competencies for the given real-life situation, and reflect upon their learning, the strategies used, the reinvestment and transformation of their existing knowledge and the attitudes adopted.

In this learning context, teachers play the role of facilitator, mediator and guide. They establish a safe learning environment for adult learners where mutual respect and trust create a climate conducive to learning. With the support of the teacher, adult learners share responsibility for their learning. They define their learning needs, taking into consideration their existing knowledge and experience. Emphasis is placed on the learning process used to construct the essential language knowledge and to develop the operational competencies. It is therefore important that the learning situation be linked to the needs of the adult learners. By participating in the

learning situation that is linked to a real-life situation, adult learners perceive the relevance of their learning to their life, which in turn stimulates their motivation and involvement.

The learning situation occurs in the adult's place of learning. It is not specific to the needs of a particular adult; rather it is sufficiently open and global to allow all adults to explore important aspects of language related to dealing competently with the real-life situation. Throughout the learning situation, teachers observe the adult learners in action, whether they are in small or large group discussions or interacting with peers. They guide and advise them on the appropriate strategies for constructing the necessary resources and give specific instruction to individuals and groups as needed. The teacher encourages the learners to make links between new knowledge and existing knowledge, and to reflect on and evaluate their learning process and the degree to which they have developed their competencies. At the presecondary level, an example of a learning situation is provided in the course *Lifestyle Options*. It demonstrates the possible interaction between a teacher and learner(s) and the integration of the compulsory elements pertinent to the learning situation.

The courses in the English, Language of Instruction program of study are especially designed to promote adult learners' active participation in their own learning. It encourages them to develop their autonomy by providing them with the opportunity to build the language skills required to function competently in real-life situations.