

Course
Lifestyle Options
ENG P106-4

Presecondary



“Language is the dress of thought.”

Samuel Johnson (1709-1784)

Presentation of the Course *Lifestyle Options*

The goal of the course *Lifestyle Options* is to help adult learners use oral and written discourse to deal competently with real-life situations related to having a healthy lifestyle and making consumer transactions.

This course develops adult learner’s language proficiency by involving them in various listening, speaking, reading and writing activities that provide an opportunity to put language skills into practice in situations related to healthy lifestyles and consumer options.

By the end of the course, adult learners will be able to understand and produce a variety of informative and expressive texts pertaining to a healthy lifestyle and consumer transactions. They will, for example, produce ads, formal letters and short testimonials and understand simple consumer reports, articles and brochures, as well as short presentations and commercials for a variety of purposes: to obtain and give information, instructions and advice, to describe a problem, to express feelings, needs, preferences or concerns, and to state opinions.

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 for a healthy lifestyle* and *Using language for consumer transactions*.

Using language for a healthy lifestyle

The class of situations *Using language for a healthy lifestyle* includes a range of real-life situations in which adults are required to communicate, either orally or in writing, about matters related to their general physical and mental well-being. Dealing competently with these situations requires that adults have the necessary vocabulary and language skills to be able to ask for, obtain and give

information, instructions and advice, describe their problems clearly and accurately, express their thoughts and feelings and state their needs and concerns.

Some examples of these real-life situations include prevention of injury, dealing with stress, adjusting to a new stage in life, planning healthier eating habits and dealing with environmental health issues.

Class of Situations	Examples of Real-Life Situations
Using language for a healthy lifestyle	<ul style="list-style-type: none"> ▪ Ensuring proper nutrition ▪ Experiencing life changes ▪ Suffering from stress ▪ Preventing disease ▪ Preventing injuries ▪ Contacting a public health agency ▪ Consulting a healthcare professional ▪ Joining a support group ▪ Being concerned about environmental health issues

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 a healthy lifestyle 	<ul style="list-style-type: none"> ▪ Asks for, obtains and gives information (e.g. regarding disease prevention, food groups, home-related injuries) ▪ Asks for, obtains and gives instructions (e.g. regarding relaxation techniques, time management strategies, sanitary rules) ▪ Asks for, obtains and gives advice (e.g. on nutrition, injury prevention) ▪ Shares views, feelings and concerns (e.g. regarding self-esteem, weight management) ▪ Expresses feelings (e.g. sympathy, empathy) ▪ Relates personal experiences (e.g. in support groups) ▪ Describes problems (e.g. concerning life changes, weight issues)
<ul style="list-style-type: none"> ▪ Listening to informative and expressive texts related to a healthy lifestyle 	<ul style="list-style-type: none"> ▪ Listens to personal accounts (e.g. testimonials) ▪ Listens to documentaries (e.g. regarding eating disorders) ▪ Listens to short presentations (e.g. at a CLSC, community centre, school) ▪ Listens to radio and television programs on healthy lifestyles

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Reading informative and expressive texts related to a healthy lifestyle 	<ul style="list-style-type: none"> ▪ Reads instructions (e.g. pertaining to stress relief techniques, exercises) ▪ Reads ads, billboards (e.g. at a physical fitness centre, healthcare professional's office) ▪ Reads charts, diagrams (e.g. Body Mass Index, nutrition) ▪ Researches support services (e.g. Canadian Cancer Society, hospitals) ▪ Reads personal accounts (e.g. testimonials, blogs, e-mails) ▪ Reads pamphlets, brochures (e.g. on signs of depression, diets) ▪ Reads short magazine articles (e.g. pertaining to self-help tips, parenting skills) ▪ Reads advice columns (e.g. in a local newspaper) ▪ Reads notes, informal letters ▪ Reads formal letters (e.g. reply, referral)
<ul style="list-style-type: none"> ▪ Writing informative and expressive texts related to a healthy lifestyle 	<ul style="list-style-type: none"> ▪ Writes personal accounts (e.g. testimonials, blogs, e-mails) ▪ Writes notes, informal letters ▪ Writes formal letters (e.g. inquiry, complaint, appreciation, referral) ▪ Fills in forms (e.g. registration, consent forms) ▪ Keeps records and logs (e.g. regarding food intake, eating habits) ▪ Writes schedules (e.g. after work/school activities) ▪ Writes journal entries

Using language for consumer transactions

The class of situations *Using language for consumer transactions* includes a range of real-life situations in which adults are required to exchange information and advice, either orally or in writing, concerning consumer dealings. In considering a purchase, it is particularly important for consumers to survey the market and make intelligent and knowledgeable decisions based on the information available to them. Dealing competently with these situations requires familiarity with consumer-related discourse and language skills necessary to express needs and concerns as well as

satisfaction and dissatisfaction. Adults also need to ask for, obtain and give information, instructions and advice, describe problems, share experiences and state opinions on products and services.

Some examples of these real-life situations include comparing products or services, purchasing, selling or renting an item, obtaining a loan, complaining about a product or a service and dealing with telemarketing. Such situations focus on consumer transactions and require language proficiency to deal with them.

Class of Situations	Examples of Real-Life Situations
Using language for consumer transactions	<ul style="list-style-type: none"> ▪ Purchasing or selling an item ▪ Renting an item ▪ Subscribing to service packages ▪ Comparing products or services ▪ Obtaining a loan ▪ Returning a defective product ▪ Complaining about a product or a service ▪ Being solicited by telemarketers ▪ Exploring the influence of advertisement

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 consumer transactions	<ul style="list-style-type: none">Gives personal information (e.g. to credit unions, banks)Asks for, obtains and gives information and advice (e.g. on conditions, features, prices, return policies)Expresses preferences, needs and concerns (e.g. regarding brand names, financial constraints)Expresses satisfaction, dissatisfaction (e.g. regarding quality/price ratio)Describes problems (e.g. pertaining to defective products, quality of service)Shares opinions (e.g. on reliability of stores, quality of products, services)Shares personal experiences (e.g. with customer service representatives)
<ul style="list-style-type: none">Listening to informative texts related to consumer transactions	<ul style="list-style-type: none">Listens to radio and television commercials (e.g. in infomercials)Listens to product presentations, sales pitches (e.g. in stores, dealerships, from telemarketers)Listens to recorded messages (e.g. regarding product/service information)

Categories of Actions	Examples of Actions
<ul style="list-style-type: none">▪ Reading informative and expressive texts related to consumer transactions	<ul style="list-style-type: none">▪ Reads instructions (e.g. for service activation, product assembly)▪ Reads pamphlets, brochures, web sites (e.g. pertaining to product/service descriptions)▪ Reads ads (e.g. about packages, return policies)▪ Reads simple consumer reports, ratings (e.g. in consumer magazines, newspapers)▪ Reads personal accounts (e.g. testimonials, e-mails, blogs)▪ Reads payment schedules (e.g. loans, instalments)▪ Reads personal letters and notes▪ Reads formal letters (e.g. inquiry, request)
<ul style="list-style-type: none">▪ Writing informative and expressive texts related to consumer transactions	<ul style="list-style-type: none">▪ Writes personal accounts (e.g. testimonials, blogs and e-mails)▪ Writes notes, informal letters▪ Writes formal letters (e.g. inquiry, request, complaint, appreciation)▪ Fills in forms (e.g. application, service contract, warranty registration)▪ Keeps records (e.g. bills, warranties, instalments)▪ Writes ads, posters (e.g. items for sale)▪ Writes cheques, receipts

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 for a healthy lifestyle
Using language for consumer transactions

Categories of Actions

- Interacting orally in matters related to a healthy lifestyle
- Listening to informative and expressive texts related to a healthy lifestyle
- Reading informative and expressive texts related to a healthy lifestyle
- Writing informative and expressive texts related to a healthy lifestyle
- Interacting orally in consumer transactions
- Listening to informative texts related to consumer transactions
- Reading informative and expressive texts related to consumer transactions
- Writing informative and expressive texts related to consumer transactions

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 techniques to predict content and explore and organize ideas
- Observes conventions for initiating, maintaining and closing the exchange
- Varies strategies, techniques and procedures while speaking, listening, reading or writing, according to purpose and type of discourse
- Systematically applies rules of grammar and syntax in creating and interpreting meaning

Thinks logically

- Uses basic features of coherent discourse
- Understands and uses transitional devices that establish links between sentences and paragraphs
- Adopts an organizational structure appropriate to the text type

Essential Knowledge

- Types of discourse (informative and expressive)
- Discourse cues and features
- Speaking, listening, reading and writing techniques and procedures

- The writing system
- Language functions
- Sociolinguistic features

- Grammar and syntax
- Vocabulary pertaining to healthy lifestyles and consumer transactions

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 for a healthy lifestyle* and *Using language for consumer transactions*, adults use language resources to become better informed about healthy lifestyles and consumer choices. Whether they are speaking, listening, reading or writing, adults determine a purpose for communicating.

When interacting orally, adults use language to ask for, obtain and give information, instructions and advice as well as to express their thoughts, feelings, needs and concerns. When faced with issues about health or consumer matters, they describe their problems clearly and accurately, indicate their satisfaction or dissatisfaction, share their experiences and state their opinions. When doing so, they use discourse features such as intonation and body language and speaking techniques such as repeating or reformulating. They listen actively to their interlocutor, sustain conversation by responding suitably to their interlocutor's interventions and observe appropriate conventions for initiating, maintaining and closing the exchange.

When listening to informative discourse from different sources such as call-in shows, short documentaries or presentations, they use prelistening techniques such as setting a purpose and identify discourse cues, such as distinguishing between main ideas and details, in order to find specific solutions to their lifestyle and consumer concerns. They also use listening techniques such as attending to key words and phrases.

They read a variety of informative and expressive texts such as ads, simple consumer reports, self-help articles, short testimonials and informal letters. When preparing to read, they use prereading techniques such as surveying key words to predict content. While reading, they use techniques such as pausing, summarizing and making connections to help them understand the text. When researching, comparing or producing information, adults analyze texts for coherence and unity of ideas. They also use basic features of discourse such as titles, headings and illustrations as well as main ideas and details to create meaningful links. In producing oral and written discourse, they understand and use simple but appropriate transitional devices and connectors that establish links between sentences and paragraphs that show, for example, addition or chronology. They adopt an appropriate organizational structure specific to different text types such as notes, reports or schedules that contribute to the coherence and unity of the text.

End-of-Course Outcomes (*Continuation*)

They also write a variety of informative texts, such as formal letters of complaint or inquiry, based on a model, and keep notes and records of pertinent information. In addition, they write expressive texts, such as accounts of their experiences, in journals or personal letters. They use prewriting techniques, for example listing or free writing, to explore and organize their ideas. As they write, they use techniques such as formulas and models and later revise for accuracy and clarity. They use elements of the writing system such as correct spelling and punctuation and systematically apply rules of grammar and syntax in creating and interpreting meaning.

Whether reading, writing, speaking or listening, they vary and adapt their strategies, techniques and procedures to their purpose and the type of discourse. 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 also use vocabulary associated with healthy lifestyles and consumer transactions.

Evaluation Criteria

- Interacts adequately in everyday situations using simple 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*, *Acts Methodically* and *Thinks Logically*.

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 for a healthy lifestyle* and *Using language for consumer transactions*.

Adult learners exercise their communicative competency by determining a purpose for communicating. When interacting orally, they listen actively to their interlocutor and sustain the conversation by responding suitably to their interlocutor's interventions. They adapt their language to the roles, status and needs of the 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 healthy lifestyles and consumer transactions.

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 for a healthy lifestyle* and *Using language for consumer transactions*.

Adults act methodically when they use pre-reading/listening/or writing strategies, techniques, and procedures such as surveying titles, setting a purpose, mapping to predict content and explore and organize ideas. They vary their speaking, listening, reading and writing strategies, techniques and procedures according to their purpose and the type of discourse in the real-life situation concerned. These include speaking techniques such as repeating or reformulating when sharing a personal experience in a support group or with a customer service representative; listening techniques such as attending to key words and phrases while listening to a presentation or a documentary; reading techniques such as pausing and summarizing while reading a consumer report or a self-help article; and, writing techniques such as using formulas or models when producing a formal letter of complaint or inquiry for a specific concern. Acting methodically also 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.

Contribution of the Operational Competency *Thinks Logically*

The operational competency *Thinks logically* involves the capacity to organize one's thinking and to make connections between ideas in a rational and coherent fashion in order to achieve a specific purpose. This competency is solicited in all real-life situations linked to the classes of situations *Using language for a healthy lifestyle* and *Using language for consumer transactions*.

Adult learners exercise logical thinking by using features of coherent discourse such as titles, headings, and illustrations. They adopt an appropriate organizational structure that ensures the coherence and unity of the text. They also understand and use transitional devices that establish links between sentences and paragraphs and convey certain logical relationships between ideas, such as addition, or chronology. Whenever adults are dealing with real-life situations related to healthy lifestyles and consumer transactions, they need to think logically.

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.

Tolerance for ambiguity	Perseverance
<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>
Openness	Respect
<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▪ Retailers▪ Government agencies▪ Non-government agencies	<ul style="list-style-type: none">▪ Dictionaries▪ Thesauri▪ Glossaries▪ Grammar reference books▪ Other reference materials (e.g. encyclopaedias, maps, government documents)▪ 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 the significant actions associated with 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.

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.

Learning Situation

The learning situation that follows is provided as an example to show teachers how the principles of pedagogical renewal can be applied in the classroom.

It is authentic, in the sense that it addresses a real-life situation, taken from the class of situations in the course, that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, namely:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of pedagogical renewal insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Dealing with Stress

In the class of situations *Using language for a healthy lifestyle*, one of the examples is *Dealing with stress*. Using a drawing or caricature of a stressed individual, the teacher leads a discussion with the class on the value of learning about the nature of stress and the importance of recognizing its symptoms, emphasizing the role that language plays in communicating information. In order to deal competently with this real-life situation, the adult learners engage in different learning activities in order to design and produce a short stress-test questionnaire for the other students in the centre. They undertake a variety of meaningful oral interaction, reading and writing activities that call upon their existing knowledge and skills in the language. In this learning situation, adult learners engage in three categories of actions: interacting orally, reading and writing to ensure a healthy lifestyle and in so doing, they invoke the significant actions associated with the operational competencies *Communicates* and *Acts methodically*.

To begin, the teacher distributes a general article that includes information on the symptoms of stress and asks the learners to read it individually. With the whole class, the teacher then elicits from the learners any difficulties they may have encountered while reading, encouraging them to discuss and compare the techniques they used to identify and understand the relevant information on the symptoms of stress. The teacher calls attention to the importance of using appropriate prereading and reading strategies and techniques and procedures, such as predicting, scanning the main features of an article (e.g. title, headings, and graphics), making inferences to find specific information, or using context clues to comprehend new

words. To help them build the vocabulary related to the topic of stress, the teacher distributes a crossword puzzle he or she created, using words from the article read, and asks learners to solve it. If necessary, adults reread the article, applying the strategies they find most helpful to find the solutions. The teacher moves around the class, observing and helping the learners.

In a large group, the adults then classify the symptoms of stress into four main categories that the teacher writes on the board (e.g. physical, emotional, intellectual, and behavioural). On the basis of their list of symptoms, they design a self-test stress questionnaire that must include four to five questions from each category. The class is divided into four groups, each group responsible for a particular category. Their task is to construct questions to be included in the questionnaire. The teacher focuses their attention on how to convert listed information into “user-friendly” question forms (e.g. from the symptom “constant fatigue”, they construct the question “Do you feel tired most of the time?”), reminding the learners of correct question formation. Once each group revises and edits their list of questions for accuracy in spelling and grammar, the questions are then pooled together, and in a large group, adult learners and teacher discuss which ones to retain for the questionnaire.

To help in the following activity, the teacher provides a simple model for designing a questionnaire and points out its major components: an introductory explanation of how to take the test, the list of questions, and a summary of how to score the results. Using the model as a guide, the learners as a group compose the introduction

and the summary and decide on the final presentation of their questionnaire; for example, they discuss which format and style best suits their audience (e.g. whether to include simple graphics, use large print). When the document is produced, a final proofreading is performed by all the learners individually. Finally, the stress-test questionnaire is distributed to adults in the centre.

When creating the stress-test questionnaire, the adult learners act methodically by using various reading and writing techniques appropriate to their purpose and by systematically applying rules of grammar and syntax to create and interpret meaning. They employ user-friendly vocabulary appropriate to the audience and design the questionnaire using suitable textual features, such as titles, headings, and numbered lists. Adult learners exercise their communicative competency by determining a purpose for communicating, namely the production of a questionnaire, and by using language pertinent to the type and topic of the discourse. When discussing in groups, adults adapt their language to the roles, status and needs of their peers and to the informal nature of the discussion. They maintain the conversation by taking turns, listening actively and responding appropriately.

At the end of the learning situation, the adult learners come together in one large group and, with the teacher's guidance, discuss the value of the learning situation. They discuss what they have learned, the strategies they have applied, and the problems they have encountered. Individually, each learner verifies the achievement of the task by filling out an evaluation grid previously prepared by the teacher. The learner also reflects on the knowledge gained and on

the effectiveness of the strategies used. They then record their reflections in their journals so as to facilitate any reinvestment and adaptation of constructed language knowledge to a real-life stress-related situation.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Using language for a healthy lifestyle	
Learning Situation	
Dealing with stress	
Categories of Actions	
<ul style="list-style-type: none"> Interacting orally in matters related to a healthy lifestyle Reading informative and expressive texts related to a healthy lifestyle Writing informative and expressive texts related to a healthy lifestyle 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Communicates Acts methodically 	<ul style="list-style-type: none"> Types of discourse : (Informative and expressive) Discourse cues and features Speaking, listening, reading and writing strategies, techniques and procedures The writing system Language functions Sociolinguistic features Grammar and syntax Vocabulary related to healthy lifestyles
Complementary Resources	
<ul style="list-style-type: none"> Dictionaries Grammar reference materials 	<ul style="list-style-type: none"> Multimedia materials (print) Writing models Other reference materials



