

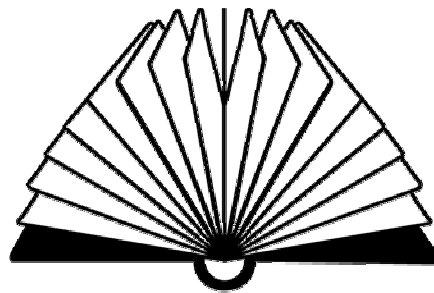
English 130 Resource Manual

To support the NWT Adult
Literacy and Basic
Education Curriculum

October 2006

English 130 Resource Manual

**Developed by the
NWT Literacy Council**



**Funded by the
Department of Education, Culture and
Employment**



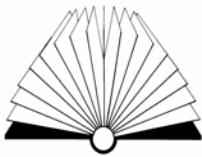
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Contact the NWT Literacy Council to get copies of the *English 130 Resource Manual*.



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Introduction

The NWT Literacy Council produced this English 130 resource manual for adult educators and adult learners. It provides information and activities to help adult educators teach English 130. The manual has instructor notes, learning activities and handouts for adult learners.

Use these ideas and activities to build an integrated approach to teaching English 130. Combine the activities in the Reading, Writing and Listening, Speaking and Viewing/Representing sections. You can use this resource to supplement your own teaching materials and to get ideas for teaching outcomes from the 130 curriculum.

Teach outcomes and skills by using themes. Themes are a great way to integrate resources and activities. Some ideas for themes are:

- Health
- Environment
- Northern Life
- Our Community
- Northern Stories
- Elections
- Nutrition
- Everyday Life and Activities
- Social Issues – housing, poverty, justice

Pre-requisites

English 120 or equivalent

How to Use this Resource Manual

The resource manual follows the ALBE English 130 curriculum. The English 130 curriculum gives suggested instructional strategies for each outcome. This manual expands on these strategies and provides instructors with learning activities and handouts.

We use the following symbols to show background information, learning activities and handouts.



Instructor notes give background information about the strategies.



Learning activities give instructors ideas to implement the strategy.



Handouts are pages you can copy for learners to use during the learning activities. Some activities have no handouts. Some have lots.

Learning Environment

An important element of literacy programming is developing a sense of community among learners and instructors. Creating a sense of belonging and a safe, respectful environment where learners can feel comfortable taking risks and can express themselves is at the heart of good practice. A good learning environment is supported when learners communicate well, respect each other and work towards common goals.

It is especially important that learners at the 130 level work together and feel comfortable in the classroom setting. Many learners at the 130 level have overcome a tremendous amount of fear and shame to come back to school.

There are many ways to create a safe and supportive learning environment. Here are just some of them:

Ownership

Give learners ownership over their own learning. Adult educators can include learners in many decisions in the classroom. For example, learners can help plan the time table, set group guidelines for everyone to follow, suggest guest speakers and make the classroom “homey” with plants or family photos. When the guidelines are clear, the learners are more open to cooperative learning. Learners have more buy in when they make decisions about their learning.

Icebreakers

Ice breakers are a great way to begin the first day of school. You can also use icebreakers to begin a meeting, introduce a topic or just take a break from learning. They help participants relax, and that makes them more receptive to listening and contributing. An ice breaker can also serve to build a team atmosphere and to generate enthusiasm. Ice breakers can be fun, amusing, humorous, thoughtful, surprising or just plain silly.

Icebreakers:

- Create a positive group atmosphere.
- Help people to relax.
- Break down social barriers.
- Energize and motivate learners.
- Help people to think outside the box.
- Help people to get to know one another.
- Introduce a topic.

There is a detailed list of icebreakers at the end of the manual.

Work Cooperatively

Cooperation means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is a successful teaching strategy in which small teams, each with learners of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, creating an atmosphere of achievement. Learners work through the assignment until all group members successfully understand and complete it.

Research tells us that learners who work cooperatively tend to have higher academic test scores, higher self-esteem, more positive social skills and greater comprehension of the content and skills they are studying (Johnson, Johnson, Holubec, 1993; Slavin, 1991; Stahl VanSickle, 1992).

Learners new to cooperative learning may find it difficult to stay on task and focus on the assignment. Many adult learners have been taught in an independent, competitive atmosphere. It is sometimes hard to overcome these past learning experiences. Establish some agreements for groups that promote equal exchanges among members. For example:

- Contribute your ideas.
- Listen to others' ideas.
- Give everyone a chance to speak.

- Ask all teammates for help before asking the teacher.
- Use consensus to settle disputes.

Some activities that encourage cooperative learning include:

1. **Jigsaw** http://www.education-world.com/a_curr/curr324.shtml

Jigsaw is a group structure that can be used across all content areas. Learners start with a home group. That group is responsible for learning about a certain topic the teacher gives them. Then the teacher separates learners into new groups – jigsaw groups – by assigning one member from each home group to a new group. In the jigsaw groups, learners share the information they learned with others in the group and complete some sort of project or product.

2. **Snowballing**

Learners are given a problem. They first work alone, then work in pairs and finally in foursomes (maximum). They compare, refine and revise their conclusions and recommendations during this process.

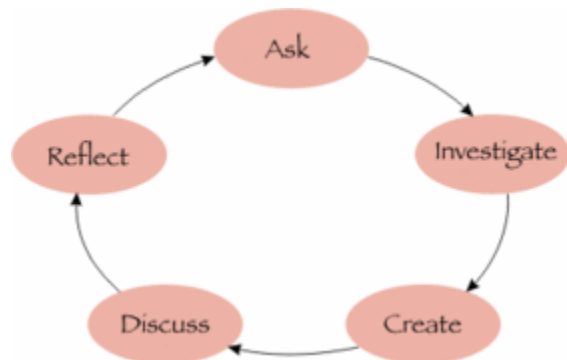
3. **Buzz Groups** http://www.macrolink.bc.ca/e-zines/capacity/ez_ca_vol3_issue4.html

A **buzz group** is a small group, consisting of three to six people who are given an assignment to complete in a short time period. Generally, each buzz group records their assignment, then reports to the larger group. Directions to learners:

- Form small groups.
- Choose recorders.
- Complete the activity.
- Select one or more presenters.
- Report back to the larger group.
- Debrief the session.

4. **Group Inquiries**

Learner groups develop their own research question and hypothesis, investigate the answer, create a way to share the information, discuss the information with others and reflect on their project.



5. Think-Pair-Share

Think-Pair- Share involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

6. Planning an Event

Learners work together for a common goal. Ask learners what special thing they would like to do. They may want to do a week long trip out on the land. They may choose to go to Edmonton to check out local colleges. Planning for an event or activity is a great learning opportunity. There are many steps to take in organizing a trip. Some questions that you can start with:

- What will we need?
- How much will it cost?
- How can we fundraise?
- When will we go?
- What will we do about childcare?
- Who do we need to contact?

Celebrate

It is important to celebrate learning and other things in your classroom. Celebration builds community, trust and friendship – all the things you need for successful learning to take place. Some things you can celebrate are:

- Personal and group achievements
- Birthdays
- Holidays
- Seasons

Family Involvement

Many adult learners have children. Get their children involved at the learning centre. You can:

- Invite the Chief or an Elder to read or talk to children.
- Organize an after-school reading or homework club where learners can read to their children or help them with their homework.
- Hold family literacy nights for everyone in the community. Gather supplies: lots of children's books, puzzles, art and sewing supplies, games, milk/juice and healthy snacks. Learners may want to set up activity centres for the children.
- Have learners go to the school once or twice a week to read with their child or a reading buddy. Practice the books ahead of time so learners feel comfortable reading.
- Create a reading centre in your classroom for children in the community. Get some comfy couches, children's books and books on tape. Invite children to come after school to the reading centre. Ask learners to choose a day when they will stay and read stories to the children.

Play Games and Have Fun

People learn better when they are having fun. Think about a good learning experience you have had – it most likely involves laughter, games and cooperation. There is a list of fun games that complement literacy and language development at the end of the manual.

Group Projects

Get learners involved in a group or class project that will benefit the whole community. Here are some ideas:

- Plan Literacy Week or Family Literacy Day activities for the whole community.
- Plan an open house at the learning centre. Invite community members to come to the centre for tea and bannock.

Tools for English 130



- Set up a flea market in your classroom. Ask people to donate stuff that they don't want.
- Organize a storytelling event in your classroom. Invite Elders to come and tell stories. Invite community members to attend.

Warm-ups and Literacy Games

Warm-ups create a positive group atmosphere. They help people to relax and they break down social barriers. They can also energize and motivate people to think outside the box. You can use warm-ups to start a lesson or to just give people a break.

The following warm-ups and games are broken into three categories:

- Get to Know One Another Activities
- General Warm-ups
- Literacy Games

Get to Know One Another Activities

Introduce Yourself

Break people into small groups and give each person a penny. Ask them to introduce themselves to the group and talk about what they were doing during the year on the coin.

What's in a Name (introduction activity)

- Where did you get your name?
- Who were you named after?
- What was/is your nickname?
- What does your name mean?

The Toilet Paper Activity

This requires a roll of toilet paper and a group that is waiting for introductions. The group leader begins by announcing that, unfortunately, there is only one roll of toilet paper here, so in fairness to all we will share now. Then instructions are given to pass the roll around the table/room with each person taking what he/she thinks they will need. When everyone has some, the leader then apologizes to the group and says, "I'm sorry; I lied. There is actually lots available but this is a way in which we will determine how many facts are to be shared by you about

yourself, with the group. ONE for each section of paper taken!" NOTE: Facts can be basic...age, birthday, favourite movie, etc. – and a concern for those who took A LOT of paper.

Two Truths and a Lie

This icebreaker works best if you don't know the people in your group at all – a first time introduction, though it can be used with people who only know each other a little. When you go to introduce yourself, give THREE facts that are interesting... two of which will be true, one will be a lie. The others will then decide as a group which one is a lie. Winners are those who fool the group!

"Do you know me?"

Each person is given a nametag and an index card. The name tag has the name of another person in the group on it. Everyone is told to circulate, meet, mix and mingle to gather information, insights or stories about the person on their tag from group members. The opening line "Do you know me?" is used to help generate clues and conversation. The index card is to be used to write down the information collected. At the end of a designated time – about 15 minutes, each participant introduces their "name tag" and its person to the group.

Ya really want to know?

Each participant is asked to give his/her middle name and tell how or why that particular name was chosen for them. The instructor should begin the process, and if appropriate, do it with a little bit of humour to encourage others to share.

Non-Verbal Introduction

Break into pairs and interview each other, with the understanding that you'll get information to introduce each other to the whole group. Oh yes, one hitch. All communication must be non-verbal. You can let people draw pictures, but not write.

Warm-ups

Sock Toss

The group stands in a circle. The leader throws a sock to someone and calls her name. This person throws the sock to another and calls her name. This continues until the sock is back to the leader. She sends it around again, but begins to introduce additional socks, so there are lots of socks flying!

Exercise

Standing in a circle, one person begins a simple repetitive exercise (arm raises, knee bends, swinging leg, up on toes, toe touches, etc.) Group follows until someone else (anyone) decides to do a different exercise, then all follow this one until another is started.

Touch Something

Leader calls out “touch something...green/with a shoe/electrical/horizontal, etc.” Everyone moves to touch that item on someone else, or somewhere in the room. Leader quickly calls next item. Leader can ask others to call out items.

I Love My Neighbor Who...

One person stands in the middle of a circle. Everyone else is seated in a circle on chairs. Person in the middle says, “I love my neighbor who...wears glasses.” Everyone wearing glasses stands up and changes places with someone else who wears glasses. The person in the middle must try to sit down on one of the just emptied seats. The person left without a seat becomes the next person in the middle and uses something different to complete “I love my neighbor who....”

Zoom-Errk!

The group stands in a circle. The leader turns her head to one side and says “zoom” to the person next to them. That person turns her head in the same direction and says “zoom” to the next person. This continues until someone says “errrk!” This sends the “zoom” back around the group in the opposite direction until someone says “errrk!” and the direction changes again.

Variation: In the hearing impaired version, people fold their arms across their chests. Instead of saying “zoom,” they lift one arm up straight from the elbow. The direction is reversed when someone claps their hands.

Balloon Bounce

Each person blows up a balloon, puts it on their chair and bounces up and down until it bursts.

Bear, Man, Gun

Divide the group into 2 lines of people facing each other. There are three possible “characters” the group can assume.

Bear – growl with claws barred

Man – a “he man” stance with grunt

Gun – hunter with gun – bang

The leader calls “time” and each group decides which of the three they will represent. On a signal from the leader, the two groups face each other and assume their stance and sound. Like paper/rock/scissors:

- Man wins over gun
- Gun wins over bear
- Bear wins over man

Do Nothing

The group stands in a circle. The leader gives instructions to “watch the third person to your left” as they do nothing. Whatever slight motion that person makes, you also do, but exaggerate it. Group becomes very lively. Call a stop when things get lively and give yourselves a hand for “doing nothing” so actively!

Idiosyncrasies

This icebreaker is for introducing people within a group who already know each other but may not know those little things that are you, but can be annoying to others. As you introduce yourselves around the room, decide if you will share

one or two idiosyncrasies: For example: I don't do mornings well. I can listen and do two other things at the same time. If I'm quiet, leave me alone.

Logos

Each person is given a blank name tag. Explain to the group that corporations are recognized by a specific logo or symbol. (McDonald's arches, 3M, Apple Computer's Apple, etc.) They are given two minutes to draw their personal logo. This logo should reflect their personality, their interests, or anything they would like other people to know about them. Then give the group time to mingle and see what each other's logo looks like. When it looks like the entire group has mixed, instruct everybody with a similar logo to form a small group. You may be surprised at how many similarities there are in your group.

Colour Jacuzzi

The object of this small group exercise is to get the group to quickly meet the other members. The instructor calls out a colour of the rainbow: for example RED:

- Red typically is the stop/turn-off colour – so each member of the group quickly tells what is the one thing (that they can disclose in public) that is really a turn off to them.
- Orange: is the motivation colour – what motivates them?
- Yellow: is the inspiration or creativity colour – what was the best idea they've had?
- Green: is the money colour – what do they plan for money, or what is the dumbest thing they ever did for money?
- Blue: is the sky's the limit colour – what is your favourite fantasy about your future?
- Indigo: is an odd, or different colour – what is the most daring thing they ever did?
- Purple: is the colour of royalty – if you were ruler of the universe for a day, what is the first thing you would do?

Strings

Select a group of tiny items that are related to children and parenting. Tie a string to each one and place it loosely in a large paper bag with the strings

hanging out. Go around the group and have each person pick a string. After each one has their "prize," start at the first person (she's had longest time to think) and ask each person to briefly state a significant thought that the item brings to mind. You will be astounded at the wonderful answers you get from people who usually do not talk – and answers you never thought of. You can leave one or two strings empty. The people who draw the blanks get to share anything they want or what the empty string signifies.

Hum Dingers

Each participant is given a small slip of paper with the name of a popular children's tune on it (for example, Mary Had a Little Lamb, Happy Birthday, We Wish You a Merry Xmas, etc.). Then ask participants to hide the slip and begin humming their tune. Because you have given 3-4 people the same tune to hum, they are to find their matching hummers. It is great fun!

The Magic Wand

You have just found a magic wand that allows you to change three home/parenting related activities. You can change anything you want. How would you change yourself, your partner, your children, etc.? Have them discuss why it is important to make the change. This activity helps them to learn about others' desires and frustrations.

Marooned

You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. They are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

Finish the Sentence

Go around the room and have each person complete one of these sentences (or something similar):

The best job I ever had was...

The worst project I ever worked on was...

The riskiest thing I ever did was...

This is a good technique for moving on to a new topic or subject. For example, when starting a session and you want everyone to introduce themselves, you can have them complete "I am in this group because..."

You can also move on to a new subject by asking a leading question. For example, if you are instructing time management, "The one time I felt most stressed because I did not have enough time was ..."

Toy Story

Using Lego, Tinker Toys, clay, log cabins, etc., have each person or small group build a model of the main concept that they have just been presented. After a given time period, have each person or team present their model to the group. They should describe how their model relates to their work or the subject being taught. Encourage creativity!

Ball Toss

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a resemblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a nerf ball or bean bag to a person and have them tell what they thought the most important learning concept was. They then toss the ball to someone and that person explains what they thought was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

Group Poem

A group poem grows as new lines/stanzas are added. In the following poem, the first line lists people who have been influential in each adult's life; the following lines list what each of these influential persons did. Learners in different classes,

or even those who are in tutoring situations, can add their influential person and what that person did for them to the group poem.

Influences

Mrs. Hooper, Old Sam, Mom, Lill
They all made us who we are;
Making us sit still and listen,
Showing us not to be afraid of hard work,
Having faith that we could be somebody,
Smiling even when times were bad;
And now duty calls to us.

Penny Activity

Each person takes a penny and tells the group a story that happened that year. Great way to get people telling stories about their lives.

Questions

Have each person come up with answers to a question and have the rest of the group try and figure out the question. For example: Red (answer). What is your favourite colour? (question)

Sing a-long:

Row Row Row Your Boat (do it in rounds with your group)

Group Musical

- Each group gets a sound
- The conductor points to groups and they say their sound
- Boom! Bah! Hey!

Line Up

Have your group line up according to:

- Height

- Age
- Birthdays
- Favourite fruit (alphabetically)

To make it really fun – have everyone do this without talking.

Alphabet Search

- Get into groups.
- Try and find things in the room that begin with each letter of the alphabet.
- You have 10 minutes.
- The group that has the most letters represented wins.

Rhymes:

Teach an action rhyme to get people moving. This is a great warm up, and parents can use the rhymes at home.

Examples of rhymes: (more examples in *1-2-3 Rhyme With Me* and *Mother Raven Nursery Rhymes*)

Here's a cup
And here's a cup
And here's a pot of tea
Pour a cup
And pour a cup
And drink it up with me

Two little eyes to look around
Two little ears to hear each sound,
One little nose to smell what's sweet
One little mouth that likes to eat.

These are Ashley's fingers
These are Ashley's toes
This is Ashley's bellybutton
Round and round it goes

Here is a bunny
With ears so funny
And here is a hole in the ground
At the first sound she hears,
She pricks up her ears,
And hops to the hole in the ground.

Paper Bag Skits

First split your group into teams consisting of three to six members. Give each team a paper bag filled with assorted objects. These can be almost anything, i.e. a wooden spoon, a screw, a bar of soap, a computer disk, etc... The object of the game is to present a skit using all of the props provided. The props may be used as they would be in normal life, or they may be imaginatively employed. Give each group a topic to base their skit on. When all the skits have been planned and rehearsed they are performed for the amusement of all.

Human Machines

Each group acts out a machine with the sound effects (for example: telephone, fax, washing machine, dryer, blender, typewriter, stereo, airplane, etc.)

20 Questions with a Twist

Take out about 100 post-it notes and give one to each participant. Learners would get in a circle. Each learner writes a noun (person, place, or thing) on the card. Then they stick the post-it on the forehead of the person to their right, noun showing. Each person then gets a turn to ask the group a **yes/no** question that will help them guess what it is. If they don't get it right, move on to the next person in the circle clockwise. You can give some sort of prize to the three people that took the least number of guesses to get it right.

Agree/Disagree

Write the words **agree**, **disagree**, **strongly agree** and **strongly disagree** on separate pieces of paper and post them on four different walls of the room. Then make a statement such as "our organization can change the world" and have everybody move to the part of the room that matches their opinion. Have the group discuss why they chose their response.

I've Got Your Number

This exercise requires people to approach and make requests of each other. As people arrive for class, each gets a number that they must wear in a conspicuous place on their clothes. Ahead of time, prepare lots on instructions on little slips

of paper, such as borrow something from 1, introduce 2 to 7, have 6 get you a glass of water, find out 12's pet's name. Put all of the instructions in a box. Everyone takes a slip of paper with an instruction on it. When they have completed their instructions, they come back and get a new one. At the end of the time limit (five minutes or so), whoever has completed the most instructions wins. The prize could be something simple. The person with the least number of completed tasks could be required to shake everyone's hand. An extension would be for the instructor to have everyone line themselves up in order of the least to the most instructions completed. The instructor has everyone look at each person's location. Discuss together any general conclusions about differences in personality, leadership styles, playfulness, competitiveness and just plain luck (or even timeliness if the person with the least number of tasks was late for class!). Consider ways that these qualities might impact the development of networks, partnerships and friendships. Focus on the value of diversity.

I've Done Something You Haven't Done

Have each person introduce themselves and then state something they have done that they think no one else in the class has done. If someone else has also done it, the learner must state something else until he/she finds something that no one else has done.

Rainstorm

Have everyone sit in chairs in a circle and instruct them to mimic the actions of the person to their left. The instructor starts the action by snapping their fingers. Watch one person after the other begin to snap their fingers until the person to your left is doing it and then you begin (like a wave). Once the first action goes all the way around the circle, the action will change. The sequence is as follows:

- Snapping fingers
- Rubbing hands together
- Slapping knees
- Stomping feet while slapping knees
- Slapping knees
- Rubbing hands together

Tools for English 130



- Snapping fingers
- Resting hands on knees
- Holding hand of the person sitting next to you

Literacy Games

Bingo

- Ask participants to choose a theme, such as literacy, home, school, children, etc.
- Give each participant a Bingo Card (next page), or ask them to make their own.
- Ask participants to call out 16 words related to that theme, one word at a time – for example, kitchen, garden, etc.
- Write each word on the board or a flip chart. At the same time, ask each participant to write the word in any of the boxes.
- Call out the words at random. The first participant to get a straight line and call out “Bingo!” is the winner.
- You can play this game using French or an Aboriginal language. Choose a topic like animals or the land, or another topic where people might be familiar with the words. You can call the game another name, if that is more appropriate for your community.

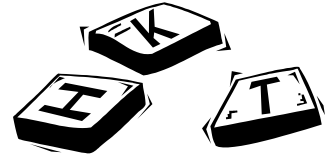


Let's play Bingo!

Bingo

Scrabble

- Divide participants into groups of 5.
- Each member of the group donates the first and last letter of their first and last names. For example, Bill Smith donates 'b', 'l', 's' and 'h'.
- Each group should have 20 letters.
- Together, the group writes down as many words as they can, using these letters.
- When the instructor calls "Time!", the groups must stop writing.
- Each group reads out their words. The one with the most words wins.



Alphabet Scavenger Hunt

- Divide participants into groups of 4 or 5.
- They must use all 26 letters of the alphabet for the scavenger hunt.
- In their groups, participants try to find something in the room that they can see that begins with each letter of the alphabet. They need only one thing for each letter.
- The first group to find things for all 26 letters reads out their words. If the words are all OK, this group is the winner. If any are not OK, the game continues until another group finishes.



Scattergories

- Divide the participants into groups of 4 or 5.
- Ask the participants to call out 10 different categories of objects—for example, river, food, car, girl's name, animal, country, etc. The more categories you have, the longer each game will be.
- Write the categories on the board or a flip chart paper.
- Ask one of the participants to choose a letter of the alphabet—for example, 'm'.

- When the instructor says “Go!”, all the groups have to try to write down an example for each category beginning with that letter.
- You can do this in an Aboriginal language. Instead of using a particular letter, you may want to use only the category to make it easier. You decide!

For example:

River	Mackenzie
Food	mushrooms
Cars	Mercedes Benz
Girl’s name	Mary
Animal	marten
Country	Mexico



Crazy Word Chains

- Ask the participants to sit in a circle.
- Have them clap a slow rhythm.
- The first participant says any word to the time of the rhythm.
- The next participant must then say a word that begins with the last letter of the previous word.
- For example:
- APPLE . . . ELEPHANT . . . TOY . . . YELL . . . LOON . . . NIGHT
- The game starts over when a participant misses a turn or says a wrong word.
- You can also play this game in French or an Aboriginal language.

Charades

- You need many short sentences or phrases written on strips of paper. For example:
 - He goes bowling every week.

- She often orders pizza for supper.
- My father went to hunt ducks last weekend.
- Put the strips of paper in a box or bag.
- Divide participants into groups of 4 or 5.
- One participant from one team draws a sentence or phrase out of the bag. They then act out the charade (the sentence or phrase), while the rest of the team tries to guess what it is.
- The team gets one point if they guess the complete sentence within the time limit.
- Other teams must watch quietly until it is their team's turn.



Carousel

- Divide the participants into groups of 4 or 5.
- Give each group a piece of flip chart paper with a room of the house written on it—for example, kitchen. Also give each group a different coloured marker.
- Give the group a short length of time to write examples of print they might see in that room—for example, fridge magnets.
- At the end of the time period, the group exchanges their paper with another group, and continues writing things for their new room. They cannot write anything that is already written on their paper.
- At the end of the period, change papers again.
- Continue until all ideas are exhausted.
- Each group shares its last paper with all the groups.
 - You can play this game with a variety of topics. All you need is a topic that lends itself to a variety of situations.
 - You can also play this game using an Aboriginal language. For example, participants might have to write down things they would find in different parts of the house, or in the hospital, etc.

Baggage Claim



- Give each participant a baggage card. Have them “pack their bags” by writing five interesting facts about their lives on the bag. Try to have them use facts that other people may not know about them. This will make the game a little more difficult.
- Collect the cards.
- Participants now have to pretend they are getting off a flight and they are going to the baggage area to get their bag. Only they “accidentally” pick up someone else’s bag. In other words, they get someone else’s card.
- They then have to go around the room questioning the other participants until they find out whose bag they have.

What’s the Question?



- Write one fact on the board. For example:
 - Yellow, or
 - 5 years, or
 - MacDonald’s
- Participants try to guess the question that matches each fact. For example:

Yellow:	What’s your favourite colour?
	What colour is your car?
	What colour is your parka?
5 years:	How old is your child?
	How long have you been married?
	How long have you lived in Yellowknife?
MacDonald’s:	What is your favourite food?
	Where do you work?
	Where are you going to have breakfast?
- The person who guesses correctly gets to write the next fact on the board.

Lie Detector

- The instructor writes three statements on the board. Two are true and one is false. For example:
 - I have been teaching for ten years.
 - I have a pet dog named Monty.
 - I have lived in the NWT for five year.
- Participants ask **lie detector** questions to get more information to try to find out which statement is false.
- For example:
 - Teaching:** Where have you taught?
How long did you teach in each place?
What subject did you teach?
What year did you start teaching?
 - Pet:** How old is Monty?
What does he or she eat?
Where do you keep him or her?
 - The US:** Where did you live in the NWT?
Where are you originally from?
When did you graduate from school?
- Participants vote on which statement is a lie.
- Then another person gets to be the instructor.
- You can also play this game in small groups of 3 or 4.

How, Why, When and Where

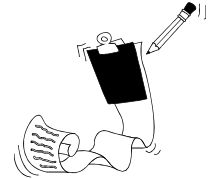
- One player thinks of the name of an object or thing.
- The other players must guess what that object is by asking one of these four questions:
 - How do you like it?
 - Why do you like it?
 - When do you like it?
 - Where do you like it?



- Each player can ask only one question per turn.
- When a player correctly guesses the word, it becomes their turn to think of an object or thing and be questioned.

Brainstorm Rummy

- Divide the participants into groups of 4 or 5.
- Give each group a piece of flip chart paper.
- Announce a general topic to the entire group, such as Animals, Holidays, Vegetables, Actors, etc.
- Give the groups one minute to brainstorm and write down as many examples of the topic as they can.
- When the time is up, all the teams must stop writing.
- On the board, write Team 1, Team 2, Team 3, etc.
- Ask each team to read out a word and write it under that team. Once a word has been written on the board, another team may not use it.
- Keep going, until all the teams run out of words.
- The team with the most words wins that round.
- You can obviously play this game in any language.



The Human Alphabet

- Prepare for the game by making two decks of alphabet cards. Use index cards or squares of paper and write out the letters of the alphabet, one letter on each card. Make a few extra vowels.
- Each team receives a deck of alphabet cards which they spread out, letters facing up, on a table or on the floor.
- Call out a word.
- Each team must spell out the word using the cards. Each team lines up so that the word is spelled correctly and can be read from left to right.



- The first team to correctly spell the word and display it in the correct order wins a point.

I Packed My Grandmother's Suitcase



- In a circle, the game begins with the first person saying, "I packed my grandmother's suitcase and in it I packed a _____. " In the blank they say a word that starts with the letter **A**.
- The next person continues and says, "I packed my grandmother's suitcase and in it I packed a _____ *and they repeat the word used for the letter A*, and a _____. " This player says a word that starts with the letter **B**.
- Continue playing until you reach the letter **Z**.
- The game becomes more difficult as you go along because you have to remember all of the words used for each letter of the alphabet!

Annotated Resources

Websites

- <http://www.madison.k12.wi.us/tnl/langarts/pdf/sensory.PDF>
Good readers and writers create sensory images during and after reading. This site has ideas on how to use visualizing and verbalizing techniques.
- http://www.readwritethink.org/lesson_images/lesson112/manz.pdf
Try this site for a novel approach to previewing texts for learners of all levels. Using the acronym THIEVES, the author provides detailed strategies that successfully preview a wide range of expository material.
- www.nwt.literacy.ca
The Northern Edge is an online newspaper for adult learners. It covers stories about the north and celebrates our lives North of 60. The on-line newspapers also have learning activities.
The Northern Edge Study Guide, which accompanies the on-line newspaper stories, is also available at www.nwt.literacy.ca. Many activities in the Guide are useful for a multi-level setting where learners work together to achieve a learning objective.
- <http://www.teach.virginia.edu/go/readquest/strat/>
Graphic organizers for a wide variety of reading comprehension purposes.
- <http://owl.english.purdue.edu/handouts/esl/eslsubverb.html>
Subject/verb agreement visuals with strong, coloured graphics explain this skill with ease. Practice pages available for printout.

- <http://leapyearday.com/30Days.htm>

Use rhymes to learn spelling! See this website for 45 variations of the **Thirty Days Has September** poem.

- <http://www.naaf.ca/rec2004.html>

Encourage pride in Aboriginal culture by developing a lesson on Aboriginal role models. These sites contain a list with descriptions of Canadians who have received the National Aboriginal Achievement Award (NAAA).

- <http://www.shadowpoetry.com/resources/wip/types.html>

Choose different types of poetry from the lists available on this site. To find that perfect rhyming word, click on the Rhyme Zone!

- <http://www.rhymezone.com/>

Instructors and learners will find that perfect rhyming word – just type in the word and you will get the definition, synonym, rhyming words, similar sound, same consonants, words in context and much more! Check out the parts of speech interactive activities.

- http://en.wikipedia.org/wiki/Mind_mapping

Check out this site for multi-purpose applications: note taking, mnemonic devices, studying, problem solving, decision-making, generating ideas, etc.

- http://station05.qc.ca/csrs/bouscol/anglais/book_report/report2.html

Book reports: a well-rounded site that provides background information and definitions. Fiction and nonfiction questions are available which can be used for learner assignments.

- http://knowgramming.com/metaphors/metaphor_chapters/examples.htm

Learners discover the metaphor concept quickly – just click on weather, fishing, cooking, weather funny metaphors, etc.

- http://www.scs.sk.ca/edf/grassroots/aboriginal_lit_fiction.htm
Learner critiques of Aboriginal stories and poems.
- <http://academic.cuesta.edu/acasupp/AS/508.HTM>
List of common roots, meanings, examples and definitions.
- <http://www.education.tas.gov.au/English/spellstrat.htm>
A comprehensive site with original spelling strategy ideas. Check out the **chunking** approach for teaching prefixes and suffixes and a novel technique for teaching compound words.
- <http://www.webenglishteacher.com/vocab2.html>
Web English Teacher site focuses on vocabulary development. Interactive lessons, games, etc, for all grades. Appealing adult interactive activities.
- <http://propaganda.mrdonn.org/techniques.html#INTRO>
Propaganda: lesson plans, on line interactive exercises for learners.
- http://www.media-awareness.ca/english/resources/educational/lessons/elementary/advertising_marketing/packaging_tricks.cfm
Packaging Tricks: Have learners examine how advertisers sell food products. Hands-on lesson plans and practical extension activities for assignments at all levels.
- http://www.lessonplansearch.com/Thematic_Units/Poetry/
Click on '30 days of poetry' for more ideas.
- <http://www.lessonsfromtheland.ca/>
Idaa Trail. Lessons from the Land: A cultural Journey through the NWT. This is an interactive, multi-media website that will take you on a virtual journey of the

NWT traditional Aboriginal trails. Click on the Teacher's Guide and download the Study Guide.

Even though the lessons are designed for 120 learners, there are many ideas that can be used in a multi-level classroom.

This site also contains another link to the Prince of Wales Northern Heritage Centre.

- <http://www.learnnc.org/lessons/ScottErtl5232002212>

An excellent lesson plan clearly defines facts and opinions. Learners discover that 99% of ads are opinions!

- http://nwtlibraries.ece.gov.nt.ca/web2/tramp2.exe/log_in?setting_key=english

Type in the name of a book, video or DVD and you will have access to all the public libraries in the NWT, as well as Aurora College libraries.

- <http://www.eduplace.com/graphicorganizer/index.html>

Do you need a quick print-out of graphic organizers? A wide selection is available at this site.

- http://www.tracievaughnzimmer.com/teacher_resources.htm

Use the lesson plans at this site to teach learners poetic forms: Found Poems, Journal Poems, Magnetic Poetry and Dialogue Poems.

- <http://pbskids.org/dontbuyit/teachersguide/createyourownad.html>

Learners create their own ads on this interactive site. The visuals will give them practice before they create their own ad.

- http://www.mediaawareness.ca/english/resources/educational/lessons/elementary/stereotyping/tv_stereotypes.cfm

This lesson increases learner's awareness of television stereotypes. Discussion includes why stereotypes are used on TV and possible negative influence of stereotyping; writing, drawing and viewing activities are included.

- <http://www.pwnhc.ca/databases/index.htm>

This site contains a photograph database useful for learners to find out more about Aboriginal heritage and culture.

- <http://www.tnellen.com/cybereng/portrait.html>

Structured poems such as sentence starters “ I am...”. The learners simply complete the sentence repeatedly to form a poem. See website for 8 portrait poems.

- <http://www.education-world.com/>

This site has a ton of learning activities. Check out everyday edits, 5-minute fillers, dictionary activities, puzzles and games and much more.

- <http://owl.english.purdue.edu/handouts/grammar/#punctuation>

Grammar lessons for almost everything. This website has information and practice exercises that learners can do.

- <http://www.geocities.com/SoHo/Atrium/1437/pers.html>

The Five Paragraph Essay – expository, narrative and persuasive paragraphs. This site gives examples and writing prompts for these kinds of paragraphs.

- <http://www.readwritethink.org/lessons/index.asp>

This site has a ton of lesson plans for a variety of topics. The lesson plans have been submitted by teachers and range from k – 12. The lessons have instructions and handouts. Some examples are: authentic persuasive writing, exploring culture and self through art and poetry, building reading comprehension through think-alouds, critical literacy: point of view, critical media literacy: TV programs, etc.

- <http://www.longleaf.net/ggrow/modes.html> Modes of Writing.

This site provides information on seven types of paragraph development. It gives information and example paragraphs.

- <http://www.kidskonnnect.com/WritingStyles/WritingStyles.html>

This website reviews narrative, expository and persuasive writing. It has some great links for paragraph writing.

- <http://home.cogeco.ca/~rayser3/writing.htm#writing>

A collection of lesson plans with handouts by Ray Saitz and many contributors. All of the lessons have been used and refined in the classroom.

- <http://www.col-ed.org/cur/lang.html>

Language arts lesson plans for K-12. Each lesson plan gives detailed instructions. Some examples are: vocabulary: the dictionary game, writing poems with photographs, creative writing, horrid homonyms, paragraph unity, etc.

Books

Adult Basic Education, Career/Life Work 120/130 & Career /College 130/140 Curriculum. Education, Culture and Employment, Northwest Territories. August 2001.

Career College curriculum guide focuses the 120 learner on self awareness, cultural awareness, communication, managing time and problem solving, etc. The learners make a career plan based on the skills they have learned. The career plan helps them to plan their future – further study or work related training. The appendix contains a work experience package.

Best Practices in Action. NWT Literacy Council. September 2004.

Best Practices in Action is a collection of teaching strategies that have been tried and found to be successful in the north. This manual is a guide containing practical ideas for literacy development as well as examples of best practices in action. *Best Practices in Action* focuses on the integration of learners and the community in which they live. Literacy is a shared experience between learners and their community.

Family Tutoring: Families Learning to Read and Write Together. NWT Literacy Council. Yellowknife, NT.

This program offers a variety of reading and writing strategies that can be used for adult learners. There is a large section on Readers Theatre with a variety of scripts for the 110, 120 and 130 level.

Gould, Laurie. & Weiten, Jan. *Ideas, Activities and Exercises for Fundamental Level English.* Ministry of Education, Skills and Training. Province of British Columbia. 1997. ISBN 0-9682588-0-8.

This manual is a valuable tool for northern classrooms. It is designed for learners who are over 18, who speak English and need to work on basic literacy and numeracy skills. This manual combines the best of whole language, language experience and the writing process with grammar, spelling instruction and some phonics.

Moses, D. & Goldie, T. *An Anthology of Canadian Native Literature in English*. Oxford University Press. 2005.

A wide-ranging collection of Canadian Aboriginal writers: songs, poems, short stories, and essays. Each contributor's nation is identified so learners can recognize the unique aspects of many communities.

Sawyer, Don. *Novels for Adult Learners: Activities Handbook for Instructors*. Centre for Curriculum, Transfer and Technology, Victoria, BC. 1999. ISBN 0-7718-9557-7.

This instructor's guide for five novels is an adult basic education fundamental level English resource. There are four categories of activities common to all novels: essay/discussion questions, research topics, vocabulary words and numerous activities. The emphasis is on a range of activities that turn the classroom into a place of interaction, reflection and critical inquiry.

Tarasoff, M. *Reading Instruction that Makes Sense*. Active Learning Institute Inc. Victoria, BC. 1993.

In-depth teaching/learning strategies focus on learners who have difficulty with print. Graphic organizers, maps and strategy sheets accompany the activities. Instructors learn how to teach questioning and inference skills, create flexible groupings, as well as develop learners' reading fluency. Assessment and evaluation data are available.

The Northern Edge Study Guide. NWT Literacy Council. Northwest Territories. 2005.

The Northern Edge Study Guide accompanies the on-line newspaper stories available at www.nwt.literacy.ca. The newspaper stories are for adult learners. They cover stories about the north and celebrate people's lives North of 60. The on-line newspapers also have activities.

Many activities in the Guide are useful for a multi-level setting where learners work together to achieve a learning objective.

Writing for Results. Instructor Guide. NWT Literacy Council. 2006.

The Writing Process explained and planned – the work is done for you! Use the detailed activities, handouts, and examples to save time and enhance your curriculum objectives, e.g. a good source of advertising handouts for the Viewing section.

Videos

Still Killing Us Softly. National Film Board of Canada. 1987.

How women are portrayed in advertisements. Video/DVD available at:

- Hay River Public Library Services
- Aurora College Yellowknife Campus
- Aurora College Thebacha Campus

Body Language: An Introduction to Non-Verbal Communication. (1994).

A cross -cultural examination of non-verbal communication, this video is available through Aurora College, Yellowknife Campus Library.

<http://www.auroracollege.nt.ca/>

First Nations, The Circle Unbroken. National Film Board of Canada. Available through Thebacha Campus Library (Aurora College, Fort Smith, NT) Video/DVD

A good resource for cultural beliefs and values, this video includes 13 programs about current issues, cultural identity and relations between first nations and Canada.

Reading

Learners may have varying degrees of reading skills at the 130 level. It is important that you do an informal reading assessment before you make a learning plan for your learner. The Reading section for 130 has a variety of activities to choose from. Choose the activities that will best suit your learners. This section covers six areas:

Reading Strategies

- Prereading
- Skim and scan text
- Good readers
- Oral reading

Word Analysis Skills

- Structural analysis
- Vocabulary study
- Dictionary use and thesaurus use

Read to Comprehend and Respond

- Using questions
- More comprehension strategies
- Understanding different kinds of text
- Critical thinking

Please note that **Reading for Inquiry and Research** section is covered in the writing section.

Products for English 130 Reading

- 10 short stories/ nonfiction
- 1 novel/longer fiction
- Some poetry
- 1 drama

Each section has a list of learning outcomes, instructor notes, learning activities and handouts.

Instructor Notes give background information about the strategies.



Learning Activities give instructors detailed ideas on how to use the learning strategy.



Handouts are pages you can copy for learners to use during the learning activities. Some activities have no handouts. Some have lots.



Reading Strategies

This section covers:

- **Prereading**
 - Previewing text
 - K-W-L-S and K-W-L plus
 - DIA and DRTA
- **Skim and Scan Text**
 - Skimming text
 - Scanning text
 - Speed reading
- **Good Readers**
 - Active reading
 - Think alouds
 - Visualization activities
- **Oral Reading**
 - Readers theatre
 - Oral book reports

Learning Outcomes:

- Set the purpose for reading
- Overview text using chapter headings, indexes
- Use personal knowledge and experience to make predictions prior to reading



Instructor Notes

Prereading

To read more actively and think more critically, readers should prepare for what they will be reading. Prereading activities help learners identify what they already know about a topic and develop strategies to more effectively process what they read. Prereading helps set the stage for reading. When learners have a purpose for reading, they tend to better understand what they are reading.

Some tools that help learners with prereading are:

1. **Previewing text** helps learners understand parts of the books like glossary, index, bibliography, table of contents, etc.
2. **Problematic Situations** taps into prior knowledge and problem-solving abilities.
3. **K-W-L (Know, What you would like to learn, Learned)** is a 3-column chart that captures the before, during, and after components of reading a story or book. The two variations in this section are K-W-L-S and K-W-L Plus.

This technique prompts learners to consider:

- Their relevant background knowledge
 - Questions that reflect purposes for their reading
 - Information learned from reading the text
4. **Directed Reading Thinking Activity** is useful for learners who have difficulty with inferences. DRTA helps learners identify what they already know about a topic and what might happen next. It helps learners to develop connections for understanding print.



Learning Activities

Tools for Prereading

8 Handouts

Activity 1 – Anticipation Guide¹

An **Anticipation Guide** motivates learners to read closely for specific information that will support their predictions. The guide asks learners to respond to a series of statements that support or challenge their beliefs and experiences about the topic being studied. Usually there are four to six statements that focus on the most important concepts.

How it works

- Ask learners (individually or in groups) to respond to each statement and be prepared to support their positions. In the column labelled **me**, place a check next to any statement you agree with.
- Ask them to read the selection in order to gather evidence that confirms or counters their responses on the guide.
- After they have finished reading, ask learners (individually or in groups) to review their guides to confirm, revise, or note any additional information that is needed.
- Ask learners to share what they learned from their reading.

Handout 1 provides an example of an Anticipation Guide using **Yamoozah's Law**². Handout 2 is a version of the legend taken from a Tlicho Drama Course that was written by some educators in Bechoko.

Activity 2 – Checking Out the Framework³

The purpose of this activity is to make predictions by looking at the framework of the novel or short story: title, author, artwork on cover, blurb on the back

¹ Source: Herber, 1978

² Source: Yamoozah's Law is taken from Tlicho Drama 140

³ Source: <http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/checking%20out%20the%20framework.htm>

Reading Strategies

and the table of contents. Example: *Raising Ourselves* by Velma Wallis. A blank one is on Handout 3.

Items to Check Out	Record Information and/or Reaction
Title: Any predictions, questions, clues, or connections?	Is this a story about kids? Who's raising themselves?
Author: Are you familiar with the author? Are they still living? Do you know any interesting facts about them?	Didn't she write <i>Two Old Women</i> ? I didn't know she's from Alaska. The Gwich'in extend from NT to Yukon to Alaska. They used to walk for hundreds of miles over the mountains.
Art work on Cover: Are there any clues about the story on the cover? What are your predictions?	Looks like old timer photos. Probably a brother and sister. What's in the paper bags? Maybe they're carrying food. They're happy about something. You know how kids are. Is this somewhere in the north? They look Aboriginal.
Blurb on the Back: Any interesting facts, descriptive words that catch your attention?	Born in 1960, raised in a two-room log cabin. She listens to Wolfman Jack. "surrendered their language", maybe something about Residential School or problems with drinking?
Table of Contents: What chapter titles sound interesting?	Itchoo, Life in the Sixties, Learning New Skills and Neegoogwandah

Activity 3 – Previewing Text Guide

Prepare students for reading a large document with the **Preview Text Guide**. Ask them to review the document, text book or story, and fill in the questions on Handout 4. The guide will help students get an overview of the document and how it is laid out.

Activity 4 – Problematic Situation⁴

The **Problematic Situation** challenges learners to draw upon prior knowledge, motivates them to read, and provides a clear focus for their reading. A good problematic situation engages learners' interest and requires them to gather specific information and use it to support their argument.

Present the problematic situation on Handout 5 to learners. Ask them to work in cooperative groups to brainstorm and record possible solutions. After brainstorming, ask members of the group to evaluate the responses, discussing the merits of each solution. Next ask learners to read Bernice Kamano's Story on Handout 6.

Ask learners to revisit their solutions after they have read the story. How would they refine or modify them using the new information they have learned? Ask learners to consider whether some of their own solutions might be preferable to the one presented by the author.

Activity 5 – K-W-L-S⁵

K-W-L-S is a 4-column chart that captures the before, during, and after components of reading a story or book.

Before Reading:

K: "What do I already know?"

W: "What do I want to learn?"

After Reading:

L: "What have I learned?"

S: "What do I still want to learn?"

Before Reading		After Reading	
K: What do I already know ?	W: What do I want to learn?	L: What have I learned ?	S: What do I still want to learn?

⁴ Source: Vacca and Vacca, (1993)

⁵ Source:

http://72.14.253.104/search?q=cache:VS6fpLs_M4J:www.readwritethink.org/lesson_images/lesson398/kwls2.pdf+KWLS&hl=en&gl=ca&ct=clnk&cd=2

Draw the chart on the whiteboard or flip chart and elicit answers from the group. Once learners are familiar with the activity, give them the Handout 7 to fill in.

Activity 6 – K-W-L Plus⁶

This is a variation of **K-W-L-S**. Use a flip-chart or white board to record learners' answers.

- **Before reading:** Ask learners to volunteer to write what they know (**K**) about the topic. List these ideas under the K column.
- **Before reading:** The second column will be for information that the learners want (**W**) to find out more about on the topic. Record the words or phrases of information that the learners volunteer on the topic.
- **After reading:** The third column will list ideas that the learners learned (**L**) after participating in reading, listening or discussing the topic.
- **After reading:** The final step is to organize the information (map or cluster) obtained from the reading and plan ways to obtain additional information desired on the topic. By organizing the ideas, the learners are planning their paragraphs or essays on the topic, and may seek additional information from a variety of resources.

Pre Reading		Post reading	
K (What I Know)	W (Want to find out)	L (Learned)	Plus (Organize)

Once learners are familiar with the K-W-L Plus activity, you can give them the Handout 8 to fill in.

⁶ Source: http://chs.smuhdsd.org/learning_community/content_literacy/kwl_plus.html

Activity 7 – Directed Inquiry Activity (DIA)

This activity promotes active reading by using predictions and questions to initiate interest and purpose for reading.

How it works

1. **Survey** the title, subheadings and illustrations.
2. **Predict** responses to these questions: Who? What? When? Where? Why? and How?
3. After predicting, read the text to **evaluate** the predictions.
4. **Analyze** the predictions using the given information.
5. **Modify** understandings of the content under the points of inquiry.

Activity 8 – Directed Reading-Thinking Activity (DRTA)

This is a variation of DIA. The DRTA involves predicting, reading, and proving predictions according to the purposes set for reading. The DRTA allows learners to take an active role in setting their own purposes for reading. It includes these steps:

1. **Survey** the title, subheadings, illustrations, and make predictions about the content.
2. **Read** the text.
3. **Examine** the text in light of predictions and evaluate the predictions.
4. Continue reading and **reflecting** until finishing the text.

Be careful to divide the text into appropriate segments and allow learners to predict, read, and revise their own understandings.



Prereading Handout 1

Anticipation Guide

Yamoozah's Law

1. Prereading: Put a check [✓] beside the statements you agree with.
2. After reading: Put a check [✓] beside the statements in the text column that are true.

Statement	Me	Text
Share with everyone.		
When you have plenty, share with those who have none.		
Keep the best of what you have for yourself.		
Everyone should do their own chores.		
Respect people above animals.		
Have respect for everything around you: animals, plants and people equally.		
Medicine power is a special gift.		
Pass on your knowledge to others.		
Don't judge others.		
When you find something good in others, you become happy with yourself.		

3. What are the 9 Dene Laws?



Prereading Handout 2

Yamoozah's Law⁷

Script: The Most Important Dene Laws

Introduction:

The story of Yamoozha ties the Dene to the land and to each other. The learners will develop a sense of unity through the universal story about “The One Who Circled the Earth”. The legend of Yamoozha is common to all five Dene tribes: South Slavey, North Slavey, Gwich'in, Chipewyan and Tlicho. Yamoozha is the great medicine man who changed the lives of the Dene and encouraged them to care for each other. According to Dene legends it was Yamoozha who gave the Dene Law to the Dene people and they lived according to this for centuries.

Cast: Grandmother and Grandchild

Setting: A grandmother and her grandchild are sitting beside the fire in a tent.

Gdaughter Grandmother? Can you teach me the Dene Law that Yamoozha made for the Tlicho people?

Gmother Yes, granddaughter, I can teach you. Many years ago, when the world was new, the Creator sent a young man named Yamoozha to the Tlicho land. He came to help the people live in harmony and to teach them the Dene Law.

Gdaughter What is Dene Law, grandmother?

Gmother It is how we are to live as Dene people. There are nine laws. His first law was “Share What You Have”.

⁷ **Source:** Tlicho Drama 140, Module 3 “Yamoozah's Law”, Aurora College & Department of Education, Culture & Employment

Reading Strategies

- Gdaughter What do we share, grandmother?
- Gmother If you have plenty of caribou or moose meat, share it with people who do not have any, like the old people or the widows.
- Gdaughter Do we share all of the food?
- Gmother You should always give the best of what you have. Give the caribou tongue, ribs and head for they are the best parts. The second law is, "Help Each Other".
- Gdaughter How do we help each other?
- Gmother Help people from the kindness of your heart. Always help the elders, widows, orphans and especially the sick people. Get them firewood.
- Gdaughter Haul water for them?
- Gmother Yes. And check their fishnets and provide them with food.
- Gdaughter And visit them often.
- Gmother See, you already know these things in your heart. The third Law is Love one another. It is the most important Law.
- Gdaughter "Love one another."
- Gmother Yes. The fourth Dene Law is to be respectful of elders and everything around you. If you see an elder walking on the path that you are walking on, step aside and let them pass by. Be quiet around the elders and don't fool around when they are eating with your parents.

Reading Strategies

- Gdaughter What do you mean have respect for everything around you?
- Gmother Respect for the animals, birds, fish and people in your community. Do not kill any animals carelessly. And have respect for the plants too.
- Gdaughter How de we have respect for plants?
- Gmother When you take any kind of plant for medicine, make an offering of tobacco and do not uproot plants without a good reason. The fifth Dene Law is "Sleep at night and work during the day".
- Gdaughter I know that one already. Grandpa said, "Children should not run around and laugh loudly when it is night time."
- Gmother Yes, he was right. We all need to sleep at night. The sixth Dene Law is, "Be polite and don't argue with anyone". You shouldn't hurt anyone with your voice or actions and if you have a special gift, don't hurt anyone with your medicine power.
- Gdaughter What is the seventh law grandmother?
- Gmother The seventh law is for young girls and boys who are going through their change of life. They should always respect each other and themselves.
- Gdaughter What is the next law Grandmother?
- Gmother The next law is to "Pass on the teachings".
- Gdaughter What does that mean?
- Gmother This means that some people are skillful at making hunting gear and others in arts and crafts. They should pass down their teachings. The elders are responsible to tell the old stories to the

Reading Strategies

young people, who, when they are old will become storytellers who keep the circle going.

Gdaughter The final law is “Be happy at all times”. Be grateful that the Creator has given us a great gift--this land of ours. Don’t judge. Try to find something good in everyone and find good in the things that you do. When you can do that you will always be happy.

Gdaughter Thank you grandmother, for teaching me the Dene Laws.

Gmother You are welcome my granddaughter. Here, put more wood on the fire and we will have some tea.



Prereading Handout 3

Checking It Out

Title:

Author:

Items to Check Out	Record Information and/or Reaction
Title: Any predictions, questions, clues, or connections?	
Author: Are you familiar with the author? Is the author still living? Do you know any interesting facts about the author?	
Art work on Cover: Any clues or guesses? What are your predictions?	
Blurb on the Back: Any interesting facts? Any descriptive words that catch your attention? What are your predictions?	
Table of Contents: What chapter titles sound interesting?	



Prereading
Handout 4

Previewing Text Guide

Title _____

Number of pages _____

Previewing Activity	Yes	No
Table of Contents		
Chapters		
Pictures		
Headings		
Glossary		
Index		
Other _____		

What do you think this story, book or article is about?

Do you know anything about this topic or story?

Do you think you will like this story, book or article?



Prereading Handout 5

Problematic Situation

Problematic Situation

Bernice was taken away from her mother before she was a year old. Now as an adult, she is going to meet her mother for the first time. Her mother has five other children and a husband. They don't know about Bernice.

Brainstorm

- How should she meet her mother? Should she bring her children?
- How should she be introduced to her half-brothers and sisters?
- Should she make plans to meet them again? How often?

Possible Solutions

Solution in Story



Prereading Handout 6

Bernice Kamano's Story⁸

My beginning really has no age but what it has is...it starts off with really bad memories. I was taken away from my mother before I was less than a year old. I went back to a convent in Vancouver and the nuns said, "Oh I remember you. On your first birthday you cried and you screamed."

I guess that is my beginning because that's the only thing I know about being a baby. Then after that it was foster homes and ugly people, lots of ugly people in foster homes. I remember one home. When you talk about hair you talk about power. And I remember – and it was before I went to school, I have no idea what age it was. I remember walking into the home, and the first thing the people did to me – the woman – was cut all my hair off. I don't really remember what I felt – probably was anger, but it was something I'll never forget.

I guess when I was about eight years old, the Children's Aid Society told me that my mother – the reason I'd been apprehended from my mother was because she had a drug problem. In my heart I never wanted to find her because I never ever wanted to look and only find out she wasn't alive anymore.

I have a very good friend of mine that works with the youth in Powell River, name is Glenda Monteith. And she was always after me, "Come on, Bernice, find your family. Go do it. Go do it."

And I used to say to her, "Yeah I know, I know."

And she used to get angry at me because she said, "Yeah you know but you never do anything about it." Which is the way I've always been. I know but I can't do anything about it because I'm afraid. I'm going on just what I learned, how I survived as a child. Glenda went to a conference in Qualicum and she met

⁸ **Source:** Story as told to Richard Van Camp in *Tracking Heaven*

two women, Honey Cook and Cookie Cook. Glenda told them about me and that I understood I was from Alert Bay, my family was from up there and there's not many people left in my family. I think probably I'm the only Kamano left. Everyone has since passed on.

Honey and Cookie said they would go back to Alert Bay and find my family and they found my grandfather, and, of course, they knew my grandfather but everybody in Alert Bay used to call him "Peanuts". Nobody called him by his given name: Victor Kamano.

So I was sitting at my dinner table on a Saturday night. I was getting ready to go to work. I was having dinner with my children. And the phone rang. I was "Hello?"

And I'm going, "Hello?"

"Hi! My name is Victor Kamano and I'm your grandfather."

I said, "Oh. Okay."

I think I was probably 27 at the time. The emotions, there were too many. I said, "Well thank you for calling." I said, "I will come and see you."

I didn't really honestly know what to think about it. I was overwhelmed, scared, everything, I don't know. So I hung up. I, of course, cried. I told my children what was going on.

So I went to work and told everybody at work what happened and everybody was crying all over the place. It was a difficult night to work!

And about two weeks later my friend Glenda and I went to Alert Bay to find my grandfather and family.

I met Pinky Hansen who, the first time she saw me, and I told her who I was, that I was Joyce Kamano's daughter, proceeded to just grab and hug me. I don't think I've ever cried so much in my whole life. That's all I did. Pinky would take me around and say, "Well this is your uncle and this is your cousin and this is your auntie."

And I spent time with my grandfather.

I met a woman in Alert Bay. Her name was Norma Meyers. And she probably was one of the only people that my mother ever kept in contact with when my mother was sick and going through withdrawals. I guess after I was apprehended it was just as devastating for her as it was for me. Norma, at that time, did the best that she could to help my mother but it was very limited. My mother ended up in Kingston Penitentiary, after which she met another man and married and had five more kids...

I know that my mother was living in Niagara Falls and I knew that I had to go and see her. So I went back to Powell river and I made arrangements for someone to take care of my children while I flew to Niagara Falls to find my mom and, like I said, my mom had five more children, four sons, and I have a half-sister named Cathy.

When I got to Niagara Falls, my mother's husband introduced me as a cousin not to upset the family, which is understandable, because I didn't want to walk into their lives and say, "Hi, I'm your half-sister."

Anyway, so Cathy and I went to the hospital room and we walked in and my mother looked at me and she looked at Cathy and she said to Cathy, "Who is that?"

And Cathy said, "This is Bernice."

And my mother just looked at me and started crying. Well, of course, I was crying. And I looked at her, and I said to her, I says, "Please don't ever think in your whole life – or I hope you've never thought in you entire life that I hate you, I love you. You brought me into this world. You gave me strength. You gave me it, who I am. You are my mother and I love you."

I understand the life that she led.

And I spent a month visiting with her and with my family. And I promised her I would go back but I never did. I don't know why I didn't go back – whether it was my own fear or what it was. I guess when you've lived

alone all your life, when you're alone, a loner, it's really hard sometimes to make a connection with another person. I mean you can to a degree and then you can't make that connection. I guess it's a barrier built in to protect yourself. And having gone through foster home after foster home, the word 'family' is really a word, it's not really a concept. It's something you don't really understand. And maybe that was one of the reasons why I never went back to visit my mother, probably because of a combination of a lot of those reasons.

I do have two daughters of my own who are my world – who've always been my world because they're all I have and I have a son who, unfortunately, didn't grow up with me but has my innate qualities, if that's what it's called, and that's nice.

My daughter even says to me, "Mom, Flint sounds just like you!"

My daughters didn't really understand what I was going through when I went to meet my mother because they were quite young. They understand now because they're mothers themselves.

One of the things that I've always wondered is "Where do I get my strengths?" because I do have an incredible amount of strength and I believe it's because of who I am and what I am.

The one thing, even though I don't even know exactly the day when my mother died, I do know my mother came to me when she did die because I was in bed and I was sleeping and it was like there was this circle and I will never forget it as long as I live.

This circle, it was a large circle and it was closing and it was closing. And I knew in my heart that I had to jump through that circle in order to keep going or to give me strength, I don't know what it is, but I knew I had to do that in my heart. And I jumped through the circle and as I was jumping through the circle I screamed for my mother.

And for me to use that word 'Mother', it's just inconceivable because it's just not a word I ever use except in my own mind. It was not a verbal expression. And my daughters, I guess, at that time, were probably about 12 and

14, came running into my bedroom and they were screaming, “Mom, Mom, are you okay?”

Because my daughters knew that the word ‘Mother’ for me to scream that word ‘Mother’, wasn’t a normal thing for me to do. And I guess that was kind of the end. And it wasn’t until about a year ago that I actually found out my mother did pass away cuz no one told me because I wasn’t really part of the family.

But it was a strange feeling to know that I already knew that she was passed away. I don’t know--it’s so hard for me to put in place some of the feelings that I have because unlike people that have been brought up in family environment, growing up with their grandparents and their aunts and their uncles, not knowing how to deal with these emotions...it’s almost like it’s okay. She’s passed away. It’s all right. She came to me. I was strong before this experience happened and I still have the same amount of strength. I guess maybe what she was giving to me was she gave me my life and then when she passed away she gave me more life. I love my mother for giving me the strength to be able to do all of this, to rise above it and claim who I am, and be who I am and be that person with a lot of dignity and pride which I’ve always had and hopefully I’ll see her in the next life..

I guess being a Native person that’s what it’s all about, to be proud, to be who you are. What happens when you do that is people feel that in you and it’s good. I walk down the street some days and I’m just beaming and people say, “Hey! I really like your smile!”

The one thing that I am thankful for--and whoever God is--is that He made me and Indian!



Prereading Handout 7

K-W-L-S

Before Reading		After Reading	
K: What do I already know ?	W: What do I want to learn ?	L: What have I learned ?	S: What do I still want to learn?



Prereading Handout 8

K-W-L Plus

Before Reading		Post reading	
K (What I Know)	W (Want to find out)	L (Learned)	Plus (Organize)



Instructor Notes

Skim and Scan Text

Skimming & scanning text helps learners get a quick glimpse of what the story or essay is about. **Skimming** is reading quickly to get the **gist** of a section.

Scanning is reading quickly to locate specific information.

Skimming text helps the learners get a quick glimpse of what the story or news item is about. A person's reading speed when skimming is not as fast as scanning because they are looking for content. For example:

- The learner has found the bird he or she wants, but now has many pages to read to find out about habitat or feeding habits. He or she quickly scans the first sentence of each paragraph to find out the main idea.
- The learner may read the first and last paragraph of the article to find out if the information is going to be useful.
- Other organizers the learner needs to look at are the titles, subtitles, headings, illustrations, maps, graphs, dates, names and places.

Scanning is a technique for finding information quickly. When we read fast we scan not so much for content as for the general layout and organization. Most times we know what we are looking for, our eyes move quickly down the page and sometimes we use our finger as a guide.

This is useful for research. For example, the learner may want to scan through columns of bird names to find 'snowy owl'. When scanning, look for numbers, words in bold, words in a different font/size/colour, or the key words such as first, next and finally.

Use skimming and scanning techniques to preview books, magazine articles, ads, stories, a TV guide, etc., before reading. Try this Internet site for successful previewing strategies for learners of all ages.⁹

⁹ http://www.readwritethink.org/lesson_images/lesson112/manz.pdf

Speed Reading

Being able to read and comprehend the material at high speed is a skill that is worthwhile for students. Most methods involve reading chunks of information so that you are skimming or scanning the book or document.

It certainly is more enjoyable to be able to read something rapidly, instead of spending what seems like forever struggling through the words. Besides the enjoyment factor, students need to get through a lot of reading material in as fast a time as possible. Efficient reading skills will help them in their schoolwork and help to improve their grades.



Learning Activities

Skim and Scan Text

4 Handouts

Activity 1 – Introduce Skimming and Scanning

Tell learners we use skimming and scanning every day. We read faster depending on what information we are looking for. Write the definitions of skimming and scanning on the board.

- **Skimming** is to quickly identify the main ideas of a text by running your eyes over all the text.
- **Scanning** is searching for key words or ideas.

Ask learners what they use skimming and scanning for. Write their responses on flip chart paper. Ask them to identify how they skim or scan a piece of text. What techniques do they use?

Read over the skimming and scanning techniques with learners on Handout 1 and ask them to try the activity on Handout 1. Give them one minute to answer the questions.

Activity 2 – Skimming Text

Skimming helps learners get a quick glimpse of what the story or essay is about. Give learners Handout 2 – Multiple Intelligences. Give them 5 minutes to skim the text. Then they can answer the questions. Discuss how they skimmed the text. For example: looked at bold words, paragraph headings, or highlight key words, etc.

Activity 3 – Telephone Book

This is a scanning activity. Give learners Handout 3 on telephone book skills. Individually or in pairs, have learners use the phonebook to look up the answers. Discuss how they scanned the phonebook for information. Ask learners what other reading materials they could scan like the dictionary, thesaurus, encyclopaedia, newspaper, etc.

Activity 4 – Speed Reading Methods

Most people read one word at a time, saying the word to themselves. This is a slow way of reading, especially when your mind is capable of processing information at a much higher rate.

One of the primary tricks in speed-reading is to look at phrases and groups of words instead of individual words. Instead of reading word-by-word, you read in chunks of information. You don't have to say the word to understand what it means. Other strategies for speed reading are:

- Skim the text first then reread it quickly
- Read the first sentence of each paragraph

Discuss these techniques with your learners.

A good way to practice this is to read newspaper articles by scanning down the column, digesting all the words across, instead of reading each word at a time. A newspaper column usually has four or five words per line, and you should be able to process all of them at once. Handout 4 provides learners with two newspaper articles and some questions to answer. Give them one minute to skim the article and then answer the questions.

There are also some websites that provide speed reading tests:

- <http://www.readingsoft.com/>
- <http://www.eslus.com/LESSONS/READING/READ.HTM>



Skim and Scan Text Handout 1

How to Skim and Scan

Skimming Method #1

- Run your eyes down the middle of the text page.
- Zero in on the facts you need.

Skimming Method #2

- Skim from the top left-hand corner to the bottom right-hand corner of the page.
- Then skim from the top right-hand corner to the bottom left-hand corner.

Scanning

- Start at the beginning of the passage.
- Move your eyes quickly over the lines, looking for key words related to the information you want to find.
- Stop scanning and begin reading as soon as you find any of the key words you're looking for.

Now your try it!

Skim: What is the main idea of the passage below?

Scan: Find the word **complicated** in the story. What does it mean?

Sometimes too, stories told about one culture by someone from another way of life are misinterpreted. This is tragic. Once set down on paper, some stories are readily accepted as history, yet they may not be truthful.

This story of the two old women is from a time long before the arrival of the Western culture, and has been handed down from generation to generation, from person to person, to my mother, and then to me. Although I am writing it,

Reading Strategies



using a little of my own creative imagination, this is, in fact, the story I was told and the point of the story remains the way Mom meant for me to hear it.

This story told that there is no limit to one's ability--certainly not age--to accomplish in life what one must. Within each individual on this large and complicated world there lives an astounding potential of greatness. Yet it is rare that these hidden gifts are brought to life unless by the chance of fate.

Source: *Two Old Women* by Velma Wallis



Skim and Scan Text Handout 2

Skimming Text

Skim the article below. You have five minutes. Answer the following questions.

Multiple Intelligences

People are good at different things. For example, Joe plays guitar really well. But he's not so good at sports. He has lots of music smarts and not so many body smarts.

There are eight kinds of smarts: word smarts, math or logic smarts, picture or visual smarts, music smarts, body smarts, nature smarts, people smarts, and self smarts.

All eight kinds of smarts are important. Our world today focuses a lot on word and math smarts. But all eight smarts help contribute to a full and meaningful life.

Each person has their own combination of smarts. No combination is better or worse, more or less than any other. Each person is different and unique.

Recognize and use the smarts you're really good at. Be proud of your strengths and respect the different strengths other people have. Each person can also decide to work hard and practice the other smarts – the smarts that they find harder.

Article I. Word Smarts

If you can read, write, and speak well you have lots of word smarts. You probably have a good vocabulary and love to read. People with lots of word smarts often do well in school. They like to read books, do word games, and talk.

People with less word smarts often have to work a lot harder in school. This is difficult because school is so important in today's world. People who are word smart often work as authors, teachers, lawyers and salespeople.

Math or Logic Smarts

If you're good with numbers you have lots of math smarts. You can add, subtract, multiply, and divide easily. You probably can figure out how things work and feel at home with abstract symbols. You're probably quite logical. People with lots of math smarts often do well at school.

People with less math smarts often have to work a lot harder in school. This is difficult because school is so important in today's world. People who are logic or math smart may work as accountants, scientists, computer programmers, or detectives.

Article II. Picture or Visual Smarts

If you're good at art and you like to draw or build things, you have lots of picture smarts. You probably like to read maps. You can estimate size and distance. People with lots of picture smarts often learn best with pictures, charts, and other visual things. They would rather make a poster than write an essay.

People with less picture smarts often have to work a lot harder at things such as art or finding their way on the land. People who are picture smart often work as artists, designers, architects, or photographers.

Music Smarts

If you love music and understand timing, pitch, tone, and rhythm you have lots of music smarts. You probably like to listen to music. You might play an instrument. People with lots of music smarts often learn best by putting things to music or listening to music.

People with less music smarts have to work a lot harder at things such as dancing or singing. People who are music smart might work as musicians, composers, conductors or singers.

Body Smarts

If you like to do sports or handicrafts or build models you have lots of body smarts. You probably have good motor skills. People with lots of body smarts often learn best when they touch things, move things, and do things. They like the hands-on approach.

People with less body smarts have to work a lot harder at things such as riding a bike or sewing. People who are body smart often are athletes, surgeons, carpenters, or welders.

Article III. Nature Smarts

If you like animals, insects, minerals, plants, stars, and other parts of the environment you have lots of nature smarts. You probably do well when you go hunting or fishing. People with lots of nature smarts learn best when they can be outside.

People with less nature smarts often have to work a lot harder at things such as camping or going on a picnic. People who are nature smart may be hunters, trappers, biologists, or astronomers.

Article IV. People Smarts

If you communicate well, make friends easily, and you're sensitive to other people you have lots of people smarts. You probably work well with other people. People with lots of people smarts often learn best when they work with a team.

People with less people smarts have to work a lot harder at things such as working on the committee or helping run the Boy Scouts. People smart people work as daycare workers, teachers, or coaches.

Article V. Self Smarts

If you are aware of your own feelings, strengths, ideas, values, and beliefs you have lots of self smarts. You probably enjoy private time to think. You use your self-knowledge to develop your own opinions. People with lots of self smarts often learn best when they can be independent and control their own learning.

People with less self smarts often have to work a lot harder at things such as being alone or having a debate about something. People who are self smart may work as philosophers, psychologists, or writers.

Multiple Intelligences - Questions

1. What different kinds of intelligences are there?

2. Why do we measure the different kinds of intelligences?

3. What do you think you are smart in?

4. If a person is good at doing things outside – what kind of smarts do they have?



Skim and Scan Text Handout 3

Phonebook Activity



1. Look up Inuvik in the phonebook. Which community comes before it?
Which community comes after it?
2. What's the last community listed in the phonebook?
3. What's the first phone number in Yellowknife?
4. Look up Enterprise in the phonebook. How many last names start with the letter N?
5. Look up your community. Where's your phone number?
6. What's the name of the school in Deline?
7. What's the first number in Lutsel'ke?
8. List the communities that start with Fort:
9. What is the first community in the phonebook?
10. What's the last phone number in the book?



Skim and Scan Text Handout 4

Speed Reading

How to speed read?

- Read words in chunks, not each word.
- Read the first sentence of each paragraph.
- Skim the text first and then read it again quickly.

Read the articles and answer the questions. You have one minute to read each article.

Article 1¹⁰

Former premier shares his emotions

Stephen Kakfwi discusses residential school experiences with fellow survivors

by Dez Loreen
Northern News Services



According to Stephen Kakfwi, the best way to deal with emotions is to share them with others.

Kakfwi, who was born in Fort Good Hope, was once quiet about his experiences in residential schools as a young boy.

Now, 46 years later, he stands tall in front of other people affected by the schools and tells them a message of strength.

"I'm here to talk to those people about that period in my life and the impacts it had on me," said the former NWT premier.

It was in 1960, when he was only nine years old, that Kakfwi first saw Grollier Hall.

"My family was sent to a hospital and I became homeless overnight," he said.

For the first six months, he was under the care of a nun at the Inuvik facility.

"I was a real spirited kid who was never disciplined before my time at Grollier," he said. "It was very painful being far away from my family."

Kakfwi recalls the nun and her vicious methods of teaching him how to behave.

"She decided that I needed to be beaten into submission," he said.

Even though it sometimes hurts him to talk about the years spent at the school, Kakfwi knows it is part of the healing he must go through.

That lesson did not come easy to him though, and he battled through his pain for years before finally letting them go in public.

"I spend my time alone, I am a loner, and always have been. I used to think it was my problem and I had to deal with it alone," he said.

"If people asked me what I remembered about the years at those schools, I would blank it out and tell them I forgot."

It was in high school that Kakfwi turned to poetry, and songwriting.

"I would write poems about what I felt and what had happened," he said.

Helpful to share

When the time finally came for him to share his experiences with others, Kakfwi realized that it was helpful to himself and others.

"I wrote a poem, called 'In the halls and walls of my mind' it was about my time in Grollier and the things that were really floating around in my mind," explained Kakfwi.

Ten years ago, Kakfwi picked up a guitar and started to sing about other things, like people he knew growing up and things he enjoyed.

"I wrote songs about the people I respected, like Lazarus Sittichinli of Aklavik," said Kakfwi.

Now he spread his word of strength and prosperity to those who want to lend an ear.

"It's no good to go through life minimizing and denying your feelings. I know that now."

Dez Loreen/NNSL photo

Stephen Kakfwi was in Inuvik this week attending the residential school reunion. He spoke to the group about his experiences and what he has learned as a result.

¹⁰ Source: Northwest Territories news/north, August 2006 (with permission)

Questions for Article 1: Former premier shares his emotions

What is the article about?

Who is the article about?

How did the nun discipline Stephen Kakfwi?

How did Stephen Kakfwi deal with the abuse?

Why has he chosen to speak up now?

Article 2¹¹

Sustainable scientist

Gwich'in woman helps ensure there's fish for future generations

by Philippe Morin
Northern News Services
Inuvik

Amy Thompson is a marine biologist, a career kids often tell her is almost as cool as being an astronaut.

But while the biologist's image has been tied to sun-tanned adventurers in pop culture – think of French scuba master Jacques Cousteau or the TV series such as *Danger Bay* or *Flipper* – it's also meticulous work.

After all, not all marine biologists get to frolic with dolphins.

As environmental biologist for the Gwich'in Renewable Resource Board in Inuvik, Thompson helps monitor resources in the Gwich'in Settlement Area.

It's an important job, which ensures fish stocks aren't over

exploited. While she has participated in some rather peculiar experiments over the years, including breeding oysters specifically to optimize their survival in Halifax, Thompson says her job has its adventurous moments.

On July 15, for instance, she will travel to Travaillant Lake to join co-worker Nathan Miller in a conservation study.

Tracking whitefish

Workers will there implant tracking devices into several species, including the highly prized whitefish, so their movements can be tracked from the air.

"We're looking to get information about what fish are going in and out of there," she said. "We believe there is a population of whitefish which does not migrate to the ocean and we want to know more."

If fish populations are found to be lower than expected, which Thompson does not anticipate, the board would contact the Canadian Depart-

ment of Fisheries and Oceans and sound the alarm.

"We're a co-management board, we work with other organizations," she said, adding the group has a representative in every community in Gwich'in territory.

A Gwich'in beneficiary born in Inuvik, she left the North to study science at Mount St. Vincent University in Halifax.

Thompson said she is glad to have returned to the home where her skills are always in demand.

"This is a job I wanted to do, and it allowed me to reconnect with my family," she said.

In fact, the 24-year-old recently toured area high schools, to talk about sustainable harvesting and biology with the students.

"The feedback was amazing!" she said. "Almost every student found my presentation interesting ... half the students were thinking about a career in renewable resources."

**ON THE
Job**

¹¹ Source: *Northwest Territories news/north*, August 2006

Questions for Article 2: Sustainable scientist

What is the article about?

Who is the article about?

Where is Amy Thompson from?

Where did she go to school?

What does she do?



Instructor Notes

Good Readers

What Good Readers Do?

Good readers think about their reading as they read. They monitor to make sure things make sense, identify what's unclear and try to figure it out, and use multiple strategies to comprehend.

Good readers

- **Use prior knowledge.** They relate information to what they already know.
 - Text-to-self (relate to their own experiences)
 - Text-to-text (relate to other things they've read)
 - Text-to-world (relate to other things they know about the world)
- **Focus on the most important ideas.**
- **Ask questions** as they read.
- **Visualize** and make auditory and other sensory connections.
- **Make inferences**, including predictions and conclusions.
- **Retell or sum up** what they've read.
- **Use strategies to fix it** when they don't comprehend at first, including:
 - Skip ahead.
 - Reread.
 - Use the context.
 - Use the syntax (i.e. sentence structure).
 - Sound it out.

Visualization:

Visualization is the process of forming a mental picture while reading or listening to text. This mental picture may be the foundation of a framework that helps the reader organize and remember the text.



Learning Activities

Good Readers

4 Handouts

Activity 1 – Good Readers¹²

Good Readers look for meaning and **fix-up** any places where text is not making sense. Self monitoring and checking for understanding keep the reader focused on constructing meaning from the text. If this process breaks down, the reader needs some strategies to fix up the problem. This is really a problem solving approach to reading for understanding. Use Handout 1 to review strategies with learners.

Activity 2 – Fix-up Strategies

The purpose of **fix-up** strategies is to monitor and repair comprehension while listening to and reading text. You will need a flip-chart or whiteboard, markers and various texts.

- Gather learners in front of you for instruction/modeling and read a chosen text.
- Say “When I don’t understand what I read, I do certain things to make sure that I understand before I continue reading.” Ask learners what are some strategies that they use. Write down their responses on flipchart paper. For example: **notice** when understanding is lost, **stop and go back** to clarify thinking, **reread** to enhance understanding, **read ahead** to clarify meaning, **identify and talk about** what is confusing about the text, recognize that **all questions about a text have value**, **sound it out**, **speak to another reader**, **read the text aloud**, **go slow**, etc.
- Explain that the purpose of fix-up strategies is to monitor and repair comprehension while listening to and reading text.
- While learners are practicing independent reading remind them to use fix-up strategies. Give them Handout 2 to review.

¹² Source: Activities in this section adapted from <http://curry.edschool.virginia.edu/go/readquest/strat/>

This activity is intended to be repeated with different reading materials throughout the school year.

Activity 3 – Active Reading

Ask students to fill out Handout 3 on Active Reading. Ask them when they are finished if they actively read and what they can do to improve their reading skills.

Activity 4 – Think Aloud

Model a Think Aloud for your learners with a piece of writing. (Learners should have a copy of the text in front of them) You can use the story on Handout 4 or another story. Ask learners to keep a list of the different types of things you (the reader) are doing to help you better understand the text. When you're done, start a master list on a large piece of paper, writing down strategies learners share with you--using their words. Ask learners to pair up and do a Think Aloud. One learner reads the passage and then tells the other learner what they are thinking as they read. The second learner writes down what the reader is saying.

Activity 5 – Visualization: Form a Mental Image

Tell learners that good readers make pictures in their heads to go with the words in a book and this helps them understand the story. They make pictures of the people and places described in books. Read aloud a short part from the book *Charlotte's Web* by E.B. White. Tell learners to close their eyes and try to make a picture in their head about what you are reading.

"The barn was very large. It was very old. It smelled of hay.....It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows.....It smelled of grain and of harness dressing and of axle grease and of rubber boots and of new rope. It was full of all sorts of things that you find in barns: ladders, grindstones, pitchforks, monkey wrenches, scythes, lawn mowers, snow shovels, ax handles, milk pails, water buckets, empty grain sacks, and rusty rat traps. It was the kind of barn that swallows like to build their nests in. It was the kind of barn that children like to play in."

Reading Strategies

After you have read the passage ask learners to tell you what they saw in their heads. Ask them to tell you about their barn. It is not important that they have all or even most of the animals and objects in their barn that were mentioned in the passage. What is important is that they are able to see a barn. Their barns may include elements not mentioned in the passage.

Ask learners to draw their barns and put their drawings on the wall. Walk around and look at each drawing. Talk with learners about how they are all different. Point out that the drawings combine some of the ideas from the Charlotte's Web passage and our own idea of what barn looks like. We used our background knowledge about barns to draw a barn.



Good Readers Handout 1

Good Readers vs. Poor Readers

	Good Readers	Poor Readers
Before Reading	<ul style="list-style-type: none"> • Activate prior knowledge • Understand task and set purpose 	<ul style="list-style-type: none"> • Start reading without preparation • Read without knowing why
During Reading	<ul style="list-style-type: none"> • Focus attention • Anticipate and predict • Use fix-up strategies when you don't understand • Use context to understand new words or phrases • Use text structure to assist comprehension 	<ul style="list-style-type: none"> • Are easily distracted • Read to get done • Do not know what to do when you don't understand • Do not recognize important vocabulary • Do not realize they do not understand
After Reading	<ul style="list-style-type: none"> • Reflect on what was read • Feel success • Summarize major ideas • Seek additional information 	<ul style="list-style-type: none"> • Stop reading and thinking • Still don't understand



Good Readers Handout 2

Fix-up Strategies

Some Fix-up Strategies

- Rereading
- Reading ahead to seek clarification
- Slow the pace of reading
- Read the text out loud
- Use word analysis
- Use background knowledge
- Form an image
- Check predictions
- Find other sources
- Consult an outside source

Questions to ask myself

- Are there any words I don't understand?
- Is there any information that doesn't agree with what I already know?
- Are there any ideas that don't fit together (because of contradictions, ambiguous referents, misleading topic shifts)?
- Is there any information missing or not clearly explained?

Vocabulary: How to fix-up unknown words

- Reading ahead
- Using context
- Ask someone else
- Check the glossary or dictionary
- Check class notes

What are some of my fix-up strategies?



Good Readers Handout 3

Guidelines for Active Reading

Article VI. After you read, look at the following guidelines. Did you practice any of these thinking skills? If so, put a check in the box. If you did not use some of the thinking skills, use this guideline for daily practice. Be an active reader who uses all these thinking skills.

	Reading 1	Reading 2	Reading 3
Did you have to think about blocking out background noise?			
Did you ask questions?			
Did you connect what you already know with the story?			
Did you find the main idea?			
Did you make inferences?			
Did you find out the meaning of words by reading the other words around it?			
Did you make predictions?			
Did you skim, scan and skip around to find meaning?			



Good Readers Handout 4

Think Aloud

The purpose of this exercise is to illustrate how good readers are **active readers**. For this activity, you will need to work with a partner. Determine who will be the reader, and who will be the recorder. The reader reads the following passage silently. **The reader tells the recorder every thought that enters his/her mind as he/she reads.** The recorder jots these thoughts down on paper

A Vision of Healing¹³

I guess it's been about a year and a half now since I first conceived a vision. It was during Nechi Institute's first Residential School Healing Gathering. It was an early morning pipe ceremony, with the Elders during the pipe ceremony, as the Elders were singing their final song for the year. I was sitting there and suddenly it seemed like the reality of the setting (we were all inside the teepee), just faded into the background, and into the foreground I saw the vision and what it was, was a swing. I was sitting there on a buffalo rug inside the teepee swinging someone. You know the small little baby swings that we used to have in the corner of our rooms in our houses for our babies? It was a swing like that, and I knelt over to look at who might be swinging in the swing, and it was an adult. I was puzzled at first by that, wondering why I was swinging an adult, but then very clearly a grandmother's voice said to me in my language, in my Cree language, "the people need to be swung," and with that the vision disappeared and I was back in the reality of the pipe ceremony. It was just finishing and people were shaking hands to leave.

That was the last day of that first ceremony. That was the first year of the ceremony and there were to be four. Later that evening because of the power of the vision I was unable to forget about it. It just, it really held me and my body was shaking and I just felt very compelled to share my vision with

¹³ Source: Aboriginal Cultures and Traditions Website - http://cado.ayn.ca/george_story4.asp

someone. That evening, we were helping some Elders take down their camp and the two women that had organized the ceremony, the gathering, were there. It seemed like an opportune time, so I told them, Ruth and Leona, about the vision. Ruth had said to me at that time that I should follow that vision, that it was given to me and that I should make sure that it happens. That I take care of that, I follow through with that vision the way I saw it. So during that whole year, I learned a lot about what that vision meant. I learned that the people that had come there to the gathering to do healing, people who have been to residential school had lost their culture, had lost their traditional ways of nurturing and healing. They had come there to renew their sense of self, to heal from their pain. The grandmother in my vision knew that and she said, "the people need to be swung." I believe it is these people who have been through much trauma, and much pain, and much loss of culture, that may not have had the opportunity to be swung. If they have, they may have forgotten and they may have not swung their babies. So there is a generation of people that were never swung, never had received that traditional nurturing.

The other thing that I learned is that children, when they are first born to us, they come not knowing whether they're going stay. During that first year of their life before they can walk on their own two feet, they walk with one foot on earth and one foot in the spirit world. It is our responsibility as parents to nurture them until they can walk on their own. Part of that nurturing is respect for their place in life as part human and part spirit. So we swing them because they are still in that middle ground. So we swing, we put them in that swing and we give them nurturing and love. And that way, because they are not earth bound, the spirits are able to come and give them nurturing as well. So that was one of the other teachings.

Then I started to do some research on the internet to see if I could find out if anyone else was dealing with swinging people out there and maybe I could find out, you know, what were the medical benefits to the human body. So I found an organization in the States that had done some research on a kind of swing, although it's not the type of swing that I am talking about. They had built a particular kind of swing, which moves the body in the same motion. They found out that this kind of side to side motion of the brain releases tension, induces learning and creates an emotional balance, because what's

happening is that the fluids in the right and left hemispheres of the brain are completely in balance when the body is swung in that motion. I also believe, that it enhances the immune system, that it releases a hormone into the body that strengthens the immune system. I believe this because when I think back to the struggles our people have come through and survived, the diseases that our people have survived, our immune systems are so strong. Our entire diet has changed and we survived.

In the second year, in the second Residential School Healing Gathering, I set up a teepee and I set up the swing inside the teepee just the way I had seen it inside the vision. I had my medicines there, and the blankets, and the dream catchers, and the buffalo robe just like I had seen it in my vision. I set it up like that and from sun up, to sun down, to midnight, people were lined up for two days to have their turn to be swung. It was so beautiful. Everyone had a different experience and people were willing and eager to share with me their experiences.

I remember one woman in particular. She shared with me a recurring dream that she has had for many years, where she was standing on one side of the field and she could see her parents and her grandparents on the other side. In her dream she was always trying to get over there to be with her grandparents and parents, but she could never get over there. Something would always happen in her dream to stop her. She told me that she has been through so much in her life and she's a young woman. She told me that she has been through numerous types of therapy, psychotherapy, all kinds of counselling. She said that nothing ever helped her, and she said when she swung in a swing that dream occurred to her. She just walked right across that field, no problem. She went and held her mother and father and her grandparents and they just held her, nurtured her. When she awoke from the swing, she shared with me that experience and she was just like a different person.

I swung an old woman that came, she told me that her mother was swinging her. She said her mother came and swung her and her mother has been gone for many years. I swung a man, a very, very macho man. When he walked in there and when he got in the swing he was just like a little baby. He cried

with me after and he shared with me what happened for him. One story after another story, I knew after those two days. I knew that every person's spirit guide, the grandmother's and the grandfather's were there with that person swinging, nurturing them back to health. In whatever way they needed nurturing, that's what they got. When people came out of that swing they felt nothing but pure love, just pure love.

Since then people have invited me to their own communities to swing their people. It's just such a simple yet profound form of traditional therapy. It's just going right back to basics in being nurtured and being loved by the grandmothers. The grandmothers want our people to heal and that's why they said the people need to be swung. Now I understand why the people need to be swung, and I continue to do it today. It's been a year and a half since I had the vision and I am thankful for the vision. I don't charge money to swing people, I am happy to do it. I think it's a blessing.



Instructor Notes

Oral Reading

For many learners, reading is not an enjoyable experience primarily because they haven't been shown the pleasure of reading. You can be a part of this wonderful journey of exploring the written word. Research shows that learners who read aloud and read for pleasure have higher levels of literacy. Do not hesitate to model for the learners so that they learn how to read aloud. It is by practicing that we become comfortable with new skills. One approach to reading aloud in this section is Readers Theatre. Usually without props, costumes, sets or memorizing the script, Readers Theatre focuses on the story being told. The key elements to each of the activities in this section are cooperative learning, meaningful and interesting text, and creativity.



Learning Activities

Oral Reading

4 Handouts

Activity 1 – Model reading

Give each learner a copy of Handout 1 and ask learners if they know anything about Chief Dan George. Based on answers, provide some information about him.

Explain that reading out loud involves speaking slowly, clearly, pausing briefly at commas and taking breaths at periods.

Tell learners that you will model reading aloud. Choose one learner to repeat the paragraph after you. Read the first paragraph out loud. Then ask the learner to read the paragraph as you modeled it. Point out things to practice. Refer to the handout Good Readers vs. Poor Readers located in last section.

Activity 2 – Readers Theatre

Learners develop scripts, perform in groups, and practice using their voice to depict characters from texts. Through this activity, learners have the opportunity to develop fluency and further enhance comprehension of what they are reading.

- Handout 2 is a short play from Tlicho Drama 130 and 140 – *My Grandma's Bannock*. You can also use *Yamoozah's Law* in the prereading section too.
- In groups of four, learners read the play and choose their roles. Give learners two 30 minute sessions to practice the play. Go over Handout 3 together. Encourage learners to use props for their performance.
- Each group performs their play. Discuss each performance. After all performances, learners fill in Handout 4, an evaluation form.

You can use a variety of plays, short stories and skits for Readers Theatre. Choose a script that is appropriate for your students. You can find scripts at these websites:

- <http://www.aaronsherp.com/rt>
This website has extensive information on Readers Theatre: what it is; tips for scripting and performing; free scripts and a list of resources.
- <http://scriptsforschools.com>
On this site you can purchase scripts. However, there are also free scripts and tips for Readers Theatre.
- <http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm>
This site describes Readers Theatre, gives tips on how to adapt scripts, and provides scripts and a list of reference books.
- <http://www.lisablau.com/scriptomonth.html>
This website provides a free script every month. It also has an archive of past scripts of the month.
- <http://www.surfcitydelux.com/readersheater/index.html>
This website has lots of great scripts for all ages!

Activity 3 - Oral book reports

There are many ways to make oral book reports creative and interactive. Check out 101 ideas for book reports at:

<http://www.teachnet.com/lesson/langarts/reading/bookrepts3.html>

Here are two suggestions from that site:

Info-spheres

You will need: scissors, glue, markers, a length of string, a 9" x 12" sheet of coloured paper, a hole puncher and assorted craft materials.

- Create a large (symmetrical) flower with only four petals on the 9" x 12" sheet.
- On one petal, write the title of the book, the author's name, and your name.
- On the second petal, write the name of the main character. Describe this character using three verbs, three nouns, and six adjectives.
- On the third petal, write a brief summary of the book's plot.

- On the last petal, describe the setting of the book. Use words and/or pictures to tell where and when the story took place.
- Using a hole puncher, make a hole in the center of the flower. Choose an object from the book that symbolizes the story. Use coloured paper and other craft materials to create a figure to represent that object. The figure must be small enough to fit inside the completed ornament.
- Tie one end of the string to the top of the figure, thread the other end of the string through the hole. Glue the ends of the four petals together by carefully curving each strip around the center figure and then overlapping the tips.
- Present your flower to the class.

A Bag Book Report

Using a brown grocery bag, colour the front with a picture from the book, title and author. Fill the bag with a minimum of 10 objects which will be pulled out one at a time while the learner describes the story to the class. Encourage learners to be imaginative and to not use too many pictures.

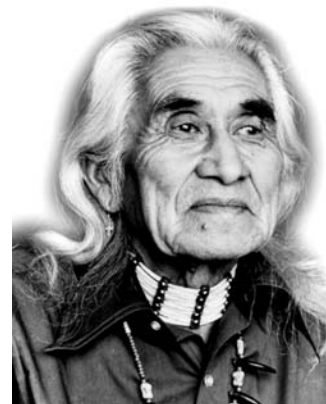


Oral Reading Handout 1

Chief Dan George

Sagacious Sachem (1899-1981)¹⁴

Chief Dan George was over 60 when he became a movie actor. At 71 he won the prestigious New York Film Critics award and an Academy Award nomination for best supporting actor. This success catapulted him into the position of spokesman for the people of Canada's first nations – a role he performed with dignity in speaking about the past and present plight of North America's first peoples.



He knew those circumstances well. He was the son of a tribal chief, born on Burrard Reserve No. 3 on Vancouver's north shore in 1899 and given the native name of "Tes-wah-no", but known in English as Dan Slaholt. When he entered a mission boarding school at age five, his surname was changed to "George" and he, along with the other Indians at the school, was forbidden to speak their native language.

At 17 he left the school to work in the bush. In 1923, his father-in-law secured him a job as a longshoreman that lasted off and on until 1947 when a swingload of lumber smashed into him. No bones were broken, but "my leg and hip muscles were smashed to hamburger," he later recalled.

After overcoming these injuries, he began working in construction, and later, while he was a school bus driver, he was asked to try out for the role of the aging Indian, "Old Antoine," in the CBC series, *Cariboo Country*. The actor previously playing the role had become seriously ill and a replacement was needed within a week. Dan got the part and soon critics were describing him as one of the "finest natural actors anywhere." One episode entitled "How to

¹⁴ Source: http://collections.ic.gc.ca/heirloom_series/volume5/238-239.htm

Break a Quarterhorse" won the Canadian Film Award for best entertainment film of 1965 and Walt Disney studios adapted another of the series into a movie named *Smith* starring Glen Ford and Keenan Wynn. A critic wrote that Dan George as Old Antoine played the role to "ultimate perfection."

His performance in *Smith* led to an invitation to be Old Lodge Skins in the 1970 movie, *Little Big Man*, starring Dustin Hoffman. Chief Dan's performance was singled out by Judith Crist of the *New York Times* who wrote, "This Indian will not vanish from your memory." He won the New York Film Critics Award and the National Society of Film Critics Award for that role, and was nominated for an Oscar as best supporting actor only to lose to actor John Mills for his performance as the wordless sage in *Ryan's Daughter*.

By then he was also a noted stage actor. His stage career began when Dan met playwright George Ryga, who was so impressed by him that he enlarged the part of the father in his play, *The Ecstasy of Rita Joe*, first staged at the Vancouver Playhouse and selected for the opening of the National Arts Centre in Ottawa where it won rave reviews. In 1973 a theatre in Washington, D.C., staged it and a critic wrote, "Chief George's scene with Rita Joe (his daughter acted by Frances Hyland) when he recalls a story from her childhood ... is a perfect and probably indelible moment of theatre."

These successes thrust him into another spotlight: he became spokesman for native people throughout North America. One of his first appearances in that role was at Empire Stadium in Vancouver for that city's centennial celebrations in 1967. He recited his much publicized "A Lament for Confederation," which, recalling past injustices of first nation peoples, promised the crowd of 35,000, "I shall grab the instruments of the white man's success – his education, his skills, and with these new tools I shall build my race into the proudest segment of your society."

His message of calling for understanding and integration of native peoples continued during his term as national chairman of Brotherhood Week in 1972. While active in *Rita Joe* in Washington in 1973, a native group of first nation peoples tried to enlist his support for the militant action taking place at Wounded Knee, South Dakota, but he quietly responded, "We buried the

hatchet in Canada long ago, and although treaty after treaty has been broken we have never dug it up. We have troubles but we have our council of chiefs to work on them.”

Honoured with a Doctor of Laws degree from Simon Fraser University (1972) and a Doctor of Letters from the University of Brandon the following year, Chief Dan continued to play minor roles in several other movies such as *Cancel My Reservation* starring Bob Hope. This was criticised by some of the press and public but his reply reflected the words of George C. Scott, “The business of an actor is to act.” He would not, however, play a role that demeaned his race and until his death in 1981, he remained on the reservation where he had been born.



Oral Reading Handout 2

My Grandma's Bannock Tastes better than your Grandma's Bannock¹⁵

Characters

Johnny A twelve year old boy

Matton A twelve year old boy

Setting: Around a campfire. The boys are traveling to Rae with their fathers from their trapping camp to trade in their spring muskrat fur. They are best of friends but never agree on anything. They are always trying to outdo each other.

Johnny Do you want to try my grandma's bannock?

Matton If I try your grandma's bannock will you try my grandma's bannock?

Johnny I bet you anything in this whole wide world, that you wouldn't want to eat anybody else's bannock after you try my grandma's bannock.

Matton No way.

Johnny Yes way.

Matton Let's have a contest. My grandma's bannock against your grandma's bannock.

Johnny All right, but I really think my grandma's bannock is the better.

¹⁵ Source: 130 Aboriginal Language Curriculum for ALBE

Reading Strategies

Matton I think my grandmother's bannock is the best in the whole wide world.

Johnny I think my grandma's bannock is the best because she makes it with her small plump hands.

Matton I think my grandmother's bannock is the very best in the whole wide world because she made it with her long, long skinny hands.

Johnny What did you say? Long skinny hands? How can long skinny hands make a soft and tasty bannock?

Matton Let me taste it. I really want to find out what bannock made by a plump hand tastes like.

Johnny Well, pass me your grandma's skinny hand bannock and on a count of three we will eat them at the same time. Okay?

Matton Okay.

They trade their bannock.

Johnny One.

Matton Two.

Johnny/Matton Three!!

They both take a huge bite and begin chewing. They speak while chewing.

Johnny I don't believe it.

Matton I don't believe it!

Reading Strategies



Johnny This bannock tastes just like my grandmothers'!

Matton Black raven! This tastes like my grandmother's!

Johnny Who is your grandmother?

Matton She is your grandmother's sister.

Johnny So my grandmother is your grandmother's sister too?

Matton Yep.

Johnny/Matton Ohhhh.... They must have had the same recipe!!!!

Both boys break up laughing and eating the rest of the bannock.



Oral Reading Handout 3

Readers Theatre Tips

Preparing

- **Highlight** your speeches in your copy of the script. Mark only words you will *speak*—not role tags or stage directions. (Yellow non-fluorescent marker is best.)
- **Underline words** that tell about anything you'll need to act out—words in either the stage directions or *other* readers' speeches. If you're given extra stage directions later, write them in the margin with pencil.
- **Read through your part silently.** If there are words you're not sure of, look them up in a dictionary. If there are words you must remember to stress, underline them. If there are places you'll need to pause, mark them with a couple of slashes, //. (For instance, you may have to pause so the audience will know there's a change of scene or time in the story.)
- **Read through your part out loud.** If you're a character, think about how that character would sound. Should you try a funny voice? How would the character feel about what's happening in the story? Can you speak as if you were feeling that?
- **Get up and read through the script again,** trying out faces and actions. Would your character stand or move a special way? Can you do that? If possible, do all this in front of a mirror.

Rehearsing

- **Hold your script** at a steady height, but make sure it **doesn't hide your face**. If there's anyone in the audience you can't see, your script is too high.
- **While you speak,** try to **look up often**, not just at your script. When you do look at it, move just your eyes and keep your head up.
- **Talk slowly.** Speak each syllable clearly.
- **Talk loud!** You have to be heard by the little old deaf lady in the back row.

- **Talk with feeling.** Audiences love a ham!
- **Stand and sit straight.** Keep your hands and feet still if they're doing nothing useful!
- If you're moving around, **face the audience** as much as you can. When rehearsing, always think about where the audience will be.
- Characters, **remember to be your character** even when you're not speaking.
- Narrators, make sure you give the characters **enough time** for their actions.
- To get full vocal power, **check your breathing** by placing your hands on your stomachs and inhaling. If you're breathing fully, your hands will go *out*.
- **Stand up straight:** imagine a string tied to your chest, pulling up.

Performing

Before a performance, discuss the **what-ifs**.

- If the audience laughs, stop speaking until they can hear you again.
- If someone talks in the audience, don't pay attention.
- If someone walks into the room, don't look.
- If you make a mistake, pretend it was right.
- If you drop something, try to leave it at least until the audience is looking somewhere else.
- If a reader forgets to read, see if you can read their part instead, or make something up, or maybe just skip over it. But *don't* whisper to the reader!
- If a reader falls on their rear end, pretend they didn't.

Remember

"All the world's a stage" - Shakespeare



Oral Reading Handout 4

Readers Theatre Evaluation

Piece Performed: _____

Author: _____

Readers: _____

Use these numbers to rate the performance:

4 Great	3 Good	2 Could Improve	1 Needs a Lot of Work
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Introduction ____ Tone ____ Interest ____ Effectiveness	Script Use ____ Cue pick ups ____ Flow ____ Pacing ____ Handling	Narration ____ Involvement ____ Focus ____ Timing
Characters ____ Characterization ____ Projections ____ Body language ____ Gestures	Performance ____ Transitions ____ Dynamics ____ Overall	Total ____ / 68

Comments



Word Analysis skills

Word Analysis skills help learners develop the ability to understand the meaning of words, their context, as well as spelling, grammar, and pronunciation. This section focuses on vocabulary study activities and dictionary use.

The *English 120 Resource Manual* has a section called word analysis that covers vocabulary development and word study. It has:

- Prefixes
- Suffixes
- Compound words
- Homonyms, synonyms, antonyms
- Syllables

The 130 section covers:

- **Vocabulary Study**
 - Definitions activity
 - The fly swatter game
 - Word grid
 - Vocabulary review
 - Vocabulary self-study activities
- **Dictionary Use**
 - Vocabulary word map
 - Concept of definition map
 - More dictionary use skills

Learning Outcomes

- To further develop sight vocabulary
- To use a variety of context clues
- To use structural analysis to read unfamiliar words
- To recognize homonyms, synonyms, antonyms
- To use the dictionary, glossary, and thesaurus as tools for vocabulary development



Instructor Notes **Vocabulary Study**

A strong vocabulary is a key factor in personal, academic and workplace success. Any kind of standardized test for entrance into college, university, etc. includes a vocabulary test. The more words a learner has at their command the better their chances for achieving personal goals. Communication skills will be enhanced as well. Good communication skills are essential for healthy inter-personal relationships – at home or at work.

Vocabulary is also the basis of reading comprehension. Learners who do not understand the words cannot make sense of the text. What strategies do readers use to figure out words? How do they remember words? How do they make sense of print? A beginning reader uses memory and picture clues. A successful reader combines sight words and word families; context and visual clues; phonics and structural analysis strategies to decode words. After the word is decoded, meaning must be assigned. Therefore, learners need to be exposed to many word attack strategies to improve their reading comprehension skills. This section will discuss the five strategies mentioned above, as well as techniques for remembering vocabulary words.

In order for learners to improve their vocabulary skills, they need repeated exposure to experiences and contexts outside the classroom. For example: vacations, sports activities, belonging to a club, attending feasts and festivals, or family and workplace literacy programs. Any activity that involves interacting with others is an opportunity to increase vocabulary.



Learning Activities Vocabulary ¹⁶

5 Handouts

Activity 1 – Definition Activity

Use the vocabulary lists for a novel, short story or other reading.

- Use two sets of cards with two colours. One set is for the words and the other set is for the definitions.
- Put all the question cards in a bag.
- Give each learner at least three word cards placed in front of them on their desks.
- Choose one card from the hat and read the question. Learners study their word cards. Whoever has the corresponding word can get rid of it. The winner gets rid of all his cards first.

Example questions on cards:

What type of animal has kittens?

cougar

What's the opposite of the verb **to borrow**?

lend

What do you call a person who cuts hair?

barber

Who dispenses medicine?

pharmacist

Activity 2 – The Fly Swatter game

This is a lively activity to practice vocabulary. Use a new list of 15 or 20 words from a chapter or story.

- Write the words in large print in rows across the board.
- Divide the class into two teams. Explain how the game works.
- One learner from each team comes to the front of the room facing the class, with their back to the board. Each has a fly swatter. When the teacher says



¹⁶ **Source:** Activities in this section adapted from
http://www.teachingenglish.org.uk/try/vocabtry/vocab_activities.shtml

a word, they have to turn around, look over the words on the board and touch the word the instructor has said with the fly swatter.

- The first one to touch the word gets a point for their team. There are some other basic rules: 1) You may not hit another learner with the fly swatter. 2) You may not throw the fly swatter at anyone. 3) You may not "block" another player with your arm or your body to prevent them from getting at a word.
- For the second round, give clues such as: Find something you can sit on, find something you usually do indoors, or find a word that describes happiness. If they touch a word that is plausible, they get the point.
- Make sure every learner has a chance at the board.

Activity 3 – Word grid

This activity helps learners practice using words in context. Use a list of words your learners have learned recently and make up some quick definitions for the words. Draw a large grid on the board. The size will depend on the number of learners you have, but limit the number to a maximum of twenty.

- Read out one of the definitions and see if the learners can remember the word. As learners guess the words write them up on the board in one of the spaces on the grid. You can make this stage more competitive by putting learners into groups and awarding points.
- Keep reading out definitions and getting the learners to guess the words until the grid is completely full of words.
- In pairs or small groups, choose two of the words from the grid. Try to make sure that each group has different words and that as many of the words as possible from the grid are chosen.
- Once the groups have chosen their words, tell them that they must write a single sentence that uses both words and that you will award points for the most interesting sentences. At this point it's better to focus them on the creativity rather than accuracy of the sentences.

- Once all the groups have written their sentences you can either get a volunteer to write each sentence on the board, or read the sentences out. Award points for sentences depending on the creativity and word use.
- Try to involve the class in voting for the sentences that they like the most and awarding points. You could even make this more fun by having number cards for you or the learners to hold up, giving marks out of ten.

Follow up

- Once this is done you can then look at the sentences again to see how grammatically accurate they are and how appropriately the learners have used the words. Particular things to look for are correct collocations and the appropriate degree of formality, etc.
- Try to get the learners to check each other's work and see if they can correct any errors. You may like to award extra points if they can find and correct errors in their peers' work.

Activity 4 – Word Bingo

Use the 20 vocabulary words on the board and 5 more vocabulary review words. Each learner fills in their bingo card with these words. Read out the definitions one by one and learners cross off their bingo cards. The first learner to get one line (or whatever pattern is decided at the beginning), wins. Check their card to see that each word they crossed off matches the definitions you read out. Handout 1 provides a blank bingo card.

Activity 5 – Stop the bus: Vocabulary review game

Put the learners into teams of three or four. Draw a table like the ones below and get each team to copy it onto a piece of paper. Learners have to think of one item to go in each category, beginning with the set letter. Give an example line of answers for the first time you play with a new group. The first team to finish shouts “Stop the Bus!”

Check their answers and write them up on the board. If the answers are all correct that team wins a point. If there are any mistakes in their words, let the game continue for another few minutes. If it gets too difficult with certain letters (and you can't think of one for each category) reduce the amount of words they

Word Analysis Skills

have to get. You can say, “Ok. For this round you can Stop the Bus with four columns.”

For example:

	Something in the Kitchen	Something in the living room	Something in the bedroom	Something in the bathroom	Something in the office	Something in the garden
S	spices	sofa	sheet	soap	staples	seat

	Something made of metal	Something made of glass	Something made of plastic	Something made of wood	Something made of cloth	Something made of leather
b	bike	bottle	bin	bench	bra	belt

Activity 6 – Vocabulary Self-Study Activities

Vocabulary is the foundation for good reading. See Handout 2 for vocabulary self-study activities that learners can practice on their own to increase vocabulary.

Activity 7 – Vocabulary Word Map¹⁷

A vocabulary word map is a visual organizer that helps learners engage with, and think about, new terms or concepts in several ways. The new term goes in the middle of the map. Learners fill in the rest of the map with a definition, synonyms, antonyms, and a picture to help illustrate the new concept. Handout 3 provides an example guideline for a word map.

Activity 8 – Word of the Day

Each day write a difficult word on the board. Ask learners to guess verbally what the definition is. Ask learners to respond when everyone has had a chance to talk about which definition they think is correct. If no one has the right answer--ask them to look up the definition in a dictionary. Use a simple dictionary. Ask them to write a sentence using the word. At the end of the week ask learners to spell each word and write a sentence for each word. They can add these words to their personal dictionaries or word banks.

Activity 9 – Words in Context

There are many ways that a sentence tells you what a word means. Usually the words around a difficult word can give you a clue as to what it means.

For example: **Polaris**, the north star, is one of the best known stars.

Students read sentences and write the definition for the bold word on Handout 4.

Activity 11 – Why is the English Language so Hard?

Read over Handout 5 together and discuss the different meanings of each word.

¹⁷ Adapted from <http://www.literacy.uconn.edu/compre.htm>



Vocabulary
Handout 1

Bingo

B	I	N	G	O



Vocabulary Handout 2

Vocabulary Self-study Activities

Make your own word box

- Use one card per word. On one side write the word. On the other side write the definition.
- Test yourself with the cards, sort them into categories, play games with them.

Word List

Find a good basic vocabulary word list, say of about 1 - 2000 words which are sorted according to subject areas.

- Review 8 words per day regularly. In your mind, try to lock the particular word onto the image of an object (e.g. 'influenza'-- think of a person sneezing).
- To practice, randomly pick a number of words and make up a simple, but probably crazy, story using the words. You can do the same with the words in your vocabulary box.
- Have a good general attitude towards words
 - Note down all new words.
 - **Fish for language** by going through life with an open eye and attentive ear.
 - **Soliloquize** – translate along in your mind silently
 - As you are doing things (as if you were speaking to an imaginary friend by your side)
 - As you are listening to the news
 - As you watch people doing something
 - As you see any object around

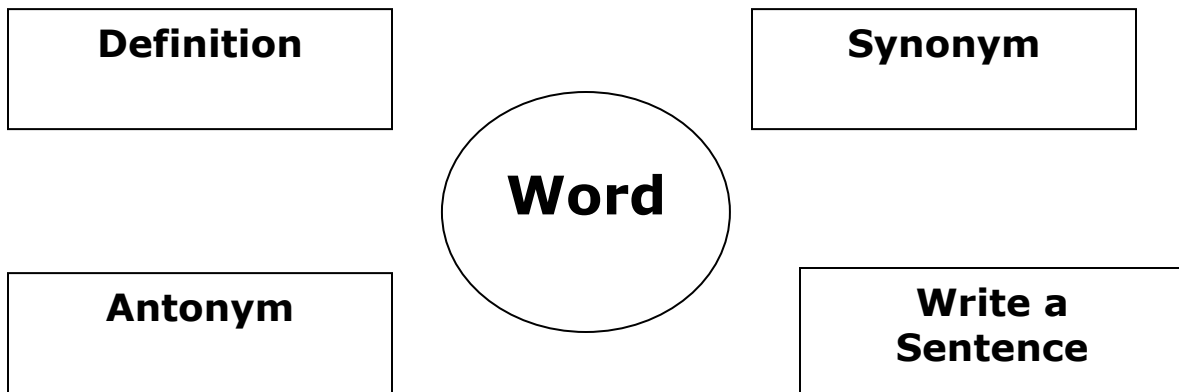


Vocabulary
Handout 3

Vocabulary Word Map

Do these activities with your vocabulary words.

1. Look up each word in the dictionary and:
 - Write out the meaning
 - Break it into syllables and accents
 - Say what part of speech it is (verb, noun, adjective, etc.)
2. Write each word in a sentence.
3. Make a vocabulary map like the one below for each word.



4. Write each word on a cue card and practice them for your spelling test.



Vocabulary
Handout 4

Words in Context

Read the sentences and try and figure out the meaning for the highlighted word. Write the mean on the space provided.

1. The grizzly bear's **roar** could be heard miles away.
What does roar probably mean? _____
2. The thought of eating a rat is **abhorrent** to most people.
What does abhorrent probably mean? _____
3. Peter has so many friends because he is a **gregarious** person.
What does gregarious probably mean? _____
4. The lovely **egret** is in danger of extinction because clothing manufacturers use their long, beautiful tail feathers to make ladies' hats.
What is an egret? _____
5. I can't believe it! Right in the middle of our conversation, Paula turned around **abruptly** and walked out of the room!
What does abruptly probably mean? _____
6. After we went fishing, we had an **abundance** of fish for the community. We were able to give each family in the community some fish.
What does abundance probably mean? _____
7. The rocks were too **arduous** for us to walk. We decided to have our picnic on the shore.
What does arduous probably mean? _____



Vocabulary
Handout 5

**Reasons why the English language
is so hard to learn**

- The bandage was wound around the wound.
- The farm was used to produce produce.
- The dump was so full that it had to refuse more refuse.
- We must polish the Polish furniture.
- He could lead if he would get the lead out.
- The soldier decided to desert his dessert in the desert.
- Since there is no time like the present, he thought it was time to present the present.
- When shot at, the dove dove into the bushes.
- I did not object to the object.
- The insurance was invalid for the invalid.
- There was a row among the oarsmen about how to row.
- They were too close to the door to close it.
- The buck does funny things when the does are present.
- A seamstress and a sewer fell down into a sewer line.
- To help with planting, the farmer taught his sow to sow.
- The wind was too strong to wind the sail.
- After a number of injections my jaw got number.
- Upon seeing the tear in the painting I shed a tear.





Instructor Notes

Dictionary and Thesaurus Use

Did you know that October 16 is Dictionary Day, named in honour of the birthday of that famous American wordsmith, Noah Webster. Recognize this special day by playing dictionary games and doing learning activities with your learners.

The Dictionary is often regarded as the most important book that your learners have in the classroom. Just how well do your learners know the dictionary? Can they use it adequately? Is it just for spelling or does it contain a wealth of other information?

Why use a dictionary?

- To learn meanings of unfamiliar words
- To find correct spellings
- To find out how to correctly use a word – as what part of speech
- To find the pronunciation for a word
- To find the derivation of a word (the origins of the word)
- To find the correct spellings of derivatives (root words with suffixes or other regular endings)
- To find other words that are derived from the main word
- To find the history of the word
- To find the special uses of the word

Words to Know

- **Guide Words** - two words listed at the top of each dictionary page that signal the words alphabetically listed on the page
- **Entry Words** - in boldface type, gives the spelling, and is sometimes divided to show syllables
- **Pronunciation** - the symbols used to show how to pronounce the word properly
- **Definition** - gives the meanings of the word

Word Analysis Skills

- **Illustrative Sentence or Phrase** - sentence used to demonstrate how a word is used
- **Label** - a descriptive word used to show how a word is used
- **Slang** - a label used to tell the reader that the definition is for a non standard use of the entry word
- **Idiom** - a phrase or saying in which a special use is made of a word
- **Derivation** - the origin of the entry word – where the word comes from
- **Abbreviations** - (of parts of speech) - identify each use of a word by its function in a sentence

A thesaurus is a dictionary of synonyms; that is, words that have similar meanings (for example: **correct, accurate, exact**). Sometimes it gives you antonyms (words with opposite meanings) as well.

A thesaurus helps you:

- Find the words you need to express yourself more effectively and more interestly
- Avoid repeating the same words monotonously
- Avoid overused expressions
- Recall the word that is on the tip of your tongue



Learning Activities

Dictionary and Thesaurus Use

6 Handouts

Activity 1 – Using the Dictionary

Student use the dictionary to answer the questions on Handout 1. This activity provides learners with practice using the dictionary.

Activity 2 – Concept of Definition Map¹⁸

Sometimes it's not enough to know how a word is defined in a dictionary sense. Consider what happens with the following word that learners reading *To Kill a Mockingbird* may encounter for the first time:

Word: ecclesiastical

Definition: "of or related to a church"

Example of Appropriate Use in a Sentence: The minister's ecclesiastical robes danced in echo to his wild gestures from the pulpit.

Example of Sentence Written by a Learner: Church members are reminded to park in the ecclesiastical parking lot, rather than in the shopping center across the street.

The definition is too one-dimensional. They have not experienced its richness of meaning, nor the shades of meaning that help us distinguish words more precisely from one another. The best way for learners to comprehend a new vocabulary term is for them to experience it. A concept of definition map helps broaden their experience of new words in light of three properties or attributes:

- Category - What is it?
- Properties - What is it like?
- Illustrations - What are some examples?

Handout 2 provides a map that students can use to explore difficult words.

¹⁸ Source: <http://www.literacy.uconn.edu/compre.htm>

Activity 3 - Word up!¹⁹

This game is for two or more players. Your objective in the following diversion is to conjecture the rather esoteric denotations that your associates deem the most veracious. It's quite blithesome, and may also improve your lexicon!

In other words, the object of this game is to guess the correct definition of a word that also has made-up definitions. It's a lot of fun and builds your vocabulary. To play, each player takes turns choosing a difficult word from the dictionary and writing it and its definition down on a card. The player then makes up two new definitions for the word. Then, the player reads the word and the three definitions. The other players have to guess which is the real definition of the word.

Activity 4 – Guide Words

Ask students to describe the term **guide words** and give examples. Handout 3 provides students with some practice using guide words.

For the guide word game organize students into pairs. Give each group one dictionary and a teacher-made work sheet that has a list of words beginning with different letters of the alphabet. Tell students to look up each word on the list. Tell them they have 10 minutes to locate and write down the guide words that appear at the top of the page for each word and the page numbers the guide words fall on. Use Handout 4 or make-up your own handout.

Activity 5 – More Dictionary Use Skills

Your learner needs to know:	Ideas for Teaching
Alphabetical order to the 3 rd , 4 th etc. place	Construct exercises with increasing difficulty. Ask them to look up words that have the same first, second, and third letter.

¹⁹ Source: http://www.education-world.com/a_lesson/lesson206.shtml

Word Analysis Skills

How to locate letters in the dictionary	Practice finding sections of the dictionary and phone book quickly. Divide the dictionary into four parts: a-f, g-m, n-s, and t-z – to make it easier.
How to use guide words	Explain that guide words are the first and last words on the page. Make exercises for practice. For example: The guide words on a page of the dictionary are cater and cod. Which of these words would be on this page? coffee, counter, cobweb, code, challenge
How to figure out what words are listed, with other words. For example: uninhibited is listed under inhibited.	Explain that the entry word is the root word. Ask learners to remove the prefixes and suffixes when they look up a word. For example: Beside each word write the entry word you would use to look it up in the dictionary. Happily Unfortunate Regional
How to use the pronunciation key	Explain the pronunciation key each dictionary gives. Practice using it each time you look up a word.
How to choose the appropriate meaning from various definitions the dictionary gives.	Explain that each word has more than one meaning. Use the sentence context to pick the correct meaning.

Word Analysis Skills



How dictionaries use abbreviations	Explain abbreviations such as n – noun, v – verb, adj – adjective, adv – adverb.
------------------------------------	--

Activity 6 – Thesaurus Skills

Learners read the sentences on Handout 5 and use the thesaurus to come up with different words for the word **walked**.

Activity 7 – Test Your Dictionary Skills

Ask learners to do the dictionary quiz on Handout 6. It is a good review of dictionary skills.



Dictionary and Thesaurus Use

Handout 1

Using a Dictionary²⁰

Use a dictionary to find the answer to each of the following scenarios.

1. If you were **beautifying** your neighborhood park, what might you be doing to it? _____
2. If you didn't understand the **lingo** used in a book, what don't you understand? _____
3. If an artist asked to hold their **palette**, what would you be holding? _____
4. If you were told that the water in your house was not **potable**, what would you do. _____
5. If a doctor used a **rhinoscope** to examine you, what body part would they be looking at? _____
6. If your friend said she was growing **spelt**, what would she be growing? _____
7. Where would you find a **hackamore**? _____
8. Where might you find an **exergue**? _____

²⁰ Source: http://www.teach-nology.com/worksheets/critical_thinking/dictionary/ver1/

Word Analysis Skills

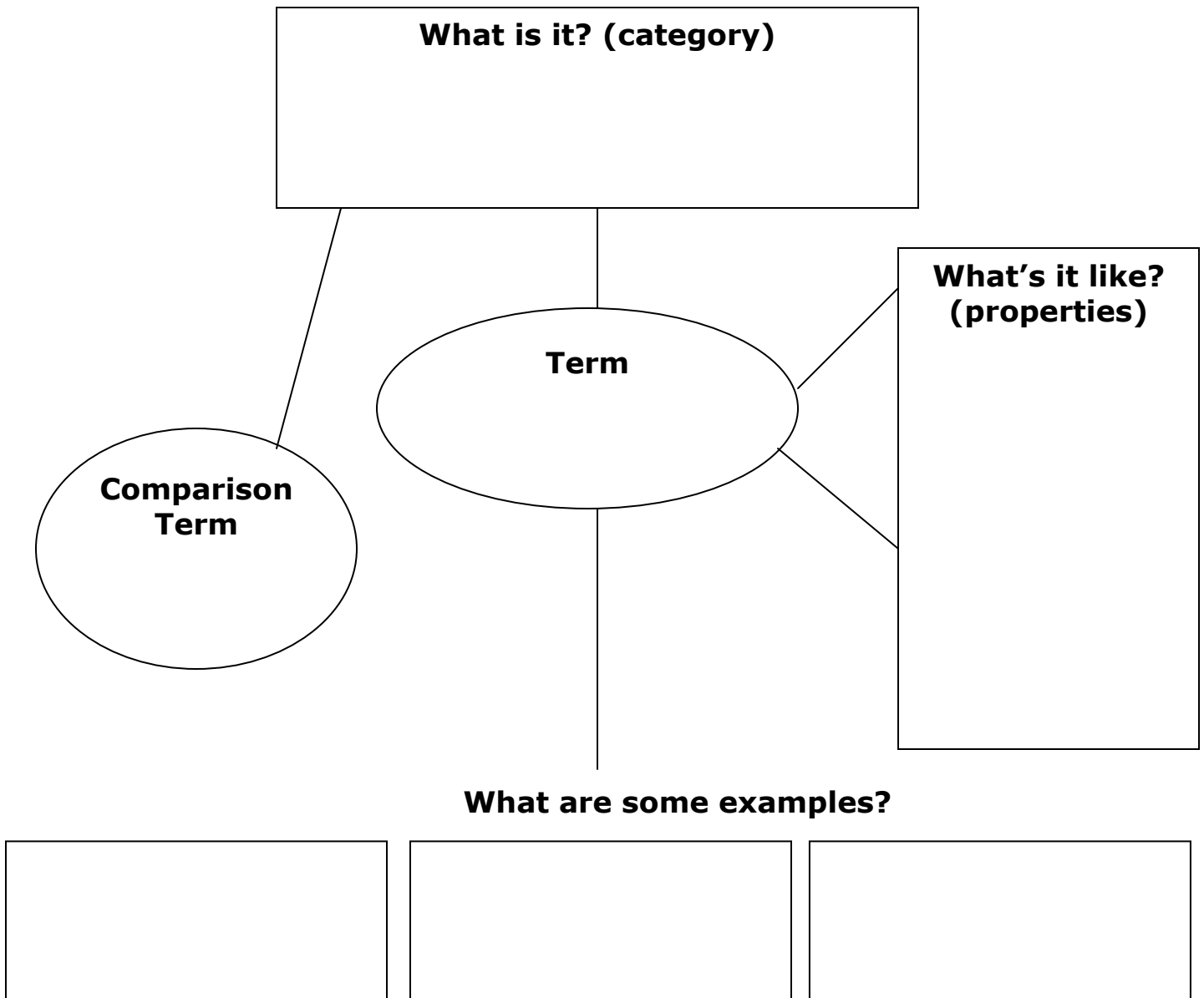
9. When running, if you are feeling **lethargic** what should you do? _____
10. If you hired a **pettifogger**, who would you be hiring? _____
11. If your shirt **reeks**, what should you do with it? _____
12. If you owned a **sesterce**, what would you do with it? _____
13. Name three living things that are **apodal**. _____



Dictionary and Thesaurus Use

Handout 2

Concept of Definition Maps





Using the Dictionary and Thesaurus Handout 3

Guide Words²¹

Guide words are words that are located at the top of each dictionary page. The first guide word is the first word on the page. The second guide word is the last guide word on the page. All other words on that page occur alphabetically between the two guide words. Choose words from the box and list them below the correct guide words.

peeve pear peanut pep pinch peach	peat moss peg period perch pillow peck	pizza peace people piano pearl pen	pepper pet pert pebble pence pigeon	peasant peal peony pinkie picket pert
--	---	---	--	--

pea – peel	pelt – petunia	pick – pint

²¹ Source: <http://members.aol.com/lisajg5222/dictionary/dict2C.html>



Using the Dictionary and Thesaurus Handout 4

Guide Words

Work with a partner and find the guide words for the following words. Remember that guide words are the two words listed at the top of each dictionary page that signal the words alphabetically listed on the page. You have 10 minutes to look up the words and write down each guide word.

- | | | |
|-----------------|-------|-------|
| 1. north | _____ | _____ |
| 2. poetry | _____ | _____ |
| 3. exhilarating | _____ | _____ |
| 4. learner | _____ | _____ |
| 5. article | _____ | _____ |
| 6. alcoholic | _____ | _____ |
| 7. community | _____ | _____ |
| 8. language | _____ | _____ |
| 9. Aboriginal | _____ | _____ |
| 10. Inuit | _____ | _____ |
| 11. icicle | _____ | _____ |
| 12. lacrosse | _____ | _____ |
| 13. muskox | _____ | _____ |
| 14. igloo | _____ | _____ |
| 15. tepee | _____ | _____ |
| 16. ocean | _____ | _____ |
| 17. study | _____ | _____ |
| 18. hunting | _____ | _____ |
| 19. fishing | _____ | _____ |



Dictionary and Thesaurus Use
Handout 5

Thesaurus Use²²

Use a thesaurus to replace the word **walked** with a more appropriate word.

1. The nature lover **walked** through the woods. _____
2. The lame man **walked** across the floor. _____
3. The happy couple **walked** down the aisle. _____
4. The daring hunter **walked** through the bush. _____
5. The tourist **walked** through the art gallery. _____
6. The soldiers **walked** to the station. _____
7. The captain **walked** up and down the deck. _____
8. The burglar **walked** through the house. _____
9. The sick woman **walked** over to the table. _____
10. The dog **walked** across the street. _____
11. The scared boy **walked** down the dark path. _____
12. The ecstatic girl **walked** home from school. _____

²² Source: <http://www.ncistudent.net/StudySkills/WritingSkills/Thes.htm>



Dictionary and Thesaurus Use Handout 6

Test Your Dictionary Skills²³

Question 1

Where can you look for normal dictionary information? (More than one may be correct)

- a. In standard book form
- b. On the Internet
- c. In an encyclopedia
- d. On CD-ROM
- e. The Virtual Language Centre (VLC)

Question 2

What kind of information can you find in a dictionary? (More than one may be correct)

- a. Word definitions
- b. Grammatical information
- c. Word usage
- d. Pictures
- e. Pronunciation information

Question 3

A **thesaurus** is...

- a. A prehistoric animal.
- b. A dictionary that translates between varieties of the same language, For example, Shanghainese and Cantonese.
- c. A dictionary that lists synonyms together.
- d. A dictionary that tells you slang or colloquial expressions.
- e. An antique wooden chest designed to contain important books or manuscripts.

²³ Source: <http://elc.polyu.edu.hk/advdicts/quiz.htm?#9afunny9afunny>

Question 4

A **headword** is...

- a. The first syllable with semantic meaning in a word, for example, un, re, dis.
- b. The **main** word in a phrasal verb.
- c. A word connected with the brain and its functions.
- d. The root word, or first word in a dictionary entry.
- e. The most important word in a book title or newspaper headline.

Question 5

Dictionaries use codes or abbreviations to indicate the grammar and usage of a word. How many of these are correct?

- i) v = verb ii) n = normal iii) adj = adjacent iv) pl = please
v) infml = informal vi) vt = transitive verb

- a. None of these
- b. 1-2 of these
- c. 3 of these
- d. 4-5 of these
- e. All of these

Question 6

Of the following spellings, how many are correct?

- i) committee ii) recommend iii) necessary iv) offered v) fourty
vi) separate

- a. None of these
- b. 1-2 of these
- c. 3 of these
- d. 4-5 of these
- e. All of these

Question 7

When a word has more than one meaning given in a dictionary, how do you decide which meaning you want? More than one way may be effective.

- a. By thinking about the context/situation and possible meaning of the word in the sentence and choosing the best fit.
- b. By looking at the sentence structure (grammar). What part of speech is the word in the sentence? How is it related to other words?
Match with grammar information in dictionary.
- c. By choosing the first meaning because it's the most common.
- d. By picking one at random.

Question 8

Alphabetical order sometimes needs practice. How many of these statements are true? In alphabetical order,

- **quiz** comes before **quite** and **quiet**
 - **dedicated** comes before **dedication**
 - **mainstream** comes before **mainstay**
 - **stabilize** comes before **stable**
 - **unoccupied** comes before **unofficial**
 - **browse** comes before **bruise**
- a. None of these
 - b. 1-2 of these
 - c. 3 of these
 - d. 4-5 of these
 - e. All of these

Question 9

Dictionaries can help you in ways you may not have thought of. How many of these statements are true?

- Dictionaries can help you proofread your written work.
 - Dictionaries can help you find out the origins of a word.
 - Dictionaries can help you improve your posture.
 - Dictionaries can help you to learn and practice the phonemic alphabet.
 - Dictionaries can help you to understand grammar and structure.
 - Dictionaries can help you to enlarge your vocabulary.
-
- a. None of these
 - b. 1-2 of these
 - c. 3 of these
 - d. 4-5 of these
 - e. All of these

Question 10

An **idiom** is ...

- a. A group of stupid people.
- b. An expression used to insult someone.
- c. An expression used to give emphasis or dramatic power.
- d. An expression with a different overall meaning to that of the actual words.
- e. A vulgar or offensive expression.

Read to Comprehend and Respond

Comprehension strategies are powerful tools to help a reader construct meaning from text. Readers need clear, detailed instructions to become aware of their thinking as they read, detect obstacles and confusions that derail understanding, and understand how strategies can help them repair meaning when it breaks down. This includes the ability to detect errors or contradictions in text, knowledge of different strategies to use with different kinds of texts, and the ability to separate important from unimportant information.

This section includes:

- **Using Questions**
 - QAR
 - Questioning the author
 - Reciprocal teaching
- **More Comprehension Activities**
 - Cooperative learning
 - Literature circles
 - Comprehension strategies
- **Understanding Different Kinds of Text**
 - Genres
 - Story elements
 - Figures of speech
- **Critical thinking**
 - Point of view
 - Bias
 - Connecting text to self and world

Learning Outcomes:

- Distinguish similarities and differences and recognize key characteristics of various types of reading materials
- Identify key elements of fiction and use of figurative language
- Use accurate word meaning according to context
- Identify writer's viewpoint and practice critical-thinking skills
- Use methods of development and organization of written text
- Discover the importance of viewpoint in a text, discuss and compose alternative viewpoints
- Recognize bias and value judgements; distinguish between fact and fiction
- Develop strategies for critically examining the origin and characteristics of myth.
- Develop strategies for examining messages for racial and cultural bias.
- Use a variety of resources to clarify meanings of unfamiliar words and define unfamiliar vocabulary.
- Make predictions about text events before and during reading, and confirm, modify, or reject predictions after reading. Use evidence in text to form questions and verify predictions.
- Demonstrate an accurate understanding of information in the text by focusing on the key ideas and linking them to previous experience and knowledge.
- Retell information from a text, paraphrase/summarize text according to text structure.
- Interpret figurative language, identify literary elements in text (e.g., simile, metaphor, onomatopoeia, etc.).
- Demonstrate the ability to listen for different purposes.
- Read with fluency and expression



Instructor Notes Using Questions

This section covers a variety of activities that use questions to help learners with reading comprehension.

Question-Answer-Relationship

Teaching QARs to learners helps them understand the core notion: that when confronted with a question, the answer will come either from the text or from what they know.

- In the Book (or video or web page...)
- In My Head

In the Book

- **Right There.** The answer is in the text, and if we pointed at it, we'd say, "it's right there!" Often, the answer will be in a single sentence or place in the text, and the words used to create the question are often also in that same place.
- **Think and Search.** The answer is in the text, but you might have to look in several different sentences to find it. It is broken up or scattered, or requires a grasp of multiple ideas across paragraphs or pages.

In my Head

- **Author and You.** The answer is not in the text, but you still need information that the author has given you, combined with what you already know, in order to respond to this type of question.
- **On My Own.** The answer is not in the text, and in fact you don't even have to have read the text to be able to answer it.

Questioning the Author

This strategy is designed to encourage learners to think beyond the words on the page and to consider the author's intent for the selection and his or her success at communicating it. The idea of "questioning" the author is a way to

evaluate how well a selection of text stands on its own. Learners are looking at the author's intent, his craft, his clarity, and his organization. If the author has done well, learners can say so, and they can identify why they say so. Likewise, if learners are struggling over a selection of text, it may be because it hasn't been written very clearly. Learners can see this, and say so, and then they are invited to improve on it.

Reciprocal Teaching

Reciprocal teaching provides a framework for learners to understand and construct meaning. It includes four strategies:

1. **Summarizing** - important ideas are paraphrased so the learner gets the main idea. To summarize, the reader must identify the most important information, integrate the information across the text, delete details, and state succinctly.
2. **Questioning** - why and how questions are asked to reach a shared understanding. The learner must explore the meaning in the text in order to formulate a question. The learners in the group then answer the questions asked by the group leader. This also gets readers actively involved in their reading. The learners are taught to ask "teacher like" questions. QAR, question answer relationship strategy, see Hand-out "QAR", can be integrated into questioning.
3. **Clarifying** - learners monitor their comprehension and use fix up strategies. They are alert to difficulties in the text such as vocabulary, inconsiderate text, new or difficult concepts, and other problems. Fix up strategies may include re-reading, using context, using knowledge of written language, using a dictionary or thesaurus to check words, using other reference materials, and more.
4. **Predicting** - learners make a guess about what will come next using their prior knowledge and cues given by the author. This helps learners set purposes for reading. It gets them actively involved in the reading.



Learning Activities

Using Questions

7 Handouts

Activity 1 – Question-Answer-Relationships [QAR]

Teaching QARs to learners begins with helping them understand the core notion: that when confronted with a question, the answer will come either from the text or from what they know.

Use Handouts 1 and 2 as guides for learners. They can work in small groups or partners as they become more proficient at using QAR. The goal is for learners to internalize the strategy and use it independently.

Activity 2 – Questioning the Author

The standard format involves five questions. Learners read a selection of text (one or more paragraphs, but generally not as much as a whole page), and then answer these questions:

- What is the author trying to tell you?
- Why is the author telling you that?
- Does the author say it clearly?
- How could the author have said things more clearly?
- What would you say instead?

Give learners Handout 3 as an example and Handout 4 as a guide to follow.

Activity 3 – Tripartite Approach

This approach uses guiding questions for three parts of the story: beginning, middle and end. Each part of the story has focus questions. Use Handout 5 as a guide for questions.

Activity 4 – Reciprocal Teaching

Reciprocal Teaching works best in small groups so learners have more opportunities for participation. Each learner in the small group takes a turn at being the teacher. They lead the group using the four strategies: summarize, question, clarify and predict, to get meaning from text.

- Instructor describes the process of reciprocal teaching and gives an overview of each of the strategies.
- The instructor models how to use the four strategies of summarizing, predicting, clarifying, and questioning. Use think-aloud to model the strategy.
- The small group practices the procedure with the instructor present. Passages should be short at first.
- Learners take turns being the teacher and leading the process.
- Gradually, learners use the strategies independently.

A guide could be developed to initially help the **learner teacher** go through the procedures. For example:

- "Please read to ..."
- "My question is ..." (use key words such as what, where, how, who, why, which, when)
- "Please summarize what this section was about."
- "What do you predict the next section will be about?" "My guess is that the next part we read will be about ..."
- "(learner name) will be the next leader."

Activity 5 – Reciprocal Teaching: Group Work

Another way to teach this strategy is to put learners in groups of four.²⁴ Use the cards on Handout 6 – summarizer, questioner, clarifier and predictor. Give each person one card. Ask them to read the passage on Handout 6. Each person should read the passage silently and has a role to play.

²⁴Source: <http://curry.edschool.virginia.edu/go/readquest/strat/rt.html> 2001

- **Summarizer:** Highlights the key ideas in the selection
- **Questioner:** Asks questions about the selection
- **Clarifier:** Asks about confusing parts
- **Predictor:** Asks what will happen next or when the next event will be

Activity 6 – Key Questions to Ask

These key questions help guide the reader and focus his or her attention on important components of the text. Questions may be added, deleted, or modified to fit the requirements of different forms of literature. Handout 7 provides these questions in a handout form.

CAL Approach²⁵

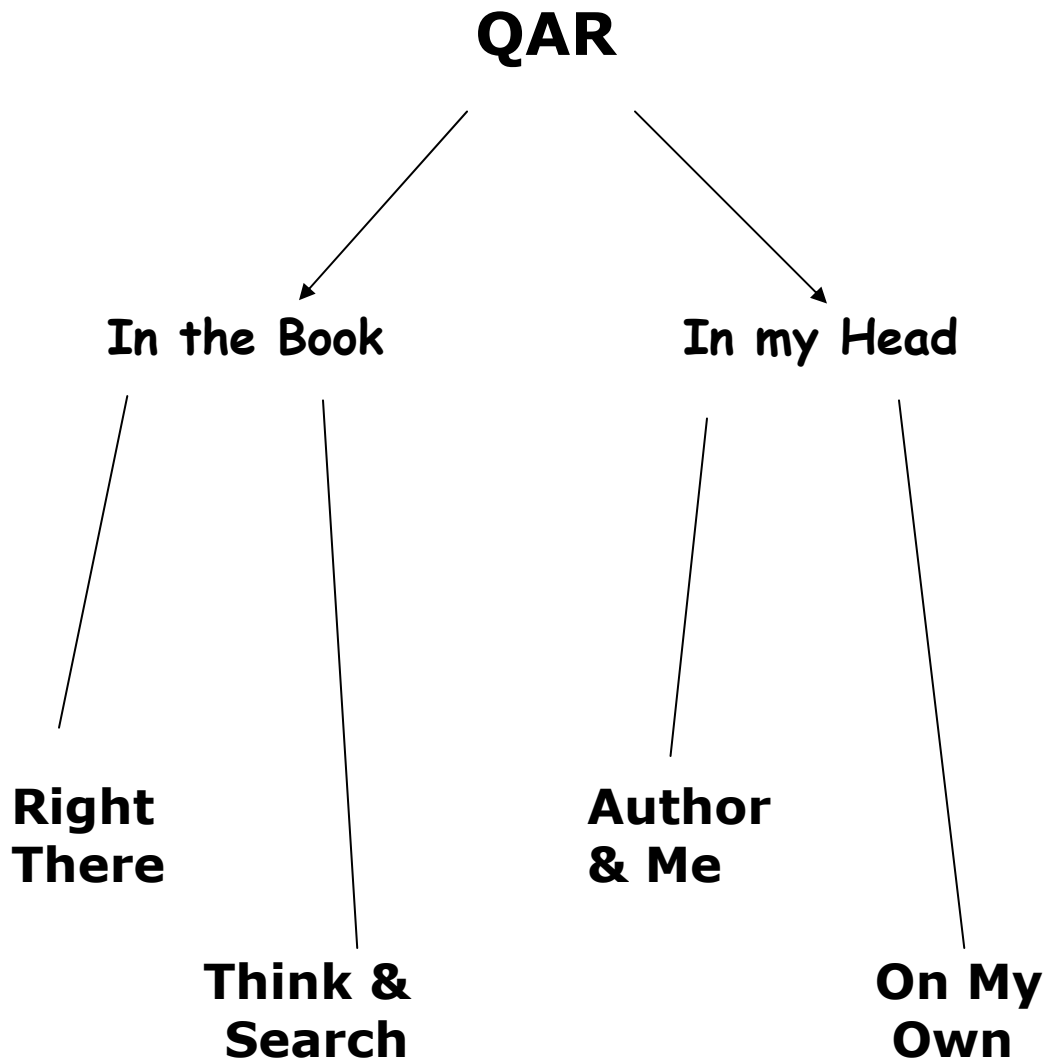
- What is the main idea of the piece?
- If I lived during this period, how would I feel about my life?
- What does this remind me of?
- How do I feel about the author's opinion or point of view?
- How could I put this in my own words?
- How could I teach this to someone else?
- Where else have I heard something like this?
- If I were going to interview the author, what would I ask him/her?
- Who is the main character(s)?
- Have I ever been in a situation where I felt like the main character(s)?
- Where and when did the story take place?
- What did the main character(s) do?
- How did the piece end?
- How do the main characters feel?

²⁵ Source: K. Buchanan, CAL



Using Questions
Handout 1

Question-Answer-Relationship





Using Questions
Handout 2

Question – Answer - Relationship

Title: _____ **Author:** _____

In the Book	Right There	
	Think & Search	
In my Head	Author & Me	
	On my Own	



Using Questions

Handout 3

Question the Author – Example

Each employee must wash his hands thoroughly with warm water and soap after each trip to the toilet and before beginning work.	
What is the author trying to tell you?	The author is telling me that I must be clean before I can work at my job. In particular, I have to wash my hands whether I'm just starting work or if I've just been to the bathroom.
Why is the author telling you that?	I think it has to do with who the author is. In this case, I think the author is the Health Department, which is responsible for sanitation issues in restaurants. To keep customers of an eating establishment from getting sick and to reduce the transmission of disease, employees who handle food or utensils or plates have to make sure they have clean hands.
Is it said clearly?	It seems pretty clear and straight-forward.
How might the author have written it more clearly?	Well, it has a real legalistic sound to it. That's probably necessary because of a uniform health code and the nature of governmental agencies and the way that they communicate. You can hear the unspoken tagline: "By Order of the Health Department." In this case, it's probably written pretty clearly and might be hard to improve upon. It does seem a little wordy. For instance, if you tell someone to wash his hands, do you have to remind him to do so with soap and warm water?
What would you have wanted to say instead?	"Please don't make me eat your germs. Wash your hands before touching my food!"



Using Questions
Handout 4

Questions the Author – Guide

Text	
What is the author trying to tell you?	
Why is the author telling you that?	
Is it said clearly?	
How might the author have written it more clearly?	
What would you have wanted to say instead?	



Using Questions Handout 5

Tripartite Approach

Beginning-of-Story Questions

- Setting and Character
 - Where did the story take place?
 - When did the story take place?
 - Who is the main character?
 - What is _____ like?
- Problem:
 - What is _____ 's problem?
 - What did _____ need?
 - Why is _____ in trouble?

Middle-of-Story Questions

- Goal:
 - What does _____ decide to do?
 - What does _____ have to attempt to do?
- Outcome:
 - What did _____ do about _____ ?
 - What happened to _____ ?
 - What will _____ do now?

End-of-Story Questions

- Resolution:
 - How did _____ solve the problem?
 - How did _____ achieve the goal?
 - What would you do to solve _____ 's problem?
- Reaction:
 - How did _____ feel about the problem?
 - Why did _____ do _____ ?
 - How did you feel at the end?

Read to Comprehend and Respond



- Theme:

What is the moral of the story?

What did you learn from the story?

What is the major point of the story?

What does this say about _____ ?



Using Questions Handout 6

Reciprocal Teaching – Group Work

Read the passage below. Each person takes on a role for the reading.

Section 6.01 The Nature of Bears²⁶

Black bears are sometimes confused with grizzly bears because the two species may appear similar in size, and both vary in colour from black to brown, cinnamon or blond. The two species can be distinguished by several physical features.

Grizzlies have a stout, chunky build, a prominent shoulder hump, a massive head with an upturned muzzle or "dishface," and long claws (about 6-8 cms). Adult male grizzlies average 150-215 kgs in the Mackenzie Mountains, but can weigh more than 300 kgs in areas of the NWT where the growing season is longer and food supplies more abundant.

Black bears have a smaller, less robust build, flat or straight shoulders, a straight muzzle, and short, curved claws. Adult males average 100-150 kgs, but can weigh more than 275 kgs. In both species, females are smaller than males.

The typical lumbering gait and occasionally comic antics of bears are deceptive: they are capable of enormous feats of strength and they can run much faster than people. Both species also swim well. Black bears and young grizzlies can climb trees, but adult grizzlies usually will not. All bears rely on their excellent sense of smell to find food and identify danger. They rely less on hearing and eyesight, although those senses are also well-developed.

²⁶ **Source:** GNWT Department of Environment and Natural Resources
<http://www.nwtwildlife.com/Publications/safetyinbearcountry/safety.htm>

Problems can occur whenever bears and people occupy the same area. You can encounter a bear by chance, or because the bear is attracted to your activity. Bears are curious, and often investigate a strange object, smell, or noise. They also have a tremendous and constant drive to find as much nutritious food as they can during their time out of the den. These two traits, coupled with a bear's remarkable sense of smell, often lead bears to areas of human activity. The outcome of a bear's visit to a camp or community will influence its future behaviour. If it does not find food, it may not return once its curiosity has been satisfied. If it successfully obtains food from a human source - such as a garbage dump, backpack, or unclean camp - it begins to associate food with anything human, and investigate areas used by humans whether or not food is actually detected. A bear will gradually lose its tendency to avoid people as it learns to associate them with food. It may become bold and aggressive.

Once started, the habits of problem bears are difficult to break. It is your responsibility as a visitor in bear country to ensure that your actions do not encourage those habits. It is unfortunate, but a problem bear is often destroyed.

Safety is everyone's responsibility - it is not a job that can be delegated to someone else and then forgotten about. The actions of each individual affect the safety of everyone else.

Remember these simple rules:

- Be alert at all times.
- Respect all bears - they can be dangerous.
- Never approach a bear for any reason. Photographs should be taken from a safe distance with a telephoto lens.
- Never feed bears or other wildlife.
- Have a plan of action for dealing with bears and be sure everyone understands it.
- If you are travelling with small children, make sure you know where they are at all times.

QUESTIONING

Questioning

- Ask the group to ask questions that the instructor might ask.
- Ask all sorts of questions: inference, details, cause and effect, applying text information to a situation. Do not allow yes/no questions.
- Call on volunteers to answer the questions.

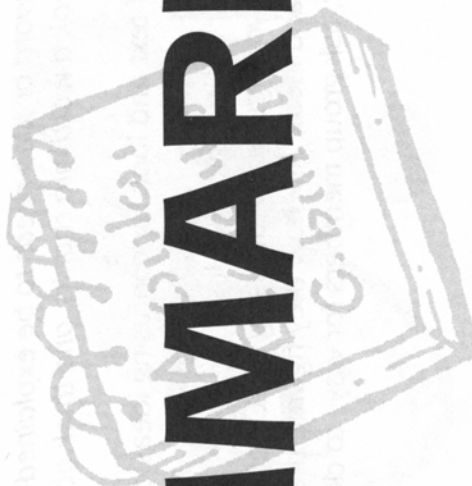
PREDICTOR



Predicting

- Look at a heading, illustration, or piece of information.
- Ask the group to predict where the text “is going”.

SUMMARIZER



FOLD HERE

Summarizing

- Ask the group to identify the most important points in the text.
- Ask the group to summarize these points.

CLARIFY



Clarifying

- Ask the group to reread a portion of the text and look for confusing ideas or words.
- Ask the group to identify one or two words, idioms, or ideas that need clarification.
- See if the group can figure out the words or concepts that need clarifying.



Using Questions **Handout 7**

Key Questions to Ask

- What is the main idea of the piece?
- If I lived during this period, how would I feel about my life?
- What does this remind me of?
- How do I feel about the author's opinion or point of view?
- How could I put this in my own words?
- How could I teach this to someone else?
- Where else have I heard something like this?
- If I were going to interview the author, what would I ask him/her?
- Who is the main character(s)?
- Have I ever been in a situation where I felt like the main character(s)?
- Where and when did the story take place?
- What did the main character(s) do?
- How did the piece end?
- How do the main characters feel?



Instructor Notes

More Comprehension Activities

This section has more comprehension activities you can use at the 130 level to help learners understand what they are reading. At this level, learners are reading: literature, poetry, essays, compositions, short stories and novels.

Literature

Read completely through for plot, character development, setting, and theme. Make a study guide or flash cards of important characters. Diagram the story structure.

Poetry

Learners should be provided with opportunities to identify a poem's relevance to their lives. Encourage learners to generate his or her own questions about the text. This supports an inquiry approach in the classroom.

Essays

Watch for the author's bias or point of view. Find the author's purpose, main arguments, and details that support the arguments.

Composition

Determine action, actor-agent, scene, means, and purpose. Use all senses in describing. Expand vocabulary.

Record Important Information

When reading literature, one should record the main ideas and emphasized components. One way to do this is to take notes in the margins or on separate pieces of paper. Or use organizational aids such as a literature checklist or character analysis matrix.

Ask and Answer Questions

Comprehension of literature texts is aided by asking and answering key questions. Readers may compose their own questions or may refer to the sample questions provided in the Key Questions to Ask section of this page.

Cooperative Learning

Social interaction also plays a role in self-monitoring. Discussion and collaboration help learners to monitor their own understanding and build new strategic capabilities (Baker, 2002).



Learning Activities

More Comprehension Activities

7 Handouts

Activity 1 – Cooperative Learning Activity

This multi-step reading comprehension activity incorporates cooperative learning strategies. Follow the directions below:

- Divide the class into groups of four learners. Assign each learner a number, 1–4. Hand-out text to be used.
- **Assign vocabulary tasks**
 - Learner #1 has the task of introducing the new vocabulary words in the reading to other members of his or her group.
 - Learner #1 lists each new term and solicits definitions from other members of the group. If none are able to define the word correctly, that word is marked.
- **Assign reading tasks**
 - Learner #2 has the task of reading the new material aloud to the group while the other members follow along.
 - Any learner is free to emphasize important information during this process.
- **Assign questioning tasks**
 - Learner #3 has the task of asking the group questions based on the oral reading.
 - Learner #3 should keep track of the group's answers.
 - If desired, the instructor may develop these questions ahead of time to insure that learners cover the main points of the reading.

- **Assign follow-up tasks**
 - Learner #4 has the task of directing a follow-up activity that reinforces the general and specific concepts of the reading.
 - Instructor guidance may be needed here as well.
- **Learners evaluate the group activity using Handout 1.**

The roles in the group then switch one person to the right, and the next selection is read. Learners repeat the process using their new roles. This continues until the entire selection is read.

Activity 2 – EVOKER Strategy

Use the EVOKER strategy to help learners with reading comprehension. Handout 2 provides a detailed description for learners to follow when they read a passage of text. When a learner is struggling with comprehension this is a good strategy to use.

Activity 3 – Literature Circles²⁷

Literature Circles are an effective tool for reading comprehension.

- Introduce the four jobs in the Literature Circles:
 - **Discussion Director:** creates questions to increase comprehension, they ask who, what, why, when, where, how, and what if questions
 - **Vocabulary Enricher:** classifies word meanings and pronunciations, uses research resources
 - **Literary Luminary:** guides oral reading for a purpose, examines figurative language, parts of speech, and vivid descriptions
 - **Checker:** checks for completion of assignments, evaluates participation, helps monitor discussion for equal participation

²⁷ **Source:** Daniels, Harvey, and Marilyn Bizar. 1998. *Methods That Matter: Six Structures for Best Practice Classrooms*. York, ME: Stenhouse.

Read to Comprehend and Respond



- Model the process by doing each of the jobs together as a group. See Handouts 3, 4, 5 and 6 for job descriptions. Read the first page or paragraph of text. The instructor models the Discussion Director and asks the group comprehension questions.
- In groups of four, learners read a section of text. Each learner has the handout for their job. Jobs rotate for the next section of text.
- This model allows for self-assessment and group assessment. Use Handout 7 to reflect on individual participation.



More Comprehension Activities

Handout 1

Cooperative Learning: Group Evaluation

Your Name: _____

Date of Presentation: _____

Circle your ratings for yourself and for each member of your group.

Rate each group member according to his or her contribution to the group activity. Rate yourself also according to your contribution to the group.

Ratings of 1 or 5 must be described on the back of the form.

5	4	3	2	1		
Very good	Good	Satisfactory	Unsatisfactory	Poor		
Name		Rating				
		5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1
		5	4	3	2	1

Any Additional Comments



More Comprehension Activities

Handout 2

EVOKER Strategy

The **EVOKER** strategy helps improve comprehension when reading prose, poetry, and drama.

The steps are:

Explore

Read the entire selection silently to gain a feeling for the overall message.

Vocabulary

Note key words. Look up those words with which you are not familiar. Also look up unfamiliar places, events, and people mentioned in the selection.

Oral Reading

Read the selection aloud with good expression.

Key Ideas

Locate key ideas in order to help you understand the author's organization. Be sure to determine the main idea or theme of the selection.

Evaluation

Evaluate the key words and sentences in respect to their contributions to developing key ideas and the main idea.

Recapitulation

Reread the selection.



More Comprehension Activities

Handout 3

Literature Circles: Discussion Director

The Discussion Director asks questions to increase comprehension.

1. Why do you think the author had _____
happen in the story?
2. How is _____ alike/different from
_____?
3. If you had been _____, how would you have
_____?
4. How did you feel about _____?
2. What do you think caused _____?
3. How would the story have been changed if the author had not let
_____ happen?
4. Tell a short summary of _____.
5. Predict: _____.
6. Do you think _____
happening will be important later on?
7. Why do you think so? _____



More Comprehension Activities

Handout 4

Literature Circle: Vocabulary Enricher

Vocabulary Enricher

- Clarifies word meanings and pronunciations
- Looks up each word in the dictionary
- Writes how the word was used in the story
- Finds correct definition for the word

How it works?

- Group finds word and tries to figure out meaning from context.
- Vocabulary enricher looks up words in dictionary and then the group chooses correct definition.
- Vocabulary enricher looks up words in thesaurus to find synonyms to help with understanding. He or she reads these words to the group.



More Comprehension Activities

Handout 5

Literature Circles: Literary Luminary

Literary Luminary

- Guides oral reading for a purpose
- Examines figurative language, parts of speech, and vivid descriptions

How it works?

- Literary luminary sets the purpose for reading by asking questions about the topic or story. “What does the title tell us about the story or topic?” Do you know anything about the topic?” What predictions can you make by reading the first paragraph?”
- Literary luminary highlights figurative language (similes, personification, colloquiums) and vivid descriptions.
- Groups discuss figures of speech and try and understand what the author is trying to say.
- Groups discuss the vivid descriptions in the text and decide if the author has done a good job of describing the details in the story.



More Comprehension Activities

Handout 6

Literature Circles: Checker

Checker

- Checks for completion of assignments
- Evaluates participation
- Helps monitor discussion for equal participation

How it works?

- The Checker evaluates each group member by:
 - Giving a check [✓] for each answer they give
 - Giving a check [✓] for other contributions and cooperative behaviours
 - Giving a minus [-] for interrupting, distracting, or goofing off
 - Giving a check [✓] to those who appear to read the passage
 - Give a minus [-] for those who appear to not have read the passage
- The Checker gives a written evaluation of how the group worked together.

Evaluation of our group



More Comprehension Activities

Handout 7

Self-Reflection: Taking Part in a Group

Answer the following questions:

	Yes	Unsure	No
1. Did I understand what my role was in the group?			
2. Did I complete my task to the best of my ability?			
3. Did I have my turn speaking?			
4. Did I let others have a turn at speaking?			
5. Did I listen while others were speaking?			
6. Did I offer to help when it was needed?			
7. Did I enjoy taking part in the group work?			
8. Did I enjoy working with others in my group?			

What are the three things that you enjoyed about your role in the group?

What is something that you want to do differently next time?



Instructor Notes

Understanding Different Kinds of Text

Understanding text involves recognizing different genres of writing, the elements of a story and figures of speech. This section is also covered in the *English 120 Resource Manual* in the Reading Section.

Learners should be able to

- Recognize fiction and nonfiction in various formats including essays, journals, newspapers and books.
- Identify elements of fiction such as plot, character and setting, as well as, figures of speech.



Learning Activities²⁸

Understanding Different Kinds of Text

11 Handouts

Activity 1 – Fiction or Nonfiction?

On the board or flipchart, explain the difference between the two main types of writing, refer to definitions below. Ask learners for examples of nonfiction and fiction text. Use examples of nonfiction and fiction from the classroom to show as you are explaining the definitions.

Nonfiction is an account presented as fact. The author claims to be stating facts and truthful statements about reality.

Examples: Essays, journals, documentaries, scientific papers, photographs, biographies, textbooks, blueprints, technical documentation, user manuals, diagrams and journalism. **Nonfiction is not only written text; pictures and film can also present fact.**

Fiction (to form, create) is storytelling of imagined events. A large part of the appeal of fiction is its ability to evoke the entire spectrum of human emotions: to distract our minds, to give us hope in times of despair, to make us laugh, or to let us experience empathy without attachment.

Examples: novels, stories, fables, fairy tales, films, comics, interactive fiction.

Note: Some texts can be either fiction or nonfiction. Although text is mostly one or the other, sometimes there is a blend of both.

Examples: letters, magazine articles, histories, websites, speeches and travelogues.

²⁸ **Source:** Activities in this section adapted from <http://www.readwritethink.org/lessons/index.asp>

Individually or in pairs, fill in Handout 1 – Fiction or Nonfiction?”

Answers: a) fiction b) nonfiction c) nonfiction d) fiction
e) nonfiction f) fiction g) fiction

In large group, discuss answers. Ask: What type of text do you think each fiction and nonfiction excerpt is?

Answers: a) comic b) biography c) biography/website d) story
e) brochure f) story g) myth

Activity 2 – Different Types of Reading Material

Arrange the class in small groups. At each group’s work area, place at least five examples of text. Ask learners to use Handout 2 to identify the texts. Ask them if they can add more types of text to the list. Ask them how some text can sometimes be fiction and sometimes be nonfiction.

Activity 3 – Biography vs. Autobiography

Read the passages on Handout 3 to learners. Ask them to identify whether the passage is a biography or autobiography piece. Ask learners what the differences and similarities are. Use the Venn diagram on Handout 4 to show the differences and similarities.

Activity 4 – Fables, Fairy Tales and Legends

What are fables? What are Fairy Tales? Where do they come from? How are fables and legends similar? Are fables, fairy tales and legends fiction? Have a group discussion about these questions. Refer to <http://www.ivyjoy.com/fables/> for fables and fairy tales and to <http://www.northwest-art.com/> for First Nation legends.

Activity 5 – Myths: Fiction or Nonfiction

As a follow-up to the previous activity, ask learners if they think myths are fiction or nonfiction. Ask them to think of some myths that they learned when they were young. Each culture usually has a host of myths or legends that are told to young people to help them understand the world around them.

Read Handout 5 – Storytelling and Mythology – by Katherine Neville²⁹. First do a K-W-L to introduce the topic. Ask learners to share the reading. Talk about what you have learned and what more you would like to learn.

Extension Activities

- Internet research on Ireland, Katherine Neville, Legends, or Myths.
- Write a legend from our region and read it to the class.
- Draw a picture of a Dene legend or a character from a legend.
- Discuss what the role of dance in Dene and Métis legends is.

Activity 6 - Elements of a Story

Use Handout 6 to explain character, setting, plot, and theme. While reading a story, have learners use this handout to answer questions about the story and understand the purpose of each story element.

Depending on the learners reading level and your approach to literature, you may want to teach literary terms. Handout 7 has a list of literary terms and definitions. One approach is to introduce two or three terms at a time, then give the handout once all words have been introduced.

Activity 7 – Elements of a Story Activities

- **Character Interview:** Ask learners to pair up and choose a character in a short story or novel. One person takes on the role of the character and the other an interviewer. Ask them to come up with questions for the character and answers. They can practice their interview and then perform it for the class.
- **Major Characters:** Identify who are the major characters in your story and what role they take:

Protagonist	Antagonist	Foil
The main character in the story.	The character or force that opposes the protagonist.	A character who provides a contrast to the protagonist.

²⁹ Adapted from <http://artsedge.kennedy-center.org/irish/share/storytelling/authors/neville/artsedge.html>

- **BIO Poem:** Ask learners to select their favourite character and write a BIO Poem. Share it with the class. Use Handout 8 for a guide for the BIO Poem.
- **Plot and Sequence:** Read a story with learners and ask them to identify the sequence of events that shape the plot. Use Handout 9 as a guide.
- **Mural:** In a story, the setting is the place **where** and **when** the action or the event occurs. Setting also reveals the **mood** or atmosphere of the story. Choose the most used or most important setting and draw a mural of it.
- **Theme:** Ask students “What exactly is this elusive thing called theme?” Tell them: “The theme of a fable is its moral. The theme of a parable is its teaching. The theme of a piece of fiction is its view about life and how people behave. In fiction, the theme is not intended to teach or preach. In fact, it is not presented directly at all. You extract it from the characters, action, and setting that make up the story. In other words, you must figure out the theme yourself.” Review some fables from the internet and ask learners to identify the theme of the moral of the story.
- **Conflict:** Conflict is the essence of fiction. It creates plot. The conflicts we encounter can usually be identified as one of four kinds. Identify what conflict is happening in the short story or novel you are reading.
 - **Man versus Man**
Conflict that pits one person against another.
 - **Man versus Nature**
A run-in with the forces of nature. On the one hand, it expresses the insignificance of a single human life in the cosmic scheme of things. On the other hand, it tests the limits of a person’s strength and will to live.
 - **Man versus Society**
The values and customs by which everyone else lives by are being challenged. The character may come to an untimely end as a result of his or her own convictions. The character may, on the other hand, bring others around to a sympathetic point of view, or it may be decided that society was right after all.

- **Man versus Self**

Internal conflict. Not all conflict involves other people. An internal conflict is a good test of a character's values. Does he give in to temptation or rise above it? Does he demand the most from himself or settle for something less? Does he even bother to struggle? The internal conflicts of a character and how they are resolved are good clues to the character's inner strength.

Activity 8 – Point of View

Learners examine stories, books, magazine articles, legends, fables etc. and decide what point of view they are written in. They write down at least 3 examples for each point of view listed on Handout 10.

Activity 9 – Simile, metaphor, personification

Explain these three figures of speech using Handout 11. The examples on the handout are taken from the bible. Make sure learners understand that figures of speech are used in many kinds of writing, not just the bible.

Simile: On the board, write the example: "As long as the river flows so shall our rights to this land." Ask the class, "In this sentence, what two things are being compared?" Answer: the river and Aboriginal rights. "What word makes this sentence sound formal?" Answer: shall. Or "What's another word for shall?" Answer: will. Point out that *shall* is a formal way of saying *will*.

Metaphor: Write "My cousin Johnny is a dog". Ask the class, "Is Johnny really a dog?" What does it mean to call a person a dog? What is implied? Answers: Johnny is not really a dog. Calling a person a dog may mean he's unattractive or not trustworthy.

Personification: On the board, write the example: "The thunder roared and cried." Ask the class, "In this sentence, why does the thunder seem like a person?" Answer: Because it is roaring and crying. Explain these are things that people normally do. You may want to draw from Aboriginal legends for more examples of personification.

Ask learners to look for figures of speech in the text they are reading. Ask them to write down some examples for each one on Handout 10.

Activity 10 – Novel Study – Brief Overview

The following are questions that can guide learners through an independent novel study. The questions draw from strategies in the Reading to Comprehend section of this unit. A detailed Novel Study on **Raising Ourselves** by Velma Wallis has been developed for 130 English.

- Explain how you chose your book.
- Write about a memory or experience of your own that is similar to something you've read in your book.
- Make a list of possible questions that arise as you read. Before you finish the book, write down your predictions for the ending. After you finish, check back and check the accuracy of your prediction.
- Illustrate a scene or draw a map or symbol that reflects some aspect of your book. Create something visual that brings a facet of your book to life.
- Imagine you are one of the characters in the story. Write a diary entry that reflects thoughts and feelings about an event in his/her life.
- Finish this idea: "I love the way the author. . ." Be complete and give examples to support your opinion.
- Do a character map of the main character in the novel.
- What do you feel is the message of the book? Please explain.
- Who else should read this book? Why? Who shouldn't read this book? Why?
- Write a letter to someone telling them about the book and your opinion of the book.
- Assemble a collection of quotable quotes from the text. Explain why you chose each one.
- Write a poem based on the mood, images, or feeling aroused by the novel.

- Construct a time line to fit the story. Include all the main events.
- What book will you read next? Why?

Activity 11 – Novel Study: Compare/Contrast Book to Movie

Each learner will read a book that has been made into a movie, complete a reading journal, watch the movie, write a comparison/contrast review, and present observations to the class. Allow for six to eight weeks to complete the project.

- Select a book that has been made into a movie and read it.
- Each learner should submit the title of the book, author, number of pages, and name of movie.
- Write 5 reading journal entries. The reading journal will include:
 - Your name, the title of the book, the date and the number of pages in the section you read (i.e. section 2 pages 45-89). Each journal entry will include a 5 sentence summary of the events that happened in the section you read, as well as your response to what you've read in that section: Are you interested? Why? Bored? Why? Were there any surprises? Explain. What did you like most or least? Explain.
- Write a Comparison/Contrast review (1-3 page essay comparing and contrasting the book to the movie.)
- Prepare a presentation to share your observations about the book and the movie. How similar or different were they? Were the differences good or bad? Explain. Which did you prefer, the book or the movie? Why?
- Presentation may include: a power point presentation, a video clip to share favourite part or explain a difference, other props to make the presentation more interesting.



Understanding Different Kinds of Texts

Handout 1

Fiction or Nonfiction?

Read each passage. Is it fiction or nonfiction?

a) “Holy smokes, Batman!” Robin pointed to the tall building where Spiderman was climbing up the wall. Suddenly “SWOOSH!” and Superman flew in with his big cape. Just like that, he swooshed in, and picked up Spiderman.

Fiction

Nonfiction

b) Chief Dan George was over 60 when he became a movie actor. At 71 he won the prestigious New York Film Critics award and an Academy Award nomination for best supporting actor. This success catapulted him into the position of spokesman for the people of Canada’s First Nations – a role he performed with dignity in speaking about the past and present plight of North America’s first peoples.³⁰

Fiction

Nonfiction

c) This recording showcases the music of the Dogrib Nation of the Northwest Territories, Canada, a part of the northern Athabaskan peoples who call themselves *Dene*. Utilizing voice accompanied by hand drum, these lively songs are meant to be performed during various social dances. During their first visit to the Southwestern United States, the Chief Jimmy Bruneau School Young Drummers consented to make this landmark recording and share their very special music. Total Time: 54:32 [CR-6260]

<http://www.canyonrecords.com/cr16260.htm>

Fiction

Nonfiction

³⁰ Source: http://collections.ic.gc.ca/heirloom_series/volume5/238-239.htm

Read to Comprehend and Respond

d) In the wee hours of the night, with the Northern lights shining overhead, the rabbit hopped across the snow into the hollow. Once inside, she turned to her baby bunnies and said “children, it’s time to sleep”. The baby bunnies were restless and excited because the next day was carnival.

Fiction

Nonfiction

e) Roads in the Wood Buffalo National Park are all-weather gravel and driving distances between points are long. Please drive carefully and ensure that you have enough gas (Hay River or Fort Smith). It is courteous to slow down when meeting oncoming traffic.

Fiction

Nonfiction

f) I woke up with a start! It was still dark. Something was scratching on the side of the tent near my bed. I could see its shadow against the wall of the tent. Terrified, I looked over at my tent buddy. He was gone!

Fiction

Nonfiction

g) There was a time many years ago when the earth was covered in darkness. An inky pitch blanketed the world making it very difficult for anyone to hunt, fish or gather for food. An old man lived along the banks of a stream with his daughter who may have been very beautiful or possibly quite homely. This didn’t matter to the old man however, because after all it was dark and who could tell. The reason why the world was dark had to do with the old man who had a box that contained a box that held many other boxes. In the very last box was all the light in the universe and this was a treasure he selfishly kept to himself. The mischievous Raven existed at that time because he always had. He was none too happy about the state of the world, for he blundered about in the dark bumping into everything.³¹

Fiction

Nonfiction

³¹ Source: www.northwest-art.com/NorthwestArt/WebPages/StoriesRavenStelastheLight.htm



Understanding Different Kinds of Texts

Handout 2

Different Types of Text

Nonfiction	Fiction
essays journals documentaries scientific papers photographs biographies textbooks blueprints technical documentation user manuals diagrams journalism	novels stories fables fairy tales films comics interactive fiction
Sometimes both	
letters magazine articles histories websites speeches travelogues photographs films song lyrics	

Explain how some text can be both nonfiction and fiction.



Understanding Different Kinds of Text Handout 3

Biography or Autobiography?

Read each passage and decide if it represents an autobiography or biography passage. List the differences and similarities after you read each selection.

Look up the definition for:

Autobiography _____

Biography _____

Passage	Auto- biography	Biography
How did I happen to become an explorer? It did not just happen, for my career has been a steady progress toward a definite goal since I was 15 years of age. Whatever I have accomplished in exploration has been the result of lifelong planning, painstaking preparation, and the hardest of conscientious work.		
In only seven years of performing, recording artist Susan Aglukark has emerged as a leading voice in Canadian music. Her unique blend of traditional Inuk folklore with contemporary pop sounds has captivated listeners from all walks of life. On her new release <i>Unsung Heroes</i> , Susan Aglukark once again shines the spotlight on history and heart of Inuit life with beautiful melodies and uplifting rhythms. Source: http://www.firstnationsdrum.com/biography/wint00_aglukark.htm		

Read to Comprehend and Respond

<p>Mr. Fontaine is Anishinabe from Sagkeeng First Nation in Manitoba. He has dedicated most of his life to the advancement of First Nations people. From the beginning as a First Nations Youth activist with the Canadian Indian Youth Council, Phil has been an advocate for First Nations rights. In 1973, he was elected Chief of his community for two consecutive terms. Upon completion of his mandate as Chief of Sagkeeng, Phil and his family moved to the Yukon territory to serve as the Regional Director General with the federal government. In 1980, Phil returned to Manitoba to complete his degree in Political Science at the University of Manitoba. Upon his graduation, he worked for the Southeast Resource Development Council as a Special Advisor to the Tribal Council, which was followed by his election to the position of Manitoba's Vice Chief for the Assembly of First Nations.</p> <p>Source: http://www.afn.ca/article.asp?id=487</p>		
<p>My cot sat in a corner. It was separate from the others except for one, which was pretty close to me. It was a big room and had twenty or thirty boys who stayed there. Most of them were older than me. My job was to help sweep up the room every morning and every evening. I don it easy; but when I didn't sweep under the cots good enough, the lady made me do it over again. Which happened fairly regular.</p> <p>The Education of Little Tree by Forest Carter</p>		

1. What are the similarities to autobiographies and biographies?
2. What are the differences to autobiographies and biographies?



Understanding Different Kinds of Text

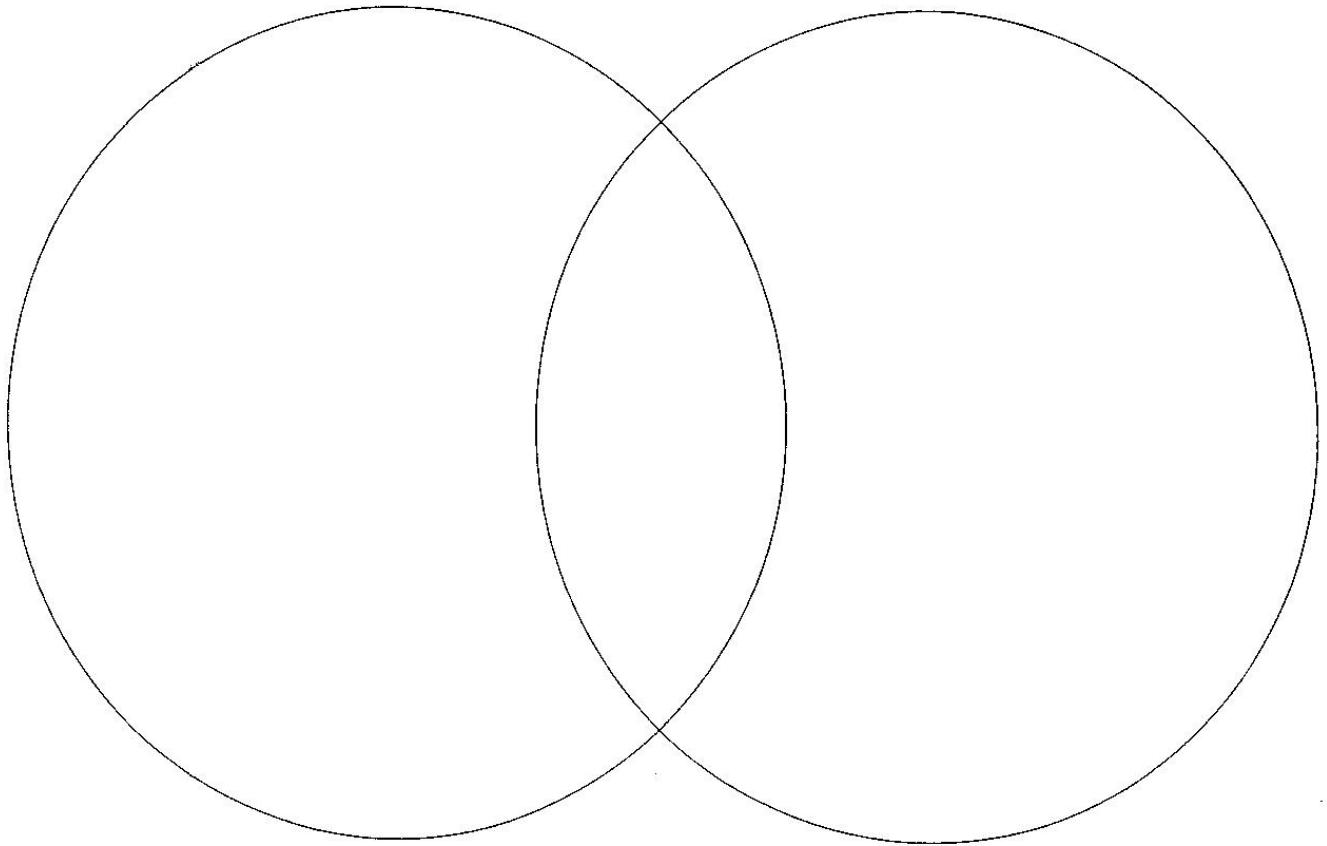
Handout 4

Venn Diagram

Use the Venn Diagram to compare and contrast biographies and autobiographies. Write all the differences in the outer circle and the similarities in the overlapping circle.

Biography

Autobiography





Understanding Different Kinds of Texts

Handout 5

Katherine Neville *Storytelling & Mythology*³²

Today, when we use the word **myth**, we often mean something that isn't true, something that has been fabricated to deceive others. But the myths that have come down to us from ancient times have deep roots and hold a magical significance that still flourishes in our own lives today.

The word **mythos** in Greek means story or speech. Myths exist in every culture in the world. Mythology goes back to the dawn of recorded history—in fact, the myth may very well be the oldest form of story, and it has a special and important purpose, unlike that of other kinds of storytelling.

Legends (legende) were designed in the Middle Ages, to remind people of the miracles performed by the Christian saints, a sort of mnemonic or memory aid so the stories wouldn't be forgotten. Even earlier, we had allegories, parables and fables, which were created in order to teach a lesson or a moral value.

The origins of myth are far older, and serve a very different purpose than any of these. The earliest myths we know of were those that described the creation of the universe, of men, animals and spirits, and told us of the origins of the gods. The first records of such stories appear on the walls of canyons and caves like those in Australia, Spain, France, and North Africa.

From these ancient tales of magical encounters, we have discovered two things about our past: first, that these earliest paintings, when reconstructed as stories, provide us a glimpse of the religious beliefs of our ancestors at the dawn of recorded history. And second, that the earliest stories themselves were probably not spoken or sung, but were likely acted out in the form of dance—just as many societies, like the Native Americans, still do today.

³² Source: <http://artsedge.kennedy-center.org/irish/share/storytelling/authors/neville/artsedge.html>

Scholars have long observed that dance itself may be the oldest form of prayer, the way in which prehistoric humans were able to invoke the gods and bring magical powers down from the heavens to aid them in hunting, or to help them prevail over uncontrollable forces of nature.

So these ancient wall and cave paintings that depict stories and rituals in the form of dances are actually not **prehistoric** in the real meaning of that word: in fact, they are our first recorded histories of cosmic and natural events, as our ancestors saw them. And because they were recorded in the form of painting—and later, song and verse—they are still alive for us today.

One of my favourite projects, ever since I was a child, has been to be a sleuth—a story detective, trying to ferret out or hunt down old stories that have been handed down by word of mouth, stories which maybe only one person still remembers today, and to write them down myself so they won't be lost. This practice of collecting and passing on stories is common to societies from Africa to Ireland to American Indian.

I often also weave these stories into my own writings, as part of a larger story that is a slice of history. In this way, the oldest stories that we may have lost touch with over the centuries can spring to life again with fresh new meaning.

For instance, in my book *The Magic Circle*, I created a scene from early times, where the apostle James meets Joseph of Arimathea and a Druid priest on the north coast of Spain, the ancient Celtic seaport of Brigantium. In this scene I combine the Celtic lore of Ireland with the early Christian legends of Joseph of Arimathea's first church in Britain, along with medieval legends of the Way of Santiago—the path of pilgrimage that the Spanish believe Saint James took two thousand years ago, in his wanderings through Spain. While researching this project I accidentally became a *Sorgina*—a Basque Celtic witch—and the protector of the sacred painted forest at Oma, in Spain.

Another mythological project I am working on is the Centaur project at the University of Tennessee, Knoxville, where the university inherited the mysterious skeleton of a centaur, a beast everyone always believed was

Read to Comprehend and Respond

mythical, in the most recent sense of the word. Many scholars are now studying the history of the centaur in myth and in world cultures. . . .

So the myths and stories of each of our cultures provide a fascinating glimpse into our own history and the stories of other cultures. But learning more about these myths is also an exciting quest for the hidden mysteries of earlier times.



Understanding Different Kinds of Texts

Handout 6

Elements of a Story

Character Questions

Questions about characters focus the reader's attention. When considering characterization in a piece of literature, consider the following questions.

- Who are the characters?
- How do the characters behave?
- What attitudes or values do the characters represent?
- What is their response to circumstances?
- How believable are the characters?

Setting Questions

Authors focus on setting either more or less, depending on the importance of setting to character and plot. Sometimes setting is very specific, sometimes it is left vague. These questions help to determine the influence of setting in understanding a work of fiction. Important questions related to setting are listed below.

- Where does the story take place?
- How detailed is the description?
- When does the story take place?
- How important is the time period?
- Does the setting suggest an atmosphere that influences events?
- What changes in time and place occur?

Plot Questions

For plot, questions focus on the sequence of events and the issue of conflict. Such questions identify points in the sequence of events that help to organize the presentation. Plot questions are given below.

- How is the story introduced?
- What is the conflict?

- How is the conflict further complicated?
- What is the crisis of events?
- When is the climax reached?
- What is the final resolution of the conflict?

Theme Questions

Questions related to theme are given below.

- What meaning can be derived from the story?
- Why is the conflict resolved in this particular manner?
- Are different interpretations possible?
- What might be the author's purpose?
- What universal truth is portrayed?



Understanding Different Kinds of Texts

Handout 7

Literary Terms

Allusion: A reference to a historical figure, a literary figure, or an event.

Example: An author makes references to Homer, Odysseus, and the Trojan War.

Characterization: The technique a writer uses to create and reveal the personalities of the characters in the work; may include physical appearance, situations, character's thoughts, and character's reactions.

Characters: Persons, animals, or natural forces represented as persons. If the character stays the same throughout the work, the character is static. If the character changes in personality or attitude, the character is dynamic.

Climax: The moment of the highest emotional intensity in a plot, when the outcome of the conflict is finally made clear to the readers.

Conflict: Struggle between two opposing forces: (a) between two or more characters, (b) between characters and society, (c) between characters and nature, or (d) within a character's own mind.

Flashback: A scene in the story that interrupts the present action to tell of events that happened at an earlier time.

Figurative Language: The use of words outside their literal or usual meanings. Figurative language is used to add beauty, increase vitality and impact, suggest associations and comparisons, and develop conciseness.
Example: "The lion's roar rolled like thunder."

Foreshadowing: Technique of giving the reader, listener, or viewer hints of what is to come in the work.

Imagery: The use of concrete details that appeal to the five senses.
Example: "Cold, wet leaves floating on moss-coloured water. And the croaking of frogs - cracked bell-notes in the twilight."

Irony: A contrast between what is said and what is actually meant is verbal irony. Irony of situation occurs when things turn out contrary to what is expected. Dramatic irony occurs when the reader is aware of something which the character involved knows nothing about.

Metaphor: Comparison between two things that are basically dissimilar, with the intent of giving added meaning to one of them. Compare to analogy. Example: "Rudolph Reed was oaken. His wife was oaken too."

Personification: A figure of speech in which something nonhuman is given human characteristics or feelings. Example: "The rocks sang with the joy of a well-trained choir."

Plot: The sequence of related events that make up a story. Plot shows the reader a relationship among events. Can be simple: one plot; or complex: with a main plot plus one or more subplots. The main plot is the plot to which all other plots are related. A subplot is secondary to the main plot.

Rising Action: The series of events in a drama that lead up to a turning point, where the central character's fate is sealed.

Setting: The time and place in which the events of a literary work take place. A literary work may have more than one setting.

Style: A writer's characteristic way of writing: choice of words, sentence structure, and use of imagery and figurative language.

Symbol: Something in a literary work that maintains its own meaning, while at the same time standing for something broader than itself.

Theme: The main idea expressed in a literary work. The central insight that the work gives us about human life.

Tone: The attitude the writer takes toward the subject or the reader of a work of literature.

Turning Point: That crucial moment in a story where the fate of the hero or heroine is sealed, when the events of the plot must begin to move toward a happy or an unhappy ending.



Understanding Different Kinds of Texts

Handout 8

BIO Poem

Select your favourite character and write a BIO Poem. For example:

Snow White

Beautiful, giving, loving, unhappy
The Queen, her wicked stepmother
The seven dwarfs
Safe in the forest
The love of a Prince
Love to the seven dwarfs
Goodness throughout the kingdom
The forest

BIO Poem

First name _____

Four traits _____

Related to _____

Cares deeply for _____

Who feels _____

Who needs _____

Who gives _____

Who would like to see _____

Resident of _____



Understanding Different Kinds of Texts

Handout 9

Plot

A plot is a causal sequence of events, the "why" for the things that happen in the story. The plot draws the reader into the character's lives and helps the reader understand the choices that the characters make. The plot usually follows a certain pattern:

- **Introduction** - The beginning of the story where the characters and the setting is revealed.
- **Rising Action** - This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax).
- **Climax** - This is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?
- **Falling action** - The events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and conclusion).
- **Conclusion** - This is the final outcome or untangling of events in the story.

Read to Comprehend and Respond

Fill in the chart below with the events that reveal the plot. The events will happen in sequence in the story or novel.

	What happens?	Who is involved?
Introduction		
Rising Action		
Climax		
Falling Action		
Conclusion		



Understanding Different Kinds of Texts

Handout 10

Point of View

Examine some stories, books, magazine articles, fables, legends etc., and decide what point of view they are written in. Write down at least 3 examples for each point of view.

Point of View	Description	Examples
Innocent Eye	The story is told through the eyes of a child.	
Stream of Consciousness	The story is told so that the reader feels as if they are inside the head of one character and knows all their thoughts and reactions.	
First Person	The story is told by the protagonist or one of the characters who interacts closely with the protagonist or other characters (using pronouns I, me, we, etc).	
3rd Person	Here the narrator does not participate in the action of the story as one of the characters, but lets us know exactly how the characters feel. We learn about the characters through this outside voice.	

Read to Comprehend and Respond



Omniscient	The author can move from character to character, event to event, having free access to the thoughts, feelings and motivations of his characters and he introduces information where and when he chooses.	
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Understanding Different Kinds of Texts

Handout 11

Figures of Speech³³

Below are the definitions for simile, metaphor and personification with examples from the bible. Write some examples from a story that you are reading. Make up your own example for each one.

1. Simile

(*similis* = like): A formal comparison using **as**, **so** or **like** to express resemblance. "

Even so, husbands should love their own wives **as** their own bodies..." (Eph. 5:28).

Examples from text:

My example:

2. Metaphor

(*Meta* + *phero* = a carrying over): An implied comparison, a word applied to something it is not, to suggest a resemblance.

"Benjamin is a ravenous wolf..." (Gen. 49:27).

Examples from text:

My example:

³³ Source: <http://www.m-w.com/>

3. Personification

(To make like a person): Inanimate objects are spoken of as persons, as if they had life.

"The sea looked and fled..."(Ps. 114:3, 4).

Examples from text:

My example:



Instructor Notes

Critical Reading and Thinking

Critical reading and thinking skills are needed at the English 130 level. Learners, however, often do not know what critical reading and thinking skills are. Many learners read without questioning a text or analyzing the author's viewpoint. This section encourages learners to question what they are reading by providing them with the language and skills needed to analyze text.

Critical reading is actually a two-step process: reading for understanding and analyzing what you have read. When you are asked to evaluate a piece of writing, you must first be sure that you clearly understand what you have read. Only when you understand the author's viewpoint, purpose, and methods of support are you ready to critique the piece effectively.

To read critically is to make judgements about **how** a text is argued. This is a highly reflective skill requiring you to stand back and gain some distance from the text you are reading.

Ask these questions as you begin to read:

- How does this text work?
- How is it argued?
- How is the evidence (the facts, examples, etc.) used and interpreted?
- How does the text reach its conclusions?
- What is the author trying to say?
- Do I agree or disagree with the author?
- Does the author present a compelling argument?
- Is the author truthful?

If you read uncritically you may accept texts and arguments which are flawed, biased and subjectively written.



Learning Activities

Critical Reading and Thinking

10 Handouts

Activity 1 – What is a critical reader?

- (b) Tell students “Critical reading is the ability to evaluate the credibility of a piece of writing. All writers have a purpose when they write, and usually, a writer will choose or emphasize facts and details which support his or her purpose, and ignore facts which don't. As a good reader, you need to be aware of that. There are questions you should ask yourself as you read.” Go over Handout 1 with learners about how to read critically.

Ask learners to evaluate and freewrite on a text of your choice (an ad, an editorial, a TV commercial, etc.).

Procedure:

- Find some opinion-oriented piece of writing of substantial length and make enough copies for the class.
- Ask learners to read Handout 1 before they read the piece of text. Allow the students to read the text and employ the strategies outlined in Handout 1.
- Give learners 5-10 minutes to freewrite a response to the text and pursue as they see fit. Ask questions as the students are writing to help them along, such as, “What is the author’s point?”, “What do you agree with? Disagree with?”, “What is confusing?”, “Is the author effective in achieving their goal in the text?”, etc.
- Discuss the piece of writing as a class. Ask learners to share their opinions with others in the class.

Activity 2 – Author’s Point of View³⁴

Explain that stories are not reflections of reality but are selective versions of it, told from a particular view. The author positions the reader to respond to a story in particular ways through the use of language, point of view, mood, etc.

Divide the class into two groups. Explain that they are going to read a short piece of text and their task is to remember as many details as possible from the text. Tell one half of the class that they are burglars and the other half of the class that they are real estate agents. Each group doesn’t know the other group’s role.

Read the story **The House** on Handout 2 aloud to learners. Ask learners to list as many details as they can remember about the house from the text (e.g., descriptions of rooms, items located in the house, layout of house). Give them 2-3 minutes.

Learners share their lists within their group. Learners record their lists on flipchart paper. Each group hangs their lists for the other group to read. Discuss the similarities and differences between the two lists.

Ask learners to guess the viewpoint of the other group. Ask them: How does the text shape your interpretation? How does this text lend itself to alternative interpretations?

Activity 3 – Fact vs. Opinion

The purpose of this activity is to think critically about the way issues are portrayed in the press. In order to break down stereotypes, people have to know the difference between what is true about a group and what is someone's opinion. Newspapers tend to contain both fact and opinion. Although the writer's opinion should never appear in a news story, it is allowed in other parts of the newspaper--in the editorial pages, columns, or letters to the editor.

³⁴ **Source:** These questions were selected from: *A Measure of Success* by Fran Claggett (Heinemann, 1996)

Discuss the difference between fact and opinion. Give learners Handout 3 to fill in. Take up the answers on Handout 4 together.

Select and photocopy a column, editorial, letter to the editor or opinion piece from a recent edition of *News/North* that deals with a diversity-related issue.

Ask learners to try to separate the facts from the opinions:

- What are the facts?
- What are the opinions?
- How can you tell them apart?

Activity 4 – Critical Reading Activity

In this exercise, learners read a number of quotations from different interest groups or lobby groups on Handout 5. A lobby or interest group is a group of people who have a common interest and who work together to publicize and promote their point of view. A description of each group is given first and then several quotations follow. Learners identify which group each quotation comes from.

Activity 5 – Analytical Skills

This exercise asks learners to examine three paragraphs. Learners read the paragraphs on Handout 6 with a critical eye and decide which paragraph gives the best information and why.

Activity 6 – Bias in the Newspaper

Read aloud Handout 7. List the eight types of bias in the newspaper. Ask learners to look for examples of these biases in a recent edition of *News/North* or any local newspapers.

Activity 7 – Identify Assumptions

The purpose of this activity is to teach learners to think critically about the way people or groups are portrayed in the press. Handout 8 is a mock letter to the editor. In this letter, prejudicial and stereotypical comments are made about youth. In a non-threatening way, learners can discuss and address prejudice and stereotyping.

Discuss and ask the following questions:

- How do you feel about this letter?
- Which parts of the letter do you agree or disagree with? Why?
- Give examples of ways in which kids contribute to our society.
- How can people become more aware of the contributions youth make to society?
- What other groups in our society are portrayed with stereotypes and prejudices?

Have learners write a letter of response, taking into account the previous discussion points.

Activity 8 – Reading Log

- (c) The purpose of this activity is to pose reflective questions about a text and keep a record of thoughts and ideas. Assign a specific notebook or section of the learner binder for new vocabulary, reading journals and reading logs. The sample questions below are appropriate for a novel or short story.
- Write about what your feelings are after reading the opening chapter(s) of the book. How do your feelings change (or do they) after reading half the book? Do you feel any differently after finishing the book?
 - What emotions did the book invoke: laughter, tears, smiles, anger? Record some of your reactions.
 - Sometimes books touch you, reminding you of your own life as part of the larger human experience. Are there connections between the book and your own life?
 - If you were the author, would you have changed the name of a character, or altered the location of a scene?
 - Does the book leave you with questions you would like to ask? What are they? Would you like to direct your questions at a particular character? What questions would you like to ask the author of the book?

- Are you confused about what happened (or didn't happen) in the book? What events or characters do you not understand? Does the use of language in the book confuse you?
- Is there an idea in the book that makes you stop and think, or prompts questions? Identify the idea and explain your responses.
- What are your favourite lines/quotes? Copy them into your reading log and explain why these passages caught your attention.
- How have you changed after reading the book? What did you learn that you never knew before?
- Who else should read this book? Should anyone not be encouraged to read this book? Why?
- Would you like to read more books by this author? Have you already read other books by the author? Why or why not?

Activity 9 – Brain-teasers

Logic problems or **brain-teasers** are a great way to teach critical thinking skills. Handout 9 provides a variety of different brainteasers for learners to try. Learners can work individually and keep a written record, or journal, of how they approach and solve each problem. Or learners can work in small groups. Assign each group a brain-teaser to solve; then have them explain their solutions to the larger group.

The game **Mind Trap** has excellent brain teasers and logic problems.

Activity 10 – Modern songs as poems

Handout 10 includes various modern songs with comprehension questions.

If you have any of these songs:

- Play the song and ask learners to listen to the music and words. Discuss the feeling of the song. Ask what they think the song is about. Why?
- Handout the lyrics. Take turns reading each line or stanza out loud.
- Play the song again and have learners listen and read along.
- Answer the comprehension questions on the handout.
- Ask learners to bring in their favourite song to critique.



Critical Reading and Thinking

Handout 1

Critical Reading and Thinking

Ask yourself the following questions as you read:

- What is the topic of the book or reading?
- What issues are addressed?
- What conclusion does the author reach about the issue(s)?
- What are the author's reasons for his or her statements or belief?
- Is the author using facts, theory, opinions or faith?
 - Facts can be proven
 - Theory is to be proved and should not be confused with fact
 - Opinions may or may not be based on sound reasoning
 - Faith is not subject to proof by its nature
- Has the author used neutral words or emotional words?

Critical readers look beyond the language to see if the reasons are clear.
Be aware of why you do, or do not, accept arguments of the author.

Characteristics of Critical Thinkers

- They are honest with themselves
- They resist manipulation
- They overcome confusion
- They ask questions
- They base judgments on evidence
- They look for connections between subjects
- They are intellectually independent



Critical Reading and Thinking
Handout 2

The House³⁵

As I entered the front door, the marble floor glistened before me. The entryway opened to a grand staircase, which wound its way to the second level. My heels clicked across the cold, white floor as I proceeded to the living room on my left. A giant fireplace stretched across one end of the room. The impressive mantelpiece showcased a golden egg and porcelain figurines. A painting of sunflowers hung on the centre of the wall. The white carpeting looked as if it had never been stepped on, and the entertainment centre sprawled across the back wall.

I turned around to face the dining room. A golden chandelier hung above a great mahogany table. A bank of French doors opened to a wrap-around deck at the back of the house. A lighted hutch contained crystal goblets and gold-edged dinnerware. Proceeding down the hallway, I discovered a custom kitchen on my left, opposite the far end of the dining room. The sleek counters were free of clutter. Cabinets hung on every inch of wall space. A breakfast nook looked out over the back garden.

I soon retraced my steps to the entryway and ascended the stairs. A short hallway welcomed me to the second level of the house. To my left and at the front of the house, was a small bedroom set up as a home office. The remainder of the upstairs consisted of a master bedroom suite. Two walk-in closets flanked the entrance to the master bedroom. No doubt, one closet was for him and the other one was for her. The matching bedroom furniture consisted of two dressers and night stands on either side of a four-poster bed. A wooden chest sat atop each dresser. A large bathroom sat off to the right side with double sinks inside. A whirlpool tub and shower stall lined the far wall.

I slowly retreated and returned to the lower level and out the front door. I shall return to this exquisite abode.

³⁵ Source: http://www.readwritethink.org/lessons/lesson_view.asp?id=23



Critical Reading and Thinking

Handout 3

Wolves: Facts or Opinions?

Identify which of the following statements are facts, and which are opinions.
How can you find out this information?

Statement	Fact or Opinion?	Why?
Wolves are sly, cunning and mean.		
Wolves live in packs or families.		
Some Aboriginal people think that the wolf is brave, loyal and intelligent.		
Wolves are carnivores.		
A wolf will only eat meat from a freshly killed animal.		
Wolves have supernatural powers.		
Wolves are very clever.		
Wolves are always hungry.		
Wolves will accept humans into their pack.		
Some Inuit people use wolves as work animals.		

Read to Comprehend and Respond

Wolves can dig with their paws.		
Wolves will gang up on a member of their own pack.		
Wolves have a nine-week gestation period.		



Critical Reading and Thinking

Handout 4

Wolves: Facts or Opinions Answer Sheet

Statement	Fact or Opinion?	Why?
Wolves are sly, cunning and mean.	Opinion	This statement makes a generalization about all wolves. It can be proven that most wolves do not exhibit these traits.
Wolves live in packs or families.	Fact	Animal-behaviour experts have observed that this is true.
Some Aboriginal people think that the wolf is brave, loyal and intelligent.	Fact	Ethnologists know that in the traditional mythology and spiritual beliefs of First Nation Peoples, the wolf is portrayed as having these traits.
Wolves are carnivores.	Fact	The fact that wolves eat meat has been well documented.
A wolf will only eat meat from a freshly killed animal.	Opinion	This statement has been proven to be incorrect: ranchers often insert poison into carcasses and leave them for wolves.
Wolves have supernatural powers.	Opinion	This statement has been proven to be incorrect. However in many legends and fables wolves have supernatural powers.
Wolves are very clever.	Opinion	As a breed, the intelligence of wolves is well documented. However, some wolves may not be as clever as others.

Read to Comprehend and Respond

Wolves are always hungry.	Opinion	Scientists have observed that wolves have to work very hard for their meals. On average, only one in ten chases is successful. However, this doesn't mean that wolves are always hungry.
Wolves will accept humans into their pack.	Opinion	Although there are many legends about humans joining wolf packs, this has never been proven. Therefore, this statement is an opinion.
Some Inuit people use wolves as work animals.	Fact	Anthropologists have observed that some Inuit people use wolves as work animals.
Wolves can dig with their paws.	Fact	Scientists and hunters have observed wolves digging out their dens.
Wolves will gang up on a member of their own pack.	Opinion	Some wolves have been observed ganging up on another member of the pack," or "Wolves will sometimes gang up on a member" would be more accurate ways of describing this observation.
Wolves have a nine-week gestation period.	Fact	The gestation period of wolves is a scientifically proven fact.



Critical Reading and Thinking

Handout 5

Critical Reading Activity³⁶

In this exercise, you will see a number of quotations from different interest groups or lobby groups. A lobby or interest group is a group of people who have a common interest and who work together to publicize and promote their point of view. Read the quotations from five groups and answer the following questions.



The forestry industry: The forestry industry makes money from cutting down trees. Therefore, they want to be able to continue to cut trees, and they want to discourage any alternative ways of producing pulp and paper.



The environmentalists: The environmental lobby want to protect the forests against logging companies, so they would like to show how destructive logging is, and how valuable the forests are.



The hemp farming lobby: The hemp farmers would like the fibre hemp plant to be legal so that they can grow it. They want to show how useful it is for making paper and other products, and they would like people to understand the difference between the marijuana plant and the fibre hemp plant.



The marijuana legalization lobby: These people would like marijuana to be legal. They are interested in linking the fibre hemp plant with marijuana, because they think it may be possible to legalize BOTH kinds of plant. They want to show how useful industrial hemp is, and at the same time, they want to convince people that marijuana is harmless.



The Canadian government: The Canadian government has just legalized industrial hemp, but they want to keep marijuana illegal, so they want to show that it is dangerous. They also get lots of taxes from the forestry industry, so they do not want to restrict logging too much.

³⁶ Source: <http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp11.htm>

Read to Comprehend and Respond

Your task in this exercise is to identify which group each quotation comes from.

1. "The rainforests are quite simply the richest, oldest, most productive and most complex ecosystems on Earth."

- a) the forestry industry
- b) the environmentalists
- c) the hemp farming lobby
- d) the marijuana legalization lobby

2. "Some have calculated that if Canada converted the entire pulp and paper production in Canada to hemp, it would be necessary to plant hemp over 18% of the country."

- a) the forestry industry
- b) the marijuana lobby
- c) the environmentalists
- d) the hemp farming lobby

3. "Farmers can grow hemp without pesticide or herbicide application because it grows quickly and is not likely to fall to disease."

- a) the Canadian government
- b) the hemp farming lobby
- c) the forestry industry
- d) the marijuana legalization lobby

4. "Each year, forest fires destroy more forests than are used for making pulp and paper."

- a) the environmentalists
- b) the Canadian government
- c) the hemp farming lobby
- d) the forestry industry

Read to Comprehend and Respond

5. "Decriminalizing cannabis could well result in a greater use of the drug by Canadians, thereby increasing the health and safety hazards associated with it."

- a) the marijuana legalization lobby
- b) the hemp farming lobby
- c) the Canadian government
- d) the environmentalists

6. "The government added marijuana in 1923 to The Opium Act of 1908, without any health concerns inherent in the law whatsoever. The Opium Act was introduced as a purely racist measure to deport and jail Chinese-Canadians."

- a) the hemp farming lobby
- b) the Canadian government
- c) the forestry industry
- d) the marijuana legalization lobby

7. "67% of the fibre used to make Canadian pulp and paper comes from sawmill residue and recovered paper that used to be disposed of in landfills."

- a) the environmentalists
- b) the hemp farming lobby
- c) the forestry industry
- d) the marijuana legalization lobby

8. "Hemp is about business and the environment. Marijuana is a moral question about the government's control of what drugs people consume. These two questions have nothing in common but the shape of the leaf, and we have to separate the issues."

- a) the hemp farming lobby
- b) the marijuana legalization lobby
- c) the forestry industry
- d) the Canadian government

Read to Comprehend and Respond



9. "In the Vancouver Grasstown Riot, of 1971, police attacked and injured hundreds of peaceful marijuana smokers in one day."

- a) the marijuana legalization lobby
- b) the forestry industry
- c) the Canadian government
- d) the hemp farming lobby

10. "Logging is still the biggest employer and the single biggest contributor to tax revenue in BC."

- a) the hemp farming lobby
- b) the forestry industry
- c) the Canadian government
- d) the hemp farming lobby



Critical Reading and Thinking

Handout 6

Analytical Skills³⁷

The exercise below asks you to examine three paragraphs. Which paragraph do you think is the best and why?

1. Accountants are rarely stressed. At meetings with various accountants over the years I have always found them to be extremely relaxed. Perhaps working with numbers is a soothing occupation. Certainly they seem less stressed than teachers in a large secondary school.
2. Accountants are rarely stressed. A study by Numero in 1995 found that, of workers observed in 50 different occupations, accountants were seen to be most stress free (1996, p.45). The research involved watching 50 people for one day at their work and noting their moods. At the end of the day each person was given a questionnaire related to stress.
3. Accountancy appears to be a relatively stress free occupation. Research conducted by Boyd and Benn of Yale University revealed that pressures experienced at work by accountants were the least amongst employees from 80 different occupations. One of the reasons provided for the low stress was the solitary nature of the tasks (1921, p.34).

Now here are some aspects to consider:

- Which paragraph did you consider to be the best in an academic sense?
- What did you criticize in the first and second paragraph?
- What did you notice about the third paragraph?

³⁷ Source: Marianne Cronin, 1998, www.ecu.edu.au

Here are some ideas: (Marianne Cronin, 1998, www.ecu.edu.au)

- Paragraph one contains generalizations. The observation, based on meetings with various accountants, does not necessarily indicate that the same low stress level applies to most accountants. There is no evidence provided that working with numbers is soothing. The comparison with teachers does not clarify the idea that accountants are rarely stressed. It is also irrelevant.
- Paragraph two is better, in that an attempt is made to provide some evidence. But look at the evidence! Watching people for one day and then giving them a questionnaire is not substantial enough to make the broad conclusion.
- Paragraph three is much better, however, did you notice the date of the reference? The date 1921 of course is totally out of date for a reference in this instance. However, note that such a date for a reference could be appropriate in a history or philosophy topic.



Critical Reading and Thinking

Handout 7

How to Detect Bias in the News³⁸

At one time or another we all complain about "bias in the news." The fact is, despite the journalistic ideal of "objectivity," every news story is influenced by the attitudes and background of its interviewers, writers, photographers and editors. Not all bias is deliberate. But you can become more aware by watching for the following journalistic techniques that allow bias to "creep in" to the news:

Bias through selection and omission

An editor can express a bias by choosing to use, or not to use, a specific news item. Within a given story, some details can be ignored, and others included, to give readers or viewers a different opinion about the events reported. If, during a speech, a few people boo, the reaction can be described as "remarks greeted by jeers" or they can be ignored as "a handful of dissidents." Bias through omission is difficult to detect. Only by comparing news reports from a wide variety of outlets can the form of bias be observed.

Bias through placement

Readers of papers judge first page stories to be more significant than those buried in the back. Television and radio newscasts run the most important stories first and leave the less significant for later. Where a story is placed, therefore, influences what a reader or viewer thinks about its importance.

Bias by headline

Many people read only the headlines of a news item. Most people scan nearly all the headlines in a newspaper. Headlines are the most-read part of a paper. They can summarize as well as present carefully hidden bias and prejudices.

³⁸ **Source:** Excerpted from *Newskit: A Consumers Guide to News Media*, by The Learning Seed Co. Reprinted with their permission.

They can convey excitement where little exists. They can express approval or condemnation.

Bias by photo and camera angles

Some pictures flatter a person, others make the person look unpleasant. A paper can choose photos to influence opinion about, for example, a candidate for election. On television, the choice of which visual images to display is extremely important.

Bias through use of names and titles

News media often use labels and titles to describe people, places, and events. A person can be called an "ex-con" or be referred to as someone who "served time twenty years ago for a minor offense." Whether a person is described as a "terrorist" or a "freedom fighter" is a clear indication of editorial bias.

Bias through statistics and crowd counts

To make a disaster seem more spectacular (and therefore worthy of reading about), numbers can be inflated. "A hundred injured in air crash" can be the same as "only minor injuries in air crash," reflecting the opinion of the person doing the counting.

Bias by source control

To detect bias, always consider where the news item comes from. Is the information supplied by a reporter, an eyewitness, police or fire officials, executives, or elected or appointed government officials? Each may have a particular bias that is introduced into the story.

Word choice and tone

Showing the same kind of bias that appears in headlines, the use of positive or negative words or words with a particular connotation can strongly influence the reader or viewer.



Critical Reading and Thinking

Handout 8

Letter to the Editor³⁹

Dear Editor:

I'm glad the editorial page of your newspaper gives people a chance to express their opinions, because today I have an opinion I want to share. It's about young people. The ones I see don't appear to be contributing to our city or our Canadian culture. I'm getting tired of seeing them hanging around malls, smoking and getting in people's way. If they don't have money to shop, what are they doing there? On occasion, I've also seen store security leading them away for shoplifting. The ones who don't get caught only cause prices to rise for honest people like me. I have also heard about purse snatching and pick-pocketing by these young people occurring in the malls.

I don't want to pay health and education tax for their benefit. Why should I pay for their education? They could get a job and pay their own way, or get their relatives to help out.

I'm sick and tired of reckless skateboarders and roller bladers speeding irresponsibly on our sidewalks and roadways, causing accidents and injuring pedestrians. We have no interest in this, so why should we allow it here at all? The young people I see hanging around the malls and arcades are not contributing to our society, unless you call the money they spend on junk food, trendy clothes and things to play with a contribution. In all likelihood, they aren't even spending their own money.

My final comment has to do with the future. If these people are just going to grow up and take our jobs why should we support them now? I say we do something, before the problem gets worse and keep things the way they are for adults.

Yours truly,

Sick and Tired

³⁹ **Source:** Reprinted, with permission, from *News is Not Just Black and White*, a workbook produced by the Canadian Newspaper Association.



Critical Reading and Thinking Handout 9

Brain-teasers

How do you approach and solve each of these problems?

1. Betty signals to the headwaiter in a restaurant, and says, "There's a fly in my tea." The waiter says, "No problem, madam. I will bring you a fresh cup of tea." A few minutes later Betty shouts, "Get the manager! This is the same cup of tea!" How did she know? **Source:**
<http://www.badinage.com/ltq/ltqans011.html>
2. In New York City's Central Park, in the middle of summer, police have discovered the frozen body of a man lying in the centre of a baseball diamond. There are no footprints leading to or away from the body. How did he die, and how did his body get to where it was found? **Source:**
<http://www.badinage.com/ltq/ltqans012.html>
3. Coming home from work, Simon had just put his key in the lock of his door when he heard his wife Betty scream, "Bill, don't kill me!" He dashes in to find Betty dead with a knife buried in her chest. Standing around the body are a postman, a doctor, and a lawyer. The husband immediately knows the postman killed his wife. How? **Source:**
<http://www.badinage.com/ltq/ltqans014.html>
4. Against his better judgment Captain Frank attended Art Bragg's annual Christmas party. Captain Frank sat in a corner trying to be as inconspicuous as possible, when Art trapped him in one of his many tall tales. "Why yes," began Art, "even my days as a younger man were filled with adventures. That beautiful white rabbit skin and that 14 point moosehead on the wall are both from animals that I shot when I was just a lad of 12. I got them both up in Canada during my July 4th holidays. Two summers later I shot this beautiful bear you're sittin' your feet on." Captain Frank realizing that Art was just getting started, got up and said, "Art, excuse me, but I can't take your *bull* any longer." Why did Captain Frank say this?

Read to Comprehend and Respond

5. Charles Pompass was racing around in his new sports car when he noticed that his throat was parched. He came to a screeching halt in front of the 'Soul-Ace Hotel' and the nine police cars which had been chasing him, slammed into the back of his car and each other's. How many bumpers will have been hit? Source: <http://www.badinage.com/ltq/ltqans018.html>

6. Our intrepid explorer, Sir Edmund Hunkidoray, wishes to cross the desolate Saandhi Desert on foot. It will take six days, but any one man can take enough food and water for four days only. Fortunately, the local village of Igubwanatstan can supply him with men who will act as bearers, but they charge 100 pieces of gold per day for their arduous work. What is the least number of bearers Sir Edmund needs to help him make the journey, and what will it cost him in wages?

Notes: 1. Here's a hint for you. A man can carry four days' supplies, and if he turns back after one day, he can pass on two days' supplies to two other men, leaving one day's supply for his return. 2. Funeral costs for bearers are 1,000 pieces of gold each, so inhumane solutions are inadmissible!

Source: <http://www.badinage.com/ltq/ltqans052.html>

Quick Teasers

1. How can you drop a raw egg onto a concrete floor without cracking it?
2. If it took eight men ten hours to build a wall, how long would it take four men to build it?
3. Which would you prefer to have: an old ten-dollar bill or a new one?
4. Approximately how many birthdays does the average Japanese woman have?
5. If you had three apples and four oranges in one hand and four apples and three oranges in the other hand, what would you have?
6. How can you lift an elephant with one hand?
7. What do you always get hanging from apple trees?
8. How can a man go eight days without sleep?
9. Why are so many famous artists Dutch?
10. Divide twenty by a half and add ten. What is the answer?

Answers

1. Betty had already put sugar in her tea before sending it back. When the "new" cup came, it was already tasted sweet
2. A poor peasant wanted desperately to get out of [some undisclosed ethnically removed European country], so he hid himself in the landing-gear assembly of a transAtlantic flight. He died of hypothermia during the trip; his body froze while the plane was in the stratosphere. When the landing gear opened on the plane's approach to Kennedy Airport, his body fell into the park.
3. The postman is a man. The doctor and lawyer are women
4. The rabbit's fur *should* have been brown on July 4th, and would only have been white if shot in the winter.
5. Eighteen. Since ten cars are involved, all the bumpers will have been hit except the front one on Charles's car, and the back one on the last police car.
6. He needs only two bearers. The first goes with him for only one day and then returns, having handed over one day's supply to each of the other two men. The second bearer carries on a second day and then hands one day's supply to Sir Edmund before returning. Sir Edmund then has four days' supply for the remaining four days' journey.
The first man gets two days' wages and the second gets four, so it costs Sir Edmund and the London Explorers Club and the National Geographic Society 600 pieces of gold.

Quick Teasers Answers

1. Concrete floors are very hard to crack!
2. No time at all-- it is already built.
3. An old ten-dollar bill is worth ten times as much as a new one-dollar bill.
4. Just one. All the others are anniversaries.
5. Very large hands.

Read to Comprehend and Respond



6. It is not a problem, since you will never find an elephant with one hand.
7. Tired.
8. He sleeps at night.
9. They were born in Holland.
10. Fifty. Dividing by a half is the same as multiplying by two.



Critical Reading and Thinking
Handout 10

Critiquing Modern Music

Comfortably Numb by Pink Floyd

Hello?
Is there anybody in there?
Just nod if you can hear me.
Is there anyone home?
Come on, now. 5
I hear you're feeling down.
Well I can ease your pain,
Get you on your feet again.
Relax.
I need some information first. 10
Just the basic facts,
Can you show me where it hurts?
There is no pain, you are receding.
A distant ship's smoke on the horizon.
You are only coming through in waves. 15
Your lips move but I can't hear what you're sayin'.
When I was a child I had a fever.
My hands felt just like two balloons.
Now I got that feeling once again.
I can't explain, you would not understand. 20
This is not how I am.
I have become comfortably numb.
Ok.
Just a little pinprick.
There'll be no more ...Aaaaaahhhhh! 25
But you may feel a little sick.
Can you stand up?
I do believe it's working. Good.

Read to Comprehend and Respond

That'll keep you going for the show.
Come on it's time to go. 30
There is no pain, you are receding.
A distant ship's smoke on the horizon.
You are only coming through in waves.
Your lips move but I can't hear what you're sayin'.
When I was a child I caught a fleeting glimpse, 35
Out of the corner of my eye.
I turned to look but it was gone.
I cannot put my finger on it now.
The child is grown, the dream is gone.
I have become comfortably numb. 40

1. Identify each of the figures of speech in lines 14, 18, 25.
2. Who do you think is the speaker in the song? Why?
3. What is your interpretation of the song's meaning? Explain your answer.
4. How is the title of the song related to its meaning?

White Flag by Dido

I know you think that I shouldn't still love you
Or tell you that
But if I didn't say it, well I'd still have felt it
Where's the sense in that?
I promise I'm not trying to make your life harder 5
Or return to where we were

Chorus:

But I won't go down with this ship
And I won't put my hands up and surrender
There will be no white flag above my door 10
I'm in love and always will be

I know I left too much mess and
destruction to come back again
And I caused nothing but trouble
I understand if you can't talk to me again 15
And if you live by the rules of "it's over"
Then I'm sure that that makes sense

Repeat chorus

And when we meet
Which I'm sure we will
All that was there
Will be there still 25
I'll let you pass
And hold me tongue
And you will think
That I've moved on....

Repeat chorus 3x

Read to Comprehend and Respond



1. Who do you believe is the speaker in this song?
2. What is your interpretation of the song's meaning?
3. The chorus of this song is very revealing about its' meaning. What figure of speech is employed in it and how does this relate to the song interpretation? Why is it effective?

Luka by Suzanne Vega

My name is Luka
I live on the second floor
I live upstairs from you
Yes I think you've seen me before

If you hear something late at night 5
Some kind of trouble, some kind of fight
Just don't ask me what it was
Just don't ask me what it was
Just don't ask me what it was

I think it's because I'm clumsy 10
I try not to talk too loud
Maybe it's because I'm crazy
I try not to act too proud

They only hit until you cry
And after that you don't ask why 15
You just don't argue anymore
You just don't argue anymore
You just don't argue anymore

Yes I think I'm okay
I walked into the door again 20
Well, if you ask that's what I'll say
And it's not your business anyway
I guess I'd like to be alone
With nothing broken, nothing thrown

Just don't ask me how I am 25
Just don't ask me how I am
Just don't ask me how I am

Read to Comprehend and Respond



1. Describe the speaker in this song.
2. Who is the speaker speaking to?
3. What is your interpretation of the song's meaning? What evidence can you offer from the song?

Listen as the wind blows from across the great divide
Voices trapped in yearning, memories trapped in time
The night is my companion, and solitude my guide
Would I spend forever here and not be satisfied?

And I would be the one 5
To hold you down
Kiss you so hard
I'll take your breath away
And after, I'd wipe away the tears
Just close your eyes dear 10

Repeat chorus

Into this night I wander
It's morning that I dread 20
Another day of knowing of
The path I fear to tread
Oh into the sea of waking dreams
I follow without pride
Nothing stands between us here 25
And I won't be denied

Read to Comprehend and Respond

And I would be the one
To hold you down
Kiss you so hard
I'll take your breath away 30
And after, I'd wipe away the tears
Just close your eyes ...

1. Identify each of the figures of speech in lines 2 and 3.
2. Examine the chorus for this song. What kind of relationship does this appear to be?
3. Identifying the speaker of this song is particularly difficult, and very helpful in discovering the song's meaning. Look closely at lines 15, 16 and 18. What can you determine about who "you" might be?
4. Why might the speaker "dread" the morning in line 20? What clue might this give us about the relationship he/she has with the person being spoken to?
5. What interpretation can you offer for this song?

What It's Like by Everlast

We've all seen the man at the liquor store beggin' for your change
The hair on his face is dirty, dreadlocked and full of munge
He ask the man for what he could spare with shame in his eyes
Get a job you f*%^n' slob's all he replied

Chorus:

God forbid you ever had to walk a mile in his shoes 5
'Cause then you really might know what it's like to sing the blues
Then you really might know what it's like (X4)

Mary got pregnant from a kid named Tom who said he was in love
He said don't worry about a thing baby doll I'm the man you've been
dreamin' of 10
But three months later he said he won't date her or return her call
And she swore god damn if I find that man I'm cuttin' off his balls
And then she heads for the clinic and she gets some static walkin'
through the doors
They call her a killer, and they call her a sinner, and they call her a 15
whore

Chorus

God forbid you ever had to walk a mile in her shoes
'Cause then you really might know what it's like to have to choose
Then you really might know what it's like (X4)
I've seen a rich man beg 20
I've seen a good man sin
I've seen a tough man cry
I've seen a loser win
And a sad man grin
I heard an honest man lie 25
I've seen the good side of bad
And the down side of up
And everything between

Read to Comprehend and Respond

I licked the silver spoon
Drank from the golden cup 30
Smoked the finest green
I stroked daddies dimes at least a couple of times
Before I broke their heart
You know where it ends
Yo, it usually depends on where you start 35
I knew this kid named Max
He used to get fat stacks out on the corner with drugs
He liked to hang out late at night
Liked to get shit faced
And keep pace with thugs 40
Until late one night there was a big gun fight
Max lost his head
He pulled out his chrome .45
Talked some shit
And wound up dead 45
Now his wife and his kids are caught in the midst of all of his pain
You know it crumbles that way
At least that's what they say when you play the game

Chorus
God forbid you ever had to wake up to hear the news
'Cause then you really might know what it's like to have to lose 50
Then you really might know what it's like (X4) To have to lose...

1. Identify the figure of speech used in lines in lines 5 & 6.
2. What figure of speech is being used in lines 26 & 27?

Read to Comprehend and Respond



3. Metonymy is a figure of speech we haven't looked at. It refers to a figure of speech that uses a concept closely related to the thing actually meant. This song uses metonymy in lines 32 and 37. What are they and what is actually being referred to?

4. This song illustrates 3 different social issues, what are they and what is the overall message of the song?

Brick by Ben Folds Five

6 am day after Christmas
I throw some clothes on in the dark
The smell of cold
Car seat is freezing
The world is sleeping 5
I am numb

Up the stairs to her apartment
She is balled up on the couch
Her mom and dad went down to Charlotte
They're not home to find us out 10
And we drive

Now that I have found someone
I'm feeling more alone
Than I ever have before

Chorus:
She's a brick and I'm drowning slowly 15
Off the coast and I'm headed nowhere
She's a brick and I'm drowning slowly

They call her name at 7:30
I pace around the parking lot
Then I walk down to buy her flowers 20
And sell some gifts that I got
Can't you see
It's not me you're dying for
Now she's feeling more alone
Than she ever has before 25

Chorus

As weeks went by
It showed that she was not fine
They told me son it's time to tell the truth
She broke down and I broke down
Cause I was tired of lying 30

Driving home to her apartment
For the moment we're alone
She's alone
I'm alone
Now I know it 35

1. This poem is full of imagery, especially in the first stanza. What does this imagery contribute to the feeling of the song as it begins?
2. Who do you believe is the speaker in this poem? Support your answer.
3. Identify the 2 figures of speech in line 15.
4. The biggest clue to this song's meaning is in lines 22-23. Who do you think the **you** is that is being referred to?
5. Explain the paradox in the 3rd stanza.
6. What is your interpretation of the poem's meaning?

Self Esteem by The Offspring

I wrote her off for the tenth time today
And practiced all the things I would say
But she came over
I lost my nerve
I took her back and made her dessert 5
Now I know I'm being used
That's okay man cause I like the abuse
I know she's playing with me
That's okay cause I've got no self esteem
We make plans to go out at night 10
I wait till 2 then I turn out the light
All this rejection's got me so low
If she keep it up I just might tell her so
When she's saying that she wants only me
Then I wonder why she sleeps with my friends 15
When she's saying that I'm like a disease
Then I wonder how much more I can spend
Well I guess I should stick up for myself
But I really think it's better this way
The more you suffer 20
The more it shows you really care; Right?
Now I'll relate this little bit
That happens more than I'd like to admit
Late at night she knocks on my door
Drunk again and looking to score 25
Now I know I should say no
But that's kind of hard when she's ready to go
I may be dumb But I'm not a dweeb
I'm just a sucker with no self esteem.

Read to Comprehend and Respond



1. Identify the speaker in this poem and support your answer.
2. What had the speaker intended in lines 1 & 2? What figure of speech is line 1?
3. Identify the figure of speech in line 16. What is meant by this comparison?
4. Do you agree with lines 20-21? Explain.
5. Explain the poet's meaning in lines 28 – 29.
6. Characterize the kind of relationship depicted in this song.
7. How is the title of the song relevant?
8. Considering that the members of Offspring are considerably older than their majority audience, what message do you think they might be trying to send with this song?

Writing

Learners at this level should be familiar with word structure, grammar, sentence structure and using the dictionary. The *English 120 Resource Manual* covers all of these skills. If your learners are struggling with these concepts use the activities and handouts in the *English 120 Resource Manual*.

The writing unit for 130 builds on the 120 curriculum. Learners need to use their skills in sentence structure, grammar and word analysis to develop well written paragraphs and reports. The writing section covers:

Skill Builders

- Checklists
- Advanced grammar

Writing Skills

- Prewriting
- Writing process
- Editing skills

Paragraph Writing Skills

- Paragraph review
- Different kinds of paragraph writing
- Multi-paragraphs

Write to Express Thoughts

- Journals and creative writing
- Functional writing

Read and Write for Inquiry and Research

- Research project

Products for English 130 Writing

- One each of well-developed expository, descriptive, compare/contrast and persuasive paragraphs of 8 – 10 sentences
- One each of narrative, descriptive, and expository multi-paragraph (3-4 paragraphs)
- Two letters
- One resume
- One form
- Response journal
- One research report two – three pages long

Each section has a list of learning outcomes, instructor notes, learning activities and handouts.

Instructor notes give background information about the strategies.



Learning Activities give instructors detailed ideas on how to use the learning strategy.



Handouts are pages you can copy for learners to use for the learning activities. Some activities have no handouts. Some have lots.



Skills Builders

This section will help instructors monitor and evaluate learners. The English 120 manual has most of the word analysis, parts of speech, grammar and sentence structure covered. This section provides checklists and an advanced grammar section for the 130 level.

This section covers:

- **Checklists**
 - Parts of speech
 - Writing Sentences
 - Grammar
 - Homonyms, synonyms and antonyms
 - Spelling
- **Advanced grammar**
 - Parallel structure
 - Commas and semicolons
 - Colons and parentheses
 - Hyphens and dashes
 - Word choice
 - Misplaced modifiers

Learning Outcomes:

- Use structural analysis (such as roots, affixes, syllabication, stress, compound words, contractions) to read unfamiliar words
- Recognize homonyms, synonyms and antonyms
- Use the dictionary, glossary and thesaurus as tools for vocabulary development
- Select and use personal strategies for learning and remembering new words
- Identify subjects and verbs in clauses
- Use correct sentence structure in simple, compound and common complex sentences

Skill Builders



- Identify the different parts of speech
- Use correct grammar in sentences
- Know spelling conventions and apply them to familiar and unfamiliar words
- Know and apply capitalization and punctuation conventions (including apostrophe and quotation marks)



Instructor Notes

Checklists

A lot of grammar has been covered in the *Englsih 120 Resource Manual*. Please refer to it for:

- Parts of speech
- Prefixes and suffixes
- Sentence structure
 - Word order
 - Subject and predicate
 - Fragments
 - Run-on sentences
- End punctuation
- Capital letters
- Commas
- Quotations
- Apostrophes and possessives

Also different kinds of sentences have been covered in Englsih 120:

- Simple
- Compound
- Complex

Use the checklists in this section to evaluate learners' skills.



Learning Activities

Checklists

5 Handouts

Activity 1 – Checklists

Use these checklists to evaluate learners. Review skills that learners are struggling with. The English 120 Resource Manual covers most of these skills and the English 130 covers the remaining. The checklists in this section are:

- Handout 1 – Parts of Speech
- Handout 2 – Writing Sentence
- Handout 3 – Grammar
- Handout 4 – Homonyms, Synonyms and Antonyms
- Handout 5 – Spelling



Checklists

Handout 1

Parts of Speech Checklist

Learner: _____

Skill	Mastered	Needs some work
Knows what common and proper nouns are		
Knows what non-countable and countable nouns are		
Knows what pronouns are and how they are used		
Can identify and use adjectives		
Knows what a verb and compound verb are		
Knows what a helping verb is and how to use it		
Knows the different tenses of verbs		

Skill Builders

Knows that the verb in a sentence must agree with the subject and shows this in their writing		
Knows what an adverb is and how it can be used in writing		
Knows how to use interjections properly		
Uses conjunctions to link words, phrases and clauses		
Uses articles correctly and uses an and a properly		
Uses prepositions correctly		



Checklists

Handout 2

Writing Sentences Checklist

Learner: _____

Skill	Mastered	Needs some work
Knows how to write a complete sentence with a subject and predicate		
Can identify the subject and predicate in a sentence		
Can identify a run-on sentence and fix it		
Can write four different kinds of sentences: <ul style="list-style-type: none"> • statement • question • exclamatory • command 		
Knows how to write a simple sentence		
Knows how to write a compound sentence		
Knows how to write a complex sentence		



Checklists

Handout 3

Grammar Checklist

Learner: _____

Skill	Mastered	Needs some work
Uses proper capitalization and end punctuation		
Knows when to use a comma		
Uses quotation marks in their writing correctly		
Uses apostrophes correctly to shorten two words		
Uses apostrophes to show singular and plural possession		
Uses colons and semicolons correctly		
Uses dashes and hyphens correctly		



Checklists

Handout 4

Homonyms, Synonyms and Antonyms Checklist

Learner: _____

Skill	Mastered	Needs some work
Knows and uses there , their and they're correctly		
Knows and uses to , too and two correctly		
Knows and uses its and it's correctly		
Can identify and use different homonyms		
Uses synonyms in their creative writing		
Knows and uses antonyms		



Checklists

Handout 5

Spelling Checklist

Learner: _____

Skill	Mastered	Needs some work
Knows and uses basic spelling rules		
Knows how to split words into syllables		
Knows how to identify the root word		
Knows and can write compound words		
Knows what the prefixes: re , un , in mean		
Knows the final consonant rule		
Knows the final e rule		

Skill Builders



Knows the final y rule		
Knows the final consonant suffix rule		
Knows how to use a dictionary		
Knows how to use a thesaurus		



Instructor Notes

Advanced Grammar Skills

Most of the grammar for the 130 level has been covered in the English 120 Resource Manual. However, we didn't cover a couple of key concepts that should be covered in 130.

- Parallel structure
- Commas and semicolons
- Colons and parentheses
- Hyphens and dashes
- Word choice



Learning Activities

Advanced Grammar Skills

11 Handouts

Activity 1 – Parallel Structure

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. Handout 1 is a detailed description of parallel structure. Review the handout with learners and do some examples on the board. Handout 2 provides learners with some practice to reinforce the concept.

Activity 2 – Comma and Semicolons

Learners often get confused by commas and semicolons. Handout 3 provides a detailed description of where to use a comma and where to use a semicolon. Handout 4 provides learners with an opportunity to practice this grammar skill.

Activity 3 – Colons

Learners also get confused by colons and semicolons. Handout 5 provides a detailed description of where to use colons and some practice on colons and semicolons.

Activity 4 – Hyphens and Dashes

What is a hyphen? What is a dash? These are good questions to ask your learners. Most people don't know the difference and often interchange the two. For a detailed description of hyphens and dashes—go to Handout 6. There are some practice questions for learners too.

Activity 5 – Accept vs. Except

Often these two words get mixed up. Handout 7 provides definitions of these two words and some practice sentences using these words.

Activity 6 – Affect vs. Effect

Often learners confuse these two words. Handout 8 shows the five rules of using these words. Review the handout together and ask learners to try the practice questions.

Activity 7 – Word Choice

Review Handout 9 with learners. Tell them to keep this handout handy when they write paragraphs, essay or research reports. It will help them use the correct words.

Activity 8 – Misplaced Modifiers

Review Handout 10 with learners. Tell them to keep this handout handy when they do the misplaced modifiers exercise. Learners often misplace modifiers, so lots of review is essential.

Activity 9 – Putting It All Together

Give learners Handout 11 to test their skills with colons, semicolons, dashes, hyphens, parentheses, italics and quotation marks.



Advanced Grammar Handout 1

Parallelism ¹

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level.

Words and Phrases

- Parallel: Mary likes **hiking**, **swimming**, and **bicycling**.
- Parallel: Mary likes **to hike**, **to swim**, and **to ride** a bicycle.

Mary likes to **hike**, **swim**, and **ride** a bicycle.

Note: You can use **to** before all the verbs in a sentence or only before the first one.

Do not mix forms

Example 1

- **Not Parallel:** Mary likes **hiking**, **swimming**, and **to ride** a bicycle.
- **Parallel:** Mary likes **hiking**, **swimming**, and **riding** a bicycle.

Example 2

- **Not Parallel:** The production manager was asked to write his report quickly, accurately, and **in a detailed manner**.
- **Parallel:** The production manager was asked to write his report quickly, accurately, and thoroughly.

Example 3

- **Not Parallel:** The instructor said that he was a poor learner because he **waited** until the last minute to study for the exam, **completed** his lab problems in a careless manner, and **his motivation was** low.

¹ Source: http://owl.english.purdue.edu/handouts/grammar/g_commaint.html

- **Parallel:** The instructor said that he was a poor learner because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.

Clauses

A parallel structure that begins with clauses must keep on with clauses. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

Example 1

- **Not Parallel:** The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.
- **Parallel:** The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.
- **Parallel:** The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

Example 2

- **Not Parallel:** The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers.
- **Parallel:** The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that prospective buyers would ask him questions.

Lists after a colon

Be sure to keep all the elements in a list in the same form.

Example 1

- **Not Parallel:** The dictionary can be used for these purposes: to find **word meanings**, **pronunciations**, **correct spellings**, and **looking up irregular verbs**.
- **Parallel:** The dictionary can be used for these purposes: to find **word meanings**, **pronunciations**, **correct spellings**, and **irregular verbs**.

Proofreading strategies to try:

- Skim your paper, pausing at the words **and** and **or**. Check on each side of these words to see whether the items joined are parallel. If not, make them parallel.
- If you have several items in a list, put them in a column to see if they are parallel.
- Listen to the sound of the items in a list or the items being compared. Do you hear the same kinds of sounds? For example, is there a series of **ing** words beginning each item? Or do you hear a rhythm being repeated? If something is breaking that rhythm or repetition of sound, check to see if it needs to be made parallel.



Advanced Grammar
Handout 2

Parallel Structure Practice

Correct these sentences. The first one is done for you

1. It is easier to tell the truth than lying to people you love.

*It is easier **to** tell the truth than **to** lie to people you love.*

2. For her birthday, Marsha received a cake, some clothes, and she got a new CD player.

3. Jim wanted to scare us by telling us a ghost story and he showed us a horror movie.

4. The witness described the suspect as tall, light-skinned, and with a beard.

5. Spending the day with you is better than if we were apart.

Skill Builders



6. Brian disliked not only playing baseball but also to run long distances.

7. The new house has a large porch, an eat-in kitchen, and the floors are carpeted.

8. This plan is creative but a risk.

9. I want neither your sympathy nor do I want your pity.

10. Managing your money well is to be prepared for the future.

11. She was healthy, wealthy, and a regular reader of my column.

Skill Builders

12. He was handsome, brave, and the sort of person who would do anything for you.

13. The room was beautiful, the service impeccable, and I've never tasted better food in my entire life.

14. You commit no significant errors in grammar, usage, spelling, and punctuation.

15. To assess your effectiveness as a writer, consider whether your writing:

- a. Conveys your message with clarity, emphasis, precision, and style.
- b. Uses variety in sentence structure for good stylistic effect.
- c. Provides organized, coherent, logical, insightful development of the subject.
- d. Supports your main points with specific, detailed, compelling examples and illustrations.



Advanced Grammar

Handout 3

Commas and Semicolons²

A group of words containing a subject and a verb and expressing a complete thought is called a **sentence** or an **independent clause**. Sometimes, an independent clause stands alone as a sentence, and sometimes two independent clauses are linked together into what is called a compound sentence. Depending on the circumstances, one of two different punctuation marks can be used between the independent clauses in a compound sentence: a comma or a semicolon.

Comma (,)

Use a comma after the first independent clause when you link two independent clauses with one of the following coordinating conjunctions: **and, but, for, or, nor, so, yet**.

For example:

- I am going home, and I intend to stay there.
- It snowed heavily during the afternoon, but we managed to go for a walk anyway.
- They couldn't make it back to the cabin before dark, so they decided to camp for the night.

Semicolon (;)³

Use a semicolon when you link two independent clauses with no connecting words.

For example:

- I am going home; I intend to stay there.
- It snowed heavily during the afternoon; we managed to go for a walk anyway.
- They couldn't make it back to the cabin before dark; they decided to camp for the night.

² Source: http://owl.english.purdue.edu/handouts/grammar/g_commacomp.html

³ Source: http://owl.english.purdue.edu/handouts/grammar/g_overvw.html

You can also use a semicolon when you join two independent clauses together with one of the following conjunctive adverbs (adverbs that join independent clauses): however, moreover, therefore, consequently, otherwise, nevertheless, thus, etc.

For example:

- I am going home; moreover, I intend to stay there.
- It snowed heavily during the afternoon; however, we managed to go for a walk anyway.
- They couldn't make it back to the cabin before dark; therefore, they decided to camp for the night.

In addition to using a semicolon to join related independent clauses in compound sentences, you can use a semicolon to separate items in a series if the elements of the series already include commas.

- Members of the band include Harold Rostein, clarinetist; Tony Aluppo, tuba player; and Lee Jefferson, trumpeter.



Advanced Grammar
Handout 4

Comma or Semicolon⁴

In the space provided put a comma or semicolon to make the sentence correct.

1. Many companies make sugar-free soft drinks, which are flavoured by synthetic chemicals ____ the drinks usually contain only one or two calories per serving.
2. Joe played the drums for many years ____ and he teaches young children how to drum.
3. The wild fire was flourishing ____ but the other bushes were dying.
4. The tundra was covered with cranberries ____ it was a beautiful sight.
5. As I turned around, I heard a loud thump ____ for the dog had knocked over the lamp.
6. The artist preferred to paint in oils ____ he did not like watercolours.
7. The house was clean, the table set, and the porch light on ____ everything was ready for the guests' arrival.
8. He looked carefully in the underbrush ____ but he failed to notice the pair of green eyes staring at him.
9. The foundations of the house had been poured ____ but, to his disappointment, nothing else had been done because the materials had not arrived yet.
10. The computer could perform millions of operations in a split second ____ however, it could not think spontaneously.

⁴ Source: http://owl.english.purdue.edu/handouts/grammar/g_commacomp.html

Skill Builders

11. I thought registration day would be tiring _____ but I didn't know I'd have to stand in so many lines.
12. The dog, growling and snarling, snapped at me _____ I was so frightened that I ran.
13. The snowstorm dumped twelve inches of snow on the ground _____ subsequently, the RCMP closed Highway 1.
14. Professors are supposed to be absent-minded _____ and I've seen plenty of evidence to support that claim since I've been in college.
15. The suspect said that he had never met the victim _____ however, the police officer knew that he was lying.
16. In the first place, it was snowing too hard to see the road _____ in the second place, we had no chains.
17. Edmonton is my favourite city _____ in fact, I plan to spend two weeks there going to school this summer.
18. The defenseman made a brilliant pass _____ and the forward scored a goal to win the game.
19. Ron and Mike were both in English class this morning _____ they gave an interesting presentation on their research.
20. The obstacles are not insurmountable _____ but they are real and formidable.
21. Riding a bicycle is excellent exercise _____ I ride mine every day.
22. Not all highly educated people enjoy traveling _____ but many world travelers are particularly well educated.
23. Jack worked overtime to pay off his education debts _____ at least, that was his explanation for his long hours.
24. Katherine has given up smoking about five times _____ but she cannot seem to break the habit.

Skill Builders



25. Our dog seems to have a built-in alarm clock ____ he wakes us up at exactly the same time every morning.
26. The passengers on the plane were initially alarmed by the loss of altitude ____ but the pilot and the crew kept them calm.
27. I had to complete the assignment by Friday ____ otherwise, I would have failed the course.
28. We always go to the tundra in the fall ____ it's at its prettiest at that time of year.
29. Tim went to the Northern Store quite often ____ the clerk even knew his name.
30. The office was closed ____ consequently, I could not pay my bill.
31. The air was beautifully clear ____ it was a lovely day.



Advanced Grammar

Handout 5

Colons and Parentheses

Colons (:)

Use a colon in the following situations.	Examples
After a complete statement in order to introduce one or more directly related ideas, such as a series of directions, a list, or a quotation or other comment illustrating or explaining the statement.	<p>The daily newspaper contains four sections: news, sports, entertainment, and classified ads.</p> <p>I'll tell you what I'm going to do: I'm going to quit!</p> <p>Elephant (noun): a large grey mammal found in Africa and India.</p>
In a business letter greeting.	Dear Ms. Lead:
Between the hour and minutes in time notation.	5:30 p.m.
Between chapter and verse in biblical references.	Genesis 1:18

Parentheses ()

Parentheses are occasionally and sparingly used for extra, nonessential material included in a sentence. For example, dates, sources, or ideas that are secondary to the rest of the sentence are set apart in parentheses. Parentheses always appear in pairs.

- Before arriving at the airport, the old plane (someone said it was a relic of frontier days) caught fire.

Practice – Colons and Semicolons⁵

Read each sentence and decide if it should have a colon or semicolon. Write the correct punctuation in the blank.

1. I bring everything I need to class every day ____ my pens, my books and my dictionary.
2. Young-Hee failed her English test ____ nevertheless, she was able to get a good job.
3. This is what I told him ____ "Buy yourself a bicycle, so that you don't have to borrow mine!"
4. There are two things about him that drive me crazy ____ his music and his cooking.
5. I had lamb for lunch ____ Fred had steak.
6. I took my umbrella ____ it looked like it was going to rain.
7. Java ____ a popular programming language for the World Wide Web.
8. If you get lost in the snow, this is what you should do ____ stay where you are, make yourself warm and comfortable and wait for help.
9. The USA has a very large land area ____ Canada is even larger.
10. Three countries are involved in the discussions ____ however, only Mexico and Canada will sign the treaty immediately.

⁵ Source: <http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/colons.htm>



Advanced Grammar

Handout 6

Hyphens and Dashes

Hyphens (-)

Two words brought together as a compound may be written separately, written as one word, or connected by hyphens. For example, three modern dictionaries all have the same listings for the following compounds:

- hair stylist
- hairsplitter
- hair-raiser

Another modern dictionary, however, lists **hairstylist**, not **hair stylist**. Compounding is obviously in a state of flux, but the uses of the hyphen offered here are generally agreed upon.

1. Use a hyphen to join two or more words serving as a single adjective before a noun:

- a one-way street
- chocolate-covered peanuts
- well-known author

However, when compound modifiers come after a noun, they are not hyphenated:

- The peanuts were chocolate covered.
- The author was well known.

2. Use a hyphen with compound numbers:

- forty-six
- sixty-three
- Our much-loved instructor was sixty-three years old.

3. Use a hyphen to avoid confusion or an awkward combination of letters:

- re-sign a petition (vs. resign from a job)
- semi-independent (but semiconscious)

- shell-like (but childlike)
4. Use a hyphen with the prefixes *ex-* (meaning *former*), *self-*, *all-*; with the suffix *-elect*; between a prefix and a capitalized word; and with figures or letters:
- ex-husband
 - self-assured
 - mid-September
 - all-inclusive
 - mayor-elect
 - anti-American
 - t-shirt
 - mid-1980s

Dashes (–)

Use a em dash (–) in the following situations.	Example
To emphasize a point or to set off an explanatory comment; but don't overuse dashes, or they will lose their impact.	To some of you, my proposals may seem radical—even revolutionary.
For an appositive phrase that already includes commas.	The boys—Jim, John, and Jeff—left the party early.
Use an en dash (–) in the following situations	Examples
These dashes are typically used to denote ranges of numbers.	3 – 7, page 43 – 46

As you can see, dashes function in some ways like parentheses (used in pairs to set off a comment within a larger sentence) and in some ways like colons (used to introduce material illustrating or emphasizing the immediately preceding statement).

Practice⁶

Can you spot any errors in the use of the hyphen (-), the en dash (–), or the em dash (—) in the following sentences?

1. The instructions were written on pages 33-47.
2. The conference will be held June 30 - July 2 on Hilton Head Island.
3. Juan had tried begging, bribing, and even demanding cooperation from his staff-all of whom were swamped with other work-before he gave up and wrote the report himself.
4. No one - not even the president of the company - realized the company would have to dissolve so quickly.

Answers

1. The instructions were written on pages 33–47. (Use an en dash, not a hyphen, to indicate inclusive page numbers.)
2. The conference will be held June 30–July 2 on Hilton Head Island. (Use an en dash, not a hyphen, to indicate inclusive dates. Do not space before or after dashes.)
3. Juan tried begging, bribing, and even demanding cooperation from his staff—all of whom were swamped with other work—before he gave up and wrote the report himself. (Use em dashes, not hyphens, to indicate a break in thought.)
4. No one—not even the president of the company—realized the company would have to dissolve so quickly. (Use em dashes, not hyphens, to show a break in thought. Do not space before or after dashes.)

⁶ Source: <http://www.getitwriteonline.com/archive/091502.htm>



Advanced Grammar

Handout 7

Word Usage – Accept vs. Except⁷

The confusion between **accept** and **except** is due to their somewhat similar spelling and pronunciation. In fact, it's rather strange that they do get confused, because the meaning of **accept** and the meaning of **except** when used as a verb are more or less opposites.

Accept

Accept is a verb that means **to receive, admit, regard as true, or say yes.**

- I can't accept this gift.
- He was accepted to Harvard.
- Do you accept this theory?
- My offer was immediately accepted.
- He asked me to marry him, and I accepted.

Except

Except is a preposition that means **excluding.**

- He bought a gift for everyone except me.
- I know everyone here except the children.

Except is also a conjunction that means **if not for the fact that or other than.**

- I would help you, except I'm too busy.
- He never calls me except to borrow money.

Except is a fairly uncommon verb that means **to leave out, exclude.**

- I hate lawyers, present company excepted.
- Children are excepted from these rules.

⁷ Source: http://owl.english.purdue.edu/handouts/grammar/g_spelprob.html

Practice

1. The whole army is out of step _____ Fred.
2. I'll _____ no money from that cheapskate.
3. Please _____ this pot of Mama's chicken soup.
4. It will cure anything _____ flat feet.
5. Rip could do anything _____ make money.
6. I had to _____ their negative evaluation.
7. All the girls went to the game _____ Mary.
8. Howard could not _____ the job.
9. _____ when there's a classic movie playing, Pete seldom watches TV.
10. I will _____ your gift if you let me pay for my lunch.

Write a short paragraph using accept and except three times.



Advanced Grammar

Handout 8

Word Usage – Affect and Effect⁸

- Rule 1** Use **effect** when you mean **bring about** or **brought about**, **cause** or **caused**.
Example: He effected a commotion in the crowd.
Meaning: He caused a commotion in the crowd.
- Rule 2** Use **effect** when you mean **result**.
Example: What effect did that speech have?
- Rule 3** Use **effect** whenever any of these words precede it:
a, an, any, the, take, into, no
Examples: That book had a long-lasting effect on my thinking.
Has the medicine produced any noticeable effects?
- Rule 4** Use the verb **affect** when you mean **to influence** rather than **to cause**.
Example: How do the budget cuts affect your staffing?
- Rule 5** **Affect** is used as a noun to mean **emotional expression**.
Example: She showed little affect when told she had won the lottery.

Affect – verb: to act upon, to change or to cause a change

Affected – adjective: influenced by an outside force

Effect – noun: result; consequence

⁸ Source: http://owl.english.purdue.edu/handouts/grammar/g_spelprobA2.html

Practice⁹

1. The applause showed how deeply the presentation had _____ the audience.
2. His attitude was _____ by his upbringing.
3. What _____ do you think the news will have on her?
4. No matter what he does, it will have no _____ on me.
5. No matter what he does, it will not _____ me.
6. What do you think the _____ of the decision will be?
7. How did her son's departure _____ Mrs. Sanago?
8. How was the team _____ by the loss of their coach?
9. I was impressed by the _____ of Churchill's words on Britain during that time.
10. Do you know what _____ that medicine will have on you?
11. Television has a strong _____ on public opinion.
12. My mood can _____ my thinking, too.
13. Falling on my head had a bad _____ on my memory.
14. His years of smoking have negatively _____ his health.
15. The patient shows normal _____ and appears to be psychologically stable.
16. The _____ of the speech was visible on the faces of the sleeping audience.
14. The early frost will _____ the crops.
15. What kind of _____ can this quiz have on your dinner tonight?

⁹ Source: http://owl.english.purdue.edu/handouts/grammar/g_spelprobA2.html



Advanced Grammar

Handout 9

Word Choice¹⁰

1. **Lay vs. lie** — You **lay** an object down on the table, but you **lie** down on your bed.
2. **It's vs. its** (*it's* = "it is" or "it has" and *its* = possessive) — The dog chased **its** own tail, but don't worry — **it's** not a crazy animal.
3. **Hear vs. here** — Come **here** and see what I found! I know you can **hear** me; you're just not listening.
4. **Lose vs. loose** — I don't want to **lose** my hubcap, but I think it's **loose**.
5. **Chose vs. choose** — I **chose** her yesterday, but today I'll **choose** you.
6. **Accept vs. except** — I will **accept** any poems **except** yours.
7. **Advice vs. advise** — I would **advise** you not to trust a psychic's **advice**.
8. **There vs. they're vs. their** — **Their** ball rolled over **there**, behind that tree, and now **they're** going to go get it.
9. **Your vs. you're** — You're going to go visit **your** grandmother, aren't you?
10. **To vs. too vs. two** — Only **two** people have signed up **to** go on the field trip, but you're welcome to go **too**.
11. **Principle vs. principal** — The **principal** at my elementary school had one guiding **principle**: Do unto others as you would have them do unto you.
12. **Lead vs. led** — I **led** you out of the tunnel yesterday; today it's your turn to **lead** me. (Also: plumbing pipes used to be made of **lead**.)

¹⁰ Source:

13. **Among vs. between** — **Between** the two of us, I don't think there's a fair way to divide the money **among** the ten grandchildren. (Use **between** when discussing only two subjects; **among** is used with at least three subjects.)
14. **Site vs. sight vs. cite** — Can you **cite** three passages of Shakespeare? I'm angry at you — get out of my **sight**! Is the construction **site** muddy from the storm?
15. **Breath vs. breathe** — Take a deep **breath**. **Breathe** deeply. (Breath is a noun; breathe is a active verb.)
16. **Effect vs. affect** — Did the tornado have a devastating **effect** on your town? It didn't **affect** us at all. (Effect is almost always used as a noun; affect is almost always used as a verb.)
17. **Good vs. well** — He sang **well**. He was a **good** singer. (Good modifies a noun, and is an adjective; well describes how an action happened or was performed, and is an adverb.)
18. **Fewer vs. less** — If you have four bags of groceries or **fewer**, I don't think we'll need help carrying them inside. You should spend **less** time playing video games and more time doing homework. (Use **fewer** with items that can be counted [bags]; use **less** with items that cannot be counted [time].)
19. **Quiet vs. quite** — Be **quiet**! The study room was **quite** noisy.
20. **I vs. me** — [Tommy and] **I** went to the store. My mother gave some money to [Tommy and] **me**.



Advanced Grammar

Handout 10

Misplaced Modifiers¹¹

A modifier is a word or a phrase that describes something else. **Misplaced modifiers** are single words, phrases, or clauses that do not point clearly to the word or words they modify. You should place the modifier as close as possible to what it describes. If you don't, your intended meaning may not be clear. Consider the following sentences:

- The young girl was walking the dog in a short skirt.
- The dog was chasing the boy with the spiked collar.

You can see what's wrong. The dog isn't "**in a short skirt**" and the boy doesn't have a "**spiked collar**." Because the **modifier is misplaced**, we have to think for a minute before we get the intended meaning. The correct versions are:

- The young girl **in a short skirt** was walking the dog.
- The **dog with the spiked collar** was chasing the boy.

Six Helpful Tips for Placing Modifiers Correctly¹²

1. Limiting modifiers (only, even, almost, nearly, just) should be placed in front of the words they modify.

Unclear:

You will only need to plant one package of seeds.

Revised:

You will need to plant only one package of seeds.

2. Place modifying phrases and clauses so that readers can see at a glance what they modify.

Unclear:

The robber was described as a tall man with a black moustache weighing 150 pounds.

¹¹ Source: <http://www.aliscot.com/bigdog/misplaced.htm>

¹² Source: http://www.english.uiuc.edu/CWS/wworkshop/writer_resources/grammar_handbook/misplaced_modifiers.htm

Revised:

The robber was described as a six-foot-tall man weighing 150 pounds with a black moustache.

3. Sentences should flow from subject to verb to object without lengthy detours along the way. When adverbs separate subject from verb, verb from object, or helping-verb from main-verb, the result can be awkward.

Unclear:

John, after trying to reach the ball, decided to get a ladder.

Revised:

After trying to reach the ball, John decided to get a ladder.

4. Infinitives ("to" + verb, such as: "to go," "to catch," "to shout") usually should not be split unless necessary, especially in formal writing.

Unclear:

The patient should try to, if possible, avoid going up and down stairs.

Revised:

If possible, the patient should try to avoid going up and down stairs.

5. Dangling modifiers are word groups (usually introductory) that may seem confusing to some people if they fail to refer logically to any word in a sentence. Rewording a sentence may help to clarify the meaning.

Unclear:

Deciding to join the navy, the recruiter happily pumped Joe's hand.
(The recruiter is not deciding to join the navy; Joe is.)

Revised:

The recruiter happily pumped Joe's hand after learning that Joe had decided to join the navy.

6. Dangling modifiers can be repaired by restructuring the sentence, but this restructuring may vary according to the writer's stylistic preferences.

Unclear:

When watching films, commercials are especially irritating.

Revised:

When watching films, I find commercials especially irritating.

Practice¹³

From the following pairs of sentences, select the one which is correct.

- ☐ Piled up next to the washer, I began doing the laundry.
- ☐ I began doing the laundry piled up next to the washer.

- ☐ While John was talking on the phone, the doorbell rang.
- ☐ While talking on the phone, the doorbell rang.

- ☐ Standing on the balcony, the lake view was magnificent.
- ☐ Standing on the balcony, we had a magnificent lake view.

- ☐ As I was running across the floor, the rug slipped and I lost my balance,
- ☐ Running across the floor, the rug slipped and I lost my balance.

- ☐ While taking out the trash, the sack broke.
- ☐ While Jamie was taking out the trash, the sack broke.

- ☐ I almost listened to the whole album.
- ☐ I listened to almost the whole album.

- ☐ He was staring at the girl wearing dark glasses by the vending machine.
- ☐ He was staring at the girl by the vending machine wearing dark glasses.

- ☐ We read that Janet was married in her last letter.
- ☐ In her last letter, we read that Janet was married.

¹³ Source: http://www.aliscot.com/bigdog/dmmm_exercise.htm

Skill Builders

- ☐ The faulty alarm nearly sounded five times yesterday.
- ☐ The faulty alarm system sounded nearly five times yesterday.

- ☐ On the evening news, I heard that there was a revolution.
- ☐ I heard that there was a revolution on the evening news.

Correct any misplaced words in the sentences below. Rewrite the sentence so that the misplaced word is next to the word it modifies.

1. I nearly made fifty dollars today.

2. When we opened the leather woman's purse, we found the missing keys.

3. The job scarcely took an hour to complete.

4. I only have five minutes to talk with you.

5. The striking Honda's paint job made everyone gasp.

Skill Builders

Rewrite each sentence, moving the misplaced modifier to its correct position.

1. Making only minimum wage, I nearly earned \$2,000 last summer.

2. The bus station was located by a river which was made of red brick.

3. A fish was found in the Arctic Ocean that had been considered extinct.

4. Sam asked me to go for a ride on the telephone.

5. She was making a sweater for her friend that was warm.

6. The results will only be known after all the votes have been counted.

Skill Builders



7. The contractors needed all kinds of artists to paint the mural badly.

8. Left alone in the house, the blackout terrified the two small children.



Advanced Grammar

Handout 11

Putting It All Together¹⁴

Put in semicolons, colons, dashes, quotation marks, Italics (use an underline), and parentheses where ever they are needed in the following sentences.

1. The men in question Harold Keene, Jim Peterson, and Gerald Greene deserve awards.
2. Several countries participated in the airlift Italy, Belgium, France, and Canada.
3. Only one course was open to us surrender, said the ex-major, and we did.
4. Judge Carswell later to be nominated for the Supreme Court had ruled against civil rights.
5. In last week's Globe and Mail, one of my favourite newspapers, I enjoyed reading Leland's article How Not to Go Camping.
6. Yes, Jim said, I'll be home by ten.
7. There was only one thing to do study till dawn.
8. Montaigne wrote the following A wise man never loses anything, if he has himself.
9. The following are the primary colors red, blue, and yellow.
10. Arriving on the 8 10 plane were Liz Brooks, my old roommate her husband and Tim, their son.
11. When the instructor commented that her spelling was poor, Lynn replied All the members of my family are poor spellers. Why not me?
12. He used the phrase you know so often that I finally said No, I don't know.

¹⁴ Source: http://owl.english.purdue.edu/handouts/grammar/g_overvwEX1.html

Skill Builders



13. The automobile dealer handled three makes of cars Volkswagens, Porsches, and Mercedes Benz.
14. Though Phil said he would arrive on the 9 19 flight, he came instead on the 10 36 flight.
15. Whoever thought said Helen that Jack would be elected class president?
16. In hockey a show boat is a man who shows off.
17. The minister quoted Isaiah 5 21 in last Sunday's sermon.
18. There was a very interesting article entitled The New Rage for Folk Singing in last week's Globe and Mail newspaper.
19. Whoever is elected secretary of the club Ashley, or Chandra, or Aisha must be prepared to do a great deal of work, said Jumita, the previous secretary.
20. Darwin's On the Origin of Species 1859 caused a great controversy when it appeared.

Writing Skills

Good writing skills are essential at the 130 level. This section provides an overview of basic writing and editing skills.

This section covers:

- **Prewriting**
 - Brainstorming ideas
 - Freewriting
 - Organizing ideas
- **Writing Process**
 - Writing process guidelines
 - Peer and instructor conferences
 - Writing folders and portfolios
- **Editing skills**
 - Strategies for editing
 - Proofreading checklist
 - Editing practice

Learning outcomes:

- Participate in group and individual activities to generate ideas for writing
- Prepare a plan prior to writing first draft
- Use peer feedback to revise content and write second draft
- Organize information using a variety of strategies and techniques
- Express and explain ideas and understandings clearly in own words in response to a variety of material
- Use conference responses to revise content and write a second draft
- Edit for grammar, spelling and mechanics
- Prepare final copy which meets format requirements
- Proofread final copy



Instructor Notes **Prewriting Skills**

Writing is a life-long interactive process that is used to communicate with a variety of audiences and for a variety of purposes, adapting language conventions appropriately according to context. Writing is an act of discovery, a means of personal growth, and a tool for clarifying knowledge. To accomplish writing tasks more effectively, learners need exposure to a variety of strategies, such as those included in the stages of the writing process in order to approach writing systematically. To improve writing, one needs an understanding of the concept of writing letters.

This section has ideas for brainstorming, organizing ideas, using mind maps, outlining and setting the purpose and audience.

One way to encourage prewriting is using the RAFT approach. The RAFT approach is simply a way to think about the four main things that writers have to consider: role of writer, audience, format, and topic. RAFT papers give learners a fresh way to think about approaching their writing. They are a nice middle ground between standard, dry essays, and free-for-all creative writing. RAFT papers combine the best of both. They also can be the way to bring together learners' understanding of main ideas, organization, elaboration, and coherence; the criteria by which compositions are most commonly judged.



Learning Activities

Prewriting

10 Handouts

Activity 1 – Carousel Brainstorm

1. Learners get into groups of three or four. Give each group a sheet of newsprint or chart paper and a different colour marker. Decide on a topic to work on. Brainstorm four to five subtopics. Write a different subtopic on each sheet of newsprint.
2. Learners brainstorm ideas in their group and then pass their paper to the next group. Give them 30 seconds to start. They may need more time as the papers get passed around because all the easy ideas will be written down already.
3. Ask the group who started with the sheet to look it over when it returns to them and note all the other ideas that were added after it was passed around to the other groups. Ask them to circle the three terms or ideas that they think are most important, or most fundamental to the topic.
2. Post the papers up on the wall and ask learners to write an outline for the topic using the ideas on the flipcharts. A blank outline is on Handout

Activity 2 – Brainstorming¹⁵

Refer to Handout 1. Learners brainstorm the different groups they identify with. Instructions for learners are below:

- Write your name in the centre circle.
- In the smaller circles, write the names of five groups with which you identify.
- Sit and think about these groups for a few minutes.

¹⁵ **Source:** This handout may be printed and distributed for personal or classroom use only. Copyright 2002, ARTSEGE and The John F. Kennedy Centre for the Performing Arts. Visit our Web site at <http://artsedge.kennedy-centre.org/>.

- Be prepared to discuss the groups with your writing partner or with your classmates. Try to find one group that you belong to that you think will surprise them. Groups can be family, ethnic, country, religious, academic, artistic, hobby, talents, etc.

Activity 3 – Organizing Ideas¹⁶

Write the list below on flipchart paper:

- mothers
- community centre
- sisters
- nursing station
- read
- co-op store
- school
- play baseball
- skate
- uncles
- friends
- grandmothers

Ask participants to work together to organize these ideas into three groups. Ask them what heading they suggest for each group. Now write this list on the flipchart:

- heart disease
- healthy food
- recreation
- depression
- regular exercise
- play sports
- strong bones
- active living
- junk food
- no energy
- feel good
- strong heart
- diabetes
- time
- support
- family
- watch TV
- friends

Give learners Handout 2 and ask them to use the spider mind map to organize the words on the list. What is the topic? (middle) What are the main ideas (lines)? What are the details?

When learners have completed this activity ask them how organizing written information helps writers get the best results for audience and purpose.

¹⁶ **Source:** *Writing for Results*, NWT Literacy Council, 2006

Activity 4 – Mind Maps

Handout 3 has lots of different mind maps that learners can use to organize their ideas for writing. Encourage them to use them when they generate ideas for writing.

Activity 5 – Power Thinking Outlining

Explain that **Power Thinking** is an alternative system for outlining information that is hierarchical in nature. In other words, the information can be grouped according to main ideas, subtopics, and details. It considers information according to which level it belongs on, and we use numbers to signify those levels.

For example:

Power 1: main idea, thesis, topic

Power 2: subtopic, category of Power 1, detail of a Power 1

Power 3: detail or subtopic of a Power 2

Write the following example on the board or flip chart.

1: TV Shows

2: Dramas

3: E.R.

3: Pretender

3: Law & Order

2: Sitcoms

3: Fresh Prince of Bel Air

3: Kramer

3: Everybody Loves Raymond

2: Soap Operas

3: All My Children

3: As the World Turns

3: Young & the Restless

Give learners the Handout 4. Give them a Power 1, and have them write Power 2s and Power 3s to practice. Handout 5 is an outline they can use for organizing their ideas.

Activity 6 – RAFT Papers

RAFT Papers are simply a way to think about the four main things that all writers have to consider:

- **Role of the Writer**
Who are you as the writer? Are you the Prime Minister? A warrior? A homeless person? An auto mechanic? The endangered snail darter?
- **Audience**
To whom are you writing? Is your audience the people in your community? A friend? Your instructor? Readers of a newspaper? A local bank?
- **Format**
What form will the writing take? Is it a letter? A classified ad? A speech? A poem? A research paper? An essay?
- **Topic**
What's the subject or the point of this piece? Is it to persuade, inform or tell your opinion?

Give learners Handout 6. Read the memorandum. Determine the role, audience, format and topic.

Answers:

Role: William Dollar

Audience: U.S. Mint/Bureau of Engraving

Format: Memorandum

Topic: Plead for time off

Activity 7 – Point of View¹⁷

Point of view is a new concept for 130 learners. Tell the following story to help them understand what point of view means.

¹⁷ Source: <http://www.learner.org/exhibits/literature/read/pov1.html>

An automobile accident occurs. Two drivers are involved. Witnesses include four sidewalk spectators, a policeman, a man with a video camera who happened to be shooting the scene, and the pilot of a helicopter that was flying overhead. Here we have nine different points of view and, most likely, nine different descriptions of the accident.

In short fiction, who tells the story and how it is told are critical issues for an author to decide. The tone and feel of the story, and even its meaning, can change radically depending on who is telling the story.

After learners have generated some ideas, they must decide what they will say about their chosen topic. When learners develop an initial plan for their writing they must consider the purpose, audience, point of view, and format. These elements have implications for both the planning and the drafting of the written product. Handout 7 provides information on purpose, audience, point of view and format.

Activity 8 – Planning with Purpose and Audience

Purpose and audience are important parts of writing. Learners must identify the role and audience of their piece of writing before they actually start writing. It is part of the prewriting process. Handout 8 provides learners with a good way to decide on who their audience is once they have identified the purpose.

Activity 9 – Freewriting

Ask learners to freewrite on a general topic for 5-10 minutes non-stop. Tell learners to keep on writing even if nothing specific comes to mind. Generating ideas is what is important, not the grammar or the spelling.

After learners have finished freewriting, ask them to read over what they have written and highlight the most prominent and interesting ideas. Learners can use these ideas for their writing. Refer to Handout 9 for a list of ideas for freewriting. Get learners to do this many times before they actually start writing their draft.

Activity 10 – Journalist’s Questions

Who, What, When, Where, Why and How can be used to generate information about a topic. This is a great way to begin a writing assignment. Review the questions on Handout 10 with learners before they start to write.

Activity 11 – Prewriting Activity 2¹⁸

Ask learners to bring pictures of people, or you can supply them (photographs or pictures clipped from magazines). Each picture should show several people in sufficient detail to reveal size, facial expression, dress, and other facets of character. Ask learners to examine their pictures closely. Some questions the instructor might ask are:

- Who is the main character in the picture?
- What is an appropriate name for this character?
- How old is this character?
- What emotions is this character showing in the picture? Describe the evidence that you have for this (e.g., facial expression, gestures).
- What kind of work might the character do for a living? Give reasons to support your decision.
- What might the person be thinking or saying? What makes you imagine this?
- What other characteristics are revealed by the character's dress and stance?
- What might have happened before the picture was taken? What might happen next?
- How are the other characters in the picture related to the main character? What evidence makes you think so?
- What is the attitude of the main character to the other characters? What is the attitude of the other characters to the main character? What are some possible reasons for these attitudes?

¹⁸ Source: <http://www.sasked.gov.sk.ca/docs/mla/write.html>

- What might it be like to be the main character or one of the other characters?
- Instruct learners to record ideas briefly, using phrases and words rather than sentences.
- Learners then may take the opportunity to develop their ideas further, or save their notes and ideas for use at a later date.

Activity 12 – Generating Ideas for Writing¹⁹

- Take turns telling about an interesting person, thing, incident, or object. Encourage the listeners to ask questions and add ideas. Record possible writing topics or ideas as they arise during the discussion.
- List such things as the activities that interest you, the sports you play, the clubs that you belong to, and the community and world issues that you know about from the media.
- Read the stories and captions in the newspaper that catch your interest. Jot down ideas for writing a newspaper article or ideas that can be developed into other kinds of writing.
- Try visualization for generating ideas. Find a quiet place where you can think. What pictures does the topic bring to your mind? Try not to think in words. Let the pictures come to your mind and try to recall as vividly as possible the sensory details associated with these pictures.
- Write similarities and differences at the top of a page, and list all the aspects of your topic. Other compare and contrast ideas are:
 - Pros and cons
 - Past and present

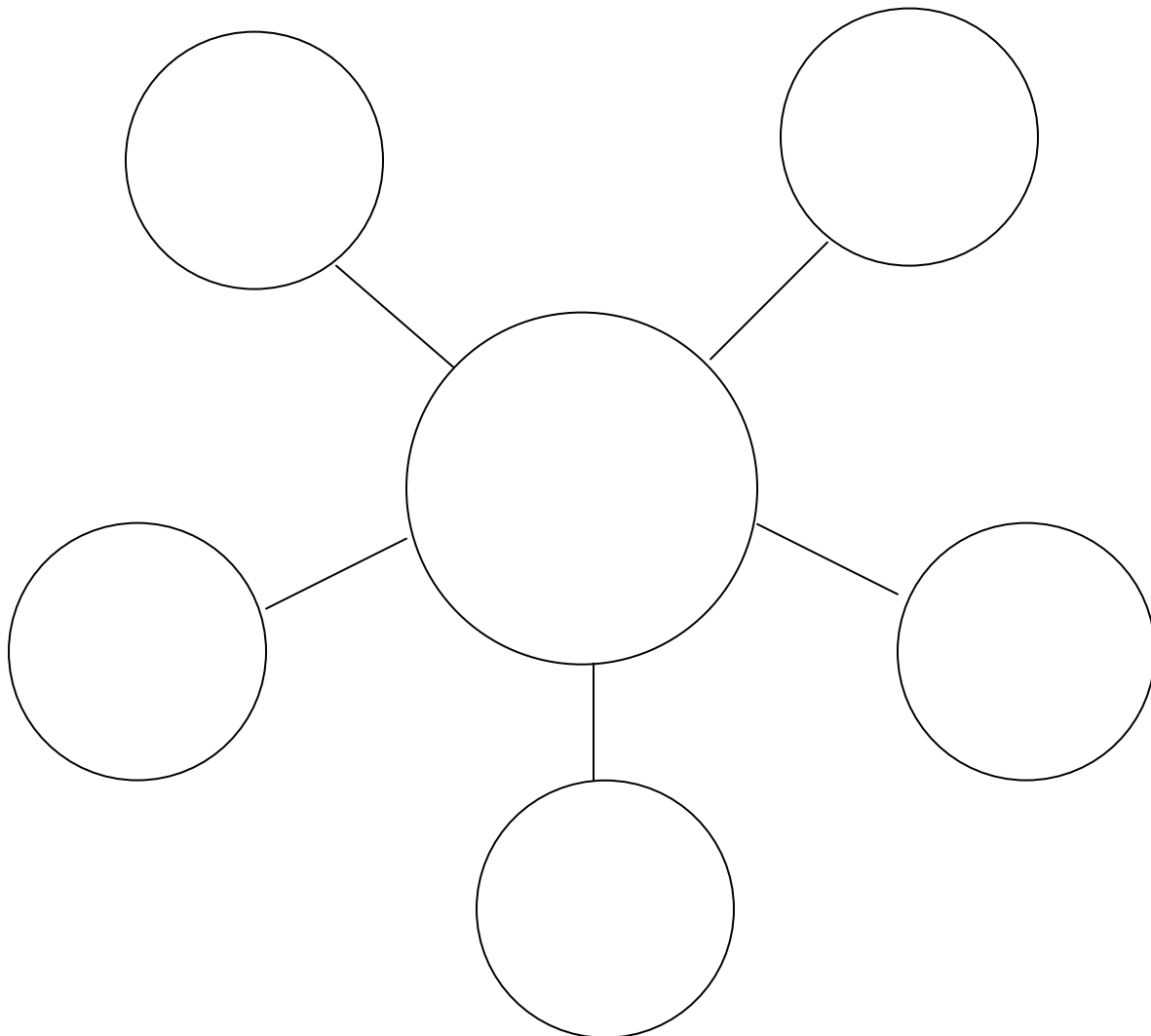
¹⁹ Source: <http://www.sasked.gov.sk.ca/docs/mla/write.html>



Prewriting
Handout 1

Discovering Your Cultural Identity

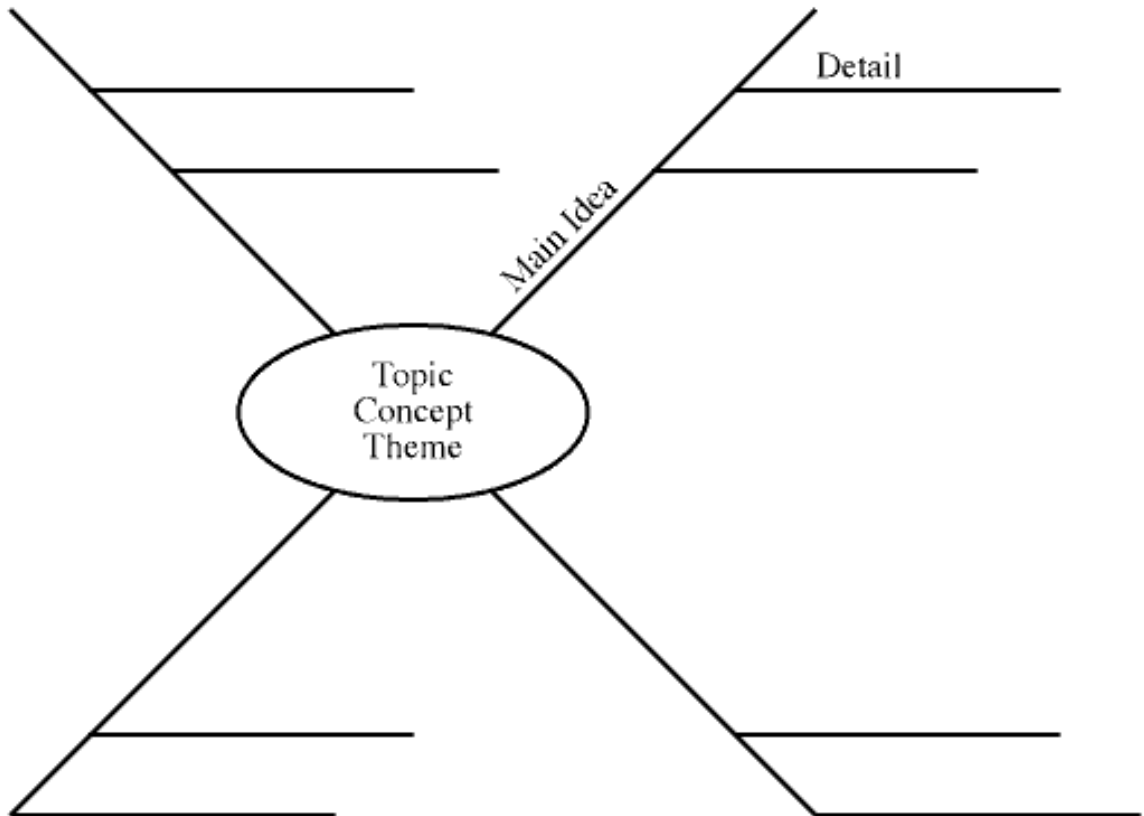
To acknowledge our ancestors means we are aware that we did not make ourselves, that the line stretches all the way back, perhaps to God. We remember because it is an easy thing to forget that we are not the first to suffer, rebel, fight, love and die. **Alice Walker**





Prewriting
Handout 2

Organizing Ideas - Spider Map





Prewriting
Handout 3

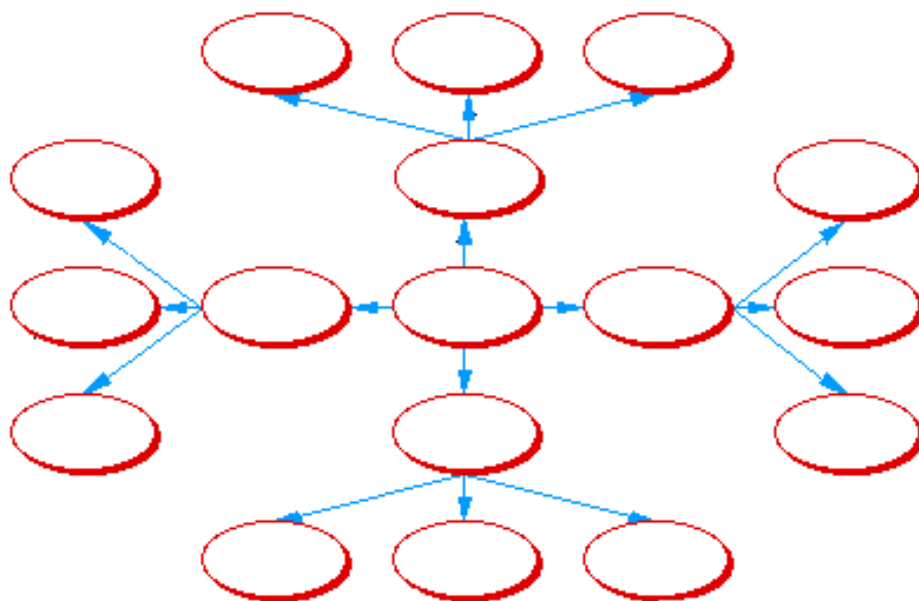
Mind Maps/Charts

Four-Column Chart

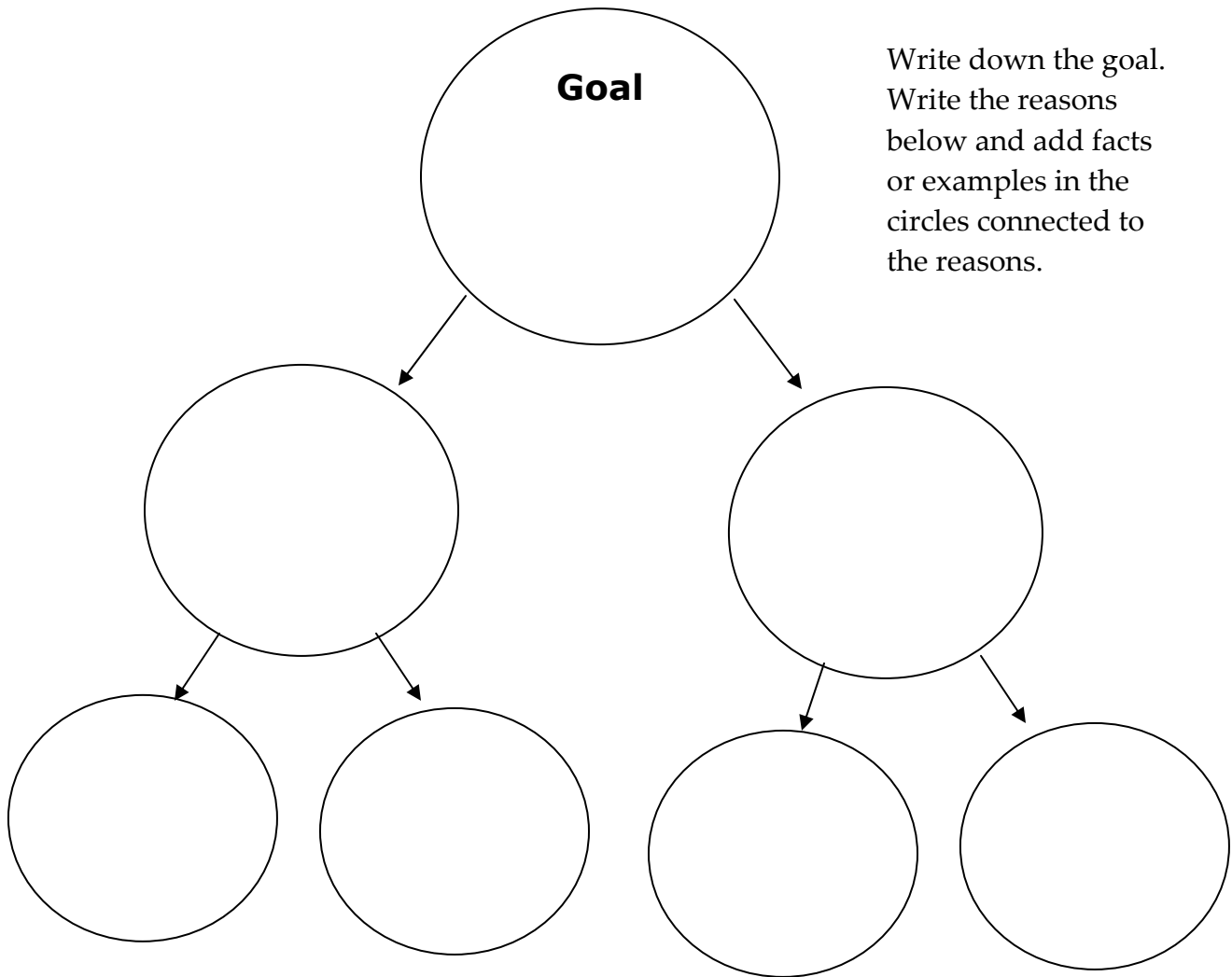
Write the heading for each column and then add the details to each column.

Topic:			

Word Cluster



Goal-Reason Web



Write down the goal.
Write the reasons
below and add facts
or examples in the
circles connected to
the reasons.



Prewriting

Handout 4

Power Thinking Outlining

Five Themes of Geography

1: Location

- 2: Absolute
 - 3: latitude and longitude coordinates
 - 3: street address
- 2: Relative
 - 3: in the Atlantic Ocean
 - 3: west of Madagascar
 - 3: 30 miles south of Albany

1: Place

- 2: Human Characteristics
 - 3: houses
 - 3: wheat fields
 - 3: cities
- 2: Physical Characteristics
 - 3: mountains
 - 3: rivers
 - 3: deserts

1: Human-Environment Interaction

- 2: Depend On
 - 3: living near water
 - 3: trees for lumber, paper
- 2: Modify
 - 3: clearing land for farming
 - 3: grading to create roadways
 - 3: creating reservoirs
- 2: Adapt To
 - 3: warm clothes in cold climates
 - 3: building shelter

1: Movement

- 2: People
 - 3: cars
 - 3: planes
- 2: Goods
 - 3: railroads
 - 3: trucking
 - 3: ships
- 2: Ideas
 - 3: newspapers
 - 3: Internet
 - 3: television

1: Region

- 2: Political
 - 3: United States
 - 3: Japan
 - 3: Brazil
- 2: Language
 - 3: Latin America
 - 3: Arab World (where people speak Arabic)
 - 3: English-Speaking World
- 2: Agricultural
 - 3: rice-growing
 - 3: tobacco states
 - 3: Grain Belt
- 2: Industrial
 - 3: Rust Belt
 - 3: Silicon Valley
 - 3: textile region



Prewriting Handout 5

Outline

Making an outline is a good way to plan for your writing. Follow these steps.

1. Write your topic.
2. Write your outline, using key questions for your main idea. For example:
What traditional medicines did First Nations people use? What did they use them for?
3. Use the Roman numerals for main ideas.
4. Use the capital letters for supporting details.

For example:

Topic: _____

I. _____

A. _____

B. _____

C. _____

II. _____

A. _____

B. _____

C. _____

III. _____

A. _____

B. _____

C. _____



Prewriting Handout 6

RAFT Paper²⁰

Read the text below and determine: **Role, Audience, Format, and Topic**

To: Personnel Director
From: William Dollar
Date: April xx, 19xx
Re: Request for Vacation

My name is Dollar, Bill Dollar. I've been on the job for the last twelve months without a break, and I am writing to request a two-week vacation. In considering my request, I think it's essential that you understand exactly how much work we dollar bills have to do during our time of service for the United States Treasury. One-dollar bills are the more prevalent, most used, and most abused of all the paper currency. Our life expectancy is only about 18 months. By comparison, the average \$100 bill has been in circulation around nine **years!**

My journey through the many hands that hold me begins after I leave the Bureau of Engraving and Printing and get sent out to a Federal Reserve Bank. I was shipped to Richmond, Virginia, although I could have been sent to any one of the 12 Federal Reserve Banks located throughout the country. While it's nice to travel and see the country, that first trip involves being bundled in currency **bricks** and chunked into armoured trucks...no daylight or sunshine for us there! Then we get sent to regular banks when they need to increase the cash they have on hand for their customers. So while it seems like our job is pretty easy to start with, let me assure you it gets much worse from there.

In my case, I went out of our bank with a whole lot of other bills to become part of the day-labourer payroll of a construction company. It turns out there's a lot of house-building going on in the fast-growing Research Triangle area of North Carolina, and a lot of temporary help is hired on that has to be paid at the end of

²⁰ Source: <http://www.readingquest.org/strat/raft.html>

each day. I was paid out to a guy who'd been hauling sand all day to the cement mixers. On his way home, he stopped by the Better Burger place for a buffalo burger and fries, and I ended up going into the cash register there. When they were closing up that evening, the manager divided up tip money among the wait staff, and I was off again.

I went into this very nice woman's purse, but I didn't stay there long. In fact, I didn't stay any place too long; I was in and out of cash registers, fed into soft drink machines, passed back and forth between husbands and wives and kids, folded into swans and other strange shapes at late-night dinner tables, crumpled up and wadded into jeans pockets, and even washed a few times in laundromats.

But I know how crucial we are: employers use us to pay their workers, and the workers use us to buy food and medicines and clothes and gas, and then we're used to pay the people who work in the grocery and drug stores, the malls, and the gas stations. Then those people use us all over again to pay not only for goods but also for services like haircuts and car washes.

It is true that in some ways my life is easier than it was for dollar bills that came before me, because people use checks, credit cards, debit cards, and other electronic transfers more and more all the time. But there will always be a need for good old hard cash like me. It's just that I'm awfully tired from all my travels, and I may only have another year at the most left in me before I'm recalled, retired, and shredded into thousands of tiny pieces. I'd like to have time to recover from all this wear and tear so that I can keep on circulating until I'm in no condition to continue. Will you consider my request?

Sincerely,

William P. Dollar



Prewriting Handout 7

Planning²¹

When planning your writing you need to consider the purpose and your audience and how you will gather information and the format.

Purpose

Ask yourself "What is my purpose for writing this piece?" Some purposes for writing are:

- To express personal feelings or viewpoints
- To imagine "What if...?"
- To narrate
- To entertain and/or amuse
- To describe
- To inform or explain
- To persuade or convince
- To request
- To inquire or question
- To explore and experiment with ideas and formats
- To clarify thinking

Audience

Ask yourself "Who is my intended audience?" Some possible audiences are:

- Familiar, known audiences: self, friends, peers, family, instructors
- Extended, known audiences: community, learner body, local media
- Extended, unknown audiences: wider range of media and other publications

²¹ Source: <http://www.sasked.gov.sk.ca/docs/mla/write.html>

Point of View

Writers must determine from which point of view their ideas or information will be expressed, so learners need to ask themselves, "Who is telling this story/describing the events?"

Some points of view for learner consideration are:

- Physical point of view: where is the narrator in relation to the action?
- Objective and subjective point of view: what emotional involvement does the narrator have in relation to the situation?
- Personal point of view: who is the narrator of the story? (The narrator may take a first person, third person, or an all-knowing omniscient point of view.)

Information Needed

You need to decide what information you need and how you will get it. Some ways of getting information:

- Conduct interviews
- Go on field trips to gather information
- Brainstorm and construct a list of questions
- Library and Internet research

Format

Use audience and purpose to determine format. You will have the opportunity to write in a variety of narrative, descriptive, expository, and poetic formats such as:

<ul style="list-style-type: none">• advertisement• article• advice column• autobiography/biography• comic strip• letter of complaint/request/inquiry	<ul style="list-style-type: none">• diary/journal• readers theatre/role play/monologue• book review• report/essay• fable/fairy tale• greeting card• game rules• directions	<ul style="list-style-type: none">• interview• obituary/eulogy• news article/editorial• poem/song• anecdote/personal experience story• sports column• short story• research paper
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Prewriting Handout 8

Purpose and Audience Planning Chart

Circle or write your purpose for writing in the first column. Answer the questions in the second column.

Topic: _____

Purpose	Audience
Circle one <ul style="list-style-type: none"> To tell a story To tell a made-up story To describe a person, place or thing To explain how to do something To find something out To give an opinion To ask something To compare and contrast To persuade Other _____ _____ _____	Write the answers to these questions. 1. Who will read this? _____ _____ _____ 2. What do they already know about my topic? _____ _____ _____ 3. What do I want them to know? _____ _____ _____ What part of my topic would interest them most? _____ _____ _____



Prewriting Handout 9

Freewriting Ideas

- I like being a parent because...
- I find parenting hard because...
- The night my son/daughter was born...
- My first pregnancy was...
- I am very good at...
- The world would be a better place if everyone...
- I like being with people who...
- One thing that I could teach someone else is...
- One thing that I would like to really learn about...
- A person I learn a lot from is...
- If I were not here today...
- My first camping trip...
- The most exciting thing that ever happened to me was...
- The scariest thing that ever happened to me was...
- The perfect parent would be...
- A story an Elder told me once was...
- I enjoy going out on the land because...
- My mother taught me how to...
- The thing I enjoy most is...
- The thing I enjoy least is...
- If I won a million dollars I would...
- If I could do anything it would be...
- If I could be an animal it would be...
- If I were not here tonight or today I would be...





Prewriting Handout 10

Journalist's Questions

Use these questions to generate ideas for your writing.

- **Who?** Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?
- **What?** What is the topic? What is the significance of the topic? What is the basic problem? What are the issues?
- **Where?** Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?
- **When?** When is the issue most apparent (past present future)? When did the issue or problem develop? What historical forces helped shape the problem or issue, and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?
- **Why?** Why did the issue or problem arise? Why is your topic an issue or problem at all? Why did the issue or problem develop in the way that it did?
- **How?** How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?



Instructor Notes

Writing Process

The previous section covered prewriting, organizing ideas and defining purpose and audience. This section will provide instructors with different writing process formats and information on writing conferences.

Writing Folders

Writing folders are a great way for learners to organize their work and for instructors to evaluate learners' writing. Folders with a three fold layout provide space for rough drafts, brainstorming pages and the final copy.

Provide learners with a skills checklist to check off before handing in their folders. Ask them to submit all written work for each assignment – that includes brainstorming and messy pages! Give marks for each step of the process.

Developmental Stages of Writing: From Dependence to Independence

Stage 1 Novice Writer (unskilled, unaware, instructor-dependent writer)	<ul style="list-style-type: none">• has little, if any, individual style• has little awareness of writing process• has undeveloped skills and techniques• seeks approval from instructor• is reluctant to revise any writing• believes good writing comes easily
Stage 2 Transitional Writer (transitional, self-involved, self-delineating writer)	<ul style="list-style-type: none">• needs support and coaching in order to develop• learns from modelled behaviours• is developing a degree of comfort with the craft• is anxious to stand alone, yet is uncomfortable with peer collaboration• is developing an awareness of personal

Writing Skills

	needs, interests, and preoccupations
Stage 3 Willing Writer (peer-involved, willing writer)	<ul style="list-style-type: none">• is able to collaborate well with others• requires external feedback to shape progress• is able to profit from constructive criticism• is developing objectivity concerning work• enjoys practising craft• is developing a sensitivity to audience
Stage 4 Independent Writer (independent, autonomous writer)	<ul style="list-style-type: none">• makes highly objective self-assessments• has developed a sophisticated personal style• has developed a writer's voice• takes risks, and experiments• is self-motivating and self-aware as a writer• is a craftsperson

Writing Conferences

A writing conference is a conversation about writing--the author's ideas, structures, successes, and difficulties. Conferences, in pairs or small groups, may or may not include the instructor. Writing conferences can take place at any time during the writing process. They may last only a few seconds as writers check on a certain writing concept or concern, or conferences may be extended conversations, several minutes in length.

To encourage effective writing conferences, the instructor should establish an environment in which learners feel it is safe to take risks and where classroom procedures for conferencing are agreed upon by instructor and learners.

Purposes of writing conferences include:

Writing Skills

- To encourage writers to reflect, examine, and evaluate their own writing--to re-see it
- To assist writers in improving the quality of their work
- To engage learners in talking in order to learn from themselves and others.

It is important that learners recognize that conferencing about others' writing does not mean that they are expected to fix it. Only the writer has the right and responsibility to make revisions and clarify meaning. Questions are often the most helpful feedback, as they lead writers to reflect upon their meaning and craft.



Learning Activities

Writing Process

9 Handouts

Activity 1 – Writing Process Guidelines

There are many different kinds of writing process guidelines. Handouts 1–4 provide different formats to consider. Choose one format and try and stick with it for the school year.

Go through the writing process together as a group and then give learners an opportunity to write something of their own using the process.

Activity 2 – Peer Conferencing

Learners are not always willing to share their writing. Conferencing is a skill that needs to be modeled and reinforced often. Talk about the purpose for revising and conferencing. Reinforce that **messiness** (crossing out, underlining, writing between the lines, numbering to reorganize, cutting and pasting) is okay and shows thinking. Model conferencing to learners first and then ask them to do it with a partner. Handouts 5 and 6 provide guidelines to conferencing.

Another way to get feedback for story writing is to ask learners to do a character response to their peers' writing. Learner should write critical and thoughtful feedback on each other's character writing. Handout 7 provides an outline for a character response.

Activity 3 – Instructor Conferencing

Set a schedule for learners or allow learners to sign up for Instructor--Learner Conferences. It is helpful to have learners state at least two purposes for the conference so that the instructor will be able to focus on these, thus assisting learners with self-identified concerns and with making the conference relevant. As well, effective questions can help the writer and lead to improved written work.

Questions such as the following can help writers to reflect upon their work:

- What is the part that you like best?
- Does it say what you want it to say?
- What do you mean by...?
- Where/when does your story take place?
- Are you satisfied with the beginning/ending? Why or why not?
- Does this sentence/word/phrase make sense to you?
- What reaction do you want your reader to have?
- How do you see your ideas being rearranged or changed? Why?

Activity 4 – Writing Folders²²

Learners' writing folders are collections of the learners' writing in all stages of the writing process. A simple letter-size file folder (dossier) or a manilla folder can be used to store the various compositions as well as checklists, editors' comments, and learner and instructor evaluations. Writing folders can be made from Bristol board or a similar light cardboard. Separate sections can be kept for ideas, notes and first drafts; for work in progress; and for final drafts.

Sample Writing Folder

← folds →		
Ideas Notes First Drafts	Revise Edit Proofread	Final Drafts

Handout 8 provides some ideas for getting learners to start writing.

²² Source: <http://www.sasked.gov.sk.ca/docs/xla/ela15c3.html>

Activity 5 – Writing Portfolios²³

Ask learners to:

1. Select the best public and informal writing they have. (Public writing is intended for an audience beyond self.)
2. Place the public writing, all of the drafts, and their best informal writing in the front of their portfolio.
3. Write a one-page explanation of why they selected those particular pieces and what the selections say about them as a writer. Consider weaknesses, strengths, areas that have improved, and areas that still require improvement.

One of the major values of writing portfolios is the invitation they offer to learners to assess themselves. Self-assessment prompts, such as the following, can help focus the task:

- I want to show this to... because...
- I like this because it shows that I can...
- The strongest aspect of this writing is...
- I spent a lot of time...
- This shows that I am getting better at...
- If I could change something, I would ...
- I would now like to...
- A specific improvement over past writing is...
- A skill to work on in future assignments is...

Activity 6 – Self Evaluation

Use Handout 9 for learners to give self-reflective feedback after receiving peer feedback.

²³ Source: <http://www.sasked.gov.sk.ca/docs/xla/ela15c3.html>



The Writing Process Handout 1

Writing Process Guidelines

This writing process guide describes eight basic steps:

- 1) Plan** Think about what you want to write. Read. Talk to others. Brainstorm. Collect your ideas. Make a topic list. Choose a topic.
- 2) Organize** Make an outline, a mind map, or a web. What ideas go together? What order makes sense?
- 3) Draft** Write your thoughts down. Don't worry too much about spelling or punctuation. Take your time. Read over what you've written to help you write more. Talk to someone if you get stuck.
- 4) Share** Read your writing out loud to someone. Ask for feedback: 'How does this part sound?' or, 'Which sounds better, this or this?' Talk to other learners about grammar, spelling, etc. Take notes about any feedback you get. Give constructive feedback to others.
- 5) Revise** Does the story make sense? Do the parts fit together? Are the transition words clear? Move parts of the text around. Add words or sentences. Take words out of sentences. Try different words.
- 6) Edit** Check grammar, spelling and punctuation.
- 7) Prepare final copy** Proofread and make changes.
- 8) Print** Use a word processor to make a final hard copy. Where possible, use a word processor to compose, revise, and publish.



The Writing Process

Handout 2

TOWER - Writing Process

The TOWER writing process describes 5 steps.

Think

Choose your topic

Brainstorm points and/or gather information about your topic.

Jot down any ideas and information that might be useful. Do this in note form or use a web.

Organize

Read over your notes or web. Decide if you have included enough details. Decide if you need to leave anything out.

Write

Write your first draft. Don't spend too much time on spelling or punctuation at this stage. Double space so that it is easier to make corrections.

Edit

Make corrections in a different colour.

Read your writing. Does it say what you want? Did you leave anything out? Is there any unnecessary information? Read your writing out loud to someone else or let someone else read your writing.

If you have a lot of changes to make, write a second draft. Check for spelling, run on sentences, sentence fragments, grammar and punctuation.

Rewrite

Rewrite in pen or type.

Include a title, your name and date.

Read it over carefully.

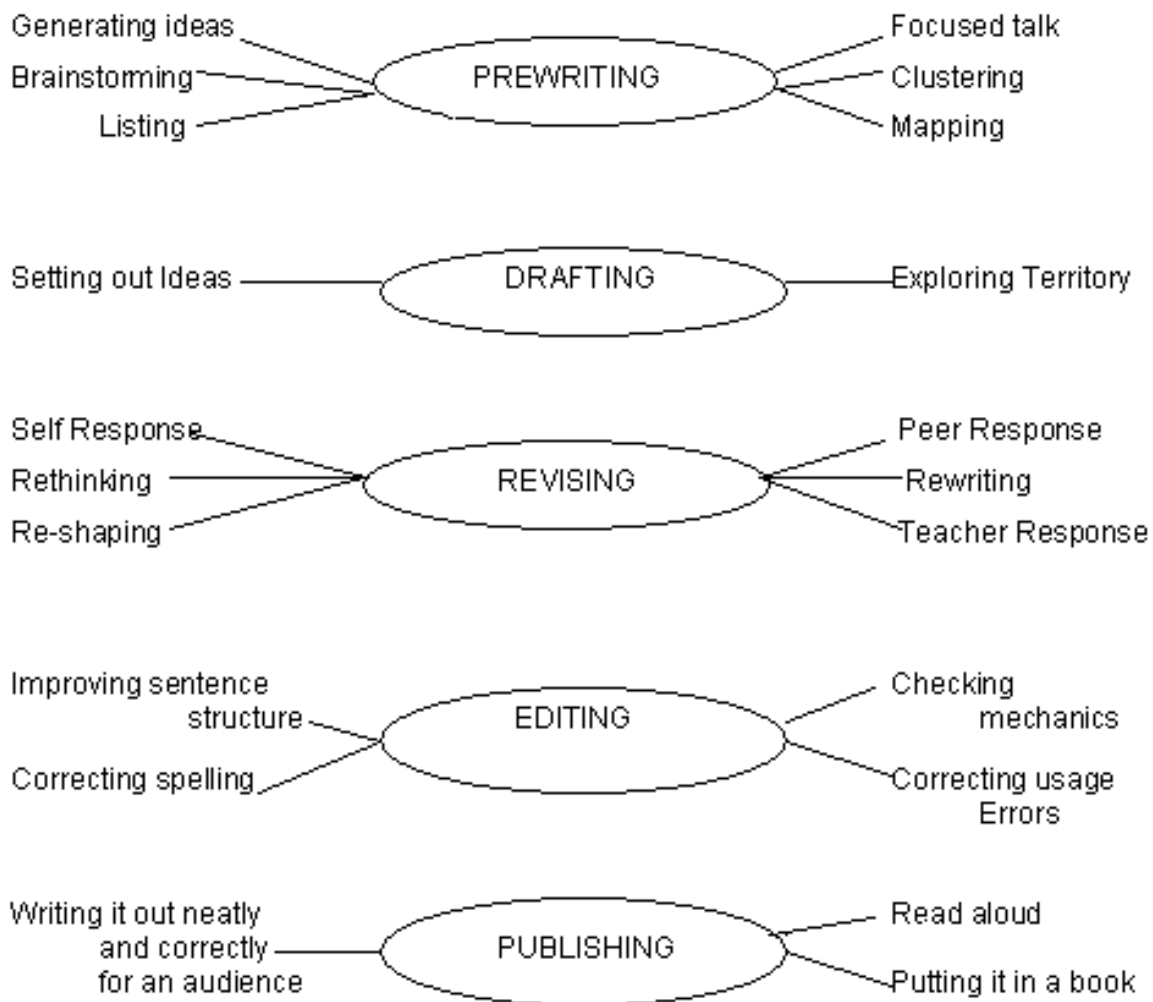
Share your writing with others.



The Writing Process

Handout 3

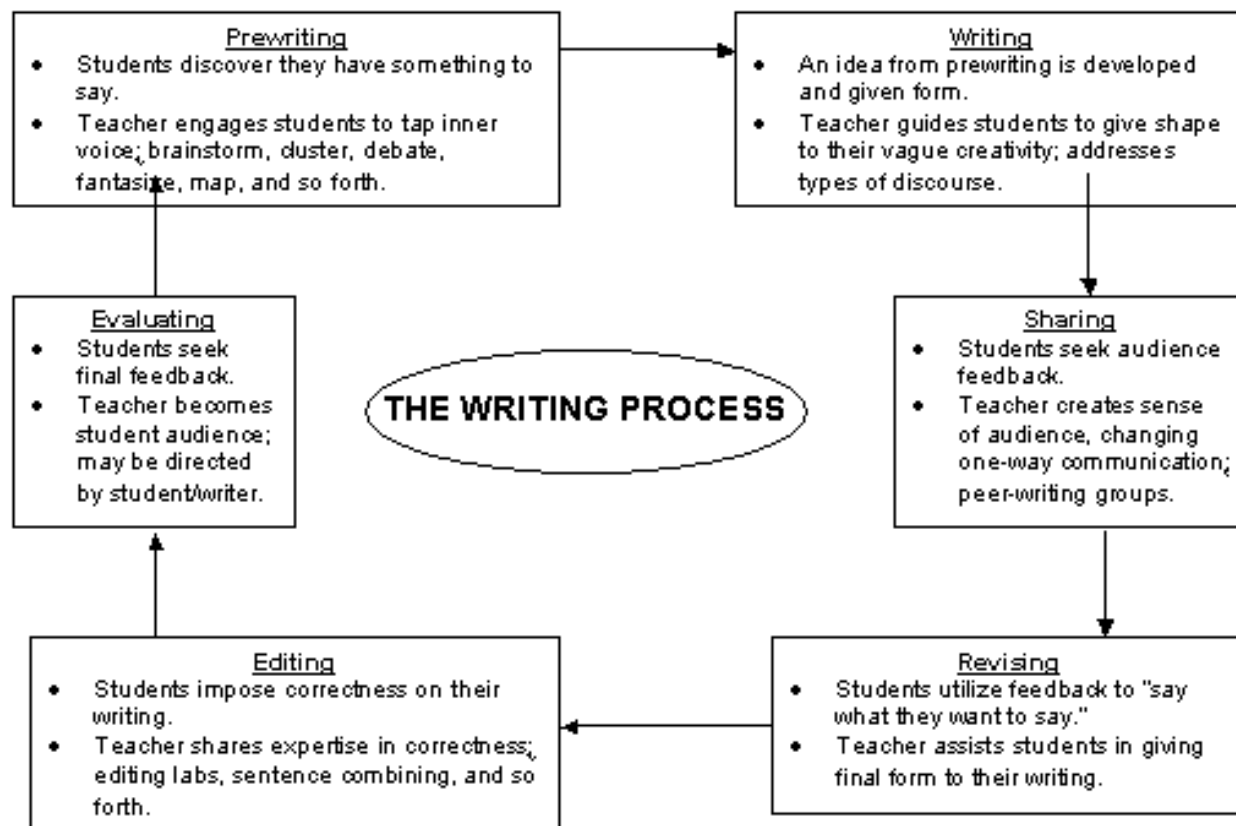
Writing Process – Chart Format





The Writing Process Handout 4

The Writing Process²⁴



²⁴ **Source:** This handout may be printed and distributed for personal or classroom use only. Copyright 2002, ARTSEGE and The John F. Kennedy Centre for the Performing Arts. Visit our Web site at <http://artsedge.kennedy-centre.org/>



Writing Process Handout 5

Peer Conference Guidelines

Step One – Sharing

The author decides how his or her work will be shared. Will it be:

- Read silently by the conference partner(s)?
- Read aloud by the writer?
- Read aloud by the conference partner(s)?
- A combination of the above?

Step Two – Focus of Conference

The writer identifies what aspects of the written work will be the focus of the conference (e.g., the beginning paragraph, figurative language).

Step Three – Response

The conference partner states at least:

- One thing he/she considers that the writer has done well
- One thing he/she especially likes
- One suggestion which addresses the focus of the conference as identified by the writer

Step Four – Changes

The writer retains the right to the written work and is responsible for making the final decision about any changes.



The Writing Process

Handout 6

Writing Conference Checklist

Author: _____ Date: _____
Title: _____ Format: _____

Self Reflection

I read this piece: once _____ twice _____ several times _____ aloud to myself _____

One change I decided to make is _____

I think this makes sense because _____

The part I like best is _____

Peer Conference

Conference partner name: _____

Something you did well in this piece is _____

I especially like _____

Something I suggest you consider is _____

Do you need an extended instructor conference? Yes _____ No _____

If yes, state at least two specific things you would like to discuss:

1. _____

2. _____



The Writing Process Handout 7

Peer Feedback: Character Response²⁵

Your Name: _____

Name of the person you are responding to: _____

Reaction

Write three or more sentences which convey your opinion regarding the effectiveness of the writer's characterization. Be as specific as you can. Make sure that you address the issues of descriptive language regarding physical characteristics, as well as how the character acts. Let the writer know what the strengths and weaknesses of the characterization are, but please be constructive in your response.

²⁵ **Source:** This handout may be printed and distributed for personal or classroom use only. Copyright 2002, ARTSEGE and The John F. Kennedy Centre for the Performing Arts. Visit our Web site at <http://artsedge.kennedy-centre.org/>.

Assessment

Briefly comment on the success of the writer's characterization in the following areas:

Descriptive language

Creativity

Organization

Does the character seem real?

Does the character act in keeping with what the writer has said about him or her?



The Writing Process Handout 8

Writing Folder Ideas

Idea 1 – Freewriting

For this piece you will be able to choose from the topic Food and write about it in any format that you wish. You must hand in all your preparatory work. You could do a variety of things such as a review of organic foods, traditional foods, weird foods, or foods that you can cook on a camping trip.

Idea 2 – A legend, myth or fairy tale

A legend or myth attempts to explain the origins of something and always involves man/woman vs. nature. A fairy tale usually involves the supernatural or animals that possess human qualities, cruelty and often blood and gore, and it always contains a strong moral message. A fairy tale is designed to be told to children but can be adapted to a modern setting. Write a legend, myth or fairy tale.

Idea 3 – Description

Write a description of a person, real or fictional. You will ideally have the person either finishing or beginning something, such as getting ready to go to work or leaving work at the end of the day. Be sure to use a short time frame to enclose your description and give it an ending and a beginning. Use vivid words and let the reader know everything about the person.

Idea 4 – Random Writing

The instructor selects four words, at random, from a dictionary. Try to include a noun, an adjective, and a verb in your selections. Then have the learners write a story incorporating the four words in their story.

Idea 5 – Art Description

Show learners a photo or piece of art and ask them to describe it. Give them 5 – 10 minutes to describe and then ask them to share their writing.



The Writing Process
Handout 9

Self Evaluation²⁶

Your Name: _____

Writer's Comments

Evaluate your work objectively in a few sentences. What parts need work?

Discuss the problems you had with writing the draft.

²⁶ **Source:** This handout may be printed and distributed for personal or classroom use only. Copyright 2002, ARTSEDGE and The John F. Kennedy Centre for the Performing Arts. Visit our Web site at <http://artsedge.kennedy-centre.org/>

Writing Skills



Make a list of the expectations you have for your revision partner or response group. Exactly what do you want them to help you with?

1. _____
2. _____
3. _____
4. _____
5. _____



Instructor Notes

Editing Skills²⁷

No matter how many times you read through a **finished** paper, you're likely to miss many of your most frequent errors. This section provides useful editing tips for learners and different proofreading exercises.

This section has:

- Some useful general strategies for proofreading
- Strategies which personalize proofreading so students can identify errors they typically make
- Specific strategies for finding and correcting those errors
- Practice in editing for different mistakes

These websites have some good editing activities:

- http://owl.english.purdue.edu/handouts/general/gl_edit.html
- <http://www.penandpage.com/EngMenu/gramtext.htm#forms> -
- <http://www.uwm.edu/Dept/English/wcentre/General.htm>

²⁷ Source: http://owl.english.purdue.edu/handouts/general/gl_proof.html



Learning Activities

Editing Skills

12 Handouts

Activity 1 – Strategies for Editing

Handout 1 provides learners with a list of editing strategies. Often we make the same mistakes over and over again. This list will help learners identify these mistakes and correct them.

Activity 2 – Proofreading Checklist

When learners have completed a piece of writing ask them to go over the Proofreading Checklist on Handout 2. It is a detailed list of things they should review including: thesis statement, coherence, sentence structure, grammar, spelling, etc.

Activity 3 – Editing Practice

Learners often need lots of practice when they edit material. They need to know what to look for. This section has a variety of editing practice sheets that focus on specific skills.

- Handout 3 – Fragments
- Handout 4 – Run-on Sentences
- Handout 5 – Pronoun Agreement
- Handout 6 – Subject/Verb Agreement
- Handout 7 – Introductory Comma
- Handout 8 – Apostrophes
- Handout 9 – There, Their, They're

Activity 4 – Everyday Edits

Give your learners a short paragraph to edit each day for practice. You can find some examples of everyday edits on Handout 10. These activities came from: http://www.educationworld.com/a_lesson/archives/edit.shtml. Each month, this website produces a variety of everyday edits to use in the classroom.

Activity 5 – More Editing Practice

Handouts 11 and 12 provide learners with more editing practice. Instructors can use these handouts as a way to monitor learners' skills or as practice sheets.



Editing Skills Handout 1

Strategies for Editing

General Strategies

Begin by taking a break. Allow yourself some time between writing and proofing. Even a five-minute break is productive because it will help get some distance from what you have written. The goal is to return with a fresh eye and mind.

1. Read aloud

2. Read with a cover

Sliding a blank sheet of paper down the page as you read encourages you to make a detailed, line-by-line review of the paper.

3. Role-play

Playing the role of the reader encourages you to see the paper as your audience might.

4. Look for errors you usually make

Review instructors' comments about your writing and/or review your paper(s) with a peer.

5. Learn how to fix those errors.

Talk with your instructor. The instructor can help you understand why you make the errors you do so that you can learn to avoid them.

6. Use a checklist

Use a checklist to find and correct your particular errors in organization and paragraphing, usage and sentence structure, and spelling and punctuation.



Editing Skills Handout 2

Proofreading Checklist

Strategy	Details	Check ✓
Thesis Focus Main Point	<ul style="list-style-type: none"> Find your paper's thesis statement. Copy it on another sheet of paper. If your thesis is not directly stated, write down a possible thesis. Locate the central idea of each paragraph and try to reduce that idea to a word or phrase. If you cannot decide on one phrase, list two or three options. List the paragraph ideas. List these in order under your thesis. Decide whether your paragraphs clearly relate to your thesis. If not, either rewrite your thesis to incorporate the unrelated ideas or eliminate the unrelated paragraphs. 	
Paragraph clarity	<ul style="list-style-type: none"> Look at each paragraph randomly. Consider only the information in that paragraph. Ask yourself whether you offer enough details in the paragraph to support that word or idea. Decide whether all of your details are relevant. 	

Writing Skills

Overall coherence	<ul style="list-style-type: none">• See whether you have clear transitions between paragraphs. If not, make changes.	
Subject/verb agreement	<ul style="list-style-type: none">• Find the main verb in each sentence.• Match the verb to its subject.• Make sure that the subject and verb agree in number.	
Pronoun agreement	<ul style="list-style-type: none">• Skim your paper, stopping at each pronoun. Look especially at it, this, they, their, and them.• Search for the noun that the pronoun replaces. If you can't find any noun, insert one beforehand or change the pronoun to a noun. If you can find a noun, be sure it agrees in number and person with your pronoun.	
Parallel structure	<ul style="list-style-type: none">• Skim your paper, stopping at key words that signal parallel structures. Look especially for and, or, not only, but, also, either, or, neither, nor, both.• Make sure that the items connected by these words (adjectives, nouns, phrases, etc.) are in the same grammatical form.	
Spelling	<ul style="list-style-type: none">• Move from the end of each line back to the beginning. Pointing with a pencil helps you really see each word.	

Writing Skills

	<ul style="list-style-type: none"> • Check a dictionary for words you are unsure of. 	
Capitalization	<ul style="list-style-type: none"> • Make sure all proper nouns are capitalized. • Make sure there is a capital letter at the beginning of each sentence. 	
End punctuation	<ul style="list-style-type: none"> • Make sure you have the proper end punctuation for each sentence. 	
Compound sentence commas	<ul style="list-style-type: none"> • Skim for the conjunctions and, but, for, or, nor, so, yet. • See whether there is a complete sentence on each side of the conjunction. • If so, place a comma before the conjunction. 	
Introductory commas	<ul style="list-style-type: none"> • Skim your paper, looking only at the first two or three words of each sentence. • Stop if one of these words is a dependent marker, a transition word, a participle, or a preposition. • Listen for a possible break point before the main clause. • Place a comma at the end of the introductory phrase or clause (which is before the independent clause). 	
Comma splices	<ul style="list-style-type: none"> • Skim the paper, stopping at every comma. • See whether there is a complete sentence on each side of the comma. If so, add a 	

Writing Skills

	coordinating conjunction after the comma or replace the comma with a semicolon.	
Fragments	<ul style="list-style-type: none">• Look at each sentence to see whether it contains an independent clause.	
Run-on sentences	<ul style="list-style-type: none">• Review each sentence to see whether it contains more than one independent clause. Start with the last sentence of your paper, and work your way back to the beginning, sentence by sentence.• Break the sentence into two sentences if necessary.	
Apostrophes	<ul style="list-style-type: none">• Skim your paper, stopping only at those words which end in s.• See whether or not each s word needs an apostrophe. If an apostrophe is needed, you will be able to invert the word order and say of or of the:<ul style="list-style-type: none">○ Mary's hat○ the hat of Mary	
Left-out words	<ul style="list-style-type: none">• Read the paper aloud, pointing to every word as you read. Don't let your eye move ahead until you spot each word.	



Editing Skills Handout 3

Editing Practice: Fragments²⁸

Fragments are incomplete parts of a sentence. Fragments are groups of words that do not make up a complete thought. Many fragments are groups of words that are actually part of the sentence that precedes or follows them. Correcting this kind of fragment requires spotting these phrases or clauses and then changing the punctuation.

Fragment: In late May I handed in my portfolio. A stunning collection of insightful writings.

Corrected: In late May I handed in my portfolio, a stunning collection of insightful writings.

Sometimes, however, the fragment is an incomplete thought that requires adding a verb or a full main clause for completion.

Fragment: The traits of a harried instructor—confusion, irritability, and fatigue.

Corrected: The traits of a harried instructor—confusion, irritability, and fatigue—mirror those of harried learners.

Practice with Fragments

1. The portfolio turned in by the focus learner achieving the highest scores in all of the categories.
 - a. This sentence is correct.
 - b. This sentence is a fragment.

²⁸ Source: <http://www.penandpage.com/EngMenu/gramtext.htm#forms>

2. How could one correct this sentence: Ellida is fearful of this strange sailor. A man whom she was once engaged to.
 - a. Ellida is fearful of this strange sailor, a man to whom she was once engaged.
 - b. Ellida is fearful of this strange sailor, he is a man whom she was once engaged to.
3. The Caribbean people kept in restraint, unhappy in their 'shanty towns.'
 - a. This sentence is correct.
 - b. This is a fragment.
4. Munch's painting, *The Scream*, was thought a portrayal of inner anguish when first displayed.
 - a. This sentence is correct.
 - b. This is a fragment.
5. How could one correct this fragment: Spectrum's article which caused such a big flap for two days.
 - a. Spectrum's article caused such a big flap for two days.
 - b. Spectrum's article, which caused such a big flap for two days, provoked many interesting discussions.
6. The candidate's speech, calling for change to environmental laws, appealed to many voters.
 - a. This sentence is correct.
 - b. This is a fragment.
7. A glaze of ice formed over Franklin Avenue, making it impossible to travel on without crashing into the store fronts.
 - a. This sentence is correct.
 - b. This is a fragment.

Writing Skills



8. Hunting caribou in the barren lands proved to be dull beside the thrill of teaching a bunch of teenagers in the throes of developmental chaos.
 - a. This sentence is correct.
 - b. This is a fragment.

9. NYPD Blue and Law and Order having been the best cop shows on the airwaves.
 - a. This sentence is correct.
 - b. This is a fragment.



Editing Skills Handout 4

Editing Practice: Run-on Sentences²⁹

Run-ons and Comma Splices

Run-ons and comma splices occur when a writer does not know when one main clause ends and another begins. They are groups of words which ought to be two separate sentences or a single sentence joined in a new way.

The only difference between run-ons and comma splices is a comma.

The Comma Splice Error: Choosing a new learner government president was difficult, there were many fine candidates.

The Run-on Error: Choosing a new learner government president was difficult there were many fine candidates.

How to fix run-ons and comma splices:

1. Make Two Separate Sentences:

Choosing a new learner government president was difficult. There were many fine candidates.

2. If the sentences are closely related, join them with a semicolon:

Choosing a new learner government president was difficult; there were many fine candidates.

3. Explain the logical relationship between the sentences by combining:

Choosing a new learner government president was difficult because there were many fine candidates.

Note: Run-ons have nothing to do with the length of a sentence. Long sentences may be wordy or rambling, but that does not mean they are run-ons.

²⁹ Source: <http://www.penandpage.com/EngMenu/gramtext.htm#forms>

Practice with Run-on Sentences

1. A run-on or comma splice is identifiable by:
 - a. the long and rambling nature of the sentence
 - b. the two main clauses not separated properly.
 - c. the lack of a comma between main clauses.
2. Let her return to the classroom she's suffered enough.
 - a. This sentence is correct.
 - b. This sentence is a run-on.
3. How could you correct this sentence: She wasn't interested in dancing we went to a movie.
 - a. She wasn't interested in dancing. We went to a movie.
 - b. Because she wasn't interested in dancing, we went to a movie.
4. This happens in the end, therefore, there is nothing one can do about it.
 - a. This sentence is correct.
 - b. This is a run-on.
5. Sometimes understanding the workings of the human mind is difficult because it can contain contradictions that seem impossible and that baffle the observer.
 - a. This sentence is correct.
 - b. This is a run-on.
6. How could you correct this sentence: The forensic team competitors were meant to be more than just **debaters they were** meant to exemplify the school's mission to produce thoughtful young people.
 - a. debaters they were
 - b. debaters and were
 - c. debaters; they were
 - d. debaters, although they were

Writing Skills

- e. debaters; being that they were
7. Find the error: Nora, **throughout the play**,^a appears to love **Helmer**, **it is**^b not until the idea of freedom enters her **mind that**^c she **discovers she**^d does not love Helmer. **No Error**^e
- A. B. C. D. E.
8. I trained for months so that I would be able to withstand the rigors of the contest, a marathon through mountainous terrain.
- a. This sentence is correct.
b. This is a run-on.
9. It's wrong to cheat on grammar quizzes, it shouldn't be done.
- a. This sentence is correct.
b. This is a run-on.



Editing Skills Handout 5

Editing Practice: Pronoun Agreement

Pronouns stand in for nouns. Pronouns need to agree with the word they replace in number, gender, and person.

Indefinite pronouns like anyone or everybody present a problem in agreement. You must train yourself to remember that they are **singular**. Think of the one in anyone. Think of everybody as if it were every-single-body.

- Anyone coming to the party should bring his costume.
- Anybody coming as Dracula should bring his fangs.
- Everyone who shows up as Barney should return to her home.
- Everybody who does the Trekie bit should check her phasers at the door.
- Everything is not as bad as it seems.
- Nothing that happened is what it seems.
- One should never forget her manners.
- Someone forgot his coat.
- Somebody forgot his goat.

Gender

Modern usage demands gender equality. You can write his or her or just his or just her, but it may be more elegant to make the entire sentence plural. Instead of, "A person should study his or her grammar." you may want to write, "People should study their grammar."

Person

A common pronoun agreement error is shifting into second person—the you.

- Some readers find *Raising Ourselves* a compelling book because they can relate to the story. **You** get pulled into the story by the author's willingness to share her pain.

Pronoun Agreement Practice

1. Is an indefinite pronoun such as **everyone** or **each** singular or plural?
 - a. singular
 - b. plural
2. The supervisor, instead of the agents who had been assigned the case, is scheduled to visit his superior officer.
 - a. This sentence is correct.
 - b. This sentence has a pronoun/antecedent error.
3. Either the sheriff or his deputies are in their patrol car.
 - a. This sentence is correct.
 - b. This sentence has a pronoun/antecedent error.
4. Helmer believes that anyone who betrays their family and loved ones is a horrid and wretched person.
 - a. This sentence is correct.
 - b. This sentence has a pronoun/antecedent error.
5. Find the error: If **one**^a wants to be able to do **well**^b on tests, **you**^c should practice under conditions **that**^d closely simulate the tests' conditions. **No Error**^e

A. B. C. D. E.
6. Find the error: The arts department **is presenting**^a the works of **their**^b artists in the **Swartley gallery**^c after school on **Wednesday**^d. **No Error.**^e

A. B. C. D. E.

7. How could you correct this sentence: Though the season was long over, **no one on the team had returned their home uniforms** to coach Bensen, who was becoming more irate with each passing day.
- a. , no one on the team had returned their home uniforms
 - b. no one on the team had returned their home uniforms
 - c. , no one on the team had returned his home uniform
 - d. , no one on the team had returned his home uniforms
 - e. , no one on the team had returned their home uniform
8. How could you correct this sentence: Fred owed his life to Milton Small, one of those firefighters **who willingly risks his life with every alarm**.
- a. who willingly risks his life with every alarm
 - b. , who willingly risks his life with every alarm
 - c. who willingly risk their life with every alarm
 - d. who willingly risk their lives with every alarm
 - e. , who willingly risk their lives with every alarm
9. Capital punishment is the way to go if someone is supposed to serve a life sentence. Their sentence can be a few days and then forever.
- a. This sentence is correct.
 - b. This is a pronoun/antecedent error.



Editing Skills Handout 6

Editing Practice: Subject/Verb Agreement³⁰

You know that in order to have a sentence you need a subject and a verb. If these two most basic parts of a sentence don't agree, then your sentence has basic problems. Subjects and verbs must agree in number and in person. Both subject and verb must be singular or both must be plural. If the subject is in the third person, so must be the verb ("He knows." vs. "I know."). For all the rules of the subject/verb agreement go to

<http://owl.english.purdue.edu/handouts/esl/eslsubverb.html>

Subject/Verb Agreement Practice

Circle the correct verb for each sentence.

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to Quebec.
8. The man with all the cats (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.
10. The players, as well as the captain, (want, wants) to win.

³⁰ Source: <http://www.penandpage.com/EngMenu/gramtext.htm#forms>

11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) fiction.
13. Nobody (know, knows) the trouble I've seen.
14. (Is, Are) the news on at five or six?
15. Mathematics (is, are) John's favourite subject, while Civics (is, are) Andrea's favourite subject.
16. Twelve dollars (is, are) the price of a movie these days.
17. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
18. The committee (debates, debate) these questions carefully.
19. The committee (leads, lead) very different lives in private.
20. All of the CDs, even the scratched one, (is, are) in this case.

Stumpers

1. The supervisor, instead of the agents who had been assigned the case, is scheduled to visit the office.
 - a. This sentence is correct.
 - b. This sentence has a subject/verb agreement error.
2. Either the sheriff or his deputies are lying.
 - a. This sentence is correct.
 - b. This sentence has a subject/verb agreement error.
3. Jesse was not one of those people who stands around doing nothing.
 - a. This sentence is correct.
 - b. This sentence has a subject/verb agreement error.

Writing Skills

4. Find the error: Fingerprint matching, **aided**^a by a new breed of computer, once again **provide**^b police with an **integral**^c and viable piece of information, which they **use**^d in their law enforcement efforts. **No Error**^e

A. B. C. D. E.

5. Find the error: The comments **composed**^a by the **instructor makes**^b the learner's progress **look**^c rosier than it really **is**^d. **No Error**^e

A. B. C. D. E.

6. How could you correct: Neither volunteering at the library nor fundraising for the hospital and schools **has stopped Mr. King to help** his local church.

- a. has stopped Mr. King to help
- b. have stopped Mr. King to help
- c. have kept Mr. King to help
- d. has stopped Mr. King helping
- e. has stopped Mr. King from helping



Editing Skills Handout 7

Editing Practice: Introductory Comma³¹

Introductory Clauses

Introductory clauses are dependent clauses that provide background information or **set the stage** for the main part of the sentence, the independent clause. For example:

- **If they want to win**, athletes must exercise every day. (introductory dependent clause, main clause)
- **Because he kept barking insistently**, we threw the ball for Smokey. (introductory dependent clause, main clause)

Clue: Introductory clauses start with adverbs like **after, although, as, because, before, if, since, though, until, when**, etc.

Introductory Phrases

Introductory phrases also set the stage for the main action of the sentence, but they are not complete clauses. Common introductory phrases include prepositional phrases, appositive phrases, participial phrases, infinitive phrases, and absolute phrases.

- **To stay in shape for competition**, athletes must exercise every day. (introductory infinitive phrase, main clause)
- **Barking insistently**, Smokey got us to throw his ball for him. (introductory participial phrase, main clause)
- **A popular and well respected mayor**, Bailey was the clear favourite in the campaign for governor. (introductory appositive phrase, main clause)
- **The wind blowing violently**, the townspeople began to seek shelter. (introductory absolute phrase, main clause)

³¹ Source: http://owl.english.purdue.edu/handouts/grammar/g_commaint.html

- After the adjustment for inflation, real wages have decreased while corporate profits have grown. (introductory prepositional phrases, main clause)

Introductory Words

Introductory words like **however**, **still**, **furthermore**, and **meanwhile** create continuity from one sentence to the next.

- The coaches reviewed the game strategy. **Meanwhile**, the athletes trained on the Nautilus equipment.
- Most of the evidence seemed convincing. **Still**, the credibility of some witnesses was in question.

Introductory Comma Practice

If the following sentences are correctly punctuated with introductory commas, mark a C on the line to the left of the sentence. If there is an error, put an X on the line and circle the error. Do you know why each sentence is correct or incorrect?

- ___ 1. As the boat turned about a dozen dolphins began to follow it.
- ___ 2. Since we moved into town, our fuel bill has tripled.
- ___ 3. Having chosen nursing as a career Susan enrolled in many science courses.
- ___ 4. Usually, I have time to eat breakfast.
- ___ 5. From outside the twelve-mile fishing limits off the coast of Maine, a strange phenomenon has been reported.
- ___ 6. When he was in high school he was known only as an athlete.
- ___ 7. Before you decide what courses to take, you should consider the amount of work you are willing to do.

Writing Skills

___ 8. Nevertheless I do not want to meet him.

Add introductory commas where they are needed in the following sentences.

Can you identify whether the introductory element, if any, is a clause, phrase, or word? If it is a phrase, what kind of phrase is it?

___ 1. To give Jane a good look at the college her father drove her up for a visit.

___ 2. Since the dog had started to run away to catch him had to be found.

___ 3. Of course the movie that I had rushed to see didn't start on time.

___ 4. Her second hand car was in excellent condition when she bought it.

___ 5. As I mentioned the rules can be broken occasionally.

___ 6. Having decided to eat only natural foods he had to give up all of his favourite junk food snacks.

___ 7. To estimate the costs he consulted a repairman by phone.

___ 8. To succeed in politics is not necessarily desirable.

___ 9. Making up his mind quickly Jared ordered lasagna while we were still reading the menu.

___ 10. However he tried to use the bottle opener it wouldn't work.

Write your own sentences with introductory elements, and punctuate them correctly.

1. After _____

Writing Skills



2. To save _____

3. If _____

4. Often _____

5. Hearing _____



Editing Skills Handout 8

Editing Practice: Apostrophes

Although the apostrophe has a number of uses and rules, the truth is that people often just forget to put in obvious apostrophes to indicate possession.

Apostrophes with Singular Nouns

Add an 's to a singular noun. Watch out for some special circumstances.

- Don't put an apostrophe in geographical or organizational names that suggest a possessive thought. There's no apostrophe in **Harpers Ferry** or **Citizens National Bank**.
- Don't put an apostrophe with relative or personal pronouns. It's **hers**, not **her's**. It's **theirs**, not **their's**.
- Singular nouns that end in **s** pose a problem. You can denote possession by adding just an apostrophe or by adding an 's. So it's either **Charles'** or **Charles's**.

Apostrophes with Plural Nouns

Most of the time in English, plural nouns end in **s**, and you should denote possession by adding just an apostrophe: the dogs' kennel, the boats' keels.

Apostrophes with Compound Words

Put the 's after the last word of a compound expression: mother-in-law's. Follow this rule even when the compound is plural: mothers-in-law's.

Apostrophes Indicating Joint or Separate Possession

If two people jointly possess something, then put the 's after the last person: Mary and Joe's marriage. However, if both people possess it separately, then each gets an 's : Sam's and Joe's fishing gear.

Apostrophes that indicate the plural form of letters, figures, and words used out of context

When used out of context, these symbols lose their normal meaning and become objects. We denote this by underlining or italicizing them:

- You have too many **but's** in this paragraph.
- When he didn't cross his **t's**, they looked like **l's**.

Apostrophe Practice

1. To denote joint possession one should put the apostrophe after –
 - a. the last noun.
 - b. the more important noun.
 - c. both nouns.
2. Joe and Henry's wives were meeting them at the community hall later that night.
 - a. This sentence is correct.
 - b. This sentence has an apostrophe error. (Where?)
3. How could you correct this sentence: Theirs was not to reason why; their's was just to do and die.
 - a. Theirs was not to reason why; theirs was just to do and die.
 - b. Their's was not to reason why; their's was just to do and die.
4. Nora's and Sue's decisions are based on their husband's wills to let them be independent.
 - a. This sentence is correct.
 - b. This sentence has an apostrophe error. (Where?)
5. How could you correct this sentence: Everyone involved in the town's politics **thought that Joseph running for mayor** was a terrible idea.
 - a. thought that Joseph running for mayor

Writing Skills

- b. thought, that Joseph running for mayor
 - c. thought that Joseph's running for mayor
 - d. thought Joseph running for mayor
 - e. thought that Joseph, running for mayor,
6. How could you correct this apostrophe error: When I was in seventh grade, I watched Mr. Minskies mice for ten minutes, and I noticed that they were always working.
- a. When I was in seventh grade, I watched Mr. Minskys' mice for ten minutes, and I noticed that they were always working.
 - b. When I was in seventh grade, I watched Mr. Minsky's mice for ten minutes, and I noticed that they were always working.
7. How could you correct this sentence: Norman soon became a big fan of the new **womens hockey league after his uncle brought** him to see a game.
- a. womens hockey league after his uncle brought
 - b. womens hockey league after which his uncle brought
 - c. women hockey league after his uncle brought
 - d. womens' hockey league after his uncle brought
 - e. women's hockey league after his uncle brought
8. Find the error: Harvey lived a **days^a** ride from the **Davies^b** house, but the **roads^c** were impassable because of last **night's^d** rain. **No Error^e**
- A. B. C. D. E.
9. Find the error: **Its^a** her own fault **that^b** she **didn't^c** make use of the minister of **defense's^d** budget proposal. **No Error^e**
- A. B. C. D. E.
10. People face all kinds of challenges during their lifetimes; these challenges demonstrate a persons strengths and weaknesses.
- a. This sentence is correct.
 - b. This has an apostrophe error. (Where)



Editing Skills Handout 9

Editing Practice: There, Their, They're³²

Correct **they're**, **their** and **there** in the story below.

Once upon a time, their were three little pigs. They're was Curly. He was the oldest. Their was Wurly. He was the smartest. And then they're was Flo. She was the favourite pig. Their mother loved Flo the best. Curly, Wurly and Flo lived with their mother in a high-rise apartment building in New York City. There apartment was on the 75th floor. The pigs didn't mind this because they're was an elevator that opened right in front of their apartment door. It was on the days that there elevator wasn't working, that the pigs suffered. There little hoofs would be aching by the time they reached their apartment. There mother would have to have little hoof baths waiting for her three little pigs when they finally reached the top. Of course, Flo always got the warmest hoof bath because she was they're mother's favourite.

One day, Mama Pig sent the three pigs to the store to buy apples for there dinner. She gave them a list of items that she needed. She also gave them they're allowance, and she told them that they could buy there favourite candy which they would eat for they're dessert. The three pigs put on their jackets (it was winter). They put on there gloves and scarves. Next, it was time to put on their boots. Curly slipped on his bright red leather boots over his red and yellow polka dot socks. Wurly, being the most intelligent, slipped on his waterproof, fully lined boots over his white socks. Curly and Wurly were ready and waiting for there sister. She could not find her boots.

³² Source: <http://home.cogeco.ca/~rayser3/their.txt> Gina Corsun, Herbert Hoover Middle School, Edison, NJ

"Curly and Wurly," she said, "have you seen my boots?"

Curly and Wurly looked at each other and then they looked at there sister. "I'll tell you where they are," said Wurly, "if you'll give us your allowance to hold while you go and get them."

"Okay," agreed Flo as she handed the boys her allowance.

"They're are your boots, over their," said Curly.

"Where?" asked Flo suspiciously.

"Over their!" squealed the boys as they pointed to the window in there living room. "There over they're behind that curtain."

Flo slowly walked toward the window. The boys followed closely behind there sister. Just as she reached the window, Curly opened the window and Wurly pushed Flo through. Curly and Wurly squealed with delight as they're sister fell 75 floors. Curly and Wurly were thrilled that there plan worked. They were rid of Flo and they had her money!

Luckily for Flo, she landed on a huge snow pile and was not hurt. Her brothers were not so fortunate.

Mama Pig heard the commotion, ran into the living room and, when she realized what they had done, sent the boys to live with there Uncle Oscar Mayer. Uncle Oscar always knew what to do with bad little pigs. The boys protested. They were just doing Flo a favor by helping her find her boots; it wasn't they're fault that she was clumsy. But Mama would not listen to there excuses and off they went to Uncle Oscar's.

Flo and Mama Pig still live on the 75th floor of the apartment building in New York City, and their very happy their. Now Flo gets her brothers' allowance since there not they're.



Editing Skills Handout 10

Everyday Edits

Education World: The Educator's Best Friend website

http://www.educationworld.com/a_lesson/archives/edit.shtml has everyday edits. Below are some examples of everyday edits.

Each day give learners a photocopy of the everyday edit to help them with their editing skills.

In 1925, an sickness threatened the children of Nome Alaska. The only medicine that could save them was all most 1,000 miles away. Travel by air wasnt posible, so Gunner Kaassen traveled by sled. A husky named balto lead Kaassen and a team off dogs through wind and cold. On February 2, Kaassen return to Nome with the medicine. His life-saving trip inspired the Iditarod Trail Sled Dog Race, which is held in Alaska each march.

Harriet Tubman was born in to slavery. In 1849, she excaped from a Maryland plantation. She would devote the rest of her life to helping other slaves gain there freedom. She was a leader of the Underground Railroad, a group of secret places where slaves could stay on their way North. During the civil war, she serve as a cook nurse and union spy. Tubman dyed in March 1913. Her tombstone reads, Servant of God, Well Done."

Does you like to "reach out and touch someone" by phone. You can thank Alexander Graham Bell! Bell was born in scotland on March 3 1847. When he was a boy, he designs a machine that cleaned wheat. Later when he was a instructorof the def, Bell developed the idea of "electronic speech." He sent his first message to his assistant, Mr. Watson, who was in the next room always an inventor, Bells house even had simple air conditioning!

The annual Spring migration of the whooping crane begins about the first week of March. Did you know that the whooping crane is the tallest bird in north America. It's call can be heard from two miles away. Of the 15 species of cranes, 11 of them is in danger of becoming extinct. Crane feathers are made of the same material as human fingernails' and require much preening. Some cranes paint their feathers with mud during breeding!

On December 1, 1955, an african american named Rosa Parks refused to give up her seat on a bus to a white man. As a result, she was arrested and fined. The event sparked a year-long boycott of Montgomery Alabama, busses by her many supporter. One of Rosa's biggest supporters was a young minister named Martin Luther King Jr.. Many consider Rosa Parks bus ride to be the birth of the civil rights movement?

Agnes Bojaxhiu were born in Macedonia on August 27, 1910 when Agnes turned 18 years old, she joined a community of nuns and moved to Calcutta India. There she was known as Mother Teresa. While teaching at St. Marys High School, Mother Teresa caught a glimpse of how Calcutta's poorest people lived. Soon she devoted her life to working in the city's slums. That work earned her the Nobel Peace Prize in 1979.



Editing Skills Handout 11

More Editing Practice

Edit the following piece of writing. There are 43 errors.

My Mother's Ideas about Marriage and My Own

My mother and me gets along pretty well. The reason we do is that me and her have alot of respect for one another, and sticks to this respect; even when we don't have quite so much respect for each others ideas. If you didn't respect one another, you'd argue a lot about ideas.

For instance, we don't think at all the same about marriage. Take the whole idea of getting married, we start our differences there. My mother is all for it, she thinks everyone ought to be marry. If theres a adult over the age of twenty-five who wasn't married, my mother started trying to find somebody for them. In her eyes, nobdy is a citizen, a complete person, or even a respectable human being, unless they are married. I don't say marriage isn't all right, for the right people but I could imagine going through life without ever experience it. I certainly won't be married at twenty-five.

When it comes to premarital sex. There again we part company. My old-fashioned mother believes in virginity for girls and a little discreet experience for boys, she wants her daughters to march down the aisle in white satin that means one hundred percent pure guarantee and her sons to have a good time and then settle down with girls like that. This is not for me; I believe in living with you for a while before even thinking about marrying you.

Shes also old fashion about fidelity and divorce after marriage, while I'm not. She wants no adultery and no divorce. If anyone can ever makes it living like that once, which I doubt, they certainly can't do it today. If I get married I'll give it my best try, and any deal I make I'll intend to keep but if I find I'm married to a welcher someone who don't keep the other end of the bargain, why should I be stuck for life.

Luckily, as I said my mother and I love and respect one another, she doesn't push her beliefs on me and I don't flaunt mine in front of her. In the end, I hope her faith in me will always be justify but I doubt that I'll be doing the marriage bit her way.



Editing Skills Handout 12

Editing Practice

Identify the sentence-skills mistakes at the underlined spots in the selection that follows. From the box below, choose the letter that describes each mistake and write it in the space provided. The same mistake may appear more than once.

a. sentence fragment	e. faulty parallelism
b. run – on sentence	f. apostrophe mistake
c. missing capital letter	g. missing quotation mark
d. mistake in subject-verb agreement	h. missing comma after introductory words

Why I Didn't Go to Church³³

I almost never attended church in my boyhood years. There was an unwritten code that the guys on the corner (1) **was not to be** seen in (2) **churches'**. Although there (3) **was** many days when I wanted to attend a church, I felt I had no choice but to stay away. If the guys had heard I had gone to church, they would have said things like, "(4) **hey**, angel, when are you going to (5) **fly**? With my group of friends, (6) **its** amazing that I developed any religious feeling at all. Another reason for not going to church was my father. When he was around the house (7) **he** told my mother, "Mike's not going to church. No boy of mine is a sissy." My mother and sister went to church (8), I sat with my father and read the Sunday paper or (9) **watching television**. I did not start going to church until years later. (10) **When I no longer hung around with the guys on the corner or let my father have power over me.**

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____

³³ Source: <http://rwc.hunter.cuny.edu/reading-writing/on-line/proof-d.html>

Paragraph Writing Skills

A good paragraph is when every sentence contributes to the paragraph by explaining and expanding the topic sentence. In order to determine whether a paragraph is well developed or not, ask yourself: “What main point am I trying to convey here?” (topic sentence) and then “Does every sentence clearly relate to this idea?”

Learners need lots of practice writing paragraphs at the 130 level. Instructors will need to expand on this section and include other activities to give learners the practice they need to become good paragraph writers.

This section covers:

- **Paragraph Review**
 - Topic sentences and supporting details
 - Paragraph coherence and unity
 - Transition words
- **Paragraph Writing**
 - Descriptive paragraphs
 - Narrative paragraphs
 - Expository paragraphs
 - Persuasive paragraphs
 - Compare/contrast paragraphs
- **Multi-paragraphs**
 - Essay writing
 - Descriptive essay
 - Narrative essay
 - Expository essay
 - Persuasive essay (not required for 130 level)

Learning Outcomes:

- Write well-developed descriptive, narrative, expository, compare/contrast, and persuasive paragraphs with clear direction in topic sentences, supporting ideas, relevant details and examples, and concluding sentence; use simple transitions
- Write well-organized multi-paragraph (3-4) expository, narrative, and descriptive pieces
- Employ a variety of methods of paragraph development, such as time order, spatial, order of importance, cause and effect, etc.
- Organize information and ideas using a variety of strategies and techniques (such as listing, sequencing...) to construct and confirm meaning



Instructor Notes **Paragraph Review**

Good paragraph writing is essential to all writing activities. Learners need to have a good base in order to write different kinds of paragraphs and multi-paragraphs. This section reviews the general guidelines for writing a paragraph.

Most of this section is a review of English 120, however there are a few new concepts: paragraph coherence and unity.



Learning Activities

Paragraph Review

14 Handouts

Activity 1 – What is a paragraph?³⁴

Tell the following story:

The man says, "Great, and this will help my seasickness?" A man goes to the doctor. He says, "Doctor, I am going on a sea cruise for my honeymoon, and my problem is, I get seasick!" "Just before you get on the ship, eat all this stuff whole, without chewing." The doctor says, "No, but it'll look really pretty in the water." Doctor says, "No problem, just slice up one yellow pepper, one green pepper, and quarter 4 tomatoes.

Tell learners the story was suppose to be a joke. Ask them if it made them laugh. Why not? You can either ask them to put the joke in the proper order or tell them the joke again in the right order.

A man goes to the doctor. He says, "Doctor, I am going on a sea cruise for my honeymoon, and my problem is, I get seasick!" Doctor says, "No problem, just slice up one yellow pepper, one green pepper, and quarter 4 tomatoes. Just before you get on the ship, eat all this stuff whole, without chewing." The man says, "Great, and this will help my seasickness?" The doctor says, "No, but it'll look really pretty in the water."

Option: Ask learners to submit a joke of their own, complete with a topic sentence underlined in red, the supporting sentences underlined in blue and the concluding sentence underlined in black. Make sure you tell them that the joke has to be appropriate.

Ask learners to fill in Handout 1 on paragraphs.

³⁴ **Source:** Michael Jursic <http://home.cogeco.ca/~rayser3/joke.txt>

Activity 2 – Topic Sentences

The topic sentence tells what the entire paragraph is about. The topic is the main idea of the whole paragraph. To introduce the main idea and topic sentence show learners several photographs and ask them to decide what the main idea is and write a topic sentence. Ask them to share their topic sentences for each photo. For more practice with topic sentences ask learners to complete Handouts 2 and 3.

Activity 3 – Supporting Details

Learners use a list of facts about Greenland to build a paragraph on Handout 4. The topic sentence is given and then they use the facts from a list to write the supporting sentences.

Activity 4 – Paragraph Unity

Paragraph **unity** means that one paragraph is about only one main topic. That is, all the sentences—the topic sentence, supporting sentences, the detail sentences, and (sometimes) the concluding sentence—are all telling the reader about one main topic. Ask learners to read the paragraphs on Handout 5 and decide which one is the best example of a unified paragraph. They circle the sentences that do not belong in the other paragraphs.

Activity 5 – Transition Words

Transition words help improve learners' writing by making sentences flow into one another. Handout 6 provides learners with a list of transition words for different situations. Handout 7 asks learners to read the sentences and write in transition words in the blanks. Handout 8 asks learners to rewrite a paragraph using transition words.

Activity 6 – Paragraph Coherence

In order to achieve paragraph coherence, a paragraph must have these things:

- Organizational patterns
- Good transitional words and phrases

- The repetition of key words or related terms, including pronouns

Learners read the paragraphs on Handout 9 and decide which paragraph is easier to read. They give reasons why and discuss with a classmate.

Learners then rewrite the paragraph to make it coherent. They need only to rearrange the sentences in the original paragraph, adding the occasional transition word.

Activity 7 – Analyzing Paragraphs

Learners read the paragraph on Handout 10 and answer the questions about topic sentence, supporting details, coherence and unity.

Learners read the paragraph on Handout 11 and then do each of the following:

- Underline the topic sentence
- Mark four details that the author uses to support the topic
- Circle the transition words
- Make an outline of the paragraph

Give learners lots of opportunities to analyze and study paragraphs.

Activity 8 – Paragraph Puzzle

This activity is very challenging. Give learners Handout 12 and ask them to put the sentences in the correct order to make a paragraph. The answers are also on the handout.

Option: You can ask learners to work in groups. Cut the sentences into strips and give each group a set. Ask them to put the sentences together to make a paragraph as fast as they can. Ask each group to read their paragraph when they finish.

Activity 9 – Writing a Paragraph

Handouts 13 and 14 are writing assignments that you can use with learners. The first handout asks learners to use the outline given and write a paragraph about something that is a favourite of theirs.

Paragraph Writing Skills

The second handout asks learners to write a paragraph about one quality of a person they know well. The person might be a member of their family, a friend, a roommate, a boss or supervisor, a neighbour, an instructor, or someone else. The topic sentence could be something like: **My brother John is one of the most generous people I know.** The paragraph must be word-processed, between 100 – 150 words long, double-spaced.



Paragraph Review Handout 1

What is a paragraph?

What is a paragraph?

How do you indicate a new paragraph?

- Indentation
- Block form
- Both

What is the difference between a paragraph and a composition?

How is a paragraph organized or developed?

- A paragraph should contain only one central idea.
- A topic sentence should hold the main idea of the paragraph.
- A paragraph should have unity.
- A paragraph should have coherence and continuity.
- A paragraph should be adequately developed.
- All of the above.



Paragraph Review Handout 2

Topic Sentences³⁵

A topic sentence contains the main idea of a paragraph. It tells the reader what the paragraph is about.

Activity One

Each item in this exercise contains one main idea for a topic sentence and a list of what will be discussed in the paragraph. Write the topic sentence.

For example: **regular exercise**

- a. Strengthens the heart muscles
- b. Improves blood circulation
- c. Increases the intake of oxygen

Topic Sentence: Regular exercise is good for people's health.

1. find a job

- a. Go to an employment agency
 - b. Read the classified newspaper advertisements
 - c. Ask friends and relatives for leads
 - d. Send resumes to possible employers
-
-

2. smoking cigarettes

- a. Stained teeth and fingers
 - b. Bad breath
 - c. Tobacco odour in clothing
-
-

³⁵ **Source:** Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

3. hot weather

- a. Dress in lightweight clothing
 - b. Drink a great deal of liquid
 - c. Stay out of the sun
 - d. avoid strenuous physical effort
-
-

Activity Two

Following the directions to compose your paragraph.

Use the clustering or listing prewriting technique and jot down some ideas on **personal computers**.

Focus on one main idea _____

Write down three points you might make into a paragraph about this idea.

1. _____
2. _____
3. _____

Write the topic sentence that could be used in your paragraph on personal computers.



Paragraph Review
Handout 3

More Practice with Topic Sentences

For each of the following general subjects, write a topic sentence. Circle the topic or main idea and underline what controls the topic.

For example: Although Greenland is the largest island in the world, it has a population of only 47,000.

1. Subject: **dog sledding**

Topic Sentence:

2. Subject: **community feast**

Topic Sentence:

3. Subject: **eating healthy**

Topic Sentence:



Paragraph Review Handout 4

Supporting Details

Supporting details are the meat of your paragraph or what we call the body of your paragraph. They explain the topic sentence. Develop the body of the paragraph:

- With reasons
- By giving examples
- By using a story/incident to illustrate the idea
- By using statistics
- With descriptive details

Suppose that the topic sentence of your paragraph was **Although Greenland is the largest island in the world, it has a population of only 47,000.** From the following list of facts, select the five reasons that would support this topic sentence and assign them a number corresponding to their order in the paragraph.³⁶

In 1961, the world's most powerful radar station was built in Greenland.	
More than four-fifths of the island is permanently covered with ice.	
The climate is bleak and extremely cold for much of the year.	
Farming is impossible except in the areas along the south western coast. Agriculture there is limited chiefly to sheep raising.	
The island was named Greenland by Viking explorers to attract settlers.	

³⁶ Source: <http://www.yorku.ca/gcareers/grammar/paragraphs.htm>

Most of the mineral deposits on the island are of poor quality.

The Northwest part of Greenland is closer to the North Pole than any other place on earth.

Much of the ice-free surface is barren rock, thinly covered with mosses and lichens.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Paragraph Review Handout 5

Paragraph Unity³⁷

Paragraph **unity** means that one paragraph is about only one main topic. That is, all the sentences—the topic sentence, supporting sentences, the detail sentences, and (sometimes) the concluding sentence—are all telling the reader about one main topic.

Read the following paragraphs. Which one is a better example of a unified paragraph? Why? Circle the sentences that do not belong.

Studies have shown that community college learners tend to learn more in introductory courses than learners at four-year colleges. There are many reasons for this. One is that introductory humanities and science courses, such as psychology and biology are usually much smaller at community colleges than at the typical four-year college. As a result community college learners often get more attention from their instructors. Another reason more real learning may take place in community college courses is that the instructors tend to be more dedicated to teaching. They are not required to do research and to publish books and articles as are tenured four-year college professors. Consequently, they have more time to devote to preparing lessons, grading papers, and meeting with the learners. These are just a few reasons that community college learners often learn more than their counterparts at four-year colleges.

Most schools and colleges have counselling services that help learners choose the appropriate courses for their majors and plan their careers. The services usually consist of counsellors who see learners individually or in

³⁷ **Source:** Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

small groups. In individual or group sessions, learners, with the aid of a trained counsellor, determine their academic and career goals. These services also provide aptitude interest, personality, and achievement tests to help learners learn more about their interests and abilities. There are also psychologists and therapists who help learners with particular difficulties, such as emotional disturbances or learning problems. In addition, health examinations, as well as nursing and medical services are available in most schools. Therefore, learners at most schools and colleges have many resources to help them make important and academic and career choices.



Paragraph Review Handout 6

Transition Words

To improve your writing you need to make sure that your ideas, both in sentences and paragraphs, stick together or have coherence and that the gap between ideas is bridged smoothly. One way to do this is by using transitions - words or phrases or techniques that help bring two ideas together. Certain words help continue an idea, indicate a shift of thought or contrast, or sum up a conclusion. Check the following list of words to find those that will pull your sentences and paragraphs together.

For continuing a common line of reasoning:

consequently	in addition	also
clearly, then	moreover	pursuing this further
furthermore	because	in the light of the... it is
additionally	besides that	easy to see that
and	in the same way	following this further

To change the line of reasoning (contrast):

however	but	nevertheless
on the other hand	yet	on the contrary

For opening a paragraph initially or for general use:

admittedly	nobody denies	undoubtedly
assuredly	obviously	unquestionably
certainly	of course	generally speaking
granted	to be sure	in general
no doubt	true	at this level
		in this situation

For the final points of a paragraph or essay:

finally

lastly

in conclusion

To signal conclusion:

therefore

in final analysis

in final consideration

thus

in conclusion

indeed

hence

To restate a point:

in other words

in point of fact

specifically

Sequence or time:

after

before long

later

afterwards

finally

meanwhile

as soon as

first... second... third

next

at first

in the first place

soon

at last

in the meantime

then

before



Paragraph Review Handout 7

Using Transition Words

Choose at least three different transition words for each selection below. Use the previous handout for ideas for different transition words.

1. First of all, you must make sure that the surface of the items you want to glue are clean and dry. This is essential to ensure solid contact of the two parts. _____, apply a thin film of glue to each side and wait 10 minutes until the surfaces appear shiny.
2. One final challenge of attending college is finding enough time to study for exams, when there are lots of assignments and papers to be completed. _____, anyone who can survive college deserves to be congratulated.
3. Not all people want to live in the city. People who like solitude, _____ like to live in the country or out in the bush so they can have peace and quiet.
4. One thing that causes the break-up of a marriage is dishonesty. Arguments over discipline of children _____ seem to cause marital difficulties.
5. One such advantage of using a computer is that it can check word spelling. _____, many word processing programs now have a built-in grammar checker, which can analyze your writing for use of passive voice, vocabulary level, and other factors.
6. Over the past decade, education has changed so that the study of literature, mathematics, science, reading, is more practical. Learners now learn about the everyday world and how they can apply their learning. _____ some say that learners are missing out on the true classics in literature.

Paragraph Writing Skills

7. It is essential that all government departments take immediate steps to reduce waste in their workplace. _____, they must start to recycle at work and learn to reduce their usage of non-recyclable products.



Paragraph Review Handout 8

Transition Word Activity³⁸

Use transition words to make your paragraph easier to understand and have a good flow. Read the following paragraph. Improve it by rewriting it and adding transition words to link the sentences together.

To wash your dog properly, you can take steps with the utmost care. You should make sure that your dog knows nothing, in advance, of your plans to wash him. You quietly prepare his tub of lukewarm water. You plunge him into it tenderly but firmly. Keeping his head well above the water, you should soap his whole body, his neck to his tail. Work the soap throughout his hair and skin. It should lather and saturate his body. Your pet is completely covered with soap, be sure to rinse him thoroughly.

Your Version:

³⁸ **Source:** Sharon Miron, Adult Educator. Aurora College, Yellowknife Campus



Paragraph Review Handout 9

Paragraph Coherence³⁹

In order to achieve paragraph coherence, you must look at a number of different elements in your paragraph:

- The organizational pattern
- The use of transitional devices
- The repetition of key words or related terms, including pronouns

Which paragraph is easier to read? Can you determine why? Discuss it with a classmate.

Both writing and pottery making are crafts that require special skills. The apprentice writer and potter are alike because they learn skills through instruction and practice. The best instruction comes from studying a master, someone skilled in the craft. The potter must begin by observing the master, then working with the clay himself or herself. The writer begins by reading good writing and by identifying the characteristics that make it good. The potter begins with small projects. The writer starts with short paragraphs before attempting essays. Only after a great deal of practice and careful imitation of master craftsmen can a potter form an object of beauty. Only after writing, rewriting, and studying model works can a writer turn out a successful essay.

Writers and potters are similar in that they both learn crafts by imitating masters, people skilled in the craft. They devote a great deal of time, and concentration to following these masters. For example, before the potter can produce a delicate vase or a symmetrical pitcher, he or she must spend time watching the master at work. Likewise, a novice writer cannot produce a well-organized essay or even a coherent paragraph

³⁹ **Source:** Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

without first studying good models. The potter observes the way the expert spins the wheel and forms the clay; then, he or she tries to do exactly what the master has done. Similarly, the apprentice writer imitates the work of a master writer. The potter begins with small, simple projects. In the same way, the writer begins with short paragraphs and proceeds to the essay only after mastering the basics. So just as the potter gains inspiration and skill from an experienced artist, a writer learns to communicate effectively after studying the work of master writers.

Find and underline the sentence connectors and listing signals in the second paragraph.

Revise this paragraph⁴⁰

The paragraph below is not arranged in logical order. Your goal is to rearrange sentences and to add the elements that will make this paragraph coherent. You need only to rearrange the sentences in the original paragraph, adding the occasional transition word. You do **not** need to rewrite whole sentences or the whole paragraph.

Practicing engineers and scientists say they spend half of their time writing memos and reports. This attitude shows a naive faith in the competency of their secretaries. College learners going into business think their secretaries will do their writing for them. Many of us foolishly object to taking courses in writing. Learners going into the technical or scientific fields may think that writing is something they seldom have to do. Young business people seldom have private secretaries. Our notion that only poets and novelists have to write is unrealistic. Other things being equal, a person in any field who can express ideas clearly is sure to succeed.

⁴⁰ Source: <http://papyr.com/hypertextbooks/comp1/101lab6.htm>



Paragraph Review Handout 10

Analyzing Paragraphs⁴¹

My Two Cousins

My two cousins, Mary and Anne, are very similar in appearance and personality. In fact, some people think that the two girls are twins rather than sisters because they look and act a good deal alike. They are both tall for their age and slender, and they both wear their dark-brown hair long and straight. Mary, who is fifteen, has stunning brown eyes with long dark eyelashes. Similarly, Anne, who is fourteen, also has beautiful dark eyes. They both have olive complexions, and when they smile, they radiate warmth and happiness. They even dress alike. Mary sews almost all of her own clothes, and Anne is learning to sew. Because they are almost the same size, they can borrow each other's patterns as well as each other's clothes. What is most noticeable about the two girls is that they are talented, outgoing and friendly. Mary is the vice president of her class and active in dance and drama. Anne, who is also a good learner, is a star member of the tennis team and an accomplished guitarist. As you might guess, my two cousins are both very popular.

Answer the following questions about the paragraph structure.

1. Does this paragraph have a clear topic sentence? If yes, what sentence is the topic sentence?

⁴¹ **Source:** Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

Paragraph Writing Skills



2. What type of paragraph is this? What is its purpose?

3. What is the main idea of the paragraph? Does the paragraph develop only one main idea? Explain.

4. What is the concluding sentence in the paragraph?

5. Underline all of the transition words used in the paragraph? How do they help improve the paragraph?



Paragraph Review Handout 11

Paragraph Outline⁴²

Read the following paragraph. Then do each of the following:

- Underline the topic sentence
- Mark four details that the author uses to support the topic
- Circle the transition words
- Make an outline of the paragraph

Using Time Magazine to Improve Your English

Time, a popular news magazine, is one of the most practical publications to help improve English reading and writing abilities. Time contains knowledge which makes it applicable to everyone. English learners can choose interesting articles from different authors and learn about various writing styles. Without focusing on the bias of some articles, they can still learn useful styles from the authors. Furthermore, writers for Time use not only technical vocabulary, but also descriptive vocabulary. When learners read the articles and look up any new words in the dictionary, they will begin to improve their word usage and increase their vocabularies. The articles are generally well written and well organized in a manner that keeps the readers' interests. Learners not only enjoy what they read, but can use the articles as models for good organization in writing. After consistently reading Time for many months, learners will consciously begin to improve their writing, reading, and even speaking abilities. Thus, Time is an excellent teaching tool to help improve English usage.

⁴² **Source:** Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

Paragraph Writing Skills



Paragraph Outline

Main idea (topic of the paragraph)

Topic Sentence

Supporting Ideas

Concluding Sentence



Paragraph Review Handout 12

Paragraph Puzzle⁴³

Put these sentences together to make a paragraph. Write the paragraph below.

- When the mixture is ready, fill each taco shell with about 2 tablespoons of it.
- To make tacos, heat the shells as directed.
- Add chili powder to taste and drain off the excess fat.
- Next, stir in 8 ounces of tomato sauce and bring the mixture to a boil.
- Put the vegetables and cheese into the taco shell with the meat, adding as much taco sauce as you like.
- After the mixture begins to boil, reduce the heat.
- Cook for 15 minutes, uncovered, stirring now and then until the mixture is dry and crumbly.
- While the shells heat, brown 1 pound of ground beef and $\frac{1}{4}$ cup chopped onion.
- Then mix together 1 cup of chopped tomato, 1 cup of shredded lettuce, and $\frac{1}{2}$ cup of grated cheese.

⁴³ Source: Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

Paragraph Writing Skills

Try this one! The first sentence is correct.

- The temperature at the centre of a star is millions of degrees.
- Finally, the star collapses in on itself.
- This energy causes the gas in the star to expand.
- The star has become a “black hole.”
- After millions of years, however, the hydrogen in the star is used up.
- When this happens, the gas stops expanding.
- The centre of the star is so heavy that it pulls the gaseous material towards it.
- At this temperature, hydrogen atoms fuse to form helium, and energy is released.
- The dying star is so dense that no heat or light can escape from it.

Paragraph Writing Skills

Answers:

To make tacos, heat the shells as directed. While the shells heat, brown 1 pound of ground beef and $\frac{1}{4}$ cup chopped onion. Add chili powder to taste and drain off the excess fat. Next, stir in 8 ounces of tomato sauce and bring the mixture to a boil. After the mixture begins to boil, reduce the heat. Cook for 15 minutes, uncovered, stirring now and then until the mixture is dry and crumbly. When the mixture is ready, fill each taco shell with about 2 tablespoons of it. Then mix together 1 cup of chopped tomato, 1 cup of shredded lettuce, and $\frac{1}{2}$ cup of grated cheese. Put the vegetables and cheese into the taco shell with the meat, adding as much taco sauce as you like.

The temperature at the centre of a star is millions of degrees. At this temperature, hydrogen atoms fuse to form helium, and energy is released. This energy causes the gas in the star to expand. After millions of years, however, the hydrogen in the star is used up. When this happens, the gas stops expanding. The centre of the star is so heavy that it pulls the gaseous material towards it. Finally, the star collapses in on itself. The dying star is so dense that no heat or light can escape from it. The star has become a “black hole.”



Paragraph Review Handout 13

Writing a Paragraph

Introduction

- My favourite breakfast cereals are, (1) Corn Flakes, (2) Rice Krispies, and (3) Captain Crunch.

Main Body:

- Sentence one
 - I like (1) Corn Flakes because they are nutritional.
- Sentence two
 - I like (2) Rice Krispies because they make noise when milk is added.
- Sentence three
 - I like (3) Captain Crunch because it is pre-sweetened.

Conclusion

- My favourite breakfast cereals are Corn Flakes, Rice Krispies, and Captain Crunch because they are good for you, make noise, and don't need to be sweetened.

Using the outline above write a paragraph about your favourite:

- Fruit
- Traditional food
- Sport
- Activity
- Ice cream flavour
- Subject
- TV show
- Movie



Paragraph Review

Handout 14

Writing a Paragraph

Write a paragraph about one quality of a person you know well. The person might be a member of your family, a friend, a roommate, a boss or supervisor, a neighbour, an instructor, or someone else.

Your topic sentence will be something like: **My brother John is one of the most generous people I know.**

The paragraph must be word-processed, between 100 – 150 words long, double-spaced.

For this assignment, you will want to consider the following:

_____ **Focus:** Is there a clear opening statement of the point (topic sentence) of your paragraph? Is everything in your paragraph focused to support this point? Is there anything that strays from the focus and doesn't belong?

_____ **Support:** Do all of the sentences after the topic sentence support the topic sentence? Are all of the details specific (not general)? Is there enough evidence given to support the point?

_____ **Coherence:** Are all the sentences in the right order? Does the paragraph **flow** from beginning to end? Are there transitions and other connective devices to help create flow?

_____ **Sentence Structure / Mechanics:** Is the paragraph free of sentence errors (particularly fragments and run-ons)? Are all sentences punctuated effectively (commas, periods, especially)? Are all words spelled correctly? Is the paper formatted as requested?



Instructor Notes

Paragraph Writing

Learners at the 130 level must write one well-developed narrative, expository, descriptive, compare/contrast and persuasive paragraph.

Narrative: The narrative paragraph tells a story, just like a narrator in a play.

Descriptive: The descriptive paragraph paints a picture. It describes a person, place, thing, or idea.

Expository: The expository paragraph **exposes** things about a subject. It is also sometimes called an information paragraph because it gives information about a person, place, thing, or idea.

Compare/Contrast: The purpose of a compare and contrast paragraph is to emphasize **similarities** and **differences** between two things.

Persuasive: In persuasive writing, a writer takes a position **for** or **against** an issue and writes to convince the reader to believe or do something.



Learning Activities

Paragraph Writing

16 Handouts

Activity 1 – Paragraph Check list

Give learners Handout 1 and review the checklist together. Tell them that they will be writing many paragraphs and that they should use this checklist as a guide to paragraph writing. The paragraph checklist should be handed in with learners' writing.

Activity 2 – Paragraph Evaluation

Use the paragraph evaluation form to evaluate learners' paragraphs. You can also use this form as a tool to help learners understand what they are doing right and what they can improve on with their paragraph writing. Learners can use this form to evaluate paragraphs that instructors show them too.

Activity 3 – Descriptive Writing

There are 5 descriptive writing handouts.

- In a descriptive paragraph, you paint a **word picture**. Your sentences should include things that you experience through your five senses: sight, hearing, touch, smell, taste. Handout 3 reviews similes, metaphors and imagery. Ask learners to read the sample descriptive paragraphs on Handout 3 and answer the questions.
- Handout 4 provides learners with an extensive list of descriptive words.
- Handout 5 provides learners with an opportunity to rewrite a paragraph using descriptive words.
- Handout 6 asks learners to develop word pictures and then use them to write a paragraph on the topic of the word picture.
- Handout 7 provides learners with an example descriptive paragraph and asks learners to write a descriptive paragraph about someone in their family.

Activity 4 – Other ideas for Descriptive Writing

- Bring in old magazines or old calendars (anything with colourful photos or drawings) and have learners choose a picture to describe. Then have learners mount the pictures along with their descriptions in the class.
- Focus on the five senses. Think about a season (fall, winter, spring or summer) and brainstorm words for taste, touch, smell, sight and sound.
- Ask learners to bring in something that is important to them. Ask learners to write a description of the object. Then ask them to write about why the object is important. Ask them to read their stories aloud.
- Help learners describe a place that is special to them. Guide them through an imagery activity to help them recall details. You might say something like: “I want you all to imagine a place that is special to you in some way. You are in that place now. What can you see around you? Are there any other people there? Are there animals? Buildings? Furniture? Trees? Plants? What does the air feel like on your skin? Warm? Cool? Hot? Humid? Dry? What sounds can you hear? What can you smell? Can you taste anything? What are you doing there? While the details are fresh, have them jot down words and phrases about their special place. Then, they can use these ideas in a paragraph.

Activity 5 – Narrative Writing

Learners write a narrative paragraph using one of the writing prompts on Handout 8. They should use the TOWER method for writing and use appropriate transition words. Handout 8 also provides a review of narrative writing using example paragraphs and questions.

Activity 6 – Expository Paragraph

Tell learners that the expository paragraph **exposes** things about a subject. It is also sometimes called an information paragraph because it gives information about a person, place, thing, or idea. But expository paragraphs can be written with style and in different ways.

Learners need to write several different kinds of expository paragraphs at this level:

- Informative
- Opinion paragraph using facts
- Persuasion paragraph
- Compare/Contrast paragraph

Activity 7 – Expository Paragraph: Informative

Handout 9 provides learners with two examples of expository writing and asks learners to write an expository paragraph using one of the prompts listed.

Activity 8 – Expository Paragraph: Opinion

Handout 10 explains what an opinion piece is and how to write one. It provides two example paragraphs to review. Learners are asked to write about the following:

Everyone has thought about trips they might take and places they would like to visit. Write a paper telling where you would go if you could go anywhere in the world that you wanted to. Write at least three reasons why you would like to visit this place. Remember to use specific details to support and explain your reasons. Use interesting adjectives and descriptions to make your paper interesting to read.

Activity 9 – Expository Paragraph: Persuasive writing

Persuasive writing is a new concept for learners at the 130 level. There are several handouts that provide information and examples on persuasive writing. Handouts 11 and 12 provide examples and questions that learners have to answer. Handout 13 is a detailed guide for writing persuasive paragraphs using the topic alcohol. After reading and doing the activities on this handout, learners are asked to write a persuasive paragraph about the bad effects of alcohol.

Handout 14 is a persuasive paragraph assignment that gives learners a choice of topics to write on.

Activity 10 – Expository Paragraph: Compare/Contrast

Compare and contrast paragraphs are also new for learners. Handout 15 is an introduction to compare and contrast paragraphs that the instructor should review with learners. Handout 16 asks learners to develop a compare/contrast

Paragraph Writing Skills

paragraph on one of the following topics. They use a Venn diagram to compare and contrast the information.

- Living in a small town vs. large city
- Working dayshifts vs. nightshifts
- Using public transportation vs. driving your own car
- Going to school as a teenager vs. as an adult
- Living off the land vs. working for wages
- Think of your own topic

Activity 11 – Paragraph a Week

Use the website http://www.instructorsdesk.org/topics/par_week_program.html for ideas for writing a paragraph a week. Each week learners must write one paragraph and hand it in to the instructor. They should hand in their rough notes as well as the final copy.



Paragraph Writing
Handout 1

Paragraph Checklist

Name _____

Date _____

Before you hand in your paragraph, check off the following skills:

_____ Did you indent the first word?

_____ Did you use a topic sentence or main idea?

_____ Is each sentence (supporting details) related to the topic sentence?

_____ Is the closing sentence related to the topic sentence?

_____ Is there a capital letter at the beginning and correct punctuation at the end of each sentence?

_____ Did you correct the spelling?

_____ Did you use the dictionary or thesaurus to find the meaning of words that will improve your vocabulary and spelling?

_____ Did another learner proofread your paragraph?

Comments:

Paragraph Writing Handout 2



Paragraph Evaluation ⁴⁴				
Mark	4	3	2	1
Introduction Sentence (Organization)	The introduction is inviting, previews the structure of the paragraph and states the main topic.	The introduction clearly states the main topic, previews the structure of the paragraph, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paragraph nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paragraph.
Detail Sentences (Organization)	Three details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Three details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, or some details are missing and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.

⁴⁴ Source: http://www.think.com/iste/market/market_act2.html

Paragraph Writing Skills

Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Conclusion Sentence (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is getting at.	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paragraph just ends.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1 – 2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3 – 4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paragraph is exceptionally easy to read.	Writer makes 1 – 2 errors in capitalization or punctuation, but the paragraph is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.



Paragraph Writing Handout 3

Descriptive Writing⁴⁵

In a descriptive paragraph, you paint a **word picture**. Your sentences should include things that you experience through your five senses: sight, hearing, touch, smell, taste.

The **predominant element** of a descriptive paragraph will be **sight**. What did you see? What are shapes, colours and textures of the things you are describing? You can also include details about sounds, smells, tastes and touch sensations in your descriptive paragraph. Be sure to focus on describing one thing. You can describe an object, a person, an animal or a place.

Descriptive writing often makes use of **figurative language**. Examples of figurative language include similes, metaphors and imagery.

Simile: a comparison between two things, one literal and one figurative, using *like* or *as*.

For example: Her hair is as silver as the moonlight reflected on a still, dark pond.

Metaphor: a comparison of two things, one literal and one figurative, in the form of a statement.

For example: Her hair is silver moonlight reflected on a still, dark pond.

Imagery: vivid word pictures used to describe a literal object.

For example: Her gray hair is shining silver. It cascades over her forehead onto her wrinkled brow. Her eyes are shining, dark brown, with all the sparkle they had years ago.

⁴⁵ **Source:** Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

Paragraph Writing Skills

The best descriptive writing will provide specific details. The reader should be able to get a clear mental picture from your description.

The following examples move from general words to specific descriptions:

fruit	apple	red apple	juicy red MacIntosh Halloween apple
person	woman	old woman	gray-haired wrinkled wise Elder

Things to avoid in descriptive writing:

Overdoing the use of adjectives

For example: Lake Louise is absolutely the most amazing marvelous sight I have even seen in my entire long life.

Using vague words, such as **interesting, impressive, ugly, beautiful, gross, boring.**

For example: Her expression was interesting.

Improved: Her expression was puzzling. It looked as if she was hiding some deep sadness, yet she seemed to be glowing with joy at the same time. Her face was lit up with a brilliant smile, but her eyes looked weary and tear-stained.

Activities

1. Try to make the following four words into specific descriptions: dog, cup, river, ornament.
2. Examine each of the following paragraphs, and:
 - a. Explain which one you think is better.
 - b. Why do you think it is the better paragraph?
 - c. Underline descriptive words used in the paragraph.

Paragraph Writing Skills

Read the paragraphs below. Which paragraph do you think is better? Why? Highlight or underline all the descriptive words in each paragraph.

Gabriel watched as she ran her hand over her blonde hair, as girls do in some parts of France. Her mother's hair had been black, and Chantal was not as pretty as her mother had been, for she had a snub nose and a rather big mouth. Yet she was graceful as her mother in her movements.

Gabriel watched her pass a slender hand over her hair, which most people called blonde, but which he thought of as French-blond because its basic chestnut was highlighted with pale-silver in a way he associated with the girls of northern France. Her mother's hair had been ebony against a very white, soft skin. Chantal was not as handsome as her mother has been. Her mouth was wide and her nose was somewhat snubbed, but she moved with her mother's grace and was so supple she seemed double-jointed.

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.⁴⁶

My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. On either side of this river, which is 175 feet wide, are many willow trees which have long branches that can move gracefully in the wind. In autumn the leaves of these

⁴⁶ Source: <http://lrs.ed.uiuc.edu/learners/fwalters/para.html>

Paragraph Writing Skills

trees fall and cover the riverbanks like golden snow. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. Even though it is steep, climbing this hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around this hill, so it stands clearly against the sky and can be seen from many miles away. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.⁴⁷

⁴⁷ Source: <http://lrs.ed.uiuc.edu/learners/fwalters/para.html>



Paragraph Writing Handout 4

Descriptive Words

A good stock of descriptive words will help you with your writing. Here is a list of descriptive words you can use in your writing.⁴⁸

Ability - Condition

able	confident	gentle	lucky	smooth
adequate	courageous	hardy	manly	spirited
alive	curious	healthy	mighty	stable
assured	daring	heavy	modern	steady
authoritative	determined	heroic	open	stouthearted
bold	durable	important	outstanding	strong
brainy	dynamic	influential	powerful	super
brave	eager	innocent	real	sure
busy	easy	intense	relaxed	tame
careful	effective	inquisitive	rich	tough
capable	energetic	jerky	robust	victorious
cautious	fearless	knotted	secure	virile
clever	firm	light	sharp	zealous
competent	forceful	lively	shy	
concerned	gallant	loose	skillful	

Anger - Hostility

agitated	combative	evil	irritated	rude
aggravated	contrary	fierce	mad	savage
aggressive	cool	furious	mean	severe
angry	cranky	hard	nasty	spiteful
annoyed	creepy	harsh	obnoxious	tense
arrogant	cross	hateful	obstinate	terse
belligerent	cruel	hostile	outraged	vicious

⁴⁸ Source: <http://www.remc11.k12.mi.us/riverval/newtroj/descriptivewords.htm>

Paragraph Writing Skills

biting	defiant	impatient	perturbed	vindictive
blunt	disagreeable	inconsiderate	repulsive	violent
bullying	enraged	insensitive	resentful	wicked
callous	envious	intolerant	rough	wrathful

Depression - Sadness - Gloom

abandoned	depressed	forsaken	low	ruined
alien	desolate	gloomy	miserable	rundown
alienated	despairing	glum	mishandled	sad
alone	despised	grim	mistreated	scornful
awful	despondent	hated	moody	sore
battered	destroyed	homeless	mournful	stranded
blue	discarded	hopeless	obsolete	tearful
bored	discouraged	horrible	ostracized	terrible
burned	dismal	humiliated	overlooked	tired
cheapened	downcast	hurt	pathetic	unhappy
crushed	downhearted	jilted	pitiful	unloved
debased	downtrodden	kaput	rebuked	whipped
defeated	dreadful	loathed	regretful	worthless
degraded	estranged	lonely	rejected	wrecked
dejected	excluded	lonesome	reprimanded	
demolished	forlorn	lousy	rotten	

Distress

affected	displeased	hindered	puzzled	tormented
anguished	dissatisfied	impaired	ridiculous	touchy
awkward	distrustful	impatient	sickened	troubled
baffled	disturbed	imprisoned	silly	ungainly
bewildered	doubtful	lost	skeptical	unlucky
clumsy	foolish	nauseated	speechless	unpopular
confused	futile	offended	strained	unsatisfied
constrained	grief	pained	suspicious	unsure
disgusted	helpless	perplexed	swamped	weary
disliked				

Paragraph Writing Skills

Fear - Anxiety

afraid	dreading	insecure	overwhelmed	tense
agitated	eerie	intimidated	panicky	terrified
alarmed	embarrassed	jealous	restless	timid
anxious	fearful	jittery	scared	uncomfortable
apprehensive	frantic	jumpy	shaky	uneasy
bashful	frightened	nervous	shy	upset
dangerous	hesitant	on edge	strained	worrying
desperate	horrified			

Inability - Inadequacy

anemic	disabled	incapable	powerless	unable
ashamed	exhausted	incompetent	puny	uncertain
broken	exposed	ineffective	shaken	unfit
catatonic	fragile	inept	shaky	unimportant
cowardly	frail	inferior	shivering	unqualified
crippled	harmless	insecure	sickly	unsound
defeated	helpless	meek	small	useless
defective	impotent	mummified	strengthless	vulnerable
deficient	inadequate	naughty	trivial	weak
demoralized				

Joy - Elation

amused	enchanted	good	jubilant	smiling
blissful	enthusiastic	grand	magnificent	splendid
brilliant	exalted	gratified	majestic	superb
calm	excellent	great	marvelous	terrific
cheerful	excited	happy	overjoyed	thrilled
comical	exuberant	hilarious	pleasant	tremendous
contented	fantastic	humorous	pleased	triumphant
delighted	fit	inspired	proud	vivacious
ecstatic	funny	jolly	relieved	witty
elated	glad	jovial	satisfied	wonderful
elevated	glorious	joyful		

Paragraph Writing Skills

Love - Affection - Concern

admired	conscientious	giving	mellow	reliable
adorable	considerate	good	mild	respectful
affectionate	cooperative	helpful	moral	sensitive
agreeable	cordial	honest	neighbourly	sweet
altruistic	courteous	honorable	nice	sympathetic
amiable	dedicated	hospitable	obliging	tender
benevolent	devoted	humane	open	thoughtful
benign	empathetic	interested	optimistic	tolerant
brotherly	fair	just	patient	trustworthy
caring	faithful	kind	peaceful	truthful
charming	forgiving	kindly	pleasant	understanding
charitable	friendly	lenient	polite	unselfish
comforting	generous	lovable	reasonable	warm
congenial	genuine	loving	receptive	worthy

Movement

amble	flow	pad	skim	toddle
blunder	fly	parade	skip	topple
bolt	frolic	pivot	slide	track
bounce	gallop	plod	slink	traipse
bound	glide	plunge	slither	tramp
canter	hasten	ply	slump	travel
catapult	hike	pounce	sneak	tread
charge	hobble	prance	speed	trek
clatter	hop	prowl	sprawl	trip
clump	hurdle	race	spring	tromp
coast	hurtle	ramble	sprint	trot
crawl	hurry	range	stagger	trudge
creep	hustle	roam	stalk	tumble
cruise	jog	roll	stampede	turn
dance	jump	romp	step	twirl
dart	lead	rove	stomp	twist
dash	leap	rush	straggle	undulate

Paragraph Writing Skills

dawdle	linger	sail	stretch	vault
dive	limp	sashay	stride	waddle
dodge	loaf	saunter	stroll	wade
drag	lumber	scamper	stumble	walk
drift	lunge	scoot	struggle	wallow
duel	lurch	scuff	strut	waltz
file	lurk	scurry	swagger	wander
flee	march	shake	sway	wend
flip	meander	shimmy	swept	wiggle
flit	mosey	shuffle	swerve	wobble
float	navigate	skate	swing	zip
flounder	pace	skid	tip toe	zoom
Quantity				
ample	few	lots	paucity	scarcity
abundant	heavy	many	plentiful	skimpy
chock-full	lavish	meager	plenty	sparing
copious	liberal	much	profuse	sparse
dearth	light	numerous	scads	sufficient
empty	loads	oodles	scant	well-stocked
Sight - Appearance				
adorable	crooked	fuzzy	muddy	skinny
alert	crowded	glamorous	murky	smoggy
beautiful	crystalline	gleaming	nappy	sparkling
blinding	curved	glistening	narrow	spotless
bright	cute	glowing	obtuse	square
brilliant	dark	graceful	round	steep
broad	deep	grotesque	rotund	stormy
blonde	dim	hazy	pale	straight
blushing	distinct	high	poised	strange
chubby	dull	hollow	quaint	ugly
clean	elegant	homely	shadowy	unsightly
clear	fancy	light	shady	unusual

Paragraph Writing Skills

cloudy	filthy	lithe	sheer	weird
colourful	flat	low	shiny	wide
contoured	fluffy	misty	shallow	wizened
crinkled	foggy	motionless		

Size

ample	elfin	immense	miniature	stupendous
average	enormous	large	minute	tall
behemoth	fat	little	petite	tiny
big	giant	long	portly	towering
bulky	gigantic	mammoth	prodigious	vast
colossal	great	massive	puny	voluminous
diminutive	huge	microscopic	short	wee
dwarfed	hulking	middle-sized	small	

Smell - Taste

acrid	fragrant	putrid	sour	sweet
antiseptic	fresh	ripe	spicy	tangy
bitter	juicy	rotten	stale	tart
choking	medicinal	salty	sticky	tasty
clean	nutty	savory	strong	tasteless
delicious	peppery	smoky	stuffy	

Sound

babble	coo / cooing	hoarse	quack	thunderous
bang	crack	hoot	quiet	tick
bark	crackle	howl	raspy	tinkle
bawl	crash	hullabaloo	resonant	toll
bay	creak	hum	roar	toot
beat	croak	hushed	rumble	tootle
bellow	crow	husky	scream	trill
blast	crying	jingle	screech	twang
bleat	deafening	loud	shriek	twitter
boom	drone	melodic	shrill	voiceless
bray	drumming	meow	silent	wail

Paragraph Writing Skills

bubble	faint	mew	sizzle	warble
buzz	fanfare	moan	snap	wheeze
cackle	fizz	mumble	snarl	whine
caw	gibberish	murmur	snore	whir
chant	grating	mute	snort	whisper
chatter	groan	mutter	soft	whistle
chime	growl	neigh	splash	yap
chirp	grumble	noisy	squall	yell
clang	grunt	patter	squeak	yelp
clank	gurgle	peal	squeal	zap
clash	harsh	peep	thrum	zip
clatter	high-pitched	pop	thud	
click	hiss	purr / purring	thump	
Time				
ancient	daylight	late	outdated	sunrise
annual	decade	lengthy	periodic	sunset
brief	dusk	long	punctual	swift
brisk	early	modern	quick	tardy
centuries	eons	moments	rapid	twilight
continual	evening	noon	short	whirlwind
crawling	fast	noontday	slowly	years
dawn	flash	old	speedy	yearly
daybreak	intermittent	old-fashioned	sporadic	young
Touch				
boiling	dirty	grubby	shaggy	stinging
breezy	dry	hard	sharp	tender
bumpy	dusty	hot	silky	tight
chilly	filthy	icy	slick	uneven
cold	fluffy	loose	slimy	waxen
cool	flaky	melted	slippery	wet
creepy	fluttering	plastic	slushy	wooden



Paragraph Writing
Handout 5

Descriptive Writing Activity⁴⁹

Rewrite this passage replacing the **bold** words with more interesting alternatives. Use a thesaurus if necessary.

It was a **nice** day. Down by the **nice** stream, a **nice** bird sat **making nice sounds**. The **nice** sun **was up** in the **nice** sky. “Oh, how **nice** to have such a **nice day** all to myself,” I thought.

Then, a **bad** bird **came along**. From the shape of its **bad** wings and its **bad** legs I knew it **came with bad** news. It carried a **bad sort of bag** over its wing. “Who knows what **bad things** it had inside?” I thought.

The **nice bird** soon stopped **making nice sounds**, and flew away **fast**. I should have done the same. The **bad** bird **came** and landed near me. Even though it was a **bad** bird, it was **nice** to have a friend. I took the **bag** off his wing and **inside** was a **bad message**. It said, “**Bad** adjectives make for **bad** writing. You had better **make them nicer**.” That meant, I knew, I had to do **lots** of work.

⁴⁹ Source: <http://home.cogeco.ca/~rayser3/writing.htm>

[illegible]



Paragraph Writing Handout 6

Word Pictures – Descriptive Writing⁵⁰

Follow this formula to create a word picture:

- Write a noun on the first line
- Write two adjectives on the second line
- Write three verbs that tell what the noun does on the third line
- Write a thought or impression which you associate with the noun on the fourth line
- Write an adverb on the fifth line
- Repeat the noun or write a synonym on the last line

For example:

Waves

Salty, tangy

Crest, swell, shimmer

Crash against the rocky shore

Wildly

Waves

Cats

Sleek, sudden

Crouch, curl, leap

Purr in the sleepy sunshine

Drowsily

Cats

After you finish your word picture you can write the words into a descriptive paragraph.

For example:

The air at the seashore was tangy. I could taste the salty water in the spray from the waves. As I strolled slowly along the beach, I saw the waves crash wildly against the rocky shore. Far out, the sea shimmered in the sunlight like glass. Closer in, the sea began to swell into white crested waves. I watched the sea for hours.

⁵⁰ Source: Sharon Miron, Adult Educator, Aurora College, Yellowknife Campus



Paragraph Writing Handout 7

Descriptive Writing Activity

Topic: My grandmother



Photo from Cardinal family archive, Sarah Wright

My grandmother was born in 1918. Her father had three daughters and no sons. In those days, people lived in the bush. My grandmother learned how to hunt and trap with her father. She also learned how to cook and sew from her mother. My grandmother was a strong woman. She was a midwife. In those days, women gave birth at home. She had many home remedies for illnesses. She used herbs and roots to cure colds and headaches. When she trapped, my grandmother would skin and tan hides to make jackets, mitts and boots. She used the bones from animals as tools to flesh and scrape hides. She used the

[illegible]



Paragraph Writing Handout 8

Narrative Writing

Narrative writing:

- Tells a story. This is something we do everyday when we tell someone about what we did or what happened. It can be a story, event or experience from the past, or something that happened recently.
- Has order. It has a beginning, middle and end. Narrative writing tells what happened first, then, next and finally.
- Answers the questions: Who? What? When? Where? Why? How?

For example:

I'll never forget the night we had roast duck at Buffalo Lake. We took the dog and our boat and kicker in the back of our truck. We stayed there for three weeks. There were lots of fish, but we got tired of fish. Later, we took our boat across the lake to hunt chicken. We didn't get any chicken, so we got in the boat and started to go back to our camp. After we got out on the lake, the kicker wouldn't work. We floated on the water for a while. Just then some ducks flew over and landed on the water not far from us. At first, we laughed! Ducks! Then the men loaded their guns fast and shot 5 ducks. After that, we tried the kicker again. It started. There was just enough gas to get to the shore. That night we had roast duck to eat. So did the dog.

Who is in the story? _____

Where is it happening? _____

When is it happening? _____

Why does it happen? _____

Paragraph Writing Skills

What happens? List below

Topic Sentence _____

Events 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____

Closing Sentence _____

Your Turn!

Write a narrative using one of the writing prompts below. Make sure your paragraph has a beginning, a middle and an ending that makes a point. Refer to your transition word handout to help you with transition words. Use the TOWER writing process for your paragraph.

Tips for Writing a Personal Narrative

- Because this writing is about one of your experiences, write from the first-person point of view, using words like **I** and **me**.
- Tell the story as if you are experiencing it, including sensory details to draw your readers into the story and make them feel a part of it.
- Your story will be easier to understand if you write the events in order from beginning to end. Using words like **first**, **second**, **then**, **next**, and **finally** will help readers keep track of what happens.
- The last sentence or two of your narrative should provide some conclusion, such as what you learned from an experience. Be careful not to leave your readers **hanging**, wondering what the end of the story is.

Paragraph Writing Skills

Pick one of these ideas and write an 8 – 10 sentence narrative paragraph.

- 1. Childhood Event:** Choose a vivid time from your childhood. You might write about the first time that you rode a school bus, or when you were sent to the principal's office for doing something in school, or the first **A** you earned on a test or paper. The choice is yours!
- 2. Achieving a Goal:** Write about a time when you achieved a personal goal—you might have shot your first caribou, learned a new skill, won an award, etc.
- 3. The Good and the Bad:** Write about an event in your life that seemed bad but turned out to be good. Maybe you got injured and while you were waiting for your broken leg to heal, you learned how to use a computer. What makes the event change from bad to good may be something that you learned as a result, something that you did differently as a result, or something that happened that wouldn't have occurred otherwise.
- 4. Standing Up:** Write about a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs. Whatever you choose, think about the details of the event and write a paragraph that tells about what happened.



Paragraph Writing Handout 9

Expository Paragraph

Two examples of expository writing are below:

- How to paragraph
- Informative paragraph

How to: Have you ever made bannock on a stick? To begin, mix the flour and the lard together in a large bowl. Then add the salt, baking powder and raisins, if you like. Once this is done, add water and mix the ingredients using your hands or a fork. Next, divide the dough into four sections. Wrap the dough around one end of a long stick. Make sure it is securely fastened by overlapping the end. Finally, hold the stick over an open fire until it is lightly browned.

Informative: Waiting on tables involves many different skills. First of all, a person needs to be physically fit, because when you are a waitress you are on your feet for many hours a day carrying heavy dishes or trays. Serving food and beverages means that you often need to be a 'juggler.' So, to be a good waitress, you also have to be physically coordinated. In addition, a waitress needs to have a good memory so she remembers what orders go to what people. A waitress also needs to be polite and friendly to customers even when they are stressed out. As you can see, being a waitress is not an easy job.

Paragraph Writing Skills

Use the writing prompts below and pick a topic to write about for an expository paragraph.

1. The World would be a better place if...

If you could change one thing to make the world a better place what would it be? Think about things you would change. Think about reasons you would change them. Choose one thing to change and tell your reader several reasons why it is the most important thing to change in order to make the world a better place. Remember to use specific details to support and explain your reasons.

2. If you could visit any place in the world, where would you go?

Everyone has thought about trips they might take and places they would like to visit. Write a paragraph telling where you would go if you could go anywhere in the world that you wanted to. Write at least three reasons why you would like to visit this place. Remember to use specific details to support and explain your reasons.

3. What is the most important thing you have ever learned?

People learn things in school and in life. What is the most important thing you have ever learned? You may have learned how to do something. Perhaps you learned a valuable lesson about how to get along with people. Think about reasons why this lesson was important to you. Remember to tell at least three reasons why what you learned was so important. Use specific details to explain and support your reasons.

4. How to fix a flat tire?

Explain in detail how you fix a flat tire. The reader should be able fix a flat tire after reading your instructions.

5. Pick your own topic.



Paragraph Writing Handout 10

Expository Paragraphs – Stating Opinions

We all express opinions everyday. Whenever we say what we think or feel about a movie, store, TV show, restaurant or person, we are giving our opinion.

An opinion paragraph should:

- Begin with a strong topic sentence which states the opinion.
- Give reasons to support the opinion. Reasons can be facts or examples.
- End with a closing sentence that restates the opinion using different words.

Free Buses

City transit in Yellowknife should be free. There are several reasons that this is a good idea. First of all, if transportation is free, people will leave their cars at home. This means that there will be less air pollution. Also, if more people ride buses, the city streets won't need to be repaired as often because there won't be as many cars wearing down the pavement. In addition, the number of costly car accidents will drop sharply once people start taking public transit. It is true that free city transit will cost the city more money. However, the benefits to free transit far outweigh the costs.

Mosquitoes⁵¹

One reason I hate mosquitoes is because they are so annoying while I'm outside. For example, whenever we have cookouts, they want to swarm all around the food. Also, when I go fishing with my Dad, we always have to wear bug spray. The bug spray always stinks to high heaven! Then, if you do not want to use bug spray, the only other way to get them to leave you alone is to wear long sleeves. Yet, who wants to wear long sleeves when it is hot outside? Nothing ruins your day like bloodsucking mosquitoes.

⁵¹ Source: <http://home.insightbb.com/~dbuccola/expositoryparagr.htm>

Your Turn!

Everyone has thought about trips they might take and places they would like to visit. Write a paper telling where you would go if you could go anywhere in the world that you wanted to. Write at least three reasons why you would like to visit this place. Remember to use specific details to support and explain your reasons. Use interesting adjectives and descriptions to make your paper interesting to read.



Paragraph Writing Handout 11

Introduction to Persuasive Writing⁵²

In persuasive writing, a writer takes a position **for** or **against** an issue and writes to convince the reader to believe or do something.

Persuasive writing is often used in advertisements to get the reader to buy a product. It is also used in essays and other types of writing to get the reader to accept a point of view. In order to convince the reader you need more than opinion; you need facts or examples to back your opinion.

Read the paragraph below and answer the questions:

As I was sitting one day, considering the hamburger, fries and soft drink I had for lunch, I came to the conclusion that I had to do something about my bad eating habits. I could not hide my pudgy tummy in loose shirts or bulky sweaters any longer, and my sweat pants did nothing to disguise the accumulated bulk on my legs. To my horror, I could even see fat appearing on my face, and a double chin. I know I am not alone in these observations. Many people look at themselves with regret everyday, saying “Tomorrow I will change my eating habits.” When we keep putting off tomorrow, it may be that part of us is not quite convinced of the need for change. Perhaps the arguments that finally convinced me will help you “just say no” to the next gooey sundae or package of pretzels.

Denize Wegner

1. What is the opinion expressed in the paragraph?
2. Underline the section in the topic sentence that conveys that opinion.

⁵² **Source:** Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

- 418 English 130 Resource Manual**



Paragraph Writing Handout 12

Persuasive Paragraphs⁵³

Read this paragraph and answer the following questions.

Although many of us find fast food convenient when we are in a rush, it is a bad idea to eat it too much or too often. Recently, McDonald's in Canada has had the two dollar deal: a Big Mac and small fries. This is a very big temptation, and even my son (who doesn't normally eat at McDonald's) bought this meal last week. But what did he eat when he ate a Big Mac and fries? First, in the hamburger he got 570 calories, with almost half of them (280 calories) coming from fat. Ten grams of this fat is saturated, the most dangerous kind, the kind which is harmful to our heart. The Canadian Food Guide recommends that we "choose lower-fat foods more often." Now, remember that my son also gets a small fries! Unfortunately, there are another 210 calories in the fries, with 10 more grams of fat (1.5 grams of it saturated). I'm sure he bought a drink as well, which adds another 150 calories (small size). Now, imagine he eats this dinner more than once a week! A two dollar meal contains a lot of fat. So, although it is very convenient (and cheap) to buy fast food, it is quite alarming to see just how much fat we are eating—I think I'll go and eat an apple instead!



(Written as an example of persuasive writing, using facts to support opinions)

1. What is the topic?
2. What facts does the author use to support the topic?
3. Does the author do a good job of persuading its readers? Why or why not?

⁵³ Source: <http://palc.sd40.bc.ca/palc/classes/litcomp4/litcomp4teachwrite.htm>



Paragraph Writing Handout 13

Steps to Writing a Persuasive Paragraph⁵⁴

1. What is the opinion you wish to communicate? Example: Drinking alcohol causes a lot of problems.
2. What is the action you would like to see taken? Example: People should live a sober lifestyle and help others to quit drinking.
3. Compose the topic sentence for your paragraph based upon the opinion you want to communicate and the action you would like to see taken.
 - For example: **Alcohol is causing a lot of problems in our community, so people should adopt a sober lifestyle.**
4. List some reasons to support your opinion. Your reasons can be **facts, statements from experts, incidents, examples** and **descriptions**.
Some sample reasons:
 - Drinking alcohol causes liver damage and can ruin people's health. (fact)
 - The RCMP say that most crimes are alcohol related. (statement from expert)
 - My friend is in a wheelchair because she was hit by a drunk driver. (incident)
 - Some parents have no money to provide for their children because they spent it all drinking. (example)
 - A hangover is so painful. Your head throbs, and every little noise sounds like thunder. Your stomach churns, and the smell of food makes you nauseous. (description)
5. Review your reasons to see if they include appeals to the emotions and the mind.
Example:

⁵⁴ **Source:** Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

Paragraph Writing Skills

- Drinking alcohol causes liver damage and can ruin people's health. Appeals to the mind. Could appeal to the emotions if there was more description of suffering brought on by alcohol-related health problems.
 - The RCMP say that most crimes are alcohol related. Appeals to the mind. Could appeal to the emotions if more description on how crime victims suffer is added.
 - My friend is in a wheelchair because she was hit by a drunk driver. Appeals to the emotions. Could appeal to the mind if statistical facts about the number of deaths and injuries related to drinking and driving are included.
 - Some parents have no money to provide for their children because they spent it all drinking. Appeals to the emotions. Could appeal to the mind if poverty statistics were included.
 - A hangover is so painful. Your head throbs, and every little noise sounds like thunder. Your stomach churns, and the smell of food makes you nauseous. Appeals to the emotions.
6. Organize your reasons, and write them into sentences that flow coherently in a paragraph. You do not have to use all of your reasons in your persuasive paragraph. Choose the most convincing ones. Also, look to see where you can group some of the reasons together. For example, the alcohol-related diseases and hangover reasons both deal with health.
7. Conclude your paragraph with a call for action. After you have presented reasons for your opinion, suggest action that the readers can take.
Example: **You can help eliminate all of these personal and social problems by adopting a sober lifestyle.**

Sample persuasive paragraph:


Alcohol is causing a lot of problems in our community, so people should adopt a sober lifestyle. Drinking alcohol causes liver damage and can ruin people's health. The symptoms of a hangover should give people a clue to what

Paragraph Writing Skills

alcohol does to their bodies. Your head throbs, and every little noise sounds like thunder. Your stomach churns, and the smell of food makes you nauseous. Obviously, drinking is not healthy. Alcohol consumption also destroys family life. Some parents have no money to provide for their children because they spent it all drinking. Also, people say and do things when they are drunk that they wouldn't do when they are sober. Alcohol opens the door for child abuse and violent spousal conflicts. These kinds of things do not contribute to a happy home life. Alcohol also affects the community as a whole. The RCMP say that most crimes are alcohol related. Community residents have their homes broken into or vandalized. It is not right for decent people to live in fear because of the behaviour of a few drunks. You can help eliminate all of these personal and social problems by adopting a sober lifestyle.

Your Paragraph:

Paragraph Writing Skills





Paragraph Writing Handout 14

Persuasive Paragraph Assignment

Choose an issue to write about and then decide what position you will take. Write a topic sentence and then make a list of all the details (facts, statements from experts, examples, descriptions) that you will use to make your argument persuasive. Then decide on a concluding statement that brings it all together and calls for action. Put it all together and write a persuasive paragraph.

- Change the name of the NWT to something more traditional
- Curfew in your community for children
- Extend summer holidays
- Diamond mines in NWT (pros and cons)
- All university education should be free or not
- Smoking should be illegal
- Bingo should be illegal in the NWT
- All gambling should be legal
- We should build several casinos in the NWT for revenue
- Marijuana should be legal or illegal
- People over 65 should be forced to retire
- Sports figures get paid too much or don't get paid enough
- Money is the key to happiness or is not the key to happiness
- Trophy hunting should be banned in the NWT or should be continued
- Think of your own topic

Paragraph Writing Skills



Topic sentence:

Facts to support topic:

1.

2.

3.

4.

5.

6.

Concluding Sentence

Put it all together:

Paragraph Writing Skills





Paragraph Writing Handout 15

Introduction to Compare/Contrast Paragraphs⁵⁵

The purpose of a compare and contrast paragraph is to emphasize **similarities** and **differences** between two things. Discussing similarities is **comparison**; discussing differences is **contrasting**.

Similarities – compare

Differences – contrast

What would happen if we compared and contrasted apples and oranges?

First, let us compare the similarities between the two things. In what ways are apples similar to oranges?

- Both are fruit.
- Both are round.
- Both are healthy to eat.
- Both are about the same size.
- Both grow on trees.
- Neither plant grows in the NWT.

Can you think of any other similarities between apples and oranges?

Secondly, we will contrast the differences between apples and oranges. In what ways are apples different from oranges?

- Oranges are always the same colour; apples can be different colours.
- Oranges have to be peeled; apples can be eaten with the peels.
- Apples make good pies; oranges do not.
- Apples have a different taste from oranges.
- Oranges have more Vitamin C than apples.

⁵⁵ **Source:** Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

Can you think of any other differences between apples and oranges?

Third step: writing a compare/contrast paragraph.

1. Clearly bring out the comparison and contrast of apples and oranges in your topic sentence.

For example. Apples and oranges are similar in many ways, but there are also important differences between the two fruits.

2. Follow through with your topic sentence by first discussing the similarities between apples and oranges and then discussing the differences. Be sure to mark the switch from comparison to contrast with a transition sentence.

For example: In addition to these similarities between apples and oranges, the two fruits are also different in many ways.

3. Complete your paragraph with a concluding sentence, which rounds off the thought in the paragraph and sums up your comparison and contrast.

For example: Apples and oranges are two common fruits, which are similar in many ways, but also quite different.

Sample compare/contrast paragraph:

Apples and oranges are similar in many ways, but there are also important differences between the two fruits. Apples and oranges are both round fruits about 6 – 12 cms in diameter. Both fruits are very nutritious to eat. Apples and oranges both grow on trees, but neither of them can be grown in the Northwest Territories. In addition to these similarities between apples and oranges, the two fruits are also different in many ways. For example, oranges are always the same orange colour; but apples can be red, green or yellow. Oranges have to be peeled, but apples can be eaten with their peels. Apples, on the other hand, make very good pies. Who ever heard of an orange pie? Oranges have more Vitamin C than apples do, so they are good to eat if you have a cold. Apples and oranges are two common fruits, which are similar in many ways, but also quite different.



Paragraph Writing Handout 16

Compare/Contrast Paragraph

Write a paragraph comparing or contrasting two different people, places or things. Some ideas are:

- Living in a small town vs. large city
- Working dayshifts vs. nightshifts
- Using public transportation vs. driving your own car
- Going to school as a teenager vs. as an adult
- Living off the land vs. working for wages
- Think of your own topic

Helper Words

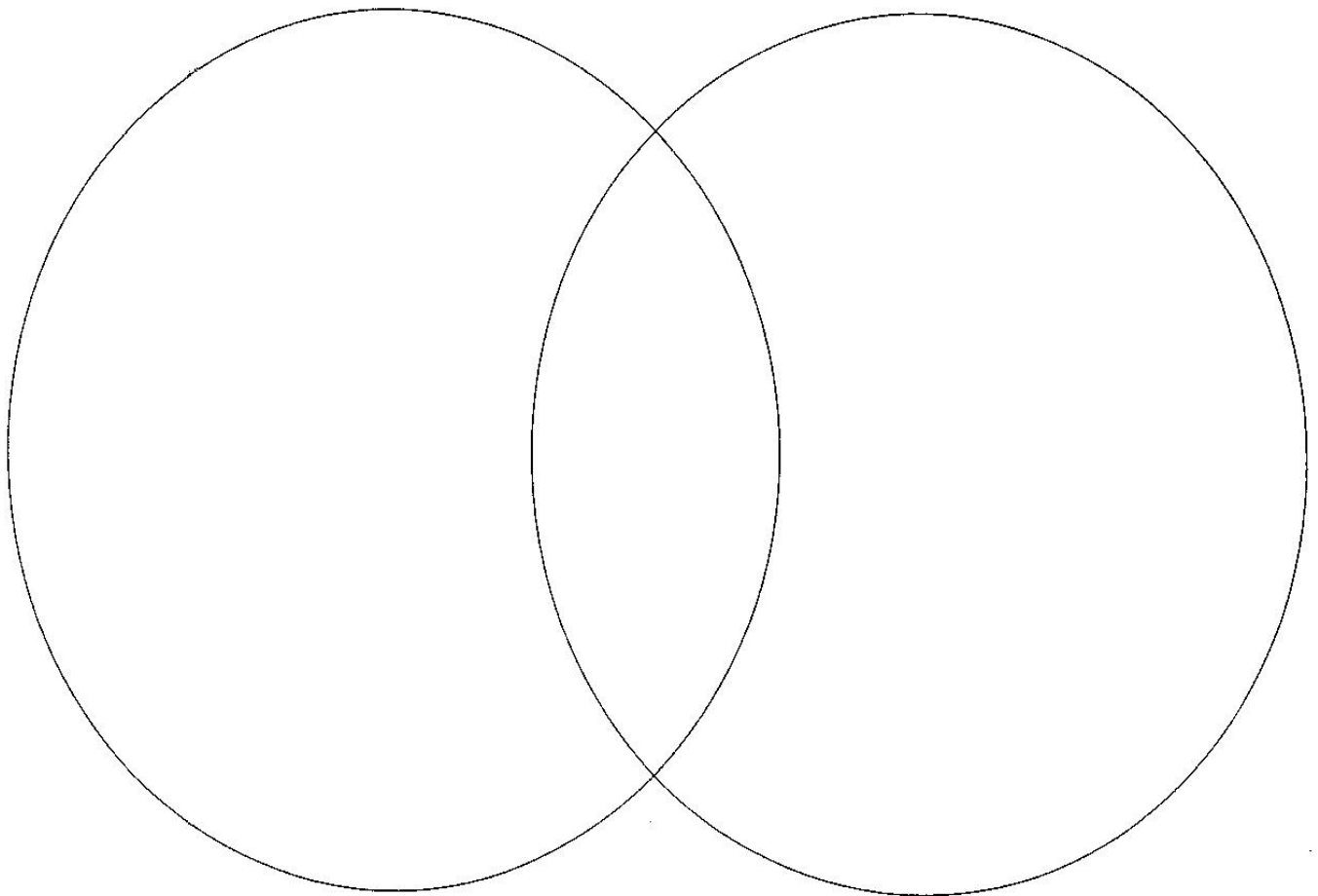
Similarities	Differences
is similar to	the other hand
both	however
also	but
too	in contrast
as well	while
	differs from

1. Brainstorm--make a list of things that are similar and different. Use the Venn Diagram on the next page to illustrate the similarities and differences.
2. Use the writing process to help you write your paragraph.
3. Research information on the web or at the library about your topic.
4. Write your topic sentence out.
5. Make sure all your supporting sentences are about your topic sentence.
6. Write a closing sentence.

7. Hand in:

- Brainstorming and Venn Diagram
- Rough copy
- Good copy (either neatly written or typed)

Venn Diagram





Instructor Notes

Multi-paragraph Writing (short essays)

An essay can have many purposes, but the basic structure is the same no matter what. An essay can argue for a particular point of view or explain the steps necessary to complete a task. Either way, all essays have the same basic format.

If learners follow a few simple steps, they will find that the essay almost writes itself. They will be responsible only for supplying ideas, which are the important part of the essay anyway.

Learners at the 130 level must write a descriptive, narrative, and expository multi-paragraph (short essay) of 3 – 4 paragraphs.

We have included the persuasive essay in this section. Learners are not required to write persuasive essays until English 140.



Learning Activities

Multi-paragraph Writing (short essays)

16 Handouts

Activity 1 – Introduction to Short Essays (3-5 paragraphs)

So far learners know how to write a well developed paragraph. The next step in writing is developing a multi-paragraph piece or what we call a short essay.

Here are some points that need to be taught to learners:

- **Introduction:** State the thesis. The thesis sentence should be a three part sentence and the last sentence in the introductory paragraph.
- **Main Body:** Proves the thesis statement with facts, examples, and statements.
- **Conclusion:** Restate the thesis and summarize the main body, or mention some of the highlights of the main body.

The introduction and the conclusion should have the same order. Some learners forget in the course of the paper, where the paper is heading and the conclusion becomes quite different from the introduction. Give learners Handout 1 on the basic organization of an essay.

Review thesis statements with learners. This is the hardest part of an essay for learners to understand. Tell them that you are going to write an essay on the uses of a stapler. This paper will have 5 paragraphs—an introduction, 3 body paragraphs and a concluding paragraph. Hold up a stapler and say, “A stapler can be used for (1) fastening papers together, (2) putting pictures on bulletin boards, and (3) as a paperweight.” Ask learners what they think the 3 body paragraphs will cover. Tell them that a thesis statement tells the reader what will be covered in the body paragraphs.

Give learners the topic “The Ideal Man or The Ideal Woman”. Learners have already thought about this topic in their life. Research time isn’t needed. The learner may at first think of the physical and mental, a two topic division, but the three part organization expects them to think further. Ask them to come up with a thesis statement for an essay.

Ask learners to read the introductory paragraphs on Handout 2 and then write down the problems with the paragraphs.

Activity 2 – Sample Essays

Read the two essays on energy conservation on Handout 3 with learners. Ask them which essay they think is better and why. Compare the two essays and make a list on the board of things that make a good essay. Ask learners to complete the essay outline on Handout 4 using the second essay on Handout 3.

Activity 3 – Introduction to Descriptive Essays⁵⁶

Things needed: Bag full of goodies: a squishy tomato that has been kept really cold and cut in half, a paper clip, a hair clip, a rotten egg that has been broken (or any other item that gives out a strong odour), blindfold.

Tell the class that they are going to learn how to write descriptive essays using all their senses. Ask learners what the senses are: smell, taste, touch, sound and sight. Explain that to make a descriptive essay interesting descriptive details are needed.

Divide the class into the sense categories. Blindfold one person in each group and put them in a separate area where it is unlikely for them to hear others comments. Show an object and get them to describe it using their senses. When one group has finished with an item pass it to the next group until the whole class has finished describing all the items in the bag.

Then explain that the four blindfolded learners are going to guess the items without seeing them. Get the learners to describe the objects they have just seen but they are not to mention the object itself or its uses. For example, with the tomato they cannot say this is used for cooking, and they can't say it is a fruit or a vegetable.

Explain the importance of adding detail in essays. Give them a sample paragraph that uses most if not all of the senses and one that writes on the same topic but without using sense details. Go over Handout 5 together and discuss the writing assignment. Handout 6 provides learners with an example descriptive essay.

⁵⁶ Source: <http://www.teachingideas.co.uk/english/descriptivewriting.htm>

Activity 4 – Narrative Writing

Review Handout 7 on the narrative essay. Ask learners to choose one of the following topics and write a narrative essay. More narrative writing prompts are on Handout 6.

- The Biggest Lie I Ever Told and Its Consequences
- The Weirdest Thing That Ever Happened to Me (or My Family)
- The Best Decision I Ever Made
- My Favourite Childhood Memory

Activity 5 – Narrative Writing Project

In this activity, each learner interviews a person age 60 or older in order to gain information about significant times/events in that person's life. The learner writes a narrative in the voice of the individual interviewed, and then takes on the persona of that individual as he or she shares the narrative with the rest of the class. Handout 8 provides a detailed description of the project for learners.

Materials needed

- A typed sheet of questions
- A tape recorder or camcorder (optional)
- A permission/verification sheet to be signed by the interviewee
- Costume/props for presentation

Activity 6 – Expository Essays

Review the handouts in the paragraph section on expository writing. Handout 9 provides learners with an expository essay example and Handout 10 has some writing prompts.

Activity 7 – Persuasive Essays

What is a persuasive essay? Handout 11 gives detailed information on how to write a persuasive essay. Handout 12 provides learners with an outline to follow when writing a persuasive essay. And Handout 13 gives an example of a persuasive essay for learners to read.

Ask learners to write a persuasive essay (Handout 14) on one of the following:

Paragraph Writing Skills

1. Write on a controversial issue such as legalizing marijuana, legalizing euthanasia, gun control laws, or capital punishment.
2. Write an essay to convince young people to stay in school. Why should they stay in school? What are the arguments?
3. Write an essay focusing on a specific need. Persuade a specific audience to follow a healthy lifestyle. For example, write an essay convincing women of the harmful effects of smoking during pregnancy.
4. Write on a local issue that you feel strongly about.

More writing prompts for persuasive writing are on Handout 16.

Note:

Persuasive essays are not required at the 130 level, only persuasive paragraphs. Use these activities if you have a learner that excels in writing and they want a challenge. Persuasive essays are required at the 140 level.



Multi-paragraph Writing Handout 1

How to Write an Essay

Thesis statements: With most essays, you have one main idea you want to communicate – your thesis. A thesis statement should do three things:

- State your subject
- Convey the focus and stand you take on the topic
- Be specific and detailed

Position the thesis statement at the end of the introduction.

1. **Introduction paragraph:** Start by capturing the interest of your audience and introducing your subject in broad terms. Then narrow your discussion down to the specific aspects of the subject you wish to address or the stand you are taking. The last sentence in your introduction is your thesis – it should state three things that you will discuss in your paper. A poorly written introduction will confuse your readers and make it difficult to understand the rest of the essay. After reading your introduction, the audience should have a sense of the purpose and main subtopics of an essay.

For example:

Hockey has been a part of life in Canada for over 120 years. It has evolved into an extremely popular sport watched and played by millions of Canadians. The game has gone through changes such as different rules, regulations and safety elements since hockey was first played in Canada.

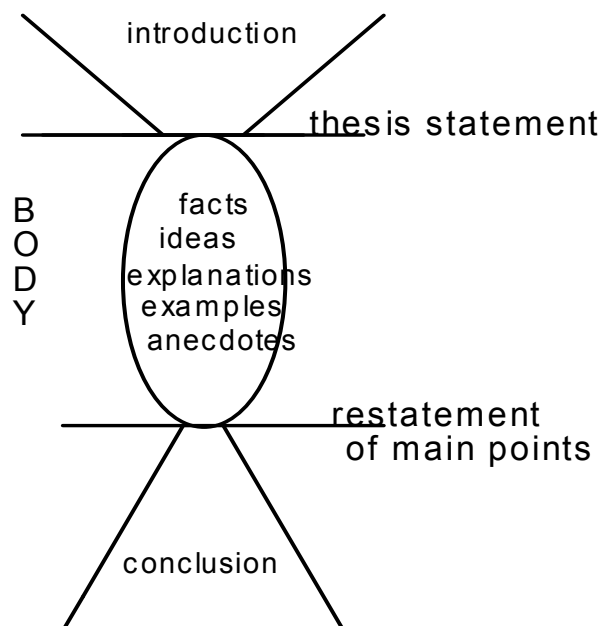
2. **Supporting paragraphs:** Supporting paragraphs make up the main body of your essay. They develop the main idea of your essay. When writing the supporting details:
 - List the points that develop the main idea of your essay
 - Place each supporting point in its own paragraph
 - Develop each supporting point with facts, details, and examples

3. **Summary paragraph:** The summary paragraph comes at the end of your essay after you have finished developing your ideas. The summary paragraph is often called a "conclusion." It summarizes or restates the main idea of the essay. You want to leave the reader with a sense that your essay is complete. When writing the summary paragraph:

- Restate the strongest points of your essay that support your main idea
- Conclude your essay by restating the main idea in different words
- Give your personal opinion or suggest a plan for action.

For example

Overall, the changes that occurred in hockey have helped to improve the game. Hockey is faster and more exciting as a result of changes in the past 120 years. For these reasons, modern hockey is a better game than hockey in the 1890s.





Multi-paragraph Writing Handout 2

Essay Structure Exercise⁵⁷

Read the following introductions. What are the shortcomings of each introduction?

- A) This is one of the most exciting sports. Many people are trying it today. It provides people with fun and adventure. This is why it is now one the most popular sports of all. It is easy to learn, it is educational and it is fun.
- B) In this essay I am going to write about the reasons for the popularity of recreational scuba diving. I am going to write about how scuba diving is fun, educational and adventurous.
- C) Many people are taking up the sport of recreational scuba diving because it is easy to learn, it is educational and it gives people an opportunity to experience adventure. Scuba diving lessons only require about twenty-five hours of your time to learn the basics for your first open-water dives. The lessons are organized into five easy-to-learn modules. The first lesson you learn is to check your equipment to make sure it is safe to use.

⁵⁷ Source: Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus



Multi-paragraph Writing Handout 3

Essay Samples⁵⁸

Compare the two essays below. Which essay do you think is better? Why?

Conserving Energy in Everyday Life (Essay One)

In the winter you can put plastic over the windows to keep the heat from escaping or the cold from getting in. You can avoid letting your car run long periods of time, so that it is really warm when you get in. Instead, let it run for about fifteen minutes, or just enough time so that the engine will run without difficulty. You can also turn your heat down five to ten degrees when you are not home at night. Encourage all family members to turn off the lights when they leave a room. You can sit near a window during the day and not use the lights at all.

During the winter, wear a sweater or slippers instead of turning up the thermostat. When you are doing your laundry make sure you have a full load. You can also organize car pools and take turns driving to work. This saves on fuel consumption. Limiting the amount of fuel you use helps the environment and saves you money. Be careful to use the dryer for only as long as needed. In fact, clothes can be hung to dry outside in the summer. This saves money and electricity and your clothes smell fresh and clean. Clean your dryer regularly because lint and dust can reduce its efficiency. Choose to walk short distances. A fifteen-minute to half-hour walk, even in the winter, benefits a person physically and mentally, but it also reduces the amount of gas he or she uses each week.

Some people like background noise when they work around the house. However, letting the stereo, television or radio run all day wastes electricity. Try to turn them off unless you are actually attending to them. Your computer should also be turned off if it is not being used. Driving smaller vehicles with

⁵⁸ Source: Barb Miron, Yellowknife

better gas mileage also saves on fuel consumption. Ensuring your vehicles are tuned up regularly saves on unnecessary gas consumption.

Conserving Energy in Everyday Life (Essay Two)

Nowadays people are becoming increasingly conscious about their use of energy. They are realizing that resources such as electricity and gas are not unlimited. They are more concerned about the impact of fuel production and consumption on the environment. People are also facing difficulties obtaining money to support their families basic needs. As the price of gas and power is continually increasing this pressure is intensified. However, it is easy to save on fuel consumption and to save money just by changing a few habits of everyday life. There are many things people can do to conserve electrical power, heating fuel and gas for vehicles.

People all use electricity everyday, but not many people are aware of ways to reduce the use of electricity and thus save money. There are many things a person can do to save on electrical bills. They involve small changes in daily habits. For example, encourage all family members to turn off the lights when they leave a room. During the day, especially in the summer, it is not necessary to use lights in the house. Even when reading, a person will have enough light, if he or she sits by a window. In the winter, wear an extra sweater or slippers instead of using a portable electric heater, and use extra blankets instead of an electric one. Some people like background noise when they work around the house. However, letting the stereo, television or radio run all day wastes electricity. Try to turn them off unless you are actually attending to them. A person's computer should also be turned off if it is not being used. When people are doing their laundry they should make sure to have a full load. Be careful to use the dryer for only as long as needed. In fact, clothes can be hung to dry outside in the summer. This saves electricity, and the clothes smell fresh and clean. Dryers should be cleaned regularly because lint and dust can reduce their efficiency. Finally, people should use a timer when plugging their vehicles in the winter. It is not necessary to have a vehicle plugged in all night to ensure it runs well in the morning. If a timer turns on the block heater a few hours before a person must leave, this should be sufficient even in the coldest temperatures.

The cost of fuel is also increasing along with the cost of electricity. If people are more aware of their daily use of fuel, with little effort they can save money and, at the same time, protect the environment in which they live. In the winter people can put plastic over the windows to keep the heat from escaping or the cold from getting in. People can also turn their heat down five to ten degrees when they are not home and at night. Using a thermostat timer is also helpful, for it can be programmed to turn down the temperature at night, and turn it up one hour before everyone gets up.

Lastly, there are many little changes in daily routines that can reduce the use of gas for vehicles. For instance, people should avoid letting their cars run for long periods of time, so that they are really warm when they get in. Instead, let them run for about fifteen minutes or just enough time so that the engines will run without difficulty. Ensuring that vehicles are tuned up regularly saves on unnecessary gas consumption as well. If a car is running well, it will use gas more efficiently and prevent unnecessary air pollution. Another suggestion is organize car pools and take turns driving neighbours or colleagues to work or school. Finally, choose to walk short distances. A fifteen-minute to half-hour walk, even in the winter, benefits a person physically and mentally, but it also reduces the amount of gas he or she uses each week.

In conclusion, conserving energy is one way to save money and to protect the environment. If everyone would make little changes in his or her everyday routines that reduce the use of electrical power and fossil fuels, the overall impact would be great. People would not only benefit individually today, but all humankind would gain much together, now and in the future.



Multi-paragraph Writing Handout 4

Essay Outline⁵⁹

Use the second essay on Handout 3 and complete the essay outline below.

Essay Topic: Conserving Energy in Everyday Life

Introduction:

- People are becoming more conscious of their energy usage
-
-
-

Thesis statement:

-

Body:

Paragraph One: How to save on use of electricity

-
-
-
-
-
-
-

⁵⁹ **Source:** Barb Miron, Yellowknife

Paragraph Two: How to save on use of fuel

-
-
-

Paragraph Three: how to save on use of gas for vehicles

-
-
-
-

Conclusion:

- Conserving energy is a way to save money and the environment
-
-



Multi-paragraph Writing Handout 5

Things to Consider as You Write Your Descriptive Essay⁶⁰

Learners often ask, "But how do I write a purely descriptive essay? What's the point of description? What's so different about it?" There are three characteristics of a purely descriptive essay which are worthy of remembering.

- A descriptive essay has one, clear dominant impression. If, for example, you are describing a snowfall, it is important for you to decide and to let your reader know if it is threatening or lovely; in order to have one dominant impression it cannot be both. The dominant impression guides the author's selection of detail and is thereby made clear to the reader in the thesis sentence.
- A descriptive essay can be objective or subjective, giving the author a wide choice of tone, diction and attitude. For instance, an objective description of one's dog would mention such facts as height, weight, colouring and so forth. A subjective description would include the above details, but would also stress the author's feeling toward the dog, as well as its personality and habits.
- The purpose of a purely descriptive essay is to involve the reader enough so he or she can actually visualize the things being described. Therefore, it is important to use specific and concrete details.

Conventions

- The descriptive essay relies on concrete, sensory detail to communicate its point. Remember, we have five senses, not one or two.
- Description very often relies on emotion to convey its point. Because of this, verbs, adverbs, and adjectives convey more to the reader than do nouns.

⁶⁰ Source: http://www.orangeusd.k12.ca.us/yorba/descriptive_writing1.htm

- Unless the description is objective, you must be sure that the dominant impression conveys an attitude.

Strategies

- Write down the five senses on a scratch piece of paper and check to see that you have covered them all.
- Try moving your reader through space and time chronologically. For instance, you might want to describe a train ride from start to finish, or a stream from its source to the point at which it joins the river.
- Use a then-and-now approach to show decay, change, or improvement. The house where you grew up might now be a rambling shack. The variations on this strategy are endless.
- Select an emotion and try to describe it. It might be more difficult to get started, but it can be worthwhile.

Let's write a descriptive essay about Uncle George. Watch the sentences go from general to specific.⁶¹

When I was little, I loved visiting my relatives. Although I was a country girl, I didn't have any brothers or sisters that were close to my age, nor did my parents enjoy some of the outdoor events that my extended family did. But my aunts and uncles in Manchester, Tennessee, were always doing something fun, especially my Uncle George. Uncle George loved to laugh and he loved to fish and he loved me.

The first paragraph sets up the following essay by falling into three natural paragraphs, one on laughing, one on fishing, and one on how Uncle George showed his love and how it affected the writer.

⁶¹ Source : <http://www.rscg.cc.tn.us/owl&writingcentre/OWL/Describe.html>

Here's one descriptive paragraph about fishing:

Uncle George and I would head out before it got light. The trek to the pond was always exciting. The earth smelled fresh and new, promising warmth, and as the birds awoke, they'd tentatively practice the prologues to their songs. We'd walk past the apple trees, and I could smell the sharpness of the rotten fruit that had dropped to the ground. Occasionally, I'd slip on a peel, so I learned to be careful not to run too quickly. We'd walk past the water troughs where the tadpoles were busy wiggling their way to froghood and pick up the pond trail on the other side of the musty-smelling old barn. At this point I had to be careful not to get my pole tangled in the underbrush--which constantly grabbed for my dangling hook and bobber--while Uncle George's flashlight jumped and weaved as he made sure the small circle of light was set for my height. He would hold my hand and tell me about the fish, and I was never scared.

Descriptive Writing Activity

Write several paragraphs about:

- The day your child was born
- A family trip
- Favourite birthday party
- Your favourite food
- A bad day
- A good day

Step One: Choose a topic

- Brainstorm descriptive words to describe the topic.

Step Two: Find Synonyms

- Write down 10 descriptive words from your brainstorm
- Think of synonyms for your words and write them in the second column
- Use a thesaurus on-line to find different synonyms
- Use a traditional thesaurus to find additional synonyms

Step Three: Write Your Paragraphs

Write your paragraphs using the descriptive words above.

Paragraph Writing Skills

My Chart of Synonyms			
My descriptive words	A synonym that I thought of for my word	A synonym from the on-line thesaurus	A synonym from a traditional thesaurus



Multi-paragraph Writing Handout 6

Sample Descriptive Essay⁶²

Mother Nature – Descriptive Essay

Tornadoes are one of the deadliest and most unpredictable villains mankind will ever face. There is no rhyme or reason, no rhythm to its madness. Tornadoes are one of the most terrifying natural events that occur, destroying homes and ending lives every year. April 29th, 1995, a calm, muggy, spring night I may never forget. Joey, a buddy I grew up with, just agreed to travel across state with me so we could visit a friend in Lubbock. Joey and I were admiring the beautiful blue bonnets, which traveled for miles like little blue birds flying close to the ground. The warm breeze brushed across the tips of the blue bonnets and allowed them to dance under the perfectly clear blue sky. In the distance, however, we could see darkness. A rumbling sky was quickly approaching.

We continued down the infinitely long interstate towards our destination. Thunder clouds continued to rumble in, like an ocean tide rolling closer and closer to the beach front. Within minutes the entire landscape was calm and dark. It looked like a total eclipse of the sun, and the once moving blue bonnets were now completely still and somber. The rain began to trickle down out of the sky. The sound of the rain, as it hit our car, was like that of pins dropping on a metal surface. The intensity of the rain increased as we ventured further into the eye of the storm.

As we approached an overpass, we noticed a parking lot of used cars piled underneath. By now, the rain had created a wall of water, which surrounded our car. We decided to pull over and sprint to the underpass to join the other frightened observers. What Joey and I were unaware of, what we couldn't possibly know, was that a tornado was already on the ground frantically spinning its way towards our position.

⁶² Source: <http://ftp.ccccd.edu/andrade/1301/descexample4.htm>, written by Wesley Duke

The twister had just hit the ground and was gaining power and strength as it devoured everything in its path. We found ourselves even more frightened than we were just moments ago. The whirling "finger of God" was approaching us at a tremendous rate. The sound surrounding us was outrageous, it sounded something like a steam locomotive roaring towards us, whining and whistling with an awful high pitched roar. As the rumbling cloud of darkness approached us, we started to realize it's outstanding power. This event would be one that we wouldn't soon forget. The rain had almost completely stopped, but the wind was nearly blowing us off the ground as we huddled together under the overpass. We could hear the screeching sounds of car tires as they started sliding across the rain-soaked cement pavement. Electrical explosions lit up the darkened sky as the tornado ripped over power lines, snapping them as if they were toothpicks. Screams erupted from the crowd as the tornado crossed directly over us, smashing large objects into the overpass pavement. We were terrified as the twister rumbled over the roadway leaving us untouched.

Shortly thereafter it vanished from the sky, leaving only shattered pieces of falling fence posts and telephone poles. Everyone slowly unraveled from the huddle that had protected them moments earlier. The sun started poking holes in the dark rumbling sky; the wind and rain had completely ceased, leaving it morbidly calm. The sun burned away every trace of lingering darkness in the sky. It was amazing to look back and see a mile long trail of destruction surrounded by homes and fences that were left totally untouched.

I remember thinking to myself how amazing this moment was, and how grateful I was to be alive. Anytime I look back on those few moments of my life, it makes me realize that I must cherish every single moment of it.



Multi-paragraph Writing Handout 7

The Narrative Essay⁶³

Don't let the term **narrative essay** alarm you. A narrative essay is simply a personal story, and we all have at least a few of these to tell. Sometimes plays and movies have a narrator, a person who stands to the side and tells his or her story. The narrator describes actions as well as thoughts and feelings. For the purpose of this lesson, you are the narrator.

Unlike some other essay forms, the narrative essay is written in the first person viewpoint. Because this is your story, you can pepper it with the words **I**, **me**, **my**, and **mine**. This is a personal experience piece. While an opinion essay would also be written in first person, it would dwell more on thoughts and ideas than on events. Your narrative essay will be event-driven.

For example, take this sentence: "I was never more scared than the day I got lost on the Barren lands." With that opening statement, the reader knows they are about to learn the details of that day, from the moments leading up to getting lost and the struggle against nature to survive.

Your story will be written in the storytelling style complete with setting, characters, plot, climax, and ending. Choose one of the topics below to write about. Write a four paragraph narrative essay.

- The Biggest Lie I Ever Told and Its Consequences
- The Weirdest Thing That Ever Happened to Me (or My Family)
- The Best Decision I Ever Made
- My Favourite Childhood Memory
- The Scariest Thing That Has Ever Happened to Me

⁶³ Source: http://www.edhelper.com/ReadingComprehension_33_33.htm by Brenda B. Covert



Multi-paragraph Writing Handout 8

Narrative Essay Prompts

Choose one of the following essay ideas and write a 5 paragraph narrative essay.

- **Being Unprepared:** Think of a specific test that you took that you felt unprepared for and narrate the events. Tell your readers about the preparation that you were able to do, the reasons that you didn't get to prepare as well as you wanted, taking the test, and any significant events that happened after you took the test. Your paper should help readers understand what it felt like to be unprepared.
- **Lightbulb Moment:** Think of an experience when you realized that you suddenly understood an idea, a skill, or a concept you had been struggling with -- it might be something related to a class that you took or a specific athletic skill you were trying to perfect. Write a narrative that tells the story of your movement toward understanding. How did you finally come to understand? What changed your perceptions and gave you a new understanding? Your paper should help readers understand how you felt to struggle with the idea or skill and then to understand.
- **Childhood Event:** Choose a vivid time from your childhood. You might write about going out on the land, or a time when you went to the principal's office. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.
- **Achieving a Goal:** Think of a time when you achieved a personal goal -- you might have passed an important test, learned an important skill, or you might have learned how to use a piece of software like Microsoft Word or Excel. Tell your readers about the story of how you met your goal. Be sure that your readers understand why the goal is important to you.

- **The Good and the Bad:** Think about an event in your life that seemed bad but turned out to be good. Maybe you got injured and while you were waiting for your broken leg to heal, you learned how to use a computer. What makes the event change from bad to good may be something that you learned as a result, something that you did differently as a result, or something that happened that wouldn't have occurred otherwise. Tell the story of the event that you experienced and help your readers understand how an event that seemed negative turned out to have valuable consequences.
- **Standing Up:** Choose a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs. Maybe you took a stance on a political issue that was important in your community. Whatever you choose, think about the details of the event and write a story that tells about what happened. Your narrative should show your readers why you decided to make a stand or try something that took nerve, give specifics on the events, and share how you felt after the event.



Multi-paragraph Writing Handout 9

Narrative Writing Project⁶⁴ Interview an Elder

To summarize, the narrative essay

- Is told from a particular point of view.
- Makes and supports a point.
- Is filled with precise detail.
- Uses vivid verbs and modifiers.
- Uses conflict and sequence as does any story.
- May use dialogue.

Interview a person age 60 or older in order to gain information about significant times/events in that person's life. Write a narrative in the voice of the individual interviewed. Hand in your narrative and give an oral presentation in the voice of the Elder.

Writing Good Interview Questions

The key to writing a good narrative is having good material to work with; and the key to getting good material is asking good questions. Have learners work individually or in small groups to come up with questions to ask.

After talking about what makes questions good, learners create their final question sheet, which should contain 15 to 20 questions.

Questions might include some of the following:

- What was the happiest time in your life?
- What are the most significant ways in which the world has changed since you were a learner my age?
- What technological advance has most surprised you?

⁶⁴ Source : http://www.educationworld.com/a_tsl/archives/04-1/lesson011.shtml

Paragraph Writing Skills

- What one or two things have changed little or not at all since your were a learner?
- What is the most significant political event you have witnessed?
- What did you do for fun as a child?
- What is the most important lesson you've learned in your life? How did you learn it?

More Project Tips for Learners

- Take good notes as you record the Elder's responses to your questions. To ensure that you remember the responses accurately, you might ask the elder if you can tape record or videotape the conversation.
- When you prepare your presentation in the elder's persona, try to recreate as accurately as possible the language, expressions, and idioms the individual used.
- When creating your presentation, stay true to the information you gathered in the interview.
- Present information in a logical order.
- Include as many vivid details as possible in your presentation.
- Use humour where it is appropriate.



Multi-paragraph Writing Handout 10

Expository Essay Example⁶⁵

Below is an example of an expository essay on the benefits of having a cat as a pet.

- The thesis statement is in bold
- Transition sentences are in italics
- The details are underlined

"A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend. **Despite what dog lovers may believe, cats make excellent housepets for many reasons. People enjoy the companionship of cats, they are well-mannered and are easy to care for.**

In the first place, people enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behaviour or perform tricks. Cats will even fetch!

In the second place, cats are civilized members of the household. Unlike dogs, cats do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also don't often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. Cats do have claws, and owners must make provision for this. A tall scratching post in a favourite cat area of the house will

⁶⁵ Source : <http://members.tripod.com/~lklivingston/essay/sample.html>

Paragraph Writing Skills

often keep the cat content to leave the furniture alone. As a last resort, of course, cats can be declawed.

Lastly, one of the most attractive features of cats as housepets is their ease of care. Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.

Cats are low maintenance, civilized companions. People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal housepet.

1. What is the thesis statement in this essay? What question does the thesis statement ask?

2. Is it a good thesis statement? Why or why not?

3. What is the main idea in the thesis statement? What are the supporting ideas?



Multi-paragraph Writing Handout 11

Expository Prompts

- Not all drivers pass their driver's test the first time. Many require two, even three tries. Create a piece of writing that could become a how-to brochure for new drivers: **How to Pass Your Driver's Test.**
- Pretend your class is putting together a time capsule. It might not be opened by anyone for 100 years or more. This time capsule will tell people in the future what life on earth was like in the 1990's. You can choose one thing to go inside. Explain what you will choose and why.
- Write a clear explanation of ONE of the following:
 - How to change a tire
 - How to train an athlete for any sport
 - How to prepare for going out on the land
 - How to write an essay someone will enjoy reading
- Many parents worry about helping their learners be successful in school. Create a piece of writing that could become a how-to brochure for parents: **How to Help Your Child Succeed in School.**
- Write about your name.
 - How did you get your name?
 - What does your name mean?
 - Do you like your name?
- If you could change one thing to make the world a better place what would it be? Think about things you would change. Think about reasons why you would change them. Choose one thing to change and tell your reader several reasons why it is the most important thing to change in order to make the world a better place. Remember to use specific details to support and explain your reasons. Use interesting adjectives and descriptions to make your paper interesting to readers.

Paragraph Writing Skills

- Technology is an inevitable part of our lives. Some have embraced the technological age, while others have resisted its invasiveness. Where do you stand? Has society become too reliant upon technology to make our lives simpler and more efficient, or does the technological age signal greater discoveries in times to come?
- Critics of our educational system argue that excessive TV watching by children is the cause of poor academic performance. Do you agree or disagree? Why?
- Some experts say that legalizing drugs will end most drug addictions and will allow more terminally ill patients to use them to ease their pain. Others think legalizing drugs would simply increase drug addiction. Should Canada legalize drugs? Why?



Multi-paragraph Writing Handout 12

Persuasive/Argument Essay⁶⁶

What is a persuasive/argument essay? Persuasive writing, also known as the argument essay, utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

When planning a persuasive essay, follow these steps

1. **Choose your position.** Which side of the issue or problem are you going to write about, and what solution will you offer? Know the purpose of your essay.
2. **Analyze your audience.** Decide if your audience agrees with you, is neutral, or disagrees with your position.
3. **Research your topic.** A persuasive essay must provide specific and convincing evidence. Often it is necessary to go beyond your own knowledge and experience. You might need to go to the library or interview people who are experts on your topic.
4. **Structure your essay.** Figure out what evidence you will include and in what order you will present the evidence. Remember to consider your purpose, your audience, and your topic.

The following criteria are essential to produce an effective argument:

- **Be well informed about your topic.** To add to your knowledge of a topic, read thoroughly about it, using legitimate sources. Take notes.
- **Test your thesis.** Your thesis, i.e., argument, must have two sides. It must be debatable. If you can write down a thesis statement directly

⁶⁶ Source: <http://www.delmar.edu/eng/wrtctr/handouts/persuasive.htm>

opposing your own, you will ensure that your own argument is debatable.

- **Disprove the opposing argument.** Understand the opposite viewpoint of your position and then counter it by providing contrasting evidence or by finding mistakes and inconsistencies in the logic of the opposing argument.
- **Support your position with evidence.** Remember that your evidence must appeal to reason. The following are different ways to support your argument:
 - **Facts** - A powerful means of convincing, facts can come from your reading, observation, or personal experience.
 - **Statistics** - These can provide excellent support. Be sure your statistics come from responsible sources. Always cite your sources.
 - **Quotes** - Direct quotes from leading experts that support your position are invaluable.
 - **Examples** - Examples enhance your meaning and make your ideas concrete. They are the proof.



Multi-paragraph Writing Handout 13

Outline for a Persuasive Essay

Introduction: Introduce the main issue of the essay. Clearly state your opinion in the last sentence of the introduction.

First Reason for Your Argument: Topic sentence about the first reason.

Supporting details, facts or examples

- 1.
- 2.
- 3.

Second Reason for Your Argument: Topic sentence about the second reason.

Supporting details, facts or examples

- 1.
- 2.
- 3.

Paragraph Writing Skills



Counter Argument: Consider the opposing views and give arguments against them.

Supporting details, facts and examples

- 1.
- 2.
- 3.

Conclusion: restate the main issue and give action that can be taken.



Multi-paragraph Writing Handout 14

Example Persuasive Essay⁶⁷

We like to think of modern technology as something that makes life better. However, one look at the daily headlines in the newspaper shows us all the horrible things that happen because of technology. We read about the pollution of the environment. We worry about high-tech warfare. We know that the computer has taken many jobs away. Technology is here to stay, but because of its potential danger, it should be understood and used carefully.

Cloning is a good example of technology that must be used with caution. This technology has potential for good, if used properly. Scientists can improve livestock and preserve endangered species. However, if used without safe guards, cloning can result in disaster. What happens if scientists begin to clone human beings? If this gets into the wrong hands, we could have cruel dictators duplicating themselves and bringing more suffering. Therefore, this technology must be governed by strict laws and used with wisdom.

Nuclear power is another example of technology, which has the potential for horrible disaster. Although nuclear power is efficient and inexpensive, the potential for misuse of this innovation is massive. Everyone fears nuclear war because it can destroy large areas of the world in moments. The human suffering and destruction of the environment would be unthinkable. We have Hiroshima, Japan to remind us of what nuclear bombs can do. No one wants to see another horror like that. We must be wise and control the technologies we invent.

Undoubtedly, technologies have positive uses. Computers make our jobs easier and more efficient. Medical technologies have saved millions of lives and relieved much suffering. We can now travel around thousands of kilometres in a few hours. The telephone and email have linked us with people all over the world. We have travelled to the moon and sent robots to Mars. Household

⁶⁷ Source: <http://www.geocities.com/SoHo/Atrium/1437/pers.html>

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technologies have freed people to pursue careers and other ambitions. However, even though technology has improved our lives in many ways, it can also be used to kill and destroy.

Our generation has a chance to make a difference. We can sit back and say that technology is out of our control, or we can learn all we can about it and make our voices heard. We cannot wait for the next person to do the job for us. We must be involved in protecting our world against the misuse of technology. First, we must understand technology, and then we must actively protest any misuse, or potential misuse, of it.



Multi-paragraph Writing Handout 15

Persuasive Essay Assignment

The final copy should be typed on the computer. Hand in all of your brainstorming and rough drafts as well.

Directions: Choose your own topic or one below and write a persuasive essay.

1. Write on a controversial issue such as legalizing marijuana, legalizing euthanasia, gun control laws, or capital punishment.
2. Write an essay to convince young people to stay in school. Why should they stay in school? What are the arguments?
3. Write an essay focusing on a specific need. Persuade a specific audience to follow a healthy lifestyle. For example, write an essay convincing women of the harmful effects of smoking during pregnancy.
5. Write on a local issue that you feel strongly about.

Purpose: to persuade or convince your audience to agree with your opinion.

Audience: Your audience can vary depending on your essay topic. However, you are writing a general academic essay and should use formal language.

Organization: Your essay should be organized with a clear introduction, a body and a conclusion. Your body paragraphs should develop your arguments. Provide a title page with your essay.

Length: 5 paragraphs – 6-8 sentences for each paragraph.



Multi-paragraph Writing Handout 16

Persuasive Writing Prompts⁶⁸

- Choose one film or book review that you have recently seen or read. (It's all right to have a copy of the review in front of you as you write, if you wish) Briefly, summarize the **review**, giving the name of the book or film. Then, state whether you **agree** or **disagree** with the review and why. Give enough information and detail to convince a reader to agree with you.
- Write an essay in which you strongly and clearly **agree** or **disagree** with one of the following:
 - People are happier than they used to be
 - Canadians are too concerned with material goods
 - You can tell a lot about people by what they eat
 - You can tell a lot about people by what they read
 - The Internet is the best thing to ever happen to education
- People worry too much about _____. Fill in the blank with any topic you like. Then, write a paper that supports your statement. Convince others to agree with you.
- "The most important quality any person can have is a sense of humor." Do you agree or disagree? Write a paper in which you take a clear stand, agreeing or disagreeing with this statement, and explain your position so the reader can understand fully why you came to feel the way you do.
- Write an essay proposing a new national holiday. You anticipate that there might be people who don't agree with your idea, so defend your reasoning by explaining the meaning and background of the event/person and why a national holiday is justified. You could describe how the holiday should be observed or celebrated.
- Many famous people, both real and fictional, have been honored by having their faces on postage stamps. Choose a real or fictional person

⁶⁸ Source: <http://www.nwrel.org/assessment/prompts.php?odelay=2&d=1&prompt=3#prompt>

Paragraph Writing Skills

who you feel deserves this honor. Write a paper that would persuade others your choice is good.

- The mayor of your city is trying to decide if an 8:00 p.m. curfew for children under the age of 16 is needed. What do you think? Write a persuasive essay to the mayor (Mr. Smith) to convince him to enact or not to enact, the curfew. Give at least three reasons to support your position.

Write to Express Thoughts

Other forms of writing include both fiction and nonfiction, such as journal writing, story writing, poetry, book reports and functional writing. The purpose of this section is to provide learners with a variety of writing skills that can be used in the workplace, at home, and in school.

This section covers:

- **Journal and Creative Writing**
 - Journal writing ideas
 - Response journals
 - Creative writing ideas
- **Functional Writing**
 - Letter writing unit
 - Cover letters
 - Resumes
 - Brochures

Learning outcomes:

- Analyze, review, and practice letter writing
- Use technology to type, spell check, and prepare letters in proper form
- Articulate how letters differ
- Relate what has been learned to its importance in daily life
- Recognize and practice different types of writing
- Use creativity skills to write prose and fiction
- Write functional pieces (such as business letters, resumes, cover letters.)
- Fill out a variety of appropriate functional forms (such as catalogue orders, application forms, government forms...)
- Composing using specific forms (such as biographies, letters to the editor...) that ensure match among content, audience and purpose



Instructor Notes

Journal and Creative Writing

Down through history people have written **journals**. Good thing too! If it weren't for this there might not be any reliable records of the past. Journal writing is an incredibly flexible instructional tool, useful across the entire curriculum. While often used as a class start up activity, it is used primarily to give learners an opportunity to speculate on paper, confident that their ideas, observations, emotions, and writing will be accepted without criticism.

The benefits of journal writing are many. Learners can:

- Sort out experiences, solve problems and consider varying perspectives.
- Examine relationships with others and the world.
- Reflect on personal values, goals, and ideals.
- Summarize ideas, experience and opinions before and after instruction.
- Witness his or her academic and personal growth by reading past entries.

Encourage your learners to write in a journal everyday. Journaling is a key component to any writing unit. There are many different ways learners can use journals:

- **Dialogue Journals:** A dialogue journal is a written exchange between the learner and instructor on any subject. The instructor may have the learners write their feelings about their progress, learning, ideas or thoughts they may want to share.
- **Response Journals:** Learners write their feelings and impressions about a particular topic. They are encouraged to explore how a story, poem, or event relates to their lives. They can respond to stories, films, TV programs, video clips on websites, etc.
- **Personal Journals:** Learners write about their lives. They keep their journal for themselves.
- **Freewriting Journals:** Give learners a topic and ask them to freewrite about the topic. Ask them to think of things they know about the topic or

Write to Express Thoughts



things they would like to learn about the topic. Give them 1 minute to write and then share with other learners.

- **Picture Journals:** Learners can use pictures from magazines or family photos to make a picture journal. Ask them to write down a few words about each picture.

Creative writing is a term used to describe a variety of writing forms:

- Fiction
- Poetry
- Autobiographies
- Screenwriting
- Play writing

This section gives the instructor some ideas to help with the creative writing process.



Learning Activities

Journal and Creative Writing

10 Handouts

Activity 1 – Field Journal Activity

Learners create a natural journal. Learners need a notebook, pencils, coloured pencils, their senses and imagination.

Tell learners to:

- Find a natural spot outdoors to explore. A great nature spot can be as close as your yard or neighbourhood. Visit this spot once a week or so, and write down the things you observe. What sounds do you hear? What do you smell? Can you see any insects, birds or other animals? What are they doing? With words or drawings, answer these questions in your journal.
- Use a coloured pencil and a piece of journal paper to make leaf or bark rubbings from different trees. Can you identify these trees? Any plants or other things that you can trace, rub or draw into your notebook? Go to the library or search on the Internet for information about the flora and fauna in your nature spot.
- **Option:** Write a descriptive paragraph about your nature spot. Write a story about your nature spot. Write a narrative paragraph telling someone about your nature spot.

Activity 2 – Different Journal Writing Ideas

- Make journal writing a part of your weekly plan. Set aside some time during the week for journal writing. Handout 1 provides a list of journal writing ideas.
- Use response journals for social studies and science. Learners can respond to topics that you are studying.

Write to Express Thoughts

- Write down a simple proverb on the board each day. Ask learners to respond to it. Instructors can collect these responses and start a dialogue with learners about the proverb. Some simple proverbs are:
 - All's well that ends well.
 - A change is as good as a rest.
 - A picture says a thousand words.
 - Burning the candle at both ends.
 - Blowing your own trumpet.
 - Blood is thicker than water.
 - Don't put the cart before the horse.
 - Don't put off until tomorrow what you can do today.
 - Don't shoot the messenger.
- Give each learner a small notebook and call it their **idea** journal. They can use it when they think of something they want to remember. Encourage them to carry it around with them and put it by their bedside so they can write down ideas and dreams.
- Encourage learners to draw pictures, include photos or make collages about their lives in their personal journals.
- Use the Four-Column Journal entry strategy.

Designed by middle school instructor Janine King, the **Four-Column Journal Entry** has learners divide a sheet of paper into four by folding twice or use Handout 2. They write a short summary on one quarter of the page. They then respond to their summary, explaining how they feel about what they read on another quarter of the page.

A peer reads his or her summary and response and adds his or her own response on one half of the paper. On the last quarter, the original learner writes another response to what the peer said. This gives learners a way to continue a conversation with a classmate, and it also helps them see that there is a real audience for their writing.⁶⁹

⁶⁹Source: http://www.educationworld.com/a_curr/profdev/profdev085.shtml. Article by Cara Bafile, Education World® Copyright © 2003 Education World 12/01/2003

Activity 3 – Response Journals

There are many uses for response journals:

- **Novel Study**
Learners write not only their reactions to a novel, but their reflections and critical thinking ideas, too. Have learners hand in reading responses for each chapter. Handout 3 is a sample handout for a response journal to fiction books.
- **Book Report**
Learners write a short book report for each book they read. They share their ideas and thoughts about the book with others in the class. Handout 4 is a sample journal response for a book report.
- **Poems, videos, television or radio documentaries, newspaper articles**
Learners summarize something they have read or watched and write their response in their journal. After they hand in their journals the instructor responds with written questions. Ask questions that will encourage learners to respond to the authors' ideas:
 - Do you agree or disagree with ...?
 - Do you think this really happened?
 - Did you like the story/article?
- **Nonfiction**
Assignments generated by hot topics, such as global warming, killing of baby seals; viewing videos with controversial themes, current events, etc. are some examples of nonfiction reading response material. Ask learners to respond to the issue with their own opinions.
- **Functional**
Learners respond to guest speakers, career development activities, field trips, group or individual readings, community issues, etc. Give the learners writing guidelines.

Activity 4 – Autobiography Writing⁷⁰

Ask learners to fill in the blanks on Handout 5. They are not expected to share their answers with anyone. Ask them to:

- Create a collage of pictures, photos, art, wrappers, tickets, etc. to represent most of the categories on Handout 5.
- Write at least a one page explanation of why you put what you did into your collage. How does the collage represent you?

Activity 5 – Memory Book⁷¹

Tell learners that they are going to write a **Memory Book**. It will consist of their memories and thoughts from their whole life. It will be due at the end of the semester, but learners must begin now and work on it for the remainder of this term in order to complete it on time without rushing.

The final product will be presented in a loose-leaf, snap-ring binder. Their binder may have drawings or pictures pasted on the outside cover, inside cover, and the spine.

Guidelines for the Memory Book are on Handout 6.

Option:

- Buy scrapbooks for each learner.
- Give learners a list of topics like:
 - Things I like
 - My goals
 - What I value
 - What makes me laugh
 - My strengths
- Ask them to title different pages in their scrapbooks and find pictures that describe them. Ask them to write a few words about each picture.

⁷⁰ Source: <http://home.cogeco.ca/~rayser3/whoami2.txt>

⁷¹ Source: <http://home.cogeco.ca/~rayser3/memory-1.txt>

Activity 6 – Wordless Picture Books

Wordless picture books offer a wonderful foundation for creative writing. Often, learners struggle with ideas and topics for writing. This genre of books offers a platform for learners to develop their writing skills. In this lesson, learners are exposed to wordless picture books and begin developing story lines orally and in writing. Instructors can incorporate various instructional strategies into learners' writing, such as use of dialogue, setting development, character descriptions, sequencing of events, and story development.

Opening activity

Read a wordless picture book to the class by developing a story line to go along with the pictures. After reading, ask learners if they would have created a different story for the book. Reread the same book asking learners to volunteer to develop a story line for each page. Explain how everyone can have a different interpretation of a book.

Small-group activity

Gather three to four learners in a small group to develop a story for one book. Explain that the story line should be created as a group. Each group should read through the book first, discuss ideas, and then develop a story line to go along with the illustrations. The text for each page should be written on Post-it notes and placed on the coordinating pages of the book. Invite each group to read aloud their story for the book. Discuss the similarities and differences between each group's interpretation of the story.

Response journal activity

Ask learners to complete a journal entry in response to the story they wrote and the stories that other groups wrote.

- Which story line was your favourite?
- Why was it your favourite?
- What made it enjoyable?

Independent work

Learners select a wordless picture book from the library to read and develop an original story line. They can use one of the story maps from Handout 7 to develop the setting, main character, conflict, and resolution.

Activity 7 – Smoker’s Epitaph Poem⁷²

Here's a great way to be a poet and learn about why you shouldn't smoke! Explain that an epitaph is the writing people put on their gravestones. Use Handout 8, Smoker’s Epitaph, and ask learners to fill out the last line of each stanza. The last line must rhyme with the third line.

Ask learners to write their own smoker’s epitaph or choose another topic, such as an outdoorsman’s epitaph or other personality type.

Activity 8 – What’s in a Name?

- Explain that during this lesson learners will focus on names that they use with a variety of audiences—in both digital and non-digital settings.
- Ask learners to spend a few minutes writing down whatever they know about their own name in their journal. Write along with the class about your own name. If learners need guidance, share questions such as the following to help them get started:
 - How did you come to be named?
 - What does your name mean?
 - Who made the decision about your official names?
 - What nicknames do you have?
 - If you could pick out your own names, what would you select?
- Ask learners to research their name on the Internet. There are many websites to look at. Here is one possibility:
<http://www.behindthename.com/>
- Once learners have had time to research their name invite learners to share any interesting details that they found in their research.
- Ask learners to choose one option on Handout 9 to complete.

Extension Activities

- The following questions can guide the discussion:
 - What do names tell us about people?
 - How are names part of a person’s history?

⁷²Source: <http://www.gigglepoetry.com/poetryclass/smokershelp.html>

Write to Express Thoughts

- How were the names that weren't chosen part of the stories?
 - How do name-giving practices vary from one culture to another?
- Brainstorm a list of the different kinds of names and nicknames people can have. Ask learners to talk about the different names they have. Ask them to fill out the chart on Handout 10. Ask them to share their lists with one another.
- Share some writing scenarios, and ask learners to determine the audience and situation for each of the following scenarios and then to indicate how they would include their name on the piece or sign the message:
 - Writing a letter to a college or university to ask about admissions
 - E-mailing a classmate to ask about a definition you forgot to write down in class
 - Writing to a friend to catch up on his or her life
 - Writing a research paper for a social studies class
 - Writing a thank you note to a grandparent or another adult for a gift
 - Writing an acceptance letter for a scholarship
 - E-mailing an instructor to find out about the assignment you missed when you were absent
 - Writing a letter to the editor of the local newspaper
 - Posting a comment on a friend's online journal (or blog)

Activity 9 – True or False⁷³

Ask learners to take out a sheet of paper, write the proper heading, number the paper from 1-10 and get ready for a true/false test. Assure them that no one fails this test. Give learners ten statements about yourself. Learners are to decide if they think the statements are true or false. You can use examples like I am from Yellowknife (true), I used to live on a houseboat (true), I went to Africa this summer (false), etc. Try to make them as outlandish as possible, but include equal amounts of true and false statements.

⁷³ Source: <http://home.cogeco.ca/~rayser3/firstweek2.txt>, Jennifer Manuel, Lafayette High School, Lafayette, LA

Write to Express Thoughts

Go over each statement. Have learners raise their hands if they put true or false. Then **prove** each statement. Bring in pictures or objects that will prove the statements true.

Learners are then allowed to give themselves an **A** no matter what they made on their test, but in order to keep that **A**, they must then compose a well-drafted paragraph (or two) about their instructor. It must be factual, but does not have to be solely based on the true/false test.

Next learners are to compose their own true/false test. Remind them to include an equal (or close to equal) number of true and false statements.

Pair learners up and have them administer their tests on one another. Then have them write paragraphs about each other. (They can ask more questions of one another if necessary.) Learners then introduce their partner to the class by reading their paragraphs out loud.

Activity 10 – Am I Lying? ⁷⁴

Before class, write three detailed paragraphs describing an unusual event from your life. Examples could be embarrassing moments, firsts, etc. Two of the three paragraphs should be fabricated, the other true.

Tell the learners that you will read three paragraphs to them and that they are to determine which event actually happened to you. Have a show of hands as to who believes Paragraph #1 is true, or Paragraph #2, or #3. Then tell them the truth.

Now it's their turn. Ask them to write three well-developed paragraphs, one true, the others fabricated. Remind learners that their work should be rated "PG" and should be school-appropriate. Ask learners to read their paragraphs aloud while the class determines the truth.

⁷⁴ Source: <http://home.cogeco.ca/~rayser3/firstweek2.txt>, Jennifer Manuel, Lafayette High School, Lafayette, LA



Journal and Creative Writing

Handout 1

Journal Writing Ideas

- Write about an interesting time in your childhood.
- If you had a choice to live anywhere you could, where would it be?
- Write about the pros/cons of year-round school.
- What would be in your perfect world?
- What is your favourite animal?
- After the first semester, what would you do differently or the same?
- What is your favourite season and why?
- Where would you go if you could take a trip anywhere?
- What kind of movie would you star in?
- If you could spend a day with anyone in history, who would it be and why?
- If you could live in another time period, what would it be and why.
- Write about your favourite sport or activity (as a participant or spectator).
- If you could invent something to help mankind, what would it be?
- What would be your dream vacation?
- What would you wish for if you had 3 wishes?
- Who has been/is the most influential person in your life?
- What does your summer usually consist of?
- What are your talents? What are the three things you like/hate the most?
- Who should be paid more, professional athletes or instructors?
- What class do you enjoy the most and why?
- Write about a cherished childhood memory.
- What is the most embarrassing thing that has ever happened to you?

Write to Express Thoughts

- How would your day go if it went perfectly?
- If you were going to die and had only a month to live, what would you do?
- Describe your dream house.
- Who is your favourite person to be with? Why?
- What would your ideal job be? Why?
- What do you think your life will be like in 10 years?
- If you could live anywhere in the world (money not a factor), where would it be?



Journal and Creative Writing

Handout 2

Four Column Journal Entry

Short Summary	Your Response to Summary
Peer Response to Summary	Your Response to Peer



Journal and Creative Writing

Handout 3

Reading Response Journal

You will be reading a book of your choice during Read for 15 each day.

After reading each chapter, write an entry with:

- Your name, date, and the title of your book at the top of the page (capitalize the important words in the title and underline the title of the book)
- A brief summary of the chapter
- Your opinion of the character(s)
- Your feelings about the chapter and what you liked or disliked
- A short summary about how the chapter relates to your life
- Your predictions for the next chapter

When you finish the book:

- Write a short book report.
- Describe the story to the class and give reasons why you would/would not recommend this book.
- Answer questions the class may have about the book.

Happy reading, everyone!



Journal and Creative Writing
Handout 4

Reading Response Journal
Book Report

Your name _____

Title of novel _____

Author _____

Publisher/Date _____

Is this book fiction or nonfiction? _____

How would you classify this book? Underline one or two choices:

adventure love story science fiction mystery
horror western sports other _____

Where does the story take place? _____

When did it take place? _____

Who (or what) is the main character? _____

Write a short summary of this book.

Write to Express Thoughts



Would you recommend this book to someone? Why or why not?



Journal and Creative Writing
Handout 5

Autobiography Activity

Use the information on this biography activity to make a collage of all things that are you.

Your name: _____

Is there any significance as to why you have any of these names?

Yes____ or No____.

If Yes , why? _____

Where have you lived before (or where are you now)?

Who else is in your family?

What schools have you attended?

What is your favourite:

Colour _____ **Food:** _____

Hobby: _____ **Sport:** _____

Write to Express Thoughts



Person (or hero) _____

Music or band: _____

Movie: _____ Flavour: _____

Instructor/subject: _____

Place: _____

Clothing: _____

Saying: _____

Future predictions

Career: _____ Family: _____

Place of residence: _____

Goals: _____



Journal and Creative Writing

Handout 6

Memory Book

Your **Memory Book** must include the following 12 chapters. You must write at least 2 pages double spaced for each chapter. You can include photos or pictures in your memory book.

- | | |
|------------------|--|
| Chapter 1 | Who Am I? —Who are you? Where do you live? What are your life goals? How do you expect to reach those goals? |
| Chapter 2 | Before I Was, There Were —Your parents, grandparents, aunts, uncles, older cousins and siblings and anybody who may not be a relative but who has helped to pave the way for you and your family. |
| Chapter 3 | Suddenly, I Became Me —Earliest memories of people, places, events, and all those cute things that you did when you were tiny, that your mother told you about. |
| Chapter 4 | Your School Years —What were they like, where did you go to school, what were your instructors like? |
| Chapter 5 | I Grew Up Here —Describe your town, neighbourhood, or community. |
| Chapter 6 | Kick the Can —Describe the games you use to play when you were younger. |
| Chapter 7 | My First Boyfriend/Girlfriend —Describe that first crush you had. |

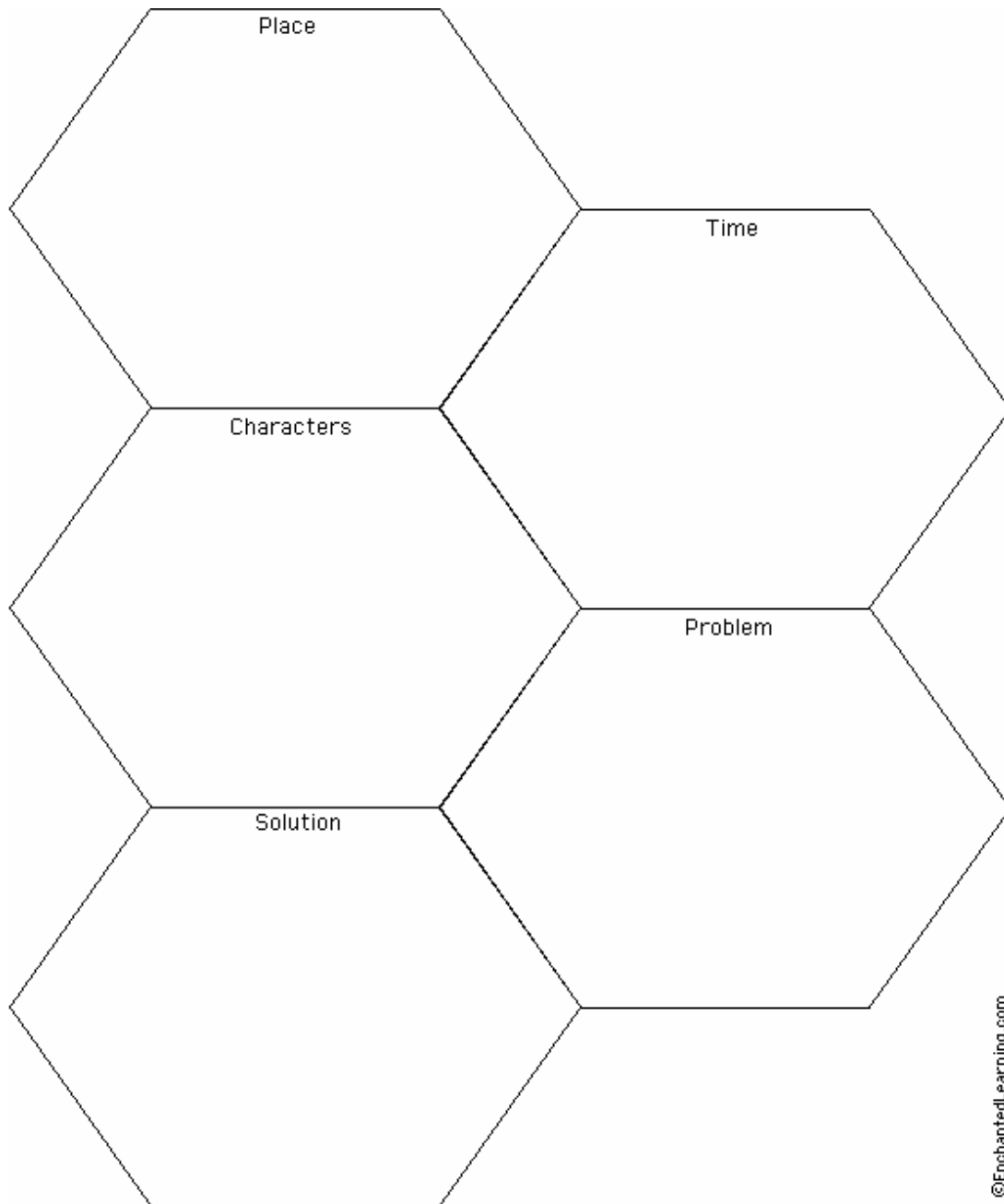
Write to Express Thoughts

- Chapter 8** **Let's Go to the Movies**—What were your favourite movies at different times in your life: childhood, teen years, and now.
- Chapter 9** **Let's Take a Vacation**—A memorable trip you took with family or friends or a trip you would like to take.
- Chapter 10** **A Significant Event**—Tell about a significant event in your life. It could be your child being born, learning a new language, getting married, etc.
- Chapter 11** **Goals for the Future**—What are your goals for the future? What do you hope to accomplish?
- Chapter 12** **When I am Old**—What do you think your life will be like when you are older? What do you hope for?



Journal and Creative Writing
Handout 7

Story Map⁷⁵



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⁷⁵ Source: <http://www.enchantedlearning.com/graphicorganizers/storymap/>

Story Map⁷⁶

Describe the setting

Describe main characters

Describe the problem

Event 1

Event 2

Describe the solution

©EnchantedLearning.com

⁷⁶ Source: <http://www.enchantedlearning.com/graphicorganizers/storymap/>



Journal and Creative Writing
Handout 8

Smoker's Epitaph Poem

Fill in the last line of each stanza. The last line should rhyme with the third line.

Here lies Sam Shay.
Smoked six packs a day.
He started smoking when he was one.

_____.

Here lies Sam Shay.
Smoked six packs a day.
He started smoking when he was two.

_____.

Here lies Sam Shay.
Smoked six packs a day.
He started smoking when he was three.

_____.

Here lies Sam Shay.
Smoked six packs a day.
He started smoking when he was four.

_____.

Here lies Sam Shay.
Smoked six packs a day.
He started smoking when he was five.

_____.



Write to Express Thoughts



Here lies Sam Shay.
Smoked six packs a day.
He started smoking when he was six.

_____.

Here lies Sam Shay.
Smoked six packs a day.
He started smoking when he was seven.

_____.

Here lies Sam Shay.
Smoked six packs a day.
He started smoking when he was eight.

_____.

Here lies Sam Shay.
Smoked six packs a day.
He started smoking when he was nine.

_____.

Here lies Sam Shay.
Smoked six packs a day.
He started smoking when he was ten.

_____.



Journal and Creative Writing

Handout 9

Name Story Assignments

Option One

Interview members of your family to find out additional details about your name. You can ask questions about why you were named as you were, what other names were considered, and who ended up picking out your name.

Gather your own ideas about your name by writing about these questions:

- How do you feel about your name?
- How do others respond to your name?
- If you could pick out your own names, what would you pick?

Write a short essay about your name (at least four paragraphs).

Option Two

Write about your children's names. How did you choose their names? What do their names mean? Is there a tradition in your family or culture for naming children?

Write a short essay about your children's names (at least four paragraphs).

Option Three

Do you have a nickname? Write about your nickname. How did you get your nickname? Who gave it to you? Why did they give you a nickname? If you don't know these answers ask family members or friends about your nickname. In addition, you can gather your own ideas about your nickname by writing about these questions:

- How do you feel about your nickname?
- How do others respond to your nickname?
- If you could pick out your own nickname, what would you pick?

Write a short essay about your nickname (at least four paragraphs).



Journal and Creative Writing
Handout 10

Naming T- Chart

Name Used	Situation and Who Uses the Name



Instructor Notes

Functional Writing

Functional writing becomes more meaningful when applied to real life situations. Therefore, every opportunity is taken to assist learners with any aspect of writing that relates to their personal lives. Allow time in class for learners to fill out forms necessary for private and personal use, such as Student Financial Assistance forms, application forms, etc.

Emphasize the purpose of a document and the audience to whom the document is directed. When learners have a clear picture of who and why they are producing a piece of writing they have a better idea what words to choose and how to put them together. Learners need to know the difference between formal and informal writing. Each requires different word choices. Draw the learners' attention to the different types of formatting structures and punctuation in functional material.

Most communication happens through emails now. If your learners do not have an email account--set them up a hotmail or yahoo account. Ask them to email each other messages. You can also email your learners information about class, etc.





Learning Activities

Functional Writing

21 Handouts

Activity 1 – Letter Writing Unit

There are many different kinds of letters: business, complaint, requests, cover letters for jobs, friendly, etc. Each one has a different purpose, audience and style. Brainstorm the different purposes, audiences and styles for the different kinds of letters.

Activity 2 – Friendly Letters

Friendly letters are written for different purposes: to express thanks, sympathy, congratulations, invitations or simply a newsy letter to a friend or relative. They are usually informal and relaxed and can be typed or handwritten. Handouts 1-3 provide learners with sample letters to review. Handout 4 is a letter writing assignment. Learners are asked to write a letter for three different situations.

Activity 3 – Business Letters

Discuss parts of the business letter. Discuss possible business letters they may want or need to write in the future.

Learners review the sample letter on Handout 5 and then write two business letters using the scenarios on the handout.

Activity 4 – Complaint Letters

Ask learners if they have ever been to a restaurant and got either really bad service or didn't like the food. Write a complaint letter together to the manager.

How do you write a complaint letter? Ask learners to review Handout 6 and review the sample complaint letter and complaint letter template on Handout 7.

Ask them to think of a situation where they would like to write a complaint letter. Talk about the issue and ask them to write a letter using the template

provided. If the issue is recent, ask them to mail their letters to see what response they get.

Activity 5 – Letter to the Editor⁷⁷

Learners write a persuasive letter to the editor. This activity includes an exploration of the genre, a review of persuasive writing structure and letter format, and an emphasis on multi-draft writing.

Step One – Reviewing Letters to the Editor

Learners write a letter to the editor of the *Yellowknifer* or *News North*. They can focus on a current local, territorial or national issue, and request a specific action or response from readers. If desired, learners can mail their letters to the newspapers, giving the project the potential of publication outside the classroom.

Ask learners to share any experiences that they have with letters to the editor of newspapers or magazines that they read. Pass out newspapers to the class, and ask learners to find the letters to the editor in their papers. Give learners a few minutes to skim through the letters, and jot down characteristics that they see in the letters. Gather the class and ask them to share the characteristics that they have noted. Record their observations on the board or on chart paper. Ask these questions:

- What did you notice about the organization of the letters?
- How were details used in the letters?
- What details were used?
- How do the letters persuade their readers?
- Which letters seemed best?
- What is the difference between an acceptable letter and a great letter?

Brainstorm some local or territory issues that learners could write letters about. For ideas, they could skim the newspaper and read any articles that grab their attention. Ask learners to choose a topic for their focus, and complete Handout 8 – the Persuasion Planning Sheet. They can use the same handout as a letter to the editor from one of the newspapers.

⁷⁷ Source: http://www.readwritethink.org/lessons/lesson_view.asp?id=929

Step Two – Writing Your Letter

Ask them to compose a letter using the information from the Persuasion Planning Sheet.

Step Three – Editing Your Letter

Ask learners to work in pairs and read each other's first drafts. Ask them to use Handout 9 to review and edit each other's letter. Ask learners to rewrite their letters.

Extension

- After writing their letters, have learners conduct research on the issues that they have chosen. The letters can serve as learners' preliminary thoughts on the issue. Challenge each learner to find at least three library resources on the issue, and use those resources to expand the letter into a more formal proposal for changes that readers should consider making, or actions that they should consider taking.
- Ask learners to revise their letters for different audiences like their MLA, their MP, a friend, etc.

Activity 6 – Persuasive Letters

Learners write a persuasive letter about a topic of importance to them to two difference audiences.

Ask learners to brainstorm a list of local issues that they feel strongly about. Any items are relevant, whether they will affect, for instance, the entire community, a community group, a specific business or school, or a specific person. Record learners' suggestions on the board or on chart paper. Ask learners to choose one of the issues that they feel strongly about, and write a 10-minute journal entry on the topic. Their goal is to record their preliminary ideas about the topic and explore their position on it.

Once the writing is complete, ask learners to share their positions on the issues. Arrange learners in small groups, based on the positions they are exploring, and ask them to discuss the different sides of the issue they have chosen. Allow approximately 20 minutes for the discussion.

Write to Express Thoughts

Focus learners' attention on gathering background information on their issues. Pass out research materials and resources for the project:

- Local and/or regional newspaper and television station Web links.
- Copies of local newspapers.
- Web links or details on local public access channels (if relevant).
- Local government Web links.
- Links to any other Web sites with relevant information.

Ask them to write two letters that use facts, examples, anecdotes and quotes from their research. They need to choose their audiences from the list below:

- Chief
- Mayor
- MLA
- MP
- Friend

A list of topics and a sample letter is on Handout 10.

Activity 7 – Cover Letters

Adult Basic Education Career/ Life Work is a good reference for career preparation.

A cover letter provides information that isn't in the resume and is an introduction to the person applying for the job. A cover letter reflects your skills. Employers pay attention to your writing style, spelling, grammar, communication skills, enthusiasm and your interest in working for the company. Review the sample cover letter on Handout 11 and then ask learners to use Handout 12 to write their own cover letter for a job. First, ask them to review the job postings in the paper or on <http://www.jobsnorth.ca/> and choose a job they would like to apply for.

Activity 8 – Resumes

Tell learners “The resume is a **selling tool** that outlines your skills and experiences so an employer can see, at a glance, how you can contribute to the employer's workplace.” Tell them that “The first hurdle your resume has to pass—whether it ends up in the **consider file** or the **reject file**—may take less than thirty seconds.”

The most effective resumes are clearly focused on a specific job title and address the employer's stated requirements for the position. The more you know about the duties and skills required for the job, and organize your resume around these points, the more effective the resume.

There are different kinds of resumes. Read Handout 13 with learners and discuss the chronological resume and its benefits, and the functional resume and its benefits. Ask learners which type of resume they would like to write. Show them examples of both resumes on Handouts 14 and 15.

Two sites for information on resumes are:

<http://jobstar.org/tools/resume/index.php>, <http://www.eresumewriting.com/>

Activity 9 – Emails⁷⁸

With the increasing popularity of e-mail and online instant messaging, a recognizable change has occurred in the language that learners use in their writing. This activity explores the language of electronic messages and how it affects other writing. Furthermore, it explores the freedom and creativity for using Internet abbreviations for specific purposes and examines the importance of a more formal style of writing based on audience.

- Distribute the first part of Handout 16, **Internet Abbreviations and Shortcuts**, to each learner, or show the chart on an overhead projector. The second part of the handout provides the answers. Allow learners time to expand each abbreviation.

⁷⁸ Source: <http://www.readwritethink.org/lessons/index.asp>

Write to Express Thoughts

- As you discuss the abbreviations and their meaning, allow the class to add to the list. Remind learners to share only abbreviations that are appropriate for your classroom community.
- Share the sample e-mail on Handout 17 with the class. As a class, edit the document by expanding the Internet abbreviations and shortcuts. Then discuss how the audience and the purpose of the letter would affect the choice of words.

Present other scenarios to the class and help the learners to identify both the audience and the purpose for writing. The learners should then be able to choose the proper language use for each scenario. As you talk about the possibilities, remind learners that a good message is balanced. Too many abbreviations, even if the reader understands them, can be inappropriate or confusing. The point is to match the message to the reader and make sure that meaning is clear.

Some of these scenarios might include the following:

- E-mailing a college or university to inquire about admissions
- E-mailing a classmate to ask about a definition you forgot to write down in class
- E-mailing a friend to catch up on his or her life
- E-mailing a thank you note to a grandparent for a gift
- E-mailing an acceptance letter for a scholarship

As a final step, ask learners to write e-mail messages or letters for one of the following situations. In the process of writing their messages, learners will need to think about audience, purpose, language use and the issue of whether Internet abbreviations are appropriate, and if so, which abbreviations. Ask learners to e-mail their letters to the instructor for marking.

- Your best friend and an Elder want to know what you thought of the movie that you saw last weekend. Both are considering renting it tonight, and they want to know if you recommend it for them and why.
- You missed class yesterday because you were ill or your child was ill. Now you need to find out what you missed. Write to a friend in your class and to your instructor to find out what happened and what you need to do to catch up on.

- You're looking for a reference book to help you with a paper or a project that you're working on. A friend had a great book that might help, but you're not sure if it covers the topic you're studying. You need to find out two things: whether the friend's book will help, and if there are any other resources that you might look at as you work on your paper. Write a message to your friend and your instructor asking for suggestions. Be sure to explain what you're researching so that your readers will know what books to suggest.

Activity 10 – Brochures

Step One

- Ask learners what they already know about brochures. Be sure to have learners consider anticipated audiences and possible purposes. They should note that usually brochures are written for an interested audience.
- Have learners investigate brochures in small groups using Handout 18. After small groups have finished their investigations, bring the class together to summarize the findings.
- Pass out the assignment on Handout 19, which is presented as a brochure. It models some of what the assignment asks learners to do as well as gives them information they need about the assignment and serves as the grade sheet for the completed brochure.

Step Two

- Give learners the Handout 20 to work on, which asks them to predict the questions a person might have about the topic and then directs them to ask at least three other people what they think the top four or five questions are about that topic. Learners then synthesize what they see as the primary important questions an audience would want answered in a brochure on the topic.
- Give learners the Handout 21 and have them write four or five key questions in the column on the left. Next, ask them to write what they already know about the answer to the question in the column in the centre.
- In the column on the right, have them jot smaller questions that still need to be answered in order to thoroughly address the question in the left

column. Learners research the answers to these questions—make sure they keep track of sources on the back of the research guide and note their answers in their own words in the last column.

Step Three

- When learners have conducted sufficient inquiry so that they are ready to begin drafting, ask them to look at the sample brochures again to notice the different text types that brochures use to convey information.
- Ask learners to analyze the information they have gathered about the primary questions on their topic. For each question, ask them to write the type of text organization and format that would be best for explaining the answer to that question and why.
- Ask learners to begin drafting the sections of their brochure according to their choices—making graphs, writing lists or paragraphs, and so forth.

Step Four

- Before learners get too far in drafting their brochures, provide a mini-lesson on parallel structure, using the information and handouts from the first section of this manual.
- Explain to learners that the lists in their brochures will require parallel structure, and that the grammatical structure is also good for learners to use in paragraphs as well.
- Ask learners to continue drafting and completing the different sections of their written text.

Step Four

- Ask learners to look at the style of the example brochures. They should look at font styles and size, graphics, titles and white space.
- Work together to come up with some guidelines to make the brochure more readable.
 - Make similar items look similar. For example all the headings or section titles should be the same font size and style.

Write to Express Thoughts

- Make different items look different. For example use contrast to draw the audience's attention to key features.
- Understand type styles.
 - Serif fonts (with the little lines at the ends of letters) are easier to read in print, so they are better for longer stretches of text.
 - Sans serif fonts are better for headings and shorter texts.
 - Decorative fonts are often hard to read and should be used with discretion.
 - The size of font needs to be readable.
- Before learners begin to create their brochures, make sure they understand about using visuals and the copyrights associated with those taken from the Internet.
 - Learners need to have a reason for every graphic they include in their brochures. They need to understand that pictures aren't just for decoration—they also help to inform the reader at the same time as they provide interest.
 - Learners need to be aware that unless they have drawn the images themselves, the images that they use are owned by someone else in most cases. If an image is in the public domain, learners need to give credit to the source for the image. If the image is owned privately, they need to obtain permission to use it; the contact to obtain that permission is usually available on the site with the image. It's best to steer learners away from privately owned images for the sake of time in obtaining the permission.

Step Five

- Review the options available for creating printed brochures. There are templates available with different software programs, depending on what each school has available. For example, learners can set **page setup to landscape** and create three text boxes with or without borders to establish the brochure panels.
- Be sure to remind learners of the order in which the columns should appear on the printouts if they are to be folded properly.

Write to Express Thoughts



- Tell learners to following the writing process when they write their brochure.
- Ask learners to review each others brochures and comment on:
 - Which brochure did you find most effective and why?
 - What did you learn from that brochure that you would like to apply to your brochure?



Functional Writing

Handout 1

Friendly Letter

Reply to the letter below. Slang and contractions are appropriate in this situation. Close the letter with: Your friend, Your loving friend, Your old pal or anything you wish.

16 Robin Crescent
Ft. Smith, NT
X0E 0P0

May 6th, 2006

Dear Peter,

The day has finally come! I'm finished my courses in the upgrading program at Aurora College. It was hard work, but I'm glad I stuck to it. Now I can plan the rest of my life.

Our graduation will be held next month. I want you to be my guest at the graduation banquet and dance. It'll be held on Friday, April 21, 2006 in the auditorium at the College.

We haven't seen each other for so long, it will be good to get together again. I remember your graduation – we had a blast. Please let me know if you can come. I'll pick you up at the airport.

Your friend,

Karen



Functional Writing
Handout 2

Thank-you Letter

The letter below is an example thank-you letter. It is a little more formal than a letter you might write to a really good friend. The tone is still warm and relaxed. The format is the same. Use closings such as: Sincerely, Yours sincerely, Best wishes, Regards, etc.

16 Robin Crescent
Ft. Smith, NT
X0E 0P0

April 8, 2006

Dear Mr & Mrs. Atooloo,

Thank you for having me at your house last weekend. Peter told me I would have a good time if I came with him. He was right—I had a great time.

The most exciting part was snowshoeing with you and Peter. It was a new experience for me. I think I will buy myself a pair and try it on my own. You probably noticed I like fish. My favourite fish is usually white fish, but after I tasted your char I changed my mind.

It was a weekend I will remember for a long time. Thank you for the warm welcome.

Sincerely,

Tommy



Functional Writing
Handout 3

Sympathy Letter

Box 000
Deline, NT X0E 0G0

August 18, 2005

Dear Robert:

I would like to express my sincere condolences on the recent passing of your father. Pamela and the children also send their thoughts and prayers to you and your family at this difficult time.

Although I didn't know your dad that well, on the occasions that I spent time in his company over the years, I did come to realize his great kindness and compassion towards others. And I do know that he was very highly respected throughout your community and his life impacted many.

You were truly fortunate to have such a man as a model in your life. As you know, it was not that long ago that my own father passed away, so I have some idea of what you and your family are going through. No comfort is quite enough to replace the loss.

Please pass my deepest sympathies on to your mother, brother and sister, and to all of your father's grandchildren.

Very sincerely,



Functional Writing
Handout 4

Friendly Letter Writing Assignment

Read Handouts 1, 2 and 3 and then write letters for the following situations:

- Write a letter of response to the friendly letter on Handout 1.
- After reading the example thank you letter on Handout 2, write a thank you letter to a guest speaker who came to your class.
- After reading the sympathy letter, write a letter of sympathy to someone you know who had a family member die recently.



Functional Writing

Handout 5

Business Letter Example

Your name

Address

Date

Name of person

Company name

Address

Dear Sir or Madam:

Please send me any information that is available on the events in (City name) during the month of June. My mother, father, brother, and I plan to visit the area and will also need a list of accommodations and restaurants. Sometimes we camp if there is a nearby campground. Please supply this information, as well. Directions to places and maps of the area would be helpful.

Do you have a web site where I might learn more about your city?

I will appreciate any pamphlets or information sheets that you could send me along with the activities, accommodations, and their directions to help us plan a fun and meaningful vacation.

Very truly yours,

Signature

Name

Your Task

Write a business letter for two of the following scenarios:

- You are buying a house and need to move out of your apartment. Write a letter to the landlord telling them that you will be moving out. Make sure you give them two months notice and tell them the reason you are moving out. You may want to clarify how much money you put down as a damage deposit and ask how you can get that money back.
- You would like to go out on the land for three weeks at the end of April and early May. Write a letter explaining that your children will not be in school for that time period and why. Ask the instructor to put together some homework for your children to do when they are on the land.
- Write a letter to Aurora College requesting information on their different college programs and when they begin.
- Write a letter to the phone company requesting a telephone number change. Tell them that you are getting too many wrong numbers and would like a new number for free.
- Your class would like to invite a guest speaker to come and talk about environmental issues in your region. Write a letter to the Land and Environment Department of the Government of Northwest Territories requesting someone come to your community to discuss environmental issues in your region.
- Your class would like to invite the health nurse to come and give a presentation on children's illnesses. Write a letter to your community health centre requesting the health nurse to come and give a presentation.



Functional Writing

Handout 6

How to Write a Complaint Letter⁷⁹

- Include your name, address, and home, cell and work phone numbers.
- Type your letter if possible. If it is handwritten, make sure it is neat and easy to read.
- Make your letter brief and to the point. Include all important facts about your purchase, including the date and place where you made the purchase and any information you can give about the product or service, such as serial or model numbers or specific type of service.
- State exactly what you want done about the problem and how long you are willing to wait to get it resolved. Be reasonable.
- Include all documents regarding your problem. Be sure to send **copies**, not originals.
- Avoid writing an angry, sarcastic, or threatening letter. The person reading your letter probably was not responsible for your problem but may be very helpful in resolving it.
- Keep a copy of the letter for your records.

⁷⁹ Source: <http://www.infoplease.com/ipa/A0002121.html>



Functional Writing
Handout 7

Example Complaint Letter

Jane Doe
Box 00000
Yellowknife, NT X1A 2P9
(867) 873-0000 (w) (867) 444-0000 (cell)

September, 29th, 2006

John Smith, Owner
Pizza Palace
Box 1
Yellowknife, NT X1A 2N6

Regarding: poor service

Dear Mr. Smith:

I want to inform you of my dissatisfaction with your pizza delivery service. I ordered a pizza on Friday, September 28th, 2006 at 6:00 pm. The pizza was not delivered until 8:00 pm.

My complaint concerns the service that I got from your employees. I called your restaurant at 7:00 asking where my pizza was and they said it was on the way. I phoned again at 7:30 pm and they said that my pizza was delivered to the wrong place. Finally, at 8:00 pm the delivery person showed up. I asked if I could get a discount for waiting so long and the delivery person said 'no' and was very rude about it. I would like to be reimbursed for the pizza or get a coupon for a free pizza.

I will not go to your restaurant again if I don't get a resolution to my complaint. I look forward to your reply next week. If you need to call me, my daytime telephone number is above.

Thank you for your assistance and cooperation in this matter.

Sincerely,

Jane Doe

Enclosures: **copy of my receipt for the pizza**

Sample Complaint Letter Template⁸⁰

Your name

Address

Contact Information

Date

Name of person and title _____

Company name

Address

Dear _____:

I want to inform you of my dissatisfaction with (name of the product with the serial number, or the service performed). I purchased this item (or service) on (date of purchase) at (location of purchase).

My complaint concerns (the reasons for your complaint). To solve the problem, I would like (state the specific action you desire for satisfaction).

I look forward to your reply and resolution of my complaint. I expect to hear from you within two weeks. If you need to call me, my daytime telephone number is (area code and telephone number).

Thank you for your assistance and cooperation in this matter.

Sincerely,

Your name

Enclosures (Include copies of all related records, do not send originals)

⁸⁰ Source: http://www.dca.ca.gov/r_r/complain.htm



Functional Writing

Handout 8

Persuasion Planning Sheet

Goal or Thesis

A goal or thesis is a statement that describes one side of an arguable viewpoint. What is the thesis or point you are trying to argue?

Main Reasons

You will need some good reasons to support your goal or thesis. Briefly state three main reasons that would convince someone that your thesis is valid.

Reason 1

Reason 2

Reason 3

Facts or Examples

What are some facts or examples you could state to support this reason and validate your argument?

Fact or Example 1

Fact or Example 2

Fact or Example 3

Conclusion

A piece of persuasive writing usually ends by summarizing the most important details of the argument and stating once again what the reader is to believe or do.



Functional Writing
Handout 9

Letter to the Editor Peer Review

1. Does the letter begin with a salutation, and end with a signature block?
2. In the first paragraph, does the writer identify the topic and their position?
3. What specific points does the letter writer use to support the position taken in the letter?
4. How does the letter conclude? Is the conclusion appropriate for the letter?
5. What advice would you give the author of this letter?
6. What did you like the most about this letter? Why?



Functional Writing Handout 10

Write a Persuasive Letter

Choose a topic below or choose one of your own and write a persuasive letter to your MLA, MP, Chief or Mayor. Read the example below.

- Mackenzie oil and gas project
- Environmental issues
- Aboriginal language revitalization
- All day kindergarten
- Traditional lifestyles
- Hunting and trapping

Example:

I live in your constituency and I am writing you a letter because I am concerned about the lack of Aboriginal language programs for children and families in our community. Aboriginal language is linked to culture and is very important to the people of our community.

In the past we have had many successful on the land programs for children, youth and families. These programs are really important for our community. They help children not only learn the language but learn about our culture and learn from Elders. When people come back from these programs they seem happier and have more self-esteem and confidence to speak our language. Speaking our language helps us be better people and provides us with strength and courage.

It seems harder and harder to find money for these programs. Each year, we have to beg and plead for funding from a variety of places. Last year we couldn't find the money to run the program.

I would like to see more money go into Aboriginal language programs and cultural programs. I would like you to address my concerns with the Minister of Education, Culture. I look forward to hearing from you.



Functional Writing
Handout 11

Sample Cover Letter⁸¹

Margaret Pelly
45 Keen Street
Yellowknife, NT X1A 2E3
(867) 669-0034

September 21, 1998

Mr. I.T. Dean
A & L Machinery Limited
Post Office Box 456
Yellowknife, NT X1A 4T6

Dear Mr. Dean:

I am interested in the *Machine Operator* position that you advertised in the *Yellowknifer* on April 12th, 2006. I have a strong background in mechanics and have worked with small engine repair for the past eight years at M & M Appliances in Yellowknife. I received several awards for perfect attendance and increasing productivity and safety.

My resume is enclosed, along with letters of recommendation, to give you additional information about me. I feel that my experience, skills and dedication will be of benefit to your agency, and the position will provide me with new and exciting challenges. Thank you for considering my application. Please contact me if you require additional information.

Sincerely,

⁸¹ **Source:** Adult Basic Education. *Career/Life Work 120/130 & Career /College 130/140 Curriculum*. Education, Culture and Employment, Northwest Territories. August 2001



Functional Writing
Handout 12

Cover Letter Template⁸²

Your name

Address

Contact information

Date

Recipient name and title

Company name

Address

Dear:

I am writing in response to your advertisement in (location of advertisement) for a (Position Title). After reading your job description, I am confident that my skills and my passion for technology are a perfect match for this position.

I would bring to your company a broad range of skills, including:

- List at least 5 skills

I would welcome the opportunity to further discuss this position with you. If you have questions or would like to schedule an interview, please contact me by phone at the above number or by e-mail. I have enclosed my resume for your review, and I look forward to hearing from you.

Sincerely,

Signature

Your name

Enclosed: resume

⁸² Source: <http://office.microsoft.com/en-ca/templates/TC010479221033.aspx>



Functional Writing

Handout 13

Types of Resumes

Chronological Resume

Definition:

The chronological resume is organized by job titles with the most recent position listed first.

Employer Rating:

Employers tend to prefer the chronological resume because the format lists prior positions, beginning with the most current. Employers perceive this resume style as fact-based and easily skimmed.

Works Best For:

For job seekers with solid experience and a logical job history, the chronological resume is the most effective. Career changers and those who lack formal on-the-job experience (like new graduates) find this resume the most difficult to write.

Functional Resume

Definition:

The functional resume rearranges employment history into sections that highlight areas of skill and accomplishment.

Employer Rating:

Some employers dislike functional resumes if they find it difficult to match up skills with actual job titles, level of responsibility and dates of experience. You can, and should, avoid or minimize this objection by including the company name in the "bullet" describing each accomplishment.

For example:

Program Coordination

- Coordinated the logistics of opening two **Hillcrest Residential** Treatment Centres, which included the hiring and training of staff, supervising the set-up of the physical plant, and developing programs.
- Oversaw the computerization of the **Behring Clinic** accounting unit from initial planning through successful implementation, with no disruption in service.

Works Best For:

The functional resume might be thought of as a **problem solving** format. If any of the descriptions below apply to you, you may want to investigate the functional format:

- You have a **mixed bag** work history: no clear thread uniting positions held.
- You are a **new graduate** or entering the workforce. You must show how the skills you have used in the past (in volunteer or coursework) apply to the job you are seeking.
- You are making a **career change**—either changing industry or changing occupation.



Functional Writing

Handout 14

Sample Chronological Resume⁸³

Margaret Pelly
45 Keen Street
Yellowknife, NT X1A 2E3
(867) 669-0034

Work History

Machinist – M & M Appliances 1991 – Present
Yellowknife, NT

Contact: Gerry Lacorne (867) 920-4455

- Performed maintenance on vacuum cleaners
- Carried out routine office duties: handled telephone and counter inquiries

Sales Clerk, - Bumper to Bumper 1975 – 1988
Yellowknife, NT

Contact: Brian Jewison (867) 920-4512

- Sold car accessories to customers
- Processed cash, credit and cheque payments

Waiter – Papa’s Restaurant 1974 – 1975
Yellowknife, NT

Contact: Kim Lee (867) 873-5678

- Served food and beverages
- Helped supervisor with bank deposits

⁸³ **Source:** Adult Basic Education. *Career/Life Work 120/130 & Career /College 130/140 Curriculum*. Education, Culture and Employment, Northwest Territories. August 2001

Volunteer Work

- Volunteer Fire Fighter,
- Board Member, Yellowknife Co-op

Education

Certified Apprentice Machinist

1988-1989

Aurora College, Yellowknife Campus

- Completed classroom and on-the-job machinist training program



Functional Writing

Handout 15

Sample Functional Resume⁸⁴

Josephine Teller

325 Hillegass Blvd.

Berkeley CA 94705

(510) 123-4567

Objective: Position as a Supermarket Checker or Head Clerk.

Summary of Qualifications

- 15 years experience in the grocery industry as head clerk, checker, and cashier.
- Excellent reputation with customers as a competent, knowledgeable and helpful professional.
- Enjoy my work and consistently greet customers with a smile.
- Honest, reliable, and productive.

Relevant Skills & Experience

Customer Service

- Developed a reputation for **excellent customer service** by:
 - Acknowledging the customer's presence and making eye contact;
 - Greeting customers in a friendly manner, and giving them full attention;
 - Taking time to answer a question or find someone else who could.
- Served as **product expert** on sophisticated items, directing customers to exotic spices and ingredients, ethnic foods and unusual gourmet items.
- **Increased sales** in the higher-profit Natural Foods Department (and increased customer satisfaction) by **advising customers** on bulk alternatives to name-brand items.

⁸⁴ Source: <http://jobstar.org/tools/resume/clet-ex.php>

Write to Express Thoughts

Supervision

- As Head Clerk, **managed "front end"** of the store:
 - **Prepared daily schedules** for staff of up to 18 clerks, to assure maximum check stand coverage at all times;
 - **Assigned staff** to cover peak hours and continuous stocking.
- **Trained** new clerks.

Administrative

- **Balanced checker's cash drawer** with consistently high level of accuracy.
- As **Office Cashier** for one year:
 - Accurately balanced books and balanced deposits
 - Answered phones ...prepared daily sales report ...made deposits
 - Processed returned checks ...prepared monthly sales report for HQ.

Employment History

1984 - present	Retail Clerk,	Co-op Supermarket, Berkeley, CA
1983	Buyer's Assistant	Lilly Department Store, Oakland, CA
1979-83	Manager's Assistant	Wallace Clothing Store, Spokane, WA

Education

Business Classes, 1979 - Spokane Community College



Functional Writing

Handout 16

Internet Abbreviations and Shortcuts

TOY	
FYI	
B4	
KIT	
THX	
GBH	
BCNU	
PLS	
R&R	
4ever	
ASAP	
OIC	
ILY	
BC	
LOL	
CU	
SFSG	
NOYB	
ABT	

Write to Express Thoughts



JK	
IOW	
KWIM	
BTW	
POV	
NE1	
K	
TYT	
U	
W/E	
HAND	
F2F	

Internet Abbreviations and Shortcuts Answers

TOY	Thinking of you
FYI	For your information
B4	Before
KIT	Keep in touch
THX	Thanks
GBH	Great big hug
BCNU	Be seein' you
PLS	Please
R&R	Rest and relaxation
4ever	Forever
ASAP	As soon as possible
OIC	Oh I see
ILY	I love you
BC	Because
LOL	Laughing out loud
CU	See you
SFSG	So far so good
NOYB	None of your business
ABT	About
JK	Just kidding
IOW	In other words

Write to Express Thoughts



KWIM	Know what I mean
BTW	By the way
POV	Point of view
NE1	Anyone
K	Okay
TYT	Take your time
U	You
W/E	Whatever
HAND	Have a nice day
F2F	Face to face



Functional Writing
Handout 17

Sample E-mail Message

Rewrite the message below in standard English.

Dr. Principal Smith,

How r u? Just shooting you an em to ask u 4 the new txtbks. The class is going SFSG. BTW, the learners have been asking abt the field trip. Could you pls em me back b4 2 long to work out the details? Thnx. TTYL

Mrs. Jones



Functional Writing
Handout 18

Brochure Review

List of names of brochures your group reviewed:

-
-
-

1. What are the purposes of brochures? What is the tone? What word choices and phrasing contribute to the tone?

2. What is the intended audience for each brochure?

3. What kind of content is found in each brochure?
 - a. How does this kind of content fit with the purpose of each brochure?

 - b. How does this kind of content fit with the audience of each brochure?

4. How is the text organized in each brochure?

Write to Express Thoughts



- a. How do these aspects or organization fit with the purpose of the brochure?
 - b. How do they fit with the audience?
5. What aspects of formatting do you notice? How do these connect to the purpose and audience characteristics?
6. Which brochure, do you think, is the best for layout, writing and design? Why?



Functional Writing Handout 19

What will I need to do for this assignment?

- Research a topic and keep track of sources you use.
- Analyze the characteristics of a brochure and apply those to your own writing.
- Consider the needs of your audience.
- Generate content and graphics to create brochure.
- Use appropriate language and correct conventions.
- Give credit to sources you use.

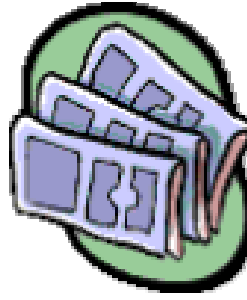
Sources Used

Spadel, Viki, *Creating Writers Through 6- Trait Writing Assessment and Instruction* (3rd ed). New York: Addison Wesley Longman, 2001

Deborah Dean, Provo, Utah

http://www.readwritethink.org/lessons/lesson_view.asp?id=1002#wr

Writing Brochures



An Assignment for Strategic Writing

What does a brochure do?

As we discovered in class, a reader usually picks up a brochure because the cover shows, with words and pictures, what the content of the brochure is about. They want more information on that topic so they read the brochure.

Your topic needs to be developed around four or five main questions about the topic. For each question, you should provide a clear, concise answer.

Your content can be arranged in paragraphs, lists, graphs or charts. The arrangement should lead the readers to find what they want to know quickly and easily.

How should the brochure look?

The overall appearance of the brochure should be neat and appealing.

You should:

- Use graphics
- Use lots of white space
- Correct fonts for text and titles
- Good size of font
- Titles to help with the organization



How will I be graded?

Ideas (30 marks)

- Content is well researched, interesting, informative and is presented in an effective format (at least two must be in paragraph format).

Organization (25)

- Ideas are arranged so the reader can easily understand the material.
- Paragraphs are coherent, and must use parallel structure.

Word Choice and Tone (25)

- Precise words help the reader understand the topic.
- Tone is informative and objective.

Presentation (30)

- Overall presentation is neat and appealing.
- Grammar, spelling and punctuation are good.

Total – 100



Functional Writing
Handout 20

Brochure Questions

Name: _____ Topic: _____

What do you think are the main ideas or questions about your topic?

- 1.
- 2.
- 3.
- 4.
- 5.

Talk to three other people and get their response to the same question: What are the main ideas or questions you have about _____?

Person 1:

- 1.
- 2.
- 3.
- 4.
- 5.

Person 2

- 1.
- 2.
- 3.
- 4.
- 5.

Write to Express Thoughts



Person 3

- 1.
- 2.
- 3.
- 4.
- 5.

Synthesis: Circle the key ideas or questions on your topic above and write them below:

- 1.
- 2.
- 3.
- 4.
- 5.



Functional Writing

Handout 21

Planning for Your Brochure

Main Ideas or Questions	What I Already Know About this Idea or Question	What I Need to Find Out – Notes and Sources

Write to Express Thoughts



Write to Express Thoughts



Read and Write for Inquiry and Research

This section covers both reading and writing for inquiry and research. We have included both the reading and writing outcomes in this section.

This section covers:

- **Research Project**
 - Animal research project
 - Mind maps
 - Biographies
 - Other ideas for projects

Learning outcomes:

- Make notes in point form summarizing and paraphrasing major ideas and supporting details from various sources
- Write a short (2 page) research report with an introduction, body, and conclusion
- Prepare a final copy of research project using pre-established format
- Prepare a simple bibliography including title, author, copyright date, and publisher
- Define plagiarism and strategies to avoid it
- Independently and with others summarize and use personal knowledge of a topic to determine information needs and possible areas of research; formulate relevant questions to focus information needs and limit the topic to guide research
- Prepare and use a plan to access, gather, and select information within a pre-established time
- Locate and obtain information using a range of sources (such as peers, Elders, magazines, charts, Internet...)
- Determine the usefulness of information found; identify gaps in information and gather additional information



Instructor Notes **Research Project**

Reading and writing for inquiry and research involves choosing a topic and using the writing process to sort, draft, edit and publish a finished copy. The instructor introduces the concepts, sets the expectations and from that point on facilitates the process. The learners have a plan to follow and know where and how to obtain information.

Learners who are overwhelmed by information overload are given assistance with narrowing the topic and selecting relevant points. In the event that the learner cannot find enough information, they may have to change their topic.

Novice researchers tend to copy information. Learners are cautioned to select and write relevant information in their own words. Copying another person's work is a serious offence. Emphasize plagiarism and stress the importance of citing an author's work.

Level 130 learning outcomes require the learner to write a two-page research project with a simple bibliography. This research project is best done near the end of the school year or when the learner has mastered 130 reading and writing skills.



Learning Activities

Research Project

13 Handouts

Activity 1 – Reading for Information - Two Column Response

The two-column organizer is based on the process of understanding what we read happens in three places. First, the text gives us facts. Second, using both the text and our head, we interpret those facts. We may form a main idea or a conclusion. Last, using our head alone, we draw on our own experience to form a generalization or make an association (Ollman,1992).

To use the two-column response strategy, divide the paper into two columns labeled **In the Text** (left column) and **In My Head** (right column). After or while reading the work, record a number of quotes from the text in the left-hand column. Personal responses to each quote are written in the right-hand column directly opposite the quotes. Handout 1 provides a large handout of the chart below.

Example:

Title of Work of Literature

In The Text	In My Head

Learners may interpret the quote, state opinions, raise questions, evaluate the writing style or discuss related topics in the **In My Head** column. Discussions are based on the responses.

Activity 2 – Bibliography

Ask learners what it means to cite sources. Explain that a bibliography is an alphabetical list of all materials (sources) used in the preparation of an assignment.

Give learners books, magazines and other materials. Ask them to find the bibliography. Explain that a bibliography includes:

- Author, Title, Place of Publication, Publisher, Date of publication and Page number

Use Handout 2 to explain what is included in a bibliography and to explain that different materials are cited differently. A detailed explanation of bibliographies can be found at: <http://www.aresearchguide.com/11guide.html>

Post the standard bibliography format in the classroom.

Activity 3 – Sources

It is important for learners to understand the need for, and purpose of, giving credit to the sources they use in the research process. Explain that plagiarism is using others' ideas or words without clearly acknowledging the source of that information. Use Handout 3 to learn when and where to cite sources as well as times when citing sources is not necessary.

To remind learners of the basic rules to avoid plagiarism, write the following on chart paper and post it in the classroom. Give credit whenever you use:

- Another person's idea, opinion, or theory.
- Any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge.
- Quotations of another person's actual spoken or written words.
- Paraphrases of another person's spoken or written words.

After the discussion use Handout 4 to show the appropriate and inappropriate ways to paraphrase information. Handout 5 is an activity that learners can do to reinforce citing references.

Activity 4 – Preparing for a Research Project

Introduce the project. Give learners Handouts 6, 7 and 8. These handouts explain how to plan the project, and how to write the reference cards. Handout 9 is the Research Paper Checklist. The checklist helps learners complete the necessary steps before handing in their final report. You can use this format for any research project.

Activity 5 – Research

Learners can choose to do an information project about an animal in the NWT or they can choose to do an issue related research project about an animal or how the environment has impacted animals in the NWT. Handout 9 and 10 provide learners with questions to answer and things to think about when they research their animal or issue.

Activity 6 – Mind Maps

Mind maps are powerful tools for note taking. Making a mind map is another way to organize ideas rather than making a list or jotting down ideas. It looks like a web; however, the lines that radiate from the circle in the centre do not relate to the other lines in the web⁸⁵.

Ask learners, as part of the project, to make a mind map of the information they have collected. They can use Handout 11 as a guide. Some tips for making a mind map are:

- Write the main idea inside the circle.
- Draw lines out from the circle and label them with the subheadings. Only the subheading contains relevant information. Use different colours for each subheading.
- Write down as much information as you can for each subheading.
- Use the mind map to help write your paragraphs.

Activity 7 –Research Project Tips

- Show learners examples of research projects from previous learners.
- Ask learners to hand in their work as they do it. This way you can monitor their work and make sure they are on the right track.
- Make sure learners choose a topic that is manageable and not too broad.
- Be specific about the type and number of resources you would like them to use.
- Teach and provide practice of research skills such as summarizing, paraphrasing, locating information, skimming and scanning as separate skills prior to writing a research paper.

⁸⁵ Source: http://en.wikipedia.org/wiki/Mind_mapping

- Give learners an outline of the marking criteria. This will help them understand what they have to do and how many marks they will get for each activity. Handout 12 provides instructors with a marking guideline.

Activity 8 - Biography Project

Ask learners what a biography is. Ask them what sort of things they would expect to find out about a person's life in a biography. Share the biography of Steven Irwin on Handout 13 and Chief Dan George in the Oral Reading section of the Reading unit.

Ask learners to work in pairs to generate questions about their lives. Then ask for their ideas on how this information might be categorized (such as childhood events, turning points, things he is famous for, etc.) Use a graphic organizer, such as a web, to organize this information. Draw on the board or flip chart to model for learners.

Ask learners to:

- Brainstorm famous people who might have biographies written about them and write on board or flip chart. In pairs, choose three of these famous people and write questions about their life, such as things you'd like to know about each person.
- Individually, do an Internet search, or go to the library and choose one famous person each to research.
- Use a graphic organizer to categorize information about the famous person. Put the person's name in the middle of the web with branches outwards for categories such as childhood events, turning points, etc. Use Handout 11 for a web outline.
- Put the graphic organizer on poster board. Each learner should have 3 minutes to do a presentation on the famous person they researched.
- Learners then write a 2 page biography on the person they researched.

Activity 9 – Other Ideas for Research Projects

- Research a local issue of interest or importance:
 - Gas pipeline
 - Environmental issues
 - Importance of language and culture
 - Health issues: smoking, nutrition, obesity, etc.
 - Effect of diamond mining
 - Residential schools
- Research a global issue of interest or importance:
 - Environment
 - Poverty
 - Hunger
 - Water



Research Project
Handout 1

2 – Column Response

Title of Text: _____

In the text	In my head



Research Project Handout 2

Reference Page Guide

List the references you used on one page at the end of your report, before the back cover. Separate your reference into three sections – books, websites, and other references. See the examples below.

Books

Hopkins, Jane. *All About Cats* New York, Macmillan, 1981.

- Author's name first, with last name first
- List in alphabetical order according to the author's last name if you have more than one book
- Book title underlined or in italics
- City, name of publisher, and year published

Websites

"The Wolverine" www.blindkat.tripod.com/zoo/wolverine.html April 1, 2005

- Title of article in quotation marks
- Website address
- Date you found the article

Other references

"Animal Rights" *World Book Encyclopaedia 100th edition*, 2004.

- Article in quotes
- Book title underline or in italics
- Year



Research Project Handout 3

How to Avoid Plagiarism⁸⁶

When do I give credit?

Need to Document	No Need to Document
<ul style="list-style-type: none">• When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium• When you use information gained through interviewing another person• When you copy the exact words or a "unique phrase" from somewhere• When you reprint any diagrams, illustrations, charts, and pictures• When you use ideas that others have given you in conversations or over email	<ul style="list-style-type: none">• When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject• When you are using "common knowledge" — folklore, common sense observations, shared information within your field of study or cultural group• When you are compiling generally accepted facts• When you are writing up your own experimental results

⁸⁶ Source: http://owl.english.purdue.edu/handouts/research/r_plagiar.html

When is something common knowledge?

Material is probably common knowledge if:

- You find the same information undocumented in at least five other sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources

Making sure you are safe

	Action during the writing process	Appearance on the finished product
When researching, note-taking, and interviewing	<ul style="list-style-type: none"> • Mark everything that is someone else's words with a big Q (for quote) or with big quotation marks • Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME) • Record all of the relevant documentation information in your notes 	<p>Proofread and check with your notes (or photocopies of sources) to make sure that anything taken from your notes is acknowledged in some combination of the ways listed below:</p> <ul style="list-style-type: none"> • In-text citation • Footnotes • Bibliography • Quotation marks • Indirect quotations
When paraphrasing and summarizing	<ul style="list-style-type: none"> • First, write your paraphrase and summary without looking at the original text, so you rely only on your memory. 	<ul style="list-style-type: none"> • Begin your summary with a statement giving credit to the source: <i>According to Jonathan Kozol, ...</i>

	<ul style="list-style-type: none"> • Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases 	<ul style="list-style-type: none"> • Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: ... <i>"savage inequalities" exist throughout our educational system</i> (Kozol).
When quoting directly	<ul style="list-style-type: none"> • Keep the person's name near the quote in your notes, and in your paper • Select those direct quotes that make the most impact in your paper—too many direct quotes may lessen your credibility and interfere with your style 	<ul style="list-style-type: none"> • Mention the person's name either at the beginning of the quote, in the middle, or at the end • Put quotation marks around the text that you are quoting • Indicate added phrases in brackets ([I]) and omitted text with ellipses (. . .)
When quoting indirectly	<ul style="list-style-type: none"> • Keep the person's name near the text in your notes, and in your paper • Rewrite the key ideas using different words and sentence structures than the original text 	<ul style="list-style-type: none"> • Mention the person's name either at the beginning of the information, in the middle, or at that end • Double check to make sure that your words and sentence structures are different than the original text



Research Project Handout 4

How to Recognize Unacceptable and Acceptable Paraphrases⁸⁷

Here's the original text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization and the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centres of production as well as of commerce and trade.

Here's an unacceptable paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centres of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- The writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- The writer has failed to cite a source for any of the ideas or facts.

⁸⁷ Source: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

Here's an acceptable paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centres (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Accurately relays the information in the original, using her own words.
- Lets her reader know the source of her information.



Research Project Handout 5

Citing Sources

In each situation decide if you are risking plagiarism or not. Write **Y** (yes) or **N** (no). If yes, what do you do to cite sources properly? If no, explain why it isn't plagiarism.

Situation	Y/N	If yes, what do you do? If no, why?
You are writing new insights about your own experiences.		
You are using an editorial from your school's newspaper with which you disagree.		
You use some information from a source without ever quoting it directly.		
You have no other way of expressing the exact meaning of a text without using the original source verbatim.		
You mention that many people in your discipline belong to a certain organization.		
You want to begin your paper with a story that one of your classmates told about her experiences in Bosnia.		

Read and Write for Inquiry and Research



The quote you want to use is too long, so you leave out a couple of phrases.		
You really like the particular phrase somebody else made up, so you use it.		



Research Project

Handout 6

Research Project Plan

Your project should:

- Be 600 words long, typed and double spaced.
- Have a cover page. Put the title of your report in the middle of the page. On the bottom right side put your name, the date, your instructor's name, and the name of your school.
- Include at least one page of maps, photos, drawings, or other graphics to illustrate the text of your report.
- Include a reference page at the end. Use the reference page guide and list at least three references.

Research Plan:

- Choose an animal or bird that interests you. Make sure you can get information about them. You can focus your project on an issue around the animal or you can do a simple information report on the animal.
- Think about who the audience is and the purpose of your report. What information does the audience need? What do you want them to know?
- Use only the facts that you find during your research. Write a report to describe the information you found in books or magazines, on the Internet, or from other places.
- Do not copy other peoples' words exactly unless you use a quote. This is called plagiarism and it's a serious offence.
- Fill in the attached reference cards as you research.

Use the writing process to write your report:

- Brainstorm and organize your ideas.
- Do a mind map with the information.
- Write the first draft.
- Revise – talk with other learners and edit for spelling and grammar.
- Rewrite – proofread your rough draft for corrections.
- Write or type final copy.



Research Project
Handout 7

Reference Cards

Reference card	
Date	
Source	<input type="checkbox"/> Book <input type="checkbox"/> Encyclopaedia <input type="checkbox"/> Website <input type="checkbox"/> Magazine <input type="checkbox"/> Other _____
Author	
Title	
Year	
Address	
Other	
Notes	



Research Project
Handout 8

Research Paper Checklist

Name _____ Date _____

Title _____

Overall Presentation

Did you select one animal to research and write about?	
Did you use research cards to keep track of your references and write author's main ideas in your own words?	
Does your cover page have a title in the centre and appropriate entries on the bottom at the right hand side?	
Did you write 600 words? Do you have an introduction that tells the reader what the project will be about? Do you have a concluding paragraph that summarizes the project?	
Is your paper double- spaced?	
Do you have a one page illustration of the animal?	
Do you have a reference page with at least three references? Are your references entered correctly?	
Did you write this essay in your own words keeping in mind you are presenting other people's ideas and/or opinions?	

Read and Write for Inquiry and Research

Did you write this essay keeping in mind you are writing for an academic audience?	
Did you use the writing process: brainstorming, outlining, revising, editing and rewriting, and a final copy? Did you hand in your rough notes?	

Content and Organization

Relevant information is carefully chosen.	
Ideas in each paragraph relate to the heading.	
All headings relate to the introduction.	
The conclusion reinforces the topic sentence.	

Language Mechanics

Sentences are well constructed.	
Grammar skills are applied.	
Words are spelled correctly.	
Words are used correctly to describe and explain information.	



Research Project

Handout 9

Animal or Bird Information Project

Answer the following questions when you research the animal or bird that you chose.

1. What does the animal look like (size and description)?
2. What is its distribution range?
3. Where does the animal spend summer and winter?
4. What are its eating/hunting patterns?

5. What are its reproductive patterns?
6. What are some unique behaviour patterns of this animal?
7. Are there any threats to this animal's survival? What are they?
8. How do human beings use this animal?



Research Project

Handout 10

Issue Related Research Project

What issue are you going to write about?

- What is the impact of global warming on a certain animal?
- What is the impact of the pipeline on the caribou herd?
- What is the impact of diamond mining on barren land animals?
- Are you going to write about an endangered animal in the North?
- What conservation programs are available to help endangered animals?
- Other?

Introduction

Introduce your topic and thesis statement in the first paragraph. The first paragraph should also tell the readers what the body paragraphs will cover.

Body paragraphs

Give evidence and facts in the body of your project. You should have at least four paragraphs for your body.

Conclusion

Conclude your project with a concluding paragraph that gives a detailed outline of what you have said.

Picture or Graph

Make sure you include a page of photos, pictures and graphs. Make sure you cite where the pictures or graphs came from.

Bibliography

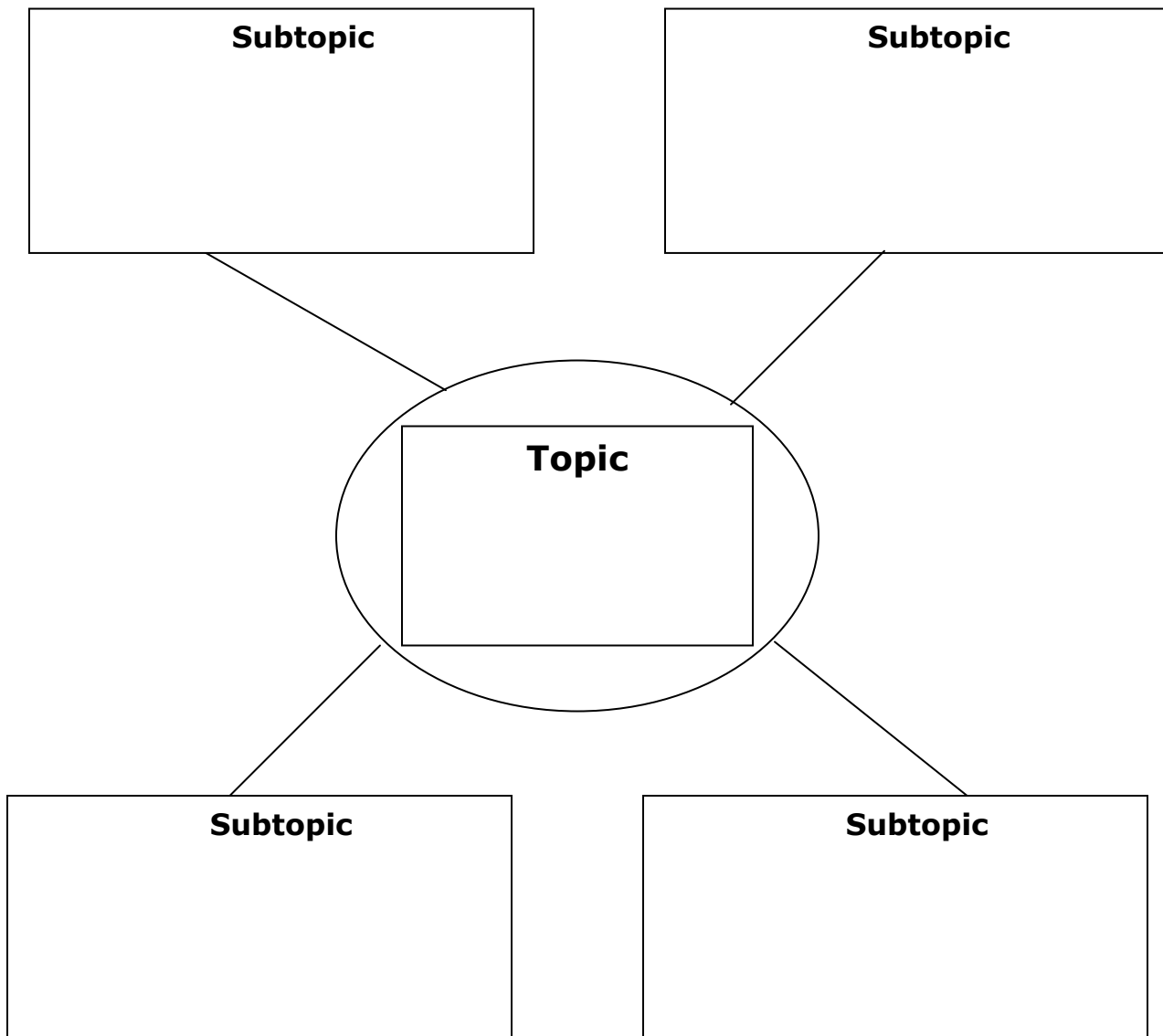
Use at least three sources for your project. Make sure that you cite them correctly.



Research Project
Handout 11

Mind Map

Fill in the following mind map with information from your research project.
This will help you manage and sort your information.





Research Project Handout 12

Research Paper - Mark Breakdown

Name _____ Date _____

Title _____

Overall Presentation	Mark
Select one main topic	/2
Cover page with a title in the centre and appropriate entries on the bottom at the right hand side	/2
Written or typed; double spaced	/2
Illustration – 1 page	/10
Reference page with three references correctly entered	/4
Handed in rough notes and draft to show that you used the writing process including mind map	/10
Subtotal	/30

Content and Organization	
Information was carefully chosen	/10
Well organized	/10
Ideas in each paragraph relate to the topic sentence	/5
The closing sentence in each paragraph reinforces the topic sentence	/5

Read and Write for Inquiry and Research

Did they write 600 words? Did they have a good introduction, body and conclusion?	/15
Did they write this project in their own words? Did they cite the correct information?	/5
Sub-total	50

Language Mechanics	
Sentences are well constructed	/5
Grammar is correct	/5
Words are spelled correctly	/5
A variety of words are used to describe and explain information	/5
Subtotal	/20
TOTAL	/100

Comments



Research Project Handout 13

Biography Project

Research and write a biography on a famous person. You can choose an author, singer, TV personality or athlete. Your biography should be two pages long. Read the biography on Steve Irwin and Chief Dan George below.

Steve Irwin⁸⁸

Steve Irwin was a wildlife expert, conservationist and television show host. He was born on February 22, 1962, in Essendon in Victoria, Australia. Part wildlife expert and part entertainer, Irwin became world famous for his television series, *The Crocodile Hunter*, and other nature programs. While he had no scientific degree, he grew up studying and caring for animals at his parents' wildlife park, which is now known as the *Australia Zoo*. He first learned how to catch and handle his beloved crocodiles from his father and once received a python as a birthday present.



Irwin met American-born Terri Raines, who was in Australia on vacation, in 1991. The couple later married and spent part of their honeymoon filming crocodiles. This footage became part of their 1992 Australian television show, *The Crocodile Hunter*, and the two worked together on the program. Four years later, the series was picked up by the American cable network Animal Planet. At the peak of its popularity, the show aired in more than 200 countries.

⁸⁸ Source: <http://www.biography.com/search/article.do?id=189158>

In each program, audiences were often spellbound by Irwin's dangerous encounters with animals. He thought nothing of tangling with deadly snakes, spiders, lizards, and of course, crocodiles. In addition to his hair-raising adventures, Irwin considered himself a wildlife educator, sharing his knowledge and enthusiasm for animals with his viewers.

Always in his trademark khaki shirt and shorts, Irwin became a well-known figure in popular culture. He even had his own catchphrase—"Crikey!"—an Australian expression of surprise or excitement. There have been countless parodies and spoofs of the famed adventurer—even *The Simpsons* and *South Park* featured send-ups of Irwin. He wasn't afraid to poke fun at his image as an energetic naturalist and showman. Irwin appeared as himself in the 2001 film *Dr. Dolittle 2* with Eddie Murphy. The next year Irwin and his wife starred in their own film *The Crocodile Hunter: Collision Course*.

Irwin occasionally drew criticism for his stunts. Some said that he was exploiting the animals that appeared on his shows. He stirred up even greater controversy in 2004 for feeding a crocodile while holding his infant son. Many were shocked by the images of Irwin and his son Bob with the snapping crocodile, and accused Irwin of child endangerment. Irwin was never charged in regard to this incident and stated that his son was never in harm's way. He grew up in a zoo environment and wanted the same for his son and his daughter Bindi Sue.

On September 4, 2006, Irwin was working on a new program, filming at the Great Barrier Reef in Australia. Snorkeling near a stingray, he was pierced in the chest by its barb, which hit his heart. Irwin died of cardiac arrest shortly after being stung. Stunned by the news of his sudden death, people around the world mourned his passing. Many left flowers and notes at the *Australia Zoo*, which he and his wife ran, taking over for his parents. Others posted messages expressing

their grief on the Web. Wildlife experts, such as Jack Hanna, noted that Irwin was a great conservationist.

Irwin made many contributions to the field of wildlife education and conservation during his life. He ran an organization to rescue and protect crocodiles and supported numerous other animal charities. Many of nature's dangerous creatures lost their greatest champion the day Irwin died.

Speaking, Listening and Viewing/Representing

Reading, writing, speaking, listening, depicting and viewing are all parts of literacy. In this section, the focus is on listening, speaking and viewing/representing skills, but the activities should be integrated with the other components of the English 130 curriculum.

The outcomes for English 120 and 130 for speaking, listening, viewing and representing are very similar. The *English 120 Resource Manual* has a variety of exercises you can use at the 130 level. This section is not as in-depth as the 120 section, as we didn't want to repeat the activities. This section covers three areas:

Speaking

- Group discussions
- Oral presentations
- Speaking activities

Listening Skills

- Active listening
- Listening activities

Viewing/Representing

- Visual literacy and critical viewing
- Representing

Products for Speaking, Listening, Viewing and Representing

- 1 oral presentation
- 2 visual products
- 3-5 responses to viewing

Speaking, Listening and Viewing/Representing

Each section has a list of learning outcomes, instructor notes, learning activities and handouts.

Instructor notes give background information about the strategies.



Learning Activities provide detailed instructions on learning activities for each strategy.



Handouts are pages you can copy for learners to use for the learning activities. Instructor's can modify handouts to suit the needs of their learners. Some activities have no handouts. Some have many.



Speaking

When we are speaking, it's helpful to be aware of our mannerisms and the way that we come across to others. For example, if I use my hands a lot while I speak, the listener may be distracted by these motions and not hear my words.

When we are listening, it's important to rid our minds of other thoughts and be attentive to the moment. For example, if I am thinking of what I need to do at home while someone is speaking to me, I may not hear what they are saying. That one moment may be when a shy learner has taken the courage to tell you something important.

An effective communicator is aware of their presence, how they express themselves and how they engage others in communication.

This section covers:

- **Group Discussions**
 - The way of council
 - Agree/disagree
 - Working cooperatively
- **Oral Presentations**
 - Stresses of public speaking
 - Different kinds of presentations
 - Debates
- **Speaking Activities**
 - Fun speaking activities
 - Everyday speaking
 - Job interview

Learning Outcomes:

- Participate in small group discussions about a variety of issues
- Express and explain situational viewpoints clearly
- Demonstrate persuasion, negotiating and problem-solving skills
- Acknowledge the value of others' opinions and ideas
- Ask and answer questions to get information and clarify understanding
- Use comprehension strategies to monitor understanding
- Demonstrate critical listening behaviours and show respect for the presenter
- Identify elements of stress and anxiety associated with oral presentations
- Use prescribed forms and techniques to make presentations
- Use language and tone appropriate to audience and purpose
- Revise and appraise work with peers
- Use appropriate voice and non-verbal cues



Instructor Notes **Group Discussions**

There are many ways you can get your learners involved in group discussions. You must establish a climate for discussion in your class right from the start. Set up guidelines that allow everyone opportunities to participate in group discussions. These guidelines might include:

- Everyone has their own opinion
- Everyone has a chance to talk
- Listen while others are talking
- Respect what others have to say

Discussion assists learners in the development of reasoning, critical thinking, and problem-solving skills. It gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions, clarify or modify ideas, resolve differences, and find alternative solutions.

The Way of Council

The Way of Council is an approach to group discussion that comes from Aboriginal traditions, whereby the group meets in a circle to discuss a particular topic and each person is given an opportunity to speak without interruption. The purpose of the communication circle is to develop and sustain direct, honest, and effective dialogue. Generally, a talking piece is used. The talking piece is a meaningful object, such as a rock, that designates whose turn it is to speak. In council, the person holding the talking piece speaks while the rest of the group listens.

By practising active listening skills, council can inspire deeper communication, intercultural understanding, and the non-violent resolution of conflict. It establishes a supportive and compassionate environment that encourages storytelling skills, the clarification of values, group building, collective decision making, and the emergence of a partnership model where initiative, responsibility, and leadership are shared. Building the classroom community is a process that takes time.

When a learner feels heard, they are more likely to share their ideas and participate in listening and speaking activities. Way of Council is one approach to community building through discussion. The more you practice this approach, the more fruitful class discussions become.

The Four Intentions of Way of Council:

- Speak from the heart
- Listen from the heart
- Be spontaneous
- Be lean of expression

Conversation Principles:

1. Acknowledge one another as equals.
2. Try to stay curious about each other.
3. Recognize that we need each other's help to become good listeners.
4. Slow down so we have time to think and reflect.
5. Remember that conversation is the natural way humans think together.
6. Expect it to be messy at times.

Collecting our Spoken Words

Collecting our Spoken Words is a variation on Way of Council. The key principles are that everyone has an opportunity to share their opinions and have their voices recorded. It is an approach for eliciting responses to a topic. The intention is to use the collected words for a specific activity such as:

- Making class rules
- Defining class values
- Searching for similarities and differences to a topic
- Clustering responses
- Generating ideas for research or writing assignments
- Receiving feedback on an activity or experience
- Bringing small group opinions on paper back to the large group



Learning Activities

Group Discussions

5 Handouts

Activity 1 – The Way of Council

Getting started:

- Sit in a closed circle.
- Bring a talking piece to class.
- Have the **Four Intentions of Council** posted so that everyone can see them and go over the four intentions with the group. (Handout 1)
- Go over the conversation principles on Handout 1.
- Explain the purpose of the talking piece while holding it.
- Tell the group that each person will have a set time to speak (one minute each).
- Tell the group what today's topic is and give everyone a few minutes to think about the topic.
- The instructor will start the council circle using the set time to speak then pass the talking piece to the person on her left indicating it is that person's time to speak.
- The talking piece is passed from person to person until everyone has had the opportunity to speak.
- Do not make comments, value judgments, or summarize what was spoken in the council. Let the words spoken be.

Discussion ideas:

- What advice do I have for the next generation?
- I value _____ because _____
- Ask each person to write a question that they would like to ask others. Pick out a question per day to discuss.
- Brainstorm a list of topics with the group. Pick one topic per week to discuss.

Activity 2 - Collecting our Spoken Words for Class Values

- The facilitator poses a question to the class and asks each person to respond. Question: “What do I expect from the instructor and other learners in the classroom?”
- A scribe writes down what each person says somewhere visible, such as the whiteboard or flip chart paper.
- The collected words are used to define class values. These values are written onto a poster board to be posted in the classroom.
- Look at each learners comment, or “I” statement, and turn it into a class value, or “we” statement.

Activity 3 – Agree/ Disagree

- Make up signs that say:
 - Strongly Agree
 - Agree
 - Strongly Disagree
 - Disagree
- Post signs around the room.
- Ask learners what the term **opinion** means. Write down their responses on flip chart paper.
- Go over Handout 2 with learners on how to disagree with people in a respectful way.
- Ask learners a controversial question. Try and relate the question to units they are working on or something that is happening in their community. Some examples are:
 - Alcohol should be prohibited in our community.
 - We should teach our children our first language at home.
 - The diamond mines have created great opportunities for Northerners.
 - Global warming is a myth.
- Learners decide how much they agree or disagree with a statement and stand under the opinion they agree with most. With other

learners in their group, ask learners to discuss their opinion and discover why others have chosen this viewpoint.

- Ask each group to share their viewpoint with the whole class and to defend their opinion. Learners should try to make a strong point for their opinion.
- After learners have listened to each group, individuals may choose to change their opinion and join one of the other groups. Ask that learners explain what persuaded them to change their opinion.

Activity 4 – Where does garbage go?

The topic “Where does garbage go?” can be substituted with many other controversial or “hot” topics in the community. Use Handout 3 for this activity.

Connect topic to real life

- Ask learners to picture and think about **the dump** in their community. Show a photo or bring a piece of garbage to provide a visual of the topic.
- You may ask learners to write down their thoughts to refer to later or share general comments out loud.

5 Ws

- In pairs, learners describe **the dump** to each other. Use the 5 Ws: Who uses **the dump**? What is in **the dump**? When do you go to **the dump**? Where is **the dump**? Why do we have a **dump**?
- Learners may write down answers to refer to later.

Brainstorming

1. In small groups discuss: “What if there was no more space for **garbage**?”
2. Share ideas and write them down.
3. Return to large group to share brainstorm ideas.

Prioritizing

1. In small groups brainstorm this question: “Most to least ethical way of making money with garbage.”
2. Make a list and prioritize.

Presenting

- Choose one outcome and present a solution.
- Present solutions: give each pair or individual 3 minutes to present their topic. Provide two choices: “Way of making money with garbage” or “What to do with garbage”.

Some other hot topics you might want to use:

- **Will the pipeline be a good thing?**
Who is constructing the pipeline? What is the Mackenzie Valley pipeline? When will the pipeline be constructed? Where is the pipeline proposed? Why is the pipeline being constructed?
- **What is a Northerner?**
Who is a Northerner? What does the word Northerner mean? When do I use the word Northerner? Where is this word used? Why do we say Northerner instead of something else?
- **Should the liquor licence policy for our community change?**
Who controls the liquor licensing? What is the liquor licence policy of our community? When does this policy affect me? Where do people buy liquor? Why do we have this liquor licence policy?

Activity 5 - Plan an event

Planning events is a great way to engage learners in real discussions that have meaning. Plan the graduation and end of year celebration.

In a large group, discuss the event. Use the 5 Ws as a way to engage learners in the discussion. Explain that planning the event will take the input and cooperation of everyone in the class. You may want to choose a

theme for the event. So that costume, decorations, music, and invitations match the theme.

On flip-chart or board, write the names of all the committees & brainstorm the responsibilities of each committee. For example:

- **Venue committee:** select location, make reservations, set-up decorations
- **Food committee (buy or prepare):** food, drinks, plates, napkins & utensils
- **Entertainment committee:** music (DJ or band), storytellers, other entertainers
- **Invitations committee:** list of all guests, design, print and send invitations

Learners choose committees. Ensure there is an equal distribution of learners per committee, consider the amount of responsibilities and time needed to attend to all details per committee. There are templates on-line at Microsoft for invitations, certificates, and other graduation & celebration items. Go to <http://office.microsoft.com/en-ca/templates/default.aspx>

Activity 6 - Proverbs

Proverbs teach a lesson by using imagery. They are passed down orally from one generation to another by many cultures.

Each day write a proverb on the board for learners to discuss. This can be done each morning. Discuss what the proverb means and if learners know of other proverbs with the same meaning. Handout 4 has a list of common proverbs and you can find an excellent list with country of origin at <http://www.corsinet.com/braincandy/proverb.html>.

Here are some Dene proverbs ¹

- The robin is a beaver's friend.
- It was the spider that showed us how to make a fishnet.

¹ **Source:** Camsell, Doris. Telephone interview. February 22, 2006

Speaking



- Help an elderly person who is tired and you may be given an extra day on top of your biological time.

Activity 7 – Evaluation

Ask learners to evaluate their participation and other people in group discussions. Handout 5 provides an evaluation form for learners to use for themselves and their peers.



Group Discussions

Handout 1

The Way of Council

Remember these things when you participate in **The Way of Council**.

The Four Intentions of the Way of Council

- Speak from the heart
- Listen from the heart
- Be spontaneous
- Be lean of expression



Conversation Principles

1. Acknowledge one another as equals.
2. Try to stay curious about each other.
3. Recognize that we need each other's help to become good listeners.
4. Slow down so we have time to think and reflect.
5. Remember that conversation is the natural way humans think together.
6. Expect it to be messy at times.



Group Discussions

Handout 2

Agree/Disagree

We all have our opinions. Each of us has the right to voice our opinions. We also have the responsibility to hear other opinions.

Some ways to state my opinion:

- “I think that...”
- “This picture reminds me of ____ that’s why I think...”
- “I believe in...”
- “I was taught to practice ____ that’s why I think...”
- “In my experience, using ____ is not a good idea because ____.”

Some ways to agree with others:

- “I agree with you and would like to add one more point...”
- “As (name) said, it is important for us to think about...”

Some ways to acknowledge other’s opinions when I don’t agree:

- “I hear what you are saying however, I’m not sure that works for me.”
- “It sounds like this is an important issue to you too. I’d like to tell you why I don’t agree...”
- “I understand some of your points but I’m not convinced that is the best solution.”
- “Let’s agree to disagree!” 😊



Group Discussions

Handout 3

Where does garbage go?



Photo of the dump in Norman Wells

With a partner, answer the 5 Ws:

- a. Who uses the dump?
- b. What is in the dump?

Speaking



c. When do we go to the dump?

d. Where is the dump?

e. Why do we have a dump in our community?



Group Discussions Handout 4

Proverbs²

- A clear conscience is a soft pillow.
German Proverb
- A closed mouth catches no flies. Italian Proverb
- A fool sees not the same tree that a wise man sees.
William Blake "Proverbs of Hell" (1790)
- A friend in need is a friend indeed. English Proverb
- A hard beginning maketh a good ending.
John Heywood "The Proverbs of John Heywood" (1546)
- A healthy man is a successful man. French Proverb
- A hungry man is an angry man. English Proverb
- A little too late, is much too late. German Proverb
- A lock is better than suspicion. Irish Proverb
- A man may well bring a horse to the water, but he cannot make him drink. John Heywood "The Proverbs of John Heywood" (1546)
- A penny saved is a penny gained. Scottish Proverb
- Advice when most needed is least heeded. English Proverb
- All is well that ends well.
John Heywood "The Proverbs of John Heywood" (1546)
- An apple a day keeps the doctor away.
Proverb of Unknown Origin
- As we live, so we learn. Yiddish Proverb
- Beggars shouldn't be choosers.
John Heywood "The Proverbs of John Heywood" (1546)
- Better late than never.
John Heywood "The Proverbs of John Heywood" (1546)

² Source: <http://www.corsinet.com/braincandy/proverb.html>.



Group Discussions Handout 5

Evaluation – Group Discussions³

Directions: First evaluate your own participation in this group discussion. Then provide constructive feedback for your peers.

1) Self Evaluation

Rate your participation on a scale of 1 – 3. 1 is a low rating, 2 is satisfactory and 3 is a strong rating.

Speaking Objective	Rating	Comments
Expresses and defends personal viewpoints.		
Openly considers the opinions of others in a small group discussion.		
Asks and answers questions to get information and clarify understanding.		

³ **Source:** Sharon Miron, ALBE Instructor at Aurora College – Yellowknife Campus

2) Peer Evaluation

Rate your peers' participation on a scale of 1 – 3. 1 is a low rating, 2 is satisfactory and 3 is a strong rating.

Name: _____

Speaking Objective	Rating	Comments
Expresses and defends personal viewpoints.		
Openly considers the opinions of others in a small group discussion.		
Asks and answers questions to get information and clarify understanding.		



Instructor Notes

Oral Presentations

There are four formats for oral presentations that we will practice in this unit: lecture, workshop, round table and debate.

Lecture format

Present a topic that you are knowledgeable about or have researched to the group. Typically, the group is listening while the lecturer presents and there is little to no dialogue during the lecture. Generally, the group can ask questions after the lecture.

Workshop format

The presenter teaches the group a skill. Typically, this is interactive and hands on. For example, the presenter may teach the group how to juggle by explaining and demonstrating the steps to juggling. Then each participant will be given balls to practice with. Generally, the group can ask questions throughout the workshop.

Round table format

Each member of the group is a presenter. Typically, each person has researched the topic and is expected to share their point of view during the round table discussion. The discussion is led by a moderator who asks penetrating questions. Generally, the purpose is for each presenter to field questions and answers, then come to some agreed upon solutions.

Debate format

The group is divided into two teams and presented a controversial topic. One team agrees with the topic and one team disagrees with the topic. A formal debate is like a game of tennis. Each team wants to provide the most points in favour of their side of the argument in order to win. Debate is not about personal opinion but the ability to present a logical and persuasive argument. The moderator keeps score.

Public Speaking

Public speaking is a common source of stress for everyone. Many of us would like to avoid speaking in public – but this is hard to do. Whether we work alone, are a learner or work with a large numbers of people, eventually we will need to speak in public to get certain tasks accomplished. And if we want to be leaders or achieve anything meaningful in our lives, we will often need to speak to groups, large and small, to be successful.

The *English 120 Resource Manual* has a whole section on public speaking using the Toastmaster format. It covers:

- Anxiety and public speaking
- Key elements to public speaking
- How to stop using ‘uh’
- Toastmasters format and roles
- Agree and disagree debates
- Oral book reports
- One-minute talks
- Longer presentations



Learning Activities

Oral Presentations

5 Handouts

Activity 1 – Why are Public Speaking/Oral Presentations Stressful?

Facilitate a discussion on why people get stressed out about public speaking. Write learners' responses on flip chart paper. Some ideas are:

- Adrenaline rushes to the base of your brain which gives a feeling of flight
- Afraid of ridicule, embarrassment or rejection
- Afraid you will forget your speech or get confused
- Some people are very shy and don't like to get up in front of others
- Afraid people won't listen

What are some signs of stress?

- Dry mouth, heart beating, knees knocking
- Full of panic
- Quiver in your voice
- Feel tense and anxious
- Hot, sweaty, thirsty

Write the following techniques for reducing stress on pieces of paper and mix them up in a container. Ask learners to draw a strategy and write down how this can help with stress. Ask them to share their ideas with others in the class.

- Breathe deeply. Why?
- Be an expert. How?
- Keep a glass of water handy. Why?
- Do exercises. Why? How?
- Be prepared. Know your material. How?
- Get some training. Where? How?
- Focus on role models. Who? Why?

- Start small – give examples of short speeches.
- Visualize yourself speaking. How? Why?
- Help the audience to relax. What are some ideas?

Activity 2 – Oral Presentations

An oral presentation should be organized as follows:

- **Title**
- **Introduction:** thesis statement or main point
- **Body:** Supporting points using linking words such as first, second and third.
- **Conclusion:** summary, no new points added.

Cut-up Handout 1 into strips and have learners put the strips in order.

Activity 3 – Oral Presentations Using PowerPoint

Often learners are nervous about making oral presentations. PowerPoint is a good place for learners to start. A good website for teaching PowerPoint is <http://www.actden.com/pp/>.

Ask them to choose a topic and make a PowerPoint presentation. A marking sheet is on Handout 2. Show them the marking sheet so they know what is expected of them.

Activity 4 – Lecture format

Each learner presents for two minutes on the topic “The type of job that would interest me”. The purpose of this activity is for learners to start exploring their career options by naming their values, interests, skills, and time commitments and linking this to work.

Lead learners in a brainstorm activity using Handout 3. In the centre of the handout is **Myself**. Explain each quadrant with a guiding question and allow time for learners to brainstorm and write their ideas.

Guiding Questions:

- Self-awareness: What are my values & beliefs?
- Interests: What do I like? How do I spend my free time?

Speaking

- Skills: What are things that I can do or want to learn how to do?
- Balance: How do I balance family life and studying?

Tell learners to choose ideas from their brainstorm and write them in paragraphs as follows:

Paragraph 1:

- My name is _____.
- Some of my values are...
- I believe that life is about...

Paragraph 2:

- My interests are...
- I spend a lot of time doing...

Paragraph 3:

- These are some skills that I have...
- I would like to learn how to...
- I've seen jobs such as _____ where people do these things.

Paragraph 4:

- These are my family commitments...
- This is how I balance family life and studying...
- If I was working I would need...

Paragraph 5:

- In conclusion, I am looking for the type of job that I can... (practice my values & beliefs, apply my interests and skills, and balance my family life with time at work.)

Each learner is given a turn to stand up and present what they wrote. The purpose is for learners to gain confidence in public speaking. Some learners may prefer to sit. Try to encourage learners to get up in front of the class. Learners should also practice eye contact with the group, and learn how to glance at their notes instead of reading word for word with

their head down. For tips for oral presentations see Handout 4. These skills can be practised throughout the course.

Activity 4 – Workshop

Each learner will choose a skill such as juggling or making bannock to demonstrate to the class. Learners should use visual aids for their workshop demonstration, for example, ingredients to make bannock or bean bags to practice juggling. Use Handout 5 as an example. Give learners 12 sticks (such as popsicle sticks, straws or twigs from outside) to practice this demonstration.

Tell learners to write out the steps of their demonstration in clear, short sentences, using action verbs. On craft paper or poster board, write the steps with pictures or diagrams, as appropriate. Encourage learners to be creative.

Activity 5 - Round table

Simulate a round table discussion at a community board meeting. Use the issue of daycare program for the discussion. A group of parents have put forward a proposal to build a daycare in the community. They are seeking a donation of land and \$100,000 for materials to build the daycare. This community board has a yearly budget of \$200,000.

Ask the group, “What are the issues and needs of our community?”

Explain that we are the community council and each learner is a board member. Each learner is asked to identify the main issues and needs in the community. The secretary of the board could take minutes or notes. Write the issues on large paper.

Ask the group, “What are the costs?” Write the costs next to each issue. For example: Daycare Centre, \$100,000.

Ask the group to prioritize the issues and needs, then decide if they will support the Daycare Centre proposal or not. The group must come to a consensus.



Oral Presentations

Handout 1

Oral Presentation

Good morning, today I am going to talk about building a smokehouse.

In the fall we built a smokehouse because we were tanning moosehides.

Buying moosehide can be very expensive so we decided to start tanning our own hides during fall hunt.

First, we cut twelve poles at camp and cleared a spot for the smokehouse.

Second, we dug a fire pit and covered it with beach sand.

Third, we leaned the poles against each other in a circle.

Finally, we attached tarps to the poles, making sure there was no space between the tarps and the ground and some space at the top for smoke to come out.

Since we made our smokehouse, we tanned two hides. Now we won't have to buy moosehide this year.



Oral Presentations Handout 2

PowerPoint Presentation⁴

Learner Name: _____

	Possible Score	Learner Score
Content: main topic and subtopics	/10	
Organization: structure and order	/10	
Delivery: loudness, tone, and clearness	/10	
Slide Presentation: effectiveness, creativity and layout	/10	
Slide Presentation: effects, sounds, and transitions	/5	
Mechanics: spelling and grammar	/5	
Total	/50	

Comments:

⁴ **Source:** Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

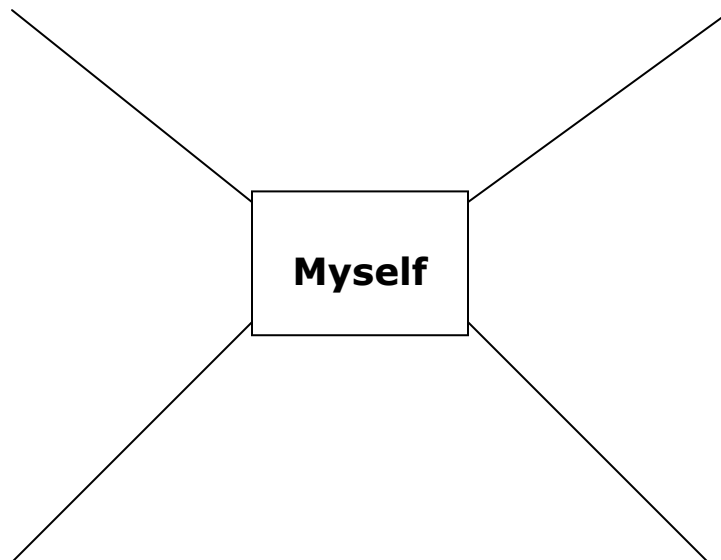


Oral Presentations
Handout 3

Brainstorm

Self-awareness

My interests



My skills

Balance



Oral Presentations

Handout 4

Tips for Oral Presentations

1. **The topic:** Choose a topic that you would like to talk about.
2. **Practice ahead of time:** Practice your presentation at home, to your family, the bathroom mirror, or your pets.
3. **Get the audience interested:** Start your presentation with an interesting fact or question about your topic.
4. **Use cue cards:** Write the main points of your presentation on small cards. Glance at these cards to remember what comes next.
5. **Maintain eye contact:** Look at the audience as much as possible.
6. **Avoid too many hand gestures:** Try not to wave your arms around, this can distract the audience.
7. **Speak loud and clear:** Speak as if you are talking to someone across the room. Try to open your mouth wide when you speak so that words are not mumbled.
8. **Bring visual aids:** Show pictures or bring objects for the audience to look at.
9. **Invite questions:** Invite the audience to ask questions at the end of your presentation.
10. **Give credit:** Let the audience know where and how you learned about this topic.



Oral Presentations

Handout 5

How to build a smokehouse

A smoke house is used to: dry and smoke fish and meat and tan hides. These are pictures of our smoke house from camp in the fall. Here are the steps for building a smoke house:

First: Choose twelve long poles and clear the spot where you will put your smoke house. Then dig a hole for the firepit and put sand in it.



Second: Lean two poles against each other. And continue adding poles until all twelve are standing.



Speaking

Third: Attach the first tarp to the poles, on a diagonal, using rope. The tarp should touch the ground but leave room at the top for smoke.



Fourth: Add more tarps until the smokehouse is covered. If your smokehouse is big, use long poles with rope to pull the tarps. Use one flap as the entrance.



Photos taken by Sarah Wright, 2005



Instructor Notes **Speaking Activities**

Any learning activity has more success when learners make connections to real life. Presentations can bring what's happening in the world into the classroom. This section provides learners with an opportunity to practice different speaking activities from everyday speaking to silly fun activities.

In role plays, a situation is presented to a small group of learners who prepare their parts, then act them out for each other or the rest of the class. The purpose of situational role plays is to cultivate awareness and assertive communication skills by practising real life situations with peers in the classroom. At this level, the role play can be a common situation or a conflict situation that involves some persuasion, discussion and negotiating. Role plays should be appropriate to the language level, cultural and community context of your learners. In role plays, learners may take on roles that they don't play in real life. For example, a learner may not be the boss in real life. This allows learners to enact situations from another perspective or a context that is different than their own. A conflict scenario may be slightly uncomfortable but should not be offensive to anyone. Role plays can be very fun. You may use props such as hats, sunglasses, fake moustaches and umbrellas. Encourage learners to find their own props to personalize the character they are playing.



Learning Activities

Speaking Activities

8 Handouts

Activity 1 – In Common

Learners pair up and find five things they have in common. Then they find a new partner and find five things they have in common, until they have partnered with each person in the class. At the end try and figure out what the whole class has in common.

Activity 2 – Funny Holidays

Photocopy Handout 1 and paste the sheet to cardboard and then cut out the squares. The squares either have 'tell the truth' or have a different holiday on it. Give one card to each learner and ask them to either 'tell the truth' or make up a story about the holiday they have on their card.

Activity 3 – Blackout

Write the word **blackout** on the board. Ask them what a blackout is. Explain that a blackout is when there is no electricity. In the summer of 2003, Canada had one of the biggest blackouts in history. On August 14 the electricity went off and stayed out for almost 15 hours.

Ask learners to brainstorm what they think happened to people during the blackout. Here are some ideas:

- People were trapped in elevators and subways.
- People had to walk long distances because they couldn't use gas pumps.
- Restaurants had to throw away lots of food.
- Nobody could get money from bank machines.

Ask learners to get in groups and discuss what would happen in their community if there was a blackout for several days in January. Ask them what would happen and what some of the solutions would be. Ask groups to report back to the larger group.

Variation

The scene is Yellowknife in January and the power is out. Give learners a scenario from Handout 2 to role play. Give them five minutes to practice and then role play their situation.

Activity 4 – Castaway

Ask learners to imagine the following situation: They were on a big boat with 10 people when there was a terrible storm. The boat sank, but they managed to reach a small island in the middle of nowhere. There are lots of berries on the island, and lots of fish in the water. However, the only things they have with them are the objects which have washed ashore.

Bring out the objects – a coat hanger, a bread knife, a can opener, a hammer, some lipstick, a comb, some string, a metal cup and some music CDs.

Ask learners to get into groups and come up with alternative uses for the objects in their situation. They have to discuss this as a group and at the end present their ideas to the class. At the end, ask which group had the most imaginative uses for the objects. Ask each group to come up with 10 items they would like to have in this situation. You can also show the movie *Castaway* with Tom Hanks.

Activity 5 – Amnesty

Play hangman with the word **amnesty**. Do the learners know what this word means? Explain that in some countries after an election or a war the government offers amnesty in their country.

The Scene

Write on the board “New Prime Minister offers amnesty!” Explain that a new Prime Minister has been elected and as a gesture of goodwill wants to release some prisoners. She has called a meeting of her advisors (the class) to decide which prisoners should be released. The Prime Minister has provided each group of advisors with a list of potential prisoners. She wants her advisors to recommend six prisoners to be released from jail.

Distribute the lists on Handout 3 and tell each group that they have ten minutes to decide who will be released. They must discuss each case and be prepared to give reasons at the end. The groups present their decisions to the larger group. When everyone has made their presentations the class decides who will be let out.

Activity 6 – True or False

Tell your learners a story about yourself. You can either tell them a real story or a false story. Ask the learners if they think your story is true. How do they know? Get them to ask you questions about your story like: When did that take place? How old were you? Where did it take place? Ask each learner to tell a story about themselves that is either true or false. Ask the other learners to ask questions to decide if the story is true or false.

Activity 7 – Everyday Speaking and Communication

Ask learners to brainstorm all the situations in their daily lives that they have to speak to people. They may have to ask for something at a store, or phone the school and talk to the principal, or ask questions about their test results at the health centre. Each day we are required to communicate, respond and listen. Everyday speaking situations can be stressful if you don't know what to say or how to say it. Ask learners to think about situations where they feel uncomfortable talking, asking questions or communicating their needs. For example: talking to the instructor, speaking in front of a group of people, asking for help, etc.

Effective communication can help you express who you are and help you get along with other people. This is especially helpful in dealing with difficult situations. To communicate your needs effectively, be assertive, not passive and not aggressive. Ask learners to define the terms: assertive, passive, and aggressive. Review Handout 4 together. The next activity gives learners an opportunity to practice being assertive.

Activity 8 – Role Plays

One of the most effective tools for rehearsing real life situations in the classroom is role playing. Learners develop problem solving skills by practicing how to:

- Deal with difficult people
- Deal with personal or workplace issues
- Act out solutions in an effective and cooperative way
- Observe consequences of their actions
- Practice overcoming obstacles

Say “Have you ever been to a restaurant and been really dissatisfied?” or “Have you experienced really bad service at a restaurant, store or business?” Give learners some time to think and respond. Tell them a story that you have. Then ask them how they dealt with the situation.

Cut out the scenarios on Handout 5 and ask learners to work with a partner. Give each team two scenarios and ask them to role play the scenarios in both assertive and aggressive ways. When everyone has completed ask for volunteers to do the role play in front of the class. Discuss the importance of good communication and dealing with conflict.

There are more role play situations on Handout 6 that specifically deal with conflict.

Activity 9 – Job Interviews

Explain the basic purpose of an interview:

A **selection tool** for employers who are looking for a suitable employee for their organization.

The secondary purpose is for potential employees to collect information about the organization they want to work for.

Ask pairs of learners to describe a job interview that they have had. As a large group brainstorm questions from job interviews learners have had. Go over Handout 7 to compare questions.

Ask learners what are the key things that a person needs to do to prepare for a job interview. Make sure they include the following:

Speaking

- Research the organization or company
- Go over potential questions that might be given
- Practice with a friend
- Be aware of your body language

Activities

- In pairs choose an organization and use the 5 Ws to research. For example: Who are they? What is their mission statement?
- Use Handout 8 to explain that approximately 60% of all communication is through body language. Point out that the interviewer sends messages from her body language too. For example: if the interviewer is tilting her head, she may be interested in what you are saying or if she is tapping her fingers she may be bored.
- Explain that in a job interview we need to show the employer the qualities they are looking for. We need to sell ourselves but make sure the qualities we are selling are those the employer wants and needs. Ask learners to role-play interviews using the questions on Handout 1 for the interview.



Speaking Activities

Handout 1

Holidays Cards

You went on a cruise in the Caribbean.	Tell the truth	You went hiking in the mountains.
Tell the truth	You went on a canoe trip down the Nahanni River.	You went to Europe for an exchange with a family.
You watched TV for your holiday and didn't go out at all.	You went to New York City.	Tell the truth
Tell the truth	You went to another community to visit family.	You went to Hollywood in Los Angeles.



Speaking Activities Handout 2

Yellowknife Blackout Role Cards

Person A: You are in an elevator which is stuck between two floors. There is no light. You are visiting a friend in the building. You call your friend.

Person B: You are waiting for a visit from your friend when the lights go out. You get a call from your friend.

Person A: You are a learner. You were finishing your homework on the computer when the blackout occurred. You have to phone your instructor and explain that you lost most of your assignment.

Person B: You are the instructor. You won't accept A's excuse because the homework is already one week late.

Person A: You are the Premier of the NWT. You want an explanation of what is happening. You are worried that people will freeze in their homes.

Person B: You are the CEO of the Power Corporation. You are still trying to figure out what's going on.

Person A: You are a 70 year old man. You are waiting for your daughter to come and make you your dinner.

Person B: You are the daughter. You can't go to your father's house now because you have no gas for your car and everything is shut down. You try and explain how he can make his own dinner.



Speaking Activities Handout 3

Amnesty List

Here is a list of the nine prisoners up for a possibility of amnesty. All are considered as very little risk to society. Please inform the Prime Minister which six prisoners you would recommend for release.

Person 1 is a 20 year old learner. He broke into the police's computer system and tried to erase his previous criminal record (some parking tickets). He was also charged with fraud after police discovered he had hacked into a pizza company's computer and ordered himself free pizzas for over a year. He is serving a two year sentence.

Person 2 is a 55 year old engineer. He was charged with manslaughter after he hit and killed a child while driving drunk. He has no previous criminal record. He is serving an eight year sentence.

Person 3 is a 30 year old mother of two. She was charged with drug dealing when police found half a kilogram of marijuana in her apartment. She says it was for personal use, but drug laws are very strict in this country. She is serving a two year sentence.

Person 4 is a 24 year old learner and activist. He was arrested during an anti-globalisation protest and charged with terrorism. He is a leader of a non-violent social movement and did not participate directly in any violent acts during his protests. He is serving an eighteen month sentence.

Person 5 is a 40 year old businessman. He was charged with fraud when police discovered that he had stolen over 2 million from his company using a false system of accounting. He is serving a 10 year sentence.

Person 6 is an unemployed woman. She was arrested for stealing food from a supermarket. This was not the first time that she had stolen food, and she had been warned. She is serving a five year sentence.

Person 7 is a landlord. He was arrested for keeping a block of flats in very dirty, and some cases, dangerous conditions. He was also renting the apartments to illegal immigrants and charging a lot of money for them. He is serving a six year sentence.

Person 8 is a politician. She was a leading member of the Ultra political party, an extreme group who believed that criminals should be executed, immigrants expelled from the county, and they also believed that the land should not be given back to Aboriginal groups. The Ultra party is very weak now. She was arrested for stealing party funds and is serving a four year sentence.

Person 9 is a 40 year old man. He was arrested for indecent exposure in the park. He was exposing himself to little old ladies. He is serving a three year sentence.



Speaking Activities

Handout 4

Communicate Effectively

Assertiveness

This is a true expression of your wants and needs. It means standing up for your rights and needs in a manner that increases the chance of achieving your goals. An assertive response allows you to express your feelings, build self respect and feel good about yourself. The persons with whom you are being assertive will feel good about themselves, too.

Passiveness

This is an inability to stand up for your rights, thoughts, and feelings or communicating them in a weak, ineffective manner. When you are passive, you allow others persons' needs and beliefs to be more important than yours. As a result, your needs may not be met and you can end up feeling angry, resentful, and hurt.

Aggressiveness

This is a domineering or condescending expression towards another person. You express your wants and needs, but at the humiliation of someone else. This results in the other person feeling angry and resentful. It may also cause you to feel guilty later about comments you made.

Listed below are examples of assertive, passive, and aggressive responses to a situation in which your roommate plays his stereo loudly while you are trying to study or sleep.

Assertive response: "I need to have less noise in order to focus on my studying. I would appreciate it, too, if the stereo was turned off when I go to bed or if you used earphones to listen to the music when I go to sleep."

Passive response: Leaving the room to study elsewhere when you don't want to or not saying anything, and as a result, not getting your work done and/or not getting enough sleep.

Aggressive response: “You are a deaf, inconsiderate animal. How do you expect me to study or sleep while your stupid stereo is blasting?”

To help you communicate in an assertive way:

- Begin statements with “I” instead of “you.” For example, start a statement with “I need,” “I want,” or “I would like it if...” Don’t begin statements with accusations, such as “You idiot,” “You selfish brat,” etc.
- Make sure that your facial expressions and gestures convey the message you are saying. Don’t laugh when you are serious. Use your hands to highlight feelings, but don’t make a fist, which displays aggression.
- Use short sentences. Be specific and clear. Don’t shout or speak too softly. Don’t whine.
- Be relaxed, natural, and concerned. Avoid slouching, putting your hands in pockets, and not facing the person you are talking to.
- Use good eye contact to convey self-confidence and interest. Don’t stare at the other person; this comes across as a challenge.
- Ask for feedback from the other person to make sure he or she understood your need or opinion. At this point, be an active listener and allow the other person to express his or her need and opinion. Try to come to a conclusion of what can be done to meet both of your needs. Compromise, if necessary.



Everyday Speaking Handout 5

Role Plays

Roles: customer and cashier

You are at the local store buying your groceries for the week. The cashier tallies up your groceries and says a much larger amount than you think is correct. You ask her to check the bill. She says she is sure that it is correct.

Roles: customer and waitress

You ordered a hamburger and fries for lunch 30 minutes ago. You are getting a little impatient because people who came in after you are getting served. You ask the waitress about your order. She tells you to be patient.

Roles: parent and instructor

Your child came home today and said that she had to spend the whole day sitting in the corner. You ask her why and she says she's not sure. You phone the instructor to discuss the situation and the instructor tells you that your daughter was talking too much.

Roles: neighbour and landlord

Your next door neighbour in your apartment building always has the music on loud late at night. You have tried talking to them but they don't listen. Your next step is to call the landlord.

Speaking

Roles: instructor and learner

You are a learner at the adult learning centre and need to take some time off, but Aurora College's policy won't allow for too many days off. You want to go to the bush for two weeks in the spring, but you also want to complete your course.

Roles: customer and sears agent

You have ordered a bunch of stuff from Sears. They have sent the wrong stuff and charged you for all the extra stuff, and the stuff that you ordered and did not receive. The Sears agent says that it is your fault and that you have to pay.

Roles: parent and principal

You are having difficulty with your son's instructor. Your son is failing and doesn't seem very motivated, but last year he did really well. He says the instructor picks on him and he just doesn't care anymore. You call the principal to talk about the problem.

Roles: employee and employer

Your employer got your number of hours wrong and your cheque is less than you think. She says that you only worked so many hours.



Everyday Speaking Handout 6

More Role play (conflict situations)

In small groups discuss the following situations. Choose your role and practice with your group.

Situation 1

The community board is meeting to discuss hiring summer learners. You are a board member and want your son to be hired. The board chairperson wants her daughter to be hired. The board secretary thinks it's a conflict of interest and no board members' children should get hired. The company who wants to hire summer learners just entered the meeting. Pick up the action there as Board Member, Board Chair, Board Secretary and Company Boss.

Situation 2

It is the day of your presentation at work. You prepared your part of the information. Your co-worker just arrived late for work and says that he lost his information. Your boss is walking towards you with the guest who is here for your presentation. Pick up the action there as Worker, Co-Worker, Boss and Guest.

Situation 3

The winter road is open and you are planning a trip south. Your brother and sister in law want to go with you. Last year, the trip wasn't fun because they fought so much. You don't want them to come but your auntie wants everyone to go together. Pick up the action there as Sister, Brother, Sister-in-law, and Auntie.

Situation 4

It is the night of high school graduation and as you arrive to pick up your date, you see her sneaking out the back door with a guy she used to date. Her mother (who always liked you better than the old boyfriend) notices at the same time and calls out to her. Pick up the action there as Date, Girl, Old Boyfriend and Mother.



Speaking Activities

Handout 7

Job interview questions⁵

Education

1. What were your most rewarding experiences in school?
2. What were your favourite classes? Why?
3. What extracurricular activities did you participate in?

Work Experience

1. What did you like most about your previous job?
2. What did you accomplish in your last job?
3. What things have you done on your job that make you proud?
4. Describe your ideal job.

Job Related Questions

5. What do you know about the type of work we do here?
6. How long would it take to learn what we do?
7. How did you become interested in our industry?
8. Why should we hire you?
9. Who can we contact as a reference?

Personal Qualities

10. What do you see as your greatest strengths?
11. What are areas you need to grow in?
12. What do you see yourself doing in the next five years?
13. Do you prefer to work alone or in a group?

Hobbies/Outside Interests

14. What are your hobbies and interests?
15. Outside of work, what experiences have impacted what you do?
16. Describe your lifestyle.

⁵ **Source:** Adapted from “Job Interview” Workshop binder, Department of Education, Culture & Employment



Speaking Activities Handout 8

SOLERA⁶

This handout is a guide to common interpretations of body language. It is not strict rules. Sometimes culture plays a role in the body language that is used.

Square – Use good posture; no slouching; feet flat on the floor.

Open – Don't cross your arms or your legs (may signal that you are backing off or that you have something to hide).

Leaning – Lean slightly toward the interviewer. This indicates interest.

Eye contact – Maintain eye contact when listening and talking. One note of caution: don't stare down the interviewer.

Relaxed – Stay loose. Don't tense your muscles or sit rigidly.

Attending – Nod your head and respond to what is said to you with appropriate verbal affirmations such as “um hum”, “yes”, “I see”.

Questions:

- Do any of these guidelines seem uncomfortable to you? Which ones?
- Which of the SOLERA guidelines would you use in a job interview?
- Are there any other guidelines you would use, or suggest others use, in a job interview?

⁶ **Source:** Adapted from “Job Interview” Workshop binder, Department of Education, Culture & Employment

Listening Skills

There are thousands of messages that we can send to learners by how we communicate with them. In the classroom, we have the opportunity to inspire, encourage, and support learners with effective communication strategies. Effective and open communication promotes an awareness of others' interests and needs. Ultimately, we can create an environment where each voice is heard. The English 120 Resource Manual covers most listening outcomes for the 130 level. It has:

- Communication activities
- Role plays
- Guest speakers
- Note taking
- Listening games
- Interviews
- Following directions

The following are some things to consider when preparing listening and speaking activities.

This section covers:

- **Active Listening**
 - Role plays
 - Literacy games and activities

Learning outcomes:

- Demonstrate critical listening skills and show respect for speaker
- Recognize and minimize barriers to listening
- Demonstrate critical listening behaviours and show respect for the presenter
- Demonstrate basic organizational patterns in oral presentations
- Make notes on main ideas and supporting details from a short oral presentation

Listening



- Identify personal knowledge and develop focused questions on a topic before listening.



Instructor Notes

Active Listening

Factors Affecting Listening

Listening is a process that involves actively hearing what another person is communicating and attending to that communication. Listening is how we receive the verbal portion of a person's message. By listening, we can show concern and interest in understanding both the person and the situation. We need to concentrate on encouraging not only learners, but ourselves, to exhibit good listening behaviours and strategies.

Active Listening

Active listening is a powerful tool which helps us communicate more productively and more fully understand what the speaker is saying. It also helps the speaker to articulate her concerns. The time it takes to learn and use active listening provides a number of benefits. Active listening helps learners deal with and “defuse” strong feelings, understand their own emotions, facilitate problem solving, keep responsibility with self, become more willing to listen to others and promotes a closer, more meaningful relationship between instructor and learner.

How to practice Active Listening:

1. Look at the person and suspend other things you are doing.
2. Listen not merely to the words but the feeling content.
3. Be sincerely interested in what the other person is talking about.
4. Restate what the person said.
5. Ask clarification questions once in a while.
6. Be aware of your own feelings and strong opinions.
7. If you have to state your views, say them only after you have listened.



Learning Activities **Active Listening**

7 Handouts

Activity 1 – Purpose to Listening

Ask learners why they listen to people, the radio, songs, etc. Write their responses on flip chart paper. Review Handout 1 to make sure they include all the points listed on the handout. Tell learners that it is important to have a purpose for listening, otherwise we tend to tune out.

Activity 2 – What is Active Listening?

Ask learners why it is important to listen carefully. Write their responses on flip chart paper. Ask learners what **active listening** is. Write their responses on flip chart paper. Give out handout 2 and go over poor listening and good listening skills. Ask learners how we actively listen to people. Write down their responses on flip chart paper. Give out handout 2 and discuss.

Activity 3 – Active Listening

- In pairs, learners practice active listening using Handout 3.
- Give the class a topic such as: Introduce yourself to your partner, Describe the first day of class or What did you do on summer vacation? Choose topics that aren't debate or conflict driven for this activity.
- One learner will talk and the other will listen. Without writing things down, the learner who is practicing active listening should be able to repeat back the main ideas when their partner is finished speaking.
- Learners switch roles and repeat the activity.
- With the whole class, discuss how they used active listening.

Activity 4 – Role Play Common Situation

- Give each learner Handout 4 and ask them to fill in each square with their answer. Guide them through the first one by giving an example of a problem you would tell a friend.
- In pairs: take turns with each role. Then switch. This gives each learner an opportunity to share what they wrote on their cards.
- Encourage learners to look at their partner when they are speaking and try not to read their cards word for word.
- Ask each pair to choose a scenario and role play for the class.

Activity 5 – Listening for Details⁷

Ask four learners to leave the room. Give the rest of the group the marking sheet and ask them to keep track of how many details each successive listener gets from the story. The marking sheet and story are on Handouts 5 and 6. You can use your own story and marking sheet. Invite listener #1 into the room and read him/her the story. Next, invite the second person and ask listener #1 to retell the story to #2. The group records the details on the sheet. Then, invite listener #3 to come back in the room, and listener #2 retells the story. Repeat with listener #3 telling the story to the fourth person. Ask learners to share their marking sheets with one another. Discuss what the results are.

Activity 6 – Listening Games

- **Telephone Game** – Ask learners to sit in a circle. Tell the first person a phrase or sentence and ask them to whisper it to the next person. Everyone does the same thing. No one can ask questions. The last person tells the group the phrase or sentence.
- **Word Play** – The class is instructed to answer the following problem:

“You are driving a bus. You go east 12 miles, and turn south and go 2 miles and take on 9 passengers, then you turn west and go 3 miles and let off 4 passengers. How old is the bus driver?”

⁷ Source: Barb Miron, Yellowknife

Listening

After the class has completed the exercise, ask for solutions. Most listeners will attempt to follow the numbers and arrive at a solution based on them.

The actual solution is the age of each listener. The problem uses the word **you** four times. What is the relationship between listening and interpretation? Why did people fail to hear the term **you**? What are the implications for any orally delivered instructions?

- **Memory Game** – Ask learners to sit in a circle. Start the activity with the statement “I went camping and I brought a tent.” Ask the next person to say the same statement and add something. Go around the room once or twice until there are too many things to remember.
- **Place Name** – Say the name of a place and ask the next person to say another place using the last letter of the first place. For example: Tuktoyaktuk, Kakisa, Alberta, Alexander Falls, etc.
- **Twenty Questions** – The instructor says they are thinking of something and learners can ask 20 yes or no questions to try and figure out what the instructor is thinking. The person who guesses correct gets to think of the next thing.
- **Word Bingo** – Use vocabulary words or words from a news story or any listening activities to play word bingo. Use Handout 7 as a template. Ask learners to write the words in random order on the sheet and then call bingo.
- **Progressive Story**— Sit in a circle. Start the story off with a statement. For example: “Last year I went on a wild trip...” Each person must add a sentence to the story. Go around the circle until someone ends the story.
- **Adult Internet Interactive Listening Games** – It’s your first day as a paramedic. There’s been a car accident. Listen to the instructions on this interactive site to get the injured person to the hospital on time. If you don’t get it right, you are not hired for the job.
<http://www.bbc.co.uk/skillswise/words/listening/typesoflistening/game.shtml>



Active Listening

Handout 1

Why Listen?

I am listening to understand

- Be open-minded. If the learner has strong personal opinions, have them think about their biases.

I am listening to remember

- Have learners listen for the main ideas and how the speech is organized.

I am listening to evaluate

- Is the speaker qualified? Is the message logical and factually correct? Learners should be aware of errors in thinking, such as generalizations, propaganda devices, and prejudice (refer to Advertising in the Viewing Section).

I am listening to be entertained

- Look for imagery, mood, and humour that make a presentation enjoyable.

I am listening to support

- Listen closely to determine how others are feeling and respond appropriately. E.g. clarify, paraphrase, encourage, sympathize, etc.



Active Listening Handout 2

Poor/Good Listening Skills

Do you do any of these things?

Poor Listening Skills	Good Listening Skills
Personal bias – prejudice can affect how well we listen and how we perceive what the speaker is saying.	Try to suspend judgment.
Environmental factors – such as noise, uncomfortable seating, and temperature can cause us to focus our attention away from the speaker.	Try to control environmental factors such as adjusting the thermostat, changing seats, or moving to a quiet place.
Short attention span – as we receive a message, we must attend to it or we will lose it.	Try to concentrate on what the speaker is saying, ask questions to clarify and become involved in the conversation.
Rehearsing a response – many times we catch the drift of what the speaker is saying and we begin rehearsing a response, so we miss part of the message.	Try not to anticipate your turn to speak.
Daydreaming – we are capable of receiving and processing information more quickly than a speaker can deliver it. This gives us spare time to think.	Try to concentrate on the message being delivered.

Listening



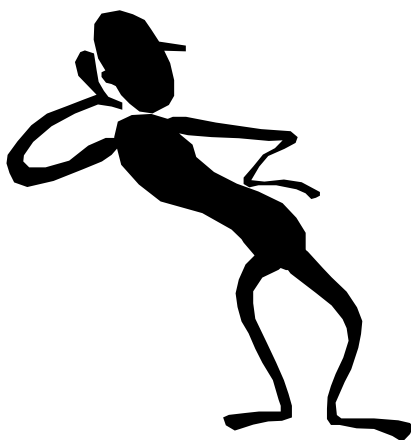
Hot words – we all have certain words that we react to. When we concentrate on the hot word, we may lose the speaker's message.	Try not to react to certain words and listen for the main idea.
Filtering – sometimes we are asked to attend a presentation of little interest. As listeners, we tend to listen to get an overview of what is going to be presented, then tune out the rest of the message.	Try to stay engaged and show the respect you would like when you are a presenter.



Active Listening Handout 3

How to practice Active Listening

1. Look at the person, and stop what you are doing.
2. Listen not just to the words but to the feelings expressed.
3. Be sincere and take an interest in what the other person is saying.
4. Restate what the person said.
5. Ask questions to clarify what is being said.
6. Be aware of your own feelings and strong opinions.
7. Listen first and then state your views if you want.





Active Listening Handout 4

Role play common situations

Write your answer to each situation, then role play with your partner. Try not to read your cards. Look at your partner when you are talking to them. Use active listening when you listen.

Friend to friend - Share a problem with your friend: <i>(write the problem)</i>	Boss to employee - Give your employee these instructions: <i>(write the instructions)</i>
Learner to newcomer – Give the newcomer directions to your house from the school: <i>(write the directions)</i>	Parent to child – Tell your teenager what you expect when he goes on his camping trip: <i>(write expectations here)</i>
Distant cousin to cousin at home - Call your cousin to leave an important message: <i>(write the message here)</i>	Child to parent – Tell your parent the reason you dropped out of school: <i>(write your reason here)</i>



Active Listening Handout 5

Details Count! Test Your Listening Skills

Put a check mark (✓) in the square for each detail the listener remembers.
Compare listener 1 to listener 3. What are the results? Why?

The Details	Listener #1	Listener #2	Listener #3
Fisherman			
Lake in Northern Canada			
January			
Especially cold winter			
Sheds behind house			
Stored nets and equipment			
Blizzard with 120 km/hr. winds			
Metal sheds			
Blown across the neighbourhood			

Listening

Twisted, Mangled Mess			
Mechanic Friend			
Scrap Metal			
Ford Motor Company			
Kingston, Ont.			
Excellent Price			
Clearly Labeled Crate			
30 days			
Received a letter			
No Cheque			
Disappointed			
Call from Kingland Ford			
Yellowknife			
New Truck			



Active Listening Handout 6

Listening Exercise: The Story

There was a fisherman who lived on a lake in Northern Canada. It was January and an especially cold winter that year. He had several metal sheds behind his house that he stored his nets and equipment in. During a fierce blizzard, with winds over 120 km per hour, the sheds were blown apart and spread across the neighbourhood. The next morning after the storm had subsided, the fisherman was able to inspect the damages. His sheds were a twisted, tangled mess and could not be put together again. He was broken-hearted over his loss. His friend, who was a mechanic, suggested that he send the scrap metal to the Ford Motor Company in Kingston, Ontario. His friend explained that this company would buy scrap metal for an excellent price. The fisherman got all the information from his friend and sent off the scrap metal in a clearly labelled crate. After 30 days, the fisherman received a letter saying that the Ford Motor Company was not sending a cheque for the scrap metal. The fisherman was quite disappointed. Then a few days later, he got a call from Kingland Ford in Yellowknife telling him to come and pick up his new truck.

Listening



Active Listening Handout 7

Word Bingo

B	I	N	G	O

Listening



Viewing/Representing

Viewing and Representing are important forms of literacy. These activities should be integrated into the reading and writing sections.

The *English 120 Resource Manual* covers many of the outcomes for the 130 level. The Viewing/Representing section in the 120 manual is very extensive. It covers:

- Movie and TV reviews
- Analyzing advertisements
- Stereotyping
- Current events
- Collage/posters
- Development advertisements
- Mapping/graphic organizers
- Bookmaking

This section covers:

- **Visual Literacy and Critical Viewing**
 - Understanding context, perspective, point of view, body language, etc.
 - Activities using photos
 - Fact vs. opinion
- **Representing**
 - Collage/posters
 - Developing advertisements
 - Mapping/graphic organizers
 - Bookmaking

Learning Outcomes:

- Respond to visual texts by making connections between them and prior knowledge and experiences

Viewing/Representing



- Identify important elements and techniques in visual media and recognize how they affect the audience
- Demonstrate critical viewing behaviours in visual media (such as recognizing main ideas and details, making inferences etc.)
- Create simple charts, webs or illustrations as a way of organizing information
- Create original visual products to communicate personal understanding of texts
- Use visuals to enhance written or oral presentations



Instructor Notes

Visual Literacy and Critical Viewing

Visual Literacy

We live in a world of images: films, TV, video games, advertisements and magazine photographs. Today, learners must not only know how to read and write; they must know how to interpret what they see. The more you know about the techniques of visual communication, the more you'll appreciate and understand the images you see.

Reading Visuals

When you read a visual, you need to look for clues in the parts and whole of the picture. You try to identify the subject, plot, and setting. Some questions you might ask:

- What does the photo say?
- Look at the entire photo first.
- Who are the people in the photo?
- What do they look like?
- What are they wearing?
- What does their expression tell you?
- Who are the characters in the visual story?
- What are their lives like?
- How did they get into the situation of the photo?
- What's the setting?
- Do these characters belong in this setting?
- How and why?
- Look beyond the photo to specific areas of the picture.
- Divide the picture into nine parts visually and examine each section.
- What artifacts do you see?
- Are there things you don't recognize?
- Why? What's the purpose of the picture?
- Why are it taken?
- What is the "plot" or "story" of the photograph?

- Although you may learn things from the text related to the photo or the person who took the picture, you can also draw inferences from the picture itself.
- Or, you may wish to invent a story.

Interpreting Visuals

Once learners become confident in reading visuals, they need to begin interpreting visuals. This might involve retelling, identifying, describing, explaining, and critiquing. You might show learners pictures of World War II propaganda posters and ask them to identify the techniques that were used. You might show learners a photograph and ask them to discuss the time period and provide reasons they think the photo was taken at a particular period in history.

Critical Viewing

Whether learners are viewing a picture, an illustration, a sign, a magazine, a television cartoon, an advertisement, a commercial, a video, the Internet, or any other visual text, they need to make sense of it and respond personally, critically, and creatively.

"Being literate in contemporary society means being active, critical, and creative users, not only of print and spoken language, but also of the visual language of film and television, commercial and political advertising, photography, and more" (International Reading Association/National Council of Instructors of English, 1996, p. 5).



Learning Activities

Visual Literacy and Critical Viewing⁸

9 Handouts

Activity 1 – Understanding Context

The **context** is the details in the photograph. You can ask yourself a number of questions to help make **inferences** about the picture.

Tell learners to act like a detective and ask the 5 Ws and How questions to get more out of the photograph. Place photos around the room and ask the questions below. Ask learners to write down their answers and then share them with others when they are done. Handout 1 provides learners with practice viewing a photo and answering these questions.

1. Where is the scene taking place?
2. Who are the people in the picture?
3. Are they related in some way?
4. What are they doing, feeling and thinking?
5. What is happening right now?
6. What might have caused the situation?
7. Why are the people doing what they are?
8. What probably took place just before the photo?
9. What will happen next?

Activity 2 – Creating Emphasis

Good photographers try to compose their pictures in the most effective way. They do this through **emphasis**. With emphasis, the artist tells your eyes where to look. The photographer uses a contrast between light and darkness, focus and positioning of objects to give them emphasis.

Emphasis can help create the mood of the picture as well. For example, if the photographer keeps his subjects in the shadows, it can create a gloomy mood. If he or she sets them in the light, the mood is happier.

⁸ **Source:** Most of these exercises have been taken from Sharon Miron, ALBE Instructor, Aurora College, Yellowknife Campus

- Ask learners to analyze the photos on Handout 2 to determine how the artist used emphasis.
- Suppose that you were a photographer who has been hired to take Halloween pictures. How might you light your subjects to make them look scary?
- **Colour** can also be used to emphasize mood. What is meant by warm and cool colours? If you wanted to make a scene appear vibrant and energetic, what colours would you emphasize in your photograph? Ask learners to fill in the chart on Handout 3. What mood does each colour create?

Activity 3 – Using Perspective

Perspective is the effect of distance on the appearance of objects; it is the distance from which objects are observed. The photographer can also create emphasis through perspective. It involves placing the subjects of the photograph in the foreground, middleground or the background.

Ask learners to view the photo on Handout 4 and answer these questions:

- What feelings come to mind as you look at this picture?
- Think about what was in the photographer's mind as he set up his camera? What impression was he trying to make?
- Why do you think that the photographer has arranged the picture this way?
- What mood is created by the photograph?
- Think about some of the questions above and write a paragraph about the how the photographer has arranged this picture and what he may be trying to communicate through it.

Activity 4 – Using Juxtaposition

Juxtaposition is when two things are put together in a picture in order to emphasize their similarities or differences. Photographers convey meaning through juxtaposition in their photographs.

Look at the picture on Handout 5. How has the photographer used juxtaposition in this photo? What idea is he trying to communicate?

Activity 5 – Point of View

Point of view is the position from which something is observed or considered. It is the angle at which the picture is taken. Photos can be taken from a child's point of view, a tall person's point of view, from different angles or at eye level. Point of view offers clues as to the visual artist's tone or attitude toward his subject. For example, if a photographer shoots a subject from below, he may create the image of importance and power. If a picture is shot from eye level, it becomes familiar and comfortable. It is how we are used to seeing things. If it is shot from above, it could appear small and vulnerable.

- Ask learners to look at the pictures on Handout 6 and decide what point of view they were taken at.
- What meaning is communicated by different points of view? If a picture was taken of a large, scary looking man from below, what effect would that have?

Activity 6 – Body Language

Body language is a form of non-verbal communication. Body language conveys messages in all sorts of situations. Visual artists depend on body language of people shown in pictures to help communicate messages they want to share.

- Ask learners to brainstorm and think of different body language used in everyday life and what it means? Ask them to write their ideas down on the chart on Handout 7. Have them share their ideas with others in the class.
- Body language includes facial expression and body positioning. Learners look at the picture of the fire fighter on Handout 6. What is he trying to communicate?

Activity 7 – Putting it all Together

Ask learners to apply everything that they have learned and write a response to a photo. They should consider the context of the photo and

some of the photographic techniques used to create meaning. Give them the following questions to help them with their response:

- How does the photographer use light and dark to affect the mood of the picture?
- What is the effect of placing the soldier in the immediate foreground of the picture?
- How does the visual symbol of the wall enhance the overall effect of the picture?
- The photographer has juxtaposed the ball with the gun, the little boy with the soldier. Why?
- Think about the things that the ball and gun might symbolize.
- What is the context of the picture? Who are these people? What is happening?
- What do you think will happen next?

Activity 8 – Quiz

Ask learners to do the quiz on Handout 8 to find out if they have a good understanding of analyzing a photo.

Activity 9 – More Activities with Photos

- When starting a project, consider beginning with a visual rather than a topic. Ask learners to brainstorm what they already know about the pictures and what they'd like to know. (Similar to the K-W-L in the Reading Section.)
- Learners can use a visual as a starting point for a creative writing activity, a travel brochure, or a science discussion. For example, you might provide photos of children from around the world. Ask learners to select a picture and learn more about the culture represented, then write a short story.

Activity 10 – Collaborative Listening – Viewing Guide (CLVG)⁹

- **Preview information:** Pre-teach terms, give an overview of the topic, and discuss learner's background on the topic. Learners write significant ideas and concepts in the left column of recording sheet on Handout 9. Encourage learners to be brief.
- **Post viewing group meeting:** Learners meet in small groups to elaborate on their notes. Information goes in the middle column (Post-viewing: We learned that...). They will write their own ideas and the groups' ideas.
- **Pairing:** Learners pair up with another learner to further their research on the topic. Use the right hand column (Follow-up: We will find out...) to generate ideas on their project.

Activity 11 -Fact vs. Opinions in Advertisements¹⁰

Explain to learners that smart consumers need to be able to distinguish between fact and opinion in advertisements. Discuss the difference between fact and opinions.

- **Fact:** a statement that can be proven true. For example: The population of the NWT is 42, 000.
- **Opinion:** expresses someone's belief, feeling, view, idea or judgment about something or someone. For example: The NWT is a really great place to live.

Write a series of statements on the board – some that are facts and some that are opinions. Ask learners to decide which are facts and opinions. After doing several of these, ask the class to identify ways to determine whether a statement is a fact or opinion.

⁹ **Source:** Adapted from: Wood K.D. (1994). Practical strategies for improving instruction. OH: National Middle School Association.

¹⁰ **Source:** Adapted from Education Oasis Staff, © Education Oasis www.educationoasis.com

- **For example:** Opinion statements use words such as: believe, perhaps, probably. Or, judgment words such as: good, best, pretty, amazing, fantastic.

Ask learners to cut out advertisements in magazines and determine if they are fact or opinion. Ask them what is used more in advertisements: facts or opinions.

Extension Activities:

- Ask learners to create their own ads which contain both facts and opinions. Ask them to trade ads and determine whether the statements in their peers' ads are facts or opinions. Discuss results in large group.
- Tell learners to watch for opinion statements for the next few days. When and where do they occur most frequently? Discuss why it is important to be able to distinguish between fact and opinion in advertisements.



Visual Literacy and Critical Viewing

Handout 1

Understanding Context

Look at the photo and answer these questions.



1. Where is the scene taking place?
2. Who are the people in the picture?

3. Are they related in some way?
4. What are they doing, feeling and thinking?
5. What is happening right now?
6. What might have caused the situation?
7. Why are the people doing what they are?
8. What probably took place just before the photo?
9. What will happen next?



Visual Literacy and Critical Viewing Handout 2

Emphasis¹¹

What is the photographer trying to do in these pictures?



¹¹ Source: <http://www.flickr.com/photos/89831332@N00/>



Visual Literacy and Critical Viewing
Handout 3

Colour in Photos

Write down the mood that you think each colour represents.

Colour	Mood Created
bright red	
light green	
black	
yellow	
sky blue	



Visual Literacy and Critical Viewing
Handout 4

Perspective



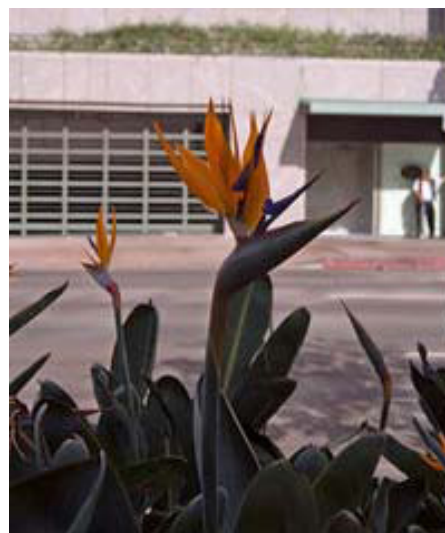
- What feelings come to mind as you look at this picture?
- Think about what was in the photographer's mind as he set up his camera? What impressions was he trying to make?
- Why do you think that the photographer has arranged the picture this way?
- What mood is created by the photograph?
- Think about some of the questions above and write a paragraph about the how the photographer has arranged this picture and what he may be trying to communicate through it.



Visual Literacy and Critical Viewing Handout 5

Juxtaposition¹²

How has the photographer used juxtaposition in these photos? What idea is he or she trying to communicate?



¹² Source:

<http://images.google.ca/images?q=juxtaposition+photos&ndsp=20&svnum=10&hl=en&lr=&start=40&sa=N>



Visual Literacy and Critical Viewing Handout 6

Point of View¹³

What point of view are these photos taken from? What was the photographer trying to do?



¹³ Source: http://news.com.com/2061-11200_3-6084539.html
http://www.treklens.com/gallery/North_America/Canada/photo180643.htm
<http://www.kaktus.cc/photos/black-n-white/black-n-white-12>



Visual Literacy and Critical Viewing

Handout 7

Body Language

Posture	Facial Expression	Meaning
For example: Folded arms when talking to someone		I am not very friendly and do not want to talk to you.



Visual Literacy and Critical Viewing

Handout 8

Quiz

Answer the following multiple choice questions to see how much you have remembered from this unit.

1. To show that an expensive European car is elegant and tasteful, a car-advertiser will often juxtapose pictures of a car with _____.
 - a. scenes of race-car driving
 - b. shots of the car driving over difficult terrain
 - c. sounds of classical music
2. To read a stop sign upside down would require a change in your _____.
 - a. emphasis
 - b. point of view
 - c. juxtaposition
 - d. desire not to look foolish
3. If an advertiser wanted to make you think of partying, he or she might juxtapose pictures of a beach in summer and _____.
 - a. a mosquito
 - b. a full garbage pail
 - c. smiling people drinking cold beverages
 - d. a forest fire

4. Viewers might say that a picture has a very gloomy tone if the visual artist_____.
 - a. juxtaposed a smiling person and a sunrise
 - b. used only shades of black and grey in the picture
 - c. placed people in the foreground of the picture
5. If a visual artist wants to emphasize an object, the object should be placed in the _____ of the picture.
 - a. foreground
 - b. background
 - c. perspective
6. You are an artist and you want to suggest that a person in your picture is a business person. Which of the following details would express this?
 - a. putting a cup and a donut in front of the person
 - b. having the person check his or her watch with a worried look
 - c. putting the person in a court of law beside the lawyer.
 - d. giving the person a briefcase and a cellular phone
7. If a cartoonist wanted to show that a baseball was moving through the air, the cartoonist might _____.
 - a. place the ball in the foreground.
 - b. draw a pitcher and a catcher of either side
 - c. draw several horizontal lines on one side of the ball
 - d. juxtapose the ball with a bat
8. Which of the following is not an example of body language?
 - a. telling someone to sit down in front at the movie theatre
 - b. holding up your hand to indicate stop
 - c. holding your hands a foot apart as you tell a fishing story



Visual Literacy and Critical Viewing

Handout 9

Collaborative Listening - Viewing Guide (CLVG)

Topic _____ Date _____

Learner _____ Partner _____

Preview:	Post-viewing:	Follow-up:
We know that...	We learned that...	We will find out...



Instructor Notes

Representing¹⁴

Representing and depicting have been integrated into the reading and writing sections of this resource manual. This section provides you with some ideas and activities specific to representing that you can integrate into other areas of the curriculum. Representations allow learners to demonstrate their learning and understanding in a variety of ways. Refer to the *English 120 Resource Manual* for detailed activities on representing.

Learners need opportunities to communicate their ideas in a variety of forms and to explore various media and forms. Help learners recognize representing as an important way of communicating ideas, exploring their thinking, and demonstrating their understanding. Point out how pictures, sounds, photographs, illustrations, graphs, charts, diagrams, and other representations are found in texts as well as in the world around us.

Form	Examples
Maps, Webs	concept map, story map, character map, word map, concept web
Diagrams	labeled diagram, Venn diagram, tree diagram
Chains, Wheels, Timelines, Flowcharts	sequence chain, word chain, cycle wheel, word wheel, historical timeline, event flowchart, rebus
Graphs	object graph, pictograph, bar graph

Viewing/Representing

Illustrations	poster, painting, photograph, mural, slide show, collage, comic strip, storyboard, story quilt
Three-dimensional, Multimedia	display, model, diorama, sculpture, skit, mime, tableau, role play, drama, puppet play, mobile, video, multimedia presentation

Give learners guidance and explicit instruction to develop effective representing skills and strategies. As with all communication, learners need to plan and then prepare the final product. Instructors need to discuss and model the before, during (problem solving), and after phases of the representing process as carefully and consciously as they do with the other language processes.



Learning Activities

Representing

3 Handouts

Activity 1 – Posters

Posters are a great way for learners to show their understanding of a topic. Some ideas for using posters in the classroom are:

- Learners make a poster to represent the topic, setting, characters, theme and plot of a story.
- Learners make a poster to advertise something in the community – community feast, family literacy night, band meeting, etc.
- Learners make a poster to inform the public about a health issue like smoking, healthy eating, alcohol abuse, etc.
- Learners make a poster that describes how to do something. For example, tanning a hide, skinning a caribou, sewing mukluks, etc.

Activity 2 – 3 D Collages

- Provide learners with old magazines, newspapers, scissors and glue.
- Use Handout 1 for the collage. Tell learners to cut along the outside lines to make the shape of the box and fold on the dotted lines after they have created their collages.
- On the inside of the box make a collage of “how I see myself”.
- On the outside of the box make a collage of “how others see me”.
- Fold dotted lines and tape the box together, leave the top flap open so people can look inside.
- Put all the boxes on tables and have learners walk around and look at each other’s boxes.
- Ask learners to give a short oral presentation describing their collage.

Activity 3 – Make an Advertisement

Learners make an advertisement that depicts the people in their community. Learners use an advertisement that they think is a stereotype and they change it to reflect the people in their community. They can change the picture and words to reflect the people and attitudes in their community.

Activity 4 – Selling a Craft or Product

In groups of three, learners will choose a craft or product and make a TV commercial. **Directions:**

- Describe your craft or product. Make a list of its qualities or good points. To model for the class, bring in a product and demonstrate.



Craft: handmade keychain
It is hand-made from tanned moose skin. It is beaded with a handmade flower design. The colours are bright. A keychain is useful. The beading is traditional. Beading is a dying art. This is a small symbol of our culture.

- Explain that TV commercials are usually 20-45 seconds. The purpose of a TV commercial is to sell a product. You want to convince the audience that your product is the best and that people need to rush out and buy it. On flip chart or board, make a list of descriptors from TV commercials. Examples: **Best, Fastest, Longest Lasting, New and Improved.** What other descriptors do you hear on TV commercials? Add to list. Look at your brainstorm from #1 and add some of these TV commercial descriptors to “sell your product”.

- Write your TV commercial. This is an opportunity for learners to be creative. Give them options such as: using music, writing lyrics, writing a poem.
- Each group will act out their TV commercial. All group members should participate in some way. The other groups will provide peer feedback.

Activity 5 – Graphic Organizers

Use graphic organizers to help learners represent their ideas and work. Handout 2 provides a variety of graphic organizers.

Activity 6 – Photo Stories

Take a series of photographs and ask learners to describe what is happening in the photo or use the photo as a prompt to create a story around it. This can also be done as a group activity by having each learner write a line in response to the same photo. Give learners a digital camera or Polaroid camera and ask them to take pictures in the community. Ask them to write a story about the pictures they have taken. An example photo story is on Handout 3. They can take pictures of:

- Interesting people, buildings or sites
- Their children
- Elders
- Traditional activities

Activity 7 – Talking Books

Talking books are a great literacy activity. They are made on the computer using the program PowerPoint to add text, pictures and sound. Talking books can be used with all levels from 110-150. Instructors can use them individually or as a class activity.

If you would like more information on how to make talking books, contact the NWT Literacy Council. They have a CD that shows how to make talking books in detail, they also run workshops on how to make talking books.



Representing
Handout 1

3D Collage



Representing Handout 2

Graphic Organizers

Graphic organizers are formats for visually organizing information – they make learners' thinking visible. Graphic organizers reflect a holistic approach to learning by revealing not only what learners are thinking, but also how they are thinking as they work through learning tasks. Some good websites for many different graphic organizers are:

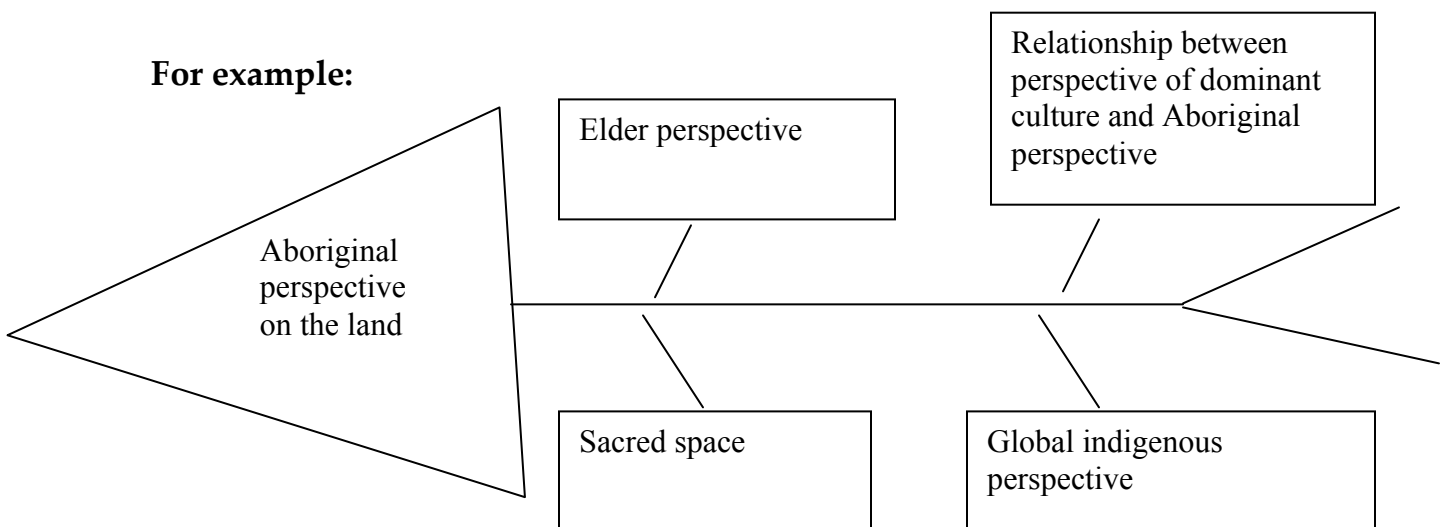
- <http://www.enchantedlearning.com/graphicorganizers/>
- <http://www.eduplace.com/graphicorganizer/>
- <http://www.region15.org/curriculum/graphicorg.html>

Fishbone

The Fishbone can be used to explore cause and effect, to analyze the results of an event, as a planning tool for creating an action plan, or as a review of information learned.

The head of the Fishbone names the issues or idea or outcome to be focused on, with causes, events or key concepts listed on the backbone, and supporting ideas listed on the ribs.

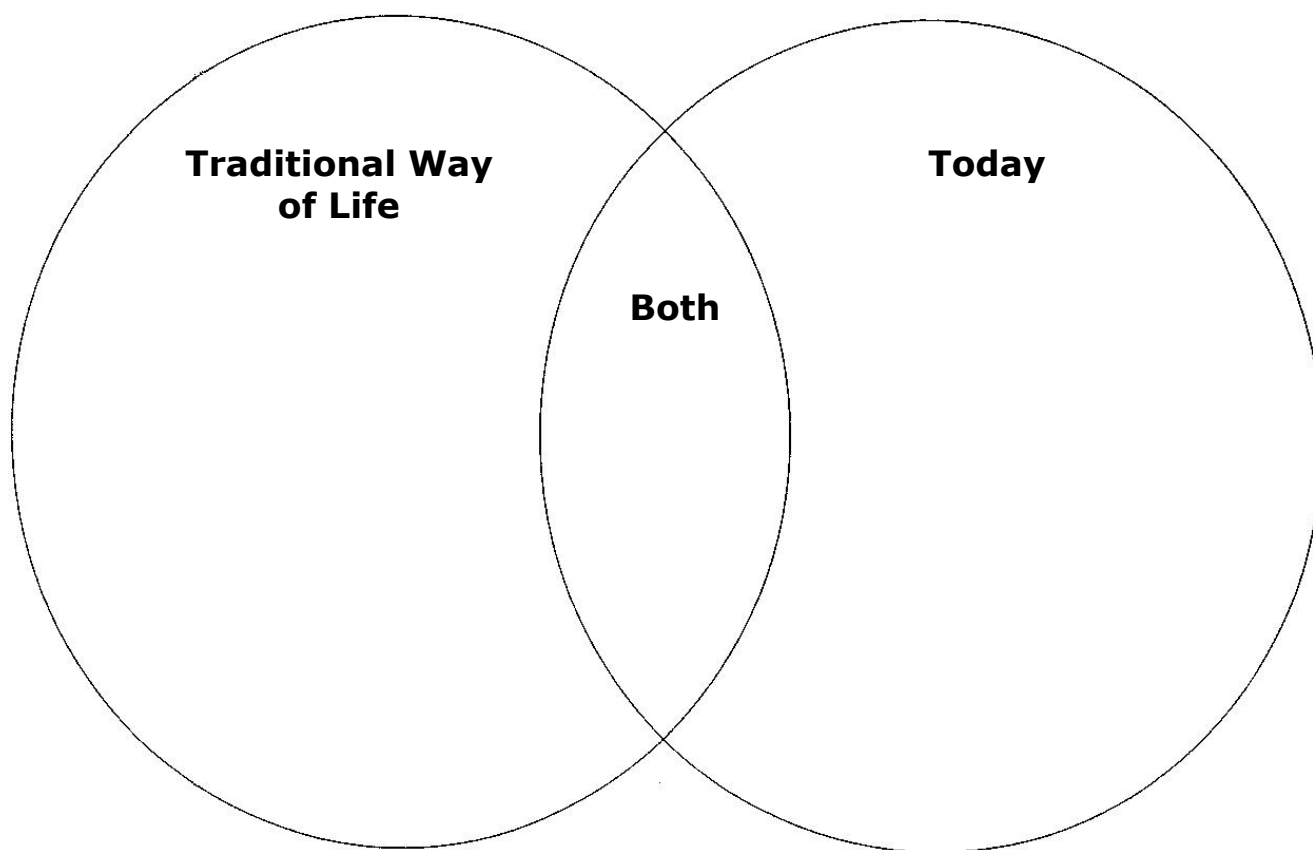
For example:



Venn Diagram

A Venn diagram includes two or more interlocking circles that can be used to compare two or more objects, concepts or ideas in a way that shows both similarities and differences. This tool helps learners organize information and see relationships. Venn diagrams can be used after such activities as reading text, listening to a speaker or viewing a film.

Example: Compare traditional living to today



T- chart

T-charts help learners organize their information and ideas, and see relationships between pieces of information. T-charts can have two or three or more columns. T-charts can be valuable tools for describing or visualizing. They can also be used to compare and contrast different issues or situations, for example, a look like/ sounds like/ feels like chart.

For example:

Speaking our own language	
Advantages	Disadvantages




Representing Handout 3

Photo Story - Welcome to Fort Simpson


FORT SIMPSON
A short tour with
Barb and Larry
~Welcome~

Fort Simpson is
built on the banks
where the MacKenzie
and Liard rivers
meet.

The Deh Cho




MacKenzie Liard



Band Office


Here is the Band
Office and two
other businesses.
They are on the
main street.




The library is
named the John
Tsetso Memorial
Library. It is a
very busy place.

This is one of
the oldest homes
in Fort Simpson.

The Lafferty House



The Teepee
and
Drum Circle



The Papa
Grounds and Drum
Circle are where
people meet for
special 'get togethers'

