ANGLAIS POUR DÉBUTANTS 3

EANCO

Niveau 3

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COURSE PROFILE FRAMEWORK

| COURSE OVERVIEW | UNITS | ACTIVITIES INFORMATION |
|--|--|-------------------------------------|
| Space reserved for the school (<i>to be completed</i>) | | |
| Description/Rationale | Unit Description | Description |
| Unit Titles | Strands and Expectations | Strands and Expectations |
| Unit Descriptions | Activity Titles | Planning Notes |
| Teaching/Learning Strategies | Prior Knowledge Required | Prior Knowledge Required |
| Assessment/Evaluation Techniques | Unit Planning Notes | Activity Instructions |
| Resources | Crosscurricular Links | Assessment/Evaluation Techniques |
| OSS Policy Applications | Teaching/Learning Strategies | Resources |
| Course Evaluation | Assessment/Evaluation Techniques | Appendices |
| | Accommodations (for students with special needs) | |
| | Security | |
| | Resources | |

TABLE OF OVERALL EXPECTATIONS AND SPECIFIC EXPECTATIONS

| ANGLAIS POUR DÉBUTANTS 3 | | | | Unit | S | |
|--------------------------|---|--------------------------|-------------------|-------------------|-----|--------------------------|
| Strand: Oral C | Communication | 1 | 2 | 3 | 4 | 5 |
| Overall Expecta | tions | 1 | | | | |
| EANCO-O-OE.1 | demonstrate an understanding of English spoken in different contexts and for a variety of purposes; | 1.1 1.3 1.4 | 2.3 2.4 | 3.3 3.4 | 4.1 | 5.1 5.3 5.4 5.5 |
| EANCO-O-OE.2 | participate in discussions by responding to specific questions, asking questions, and summarizing ideas; | 1.1 1.6 | 2.2 2.3 | | 4.1 | 5.2 5.5 |
| EANCO-O-OE.3 | communicate for specific purposes and to specific audiences in a variety of forms; | 1.2 1.5 1.6 | 2.2 2.3 2.4 | 3.3 3.4 3.5 | | 5.3 5.4 5.5 |
| EANCO-O-OE.4 | use a variety of sentences, vocabulary, and expressions acquired through listening and reading activities; | 1.1 | | 3.4 | | 5.4 5.5 |
| EANCO-O-OE.5 | identify different levels of formality in spoken English and use language appropriately according to purpose, audience, and context. | 1.5 | | | 4.4 | 5.2 5.3 5.4 5.5 |
| Specific Expecta | tions: Listening | | | | | |
| EANCO-O-List.1 | acquire new vocabulary and expressions by listening to a variety of oral communications; | 1.1 | | | 4.1 | 5.4 5.5 |
| EANCO-O-List.2 | demonstrate the ability to extract information from a variety of spoken material (live and recorded, with or without visual enhancements), to make inferences and predictions based on the material and to determine the speaker's intent; | 1.1 1.6 | | | | 5.4 5.5 |
| EANCO-O-List.3 | demonstrate the ability to acquire information from, and gain greater insight into, topics discussed or presented in class or listened to on tape; | 1.1 1.3 1.4 1.5 | 2.2 2.4 | | | 5.3 5.4 5.5 |
| EANCO-O-List.4 | identify important ideas in messages, oral presentations, discussions, and texts being read or on tape; | 1.1 1.4 1.5 | | | | 5.3 5.4 |
| EANCO-O-List.5 | recall and follow complex instructions to complete various tasks; | 1.3 | | | | 5.5 |
| EANCO-O-List.6 | take notes from extensive presentations and explanations by teachers and peers; | 1.1 | 2.3 | | | |
| EANCO-O-List.7 | express opinions about the topics presented in different forms of oral communication; | 1.5 | 2.2 2.3 | | 4.1 | 5.3 5.5 |

| AN | ANGLAIS POUR DÉBUTANTS 3 | | | Unit | s | |
|-------------------|--|--------------------------|-------------------|-------------------|-----|--|
| Strand: Oral Co | ommunication | 1 | 2 | 3 | 4 | 5 |
| Specific Expectat | ions: Speaking | | | | | <u>. </u> |
| EANCO-O-Sp.1 | correctly use English for different purposes in various contexts; | 1.2 1.4 1.5 1.6 | 2.2 2.4 | 3.4 | 4.1 | 5.3 5.4 5.5 |
| EANCO-O-Sp.2 | demonstrate the ability to respond appropriately to statements, questions, instructions, and situations; | 1.2 1.3 1.6 | | | 4.1 | |
| EANCO-O-Sp.3 | participate in a variety of activities to increase confidence and achieve greater fluency; | | 2.2 2.3 2.4 | 3.4 | | 5.3 5.4 5.5 |
| EANCO-O-Sp.4 | confirm understanding of different forms of oral communication by asking for clarification and reformulating main ideas in own words; | 1.1 1.4 | 2.3 | | | 5.5 |
| EANCO-O-Sp.5 | express ideas about topics and issues under discussion in terms of personal experience and knowledge; | 1.1 1.2 1.3 1.4 | 2.4 | 3.4 | 4.1 | 5.3 5.4 5.5 |
| EANCO-O-Sp.6 | use vocabulary (including idioms), newly acquired through listening and reading activities, in a variety of contexts; | 1.5 | | 3.4 3.5 | | 5.3 5.4 5.5 |
| EANCO-O-Sp.7 | adapt vocabulary and level of language to different forms of oral expression; | 1.4 1.5 | | 3.4 | | 5.3 5.4 5.5 |
| EANCO-O-Sp.8 | effectively use either formal or informal speech to deal with specific situations and to fulfil different purposes; | 1.2 1.4 1.5 1.6 | 2.2 | 3.4 | | 5.3 5.4 5.5 |
| EANCO-O-Sp.9 | read aloud a variety of written work; | 1.5 | 2.3 | 3.3 3.4 3.5 | 4.1 | 5.4 5.5 |
| Specific Expectat | ions: Communication Skills | | | | | |
| EANCO-O-Comm.1 | use connecting words to facilitate orderly presentation of ideas and to enhance clarity; | | | 3.4 | | 5.3 5.4 |
| EANCO-O-Comm.2 | use the three main verb tenses (present, past, and future) in the indicative and progressive modes and integrate some perfect tenses into discussions and presentations; | | | | | 5.2 5.3 |
| EANCO-O-Comm.3 | prepare an oral presentation, focusing on content and style of presentation; | | 2.2 2.3 2.4 | 3.4 | | 5.3 5.4 5.5 |
| EANCO-O-Comm.4 | integrate models of presentation techniques acquired from listening activities and oral presentations into their own work and use them as a basis for offering others constructive criticism; | 1.5 | | | | |

| ANG | GLAIS POUR DÉBUTANTS 3 | | | Unit | 5 | |
|-------------------|--|------------|-----|------|-----|--------------------------|
| Strand: Oral Co | ommunication | 1 2 3 4 | | | 5 | |
| EANCO-O-Comm.5 | use non-verbal cues (eye contact, physical stance, actions) and verbal cues (tone of voice, pace) to achieve the desired effect; | | | 3.4 | | 5.3 5.4 5.5 |
| EANCO-O-Comm.6 | vary verbal and non-verbal cues according to purpose, audience, and context; | 1.5 | | | | 5.3 5.4 5.5 |
| EANCO-O-Comm.7 | use appealing visual aids to reinforce main ideas in presentations; | | 2.2 | | | 5.1 5.3 5.4 5.5 |
| Specific Expectat | ions: Media Communication Skills | | | | | |
| EANCO-O-Media.1 | evaluate the content of media works in terms of personal experience; | 1.4 1.5 | | | | 5.4 |
| EANCO-O-Media.2 | analyse and produce a variety of simple media works; | 1.5 | | | 4.4 | 5.3 5.4 |
| EANCO-O-Media.3 | use audio and/or video equipment to produce a news report | 1.5 | | | | 5.3 |

| ANG | GLAIS POUR DÉBUTANTS 3 | | | Unit | s | |
|----------------------------|--|-------------------|---------------------------------|--------------------------|-----|---------------------------------|
| Strand: Reading | , , | 1 | 2 | 3 | 4 | 5 |
| Overall Expectation | DNS | | | | | |
| EANCO-R-OE.1 | read literary and informational texts for a variety of purposes; | 1.2 1.3 1.6 | 2.1 2.2 2.3 2.4 2.5 | 3.1 3.3 3.4 3.5 | 4.3 | 5.1 5.2 5.3 5.5 |
| EANCO-R-OE.2 | identify the defining characteristics of English texts in print and electronic form; | 1.5 | 2.4 | 3.2 | | |
| EANCO-R-OE.3 | demonstrate greater confidence and understanding than in APD2 in reading literary texts that reflect their cultural and experiential background and that are suited to their age and interests; | | 2.1 2.2 2.3 2.4 | | | 5.2 5.3 5.4 5.5 |
| EANCO-R-OE.4 | locate information, using a variety of reading strategies; | 1.4 | 2.4 2.5 | 3.2 | 4.3 | 5.1 5.2 5.3 5.5 |
| EANCO-R-OE.5 | demonstrate the ability to respond critically to ideas arising from reading material. | 1.5 | 2.5 | | | 5.1 5.2 5.5 |
| Specific Expectati | ons: Reading Comprehension | | | | | |
| EANCO-R-Compr.1 | read a variety of texts to gain new perspectives on people and places; | 1.4 1.5 1.6 | 2.1 2.2 | | | 5.2 5.3 5.4 5.5 |
| EANCO-R-Compr.2 | identify basic compositional elements of; | | 2.3 2.4 | 3.2 | | |
| EANCO-R-Compr.3 | choose and use appropriate reading strategies for the purpose of reading; | | 2.3 | 3.1 3.3 3.4 3.5 | | 5.2 5.3 5.4 5.5 |
| EANCO-R-Compr.4 | apply comprehension strategies to gain insight into a topic; | 1.3 1.4 | | 3.1 3.3 3.4 3.5 | | 5.1 5.2 5.3 5.4 5.5 |
| EANCO-R-Compr.5 | extract and organize main ideas and supporting details used in expository writing and different types of letters; | 1.5 | | 3.2 | | 5.1 5.2 5.3 5.5 |
| EANCO-R-Compr.6 | use textual cues such as organizational patterns to interpret texts; | | | 3.1 3.2 3.3 3.5 | | 5.3 |
| EANCO-R-Compr.7 | express ideas and opinions in response to various l iterary and informational texts; | 1.4 1.5 | 2.1 2.2 2.3 2.4 2.5 | | | 5.1 5.2 5.3 5.5 |

| ANGLAIS POUR DÉBUTANTS 3 | | | | Unit | S | |
|--------------------------|--|-------------------|-------------------|--------------------------|-----|--------------------------|
| Strand: Reading | , | 1 | 2 | 3 | 4 | 5 |
| EANCO-R-Compr.8 | compare personal challenges and experiences with those of individuals described in literary and informational texts; | 1.4 | 2.2 | | | |
| EANCO-R-Compr.9 | identify all parts of speech in context; | | | | 4.3 | |
| EANCO-R-Compr.10 | analyse word choice and sentence structure; | | | 3.2 | 4.3 | |
| EANCO-R-Compr.11 | identify literary/stylistic devices in written material; | | 2.4 | | | |
| Specific Expectation | ons: Vocabulary Acquisition and Pronunciation | | | | | |
| EANCO-R-Voc.1 | use knowledge of word families and experience with their first language to determine the meaning of unfamiliar words; | 1.2 | | | | 5.5 |
| EANCO-R-Voc.2 | apply knowledge of word patterns in a variety of contexts to determine the meaning of unfamiliar words; | | | | | 5.4 5.5 |
| EANCO-R-Voc.3 | expand their bank of sight words, using teacher-selected and independent readings as sources; | 1.2 | | | | 5.3 5.5 |
| EANCO-R-Voc.4 | identify commonly used idioms and integrate them into discussions and presentations; | | | | | 5.3 5.4 5.5 |
| EANCO-R-Voc.5 | expand vocabulary-building strategies; | 1.2 1.5 1.6 | | | | 5.3 5.5 |
| EANCO-R-Voc.6 | read aloud, using correct pronunciation and varying intonation, pace, and volume to create the desired effect; | | | | | 5.3 5.4 |
| Specific Expectation | ons: Critical Thinking and Response | | | | | |
| EANCO-R-Crit.1 | interpret meaning of various texts in terms of personal experience and prior knowledge; | 1.2 1.3 1.4 | | | | 5.1 5.2 5.3 5.5 |
| EANCO-R-Crit.2 | identify the author's intent and message in various written materials and discuss reactions to the author's ideas; | 1.5 | | 3.1 3.2 3.4 3.5 | | 5.1 5.5 |
| EANCO-R-Crit.3 | demonstrate the ability to ask specific and focused questions for elaboration and clarification; | | 2.3 | 3.2 | | |
| EANCO-R-Crit.4 | interpret the choices and motives of characters in literary texts in terms of own experience and cultural background; | | 2.1 2.2 2.3 | | | 5.5 |
| EANCO-R-Crit.5 | discuss and justify own appreciation of texts in terms of prior knowledge and experience; | 1.5 | | 3.1 3.3 | | 5.1 5.4 5.5 |

| ANGLAIS POUR DÉBUTANTS 3 | | | | Unit | 5 | _ |
|--------------------------|---|------------|-----|------|---|--------------------------|
| Strand: Reading | | 1 | 2 | 3 | 4 | 5 |
| EANCO-R-Crit.6 | identify figures of speech and symbols and discuss their use in literary and informational texts; | 1.2 | | 3.5 | | |
| EANCO-R-Crit.7 | identify descriptive language and figures of speech in print and media texts and explain how the choice of words contributes to the total effect; | 1.4 | | | | 5.4 |
| EANCO-R-Crit.8 | predict the outcome of events in literary and informational texts by examining literary/stylistic devices; | | 2.5 | | | |
| EANCO-R-Crit.9 | use research skills to locate and select relevant information for teacher-guided projects. | 1.4 1.5 | | | | 5.1 5.2 5.3 5.4 |

| AN | IGLAIS POUR DÉBUTANTS 3 | | | Unit | S | | | |
|----------------------|--|--------------------------|------------|--------------------------|--------------------------|--------------------------|--|--|
| Strand: Writin | ng | 1 | 2 | 3 | 4 | 5 | | |
| Overall Expectations | | | | | | | | |
| EANCO-W-OE.1 | write narrative and expository paragraphs of increasing levels of challenge and complexity, based on personal experiences and topics of personal interest; | 1.1 1.5 1.6 | 2.4 2.5 | 3.1 3.4 3.5 | 4.1 4.2 | 5.4 5.5 | | |
| EANCO-W-OE.2 | communicate ideas and information for a variety of purposes and audiences and at different levels of formality; | 1.3 1.4 1.5 1.6 | 2.2 2.4 | 3.1 3.2 3.4 3.5 | | 5.1 5.2 5.4 5.5 | | |
| EANCO-W-OE.3 | correctly write simple, compound, and complex sentences; | 1.6 1.4 | | 3.1 3.4 | 4.3 4.4 | 5.5 | | |
| EANCO-W-OE.4 | produce writing that is structurally and grammatically acceptable for this level; | | 2.5 | 3.1 3.2 3.4 3.5 | 4.1 4.2 4.3 4.4 | 5.5 | | |
| EANCO-W-OE.5 | use reference material to revise written work independently and collaboratively, focusing on conventions of standard written English, word choice, sentence structure, and coherence; | | | 3.4 3.5 | | 5.1 5.2 5.5 | | |
| EANCO-W-OE.6 | apply computer skills to enhance and produce final drafts of written work. | | | 3.4 3.5 | | 5. 5. | | |
| Specific Expecta | ations: Forms and Techniques | | | | | | | |
| EANCO-W-For.1 | convey ideas, opinions, and observations in different forms, demonstrating awareness of audience and context; | 1.4 1.6 | 2.2 2.5 | 3.2 3.4 3.5 | | 5. 5. 5. 5. | | |
| EANCO-W-For.2 | create original narrative texts and demonstrate understanding of compositional elements; | | 2.4 2.5 | 3.2 3.4 3.5 | 4.1 4.2 | | | |
| EANCO-W-For.3 | write complex sentences, integrating subordinating conjunctions and relative pronouns effectively; | | | | 4.1 4.4 | | | |
| EANCO-W-For.4 | use transitional words to link sentences and paragraphs; | | | 3.4 | 4.1 | 5. | | |
| EANCO-W-For.5 | apply different strategies to generate ideas for expository and narrative texts; | 1.4 1.5 1.6 | 2.4 | 3.1 3.4 3.5 | 4.1 4.2 | 5.: 5.: | | |
| EANCO-W-For.6 | adapt ideas, information, and techniques used by others in oral presentations to improve the quality of their own writing; | 1.1 1.4 1.6 | | | | 5. 5. | | |
| EANCO-W-For.7 | use appropriate organizational patterns to write expository texts; | 1.5 1.6 | | 3.1 3.2 3.4 3.5 | 4.1 4.2 | 5. 5. | | |

| ANGLAIS POUR DÉBUTANTS 3 | | | | Unit | S | |
|--------------------------|--|-------------------|------------|--------------------------|------------|-------------------|
| Strand: Writin | g | 1 | 2 | 3 | 4 | 5 |
| EANCO-W-For.8 | revise written work independently and collaboratively, using a variety of sources and focusing on conventions of standard written English, proper word choice, sentence structure, and coherence; | 1.4 | 2.4 2.5 | 3.1 3.2 3.4 3.5 | | 5.2 5.4 5.5 |
| EANCO-W-For.9 | integrate models from reading experiences into their writing assignments; | 1.4 1.5 1.6 | 2.4 2.5 | 3.2 3.5 | | 5.1 5.2 5.5 |
| Specific Expecta | tions: Use of Conventions | | | | | |
| EANCO-W-Use.1 | apply punctuation conventions in simple, compound, and complex sentences; | | | 3.2 3.4 3.5 | 4.2 4.4 | 5.2 5.5 |
| EANCO-W-Use.2 | use complex punctuation; | | | 3.5 | 4.1 4.4 | 5.2 |
| EANCO-W-Use.3 | use commas accurately to emphasize ideas, to separate an introductory phrase from the main part of the sentence, and to set off phrases and clauses in a series; | | | | 4.1 4.4 | 5.2 |
| EANCO-W-Use.4 | identify all parts of speech and explain how they relate to one another; | | | | 4.3 | |
| EANCO-W-Use.5 | correctly use the following pronouns to improve sentence structure: indefinite, relative, reciprocal, and reflexive; | | | 3.4 | | |
| EANCO-W-Use.6 | use the comparative and superlative forms of adjectives and adverbs to increase effectiveness in writing; | | | | 4.3 | |
| EANCO-W-Use.7 | demonstrate an understanding of the grammatical functions of nouns and pronouns as subjects, direct objects, and indirect objects; | | | | 4.3 | |
| EANCO-W-Use.8 | consolidate knowledge of present, past, and future tenses in the indicative and progressive modes for most regular and some irregular verbs; | | | | 4.3 | |
| EANCO-W-Use.9 | correctly use the present, past, and future tenses of verbs in the perfect mode to facilitate expression; | | | 3.5 | 4.3 | |
| Specific Expecta | tions: Spelling | | | | | |
| EANCO-W-Spel.1 | identify and apply spelling conventions and patterns and demonstrate knowledge of exceptions; | | | | | |
| EANCO-W-Spel.2 | correctly spell words identified by the teacher; | 1.3 | | | | |
| EANCO-W-Spel.3 | use appropriate strategies to edit and proofread written work; | | 2.4 2.5 | 3.1 3.2 3.4 3.5 | | 5.2 5.4 5.5 |

| AN | GLAIS POUR DÉBUTANTS 3 | | | Unit | s | |
|------------------|--|------------|-----|--------------------------|------------|-----|
| Strand: Writin | g | 1 2 3 4 | | | | 5 |
| EANCO-W-Spel.4 | demonstrate awareness of the differences and similarities in the spelling of similar English and French words, and spell these words correctly; | | | | | 5.2 |
| Specific Expecta | tions: Visual Presentation | | | | | |
| EANCO-W-Pres.1 | select and use format that is appropriate for the purpose of writing; | 1.5 1.6 | 2.5 | 3.1 3.2 3.4 3.5 | 4.1 4.2 | 5.5 |
| EANCO-W-Pres.2 | use bolding or underlining for titles of books, movies, and magazines, and italics or underlining for foreign words and emphasized words or phrases; | | | 3.4 | | |
| EANCO-W-Pres.3 | use different sizes and styles of fonts or printing and cursive writing appropriately for specific purposes; | | | 3.5 | | |
| EANCO-W-Pres.4 | combine print and visuals in reports on topics of personal interest. | 1.5 | | 3.4 3.5 | | |

| ANGLAIS POUR DÉBUTANTS 3 | | | Units | | | | |
|--|--|------------|-------|---|---|-------------------|--|
| Strand: Social Skills and Cultural Awareness | | | 2 | 3 | 4 | 5 | |
| Overall Expect | ations | | | | | | |
| EANCO-S-OE.1 | participate in a wide range of class activities and special events in their community for a variety of purposes; | 1.2 1.4 | | | | 5.5 | |
| EANCO-S-OE.2 | describe a variety of anglophone cultural references. | 1.4 | 2.1 | | | 5.3 5.4 | |
| Specific Expect | ations: Social Skills | | | | | | |
| EANCO-S-Soc.1 | use English appropriately to explore diverse areas of interest, to participate in various classroom activities, to interact with others, and to express ideas and opinions about a variety of topics; | 1.2 1.4 | 2.1 | | | 5.3 5.4 5.5 | |
| EANCO-S-Soc.2 | explore a variety of sources to communicate information about special events in the community to classmates; | | | | | 5.3 | |
| EANCO-S-Soc.3 | explain why competency in the English language is important for future career opportunities; | | | | | 5.3 5.5 | |
| EANCO-S-Soc.4 | demonstrate courtesy, open-mindedness, and flexibility when participating in classroom activities; | | 2.1 | | | 5.3 5.5 | |
| EANCO-S-Soc.5 | vary level of language according to purpose, audience, and context; | | | | | 5.3 5.4 5.5 | |
| Specific Expect | ations: Cultural Awareness | | | | | | |
| EANCO-S.Cult.1 | describe the ideas, values, and opinions apparent in anglophone Canadian cultures in their community and other anglophone cultures; | 1.4 | 2.1 | | | 5.3 5.4 | |
| EANCO-S.Cult.2 | identify anglophone cultural references in literary, informational, and media texts by sharing personal experiences in group discussions; | 1.4 | 2.1 | | | | |
| EANCO-S.Cult.3 | describe the contributions of well-known Canadian anglophone writers, artists, and musicians; | | | | | 5.3 5.4 | |
| EANCO-S.Cult.4 | communicate information about anglophone cultures in a variety of ways. | | 2.1 | | | 5.3 5.4 | |

COURSE OVERVIEW (EANC0)

Space reserved for the school (*to be completed*)

| School: | School District: |
|---|------------------------|
| Department: | Department Head: |
| Course Developer(s): | Development Date: |
| Course Revisor(s): | Revision Date: |
| Course Title: Anglais pour débutants 3 | Grade: |
| Course Type: Open | School Course Code: |
| Secondary Policy Document: Anglais pour débutants | Publication Date: 1999 |
| Ministry course Code: EANCO | Credit Value: 1 |

Description/Rationale

APD 3 enables students to understand and communicate in English with greater confidence, to become more independent readers and writers, and to develop their reasoning and critical-thinking skills. Students will read literary, informational, and media texts; write friendly and business letters, reports, advice columns, narrative and expository texts, and critiques; and listen to and make oral presentations. Activities will include reading texts as a basis for discussion, communicating ideas in writing for a variety of purposes, and presenting reports that combine print and visuals.

A prerequisite for this course is either the APD 2 credit or achievement of level two language proficiency. A diagnostic assessment will determine if students have achieved that level of proficiency.

Unit Titles

| Unit 1: Understanding Spoken English | Time: 20 hours |
|---|----------------|
| Unit 2: Exploring Literary Texts | Time: 20 hours |
| Unit 3: Reading Informational Texts and Other Sources | Time: 25 hours |
| Unit 4: Narrative and Expository Writing | Time: 25 hours |
| Unit 5: Writing With a Purpose | Time: 20 hours |

Unit Descriptions

Unit 1: Understanding Spoken English

In this unit, students will focus on listening as a means of developing greater understanding of different forms of oral communication. Students will recognize levels of formality in spoken English and use language appropriately according to purpose, audience, and context. Activities such as role playing, listening to recordings and messages, oral presentations, group discussions, readings, interviews, and speeches offer students opportunities to understand spoken English more easily.

Unit 2: Exploring Literary Texts

In this unit, students will read a variety of literary texts. They will demonstrate greater confidence and understanding than in APD 2 in reading literary texts that reflect their cultural and experiential background.

Students will interpret the meaning of texts, identify basic compositional elements of fiction, ask questions for clarification, and predict the outcome of events using literary/stylistic devices (e.g., flashback, foreshadowing, character development).

Unit 3: Reading Informational Texts and Other Sources

In this unit, students will read and reflect on a range of reading material. They will read informational texts (e.g., newspaper and magazine articles, reports, pamphlets, brochures, web sites), narrative and expository texts, friendly and business letters, and advice columns. These texts will serve as a basis for discussion and encourage students to respond critically to ideas arising from reading material.

Unit 4: Narrative and Expository Writing

In this unit, students will create original narrative and expository texts. In narrative writing, students will demonstrate an understanding and use of basic compositional elements of fiction. In expository writing, students will communicate ideas and provide details on a particular topic. Students will produce writing that is structurally and grammatically acceptable for this level.

Unit 5: Writing With a Purpose

In this unit, students will write a variety of texts. They will seek and give information, write informally, give advice, and respond critically. Students will participate in three presentations: individual, group and with the class. The first presentation will take the form of a critique or a report on a topic of personal interest. The second will deal with a look at anglophone cultures through different approaches (e.g., interview, brief dramatic presentation, news report). And the third will be a class project involving music.

Teaching/Learning Strategies

In this course, the teacher selects various teaching and learning strategies. The following are the most appropriate for this course:

- learning log
- response journal
- case study
- interview
- small group work
- think/pair/share
- individual presentations
- lecture
- guided reading

- group presentations
- research
- homework
- buddy system
- role playing
- reading aloud
- listening centres
- reading response
- peer practice

Assessment/Evaluation Techniques

"A well-designed system of assessment, evaluation and reporting is based on clearly stated curriculum expectations and achievement criteria."(PPA) Therefore the Policy Document presents a specific achievement chart for each curriculum. According to needs, the teacher uses a variety of strategies for the following types of assessment:

diagnostic: initially (e.g., questions and answers, interview, oral response, select response) **formative:** on-going, individual or group (e.g., anecdotal record, interview, observation) **summative:** on-going and at specific times during the course (e.g., quizzes, tests, examinations, essay, self-evaluation, oral presentation in the classroom)

Resources

The teacher refers to four types of resources during this course: pedagogical, human, material and technological. A listing of relevant resources is provided in each unit.

Material

- cassette recorders, audio tapes, learning centres.

OSS Policy Applications

This course profile reflects the OSS Policy Document - 1999 in regards to the needs of students in special education, the integration of new technology, cooperative education and guidance, including specific elements of safety.

Course Evaluation

Course evaluation is an on-going process. Teachers will be able to judge the effectiveness of this course through the following:

- continuous evaluation of the course: additions, modifications, deletions throughout the implementation of the course profile (teaching and learning strategies, resources, activities,

local particularities)

- course evaluation by the students: perhaps the use of one or more surveys during the semester or school year

- a class examination of the pertinence of teaching and learning strategies and activities (during the formative and summative evaluation process)

- exchanges with other schools using the course profile (e.g., a sharing of recommendations or suggestions)

- visits in the classroom by colleagues or the school administrators

- feedback from provincial testing

- continuous critical thinking about the course by the teacher

- an analysis of the degree of success by students in the summative tests or exam at the end of the course

Unit 1 (EANCO)

Understanding Spoken English

Unit Description

In this unit, students will focus on listening as a means of developing greater understanding of different forms of oral communication. Students will recognize levels of formality in spoken English and use language appropriately according to purpose, audience, and context. Activities such as role playing, listening to

recordings and messages, oral presentations, group discussions, readings, interviews, and speeches offer students opportunities to understand spoken English more easily.

Strands and Expectations

Strand: Oral Communication **Overall Expectations:** EANCO -O-OE.1 - 2 - 3 - 4 - 5 **Specific Expectations:** EANCO-O-List.1 - 2 - 3 - 4 - 5 - 6 - 7 EANCO-O-Sp.1 - 2 - 4 - 5 - 6 - 7 - 8 - 9 EANCO-O-Comm.4 - 6 EANCO-O-Media.1 - 2 - 3

Strand: Social Skills and Cultural Awareness Overall Expectations: EANCO-S-OE.1 - 2 Specific Expectations: EANCO-S-Soc.1 EANCO-S-Cult.1 - 2

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 2 - 4 - 5 Specific Expectations: EANCO-R-Voc.1 - 3 - 5 EANCO-R-Crit.1 - 2 - 5 - 6 - 7 - 9 EANCO-R-Comp.1 - 4 - 5 - 7 - 8

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 2 - 3 Specific Expectations: EANCO-W-Spel.1 - 2 EANCO-W-For.1 - 5 - 6 - 7 - 8 - 9 EANCO-W-Pres.1 - 4

Activity Titles

Activity 1.1: Audio Recordings: Acquiring Information

- Activity 1.2: Reading Texts: Identifying Important Ideas Through Symbols
- Activity 1.3: Following Instructions and Performing Tasks
- Activity 1.4: Speaking for Different Purposes
- Activity 1.5: Current Issues: Eliciting Student Response

Activity 1.6: Summative Assessment Task - "Share my Words, Share my World"

Prior Knowledge Required

- show ability to listen and respond to oral communications
- have knowledge of some conversational gambits (e.g., interrupters, fillers)
- show ability to imitate models of correct pronunciation
- reproduce the essence of messages
- be familiar with different levels of language

Unit Planning Notes

The teacher will:

- select a variety of recordings for listening activities
- choose age-appropriate texts for reading activities
- think of scenarios for following instructions and performing tasks
- select a range of topics for different speaking purposes (narration, description, explanation, persuasion)
- study current events for the purpose of discussion

Crosscurricular links

Français

- discuss typical French Canadian symbols
- discuss cultural differences with respect to symbols
- learn vocabulary related to cooking recipes
- learn code of ethics
- find similar articles/news reports in French and compare them to English reports

Other disciplines

- speak about common symbols used internationally (e.g., Olympics, sports monograms)
- learn cooking recipes from other countries
- have knowledge of fractions for cooking purposes
- know about rights of other persons

Animation culturelle

- recognize the importance of logos
- discuss NATO peace-keeping goals

Technology

- recognize the use of icons (symbols) on computer
- discover recipe sites on the Internet
- use the Internet to read about current events

Careers

- explore career possibilities in the food and services industry (cook, chef)
- identify careers related to law enforcement (e.g., police protocol, detectives, lawyers)
- look at careers in broadcasting (e.g., radio, television, journalism)

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- listening to recordings
- listening centres (book/tape packages)
- reading aloud
- interviews

- homework
- small group work
- group discussion
- role playing

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies: diagnostic: observation, questions and answers formative: oral questions and anwers, select response, homework summative: performance tasks, quizzes, tests, rubrics

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- use visual clues to accompany instructions
- accept single words or short phrase responses while encouraging students to expand their answers into complete sentences
- have visual and bilingual dictionaries at students' disposal

- make sure that students can see and hear clearly (e.g., avoid placing them at the back of the room)
- provide plenty of concrete and visual support
- make provisions for an accompanying adult to provide adequate supervision and safety when cooking or baking
- encourage students to research the rights of handicapped/physically challenged individuals

Remedial and enrichment:

- check often for comprehension by asking questions to make sure that directions and instructions are understood.
- ask students to interview other people (homework) and to think of other questions (enrichment)
- ask students to ask for help at home (homework) and to select more complicated recipe samples (enrichment)

B. Assessment/Evaluation Techniques

Students with special needs:

- allow more time to perform

Remedial and enrichment:

- allow extra time to complete tasks/tests
- explain/simplify instructions and questions, if necessary, to ensure that students understand what they are being asked to do
- use role play, dramatization, skit, demonstration, for teaching and/or testing
- provide a variety of options for assignments and tests not all written
- ask parents or people in the community to lend a helping hand

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

- NOLASCO, Rob and Lois ARTHUR, *Conversation*, Oxford, Oxford University Press, 1987, 148 p.
- PAULIK SALMPSON, Gloria, *New Routes To English*, Beginning Skills, Student Book, Don Mills, Collier Macmillan Canada Ltd, 1979, 127 p.

Human

- local investigator or detective

Material

- cassette recorders, audio tapes, learning centres

ACTIVITY 1.1 (EANC0)

Audio Recordings: Acquiring Information

1. Time

150 minutes

2. Description

In this activity, students learn to listen attentively to a taped audio recording. They extract important information and communicate their opinions. Students are required to predict the ending of the story, based on the information they have.

3. Strands and Expectations

Strand: Oral Communication Overall Expectations: EANCO-O-OE.1 - 2 Specific Expectations: EANCO-O-List.1 - 2 - 3 - 4 EANCO-O-Sp.4 - 5

Strand: Writing Overall Expectations: EANCO-W-OE.1 Specific Expectations: EANCO-W-For.6

4. Planning Notes

- find an appropriate taped version of a mystery play, or read and record a mystery story
- prepare a series of questions for comprehension purposes
- prepare a "World's Best Sleuth" certificate / award

5. Prior Knowledge Required

- participate in discussions in various contexts
- reproduce the essence of a message and other texts
- use a variety of sentence structures to communicate ideas, information, and opinions

6. Activity Instructions

Step A: Oral Explanation

Teacher: begins a discussion by asking the class, "Why do we like mystery?"

Students: each give a reason.

- Teacher: writes responses on blackboard.
- Students: neatly and in an organized fashion copy questions and indicate answers in notebook.

Step B: Prompts

Teacher: distributes questionnaire to each student.

Students: in turn, read a question / statement.

- Teacher: corrects pronunciation (if required) and clarifies, with student help, any difficult or unclear vocabulary.
- Teacher: starts tape for students.

Step C: Writing to Learn

Students: write down information as it comes up in the story line.

- Teacher: at the three quarter mark on the tape, teacher makes a pause and asks the question, "What do you think happens next?".
- Students: for homework, write an 8-10 sentence explanatory paragraph answering this question.

Step D: Oral Participation

- Students: in turn, read their paragraph assignments out loud.
- Teacher: plays the ending of the tape.
- Students: complete missing final facts.
- tudent: who had the closest response is presented with a "World's Best Sleuth" award, prepared in advance by the teacher. (Note: prepare three in advance just in case !!)
- Students: read aloud and correct questionnaire answers exchanged among students.
- Teacher: may record the marks for evaluation purposes.

Step E: Quiz (see Achievement Chart)

- Teacher: administers a short quiz to verify comprehension of the story line and important details.
- Students: discuss whether the short story or play contained the many ingredients of mystery they appreciate. Each student is required to give an opinion.

7. Assessment/Evaluation Techniques

In this activity,, the teacher uses the following assessment strategies: **diagnostic:** oral questions and answers **formative:** quiz

8. Resources

In this activity, the teacher selects from the following resources:

Human

- local detective / investigator could be asked to give a presentation.

Material

- radio plays
- cassette recorder, audio tapes

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 1.1.1: Achievement Chart - Audio Recordings: Acquiring Information

Achievement Chart - Audio Recordings: Acquiring Information Appendix EANCO 1.1.1

Assessment Techniques: diagnostic \square formative \square summative \boxtimes

Strand: Oral Communication *Overall Expectations:* EANCO-O-OE.1 - 2 - 4

Strand: Writing Overall Expectation: EANCO-W-OE.1

Student Task: Extracting information from a recording and predicting end of story.

| Categories and criteria | 50 - 59 % Level 1 | 60 - 69 % Level 2 | 70 - 79 % Level 3 | 80 - 100 % Level 4 | |
|---|--|---|--|---|--|
| Knowledge/Understanding | | | | | |
| The student: - shows understanding of story line - correctly answers comprehension questions in quiz | The student demonstrates limited knowledge and understanding of the story | The student demonstrates some knowledge and understanding of the story | The student demonstrates considerable knowledge and understanding of the story | The student demonstrates thorough knowledge and understanding of the story | |
| Thinking/Inquiry | | | | | |
| The student: - extracts important information from taped audio recording - predicts the end of the story | The student uses critical thinking skills with limited effectiveness and applies few of the skills of prediction | The student uses critical thinking skills with moderate effectiveness and applies some of the skills of prediction | The student uses critical thinking skills with considerable effectiveness and applies most of the skills of prediction | The student uses critical thinking skills with a high degree of effectiveness and applies all or almost all of the skills of prediction | |
| Communication | | - | - | | |
| The student: - writes an explanatory paragraph - reads aloud | The student reads with limited clarity and writes a paragraph with a limited sense of audience | The student reads with some clarity and writes a paragraph with some sense of audience | The student reads with considerable clarity and writes a paragraph with a clear sense of audience | The student reads with a high degree of clarity, and with confidence and writes a paragraph with a strong sense of audience | |

| Application | | | | | |
|--|--|---|---|--|--|
| The student: - uses cues to understand the possible outcome - makes connections between predictions and outcomes | The student applies listening strategies and makes connections with limited effectiveness between predictions and outcomes | The student applies listening strategies and makes connections with moderate effectiveness between predictions and outcomes | The student applies listening strategies and makes connections with considerable effectiveness between predictions and outcomes | The student applies listening strategies and makes connections with a high degree of effectiveness between predictions and outcomes | |
| Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task. | | | | | |

ACTIVITY 1.2 (EANC0)

Reading Texts: Identifying Important Ideas

1. Time

225 minutes

2. Description

In this activity, students read a text and identify symbols. They learn about other Canadian symbols and more universal ones. They complete the activity with a short informal interview.

3. Strands and Expectations

Strand: Oral Communication **Overall Expectations:** EANCO-O-OE.3 **Specific Expectations:** EANCO-O-Sp.1 - 2 - 5 - 8

Strand: Reading Overall Expectations: EANCO-R-OE.1 Specific Expectations: EANCO-R-Voc.1 - 3 - 5 EANCO-R-Crit.1 - 6

Strand: Social Skills and Cultural Awareness **Overall Expectations:** EANCO-S-OE.1 **Specific Expectations:** EANCO-S-Soc.1

4. Planning Notes

- compile a series of visual Canadian symbols (e.g. beaver; flag; geese; moose; maple leaf)
- discuss the concept of a "symbol"
- prepare lead questions: What symbol represents peace?
 - What symbol represents the Olympics?
 - What symbol represents poison?
- prepare over-head transparency of vocabulary/terms to be defined/clarified as a result of the discussion

5. Prior Knowledge Required

- know basic vocabulary referring to literal and figurative levels of meaning
- make the distinction between abstract and concrete items

- participate in discussions in various contexts, demonstrating their understanding of others' oral communication
- select ideas from and make observations about their readings to develop their own thinking and understanding
- adapt reading strategy to purpose for reading

6. Activity Instructions

Step A: Oral Explanation

- Teacher: explains that it is important to read with a particular focus.
- Students: read article dealing with symbols.
- Teacher: provides questions and has class read them.

Step B: Prompts

Students: check unfamiliar vocabulary in dictionary and read definitions out loud. Students: interpret meaning of words in sentences.

Step C: Writing to Learn

- Students: write newly acquired vocabulary in notebooks.
- Students: answer questions using complete sentences and leave 2 -3 blank lines between answers.
- Students: may work alone or with a partner.
- Teacher: demonstrates organization in note writing.

Step D: Prompts

- Teacher: shows students objects where Canadian symbols are used (e.g., coins, logos).
- Teacher: begins the unit with a discussion of other Canadian symbols (maple leaf; flag; moose; geese).
- Students: offer one example of a Canadian symbol they are familiar with teacher writes a list on the backboard in advance to help students.

Step E: Discussion and Clarification

- Students: discuss other symbols, add them in a third section of their notebook.
- Teacher: may write these on the blackboard.
- Teacher: looks over answers with students.
- Students: make corrections in the available spaces in their notebooks and ask questions for clarification.

Step F: Finding More Symbols

Students: go back to their original text (Step A) to find symbols.

Step G: Interview

Students: choose a partner.

- Students: ask each other
 - a) "What item do you think best represents you?"

b) "Give me two reasons why you feel this item best represents you."

Students: change roles.

Teacher: may request a third sequence (e.g. each student comes to the front and reveals the acquired information. e.g. "Susan feels a globe would best represent her. She loves to travel (1st reason) and she loves exploring (2nd reason)."

7. Assessment/Evaluation Techniques

In this activity the teacher uses the following assessment strategies: diagnostic: observation formative: oral questions and answers summative: assessment of oral responses of each student.

8. Resources

In this activity, the teacher selects from the following resources:

Material

- excerpt and questions (Step A)
- pictures/photos of symbols discussed
- transparencies of vocabulary

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 1.3 (EANCO)

Following Instructions and Performing Tasks

1.Time

225 minutes

2. Description

In this activity, students learn the basic terminology of cooking/baking. They prepare a simple cookie recipe and share it with the class. This activity enables students to perform a task by following instructions carefully.

3. Strands and Expectations

Strand: Oral Communication **Overall Expectations:** EANCO-O-OE.1 **Specific Expectations:** EANCO-O-List.3 - 5 EANCO-O-Sp.5 - 2

Strand: Reading Overall Expectations: EANCO-R-OE.1 Specific Expectations: EANCO-R-Compr.4 EANCO-R-Crit.1

Strand: Writing Overall Expectations: EANCO-W-OE.2 Specific Expectations: EANCO-W-Spel.2

4. Planning Notes

- bring a tantalizing batch of cookies to class (optional)
- find a recipe for each student
- prepare an over-head transparency with key vocabulary pertaining to cooking/baking including abbreviations (e.g., teaspoon tsp; tablespoon tbsp; cup c.; etc.)
- request students to bring an apron, chef's hat and oven mitts to class
- make arrangements to have this class in the school's family studies or home economics class
- bring sample utensils to class
- find a handout on security in the kitchen

5. Prior Knowledge Required

- understand fractions and how to divide
- be able to differentiate measuring utensils
- recognize the fact that accuracy is important
- demonstrate the ability to follow instructions
- make an accurate written record of oral instructions and messages

6. Activity Instructions

Step A: Oral Explanation

Teacher: brings in piping hot cookies (from staff microwave or school kitchen).

Game:

Teacher: invites students to get dressed up in their aprons, chef hats, and oven mitts.

Students: are permitted to take one cookie (great class atmosphere is created).

Teacher: begins discussion asking: "Why do these cookies taste good?" "What do you think the ingredients were?" "What are some of the baking utensils required in cooking/baking?"

Step B: Prompts

- Students: return to their seats.
- Teacher: uses overhead.
- Students: explain utensils, shows sample he/she has brought to class.
- Teacher: places several recipes on blackboard.
- Students: select a recipe.

Students: copy newly acquired cooking vocabulary neatly into notebooks. Homework: write sentences using the new words and expressions

Step C: Prompts

- Students: read the recipe they chose from the teacher's selection.
- Teacher: asks questions pertaining to individual recipes: e.g.: "Why must baking powder be added?" "How much does your recipe yield?" etc.
- Teacher: distributes handout on security in the kitchen and reads it with students. Homework: Students are requested to prepare one dozen homemade cookies to bring into class next day.

(Note: for some students, this may not be possible. Think of something else.)

Students: exchange cookies.

Step D: Writing to Learn

- Teacher: asks students to write answers to these three questions (using complete sentences).
 - What aromas did you notice in the class today?
 - Select three of your favorite cookies and give one reason why you liked each one.

- Of all the cookies you have ever tasted (not those in class), which kind did you not like? Give one reason why.

Step E: Interview

Students: exchange and share answers.

Teacher: should also participate in the answering of these questions and in the sharing of her/his responses.

These answers may be stated in the form of a "round-robin":

Mary starts: e.g., "My answers are....."

Mary finishes by saying: "And you, Peter, what are your answers?" etc.

Note: Students should restate the questions in their own words or use the terminology in the question.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: **diagnostic:** oral questions and answers **formative:** performance tasks

8. Resources

In this activity, the teacher selects from the following resources:

Human

- local chef could come and give a presentation
- restaurant manager could offer interesting anecdotes in a visit to the class

Material

- costumes: chef hats/aprons/oven mitts
- series of sample recipes that could be used
- overhead projector
- transparencies

Technological

Helpful Hints http://www.wipd.com/blackham/hints.htm

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 1.4 (EANC0)

Speaking for Different Purposes

1. Time

300 minutes

2. Description

In this activity, students learn to listen and prepare oral presentations. Students recognize the difference between "narrating" (telling a story) and "describing" (explaining fully, with details).

3. Strands and Expectations

Strand: Oral Communication Overall Expectations: EANCO-O-E.1 Specific Expectations: EANCO-O-List.3 - 4 EANCO-O-Sp.1 - 4 - 5 - 7 - 8 EANCO-O-Media.1

Strand: Reading Overall Expectations: EANCO-R-OE.4 Specific Expectations: EANCO-R-Compr.1 - 4 - 7 - 8 EANCO-R-Crit.1 - 7 - 9

Strand: Social Skills and Cultural Awareness Overall Expectations: EANCO-S-OE.1 - 2 Specific Expectations: EANCO-S-Soc.1 EANCO-S-Cult.1 - 2

Strand: Writing **Overall Expectations:** EANCO-W-OE.2 - 3 **Specific Expectations:** EANCO-W-For.1 - 5 - 6 - 8 - 9

4. Planning Notes

- prepare hand-outs for students: (e.g. "Preparing an Oral Report"), listing evaluation criteria
- prepare a poster for presentation
- prepare a "Credo" with the "Top Ten Human Rights", written as a hand-out or over-head
- reserve computer lab (Step D)

5. Prior Knowledge Required

- understand subjects (grammatical context)
- use infinitive verbs correctly (to be; to live; to express; etc.) from "Credo"

6. Activity Instructions

Step A: Oral Explanation

- Teacher: assigns one of 10 human rights the day before the lesson for students to memorize and explain.
- Teacher: prepares copies of: "Live your credo"; "Preparing an Oral Report"; "Desiderata" (may be found on the Internet).

Teacher: finds up-to-date research on the United Nations.

Step B: Prompts

Teacher: begins by telling students about the United Nations Organization.

Students: answer questions about their own personal rights: "What rights are important to you and why?"; "Are rights necessary?".

Step C: Writing to Learn

- Students: copy down, from poster or overhead the "10 Human Rights" leaving two or three blank lines in between.
- Students: use dictionaries to determine meaning of unfamiliar words.

Step D: Prompts (see Achievement Chart)

- Students: come to the front of the class, to recite and explain their individual selection.
- Students: go to computers, locate the Credo (see resources) Internet site www.credo.pch.gc.ca and find further interesting information.

Step E: Writing to Learn

- Students: write three interesting points discovered on the Internet.
- Students: read "Live your Credo" worksheet out loud and then vote.
- Students: share personal selections.

Step F: Preparing Oral Report

Students: prepare a short 2-minute report on "Five Adolescent Rights" following and using the hand-out "Preparing an Oral Report" for next day.

Step G: Sharing (see Achievement Chart)

- Students: present their short 2-3 minute a report to the class.
- Students: make positive comments and offer constructive criticism.

Teacher: congratulates each student for his/her contribution.

Step H: Collective Credo (optional)

Students: along with teacher, create collectively a Credo for the classroom, by which all students and the teacher should abide.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: **diagnostic:** oral questions and answers **formative:** (Step D) performance task **summative:** (Step G) oral report.

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

Universal Declaration of Human Rights, Canadian HeritageWhat ! A Magazine, What ! Publishers Inc., 108-93 Lombard ave., Winnipeg, Manitoba R3B 3B1, phone (204) 985-8160, Fax (204) 943-8991

Human

- lawyer/police officer could come to make a presentation in class.

Material

- posters
- overhead projector
- posters

Technological Credo - The Human Rights www.credo.pch.gc.ca

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 1.4.1: Achievement Chart - Speaking for Different Purposes

Achievement Chart - Speaking for Different Purposes

Appendix EANCO 1.4.1

Assessment Techniques: diagnostic \square formative \square summative \boxtimes

Strand: Oral Communication Overall Expectation: EANCO-O-OE.1

Strand: Reading Overall Expectation: EANCO-R-OE.4

Strand: Social Skills and Cultural Awareness *Overall Expectations:* EANCO-S-OE.1 - 2

Student Task: Oral report on human rights (recite, explain and present).

| Siudeni Task: Orai r | cport on numun rig | snis (reene, expiai | | |
|--|--|---|---|--|
| Categories and criteria | 50 - 59 % Level 1 | 60 - 69 % Level 2 | 70 - 79 % Level 3 | 80 - 100 % Level 4 |
| Knowledge/Understandi | ng | | | |
| The student: - distinguishes between narration and description | The student demonstrates limited knowledge of narration and description | The student demonstrates some knowledge of narration and description | The student demonstrates considerable knowledge of narration and description | The student demonstrates thorough knowledge of narration and description |
| Thinking/Inquiry | | | | |
| The student: - helps to create a credo for class - explains one of ten human rights - makes positive comments and offers constructive criticism | The student uses critical and creative thinking skills with limited effectiveness and applies few of the skills of evaluation | The student uses critical and creative thinking skills with moderate effectiveness and applies some of the skills of evaluation | The student uses critical and creative thinking skills with considerable effectiveness and applies most of the skills of evaluation | The student uses critical and creative thinking skills with a high degree of effectiveness and applies all or almost all of the skills of evaluation |
| Communication | | | | |
| The student: - answers questions about own personal rights - recites and explains individual selections - presents report on five adolescent rights | The student presents and explains human rights with limited clarity | The student presents and explains human rights with some clarity | The student presents and explains human rights with considerable clarity | The student presents and explains human rights with a high degree of clarity, and with confidence |

| Application | | | | |
|--|--|---|---|--|
| The student: - explains personal choice of favourite human right - writes three interesting points discovered on the Internet | The student applies knowledge of research skills with limited effectiveness to study human rights | The student applies knowledge of research skills with moderate effectiveness to study human rights | The student applies knowledge of research skills with considerable effectiveness to study human rights | The student applies knowledge of research skills with a high degree of effectiveness to study human rights |
| Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task. | | | | |

ACTIVITY 1.5 (EANC0)

Current Issues: Eliciting Student Response

1. Time

300 minutes

2. Description

In this activity, students focus on particular media (television, radio). They listen to broadcasts to get information about current events and learn to select and retain important details and information.

3. Strands and Expectations

| Strand: Oral Communication | | |
|--|------------------------------|--|
| Overall Expectations: EANCO-O-E.3 - 5 | | |
| Specific Expectations: | EANCO-O-List.3 - 4 - 7 | |
| | EANCO-O-Sp.1 - 6 - 7 - 8 - 9 | |
| | EANCO-O-Comm.4 - 6 | |
| | EANCO-O-Media.1 - 2 - 3 | |

Strand: Reading Overall Expectations: EANCO-R-OE.2 - 5 Specific Expectations: EANCO-R-Compr.1 - 5 - 7 EANCO-R-Crit.2 - 5 - 9 EANCO-R-Voc.5

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 2 Specific Expectations: EANCO-W-For.5 - 7 - 9 EANCO-W-Pres.1 - 4

4. Planning Notes

- tape excerpts of radio news broadcasts
- find a series of newspaper articles referring to a particular current event
- video- tape excerpts of a television news broadcast on this same topic
- provide dictionaries to determine meaning of unfamiliar words

5. Prior Knowledge Required

- be familiar with informational texts
- know how to organize material for oral presentations
- show ability to use simple sentence structure and appropriate vocabulary

6. Activity Instructions

Step A: Oral Explanation

Teacher: hands out news articles or shows video clip.

Teacher: questions students to clarify and summarize details (vocabulary is reviewed).

Note: Such topics of current events could include:

- the birth of Nunavut
- the Outbreak of war in Bosnia

Step B: Prompts

Students: consider what details are factual and what pieces of information may be "reporter bias".

Step C: Writing to Learn

- Students: surf the Internet and get current information on a selected topic.
- Students: read the information and prepare appropriately written notes.

Step D: Prompts

- Students: are encouraged to share their selection with the class.
- Students: are then divided into groups of three-four.
- Teacher: gives instructions regarding the preparation of a TV news broadcast.

Step E: Brainstorming

Students: work in groups to prepare their broadcast.

- Teacher: tells them that a written copy of their news, with props, is compulsory.
- Teacher: with class, discusses varies "types" of news (e.g., daily highlights, local, world, sports, weather, entertainment).

Step F: News Broadcast: The Total Picture

Students: include commercial breaks for humor and variety.

Students: use typical broadcast props: desk, microphone, sound effects, costumes, maps, etc.

Step G: Presentation (see Achievement Chart)

- Students: present broadcast.
- Teacher: evaluates:
 - organization
 - use of appropriate vocabulary
 - mechanics: articulation, projection, intonation.

Step H: Guest Speaker

Guest: may be invited to share information and experiences:

- reporter
- newspaper employee
- radio announcer

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: performance task summative: presentation of news broadcast

8. Resources

In this activity, the teacher selects from the following resources:

Human

- local contact persons (reporters, police, etc.)

Material

- newspaper with current events
- magazines dealing with contemporary issues
- news broadcast excerpts

Technological

- computers/Internet: Search Engines

9. Appendix

(Space reserved fro the teacher to add his/her own appendices.)

Appendix EANCO 1.5.1: Achievement Chart - Current Issues: Eliciting Student Response

Achievement Chart - Current Issues: Eliciting Student Response Appendix EANCO 1.5.1

Assessment Techniques: diagnostic □ formative ⊠ summative □

Strand: Oral Communication

Overall Expectations: EANCO-O-OE.3 - 5

| <i>Student Task:</i> Comparison of newspapers and new broadcasts and creation of a news broadcast. | | | | |
|--|---|--|--|--|
| Categories and criteria | 50 - 59 % Level 1 | 60 - 69 % Level 2 | 70 - 79 % Level 3 | 80 - 100 % Level 4 |
| Knowledge/Understandi | ng | | | |
| The student: - recognises types of news (daily highlight, local, world, sports, weather, entertainment) - understands broadcasts about current events | The student demonstrates limited knowledge of types of news and limited understanding of broadcasts | The student demonstrates some knowledge of types of news and some understanding of broadcasts | The student demonstrates considerable knowledge of types of news and considerable understanding of broadcasts | The student demonstrates thorough knowledge of types of news and thorough understanding of broadcasts |
| Thinking/Inquiry | | | | |
| The student: - selects and retains important details and information - distinguishes between factual and reporter bias | The student uses critical thinking skills with limited effectiveness to select important details | The student uses critical thinking skills with moderate effectiveness to select important details | The student uses critical thinking skills with considerable effectiveness to select important details | The student uses critical thinking skills with a high degree of effectiveness to select important details |
| Communication | | | | |
| The student: - writes and presents a news broadcast using appropriate language for a specific audience | The student writes and presents orally a news broadcast with limited clarity | The student writes and presents orally a news broadcast with some clarity | The student writes and presents orally a news broadcast with considerable clarity | The student writes and presents orally a news broadcast with a high degree of clarity, and with confidence |
| Application | | | | |
| The student: - compares newspaper articles and news broadcasts on same topic - prepares notes from readings on the Internet | The student applies comparison skills with limited effectiveness | The student applies comparison skills with moderate effectiveness | The student applies comparison skills with considerable effectiveness | The student applies comparison skills with a high degree of effectiveness |
| Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task. | | | | |

ACTIVITY 1.6 (EANCO)

Summative Assessment Task "Share my Words, Share my World"

1. Time

(Time allotment for the summative task must be an integral part of the activities' time frame.)

110 - 200 minutes

2. Description

For this Summative Assessment Task, students demonstrate their listening, speaking, reading and writing skills. They will show the ability to role-play, acquire and record information in a formal interview setting, and communicate the information in a three-paragraph text. This summative assessment task follows *EANCO 1.5: Current Issues Student Response*.

3. Strands and Expectations

| Strand: Oral Communic | ation |
|------------------------------|-------------------------------|
| Overall Expectations: | EANCO-O-OE.2 - 3 |
| Specific Expectations: | EANCO-O-List.2 |
| | EANCO-O-Sp.1 - 2 - 8 |
| Strand: Reading | |
| Overall Expectation: | EANCO-R-OE.1 |
| Specific Expectations: | EANCO-R-Compr.1 |
| | EANCO-R-Voc.5 |
| Strand: Writing | |
| Overall Expectations: | EANCO-W-OE.1 - 2 - 3 |
| Specific Expectations: | EANCO-W-For.1 - 5 - 6 - 7 - 9 |
| | EANCO-W-Pres.1 |

4. Planing Notes

- Prepare notes that students can use to practise before they ask someone to be interviewed (see example in Student Booklet).
- Make copies of "Interview Permission Form" (see example in Student Booklet).

- Give students the interview permission form **one week** before the assessment task so that they can get it signed.
- Write out other cue cards needed for mock interview (see example in Student Booklet)
- List names of several people who would like to be interviewed. These individuals are in the school and may be the social worker, janitor, cafeteria worker, or secretary. Teacher would see these people beforehand.
- Reserve overhead projector for *Step I* and prepare overhead for series of questions to be asked in the formal interview.
- Book a class period for work at the computer lab once the three-paragraph text is done after the formal interview. Students will have had one week after the formal interview to write the text.

5. Activity Instructions

- Explain the summative assessment task to the students. Students will demonstrate the ability to role play, acquire and record information, and communicate the information in a three-paragraph expository text by:
 - conducting a mock interview with another student;
 - listening as the teacher reads the "Interview Questions" out loud;
 - playing the two roles, both as "interviewer" and "interviewee";
 - using teacher-prepared cue cards that describe, in point form, the "interviewee";
 - getting "Interview Permission Form" for formal interview signed;
 - interviewing individual and jotting down answers;
 - writing context of the interview in a three-paragraph expository text (this will be done outside of class);
 - producing final copy in computer lab;
 - reading aloud their written text;
 - making an additional closing comment about the experience to enable the teacher to filter various "interviewees";
- Explain the overall and specific expectations that will be used to assess the students' skills and knowledge in three different strands: Oral Communication, Reading, and Writing.
 - The teacher adapts the level of language to the group. For example, students are expected to "communicate for specific purposes and to specific audiences in a variety of forms" (EANCO-O-OE.3). Here the teacher may inform the students that they will be able to play roles, interview someone, and read their findings (three-paragraph expository text) to the class.
- Distribute to students the instructions for each step, as well as the corresponding evaluation grid.

Follow these steps for assessment task:

- **Step 1:** Hand out questions to interviewers in each group.
 - Hand out cue cards to students being interviewed.
- **Step 2:** Have students practise interview skills.
 - Explain the necessity of getting written permission from interviewee.

- Assign formal interview.
- **Step 3:** Assign a three-paragraph descriptive text of the context of the interview.
 - Bring students to computer lab to revise and print final copy.

Step 4: - Explain to students the criteria for assessment of oral presentation.

- accuracy of answers
- use of complete sentence form
- organization of ideas/text.
- understanding task: questions and answers
- clarity of expression
- proper mechanics in oral reading (accurate pronunciation, proper intonation, volume)

6. Resources

(No specific resource has been assigned for this activity: the teacher may select from among the resources listed in the course or unit descriptions or choose other resources that he/she considers relevant and appropriate.)

7. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EANCO 1.6.1: Achievement Chart - "Share my Words, Share my World" **Appendix EANCO 1.6.2:** Student Booklet - "Share my Words, Share my World"

| Assessment Techniques: diagnostic □ formative □ summative ⊠ | | | | |
|--|--|--|---|---|
| Categories and criteria | 50 - 59 % Level 1 | 60 - 69 % Level 2 | 70 - 79 % Level 3 | 80 - 100 % Level 4 |
| Knowledge/Underst | anding | | | |
| The student: - demonstrates knowledge of the interview format and paragraph writing | The student demonstrates limited knowledge and understanding of the interview and paragraph writing | The student demonstrates some knowledge and understanding of the interview and paragraph writing | The student demonstrates considerable knowledge and understanding of the interview and paragraph writing | The student demonstrates thorough knowledge and understanding of the interview and paragraph writing |
| Thinking/Inquiry | | | | |
| The student: - applies questioning skills to find information to write paragraph | The student applies few of the skills of inquiry | The student applies some of the skills of inquiry | The student applies most of the skills of inquiry | The student applies all or almost all of the skills of inquiry |
| Communication | • | • | • | • |
| The student: - communicates information and ideas - writes a summary of the interview - uses English to ask questions - orally presents interview results to class | The student communicates the content of the interview with limited clarity | The student communicates the content of the interview with some clarity | The student communicates the content of the interview with considerable clarity | The student communicates the content of the interview with a high degree of clarity, and with confidence |
| Application | | | | |
| The student: - applies knowledge and skills in familiar contexts - demonstrates use of English in a setting outside the classroom | The student applies knowledge and skills in familiar contexts with limited effectiveness | The student applies knowledge and skills in familiar contexts with moderate effectiveness | The student applies knowledge and skills in familiar contexts with considerable effectiveness | The student applies knowledge and skills in familiar contexts with a high degree of effectiveness |

"Share my Words, Share my World"

Step 1: Conducting a mock interview with another studentActivity: pairsSetting: group

Time: 50 - 60 minutes

- Form groups of two and decide who will assume the different roles: interviewer and interviewee.
- Listen as teacher goes over the interview questions to be used.
- Using cue cards with answers in point form, answer questions using complete sentence form.

Sample Interview Questions

A) Personal

- 1. What is your complete name? Address?
- 2. Where were you born?
- 3. Could you share some information about your family please?
- 4. How old are you?
- 5. What hobbies/interests do you have?

B) Career

- 1. a) Did you need to study for this job?
 - b) How many years did you study at college/university? trade?
- 2. How did you go about making your career choice?
- 3. What do you enjoy about your work?
- 4. Name three challenges you experience in your job.
- 5. What advice could you give to students in high school?
- 6. Are you happy and satisfied with your selection of career?
- 7. Do you have a second option for a job selection?

C) Interesting Information/Anecdote

- 1. What was one of your most memorable moments? Experiences?
- 2. What three qualities do you value in people?
- 3. Could you offer one positive wish for my (youth's) future? Why would you select this?

Sample of Cue Cards: Description of Interviewee

Cue Card #1: Personal Information

- 1. Georges Séraphin, 1655 Bearbrook Road, Gloucester
- 2. Haiti
- 3. three sisters, one brother
- 4. 50
- 5. dancing, volunteer work

Cue Card #2: Career Information

- a) university education
 b) four years
- 2. relatives were teachers
- 3. helping students
- 4. motivating students
 - teaching new concepts
 - being sensitive to students' needs
- 5. advice: pay attention
- 6. actor

Cue Card #3: Interesting Information/Anecdote

- 1. first year of teaching
- 2. honesty, loyalty, humour
- 3. You are our future leaders. We believe in you. Believe in yourself.
- Change roles and exchange cue cards with other groups.

Step 2: Interview

Activity: individual Setting: outside of class Time: will vary

- You are to use the following standard procedure when asking an individual to be interviewed.

My name is ______. I'm in the English for beginners course at

_____ (school). I have an interview to do. Would it be

possible to interview you, please? What day and time would be available? Fine. I'll see you

_____ at _____.

- Practise this request orally with a partner.

- Then use the Interview Permission Form and have it signed by an interviewee and by parent, guardian, or tutor.
- Proceed with formal interview.
- Use interview questions prepared by teacher (same as those for mock interview).
- Write down the answers to your questions or record the interview (You are responsible for obtaining your own recorder if you wish to use it for the interview).

| Interview | Permission | Form | /Formulairo | ď | 'autorisation | nour | ontrovijo |
|-----------|--------------|----------|-------------|---|---------------|------|-----------|
| Interview | r ei mission | r of m / | r of mulane | u | autorisation | pour | entrevue |

| Teacher: | Enseignant(e) : |
|-------------|-----------------|
| Assignment: | Tâche : |
| Student: | Élève : |
| | Date: |

A. The Anglais pour débutants students, level 3, are preparing a formal interview. They will ask questions in the following three areas: Personal Information, Career, and Other Interesting Information/Anecdotes.

We are seeking your cooperation in allowing ______ to participate in this activity.

Yours truly,

Teacher: _____

School telephone number: _____

B. Name of interviewee:_____

Address: _____

Telephone number: _____

C. As parent, guardian, or tutor, I am aware of the choice of interviewee.

Name: _____

Date: _____

A. Les élèves du cours Anglais pour débutants, niveau 3, se préparent à une entrevue formelle. Les domaines suivants seront abordés : Renseignements personnels, Carrière et Anecdotes/Autres renseignements intéressants.

Nous sollicitons votre appui pour permettre à ______ de participer à cette activité.

Bien à vous,

Enseignant(e) : _____

Numéro de téléphone (école) : _____

B. Nom de la personne interviewée : ____

Poste :

Adresse : _____

Numéro de téléphone : _____

C. À titre de parent, gardien(ne) ou tuteur (tutrice), je suis au courrant du choix de la personne à être interviewée.

Nom: ______
Date:

Step 3: Written work

Activity: individual Setting: group Time: will vary

- Gather all information obtained from interview and organize material according to the three major sections: Personal Information, Career, and Other Interesting Information/Anecdote.
- Write a three-paragraph text describing the person you interviewed.
- Once you have completed the draft, use computer skills to produce final copy.

Step 4: Presentation

Activity: individual Setting: group Time: 50 - 60 minutes

- Read aloud written text (three paragraphs).
- At the end of your presentation, comment on your experience (for example, what you enjoyed about the interview).
- The text and the reading of it will be assessed according to the following criteria:
 - Accuracy of answers
 - Use of complete sentence form
 - Organization of ideas/text
 - Understanding task: questions and answers
 - Clarity of expression
 - Proper mechanics in oral reading (accurate pronunciation, proper intonation, volume)

Unit 2 (EANCO)

Exploring Literary Texts

Unit Description

In this unit, students will read a variety of literary texts. They will demonstrate greater confidence and understanding than in APD 2 in reading literary texts that reflect their cultural and experiential background. Students will interpret the meaning of texts, identify basic compositional elements of fiction, ask questions for clarification, and predict the outcome of events using literary/stylistic devices (e.g., flashback, foreshadowing, character development).

Strands and Expectations

| Strand: Reading | |
|--------------------------------|--|
| Overall Expectations: E | EANCO-R-OE.1 - 2 - 3 - 4 - 5 |
| Specific Expectations: | EANCO- R-Compr.1 - 2 - 3 - 7 - 8 - 11 |
| | EANCO-R-Crit.1 - 3 - 4 - 6 - 7 - 8 - 9 |
| | EANCO-R-Voc.6 |
| | EANCO-R-Comm.1 - 2 - 3 - 7 - 8 - 11 |
| | |

Strand: Oral Communication Overall Expectations: EANCO -O-OE.1 - 2 - 3 Specific Expectations: EANCO-O-List.3 - 6 - 7 EANCO-O-Sp.1 - 3 - 4 - 5 - 8 - 9 EANCO-O-Comm.3 - 7

Strand: Social Skills and Cultural Awareness Overall Expectations: EANCO-S-OE.2 Specific Expectations: EANCO-S-Soc.1 - 4 EANCO-S-Cult.1 - 2 - 4

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 2 - 4 Specific Expectations: EANCO-W-Spel.2 EANCO-W-Pres.1

Activity Titles

Activity 2.1: New Perspectives on People and Places

- Activity 2.2: Challenges and Experiences of Individuals in Literary Texts
- Activity 2.3: Basic Compositional Elements: Plot, Character, Setting, Theme

Activity 2.4: Identifying Literary/Stylistic Devices

Activity 2.5: Predicting the Outcome of Events

Prior Knowledge Required

- have knowledge of different reading strategies
- be familiar with simple literary and informational texts
- show ability to use more vocabulary than in previous levels
- know and use conversational conventions in group discussions
- show ability to ask questions to confirm understanding

Unit Planning Notes

The teacher will:

- select a wide range of reading material for different activities
- choose texts that reflect the cultural and experiential background of students
- consult the school librarian and other sources for suitable references
- prepare lesson plans on characteristics of a variety of English texts (e.g., stories, plays, advice columns, letters, reports)
- find material to explain compositional elements of fiction

Crosscurricular links

Français

- learn about French-Canadian individuals who have gone through challenging obstacles (read about them and have a discussion)

Other disciplines

- show sensitivity towards other people/other countries

Animation culturelle

- detective/mystery event within the school (e.g., scavenger hunt)

Technology

- create advertisements, skits, etc. using a word processing program
- use e-mail effectively for informational purposes

Careers

- explore career possibilities in human resources (psychologist, personnel agent, social worker)
- look at careers in communications (radio announcer, reporter)

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- response journal
- group discussions
- lecture

- homework
- reading in small groups
- reading aloud

- reading response

- learning log

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies: diagnostic: questions and answers, observation formative: learning log, quizzes, fixed response (matching, multiple choice) summative: performance tasks, tests, examinations, open-ended written responses

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- use visual clues to accompany instructions
- accept single words or short phrase responses while encouraging students to expand their answers into complete sentences
- have visual and bilingual dictionaries at students' disposal
- make sure that students can see and hear clearly (e.g., avoid placing them at the back of the room)
- provide plenty of concrete and visual support

Remedial and enrichment:

- check often for comprehension by asking questions to make sure that directions and instructions are understood
- ask students to interview other people (homework) and to think of other questions (enrichment)

B. Assessment/Evaluation Techniques

Remedial and enrichment:

- allow extra time to complete tasks/tests
- provide a variety of options for assignments and tests not all written
- explain/simplify instructions and questions, if necessary, to ensure that students understand what they are being asked to do
- use a variety of assessment procedures

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

PAULIK SAMPSON, Gloria, *New Routes To English, Beginning Skills Two*, Student Book, Don Mills, Collier Macmillan Canada, Ltd, 1979, 127 p.

ACTIVITY 2.1 (EANC0)

New Perspectives on People and Places

1. Time

225 minutes

2. Description

In this activity, students read a variety of texts (e.g., personal narrative, stories, plays) about people from different backgrounds. They gain new perspectives on people and places and compare the experiences of others with their own.

3. Strands and Expectations

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 3 Specific Expectations: EANCO-R-Compr.1 - 7 EANCO-R-Crit.4

Strand: Social Skills and Cultural Awareness **Overall Expectations:** EANCO-S-OE.2 **Specific Expectations:** EANCO-S-Soc.1

4. Planning Notes

- find a variety of reading material (e.g., personal anecdote, personal narrative, short story, play, poem)
- look for interesting characters and locations described or portrayed in these texts

5. Prior Knowledge Required

- be familiar with map of the world
- know different literary genres
- show ability to locate information in texts

6. Activity Instructions

Step A: Oral Explanation

Students: discuss the variety of people they have encountered and places they have visited.

Teacher: invites students to share personal or other interesting experiences.

Students: realize that people have interesting stories. Some people have to overcome personal challenges, others lead very different lifestyles.

Step B: Reading and Discussion

- Teacher: asks students to reflect on people in the news who come from different parts of the world.
- Teacher: then distributes copies of literary texts dealing with people from other areas of the world.
- Students: read literary texts which include dealing with characters (e.g., sharing dreams, visiting exotic places, expressing concerns and fears).

| Step C: | Writing to Learn (see Achievement Chart) |
|---------|--|
|---------|--|

Students: keep these experiences in mind and use as ideas in discussions.

Teacher: verifies that they have understood material with comprehension quiz.

Teacher: corrects quiz.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: homework summative: quizzes

8. Resources

In this activity, the teacher selects from the following resources:

Human

- travel agent
- representatives from embassies, Ministry of Tourism, Ministry of Recreation

Material

- overhead projector
- series of travel guides: Fodor's Travel Publications, American Automobile Association Travel Guides
- Michelin Tire Tourist Guides

Technological - Internet

9. Appendix (Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 2.2 (EANCO)

Challenges and Experiences of Individuals in Literary Texts

1. Time

375 minutes

2. Description

In this activity, students learn about the challenges and experiences of individuals in literary texts. They conduct research on an individual who has surmounted difficulties.

3. Strands and Expectations

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 3 Specific Expectations: EANCO-R-Compr.1 - 7 - 8 EANCO-R-Crit.4

Strand: Writing **Overall Expectations:** EANCO-W-OE.2 **Specific Expectations:** EANCO-W-For.1

Strand: Oral Communication Overall Expectations: EANCO-O-E.2 - 3 Specific Expectations: EANCO-O-List.3 - 7 EANCO-O-Sp.1 - 3 - 8 EANCO-O-Comm.3 - 7

4. Planning Notes

- contact various organizations in order to get information
- Internet will be useful for background information

5. Prior Knowledge Required

- be familiar with literary texts
- show ability to respond to comprehension questions

6. Activity Instructions

Step A: Oral Explanation

Teacher: initiates a general discussion about various obstacles and difficulties people must surmount

Step B: Prompts

Teacher: provides students with two-four articles dealing with incredible individuals and their feats, in spite of their handicaps

Examples may include:

| - Einstein | - Terry Fox |
|--------------------|---------------------|
| - Hellen Keller | - Stevie Wonder |
| - Anne Frank | - Andrea Boccelli |
| - John McCrae | - Aimee Mullins |
| - Picasso | - Christopher Reeve |
| - Marie Currie | - Leonardo da Vinci |
| - Emma Robinson | - Dr. Wilbur Keon |
| (Gold Medal rower) | - Mozart |

- Students: get to know these individuals and their extraordinary feats and accomplishments, by "climbing into their shoes".
- Teacher: assigns one such individual from above list to each student.
- Students: report at the end of the activity on one of these individuals.

Step C: Writing to Learn

- Students: research individual's life, reading pertinent information that clarifies and explains the individual's challenge/obstacle/handicap or difficulty.
- Teacher: requests a written report with the person's picture and gives guidelines for the written report.
- Teacher: explains to the class that students must each take on the role of the person they have investigated.

Note: some students may feel uncomfortable with the dramatization.

- Students: may wish to dress up or look somewhat like the individual whom they have described.
- Teacher: encourages students to ask family and friends to help them prepare.

Step D: Reading About Challenges and Experiences

- Teacher: selects simple literary texts (e.g., narratives, stories, plays) in which individuals face challenges.
- Students: answer comprehension questions in small groups.
- Teacher: goes over the answers.

Step E: Speaking About A Special Individual

- Students : present individual work.
- Students: "come to life" as the person they researched.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: **diagnostic:** oral questions and answers **formative:** homework

summative: report

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

WHITE, Kate, editor in chief, (Donna Kalajian Lagani) *Cosmopolitan* - April 1999: "Chasing Aimée" - Aimee Mullins, page 186 New York, Hearst Communiations Inc., 250 p.

- Sixty Plus Royal Bank Public Affair: "Living with Heart" Dr. Wilburt Keon, Toronto, 1999.
- various Newspapers (e.g., *The Toronto Star*) Sports "Rower Vows to Beat Cancer", Saturday, March 13, 1999

Human

- any organization that helps physically challenged individuals is usually very open to offering time/presentations and information (e.g., Canadian National Institute for the Blind, etc.).
- individuals who are challenged physically or mentally

Technological

- information on each of the listed individuals is readily available on the Internet
- computers required for Internet searches http://www.dietcity.com
- various technological advancements or mechanisms which facilitate life for the physically challenged

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

| Appendix EANCO 2.2.1: | Achievement Chart - Challenges and Experiences of Individuals in |
|-----------------------|--|
| | Literary Texts |

Appendix EANCO 2.2.1 Achievement Chart - Challenges and Experiences of Individuals in Literary Texts

Assessment Techniques: diagnostic \square formative \square summative \square

Strand: Writing Overall Expectation: EANCO-W-OE.2

| Categories and criteria | 50 - 59 % Level 1 | 60 - 69 % Level 2 | 70 - 79 % Level 3 | 80 - 100 % Level 4 |
|---|--|---|---|--|
| Knowledge/Understa | nding | | | |
| The student: - responds to comprehension questions - distinguishes between articles and reports | The student demonstrates limited knowledge and understanding of articles and reports | The student demonstrates some knowledge and understanding of articles and reports | The student demonstrates considerable knowledge and understanding of articles and reports | The student demonstrates thorough knowledge and understanding of articles and reports |
| Thinking/Inquiry | | | | |
| The student: - researches an individual's life - reads pertinent information | The student applies few of the skills of research | The student applies some of the skills of research | The student applies most of the skills of research | The student applies all or almost all of the skills of research |
| Communication | | | | |
| The student: - writes a report - dramatizes research on individual's life | The student reports and dramatizes with limited clarity | The student reports and dramatizes with some clarity | The student reports and dramatizes with considerable clarity | The student reports and dramatizes with a high degree of clarity, and with confidence |
| Application | | | | - |
| The student: - learns about the challenges and experiences of individuals in literary texts - conducts research on an individual | The student makes connections with limited effectiveness between the subject and the world | The student makes connections with moderate effectiveness between the subject and the world | The student makes connections with considerable effectiveness between the subject and the world | The student makes connections with a high degree of effectiveness between the subject and the world |
| Note: A student w | hose achievement is bel for this task. | ow level 1 (less than 5) | 0 %) does not meet the | required overall |

ACTIVITY 2.3 (EANC0)

Basic Compositional Elements: Plot, Character, Setting, Theme

1. Time

225 minutes

2. Description

In this activity, students review basic compositional elements of plot, character, setting and theme.

3. Strands and Expectations

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 2 - 3 - 4 Specific Expectations: EANCO-R-Compr.2 - 3 - 7 EANCO-R-Crit.3 - 4

Strand: Oral Communication Overall Expectations: EANCO-O-E.1 - 3 Specific Expectations: EANCO-O-List.6 - 7 EANCO-O-Sp.3 - 4 - 9 EANCO-O-Comm.3

4. Planning Notes

- select a short story, faible or myth
- prepare a handout on basic compositional elements

5. Prior Knowledge Required

- show ability to respond to questions concerning basic compositional elements
- read with more confidence than students in APD 2

6. Activity Instructions

Step A: Introduction

- Teacher: compares the creating of a story to the architectural construction of a building from the planning stage to the finished product (see Appendix EANCO 2.4.1).
- Teacher: explains different steps.

Step B: Reflection

- Teacher: begins to draw building on blackboard asks students: "What other considerations must be taken into account in order for this building to come into existence?" (What do you need?) (architect, materials, etc.).
- Students: answer; each student is requested to come to the board and draw the recognized element or missing feature.

Step C: Discussion

- Teacher: fills in missing information as students run out of ideas.
- Teacher: completes drawing (refer to sample) in Appendix EANCO 2.3.1.
- Teacher: continues discussion of comparison to Elements of Writing.
- Students: take notes and copy sketch from board.

Step D: Review of Basic Compositional Elements

Teacher: focuses instruction on:

- Characters and characterization
- Setting
- Plot Sequence
- Theme
- Teacher: gives theoretical lesson on these elements.
- Students: take notes on all four elements.

Step E: Literary Selection

- Teacher: either reads or plays on tape/video a literary selection (fable, story, myth).
- Students: are divided into four groups.
- Students: each group discusses and analyzes the short story, fable or myth on the basis of the element the teacher has assigned them.
- Students: are to prepare a detailed answer on one basic compositional element.
- Students: as a group, are to give input and show how this short story, fable or myth demonstrates the elements
- **Step G:** Conclusion (see Achievement Chart)
- Students: each group shares their work with the class.
- Students: take notes while groups are presenting.
- Teacher: reviews all four presentations, ensuring that the material given to the class is correct and complete.
- Teacher: give a quiz to test acquired information (Step D).

7. Assessment/Evaluation Techniques

In this activity, the teacher from the following assessment strategies: diagnostic: oral questions and answers formative: observation; homework; oral questions summative: quizzes, tests

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

- texts containing fables and myths abound in *libraries, bookstores, the Net*, etc., e.g. the *Encyclopedia of Mythology* - by Arthur Cotterell, Anness Pub Ltd, 1996

Human

- prominent local writer/poet/editor

Material

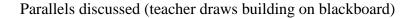
- cassette player, VCR

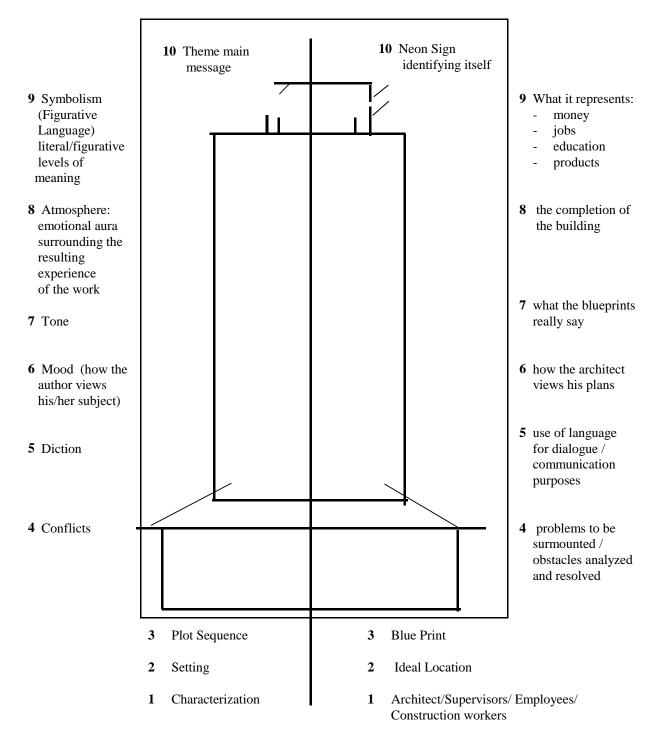
9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 2.3.1: Diagram - Parallels - Story Creation **Appendix EANCO 2.3.2:** Basic Compositional Elements

Appendix EANCO 2.3.1 DIAGRAM - PARALLELS - STORY CREATION





BASIC COMPOSITIONAL ELEMENTS

1. Characterization

Definition:

- the portraying of a person in a literary piece of writing as a real individual - a role played

How characters are revealed or presented:

- the author directly explaining the character
- the character's actions clearly revealing information to the audience about him/her
- the character's psychological aura, thinking process, feelings
- what other characters within the work reveal and say about the character

Character types:

Major: - protagonist

- antagonist
 - round

Minor: -flat

- fillers
- foils

2. Setting

Definition:

- the actual physical location where the action takes place may be divided into:
 - internal setting

(action/thought process occurring in a character's mind - includes: mental, moral, social) - external setting

(actual time, place, location)

Time:

- epoch in history year
- season
- day, hour

Place:

- specific
- town, city
- country, woods, park, school

Location:

- geographical
- topography
- scenery
- physical disposition (specific house/room/door/chairs)

3. Plot Sequence

Definition:

- the over-all pattern of a piece of writing from beginning to end in sequential, chronological order
- a "blueprint"
- considered as the outline

A. Introduction

- names characters
- establishes setting
- usually depicts description important to understanding of the literary piece
- inciting incident: the spark that sets the story in motion

B. Body

- rising action
 - events listed
 - crisis points identified
 - obstacles to be surmounted
 - -.conflicts addressed
 - climax highest point of emotional action/interest

C. Conclusion

- falling action
 - resulting falling action
 - dénouement identified
 - ending established or left open-ended

4. Theme

Definition:

- the central or main idea of the literary work

Presentation/Identification of the theme:

- can be found via the character's action or progression throughout the work
- can be established by the progression of actions and activities occurring in the work
- there may be several themes; however, one usually surfaces as the main focus and message of by the writer/author

ACTIVITY 2.4 (EANC0)

Identifying Literary/Stylistic Devices

1. Time

150 minutes

2. Description

In this activity, students look at stylistic devices such as flashback, foreshadowing, imagery and irony. They identify them in literary texts, discuss their use, and report their observations to the whole group.

3. Strands and Expectations

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 2 - 3 - 4 Specific Expectations: EANCO-R-Compr.2 - 7 - 11 EANCO-R-Crit.1

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 2 Specific Expectations: EANCO-W-For.2 - 5 - 8 - 9 EANCO-W-Spel.3

Strand: Oral Communication Overall Expectations: EANCO-O-E.1 - 3 Specific Expectations: EANCO-O-List.3 EANCO-O-Sp.1 - 3 - 5 EANCO-O-Comm.3

4. Planning Notes

- prepare notes on flashback, foreshadowing, imagery and irony
- select a short story where such devices are used

5. Prior Knowledge Required

- show ability to interpret meaning using different cues

6. Activity Instructions

Step A: Brainstorming

Teacher: begins by sharing a personal anecdote with class:

- an April Fool's trick
- a forgotten message
- an interesting phone call
- a dream
- Teacher: leads discussion by asking:
 - "What hints were there that this would occur?" (foreshadowing)
 - "Did you picture me in this circumstance?" (imagery)
 - "What was amusing about my account?" (irony)
 - "From what time period did this experience happen to come?" (flashback)

Teacher: refers to handout and teaches four new terms (see Appendix EANCO 2.4.1).

Step B: Literary/Stylistic Devices

- Students: copy them in their notebooks.
- Teacher: asks each student to prepare a written account of one of their experiences, as she/he has just done.
- Students: must underline and identify where these devices occur in their written work. The Topics might include:

| - April Fool's Trick | - An Embarrassing Moment |
|-----------------------------|--------------------------|
| - A Forgotten Message | - Wrong Instructions |
| - An Interesting Phone Call | - A Flopped Cake |
| - A Dream | - Shopping Spree |
| - A Missed Opportunity | - Pet Antics |

Step C: Think/Share

Students: will be required to write a draft copy and re-write into a polished assignment.
Teacher: asks class to read a pre-selected short story out loud.
Teacher: divides class into groups and each group is required to identify and explain the stylistic device they were assigned.
Students: each group shares responses with the class.
Students: take notes, so that by the end of the information, each student has a complete note outlining the flashback, foreshadowing, imagery, irony in that particular piece of writing.

Students: while presenting, each group begins by explaining the definition again.

7. Assessment/Evaluation Techniques

In this activity the teacher uses the following assessment strategies: diagnostic: observation Formative: oral questions and answers Summative: discussion

8. Resources

In this activity, the teacher selects from the following resources:

Human - personal experiences shared

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 2.4.1: More Literary Element

Flashback

Definition:

- returning to past time in order to recount or refer to an occurrence that happened previously

Technique often used:

for clarification of details in the present

Foreshadowing

Definition:

- various tidbits of information relayed either by words or actions which serve as a hint or suggestion for what is about to occur in the near future

Technique often used:

to create suspense and promote interest and variety in the sequence of events

Imagery

Definition:

an image is a mental picture; something that can be either concrete or abstract and whose meaning the reader/audience can visualize mentally

Technique often used:

- to induce a further dimension of creative mental exertion in the reader/recipient of the image

Irony

Definition:

- there are various types of irony:
 - verbal saying one thing but meaning another
 - dramatic acting one way but really intending the opposite

Technique often used:

- to project a sarcastic/humourous effect in writing

NOTE: when examples verge on cruelty, the concept is no longer irony but something stronger like burlesque

ACTIVITY 2.5 (EANCO)

Predicting the Outcome of Events

1. Time

225 minutes

2. Description

In this activity, students develop the ability to search for details, hints and clues in a text. They learn to predict the outcome of events.

3. Strands and Expectations

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 4 - 5 Specific Expectations: EANCO-R-Crit.8 EANCO-R-Compr.7

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 4 Specific Expectations: EANCO-W-For.1 - 2 - 8 - 9 EANCO-W-For.3 EANCO-W-Pres.1

4. Planning Notes

- select a mystery play (e.g., "The Valiant", "The Monkey's Paw", "Flight 707")
- tape in advance the sound effects for the mystery play
- find audio tape of play (note: teacher may ask four older students to tape the play)

5. Prior Knowledge Required

- show the ability to put ideas in logical order
- be familiar with strategies that help determine the meaning of unfamiliar vocabulary

6. Activity Instructions

Step A: Oral Explanation

Teacher: brings in selected play (e.g., "The Monkey's Paw").

- Students: are encouraged to assume various roles including that of narrator.
- Teacher: discusses and explains the play as a writing genre.

Step B: Prompts

- Teacher: makes distinctions between the form and presentation of a play as opposed to a narrative style.
- Teacher: asks students: "Why might this style of writing be effective?" "What makes it interesting to read?"
- Students: share their answers.

Teacher: instructs students to begin reading.

- Teacher: may begin with previously taped music/sound effects.
- Teacher: reads play until a certain point (note: if using "The Monkey's Paw", it would be interesting to stop the reading when the son goes off to work and when the father receives the money).

Step C: Writing

- Students: are required to continue writing the play in small groups, maintaining the play style format.
- Teacher: reminds students to continue the flow and momentum created thus far by the author and also to include various instructions which are read by a prompter or a narrator, while the play is being read or acted out.

Step D: Presentation

Students: when they have finished writing, they are required to list the reasons for their choice of outcome. They should have as many details, hints and clues as possible in order to substantiate the reasons for the events to turn out as they have predicted.

Students: present their work.

- Students: read first the various details they have listed as clues, then read their predicted ending to the play.
- Students: once they have shared their work, the class resumes the reading of the teacherselected play.
- Students: if have accurately predicted the outcome with a good degree of accuracy, the teacher may want to award the students concerned a privilege or give them an interesting mystery book.
- Teacher: as a follow-up, may request students to write a brief paragraph whereby the ending is left open and when the students read their work, the class must:
 - give their suggestions as to what the outcome might be;
 - state the specific clues in the work that brought them to that conclusion.

7. Assessment/Evaluation Techniques

In this activity the teacher uses the following assessment strategies:

diagnostic: oral questions and answers **formative:** final reading of personal outcome

8. Resources

In this activity, the teacher selects from the following resources:

Human

- detective, writer, producer may be invited to class to give a presentation on the art of sleuthing

Material

- audio-visual tapes

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 2.5.1: Achievement Chart - Predicting the Outcome of Events

| Assessment Techr | niques: diagnostic | 🗆 formative 🗆 su | mmative \square | |
|---|--|--|---|---|
| Strand: Reading Overall Expectation | ons: EANCO-R-OB | E.4 - 5 | | |
| Student Task: Pre | edicting the outcom | e of a mystery play. | | |
| Categories and criteria | 50 - 59 % Level 1 | 60 - 69 % Level 2 | 70 - 79 % Level 3 | 80 - 100 % Level 4 |
| Knowledge/Understa | nding | | | |
| The student: - puts ideas in logical order - determines the meaning of unfamiliar vocabulary | The student demonstrates limited understanding of order and new vocabulary | The student demonstrates some understanding of order and new vocabulary | The student demonstrates considerable understanding of order and new vocabulary | The student demonstrates thorough understanding of order and new vocabulary |
| Thinking/Inquiry | | • | • | • |
| The student: - searches for details, hints, and clues in a text | The student uses critical thinking skills with limited effectiveness to search for clues | The student uses critical thinking skills with moderate effectiveness to search for clues | The student uses critical thinking skills with considerable effectiveness to search for clues | The student uses critical thinking skills with a high degree of effectiveness to search for clues |
| Communication | | | | |
| The student: - assumes various roles while reading - continues writing maintaining play format | The student reads and writes with limited clarity using few appropriate forms | The student reads and writes with some clarity using some appropriate forms | The student reads and writes with considerable clarity using appropriate forms | The student reads and writes with a high degree of clarity, and with confidence using appropriate forms |
| Application | | | | |
| The student: - predicts the outcome of events - introduces taped music/sound effects to reading - while writing, places clues that predict the ending | The student demonstrates limited ability in using language and sound effects in new contexts | The student demonstrates some ability in using language and sound effects in new contexts | The student demonstrates considerable ability in using language and sound effects in new contexts | The student demonstrates a high degree of ability in using language and sound effects in new contexts |

Achievement Chart - Predicting the Outcome of Events

UNIT 3 (EANCO)

Reading Informational Texts and Other Sources

Unit Description

In this unit, students will read and reflect on a range of reading material. They will read informational texts (e.g., newspaper and magazine articles, reports, pamphlets, brochures, Web sites), narrative and expository texts, friendly and business letters, and advice columns. These texts will serve as a basis for discussion and encourage students to respond critically to ideas arising from reading material.

Strands and Expectations

| Strand: Reading | |
|------------------------------|--------------------------------------|
| Overall Expectations: | EANCO-R-OE.1 - 2 - 4 |
| Specific Expectations: | EANCO-R-Compr.2 - 3 - 4 - 5 - 6 - 10 |
| | EANCO-R-Crit.2 - 3 - 5 - 6 |

Strand: Oral Communication **Overall Expectations:** EANCO-O-OE.1 - 3 - 4 **Specific Expectations:** EANCO-O-Sp.1 - 3 - 5 - 6 - 7 - 8 - 9 EANCO-O-Comm.1 - 3 - 5

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 2 - 3 - 4 - 5 - 6 Specific Expectations: EANCO-W-Spel.3 EANCO-W-For.1 - 2 - 4 - 5 - 7 - 8 - 9 EANCO-W-Pres.1 - 2 - 3 - 4 ANCO-W-Use.1 - 2 - 4 - 9

Activity Titles

Activity 3.1: Magazine and Newspaper Articles: Restating Main Ideas in Own Words

Activity 3.2: Business and Friendly Letters: Two Different Styles

Activity 3.3: The Advice Column: Selecting Relevant Information

Activity 3.4: The Report: Discussing Reactions to Different Selections

Activity 3.5: Reading Aloud a Variety of Works: Analysis of Word Choice and Sentence Structure

Prior Knowledge Required

- know what strategies to use to locate information
- be familiar with simple literary and informational texts
- show ability to listen to readings of texts
- be familiar with some vocabulary-building strategies

Unit Planning Notes

The teacher will:

- ask students to bring some articles
- need to find magazine and newspaper articles suitable for classroom use
- explain criteria for suitability of material before students bring their own articles
- find a good selection of expository texts dealing with a variety of topics
- choose business letters that reflect students' level of experience with language
- use friendly letters as an introduction to the advice column
- bring samples of advice columns
- prepare lesson plans on the report (e.g., scientific, news, business)

Crosscurricular Links

Français

- articles from French magazines/newspapers may be employed to incorporate the same exercise
- similar activity may be repeated in a French language class

Other disciplines

- similar activity may be duplicated in other subject areas
- letter writing practices may be applied to any course
- other subject area classes may be included in this day's events

Animation culturelle

- letters could be written to anglophone companies requesting French language services

Technology

- a diversity of excerpts can easily be discovered on the Internet in an array of subjects
- letters should be written on any word processing program prior to expedition
- transmitting information to peers
- contacts may be made via the Internet

Careers

- editor
- critic

- corporation/executive secretarial positions
- any venue in life requires the writing of letters and is a writing skill every individual must master
- reporter / writer / assessor / psychologist
- recreational director
- writer
- project organizer

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- journal writing
- reading response
- lecture
- guided reading
- case study

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

diagnostic: questions and answers, observation

formative: response journal, learning log, homework, questions and answers, select response summative: performance tasks, tests, and rubrics

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- use visual clues to accompany instructions
- accept single words or short phrase responses while encouraging students to expand their answers into complete sentences
- have visual and bilingual dictionaries at students' disposal
- make sure that students can see and hear clearly (e.g., avoid placing them at the back of the room)
- provide plenty of concrete and visual support

Remedial and enrichment:

- check often for comprehension by asking questions to make sure that directions and instructions are understood
- ask students to interview other people (homework) and to think of other questions (enrichment)

- learning log
- group discussions
- reading aloud
- homework

B. Assessment/Evaluation Techniques

Students with special needs:

- try to have early assessment/testing for placement and programming done (if at all possible) in student's first language

Remedial and enrichment:

- allow extra time to complete tasks/tests
- provide a variety of options for assignments and tests not all written
- explain/simplify instructions and questions, if necessary, to ensure that students understand what they are being asked to do
- use a variety of assessment procedures
- use role play, dramatization, skit, demonstration, for teaching and/or testing

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

BROMBERG, Murray and Julius LIEBB, *The English You Need To Know*, 2nd ed., Hauppauga: Barron's Educational Series, Inc., 1997.

RIVERS, Wilga M., *Teaching Foreign-Language Skills*, 2nd ed., Chicago: The University of Chicago, 1981, 562 p.

Material

- newspaper and magazine articles

Technological

- Internet(Web sites)

ACTIVITY 3.1 (EANCO)

Reading Informational Texts and Other Sources

1. Time

150 minutes

2. Description

In this activity, students become acquainted with various magazines and newspapers; they learn to read an article and identify the main ideas using their own understanding, comprehension and vocabulary.

3. Strands and Expectations

Strand: Reading Overall Expectations: EANCO-R-OE.1 Specific Expectations: EANCO-R-Crit.2 - 5 EANCO-R-Compr.3 - 4 - 6

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 2 - 3 - 4 Specific Expectations: EANCO-W-For.4 - 7 - 8 EANCO-W-Spel.3 EANCO-W-Pres.1

4. Planning Notes

- bring a collection of various magazines to class: *Canadian Living, Sports Illustrated, National Geographic, Teen Magazine,* etc.
- select a newspaper article and a magazine article that both express a similar theme, message or idea; these selections will serve as the basis for classroom instruction
- prepare in advance a series of questions for each of the selections

5. Prior Knowledge Required

- know how to review a newspaper
- know the composition division techniques: introduction; body development; concluding statements

6. Activity Instructions

Step A: Newspaper/Magazine Search

Teacher: asks students to choose a magazine/newspaper.

Students: are then asked to find certain selections in their magazine/newspaper.

Examples: Teacher may ask the following questions:

- Read an advertisement out loud
- Read the introduction to a tragic occurrence out loud
- Read a world current event out loud
- Read a sports statistic out loud
- Read a cartoon out loud

Step B: Finding the Main Message

Teacher: after each response, requires class to come up with the main idea/message or purpose of the story/information.

Step C: Questions and Answers

- Teacher: tells students to look for key nouns as clues to help discover main ideas.
- Teacher: distributes the selections she/he has previously chosen, along with handout questions.
- Students: are to read the excerpts and answer the questions (pertaining to main idea, how effective, obviously expressed, etc.).

Step D: Synopsis and Bibliography

- Teacher: asks students to share their responses and compare the way the two pieces of writing express their opinions.
- Students: are divided into groups of three and requested to search through the collection of material the teacher has brought to class.
- Students: each group is to find six articles and to: a) write a brief synopsis of the selection b) state what the main idea is

c) supply two-three supporting details for their choice.

This is to be submitted as a written assignment, complete with:

- title page

- complete content requirements a, b, c above

- bibliography - naming the magazine/newspaper with correct bibliographical notation

N.B.: It would be advisable at this point to teach the students the basic style and procedure in preparing a simple bibliography containing:

- books
- magazines
- newspaper
- Internet
- anthologies

A sample template for a title page should also be demonstrated; one that fulfills the local college/university standards in terms of format so the students learn a correct model.

Step E: Evaluation

Teacher: Evaluates this written assignment making sure to focus on student's ability to discover the main idea in each of the six selected exerpts.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses from the following assessment strategies: diagnostic: oral questions and answers formative: discussions/exchanges summative: written assignment

8. Resources

In this activity, the teacher selects from the following resources:

Material

- magazines, current and out dated copies are excellent resources.
- newspapers

Human

- a local newspaper distributor could be contacted in order to arrange for individual copies of the paper (note: some offer free copies from previous days)

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 3.2 (EANCO)

Business and Friendly Letters: Two Different Styles

1. Time

150 minutes

2. Description

In this activity, students become acquainted with two different styles of letters: business and friendly.

3. Strands and Expectations

Strand: Reading Overall Expectations: EANCO-R-OE.2 - 4 Specific Expectations: EANCO-R-Compr.2 - 5 - 6 EANCO-R-Crit.2 - 3

Strand: Writing Overall Expectations: EANCO-W-OE.2 - 4 Specific Expectations: EANCO-W-For.1 - 2 - 7 - 8 - 9 EANCO-W-Use.1 EANCO-W-Spel.3 EANCO-W-Pres.1

4. Planning Notes

- prepare over-head sample of a business letter
- order a class copy of *Ann Frank: Diary of a Young Girl* if possible or photocopy several diary entries to distribute to the class
- establish contact with a local shopping mall/business corporation

5. Prior Knowledge Required

- write good clear sentences
- apply punctuation rules

6. Activity Instructions

Step A: Presentation of Business and Friendly Letters

- Teacher: announces that class will learn the difference between a friendly letter and a business letter.
- Teacher: starts by writing a personal (friendly) letter to his/her class on the blackboard, making sure there are correct format and punctuation details evident.
- Students: read the letter out loud. This can be a fun activity if the teacher uses sentences that contain students' names and students' interests in them.

Step B: Writing a Friendly Letter

Students: are asked to write a similar letter in their notebooks, replying back to the teacher. Students: may read their interesting letters out loud.

Teacher: then makes reference to how important and revealing letters can be. Teacher talks about various individuals who have expressed their life via the method of letter writing. Copies of exerpts from *the Diaries of Anne Frank* are distributed to the students.

Step C: The Diary

- Teacher: explains the background of this diary (adequate information is found in the text itself for teaching purposes).
- Teacher: teaches the purpose and interest behind a friendly letter. (This text serves as an excellent example of several letters that the students will surely find very unique and full of information.)

Step D: Presentation of the Business Letter

- Teacher: proceeds to discuss other purposes in letter writing:
 - information/notices
 - directions
 - classifications
 - anything that is business or consumer related

Step E: Writing to Learn

Teacher: moves on the explanation of a business letter.

- Teacher: shows the class a sample business letter on an over-head.
- Teacher: draws attention to: the formal use of diction in this type of letter writing;
 - the use of punctuation is also addressed.
- Teacher: clearly shows the different types of letter formats: presentation options, lettering and punctuation.
- Students: brainstorm business/consumer/store/locations and a plausible letter of request they could consider writing in order to gain information

Examples: - sports shop for a particular line of clothing (NIKE, etc.)

- jewelry store for prices of diamond rings
- computer store for the latest software available
- bank for important information regarding saving for college/university

Teacher: requests each student to pick a location and write an appropriate letter to request detailed information.

- Students: write the draft and apply corrections as required.
- Teacher: must read all letters before students mail them to respective organizations.
- Teacher: helps students find contact persons to address the letters to and correct and complete mailing/postal addresses.
- Teacher: shows students the correct way to address an envelope.

Envelope Sample

| <u>From</u> : Student's complete name | | Stamp |
|--|--|-------|
| School name | | |
| School's complete address | | |
| | <u>To</u> : accurate business name <u>ATTENTION</u> : Contact Person * business address | |

NOTE: Students are told they may use the telephone as a resource to get an address/telephone number and make a polite phone call to get accurate details regarding a contact person, address and postal code.

- Teacher: collects all letters and mails them NOTE: As students receive individual replies, each student is requested to read the letter they sent and to read the response that was mailed back to them. This is an enriching exercise that encourages education that goes beyond the classroom setting
 Students: may be enthralled by the fact that someone - a manager/public relations official - has taken the time to respond to their request. It is here that the real effect and purpose of
 - letter writing is understood by each individual student who receives a reply.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: personal letter to teacher summative: letter and envelope written and mailed

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

FRANK, Anne, The Diary of a Young Girl, Toronto, DoubleDay. Skills Practice Book (Orange level) pages 42 to 46, Don Mills, Irwin Publishing Skills Practice Book (Blue Level) page 41, Don Mills, Irwin Publishing,

Human

- various contacts in the community via stores/businesses/organizations

Material

- overhead projector
- transparencies demonstrating the different types of letters

Technological

-Ministry of Education and Training, *Ontario Curriculum Guidelines, Anglais, de la 4^e à la 8^e année*, Toronto, 1998, on Internet: http://www.edu.gov.on.ca

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 3.3 (EANCO)

The Advice Column: Selecting Relevant Information

1. Time

150 minutes

2. Description

In this activity, students become acquainted with the advice column and realize the spectrum of information that can be organized in it.

3. Strands and Expectations

Strand: Reading Overall Expectations: EANCO-R-OE.1 Specific Expectations: EANCO-R-Compr.3 - 4 - 6 EANCO-R-Crit.5

Strand: Oral Communication **Overall Expectations:** EANCO-O-OE.1 - 3 **Specific Expectations:** EANCO-O-Sp.9

4. Planning Notes

- collect a series of examples of advice columns found in a local newspaper and other publications (any source appropriate), in order to have one for each student

5. Prior Knowledge Required

- select various types of writing from a newspaper
- read for a particular purpose

6. Activity Instructions

Step A: Introduction to Advice Columns

Teacher: explains information required when preparing an advice column. Students: are exposed to various samples the teacher has selected.

Step B: Reading

Teacher: asks each student to read their example aloud.

Teacher: asks class to give characteristics of an advice column's contents.

Step C: Writing an Advice Column

Students: write a column and are prepared to read it to the class.

Teacher: to heighten interest, volunteers to be the individual requiring the particular information and he/she uses props/costumes to role play.

Step D: Brainstorming

Students: come up with a series of topics for brainstorming ideas such as:

- Avoiding Sexually Transmitted Diseases
- Pet Grooming
- Careful Spending/Saving
- Treating Our Parents in their Golden Years
- The Art of Stopping Bleeding
- Mosquito Awareness

Step E: Formatting the Advice Column

Teacher: reviews the steps in writing correct paragraphs

- Teacher: refers to the documents and excerpts distributed to the students.
- Students: use a word processing program on computer to complete their advice columns. It would be interesting to mount these pieces of writing on a large bristol board and present them in a format that resembles a newspaper.

Step F: Oral Presentation

Students: read their columns out loud.

Teacher: assesses as an oral presentation and as a writing exercise for evaluation purposes.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: oral questions and answers **formative:** individual column **summative:** final advice column as a presentation

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

- any newspaper, magazine, documentary that demonstrates the writing of an advice column

Human

- any particular professional in any field could be contacted and requested to come to class

Material

- overhead projector

Technological

Ministry of Education and Training, Ontario curriculum Guidelines, Anglais, de la 4^e à la 8^e

- année, Toronto, 1998, on Internet: http//www.eduu.gov.on.ca
- correct word processing program dealing with column creation and writing

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 3.4 (EANC0)

The Report: Discussing Reactions to Different Selections

1. Time

150 minutes

2. Description

In this activity, students become acquainted with the format of a report and how to write one in a way that conveys information effectively.

* This work exceeds 150 minutes and should be assigned over a one month period

3. Strands and Expectations

Strand: Reading Overall Expectations: EANCO-R-OE.1 Specific Expectations: EANCO-R-Compr.3 - 4 EANCO-R-Crit. 2

Strand: Oral Communication **Overall Expectations:** EANCO-O-OE.1 - 3 - 4 **Specific Expectations:** EANCO-O-Sp.1 - 3 - 5 - 6 - 7 - 8 - 9 EANCO-O-Comm.1 - 3 - 5

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 2 - 3 - 4 - 5 - 6 Specific Expectations: EANCO-W-For.1 - 2 - 4 - 5 - 7 - 8 EANCO-W-Use.1 - 5 EANCO-W-Spel.3 EANCO-W-Pres.1 - 2 - 4

4. Planning Notes

- assign work over a two- week period
- organize and allot appropriate time for library research
- schedule time for the computer classroom

5. Prior Knowledge Required

- write a well developed paragraph
- use a library effectively when searching for information
- use the search engines available on a computer

6. Activity Instructions

Step A: Presentation of Report Expectations

- Teacher: prepares a series of handouts for students that clearly explain the steps of preparing a report and the dates each step is due (see sample below).
- Teacher: uses an over-head transparency or simply prepares his/her copy on the blackboard.

Step B: Step-by-Step Assignment of Report

Teacher: takes several classes to explain each section in the time chart or explains each section as the due date arises.

Teacher: distributes time charts for steps of the research report. Sample handout could include:

| THE REPORT | Date Due | Teacher's Signature |
|---|----------|---------------------|
| A) Definition of a report | | |
| B) Choosing a subject | | |
| C) Narrowing down the subject | | |
| D) Research - sources - listed | | |
| E) Storing information | | |
| F) Writing a first draft | | |
| G) Appropriate/extensive corrections | | |
| H) Correct report format (teacher sample) | | |
| I) Final polished copy | | |

Teacher: prepares a personalized file folder for each student and keeps these in the classroom.

Students: place the required notes and writing assignments in the file folders as they progress in their report and on the due dates.

Teacher: stresses the importance of putting the Writing Process into practice in this type of work

- Teacher: requests that students include all their work in this folder, to make conferencing with the student and teacher easier.
- Teacher: stresses organization and punctuality in this type of assignment. Students must be given a sense of seriousness and self-motivation. Following through on a "step-by-step" basis will enable the students to learn the order of report writing and the importance of a logical and sequential progression.
- Teacher: shows how to research effectively and avoid plagiarism in students' first draft copies.
- Teacher: will discover format information in any research text dealing with writing styles (refer to Pedagogical Resources). In terms of subject selection, "any" topic lends itself to report writing.

Step C: Oral Presentation

Students: read reports out loud.

Students: react to the completed work of their classmates.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: individual steps assessed throughout the report writing process summative: final report

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

IVESON, Margaret and Samuel ROBINSON eds.Language Arts Survival Guide "Writing Research Reports" (pages 90-109) and page 373), Scarborough, Prentice Hall Canada Inc., 1993.

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 3.5 (EANCO)

Reading Aloud a Variety of Works:Analysis of Word Choice and Sentence Structure

1. Time

150 minutes

2. Description

In this activity, students become acquainted with the various types of writing by reading and writing different genres in the format of a collection and oral presentation. (This work exceeds 150 minutes and should be assigned over a three-four work period of time.)

3. Strands and Expectations

Strand: Reading Overall Expectations: EANCO-R-OE.1 Specific Expectations: EANCO-R-Compr.3 - 4 - 6 EANCO-R-Crit.2 - 6

Strand: Oral Communication **Overall Expectations:** EANCO-O-OE.3 **Specific Expectations:** EANCO-O-Sp.6 - 9

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 2 - 4 - 5 - 6 Specific Expectations: EANCO-W-For.1 - 2 - 5 - 7 - 8 - 9 EANCO-W-Use.1 - 2 - 9 EANCO-W-Spel.3 EANCO-W-Pres.1 - 3 - 4

4. Planning Notes

- make prior reservations for a special room (library, staff room, conference room, etc.)
- contact parents or guardians of each student

5. Prior Knowledge Required

- prepare an oral presentation that involves invitation, preparation, writing, and planning (group organizational skills)

6. Activity Instructions

Step A: Review of Informational Texts

Teacher: reviews the elements of the various informational texts students have written during this course.

Teacher: explains project: Presentation of various student texts on Parent Day.

Step B: Writing

Students: prepare various informational texts that will become the focus of a presentation on Parent Day.

- Students: write, in groups of three to five,
 - one poem (lyric, sonnet, ballad)
 - one recipe (abstract: for friendship, for happiness)
 - one short descriptive paragraph (including a photograph)
 - one composition (mystery/suspense)
 - one letter (addressed to an unborn child)
 - one business letter (addressed to God)
 - one "thank you" memo (addressed to parents)

Step C: Fine-tuning

Teacher: asks each group of students to place their various texts in a report. The formal should include a title tape, neat, original decorations throughout, so that the project looks professional and appealing.

Step D: Invitations

Students: prepare an invitation for parents.

Students: send out invitations or ask their parents, friends or guardians to attend.

Step E: Organization

Suggestions:

Teacher: helps the class organize who will bring what items for the mini-celebration:

- snacks coffee
- desserts tea
- treats juice
- fudge etc.
- Students: prepare an agenda of the order of events.

Students: display their projects in the classroom.

Step F: Parent Day

Students: select one or two items (depending on class size and length of text) to read out loud.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: draft copies of individual writing prices summative: final product: Written Project

8. Resources

In this activity, the teacher selects from the following resources:

Human

- Each parent is involved by his/her attending his/her child's "Parent Day".

Technological

-Ministry of Education and Training, *Ontario Curriculum Guidelines, Anglais, de la 4^e à la 8^e année*, Toronto, 1998, on Internet: http://www.edu.gov.on.ca

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

Unit 4 (EANCO)

Narrative and Expository Writing

Unit Description

In this unit, students will create original narrative and expository texts. In narrative writing, students will demonstrate an understanding and use of basic compositional elements of fiction. In expository writing, students will communicate ideas and provide details on a particular topic. They will produce writing that is structurally and grammatically acceptable for this level.

Strands and Expectations

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 3 - 4 Specific Expectations: EANCO-W-For.2 - 3 - 4 - 5 - 7 EANCO-W-Pres.1 EANCO-W-Use.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

Strand: Reading **Overall Expectations:** EANCO-R-OE.1 - 4 **Specific Expectations:** EANCO-R-Compr.9 - 10

Strand: Oral Communication Overall Expectations: EANCO-O-OE.1 - 2 - 5 Specific Expectations: EANCO-O-Sp.1 - 2 - 5 - 9 EANCO-O-List.1 - 7 EANCO-O-Media.2

Activity Titles

Activity 4.1: Review of Basic Compositional Elements Activity 4.2: Narrative/Expository Texts Activity 4.3: Basic Parts of Speech Activity 4.4: Writing Simple, Compound, and Complex Sentences

Prior Knowledge Required

- have knowledge of compositional elements of fiction
- be familiar with personal experience stories

- have knowledge of paragraph structure
- know three basic verb tenses in the indicative and progressive modes
- be familiar with some writing conventions (spelling, grammar, punctuation)

Unit Planning Notes

The teacher will:

- review basic compositional elements of fiction
- use pre-writing activities for narrative texts
- prepare lesson plans on organizational patterns in expository writing
- select a variety of topics for expository writing
- prepare lesson plans a on variety of sentences and punctuation conventions
- reserve time at the computer lab (access to Internet)

Crosscurricular Links

Français

- apply writing skills to create original texts
- review punctuation conventions
- produce writing that is structurally and grammatically acceptable

Other disciplines

- prepare an outline for any activity: concert, trip
- integrate expository writing in science courses (laboratory reports for example)
- vary and improve sentence structure in all other subjects
- respect language conventions when completing assignments in other subjects

Animation culturelle

- pay attention to advertisements, billboards, posters, and flyers promoting cultural events

Technology

- when writing for a technical purpose as opposed to detailed sharing
- the sequential, logical thinking process required to understand grammatical constructions is important in applying such ordered steps when using a computer program
- students may be encouraged by other subject matter teachers to vary and improve sentence structure

Careers

- look at careers where writing is an art (fiction and non-fiction writer, editor, journalist, columnist)
- explore career possibilities where writing is taught (college or university teacher)

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- brainstorm
- interview
- think/pair/share
- lecture
- peer practice

- research
- small group work
- homework
- learning log

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies: diagnostic: observation, oral responses formative: learning log, questions and answers, homework, select response summative: performance tasks, tests and examinations Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- use visual clues to accompany instructions
- encourage students to respond using complex sentences whenever possible
- have visual and bilingual dictionaries at students' disposal
- make sure that students can see and hear clearly (e.g., avoid placing them at the back of the room)
- provide plenty of concrete and visual support

Remedial and enrichment:

- check often for comprehension by asking questions to make sure that directions and instructions are understood
- provide students with a variety of topics and activities (enrichment)
- invite students to do more individual assignments

B. Assessment/Evaluation Techniques

Students with special needs:

- verify student understanding of expectations with respect to assignments and tests
- provide guidance and support in the planning of oral presentations
- provide students with prompt feedback (assignments, presentations, tests)

Remedial and enrichment:

- allow extra time to complete tasks and tests (repetition may be required)
- provide a variety of options for assignments and tests not all written

- explain/simplify instructions and questions, if necessary, to ensure that students understand what they are being asked to do
- use a variety of assessment procedures

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

BONET, Diana, *Easy English: Basic Grammar and Usage*, Menlo Park: Crisp Publications Inc., 1993, 168 p.

BROMBERG, Murray and Julius LIEBB, *The English You Need To Know*, 2nd ed., Hauppauga: Barron's Educational Series Inc., 1997, 204 p.

HARMON, William and C. Hugh HOLMAN, *A Handbook to Literature*, Scarborough, Prentice-Hall Canada Inc., 1996.

MCDOUGAL, LITTELL, and Company, Building English Skills / Skills Practice Book.

Material

- overhead projector, transparencies

Technological

- electronic sources for expository writing

ACTIVITY 4.1 (EANC0)

Review of Basic Compositional Elements

1 Time

300 minutes

2. Description

In this activity, students look at some key elements in narrative writing. They review basic compositional elements, do an outline of a plot sequence, and add details to complete the outline.

3. Strands and Expectations

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 4 Specific Expectations: EANCO-W-For.2 - 3 - 4 - 5 - 7 EANCO-W-Pres.1 EANCO-W-Use.2 - 3

Strand: Oral Communication Overall Expectations: EANCO-O-OE.1 - 2 Specific Expectations: EANCO-O-Sp.1 - 2 - 5 - 9 EANCO-O-List.1 - 7

4. Planning Notes

- prepare handouts for Appendices EANCO 4-1-1 to EANCO 4-1-4
- use the overhead projector for some appendices

5. Prior Knowledge Required

- know basic compositional elements
- be familiar with paragraph structure

6. Activity Instructions

Step A: Oral Explanations

Teacher: begins by telling a story about an interesting or exciting experience. The anecdote should contain two-three persons (character), a specific location (setting), a problem or obstacle encountered (conflict), an example of foreshadowing and a significant flashback.

Examples: An Accident A Car Failure A Strange Guest An Eccentric Person

Step B: Prompts

Teacher: asks the students, one by one, to relate a similar experience.

Teacher: when each student has finished, the teacher asks the class the following questions:

- Can you describe the characters?
- Where did the action take place?
- What were the major problems?
- What hints were there evident in the stories?
- What certain issues, from the past, revealed facts?

Step C: Writing to Learn

Teacher: dictates (or uses over-heads) notes on the elements and clarifies any queries students may have.

| Appendices: | EANCO 4.1.1 | - Characterization |
|-------------|-------------|--------------------|
| | | - Setting |
| | EANCO 4.1.2 | - Conflicts |
| | | - Foreshadowing |
| | | - Flashback |

Step D: Prompts

- Teacher: with this information in mind, teacher shows students how to prepare an outline that qualifies as a plot sequence (refer to Appendix EANCO 4.1.3 and EANCO 4.1.4).
- Teacher: has many options when presenting this information:
 - may use an over-head transparency
 - may use computer and projection
 - may use blackboard and bristol board, as in a puzzle building exercise

Step E: Writing to Learn

- Students: now copy notes on elements into their notebooks.
- Teacher: it would be more practical for the teacher to:
 - write or dictate notes on blackboard
 - give a handout for the outline (Plot Sequence Appendix EANCO 4.1.3 and
 - EANCO 4.1.4) to the students as a template.
- Students: are requested to redo an outline plot sequence for an anecdote of their own, different from the story they told orally at the beginning of class.

Students: for added interest, students are requested not to give the ending or final outcome of the outline. This work may be a real or fictitious account.

Step F: Interview

Teacher: asks each student to read his/her outline out loud and to fill in details with complete sentences.
Students: are to suggest appropriate and interesting conclusions for the story. This exercise will heighten interest and maintain an accurate listening focus.
Teacher: concludes lesson by asking the following questions:

How can a character be made more interesting?
List several examples of an exotic location enhancing the story line.
Name some problems or struggles you find would make for interesting emotional and physical action.
Share one past experience from your childhood that you remember as being extremely significant and memorable - even today!

Teacher: gives a short quiz to verify comprehension of the elements.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: short quiz summative: final outline (written assessment only)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BROMBERG, Murray and Julius LIEBB, *The English You Need To Know*, 2nd ed., Hauppauge, Barron's Educational Series Inc., 1997, 204p.

Human

- journalist, editor, writer, novelist

Material

- overhead projector

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 4.1.1: Characterization Setting Appendix EANCO 4.1.2: Conflicts Foreshadowing Flashback Appendix EANCO 4.1.3: Plot Sequence Appendix EANCO 4.1.4: Template

CHARACTERIZATION

Definition:

- the portraying of a person in a literary piece of writing as a real individual - a role played

How characters are revealed or presented:

- the author directly explains the character
- the character's actions clearly revealing information to the audience about him/her
- the character' psychological aura, thinking process, and feelings
- what other characters within the work reveal and say about the character

Character Types:

| Major: | - protagonist | Minor: | - flat |
|--------|---------------|--------|----------|
| | - antagonist | | -fillers |
| | - round | | -foils |

SETTING

Definition:

the actual physical/mental locations of the action

There are two types of *setting*:

1. Internal

definition:

- "action" or thought process occurring in the character's mind: may include mental, moral, social

- the psychological progression and mental tension
- this involves the thought process and interior planning
- 2. External

definition:

- all the exterior forces/environment affecting the character: specifically - time, place, location.

Setting refers specifically to:

TIME

- deals with anything affiliated with day/month/year/season/decade/era/epoch in history

PLACE

- /school/town/county/province/state/nation/country/planet/universe/stars

LOCATION

- geographical, topographic, scenery; etc.
- precise place: room; chair; bed; fireplace; window-sill; etc.
- physical disposition

Appendix EANCO 4.1.2

CONFLICTS

Definition:

- these are the confrontations that a character must endure, solve and/or overcome
- conflict enhances the action; creates suspense; encourages reader involvement
- the struggle that results when there are opposing forces

There are three types of *conflict*:

- 1. Person versus/against himself/herself
 - an individual struggling against inner psychological turmoils/problems
- 2. Person versus/against person
 - an individual fighting against another person
- 3. Person versus/against nature
 - a character striving to cope with the elements of earth, fire, water (e.g., hurricanes, floods, earthquakes)

FORESHADOWING

Definition:

• various tidbits of information relayed either by words or actions that serve as a hint or suggestion for what is about to occur.

Technique often used:

To create suspense and promote the sequence of events

FLASHBACK

Definition:

Returning to past time in order to recount or refer to an occurrence that happened previously

Technique often used:

For classification of details for the present Appendix EANCO 4.1.3

PLOT SEQUENCE

Definition:

- overall pattern of events; it is the outline of the work
- plot sequence is the ordered, logical, accurate, chronological and sequential list of events and actions occurring from the beginning to the end of the literary work
- the essence of plot is conflict between central character(s) and opposing forces

Details of a Plot Sequence:

Prologue:

- a short flashback of past events and foreshadowing of future occurrences
- helps to situate the reader and creates interest/suspen
- located at the beginning of the work

Introduction/Exposition:

- characters are introduced and setting is established
 - inciting incident: the "spark" that sets the action in motion
 - this is an event/situation that must be resolved
 - compels main character(s) into action

Body:

- series of events, in sequential order, that create the story line
- crisis points are encountered; the main character(s) must make crucial decisions and is/are forced with a set of circumstances that demand a choice or solution
- obstacles must be surmounted
- rising action occurs in the body
 - climax: highest point of emotional action in the story line
 - this is the focal point of events; it is a moment of revelation
 - this is the turning point in the work
 - all conflict is usually resolved

Conclusion:

-

dénouement: falling action begins to happen

- various solutions to problems are considered and explanations are given
- primary characters reach an enlightening and awakening to facts

- various endings may be employed (happy / satisfying, tragic / sad, static / stationary, openended)

Epilogue:

- brief account explaining what has become of the characters; clarification of any other important aspects.

Appendix EANCO 4.1.4

TEMPLATE

| ENGLISH | | |
|----------------|-----------------------------------|--------|
| OUTLINE | | Name: |
| | | Date: |
| PLOT SEQUEN | <u>CE</u> | Class: |
| | | |
| NOVEL TITLE: | | |
| AUTHOR: | | _ |
| Prologue: | | |
| | - | |
| T 4 J | | |
| Introduction: | - | |
| | - | |
| | - | |
| | - - Inciting Incident: | |
| | - | |
| Body: (identi | fy crisis points/obstacles) | |
| | - | |
| | - | |
| | - | |
| | - - Climax: (be very specific) | |
| | - | |
| Conclusion: | | |
| | - | |
| | - | |
| | - state type of ending: | |
| Epilogue: - | | |

ACTIVITY 4.2 (EANCO)

Narrative / Expository Texts

1. Time

300 minutes

2. Description

In this activity, students learn the difference between narrative and expository types of writing. They experiment with the two types of writing. Students write either a narrative or an expository text on the same topic and listen as they are read out loud.

3. Strands and Expectations

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 4 Specific Expectations: EANCO-W-For.2 - 5 - 7 EANCO-W-Pres.1 EANCO-W-Use.1

4. Planning Notes

- select in advance 10 subjects for writing (refer to Step E for ideas)
- may wish to prepare handouts on: narrative writing and expository writing (refer to Appendix EANCO 4.2.1 and Appendix EANCO 4.2.2)
- select a guest speaker and make arrangements for him/her to assist the class (e.g., taxidermist, acupuncturist); it is important that the individual selected be an eccentric or exotic individual or profession, in order for the introductory exercise to be successful.

5. Prior Knowledge Required

- understand the terms narration and exposition
- know the criteria required for writing a good paragraph (refer to Appendix EANCO 4.2.3)

6. Activity Instructions

Step A: Introduction

Teacher: explains the difference between "telling" a story and explaining "how" to complete / do a task.

Teacher: introduces guest speaker. (Please note: the following two examples are only suggestions and the teacher may select anyone else he/she feels would be appropriate - it would be ideal to choose individuals from the community.)

Step B: Identifying Sequence: Special Guest

(Taxidermist)

- Speaker: begins by relating a story (narrative style) to the students regarding his/her experiences in the trade.
- Speaker: when he/she is completed, will carefully transmit a particular area of taxidermy like "how" to create a stuffed red fox.
- Speaker: after having been prompted by the teacher in advance, he/she will sequentially, "explain" the significant details, in order, as to how he/she would proceed to create the beautiful red fox.
- Speaker: (could have brought several samples of fowl and animals already prepared)
- Speaker: (also, could have brought various items/objects employed in the process and art of taxidermy)
- Speaker: could ask the students to ask questions about the job requirement steps, and he/she could relate further stories.
- Students: one student is chosen in advance to thank the guest speaker for his/her visit/information.

Step C: Differences Between Narration and Exposition

- Teacher: asks the students to differentiate between narration and exposition. Characteristics of each are elaborated on a chart or on the blackboard.
- Students: read notes carefully.
- Note: (Teacher gives students handout to save time.)

Step D: Discussion

Teacher: asks students to share various opinions as to when and where certain types of these forms of writing are best suited.

Examples:

| Narrative - telling a story | Expository - conveying facts |
|-----------------------------|--------------------------------------|
| - at a social function | - to give directions |
| - to entertain | - to administer medication |
| - to share experiences | - to logically relay instructions |
| - to clarify circumstances/ | - to sequentially explain steps that |
| experiences | must be carried out |

Step E: Drafting Expository and Narrative Paragraphs

Teacher: divides the class into two equal groups.

Teacher: selects several topics or subjects (see examples).

- Students: if there are 18 students in class, 9 students are to write a complete paragraph relating a story about the assigned topic.
 (Nine different topics)
 Examples:
 - 1. My Sick Friend
 - 2. New Alternative Medication
 - 3. A Day in the Life of....
 - 4. Sudden Choices

- 5. My Hero/Heroine
- 6. Wild Challenges
- 7. Reach for the Stars
- 8. Take it Home!
- 9. Vitality
- Students: the remaining 10 students must choose one of these topics also, but these students must write an expository account in which they have selected a particular area of the subject that lends itself to a concrete, detailed, sequential explanation of "how" to do something.

Suggestions:

- My Sick Friend narrative Expository paragraph - How to Treat a Fever
- New Alternative Medication narrative
 Expository paragraph The Properties of Ecchinacea
- A Day in the Life of ... narrative Expository paragraph - How to Become a Pilot
- Sudden Choices narrative Expository paragraph - Living Through the Steps of Grief
- My Hero/Heroine narrative Expository paragraph - Realistic Biography of ..
- Wild Challenges narrative
 Expository paragraph How to bungee!
 How to hang-glide!
- Reach for the Stars narrative
 Expository paragraph
 Building A Positive Outlook
 Maintaining Spirituality
- Take it Home! narrative
 Expository paragraph How to Assemble a Go-Cart
 How to Assemble a Computer
- Vitality narrative
 Expository paragraph Steps to A Healthy Life!
 How to Age Gracefully!

NOTE it is important for the teacher to stress to the students that both these types of writing are paragraph format.

Step F: Random Title Reading

Teacher: randomly selects the first topic.

Student: reads the narrative version first.

- Student: with the expository spin-off of this topic, reads his/her paragraph. The next topic is read in the same logical manner. This order is continued until all topics have been read out loud.
- Students: in doing this, are clearly shown the difference between the two types of writing and the purpose each one serves.

Step G: Evaluation (see Achievement Chart)

Teacher: collects paragraphs for evaluation purposes.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

diagnostic: oral questions and answers/discussion

formative: observation, homework

summative: assessment of personal writing and oral readings of narrative and expository paragraphs

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

HARMON, William and C. Hugh HOLMAN, *A Handbook to Literature*, Scarborough, Prentice-Hall Canada Inc., 1996.

Human

- guest speakers (an eccentric/exotic person or profession)

Material

- overhead projector

Technological

- Internet may be used for further resources and information on assigned subjects

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 4.2.1: Narrative Writing Appendix EANCO 4.2.2: Expository Writing Appendix EANCO 4.2.3: Criteria for Writing a Good Paragraph Appendix EANCO 4.2.4: Types of Writing-Combine Appendix EANCO 4.2.5: Achievement Chart - Narrative/Expository Texts

NARRATIVE WRITING

Content: A narrative paragraph is a real or imagined story built around one main incident or happening.

It provides 5 W (who, when, where, what, why) plus H (How) details about this real or imagined story.

Point of view: When you write a narrative paragraph, decide whether you are telling your story as your own or someone else's.

| | Your own | So | meone else's |
|------------------------------------|---|---------------------------------------|---|
| 1st person point of view | tell the story as your own refer to yourself as I use me, my, we, us, etc. | 3rd person point of view | tell the story as someone else don't refer to yourself refer to all characters as he, she, or they use his, hers, theirs, him, her, them, etc. |

* Keep your point of view and your use of pronouns consistent throughout the paragraph.

Tense & Time: When writing a narrative paragraph, decide when the story takes place. If it is happening now, use verbs in the present tense. If it happens in the past, use verbs in the past tense. * Keep your use of time and tense consistent.

Development: A good narrative paragraph:

- is interesting because it includes significant details rather than general statements and uses good descriptive verbs
- moves towards a climax and then ends (conclusion).

EXPOSITORY WRITING

Exposition is the form of writing that explains how a thing is done, what a thing is, how it works, or how it grows. It includes how to make or do things, our opinions of conditions, the value, reasons, uses, methods, and explorations of things that are or that might be, and our efforts to make others think as we do. Debates, speeches, recipes, dictionaries, and encyclopedias are almost always pure exposition.

Therefore, if the term "exposition" means explanation, its purpose will be to give definite information, and it must therefore be clear and accurate.

There are five commonly used strategies of exposition:

- exposition by giving details
- exposition by giving examples and illustrations
- exposition by using definitions (by defining)
- exposition by using comparison and contrast
- exposition by stating causes and effects

Overall Structure of the Exposition

The following overall structure will help maintain unity, coherence, and emphasis:

- **a lead:** one or more sentences or paragraphs (depending on the length of the assignment) designed to arouse the reader's interest
- **the thesis:** one sentence or short paragraph in which the writer takes a stand
- **body of the exposition:** several paragraphs used to develop the thesis
- **conclusion:** one or more sentences, or one paragraph, the purpose of which is to impress on the reader that the thesis has been developed. Emphasizes in some clever imaginative way the thesis of the assignment.

GUIDELINES FOR EXPOSITORY WRITING

- write a strong thesis statement
- use third person only
- never copy someone else's words unless you give credit to your source
- do not begin a paragraph with the pronoun "it"
- make sure every paragraph contains at least five to eight sentences

CRITERIA FOR WRITING A GOOD PARAGRAPH

The term "composition" means selecting and arranging ideas into related units of thought. A good paragraph is more than just one sentence after another. The sentences must be related and must, by sequence, develop the thought one wants to express. The paragraph is thus an expansion or development of an idea by means of detail.

PATTERN OF PREPARATION

- Choose as subject something related to personal thoughts and experiences.
- Limit the subject. It is better to expand one narrow topic than to wander. (e.g., not "Hockey", but "The Effect of the Forward Pass").
- Determine the purpose and be aware of the audience.. Sometimes it helps to set the purpose down on paper (e.g., My purpose is to convince).
- Gather the material. Begin by putting down details about the subject, then add new material obtained through reading and discussion.
- Select the details relating to a unit of thought.
- Arrange these details in a logical order.

CHOOSING A SUBJECT

Do not handicap yourself by choosing a subject that interests you but about which you know little. Poor paragraphs usually come "off the top of your head". Choose your subject out of your experiences and interests. What jobs have you done ? What places have you visited? What family situation, humorous or otherwise, can you describe? Choose a subject in which you are an expert, or be prepared, through hard work, to make yourself an expert before you write. Also, remember that you cannot say everything about a topic but you can say something of importance and say it well.

LIMITING THE TOPIC

A limited or narrowed topic is only part of a wide topic

ex.: wide topic - Transportation limited topic - Air Transport more limited yet - Jet Transpor more limited yet - Jet Fuels or - The Principles of the Jet Engine or - The Length of Runways for Jet Passenger Planes

You must know enough about a limited topic to develop it. Almost anyone can write a paragraph on "Air Transport", but a limited topic demands much more specific knowledge. The narrow topic will make a better paragraph, because you must expand it by using details.

THE TOPIC SENTENCE

Once you have chosen your topic and limited it, you must still decide on a central idea for it. This central idea controls the writing of your paragraph.

The central idea can take any number of forms. It can express an attitude (I like apples); express an opinion (The girls in my class are more serious about their homework than the boys); or simply state a fact (Ottawa is Canada's Capital).

The topic sentence, containing the central idea, is usually the first sentence. Sometimes, however, it comes at the end to form the conclusion or climax of the paragraph. Occasionally it is omitted, but is implied and could easily be put into words by the reader.

Appendix EANCO 4.2.4

TYPES OF WRITING - COMBINED

1. EXPOSITION

2. DESCRIPTION

3. ARGUMENTATION

4. NARRATION

Most articles, stories, novels, are one, or a combination, of the above

| 1. EXPOSITON | - | simply means the explaining of the nature of an object, or an idea |
|-----------------|----|--|
| | - | methods used in this type of writing are: identifying, classifying, illustrating, comparisons, contrasting and analysing |
| 2. DESCRIPTION | - | its purpose is to create a picture of a scene, or something |
| | - | methods used to do this are: carefully selected details, a specific point of view, clear image, a well-thought-out use of words, colour, sound and motion |
| 3. ARGUMENTATIO | DN | - its purpose is to convince the reader or listener by establishing the truth or invalidity of something |
| | - | methods used to carry out this type of writing are: organized facts, selected examples, and carefully researched materials |
| 4. NARRATION | - | has its purpose in the recounting of an event or series of events - its main purpose is to interest and entertain - as well as instructing and informing |
| | - | method for this type of writing - simply "telling a story" often written in a chronological/sequential order |

Achievement Chart - Narrative/Expository Texts

| Assessment Tech | niques: diagnostic | 🛛 formative 🗆 su | mmative 🛛 | |
|---|--|---|--|--|
| Strand : Writing Overall Expectati | on: EANCO-W-OE | .1 | | |
| Student Task: Wr | iting a narrative or | expository paragra | ıph. | |
| Categories and criteria | 50 - 59 % Level 1 | 60 - 69 % Level 2 | 70 - 79 % Level 3 | 80 - 100 % Level 4 |
| Knowledge/Understa | nding | | | |
| The student: - differentiates between narrative and expository writing - differentiates between telling a story and giving instructions | The student demonstrates limited knowledge and understanding of narrative and expository writing | The student demonstrates some knowledge and understanding of narrative and expository writing | The student demonstrates considerable knowledge and understanding of narrative and expository writing | The student demonstrates thorough knowledge and understanding of narrative and expository writing |
| Thinking/Inquiry | | | | |
| The student: - recognizes the criteria of a good paragraph | The student uses critical thinking skills with limited effectiveness to assess paragraph form | The student uses critical thinking skills with moderate effectiveness to assess paragraph form | The student uses critical thinking skills with considerable effectiveness to assess paragraph form | The student uses critical thinking skills with a high degree of effectiveness to assess paragraph form |
| Communication | | | | |
| The student: - reads aloud narrative and expository paragraphs - writes either a narrative or an expository paragraph | The student reads and writes with limited clarity | The student reads and writes with some clarity | The student reads and writes with considerable clarity | The student reads and writes with a high degree of clarity, and with confidence |
| Application | | | | |
| The student: - asks questions of guest speaker | The student makes connections with limited effectiveness between the subject and the world | The student makes connections with moderate effectiveness between the subject and the world | The student makes connections with considerable effectiveness between the subject and the world | The student makes connections with a high degree of effectiveness between the subject and the world |

ACTIVITY 4.3 (EANCO)

Basic Parts of Speech

1. Time

375 minutes

2. Description

In this activity, students will review the basic parts of speech (noun, pronoun, article, adjective, verb, adverb, preposition, conjunction, interjection).

3. Strands and Expectations

Strand: Writing **Overall Expectations:** EANCO-W-OE.3 - 4 **Specific Expectations:** EANCO-W-Use.4 - 6 - 7 - 8 - 9

Strand: Reading **Overall Expectations:** EANCO-R-OE.1 - 4 **Specific Expectations:** EANCO-R-Compr.9 - 10

4. Planning Notes

- prepare handouts dealing with the materials pertaining to parts of speech (refer to Appendices)

5. Prior Knowledge Required

- identify basic parts of speech
- understand the simple structure of a sentence

6. Activity Instructions

Step A: Oral Explanation

- Teacher: help the students realize and understand the three steps in learning and understanding how the parts of speech exist and interplay in the writing of a sentence.
- Teacher: shows students:

- the definition of each part of speech
- the identification of each part of speech
- the function of each part of speech

Step B: Presenting Parts of Speech

The sample provided here is only one idea for the presentation of the main parts of speech - there are several.

Teacher: may adapt this chart approach to his/her liking.

| Principal | | Modifiers |
|----------------|----|---|
| 1. nouns | | 6. adjectives |
| 2. pronouns | | 7. adverbs |
| 3. articles | | |
| 4. verbs | | |
| 5. verbals | | |
| Connectives | | Independent |
| 8. preposition | S | 10. interjection |
| 9. conjunction | 18 | |
| Headings | | |
| Principal | - | these parts of speech serve as the basic building blocks required to write a simple sentence and express a complete thought |
| Modifiers | - | words that help further describe or explain another part of speech |
| Connectives | - | words used to join parts of a more complicated sentence together in order to add variety and to clarify thoughts |
| Independent | - | words used alone in order to express a feeling or emotion |

Teacher: builds this charts on blackboard and adds to the example sentence given; also see Appendix EANO 4.3.1.

Step C: Writing to Learn

- Teacher: writes and develops Parts of Speech Chart and begins by explaining the four categories first:
 - Principal main, most important, with these a complete thought may be expressed
 - Modifiers help to alter and qualify a word
 - Connectives joins words or groups of words together
 - Independent Strands alone in a sentence

Students: copy notes and fill in information as teacher explains and clarifies information.

Step D: Prompts

Students: are divided into groups of three and teacher asks them to develop a sentence using all the <u>parts of speech</u> like the sample one the teacher has given.

Students: read their sentences.

- Teacher: helps the students define each part of speech (refer to Appendix EANCO 4.3.2).
- Teacher: teaches the common function of each part of speech (refer to Appendix EANCO 4.3.3); supplementary material is included for the teacher's use with students with special needs.

Step E: Writing to Learn

- Teacher: provides students with 5-20 sentences (depending on number of students in the class) that deal with the pupils in class (using student's names).
- Students: are required to identify each part of speech and give the function of each

Sample: Janet and Albert are at a baseball game tonight.

Teacher: administers a short evaluation.

Part of Speech - Quiz (refer to Appendix EANCO 4.3.5)

- Students: this may be exchanged among classmates and corrected together, with some students going to the blackboard to write responses for others to verify. Group correction is advantageous as it re-enforces the material taught.
- **Step F: *NOTE*:** There is a lot of information, so the teacher is encouraged to review and repeat various definitions and functions of the parts of speech several times.
- Teacher: an ideal method of re-enforcement is to hold a "Bee", similar to a "Spelling Bee", except that the content material is replaced with Parts of Speech material previously taught.
- Teacher: also, the teacher is encouraged to explain clearly the functions that result from words employed as different parts of speech or clusters (example: objects, subjective completions, phrases/clauses, etc.)

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: quizzes, notes, questions and answers summative: Parts of Speech - Quiz / "Parts of Speech - Bee"

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

MCDOUGALL, LITTELL, and Company, Building English Skills/ Skills Practice Book, 1982.

- * easier levels available: Green, Red, Gold, Silver, Aqua, Brown.
- * more challenging levels available: Blue, Yellow, Purple.

Material

- overhead projector, transparencies

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 4.3.1: Definitions of Parts of Speech Appendix EANCO 4.3.2: Function of the Parts of Speech Appendix EANCO 4.3.3: The Verb Appendix EANCO 4.3.4: Objects and Subjective Completion Appendix EANCO 4.3.5: Parts of Speech-Quiz

DEFINITIONS OF PARTS OF SPEECH

Noun: is the name of a person, place, thing, or quality. (example: Many famous Americans were born in poverty.)

Pronoun: is a word used instead of a noun. (example: I am going with you.)

Article: is a word that introduces a noun (example: He has a hat on.)

Verb: is a word or group of words used to assert something about a person, place, thing, or quality.

(example: Mary plays the piano well.)

- **Verbal:** is a word that functions as two parts of speech (example: To sleep in the afternoon is a relaxing thought.)
- Adjectives and Adverbs: A word or group of words used to change or limit the meaning of another word is called a modifier. Adjectives and adverbs are modifiers.
- Adjective: modifies the meaning of a noun or pronoun. (example: The horse is a domestic animal.)
- Adverb: modifies a verb, an adjective, or another adverb. (example: Speak distinctly. This problem is very difficult. We are driving too rapidly.)
- **Prepositions and Conjunctions:** A word that joins one word to another, or one group of words to another, is called a connective. Prepositions and conjunctions are connectives.

Preposition: shows relationship between its object and some other word in the sentence. (example: We are going to Cleveland this summer.)

- **Conjunction:** connects words or groups of words. (example: Carl and John are visiting us.)
- Interjection: is an exclamatory sound used to express some emotion. (example: Look! That airplane is flying upside down. Wow!)

FUNCTIONS OF THE PART OF SPEECH

Noun: - subject of the verb

- object of the verb
- object of the preposition
- subjective completion of copula verb

Pronoun: - subject of the verb

- object of the verb
- object of the preposition
- subjective completion of copula verb

Article: introduces a noun

Verb: - can take a subject

- can take an object (dire., indi.)
- can take a subjective completion
- can be modified by an adverb

Verbal: functions as a verb plus a noun, as a past participle and as an infinitive

Adjective: modifies a noun or pronoun

Adverb: modifies an adjective, a verb or another adverb

Preposition: shows the relationship between its object and some other word in a sentence

Conjunction: connects words or groups of words

Interjection: shows/expresses emotion

THE VERB

The verb is a word used to make a statement, ask a question or give a command.He came in here.She was late.

Who *believes* that ? Be careful.

An **auxiliary verb** is used along with a principal part to make a verb phrase. They (were mending) their nets. They (have mended) their nets

| They (were menang) then nets. | They (have mendee |
|-------------------------------|---------------------|
| We (are being followed). | We (were followed). |

The **auxiliaries** used are:

| am | be | art | is | are | was | were |
|-----|-------|-----|-------|------|--------|-------|
| has | have | had | shall | will | should | would |
| can | could | may | might | do | does | did |

Others are made by using these with the auxiliaries *being*, and *been*. He *might have been* burned.

The **transitive verb** expresses an action performed by the subject and directed at the object. The harvesters *cut* the grain.

The **intransitive verb** expresses an action that is not directed at an object. They *arrived* here yesterday.

The **copula verb** is a joining verb that expresses no action. They *are* sailors.

The present tense shows that the verb expresses something happening in the present.They come in quietly.They are coming in quietly.I have finished the work.(Just finished at the present time)

The past tense shows that the verb expresses something that happened in the past.They broke the window.They had broken the window.They were playing ball.He did break the window.

Principal Parts of Some Troublesome Irregular Verbs.

The principal parts of verbs are: 1. The present tense; e.g., Today I begin the work.

- 2. The past tense; e.g., Yesterday I *began* the work.
- 3. The perfect participle; e.g., I *have begun* the work.

| Present tense | Past tense | Perfect participle | Present tense | Past tense | Perfect participle |
|------------------|------------|-----------------------|------------------|------------|-----------------------|
| begin | began | begun | know | knew | known |
| bite | bit | bitten (or bit) | lay | laid | laid |
| blow | blew | blown | lie | lay | lain |
| break | broke | broken | ride | rode | ridden |
| bring | brought | brought | ring | rang | rung |
| buy | bought | bought | rise | rose | risen |
| catch | caught | caught | run | ran | run |
| choose | chose | chosen | see | saw | seen |
| come | came | come | sell | sold | sold |
| do | did | done | send | sent | sent |
| draw | drew | drawn | shake | shook | shaken |
| drink | drank | drunk | shine | shone | shone |
| drive | drove | driven | sing | sang | sung |
| eat | ate | eaten | sink | sank | sunk |
| fall | fell | fallen | sit | sat | sat |
| fight | fought | fought | speak | spoke | spoken |
| fly | flew | flown | spring | sprang | sprung |
| freeze | froze | frozen | steal | stole | stolen |
| forget | forgot | forgotten | take | took | taken |
| give | gave | given | tear | tore | torn |
| go | went | gone | throw | threw | thrown |
| grow | grew | grown | wear | wore | worn |
| hide | hid | hidden | write | wrote | written |

Samples of Irregular Verbs

The simple future tense shows that the verb expresses something to happen in the future.I shall be there early.He will be there early.

OBJECTS AND SUBJECTIVE COMPLETION

Direct Object:

- is always a noun or pronoun
- exists in the predicate of the sentence
- exists only when there is an action verb
 e.g., Paul plays (action verb) baseball (direct object) every Wednesday night

A direct object can be found by asking the question: **Who** ? or **What** ? after the ACTION VERB

Indirect Object:

- is always a noun or pronoun
- follows the action verb
- shows the person or this that is the recipient (receiver) of the action
- tells **to whom** ? or for whom ? something is done
- e.g., The mother **gave** (action verb) her **daughter** (indirect object) a **scolding** (direct object) for having come in too late.

Subjective Completion:

- is used with a copula verb (linking verb—non-action)
- is used to complete the meaning of the subject e.g., Sharon <u>is</u> (copula verb) the <u>tallest</u> (subjective completion) in the class.

To find the subjective completion ask the question \mathbf{Who} ? or \mathbf{What} ? after the NON-ACTION VERB

There are two kinds of subjective completions: 1) **predicate noun**: e.g., John is a **boy** (what ?). 2) **predicate adjective**: e.g., John is **fa**t (what ?).

Appendix EANCO 4.3.5

| PARTS OF SPEECH - QUIZ er: |
|---|
| Date: |
| Class: |
| b) c) |
| verb may be action or non-action. When there is no action, it can be called a verb or a verb. |
| entify all of the parts of speech in the following sentences. Place the abbreviations on the e provided, directly below the word. noun - n. adverb - adv. pronoun - pro. conjunction - conj. verb - act. vb. article - art. - non-act. vb. preposition - prep. - aux. adjective - adj. |
| The customer ordered a coffee and a grilled cheese sandwich. |
| This is the house that is described in the magazine. |
| Tell me what plans you have made for your future. |
| |

2) state their <u>function</u>

a) The warden blows a cloud of smoke at the ceiling.

- b) I beg your pardon, Father.
- c) She never revealed her true identity.
- d) "Cowards die many times before their death." (Short play: The Valiant)

5. VERBS

Fill in the blanks with the appropriate form of the verb.

Simple Past

- 1. a) Angèle sometimes ______ (to do) the work well.
 - b) Suzanne, Daniel and Céline _____ (to study) for three hours last night.
 - c) Pierre _____ (to eat) two pizzas for lunch.
 - d) I _____ (to know) you were teasing.
 - e) You _____ (to teach) us this lesson twice before.

Simple Present

- a) Benoit ______ (to go) swimming every evening.
 - Richard, Jim and Charles _____ (to stare) at the girls in the gym every chance they get.
 - Christine _____ (to plan) to skip English class tomorrow.
 - Nadine and Joanne _____ (to intend) to work on their dialogue.
 - I _____ (to discuss) the plans until they are well known by everyone.

Simple Future

- 3. a) Roch and Christiane _____ (to hope) to go roller skating every Saturday.
 - b) Serge and Christiane _____ (to walk) home from school together.
 - c) I ______ (to trust) that the students of Anglais 1A will pass this test.
 - d) Lyne, Diane and Monique _____ (to meet) at seven o'clock to go to the party.
 - e) The stores _____ (to close) early today.

6. PLURALS

Plural and Singular Forms

- 1. Give the plural form of the following words:
 - a) leaf
 - b) tooth _____
 - c) foot _____
 - d) child
 - e) policeman _____

2. Give the singular form of the following words:

- ladies _____
- we _____
- thieves _____
- copies _____
- flies _____

7. PRONOUNS

Underline the correct word in brackets.

- a) Neither he nor I (were, was) there.
- b) The book is (yours, your's).
- c) The children and (he, him) (is, are) having a good time.
- d) (Who, Whom) do you see ?
- e) The bus will wait for you and (me, I).
- f) I could never see (its' it's) use.
- g) Not one of these answers (are, is) correct.
- h) (There, Their) names are difficult to pronounce
- i) These books are (theirs, their's)

It is important to understand the difference between such tricky words such as "two", "too", and "to", and of course the series of "there", "their", and "they're". Fill in the blanks to adequately explain the difference in the following: (answer using the correct part of speech)

- a) "their" is the ______
- "theirs" is the _____

8. ADJECTIVES AND ADVERBS

1. Fill in the blanks: 1. An adjective is a word that _____ 2 An adverb is a word that 3 "Good" is an ______ that modifies a 4. "Well" is an ______. that modifies a ______ 5. he exception to the rule is the _____ " ", which refers to good health. 6. <u>Two</u> examples of <u>definite adverbs</u> of time are ______ and _____. These are normally placeed 7. Four examples of indefinite adverbs of time are _____, _____ , _____ and _____ 8. These are usually placed •

2. Supply good or well in the following:

- 9. He does his work ______.

 10. She is a ______ student.
- 11. Our lesson today was very ______.
- 12. I was sick for a few days but now I am ______ again.
- 13. Joseph plays tennis ______.
- 14. She speaks French _____
- 15. He is a ______ student of languages .
- 16. Everything he does, he does ______.
- 17. Her sister is also a _____ dancer.
- 18. The weather today is very ______.

3. Re-write the following sentences, and place the indicated adverb in its proper position in the sentence.

- a) John has been a very careful workman. (usually)
- b) He stayed with me. (seldom)

- He has spoken to me. (never)
- She prepares her lesson. (carefully)
- He went for a walk in the park. (on Sunday)
- Do you eat in the cafeteria? (usually)
- I have been to Quebec City. (never)
- He is too busy to eat lunch. (often)
- Does he fail to prepare his homework? (sometimes)
- We always do our work. (cheerfully)

TEST TOTAL:

Parent(s)/Guardian(s) Signature:

ACTIVITY 4.4 (EANCO)

Writing Simple, Compound, and Complex Sentences

1. Time

225 minutes

2. Description

In this activity, students learn about the various types of sentences, how to construct them and how to use them to add variety to their writing.

3. Strands and Expectations

Strand: Writing Overall Expectations: EANCO-W-OE.3 - 4 Specific Expectations: EANCO-W-For.3 EANCO-W-Use.1 - 2 - 3

Strand: Oral Communication **Overall Expectations:** EANCO-O-OE.5 **Specific Expectations:** EANCO-O-Media.2

4. Planning Notes

- prepare flashcards to give an overview of punctuation skills
- write handout on various types of sentences: simple, compound, complex
- organize notes clearly detailing the use of prepositions, conjunctions, phrases, and clauses (refer to Appendix EANCO 4.4.1 and EANCO 4.4.2)

5. Prior Knowledge Required

- be familiar with the basic parts of speech
- be able to identify phrases and clauses
- be able to identify conjunctions

6. Activity Instructions

Step A: Oral Explanation

- Teacher: shows student flashcards with the various symbols of punctuation, as a review.
- Students: may transfer their French knowledge of the names of these punctuation symbols to English.
- Teacher: asks students to repeat the names of the punctuation symbols in French and in English

Step B: Writing to Learn

- Students: are requested to write a sentence in their notebook that exemplifies the use of each punctuation mark.
- Teacher: goes through each one and asks all students to share their sentences out loud.
- Teacher: corrects any errors in usage and selects, from the work, three sentences exemplifying: simple, compound, complex sentence types (refer to Appendix: EANCO 4.4.3).

Step D: Prompts

Teacher: teaches lesson on each of these types explaining the difference between the three.

<u>Please note</u>: it is advisable that the students review prepositions, conjunctions, phrases and clauses prior to the instruction of this lesson (refer to Appendices: EANCO 4.4.1, EANCO 4.4.2, EANCO 4.4.3, EANCO 4.4.4).

Step E: Write to Learn

Students: are given an exercise worksheet with a series of sentences where there are three areas to be practised:

Example:

- Converting simple sentences into more elaborate ones (compound or complex).
- Changing complex sentences into simple sentences.
- Modifying compound sentences into either simple or complex sentences.

Teacher: corrects the work; it is evaluated.

Students: are now requested to write Question/Answer paragraph answer (Advice Column) where they are giving someone suggestions on "How to …" something. This assignment can be in the form of any topic BUT must contain **all** forms of punctuation studied and all three types of sentences.

Step F: Prompts

Students: could read the advice they have produced in a radio format. An interesting approach would be to have the students disguise their voices and put the information on a taped media. This would add humour and creativity to the grammar exercise as their voice would have to show the correct inflection and intonation to demonstrate appropriate punctuation considerations.

Some sample topics would include:

- How to give a kiss
- How to wash a pet
- How to avoid yawning
- How to prepare a "mega" sandwich

Teacher: gives a final Grammar Review Test.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: exercises in notebooks (Step E) summative: oral readings; Grammar Review Test (refer to Appendix EANCO 4.5.4)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

- A Handbook to Literature

Human

- other language teachers/colleagues

Material

- overhead projector

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 4.4.1: A Study of Phrases Appendix EANCO 4.4.2: A Study of Clauses Appendix EANCO 4.4.3: Types of Sentences Appendix EANCO 4.4.4: Grammar Review Test

Appendix EANCO 4.4.1

A STUDY OF PHRASES

Definition: a phrase is a group of related words, that does not contain a subject and a predicate and that functions as a single part of speech.

There are different kind of phrases

- 1. Noun phrase: phrase that plays the different functions of the noun ex.: <u>In the garage</u> is where the bicycle should be. (subject of "is")
- 2. Adjective phrase: modifies a noun or pronoun

(Prepositional Phrase) ex.: Relatives <u>from Toronto</u> visited us for a week.

3. Adverb phrase: modifies a verb, an adjective, or another adverb

| (Prepositional Phrase) ex.: | Jane sings with enthusiasm. | |
|-----------------------------|---|--|
| | That coffee is good to the last drop. | |
| | My friend parked the car far <u>in back</u> . | |

- 4. Participial phrase: is introduced by a participle and acts like an adjective ex.: Jumping up from the table, she spilled her milk.
- 5. Gerund phrase: contains a gerund and is therefore used as a noun ex.: <u>Studying late</u> is not the best policy.
- 6. Infinitive phrase: has "to" followed by the verb it may be: a) adverb phrase: He never wanted to try
 - b) adjective phrase: He has so many chores to do
 - c) noun phrase: Something he loves is to ride horses.
- 7. Absolute phrase: consists of a noun followed and modified by a participle or participial phrase
 - ex.: <u>Night fall coming</u>, many of the birds in the forest began to sing. Sue left the party, <u>her foot hurting</u> badly.

A STUDY OF CLAUSES

- Noun Clauses:

They have the same functions in the sentence as nouns. They answer the question "Who?" or "What?"

They may be used in the following ways:

- 1. As the subject of a verb
 - ex.: <u>That he is mistaken</u> is evident.
- 2. As the object of a verb
 - ex.: They promised <u>that they would come</u>.
- 3. As the object of a prepositionex.: Do you still agree with <u>what you said yesterday</u>?
- 4. In the predicate nominative case
 - ex.: The question is whether he has really been convinced.
- 5. Occasionally a noun clause is used in opposition with a noun:
 - ex.: The fact <u>that you agree</u> pleases all your friends. He denied the statement <u>that he had failed</u>.

The subordinating conjunctions or conjunctive adverbs <u>how</u>, <u>when</u>, <u>why</u>, <u>if</u>, <u>whether</u>, are usually used to introduce subordinate adverb clauses. But when the noun clause occurs in an indirect question it may be introduced by one of these words.

ex.: I know <u>when he will come</u>. They wondered <u>if they could go</u>. This is <u>how the work was done</u>.

- Adjective Clauses:

The adjective clause modifies a noun or pronoun. It is usually introduced by a relative pronoun and modifies its antecedent which it follows:

- ex.: Your opinion is the only thing <u>that matters</u>.They are watching the cow, <u>which is in the field</u>.Will he, <u>who has always been on time</u>, be late today?
- Note: When the relative pronoun that introduces the adjective clause is the <u>subject</u> of the clause it must always be expressed.

3. Clauses

A **PRINCIPAL CLAUSE** is a group of words that Strands alone as a complete sentence. In some cases, it is modified by a subordinate clause.

THEY TRIED TO OPEN THE WINDOW, but THE PAINT HAD SEALED IT.

When we reached the next service station, WE HAD THE TIRE REPAIRED.

WE CAN PROCEED NO FARTHER, until it is repaired.

THE TIRE, which was punctured in several places, IS NOW ALMOST USELESS.

A SUBORDINATE CLAUSE is a group of words that has a subject and a predicate but for full meaning depend on some other part of the sentence.

These are the packages you are to take. (Subordinate Adjective Clause)

Before you go, write down the address. (Subordinate Adverb Clause)

While I waited, I talked with the policeman *who was on duty there*. (Subordinate Adverb Clause and Subordinate Adjective Clause)

I know that he is coming. (Subordinate Noun Clause) - object of know

What he said is none of my business. (Subordinate Noun Clause) - subject of is

TYPES OF SENTENCES

In the English language, sentences can be divided into **four different types**. Remember that a sentence must contain a subject and a verb.

1. Simple sentence

A sentence which contains only one subject and one verb (predicate) is called a simple sentence.

ex.: The boys cleaned the yard. The girls planted the flowers.

In the simple sentence, the subject may be compound.

ex.: The boys and the girls walked to school.

The verb can also be compound.

ex.: The boys cleaned and waxed the car.

2. Compound sentence

ex.: The boys cleaned the yard, and the girls planted the flowers.

A sentence which contains two or more principal clauses is called a compound sentence. "Compound" means "to combine".

A clause is a part of a sentence that contains a subject and a verb.

Conjunction

The conjunction is a word which joins words, phrases, or clauses of the same value. (Example: two nouns, two adjective phrases, two principal clauses)

Parts of the compound sentence may be joined by a conjunction. If you use a conjunction, you also need a comma. The comma comes just before the conjunction.

ex.: The lights blinked once, and the power was restored.

To add one meaning to another, use "and". To show contrast, use "but".

ex.: I wanted to go, but I didn't have the money.

To show a choice, use "or".

ex.: I'll meet you at home, or you can wait for me at school.

Another way to write a compound sentence is to use a semicolon (;) instead of a conjunction. A semicolon is like a period, and a comma. It can be used to separate ideas. It shows more separation than a comma, but less than a period.

- ex.: 1. We tried to convince him. He was too stubborn.
 - each thought is a separate sentence.

We tried to convince him, but he was too stubborn.

- the conjunction shows how the thoughts are related.

3. Complex Sentences

In the compound sentence, whole sentences were joined by using "and", "but", "or". In the complex sentence, sentences are joined with words or phrases called **connectives** (to connect, to join). Here is a list of commonly used connectives:

| after | before | unless |
|------------|---------------|----------|
| although | in | until |
| as | in order that | when |
| as if | since | whenever |
| as long as | SO | wherever |
| as though | so that | whether |
| because | though | while |

Here is an example of how connectives are used to join whole sentences together.

- 1. I took lessons.
- 2. I wanted to become a better tennis player.
- 3. I took lessons <u>because</u> I wanted to become a better tennis player.

Sentences that use connectives are called **complex sentences.** In the sentence, the connective may come (a) in the middle

(b) at the beginning

ex.: I took lessons.

I wanted to become a better tennis player.

Because I wanted to become a better tennis player, I took lessons.

When a complex sentence begins with a connective, use a <u>comma</u> to separate the two parts of the sentence.

Compound and complex sentences have one thing in common: both join whole sentences. But they are different because

- a) in a complex sentence, you do not use "and", "but", "or"; instead, you use a connective.
- b) when the connective comes at the beginning of the sentence, you use a comma to separate the two parts of the sentence.

Appendix EANCO 4.4.4

| Геасhег: | | | Name: |
|----------------------------|------------------------------|-----|-------|
| | | | |
| | Class: | | |
| | | | |
| . Fill in the following Pa | arts of Speech Chart: | | |
| A | | В. | |
| 1 | | 6. | |
| 2 | | 7. | |
| 3 | | | |
| | | | |
| 5. | | | |
| C | | D. | |
| 0. | | D. | |
| | | 10. | |
| 9 | | | |
| 2. Give the function of th | e following parts of speech: | | |
| | | | |
| a) noun | | | |
| | | | |
| | | | |
| b) verb | | | |
| · · · · | | | |
| | | | |
| | | | |
| | | | |

| d) preposition | | |
|----------------------------|----------------------------------|-----------|
| | | |
| | | |
| 3. What is the main diff | ference between a phrase and | a clause? |
| | | |
| | | |
| 4. Fill in the blanks to c | complete the formulas: | |
| a) intransitive | | verb |
| b) copula | | verb |
| c) transitive | | verb |
| 5. Write the rule learned | d in class for testing a linking | g verb. |
| | | |
| | | |
| | | |
| 6. Define the following | : | |
| - to modify | | |
| | | |
| - trans | | |
| | | |
| - intra | | |
| | | |
| - copula | | |
| | | |

- e) subjective completion
- Underline the verbs.
 Write the class of the verbs.
 - a) The small child feels warm.
 - b) The elderly woman feels the parcel excitedly.

c) I feel hungry.

- d) Time passes quickly.
- e) Her portrait appeared on the cover of "Time".
- 8. Write the questions you ask after a verb to see if there is an adverb in the sentence:
- 9. Parse the following sentence:

A marshmallow sundae melts in your mouth!

Do this <u>NEATLY</u> on the back of this sheet!

TEST TOTAL:

Parent(s)/Guardian(s) Signature:

Unit 5 (EANCO)

Writing with a Purpose

Unit Description

In this unit, students will write a variety of texts. They will seek and give information, write in an informal way, give advice, and respond critically. Students will participate in three presentations: individual, group and with the class. The first presentation will take the form of a critique or a report on a topic of personal interest. The second presentation will deal with a look at anglophone cultures through different approaches (e.g., interview, brief dramatic presentation, news report). The third will be a class project involving music.

Strands and Expectations

Strand: Writing Overall Expectations:EANCO-W-OE.1 - 2 - 3 - 4 - 5 - 6 Specific Expectations: EANCO-W-For.1 - 4 - 5 - 6 - 7 - 8 - 9 EANCO-W-Use.1 - 2 - 3 EANCO-W-Spel.3 - 4 EANCO-W-Pres.1

Strand: Oral Communication **Overall Expectations:** EANCO-O-OE.1 - 2 - 3 - 4 - 5 **Specific Expectations:** EANCO-O-List.1 - 2 - 3 - 4 - 5 - 7 EANCO-O-Comm.1 - 2 - 3 - 5 - 6 - 7 EANCO-O-Media.1 - 2 - 3 EANCO-O-Sp.1 - 3 - 4 - 5 - 6 - 7 - 8 - 9

Strand: Social Skills and Cultural Awareness Overall Expectations: EANCO-S-OE.1 - 2 Specific expectations: EANCO-S-Cult.1 - 3 - 4 EANCO-S-Soc.1 - 2 - 3 - 4 - 5

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 3 - 4 - 5 Specific Expectations: EANCO-R-Compr.1 - 3 - 4 - 5 - 6 - 7 EANCO-R-Voc.1 - 2 - 3 - 4 - 5 - 6 EANCO-R-Crit.1 - 2 - 4 - 5 - 7 - 9

Activity Titles

Activity 5.1: The Critique: Content, Style, and Purpose Activity 5.2: Research on a Topic of Personal Interest Activity 5.3: Group Presentation: A Look at Anglophone Cultures Activity 5.4: Class Presentation: "The Music in Me" Activity 5.5: Writing to Convince or Persuade

Prior Knowledge Required

- be familiar with informational texts
- have knowledge of some writing conventions
- show ability to write with confidence using a greater range of words and expressions
- know the importance of verbal and non-verbal cues in presentations
- be familiar with cultural elements and the media

Unit Planning Notes

The teacher will:

- bring models of critiques from magazines and newspapers
- advise students early on in the unit that they will have two presentations (activities 3 and 4)
- encourage students to share responsibilities in the group work
- set up an exchange of letters with students from another school or country via the Internet
- tell students about artists or singers that need to be research for activity 4; research could start early on in the unit
- tell students that they will need to go out into their community to write the critique (restaurant, movie, play)
- set up deadlines to help students time their research more adequately for the individual presentations

Crosscurricular Links

Français

- develop critical thinking skills in critiques

Other disciplines

- follow guidelines for research and other assignments

Animation culturelle

- compare anglophone cultures with their own

Technology

- conduct research on the Internet

Careers

- look at different career possibilities in communications and entertainment (columnist, lawyer, singer, songwriter, artist)

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- journal writing
- interview
- buddy system
- small group work
- think/pair/share
- case study

- research
- individual presentations
- group discussions
- group presentations
- learning log

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies: **diagnostic:** observations, questions and answers **formative:** learning log, questions and answers, journal writing, letter writing **summative:** performance tasks, tests, individual and group presentations, rubrics

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- use visual clues to accompany instructions
- accept single words or short phrase responses while encouraging students to expand their answers into complete sentences
- have visual and bilingual dictionaries at students' disposal
- provide plenty of concrete and visual support
- give additional examples

Remedial and enrichment:

- check often for comprehension by asking questions to make sure that directions and instructions are understood
- provide students with more learning opportunities (doing individual research, suggesting new tasks)

B. Assessment/Evaluation Techniques

Students with special needs:

- verify students' understanding of tests or assignments
- allow students to use dictionaries
- provide additional explanations if necessary
- help students organize their schedules in order to complete assignments or tests on time

Remedial and enrichment:

- allow extra time to complete tasks/tests
- provide a variety of options for assignments and tests not all written
- explain/simplify instructions and questions, if necessary, to ensure that students understand what they are being asked to do
- use a variety of assessment procedures
- use role play, dramatization, skit, demonstration, for teaching and/or testing

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

- BONET, Diana, *Easy English: Basic Grammar and Usage*, Menlo Park: Crisp Publications Inc., 1993, 168 p.
- BROMBERG, Murray and Julius LIEBB, *The English You Need To Know*, 2nd ed., Hauppauga, Barron's educational Series Inc., 1997, 204 p.
- IVESON, Margaret and Samuel ROBINSON, *Language Arts Survival Guide*, Scarborough, Prentice-Hall Canada Inc., 1993.

Human

- local critic (media)

Material

- newspaper and magazine articles.

Technological

- Internet (Web sites) http://www.frenchculture-miningco.com http://www.erabliere-lac-beauport.qu.ca/histoire http://francoculture.ca/musique/musont.htm http://glohegate.utm.edu/french/topics/music/htm

ACTIVITY 5.1 (EANC0)

The Critique: Content, Style, and Purpose

1. Time

300 minutes

2. Description

In this activity, students write with a purpose. They read different critiques and discuss the merits of this form. Students look at the content, style, and purpose of the critique.

3. Strands and Expectations

Strand: Writing **Overall Expectations:** EANCO-W-OE.2 - 5 - 6 **Specific Expectations:** EANCO-W-For.1 - 9

Strand: Reading Overall Expectations: EANCO-R-OE.2 - 4 - 5 Specific Expectations: EANCO-R-Compr.5 - 7 EANCO-R-Crit.1 - 2 - 5 - 9

Strand: Oral Communication **Overall Expectations:** EANCO-O-OE.1 **Specific Expectations:** EANCO-O-Comm.7

4. Planning Notes

- prepare lesson on the following topics:
 - the Critique of an Art Form
 - the Critique of a Film
 - a Novel Critique
- bring one-two examples of each critique

5. Prior Knowledge Required

- be familiar with informational texts
- have knowledge of some writing conventions (refer to previous levels)

6. Activity Instructions

Step A: Pre-reading

Teacher: opens discussion on the writing of critiques by asking students about critiques. (Have they heard about film critics before, for example?) (Do they believe critics? Why or why not?)

Step B: Response to Critiques

- Teacher: distributes copies of critiques.
- Students: read critiques out loud.
- Teacher: begins discussion with a look at questions such as:
 - <u>content</u>: what is the author saying?
 - <u>style</u>: form in which each critique is written. How is the critique presented?
 - <u>purpose</u>: What is the author's goal?
- Students: respond in small groups and then report to the whole group.

Step C: Excerpts of Film Critiques

Teacher: shows excerpt of film critique (e.g., Siskel and Ebert). Discussion follows.

Step D: Writing a Critique (see Achievement Chart)

Teacher: assigns the students guidelines on writing critiques of one of the following

- any art object
- any movie
- any previously read novel

Students: are encouraged to bring the items to class.

Art object - may bring a sculpture, painting, etc.

Movie - may bring a video/taped excerpt, etc.

Novel - may bring a book from home/library, etc.

Students: will adhere to the guidelines provided by the teacher and hand in critique.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: discussion summative: (Step D) writing a critique

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

IVESON, Margaret and Samuel ROBINSON, *Language Arts Survival Guide*, Scarborough, Prentice-Hall Canada Inc., 1993.

Human

- local columnist to class
- critic in local media

Material

- overhead projector
- newspaper and magazines (critiques)

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 5.1.1: Achievement Chart - The Critique: Content, Style and Purpose

| Assessment Techniq Strand: Writing Overall Expectation | | °ormative □ summa | tive ⊠ | |
|---|--|--|--|---|
| Student Task: Writin | ng a critique. | | | |
| Categories and criteria | 50 - 59 % Level 1 | 60 - 69 % Level 2 | 70 - 79 % Level 3 | 80 - 100 % Level 4 |
| Knowledge/Understandi | ng | | | |
| The student: - understands the content, style and purpose of the critique | The student demonstrates limited knowledge and understanding of the critique | The student demonstrates some knowledge and understanding of the critique | The student demonstrates considerable knowledge and understanding of the critique | The student demonstrates thorough knowledge and understanding of the critique |
| Thinking/Inquiry | | | | |
| The student: - discusses the merits of the critique | The student uses critical thinking skills with limited effectiveness to assess the merits of the critique | The student uses critical thinking skills with moderate effectiveness to assess the merits of the critique | The student uses critical thinking skills with considerable effectiveness to assess the merits of the critique | The student uses critical thinking skills with a high degree of effectiveness to assess the merits o the critique |
| Communication | - | - | - | |
| The student: - reads different critiques - writes a critique | The student reads and writes a critique with limited accuracy and effectiveness | The student reads and writes a critique with some accuracy and effectiveness | The student reads and writes a critique with considerable accuracy and effectiveness | The student reads and writes a critique with a high degree of accuracy and effectiveness |
| Application | | | | |
| The student: - writes a critique of any art object, movie or previously read novel | The student makes connections with limited effectiveness between art forms and critiques | The student makes connections with moderate effectiveness between art forms and critiques | The student makes connections with considerable effectiveness between art forms and critiques | The student makes connections with a high degree of effectiveness between art forms and critiques |

ACTIVITY 5.2 (EANC0)

Research on a Topic of Personal Interest

1. Time

225 minutes

2. Description

In this activity, students conduct research on a topic of personal interest. They follow an outline, write the assignment, and submit final copy.

3. Strands and Expectations

Strand: Oral Communication **Overall expectations:** EANCO-O-OE.2 - 5 **Specific expectations:** EANCO-O-Comm.2

Strand: Writing Overall Expectations: EANCO-W-OE.2 - 5 - 6 Specific Expectations: EANCO-W-For.1 - 4 - 5 - 6 - 7 - 8 - 9 EANCO-W-Use.1 - 2 - 3 EANCO-W-Spel.3 - 4

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 3 - 4 - 5 Specific Expectations: EANCO-R-Compr.1 - 3 - 4 - 5 - 7 EANCO-R-Crit.1 - 9

4. Planning Notes

- prepare handout on guidelines
- distribute details of specific due dates to help the students organize their work

5. Prior Knowledge Required

- be familiar with different language levels
- know how to write simple and compound sentences
- show ability to use connecting words in sentences

6. Activity Instructions

Step A: Guidelines

- Students: know what they have to do for the assignment.
- Students; get clear guidelines.

Note: The sample given below is only a suggestion the teacher may offer: Topic: Sugaring Off!

Students: research their material either at the library or using the Internet.

Students: present an outline to the teacher after compiling material.

Sample: Topic: Sugaring Off!

Introduction:

lead
subject
THESIS
Main Ideas: A) _____ B) ____ C) _____

Paragraph A:

- the maple tree's secret
- the sugar bush

Paragraph B:

- the sugar hut
- steps in processing

Paragraph C:

- favorite recipes
- a true Canadian tradition

Conclusion:

- re-stated thesis
- summary of three key ideas
- dynamic concluding statement

Step B: Drafting

Students: proceed with first draft, following the outline completely, and then make corrections. A final polished copy is submitted.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: **diagnostic:** oral questions and answers **formative:** performance tasks

8. Resources

In this activity, the teacher selects from the following resources:

Technological

 Internet addresses: http://frenchculture-miningco.com http://www.erabliere-lac-beauport.qu.ca/histoire

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 5.2.1: Achievement Chart - Research on Topic of Personal Interest

| Assessment Techniq | ues: diagnostic 🛛 | formative □ sum | mative 🛛 | |
|---|---|---|---|---|
| Strand: Writing Overall Expectation | s: EANCO-W-OE.2 | 2 - 5 | | |
| Student Task: Writin | ig on topic of perso | onal interest. | | |
| Categories and criteria | 50 - 59 % Level 1 | 60 - 69 % Level 2 | 70 - 79 % Level 3 | 80 - 100 % Level 4 |
| Knowledge/Understandi | ing | | - | |
| The student: - uses both simple and compound sentences - uses connecting words | The student demonstrates limited knowledge and understanding of sentence structure | The student demonstrates some knowledge and understanding of sentence structure | The student demonstrates considerable knowledge and understanding of sentence structure | The student demonstrates thorough knowledge and understanding of sentence structure |
| Thinking/Inquiry | | | | |
| The student: - researches a topic of personal interest either at the library or on the Internet | The student uses critical thinking skills with limited effectiveness applying few of the skills of research to compile information | The student uses critical thinking skills with moderate effectiveness applying some of the skills of research to compile information | The student uses critical thinking skills with considerable effectiveness applying most of the skills of research to compile information | The student uses critical thinking skills with a high degree of effectiveness applying all or almost all of the skills of research to compile information |
| Communication | | | | |
| The student: - presents an outline - writes following a | The student writes a report with limited clarity | The student writes a report with some clarity | The student writes a report with considerable | The student writes a report with a high degree of |

| Internet | applying rew of the skills of research to compile information | applying some of the skills of research to compile information | applying most of the skills of research to compile information | applying all or almost all of the skills of research to compile information |
|---|--|---|---|---|
| Communication | | | | |
| The student: - presents an outline - writes following a writing process | The student writes a report with limited clarity | The student writes a report with some clarity | The student writes a report with considerable clarity | The student writes a report with a high degree of clarity, and with confidence |
| Application | - | | - | |
| The student: - follows an outline, writes the assignment and submits a final copy | The student applies knowledge of a writing process with limited effectiveness | The student applies knowledge of a writing process with moderate effectiveness | The student applies knowledge of a writing process with considerable effectiveness | The student applies knowledge of a writing process with a high degree of effectiveness |

ACTIVITY 5.3 (EANCO)

Group Presentation: A Look at Anglophone Cultures

1. Time

450 minutes

2. Description

In this activity, students take a look at anglophone cultures. They use technology to research one of the five topics, choose a method of presentation, and share the information with the class.

3. Strands and Expectations

Strand: Social Skills and Cultural Awareness Overall Expectations: EANCO-S-OE.2 Specific Expectations: EANCO-S-Cult.1 - 3 - 4 EANCO-S-Sec.1 - 2 - 3 - 4 - 5

Strand: Oral Communication Overall Expectations: EANCO-O-OE.1 - 3 - 5 Specific Expectations: EANCO-O-List.3 - 4 - 7 EANCO-O-Sp.1 - 3 - 5 - 6 - 7 - 8 EANCO-O-Comm.1 - 2 - 3 - 5 - 6 - 7 EANCO-O-Media.2 - 3

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 3 - 4 Specific Expectations: EANCO-R-Crit.1 - 9 EANCO-R-Compr.1 - 3 - 4 - 5 - 6 - 7 EANCO-R-Voc.3 - 4 - 5 - 6

4. Planning Notes

- reserve time at library or computer lab (two-three classes)
- divide the class into groups (four students per group)

5. Prior Knowledge Required

- know how to work well with others
- show ability to use search engines when working with the computer

6. Activity Instructions

Step A: Presentation of "Culture"

- Teacher: Reviews the concept of "culture":
 - A various cultural anglophone groups
 - B artistic components
 - C customs
 - D achievements
 - E characteristics

Note: Each group is assigned one of these elements of culture.

- Students: research their particular area of study with respect to culture. The Internet serves as an excellent source of information for all areas to be researched.
- Teacher: directs students to Internet sites

Step B: Method of Presentation

- Students: choose either an: interview, dramatization, news report
- Teacher: asks students to work in small groups and to convey the information they researched. Note: Once these presentations are done, it may be worthwhile to present them to another class. (if time is taken to polish them, they may be presented to the school or at an evening performance for parents and friends.)

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: discussion summative: oral presentation

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

- library resources texts on anglophone culture

Human

- guest from the anglophone community

Technological - Internet - search engines

9. Appendix (Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 5.4 (EANCO)

Class Presentations: "The Music in Me"

1. Time

300 minutes

2. Description

In this activity, students select an artist (a songwriter), find out some information about the singer, and choose one song. They copy the lyrics and present these to the class.

3. Strands and Expectations

Strand: Social Skills and Cultural Awareness **Overall Expectations:** EANCO-S-OE.2 **Specific Expectations:** EANCO-S-Cult.1 - 3 - 4 EANCO-S-Soc.1 - 2 - 3 - 4 - 5

Strand: Oral Communication Overall Expectations: EANCO-O-OE.2 - 3 - 4 - 5 Specific Expectations: EANCO-O-Sp.1 - 3 - 5 - 6 - 7 - 8 - 9 EANCO-O-Comm.1 - 3 - 5 - 6 - 7 EANCO-O-List.1 - 2 - 3 - 4 EANCO-O-Media.1 - 2

Strand: Reading Overall Expectations: EANCO-R-OE.3 Specific Expectations: EANCO-R-Compr.1 - 3 - 4 EANCO-R-Crit.5 - 7 - 9 EANCO-R-Voc.2 - 4 - 6

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 2 Specific Expectations: EANCO-W-For.1 - 7 - 8 EANCO-W-Spel.3

4. Planning Notes

- tell students beforehand of this activity (beginning of unit)
- write up a list of artists' names and hit songs
- reserve cassette recorder, VHS

5. Prior Knowledge Required

- work effectively in groups
- contribute positively to class atmosphere

6. Activity Instructions

Step A: Guidelines

Teacher: requests each student to select an artist/singer and to follow these instructions:

- research each individual
- look for a interesting facts or information
- read about musical contribution
- choose a song and copy its lyrics
- find a photo/picture of the individual
- Students: prepare a presentation of their artist.

Teacher: asks students to write up their research in the following manner:

- 1. Introduction on artist
- 2. Background information
- 3. Musical contribution
- 4. Choice of song (reasons)
- 5.Song and lyrics
- 6.Conclusion

Step B: Presentation

- Students: may wish to "look like" their artist or dress up similarly.
- Students: adopt the first person narration (I) and relate the information from the perspective of the artist talking from the artist's point of view.
- Students: In order to present the song and lyrics creatively, they may:
 - lip-sinc an excerpt from the song or
 - if the students have musical background, they could find the music, learn and prepare the song and then present it live to the class.

Step C: Feedback

- Teacher: gives feedback on choice of artist, song, and lyrics.
- Student: express opinion as well.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: oral questions and answers formative: performance tasks (Step B) presentation

8. Resources

In this activity, the teacher selects from the following resources:

Human

- local artists could be invited to perform in class or for the school.

Material - cassette recorder VHS

Technological

http://glohegate.utm.edu/french/topics/music/htm http://francoculture.ca/musique/musont.htm

9. Appendix

(Space reserved for the teacher to add his/her own appendices.)

ACTIVITY 5.5 (EANCO)

Write to Convince or Persuade

1. Time

225 minutes

2. Description

In this activity, students write for the purpose of persuading or convincing the audience. They look at a case suggested to them and write their decision and comments based on that audience. Students learn some terminology associated with the courtroom.

3. Strands and Expectations

Strand: Writing Overall Expectations: EANCO-W-OE.1 - 2 - 3 - 4 - 5 Specific Expectations: EANCO-W-For.1 - 5 - 6 - 8 - 9 EANCO-W-Pres.1 EANCO-W-Use.1 EANCO-W-Use.1

Strand: Social Skills and Cultural Awareness **Overall Expectations:** EANCO-S-OE.1 **Specific Expectations:** EANCO-S-Soc.1 - 3 - 4 - 5

Strand: Oral Communication **Overall Expectations:** EANCO-O-OE.1 - 2 - 3 - 4 - 5 **Specific Expectations:** EANCO-O-Sp.1 - 3 - 4 - 5 - 6 - 7 - 8 - 9 EANCO-O-Comm.3 - 5 - 6 - 7 EANCO-O-List.1 - 2 - 3 - 5 - 7

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 3 - 4 - 5 Specific Expectations: EANCO-R-Compr.1 - 3 - 4 - 5 - 7 EANCO-R-Crit.1 - 2 - 4 - 5 EANCO-R-Voc.1 - 2 - 3 - 4 - 5

4. Planning Notes

- find a recent case and bring in pictures and newspaper articles about this case
- make copies of courtroom technology and courtroom set-up
- may wish to find a short video on "courtroom players"

5. Prior Knowledge Required

- be familiar with audience and purpose
- show ability to find important ideas in a text
- know how to locate information in a text

6. Activity Instructions

Step A: Writing to Convince: When?

- Teacher: looks at situations where convincing or persuading is important (salespeople, lawyers).
- Teacher: asks: How do we convince others to think in a certain way? Through the use of arguments, people try to convince, to persuade others.
- Students: look at some situations where arguments are used to convince people. Example: Using natural gas instead of electricity to heat one's home (cost, reliability, etc.)
- Teacher: looks at one career where arguments or convincing is important (lawyers, for example).
- Teacher: may show a short video showing how a lawyer uses arguments . If not, teacher may proceed to give handout on terminology used in a courtroom and set-up of courtroom.

Step B: Case Scenario

- Teacher: hands out a newspaper article about an individual who is being tried.
- Teacher: reads details of the case and asks students to take up role of prosecution or defence.
- Students: decide and form small groups according to choice either prosecution or defence. They find arguments and choose the most convincing ones.
- Students: then elect someone from each side to represent both sides in a courtroom.
- Teacher: presides as judge. Judge hears arguments and a verdict is reached. Note: If teacher has more time, a jury can be selected amongst the students and they decide the verdict (instead of the judge).

Step C: Second Case: Written Arguments

- Teacher: presents second case and asks students to come up with arguments for either the prosecution or the defence.
- Students: write observations and comments in an orderly fashion and submit their final decision in light of these arguments.

Teacher: gives guidelines as to method of presentation. Note: Since time is limited, the length of written assignment varies.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies: diagnostic: observation formative: questions and answers summative: Step C: reaching a verdict

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BONET, Diana, *Easy English: Basic Grammar and Usage*, Menlo Park: Crisp Publications Inc., 1993, 168 p.

BROMBERG, Murray and Julius LIEBB, *The English You Need To Know*, Hauppauge, Barron's Educational Series Inc., 1997, 204 p.

Human

- lawyer if time permits

Material

-newspaper article, VCR

9. Appendices

(Space reserved for the teacher to add his/her own appendices.)

Appendix EANCO 5.5.1: Courtroom Terminology Appendix EANCO 5.5.2: Plan of Courtroom Appendix EANCO 5.5.3: Achievement Chart - Write to Convince or Persuade

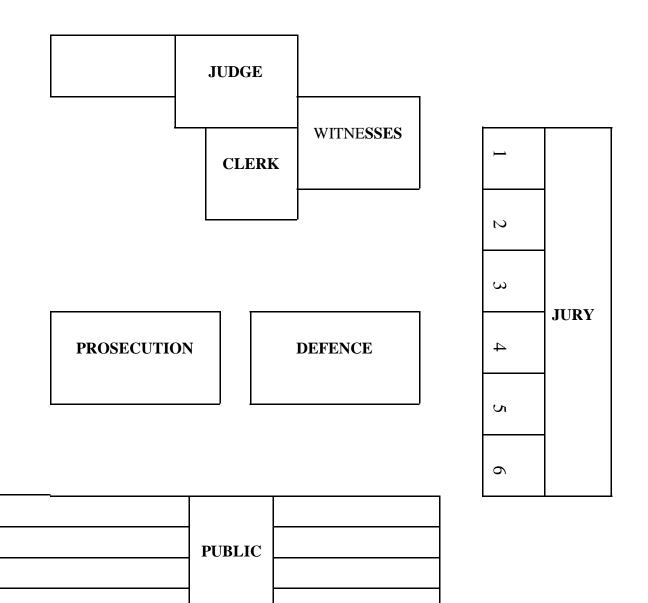
COURTROOM TERMINOLOGY

- objection: reason or argument against something
- sustained: allow, adult favour
- overruled: rule or decide against an objection
- clerk: official who keeps records in a court of law
- bailiff: officer in charge of prisoners while they are in court
- examine: to test the knowledge of
- cross-examine: question a witness closely in order to test truth
- verdict: decision of a jury
- condemned: found guilty of a crime
- acquitted: found not guilty of a crime

COURTROOM PROCEDURES

- Court is called to order by bailiff
- Judge enters
- Public stands
- Defendant is brought to sit next to defence lawyer
- Bailiff reads the charge
- Judge asks how the accused pleads
- Prosecution lawyer presents case in brief and general terms
- Witness #1 is sworn in, examined by prosecution lawyer and cross-examined by defence
- Witness #2 same procedure as #1
- Witness #3 same procedure as above
- Witness #4 same procedure as above
- Defence lawyer presents case in brief and general terms
- Witness #1 is sworn in, examined by defense lawyer and cross-examined by prosecution
- Witness #2 same procedure as #1
- Witness #3 same procedure as above
- Witness #4 same procedure as above
- Final plea by prosecution lawyer
- Final plea by defence lawyer
- * NOTE: Courtroom procedures vary according to particular case heard.

PLAN OF COURTROOM



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Assessment Techniques: diagnostic \square formative \square summative \boxtimes

Strand: Oral Communication *Overall Expectations:* EANCO-O-OE.1 - 2 - 3 - 4 - 5

Achievement Chart - Write to Convince or Persuade

Strand: Writing Overall Expectations: EANCO-W-OE.2 - 3

Strand: Reading Overall Expectations: EANCO-R-OE.1 - 3 - 4 - 5

Strand: Social Skills and Cultural Awareness *Overall Expectation*: EANCO-S-OE.1

Student Task: Writing decisions regarding a court case.

| Categories and criteria | 50 - 59 % Level 1 | 60 - 69 % Level 2 | 70 - 79 % Level 3 | 80 - 100 % Level 4 | | |
|--|--|--|--|---|--|--|
| Knowledge/Understandi | Knowledge/Understanding | | | | | |
| The student: - learns terminology associated with the courtroom | The student demonstrates limited knowledge of courtroom terminology | The student demonstrates some knowledge of courtroom terminology | The student demonstrates considerable knowledge of courtroom terminology | The student demonstrates thorough knowledge of courtroom terminology | | |
| Thinking/Inquiry | | | | | | |
| The student: - uses good arguments to persuade - locates information in a text | The student uses creative and critical thinking skills with limited effectiveness to convince the audience and applies few of the skills of research to locate appropriate information | The student uses creative and critical thinking skills with moderate effectiveness to convince the audience and applies some of the skills of research to locate appropriate information | The student uses creative and critical thinking skills with considerable effectiveness to convince the audience and applies most of the skills of research to locate appropriate information | The student uses creative and critical thinking skills with a high degree of effectiveness to convince the audience and applies all or almost all of the skills of research to locate appropriate information | | |

| Communication | | | | | |
|--|---|--|---|---|--|
| The student: - writes decisions and comments based on audience - writes to persuade or convince - reads a newspaper article and views a video - writes and presents arguments orally | The student writes and orally presents arguments for or against the defence with limited clarity | The student writes and orally presents arguments for or against the defence with some clarity | The student writes and orally presents arguments for or against the defence with considerable clarity | The student writes and orally presents arguments for or against the defence with a high degree of clarity, and with confidence | |
| Application | Application | | | | |
| The student: - writes observations and comments in an orderly fashion | The student applies research skills with limited effectiveness and demonstrates limited ability in using argumentative language in new contexts | The student applies research skills with moderate effectiveness and demonstrates some ability in using argumentative language in new contexts | The student applies research skills with considerable effectiveness and demonstrates considerable ability in using argumentative language in new contexts | The student applies research skills with a high degree of effectiveness and demonstrates a high degree of ability in using argumentative language in new contexts | |
| Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task. | | | | | |