

ANDRAGOGICAL GUIDE

ENGLISH AS A SECOND LANGUAGE

REVISED JUNE 1995

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COURSES :

ANG-1001-6

ANG-2001-6

ANG-3007-6

ANG-4036-6

ANG-5054-6

ANG-5055-6

ANG-5064-6

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1.0 THE PROGRAM

1.1 PROGRAM STRUCTURE

The general program is composed of seven levels, from ANG-1001-6 to ANG-5064-6:

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 (General communication)
Level VII	ANG-5064-6	Advanced II (General communication)

The level required of students in order to obtain a Secondary School Diploma and the number of optional credits in a second language are determined by the "Basic school regulation respecting educational services for adults in general education" (Order in Council 732-94).

1.2 COMMUNICATIVE APPROACH

The global objective of the adult English as a Second Language program is:

At the end of his/her secondary education, the adult student will be able to use the English language to communicate adequately in a wide variety of real-life situations he/she might reasonably be expected to encounter in the North American context.

The specific language-learning objectives have been determined by analysing situations in which adults learning English most often find themselves: in class, at the store, listening to the radio or at work. For example, in class, a person would

need to understand the teacher's instructions and perhaps express a lack of understanding. Listening to the radio, a person would need to understand key words such as the day's high in a weather forecast or the main idea of a news report.

This "communicative approach" determines the curriculum in order to respond to students' needs in using language. It differs from traditional approaches in the importance it attributes to the following principles.

FOCUS ON THE MESSAGE

Throughout the program the focus must be placed on the successful communication of the message rather than the form the language should take. This presupposes accepting certain errors that do not hinder communication. All teachers have had students whose knowledge of English far surpasses their willingness to express themselves. Our pre-occupation with "correctness" has discouraged many from attempting to communicate unless absolutely sure of the form the utterance should take.

Placing emphasis on the message does not preclude correcting students' mistakes. However, sound principles should be considered. Firstly, such correcting must take into account that the expected level of comprehension will always exceed the students' level of expression. This is reflected in the sample language exponents that accompany each objective and that identify the utterances required for comprehension and expression.

Secondly, the teacher should not interrupt a situation in which real communication is taking place to correct an error of form. Errors which are easily corrected, or which may lead to confusion, can be pointed out once the activity is over.

Thirdly, the students' own expectations must be taken into account. One student, intent on communicating a personal message, may simply need the recognition that he or she was understood while another, intent on perfecting his or her skills, will want to know the mistakes so as to improve his or her fluency in the future.

COMMUNICATE A SIGNIFICANT MESSAGE

Concurrent with a shift in importance from form to message is an increased emphasis on the content of the message. Simply stated, if the message is of no interest, no one will listen.

Teachers are aware of the dangers of asking identical questions to each student in the class. The students daydream until it is their turn. Similarly, when the answer to a given question is common knowledge, the degree of participation and concentration is low. In fact, the only interest the students may show is if they can guess what the teacher wants them to say. In addition, if the subject itself happens to be of little interest, it will demotivate the students even further.

The communicative approach requires that there be an "information gap"; that in every communicative context, those communicating have some information to pass on or to discover.

Here is a concrete example: the students are learning to give and understand directions inside a building. One approach would be to pass out a map of the school and have students give and follow directions to a certain place or, more actively, have them give actual directions to the cafeteria, the office, etc. However, while this may be good practice in comprehension and expression and may possibly teach new vocabulary, the students are not actually receiving any "real" information. They already know the school.

Another approach would be to create an "information gap" and a problem which can only be solved by communicating the missing information. In such a case, students must find a given message, such as a name on an office door written a piece of on masking tape and placed at eye level somewhere in the school. The class is divided into two's. One person in each pair writes down a message, leaves his or her partner, hides the message and then returns to give the partner instructions as to location of the message. The partner listens, asks questions and has five minutes to return with the message. In such an exercise the context resembles real life; listening is crucial and comprehension determines success.

Another way of encouraging the communication of significant messages is by introducing topics that are of interest to a significant portion of the class. As soon as students are genuinely curious about what someone has to say or show a real desire to communicate something of interest to fellow learners, the situation requiring communication is created.

Role-playing, problem solving, games, jig-saw type information gap activities and debates are some of the best ways to structure communicative activities.

CREATE A MEANINGFUL CONTEXT

A third characteristic of the communicative approach is the placing of all learning activities within a context that is meaningful to students.

Students must not only have a reason to communicate, a desire to communicate, but also an understanding of how an activity relates to an actual real-life situation that they have previously experienced. When the context is meaningful, students are able to refer to their own experience and knowledge in order to anticipate. For example, all students have read travel brochures written in their native languages communicating simple information about local services and things to do. When faced with similar documents in English, this prior knowledge must be evoked so that students can predict the nature of the information to which they will be exposed. Such anticipation is possible only in those contexts which are meaningful to students.

The common core of objectives deals with situations and authentic texts judged to be most pertinent to a large number of adults in Québec. The objectives offer a certain flexibility to teachers who can adapt the syllabus to their particular group. As with any general program, minor adjustments will have to be made to the suggested settings, roles and topics to tailor them to the group's needs and interests.

USE AUTHENTIC LANGUAGE

Since this program attempts to enable students to communicate in real-life situations in which they are presented with authentic oral and written texts, the language exponents must reflect common usage. Therefore, written communication will follow the rules commonly ascribed to written English – in large part, structurally correct – and oral communication will reflect the spoken language of our times. "Got a light?" and "See you later" are presented as perfectly acceptable ways of communicating. The expanded forms "Do you have a match?" and "I will see you later" need only be explained to those students who question the structural basis for the utterances.

Again it is important to note that comprehension and expression place considerably different demands on students. They must understand a variety of expressions communicating an idea. The setting, their relationship with the speaker, the speaker's own accent, language and mood all affect what exponent is chosen. The listener must be ready for anything. On the other hand, to express the idea, students need only know one expression and it will be successful, even if not totally appropriate to all situations.

The suggested language exponents are varied but the teacher must keep in mind that students should be exposed to a rich linguistic environment.

BRING THE WORLD INTO THE CLASSROOM

With rare exceptions, the class will not be able to move out into the community. For a significant portion of the students, the surrounding community is francophone and not a valuable linguistic resource for English second language learning.

Nevertheless, where the goal is to provide skills to function in real-life situations, every attempt must be made to introduce authenticity into the class. All objectives have a practical goal in mind. All written documents are ones the students could conceivably encounter given their level of English. All oral dialogues are models for conversations which achieve certain functional goals.

The teacher is encouraged to reproduce authentic situations by setting concrete contexts for language-learning activities. Theatre props, varied English-language documents and cultural information are all elements which add significance to the classroom.

The teacher who can tap the combined resources of the students when exchanging information, attitudes and opinions on topics of interest to them is well on the way to bringing in that touch of "real life" which brings the language classroom alive. It is when students forget that they are learning "a language" that real learning takes place.

1.3 ROLE OF TRADITIONAL APPROACHES

Grammar does not play the pre-eminent role that it did in the structural approach. The relative complexity of grammatical concepts no longer forms the unit of organization for the program as a whole. However, the communicative approach in no way precludes using the traditional techniques associated with such an approach. In fact, making language comprehensible to the students through clear explanations of its structure remains a valuable tool for the teacher. Similarly, learning language through frequent repetition retains its usefulness in a communicative approach.

The conscientious teacher will inevitably ask, "Can I still teach grammar?" Is it all right to do repetitive drills? The answer to both these questions is yes, but to be consistent with the principles of the communicative approach outlined in 1.2 such activities should be approached from a different perspective.

Most importantly, as learning grammatical concepts is not in itself an objective of the program, grammatical knowledge should be considered as one tool among many needed to successfully communicate a message.

The program takes grammar into account by identifying those concepts which will be useful to achieve each intermediate objective. For example, at level ANG-2001-6, Setting 1, "In a Social Setting", objective 2.12, "The adult student will be able to accept or decline an invitation and give simple reasons for refusing", the

concept of capability is introduced with the modal "can". However, the student may well find ways to successfully accept or decline an invitation using other structures. Therefore the modal "can" becomes a helpful tool available to the student, but not a learning objective in itself.

A section entitled "Minimum Linguistic Content" that lists the concepts useful to students for purposes of oral and written production at each level can be found in the following guide.

Teachers may choose to develop some of the more important grammatical concepts at opportune times. For example, at level ANG-3007-6, Setting 1, "In a Social Setting", objective 3.2, "The adult student will be able to find out about or describe past, present or future activities", different forms of the past tense may be explained to enable the student to more easily describe past activities to a friend. The teacher should feel free to introduce grammatical concepts (as well as concepts in semantics or pronunciation) when the needs of the students justify it. On many occasions, the teacher will be able to rely on grammatical explanations to explain apparent contradictions in form, to draw useful parallels or to point out similarities of structure in different contexts. Some students may ask their teacher to provide grammatical analysis for certain questions or to explain rules or tricks on how the English language works. Some may continually attempt to understand English through an analytic comparison with their own language, and will benefit greatly from the teacher's clarifications at a moment when the grasp of the structural make-up of the language is within reach.

However, before students are ready to make such analysis, they will need to have processed a lot of raw language. Only after enough exposure to authentic English in communicative situations will students benefit in a lasting way from the formal structuring of the language.

Not all students will rely to the same extent, nor at the same moment, on the support of structural analysis. The teacher will have to be sensitive to the progress of students.

An example of the change in focus is the conditional tense. In the former program the conditional was introduced at Level IV in the context of "if" clauses. In the

present program, students would first be introduced to "I'd like..." at the first level when requesting information or services and a little later when discussing likes and dislikes. Students may want to know the purpose of the "d". A simple explanation here would benefit some students. Others would simply accept "d" as the polite way to make a request. Others would not be sufficiently accustomed to the structure to be able to use it and would employ other forms of requesting. Thus the "d" with the verb "like" is introduced not because it exists in a structural hierarchy, but because it is useful to communicate. After using this structure in sufficiently varied circumstances to permit them to analyze its use in general terms, the students will begin to experiment with it in other situations and test its effectiveness as a tool for communication.

1.4 PEDAGOGICAL IMPLICATIONS

The overall objective of the program, which is to permit adult learners to communicate in real-life situations when they are likely to encounter, has pedagogical implications in the classroom.

In applying this program one must...

CONSIDER ENGLISH AS THE LANGUAGE OF COMMUNICATION

It may be very tempting for a teacher who is fluent in the students' mother tongue to revert to that language to explain difficult concepts. However, in a program which includes objectives such as understanding directions in class and communicating so as to express a lack of comprehension, it is essential that the teacher consider every exchange as a potential situation for developing communicative strategies – and use English in class. Many techniques are available to the teacher to make himself/herself understood. Repetition, rephrasing, simplification, giving examples, using synonyms or cognates, using proper names, gesturing or miming, making simple drawings and using facial expressions are strategies which second-language teachers exploit every day and which second language students should learn in order to better communicate. Does this imply that there is no place at all for explanations in the students' mother tongue? No,

there are occasions when explanations and gestures are not successful in imparting a difficult concept. A well-chosen word or phrase in the students' mother tongue can then be a valid teaching tool and very effective in economy of time. However, these interventions must be kept to a minimum so that the students are forced to develop listening abilities in order to understand.

ADAPT THE LANGUAGE OBJECTIVES TO THE NEEDS OF THE STUDENTS IN EACH GROUP

The objectives touch on universal themes such as health, housing, entertainment, employment and travel. Although learning materials are designed to be of interest to a large number of students, the teacher should be aware of the special needs of particular students. Introducing topics of local interest is crucial in sparking student interest. Teachers should not feel as though they are slaves to learning materials. Learning materials developed by the teacher in response to students' particular needs and interests will often be more effective than anything conceived for the general population.

ENCOURAGE THE STUDENTS TO CONTRIBUTE THEIR KNOWLEDGE AND EXPERIENCE TO THE LEARNING PROCESS

One of the richest facets of adult education is the wide variety of experience and knowledge students of all ages bring to the classroom. The communicative approach sees language as a means of communication, that is, a way for people brought together in a classroom to tell each other about their experiences, knowledge and ideas.

CREATE A CLIMATE CONDUCIVE TO SUCCESS

The principal cause for dropping out of school is failure. Students who return to school as adults are accustomed to failure and many expect to fail again. Arguably, the teacher's most important task is to create a learning environment in which students can succeed. This implies that each task assigned to students must be adapted to their level of competence. Only when students begin to develop confidence in their skills are they open to learning.

EMPHASIZE THE MESSAGE RATHER THAN THE FORM AND TOLERATE ERRORS WHICH DO NOT HINDER COMMUNICATION

The principal criterion of evaluation in the communicative approach is whether or not the message has been successfully communicated. Form is important only to the degree to which it helps or hinders the transmission of the message. Traditionally, second language learning involved almost exclusively a study of the language itself. While the studies of linguistic structures, verb tenses and phonetics, to name only a few elements, are tools that should never be completely put aside, the communicative classroom is a place where all manner of ideas are presented and language is the tool for communicating them.

FAVOUR THE USE OF AUTHENTIC ORAL AND WRITTEN TEXTS TO MIRROR THE SURROUNDING ENVIRONMENT

As much as possible, the oral and written texts the students receive in class should resemble those to which they will eventually be exposed to outside class. It is important to adapt oral and written texts to the needs of the students. A group of students whose exposure to English will almost always be in a travel context will require different materials than a group whose needs are more general.

LIMIT LANGUAGE ACTIVITIES IN WHICH THERE IS NO REALISTIC CONTEXT

It must always be clear to the students in what practical situation they will be able to apply the skills being learned. Accordingly, the teacher should define the setting, the roles to be adopted and the topics to be discussed at the outset of each activity.

ENCOURAGE STUDENTS TO EXPRESS THEMSELVES AND TO RESPECT THE OPINIONS AND LIFESTYLES OF OTHERS

Many activities in the communicative classroom involve interaction among students. To create the proper climate in the classroom, it is important that the teacher set an example by taking an active interest in the students' ideas and by encouraging those in the class to do the same.

PERMIT THE STUDENTS TO LEARN ABOUT THE ANGLOPHONE CULTURE IN QUEBEC AND IN NORTH AMERICA AND APPRECIATE THE SIMILARITIES AND DIFFERENCES BETWEEN CULTURES

Language is a people's way of communicating about itself. A second language really comes alive when it can be understood within the larger context of its governing culture – its traditions, humour, manners, values and art. Teachers should seize every opportunity to have the classroom reflect English Québec – and the larger Canadian and North American context – both linguistically and culturally. Introducing newspapers, TV and radio, music, film, story telling and visits from people in the community will add this cultural dimension.

PROMOTE THE DEVELOPMENT OF LANGUAGE-LEARNING STRATEGIES SO THAT STUDENTS LEARN HOW TO LEARN

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 a 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." A list of these useful learning strategies can be found on pages 365 to 372.

1.5 LEARNING OBJECTIVES

The learning objectives are presented in the program ANG-1001-6 to ANG-5064-6. This guide presents a detailed explanation of the program's intermediate learning objectives, giving examples of functions, notions, settings, roles, topics and language exponents for each objective.

1.6 TERMINAL OBJECTIVES

The terminal objectives are divided into the four skills of listening, speaking, reading and writing. They can take several forms, such as a macro-function "understanding an instruction in a predictable situation". A second type of terminal objective includes certain communicative strategies such as "picking out important details as to time, place, person or object in an oral text". A third type of terminal objective involves linguistic concepts, for example: "recognizing an affirmation or a negation.

Each terminal objective applies to several, and often many, intermediate objectives. This becomes clear when the functions and notions indicated in each intermediate objectives are consulted and compared.

The terminal objectives are cumulative. Therefore it is understood that the terminal objectives in ANG-2001-6 include those from ANG-1001-6.

1.7 INTERMEDIATE OBJECTIVES

For the first three levels of the program, ANG-1001-6 to ANG-3007-6, the intermediate objectives are grouped according to setting; for example, "in a public place", "at the store" or "in a medical setting". The major advantage of this approach is its attractiveness to the learner. Students are immediately placed in a familiar, concrete context.

The distribution of the settings throughout the three levels is shown in the following chart.

CONTEXTS — ANG-1001-6 TO ANG-3007-6			
CONTEXT	1001-6	2001-6	3007-6
Social Setting	X	X	X
Classroom	X	X	
Public Place	X	X	
Store	X	X	
Telephone Communication at Home and at Work		X	X
Housing and Lodging		X	X
Medical Setting			X
Interview			X

At levels ANG-4036-6 to ANG-5064-6 the content of the program is more open-ended, less concrete and less predictable. In addition, it is desirable to vary the material placed in the hands of the learners, both in terms of its contents and its organization. Therefore the objectives are organized by theme.

The distribution of the themes from levels ANG-4036-6 to ANG-5064-6 is shown in the following chart.

THEMES — ANG-4036-6 TO ANG-5064-6				
THEME	4036-6	5054-6	5055-6	5064-6
Weather	X			X
Consumer Goods	X			X
Entertainment, Recreation and Lifestyle	X		X	
Places	X	X		
Relationships with Others	X	X	X	
Food and Drink				X
Community Services				X
Employment and Education		X	X	
Current Events		X	X	
History and Biographies		X		

The intermediate objectives are developed in terms of Van Ek's semantic model developed for the Council of Europe's second language program "The Threshold Level".

The objective itself is stated in terms of language functions, general notions and certain elements of the communicative situation – the setting, roles or topics.

The functions and notions specify the content of the objective.

The communicative situations are presented as suggested contexts which serve to bring out the content of the objective. In the program their role is indicative, therefore the teacher is free to adapt the situations to the students' needs or design entirely original ones.

Also included are the suggested language exponents corresponding to the objective. The exponents are in no way an exhaustive listing of the utterances prescribed in the objective. The exponents are intended as illustrations of the functions and notions contained in the objective, the degree of difficulty and the range of vocabulary expected. Most importantly, the exponents provide a concrete example of the nature of the objective.

1.7.1 FUNCTIONS

The function is defined as "what a person wants to do with language".

Communicative functions can be divided into 4 categories (Guide pédagogique, primaire, D.G.D.P., D.F.G.):

- a) Imparting and seeking factual information;
- b) Expressing and finding out interests, attitudes, and feelings;
- c) Getting things done;
- d) Socializing.

Examples of imparting and seeking factual information are: asking a person's name, describing a place, understanding a weather report.

Examples of expressing and finding out interests, attitudes and feelings are: expressing obligation, asking a person's opinion, understanding an expression of uncertainty; expressing satisfaction, asking how a person feels, understanding an expression of unhappiness.

Examples of getting things done are: inviting, asking for help, understanding requests.

Examples of socializing are: making small talk, understanding an introduction, keeping a conversation going.

At each level functions from the four categories, involving oral and written expression (production) and oral and written comprehension (reception) are included as elements of the objectives. The "E" and "C" indicate the elements the student must be able to "express" and "comprehend".

1.7.2 NOTIONS

Whereas the communicative function indicates the person's intention in using language, the notion is the semantic-grammatical element that gives precise meaning to the utterance. For example, the sentence...

"It's possible your train will be late."

... fulfills the communicative function of imparting information or, depending on the tone, expressing regret. The notions give actual meaning to the utterance.

... It's possible... expresses the notion of possibility

... your... indicates relationship

... late... expresses the notion of lateness

"The train" is a specific notion determined by the particular topic.

General notions, which are abstract in form, often have grammatical implications.

The following is a categorization of general notions, including some examples.

a) Existential

- existence/non-existence (Is there a good restaurant around?)
- presence/absence (Is Frank there?)
- availability/unavailability (I'm sorry, he's busy at the moment.)
- occurrence/non-occurrence (Wait till I tell you what happened.)

b) Spatial

- location (I was born in Europe.)
- relative position (Your coat is over there by the phone.)
- distance (The Laurentians are about 40 miles from Montréal.)
- motion (They're on their way.)
- direction (The arena? It's that way.)
- dimension (The house is 26 by 32 feet.)
- arrangement (Will you please wait in line.)
- Size, length, width, volume, shape

c) Temporal

- point of time (The revised departure time is eight-oh-five this evening.)
- period of time (I lived on the North Shore for ten years.)
- sequence (Go on. You're ahead of me.)
- past reference (He called me last night.)
- present reference (They're playing right now.)
- future reference (I'll see you in a couple of days.)
- duration (The storm lasted forty-eight hours.)
- commencement (Class starts at seven o'clock.)
- cessation (When will you finish?)
- frequency (I don't ski very often.)
- speed (The speed limit is ninety kilometres per hour.)
- earliness (The plane landed five minutes ahead of schedule.)
- lateness (Where can they be? They were supposed to be here hours ago.)

d) Quantitative

- number (There were eighteen thousand fans at the game.)
 - quantity (We didn't get much snow last year.)
 - degree (It's really cold today.)
-

e) Qualitative

- shape (A football is shaped a little like an egg.)
- humidity (Your clothes are soaking wet.)
- appearance (She's a good-looking baby.)
- sound (the music was not very melodic.)
- taste (The wine was very dry.)
- smell (The odour of the skunk was pungent.)
- texture (She preferred rough material like denim and corduroy.)
- colour (The dress exhibited all the colours of the rainbow.)
- age (The building is over a hundred years old.)
- condition (He wasn't feeling very energetic the morning after the party.)
- material (The wood-frame structure burned down in minutes.)
- fullness/emptiness (Can I fill up your glass? No, not yet. It's only half empty.)
- value, price (Eighty-five dollars! It's too expensive.)
- quality (It's an excellent place to eat.)
- rightness/wrongness (I'm not sure you're right.)
- acceptability/unacceptability (Is it all right if I sit here?)

- desirability/undesirability (I'd love a big, fat pizza.)
- correctness/incorrectness (Prime Minister Pearson? No, that's not the correct answer.)
- capability/incapability (Can you type? Yes, but with only two fingers.)
- importance/unimportance (It's essential that you call back.)
- facility/difficulty (Learning English is not as hard as learning Greek.)

f) Relational

- spatial relations (It's not as far to Florida as it is to California.)
 - temporal relations (She's been studying longer than me.)
 - action/event relations (Who? When? How? What? Where? Why?)
 - equality/inequality (There's not as much snow in the valley as in the mountains.)
 - Correspondence/contrast (She looks a lot like her father.)
 - Ownership/possession (Is this your scarf? No, it's not mine. I think it's Karen's.)
 - inclusion/exclusion (Does dessert come with the meal? No, the coffee is included, but the dessert is separate.)
 - cause (She was late because of the icy roads.)
 - effect (The storm forces the cancellation of many flights.)
 - purpose (I am writing to apply for a position in your company.)
 - condition (I'll go, if it's nice.)
-

Specific notions, which are lexical in form, are determined by the topic. If the topic is modes of travel, the specific notions could be land, sea and space; train, bus, plane and rocket; or first class, business class and tourist class.

While the general notions are common to any program of study, the choice of specific notions is dependent on the selected language situations and topics. Therefore the needs and interests of each particular class influence the variety of lexical items covered in the course.

Some examples of the specific notions arising from a particular topic appear in the section "Language Exponents" which is a listing of utterances illustrating an objective.

The language exponents are determined not only by the functions and notions, but also by a third element – the situation.

1.7.3 SITUATION

The situation comprises three elements:

- a) Setting
- b) Roles
- c) Topics

a) Setting

The setting is the physical or geographical context in which communication takes place. The setting may be highly specific, for example, a doctor's office. Such a setting will seriously affect the nature of the communication. It is predictable that the doctor will inquire about the reason for the visit, request a description of the person's symptoms, give instructions in the course of the examination and recommend a treatment. Another setting, a

street encounter with a friend, for example, is open-ended. The setting does not necessarily determine the nature of the interaction. The individuals may discuss the weather, a mutual friend, a recent event or any one of a number of other topics.

It is for this reason, among others, that a set of topic-specific settings was chosen as the unit of organization at the beginner levels, where it is desirable to favour communicative situations that are predictable.

b) Roles

The role is the set of factors affecting the relationship between the speakers in a given communication. To a waiter or waitress one might request a second cup of coffee by saying "Excuse me. Another coffee, please". However, the same request to one's spouse might not give the desired result. "Could you pour me another cup while you're up, dear?" would be more appropriate. Age, status, sex, relationship, and mood are some of the elements which influence our choice of words. The native speaker adjusts unconsciously to changing roles. The second language learner must learn what language to use in a given situation. In addition, the teacher must give extra consideration to those students from different cultures who may not yet know what is generally considered as appropriate behaviour within certain roles in Canadian culture.

c) Topics

The topic is the subject of an oral or written text. The topic determines to a large extent the vocabulary used in a particular unit. For example, in a situation where one was required to give directions to another person, likely topics would be kinds of roads, buildings, vegetation, other landmarks, distances, compass points, community services and points of interest. Topics can be wide-ranging and open-ended. Themes, made up of related topics such as entertainment, recreation and leisure form the unit of organization for the higher levels of this program.

While the setting, roles and topics suggested in the program combine to create the most obvious situations that can be exploited in the learning environment, the teacher is free to make the adaptations needed to meet the needs of a particular group of students. The backgrounds and interests of the students will necessarily affect the settings in which they will eventually find themselves, the roles they will be called on to assume and the topics which they will bring up.

1.7.4 LANGUAGE EXPONENTS

The language exponents are divided into two columns: comprehension and expression. The comprehension column presents examples of what the student may have to understand and the expression column examples of what he/she may have to produce within the context of a given objective.

2.0 EVALUATION

2.1 PLACEMENT TEST

Placement tests evaluating communicative skills are available and can be administered to students wishing to take an English second language course.

The tests are designed for placement purposes only. No credits are given following completion of the test. Three skills (listening, reading and writing) are evaluated. While this is considered sufficient for placement purposes for the vast majority of students, there will inevitably be certain people who will be placed at levels which are too advanced or too elementary. Teachers and pedagogical consultants are cautioned that this test is merely indicative. Schools must set up a procedure whereby students are re-evaluated after one or two classes and adjustments are made. It is always easier for students to accept being advanced than retrograded. Therefore when placement tests yield borderline results, it is advisable to place students in a less advanced level until a more thorough evaluation can be made.

The tests include listening items requiring the use of an audio cassette player. The tests can be administered individually or in large groups.

Many school boards administer placement tests through oral interviews. These can take the form of short meeting or telephone conversations with experienced teachers who are able to evaluate students' abilities very quickly. Ideally, both tools are used.

2.2 PRIOR LEARNING ASSESSMENT EXAMINATION

Prior learning in English as a second language refers to the acquisition of knowledge and competence in the target language in a number of ways: through past schooling, in the work force, through travels and socially. The examination itself can result in the granting of credits required for higher education, employment or personal fulfillment.

The Prior Learning Assessment Examination is designed to test four levels of the adult ESL program – ANG-3007-6, ANG-4036-6, ANG-5054-6, ANG-5055-6. The four skills of speaking, listening, reading and writing are evaluated.

Candidates wishing to take this test should first see a counsellor to determine whether they qualify for prior learning credits. One way to do this is to administer the placement test. Students qualify to take the Prior Learning Assessment Examination to acquire credits at one level below the one in which they are placed. For example, a student who is evaluated at level ANG-5064-6 by placement test would take the entire Prior Learning assessment test, which includes all sections, from ANG-3007-6 to ANG-5055-6. A person placed at ANG-5054-6 would only take sections ANG-3007-6 and ANG-4036-6. Candidates take all sections of the examination up to and including the target level (one level below the placement level).

Question items in the Prior Learning Assessment Examination are divided into the four levels as follows:

SKILL	LEVEL 3007-6	LEVEL 4036-6	LEVEL 5054-6	LEVEL 5055-6
Listening	1 – 7	8 – 18	19 – 29	30 – 35
Reading	36 – 39	40 – 43	44 – 45	46 – 55
Writing	56 – 57	58	59	60
Speaking	61 – 66	67 – 72	73 – 79	80 – 81

The Prior Learning Assessment Examination is intended to be given on two separate occasions: the listening test (on audio cassette) followed by the speaking test on the first day and the reading and writing tests on another day. The listening, reading and writing tests can be given in a group or on an individual basis. The speaking test must be given on an individual basis. The candidates are required to obtain 60% in speaking and 60 % in the other sections (listening, reading and writing) in each level in order to receive credits for the Secondary School Diploma.

2.3 FORMATIVE EVALUATION

Formative evaluation represents the final stage of each setting or theme. Including both written and oral activities, it is intended to help teacher and student judge if the objectives of the setting or theme have been attained. Of course, it influences in no way the final mark. If it is felt that the student (or a group of students) could benefit from additional work, the teacher should design supplementary learning activities.

2.4 SUMMATIVE EVALUATION

The chart below indicates the relative importance of each of the four skills for the purposes of evaluation.

SKILL	% BY LEVELS						
	1001-6	2001-6	3007-6	4036-6	5054-6	5055-6	5064-6
Listening	45	45	45	40	35	35	35
Speaking	30	30	30	30	30	30	30
Reading	15	15	15	20	20	20	20
Writing	10	10	10	10	15	15	15

Evaluation is based on the student's ability to perform communicative tasks similar to those presented in class and which the student might reasonably be expected to encounter outside class.

2.4.1 SPEAKING

Oral expression is evaluated in the classroom during three separate sessions, corresponding to certain settings and themes.

The chart below indicates the correspondence among the three sessions and the setting or theme at each level. While the authors have presented the themes in an andragogically-sound sequence in terms of degree of difficulty and content, it is possible for the teacher to modify this sequence to better meet the needs of students in a particular class. For example, at level ANG-4036-6 it may be more appropriate for a particular group to do theme 3 before themes 1 and 2. In this case the timing of oral evaluation sessions 1 and 2 could be simply reversed.

LEVEL	SESSION	CONTEXT	LEVEL	SESSION	THEME
ANG-1001-6	1 2 3	1 2, 3 4	ANG-4036-6	1 2 3	1, 2 3 4, 5
ANG-2001-6	1 2 3	1, 2 3, 4 5, 6	ANG-5054-6	1 2 3	1 2, 3 4, 5
ANG-3007-6	1 2 3	1 2, 3 4, 5	ANG-5055-6	1 2 3	1 2 3, 4
			ANG-5064-6	1 2 3	1, 2 3 4

The communicative tasks are performed in small groups ranging from one to four people with the teacher as either participant or observer. Here is an example of an item measuring oral expression.

ORAL EXPRESSION ANG-4036-6, SESSION 1 — THEMES 1, 2

EXAMINER'S COPY

Item 1

Task:	To find out or give information about an item advertised in the classified section of the newspaper.
Situation:	A person wishes to sell a car and has placed an advertisement in the classified section of the newspaper. Another person is interested and decides to phone for additional information.
Number of students:	2
Length of activity:	6 minutes
Teacher's role:	Observer
Objectives measured:	• Ability to ask simple open and closed questions • Ability to answer open and closed questions containing several elements of factual information • Ability to ask for and give simple reasons.
Instructions:	Explain the task and the situation to the 2 students. When they fully understand, assign the roles and give each one role card. Allow 2 minutes for the students to prepare their roles. Answer any questions they may have. Then indicate that the activity is about to begin.

ORAL EXPRESSION ANG-4036-6, SESSION 1 — THEMES 1, 2

STUDENT'S COPY

Item 1**Role 1**

You saw this ad in the newspaper.

Ford. 120 000 km, excellent
condition, red, automatic.
Call evenings 696-2612.

You are interested and would like more information. Call and find out:

- the model;
- the year;
- the price;
- any other information you require.

ORAL EXPRESSION ANG-4036-6, SESSION 1 — THEMES 1, 2

STUDENT'S COPY

Item 1**Role 2**

You placed this ad in the newspaper.

Ford. 120 000 km, excellent
condition, red, automatic.
Call evenings 696-2612.

Your car is a Ford Taurus. It is three years old and you would very much like to sell it. Answer the phone and give the necessary information to the caller.

Obviously, there is no one correct answer for this activity nor, in fact, for any communicative activity. The scale appearing on page 30 is used to assign a mark. A chart similar to the one suggested on page 31 can be used to record the marks for each student throughout the course.

Such an approach permits the evaluation of oral expression to become a natural element of the language classroom. Students can perform in contexts identical to those to which they are accustomed. The teacher can integrate the sessions into the everyday classroom routine.

Teachers are encouraged to adapt the evaluation items to the needs and interests of the students. For example, a good starting point for a discussion can take the form of a newspaper article or an article describing a recent event of local interest. Situations can be modified to better reflect a local reality. Suggestions accompany those items which lend themselves to such adaptations.

More detailed information on the evaluation of oral expression can be found in the Examiner's Guide and in the "Definition of the Domain" for each level.

2.4.2 LISTENING, READING AND WRITING

To evaluate listening, reading and writing, one examination is used. It is divided into two parts and administered upon completion of the course. Part 1 tests listening skills. Part 2 tests reading and writing skills.

An interesting aspect of this examination is its thematic nature. A theme is adopted at the outset and followed from beginning to end. The students follow a limited set of characters in related activities that involve the three skills to be evaluated. The students are not required to figure out the context as each new item begins. In addition, it is possible to create a series of items which more closely relate to real life.

As in all adult education courses, evaluation is based on the students' ability to attain the course objectives or to reach a certain level of performance based on established criteria. The students are never evaluated in comparison to others in the group or to a group average.

WEIGHTING	0	1	2	3	4	5
SKILLS						
COMPREHENSIBILITY	– message not conveyed – wrong message conveyed – message irrelevant to task – communicative task not performed	– hardly any message conveyed – major inaccuracies in message – communicative task for the most part not performed	any teacher hesitation	– most of message conveyed – communicative task partially completed	any teacher hesitation	– complete message conveyed – task successfully completed
FLUENCY	– isolated words or phrases giving no general idea	– unnatural, halting speech – no linking of ideas – frequent pauses, hesitations, false starts – definite effort and frustration – inability to complete idea	any teacher hesitation	– uneven flow of speech – frequent hesitations, pauses – certain lack of continuity – small degree of frustration – occasional groping for words	any teacher hesitation	– almost natural, smooth speech – some slight hesitations, very short pauses – easy linking of ideas – minimum of searching, frustration
GRAMMAR AND VOCABULARY	– errors leading to confused message – completely inappropriate to roles and socio-linguistic conventions	– many errors, some of which lead to misinterpretation – speech inappropriate to roles and socio-linguistic conventions	any teacher hesitation	– many minor errors, few of which lead to misinterpretation – some awareness of speech appropriate to roles and socio-linguistic conventions	any teacher hesitation	– occasional minor errors not leading to misinterpretation – general awareness of speech appropriate to roles and socio-linguistic conventions
PRONUNCIATION	– speech unintelligible to native speaker	– poor pronunciation, rhythm, stress, intonation – speech difficult to understand for native speaker	any teacher hesitation	– frequent faulty pronunciation, rhythm, stress, intonation – generally intelligible to native speaker	any teacher hesitation	– speech easily intelligible to native speaker despite minor faults in pronunciation, rhythm, stress, intonation
COMMUNICATIVE STRATEGIES	– no use of communicative strategies	– limited ability to recognize errors, inaccuracies – very limited ability to rephrase, repeat, simplify, circumlocute, appeal to interlocutor for assistance – frequent appeal to mother tongue	any teacher hesitation	– some ability to recognize errors, inaccuracies – certain skills in rephrasing, repetition, circumlocution, simplification – limited appeal for assistance from interlocutor – occasional appeal to mother tongue	any teacher hesitation	– ability to recognize errors, inaccuracies and correct them – effective use of rephrasing, repetition, circumlocution, simplification – ability to appeal to interlocutor for assistance

EVALUATION CHART

SPEAKING

TASK CRITERIA	COMPREHENSIBILITY	FLUENCY	GRAMMAR AND VOCABULARY	PRONUNCIATION	COMMUNICATIVE STRATEGY	TOTAL
TASK 1 (30 points)	/5 x2	/5 x1	/5 x1	/5 x1	/5 x1	
Date :	/10	/5	/5	/5	/5	/30
TASK 2 (30 points)	/5 x2	/5 x1	/5 x1	/5 x1	/5 x1	
Date :	/10	/5	/5	/5	/5	/30
TASK 3 (30 points)	/5 x2	/5 x1	/5 x1	/5 x1	/5 x1	
Date :	/10	/5	/5	/5	/5	/30
Total Score : ____ /90						
Final score for speaking ____ /90 ÷ 3 = ____ /30						

SUMMARY

Listening (Part I) _____/	_____ Teacher's signature Date : _____
Reading and Writing (Part 2) _____/	
Speaking (Part 3) _____/	
Total _____/	

Centre _____
Name of student _____
Student number _____
Course _____

More information on evaluation can be found in the Examiner's Guide and in the "Definition of the Domain" at each level.

2.4.3 PASSING MARK

The adult student must obtain 60% when the marks for all three parts (listening, speaking, reading and writing) are combined.

3.0 IN THE CLASSROOM

3.1 GROUPINGS

Most teachers find that the grouping most conducive to second language learning is one in which all students possess approximately similar linguistic abilities, that is, a class of beginner students includes only beginners; and a class of advanced students only the advanced. However, even in a group of students whose linguistic abilities have been judged by the placement test to be roughly equivalent, homogeneity is a myth. Socio-cultural background, previous education, learning style and ability, motivation, prior learning and age will inevitably vary from student to student. Teachers will have to "individualize" learning to account for these differences.

This individualization of learning becomes more difficult when students with a wide range of language abilities are grouped together in the same class. It must be recognized that this learning environment is far from ideal and that there are no magic solutions applicable to all situations. At the same time there are many strategies which can be adopted to maximize learning and make the classroom a more enjoyable place. Here are some strategies to consider.

GENERAL ORGANIZATION

- Where numbers permit, organize single-level groups. This is especially important for levels ANG-1001-6 to ANG-3007-6.
- If multi-level classes are unavoidable, form sub-groups of two or more students to start at a level and work together. Limit the number of sub-groups within one class to a manageable number.
- Assume that a second-language class cannot be individualized to the same extent that a mathematics or a physics class can be.

- Some special help will be necessary for multi-level second language classes:
 - a high level of cooperation among teachers;
 - a wide variety of learning materials including audio cassette players;
 - teacher's aids such as second language monitors, students or other volunteers;
 - a student/teacher ratio which does not exceed the norm.

ORGANIZATION IN CLASS

- Provide students with a "menu" permitting them to choose from among different activities that meet their own needs.
 - Provide students with a rationale for the organization of the class. Let them "buy into" the process.
 - Organize feedback sessions during which students can express their feelings on how the class is managed and whether it is conducive to learning.
 - Set up activity stations (e.g. for reading, writing, speaking, listening) to maximize the teacher's efforts and group students according to common activities.
 - Use team leaders during small group activities when participants are not of equal ability.
 - Encourage peer teaching in which more advanced students take some responsibility for helping less advanced students.
 - Form sub-groups of students of roughly equal ability to work together with material appropriate to their level. These groups can be formed for short-term or long-term activities.
-

- In language schools where English speakers are studying other subjects (e.g. French), organize exchanges between classes so that English learners can be paired up with native speakers for certain activities.
- Institute a system whereby the teacher can adequately follow the progress of the students. This could take the form of individual folders containing the students' work, participation sheets detailing what activities the students have participated in or checklists indicating successful completion of objectives.
- Make the class a social milieu in which interaction among students at all levels is encouraged and facilitated.

MATERIALS

- Have a wide variety of materials on hand.
- Use materials that are suitable for students at different levels: multi-level readers, newspapers, taped TV programs, authentic material.
- Have extensive audio material available so that the teacher is not the only linguistic model.
- Structure situations in which students can create their own material which will reflect their different abilities: e.g. dialogues, student compositions, videotaped activities, "chain stories".

ACTIVITIES

- Organize field trips.
 - Structure activities in which different students will participate according to their level of ability.
 - Play a wide variety of games adapted to the students' individual level.
-

- Structure activities in which more advanced students can act as "monitors" and help correct errors.
- Organize class projects in which different students can participate according to their level of ability (e.g. put on a play for the school, plan a class party, organize a field trip, put together a resource centre containing materials found by the students in the community, write a history of the community).

RESOURCES

- Utilize available community resources such as teacher's aids (e.g. English monitors funded in part by Canadian Heritage and in part by the Ministry of Education, university students in education, senior citizens willing to do volunteer work).

3.2 CLASSROOM MATERIALS

Learning modules and a series of audio cassettes have been designed by the "Direction générale de l'éducation des adultes" to accompany each setting and theme of the program¹.

The recordings contain conversations and authentic material such as recorded weather reports, radio announcements and commercials.

A series of dramatizations of real-life situations on video cassette are also available. For the most part the scenarios are different from those on the audio cassettes in the various student modules. Therefore the videos can be used as a supplement to the written material, either as an introduction or as a review.

1. These materials do not include the written objectives which were added to the present edition of the program.

No videos have been produced at the advanced levels. The nature of the objectives at levels ANG-5054-6 to ANG-5064-6 lends itself to the use of recorded television programs such as news reports, documentaries, advertisements, sports and weather bulletins and drama. Teachers and students are encouraged to make use of video technology in the classroom.

Here is the list of videos available:

VIDEO 1 (ANG-1001-6) Registering for the Tournament Asking for Directions At the Jeans Store At the Restaurant	VIDEO 2 (ANG-2001-6) Take Me Out to the Ball Game At the Camera Store At the Hotel At the Gas Station At the Airport
VIDEO 3 (ANG-3007-6) A Chance Meeting At the Doctor's A Mechanical Problem A Job Interview	VIDEO 4 (ANG-4036-6) Rhonda Robot The Beatles Are Back To Marry or Not to Marry The Woman Who Planted Trees

In recent years a small number of excellent computer software programs for language learning has emerged. As the use of computers becomes more widespread and the development of software designed for the communicative approach more sophisticated, computer-assisted language learning will take its place as a valuable tool available to teachers and students.

These materials are not compulsory. Teachers may choose any other materials available to meet the objectives of the program.

The learning materials chosen should provide certain authentic written documents, in order to create a rich linguistic background. Here are some suggestions:

- a subscription to an English-language newspaper;

- travel brochures (available from government tourist offices and travel agencies);
- local, provincial, national and international maps and an English-language atlas;
- catalogues;
- dictionaries (English, English/French, English/French visual).

Other items may also contribute to an interesting, effective classroom:

- board games (Bingo, Monopoly, Scrabble, I.Q. 2000, Super Quiz, Scruples);
- consumer pamphlets (cars, appliances, electronics);
- playing cards, dice, play money;
- play clocks, calendars;
- English posters (printed and home-made).

Teachers have access to more complementary material in the field of English as a second language than in almost any other subject area. Most educational publishing houses offer a wide variety of written, audio and video publications. These fall into the following categories:

- basic methods/texts;
 - listening skills;
 - speaking skills;
 - reading skills;
 - writing skills;
-

- grammar and structure;
- vocabulary and idioms;
- life skills;
- games and activities;
- computer-assisted language-learning;
- pronunciation;
- learning strategies;
- English for specific purposes;
- business English;
- language acquisition theory/applied linguistics;
- professional development;
- dictionaries.

School boards may procure catalogues from the various publishing houses. Teachers and educational consultants can examine these materials by attending educational conferences at which publishing houses have displays.

Schools which offer English second language courses should have resource centres which include a wide variety of complementary materials for the classroom and professional development tools for teachers.

4.0 CONCLUSION

The objectives identified in the adult English as a Second Language Program are intended to be as relevant as possible to the needs of the learners. In addition, a certain flexibility in adapting the program objectives to specific groups is encouraged.

However, the program and the many complementary materials, invaluable as they may be as a basis for the learning process, constitute no more than a framework for the creative skills the teacher brings to the classroom. The language class will only come alive when the combined energies of the teacher and students give meaning to the program.

The adult English as a Second Language Program represents a significant departure from traditional approaches to language acquisition. Signposts are needed to direct our efforts towards a truly communicative approach. Three questions were continually asked by the authors in order to guarantee that the activities created reflect truly communicative principles.

1. Are the tasks performed in class helpful to the student's eventual use of English in the real world?
2. Does the activity by its very nature catch the interest of the student?
3. Does the activity create an information gap? In other words, does the activity involve the communication of significant, previously unknown information from one person to another?

These same questions can serve as valuable indicators to the teacher in the day-to-day evaluation of the learning process.

HAVE FUN TEACHING ENGLISH!

APPENDIX 1

TERMINAL

AND

INTERMEDIATE OBJECTIVES

ANG-1001-6 TO ANG-5064-6

ANG-1001-6

TERMINAL OBJECTIVES**A) LISTENING**

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

- ... recognize a request for information in a predictable situation.
- ... recognize an affirmation, a negation.
- ... understand an instruction in a predictable situation.
- ... recognize an offer in a predictable situation.
- ... recognize a request for action in a predictable situation.
- ... pick out important details as to time, place, person and object.
- ... understand the speaker's intention in a predictable situation.
- ... understand a warning.
- ... understand simple conventions.

B) SPEAKING

In a limited number of real-life situations, the adult students will be able to...

- ... ask a closed question.
- ... make simple affirmations.
- ... make simple negations.
- ... give simple instructions.
- ... respond to offers or requests.
- ... make simple requests.
- ... give warnings.
- ... use simple social conventions.
- ... catch a person's attention.

C) READING

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

- ... understand warnings.
 - ... pick out important details as to time, place, person and object.
 - ... identify key words.
 - ... understand simple instructions and directions.
-

D) WRITING

In a limited number of real-life situations, the adult students will be able to...

- ... fill out simple forms.
- ... write short simple notes.

INTERMEDIATE OBJECTIVES

CONTEXT 1

SOCIAL SETTING

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

- 1.1 identify themselves and give simple factual information about themselves: orally and in writing.
- 1.2 determine the identity of a person with whom they are talking and find out simple factual information about him/her.
- 1.3 identify a third person, and give simple factual information about him/her.
- 1.4 respond appropriately when introduced to another person.
- 1.5 introduce two people.
- 1.6 introduce themselves to strangers.
- 1.7 understand greetings and leave-takings and respond appropriately.
- 1.8 learn the non-verbal gestures and cues accompanying introductions, greetings and leave-takings in an anglophone context.
- 1.9 understand common expressions and small talk concerning the weather.

INTERMEDIATE OBJECTIVE 1.1

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

FUNCTIONS		NOTIONS	
Identifying oneself	(E)	Identity (name, occupation)	
Talking about oneself	(E)	Number (phone, address)	
Asking for information about a person	(C)	Place (residence, origin)	
Filling personal identity forms	(E) (C)	Past reference	

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

LANGUAGE EXPONENTS	
COMPREHENSION	EXPRESSION
– <i>What's your name?</i> – <i>Hi. I'm George.</i> – <i>Hello. The names's George.</i> – <i>Where do you live?</i> – <i>Do you live in Montreal?</i> – <i>Is your address 2532 Notre Dame?</i> – <i>What's your address?</i> – <i>Phone number?</i> – <i>What's your phone number?</i> – <i>Is your phone number 243-3220?</i> – <i>Are you from Québec?</i> – <i>Where are you from originally?</i> – <i>What do you do?</i> – <i>What's your occupation?</i> – <i>Do you work?</i>	– <i>Bob.</i> – <i>It is Bob.</i> – <i>My name is Bob. I'm Bob.</i> – <i>In Montreal.</i> – <i>Yes.</i> – <i>Yes.</i> – <i>It's 2532 Notre Dame.</i> – <i>It's 637-9875.</i> – <i>637-9875.</i> – <i>No. 637-9875.</i> – <i>No.</i> – <i>From Italy.</i> – <i>(I'm) a student (carpenter, etc.).</i>
– <i>Name</i> – <i>Address</i> – <i>Phone number</i> – <i>Occupation</i> – <i>Nationality</i> – <i>Country</i>	<i>Fill out simple identity forms.</i>

– <i>Name</i> – <i>Address</i> – <i>Phone number</i> – <i>Occupation</i> – <i>Nationality</i> – <i>Country</i>	<i>Authentic forms</i>
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INTERMEDIATE OBJECTIVE 1.2

In a social setting, the adult students will be able to determine the identity of a person with whom they are talking and find out simple factual information about him/her.		
FUNCTIONS Inquiring about identity (E) Asking about another person (E) Giving factual information about oneself (C)		NOTIONS Identity (name, occupation) Number (phone, address) Place (residence, origin) Past reference Present reference
SETTING In class At a social gathering	ROLES Stranger – stranger Acquaintance – acquaintance	TOPICS Types of occupations Names of countries, provinces Nationalities
LANGUAGE EXPONENTS		
COMPREHENSION – <i>It's Janet.</i> – <i>Janet.</i> – <i>My name is Janet</i> – <i>In Magog.</i> – <i>I live in Magog.</i> – <i>No. Magog.</i> – <i>Its 275 Rock Forest Road.</i> – <i>275 Rock Forest Road.</i> – <i>787-5212.</i> – <i>It's 787-5212.</i> – <i>Yes, from Sherbrooke.</i> – <i>I come from Sherbrooke.</i> – <i>Sherbrooke.</i> – <i>No, Sherbrooke.</i>		EXPRESSION – <i>Name?</i> – <i>What's your name?</i> – <i>Hi. My name is Ann.</i> – <i>(Where do) you live?</i> – <i>(Do you) live in Sherbrooke?</i> – <i>(What's) your address?</i> – <i>(Tell me) your address, please?</i> – <i>Your phone number?</i> – <i>What's your phone number?</i> – <i>(Are you) from Québec?</i> – <i>(Are you) a Quebecker?</i> – <i>Where (are you) from?</i> – <i>From Magog?</i>

INTERMEDIATE OBJECTIVE 1.3

In a social setting, the adult students will be able to identify a third person, and give simple factual information about him/her.

FUNCTIONS		NOTIONS	
Identifying another person	(E)	Identity (name, occupation)	
Describing another person	(E)	Number (phone, address)	
Asking for information about another person	(C)	Place (residence, origin)	
		Relationship	
		Past reference	
		Present reference	
SETTING	ROLES		TOPICS
In school	Acquaintance – acquaintance Friend – friend		Types of occupations
In class			Names of countries, provinces
At a social gathering			Nationalities
			Family relationships
			Relationships between people
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Who's that?		– (My) brother (sister, father, etc.)	
– What's his/her name?		– Frank. That's Frank.	
– Do you know him/her?		– No.	
– Is he/she your friend?		– Yes. (That's) my friend, Frank.	
– Is she the teacher?		– No, a student.	
– What does he do?		– (He's) a businessman.	
– Does he live in Québec?		– Yes, in Québec.	
– Where does he live?		– In Québec.	
– Is she a Canadian?		– Yes, she is.	
– Where is he from?		– (From) Alberta.	

INTERMEDIATE OBJECTIVE 1.4

In a social setting, the adult students will be able to respond appropriately when introduced to another person.		
FUNCTIONS Introducing Greeting (C) (E)		NOTIONS Relationship Present reference
SETTING At school In class At a social gathering In a public place	ROLES Two acquaintances – stranger	TOPICS Family relationships Relationships between people Types of occupations
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Hello, Ellen. I'd like to introduce Brian – Oh, Ellen. This is Brian. – Ellen, meet Brian. – Ellen, do you know Brian? – Brian's an old friend. – Brian works with me. – Brian, Ellen's my boss.		– Hi. – Hello – How do you do. – A pleasure.

INTERMEDIATE OBJECTIVE 1.5

In a social setting, the adult students will be able to introduce two people.		
FUNCTIONS Introducing others (E) Catching a person's attention (E) Describing a person (E)		NOTIONS Personal characteristics (name, relationship, occupation)
SETTING At school In class At a social gathering In a public place	ROLES Two acquaintances – stranger	TOPICS Introductions Greetings Name Relationships between people Family relationships Types of occupations
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>Hi, how do you do?</i> – <i>Hi.</i> – <i>Hello.</i> – <i>It's a pleasure.</i> – <i>Nice to meet you.</i>		– <i>Hey, Marie.</i> – <i>Marie, please.</i> – <i>Marie, come here.</i> – <i>Karen, meet Marie</i> – <i>Karen, this is Marie, my wife.</i> – <i>Karen? Marie.</i> – <i>Karen, Marie is my wife.</i> – <i>Karen's a scientist.</i>

INTERMEDIATE OBJECTIVE 1.6

In a social setting, the adult students will be able to introduce themselves to strangers.		
FUNCTIONS Introducing oneself (E) Describing oneself (E) Asking for information about a person (C)		NOTIONS Personal characteristics (name, occupation) Place (residence, origin)
SETTING At school In class At a social gathering	ROLES Stranger – stranger	TOPICS Introductions Greetings Name Types of occupations
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– What's your name? – Do you work here? – Are you a student? – Do you live around here? – Are you from around here?		– Hi, my name is Tony. – Hello, I'm Tony.

INTERMEDIATE OBJECTIVE 1.7

In a social setting, the adult students will be able to understand greetings and leave-takings and respond appropriately.		
FUNCTIONS Greeting Taking leave (C + E) (C + E)		NOTIONS Future reference Point of time
SETTING At school At a social gathering In a public place	ROLES Friend – friend Acquaintance – Acquaintance	TOPICS Greetings Leave-takings
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Hi. – Hello. – Good morning. – Good afternoon. – Good evening. – Bye. – Good-bye. – So long. – See you later. – See you tomorrow. – See you Wednesday. – Take it easy. – Take care.		– Hi. – Hello. – Good morning. – Good afternoon. – Good evening. – Bye. – Good-bye. – So long. – See you later.

INTERMEDIATE OBJECTIVE 1.8

In a social setting, the adult students will be able to learn the non-verbal gestures and cues accompanying introductions, greetings and leave-takings in an anglophone context.		
FUNCTIONS Introducing Greeting Taking leave		NOTIONS
SETTING In class At school At a social gathering In a public place	ROLES Acquaintance – acquaintance Friend – friend Stranger – stranger	TOPICS Shaking hands Waving Hand gestures Head gestures Distance between speakers
LANGUAGE EXPONENTS COMPREHENSION EXPRESSION		

INTERMEDIATE OBJECTIVE 1.9

In a social setting, the adult students will be able to understand common expressions and small talk concerning the weather.

FUNCTIONS		NOTIONS	
Expressing feelings	(C)	Present reference	
Imparting information	(C)	Future reference	
Making small talk	(C)	Degree	
SETTING	ROLES	TOPICS	
In class	Acquaintance – acquaintance	Temperature	
At work	Teacher – student	Precipitation	
At a social setting	Colleague – colleague	Sky conditions	
		Wind	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– It sure is cold today!			
– It's really snowing out there now.			
– What a beautiful day! We shouldn't be in school (at work).			
– I hate this weather!			
– It's supposed to snow tonight.			
– The wind is terrible.			

INTERMEDIATE OBJECTIVES

CONTEXT 2

CLASSROOM

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

- 1.10 express their lack of comprehension and communicate so as to get out of trouble.
- 1.11 understand when other people express their lack of comprehension and request clarification.
- 1.12 understand non-verbal gestures and cues indicating lack of comprehension and requesting repetition appropriate to an anglophone context.
- 1.13 understand frequently used oral and written instructions.
- 1.14 understand simple oral and written information about how the class and the school function.
- 1.15 understand statements and queries about basic needs in the learning context and respond appropriately.
- 1.16 understand compliments and comments on their language proficiency.

INTERMEDIATE OBJECTIVE 1.10

In the classroom, the adult students will be able to express their lack of comprehension and communicate so as to get out of trouble.		
FUNCTIONS Expressing lack of comprehension (E) Asking for clarification (E) Requesting repetition (E)		NOTIONS Repetition Speed
SETTING In class	ROLES Teacher – student Student – student	TOPICS Instructions Description of a person Routine actions
LANGUAGE EXPONENTS		
COMPREHENSION <i>Common oral and written instructions in class</i> <i>Personal characteristics and descriptions</i>		EXPRESSION – What? – Excuse me? – Pardon me? – Repeat, please? – (Could you) repeat that, please? – I don't understand. – Slowly, please. and Repetition of the word not understood. – I don't understand this word. – What does this word mean? – Could you pronounce it please?

INTERMEDIATE OBJECTIVE 1.11

In the classroom, the adult students will be able to understand when other people express their lack of comprehension and request clarification.		
FUNCTIONS Expressing lack of comprehension (C) Asking for clarification (C) Requesting repetition (C)		NOTIONS Repetition Speed
SETTING In class	ROLES Student – student Teacher – student	TOPICS Instructions Description of person Routine actions
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>I don't understand you.</i> – <i>I'm afraid I don't understand you.</i> – <i>Could you say that again?</i> – <i>Can you say that again?</i> – <i>What did you say?</i> – <i>What?</i> – <i>Pardon me?</i> – <i>Start over.</i> – <i>Try again.</i>		– <i>Okay.</i> – <i>Sorry.</i> – <i>All right.</i> – <i>Sure.</i>

INTERMEDIATE OBJECTIVE 1.12

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

FUNCTIONS		NOTIONS	
Expressing lack of comprehension (C + E) Requesting repetition (C + E)			
SETTING	ROLES	TOPICS	
In class	Teacher – student Student – student	Non-verbal gestures	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
		<i>Shoulder shrug</i>	
		<i>Upraised palms</i>	
		<i>Raised eyebrows</i>	
		<i>Nose wrinkling</i>	
		<i>etc.</i>	

INTERMEDIATE OBJECTIVE 1.13

In the classroom, the adult students will be able to understand frequently used oral and written instructions.		
FUNCTIONS Instructing (C)		NOTIONS Location Number Duration Point of time Spatial relations
SETTING In class	ROLES Teacher – student	TOPICS Classroom materials Classroom activities Classroom furniture Clock time
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Sit down. – Stand up. – Take out your book. – Turn to page 27. – Take out a piece of blank paper. – Fold the paper in four. – Draw... – Read the dialogue. – Divide yourselves into groups of two. – Look up at the board. – Copy this in your notebook. – Don't forget to write your name. – Take a 15-minute break. – Be back at a quarter to nine. – Okay, stop now. – Listen carefully and choose... – Stop me if you have a problem. – Read everything over twice. – Fill in the blanks. – Circle the correct answer. – Please print.		

INTERMEDIATE OBJECTIVE 1.14

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	(C)	Existence	
Describing places	(C)	Availability	
Stating the time	(C)	Location	
Stating the day, date	(C)	Direction	
		Point of time	
		Duration	
		Commencement	
		Cessation	
		Occurrence	
SETTING	ROLES		TOPICS
In class In school	Teacher – student Student – student		Time Days of the week Months, dates Parts of the school School activities Holidays
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– The school has a cafeteria. – It opens at 6:30. – There's a library. – The library is open on Mondays and Wednesdays. – There's a gymnasium. It's downstairs. You can play badminton and volleyball. – Class starts at 7 o'clock. – We finish at 10 o'clock. – There's a break at 8:30. – We stop for 15 minutes. – Monday there's no school. It's a holiday. That's October 11. – What time is it now? – Is it time for a break? – Are you going to the cafeteria? – Authentic timetables and agendas.			

INTERMEDIATE OBJECTIVE 1.15

In the classroom, the adult students will be able to understand statements and queries about basic needs in the learning context and respond appropriately.		
FUNCTIONS Inquiring about wants, needs (C) Stating wants, needs (C) Requesting things (C) Accepting (E) Declining (E) Thanking (E)		NOTIONS Acceptability/unacceptability Desirability/undesirability
SETTING In class At school	ROLES Teacher – student Student – student	TOPICS Classroom activities Food Drink Classroom materials Ways of helping
LANGUAGE EXPONENTS		
COMPREHENSION – Do you need some help? – Do you need some paper? – I need some help with the desks. – I need a volunteer. – Do you want me to repeat? – Do you want to do it again? – Do you want to continue? – Do you need a pen? – Do you want to stop? – Do you want to stop for a cup of coffee? – Do you want to play a game? – Any problems? – Did you finish?		EXPRESSION – Yes, please. – Yes. – No. – No, thank you. – No, thanks. – All right. – Okay. – No way! – No, I'm okay. – Sure.

INTERMEDIATE OBJECTIVE 1.16

In the classroom, the adult students will be able to understand compliments and comments on their language proficiency.		
FUNCTIONS Describing language (C) Complimenting (C) Thanking (E)		NOTIONS Rightness/wrongness Quality Acceptability/unacceptability Correctness/incorrectness
SETTING In class	ROLES Teacher – student Student – student	TOPICS Compliments Language abilities
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>Excellent.</i> – <i>Very good.</i> – <i>That's very good.</i> – <i>Perfect.</i> – <i>Good.</i> – <i>Fine.</i> – <i>Yes, that's right.</i> – <i>Right.</i> – <i>Yes, that's correct.</i> – <i>Correct.</i> – <i>I understand perfectly.</i> – <i>That's better.</i> – <i>You speak well.</i> – <i>Beautiful.</i> – <i>Super.</i>		– <i>Okay?</i> – <i>All right?</i> – <i>Thanks.</i> – <i>Thank you.</i>

INTERMEDIATE OBJECTIVES

CONTEXT 3

PUBLIC PLACE

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

- 1.17 understand requests for directions.
- 1.18 give simple directions.
- 1.19 explain when unable to give directions and make an appropriate apology.
- 1.20 catch someone's attention and ask for directions.
- 1.21 understand simple oral and written directions and confirm their comprehension.
- 1.22 defend their ideas.
- 1.23 understand oral and written statements of danger and warning.
- 1.24 understand common signs and notices.

INTERMEDIATE OBJECTIVE 1.17

In a public place, the adult students will be able to understand requests for directions.		
FUNCTIONS		NOTIONS
Inquiring about directions	(C)	Relative position
Requesting help	(C)	Direction
		Existence/non-existence
		Spatial relations
SETTING	ROLES	TOPICS
On the street	Stranger – stranger	Buildings
In a public building		Services
On public transportation		Directions
		Roads
		Types of accommodations
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Can you help me?		
– Where is there a bank?		
– Do you know a good restaurant?		
– Is this the way to Ste. Agathe?		
– How do you get to the Olympic stadium?		
– Can you tell me where the exit is?		
– Where is Sherbrooke Street?		
– How do I get to Highway 132?		
– I am looking for the washroom.		

INTERMEDIATE OBJECTIVE 1.18

In a public place, the adult students will be able to give simple directions.		
FUNCTIONS Directing (E) Requesting directions (C)		NOTIONS Relative position Direction Existence/non-existence Place Distance Spatial relations
SETTING On the street In a public building On public transportation	ROLES Stranger – stranger	TOPICS Buildings Services Directions Roads Types of accommodations
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Can you help me? – Where is there a bank? – Do you know a good restaurant? – Is this the way to Ste. Agathe? – How do you get to the Olympic stadium? – Can you tell me where the exit is? – Where is Sherbrooke Street? – How do I get to Highway 132? – Is this the Metro?		– Yes. – That way. Two streets (blocks). – Yes. Paolo's. King Street. – No. Go back. Take number 13. – Sherbrooke Street. That way. – Yes. There. Go up. – Turn right. Three streets. – This way. Straight. Two miles. – No, two stops.

INTERMEDIATE OBJECTIVE 1.19

In a public place, the adult students will be able to explain when unable to give directions and make an appropriate apology.

FUNCTIONS		NOTIONS	
Inquiring about directions	(C)	Relative position	
Expressing lack of knowledge	(E)	Direction	
Apologizing	(E)	Existence/non-existence	
Expressing inability	(E)	Capacity/incapacity	
Giving reasons	(E)	Reason	
		Place	
SETTING	ROLES		TOPICS
On the street In a public building On public transportation	Stranger – stranger		Buildings Services Directions Roads
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Excuse me. Is there a post office near here?		– Post office? Sorry, I don't know.	
– Sir? How do I get to Laval?		– Sorry. I'm a visitor.	
		– Sorry. I don't live here.	
		– Sorry. I don't know.	
		– Sorry. Can't help.	
– Is this the way downtown?		– Sorry. Don't speak English very well.	
– I wonder if you'd tell me the way to the shipyard.		– Excuse me. Don't know.	

INTERMEDIATE OBJECTIVE 1.20

In a public place, the adult students will be able to catch someone's attention and ask for directions.		
FUNCTIONS Catching a person's attention (E) Inquiring about directions (E)		NOTIONS Relative position Direction Existence/non-existence Place Distance Spatial relations
SETTING On the street In a public building On public transportation	ROLES Stranger – stranger	TOPICS Buildings Services Directions Roads
LANGUAGE EXPONENTS		
COMPREHENSION <i>Responses to requests for directions.</i>	EXPRESSION – <i>Excuse me. The bank? (hospital, post office, church, beach, shopping center, etc.)</i> – <i>Sir? (Madam?) Where is a bank? (liquor store, Italian restaurant, gas station, ski hill, etc.)</i> – <i>Pardon me. Belvedere St.?</i> – <i>Excuse me. (Is there) a drugstore?</i>	

INTERMEDIATE OBJECTIVE 1.21

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

FUNCTIONS		NOTIONS	
Directing	(C)	Relative position	
Confirming directions	(E)	Direction	
Expressing understanding	(E)	Existence/non-existence	
Thanking	(E)	Place	
		Number	
		Distance	
		Spatial relations	
SETTING	ROLES		TOPICS
On the street In a public building On public transportation	Stranger – stranger		Buildings Services Directions Roads Travel brochures Invitations
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Just keep going here about two blocks.		– Two blocks? Thanks.	
– Yup. North about 5 miles?		– North? Five miles? Okay.	
– Take the next exit. Follow signs for Highway 400.		– 400? Thank you.	
– Get off here. Wait for the number 99. Villeray.		– 99. Villeray. Thank you very much.	
– The Bay? Go two blocks. Turn right on Yonge. Go north on Yonge for three blocks. It's right there.		– Right, Yonge. Three blocks. Good.	
– The party is at 365 Main Street. Take the Pinecrest exit off the Queensway. Go south 4 blocks. Turn right on Main Street.			

INTERMEDIATE OBJECTIVE 1.22

In a public place, the adult students will be able to defend their ideas.		
FUNCTIONS Affirming one's place (E) Expressing ownership (E) Warning another (E) Instructing (E)		NOTIONS Place Ownership Activity Time Priority
SETTING On public transportation In line On the street	ROLES Stranger – stranger	TOPICS Warnings Dangers Types of physical actions
LANGUAGE EXPONENTS		
COMPREHENSION	EXPRESSION <i>Watch out!</i> <i>Look out!</i> <i>Watch it!</i> <i>Excuse me!</i> <i>Take it easy!</i> <i>Don't push!</i> <i>Wait a minute!</i> <i>Wait a second!</i> <i>Relax!</i> <i>That's my place.</i> <i>I'm first.</i> <i>Wait your turn.</i>	

INTERMEDIATE OBJECTIVE 1.23

In a public place, the adult students will be able to understand oral and written statements of danger and warning.		
FUNCTIONS Warning (C)		NOTIONS Cause Action-event relations
SETTING On public transportation On the street In a public place	ROLES Stranger – stranger	TOPICS Danger Warnings Safety instructions
LANGUAGE EXPONENTS		
COMPREHENSION <i>Look out!</i> <i>Watch out!</i> <i>Be careful!</i> <i>Watch it!</i> <i>Go slowly!</i> <i>Get away!</i> <i>Don't!</i> <i>Danger. High voltage.</i> <i>Danger. Undertow.</i> <i>Danger.</i> <i>Watch your step.</i> <i>Danger. Falling rocks.</i> <i>Danger. Polluted water.</i> <i>Danger. This water is <u>not</u> for drinking.</i>		EXPRESSION

INTERMEDIATE OBJECTIVE 1.24

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

FUNCTIONS		NOTIONS	
Instructing	(C)	Location	
Directing	(C)	Distance	
Warning	(C)	Relative position	
		Point of time	
		Commencement	
		Cessation	
		Place	
SETTING	ROLES		TOPICS
On the road			Road signs
In public buildings			Warnings
			Store signs
			Opening and closing hours
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
Yield			
Right lane must exit			
Slippery when wet			
Maximum 65 mph			
One way			
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			
Out to lunch			
No personal cheques			
Open 9:30 a.m. to 5:30 p.m.			
Credit cards accepted			
Open 24 hours			
No dogs allowed			
No smoking			

INTERMEDIATE OBJECTIVES

CONTEXT 4

STORE

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

- 1.25 identify the items they most frequently buy.
- 1.26 understand offers of help and respond appropriately.
- 1.27 obtain simple information about different items.
- 1.28 request various items orally and in writing and give certain specifications.
- 1.29 find out the price of a desired item.
- 1.30 pay for an item purchased.

INTERMEDIATE OBJECTIVE 1.25

In a store, the adult students will be able to identify the items they most frequently buy.		
FUNCTIONS Identifying things (C + E)		NOTIONS Dimensions Size Length, width Weight Colour
SETTING In a store	ROLES Consumer	TOPICS Types of stores Clothes Kind of food, drink Other consumer goods Departments
LANGUAGE EXPONENTS		
COMPREHENSION <i>Pants, shirt, dress, skirt, jacket, coat, shoes, boots, etc.</i> <i>Tools, hardware, furniture, cosmetics, car parts, sports equipment, appliances, gardening supplies, etc.</i> <i>Chicken, beef, pork, fish, turkey, tomatoes, peaches, oranges, milk, eggs, juice, beer, etc.</i> <i>Grocery store, drugstore, hardware store, liquor store, corner store, sporting goods store, department store, men's clothing store, women's clothing store, etc.</i>		EXPRESSION

INTERMEDIATE OBJECTIVE 1.26

In a store, the adult students will be able to will understand offers of help and respond appropriately.		
FUNCTIONS Offering help (C) Accepting (E) Declining (E)		NOTIONS Future reference Capacity/incapacity
SETTING In a store	ROLES Salesperson – customer	TOPICS Offers of help
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>May I help you?</i> – <i>Can I be of help?</i> – <i>Have you been served?</i> – <i>What can I do for you?</i> – <i>Have you found what you're looking for?</i> – <i>Next, please.</i>		– <i>Yes.</i> – <i>Yes, please.</i> – <i>Okay.</i> – <i>All right.</i> – <i>No, (it's) okay, thanks.</i> – <i>No, (I'm) all right, thanks.</i> – <i>No, thank you.</i> – <i>No, thanks.</i> – <i>In a second, thanks.</i> – <i>In a minute, thanks.</i>

INTERMEDIATE OBJECTIVE 1.27

In a store, the adult students will be able to obtain simple information about different items.		
FUNCTIONS Inquiring about things (E) Describing things (C)		NOTIONS Number Dimensions Colour Age Material Quality
SETTING In a store	ROLES Salesperson – customer	TOPICS Colours Kinds of material Dimensions (size) Consumer goods
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– There are a dozen.		– How many? – How many in a package?
– It's 10 by 12.		– What (are the) dimensions? – Size?
– It's 50 per cent cotton, 50 per cent nylon.		– What material (is it)? – The material?
– Oh, yes. It's a real antique?		– Antique? – Old? – New?
– This is the <u>best</u> quality we sell.		– (Is it) cheap? – (Is it) good?
– The pants come in brown, blue and gray.		– This is brown. (Do) you have black?

INTERMEDIATE OBJECTIVE 1.28

In a store, the adult students will be able to request various items orally and in writing and give certain specifications.

FUNCTIONS		NOTIONS	
Requesting things	(E)	Number	
Stating wants, needs	(E)	Dimensions	
Describing things	(C + E)	Colour	
Identifying things	(C + E)	Material	
Thanking	(E)	Shape	
Filling out order forms	(E)		
SETTING	ROLES		TOPICS
In a store By catalogue	Salesperson – customer		Consumer goods Food + drink Clothes
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Yes, can I help you? – What kind? – One package? – Next. – Yes, Export and Golden. – A 6-pack? – Yes, what can I do for you? – A head light? – High-low or just low? – How many? – Square or round? – Here you go.		– Please, (I'd like) cigarettes. – Player's. – Yes, thanks. – (Do you have) Molson beer? – (I'll take) Golden, please. – No (a case of) 12, please. – I need a light (for my) car. – Yes, the front. – Just low. – One, please. – Round. – Thank you.	
Package of 2 boxer shorts, polyester-cotton, contains 1 blue, 1 tan. Sizes S M L # 78462 \$ 4.99		Fill out authentic order forms e.g. Item number Color Size Quantity Price	

INTERMEDIATE OBJECTIVE 1.29

In a store, the adult students will be able to find out the price of a desired item.		
FUNCTIONS Inquiring about the price (E) Stating the price (C)		NOTIONS Price Value
SETTING In a store	ROLES Salesperson – customer	TOPICS Cost of consumer goods
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– A dollar, forty-nine. – Two-fifty. – Three-twenty-five. – One, ninety-nine, ninety-eight. – Fifty dollars. – A hundred bucks. – Two dollars, fifty-nine cents.		– The price? The cost? – What's the price? – How much? – How much is it? – How much does it cost? – Expensive?

INTERMEDIATE OBJECTIVE 1.30

In a store, the adult students will be able to to pay for an item purchased.

FUNCTIONS		NOTIONS	
Inquiring about payments	(C + E)	Means	
Stating intentions	(E)	Acceptability/unacceptability	
Counting	(C + E)	Number	

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

LANGUAGE EXPONENTS

COMPREHENSION	EXPRESSION
– Will you pay cash? – How will you be paying, sir? – Of course. – I'm sorry, no. – I'm afraid not. – Do you have an account here?	– (Do you) take Visa? – (Do you) accept Mastercard? – I (will) pay cash. – (Do you) take cheques? – I have traveller's cheques. – (Put it) on (my) account.
– That'll be \$7.99 plus 72 cents tax. That makes \$8.71.	– A bill please.
– Okay. \$8.71, .72, .73, .74, .75 and .25, that's nine and one ten, plus ten, twenty. All right?	– Excuse me. \$8.71. I gave you fifty dollars, not twenty. (It's a) mistake.
– I'm sorry, sir. You're right.	– It's okay.

ANG-2001-6

TERMINAL OBJECTIVES

A) LISTENING

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

- ... understand simple narratives on familiar topics.
- ... understand descriptions of likes, dislikes, interests and preferences.
- ... understand closed questions.
- ... understand simple reasons given in familiar contexts (invitations, likes and dislikes).
- ... pick out details concerning time, place, person, objects and means.
- ... recognize requests for information or action.
- ... recognize simple opinions on familiar, concrete topics.
- ... understand telephone messages to be relayed.
- ... understand public announcements concerning time, place and person.
- ... understand descriptions of problems and their causes in familiar contexts.
- ... recognize statements about ability.
- ... understand oral instructions.

B) SPEAKING

In a variety of real-life situations, the adult students will be able to...

- ... describe simple events in familiar topics.
 - ... express likes, dislikes, interests and preferences in familiar topics.
 - ... respond to closed questions concerning time, place, people, objects and means.
 - ... ask closed questions to elicit information as to time, place, people, objects and means.
 - ... request or grant permission.
 - ... express simple opinions on familiar, concrete topics.
 - ... perform adequately in simple oral exchanges involving offers, requests and instructions.
 - ... relay simple telephone messages.
 - ... express desires, needs and intentions.
 - ... describe simple problems and their causes in familiar contexts.
 - ... catch someone's attention.
-

C) READING

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

- ... understand various warnings.
- ... recognize the various parts of written documents and pick out details concerning time, place, people, object and means.
- ... understand simple instructions and directions.
- ... understand descriptions of likes, dislikes, interests and preferences in familiar contexts.
- ... understand simple reasons in familiar contexts (invitations, likes and dislikes).

D) WRITING

In a limited number of real-life situations, the adult students will be able to...

- ... write messages in note form.
- ... fill out simple forms.
- ... express likes, dislikes, interests and preferences in a very simple written form.
- ... express in writing simple reasons in familiar contexts (invitations, likes and dislikes).

INTERMEDIATE OBJECTIVES

CONTEXT 1

SOCIAL SETTING

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

- 2.1 identify themselves and give simple factual information about themselves orally and in writing.
 - 2.2 determine the identity of a person with whom they are talking and find out simple factual information about him/her.
 - 2.3 identify a third person and give simple factual information about him/her.
 - 2.4 respond appropriately when introduced to another person.
 - 2.5 introduce two people.
 - 2.6 introduce themselves and have an acquaintance introduce them to strangers.
 - 2.7 understand and express greetings and leave-takings.
 - 2.8 find out about the health or condition of a friend and respond to queries about their own condition.
 - 2.9 find out about or describe past, present or future activities.
 - 2.10 exchange attitudes about everyday activities, places, people and objects, orally and in writing.
 - 2.11 exchange small talk on current weather conditions.
 - 2.12 accept or decline an invitation orally and in writing and give simple reasons for refusing.
-

- 2.13 invite another person, orally and in writing, and understand his/her acceptance or refusal and simple reasons for it.
- 2.14 find out the time and location of an activity or event.
- 2.15 inform another person of the time and location of an activity or event.
- 2.16 discuss their abilities and find out about the abilities of others.

INTERMEDIATE OBJECTIVE 2.2

In a social setting, the adult students will be able to determine the identity of a person with whom they are talking and find out simple factual information about him/her.

FUNCTIONS		NOTIONS	
Inquiring about identity	(E)	Identity (name, occupation)	
Asking about another person	(E)	Number (phone, address, age)	
Giving factual information about oneself	(C)	Place (residence, origin)	
		Relationship	
		Past reference	
		Present reference	
SETTING	ROLES		TOPICS
In class	Stranger – stranger		Types of occupations
At a social gathering	Acquaintance – acquaintance		Names of countries, provinces
			Nationalities
			Marital status
			Family relationships
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– My name is Margaret. But everybody calls me Maggie.		– Your name?	
		– I'm Dan. You...?	
		– Hi. My name is Dan.	
– No, I'm just visiting. I live in Ottawa.		– (Do) you live in Drummondville?	
– Yes, I've always lived there.		– (Are you) from Ottawa?	
– No, I'm only eighteen.		– (Are) you married?	
– No, I go to university.		– (Do you) work in Ottawa?	

INTERMEDIATE OBJECTIVE 2.3

In a social setting, the adult students will be able to identify a third person and give simple factual information about him/her.		
FUNCTIONS Identifying another (C + E) Describing another (C + E) Asking for information about another person (C + E)		NOTIONS Appearance (size, height, colour, age) Relationship Identity (name, occupation)
SETTING In school In class At a social gathering	ROLES Acquaintance – acquaintance Friend – friend	TOPICS Descriptions of height, size, hair colour Family relationships Relationships between people
LANGUAGE EXPONENTS		
COMPREHENSION – Who's that? – Do you know who that is? – Do you know him/her? – Is that...? – Does she work here? – What does she do? – That's my cousin. – I can't remember.		EXPRESSION – I don't know him/her. – That's Marie. – Yes, that's my friend, Marie. – (I'm) not sure. – Yes, in the office. – She's the boss. – Who's that? – What's his name?

INTERMEDIATE OBJECTIVE 2.4

In a social setting, the adult students will be able to respond appropriately when introduced to another person.		
FUNCTIONS Introducing (C) Greeting (E)		NOTIONS Relationship Possession/ownership Identity (name, occupation)
SETTING At school In class At a social gathering	ROLES Two acquaintances – stranger	TOPICS Introductions Greetings Relationships between people Family relationships Types of occupations
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Come here a minute, Sally. I'd like to introduce you to Gina.		– Hi, Gina.
– Sally, meet Gina.		– Hello.
– Sally, there's someone I'd like you to meet. This is Gina.		– It's a pleasure, Gina.
– Sally, do you know my sister, Gina?		– No, (I don't). How do you do?
– Sally, have you met my sister, Gina?		– No, (I haven't).

INTERMEDIATE OBJECTIVE 2.5

In a social setting, the adult students will be able to introduce two people.		
FUNCTIONS Introducing others (E) Catching a person's attention (E) Describing a person (E) Greeting (C)		NOTIONS Relationship Identity (name, occupation)
SETTING At school In class At a social gathering In a public place	ROLES Two acquaintances – stranger	TOPICS Introductions Greetings Relationships between people Family relationships Types of occupations
LANGUAGE EXPONENTS		
COMPREHENSION – <i>How do you do?</i> – <i>I'm pleased to meet you.</i>	EXPRESSION – <i>Hey, Fred.</i> – <i>Fred, this is Ralph.</i> – <i>Fred, this is Ralph. He's my teacher. Ralph, Fred's my best friend.</i>	

INTERMEDIATE OBJECTIVE 2.6

In a social setting, the adult students will be able to introduce themselves and have an acquaintance introduce them to strangers.

FUNCTIONS		NOTIONS	
Introducing oneself (E)		Relationship	
Describing oneself (E)		Identity (name, occupation)	
Having another introduce oneself (E)			
SETTING	ROLES	TOPICS	
At school	Stranger – stranger	Introductions	
In class	Two acquaintances – stranger	Greetings	
At a social gathering		Relationships between people	
		Types of occupations	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
		– Hello. My name is Betty.	
		– Hi. I'm Betty.	
– Oh, I'm sorry. Betty, this is Harry.		– Helen, I don't know...	
– Oh, that's right. Betty, I'd like you to meet Harry.		– Helen. (Could you) introduce me?	
		– Let me introduce myself. My name is Betty.	
– Oh, you don't know Harry?		– Helen, who's your friend.	

INTERMEDIATE OBJECTIVE 2.7

In a social setting, the adult students will be able to understand and express greetings and leave-takings.		
FUNCTIONS Greeting Taking leave (C + E) (C + E)		NOTIONS Point of time Future reference
SETTING At school At a social gathering In a public place	ROLES Friend – friend Acquaintance – acquaintance	TOPICS Greetings Leave-takings Times of the day
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
- Hi. - Hello. - Good morning. - Good afternoon. - Good evening. - Hey. Long time no see. What've you been doing with yourself? - Bye. - Good-bye. - So long. - See you later. - See you tomorrow. - Until 8 o'clock then. - Take it easy. - Take care. - Good night.		- Hi. - Hello. - Good morning. - Good afternoon. - Good evening. - Bye. - Good-bye. - So long. - See you later.

INTERMEDIATE OBJECTIVE 2.8

In a social setting, the adult students will be able to find out about the health or condition of a friend and respond to queries about their own condition.					
FUNCTIONS Asking about health (C + E) Talking about health (C + E)			NOTIONS Physical condition		
SETTING In class At school At a social gathering		ROLES Friend – friend Acquaintance – acquaintance		TOPICS Health Common illnesses Physical conditions Social conventions	
LANGUAGE EXPONENTS					
COMPREHENSION			EXPRESSION		
– How are you? – How are you feeling? – How are you doing? – How's it going?			– Fine, thanks. – Not too bad. – Pretty well, thanks. – Well.		
– Just great, thank you. – Terrible. – Awful. – Fantastic.			– I'm sick, (I've got) a cold. – I'm tired. – I have a headache.		
– I just got back from the dentist. – I had a hard day. I'm exhausted.			– How are you? – How are you feeling?		

INTERMEDIATE OBJECTIVE 2.9

In a social setting, the adult students will be able to find out about or describe past, present or future activities.		
FUNCTIONS Describing activities (C + E) Stating intentions (C + E) Stating plans (C + E)		NOTIONS Past reference Present reference Future reference Point of time (When?) Place (Where?) Agency (Who?)
SETTING At school In class At a social setting	ROLES Friend – friend Acquaintance – acquaintance	TOPICS Sports Hobbies and recreation Pastimes Vacations Entertainment
LANGUAGE EXPONENTS		
COMPREHENSION – Did you go skiing on the week-end? – Where did you go? – How was it? – Did you go alone? – Are you coming with us? We're going out for a cup of coffee. – Twelve o'clock. You have time. – Do you have any plans for the Christmas holidays? – Do you have to work?		EXPRESSION – Yes, Saturday. – Mont Habitant. – (It was) good. – No, with (some) friends. – Coffee? I'm working at 12 o'clock. – Okay. – I'm visiting my parents in the Gaspé. – Work! No. (I'm going to) just relax.

INTERMEDIATE OBJECTIVE 2.10

In a social setting, the adult students will be able to exchange attitudes about everyday activities, places, people and objects, orally and in writing.

FUNCTIONS		NOTIONS	
Asking about likes and dislikes	(C + E)	Desirability	
Stating likes and dislikes	(C + E)	Present reference	
Describing habits	(C + E)	Importance	
Describing abilities	(C + E)	Capacity	
		Frequency	
SETTING	ROLES	TOPICS	
At school In class At a social gathering In a social setting	Friend – friend Acquaintance – acquaintance	Sports Hobbies and recreation Pastimes Entertainment Places Seasons Food and drink Greeting cards Thank you cards	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>Do you like to swim?</i> – <i>Do you swim often?</i> – <i>Do you ski, too?</i> – <i>What do you do for entertainment?</i> – <i>Oh yes. I read every night.</i> – <i>I do. I'm a Canadiens fan.</i>		– <i>Yes, just in a lake.</i> – <i>In the summer. On week-ends.</i> – <i>No, I can't.</i> – <i>I love movies. They're important for me.</i> – <i>(Do) you like to read?</i> – <i>(Do) you watch hockey?</i> – <i>I like the Nordiques.</i>	
		<i>Get well soon. We miss you very much!</i>	
		<i>The gang.</i>	
<i>I loved the show; she's a great singer!</i>		<i>Fantastic weekend! The cottage was great. Good fishing. Can't wait to go back!</i>	
<i>Thank you for the wonderful evening. I enjoyed the movie.</i>		<i>Your friend, Ester.</i>	
<i>Pete.</i>			

INTERMEDIATE OBJECTIVE 2.11

In a social setting, the adult students will be able to exchange small talk on current weather conditions.		
FUNCTIONS Expressing feelings (C + E) Asking for information (C + E) Imparting information (C + E) Making small talk (C + E)		NOTIONS Past reference Present reference Future reference Degree Quantity
SETTING In class At work At a social setting	ROLES Teacher – student Colleague – colleague Acquaintance – acquaintance	TOPICS Temperature Precipitation Sky conditions Wind Outdoor activities
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>What a day! Don't you think we have enough snow?</i>		– <i>Enough! No. I like the snow.</i>
– <i>You like it? Ugh!</i>		– <i>Is it snowing now?</i>
– <i>It sure is. There's supposed to be 15 centimetres.</i>		– <i>Fifteen centimetres? When?</i>
– <i>Tonight.</i>		– <i>Great! I'm going skiing tomorrow.</i>

INTERMEDIATE OBJECTIVE 2.12

In a social setting, the adult students will be able to accept or decline an invitation orally and in writing and give simple reasons for refusing.

FUNCTIONS		NOTIONS	
Inviting	(C)	Future reference	
Suggesting	(C)	Point of time	
Accepting	(E)	Time	
Declining	(E)	Capacity	
Giving reasons	(E)	Reason	
SETTING	ROLES	TOPICS	
On the telephone	Friend – friend	Places	
At school	Acquaintance – acquaintance	Entertainment	
In a public place		Leisure-time activities	
At a friend's home		Days of the week	
At work		Times	
By mail		Activities	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>Would you like to go to...?</i> – <i>Do you want to come with me to...?</i> – <i>How about going to...?</i> – <i>What about going to...?</i> – <i>Why don't we go to...?</i> – <i>I'm going to... Would you like to?</i>		– <i>I'd like to.</i> – <i>I'd like that.</i> – <i>Oh, yes.</i> – <i>Okay.</i> – <i>All right.</i>	
		– <i>No. I'm working.</i> – <i>No. I have a class.</i> – <i>No. I'm broke.</i> – <i>Sorry. (I have) no time.</i>	
– <i>Can you come to... next Friday night?</i> – <i>Coming downstairs?</i> – <i>Are you busy Saturday night?</i>		– <i>Friday? Not sure.</i> – <i>For a coffee? Okay.</i> – <i>It depends.</i>	
<i>To all employees,</i>		<i>I will be there.</i>	
<i>You are invited to a going-away party for Mr. Cummings.</i>		<i>Georges.</i>	
<i>On Saturday June 10 at 8 p.m. in the first floor lounge.</i>		<i>Sorry can't make it. I'll be out of town.</i>	
<i>R.S.V.P.</i>		<i>Francis.</i>	

INTERMEDIATE OBJECTIVE 2.13

In a social setting, the adult students will be able to invite another person orally and in writing, and understand his/her acceptance or refusal and simple reasons for it.

FUNCTIONS		NOTIONS	
Inviting	(E)	Future reference	
Suggesting	(E)	Time	
Accepting	(C)	Point of time	
Declining	(C)	Capacity	
Expressing an obligation	(C)	Reason	
Giving reasons	(C)		
SETTING	ROLES	TOPICS	
On the telephone	Friend – friend	Places	
At school	Acquaintance – acquaintance	Entertainment	
In a public place		Leisure-time activities	
At a friend's home		Days of the week	
At work		Times	
By mail		Activities	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– I'd like to, but I've got to babysit.		– (Do you) want to go to a movie tonight?	
– Sure. It's a perfect day.		– ... want to go skiing?	
– Good idea. I'll invite Larry and Manuela, too.		– (Would you) like to come to my place?	
– Not tonight. I can't. Another time.		– I'm going to... (Do you) want to come?	
Thank you for the invitation, but I can't make it. I have to work that weekend.		You're invited...	
Pete.		Why: Carl's suprise birthay party	
		When: Saturday November 11.	
		Time: 7:30 p.m.	
		Where: Bell Hall	
		60 Crescent road	
		Millbury	
I'll be glad to go!			
James.			

INTERMEDIATE OBJECTIVE 2.14

In a social setting, the adult students will be able to find out the time and location of an activity or event.		
FUNCTIONS Asking about the time (E) Asking about the place (E) Talking about when (C) Talking about where (C)		NOTIONS Place Time Possessive relations
SETTING On the telephone At school In a public place At a friend's home At work	ROLES Friend – friend Acquaintance – acquaintance	TOPICS Places Days of the week Times of the day Dates Months of the year Ordinal numbers
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>On Saturday night.</i> – <i>On October, the thirtieth.</i> – <i>Tomorrow afternoon.</i> – <i>At eight-thirty.</i> – <i>In Québec.</i> – <i>At the Capitol.</i> – <i>Downtown, on Ste. Catherine Street.</i> – <i>No, at Tony's.</i> – <i>The game is at the Bir O on Sunday afternoon.</i> – <i>The meeting will be in my office in ten minutes.</i> – <i>Can you come to the clinic tomorrow morning at eight?</i> <i>Staff meeting.</i> <i>Important!</i> <i>At 4 p.m. Monday</i> <i>December 22, in the cafeteria.</i>		– <i>When?</i> – <i>When is it?</i> – <i>When are you going?</i> – <i>What time?</i> – <i>Where?</i> – <i>Where is it?</i> – <i>Where is the...?</i> – <i>At your place?</i>

INTERMEDIATE OBJECTIVE 2.15

In a social setting, the adult students will be able to inform another person of the time and location of an activity or event.

FUNCTIONS		NOTIONS	
Asking about the time	(E)	Place	
Asking about the place	(E)	Time	
Talking about when	(C)	Possessive relations	
Talking about where	(C)		
SETTING	ROLES	TOPICS	
On the telephone	Friend – friend	Places	
At school	Acquaintance – acquaintance	Days of the week	
In a public place		Times of the day	
At a friend's home		Dates	
At work		Months of the year	
		Ordinal numbers	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Where are you meeting?		– (At) my house.	
– I'd love to come to your party. Where is it?		– (At) Christo's house.	
– Is Joe picking you up?		– Yes, (at) eight o'clock. (At) the Jean Talon Metro.	
– When is the game?		– At 10:30.	
– When does your vacation start?		– (On) July fifteenth.	
– Are you staying home?		– No, (we're) going to Maine.	

INTERMEDIATE OBJECTIVE 2.16

In a social setting, the adult students will be able to discuss their abilities and find out about the abilities of others.		
FUNCTIONS Inquiring about capability (C + E) Stating capability (C + E)		NOTIONS Capability/incapability Present reference
SETTING At school At home In a social gathering	ROLES Friend – friend Acquaintance – acquaintance	TOPICS Abilities Leisure-time activities Modes of transportation
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Can you give me a lift? – Can you play the piano? – Can you ski? – Can you drive a manual transmission? – Yes, I can. But I don't play hockey. – Yes, pretty well now. – No problem.		– Yes, I can. – No, I can't. – Yes, I can. A little. – Cross-country. Not alpine. – No, just automatic. – (Can) you skate? – Can you speak English? – Can you help me?

INTERMEDIATE OBJECTIVES

CONTEXT 2

CLASSROOM

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

- 2.17 find out the whereabouts of a person, place, object or activity in the school.
 - 2.18 describe the whereabouts of a person, place, object or activity in the school.
 - 2.19 express their lack of comprehension and communicate so as to get out of trouble.
 - 2.20 understand when other people express their lack of comprehension and request clarification.
 - 2.21 understand frequently used oral and written instructions.
 - 2.22 understand simple oral and written information about how the class and the school function.
 - 2.23 find out the time.
 - 2.24 give the time.
 - 2.25 express their basic needs.
 - 2.26 understand compliments and comments on their language proficiency and respond appropriately.
 - 2.27 make an appropriate compliment.
 - 2.28 understand various compliments and the reasons motivating them, and respond appropriately.
-

INTERMEDIATE OBJECTIVE 2.17

In the classroom, the adult students will be able to find out the whereabouts of a person, place, object or activity in the school.

FUNCTIONS		NOTIONS	
Asking where Describing where		(E) (C)	Place Existence Possession Location
SETTING	ROLES		TOPICS
At school In class	Teacher – student Student – student		School supplies School services Parts of the school Directions Locations
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– It's here. On my desk.		– Where is my book?	
– Downstairs. Near the library.		– Where (is) the bookstore?	
		– The bookstore. Where is it?	
– Beside the cafeteria.		– Where's the office?	
		– Where (is) the office?	
– She's in her math class.		– Where is Eveline?	

INTERMEDIATE OBJECTIVE 2.18

In the classroom, the adult students will be able to describe the whereabouts of a person, place, object or activity in the school.		
FUNCTIONS Talking about where (E) Asking where (C)		NOTIONS Place Existence Possession Location
SETTING At school In class	ROLES Teacher – student Student – student	TOPICS School supplies School services Parts of the school Directions Locations
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Can you tell me where the gymnasium is? – Did you see my ashtray? – Can you get books here? – Where is the bookstore?		– Yes. Downstairs. (In) the basement. – (It's) there. (On) the floor. – Books? (At) the bookstore? – Go downstairs.

INTERMEDIATE OBJECTIVE 2.19

In the classroom, the adult students will be able to express their lack of comprehension and communicate so as to get out of trouble.		
FUNCTIONS Expressing lack of comprehension (E) Asking for clarification (E) Requesting repetition (E)		NOTIONS Capability/incapability Repetition Speed
SETTING In class	ROLES Teacher – student Student – student	TOPICS Any topic covered in other objectives
LANGUAGE EXPONENTS		
COMPREHENSION	EXPRESSION – <i>What?</i> – <i>What did you say?</i> – <i>Excuse me?</i> – <i>Pardon me?</i> – <i>Repeat, please.</i> – <i>(Could you) repeat that, please.</i> – <i>(Could you) say that again.</i> – <i>Sorry, I don't understand.</i> – <i>Sorry, I didn't understand you.</i> – <i>I didn't catch that.</i> – <i>I don't understand "...". what does "..." mean?</i> – <i>Go slowly, please.</i> – <i>(Say it) again, please.</i> – <i>Whoa! Slow down.</i> – <i>Sorry, (I was) not listening.</i>	

INTERMEDIATE OBJECTIVE 2.20

In the classroom, the adult students will be able to understand when other people express their lack of comprehension and request clarification.		
FUNCTIONS Expressing lack of comprehension (C) Asking for clarification (C) Requesting repetition (C)		NOTIONS Capability/incapability Repetition Speed
SETTING In class	ROLES Teacher – student Student – student	TOPICS Any topic covered in other objectives
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>I don't understand you.</i> – <i>I didn't catch that.</i> – <i>I didn't get that.</i> – <i>Could you say that again?</i> – <i>Come again?</i> – <i>What did you say?</i> – <i>Could you repeat that?</i> – <i>Pardon me?</i> – <i>Excuse me?</i> – <i>Sorry, I wasn't listening.</i> – <i>Try again.</i> – <i>Talk a little slower.</i>		– <i>Okay.</i> – <i>All right.</i> – <i>Sure.</i>

INTERMEDIATE OBJECTIVE 2.21

In the classroom, the adult students will be able to understand frequently used oral and written instructions.		
FUNCTIONS Oral and written instructions (C)		NOTIONS Location Number Duration Point of time Arrangement
SETTING In class	ROLES Teacher – student	TOPICS Classroom materials Classroom activities Classroom furniture Clock time Learning materials
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Put the desks into a circle. – Number your paper one to ten. – Take the role of "Norbert". – Don't interrupt when someone is talking. – Turn to a blank page in your notebook. – Imagine you're on the moon. – Stop me if you don't understand. – Circle the correct answer. – Listen, then answer the questions. – Complete the sentences. – See your teacher for further explanations.		

INTERMEDIATE OBJECTIVE 2.22

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 Describing things (C) Describing places (C) Stating the time (C) Stating the day, date (C)		NOTIONS Existence Availability Location Direction Point of time Duration Commencement Cessation
SETTING In class In school	ROLES Teacher – student Student – student	TOPICS Time Days of the week Months, dates Parts of the school Holidays Activities
LANGUAGE EXPONENTS COMPREHENSION – <i>You can't park in front of the school. It's a fire zone.</i> – <i>The bookstore is closed now. It opens at 7 o'clock.</i> – <i>Registration for badminton starts tonight. It costs thirty dollars for ten nights.</i> – <i>Next Monday is Thanksgiving. There's no school.</i> – <i>I'll be late on Wednesday. Class will start at 7:30.</i> – <i>Trials for the soccer team are at 3 p.m. in the gym.</i> – <i>The bookstore is opened from 12 noon to 5 p.m. Monday to Friday.</i> * <i>Authentic timetables and agendas.</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 2.23

In the classroom, the adult students will be able to find out the time.		
FUNCTIONS Asking the time (E) Stating the time (C)		NOTIONS Time Commencement Cessation Number
SETTING In class In a public place	ROLES Teacher – student Student – student Stranger – stranger	TOPICS Ways of telling time
LANGUAGE EXPONENTS		
COMPREHENSION – <i>Sorry, I haven't got a watch.</i> – <i>I don't know. Sorry.</i> – <i>Yes, it's seven-fifteen.</i> – <i>Yes, it's a quarter past seven.</i> – <i>It's time for class.</i> – <i>It's time to start.</i> – <i>It's time to stop.</i>	EXPRESSION – <i>The time?</i> – <i>Time, please?</i> – <i>(Do you have) the time?</i> – <i>(Have you) got the time?</i> – <i>What time (is it)?</i> – <i>(Do you) know the time?</i> – <i>Excuse me. The time, please?</i> – <i>Could you tell me the time?</i>	

INTERMEDIATE OBJECTIVE 2.24

In the classroom, the adult students will be able to give the time.		
FUNCTIONS Stating the time (E) Asking the time (C)		NOTIONS Time Commencement Cessation Number
SETTING In class In a public place	ROLES Teacher – student Student – student Stranger – stranger	TOPICS Ways of telling time
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Excuse me. Have you got the time? – Pardon me. Do you know what time it is? – What's the time? – What time is it? – Are you wearing a watch? – Is it seven o'clock yet?		– Sorry, no. – Yes, it's eight – oh – five. – Yes, it's five past eight. – No. I'm not. – No. Ten minutes to seven.

INTERMEDIATE OBJECTIVE 2.25

In the classroom, the adult students will be able to express their basic needs.		
FUNCTIONS Inquiring about wants, needs (C) Stating wants, needs (E) Requesting things (E) Accepting (E) Declining (E) Thanking (E)		NOTIONS Desirability/undesirability Importance/unimportance Utility/unutility Facility/difficulty
SETTING In class At school	ROLES Teacher – student Student – student	TOPICS Classroom activities Food Drink Classroom materials Ways of helping
LANGUAGE EXPONENTS		
COMPREHENSION – Can I help you? – What's the problem? – I need some help with the projector. – Shall we continue? – Do you want anything at the cafeteria? – How are you doing? – Sorry. I've only got one.		EXPRESSION – Please. (Can you) explain? – (I have) no paper. – My pen is no good. – I (want to) try. – No! (We need) a break! – Yes. I want (some) juice. – Okay. I want (some) practice. – Could I borrow a pen?

INTERMEDIATE OBJECTIVE 2.26

In the classroom, the adult students will be able to understand compliments and comments on their language proficiency and respond appropriately.		
FUNCTIONS Talking about language (C) Complimenting (C) Responding to a compliment (E)		NOTIONS Rightness/wrongness Quality Acceptability/unacceptability Correctness/incorrectness Facility/difficulty
SETTING In class In a social setting	ROLES Teacher – student Student – student Acquaintance – acquaintance	TOPICS Language abilities Compliments
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>Your accent's pretty good.</i> – <i>You have a pretty good vocabulary.</i> – <i>You get your idea across.</i> – <i>You're making progress.</i> – <i>Your English is better. You must study a lot.</i> – <i>Your ear is excellent. You understand well.</i> – <i>You learn English quickly.</i>		– <i>Yeah? You think (so)?</i> – <i>I watch TV.</i> – <i>Thanks.</i> – <i>I suppose. A bit.</i> – <i>Study? Oh, yes.</i> – <i>I understand. But speaking...</i> – <i>I like languages.</i>

INTERMEDIATE OBJECTIVE 2.27

In the classroom, the adult students will be able to make an appropriate compliment.		
FUNCTIONS Complimenting (E) Describing things, people (E) Thanking (C) Acknowledging compliments (C)		NOTIONS Quality Rightness/wrongness Colour Appearance (physical condition)
SETTING In class	ROLES Teacher – student Student – student	TOPICS Compliments Clothes Colours Physical characteristics
LANGUAGE EXPONENTS		
COMPREHENSION – Thanks. – Thank you.	EXPRESSION – Hey, you're good. – Good. – You speak well. – Nice dress (shirt, jacket). – Nice colour. – Good book. – Ah. (You had) a haircut. (It's) very nice. – (You look) nice in red. – Blue is your colour.	

INTERMEDIATE OBJECTIVE 2.28

In the classroom, the adult students will be able to understand various compliments and the reasons motivating them, and respond appropriately.

FUNCTIONS		NOTIONS	
Complimenting	(C)	Quality	
Describing things	(C)	Colour	
Thanking	(E)	Style	
Acknowledging compliments	(E)	Reason	
		Condition	
SETTING	ROLES		TOPICS
In class	Teacher – student Student – student		Compliments Clothes Colours Physical characteristics
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– You're looking well today.		– Thanks. I skied (all day).	
– Hey, that's a nice shirt.		– Ah, thank you.	
– Congratulations on your exam. You did really well.		– Thanks.	
– Wow! Your hair's blonde. It looks nice.		– (It's) a change.	
– You did well on your exam.		– I'm glad.	
– Your exam was just great.			
– You look like you're in a good mood.		– It's true.	

INTERMEDIATE OBJECTIVES

CONTEXT 3

PUBLIC PLACE

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

- 2.29 respond to a request for directions on the street or in a public building.
- 2.30 catch another person's attention and ask for directions to a person, place, object or activity.
- 2.31 understand simple oral and written directions and confirm their comprehension.
- 2.32 defend their ideas.
- 2.33 understand oral and written statements of danger and warning.
- 2.34 make simple statements of danger and warning in dangerous situations.

INTERMEDIATE OBJECTIVE 2.29

In a public place, the adult students will be able to respond to a request for directions on the street or in a public building.		
FUNCTIONS Requesting directions (C) Requesting help (C) Indicating a direction (E) Giving directions (E)		NOTIONS Relative position Location Directions Existence/non-existence Distance
SETTING On the street In a public building On public transportation	ROLES Stranger – stranger	TOPICS Buildings Services Directions Roads Units of distance (metric and Imperial)
LANGUAGE EXPONENTS		
COMPREHENSION – <i>I wonder if you could help me.</i> – <i>Can you give me a hand?</i> – <i>Could you help me?</i> – <i>How do I get downtown?</i> – <i>Is this the road to the border?</i> – <i>Where's the Forum?</i> – <i>Is there a bank around here?</i> – <i>How far is it to the gas station?</i> – <i>Do you know a good garage?</i> – <i>Which way to the Gaspé?</i>		EXPRESSION – <i>Sure.</i> – <i>Yes.</i> – <i>I (will) try.</i> – <i>Take this street. Turn right on Park.</i> – <i>Yes, it is.</i> – <i>(Right) there.</i> – <i>Two blocks (along).</i> – <i>(About) 5 miles.</i> – <i>Yes, a PetroCanada. On Laurier.</i> – <i>Take 132, east.</i>

INTERMEDIATE OBJECTIVE 2.30

In a public place, the adult students will be able to catch another person's attention and ask for directions to a person, place, object or activity.		
FUNCTIONS Catching a person's attention (E) Inquiring about directions (E) Describing the location (C) Understanding directions (C)		NOTIONS Relative position Directions Existence/non-existence Place Distance
SETTING On the street In a public building On public transportation	ROLES Stranger – stranger	TOPICS Buildings Services Directions Roads Landmarks
LANGUAGE EXPONENTS		
COMPREHENSION	EXPRESSION – <i>Pardon me. (Is there) a post office? bank? shopping center? drugstore? police station?</i> – <i>Just a minute. (Can you tell me) where there is a grocery store? good restaurant? gas station?</i> – <i>Excuse me. (Can you give me) directions to Wellington St? Highway 20? the Laurentian Autoroute? the road to Ste. Agathe?</i> – <i>The camping department, please?</i>	

INTERMEDIATE OBJECTIVE 2.31

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

FUNCTIONS		NOTIONS	
Directing	(C)	Relative position	
Confirming directions	(E)	Directions	
Understanding directions	(C)	Existence/non-existence	
Expressing understanding	(E)	Place	
Thanking	(E)	Distance	
SETTING	ROLES	TOPICS	
On the street In a public building On public transportation In a tourist information center	Stranger – stranger	Buildings Services Directions Roads Compass points Landmarks	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– A drugstore? Let me think. Yes, over on Broadway. That's two blocks east.		– On Broadway. Two blocks. Thanks.	
– No, I don't know any good restaurants. Go to the tourist bureau. They'll tell you.		– The tourist bureau? Okay.	
– The road to Ste. Agathe. Well, you want the autoroute. Go up to the light and turn right.		– The light. Turn right. And take the autoroute. Right?	
– Camping? That's with sports. Second floor. Past the electrical appliances.		– Okay. Second floor. (With) the electrical appliances.	
Randy's Family Restaurant Open 7 days a week Just east of Kirkland Off Highway 402		} Authentic written directions	

INTERMEDIATE OBJECTIVE 2.32

In a public place, the adult students will be able to defend their ideas.		
FUNCTIONS Affirming one's place (E) Expressing ownership (E) Warning another (E) Instructing (E)		NOTIONS Place Ownership Activity Priority/posteriority
SETTING In public transport In line On the street	ROLES Stranger – stranger	TOPICS Warnings Danger Personal possessions Physical actions
LANGUAGE EXPONENTS COMPREHENSION EXPRESSION – <i>Hey! That's mine.</i> – <i>Hey! That's my coat.</i> – <i>Stop! My purse.</i> – <i>Watch out! Look out!</i> – <i>Excuse me!</i> – <i>Take it easy!</i> – <i>Don't push!</i> – <i>Relax!</i> – <i>Wait a second!</i> – <i>Wait a minute!</i> – <i>Sorry. I'm first.</i> – <i>That's not your place.</i>		

INTERMEDIATE OBJECTIVE 2.33

In a public place, the adult students will be able to understand oral and written statements of danger and warning.		
FUNCTIONS Warning (C)		NOTIONS Cause Adequacy/inadequacy Temperature Speed
SETTING On public transportation On the street In a public place	ROLES Stranger – stranger	TOPICS Danger Warnings Dangerous activities, places, situations Physical actions
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
- Look out! It's hot. - Watch out! It's slippery. - Be careful! The road's not good. - Watch it! - Go slowly! - Get away! - Don't! - Hurry up! - Slow down! - Come on! <i>Danger. High voltage.</i> <i>Danger. Undertow.</i> <i>No trespassing.</i> <i>No swimming.</i> <i>Danger. Men at work.</i> <i>Danger. Animal crossing.</i> <i>Danger. This water is <u>not</u> for drinking.</i>		

INTERMEDIATE OBJECTIVE 2.34

In a public place, the adult students will be able to make simple statements of danger and warning in dangerous situations.

FUNCTIONS		NOTIONS	
Warining	(E)	Cause	
Instructing	(E)	Adequacy/unadequacy	
		Temperature	
		Speed	
SETTING	ROLES	TOPICS	
On the street	Stranger – stranger	Warnings	
On public transportation		Danger	
In a public building		Dangerous activities, places, situations	
		Physical actions	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
		– Watch it! It's hot.	
		– Watch out! It's slippery.	
		– Look out! (There are) kids.	
		– Be careful! It's dark.	
		– Be careful! It's sharp.	
		– Watch your step.	
		– Take care. The roads are bad.	
		– Don't touch it!	
		– Leave it alone!	

INTERMEDIATE OBJECTIVES

CONTEXT 4

STORE

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

- 2.35 understand offers of help and respond appropriately.
- 2.36 request help.
- 2.37 obtain and understand pertinent oral and written information about desired items.
- 2.38 request various items orally and in writing and give certain specifications.
- 2.39 express their likes and dislikes with regard to an item.
- 2.40 obtain permission.
- 2.41 find out the price of a desired item and pay for it.

INTERMEDIATE OBJECTIVE 2.35

In a store, the adult students will be able to understand offers of help and respond appropriately.		
FUNCTIONS Offering help (C) Accepting help (E) Expressing needs (E) Declining help (E)		NOTIONS Future reference Permission Capability/incapability Priority/posteriority Time
SETTING In a store	ROLES Salesperson – customer	TOPICS Offers of help Consumer goods
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Yes, sir (ma'am). – May I help you? – Have you been served? – Can I be of help? – Have you found what you're looking for? – Are you next, sir (ma'am)? – Is someone looking after you?		– Yes, please. (I need) a battery. – All right. (I'm looking for) a bathing suit. – No, (it's okay), thanks. – No, (I'm) all right. – No, (I'm) just looking. – Not now, thanks. – In a second. – In a minute. – No, not yet.

INTERMEDIATE OBJECTIVE 2.36

In a store, the adult students will be able to request help.		
FUNCTIONS Requesting help (E) Expressing needs, wants (E)		NOTIONS Capability/incapability Desirability/undesirability Appearance (colour, size, material, quality) Utility/function
SETTING In a store	ROLES Salesperson – customer	TOPICS Colour Kinds of material Dimensions (size) Consumer goods
LANGUAGE EXPONENTS		
COMPREHENSION	EXPRESSION – Excuse me. – (Do you) work here? – (Could you) help me, please. – I need a... – Do you have... – I'm looking for a... – I'd like a... – Where is the... department?	

INTERMEDIATE OBJECTIVE 2.37

In a store, the adult students will be able to obtain and understand pertinent oral and written information about desired items.

FUNCTIONS		NOTIONS	
Inquiring about things Describing things	(E) (C)	Number Dimensions Colour Age Material Quality Utility/function Availability/non-availability	
SETTING	ROLES	TOPICS	
In a store By catalogue	Salesperson – customer	Colours Kinds of material Dimensions (size) Consumer goods Uses Advertisements Price Quantity	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>There are 48.</i> – <i>A litre. Enough for 8 hours.</i> – <i>That's extra large.</i> – <i>Blue, brown and gray, ma'am.</i> – <i>Baked today, sir.</i> – <i>It's very resistant plastic.</i> – <i>Oh, yes. Excellent.</i> – <i>That's for filtering the water.</i> <i>Men's T-shirts</i> <i>100 % cotton, machine wash</i> <i>red – black – grey – white</i> <i>size S – M – L – XL</i> <i>\$ 14.99 each.</i>		– <i>How many (are there) in a package?</i> – <i>How much (is there) in a can?</i> – <i>What size (is this)?</i> – <i>What colours (are there) for these pants?</i> – <i>(Is) the bread fresh?</i> – <i>What material (is it)?</i> – <i>(Is it) good quality?</i> – <i>What is this (for)?</i>	

INTERMEDIATE OBJECTIVE 2.38

In a store, the adult students will be able to request various items orally and in writing and give certain specifications.

FUNCTIONS		NOTIONS	
Expressing needs, wants	(E)	Number	
Requesting something	(E)	Dimensions (size)	
Describing things	(C + E)	Colour	
Asking about needs, wants	(C)	Age	
Filling out order forms	(C + E)	Material	
		Quality	
		Utility/function	
		Availability/non-availability	
SETTING	ROLES		TOPICS
In a store	Salesperson – customer		Colours Dimensions (size) Consumer goods Uses Price Quantity
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– What kind?		– I'm looking for jeans.	
– Blue?		– Levi's. Size 36.	
– Here you go.		– Yes, blue.	
– Yes, how much?		– May I have (some) hamburger.	
– All right. Here you go.		– Half a kilo.	
– What kind?		– (Some) film, please.	
– Okay, 35 millimetre. Twenty or thirty-six exposures?		– One, thirty-five.	
– What speed?		– Thirty-six, please.	
		– I'll take Plus-X.	
– A cream? You mean an ointment.		– Hello, I need a cream.	
– What's it for?		– I suppose.	
– A sunburn? Too much sun? Try this. It's very good.		– The sun... A sun...	
		– Yes, that's it.	
Item number		Fill out authentic order forms	
Color			
Size			
Quantity			
Price			

INTERMEDIATE OBJECTIVE 2.39

In a store, the adult students will be able to express their likes and dislikes with regard to an item.

FUNCTIONS		NOTIONS	
Expressing likes and dislikes	(E)	Desirability/undesirability	
Describing things	(C)	Adequacy/inadequacy	
Asking about likes and dislikes	(E)	Utility/inutility	
		Price/value	
SETTING	ROLES		TOPICS
In a store	Salesperson – customer		Consumer goods Styles Materials Colours Uses for various consumer goods
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– How about that?		– I like this.	
– What do you think about that one?		– It's nice.	
– Here's another style.		– No. I don't like that.	
– Do you like red?		– Oh, no. Not red.	
– Now this is very popular.		– Oh, yes. That's perfect.	
– We're selling a lot of these.		– No, not for me.	
– Would you like to try something in red?		– Oh, no. I don't think so.	
– Did you find what you wanted?		– I'll think about it.	

INTERMEDIATE OBJECTIVE 2.40

In a store, the adult students will be able to obtain permission.		
FUNCTIONS Asking permission (E) Finding out the conditions (E) Granting, refusing permission (C) Explaining the conditions (C)		NOTIONS Duration Future reference Permission Capability/incapability Condition
SETTING In a store	ROLES Salesperson – customer	TOPICS Guarantees Conditions
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>Would you like to try it on? Just take it over there.</i>		– <i>Yes, please.</i>
– <i>Yes, right over there.</i>		– <i>Can I try it (on)?</i> – <i>May I try it (on)?</i>
– <i>Yes, if it's not right, you can bring it back. Bring the bill.</i>		– <i>Can I return it?</i>
– <i>It's fully guaranteed for three months.</i>		– <i>What's the guarantee?</i> – <i>(Is there) a guarantee?</i>
– <i>Yes, I'll put it aside until tomorrow.</i>		– <i>Can you reserve it (for me)?</i>

INTERMEDIATE OBJECTIVE 2.41

In a store, the adult students will be able to find out the price of a desired item and pay for it.		
FUNCTIONS Inquiring about the price (E) Stating the price (C) Inquiring about payment (C + E)		NOTIONS Value Price Number
SETTING In a store	ROLES Salesperson – customer	TOPICS Cost Descriptions of value Ways of paying for consumer goods
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>It's eleven, ninety-five.</i> – <i>It's thirty-nine, fifty.</i> – <i>No, that's the size. It's actually nineteen, ninety-nine.</i> – <i>Not for a car of this quality. It's only eleven thousand, two hundred.</i> – <i>Personal cheques. No, I'm sorry.</i> – <i>Will you pay cash?</i> – <i>On your account, ma'am?</i> – <i>Yes, we do.</i>		– <i>(What's) the price?</i> – <i>Ooh. (That's) expensive.</i> – <i>How much (is it)?</i> – <i>That's all right.</i> – <i>(Is this) the real price? Thirty-two dollars?</i> – <i>(Is it) expensive?</i> – <i>Do you accept cheques?</i> – <i>Yes, cash.</i> – <i>Yes, please.</i> – <i>Do you take credit cards?</i>

INTERMEDIATE OBJECTIVES

CONTEXT 5

TELEPHONE COMMUNICATION AT HOME AND AT WORK

On the telephone at home and at work, the adult students will be able to :

- 2.42 speak to a person.
- 2.43 respond to requests to speak to another person.
- 2.44 take or leave simple messages.
- 2.45 obtain services (taxi, room service, take-out food).
- 2.46 report emergencies and obtain emergency services.
- 2.47 take down simple messages.

INTERMEDIATE OBJECTIVE 2.42

On the telephone at home and at work, the adult students will be able to speak to a person.

FUNCTIONS		NOTIONS	
Identifying oneself	(E)	Presence/absence	
Asking for a person	(E)	Availability/non-availability	
Inquiring about calling back	(E)	Location	
Thanking	(E)	Future reference	
Saying good-bye	(E)	Point of time	
Saying whether a person is in	(C)		
Telling a person to call back	(C)		
Welcoming	(C)		
SETTING	ROLES	TOPICS	
On the phone	Stranger – stranger Acquaintance – acquaintance Friend – friend Caller – receptionist		
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Yes, hang on a second.		– Hello, this is Heather.	
– Yes, I'll get him. Just a minute, please.		– Is Mario there? Is Mario around?	
		– Can I talk to Mario?	
– No, he's not here right now. He's out at the moment. Sorry, he's not in.			
– Around ten.		– (When can) I call back?	
In about an hour.		– Okay, I (will) call back. Thank you.	
– You're welcome.		– Bye.	

INTERMEDIATE OBJECTIVE 2.43

On the telephone at home and at work, the adult students will be able to respond to requests to speak to another person.

FUNCTIONS		NOTIONS	
Answering the phone	(E)	Presence/absence	
Saying it's a wrong number	(E)	Availability/non-availability	
Saying the person is present/absent	(E)	Location	
Asking someone to wait	(E)	Correctness/incorrectness	
Saying good-bye	(E)	Future reference	
Asking for somebody	(C)	Point of time	
Saying one is sorry	(C)		
SETTING	ROLES		TOPICS
On the phone	Stranger – stranger Acquaintance – acquaintance Friend – friend Caller – receptionist		
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Hello. May I speak to Jonh, please? – Hello. Is John there, please? – Hello. Is John near the phone? – Hello. Could I speak to John, please?		– Hello. – Yes, just a minute. – Yes, just a second, please. – Yes, hang on, please. – No, I'm sorry. He's not here. – I'm sorry. He's busy at the moment. – No, he's out of town. – Good-bye. – (I'm afraid) you have the wrong number. – Sorry. Wrong number. – (There's) no John here. – It's okay. – It's nothing.	
– Okay, thanks. – Bye. – Sorry. – Sorry about that. – Excuse me.			

INTERMEDIATE OBJECTIVE 2.44

On the telephone at home and at work, the adult students will be able to take or leave simple messages.		
FUNCTIONS Asking for a person (C + E) Identifying oneself (C + E) Leaving a message (C + E) Taking a message (C + E) Offering to take a message (C + E) Thanking (C + E) Saying good-bye (C + E)		NOTIONS Presence/absence Future reference Possession/ownership Time
SETTING On the phone	ROLES Stranger – stranger Acquaintance – acquaintance Friend – friend Caller – receptionist	TOPICS Telephone messages (names, numbers, instructions, requests)
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>May I take a message?</i> – <i>May I ask who's calling?</i> – <i>Does he know your number?</i> – <i>Yes. It's Frank. Tell her I called.</i> – <i>My number is 875-7241. Could you ask her to call back.</i> – <i>No, tomorrow.</i> – <i>Okay, thanks.</i>		– <i>Yes. It's Diana. (Can you) ask him to call me?</i> – <i>No. My number is 243-3850.</i> – <i>Tell him I (will) call tonight.</i> – <i>May I take a message?</i> – <i>Can I take a message?</i> – <i>Tonight?</i> – <i>All right.</i> – <i>Bye.</i>

INTERMEDIATE OBJECTIVE 2.45

On the telephone at home and at work, the adult students will be able to obtain services (taxi, room service, take-out food).		
FUNCTIONS Giving one's location (E) Requesting a service (E) Asking how long (E) Identifying oneself (E) Saying how long (C) Asking for identification (C)		NOTIONS Lenght of time Point of time Future reference Place Number
SETTING On the phone	ROLES Caller – taxi dispatcher Hotel guest – room service Caller – take-out food receptionist	TOPICS Address Phone numbers Take-out food Room service
LANGUAGE EXPONENTS		
COMPREHENSION – Hello. Co-op Taxi. – Address? – Apartment? – Ten minutes. – Room service. – What room, ma'am? – It'll just be a minute. – Vesuvio Pizza. – All dressed? – Okay. One large, no pepperoni, extra cheese. Your address? – Fifteen minutes. – Thirteen-fifty.		EXPRESSION – (I'd like) a taxi, please. – 1242 Charles St. – Number 6. How long (will it take)? – Okay, thanks. – A bottle of champagne, please. – It's seven-oh-five. – Thanks. – I'd like (to order) a large pizza. – No. No pepperoni. Extra cheese. – I'll come (by). When (will it) be ready? – How much is it?

INTERMEDIATE OBJECTIVE 2.46

On the telephone at home and at work, the adult students will be able to report emergencies and obtain emergency services.		
FUNCTIONS Identifying oneself (C + E) Giving one's location (E) Reporting an emergency (E) Requesting emergency services (E) Asking someone to identify himself/herself (C)		NOTIONS Speed Importance/unimportance Action/event relations – Agency (who?) – Place (where?)
SETTING On the street At home At work	ROLES Caller – operator Caller – dispatcher	TOPICS Emergency services Emergency situations
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Operator. – Police Department. – What is your address, ma'am? – Keep calm, ma'am. We're sending an ambulance. – Fire Department. – Where are you located, sir? – Is the fire there? – And your name? – Thank you. A truck is on the way.		– Police Department. Hurry up. (It's an) emergency. – A man is very sick. – It's 2532 Fifty-third St. – Oh, hurry up! – (There's) a fire! – 6530 Jeanne Mance. – No, no. Not here. Across the street. – Christos Papadopoulos. – Operator, give me the Fire Department right away!

INTERMEDIATE OBJECTIVE 2.47

On the telephone at home and at work, the adult students will be able to take down simple messages.

FUNCTIONS		NOTIONS	
Taking written messages (E)		Identity Time Future reference Importance/unimportance	
SETTING	ROLES		TOPICS
At home At work	Individual – friend of a friend Employee – employee		Instructions for intended recipient of call
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
<i>Mr. called. Call back at 4 p.m. 416-523-4616 Call collect.</i>			

INTERMEDIATE OBJECTIVES

CONTEXT 6

HOUSING AND LODGING

In matters of housing and lodging, the adult students will be able to :

- 2.48 understand written descriptions of hotels, motels, rooms, apartments and houses.
- 2.49 have someone describe a type of lodging.
- 2.50 express their needs or desires.
- 2.51 understand and fill out registration forms.

INTERMEDIATE OBJECTIVE 2.48

In matters of housing and lodging, the adult students will be able to understand written descriptions of hotels, motels, rooms, apartments and houses.		
FUNCTIONS Reading classified ads (C) Reading advertising brochures (C) Describing lodging (C)		NOTIONS Dimensions Size Length, width Condition Age Price Location
SETTING At home On a trip	ROLES A person buying or renting living space – a traveller	TOPICS Hotel, motel characteristics Apartment characteristics House characteristics
LANGUAGE EXPONENTS COMPREHENSION <i>4 1/2 to sub-let. April 1. Clean and bright. Second floor. N.D.G. area. \$450, heated. Call 883-2150, after 6 p.m.</i> <i>Bungalow in Brossard, 3 bedrooms. Finished basement. Fireplace. Pool. Reason – transfer. Immediate occupancy. Price negotiable. Call 525-7230.</i> <i>Nirvana Hotel. Let the ocean waves put you to sleep. Eat breakfast on the sandy beach. Fish, swim, sail, surf, play golf. For a dream vacation. Call 1-800-888-7777.</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 2.49

In matters of housing and lodging, the adult students will be able to have someone describe a type of lodging.		
FUNCTIONS Describing lodging (C) Inquiring about lodging (E)		NOTIONS Dimensions Size Length, width Condition Age Price Location Material
SETTING On the phone During an inspection of lodging	ROLES Lessee – lessor Buyer – seller Traveller – clerk	TOPICS Hotel, motel characteristics (conveniences, price, services, location) Apartment characteristics (rooms, heating, condition, price) House characteristics (dimensions, age, price, condition, location)
LANGUAGE EXPONENTS		
COMPREHENSION – <i>Fifty-two dollars a night.</i> – <i>Yes, a colour TV in each room.</i> – <i>It's a 5-minute walk.</i> – <i>It's a six-and-a-half.</i> – <i>No, there's a furnace.</i> – <i>It's \$480 a month.</i> – <i>It's 23 years old.</i> – <i>Forty-two by twenty-six.</i> – <i>Near Gouin Boulevard.</i> – <i>Come and make an offer.</i>	EXPRESSION – <i>How much (is it)?</i> – <i>Is there a TV?</i> – <i>(Is the) hotel near the beach?</i> – <i>How many rooms (are there)?</i> – <i>(What's) the heating? Electric?</i> – <i>(How much is) the rent?</i> – <i>How old is the house?</i> – <i>(What are) the dimensions?</i> – <i>Where is it?</i> – <i>How much (are you asking)?</i>	

INTERMEDIATE OBJECTIVE 2.50

In matters of housing and lodging, the adult students will be able to express their needs or desires.

FUNCTIONS		NOTIONS	
Stating needs, wants	(E)	Number	
Stating intentions	(E)	Duration	
Describing lodging	(C)	Point of time	
Offering help	(C)	Price	
Asking about needs	(C)		
Asking about intentions	(C)		
SETTING	ROLES	TOPICS	
On the phone	Stranger – stranger	Services	
At a hotel, motel	Traveller – clerk	Heating systems	
Visiting an apartment, a room	Lessee – lessor	Prices	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Yes, may I help you? – Do you have reservations? – All right. Single or double? – Seventy-five dollars a night. – Do you need help with your baggage? – Okay, just sign here. – Oh yes. You called last night. – Would you like to see the apartment? – Yes, it's empty now. We just finished painting. – Hot water. – It's five hundred. – No problem for parking. – For what date, ma'am?		– We'd like a room. – No. – Single, please. How much is it? – For two nights, please. – Yes, please. – Hello. My name is – Yes. I'd like to. (Is it) empty? – Painting? That's nice. (What's) the heating? – (How much is) the rent? – I need parking. – I'd like to make a reservation. – I'd like to book a room. – I'd like to reserve a room.	

INTERMEDIATE OBJECTIVE 2.51

In matters of housing and lodging, the adult students will be able to understand and fill out registration forms.		
FUNCTIONS Filling out a registration form (E)		NOTIONS Personal identity Point of time Duration
SETTING At a hotel, motel, room, inn	ROLES Traveller	TOPICS Name Address Phone number Dates of arrival, departure Means of payment Description of car
LANGUAGE EXPONENTS		
COMPREHENSION	EXPRESSION <i>Authentic registration forms</i> e.g. Name Address Phone number Dates of arrival Dates of departure Licence number	

ANG-3007-6

TERMINAL OBJECTIVES**A) LISTENING**

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

- ... understand short narrations on various topics.
- ... understand reasons.
- ... pick out a number of details concerning time, place, people, objects, means and purpose.
- ... pick out the main idea of a short oral narration.
- ... understand simple conditions in familiar contexts.
- ... understand opinions about people, places, objects and activities.
- ... recognize statements of obligation or the absence of obligation.
- ... understand inquiries about their abilities (skills, talents, experience).
- ... recognize invitations and suggestions.
- ... understand instructions in a variety of contexts.
- ... understand directions.
- ... recognize offers or requests in a variety of contexts.
- ... recognize feelings expressed by another person.
- ... recognize conversation strategies (making contact, small talk, ending a conversation).
- ... understand advice.
- ... understand simple comparisons of people, places, objects and activities.
- ... understand descriptions of simple everyday problems.

B) SPEAKING

In a variety of real-life situations, the adult students will be able to...

- ... request and give simple information as to time, place, person, object, means and purpose.
 - ... inquire about and express feelings.
 - ... describe simple events.
 - ... state a simple problem.
 - ... describe their abilities.
 - ... ask for, express and react to simple opinions in familiar contexts.
-

- ... inquire about and express likes, dislikes and preferences as to time, place, person, objects and activities.
- ... ask about and express desires, needs and intentions.

- ... make simple appropriate offers and requests and respond to them.
- ... perform adequately in oral exchanges involving making contact, small talk and terminating a conversation.

C) READING

On reading simple written texts, the adult students will be able to...

- ... understand instructions and directions.
- ... recognize the various parts of written documents and pick out details concerning time, place, people, objects, means and purpose.
- ... identify key words and phrases.
- ... recognize reasons in a familiar context (invitations, suggestions).
- ... recognize invitations and suggestions.

D) WRITING

In a limited number of real-life situations, the adult students will be able to...

- ... fill out various forms.
- ... write simple instructions or directions.
- ... write simple messages in note form.
- ... write simple invitations and suggestions.

INTERMEDIATE OBJECTIVES

CONTEXT 1

SOCIAL SETTING

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

- 3.1 find out about the health or condition of a friend and respond to queries about their own condition.
 - 3.2 find out about or describe past, present or future activities.
 - 3.3 understand suggestions about a person, place, object or activity and respond appropriately.
 - 3.4 make suggestions about a person, place, object or activity and understand the responses.
 - 3.5 ask people about themselves and understand their responses.
 - 3.6 understand inquiries about other people and describe them.
 - 3.7 understand when asked for their opinion about a person, place, object or activity; state their opinion and understand the different reactions.
 - 3.8 ask other people for their opinions about people, places, objects or activities; understand the opinions and react in different ways.
 - 3.9 discuss attitudes about everyday activities, places, people and objects and justify them.
 - 3.10 discuss recent, current and upcoming weather conditions and express feelings about them.
 - 3.11 understand other people's obligations or lack of obligations when inviting them orally or in writing to an upcoming activity.
-

- 3.12 understand oral and written inquiries about their obligations, or lack of obligations, in relation to an upcoming activity.
- 3.13 understand when another person wishes to end a conversation and respond appropriately.
- 3.14 use polite expressions to end a conversation.

INTERMEDIATE OBJECTIVE 3.1

In a social setting, the adult students will be able to find out about the health or condition of a friend and respond to queries about their own condition.		
FUNCTIONS Asking about one's health (C + E) Describing one's health (C + E) Asking for reasons (C + E) Giving reasons (C + E)		NOTIONS Physical condition Mental condition Cause
SETTING In class At school At a social gathering	ROLES Friend – friend Acquaintance – acquaintance	TOPICS Health Common illnesses Social conventions Feelings
LANGUAGE EXPONENTS		
COMPREHENSION – How are you? – How are you feeling? – How are you going? – How's it going? – You're not looking too good. – You look like you're in a good mood. – I'm feeling just great. – I'm not in a good mood. – I'm really fed up.		EXPRESSION – Pretty well, thanks. – I'm feeling awful. – Doing well. – It's going pretty good. – I'm feeling sick. – I am. I'm in love. – How are you? – How are you feeling? – How are you doing?

INTERMEDIATE OBJECTIVE 3.2

In a social setting, the adult students will be able to find out about or describe past, present or future activities.

FUNCTIONS		NOTIONS	
Asking about activities	(C + E)	Past reference	
Describing activities	(C + E)	Present reference	
Asking about intentions	(C + E)	Future reference	
Stating intentions	(C + E)	Point of time	
Stating plans	(C + E)	Place	
		Duration	
		Commencement	
		Cessation	
SETTING	ROLES	TOPICS	
At school	Friend – friend	Leisure-time activities	
In class	Acquaintance – acquaintance	Entertainment	
At a social gathering		Vacations	
At work		Education	
		Employment	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– What have you been doing recently?		– We went camping in Jacques Cartier Park. We took canoes and fishing rods.	
– For the weekend?		– No. Ten days.	
– How was the weather?		– It rained every day.	
– Oh. Hi there, Brian.		– Hi. Ernie.	
– We're going to a film.		– What are you doing downtown?	
		– We're going to a club to listen to music.	
– Have a good time.		– Right. You too.	
– I can't stand this place. I'm looking for a new job.			
– Not now. But if I find another job...		– Are you going to quit?	
– If I have to. But I'd like to stay around here.		– Are you planning to move?	

INTERMEDIATE OBJECTIVE 3.3

In a social setting, the adult students will be able to understand suggestions about a person, place, object or activity and respond appropriately.

FUNCTIONS		NOTIONS	
Suggesting	(C)	Future reference	
Accepting	(E)	Point of time	
Declining	(E)	Time	
Giving reasons	(E)	Capability/incapability	
Showing indifference	(E)	Reason	
Suggesting an alternative	(C + E)		
Stating capability/incapability	(E)		
SETTING	ROLES	TOPICS	
On the telephone	Friend – friend	Place	colour
At school	Acquaintance – acquaintance	Leisure-time	activities
In a public place		Entertainment	
At a friend's home		Food, drink	
At work			
At home			
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– How about coming to Smitty's?		– Sure.	
– What about going to a movie?		– Good idea.	
		– I'd love to.	
– Hey. Let's go skiing.		– I can't. My car's broken.	
		– Not today. It's too late.	
– Sounds great.		– What about tomorrow?	
– I suggest we call right away.		– I don't care.	
		– It's up to you.	
		– You call if you want.	
– What do you say to a beer?		– Great. What time?	

INTERMEDIATE OBJECTIVE 3.4

In a social setting, the adult students will be able to make suggestions about a person, place, object or activity and understand the responses.

FUNCTIONS		NOTIONS	
Suggesting	(E)	Future reference	
Accepting	(C)	Point of time	
Declining	(C)	Time	
Showing indifference	(C)	Capability/incapability	
Suggesting an alternative	(C + E)	Reason	
Stating capability/incapability	(C)		
Giving reasons	(C)		
SETTING	ROLES		TOPICS
On the telephone	Friend – friend Acquaintance – acquaintance		Places
At school			Leisure-time activities
In a public place			Entertainment
At a friend's home			Food, drink
At work			
At home			
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Now that's a good idea.		– What about a Chinese restaurant?	
– I'm all for that.		– How about a Chinese restaurant?	
– I can't afford it. Let's walk.		– I suggest we take a taxi.	
– I'm not sure. Maybe it's sold out.		– How about... ? He's at Place des Arts tonight.	
		– We can call.	
– Okay. Go ahead.		– Let's go out for a drink.	
		– What about a beer?	
		– What do you say to a beer?	

INTERMEDIATE OBJECTIVE 3.5

In a social setting, the adult students will be able to ask people about themselves and understand their responses.		
FUNCTIONS Inquiring about a person (E) Describing a person (C)		NOTIONS Personal Characteristics Appearance Condition
SETTING At a social gathering At work	ROLES Friend – friend Fellow worker – fellow worker	TOPICS Appearance - height - weight - build - hair - eyes Personality
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– About average height. He's five-foot-nine. He's five-nine.		– Is he tall?
– She's a tough boss. But she's fair. I like her.		– What's she like?
– I don't know. She looks about thirty.		– Is she very old? How old is she?
– He's tall, well-built, brown hair, brown eyes. Friendly looking. He always has a big smile.		– Can you describe him? How tall is he?

INTERMEDIATE OBJECTIVE 3.6

In a social setting, the adult students will be able to understand inquiries about other people and describe them.

FUNCTIONS		NOTIONS	
Inquiring about a person (C) Describing a person (E)		Personal characteristics Appearance Condition	
SETTING	ROLES	TOPICS	
At a social gathering At work	Friend – friend Fellow worker – fellow worker	Appearance	– height – weight – build – hair – eyes
		Personality	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Do you know him?		– Yes. He's a nice guy.	
– I haven't seen her for ten years. What's she like?		– Tall, slim, well-dressed. Very sophisticated.	
– I'm meeting him at the train station. How would I recognize him?		– He's very tall. Six-foot-four. And big. Two hundred and twenty pounds. He's bald and he wears glasses.	

INTERMEDIATE OBJECTIVE 3.7

In a social setting, the adult students will be able to understand when asked for their opinion about a person, place, object or activity; state their opinion and understand the different reactions.

FUNCTIONS		NOTIONS	
Asking opinions	(C)	Rightness/wrongness	
Stating opinions	(C)	Value	
Agreeing	(C)	Personal characteristics	
Disagreeing	(C)	Reflection	
Expressing uncertainty	(C)		
SETTING	ROLES	TOPICS	
At a social gathering	Acquaintance – acquaintance	Personality	
At home	Relative – relative	Local milieu	
At work	Fellow worker – fellow worker	Leisure-time activities	
		Consumer goods	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– What do you think of ... ?		– I think he's smart. But I don't trust him.	
– I think you're right.			
– Is ... a nice place to live?		– I think so. It's quiet. There are lots of activities.	
– That's what I thought.			
– Do you jog?		– I don't think it's good. Too dangerous.	
– I'm not sure about that.			
– So what's your opinion of my new car?		– I think it's beautiful.	
– I agree with you there.			
– How do you feel about my plan?		– In my opinion, we should...	
		– As far as I'm concerned...	

INTERMEDIATE OBJECTIVE 3.8

In a social setting, the adult students will be able to ask other people for their opinions about people, places, objects or activities; understand the opinions and react in different ways.

FUNCTIONS		NOTIONS	
Asking opinions	(E)	Rightness/wrongness	
Stating opinions	(C)	Value	
Agreeing	(E)	Personal characteristics	
Disagreeing	(E)	Reflection	
Expressing uncertainty	(E)		
SETTING	ROLES		TOPICS
At a social gathering	Acquaintance – acquaintance		Personality
At home	Relative – relative		Local milieu
At work	Fellow worker – fellow worker		Leisure-time activities
			Consumer goods
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– I think she's the best teacher in the school.		– What's your opinion of ... ? What do you think of ... ?	
– Oh, yes. I love the people, the traffic, the action. It's the most interesting city in Canada.		– Do you like Montréal?	
– I agree with you. It's too violent. I think it's worse all the time.		– I think hockey's stupid. What about you?	
– I don't know. But the professionals use them. They think they're good.		– ... skis are on sale. Do you think they're good?	
– I know ... has some. Ask her.		– Do you know anything about ... skis?	

INTERMEDIATE OBJECTIVE 3.9

In a social setting, the adult students will be able to discuss attitudes about everyday activities, places, people and objects and justify them.

FUNCTIONS		NOTIONS	
Asking about likes and dislikes	(C + E)	Desirability/undesirability	
Stating likes and dislikes	(C + E)	Reference without time focus	
Asking about preferences	(C + E)	Frequency	
Stating preferences	(C + E)	Degree	
Asking why	(C + E)	Reason	
Giving reasons			

SETTING	ROLES	TOPICS
At school At a social gathering	Friend – friend Acquaintance – acquaintance	Leisure-time activities Employment Personality Places

LANGUAGE EXPONENTS	
COMPREHENSION	EXPRESSION
– <i>What do you think of school?</i> – <i>I hate it. I'm here for the piece of paper. That's all. I can't stand being inside all the time.</i> – <i>Do you like living in the city?</i> – <i>Why?</i> – <i>I used to. Not anymore.</i> – <i>I hurt my ankle.</i> – <i>Are you a tennis player?</i>	– <i>I like school. I like languages.</i> – <i>What about you?</i> – <i>No, I prefer the country</i> – <i>I like the quiet. I don't like traffic and crowds.</i> – <i>Do you ski a lot?</i> – <i>Why not?</i> – <i>I play but I'm not very good.</i>

INTERMEDIATE OBJECTIVE 3.10

In a social setting, the adult students will be able to discuss recent, current and upcoming weather conditions and express feelings about them.

FUNCTIONS		NOTIONS	
Asking about the weather	(C + E)	Past reference	
Describing the weather	(C + E)	Present reference	
Expressing feelings	(C + E)	Future reference	
		Cessation	
		Commencement	
		Point of time	
SETTING	ROLES		TOPICS
At school	Friend – friend		Sky conditions
At a social gathering	Acquaintance – acquaintance		Precipitation
In a public place	Fellow worker – fellow worker		Temperature
At work			Weather forecasts
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>What's it like outside?</i>		– <i>It's terrible.</i>	
– <i>What's the weather like?</i>		– <i>It's freezing.</i>	
– <i>Is it snowing?</i>		– <i>Yes. A lot.</i>	
– <i>Did you hear the forecast? What's the forecast?</i>		– <i>Yes. Ten centimetres of snow. And windy, too.</i>	
– <i>When's it starting?</i>		– <i>Tonight.</i>	
– <i>Yes, and it's supposed to last until Thursday.</i>		– <i>It's beautiful.</i>	
– <i>It sure did. Rain, hail, thunder and lightning – the whole works.</i>		– <i>Did it rain at your place?</i>	

INTERMEDIATE OBJECTIVE 3.11

In a social setting, the adult students will be able to understand other people's obligations or lack of obligations, when inviting them orally or in writing, to an upcoming activity.

FUNCTIONS		NOTIONS	
Inviting orally and in written form	(E)	Future reference	
Asking about future activities	(E)	Obligation	
Stating obligations	(C)	Capability/incapability	
Stating lack of obligations	(C)	Possibility/impossibility	
Making suggestions			
SETTING	ROLES		TOPICS
At school	Friend – friend	Work schedules	
At a social gathering	Acquaintance – acquaintance	Parties	
On the telephone	Fellow worker – fellow worker	Chores	
At work		Leisure-time activities	
By mail		Family activities	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– No, I can't. I've got to go to Hull to my nephew's baptism. – Sorry, I have to make supper. Hi Maria, I'm in town that weekend and I'd love to go to Juan's party. You can count on me to help you! I'll call you when I come in on Thursday. See you soon, Your friend, Paul.		– Are you coming Saturday night? – How about a game of catch? Dear Paul, I'd like to invite you to Juan's surprise birthday party. It's at my place on Saturday, September 11. I was hoping that you could help me to organize the evening. Let me know as soon as possible. Thanks, Your friend, Maria	

INTERMEDIATE OBJECTIVE 3.12

In a social setting, the adult students will be able to understand oral and written inquiries about their obligations, or lack of obligations, in relation to an upcoming activity.

FUNCTIONS		NOTIONS	
Inviting orally and in written form	(C)	Future reference	
Asking about future activities	(C)	Obligation	
Asking about obligations	(C)	Capability/incapability	
Suggesting an activity	(C)	Possibility/Impossibility	

SETTING	ROLES	TOPICS
At school	Friend – friend	Work schedules
At a social gathering	Acquaintance – acquaintance	Parties
On the telephone	Fellow worker – fellow worker	Chores
At work		Leisure-time activities
By mail		Family activities

LANGUAGE EXPONENTS	
COMPREHENSION	EXPRESSION
– Do you have to work on the weekend?	– Yes. Friday night and Saturday night.
– Are you going to the movies with everybody?	– No. I can't.
– Do you have to work?	– No, it's my turn to babysit.
– Do you have to wash the dishes at your place?	– No, my brother washes the dishes. I shovel the snow.
We would like to invite you to our fifth annual supper and conference to be held on Friday, March 4, 1995, at the downtown Holiday Inn.	
Please reserve before February 15.	

INTERMEDIATE OBJECTIVE 3.13

In a social setting, the adult students will be able to understand when another person wishes to end a conversation and respond appropriately.		
FUNCTIONS Terminating a conversation (E) Leave-taking (C + E) Describing activities (C) Giving reasons (C)		NOTIONS Future reference Time Obligation
SETTING At school At a social gathering In a public place At work	ROLES Friend – friend Acquaintance – acquaintance Fellow worker – fellow worker	TOPICS Schedules Responsibilities Daily activities
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>Well, I've got to go.</i> – <i>Bye.</i> – <i>I'd like to talk longer, but I'm meeting ... at 5 o'clock.</i> – <i>I've got to run. I'm due at... in 10 minutes.</i> – <i>I'd better go. ...is waiting downstairs.</i> – <i>You have to excuse me. I should finish this today.</i> – <i>I have to leave now.</i> – <i>You'll have to excuse me.</i>		– <i>Okay, see you later.</i> – <i>We'll talk again. Bye.</i> – <i>All right. Talk to you next time.</i> – <i>Okay. Say hello to...</i> – <i>See you around.</i>

INTERMEDIATE OBJECTIVE 3.14

In a social setting, the adult students will be able to use polite expressions to end a conversation.

FUNCTIONS		NOTIONS	
Terminating a conversation	(E)	Future reference	
Leave-taking	(E)	Time	
Describing activities	(E)	Obligation	
SETTING	ROLES		TOPICS
At school	Friend – friend		Schedules
In a social gathering	Acquaintance – acquaintance		Responsibilities
In a public place	Fellow worker – fellow worker		Daily activities
At work			
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Okay. See you later.		– I've got to go.	
– It's three-thirty.		– What time is it?	
– Okay. Talk to you next time.		– Oh! I'm meeting ... at 4:00. I've got to go.	
– All right. Catch you later.		– You'll have to excuse me.	

INTERMEDIATE OBJECTIVES

CONTEXT 2

TELEPHONE COMMUNICATION AT HOME AND AT WORK

On the telephone at home and at work, the adult students will be able to :

- 3.15 deal with a wrong number.
- 3.16 ask for the operator's help in receiving and making calls.
- 3.17 ask directory assistance for the number of a person or organization.
- 3.18 obtain simple information about familiar items, items or activities described in ads, opening and closing hours, the times of events, and schedules.
- 3.19 ask someone to do something.
- 3.20 deal with an unsolicited call.

INTERMEDIATE OBJECTIVE 3.15

On the telephone at home and at work, the adult students will be able to deal with a wrong number.

FUNCTIONS		NOTIONS	
Asking for a person	(C + E)	Rightness/wrongness	
Saying it's a wrong number	(C + E)	Presence/absence	
Asking about a number	(C + E)	Number	
Excusing oneself	(C + E)		
Forgiving	(C + E)		
SETTING	ROLES		TOPICS
On the telephone (at home) On the telephone (at work)	Stranger – stranger		
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Hello, is Bill there, please? – May I speak to Bill, please? – Is this 842-7560? – Oh, I'm sorry. – Hello, I'd like to place an order. – Oh, no? – Oh, thanks a lot. – André. There's no André here. – No. You've got the wrong number.		– Pardon me? – I'm sorry. You have the wrong number. – No, it's 8560. – That's all right. – I'm sorry. You haven't got the right department. – Hold on. I'll transfer the call. – Hello, I'd like to speak to André. – Is this 842-2130? – Excuse me.	

INTERMEDIATE OBJECTIVE 3.16

On the telephone at home and at work, the adult students will be able to ask for the operator's help in receiving and making calls.

FUNCTIONS		NOTIONS	
Making collect calls	(E)	Number	
Making person-to-person calls	(E)	Price	
Receiving collect calls	(C)		
Receiving person-to-person calls	(C)		
SETTING	ROLES		TOPICS
On the telephone	Caller – operator		Collect calls Person-to-person calls Telephone booth calls
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Hello. This is the operator. Do you accept the charges from a Mr. ...?		– Yes, I do.	
		– I'd like to make a collect call to Ms. ... The number is 514-276-8520.	
		– I'd like to make a person-to-person call to Mr. ... The number is 418-875-2210.	

INTERMEDIATE OBJECTIVE 3.17

On the telephone at home and at work, the adult students will be able to ask directory assistance for the number of a person or organization.

FUNCTIONS		NOTIONS	
Obtaining directory assistance	(E)	Existence/non-existence	
Locating directory assistance	(E)	Place	
Giving the phone number	(C)	Number	
Using the telephone directory	(C)		
SETTING	ROLES		TOPICS
On the telephone	Caller – operator		Directory assistance
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– For what place, please?		– Vancouver.	
– Dial 1, the area code, and 555-1212.		– Thank you.	
– Directory assistance.		– I'd like the number of Mr. ... on Ninth Street in Vancouver.	
– Just a minute, please. I have a Mr. ... on Ninth Street at 258-8537.		– Thank you very much.	
– You're welcome.			
– John Smith? Do you know his address?		– Could you give me the number of a Mr. John Smith, please?	

INTERMEDIATE OBJECTIVE 3.18

On the telephone at home and at work, the adult students will be able to obtain simple information about familiar items, items or activities described in ads, opening and closing hours, the times of events and schedules.

FUNCTIONS		NOTIONS	
Asking about things	(E)	Commencement	
Describing things orally and in writing	(C)	Cessation	
Asking about time	(E)	Point of time	
Stating times	(C)	Colour	
		Price	
		Dimensions (size)	
		Material	
SETTING	ROLES		TOPICS
On the telephone	Caller – clerk		Consumer goods Entertainment Travel schedules Store hours
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Hello. Eaton's.		– Yes. Are you open Monday?	
– No. We are closed all day Easter Monday.		– All right, thanks.	
– Hello. ...sports.		– Hello. You advertised mountain bikes in the newspaper. What sizes do you have?	
– That's right. We have twenty-four and twenty-six-inch tires.		– And what colours?	
– Red and white, and blue and white.		– When do you close today?	
– At 5:30, ma'am.		– Okay, thanks a lot.	
– No. We're sold out.		– Are there any seats (left) for the concert.	
– The early show is at 7:15. The late show is at 9:30		– What time are the movies tonight?	

INTERMEDIATE OBJECTIVE 3.19

On the telephone at home and at work, the adult students will be able to ask someone to do something.					
FUNCTIONS			NOTIONS		
Ordering by phone (E)			Availability/non-availability		
Stating needs, wants (E)			Colour		
Asking about needs, wants (C)			Price		
Describing things (E)			Dimensions (size)		
			Material		
			Number		
SETTING		ROLES		TOPICS	
On the telephone		Caller – order clerk Caller – telephone company		Consumer goods Consumer services (repairs) Advertisements	
LANGUAGE EXPONENTS					
COMPREHENSION			EXPRESSION		
– Hello. Bell Canada. – What is your number? – What is the problem exactly? – Okay, we'll send a repairman as soon as possible. – Probably, sir. – Hello. Catalogue Department. – What page and what catalogue, please? – All right. Go ahead. – What size? – What colour? – Your name, please? – Do you have an account? – Allow one week for delivery. – Understand authentic store catalogues, written advertisements.			– My telephone is out of order. – 325-2186. – I can get calls, but I can't make calls. – Today? – I'd like to order (some) pants. – The 19... spring catalogue, page 65. – It's item G. Men's corduroy pants. – Thirty-four. – Brown. – Mr. ... – Yes, the number is ...		

INTERMEDIATE OBJECTIVE 3.20

On the telephone at home and at work, the adult students will be able to deal with an unsolicited call.		
FUNCTIONS Expressing interest/lack of interest (E) Stating needs/lack of needs (E) Terminating a conversation (E)		NOTIONS Utility/inutility Desirability/undesirability
SETTING On the telephone (at home)	ROLES Person – unsolicited caller	TOPICS Consumer services Consumer goods
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Hello. I represent the ... Insurance Company. Do you have a minute to... ? – Do you know that many people don't have... – May I call back... ?		– Hello. – No. I'm in a rush. – Sorry. I'm not interested. – I don't need insurance. Thanks anyway for calling. Good-bye.
– Hello? Do you have The Star delivered at your home? – For only \$3 a week you can have the Star on your doorstep at 7 a.m.		– Hello. – No. – No, thanks. I'm not really interested.

INTERMEDIATE OBJECTIVES

CONTEXT 3

MEDICAL SETTING

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

- 3.21 obtain information about the existence and whereabouts of medical services and make appointments.
- 3.22 describe their condition, understand queries about how they feel and respond adequately.
- 3.23 understand oral and written queries about their medical history and respond adequately.
- 3.24 understand instructions given in the course of a medical examination.
- 3.25 understand instructions or advice related to recommended treatment and ask for additional clarifications.
- 3.26 understand instructions written on pharmaceutical labels.

INTERMEDIATE OBJECTIVE 3.21

In a medical setting, the adult students will be able to obtain information about the existence and whereabouts of medical services and make appointments.		
FUNCTIONS Asking about the existence (E) Talking about the existence (C) Asking about the whereabouts (E) Talking about the whereabouts (C) Making an appointment (E) Directing (C)		NOTIONS Existence/non-existence Location Commencement, cessation Point of time Purpose Direction Personal characteristics
SETTING At a clinic At a hospital At a dentist's office At a doctor's office On the telephone	ROLES Person seeking medical help – secretary, receptionist, nurse	TOPICS Medical services Hours Directions
LANGUAGE EXPONENTS		
COMPREHENSION – Hello. Baker St. Clinic. – Yes, ma'am. Until 5 o'clock. – Is it an emergency? – All right. Can you come at 4:30? – Take Highway 25 to the Baker Street exit. Keep going north about a mile. It's on the right. – Your name, please? – Until 5. – We're open 24 hours a day. – In Montmagny. About 10 miles. – No, it's open in the evening.		EXPRESSION – Hello. I need a dentist. Is there a dentist at your clinic? – I need an appointment. – Oh, yes. I have a bad toothache. – Yes. Where is the clinic? – Okay. – It's Ms. ... – How long are you open? – What time do you close? – Where's the nearest hospital? – Is the Baker street clinic closed?

INTERMEDIATE OBJECTIVE 3.22

In a medical setting, the adult students will be able to describe their condition, understand queries about how they feel and respond adequately.

FUNCTIONS		NOTIONS	
Asking about one's condition (C) Describing one's condition (E)		Physical condition Commencement, cessation Duration Intermittence Change Facility/difficulty Occurrence/non-occurrence	
SETTING	ROLES	TOPICS	
In a doctor's office In a dentist's office At a medical clinic At a hospital	Patient – doctor	Medical symptoms Parts of the body Physical sensations	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– So. What's the problem?		– I feel terrible.	
– When did this start?		– Last week.	
– What happened first?		– A fever. I was tired.	
– Where you nauseous? Sick to your stomach?		– A little.	
– How long did the fever last?		– I (still) have a fever now.	
– Do you cough much?		– Oh, yes.	
– Do you have trouble breathing?		– Yes. I can't breathe.	
– All right. Come into my office for an examination.			

INTERMEDIATE OBJECTIVE 3.23

In a medical setting, the adult students will be able to understand oral and written queries about their medical history and respond adequately.

FUNCTIONS		NOTIONS	
Inquiring about past illnesses Describing past illnesses	(C) (E)	Past reference Point of time Physical condition Duration Commencement Cessation	
SETTING	ROLES	TOPICS	
In a doctor's office In a dentist's office At a medical clinic At a hospital office	Patient – doctor	Illnesses Medical treatment Parts of the body Medical questionnaires	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Have you ever been admitted to hospital before?		– Yes. Once.	
– For what?		– An appendicitis.	
– Have you had other operations?		– No.	
– Ever had heart trouble?		– No, never.	
– Have you ever had pneumonia?		– No.	
– Any major illnesses? Diabetes?		– No, nothing.	
– Any hereditary illnesses in your family?		– Hereditary? Oh, I understand. No, I don't think so.	
Authentic medical questionnaires (clinic, insurance)			

INTERMEDIATE OBJECTIVE 3.24

In a medical setting, the adult students will be able to understand instructions given in the course of a medical examination.		
FUNCTIONS Following instructions (C)		NOTIONS Motion Duration Speed Commencement Cessation Capacity/incapacity Facility/difficulty Normality/abnormality
SETTING In a doctor's office In a clinic At a hospital	ROLES Patient – doctor	TOPICS Physical actions Parts of the body
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– All right. Undress and lie down on the examination table. – I'm going to listen to your heart and lungs. Now breathe normally... Okay ... now take a deep breath... and let it out. – I'm going to look in your eyes. Focus on the picture on the wall. – Tell me when it hurts... that's okay? Does it hurt much? – Stick out your tongue. And say aah. Open wider. – I'm going to look at your ears. Turn on your right side. Now the left side.		– Just a little.

INTERMEDIATE OBJECTIVE 3.25

In a medical setting, the adult students will be able to understand instructions or advice related to recommended treatment and ask for additional clarifications.

FUNCTIONS		NOTIONS	
Giving advice	(C)	Duration	
Receiving advice	(C)	Frequency	
Giving instructions	(C)	Future reference	
Receiving instructions	(C)	Commencement	
Asking for information	(E)	Cessation	
Receiving information	(C)		

SETTING	ROLES	TOPICS
At a doctor's office At a clinic At a hospital	Patient – doctor	Treatment Medication Advice on activities

LANGUAGE EXPONENTS	
COMPREHENSION	EXPRESSION
- <i>You've got a bad case of Here's a prescription. Take one pill three times a day for 10 days.</i> - <i>You need humidity. You should take it easy. No exercise. No smoking.</i> - <i>You shouldn't go until you feel better. Not until Monday at least.</i> - <i>No, no problem there.</i> - <i>You don't have to stay inside. You can sit outside, walk a little bit. But take it easy. Don't overdo it.</i> - <i>If you're not better in two weeks, call me.</i>	- <i>Can I go to work?</i> - <i>Is it contagious?</i> - <i>Can I go outside?</i> - <i>Should I come back and see you?</i>

INTERMEDIATE OBJECTIVE 3.26

In a medical setting, the adult students will be able to understand instructions written on pharmaceutical labels.

FUNCTIONS		NOTIONS	
Reading pharmaceutical labels (C)		Number Frequency Commencement Cessation Repetition	
SETTING	ROLES		TOPICS
At a pharmacy	Patient – pharmacist		Instructions for medication Side effects
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>Take 2 pills 3 times a day before meals, for 10 days.</i> – <i>Drink lots of liquid. Take until finished.</i>			

INTERMEDIATE OBJECTIVES

CONTEXT 4

INTERVIEW

In an interview, the adult students will be able to :

- 3.27 find out the time and location of an interview, prior to the interview.
- 3.28 understand non-verbal greetings and directions and react appropriately.
- 3.29 identify themselves, understand requests for additional information and respond correctly.
- 3.30 understand queries as to their past in areas pertinent to an interview and answer correctly.
- 3.31 understand queries as to their abilities in areas pertinent to an interview and answer correctly.
- 3.32 answer queries about their intentions in areas pertinent to an interview and answer correctly.
- 3.33 request information in areas pertinent to an interview and understand the responses.
- 3.34 understand expressions politely terminating the interview and react appropriately.
- 3.35 understand application forms and complete them correctly.

INTERMEDIATE OBJECTIVE 3.27

In an interview, the adult students will be able to find out the time and location of an interview, prior to the interview.

FUNCTIONS		NOTIONS	
Making an appointment (C + E)	(E)	Time	
Asking about the whereabouts (E)	(C)	Place	
Describing about the whereabouts (C)	(E)	Availability/non-availability	
Asking about the time (E)	(C)	Presence/absence	
Describing the time (C)	(E)		
Asking who will be present (E)	(C)		
Stating who will be present (C)			

SETTING	ROLES	TOPICS
On the telephone At a personnel office At a registrar's office	Person seeking employment – personal office employee Student – registrar's office employee	Interview (time, place, people involved, documents)

LANGUAGE EXPONENTS	
COMPREHENSION	EXPRESSION
– Hello. Is this ... ?	– Yes.
– This is ... Ltd. you applied for a job with us. Are you still interested?	– Yes, I am.
– Are you available for an interview on Thursday afternoon?	– Thursday afternoon? Yes. At what time?
– At 2:30. At the Personnel Department.	– That's Place Ville Marie. What floor?
– The twenty-fifth.	– Who will be there?
– Ms. ... , Personnel Manager and Mr. ... , from Data Processing.	– Okay, thanks very much. I'll be there.
– She's not available until next week. What day would be convenient?	– I'd like to make an appointment to see Ms. ...
	– Could I see her on Wednesday morning?
– How about 10:30?	– That's fine.

INTERMEDIATE OBJECTIVE 3.28

In an interview, the adult students will be able to understand non-verbal greetings and directions and react appropriately.		
FUNCTIONS Understanding non-verbal greetings and directions		NOTIONS
SETTING At a job interview At customs	ROLES Applicant – prospective employer Traveller – customs inspector	TOPICS Greetings Salutations Directions
LANGUAGE EXPONENTS		
COMPREHENSION <i>Non-verbal gestures indicating to:</i> – take a seat – shake hands – present documents – stop – park – advance – get into line – pass through – follow a person – wait		EXPRESSION

INTERMEDIATE OBJECTIVE 3.29

In an interview, the adult students will be able to identify themselves, understand requests for additional information and respond correctly.

FUNCTIONS		NOTIONS	
Identifying oneself (E)		Identity (name, occupation) Number (age, phone, address) Place (residence, origin)	
SETTING	ROLES		TOPICS
At a job interview Applying to enter an educational institution At customs	Applicant – prospective employer Student – interviewer Traveller – customs inspector		Personal information (marital status, origin) Educational experience Types of occupations Interests, hobbies
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Come in, Mr. ... ?		– Lepage. David Lepage.	
– You speak English, don't you, Mr. Lepage?		– Not perfectly, Ms ...	
– All right. First, some personal information. How old are you?		– I'm twenty-five.	
– What kind of person are you?		– What kind of person? That's difficult... well... I like action – sports, people. I have a lot of energy. I like change, not routine.	

INTERMEDIATE OBJECTIVE 3.30

In an interview, the adult students will be able to understand queries as to their past in areas pertinent to an interview and answer correctly.

FUNCTIONS		NOTIONS	
Asking about the past	(C)	Cause	
Talking about the past	(E)	Reason	
Asking why	(C)	Past reference	
Giving reasons	(E)	Duration	
		Sequence	
SETTING	ROLES		TOPICS
At a job interview	Applicant	– prospective employer	Past activities (jobs, education, travels, experience, studies)
Applying to enter an educational establishment	Student	– interviewer	Volunteer experience
At customs	Traveller	– customs inspector	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>You like change? Do you change jobs often?</i>		– <i>No. I finished school in 1981. I worked at ... for two years. In 1983 I took a course in computers. (Then) I got a job at ... I work there now.</i>	
– <i>Why do you want to change jobs ?</i>		– <i>It's a good job. But promotion is slow. Your company is small. And dynamic.</i>	

INTERMEDIATE OBJECTIVE 3.31

In an interview, the adult students will be able to understand queries as to their abilities in areas pertinent to an interview and answer correctly.

FUNCTIONS		NOTIONS	
Asking about capabilities (C)		Capability/incapability	
Stating capabilities (E)		Availability/unavailability	
Describing language abilities (E)			
SETTING	ROLES	TOPICS	
At a job interview	Applicant – prospective	Skills	
Applying to an educational institution	employer	Abilities	
	Student – interviewer	Languages	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Can you speak any other languages?		– I speak French and a little Spanish.	
– Can you type?		– I can type 60 words a minute.	
– Are you able to take shorthand?		– No, I can't.	
– What driving experience do you have.		– I have a commercial license. I can drive vans and heavy equipment.	
– When can you work?		– I can work days, evenings or nights. I can work weekends, too.	
– Why did you apply for this job?		– I'm interested in this type of work.	
– What are your qualifications?		– I worked two years for ... in the same field.	

INTERMEDIATE OBJECTIVE 3.32

In an interview, the adult students will be able to answer queries about their intentions in areas pertinent to an interview and answer correctly.

FUNCTIONS		NOTIONS	
Asking about intentions	(C)	Future reference	
Stating intentions	(E)	Duration	
Asking for reasons	(C)	Commencement	
Giving reasons	(E)	Cessation	
SETTING	ROLES		TOPICS
At a job interview	Applicant	– prospective employer	Ambitions
Applying to an educational institution	Student	– interviewer	Objectives, goals
At customs	Traveller	– customs inspector	Interests
			Destinations
			Reasons
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– How long do you plan on staying in the States?		– About a month.	
– Why are you visiting the States?		– For a vacation.	
– Where are you going?		– The East Coast. Virginia, North Carolina... we're not sure.	
– Are you planning on working?		– Oh, no! We're going to swim, sit on the beach, play golf, that's all.	
– Do you have reservations?		– No. We hope to camp, depending on the weather.	
– How long have you been outside Canada?		– Two weeks.	
– have you anything to declare?		– Two bottles of liquor.	

INTERMEDIATE OBJECTIVE 3.33

In an interview, the adult students will be able to request information in areas pertinent to an interview and understand the responses.

FUNCTIONS		NOTIONS	
Inquiring about hours, salary, benefits, working conditions, regulations (E) Describing hours, salary, benefits, working conditions, regulations (C)		Commencement Cessation Number Condition	
SETTING	ROLES	TOPICS	
At a job interview Applying to an educational institution At customs	Applicant – prospective employer Student – interviewer Traveller – customs inspector	Hours Salary, benefits Working conditions Student services Student regulations Customs regulations	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Now, do you have any questions for me?		– Yes. I'm French-speaking. Is it possible to write my papers in French?	
– Yes, you can do that.			
– It's \$760 per year.		– How much is tuition?	
– They range from 15 to 60 students.		– How big are the classes?	

INTERMEDIATE OBJECTIVE 3.34

In an interview, the adult students will be able to understand expressions politely terminating the interview and react appropriately.

FUNCTIONS		NOTIONS	
Terminating an interview	(C)	Cessation	
Leave-taking	(C + E)	Future reference	
Thanking	(E)	Condition	
Expressing interest, hope	(E)		

SETTING	ROLES	TOPICS
At a job interview	Applicant – prospective	
Applying to an educational institution	employer	
At customs	Student – interviewer	
	Traveller – customs inspector	

LANGUAGE EXPONENTS	
COMPREHENSION	EXPRESSION
– That'll be all then.	– Thank you. I'm really interested in the position.
– It's been a pleasure talking to you. I've enjoyed our conversation.	
– That's fine. We'll call you back when we come to a decision.	– Thank you. I hope to see you again.
– Thank you for your time.	– I hope to hear from you soon. It's been a pleasure.
– That's fine. Go ahead.	
– Okay. Have a good trip.	
– Thank you. Drive carefully.	
– Enjoy your stay.	

INTERMEDIATE OBJECTIVE 3.35

In an interview, the adult students will be able to understand application forms and complete them correctly.

FUNCTIONS		NOTIONS	
Understanding application forms (C) Filling out application forms (E)		Point of time Duration Sequence Past reference Commencement Cessation	
SETTING	ROLES		TOPICS
Applying for a job Applying to an educational institution Applying for a passport, visa Applying for government services	Applicant – prospective employer Student Traveller Citizen		Past experience Origin Birthplace Education References
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
Job application forms			
School application forms			
Passport, visa application forms			
Driver's license applications			
Unemployment insurance applications			
Social insurance applications			

INTERMEDIATE OBJECTIVES

CONTEXT 5

HOUSING AND LODGING

In matters of housing and lodging, the adult students will be able to :

- 3.36 arrange a meeting by telephone to see a room, an apartment or a house.
- 3.37 obtain information by telephone about a room, an apartment or a house.
- 3.38 find out the conditions of a purchase, lease or reservation.
- 3.39 understand short written documents describing apartments and houses for rent or for sale.

INTERMEDIATE OBJECTIVE 3.36

In matters of housing and lodging, the adult students will be able to arrange a meeting by telephone to see a room, an apartment or a house.

FUNCTIONS		NOTIONS	
Expressing interest (E) Arranging a meeting (C + E)		Time Place Location	
SETTING	ROLES	TOPICS	
On the telephone	Buyer – seller Lessee – lessor	Meeting arrangements (time, place)	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Hello.		– Hello. I'm interested in the apartment on Hutchison St.	
– Oh - hm.		– Can I see it?	
– Yes, in the evening.		– Tonight?	
– No, not tonight. I'm busy. Is tomorrow all right?		– Okay, what time?	
– Around seven?		– Perfect	
– What's your name?		– It's Ms ...	
– Okay.		– Thanks. Bye.	
– I'm calling about the apartment for rent on Côte des Neiges.		– Yes.	
– Could you tell me more about it?		– Would you like to visit it?	
– Yes. What time are you there?		– The rental office is open from 9 to 9.	

INTERMEDIATE OBJECTIVE 3.37

In matters of housing and lodging, the adult students will be able to obtain information by telephone about a room, an apartment or a house.

FUNCTIONS		NOTIONS	
Asking about housing (E) Describing housing (C)		Availability/unavailability Physical condition Dimensions Age Price Location Material	
SETTING	ROLES	TOPICS	
On the telephone	Lessee – lessor Buyer – seller	Housing characteristics: – rent – selling price – heating – condition – age – number of rooms – size – location	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– In July.		– When will the house be available?	
– We're asking \$65,000.		– What's the price? (How much are you asking?)	
– It's two storeys, with a semi-finished basement. The house is 28 feet by 24 feet.		– How big is it?	
– Three.		– How many bedrooms are there?	
– It was built in 1968.		– How old is the house?	
– It's combination electric-oil.		– What's the heating?	
– About \$800.		– How much does it cost to heat in the winter?	

INTERMEDIATE OBJECTIVE 3.38

In matters of housing and lodging, the adult students will be able to find out the conditions of a purchase, lease or reservation.		
FUNCTIONS Asking about obligations (E) Stating obligations (C) Asking permission (E) Giving permission (C)		NOTIONS Duration Commencement Cessation Price Capability/incapability
SETTING Meeting a landlord Meeting a houseowner Talking to the reservations clerk	ROLES Lessee – lessor Seller – buyer	TOPICS Lease conditions (beginning, end, rent, duration, special conditions) Purchase conditions
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– No, it's fourteen months. May 1 st , this year to July 1 st , next year. – That's right. – No, heating is separate. – Yes, parking is free. No dogs are allowed. – Cats are okay. – Yes, but you're still responsible for the rent.		– Is the lease for one year? (How long is the lease?) – Three hundred and sixty dollars a month, right? – Heating included? – Are there other conditions? – What about cats? – Can I sub-let?

INTERMEDIATE OBJECTIVE 3.39

In matters of housing and lodging, the adult students will be able to understand short written documents describing apartments and houses for rent or for sale.

FUNCTIONS		NOTIONS	
Understanding classified ads	(C)	Size, dimensions	(C)
Understanding billboard notices		Availability/unavailability	
		Physical condition	
		Age	
		Price	
		Location	
SETTING	ROLES		TOPICS
At home	Lessee Buyer		Housing characteristics:
At work			– rent – selling price – heating – condition – age – number of rooms – size – location – proximity to conveniences
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Downtown. 5 minutes from Metro. 6½. Large, sunny rooms. Completely renovated. Dual heating. \$750. Available July 1. 926-1541. – Bungalow in Brossard. Finished basement. 4 bedrooms. Carport. 15 000 sq. ft. Fully landscaped. \$125,000. Call for appointment. 875-2310.			

ANG-4036-6

TERMINAL OBJECTIVES

A) LISTENING

On hearing oral texts in a wide variety of real-life situations, the adult students will be able to...

- ... identify important details in questions and declarations.
- ... identify the main idea.
- ... find similar or contrasting information.
- ... identify the chronological sequence of events.
- ... identify key words and phrases in oral texts.
- ... understand an explanation of how something functions.
- ... understand reasons.
- ... discern simple conditions.
- ... understand statements of obligation or absence of obligation.
- ... understand requests for help and advice.
- ... understand invitations.
- ... understand advice.
- ... understand narratives on various topics.
- ... recognize opinions.
- ... understand comparisons of people, objects, places and activities.
- ... recognize feelings expressed by another person.
- ... recognize alternatives.

B) SPEAKING

In a wide variety of real-life situations, the adult students will be able to...

- ... answer open and closed questions dealing with several elements of factual information.
 - ... ask simple open and closed questions.
 - ... ask about and express simple feelings about people, objects, places and activities.
 - ... ask for and give simple reasons.
 - ... make simple comparisons of people, objects, places and activities.
 - ... persuade someone.
 - ... retrace the chronological sequence of events.
 - ... state simple conditions.
-

- ... ask for and give simple advice.
- ... describe simple events/narrate a simple story.

- ... ask for, express and react to simple opinions on various topics.
- ... ask about and state simple obligations.

C) READING

On reading written texts, the adult students will be able to...

- ... identify important details in questions and declarations.
- ... identify the main idea.
- ... find complementary or contradictory information.
- ... identify the chronological sequence of events.
- ... identify key words and phrases.
- ... understand instructions.
- ... understand how something functions.
- ... recognize the reasons.
- ... understand simple written narrations.
- ... recognize opinions.
- ... understand comparisons of people, objects, places and activities.
- ... recognize feelings and attitudes expressed by other people.

D) WRITING

In a limited number of real-life situations, the adult students will be able to...

- ... convey factual information in telegraphic style.
- ... recount simple events.
- ... express feelings and attitudes, in writing, in relation to a person, place, object or activity.
- ... make simple requests in writing in everyday situations.
- ... write a message, a personal letter or a postcard.

INTERMEDIATE OBJECTIVES

THEME 1

WEATHER

Concerning the weather, the adult students will be able to :

- 4.1 understand television, radio and newspaper weather reports.
- 4.2 exchange information about weather forecasts and comment on past, present and future weather conditions.
- 4.3 understand oral and written warnings about dangerous weather conditions and warn others.
- 4.4 discuss preferences in weather and the seasons, and the reasons for these preferences.
- 4.5 initiate and carry on a conversation.

INTERMEDIATE OBJECTIVE 4.1

Concerning the weather, the adult students will be able to understand television, radio and newspaper weather reports.		
FUNCTIONS Understanding TV and radio weather forecasts (C) Understanding newspaper weather forecasts (C) Picking out important details (C) Picking out the main idea (C)		NOTIONS Present reference Future reference Point of time Duration Commencement Degree of severity Sequence Change Cessation Place
SETTING At home At work In the car Travelling	ROLES	TOPICS Maximum and minimum temperatures Sky condition Types of precipitation Warnings Times of the day Winds Compass points Quantity of precipitation
LANGUAGE EXPONENTS COMPREHENSION Authentic weather forecasts e.g. The forecast for the Laurentians: Sunny this morning. Becoming cloudy this afternoon. High 22. Tonight, cloudy with showers and risk of thunderstorms. Low 16. Probability of rain – 70 per cent. Outlook for tomorrow, clearing. EXPRESSION		

INTERMEDIATE OBJECTIVE 4.2

Concerning the weather, the adult students will be able to exchange information about weather forecasts and comment on past, present and future weather conditions.		
FUNCTIONS Asking about the weather forecast (C + E) Describing the weather forecast (C + E) Commenting on weather conditions (C + E) Expressing satisfaction, dissatisfaction, hope, concern (C + E)		NOTIONS Present reference Future reference Point of time Commencement Cessation Degree of severity Sequence Change Duration Place
SETTING At home At work At school At a social gathering	ROLES Friend – friend Acquaintance – acquaintance Student – student	TOPICS Temperature Sky condition Types of precipitation Quantity of precipitation Warnings Times of the day Winds Compass points
LANGUAGE EXPONENTS		
COMPREHENSION – <i>What a day!</i> – <i>They say 20 centimetres of snow and a possibility of freezing rain.</i> – <i>I think so. Starting tonight.</i> – <i>What's the weather like tonight?</i>		EXPRESSION – <i>It's snowing a lot. What's the forecast?</i> – <i>I hope not. Is it supposed to be windy?</i> – <i>It's raining/snowing.</i> – <i>It's beautiful.</i>

INTERMEDIATE OBJECTIVE 4.3

Concerning the weather, the adult students will be able to understand oral and written warnings about dangerous weather conditions and warn others.

FUNCTIONS		NOTIONS	
Understanding weather warnings	(C)	Present reference	Duration
Warning others of dangerous weather conditions	(E)	Future reference	Sequence
		Point of time	Change
		Commencement	Place
		Cessation	
		Degree of severity	
SETTING	ROLES	TOPICS	
At home At work In the car Travelling	Friend – friend Acquaintance – acquaintance Teacher – student Student – student	Dangerous conditions (heavy snow, rain, heavy winds, hail, thunderstorms, frost, freezing rain, slippery roads)	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
<i>Authentic weather forecasts</i>			
e.g.			
<i>Weather warning in effect for Three Rivers and Drummondville. Showers and thundershowers this afternoon. Risk of a heavy thunderstorm accompanied by high winds and hail. Stay tuned to local stations for updates.</i>			
– Yes, on the weekend.		– Did you plant your tomatoes?	
		– Watch out. They say there's a risk of frost tonight.	
– Frost? Oh, no. I'll cover them with plastic. Thanks for telling me.			
– Be careful driving home. The roads are very slippery/icy.		– I will. Thanks.	

INTERMEDIATE OBJECTIVE 4.4

Concerning the weather, the adult students will be able to discuss preferences in weather and the seasons, and the reasons for these preferences.		
FUNCTIONS Asking about likes and dislikes (C + E) Stating likes and dislikes (C + E) Asking about preferences (C + E) Stating preferences (C + E) Asking for reasons (C + E) Giving reasons (C + E) Comparing (C + E)		NOTIONS Correspondence/contrast Reason Cause Degree
SETTING At home At work At school At a social gathering	ROLES Friend – friend Acquaintance – acquaintance Teacher – teacher Student – student	TOPICS Weather conditions Seasons Lifestyles Recreation Family
LANGUAGE EXPONENTS		
COMPREHENSION – <i>I hate winter.</i> – <i>Hats, scarves, boots, coats, mitts – getting dressed, getting undressed.</i> – <i>No, I like fall.</i> – <i>It's cooler than the summer. The colours of the leaves.</i> – <i>What's your favorite season?</i> – <i>Why is that?</i>		EXPRESSION – <i>You do? Not me.</i> – <i>I suppose. I like the cold. Skiing or working outside – it's beautiful.</i> – <i>Why?</i> – <i>You're right. It's nice.</i> – <i>Summer.</i> – <i>No school.</i>

INTERMEDIATE OBJECTIVE 4.5

Concerning the weather, the adult students will be able to initiate and carry on a conversation.				
FUNCTIONS Starting up a conversation (C + E) Making small talk (C + E) Filling a silence (C + E) Expressing feelings about weather (C + E) Finding out others' feelings (C + E) Expressing feelings (C + E)		NOTIONS Degree Weather conditions		
SETTING At work At a chance meeting	ROLES Acquaintance – acquaintance	TOPICS Weather conditions Personal feelings Small talk		
LANGUAGE EXPONENTS <table><tr><td> COMPREHENSION – Oh, hi Jean. – Hot enough for you? – Don't like the heat? – Ah. It's perfect. I could take twelve months of this. – Sure is hot/muggy, isn't it? – So do I. </td><td> EXPRESSION – Hi. How are you doing? – Too hot! – Not this. Not the humidity. – Not me. – See you later. – You said it. I hate this kind of weather. </td></tr></table>			COMPREHENSION – Oh, hi Jean. – Hot enough for you? – Don't like the heat? – Ah. It's perfect. I could take twelve months of this. – Sure is hot/muggy, isn't it? – So do I.	EXPRESSION – Hi. How are you doing? – Too hot! – Not this. Not the humidity. – Not me. – See you later. – You said it. I hate this kind of weather.
COMPREHENSION – Oh, hi Jean. – Hot enough for you? – Don't like the heat? – Ah. It's perfect. I could take twelve months of this. – Sure is hot/muggy, isn't it? – So do I.	EXPRESSION – Hi. How are you doing? – Too hot! – Not this. Not the humidity. – Not me. – See you later. – You said it. I hate this kind of weather.			

INTERMEDIATE OBJECTIVES

THEME 2

CONSUMER GOODS

Concerning consumer goods, the adult students will be able to :

- 4.6 obtain information about consumer goods of interest to them.
- 4.7 obtain consumer goods of interest to them.
- 4.8 persuade someone to buy or not to buy a consumer item.
- 4.9 understand advertisements published in newspapers, magazines and catalogues.
- 4.10 understand written warnings and safety tips associated with common consumer goods.
- 4.11 understand the operation of consumer goods of interest to them.
- 4.12 understand labels on common consumer goods of interest to them.
- 4.13 understand classified ads concerning items for sale.
- 4.14 write classified ads for items they might want to sell.
- 4.15 find out about items appearing in classified ads and describe items to another person.

INTERMEDIATE OBJECTIVE 4.6

Concerning consumer goods, the adult students will be able to obtain information about consumer goods of interest to them.		
FUNCTIONS Inquiring about things (E) Describing things (C + E) Comparing things (C + E)		NOTIONS Number Quality Material Utility/function Availability/unavailability Dimension Age Price
SETTING In a store On the phone With a friend	ROLES Customer – salesperson Friend – friend	TOPICS Various consumer goods Characteristics (value, price, colour, utility, size, material, origin)
LANGUAGE EXPONENTS		
COMPREHENSION – Yeah. My old black and white one is "kaput" – It's a It's supposed to be good. – Not bad. It was on sale. – Sure. It's a good idea – I hear you bought a new car. – What kind? – What colour is it? – I can hardly wait to see it.		EXPRESSION – A new TV? – What kind is it? – Was it expensive? – (Now you can) invite me for the play-offs! – Yes. – A Renault 5. – It's white, with a beige stripe. – Come on. I'm parked right over here.

INTERMEDIATE OBJECTIVE 4.7

Concerning consumer goods, the adult students will be able to obtain consumer goods of interest to them.		
FUNCTIONS Requesting something (E) Describing things (C + E) Expressing needs, wants (E) Expressing interest (E) Comparing things (C + E)		NOTIONS Number Age Quality Dimensions (size) Utility/function Availability/unavailability Colour Material
SETTING At a store	ROLES Customer – salesperson	TOPICS Consumer items: – Electronics – Hardware – Food and drink – Clothing – Furniture – Recreational items
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– What kind? – What are they for? – There are these – What about these? – Then it must be these.		– I need some batteries – I don't know. – (For) a flashlight. – No. (They're) too big. – Possibly. No, I think they're bigger. – Those are the ones. I'll take four.

INTERMEDIATE OBJECTIVE 4.8

Concerning consumer goods, the adult students will be able to persuade someone to buy or not to buy a consumer item.					
FUNCTIONS			NOTIONS		
Persuading someone (C + E)			Value		
Giving reasons (C + E)			Utility/inutility		
Pointing out advantages, disadvantages (C + E)			Purpose/function		
Stating needs, wants (C + E)			Reason		
			Appearance		
SETTING		ROLES		TOPICS	
At a store		Friend – friend		Consumer items Uses for things	
LANGUAGE EXPONENTS					
COMPREHENSION			EXPRESSION		
– Wow! Look at that!			– At what?		
– That 1968 red Mustang. It's only \$2000 and it's in perfect condition.			– You don't need a 1968 Mustang.		
– Look at the mag wheels!			– You can't afford it.		
– And the leather seats. Four-on-the-floor.			– There's no place to park it.		
– A 289 – V-8.			– You won't get parts for it. It'll cost you a lot for gas. It only gets 18 miles to the gallon (13 litres per 100 km).		

INTERMEDIATE OBJECTIVE 4.9

Concerning consumer goods, the adult students will be able to understand advertisements published in newspapers, magazines and catalogues.		
FUNCTIONS Understanding written advertisements (C + E) Picking out important details (E)		NOTIONS Price Physical characteristics Time Place Value
SETTING At a store At home	ROLES Consumer	TOPICS Consumer items Store hours Sales
LANGUAGE EXPONENTS COMPREHENSION <i>Authentic advertisements</i> e.g. 50 % Off ON ALL WINTER CLOTHES UNTIL SATURDAY ONLY AT XXXXXXXXXX <i>coats</i> <i>boots</i> <i>sweaters</i> <i>gloves</i> <i>hats</i> <i>jackets</i> <i>mittens</i> OPEN FROM 9:30 a.m. TO 5:30 p.m. (5:00 p.m. on Saturday)		

INTERMEDIATE OBJECTIVE 4.10

Concerning consumer goods, the adult students will be able to understand written warnings and safety tips associated with common consumer goods.		
FUNCTIONS Warning (C) Following instructions (C)		NOTIONS
SETTING At home	ROLES Consumer	TOPICS Danger (pharmaceuticals, fire, suffocation, water, tools, electricity, mechanics) Washing instructions (hand wash, hang to dry, dry clean only)
LANGUAGE EXPONENTS		
COMPREHENSION <i>Authentic written warnings and safety tips</i> e.g. <i>Keep locked and out of reach.</i> <i>Always wear goggles.</i> <i>Danger! Keep ladder away from electric wires.</i> <i>Danger! Highly inflammable.</i> <i>Important! Do not approach while PTO in operation!</i>		EXPRESSION

INTERMEDIATE OBJECTIVE 4.11

Concerning consumer goods, the adult students will be able to understand the operation of consumer goods of interest to them.

FUNCTIONS		NOTIONS	
Asking about the functioning of something (E)		Purpose	
Describing how something works (C)		Effect	
		Means	
SETTING	ROLES	TOPICS	
At a store	Customer – salesperson	Appliances	
At home	Friend – friend	Gadgets	
At a friend's		Tools	
		Electronics	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– That's my "Polly, put the Kettle on".		– What's that?	
– It's an automatic tea-maker.		– What's a "Polly put the...".	
– Yes, it makes tea automatically.		– Automatic tea-maker?	
		– How (does it work)?	
– It's simple. You fill it with water, and you put the teapot beside it, with your tea bags.		– Okay.	
– Then you plug it in. As the water boils it comes up into this second compartment		– Where?	
– Here. When all the water is up, the centre of gravity shifts, and the water pours into the pot. It's automatic. Neat, eh?		– How do you turn it off?	

INTERMEDIATE OBJECTIVE 4.12

Concerning consumer goods, the adult students will be able to understand labels on common consumer goods of interest to them.

FUNCTIONS		NOTIONS	
Identifying items	(C)	Number	Quantity
Picking out pertinent details	(C)	Utility	Age
		Colour	
		Dimensions (size)	
		Weight	
		Volume	
SETTING	ROLES	TOPICS	
At a store At home	Consumer	Ingredients Recommended age groups Number of servings Cooking time Contents Material Model Function Washing instructions	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
<i>Authentic labels</i>			
<i>(food, drink, clothes, appliances, sports equipment, furniture, electronic equipment)</i>			
<i>e.g.</i>			
<i>Directions : Empty soup into a saucepan. Stir in one full can of water. Heat to boiling, stirring occasionally. Refrigerate unused portions promptly.</i>			
<i>e.g.</i>			
<i>Caution! Risk of electric shock. Do not open.</i>			

INTERMEDIATE OBJECTIVE 4.13

Concerning consumer goods, the adult students will be able to understand classified ads concerning items for sale.		
FUNCTIONS Locating desired section in classified ads Picking out desired items Using telegraphic style		NOTIONS Age Type Price Physical condition Colour Function Value Reason
SETTING In the newspaper In magazines In catalogues	ROLES Consumer	TOPICS Cars Electronics Appliances Houses Toys Recreational equipment Garden supplies
LANGUAGE EXPONENTS COMPREHENSION EXPRESSION <i>Authentic classified ads</i> <i>e.g.</i> <i>Chevrolet Belair, 1980, 120,000 km. Beige. 305 cu in. Excellent condition. AM-FM stereo. 2-door. Automatic. Asking \$2500. 837-9999, after 6 p.m.</i>		

INTERMEDIATE OBJECTIVE 4.14

Concerning consumer goods, the adult students will be able to write classified ads for items they might want to sell.

FUNCTIONS Describing items (E) Using telegraphic style (E)		NOTIONS Age Type Price Physical condition Colour Function Value Reason	
SETTING In the newspaper In magazines	ROLES		TOPICS Cars Electronics Appliances Houses Toys Recreational equipment Garden supplies
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION <i>Snowblower. 18 HP. 4-wheel drive. 2 winters. Excellent condition. Reason – moving to Arizona. Asking \$1500. Call after 7. 838-2150.</i>	

INTERMEDIATE OBJECTIVE 4.15

Concerning consumer goods, the adult students will be able to find out about items appearing in classified ads and describe items to another person.

FUNCTIONS		NOTIONS	
Asking about things	(C + E)	Age	
Describing things	(C + E)	Type	
Making appointments	(C + E)	Price	
Negotiating a price	(C + E)	Physical condition	
SETTING	ROLES	TOPICS	
At home At a stranger's home On the phone	Buyer – seller	Cars Electronics Appliances Houses Recreational equipment	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
		– You advertised a Chevrolet Belair in the paper.	
– Yes, that's right.		– How's the motor?	
– Oh, no problem. It doesn't burn oil. The compression is good.		– Does it start (well)?	
– Oh, yes. I don't even plug it in the winter.		– Is \$2500 your best price? It's expensive. Are you willing to negotiate?	
– It's negotiable.		– Can I see it?	
– Anytime. I'm retired.		– What's your address?	
– It's... .			

INTERMEDIATE OBJECTIVES

THEME 3

ENTERTAINMENT, RECREATION AND LIFESTYLE

In matters of entertainment, recreation and lifestyle the adult students will be able to :

- 4.16 obtain information about entertainment and recreational activities of interest to them.
- 4.17 obtain tickets and reservations for entertainment and recreational activities of interest to them.
- 4.18 understand written documents about entertainment and recreational activities of interest to them.
- 4.19 discuss preferences, interests and attitudes concerning entertainment and recreation.
- 4.20 understand the rules of simple unfamiliar games.
- 4.21 play a game.
- 4.22 understand simple written narratives.
- 4.23 extend invitations or suggest activities, orally or in writing.
- 4.24 answer invitations, orally or in writing.

INTERMEDIATE OBJECTIVE 4.16

In matters of entertainment, recreation and lifestyle the adult students will be able to obtain information about entertainment and recreational activities of interest to them.		
FUNCTIONS Asking for information (E) Giving information (C)		NOTIONS Time Place Number Future reference Price
SETTING On the telephone At an entertainment activity (film, play, etc.) At a recreational site (zoo, ski, hill, skating rink)	ROLES Individual – receptionist Friend – friend Acquaintance – acquaintance	TOPICS Schedules Ticket prices Characteristics (interest, age group, quality)
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>Capitol Theatre.</i> – <i>"City Lights" with Charlie Chaplin.</i> – <i>Seven-thirty and nine-thirty.</i> – <i>Five-fifty for adults. Two-fifty for children and students.</i>		– <i>Hello. What's playing tonight?</i> – <i>At what time?</i> – <i>How much is it?</i>
– <i>How was the skiing?</i> – <i>Lots of snow?</i> – <i>I'm planning on going next week. Is it a good place for the kids?</i>		– <i>Fantastic.</i> – <i>A foot of fresh snow.</i> – <i>Oh yes. There are beginner trails and expert trails.</i>

INTERMEDIATE OBJECTIVE 4.17

In matters of entertainment, recreation and lifestyle the adult students will be able to obtain tickets and reservations for entertainment and recreational activities of interest to them.

FUNCTIONS		NOTIONS	
Asking about the price	(E)	Price	
Making reservations	(E)	Time	
Asking about payment	(E)	Place	
Stating the price	(C)	Future reference	
Giving information about reservations	(C)	Number	
SETTING	ROLES		TOPICS
On the telephone At a ticket office	Customer – salesperson		Reservations Ways of playing Hours, days, and dates Kinds of tickets
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Maple Leaf Gardens.		– I'd like to reserve hockey tickets.	
– For which game?		– Saturday. The Nordiques. Do you have tickets in the blues?	
– Nope. Sold out.		– What about the reds?	
– Nope.		– What have you got left?	
– I've got standing room only.		– Standing room? Uh... I don't know. Where exactly?	
– No reserved places for standing room. It's first come, first served.		– When are the tickets on sale?	
– An hour before the game.			

INTERMEDIATE OBJECTIVE 4.18

In matters of entertainment, recreation and lifestyle the adult students will be able to understand written documents about entertainment and recreational activities of interest to them.		
FUNCTIONS Obtaining information about entertainment and recreation from a written text (C) Picking out important details (C) Identifying key phrases (C)		NOTIONS Time Place Price Future reference Condition Number
SETTING At home On the street	ROLES Individual	TOPICS Kinds of activities Schedule Cost Kinds of tickets
LANGUAGE EXPONENTS		
COMPREHENSION <i>Authentic written documents</i> e.g. <i>Billboards</i> <i>Marquees</i> <i>Brochures</i> <i>Newspaper entertainment section</i> <i>Community recreational publicity</i>		EXPRESSION

INTERMEDIATE OBJECTIVE 4.19

In matters of entertainment, recreation and lifestyle the adult students will be able to discuss preferences, interests and attitudes concerning entertainment and recreation.

FUNCTIONS		NOTIONS	
Asking about likes, dislikes, preferences	(C + E)	Past, present, future reference	
Stating likes, dislikes, preferences	(C + E)	Duration	
Asking about habits	(C + E)	Frequency	
Describing habits	(C + E)	Change	
Asking why, giving reasons	(C + E)	Condition	
Stating conditions	(C + E)	Reason	
		Cause	
		Purpose	

SETTING	ROLES	TOPICS
At school	Friend – friend	Sports
At work	Acquaintance – acquaintance	Hobbies, crafts
At home		Leisure-time activities
At a social gathering		Skills, abilities
		The arts
		Games

LANGUAGE EXPONENTS	
COMPREHENSION	EXPRESSION
– I saw you jogging yesterday.	– Oh, yeah?
– I've always wondered why people jog.	– For fun. For the pleasure. To keep fit.
– The pleasure? Tiring yourself out? Sweating? I don't see it.	– It's important for me to be in shape. Twenty minutes a day, three times a week. That's all it takes.
– Okay... the exercise. I can understand that. But if I did exercise, I would swim or ski.	– If you start, call me.

INTERMEDIATE OBJECTIVE 4.20

In matters of entertainment, recreation and lifestyle the adult students will be able to understand the rules of simple unfamiliar games.		
FUNCTIONS Asking about rules (E) Explaining rules (C) Understanding written rules (C)		NOTIONS Sequence Means Purpose Condition Obligation
SETTING At school At home At a friend's	ROLES Friend – friend Acquaintance – acquaintance	TOPICS Card games Board games Sports Language games
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>You've never played "checkers".</i> – <i>Okay, I'll show you. The object of the game is to wipe out the other player.</i> – <i>Eliminate.</i> – <i>By jumping over. And if you can jump, you have to.</i> – <i>No. The checkers move diagonally, forwards, but not backwards.</i>		– <i>No, never.</i> – <i>Wipe out?</i> – <i>Okay. How?</i> – <i>I have no choice?</i> – <i>If I come to the end?</i>
<i>Authentic written game rules</i>		

INTERMEDIATE OBJECTIVE 4.21

In matters of entertainment, recreation and lifestyle the adult students will be able to play a game.		
FUNCTIONS Asking for an explanation (C + E) Giving an explanation (C + E) Ordering, instructing (C + E) Reminding (C + E) Warning (C + E) Understanding written instructions (C)		NOTIONS Sequence Priority Posteriority Means Purpose Condition Effect
SETTING Playing a game	ROLES Player – player	TOPICS Rules Card games Board games Sports Language games
LANGUAGE EXPONENTS		
COMPREHENSION – Wake up! It's your turn. – Yes. I did. – I played Q-U-I-Z. – Sixty-six. It's on a triple. – No more letters? That's fifty points! Incredible! Written instructions		EXPRESSION – Oh, sorry. Did you play? – What did you do? – Wow! How much did you get? – Okay. Give me a minute to think. ... Is this okay? Q-U-A-R-T-E-R-S. It's on a triple, too. And... I have no more letters...

INTERMEDIATE OBJECTIVE 4.22

In matters of entertainment, recreation and lifestyle the adult students will be able to understand simple written narratives.		
FUNCTIONS Understanding a story (C) Identifying key words in a text (C) Identifying details in a text (C) Retracing the chronological sequence (C) Identifying the main idea in a text (C)		NOTIONS Sequence Posteriority Action/event relations: – agency (who?) – cause (why?) – place (where?) – time (when?) – means (how?) Simultaneousness Priority
SETTING At school At home	ROLES Individual	TOPICS Sports News Accidents Accomplishments Science The environment Medicine
LANGUAGE EXPONENTS COMPREHENSION Written narrations e.g. <i>Sports stories</i> <i>News stories</i> <i>Human interest stories</i> <i>Scientific discoveries</i> <i>Jokes</i> <i>Fiction</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 4.23

In matters of entertainment, recreation and lifestyle the adult students will be able to extend invitations or suggest activities, orally or in writing.

FUNCTIONS		NOTIONS	
Inviting	(E)	Future reference	
Responding to invitations	(C)	Present reference	
Suggesting	(E)	Point of time	
Giving reasons	(C + E)	Capability/incapability	
Stating conditions	(C + E)	Reason	
Stating obligations	(C)	Condition	
Persuading	(E)		
SETTING	ROLES		TOPICS
On the telephone At school At work At a social gathering	Friend – friend Acquaintance – acquaintance		Places Leisure-time activities Entertainment Food, drink Responsibilities
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>It's snowing!</i> – <i>I don't know. I'm supposed to babysit.</i> – <i>I can't. She's going out.</i> – <i>Okay, if she wants to come, I'll come.</i>		– <i>We're going to the Expos' game. Do you want to come?</i> – <i>Doesn't matter. There's a roof now.</i> – <i>Come on! Ask your wife.</i> – <i>Then bring your daughter</i> – <i>Great!</i>	
		<i>Hi Jim,</i>	
		<i>We're planning the annual fishing trip. Sure hope you will join us again this year.</i>	
		<i>Please write to let us know.</i>	
		<i>Your friend and fishing partner.</i>	
		<i>Paul.</i>	

INTERMEDIATE OBJECTIVE 4.24

In matters of entertainment, recreation and lifestyle the adult students will be able to answer invitations orally or in writing.

FUNCTIONS		NOTIONS	
Inviting	(C)	Future reference	
Responding to invitations	(E)	Present reference	
Suggesting	(C)	Point of time	
Giving reasons	(C + E)	Capability/incapability	
Stating conditions	(C + E)	Reason	
Stating obligations	(E)	Condition	
Persuading	(C)		
SETTING	ROLES		TOPICS
On the telephone At school At work At a social gathering	Friend – friend Acquaintance – acquaintance		Places Leisure-time activities Entertainment Food, drink Responsibilities
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Do you want to come shopping with me?		– No. I can't. I'm broke.	
– You don't have to spend any money.		– If I go, I will.	
– Leave your money at home.		– Why go?	
– Just to look.		– That's no fun.	
Dear Bertha,		Dear Eddy,	
I'm writing to invite you to our summer house in New England. We are planning on being there in July. Hope you can join us. Let me know soon.		Thank you for the invitation. I can't make it this summer. We sold the house and we're moving in July. Hope to see you in the fall.	
Your cousin Eddy.		Love Bertha.	

INTERMEDIATE OBJECTIVES

THEME 4

PLACES AND TRAVEL

Concerning places and travel, the adult students will be able to :

- 4.25 describe their own milieu.
- 4.26 find out about another person's milieu.
- 4.27 compare two different places.
- 4.28 understand authentic written documents about places.
- 4.29 obtain information about a place of interest to them orally or in writing.
- 4.30 describe trips they have taken or places they have visited.
- 4.31 write short notes, letters or postcards to convey simple factual information related to travel.
- 4.32 discuss preferences, interests and attitudes concerning travel.
- 4.33 obtain information of various kinds concerning public transport.
- 4.34 make reservations and obtain tickets and other public transportation services.
- 4.35 understand authentic written documents about public transportation.

INTERMEDIATE OBJECTIVE 4.25

Concerning places and travel, the adult students will be able to describe their own milieu.		
FUNCTIONS Asking about a place (C) Describing a place (E) Identifying a place (E) Comparing (E)		NOTIONS Place Existence/non-existence Location Distance Correspondence/contrast Desirability/undesirability
SETTING At school On a trip At work	ROLES Friend – friend Stranger – stranger Acquaintance – acquaintance	TOPICS Services Industries Recreation Topography Vegetation Businesses Transportation People Climate Buildings Location Population
LANGUAGE EXPONENTS		
COMPREHENSION – Do you live around here? – That's on the river, isn't it? – I've never been there. What's it like? – What about industry? – Is it very big?		EXPRESSION – Yes, in St-Michel. – Yes, just across from Ile d'Orléans. – It's 300 years old. The houses are old, too. Canadian-style. There are a lot of farmers. The land is excellent. – There are two furniture factories. I think that's all. People work in Lévis and Québec, too. – No, about 1,500 people.

INTERMEDIATE OBJECTIVE 4.26

Concerning places and travel, the adult students will be able to find out about another person's milieu.

FUNCTIONS		NOTIONS	
Asking about place	(E)	Place	
Describing a place	(C)	Correspondence/contrast	
Identifying a place	(C)	Existence/non-existence	
Comparing	(C)	Location	
		Distance	
		Desirability/undesirability	
SETTING	ROLES		TOPICS
At school	Friend – friend		Services
On a trip	Stranger – stranger		Industries
At work	Acquaintance – acquaintance		Recreation
			Topography
			Vegetation
			Businesses
			Transportation
			People
			Climate
			Buildings
			Location
			Population
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>It sure is different around here than where I come from.</i>		– <i>Where do you come from?</i>	
– <i>Texas.</i>		– <i>Cowboys and ranches?</i>	
– <i>They're up in the north. In Galveston, that's near Houston, we've got no cowboys. We've got oil rigs.</i>		– <i>What's it like (around there)?</i>	
– <i>Well, it's flat... and it's hot ... and it's humid. The Gulf of Mexico is right there.</i>		– <i>Are there (a lot of) trees?</i>	
– <i>No. It's sort of swampy. We don't have nice trees like you do up there.</i>			

INTERMEDIATE OBJECTIVE 4.27

Concerning places and travel, the adult students will be able to compare two different places.			
FUNCTIONS Asking about a place (C + E) Describing a place (C + E) Comparing places (C + E)		NOTIONS Place Correspondence/contrast Equality/inequality	
SETTING At school On a trip At work	ROLES Friend – friend Stranger – stranger Acquaintance – acquaintance	TOPICS Services Industries Recreation Topography Vegetation Businesses Transportation People Climate Buildings Location Population	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
- Do you like living in the country? - Why? - But there's nothing to do. In the city there are more activities, more people. - I suppose. - Winnipeg. - It's about the same size as Quebec City. It's a quiet city, but a very beautiful one with lots of parks.		- Oh, yeah. I used to live in the city. But I wouldn't go back. - The country is quieter. There's more space. - There's action in the country, too. Cows eating the carrots. A fire in a barn. Beautiful sunsets. - Hi. Where are you from? - What's Winnipeg like?	

INTERMEDIATE OBJECTIVE 4.28

Concerning places and travel, the adult students will be able to understand authentic written documents about places.

FUNCTIONS Identifying the main idea, details, and key words in a text about a place (C)		NOTIONS Place Correspondence/contrast Location Distance Existence/non-existence	
SETTING At home At a travel agent's	ROLES Prospective traveller	TOPICS Services Industries Recreation Topography Vegetation Businesses Transportation People Climate Buildings Location Population	
LANGUAGE EXPONENTS			
COMPREHENSION <i>Authentic written documents</i> <i>e.g.</i> <i>Tourist brochures</i> <i>Maps</i> <i>Magazine ads, articles</i> <i>Newspaper ads, articles</i>		EXPRESSION	

INTERMEDIATE OBJECTIVE 4.29

Concerning places and travel, the adult students will be able to obtain information about a place of interest to them orally or in writing.		
FUNCTIONS Filling in a coupon requesting information about a place (C + E) Request information about a place (E)		NOTIONS Place Correspondence/contrast Location Distance Existence/non-existence Desirability/undesirability
SETTING At home At a travel agent's At a friend's	ROLES Prospective traveller	TOPICS Services Industries Recreation Topography Vegetation Businesses Transportation People Climate Buildings Location Population
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>Fantastic. Jamaica is beautiful.</i> – <i>Superb.</i> – <i>The fancy hotels are expensive. But we stayed in a beach house. It was reasonable.</i> – <i>You can swim, or course. But there's sailing and fishing and sightseeing.</i> – <i>They're friendly, but they're hard to understand. They have a Jamaican-English accent.</i>		– <i>How was your trip?</i> – <i>Are the beaches nice?</i> – <i>Is it expensive?</i> – <i>What can you do?</i> – <i>Are the people friendly?</i>
<i>Authentic tourist information coupons</i>		<i>Fill out authentic tourist information coupons.</i>

INTERMEDIATE OBJECTIVE 4.30

Concerning places and travel, the adult students will be able to describe trips they have taken or places they have visited.		
FUNCTIONS Describing a place Narrating a story		NOTIONS Past reference Time Place Duration
SETTING At school At a social gathering	ROLES Friend – friend Acquaintance – acquaintance	TOPICS Activities – sightseeing – recreation
LANGUAGE EXPONENTS COMPREHENSION EXPRESSION — <i>Two years ago I went to the Gaspé. I went by motorcycle with a friend. It was fun because we climbed Mt. Jacques Cartier. We had a tent. There was snow in July. We camped on the mountain for three days. The view is fantastic. If you go to the Gaspé, you should go to Mt. Jacques Cartier.</i>		

INTERMEDIATE OBJECTIVE 4.31

Concerning places and travel, the adult students will be able to write short notes, letters or postcards to convey simple factual information related to travel.

FUNCTIONS		NOTIONS	
Writing a postcard	(E)	Time	
Narrating a story	(E)	Place	
Describing a place	(E)	Physical condition	
Saying how one is	(E)	Future reference	
Stating intentions	(E)	Past reference	
SETTING		TOPICS	
Away from home	Traveller writing – friend		Activities Health Weather Characteristics of a place
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
		<i>Dear ...</i> <i>Arrived Tuesday. Beaches beautiful, food awful. Temperature 30°, thunderstorms every evening. Joe caught a sunburn. Going to Outer Island tomorrow. See you on the 30th.</i> <i>Love, ...</i>	

INTERMEDIATE OBJECTIVE 4.32

Concerning places and travel, the adult students will be able to discuss preferences, interests and attitudes concerning travel.

FUNCTIONS		NOTIONS	
Expressing likes, dislikes, preferences	(C + E)	Place	
Asking why	(C + E)	Reason	
Giving reasons	(C + E)	Purpose	
Expressing feelings	(C + E)	Correspondence/contrast	
Speculating on the future	(C + E)		
Describing activities	(C + E)		
SETTING	ROLES		TOPICS
At school At work At a social gathering	Friend – friend Acquaintance – acquaintance		Holidays Transportation Leisure-time activities Accommodation
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Your parents haven't left yet?		– My father doesn't like to travel.	
– Why not?		– He likes to sleep at home in his bed. No hotels, no motels.	
– My brother is like that. For his honeymoon he went downtown for the weekend.		– He's happy at home.	
– I could travel all my life, I think.		– Me, too. I love new places.	

INTERMEDIATE OBJECTIVE 4.33

Concerning places and travel, the adult students will be able to obtain information of various kinds concerning public transport.		
FUNCTIONS Finding out about schedules, prices, fares, routes, reservations (E) Expressing wants, intentions (E)		NOTIONS Future reference Location Direction Frequency Time
SETTING On the phone At a travel agent At an airport At a train station At a bus station On a bus	ROLES Traveller – travel agent, ticket agent Commuter – public transport employee	TOPICS Schedules Routes Fares Reservations
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>Every second hour, ma'am. The even hours. Eight, ten twelve, two, etc.</i>		– <i>Hello. I want to go to Ottawa. Which buses are "no smoking"?</i>
– <i>No, take the 99. It's just behind me.</i>		– <i>I want to go to Christophe Colomb and Villeray. Do I take this bus?</i>
– <i>Yes. Two to five, half-price. Under two, free.</i>		– <i>Are there special fares for children?</i>
– <i>That flight is booked solid. I can put you on stand-by.</i>		– <i>I'd like to reserve two seats on the 2 o'clock plane to New York.</i>

INTERMEDIATE OBJECTIVE 4.34

Concerning places and travel, the adult students will be able to make reservations and obtain tickets and other public transportation services.		
FUNCTIONS Making reservations (C + E) Requesting tickets (E) Asking the price (E) Giving pertinent personal information (E) Cancelling a reservation (E) Requesting a refund (E)		NOTIONS Past, present, future reference Capability/incapability Condition Place Time
SETTING On the phone At the airport At the train station At the bus station	ROLES Traveller – travel agent, ticket agent	TOPICS Tickets Reservations Special fares Special services Cancellations Refunds
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Yes, if you reserve 30 days in advance, you can have the reduced fare. – It's \$233 return Toronto-Quebec City. – It's \$375. – That flight is booked solid. I can put you on stand-by.		– I have to go to Toronto in May. Can I get special fares? – How much is it? – What's the regular fare? – All right. I need ...

INTERMEDIATE OBJECTIVE 4.35

Concerning places and travel, the adult students will be able to understand authentic written documents about public transportation.

FUNCTIONS		NOTIONS	
Identifying services	(C)	Place	
Identifying places	(C)	Purpose	
Following directions	(C)		
SETTING	ROLES		TOPICS
At an airport At a train station At a bus station On a train, plane, bus	Traveller		Services Schedules Fares Safety requirements
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
<i>Authentic written documents:</i>			
<i>e.g.</i>			
<i>– Transportation schedules</i>			
<i>– Fare scales</i>			
<i>– Publicity</i>			
<i>– Signs</i>			
<i>– Public services</i>			
<i>Ex: Washrooms in the basement Cafeteria on the 3^d floor.</i>			

INTERMEDIATE OBJECTIVES

THEME 5

RELATIONSHIPS WITH OTHERS

In relationships with others, the adult students will be able to :

- 4.36 exchange information about recent activities, habits and changes, upcoming projects and plans.
- 4.37 get advice on a problem of importance to them.
- 4.38 offer advice or respond to a request for advice on a problem of importance to a friend.
- 4.39 exchange opinions on subjects of interest and the reasons for the respective opinions.
- 4.40 state their obligations and find out about the obligations of others in areas of common interests.

INTERMEDIATE OBJECTIVE 4.36

In relationships with others, the adult students will be able to exchange information about recent activities, habits and changes, upcoming projects and plans.

FUNCTIONS		NOTIONS	
Asking about activities	(C + E)	Past, present, future reference	
Describing activities	(C + E)	Condition	
Asking about plans	(C + E)	Purpose	
Describing plans	(C + E)	Reason	
		Correspondence/contrast	
		Commencement	
		Cessation	
		Continuity/intermittence	
SETTING	ROLES	TOPICS	
At home	Friend – friend	Leisure-time activities	
In class	Acquaintance – acquaintance	Vacations	
At a social gathering		Education, employment	
At work			
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Hi, Frances. Where've you been?		– I'm not going to school (anymore). I finished last month.	
– Finished? Lucky you. I've got another year.		– I'm going to CEGEP in September. If I have enough money.	
– Are you going to work this summer?		– I'm looking for a job.	
– Well, if I hear about something, I'll let you know.		– Thanks. See ya.	

INTERMEDIATE OBJECTIVE 4.37

In relationships with others, the adult students will be able to get advice on a problem of importance to them.

FUNCTIONS		NOTIONS	
Asking for advice	(E)	Importance/unimportance	
Giving advice	(C)	Action-event relations	
Explaining a problem	(E)	– agency (who?)	
Asking for details	(C)	– place (where?)	
Giving details	(E)	– time (when?)	
		– manner, means (how?)	
		– cause (why?)	
SETTING	ROLES		TOPICS
At school	Friend – friend Acquaintance – acquaintance		Education
At home			Employment
At a social gathering			Health (nutrition, exercise, etc.)
At work			Mechanics
			Hobbies
			Lifestyle
			Sports
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>What's the trouble?</i>		– <i>My car doesn't start.</i>	
– <i>Hmm ... I smell gas. It must be flooded.</i>		– <i>Flooded? What should I do?</i>	
– <i>Nothing. Wait five minutes, then try again.</i>		– <i>Is it time?</i>	
– <i>Now, press the accelerator slowly to the floor and hold it there until it starts.</i>		– <i>Should I pump the gas?</i>	
– <i>No, don't. Hold it to the floor.</i>		– <i>I got it! Thanks for helping.</i>	

INTERMEDIATE OBJECTIVE 4.38

In relationships with others, the adult students will be able to offer advice or respond to a request for advice on a problem of importance to a friend.

FUNCTIONS		NOTIONS	
Asking for advice	(C)	Importance/unimportance	
Giving advice	(E)	Action-event relations	
Explaining a problem	(C)	– agency (who?)	
Asking for details	(E)	– place (where?)	
Giving details	(C)	– time (when?)	
		– manner, means (how?)	
		– cause (why?)	
SETTING	ROLES		TOPICS
At school	Friend – friend		Education
At home	Acquaintance – acquaintance		Employment
At a social gathering			Health (nutrition, exercise, etc.)
At work			Mechanics
			Hobbies
			Lifestyle
			Sports
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– I don't know what to do about my broccoli.		– What's happening to it?	
– It's full of worms. And I don't like using insecticides.		– Listen. I have the answer.	
– You do?		– Spray (them) with BT.	
– What's BT?		– It's a biological insecticide. It's not dangerous.	
– I'll try it.		– Spray every ten days. (You should) spray in the evening.	
– Where can I find it?		– At a garden (supply) store. Oh! One more thing. You shouldn't eat the broccoli the day you spray it.	

INTERMEDIATE OBJECTIVE 4.39

In relationships with others, the adult students will be able to exchange opinions on subjects of interest and the reasons for the respective opinions.

FUNCTIONS		NOTIONS	
Asking about opinions	(C + E)	Rightness/wrongness	
Stating opinions	(C + E)	Acceptability/unacceptability	
Agreeing	(C + E)	Reason	
Disagreeing	(C + E)		
Expressing uncertainty, neutrality	(C + E)		
Asking about reasons	(C + E)		
Giving reasons	(C + E)		

SETTING	ROLES	TOPICS
At school At home At a social gathering At work	Friend – friend Acquaintance – acquaintance	Personal questions (likes, dislikes, preferences, habits, personality) Social questions (family, marriage, divorce, retirement, education, crime, child-rearing, etc.)

LANGUAGE EXPONENTS	
COMPREHENSION	EXPRESSION
– <i>Schools don't teach children the "basics" nowadays.</i>	– <i>You mean reading and writing?</i>
– <i>Yes. Spelling, arithmetic. It's terrible. They have art and drama and music and physical education; but they can't spell.</i>	– <i>I think those subjects are good. The problem is TV. The kids don't read.</i>
– <i>I'm not sure about that. If they stopped wasting time in school ...</i>	– <i>Maybe you're right. But it's not just school. It's the (whole) society.</i>
– <i>Now ... there I agree with you.</i>	
– <i>What do you think of all the violence in sports nowadays?</i>	– <i>I think it's terrible, but what can be done?</i>
– <i>Take hockey as an example. If the player starting a fight was expelled there would be a lot less fights.</i>	– <i>You're right. Do you think the NHL will get around to doing anything?</i>
– <i>I hope so!</i>	

INTERMEDIATE OBJECTIVE 4.40

In relationships with others, the adult students will be able to state their obligations and find out about the obligations of others in areas of common interest.		
FUNCTIONS Asking about obligations (C + E) Stating obligations/lack of obligations (C + E)		NOTIONS Obligation Capability/incapability Possibility/impossibility
SETTING At school At home At a social gathering At work	ROLES Friend – friend Acquaintance – acquaintance Fellow workers	TOPICS Job responsibilities Home responsibilities
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>What a day!</i> – <i>I had to take ... to his hockey practice at 6:30 this morning. Then I had to take the car to the garage. And, after that, I had to run around to finish the shopping.</i> – <i>I have to go home and have a sleep. I have an exam tomorrow and have to study.</i>		– <i>You look tired.</i> – <i>Where are you going now?</i>

ANG-5054-6

TERMINAL OBJECTIVES

A) LISTENING

On hearing oral texts in a wide variety of real-life situations, the adult students will be able to...

- ... identify important details, key words and phrases in oral questions and declarations.
- ... identify the main idea in a short narrative.
- ... find complementary or contradictory information in different oral texts.
- ... distinguish between arguments for and against.
- ... understand a problem stated by another person.
- ... identify the chronological sequence of events in a narrative.
- ... understand an explanation of how something functions.
- ... discern a condition.
- ... understand conclusions.
- ... recognize statements or ideas expressed by another person.

B) SPEAKING

In a wide variety of real-life situations, the adult students will be able to...

- ... describe events.
 - ... narrate stories.
 - ... request confirmation of a statement.
 - ... confirm a statement.
 - ... request clarification.
 - ... reformulate an idea.
 - ... clarify an idea.
 - ... ask for, express and react to opinions.
 - ... ask open and closed questions.
 - ... answer open and closed questions.
 - ... object to a statement.
 - ... state a problem.
 - ... state a conclusion.
 - ... reflect on the future.
 - ... state alternatives.
 - ... report another person's statement or question.
-

C) READING

On reading written texts, the adult students will be able to...

- ... identify the main idea.
- ... find complementary or contradictory information.
- ... distinguish between arguments for and against.
- ... recognize inconsistencies or contradictions within the same text or different texts.
- ... extrapolate information from the opening paragraph, main body and final paragraph of a text.
- ... extrapolate information from summaries.
- ... understand how something functions.
- ... discern a condition.
- ... recognize a conclusion.
- ... understand written narratives.

D) WRITING

In a limited number of real-life situations, the adult students will be able to...

- ... use proper grammar, vocabulary and spelling to convey information in applications or forms.
- ... write clear instructions in a proper sequence.
- ... use proper grammar, vocabulary and spelling to request simple information in a routine situation or to extend or answer an invitation.
- ... give a written account of an event.

INTERMEDIATE OBJECTIVES

THEME 1

RELATIONSHIPS WITH OTHERS

In relationships with others, the adult students will be able to :

- 5.1 understand oral and written invitations.
- 5.2 extend oral and written invitations.
- 5.3 accept or decline invitations orally and in writing in an appropriate way.
- 5.4 discuss topics of interest concerning the future, both real and hypothetical.
- 5.5 understand the description of a noteworthy event.
- 5.6 recount orally or in writing a noteworthy event from their past.

INTERMEDIATE OBJECTIVE 5.1

In relationships with others, the adult students will be able to understand oral and written invitations.		
FUNCTIONS Understanding invitations (C)		NOTIONS Future reference Time Place Reason Purpose
SETTING At school At work At home	ROLES Student – student Fellow workers Friend – friend Relative – relative	TOPICS Social events, activities Recreational events, activities Family events, activities
LANGUAGE EXPONENTS COMPREHENSION <i>Dear André:</i> <i>We're having a surprise party for my brother Friday evening, the 28th, and I'd like you to be there. If you can come, call me at work. I asked Bob to help me rearrange my apartment and he's coming at 8 o'clock. So everybody has to be there before that. Hope you can make it.</i> <i>Anne.</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 5.2

In relationships with others, the adult students will be able to extend oral and written invitations.		
FUNCTIONS Inviting (E) Indicating time and place (E)		NOTIONS Future reference Time Place Reason Purpose
SETTING At school At work At home	ROLES Student – student Fellow workers Friend – friend Relative – relative	TOPICS Social, recreational and family events and activities
LANGUAGE EXPONENTS		
COMPREHENSION <i>Michael:</i> <i>I've got to go right home. Let's make it tomorrow night instead.</i> <i>Dorothy.</i>		EXPRESSION <i>Dorothy:</i> <i>How about a cup of coffee after school? Meet me downstairs at 10.00. I've got my car.</i> <i>Michael.</i>

INTERMEDIATE OBJECTIVE 5.3

In relationships with others, the adult students will be able to accept or decline invitations orally and in writing in an appropriate way.

FUNCTIONS		NOTIONS	
Inviting	(C + E)	Future reference	
Accepting or refusing	(C + E)	Time	
Indicating time and place	(C + E)	Place	
Giving reasons	(C + E)	Reason	
Expressing obligations	(C + E)	Purpose	
Expressing regrets, gratitude	(C + E)		
Discussing alternatives	(C + E)		
Discussing problems	(C + E)		
SETTING	ROLES		TOPICS
At school	Student – student Colleague – colleague Friend – friend		Social, recreational and family events and activities
At work			
At home			
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– I'd like to but I don't think my boyfriend would appreciate it. He's the jealous type.		– How about coming to the baseball game with me tomorrow night?	
– But he doesn't like baseball.		– Then tell him to come, too.	
– You're right! He'll just have to grow up. All right, I'll go.		– That's not your problem. Tell him that you're going and that he's welcome. It's up to him but he has no reason to object.	
– All right. See you then!		– Great! Meet you at the ticket office at 7 o'clock.	
Bob,		Jim,	
Yes, I'm going to the game. I'd appreciate the lift. I'll be at your place around 5:30 p.m.		Are you going to the hockey game Saturday night? If so would you like to drive down with me? I'll be leaving around 6 o'clock. Let me know.	
See you Saturday, Jim.		Bob.	

INTERMEDIATE OBJECTIVE 5.4

In relationships with others, the adult students will be able to discuss topics of interest concerning the future, both real and hypothetical.

FUNCTIONS		NOTIONS	
Asking about the future	(C + E)	Future reference	
Talking about the future	(C + E)	Condition	
Asking about a possibility	(C + E)	Temporal relations	
Talking about a possibility	(C + E)		
Speculating about the future	(C + E)		
Expressing anticipation	(C + E)		
Talking about alternatives	(C + E)		
SETTING	ROLES	TOPICS	
At school	Friend – friend	Vacations	
At work	Acquaintance – acquaintance	Retirement	
At home		Leisure-time activities	
At a social gathering		Goal, projects	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>What would you do if you won the lottery?</i>		– <i>I'd go to Iceland on June 21.</i>	
– <i>That's a strange place. Why there?</i>		– <i>To see the midnight sun and the volcanoes and geysers. What about you?</i>	
– <i>I've always wanted to see the Himalayas. I think I'd go to Nepal.</i>		– <i>It would be nice... but I think we'll probably go to Plattsburg Beach again.</i>	
– <i>You're lucky. I'll be staying home all summer.</i>			

INTERMEDIATE OBJECTIVE 5.5

In relationships with others, the adult students will be able to understand the description of a noteworthy event.

FUNCTIONS		NOTIONS	
Understanding a narration	(C)	Past reference	
Requesting clarification	(E)	Sequence	
Asking open and closed questions	(E)	Time	
Asking about feelings	(E)	Place	
		Action/event relations	
		Logical relations	
		Occurrence/non-occurrence	
SETTING	ROLES		TOPICS
At school	Friend – friend Fellow workers		Accidents
At work			Humourous incidents
At home			Stories from one's past
At a social gathering			Vacation experiences
			Strange experiences
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>I hope the weather's nice.</i>		– <i>I'm taking the ferry to Lévis.</i>	
– <i>I took the ferry last week and there was a snowstorm. It took four hours to cross.</i>		– <i>Why?</i>	
– <i>We were stuck in the ice and went all the way to Isle d'Orléans.</i>		– <i>How were you stuck?</i>	
– <i>The wind jammed all the ice together.</i>		– <i>Were you nervous?</i>	
– <i>A little. But mainly I was impatient. But you're okay today. The weather's nice.</i>			

INTERMEDIATE OBJECTIVE 5.6

In relationships with others, the adult students will be able to recount orally and in writing a noteworthy event from their past.

FUNCTIONS		NOTIONS	
Narrating a story	(E)	Past reference	
Introducing a narration	(E)	Sequence	
Making a conclusion	(E)	Time	
Answering open and closed questions	(E)	Place	
Expressing feelings	(E)	Action/event relations	
Understanding a request for clarification	(C)	Logical relations	
Rephrasing	(E)	Occurrence/non-occurrence	
SETTING	ROLES	TOPICS	
At school At work At home At a social gathering	Friend – friend Fellow workers	Accidents Humourous incidents Stories from one's past Vacation experiences Strange experiences	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
- Do you believe in UFO's? - You saw one? I don't believe it. - What do you mean – "a real UFO"? - When was this? After a party? - What kind of noise? - On the grass! How did you feel? - Did you call the police?		- I sure do. I saw one. - It's true. I saw a real UFO. - I mean a UFO with lights and little people inside. - No. I was sitting in my garden one morning. I heard a funny noise... - A very strange noise, a vibration. And then a spaceship landed on the grass. - I wasn't scared. I felt very happy, very peaceful. - No. Why? They didn't want to hurt me.	
		Dear Sabrina, I went to see Paul McCartney's concert last June. It was his second world tour. It was fantastic. I always enjoyed the Beatles and seeing Paul brought back old memories. It made me feel young again!	

INTERMEDIATE OBJECTIVES

THEME 2

EMPLOYMENT AND EDUCATION

In matters of employment and education, the adult students will be able to :

- 5.7 understand written documents describing conditions of admissibility or application.
- 5.8 understand and correctly fill out job application forms or applications to educational institutions.
- 5.9 understand written job advertisements.
- 5.10 request interviews, agree to interviews, cancel or reschedule interviews and make the necessary arrangements as to time and place.
- 5.11 express their aptitudes, interests and experiences; and their availability and expectations; and find out about their responsibilities, working conditions and schedule in an interview.
- 5.12 recount past work experiences and express their feelings about them.
- 5.13 discuss feelings and opinions about different professions.
- 5.14 describe their goals and find out about the goals of another person.

INTERMEDIATE OBJECTIVE 5.7

In matters of employment and education, the adult students will be able to understand written documents describing conditions of admissibility or application.		
FUNCTIONS Understanding minimum requirements (C) Understanding conditions of admissibility (C) Understanding obligations (C)		NOTIONS Obligation Duration
SETTING At home At school At work	ROLES Job applicant Applicant to educational institutions	TOPICS Job skills, experience Educational experience Requirements
LANGUAGE EXPONENTS COMPREHENSION <i>Applicants should have at least two years' experience in related fields. References must accompany all applications.</i> <i>Applicants must possess a Québec high school diploma or its equivalent. Secondary V mathematics is a prerequisite.</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 5.8

In matters of employment and education, the adult students will be able to understand and correctly fill out job application forms or applications to educational institutions.

FUNCTIONS		NOTIONS	
Understanding application forms	(C)	Past reference	
Filling out application forms	(E)	Duration	
Using telegraphic style	(E)	Commencement	
		Cessation	
		Reason	
		Cause	
SETTING	ROLES		TOPICS
Applying for a job	Job applicant		Past experience, education
Applying to an educational institution	Student		Reasons for applying
			Cause for leaving last job
			Skills, abilities
			Personal information
			Interests, plans
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
Job application forms			
School application forms			

INTERMEDIATE OBJECTIVE 5.9

In matters of employment and education, the adult students will be able to understand written job advertisements.		
FUNCTIONS Understanding job advertisements (C) Finding information from headings (C) Finding information from titles (C)		NOTIONS Place Time Duration Commencement Desirability
SETTING At home At an employment centre	ROLES Job applicant	TOPICS Kinds of employment Working conditions Skills, abilities Prospects
LANGUAGE EXPONENTS COMPREHENSION <i>Authentic job advertisements</i> <i>e.g.</i> – <i>Classified ads (Careers)</i> – <i>Employment centre announcements</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 5.10

In matters of employment and education, the adult students will be able to request interviews, agree to interviews, cancel or reschedule interviews and make the necessary arrangements as to time and place.		
FUNCTIONS Requesting an interview (E) Accepting (E) Refusing (E) Agreeing, disagreeing (E) Cancelling an interview (C + E) Rescheduling an interview (C + E) Arranging an interview (C + E)		NOTIONS Time Place Acceptability/unacceptability
SETTING At home on the phone At an office	ROLES Job applicant	TOPICS Times Days, months Places
LANGUAGE EXPONENTS		
COMPREHENSION – Hello, this is the secretary to Ms. ..., the Personnel manager at Ms. ... is out of town until Friday. We'll have to reschedule your interview. – Could you make it next Monday at 2:30?		EXPRESSION – Oh, yes. Hello. – No problem. I'm free most days. – Next Monday? Let me see... Yes, that's all right.

INTERMEDIATE OBJECTIVE 5.11

In matters of employment and education, the adult students will be able to express their aptitudes, interests and experiences; and their availability and expectations; and find out about their responsibilities, working conditions and schedule in an interview.

FUNCTIONS		NOTIONS	
Expressing aptitudes, interests	(E)	Past reference	
Describing past experience	(E)	Future reference	
Stating availability and expectations	(E)	Condition	
Finding out about responsibilities, working conditions, schedules	(E)	Capability/incapability	
		Availability/unavailability	
SETTING	ROLES		TOPICS
At a job interview	Job applicant – interviewer		Work aptitudes Kinds of employment Working conditions Job responsibilities
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Now the important question – would this position interest you?		– Yes, it would. I like working with people and I like challenges. But I have some questions, too.	
– Yes, what are they?		– What is the starting salary?	
– It's twenty-two thousand.		– And what are the hours?	
– Eight-thirty to five with an occasional evening.		– What exactly are my responsibilities?	
– Here's a copy of the job description.			

INTERMEDIATE OBJECTIVE 5.12

In matters of employment and education, the adult students will be able to recount past work experiences and express their feelings about them.

FUNCTIONS		NOTIONS	
Narrating a story	(E)	Past reference	
Expressing feelings	(E)	Sequence	
Expressing opinions	(E)	Acceptability/unacceptability	
Introducing a narration	(E)	Action/event relations	
Stating a conclusion	(E)	Occurrence/non-occurrence	
Stating obligations	(E)		
SETTING	ROLES		TOPICS
At an interview	Job applicant – interviewer		Kinds of jobs
At a social gathering	Acquaintance – acquaintance		Skills, abilities
			Responsibilities
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
- A "pickle-poker"? - Sounds like fun.		- Did I ever tell you about when I was a "pickle-poker"? - It was on the assembly line in a pickle factory. I had to watch the pickles in the bottles. If a pickle stuck out of the bottle, I had to poke it in. - Well, it wasn't. It was pretty boring. I only did it for a week. And I didn't eat pickles for years.	

INTERMEDIATE OBJECTIVE 5.13

In matters of employment and education, the adult students will be able to discuss feelings and opinions about different professions.

FUNCTIONS		NOTIONS	
Stating advantages, disadvantages	(C + E)	Desirability/undesirability	
Expressing feelings	(C + E)	Acceptability/unacceptability	
Expressing opinions	(C + E)	Past, present, future reference	
Asking for clarification	(C + E)	Cause	
Clarifying	(C + E)	Effect	
Agreeing, disagreeing	(C + E)		
SETTING	ROLES		TOPICS
At school At a social gathering	Acquaintance – acquaintance		Working conditions Salary Responsibilities Kinds of jobs Interests
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– You've really got it made.		– What do you mean?	
– You've got a good job, a good salary and it's interesting.		– I suppose you're right, but there are disadvantages, too. I have to work in the evening so I don't see my family.	
– I hadn't thought of that.		– And we have no job security at all, you know.	
– It's the same everywhere now.		– More and more, it's true. No, I'm not complaining.	

INTERMEDIATE OBJECTIVE 5.14

In matters of employment and education, the adult students will be able to describe their goals and find out about the goals of another person.

FUNCTIONS		NOTIONS	
Asking about goals	(C + E)	Present, future reference	
Stating goals	(C + E)	Importance/unimportance	
Expressing hopes	(C + E)	Utility/inutility	
Asking about expectations	(C + E)	Facility/difficulty	
Asking about the future	(C + E)		
Talking about the future	(C + E)		
Expressing certainty, uncertainty	(C + E)		
SETTING	ROLES		TOPICS
At an interview	Applicant – interviewer		Occupations, trades
At school	Student – student		Fields of study
At a social gathering	Friend – friend		Skills, abilities
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– What will you do when you finish your course?		– I'm not sure, but I'd like to continue studying.	
– Any idea what field?		– I like people and I don't like machines so I think I'd like public service.	
– You mean social work?		– Maybe. Or recreation. I like sports.	
– There may be a future there. Sports and recreation are more important to people than before.		– I'm not sure if it's easy to find a job.	
– You should go talk to a vocational counsellor.			

INTERMEDIATE OBJECTIVES

THEME 3

CURRENT EVENTS

Concerning current events, the adult students will be able to :

- 5.15 understand newspaper articles on topics of interest to them.
- 5.16 understand television and radio reports on topics of interest to them.
- 5.17 discuss current events of common interest.

INTERMEDIATE OBJECTIVE 5.15

Concerning current events, the adult students will be able to understand newspaper articles on topics of interest to them.		
FUNCTIONS Identifying the main idea (C) Identifying key passages (C) Extracting information from the headline and opening paragraph (C) Discerning arguments (C) Identifying factual information (C)		NOTIONS Past, present, future reference Sequence Action/event relations – agency (who?) – place (where?) – time (when?) – manner, means (how?) – cause (why?)
SETTING At home At school	ROLES Individual	TOPICS Politics Sports Science Medicine Economics Lifestyles Human Interest
LANGUAGE EXPONENTS COMPREHENSION <i>Authentic newspaper articles</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 5.16

Concerning current events, the adult students will be able to understand television and radio reports on topics of interest to them.

FUNCTIONS		NOTIONS	
Identifying the main idea (C) Extracting information from titles, summaries, credits and opening scenes (C) Discerning arguments (C) Identifying factual information (C)		Past, present, future reference Sequence Action/event relations – agency (who?) – place (where?) – time (when?) – manner, means (how?) – cause (why?)	
SETTING	ROLES		TOPICS
At home	Individual		Sports shows Documentaries News reports Comedies
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
Authentic TV and radio programs			

INTERMEDIATE OBJECTIVE 5.17

Concerning current events, the adult students will be able to discuss current events of common interest.				
FUNCTIONS Describing an event, report (C + E) Asking for clarification (C + E) Clarifying (C + E) Confirming details (C + E) Reformulating ideas (C + E) Expressing opinions (C + E) Asking for facts (C + E) Reporting facts (C + E) Reporting speech (C + E)		NOTIONS Logical relations – cause – effect – reason – purpose Action/event relations (see last two objectives)		
SETTING In a social setting At school At work	ROLES Friend – friend Acquaintance – acquaintance	TOPICS Sports events News events Social problems Medical events Lifestyles		
LANGUAGE EXPONENTS <table><tr><td> COMPREHENSION – I guess it's your turn to have a baby. – Men can have babies now. I saw it on TV. – No, it's true. It's a new technique. Some kind of artificial insemination, I guess. – Well, that's what they said. – No, it's still experimental. But in a few years... – No, we're too old, anyway. </td><td> EXPRESSION – Have a baby? What do you mean? – Come on! You're joking. – I don't see how it's possible. – And they can do it right now? – I don't think I'll be the first. – Lucky for us. </td></tr></table>			COMPREHENSION – I guess it's your turn to have a baby. – Men can have babies now. I saw it on TV. – No, it's true. It's a new technique. Some kind of artificial insemination, I guess. – Well, that's what they said. – No, it's still experimental. But in a few years... – No, we're too old, anyway.	EXPRESSION – Have a baby? What do you mean? – Come on! You're joking. – I don't see how it's possible. – And they can do it right now? – I don't think I'll be the first. – Lucky for us.
COMPREHENSION – I guess it's your turn to have a baby. – Men can have babies now. I saw it on TV. – No, it's true. It's a new technique. Some kind of artificial insemination, I guess. – Well, that's what they said. – No, it's still experimental. But in a few years... – No, we're too old, anyway.	EXPRESSION – Have a baby? What do you mean? – Come on! You're joking. – I don't see how it's possible. – And they can do it right now? – I don't think I'll be the first. – Lucky for us.			

INTERMEDIATE OBJECTIVES

THEME 4

PLACES AND TRAVEL

Concerning places and travel, the adult students will be able to :

- 5.18 obtain in writing information about a place.
- 5.19 understand authentic written descriptions of a place.
- 5.20 discuss oral and written reports on places.

INTERMEDIATE OBJECTIVE 5.18

Concerning places and travel, the adult students will be able to obtain information about a place in writing.			
FUNCTIONS Requesting information about a place in writing (E) Stating intentions (E)		NOTIONS Place Correspondence/contrast Location Distance Existence/non-existence	
SETTING At home	ROLES Prospective traveller	TOPICS Services Recreation Industries Businesses Topography Vegetation Transportation Buildings People Climate Location Population	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
Dear Sir or Madam: I am planning a trip to your state this summer. I would appreciate receiving information on the following subjects: camping sites, good areas for swimming and golf courses. I would also like a road map. Thank you for your help in this matter. Sincerely yours.			

INTERMEDIATE OBJECTIVE 5.19

Concerning places and travel, the adult students will be able to understand authentic written descriptions of a place.			
FUNCTIONS Understanding a description of a place (C) Picking out information from titles, headings (C) Obtain information from illustrations (C) Identifying key passages and the main idea in a text (C) Identifying factual information (C)		NOTIONS Place Correspondence/contrast Location Distance Existence/non-existence	
SETTING At home On a trip	ROLES Prospective traveller Tourist, visitor	TOPICS Services Recreation Industries Topography Vegetation Population Transportation Buildings Location Climate People Businesses	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
<i>Authentic travel brochures</i> – <i>Brochures or accommodations</i> – <i>Descriptions of tourist attractions</i> – <i>Brochures on "things to do"</i> – <i>Historical accounts</i> – <i>Descriptions of communities</i>			

INTERMEDIATE OBJECTIVE 5.20

Concerning places and travel, the adult students will be able to discuss oral and written reports on places.			
FUNCTIONS		NOTIONS	
Describing places (C + E)		Place	
Reporting facts (C + E)		Correspondence/contrast	
Reporting speech (C + E)		Inclusion/exclusion	
Summarizing essential information (C + E)		Existence/non-existence	
Reformulating facts, ideas (C + E)		Quality	
Expressing opinions (C + E)		Acceptability/unacceptability	
Stating conclusions (C + E)			
SETTING	ROLES	TOPICS	
At school	Student – student	Services	Buildings
At work	Fellow workers	Recreation	Location
At a social gathering	Friend – friend	Industries	Climate
		Topography	People
		Vegetation	Businesses
		Population	
		Transportation	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– I read an article about the Turks and Caicos Islands.		– I saw something about that, too. They're the islands that want to join Canada.	
– Not everybody wants to join. But some people think we would do a better job of developing the islands for tourism.		– Right. And we would have an "island in the sun" where we could spend Canadian dollars.	
– Where are the islands, anyway?		– I don't know exactly. Somewhere in the Caribbean.	
– Well, I think it's a good idea.		– If the people on the islands want it, I agree with you.	
Authentic written descriptions of places.			

INTERMEDIATE OBJECTIVES

THEME 5

HISTORY AND BIOGRAPHIES

Concerning history and biographies, the adult students will be able to :

- 5.21 summarize historical accounts of people, places, objects and events.
- 5.22 understand written historical accounts of people, places, objects and events.
- 5.23 clarify another person's historical account of people, places, objects and events.
- 5.24 exchange feelings, attitudes and opinions about historical accounts.

INTERMEDIATE OBJECTIVE 5.21

Concerning history and biographies, the adult students will be able to summarize historical accounts of people, places, objects and events.

FUNCTIONS		NOTIONS	
Reporting facts	(E)	Past reference	
Formulating the main idea	(E)	Sequence	
Summarizing essential information	(E)	Action/event relations (agency, place, time, manner, cause)	
Answering open and closed questions	(E)	Logical relations (cause, effect, reason, purpose)	
Expressing a personal message	(E)		
SETTING	ROLES		TOPICS
At home At school On a trip	Student Tourist		Local history Canadian history Famous people Consumer goods, inventions Places visited
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– The chocolate lady?		– I saw a show last night about Laura Secord.	
– A hero? I never knew that.		– No, she wasn't a "chocolate lady". She was a Canadian hero.	
– What did she do?		– It was in the War of 1812 against the Americans. She saw the American army ready to ambush the Canadians. So she took her cow and walked past the Americans. And she went to the Canadian fort and warned their general.	
– Did she open a chocolate store after that?		– No, she didn't open a chocolate store. It's just named after her.	

INTERMEDIATE OBJECTIVE 5.22

Concerning history and biographies, the adult students will be able to understand written historical accounts of people, places, objects and events.

FUNCTIONS		NOTIONS	
Identifying the main idea (C)		Sequence	
Identifying key passages (C)		Action/event relations (agency, place, time, manner, cause)	
Extracting information from the titles, table of contents, headings and opening paragraph (C)		Logical relations (cause, effect, reason, purpose)	
Discerning arguments (C)			
Identifying factual information (C)			
SETTING	ROLES		TOPICS
At home At school At an historical site	Student Tourist		Local history Canadian history Famous people Consumer goods, inventions Places visited
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
Authentic historical accounts			
e.g.			
Stories of famous people			
Stories of inventions and scientific developments			
Histories of places			
Accounts of important events			

INTERMEDIATE OBJECTIVE 5.23

Concerning history and biographies, the adult students will be able to clarify another person's historical account of people, places, objects and events.

FUNCTIONS		NOTIONS	
Asking for clarification Asking why Asking for additional information Recognizing inconsistencies or contradictions Discerning arguments Asking open and closed questions		Past reference Sequence Action/event relations (agency, place, time, manner, cause) Logical relations (cause, effect, reason, purpose)	
SETTING	ROLES	TOPICS	
At home At school On a trip	Student Tourist	Local history Canadian history Famous people Consumer goods, inventions Places visited	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Have you ever heard of Quarantine Island?		– Quarantine Island? No.	
– It's in the St-Lawrance River just below the Island of Orleans. When the Irish came to Canada in the 1840's, the ships landed on Quarantine Island and everybody was kept in quarantine.		– Why were they kept in quarantine?	
– Because there was a cholera epidemic.		– What happened after the epidemic ended?	
– The island became an animal quarantine station and then a secret research station during the war.		– Can you go there now?	
– Yes, you can. It's an historical site. You can go there by boat.			

INTERMEDIATE OBJECTIVE 5.24

Concerning history and biographies, the adult students will be able to exchange feelings, attitudes and opinions about historical accounts.

FUNCTIONS		NOTIONS	
Describing an event	(C + E)	Logical relations (cause, effect, reason, purpose)	
Objecting	(C + E)	Action/event relations (agency, place, time, manner, cause)	
Expressing opinions	(C + E)	Past reference	
Agreeing	(C + E)	Sequence	
Disagreeing	(C + E)		
Confirming details	(C + E)		
SETTING	ROLES		TOPICS
At home	Student – student Friend – friend Tourist – tourist		Local history
At school			Canadian history
At a social gathering			Famous people
On a trip			Consumer goods, inventions
			Places visited
			Lifestyles (past + present)
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– I'm glad I live now and not a hundred years ago.		– Why? Life was simpler then.	
– Simpler? Just talk to your grand-mother. Nothing was easy.		– Do you think so? There was no TV, no radio. People worked together.	
– They worked all right! Imagine – there were no washing machines, no frozen TV dinners, no tractors. Everything was done by hand.		– True, but the families were big. The children helped.	
– They had to. My great-grandmother had fifteen children in twenty-two years. Only ten survived.		– Fifteen children! Yes, I suppose it was difficult.	

ANG-5055-6

TERMINAL OBJECTIVES**A) LISTENING**

On hearing oral texts in a wide variety of real-life situations, the adult students will be able to...

- ... identify important details, key words and phrases, the main idea and the conclusion in a narration.
- ... extrapolate information from images, songs, slogans.
- ... find complementary or contradictory information in different oral texts.
- ... distinguish between arguments for and against.
- ... recognize a problem stated by another person and the potential solution.
- ... understand others' feelings, attitudes and opinions on abstract matters.
- ... recognize conversational and story-telling techniques.
- ... recognize statements or ideas reported by another person.

B) SPEAKING

In a wide variety of real-life situations, the adult students will be able to...

- ... describe a series of events.
- ... narrate a detailed story.
- ... explain rules.
- ... make arguments for and against.
- ... describe a problem and the potential solution.
- ... ask about and express feelings, attitudes and opinions on abstract matters.
- ... use conversational and story-telling techniques to aid communication.
- ... report another person's statement, question or idea.
- ... summarize information.
- ... state a conclusion.

C) READING

On reading written texts, the adult students will be able to...

- ... identify important details, key words and phrases, the main idea and the conclusion in a narrative.
- ... extrapolate information from diagrams, illustrations and graphs.
- ... find complementary or contradictory information in different texts.
- ... distinguish between arguments for and against.
- ... extrapolate information from the opening paragraph, main body and final paragraph of a text.
- ... recognize a problem stated by another person and the potential solution.
- ... discern feelings, attitudes and opinions from a written text.
- ... extrapolate information from credits and titles.

D) WRITING

In a limited number of real-life situations, the adult students will be able to...

- ... use appropriate language structures in order to make a request, express appreciation and apply for a position.
- ... use proper grammar, vocabulary and spelling to convey information in certain types of letters and a curriculum vitae.

INTERMEDIATE OBJECTIVES

THEME 1

RELATIONSHIPS WITH OTHERS

In a debate or argument on a topic of importance to them, the adult students will be able to :

- 6.1 defend their own or another person's ideas.
- 6.2 support or refute the ideas of others.

INTERMEDIATE OBJECTIVE 6.1

In a debate or argument on a topic of importance to them, the adult students will be able to defend their own or another person's ideas.

FUNCTIONS		NOTIONS	
Interrupting politely	(C + E)	All	
Fending off interruptions	(C + E)		
Reaffirming one's idea	(C + E)		
Clarifying one's idea	(C + E)		
Denying a statement	(C + E)		
Reporting speech	(C + E)		
Expressing agreement, disagreement	(C + E)		
Discerning arguments for and against	(C)		
SETTING	ROLES		TOPICS
At home	Friend – friend Student – student Co-worker – co-worker Acquaintance – acquaintance		Social, moral, environmental, political, religious issues Everyday activities
At school			
At work			
At a social gathering			
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– They're talking about extra billing for health care.		– You mean charging the individual every time he goes to the doctor?	
– Well, that's one way. But there are others, too.		– I'm not for that at all. I think the system is fine.	
– But it costs an arm and a leg.		– But how much would it cost if we reduced health care?	
– We're not talking about reducing...		– Oh yes, you are! If people...	
– Let me finish. What I said is that they might charge for non-essential medical acts.		– But that's just the first step. ... said that people are abusing...	
– And he's right.		– Give me a second! I was saying that we should change the emphasis to prevention.	
– You mean make people responsible for their own health?		– Exactly. And that is where you will save money!	

INTERMEDIATE OBJECTIVE 6.2

In a debate or argument on a topic of importance to them, the adult students will be able to support or refute the ideas of others.

FUNCTIONS		NOTIONS	
Interrupting politely	(C + E)	All	
Fending off interruptions	(C + E)		
Reaffirming one's idea	(C + E)		
Clarifying one's idea	(C + E)		
Denying a statement	(C + E)		
Reporting speech	(C + E)		
Expressing agreement, disagreement	(C + E)		
Discerning arguments for and against	(C)		
SETTING	ROLES	TOPICS	
At home	Friend – friend	Social, moral, environmental, political, religious issues Everyday activities	
At school	Student – student		
At work	Co-worker – co-worker		
At a social gathering	Acquaintance – acquaintance		
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– <i>How's your little girl doing?</i>		– <i>She's in grade one. And she loves it. She's even learning English.</i>	
– <i>In grade one? Aren't you worried about her French?</i>		– <i>I don't think so. Her teacher says it's good to start young.</i>	
– <i>Maybe, but when you start too young, you mix up the languages.</i>		– <i>I don't think that's a problem. She's not learning to read or spell...</i>	
– <i>Just think of all the time wasted.</i>		– <i>But it's not wasted. Ms ... says that they can develop an ear for...</i>	
– <i>It's no wonder kids have trouble in French. They take art, cooking, English...</i>		– <i>It's not true. In cooking, they practice their French. They call it "Integrated Language Arts" and I agree...</i>	
– <i>But you have to...</i>		– <i>Sure, you have to do the basics. But they can be fun, too.</i>	

INTERMEDIATE OBJECTIVES

THEME 2

CURRENT EVENTS

Concerning current events, the adult students will be able to :

- 6.3 report what they have heard from different sources.
- 6.4 find out what another person has heard from different sources.
- 6.5 understand newspaper editorials.
- 6.6 understand letters to the editor.
- 6.7 understand short magazine articles.
- 6.8 discuss issues raised in editorials, letters to the editor and magazine articles.

INTERMEDIATE OBJECTIVE 6.3

Concerning current events, the adult students will be able to report what they have heard from different sources.		
FUNCTIONS Describing events (E) Starting a conversation/introducing a story (E) Reporting speech (E) Denying, objecting (C + E) Asking for additional information (C) Reporting factual information (E) Using story-telling techniques (E)		NOTIONS All
SETTING At home At school At work At a social gathering	ROLES Friend – friend Student – student Co-worker – co-worker Acquaintance – acquaintance	TOPICS Current events (sports, news, entertainment, science)
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>Hi George. How are you doing?</i>		– <i>Pretty good, except for the news report I heard today.</i>
– <i>What news report?</i>		– <i>They say we're on a major fault, and we could have a serious earthquake anytime.</i>
– <i>You're not serious! Not in Québec.</i>		– <i>I'm serious all right. Along the St-Lawrence Valley. The epicentre would be in Charlevoix.</i>
– <i>But we don't have bad earthquakes here.</i>		– <i>Not lately. But there was a huge earthquake in 16 – something and a smaller one in 1925, I think.</i>
– <i>I'm not convinced.</i>		– <i>The geologists said it could happen tomorrow or in twenty years.</i>

INTERMEDIATE OBJECTIVE 6.4

Concerning current events, the adult students will be able to find out what another person has heard from different sources.

FUNCTIONS		NOTIONS	
Describing events (C)		All	
Starting a conversation/introducing a story (C)			
Reporting speech (C)			
Denying, objecting (C + E)			
Asking for additional information (E)			
Reporting factual information (C)			
Using story-telling techniques (C)			
SETTING	ROLES	TOPICS	
At home	Friend – friend	Curent events (sports, news, entertainment, science)	
At school	Student – student		
At work	Co-worker – co-worker		
At a social gathering	Acquaintance – acquaintance		
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Hey, you won't believe what I just heard on the radio!		– What did you hear?	
– The Kings traded Wayne Gretzky.		– You're right. I don't believe it.	
– But it's true. I heard the general manager announce it.		– It's got to be a joke. Who did they say they traded him to?	
– To Pittsburg. For half the Pittsburg team.		– No. It's not possible. You're putting me on.	
– I swear it's true. At least, I swear that's what they said on the radio.		– You can't believe everything you hear. I'll believe it when I see a penguin on his sweater.	
– You know what else I heard?		– What?	
– Next year, they're going to play hockey on roller-skates.		– Ugh... Wait till I get my hands on you!	

INTERMEDIATE OBJECTIVE 6.5

Concerning current events, the adult students will be able to understand newspaper editorials.		
FUNCTIONS Reporting events and speech (C) Expressing opinions (C) Identifying factual information (C) Identifying key phrases (C) Identifying the main idea (C) Identifying the conclusion (C) Discerning arguments for and against (C)	NOTIONS All	
SETTING At home	ROLES Individual	TOPICS Social questions (social aid, unemployment, health care, values, education, etc.)
LANGUAGE EXPONENTS COMPREHENSION <i>Authentic newspaper editorials.</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 6.6

Concerning current events, the adult students will be able to understand letters to the editor.

FUNCTIONS		NOTIONS	
Reporting events and speech	(C)	All	
Expressing opinions	(C)		
Identifying factual information	(C)		
Identifying key phrases	(C)		
Identifying the main idea	(C)		
Identifying the conclusion	(C)		
Discerning arguments for and against	(C)		
SETTING	ROLES		TOPICS
At home At school	Individual		Social questions (social aid, unemployment, health care, values, education, etc.)
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
Authentic letters to the editor.			

INTERMEDIATE OBJECTIVE 6.7

Concerning current events, the adult students will be able to understand short magazine articles.		
FUNCTIONS Describing people, things, places, articles (C) Reporting speech (C) Identifying factual information (C) Identifying key phrases (C) Identifying the main idea (C) Identifying the conclusion (C) Discerning arguments for and against (C)	NOTIONS All	
SETTING At home At school In a waiting room	ROLES Individual	TOPICS Famous people Notable events Novelties Discoveries Problems
LANGUAGE EXPONENTS COMPREHENSION <i>Authentic short magazine articles.</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 6.8

Concerning current events, the adult students will be able to discuss issues raised in editorials, letters to the editor and magazine articles.

FUNCTIONS		NOTIONS	
Reporting events and speech	(C + E)	All	
Expressing opinions	(C + E)		
Agreeing, disagreeing	(C + E)		
Stating uncertainty, neutrality	(C + E)		
Clarifying	(C + E)		
Summarizing	(C + E)		
Stating a conclusion	(C + E)		
SETTING	ROLES		TOPICS
At home	Friend – friend		Social issues
At school	Student – student		Moral issues
At work	Co-worker – co-worker		Environmental issues
At a social gathering	Acquaintance – acquaintance		Political issues
			Religious issues
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Did you see that article on acid rain?		– I sure did. It's a crime!	
– Two trees are dying on my property and I bet it's that.		– And the Americans won't do anything to reduce the pollution.	
– They say there's no proof that acid rain is killing the forests.		– When they have their proof it'll be too late.	
– The sad part is there's nothing we can do.		– That's right. Canada is reducing its sulphur emissions by 50 per cent, but it won't make much difference.	
– That's the price we pay for progress.		– And for living beside an industrial giant.	
– Maybe they'll wake up before it's too late.		– Let's hope so.	

INTERMEDIATE OBJECTIVES

THEME 3

EMPLOYMENT AND EDUCATION

In matters of employment and education, the adult students will be able to :

- 6.9 write a curriculum vitae detailing their educational and employment experience.
- 6.10 write a letter of application to accompany completed application forms and a C.V.

INTERMEDIATE OBJECTIVE 6.9

In matters of employment and education, the adult students will be able to write a curriculum vitae detailing their educational and employment experience.

FUNCTIONS		NOTIONS	
Describing past experiences	(E)	Duration	
Stating expectations	(E)	Past reference	
Stating interests	(E)	Location	
Giving personal information	(E)	Reason	
Using telegraphic style	(E)	Cause	
		Place	
		Time	
SETTING	ROLES		TOPICS
At home Applying for a job	Individual		Education Work experience Skills, abilities Interests, hobbies Ambitions, goals Volunteer experience
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
Different models of a C.V. or résumé.			

INTERMEDIATE OBJECTIVE 6.10

In matters of employment and education, the adult students will be able to write a letter of application to accompany completed application forms and a C.V.

FUNCTIONS		NOTIONS	
Stating intentions	(E)	All	
Giving reasons	(E)		
Expressing interest	(E)		
Stating anticipation	(E)		
Describing actions	(E)		
Stating purpose	(E)		
Making references	(E)		
SETTING	ROLES	TOPICS	
At home	Individual	Reasons for applying	
Applying for a job		Skills, abilities	
		Interests	
		Experience, education	
		Volunteer experience	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
		<i>Dear Sir, Madam:</i>	
		<i>I am writing to apply for one of the positions on the crew of the U.S. Enterprise which will be flying to Venus in 1996.</i>	
		<i>I feel I am qualified because of my experience in solo yachting and my life-long interest in astronomy.</i>	
		<i>I am presently available to begin training and am ready to move anywhere.</i>	
		<i>Included are my completed application form and an extensive C.V.</i>	
		<i>I sincerely hope you will give my application serious consideration.</i>	
		<i>Sincerely yours,</i> XXXXXX	

INTERMEDIATE OBJECTIVES

THEME 4

ENTERTAINMENT, RECREATION AND LIFESTYLE

In matters of entertainment, recreation and lifestyle, the adult students will be able to :

- 6.11 explain the rules of games familiar to them.
- 6.12 understand television and radio advertisements.
- 6.13 exchange feelings, attitudes and opinions concerning television and radio advertisements.
- 6.14 understand TV or radio programs of interest to them.
- 6.15 report on a television or radio program of interest to them.
- 6.16 exchange feelings, attitudes and opinions about the media and entertainment.
- 6.17 understand authentic short stories.
- 6.18 exchange feelings, attitudes and opinions about short stories.
- 6.19 understand restaurant critiques.

INTERMEDIATE OBJECTIVE 6.11

In matters of entertainment, recreation and lifestyle, the adult students will be able to explain the rules of games familiar to them.		
FUNCTIONS Asking about rules (C) Explaining rules (E) Asking for clarification (C) Clarifying (E)		NOTIONS Sequence Means Purpose Condition
SETTING At school At home At a friend's	ROLES Friend – friend Acquaintance – acquaintance	TOPICS Card games Board games Sports Language games
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– Do you know a game we could play? – How do you play? – What do you mean? – Because I said the word "yes"? – Okay, I get it. Let's start. – Oh, yes oops!		– There's the "Yes-No" game. – It's simple. Everybody talks, but you're not allowed to say "yes" or "no". – Let's say I ask you if you like lobster. You can say, "Of course", or "I love it", or "I hate it", but if you say "Oh, yes, I do", then you're eliminated. – That's right. – Are you sure you understand?

INTERMEDIATE OBJECTIVE 6.12

In matters of entertainment, recreation and lifestyle, the adult students will be able to understand television and radio advertisements.

FUNCTIONS		NOTIONS	
Describing things (C)		Taste	
Giving reasons (C)		Quantity	
Persuading (C)		Quality	
Extrapolating information from images, songs, slogans (C)		Value	
		Desirability/undesirability	
		Purpose	
SETTING	ROLES		TOPICS
At home At a friend's	Individual		Consumer goods Sales techniques Advertising stereotypes
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
Authentic TV and radio advertisements.			

INTERMEDIATE OBJECTIVE 6.13

In matters of entertainment, recreation and lifestyle, the adult students will be able to exchange feelings, attitudes and opinions concerning television and radio advertisements.

FUNCTIONS		NOTIONS	
Describing actions	(C + E)	Time reference without time-focus	
Expressing opinions	(C + E)	Action/event relations (agency, instrument, cause, place, time, means)	
Agreeing, disagreeing	(C + E)		
Objecting	(C + E)		
Stating uncertainty, neutrality	(C + E)		
Summarizing statements	(C + E)		
SETTING	ROLES		TOPICS
At home	Friend – friend		Sales techniques
At work	Acquaintance – acquaintance		Sexual, racial stereotypes
At a social gathering	Co-worker – co-worker		Consumer goods
At school	Student – student		Effects of publicity
			Viewing, listening habits
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– TV ads have no effect on me.		– You don't think so?	
– Oh, no. I never even listen. I do something else until the show comes back on.		– I'm not sure. I think a lot of ads are pretty "catchy".	
– I discipline myself not to be affected.		– Perhaps. But kids are affected. My kids don't watch the shows, they just watch the ads.	
– That's true. That's why they banned ads on kids' shows on some stations.		– It's a good thing. But have you noticed how almost all ads have kids in them?	
– That's right. Even ads for banks.		– I thought you didn't watch!	

INTERMEDIATE OBJECTIVE 6.14

In matters of entertainment, recreation and lifestyle, the adult students will be able to understand TV or radio programs of interest to them.		
FUNCTIONS Picking out factual information (C) Discerning feelings, attitudes (C) Identifying the main idea (C) Extrapolating information from credits, titles (C)	NOTIONS All	
SETTING At home At school At a friend's	ROLES Individual	TOPICS Documentaries News reports Sports reports Comedy, drama Game shows Variety shows
LANGUAGE EXPONENTS COMPREHENSION <i>Authentic TV and radio programs.</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 6.15

In matters of entertainment, recreation and lifestyle, the adult students will be able to report on a television or radio program of interest to them.

FUNCTIONS		NOTIONS	
Introducing a subject	(E)	All	
Stating the main idea	(E)		
Maintaining the listener's interest	(E)		
Describing events	(E)		
Reporting speech	(E)		
Expressing feelings	(E)		
Clarifying	(E)		
Stating a conclusion	(E)		
SETTING	ROLES	TOPICS	
At home	Friend – friend Student – student	Documentaries	
At school		News reports	
At a friend's		Sports reports	
		Comedy, drama	
		Game shows	
		Variety shows	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– I thought there was a baseball game.		– Did you see the show on Channel 6 last night?	
– The North Pole?		– No, the game was rained out. They showed a movie instead. It was about the exploration of the North Pole.	
– No I don't.		– Do you know how many people were killed trying to get to the North Pole?	
– What was the balloon doing?		– Some were killed in the crash of a balloon in Greenland.	
		– Flying to the Pole. But they didn't make it. Others were killed trying to rescue them. In fact, they were a courageous bunch of fanatics.	

INTERMEDIATE OBJECTIVE 6.16

In matters of entertainment, recreation and lifestyle, the adult students will be able to exchange feelings, attitudes and opinions about the media and entertainment.

FUNCTIONS		NOTIONS	
Expressing feelings	(C + E)	All	
Expressing opinions	(C + E)		
Agreeing, disagreeing	(C + E)		
Objecting	(C + E)		
Stating uncertainty, neutrality	(C + E)		
Clarifying	(C + E)		
Summarizing	(C + E)		
Stating a conclusion	(C + E)		
SETTING	ROLES		TOPICS
At home At school	Friend – friend Student – student		Violence on TV Effect of media on children Effect of pervasive media on interpersonal relations Media as educators
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– I don't have a TV.		– Why not?	
– It's too easy, it's too much fun.		– What do you mean?	
– After a hard day, it's easy to come home, watch a good show.		– But that's all right.	
– I don't talk to anybody, I don't have to amuse myself. I can be a zombie.		– But you miss lots of things – documentaries, good films, music.	
– I know.		– Your problem is that you can't choose. You have to choose the good ones and turn off the bad ones.	
– You're right. If I have a TV, I watch anything.			

INTERMEDIATE OBJECTIVE 6.17

In matters of entertainment, recreation and lifestyle, the adult students will be able to understand authentic short stories.		
FUNCTIONS Picking out factual information (C) Discerning feelings, attitudes (C) Identifying the main idea (C) Identifying key passages (C)	NOTIONS All	
SETTING At home	ROLES Individual	TOPICS Fiction History Scientific, technological, medical documentaries Science fiction
LANGUAGE EXPONENTS COMPREHENSION <i>Authentic short stories.</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 6.18

In matters of entertainment, recreation and lifestyle, the adult students will be able to exchange feelings, attitudes and opinions about short stories.

FUNCTIONS		NOTIONS	
Describing events	(C + E)	All	
Reporting speech	(C + E)		
Stating the main idea	(C + E)		
Stating a conclusion	(C + E)		
Summarizing information	(C + E)		
Expressing feelings	(C + E)		
Expressing opinions	(C + E)		
Using story-telling techniques	(C + E)		
SETTING	ROLES		TOPICS
At school	Student – student Student – teacher		Events (plot) Characters' reactions, personality, motivations Time period
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Did you read that short story by Leacock?		– Which one?	
– The one about the guy who wants to open a bank account.		– Oh yeah. It's pretty good. Especially when the bank manager finds out he only wants to deposit fifty-seven cents.	
– Right. And he screams it loud enough everybody can hear.		– Do you think there are still people who keep their money in socks at home like this guy in the story?	
– I imagine there are.		– Who is this Leacock?	
– Oh, he's a Canadian...			

INTERMEDIATE OBJECTIVE 6.19

In matters of entertainment, recreation and lifestyle, the adult students will be able to understand restaurant critiques.

FUNCTIONS Describing food, drink, service Expressing opinions Recommending		NOTIONS Taste Appearance Value Price Location Quality	
SETTING In a newspaper In a magazine	ROLES Individual		TOPICS Kinds of restaurants Kinds of cuisine Kinds of dishes, food
LANGUAGE EXPONENTS			
COMPREHENSION <i>Authentic restaurant critiques.</i>		EXPRESSION	

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TERMINAL OBJECTIVES**A) LISTENING**

On hearing oral texts in a wide variety of real-life situations, the adult students will be able to...

- ... understand operating and assembly instructions
- ... identify important details, key words and phrases, the main idea and the conclusion in a narration.
- ... find complementary or contradictory information in different oral texts.
- ... distinguish between arguments for and against.
- ... recognize a problem stated by another person and the potential solution.
- ... understand other people's feelings, attitudes and opinions on abstract matters.
- ... recognize conversational and story-telling techniques.
- ... recognize statements or ideas reported by another person.

B) SPEAKING

In a wide variety of real-life situations, the adult students will be able to...

- ... describe a series of events.
- ... narrate a detailed story.
- ... explain how something is assembled or operated.
- ... make arguments for and against.
- ... describe a problem and the potential solution.
- ... ask about and express feelings, attitudes and opinions on abstract matters.
- ... use conversational and story-telling techniques to aid communication.
- ... report another person's statement, question or idea.
- ... summarize information.
- ... state conclusion.

C) READING

On reading written texts, the adult students will be able to...

- ... understand operating and assembly instructions.
- ... identify important details, key words and phrases, the main idea and the conclusion in a narrative.
- ... extrapolate information from diagrams, illustrations and graphs.
- ... find complementary or contradictory information in different texts.
- ... distinguish between arguments for and against.
- ... extrapolate information from the opening paragraph, main body and final paragraph of a text.
- ... recognize a problem stated by another person and the potential solution.
- ... discern feelings, attitudes and opinions from a written text.
- ... extrapolate information from credits and titles.

D) WRITING

In a limited number of real-life situations, the adult students will be able to...

- ... use appropriate language structures in order to make a request and express appreciation, satisfaction or dissatisfaction.
- ... use proper grammar, vocabulary and spelling to convey information in certain types of letters.
- ... write clear instructions in a proper sequence.

INTERMEDIATE OBJECTIVES

THEME 1

WEATHER

Concerning the weather, the adult students will be able to :

- 7.1 understand oral and written messages describing climatic conditions at different times and in different places.
- 7.2 discuss similarities and differences between climatic conditions at different times and in different places.
- 7.3 narrate a story.
- 7.4 understand another person's narration of a story.

INTERMEDIATE OBJECTIVE 7.1

Concerning the weather, the adult students will be able to understand oral and written messages describing climatic conditions at different times and in different places.

FUNCTIONS		NOTIONS	
Understanding TV and radio weather reports (C)		Place	
Understanding newspaper weather articles (C)		Time	
		Past, present, future reference	
		Condition	
		Cause	
		Effect	
SETTING	ROLES		TOPICS
At home On a trip	Individual Traveller		Storms Floods Human interest stories Consequences to society General weather conditions
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
<i>Authentic TV, radio, newspaper reports.</i>			
<i>e.g.</i>			
<i>A severe snowstorm is battering the eastern seaboard of the United States and Canada.</i>			
<i>Gale-force winds, high tides, heavy snow and freezing rain are creating havoc from the state of Virginia north to New Brunswick.</i>			
<i>Fifty centimetres of snow fell overnight in Boston and more is expected according to...</i>			

INTERMEDIATE OBJECTIVE 7.2

Concerning the weather, the adult students will be able to discuss similarities and differences between climatic conditions at different times and in different places.

FUNCTIONS		NOTIONS	
Describing the climate	(C + E)	Reference without time-focus	
Comparing the climate in different places	(C + E)	Correspondence/contrast	
Comparing the climate in different times	(C + E)	Degree	
Expressing feelings, attitudes about climates	(C + E)	Maximum/minimum	
		Equality/inequality	
SETTING	ROLES		TOPICS
In a social setting On a trip	Friend – friend Acquaintance – acquaintance Stranger – stranger		Precipitation Temperature Seasons Outdoor activities Ways of coping
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– No, it's all gone now.		– Do you have any snow (left) in Montréal?	
– I think spring arrives three weeks earlier in Montréal.		– You're lucky. We still have three feet in Québec.	
– On the other hand, we get rain quite often in the winter. There's nothing worse.		– And winter comes three weeks later. It's discouraging.	
– And you don't suffer from heat in the summer. I often can't sleep on hot summer nights.		– That's true. At least we have good conditions for skiing. It makes the winter go faster.	

INTERMEDIATE OBJECTIVE 7.3

Concerning the weather, the adult students will be able to narrate a story.		
FUNCTIONS Narrating a story (E) Describing the weather (E) Asking for details, clarifications (C)		NOTIONS Sequence Past reference Condition Degree Effect
SETTING In a social setting At school At work	ROLES Friend – friend	TOPICS Storms Hazardous conditions
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– A hurricane! A real one? – But they don't have hurricanes in Connecticut. – Did you stop?		– Once I was (caught) in a hurricane. – Oh, yeah. We were driving through Connecticut... – They do sometimes. Anyway, the rain was terrible. we couldn't see anything. And the wind! Trees were broken everywhere. – We had to. It was too dangerous.

INTERMEDIATE OBJECTIVE 7.4

Concerning the weather, the adult students will be able to understand another person's narration of a story.		
FUNCTIONS Narrating a story (C) Asking for clarification, details (E) Confirming details (C) Clarifying (C) Reformulating elements (C)		NOTIONS Sequence Past reference Condition Degree Effect
SETTING In a social setting At school At work	ROLES Friend – friend	TOPICS Storms Hazardous conditions
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– <i>That reminds me of the time I was going to my brother's wedding in Rimouski.</i>		– <i>Your brother lives in Rimouski?</i>
– <i>No, but his wife is from there.</i>		– <i>What happened?</i>
– <i>It was snowing when we left Montreal, but it wasn't too bad. Then, when we got just past Quebec, it started to get really bad.</i>		– <i>A lot of snow?</i>
– <i>Not just snow. Wind, too. The visibility was nil. We got stuck near Montmagny.</i>		– <i>You mean stuck in your car in the snow.</i>
– <i>No, no. We followed a bus to a motel, and we stayed there.</i>		– <i>I guess you were happy to see the motel.</i>
– <i>We sure were.</i>		

INTERMEDIATE OBJECTIVES

THEME 2

FOOD AND DRINK

Concerning food and drink, the adult students will be able to :

- 7.5 understand written recipes.
- 7.6 write recipes for their specialties.
- 7.7 exchange recipes.
- 7.8 discuss eating habits, drinking habits, nutrition and cooking.

INTERMEDIATE OBJECTIVE 7.5

Concerning food and drink, the adult students will be able to understand written recipes.		
FUNCTIONS Understanding recipes (C)		NOTIONS Sequence Priority/posteriority Duration Temperature Volume Weight Dimensions Number
SETTING At home	ROLES Cook	TOPICS Ingredients Utensils Measures (metric and Imperial) Actions
LANGUAGE EXPONENTS COMPREHENSION <i>Authentic recipes (for main dishes, cakes, pies, cookies, etc.)</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 7.6

Concerning food and drink, the adult students will be able to write recipes for their specialties.		
FUNCTIONS Writing recipes (E)		NOTIONS Sequence Priority/posteriority Duration Temperature Volume Weight Dimensions Number
SETTING At home	ROLES Cook	TOPICS Ingredients Utensils Measures (metric and Imperial) Actions
LANGUAGE EXPONENTS COMPREHENSION EXPRESSION <i>Authentic recipes (for main dishes, cakes, pies, cookies, etc.)</i>		

INTERMEDIATE OBJECTIVE 7.7

Concerning food and drink, the adult students will be able to exchange recipes.		
FUNCTIONS Giving instructions for recipes (C + E) Asking about quantity (C + E) Asking about sequence (C + E) Asking for clarification (C + E) Clarifying an idea (C + E)		NOTIONS Sequence Priority/posteriority Duration Temperature Volume Weight Dimensions Number
SETTING At home At work At a social gathering	ROLES Cook	TOPICS Favourite dishes Ingredients Utensils Measures (metric and Imperial) Actions
LANGUAGE EXPONENTS		
COMPREHENSION		EXPRESSION
– What's your secret? – Why not? – You're right. What next? – The opposite would be disastrous. – Thanks for the recipe. I'll try it next time I feel like cooking.		– My speciality is peanut butter sandwiches. I make the best. – First, the bread. You can't use white bread. – White bread and peanut butter stick to (the roof of) your mouth. – You need to use butter, too. And this is very important. Put the butter on first and the peanut butter second. – And finally, a little bit of jam. Raspberry is the best.

INTERMEDIATE OBJECTIVE 7.8

Concerning food and drink, the adult students will be able to discuss eating habits, drinking habits, nutrition and cooking.

FUNCTIONS		NOTIONS	
Asking about eating and drinking habits	(C + E)	Reference without time-focus	
Describing eating and drinking habits	(C + E)	Frequency	
Stating likes, dislikes, preferences	(C + E)	Degree	
Asking about likes, dislikes, preferences	(C + E)		
SETTING	ROLES		TOPICS
At school	Friend – friend Student – student		Favourite dishes
At work			Nutrition
At a social gathering			Eating + drinking habits Kinds of cooking Trends in eating
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– Did you know that forty per cent of all meals are now eaten in restaurants?		– Forty per cent? It's not that high in families with children, that's for sure.	
– We certainly can't afford it.		– I don't even like eating in restaurants. It's okay for a change, but...	
– I'd like to go more often. No dishes, no cooking.		– I prefer spending money on good food and preparing it myself. It's more nutritious.	

INTERMEDIATE OBJECTIVES

THEME 3

CONSUMER GOODS

Concerning consumer goods, the adult students will be able to :

- 7.9 write to obtain consumer goods or parts for consumer goods of interest to them.
- 7.10 understand written replies to their requests for consumer goods or information on consumer goods.
- 7.11 write to obtain information about consumer goods of interest to them.
- 7.12 understand written operating or assembly instructions.
- 7.13 explain the operation or assembly of common consumer goods.
- 7.14 find out about the operation or assembly of common consumer goods.

INTERMEDIATE OBJECTIVE 7.9

Concerning consumer goods, the adult students will be able to write to obtain consumer goods or parts for consumer goods of interest to them.		
FUNCTIONS Making a request in writing (E) Explaining a situation (E) Sending written payment (E) Writing salutations, closings (E) Setting out paragraphs with main ideas (E)		NOTIONS Quantity Price Dimensions (size, model) Colour Function
SETTING At home At work	ROLES Individual – company Company – company	TOPICS Replacement parts Office supplies Agricultural products Mechanical parts Electrical components Parts for appliances Etc.
LANGUAGE EXPONENTS COMPREHENSION EXPRESSION <i>Dear Sir:</i> <i>I am writing to request a replacement for the front wheel of my son's "Hillbilly" toy tractor (model Q-24-T).</i> <i>My son weighs thirty-two pounds. The tractor broke after two months' use.</i> <i>Please send the replacement wheel (with bolt) as soon as possible. It is my son's favourite toy.</i> <i>Sincerely yours,</i> XXXX		

INTERMEDIATE OBJECTIVE 7.10

Concerning consumer goods, the adult students will be able to understand written replies to their requests for consumer goods or information on consumer goods.		
FUNCTIONS Responding to a written request (C) Explaining a situation (C) Requesting payment (C) Expressing appreciation, regret (C) Giving reasons (C) Countering arguments (C)		NOTIONS Quantity Price Dimensions (size, model) Colour Function
SETTING At home At work	ROLES Individual – company Company – company	TOPICS Replacement parts Office supplies Agricultural products Mechanical parts Electrical components Parts for appliances Guarantees Conditions
LANGUAGE EXPONENTS COMPREHENSION <i>Dear Mr.:</i> <i>We are sorry to hear of your problems with our "Hillbilly" toy tractor.</i> <i>We will be happy to replace the defective front wheel.</i> <i>This tractor is designed for children of one to two years of age and a maximum weight of thirty pounds.</i> <i>As your son surpasses this weight we are obliged to charge you for the replacement part.</i> <i>Upon receipt of \$11.95 (U.S.) the wheel will be shipped at the earliest possible date.</i> <i>Thank you for your interest in our products.</i> Sincerely, XXXXX EXPRESSION		

INTERMEDIATE OBJECTIVE 7.11

Concerning consumer goods, the adult students will be able to write to obtain information about consumer goods of interest to them.		
FUNCTIONS Requesting information in writing (E) Expressing an interest (E) Setting out paragraphs with main ideas (E) Writing salutations, closings (E)		NOTIONS Quantity Price Dimensions (size, model) Colour Function Material Quality (value)
SETTING At home At work	ROLES Individual – individual Individual – company Company – company	TOPICS Sales conditions Guarantees Delivery Product characteristics
LANGUAGE EXPONENTS COMPREHENSION EXPRESSION <i>Dear Sir:</i> <i>I am interested in the semi-detached greenhouse advertised in February's "Macleans".</i> <i>I would like to know the following:</i> <i>1. What is the thickness of the glass?</i> <i>2. What is the approximate time of construction?</i> <i>3. What foundation is recommended?</i> <i>4. How is the wood treated?</i> <i>I would appreciate receiving any documentation on the greenhouse.</i> <i>Sincerely,</i> XXXXXX		

INTERMEDIATE OBJECTIVE 7.12

Concerning consumer goods, the adult students will be able to understand written operating or assembly instructions.		
FUNCTIONS Identifying a sequence (C) Identifying key words, key phrases (C) Identifying details (C) Identifying the main idea (C)		NOTIONS Sequence Utility/inutility Logical relations – cause – purpose – reason – manner, means
SETTING At home At the store	ROLES Individual	TOPICS Operating instructions Assembly instructions for: toys, electronics, mechanics, appliances, etc.
LANGUAGE EXPONENTS COMPREHENSION <i>Authentic instructions</i> <i>e.g.</i> 1. Park the car on a level area. 2. Shift the transmission into "Park" for an automatic or "First" for a manual car. 3. Put on the hand brake. 4. Place blocks solidly on front and behind the wheels. 5. Take off the hub cap. 6. Loosen the nuts on the wheel to be changed. 7. Place the jack under the bumper at the designated spot. 8. Slowly jack up the car. 9. Do not go under the car! 10. Remove the nuts. 11. Take off the wheel. 12. Replace it with a spare and lightly tighten the nuts. 13. Lower the car slowly to the ground. 14. Remove the jack. 15. Tighten the nuts. 16. Replace the hubcap.		

INTERMEDIATE OBJECTIVE 7.13

Concerning consumer goods, the adult students will be able to explain the operation or assembly of common consumer goods.

FUNCTIONS		NOTIONS	
Asking how something is assembled	(C)	Sequence	
Asking how something operates	(C)	Utility/inutility	
Explaining how something is assembled	(E)	Logical relations	
Explaining how something operates	(E)	– cause	
Requesting confirmation	(C)	– purpose	
Confirming	(E)	– reason	
Summarizing information	(C + E)	– manner, means	
SETTING	ROLES	TOPICS	
At home	Individual – store employee	Operating instructions	
At the store	Individual – mechanic	Assembly instructions for: toys,	
On the phone	Friend – friend	electronics, mechanics, appliances, etc.	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– I'll make some coffee while you're clearing the table. How does your coffeemaker work?		– It's an Espresso. Unscrew the top and clean out the old coffee.	
– I turn it like this?		– Yup. A good sharp twist.	
– Okay. I got it. What next?		– Fill up the bottom with water.	
– How much?		– Up to the screw.	
– Okay.		– Replace the little container and fill it with coffee.	
– Full?		– About three-quarters. Now screw on the top and put it on the stove.	
– All right. But I don't see how it works.		– The water boils and the steam is forced up through the coffee and it condenses in the compartment on top.	
– Right. I get it.			

INTERMEDIATE OBJECTIVE 7.14

Concerning consumer goods, the adult students will be able to find out about the operation or assembly of common consumer goods.

FUNCTIONS		NOTIONS	
Asking how something is assembled	(E)	Sequence	
Asking how something operates	(E)	Utility/inutility	
Explaining how something is assembled	(C)	Logical relations	
Explaining how something operates	(C)	– cause	
Requesting confirmation	(E)	– purpose	
Confirming information	(C)	– reason	
Summarizing information	(C + E)	– manner, means	

SETTING	ROLES	TOPICS
At home At the store On the phone	Individual – store employee Individual – mechanic Friend – friend	Operating instructions Assembly instructions for: toys, electronics, mechanics, appliances, etc.

LANGUAGE EXPONENTS	
COMPREHENSION	EXPRESSION
– No problem. I used to have one just like it.	– Jack, you'll have to help me with this tent. I don't see how it goes together.
– Well, first you have to go inside and put up the central pole.	– It's these stupid poles.
– That's it. Now slide the four short poles into the slots at eye level... yeah... right there.	– It smells terrible in here... like this?
– You've got no choice. The straight end. Now join the four together.	– Which end do I put in first?
– Exactly. Do you know how to put the pegs in?	– I get it. It makes a square.
	– You'd better show me.

INTERMEDIATE OBJECTIVES

THEME 4

COMMUNITY SERVICES

Concerning community services, the adult students will be able to :

- 7.15 complain in writing about unsatisfactory service.
- 7.16 understand written replies to their complaints about unsatisfactory service.
- 7.17 explain a problem, establish the facts concerning an unsatisfactory situation and come to an agreement.
- 7.18 recount a personal experience in the area of service.
- 7.19 find out about others' experiences in the area of service.
- 7.20 write to express appreciation for good service.
- 7.21 express appreciation for good service.

INTERMEDIATE OBJECTIVE 7.15

Concerning community services, the adult students will be able to complain in writing about unsatisfactory service.		
FUNCTIONS Describing a situation (E) Reporting past events (E) Expressing a purpose (E) Stating expectations (E) Using salutations, complimentary closings (E)		NOTIONS Past reference Acceptability/unacceptability Quality Adequacy/inadequacy Correctness/incorrectness
SETTING At home At work	ROLES Individual – company, organization Company – company, organization	TOPICS Reasons for unsatisfactory service (lateness, slowness, errors, poor quality, impoliteness, etc.)
LANGUAGE EXPONENTS		
COMPREHENSION	EXPRESSION <i>Dear Sir, Madam:</i> <i>I am writing in response to your letter of May 10 which threatened to cut off my telephone service due to the fact the payment of my bill is ten days overdue.</i> <i>I was very angry to receive your letter. In business, the usual practice is the following:</i> <i>1. Send a reminder;</i> <i>2. Send a second reminder pointing out the consequences of non-payment;</i> <i>3. Send an ultimatum.</i> <i>I find it unacceptable that a company that enjoys a monopoly acts in such a way.</i> <i>Enclosed is my payment. I hope you will re-evaluate your billing policy.</i> <i>Sincerely yours,</i> XXXXXX <i>Enclosure</i>	

INTERMEDIATE OBJECTIVE 7.16

Concerning community services, the adult students will be able to understand written replies to their complaints about unsatisfactory service.		
FUNCTIONS Describing a situation (C) Reporting past events (C) Apologizing (C) Stating expectations (C)		NOTIONS Past reference Acceptability/unacceptability Quality Adequacy/inadequacy Correctness/incorrectness Reason Cause
SETTING At home At work	ROLES Company, organization – company Company, organization – individual	TOPICS Apologies Reasons for delays Reasons for malfunctions
LANGUAGE EXPONENTS COMPREHENSION <i>Dear customer:</i> <i>Thank you for your letter of February 12 concerning your latest software order.</i> <i>Due to the popularity of this particular product, we are temporarily unable to keep up with the demand. Your order has been placed on a priority list and, as soon as the item becomes available, we will process your request.</i> <i>We anticipate delivery by March 15.</i> <i>Please excuse us for this delay and let us express our thanks for your interest in our products.</i> <i>Sincerely yours,</i> EXPRESSION		

INTERMEDIATE OBJECTIVE 7.17

Concerning community services, the adult students will be able to explain a problem, establish the facts concerning an unsatisfactory situation and come to an agreement.

FUNCTIONS		NOTIONS	
Describing a situation	(C + E)	Past reference	
Describing past events	(C + E)	Future reference	
Objecting	(C + E)	Condition	
Reporting speech	(C + E)		
Negotiating an agreement	(C + E)		

SETTING	ROLES	TOPICS
At home	Individual – company, organization,	Consumer goods
At work	individual	Services
	Company – company, organization	Public utilities

LANGUAGE EXPONENTS

COMPREHENSION	EXPRESSION
– ... Telephone Customer Service. – Let me find your file, Mr. Oh, yes. We promised to come during the week of July 3rd. – Well, I can have a technician at your home on the 7th. – I'll see what I can do, Mr.	– My name is I was supposed to have my phone installed yesterday. Nobody came. – I'm sorry. You promised to come <u>on</u> July 3rd! I stayed home waiting for you. – The 7th? No, that's not good enough. Listen! I can arrange to have someone there all day tomorrow. You'd better send somebody then. – Please do that. I'd appreciate it. By the way, what's your name?

INTERMEDIATE OBJECTIVE 7.18

Concerning community services, the adult students will be able to recount a personal experience in the area of service.

FUNCTIONS		NOTIONS	
Narrating a story	(E)	Past reference	
Asking for details	(C)	Action/event relations (agency, instrument, cause, place, time, means)	
Giving additional information	(E)	Correspondence/contrast	
Asking for clarification	(C)		
Clarifying	(E)		
Expressing personal feelings	(E)		
Stating a conclusion	(E)		
SETTING	ROLES	TOPICS	
At school	Friend – friend	Restaurant, hotel, motel service	
In a social setting	Acquaintance – acquaintance	Store service	
On the telephone/at an office	Individual – customer service representative	Government service	
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– No, I haven't. What's it like?		– Have you ever been to ... on St-Lawrence boulevard?	
– You mean it's bad?		– It's like no other place you've ever been. First, the food is great; but the service...	
– That doesn't sound very polite.		– No, it's not bad. But you don't go there to relax. They take your order before you sit down.	
– I guess it's not a place for a candlelight dinner.		– They're not polite. But they're not impolite, either. They're just fast.	
		– No. The last time I went I was in and out in twelve minutes. You could say it's high-quality fast food.	

INTERMEDIATE OBJECTIVE 7.19

Concerning community services, the adult students will be able to find out about others' experiences in the area of service.

FUNCTIONS		NOTIONS	
Narrating a story	(C)	Past reference	
Asking for details	(E)	Action/event relations (agency, instrument, cause, place, time, means)	
Giving additional information	(C)	Correspondence/contrast	
Asking for clarification	(E)		
Clarifying	(C)		
Expressing personal feelings	(C)		
Stating a conclusion	(C + E)		
Introducing a narration	(C + E)		
SETTING	ROLES		TOPICS
At school	Friend – friend		Restaurant, hotel, motel service
In a social setting	Acquaintance – acquaintance		Store service
On the telephone/at an office	Individual – customer service representative		Government service
LANGUAGE EXPONENTS			
COMPREHENSION		EXPRESSION	
– That reminds me of the place where I buy my ...		– You mean they've got fast service, too?	
– No, just the opposite. It takes forever to buy something.		– Because they do everything by hand?	
– That's just it. They got a new computer. All the bills go through the computer. First, they have to enter in the items I bought, set up the printer, wait for the results...		– You mean it takes longer?	
– It's terrible. There's computer paper all over the floor, and you can't even buy a ... until you have a printout in four copies.		– Sounds like a technological nightmare.	

INTERMEDIATE OBJECTIVE 7.20

Concerning community services, the adult students will be able to write to express appreciation for good service.		
FUNCTIONS Thanking (E) Expressing appreciation (E) Describing a situation (E) Expressing anticipation (E)		NOTIONS Past reference Future reference Quality Value
SETTING At home At work	ROLES Individual – individual, company, organization Company – individual, company, organization	TOPICS Services Favours
LANGUAGE EXPONENTS COMPREHENSION EXPRESSION <i>Dear Ms.:</i> <i>I am writing to thank you for the kind welcome extended to us on our visit to your organization.</i> <i>The tour was most interesting and the evening we spent together very enjoyable.</i> <i>You made us feel at ease in what was for us a strange city and a strange language.</i> <i>We look forward to showing you Québec when you visit next year.</i> <i>Thanks again for the gracious hospitality.</i> <i>Very sincerely yours,</i> XXXXXXX		

INTERMEDIATE OBJECTIVE 7.21

Concerning community services, the adult students will be able to express appreciation for good service.			
FUNCTIONS Thanking (E) Expressing appreciation (E) Accepting thanks (C)		NOTIONS Past reference Future reference Quality Value	
SETTING At home At work On the phone	ROLES Individual – individual, company, organization Company – individual, company, organization	TOPICS Services Favours Ways of expressing appreciation	
LANGUAGE EXPONENTS			
COMPREHENSION – You're welcome. I was happy to be of help. – Any time. That's what I'm here for. – That's nice to hear from time to time.		EXPRESSION – Hello, I'm calling to thank you for the information you sent me. – It seems to me you went out of your way. I really appreciate it. – I know you get a lot of criticism. I wanted you to know that we think you're doing a good job.	

APPENDIX 2

MINIMUM LINGUISTIC

AND

LEXICAL CONTENT

ANG-1001-6 TO ANG-5064-6

MINIMUM LINGUISTIC CONTENT — ANG-1001-6

The minimum linguistic content comprises elements useful to students in real-life situations at this level.

Students may also want to acquire linguistic structures not listed below. Conversely, students will be able to communicate in the targeted situations without mastery of all the elements of the minimum linguistic content.

I LISTENING

Unrestricted within the limited number of real-life situations at the ANG-1001-6 level.

II SPEAKING

Verbs/Time references	– "Be" + adjective – Present progressive – Simple present – Future – key words (tomorrow, in 2 days) – Two-word verbs – Simple past – key words (yesterday, 2 days ago)
Nouns	– Definite and indefinite articles – Singular and plural nouns – Count and noncount-nouns – Possessive nouns
Pronouns	– Demonstrative pronouns – Subject pronouns – Object pronouns – Indirect object pronouns
Adjectives	– Possessive adjectives – Adjectives of quantity (cardinal numbers)
Adverbs	– Degree (very, too) – Frequency (often, occasionally)

MINIMUM LINGUISTIC CONTENT — ANG-1001-6 (CONTINUED)

II SPEAKING (continued)	
Interrogatives	– Interrogative (Where? When? What? Who? How much? How many? Which?)
Modal auxiliaries	– Permission, request ("may") – Polite requests with "can", "could"
Prepositions	– Place (on, at, in, before, after, past)
Other linguistic structures	– "It" + "be" to indicate time – Questions with "What time...?" – Need/want + infinitive – Polite requests with "would like" – Instructions using the imperative

III READING
Unrestricted within the limited number of real-life situations at the ANG-1001-6 level.

IV Writing
The linguistic content necessary to: – fill out simple forms; – write short simple notes; – order items by order form.

MINIMUM LEXICAL CONTENT — ANG-1001-6

Settings	Notions and Topics
Social Setting	– Identity (name, address) – Nationality, origin – Residence – Occupation – Family – Age – Civil status – Introductions – Greetings, leave-takings – Weather conditions
Classroom	– Linguistic clarification including non-verbal gestures – Instructions – Classroom objects – Time, days, dates, schedules – Parts of the school – Holidays, seasons – Classroom activities – Compliments – Linguistic abilities
Public Place	– Buildings, services, roads, directions, accommodations – Location, distance, existence – Warnings – Ownership – Physical actions – Safety instructions – Public signs – Opening and closing hours
Store	– Names of food and clothing – Size, dimensions, weight, volume, length, width, colour – Material, quality, age – Price, value – Store transactions – Types of payment – Transactions by order form

MINIMUM LINGUISTIC CONTENT — ANG-2001-6

The minimum linguistic content comprises elements useful to students in real-life situations at this level.

Students may also want to acquire linguistic structures not listed below. Conversely, students will be able to communicate in the targeted situations without mastery of all the elements of the minimum linguistic content.

I LISTENING

Unrestricted within the limited number of real-life situations at the ANG-2001-6 level.

II SPEAKING

All linguistic content listed in ANG-1001-6.

Verbs/Time references	– Simple past (regular verbs) – Simple past (common irregular verbs) – Future (with "going to") to indicate certainty, plan – Future (with "will be") to indicate certainty, willingness
Nouns	– Irregular plural nouns
Pronouns	– Possessive pronouns (mine, yours)
Adjectives	– Indefinite (some, any) – Quality, size, value, condition, age – Quantity (too many, too much)
Adverbs	– Degree (very, a little, really, enough) – Quantity (a lot, a couple, a few, several) – Manner (quickly, slowly, well, badly) – Time (yesterday, last week, early, late, now, tomorrow, next week)

MINIMUM LINGUISTIC CONTENT — ANG–2001–6 (CONTINUED)

II SPEAKING (continued)	
Interrogatives	– Interrogative (How far? How long?)
Modal auxiliaries	– Permission, request ("can", "can't") – Capability ("can", "can't") – Request ("can") – Lack of certainty ("may", "might") – Capability ("be" + "able to")
Prepositions	– Time (before, during, after) – Means (to, from, with) – Opposition (against) – Place (over, under, in front of, behind, beside)
Other linguistic structures	– Confirmation ("me too", "I do, too") – "It" + "be" to describe weather – "There" + "be" to indicate existence – "Let's" + verb as suggestion – "Go" + verb + "ing" ("I'm going swimming.")

III READING
Unrestricted within the limited number of real-life situations at the ANG–2001–6 level.

IV Writing	
The linguistic content necessary to:	– write simple messages; – fill out registration forms; – write an invitation; – accept or refuse an invitation; – order an item by order form.

MINIMUM LEXICAL CONTENT — ANG-2001-6

Settings	Notions and Topics
Social Setting	– Notions and topics from ANG-1001-6 – Past history – Description of another person – Physical, psychological state – Past, present and future activities – Feelings about people, places, things and activities – Weather conditions – Obligations – Reasons – Time and place – Capability
Classroom	– Notions and topics from ANG-1001-6 – Whereabouts of a person, place or activity – Needs
Public Place	– Notions and topics from ANG-1001-6 – Units of distance – Written warnings – Cause – Quality, condition
Store	– Notions and topics from ANG-1001-6 – Types of stores – Wide variety of consumer items – Function, use – Appearance – Wants, needs – Information requests – Availability – Likes, dislikes – Permission
Telephone Communication at Home and at Work	– Presence/Absence – Telephone techniques (requests, responses, messages) – Obtaining services (delivery, information, emergency, help)

MINIMUM LEXICAL CONTENT — ANG-2001-6 (continued)

Settings	Notions and Topics
Housing and Lodging	– Descriptions of hotels, motels, rooms, apartments – Size, condition, age, price, location – Needs, wants – Reservations – Registration forms

MINIMUM LINGUISTIC CONTENT — ANG-3007-6

The minimum linguistic content comprises elements useful to students in real-life situations at this level.

Students may also want to acquire linguistic structures not listed below. Conversely, students will be able to communicate in the targeted situations without mastery of all the elements of the minimum linguistic content.

I LISTENING

Unrestricted within the limited number of real-life situations at the ANG-3007-6 level.

II SPEAKING

All linguistic content listed in ANG-1001-6 — ANG-2001-6.

Verbs/Time references	– Verb + gerund ("enjoy skiing", "stopped reading") – Verb + infinitive ("plan to go", "hope to buy") – Verb + gerund or infinitive ("like to go", "like going") – Conditional (with "would") – Present progressive to indicate future – Verbs not used in present progressive (need, want, like, love, hate, understand, believe, know, hear, see, smell, taste)
Nouns	– Irregular plural progressive (children's)
Pronouns	– Indefinite (some, no, any) – Relative (who, which, that)
Interrogative	– Interrogative (Why?)

MINIMUM LINGUISTIC CONTENT — ANG-3007-6 (CONTINUED)

II SPEAKING (continued)	
Adjectives	– Nouns as modifiers ("a three-mile walk, "a four-wheel-drive vehicle") – Adjective + infinitive ("It's fun to play...") – Quantity (a little, not much, a great deal of, not any/none, lots of, most, all)
Adverbs	– Time (never, for a long time, always, sometimes, already, anytime) – Place (here, there, nowhere, far away, close, near) – Degree (almost, nearly) – Intensity (really, well, badly, partly, completely, not at all)
Modal auxiliaries	– Repeated action in past ("used to" + verb) – Necessity ("have to", "must", "have got to") – Capacity in past ("could") – Capacity ("be" + "able to")
Prepositions	– Time (since, for, until) – Place (near, close to, far from, across from)
Other linguistic structures	– Linking verbs (taste..., smell..., feel..., look..., sound...) – "If" clauses (present + future) – "If" clauses (past + conditional) – Comparisons (more + noun) – Comparisons (less + noun) – Comparisons (adjective + -er/more + adjective) – Superlative (most + noun) – Superlative (least + noun) – Superlative (adjective + -est/most + adjective)

MINIMUM LINGUISTIC CONTENT — ANG-3007-6 (CONTINUED)**III READING**

Unrestricted within the limited number of real-life situations at the ANG-3007-6 level.

IV Writing

The linguistic content necessary to:

- complete application forms;
- write simple instructions or directions;
- write simple messages in note form;
- write simple invitations and suggestions.

MINIMUM LEXICAL CONTENT — ANG-3007-6

Settings	Notions and Topics
Social Setting	– Notions and topics from ANG-1001-6 and ANG-2001-6 – Common illnesses – Feelings – Leisure-time activities – Types of entertainment – Capability with regard to activities – Personal characteristics (appearance and personality) – Expression of opinions – Frequency – Reasons for opinions – Past, present and future weather conditions – Obligations with regard to activities
Telephone Communication at Home and at Work	– Notions and topics from ANG-2001-6 – Presence/absence – Telephone techniques – Descriptions of consumer goods, opening and closing hours, entertainment events
Medical Setting	– Existence, location, description of medical services – Purpose – Physical symptoms (degree, duration, beginning) – Parts of the body – Common illnesses – Prescribed treatments, advice – Pharmaceutical labels
Interview	– Time, location, availability with regard to an interview – Employment-related personal information (education, experience, abilities, interests) – Intentions, purpose, ambitions with regard to education and employment – Job descriptions and working conditions

MINIMUM LEXICAL CONTENT — ANG-3007-6 (continued)

Settings	Notions and Topics
Housing and Lodging	– Notions and topics from ANG-2001-6 – Housing characteristics (rent, price, condition, size, age, location, heating, services) – Leasing conditions – Written advertisements for rooms, apartments and houses

MINIMUM LINGUISTIC CONTENT — ANG-4036-6

The minimum linguistic content comprises elements useful to students in real-life situations at this level.

Students may also want to acquire linguistic structures not listed below. Conversely, students will be able to communicate in the targeted situations without mastery of all the elements of the minimum linguistic content.

I LISTENING

Unrestricted within the limited number of real-life situations at the ANG-4036-6 level.

II SPEAKING

All linguistic content listed in ANG-1001-6, ANG-2001-6 and ANG-3007-6.

Verbs/Time references	– Past progressive "get" + past participle ("get tired", "get scared", "get prepared") – Present perfect – Key words (never, yet, already)
Pronouns	– Which one? Which ones?
Interrogative	– Interrogative (Whose?)
Adjectives	– Quality (better, best, worse, worst) – "Too" + adjective + infinitive ("too cold to swim") – Adjective + "enough" + infinitive ("warm enough to wear a T-shirt")
Adverbs	– Formation of adverbs (adjective + "ly")

MINIMUM LINGUISTIC CONTENT — ANG-4036-6 (CONTINUED)

II SPEAKING (continued)	
Modal auxiliaries	– Expectation ("supposed to") – Prohibition ("must not") – Advisability ("should", "ought to", "had better") – Lack of necessity ("not have to") – Lack of certainty in future ("could")
Other linguistic structures	– Linking words • Time (after, before, when, until, since, while) • Cause (because, since) • Purpose (so, so that) – Comparisons (...the same as..., ...different from..., ...similar to...) – Comparisons of adverbs (...more quickly than...) – Comparisons (...as cold as...) – Gerunds as subjects (Learning English is...) – Quoted speech → reported speech • Simple present → simple past • Present continuous → past continuous • Future → conditional – Preference (...would rather...)

III READING

Unrestricted within the limited number of real-life situations at the ANG-4036-6 level.

IV Writing

The linguistic content necessary to:

- write classified ads;
- write short notes, letters or postcards to convey simple factual information.
- make simple demands.

MINIMUM LEXICAL CONTENT — ANG-4036-6

Theme	Notions and Topics
Weather	– Temperature, sky conditions, precipitation, winds, compass points – Warnings, degree of severity – Parts of the day – Likes and dislikes in relation to weather, seasons, recreation – Small talk about the weather
Consumer Goods	– Descriptions (number, quality, material, function, size, origin) – Consumer warnings and safety tips – Operating instructions – Labelling (ingredients, warnings, advice, contents, instructions)
Entertainment, Recreation and Lifestyle	– Description of entertainment and recreational activities (times, location, price, interest) – Tickets and reservations – Likes and dislikes, habits – Reasons for likes and dislikes – Games and game rules – Simple written narrations – Invitations – Responses to invitations – Reasons for accepting or refusing – Obligations, conditions
Places and Travel	– Descriptions of one's milieu (existence, location, contrast, desirability) – Descriptions of one's milieu (services, topography, vegetation, economy, people) – Descriptions of another's milieu – Comparisons of places – Narrations about trips/places visited – Notes, letters or postcards to convey factual information – Tastes, interests and attitudes – Schedules, routes, fares, reservations – Reservations, tickets and other services

MINIMUM LEXICAL CONTENT — ANG-4036-6 (continued)

Theme	Notions and Topics
Relationships with Others	– Past, present and future activities – Plans and projects/their cause and purpose – Advice – Opinions and reasons for those opinions – Likes and dislikes/preferences/feelings – Personal obligations

MINIMUM LINGUISTIC CONTENT — ANG-5054-6

The minimum linguistic content comprises elements useful to students in real-life situations at this level.

Students may also want to acquire linguistic structures not listed below. Conversely, students will be able to communicate in the targeted situations without mastery of all the elements of the minimum linguistic content.

I LISTENING

Unrestricted within the limited number of real-life situations at the ANG-5054-6 level.

II SPEAKING

All linguistic content listed in ANG-1001-6, ANG-2001-6, ANG-3007-6 and ANG-4036-6.

Verbs/Time references	– Present perfect – Present perfect progressive – Future progressive ("I'll be going...") – The simple form after "let" and "help" ("She let me drive her car.") – Passive voice of simple present, simple past, future with "will", and modal auxiliaries ("can", "might", "may", "should", "could")
Modal auxiliaries	– "Be used to", "be accustomed to" – Near certainty ("must")
Pronouns	– Subject pronouns (who, which, that) – Object pronouns (whom, which, that) – Reflexive pronouns (myself, yourself)

MINIMUM LINGUISTIC CONTENT — ANG-5054-6 (CONTINUED)

II SPEAKING (continued)	
Other linguistic structures	– Confirmation ("So do I.", "Neither do I.", "I don't, either.") – Linking words • Time (...by the time..., ...as soon as..., ...once...) • Purpose (...in order that...) • Opposition (...even though..., ...although...) • Condition (...if..., ...whether..., ...unless..., ...even if...) • Addition (both... and) – Cause ("because of" + noun, "due to" + noun) – Quoted speech → reported speech • Modal : can → could • Modal : may → might • Modal : must → had to • Modal : should → should
III READING	
Unrestricted within the limited number of real-life situations at the ANG-5054-6 level.	
IV Writing	
The linguistic content necessary to:	– complete application forms; – request information; – make a request; – write an invitation and accept or decline an invitation.

MINIMUM LEXICAL CONTENT — ANG-5054-6

Theme	Notions and Topics
Relationships with Others	– Invitation (time, place, reason, purpose) – Social, family, recreational events and activities – Future (goals, projects, plans) – Narrations (sequence, time, place, occurrence, action-event relations)
Employment and Education	– Job skills, experience, requirements in terms of education/experience – Personal information, interests, plans, goals – Working conditions, employee benefits – Duties, responsibilities – Availability – Acceptability – Feelings/opinions concerning professions
Current Events	– Action/event relations (agency, place, time, manner) – Logical relations (cause, effect, purpose, reason) – Feelings/opinions
Places and Travel	– Requests for information (existence, location, distance, nature of place) – Discussion of places (correspondence/contrast, quality, acceptability, description)
History and Biographies	– Summaries of historical events (sequence, action/event relations, logical relations) – Feelings, attitudes, opinions

MINIMUM LINGUISTIC CONTENT — ANG-5055-6

The minimum linguistic content comprises elements useful to students in real-life situations at this level.

Students may also want to acquire linguistic structures not listed below. Conversely, students will be able to communicate in the targeted situations without mastery of all the elements of the minimum linguistic content.

I LISTENING

Unrestricted within the limited number of real-life situations at the ANG-5055-6 level.

II SPEAKING

All linguistic content listed in ANG-1001-6, ANG-2001-6, ANG-3007-6, ANG-4036-6 and ANG-5054-6.

Verbs/Time references	– Past perfect – Past perfect progressive – Passive voice of present perfect, conditional and modal auxiliaries – Future perfect – Subjunctive ("with suggest", "recommend", "be important" + "that")
Modal auxiliaries	– Past forms (should have, could have, might have, must have, may have + past participle) – Use of "would" + verb to indicate repeated action ("He would have this big grin on his face.")
Nouns + pronouns	– Noun-pronoun agreement – Impersonal pronouns : you, one

MINIMUM LINGUISTIC CONTENT — ANG-5055-6 (CONTINUED)

II SPEAKING (continued)	
Other linguistic structures	– Linking words • Addition (not only... but also) • Exception (...either... or, neither... nor) • Time (...so long as..., ...whenever...) • Cause and effect (so long as) • Opposition (though, although) • Condition (whether or not) – Transition words (therefore, consequently, so, however, nevertheless, on the other hand) – Expressing wishes (I wish I knew..., he wishes he had..., we wish we were...)
III READING	
Unrestricted within the limited number of real-life situations at the ANG-5055-6 level.	
IV Writing	
The linguistic content necessary to:	– write a curriculum vitae; – write a job application letter.

MINIMUM LEXICAL CONTENT — ANG-5055-6

Theme	Notions and Topics
Relationships with Others	– Opinions on social, moral, environmental and other issues (reaffirmation, clarifications, rebuttals, agreements, disagreements)
Current Events	– Issues presented in editorials, letters to the editor, newspaper and magazine articles
Employment and Education	– Information contained in C.V. and application letters (education, work experience, skills, abilities, interests, hobbies, ambitions, goals)
Entertainment, Recreation and Lifestyle	– Rules of games – Advertising – Feelings/opinions on media and entertainment

MINIMUM LINGUISTIC CONTENT — ANG-5064-6

The minimum linguistic content comprises elements useful to students in real-life situations at this level.

Students may also want to acquire linguistic structures not listed below. Conversely, students will be able to communicate in the targeted situations without mastery of all the elements of the minimum linguistic content.

I LISTENING

Unrestricted within the limited number of real-life situations at the ANG-5064-6 level.

II SPEAKING

All linguistic content listed in ANG-1001-6, ANG-2001-6, ANG-3007-6, ANG-4036-6 and ANG-5054-6.

Verbs/Time references	– Past perfect – Past perfect progressive – Passive voice of present perfect, conditional and modal auxiliaries – Future perfect – Subjunctive ("suggest","recommend", "be important" + "that")
Modal auxiliaries	– Past forms (should have, could have, might have, must have, may have + past participle) – Use of "would" + verb to indicate repeated action ("He would have this big grin on his face.")
Nouns + pronouns	– Noun-pronoun agreement – Impersonal pronouns : you, one

MINIMUM LINGUISTIC CONTENT — ANG-5064-6 (CONTINUED)

II SPEAKING (continued)	
Other linguistic structures	– Linking words • Addition (not only... but also) • Exception (...either... or, neither... nor) • Time (...so long as..., ...whenever...) • Cause and effect (so long as) • Opposition (though, although) • Condition (whether or not) – Transition words (therefore, consequently, so, however, nevertheless, on the other hand) – Expressing wishes (I wish I knew..., he wishes he had..., we wish we were...)

III READING
Unrestricted within the limited number of real-life situations at the ANG-5064-6 level.

IV Writing	
The linguistic content necessary to:	– write different types of letters; – make a request; – express appreciation, satisfaction or dissatisfaction; – write a recipe.

MINIMUM LEXICAL CONTENT — ANG-5064-6

Theme	Notions and Topics
Weather	– Events (effect, consequences, cause, conditions) – Comparisons of different times and places (correspondence/contrast).
Food and Drink	– Recipes for main dishes, cakes, pies, etc. – Ingredients, utensils, measures – Nutrition – Eating and drinking habits (preferences, likes, dislikes) – Trends in eating
Consumer Goods	– Kind of consumer goods – Product characteristics (quality, value, material, function, model, size, etc.) – Operating instructions – Assembly instruction for toys, electronics, mechanics, appliances, etc. – Sales conditions – Guarantees
Community Services	– Public services (government, restaurants, hotels, motels, stores...) – Consumer goods – Reasons for unsatisfactory service (lateness, slowness, errors, poor quality, impoliteness, etc.) – Reasons for delays – Reasons for malfunctions – Apologies – Ways of expressing appreciation – Ways of expressing unsatisfaction

APPENDIX 3

LEARNING STRATEGIES

ANG-1001-6 TO ANG-5064-6

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 a 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 learning outside the classroom where most learning takes place. Having trained themselves to be a better second language learner, the students will be able to apply these skills to other subjects as well.

The students 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 their own learning style.

The following are examples of learning strategies which can be used in the classroom and in learning 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.
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- Observe any visual clues — illustrations, graphics, titles — 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.
- Listen closely to others and learn from their mistakes.
- Tolerate uncertainty and ambiguity.

SPEAKING

- Use short sentences in elementary 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.
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- 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.
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READING

- Look for words that are similar in your 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.
 - Analyse the type of document before reading it. 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.
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- Scan the text to get a general idea.
- Use your knowledge of grammar to understand more precisely.
- Familiarize yourself with the vocabulary related to a particular situation.
- Avoid reliance on a dictionary.
- Tolerate uncertainty or ambiguity.

GENERAL STRATEGIES

- Use those strategies that work.
 - Develop your own ways to remember things. (Make your own dictionary. Keep a diary.)
 - Be independent. Set your own goals.
 - Make your own opportunities.
 - Participate in class.
 - Ask questions in English.
 - Interact at every opportunity.
 - Listen to English regularly.
 - Read English regularly.
 - Write English regularly.
 - Rehearse silently.
 - Take risks.
 - Accept ambiguity and uncertainty.
 - Accept that errors are normal in the learning process.
 - Don't let errors inhibit communication.
 - Distinguish minor errors (not hindering communication) from major errors (hindering communication).
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- Distinguish casual errors from recurring errors.
- Learn from your own errors and from the errors of others.
- Negotiate with your teacher the kind of error correction you wish.
- Realize that different people speak differently.
- Accept the lack of rigidity in oral usage.
- Note the differences between oral and written language.
- Realize that there are variations in language due to geography.
- Realize that accents are often viewed favourably by native speakers.
- Realize that perfect pronunciation is not essential to effective communication.
- Set realistic goals for yourself. Realize that second language learners almost never attain native speaker competence.
- Determine those strategies that work for you and continue to use them.
- Have fun learning English.

