

# **ANGLAIS POUR DÉBUTANTS 1**

**EANA0**

**Niveau 1**

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## COURSE PROFILE FRAME WORK

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



**TABLE OF OVERALL EXPECTATIONS AND  
SPECIFIC EXPECTATIONS**

<b>ANGLAIS POUR DÉBUTANTS 1</b>		<b>Units</b>				
<i>Strand: Oral Communication</i>		1	2	3	4	5
<b>Overall Expectations</b>						
EANAO-O-OE.1	demonstrate an understanding of basic oral communications in English by providing oral responses in English in different contexts;	1.1 1.3 1.4 1.5 1.6 1.7 1.8 1.9	2.3	3.1 3.2	4.4	5.3 5.4
EANAO-O-OE.2	use functional English in classroom and everyday situations;			3.1 3.4 3.5		5.1
EANAO-O-OE.3	communicate their needs or seek information in English;	1.3	2.5	3.2		
EANAO-O-OE.4	participate in discussions on familiar topics or situations;		2.4	3.2 3.3		5.1 5.2 5.3 5.4 5.5
EANAO-O-OE.5	demonstrate some understanding of the pronunciation and other mechanics of spoken English.	1.1 1.2 1.3 1.4 1.6 1.7 1.8 1.9		3.4 3.5	4.1 4.2	5.3 5.5
<b>Specific Expectations: Listening</b>						
EANAO-O-List.1	acquire basic vocabulary and expressions by listening to a variety of oral communications;	1.3 1.4 1.5 1.7 1.8 1.9				
EANAO-O-List.2	extract information from a variety of live and recorded material and make predictions about possible outcomes;	1.8	2.3			
EANAO-O-List.3	respond to oral statements and questions about familiar topics;	1.4 1.5 1.9		3.2		
EANAO-O-List.4	follow basic instructions and directions;	1.1 1.4 1.5 1.9				

<b>ANGLAIS POUR DÉBUTANTS 1</b>		<b>Units</b>				
<b><i>Strand: Oral Communication</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
EANAO-O-List.5	demonstrate some awareness of simple North American idioms and their meanings;					5.1
EANAO-O-List.6	recognize sound patterns and simple sentence structures;	1.2 1.9				
EANAO-O-List.7	discriminate among blends, digraphs, and vowels;	1.2				
EANAO-O-List.8	demonstrate proper pronunciation after listening to stories read or on tape;	1.3 1.8				
EANAO-O-List.9	demonstrate understanding of the role that mechanics play in conveying meaning in spoken language;	1.6 1.7				
<b>Specific Expectations: Speaking</b>						
EANAO-O-Sp.1	use English to function in some everyday situations, integrating simple idiomatic expressions into their conversations;			3.1		5.1
EANAO-O-Sp.2	respond to questions, give an opinion, and ask questions to clarify meaning;	1.9	2.3	3.2		5.3
EANAO-O-Sp.3	recognize questions and construct acceptable responses in class, using basic conversational conventions;	1.6 1.9				
EANAO-O-Sp.4	participate in group discussions on familiar topics;		2.4			5.3 5.4 5.5
EANAO-O-Sp.5	use correct articulation and pronunciation with familiar English vocabulary;	1.9		3.4 3.5		
EANAO-O-Sp.6	use basic vocabulary acquired through various listening, reading, and writing activities in their own oral communications;	1.9		3.3		5.1
EANAO-O-Sp.7	read aloud their written work, such as personal experience stories, paying attention to content and the mechanics of spoken language;				4.1 4.2 4.4	
<b>Specific Expectations: Communication Skills</b>						
EANAO-O-Comm.1	select from a range of word choices and use simple sentence patterns to communicate ideas and information;	1.9	2.3	3.1		
EANAO-O-Comm.2	use specific terms when participating in discussions and making oral presentations;					5.3
EANAO-O-Comm.3	use correct word order in simple declarative and interrogative sentences;	1.1 1.3 1.7 1.9		3.2		



<b>ANGLAIS POUR DÉBUTANTS 1</b>		<b>Units</b>				
<b><i>Strand: Oral Communication</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
EANAO-O-Comm.4	use simple connecting words to link ideas in speech;	1.9				5.3 5.5
EANAO-O-Comm.5	correctly use the three main verb tenses (present, past, and future);				4.1 4.2	
EANAO-O-Comm.6	organize ideas and plan a short oral presentation dealing with topics of personal interest;		2.5			
EANAO-O-Comm.7	revise material before making an oral presentation and practise articulating and pronouncing words and expressions;			3.5		5.3 5.5
EANAO-O-Comm.8	adjust inflection to achieve the desired effect;	1.1 1.2				
EANAO-O-Comm.9	use proper articulation, projection, and pitch in oral presentations;			3.5		5.3 5.5
<b>Specific Expectations: Media Communication Skills</b>						
EANAO-O-Media.1	understand the main idea or message in selected ads, television shows, and other media works that depict elements of Canadian and American cultures;					5.2 5.4
EANAO-O-Media.2	identify basic elements of media texts that enhance the communication of messages;					5.2
EANAO-O-Media.3	use basic terminology when discussing visual elements of print and electronic media.					5.2

<b>ANGLAIS POUR DÉBUTANTS 1</b>		<b>Units</b>				
<b><i>Strand: Reading</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Overall Expectations</b>						
EANAO-R-OE.1	identify and read simple texts in print and electronic form;	1.3 1.9	2.2 2.4 2.5	3.2 3.3	4.1 4.2	5.2 5.3
EANAO-R-OE.2	read personal experience stories developed individually or in a group with confidence and comprehension;				4.2	
EANAO-R-OE.3	use a variety of reading strategies to comprehend reading material, and demonstrate their comprehension by stating the main ideas in the material;		2.2 2.3 2.4 2.5			
EANAO-R-OE.4	explain their responses to various reading materials, integrating words and expressions from their readings into their vocabulary;		2.1 2.2 2.3 2.5		4.2 4.3	5.1 5.4
EANAO-R-OE.5	read simple English aloud, pronouncing clearly and varying intonation to create the desired effect.		2.1	3.2 3.3 3.4		
<b>Specific Expectations: Reading Comprehension</b>						
EANAO-R-Compr.1	read various texts at an appropriate level of difficulty, demonstrating the ability to understand content;	1.3	2.3	3.3		5.2 5.3 5.4
EANAO-R-Compr.2	read personal experience stories developed by small groups or the whole group;				4.2	
EANAO-R-Compr.3	follow the text of stories being read or on tape, demonstrating comprehension of new vocabulary and simple written texts;		2.2			
EANAO-R-Compr.4	follow simple written instructions;	1.9	2.4			
EANAO-R-Compr.5	answer simple comprehension questions;	1.3	2.4			
EANAO-R-Compr.6	gather information from reading material on a subject of interest to share with peers;		2.5			
EANAO-R-Compr.7	adopt different strategies and use knowledge of their first language to comprehend meaning;		2.4			5.1
EANAO-R-Compr.8	use textual cues to construct and confirm meaning;		2.3			
EANAO-R-Compr.9	use syntactic, semantic, and graphemic cues to construct the meaning of words in context;		2.2			
EANAO-R-Compr.10	use knowledge of word order in spoken English to understand written material;		2.1			
EANAO-R-Compr.11	locate the following parts of speech in context: nouns, pronouns, verbs, articles, and adjectives;				4.3	

<b>ANGLAIS POUR DÉBUTANTS 1</b>		<b>Units</b>				
<b><i>Strand: Reading</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
EANAO-R-Compr.12	interpret reading material in terms of personal experiences;					5.1 5.2
<b>Specific Expectations: Vocabulary Acquisition and Pronunciation</b>						
EANAO-R-Voc.1	recognize the Roman alphabet and its sounds;		2.1			
EANAO-R-Voc.2	use knowledge of commonalities in word families to increase vocabulary in a variety of contexts;		2.3			
EANAO-R-Voc.3	develop a bank of sight words from personal experience stories;				4.2	
EANAO-R-Voc.4	use familiar vocabulary and context to determine the meaning of new words;		2.2			5.1
EANAO-R-Voc.5	explore a variety of sources to acquire new vocabulary;		2.3			
EANAO-R-Voc.6	use patterns of word structure to determine pronunciation;		2.1			
EANAO-R-Voc.7	identify and pronounce sounds particular to English;		2.1			
EANAO-R-Voc.8	participate regularly in choral and small group readings;		2.1			
EANAO-R-Voc.9	read aloud, demonstrating proper articulation, intonation, projection, and pronunciation;			3.3 3.4		
<b>Specific Expectations: Critical Thinking and Response</b>						
EANAO-R-Crit.1	identify the main ideas in simple literary and informational texts;		2.4		4.1	5.4
EANAO-R-Crit.2	identify details and sequences to understand, and discuss the meaning of, stories;		2.4			
EANAO-R-Crit.3	make connections between texts, prior knowledge, and personal experiences;		2.4	3.3		
EANAO-R-Crit.4	demonstrate the ability to comprehend a wide range of written material at the appropriate level of difficulty for a wide range of purposes;		2.5	3.2		
EANAO-R-Crit.5	articulate their opinions by identifying and comparing ideas from a variety of written material.					5.2 5.3

<b>ANGLAIS POUR DÉBUTANTS 1</b>		<b>Units</b>				
<b><i>Strand: Writing</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Overall Expectations</b>						
EANAO-W-OE.1	use English vocabulary acquired in real and familiar contexts and through classroom activities for written expression;	1.2 1.3 1.4 1.7	2.1 2.2 2.3	3.5	4.1 4.2 4.4	5.1 5.3
EANAO-W-OE.2	write simple declarative and interrogative sentences, making correct use of statements and questions;	1.1 1.4 1.6				
EANAO-W-OE.3	describe personal experiences in stories, using short sentences and paragraphs and focusing on content and presentation of material;				4.2 4.4	
EANAO-W-OE.4	correctly use the conventions of the English language specified for this level;	1.6	2.4		4.2 4.3 4.4 4.5	
EANAO-W-OE.5	apply computer skills to enhance and produce final drafts of personal experience stories.				4.4	
<b>Specific Expectations: Forms and Techniques</b>						
EANAO-W-For.1	record events, observations, feelings, and opinions in a response journal;				4.1	
EANAO-W-For.2	write personal experience stories in collaboration with others and read them to the group;	1.4 1.7			4.2	
EANAO-W-For.3	write personal experience stories individually;				4.4	
EANAO-W-For.4	write various forms of texts based on models provided;	1.3 1.6	2.1 2.2 2.3		4.2 4.4	5.1 5.3
EANAO-W-For.5	write simple sentences;	1.1			4.1	
EANAO-W-For.6	use declarative and interrogative sentences in the affirmative and negative forms;				4.1	
EANAO-W-For.7	develop paragraph skills;				4.1	
EANAO-W-For.8	arrange ideas and information in a logical sequence;		2.4	3.5	4.2 4.4	5.3
EANAO-W-For.9	revise and proofread written material using a variety of resources;				4.2 4.4	
EANAO-W-For.10	use vocabulary (bank of sight words) acquired from the collaborative writing of personal experience stories and from reading material;				4.4	

<b>ANGLAIS POUR DÉBUTANTS 1</b>		<b>Units</b>				
<b><i>Strand: Writing</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Specific Expectations: Use of Conventions</b>						
EANAO-W-Use.1	correctly use periods and question marks as end punctuation;				4.2	
EANAO-W-Use.2	apply conventions of basic capitalization and punctuation;				4.2	
EANAO-W-Use.3	recognize and use consonants (hard and soft) and consonant blends: – hard, soft c and g – y as a consonant – silent letters – consonant blends – consonant digraphs;	1.2	2.1			
EANAO-W-Use.4	identify and use vowels: – long and short – y as a vowel – r-controlled vowels (ar, er, ir, or, ur) – vowel digraphs;	1.2	2.1			
EANAO-W-Use.5	demonstrate knowledge of the following parts of speech: common and proper nouns, personal and interrogative pronouns, articles, adjectives, and verbs;		2.2		4.3	
EANAO-W-Use.6	recognize the grammatical function of nouns and pronouns as subjects;				4.3	
EANAO-W-Use.7	use proper noun-pronoun agreement (person, number, and gender) and subject-verb agreement;				4.3	
EANAO-W-Use.8	correctly use the following verb tenses in the indicative mode: present, past, and future for the most common regular verbs and the irregular verbs to be and to have;				4.2 4.4	
<b>Specific Expectations: Spelling</b>						
EANAO-W-Spel.1	spell familiar words, using a variety of strategies and resources;				4.5	
EANAO-W-Spel.2	correctly spell words identified by the teacher;				4.5	
EANAO-W-Spel.3	predict the spelling of unfamiliar words, using various strategies;				4.5	
EANAO-W-Spel.4	confirm the spelling of unfamiliar words, using various resources (dictionaries, personal spelling lists);				4.4 4.5	

<b>ANGLAIS POUR DÉBUTANTS 1</b>		<b>Units</b>				
<b><i>Strand: Writing</i></b>		1	2	3	4	5
<b>Specific Expectations: Visual Presentation</b>						
EANAO-W-Pres.1	choose the format that is appropriate for the purpose of writing;				4.2	
EANAO-W-Pres.2	accurately use a variety of organizers when writing a research report or preparing a special presentation;				4.2 4.4	
EANAO-W-Pres.3	use underlining and colour and vary size of print for emphasis;				4.2	
EANAO-W-Pres.4	select visual material to complement a written assignment on a topic of personal interest.				4.2	5.1

<b>ANGLAIS POUR DÉBUTANTS 1</b>		<b>Units</b>				
<b><i>Strand: Social Skills and Cultural Awareness</i></b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Overall Expectations</b>						
<i>EANAO-S-OE.1</i>	demonstrate adaptation to their new environment;			3.1 3.5	4.1 4.2 4.4	5.5
<i>EANAO-S-OE.2</i>	demonstrate some knowledge and appreciation of anglophone cultures in Canada.				4.2 4.4	5.3 5.4 5.5
<b>Specific Expectations: Social Skills</b>						
<i>EANAO-S-Soc.1</i>	use English in a variety of daily-life situations;			3.1		
<i>EANAO-S-Soc.2</i>	identify some services available in the community;				4.1	5.5
<i>EANAO-S-Soc.3</i>	identify the status of English in Franco-Ontarian schools and their new environment;					5.5
<i>EANAO-S-Soc.4</i>	demonstrate an awareness of classroom routines, teacher expectations, and common courtesies of group work;				4.2	
<i>EANAO-S-Soc.5</i>	select and use socially appropriate language and conversational gambits;			3.1	4.2 4.4	
<b>Specific Expectations: Cultural Awareness</b>						
<i>EANAO-S-Cult.1</i>	demonstrate respect for anglophone cultures and English-language literature;					5.3
<i>EANAO-S-Cult.2</i>	demonstrate an understanding of and respect for cultural differences in oral expression;					5.4
<i>EANAO-S-Cult.3</i>	provide basic information about contemporary anglophone Canadian cultures;			3.5	4.1	5.3
<i>EANAO-S-Cult.4</i>	communicate information through individual presentations about the influence of the English language on their own lives;				4.2 4.4	5.5
<i>EANAO-S-Cult.5</i>	identify similarities and differences between anglophone Canadian and other anglophone cultures as portrayed in the media.					5.4





## COURSE OVERVIEW (EANA0)

### Espace réservé à l'école (*à remplir*)

<b>School:</b>	<b>School District:</b>
<b>Department:</b>	<b>Department Head:</b>
<b>Course Developer(s):</b>	<b>Development Date:</b>
<b>Course Revisor(s):</b>	<b>Revision Date:</b>
<b>Course Title:</b> Anglais pour débutants	<b>Grade:</b>
<b>Course Type:</b> Open	<b>School Course Code:</b>
<b>Secondary Policy Document:</b> Anglais pour débutants	<b>Publication Date:</b> 1999
<b>Ministry course Code:</b> EANA0	<b>Credit Value:</b> 1

### Description/Rationale

APD 1 is designed to meet the needs of students who have very little or no knowledge of the English language. This course initiates the non-English-speaking student into the English language and a new cultural environment. The course focuses on four communication skills: listening, speaking, reading, and writing. Students will acquire basic communication skills and a basic vocabulary, read simple texts, and develop the ability to use simple sentence and paragraph structures in response journals and personal experience stories. Activities include discussions, presentations, group and individual work, and sharing stories about personal experiences.

### Unit Titles

<b>Unit 1:</b> Basic Oral Communications	<b>Time:</b> 20 hours
<b>Unit 2:</b> Strategic Reading	<b>Time:</b> 25 hours
<b>Unit 3:</b> Speaking Up	<b>Time:</b> 20 hours
<b>Unit 4:</b> Writing: Sharing Opinions and Experiences	<b>Time:</b> 25 hours
<b>Unit 5:</b> Developing Critical Thinking Skills	<b>Time:</b> 20 hours

## **Unit Descriptions**

### **Unit 1: Basic Oral Communications**

In this unit, students will focus on two important skills: listening and speaking. Students learn basic vocabulary and simple sentence structures in a variety of activities: drills, dialogue, role-playing, group discussion. Listening and speaking activities offer students the opportunity to develop their comprehension and oral expression. The selections on tape will be short and simple. The vocabulary, instructions, conversational conventions, simple interrogative and declarative sentences, and simple connecting words are adapted to meet the needs of students at the basic level.

### **Unit 2: Strategic Reading**

In this unit, students will use a variety of cues to facilitate their comprehension of reading material. They will develop the ability to state the main ideas of simple literary and informational texts, make connections between texts and prior knowledge, and integrate words and expressions from their readings into their vocabulary. Students will share their impressions and reactions to reading material, answer questions orally, and review familiar vocabulary.

### **Unit 3: Speaking Up**

In this unit, students will develop their ability to speak with some confidence in the classroom setting and daily-life situations. If students are to experience a feeling of success in talking about some everyday situations, then they need to express in English the things they say in their own tongue. They will use specific terms in discussions, presentations, and in everyday situations. Students are encouraged to use proper pronunciation, articulation, and intonation. They will learn simple idiomatic expressions and use socially appropriate language and conversational gambits.

### **Unit 4: Writing: Sharing Opinions and Experiences**

In this unit, students will have the opportunity to express themselves in writing. Writing at this level is controlled and teacher-guided. Students will express personal opinions in response journals and write various forms of texts (e.g., letters, personal experience stories) based on models provided. They will use vocabulary acquired through classroom activities and reading assignments of previous units. The model compositions and lessons are planned in such a way as to help students gain some awareness of mechanics (how to spell, punctuate, and use some grammatical conventions) and some degree of competency (what to say, how to organize it, and how to say it) in their writing.

### **Unit 5: Developing Critical Thinking Skills**

In this unit, students will use the skills and knowledge acquired through the first four units with respect to listening, speaking, reading, and writing. They will respond to classroom discussions, selected media works, and reading material in terms of personal experiences. Students will become more familiar with their cultural environment and begin to appreciate the impact of the media on their lives.

## Teaching/Learning Strategies

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

- |                     |                     |                      |
|---------------------|---------------------|----------------------|
| 1- drills           | 6- group discussion | 10- lecture          |
| 2- shadow reading   | 7- learning log     | 11- peer practice    |
| 3- role playing     | 8- choral reading   | 12- response journal |
| 4- small group work | 9- interview        |                      |
| 5- homework         |                     |                      |

## Assessment/Evaluation Techniques

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

**diagnostic:** observation, interview, questions and answers

**formative:** on-going, individual or group (e.g., anecdotal record, interview, observation).

**summative:** at specific times during the course (e.g., quizzes, tests, examinations, self-evaluation, oral presentation in the classroom).

## Resources

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

### *Note on copyright laws*

teachers need to know copyright regulations about print (CanCopy regulations), video, and music in the classroom. Showing short video excerpts is permitted, but showing substantial portions of a single video program requires written permission from the producer or payment of a fee.

- Cable in the Classroom, TV Ontario, and CBC often grant teachers copyright permission to tape TV productions off-air and use them in the classroom.
- local school board collections, public library collections, and the World Wide Web represent other sources of copyright-cleared, non-theatrical video materials for use in the classroom.
- use of feature film (theatrical) videos in schools is subject to public performance restrictions.

## OSS Policy Applications

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

## **Course Evaluation**

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

- continuous evaluation of the course: additions, modifications, deletions throughout the implementation of the course profile (teaching and learning strategies, resources, activities, local particularities)
- course evaluation by the students: perhaps the use of one or more surveys during the semester or school year
- a class examination of the pertinence of teaching and learning strategies and activities (during the formative and summative evaluation process)
- exchanges with other schools using the course profile (thus, a sharing of recommendations or suggestions)
- visits in the classroom by colleagues or the school administrators
- feedback from provincial testing
- continuous critical thinking regarding the course by the teacher
- an analysis of the degree of success by students in the summative tests or exam at the end of the course

## UNIT 1 (EANAO)

### Basic Oral Communications

#### Unit Description

In this unit, students will focus on two important skills: listening and speaking. Students learn basic vocabulary and simple sentence structures in a variety of activities: drills, dialogue, role-playing, group discussion. Listening and speaking activities offer students the opportunity to develop their comprehension and oral expression. The selections on tape will be short and simple. The vocabulary, instructions, conversational conventions, simple interrogative and declarative sentences, and simple connecting words are adapted to meet the needs of students at the basic level.

#### Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations :** EANAO-O-OE.1 - 3 - 5

**Specific Expectations :** EANAO-O-List.1 - 2 - 3 - 4 - 6 - 7 - 8 - 9

EANAO-O-Sp.2 - 3 - 5 - 6

EANAO-O-Comm.3 - 4 - 8

**Strand:** Reading

**Overall Expectations:** EANAO-R-OE.1

**Specific Expectations:** EANAO-R-Compr.1 - 4 - 5

**Strand:** Writing

**Overall Expectations:** EANAO-W-OE.1 - 2 - 4

**Specific Expectations:** EANAO-W-For.2 - 4 - 5

EANAO-W-uSE.3 - 4

#### Activity Titles

**Activity 1.1:** Introductions: Chain Names, Personal Profile and Getting Acquainted

**Activity 1.2:** English Sounds

**Activity 1.3:** Interview, Physical Descriptions, and Mystery Persons

**Activity 1.4:** Basic Instructions and Directions

**Activity 1.5:** Directions Lead Somewhere

**Activity 1.6:** Social Encounters - Part I

**Activity 1.7:** Social Encounters - Part II

**Activity 1.8:** Listen and Speak

**Activity 1.9:** Summative Assessment Task - “Getting Around”

## **Prior Knowledge Required**

- course is designed for students with little or no knowledge of English
- knowledge of first language may help students develop skills more easily

## **Unit Planning Notes**

The teacher will:

- find different situations of oral communications (e.g., meeting someone, making a phone call)
- ask students to share some topics for discussion
- find exercises where students can follow instructions
- look for exercises on correct word order
- select easy reading material for students to listen to and predict outcomes
- choose recordings to provide students with a variety of speaking models

## **Crosscurricular Links**

### **Français**

- respect word order in sentences
- make subjects agree with the verbs (elementary)
- become familiar with very basic paragraph structure
- look at two very important aspects of speech: what students say and how they say it
- use listening skills to acquire vocabulary, to use correct pronunciation, and to develop the ability to respond to drills, statements, and questions
- respond orally to questions and statements
- compare the use of numbers (cardinal and ordinal) for different purposes (e.g., the use of ordinal numbers to indicate rank and order)
- show the ability to follow directions as it applies to simple tasks and eventually tests
- develop the ability to ask information using appropriate questions
- show the ability to use listening skills to acquire information
- know how to work in pairs and in small groups

### **Other disciplines**

- show country of origin on the map (link with geography)
- appreciate the importance of correct pronunciation in courses such as Spanish, drama, and the media in general
- transfer the ability to follow directions to many disciplines such as science, home economics, physical education
- continue to make connections between listening and learning (e.g., drama, Spanish, media)
- consult map of city, country, or world for weather forecasts (geography)

### **Animation culturelle**

- know that language is an integral part of culture (media, school)
- choose an artist or singer as mystery person if possible
- become aware of the importance that language plays in cultural events
- identify what type of people lead and influence others
- learn more about movies, people, music in the media
- become familiar with responsibilities involved in interviewing people
- understand the importance of contacting people, either by telephone or in person

### **Technology**

- get information about their country of origin or weather reports on the Internet
- use technological resources to explore ways for improving one's pronunciation (e.g., listen to a CD-ROM)
- use technology as a means to find out about people, movies, music
- do a simple chart with students' names and birthdays using computer software (optional)
- explore technological resources to improve listening skills

### **Careers**

- fill out a personal profile form
- identify one's ambition in life (involves personal research over an extended period of time)
- understand the need to express oneself clearly for careers involving contact with people and the need to be understood
- look at careers related to the world of entertainment
- identify careers where numbers are important
- discover new interests through interviews
- learn about careers at Environment Canada (if the interest is there, students can conduct individual research)
- be able to associate certain traits (speech, quality of voice, mannerisms, personality) with specific jobs

### **Teaching/Learning Strategies**

In this unit, the teacher utilizes the following strategies:

- drills
- articulation activities
- substitution drills
- shadow reading
- role playing
- interviewing
- collaborative work
- small group work
- listening to recordings
- homework

### **Assessment/Evaluation Techniques**

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

**diagnostic:** interview

**formative:** oral questions and answers, quizzes, observational checklists, aural discrimination tests

**summative:** performance tasks, tests

## **Accommodations (for students with special needs)**

### **A. Activity Instructions**

*Students with special needs:*

- use visual clues to accompany instructions
- accept single words or short phrase responses while encouraging students to expand their answers into complete sentences
- have visual and bilingual dictionaries at students' disposal
- make sure that students can see and hear clearly (e.g., avoid placing them at the back of the room)
- make sure that students can hear as other students pronounce words (speaking loudly enough)
- go over the words several times to make sure that everyone has understood
- make a photocopy of the calendar for monthly work (if possible) and ask students to check their calendar regularly for homework and other personal notes
- repeat conversational exchanges
- help students with the formulation of questions
- encourage students to listen to recorded messages several times and have outline for information to fill in
- give extra time to learn dialogues
- go over gambits with students individually and provide more examples
- play video recordings several times if necessary

*Students requiring remedial and/or enrichment activities:*

- check often for comprehension by asking questions to make sure that directions and instructions are understood
- ask students to interview other people (homework) and to think of other questions (enrichment)
- ask students to write sentences with words to unscramble and to think of other physical characteristics
- allow students to listen to audio tapes (of English sounds); have enriched students contribute to the taping of these sounds in class and at home
- ask students to do additional research (if interest and time permit) (enrichment)
- simplify tasks for students, asking them to focus on one item in particular
- show students how to memorize the months of the year by learning a few at a time and then adding a couple more to those already learned
- ask some students to tape words (months of the year, cardinal and ordinal numbers) for other students who may need to practise their pronunciation
- ask partners to help students understand the questions
- encourage students to listen to recorded messages several times



- allow students to rehearse for a longer period of time, for example
- encourage students and question them to see if they understand

## **B. Assessment/Evaluation Techniques**

### *Students with special needs:*

- explain/simplify instructions and questions
- have them complete tasks with other students at times to help them with their confidence and learning
- make sure that students with some hearing loss are seated where they will hear best at all times
- repeat for oral tests and quizzes several times
- make sure that students get a taste of success early in the course to give them the necessary motivation
- allow students to use visual and bilingual dictionaries
- show students how to use correct word order in the formulation of questions
- give them extra time to complete series of questions
- provide students with the opportunity to redo assignments
- go over explanations or guidelines for assignments

### *Students requiring remedial and/or enrichment activities:*

- allow extra time to complete tasks/tests
- explain/simplify instructions and questions, if necessary, to ensure that students understand what they are being asked to do
- use role play, dramatization, skit, demonstration, for teaching and / or testing
- give immediate feedback and encouragement
- provide a variety of options for assignments/tests - not all written, for example (enrichment)
- use these students' talents well (e.g., ask them to tape some exercises or to write some quizzes)
- repeat task to be performed
- tape short dialogues where learned expressions are used
- ask students to contact several businesses and report information (enrichment)

## **Security**

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

## Resources

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

### Pedagogical

BAKER, Ann, *Ship or Sheep?*, Cambridge, Cambridge University Press, 1977.

BAKER, Ann, *Tree or Three?* Cambridge, Cambridge University Press, 1982.

BAKER, Ann, *Introducing English Pronunciation Teacher's Guide to Tree or Three? And Ship or Sheep?*, Cambridge, Cambridge University Press, 1977.

BOSQUET, Maryse, *Crossroads Series 1, Highways*, Teacher's Guide, Montreal, Lidec, 1991, 757 p.

CARON, Thérèse and Nicole GAULIN, *Crossroads Series 1, Highways*, Student Book, Montreal, Lidec, 1990, 423 p.

CARON, Thérèse and Nicole GAULIN, *Crossroads Series 1, Highways*, Activity Book, Montreal, Lidec, 1991, 206 p.

CARON, Thérèse and Nicole GAULIN, *Crossroads Series 1, Highways*, Audio Cassettes, Student Book, Montreal, Lidec.

LONGVAL, Raymonde, *Crossroads Series 1, Highways*, Teacher's Guide, Formative Evaluation, Montreal, Lidec, 1993, 295 p.

NOLASCO, Rob, and Lois ARTHUR, *Conversation*, Oxford, Oxford University Press, 1979, 148 p.

NOLASCO, Rob, *Listening (Elementary)*, Supplementary Skills Series, Oxford, Oxford University Press, 1987.

UNDERWOOD, Mary, *What A Story!*, Oxford, Oxford University Press, 1979.

### Material

- cassette recorder
- audio tapes
- illustrated and bilingual dictionaries

### Technological

Ministry of Education and Training, *Ontario Curriculum Guidelines, Anglais*, de la 4<sup>e</sup> à la 8<sup>e</sup> année, Toronto, 1998.

Internet: <http://www.edu.gov.on.ca>

## ACTIVITY 1.1 (EANAO)

### **Introductions: Chain Names, Personal Profile and Getting Acquainted**

#### **1. Time**

150 minutes

#### **2. Description**

In this activity, students become acquainted. They listen to the teacher and other students, speak when their turn comes up, and also fill out a very simple personal profile form.

#### **3. Strands and Expectations**

**Strand:** Oral Communication

**Overall Expectations:** EANAO-O-OE.1 - 5

**Specific Expectations:** EANAO-O-List.4

EANAO-O-Comm.3 - 8

**Strand:** Writing

**Overall Expectations:** EANAO-W-OE.2

**Specific Expectations:** EANAO-W-For.5

#### **4. Planning Notes**

- create a “Welcome to Your English class” poster
- write some notes on the blackboard
  - My name is \_\_\_\_\_
  - My name is Changed to: I’m (I am) \_\_\_\_\_
  - I’m (I am) \_\_\_\_\_, and I’m from \_\_\_\_\_
- put up a map of Canada and a map of the world
- arrange chairs in semi-circle for chain names activity
- prepare some simple personal profile forms

#### **5. Prior Knowledge Required**

- understand the importance of listening as a means to acquire vocabulary
- know that correct pronunciation helps to convey meaning and to be understood
- be familiar with sentence structure in learning of first language

## 6. Activity Instructions

### Step A: Oral Explanation

Teacher: welcomes students to the English class and asks students to sit in a semi-circle then points to her (his) name on the blackboard (My name is \_\_\_\_\_) and selects a student to continue with the chain.

Students: starts by naming the teacher and then himself (or herself). The next student names the teacher, the first student to speak, and then himself

1. My name is \_\_\_\_\_ (teacher).
2. (Teacher's name), my name is Cristito.
3. (Teacher's name), Cristito, my name is Diane. (And so on)

### Step B: Prompts

Teacher: points to other notes on the blackboard and explains that other abbreviated forms will be used in the introductions.

1. *I'm* (I am)
2. *He's* (He is)
3. *She's* (She is)

Students: proceed as before, this time adding the pronouns *he* and *she* in their statements.

1. (First student) I'm Cristito, I'm from the Philippines.
2. (Second student) He's Cristito. He's from the Philippines. I'm Diane and I'm from France.
3. (Third student) He's Cristito. He's from the Philippines. She's Diane. She's from France. I'm José and I'm from Spain. (And so on)

Teacher: after everyone has had the opportunity to speak, the teacher now takes her (or his) turn.

### Step C: Writing to Learn

Teacher: asks students to return to their desks and tells them to write these questions down. Overhead projector may be used here.

Question 1. What's (What is) your name? = Who are you?

Answer 1. My name is \_\_\_\_\_ = I'm (I am) \_\_\_\_\_

Question 2. What's (What is) his name? = Who is he?

Answer 2. His name is \_\_\_\_\_ = He's (He is) \_\_\_\_\_

Question 3. What's (What is) her name? = Who is she?

Answer 3. Her name is \_\_\_\_\_ = She's (She is) \_\_\_\_\_

Students: write questions and answers down in notebook or on lined sheets (if notebook is not available the first day).

### Step D: Prompts

Teacher: selects a student and formulates two questions to which student gives two answers. For example,

Teacher to student A: What's her name? Who is she? (As teacher points to a female student)

Student A answers: She's \_\_\_\_\_. Her name is \_\_\_\_\_.

Teacher to student B: What's his name? Who is he? (As teacher points to a male student)

Student B answers: He's \_\_\_\_\_. His name is \_\_\_\_\_.

Teacher asks all students two questions. Students reply using the same structure.

**Step E: Writing to Learn**

Teacher: asks students to copy the dialogue in their notebook.

(C=Cristito; D=Diane)

C. Hello!

D. Hello!

C. What's your name?

D. My name is Diane. And what's your name?

E. I'm Cristito. It's nice to meet you, Diane.

F. It's nice to meet you too, Cristito.

Students: work in pairs, change the names using their own, rehearse, and present their dialogue to the group.

**Step F: Personal Profile Form**

Teacher: hands out personal profile form.

Sample:

Family name:

First name:

Nickname:

Age:

Place of birth:

Hobbies:

Favourite subjects:

Ambition:

Parent(s): name(s)

Occupation(s):

Brother(s) name(s):

Sister(s) name(s):

Students: fill out forms using bilingual dictionaries.

**Step G: Getting Acquainted**

Teacher: asks students to interview each other and write down answers using the following form.

Teacher: provides students with interview forms.

Students:

First name	Family name	Nickname	Hobbies	Favourite subjects	Ambition
1.					
2.					
3. (And so on)					

Students: use the following questions...these appear on the form itself.

1. What's (What is) your first name?
2. What's ( What is ) your family name?
3. Do you have a nickname? **or** What's (What is) your nickname?
4. Do you have any hobbies? **or** What are your hobbies?
5. Do you have any favourite subjects at school? **or** What are your favourite subjects?
6. What's (What is) your ambition in life?

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** oral questions and answers

**formative:** observation

**summative:** oral interview of other students (Step G)

## 8. Resources

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

### Pedagogical

CARON, Thérèse and Nicole GAULIN, *Crossroads Series 1, Highways*, Student Book, Montreal, Lidec, 1990, 423 p.

NOLASCO, Rob and Lois ARTHUR, *Conversation*, Oxford, Oxford University Press, 1979, 148 p.

### Material

- overhead projector

### Technological

Ministry of Education and Training, *Ontario Curriculum Guidelines, Anglais*, de la 4<sup>e</sup> à la 8<sup>e</sup> année, Toronto, 1998.

Internet: <http://www.edu.gov.on.ca>

## 9. Appendices

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

## ACTIVITY 1.2 (EANAO)

### English Sounds

#### 1. Time

300 minutes

#### 2. Description

In this activity, students listen to and practise English sounds: letters of the alphabet, simple words, the final s of one-syllable words, and inflection in statements and questions. Students practise pronouncing words with silent letters, two-syllable words, consonant sounds, consonant digraphs, consonant blends, and more vowel sounds. They not only become familiar with English sounds, but also acquire vocabulary through the different exercises.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectation:** EANAO-O-OE. 5

**Specific Expectations:** EANAO-O-List.6 - 7  
EANAO-O-Comm.8

**Strand:** Writing

**Overall Expectations:** EANAO-W-OE.1

**Specific Expectations:** EANAO-W-Use.3 - 4

#### 4. Planning Notes

- write down the letters of the alphabet on the blackboard or on a poster
- prepare handout for students: simple words using vowels and list of words in the singular and plural forms
- prepare series of questions and statements to help students adjust inflection as they read simple sentences
- think of additional one-syllable words containing silent letters and two-syllable words (besides the ones given here)

- look for suitable material for teaching consonant sounds (total of 20), consonant digraphs (4), consonant blends (18 in all), and more vowel sounds. As suggested in section 7, there is a very useful guide *Word Resource Center* that provides teacher with very good class material and that allows teacher to photocopy the material
- teachers may add some words and sentences of their own and assign for homework. They may be used to verify that students are beginning to feel more confident with English sounds, words, and simple sentences

## 5. Prior Knowledge Required

- know how to follow simple instructions
- demonstrate the ability to listen and repeat words or short statements
- be familiar with simple sentence structure
- know about voice inflection when asking a question, for example

## 6. Activity Instructions

### Step A: Sounds of the Alphabet - Repetition

Teacher: goes over the letters of the alphabet, pointing to each letter as it is given.

Students: repeat as a group the sounds they hear.

Teacher: may wish to use simple songs as a means for repetition and as an example of correct pronunciation (e.g., rap songs repeat great number of syllables).

### Step B: Focus on Vowels -Listen and Repeat

Teacher: introduces simple words using each of the vowels.

Teacher: prepares handouts for students to look at later. (see Exercise 1 in Appendix EANA0 1.2.1)

Students: listen to words carefully and only consult this list of words later to rehearse in class with another student or at home with a family member or friend.

### Step C: Choral Pronunciation

Teacher: introduces other one-syllable words, this time adding the final s.

Teacher: divides the class in two groups, pronounces each pair of words, and asks each group to pronounce the words in the singular and plural forms.

Students: listen carefully as the teacher pronounces the words. Students only consult the list of words after the initial exercise is done. (see Exercise 2 in Appendix EANA0 1.2.1)

### Step D: Focus on Inflection

Teacher: reads sentences (see Exercise 3 in Appendix EANA0 1.2.1), adjusting inflection for questions and statements.

Teacher: points out to students that they may look at these sentences after the initial listening and repetition drills.

Students: repeat on an individual basis and practice their pronunciation and articulation with peer, friend, or family member..



**Step E: Focus on Silent Letters**

Teacher: selects a list of one-syllable words containing silent letters.

Teacher: asks students to cross out silent letters.

- |         |         |          |           |
|---------|---------|----------|-----------|
| 1. bee  | 6. key  | 11. low  | 16. sigh  |
| 2. die  | 7. knot | 12. mow  | 17. Sue   |
| 3. dumb | 8. know | 13. pie  | 18. tea   |
| 4. high | 9. lamb | 14. sack | 19. tie   |
| 5. Joe  | 10. lie | 15. see  | 20. wreck |

Students: look at the list of words as teacher reads them and then repeat the word when asked to do so by the teacher.

**Step F: A Look at Two-syllable Words: Focus on Pronunciation**

Teacher: hands out a list of two-syllable words and reads them out loud. (see Exercise 4 in Appendix EANA0 1.2.1)

Students: repeat each word individually.

**Step G: Consonant Sounds**

Teacher: hands out material dealing with a variety of consonant sounds. (Refer to Word Resource Centre)

1. Consonant sounds: b, c, d, f
2. Consonant sounds: g, h, j, k
3. Consonant sounds: l, m, n, p, q, r
4. Consonant sounds: s, t, v, w, y, z

Students: name the picture, print the letter that stands for the beginning sound in the circle, and write the word on the line.

Students: can use bilingual and visual dictionaries to help them complete all exercises. (Refer to *Word Resource Center*)

Teacher: then gives a crossword to complete this step .

**Step H: Consonant Digraphs**

Teacher: hands out material to help students learn about consonant digraphs: *th, sh, ch, wh*.

Students: as in previous step, identify pictures and indicate words on the line.

Here are some examples of the digraph *sh*, as initial and final consonant digraphs:

- |        |       |       |        |
|--------|-------|-------|--------|
| shadow | shock | rash  | crush  |
| shake  | shop  | flesh | hush   |
| sheep  | shot  | dish  | polish |
| shell  | shred | wish  | punish |
| shine  | cash  | brush | radish |

Teacher: after the study of these digraphs, may give a quizz to see how well students are doing with these digraphs. The *Word Resource Center* provides good material for this purpose with visual clues and a choice of three answers as well as a series of simple sentences with a word to fill in. (see pages 21 and 22)

**Step I: Consonant Blends**

Teacher: provides students with visual clues to help students identify pictures . The focus is on consonant blends: *cl, gl, bl, fl, pl*.

Students: give the name of each picture and print the word on the line.  
Students: should consult their dictionaries to write the words correctly.  
Teacher: for other consonant blends such as *gr, tr, fr, cr, br,* and *pr,* can give students pictures and a series of simple sentences with blanks to fill.  
Students: get a choice of answers and choose the word that completes the sentence.  
Teacher: provides students with additional clues to study more consonant blends: *sw, sm, sl, sk, st, sn, sc, sp.*  
Students: look at a series of pictures and give the word.  
Students: may also read sentences with words to choose from to complete the sentences.  
Students: to conclude the study of the consonant blends, may do a puzzle  
The *Word Resource Center* gives many good suggestions as well as exercises with visual support to help the students with the understanding and acquisition of sounds of words so far seen in this unit.

### **Step J: More Vowel Sounds**

Teacher: provides additional information with respect to vowels:  
1. long a, short a      5. long u, short u  
2. long e, short e      6. long and short vowels  
3. long i, short i      7. long and short vowel sounds  
4. long o, short o  
Students: continue to learn about English vowel sounds, using visual support to find the answers.  
Students: also consult dictionaries whenever necessary.

## **7. Assessment/Evaluation Techniques**

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

**diagnostic:** observation, oral questions and answers

**formative:** quizzes, select response

**summative:** performance tasks (pronunciation drill)

## **8. Resources**

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

### **Pedagogical**

BERISH, Lynda and Sandra THIBAudeau, *Canadian Concepts 1*, Scarborough, Prentice Hall, 1993, 165 p.

GARFIELD, Annis, *Teaching Your Child To Read*, London, Vermilion, 1992, 120 p.

CFORP, *Word Resource Center 3, Language in Use*, Ottawa, Centre franco-ontarien de ressources pédagogiques, 1987, 49 p.

NOLASCO, Rob and Lois ARTHUR, *Conversation*, Oxford, Oxford University Press, 1979, 148 p.

**Material**

- audio tapes, cassette recorders

**Technological**

Ministry of Education and Training, *Ontario Curriculum Guidelines, Anglais*, de la 4<sup>e</sup> à la 8<sup>e</sup> année, Toronto, 1998.

Internet: <http://www.edu.gov.on.ca>

**9. Appendices**

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

**Appendix EANA0 1.2.1:** Practical Exercises

## Appendix EANA0 1.2.1

### PRACTICAL EXERCISES

#### Exercise 1: Vowels

1. <u>b</u> ar	1. <u>f</u> ed	1. <u>b</u> it	1. <u>o</u> ss	1. <u>u</u> g
2. <u>c</u> ar	2. <u>f</u> ell	2. <u>d</u> ig	2. <u>c</u> ob	2. <u>u</u> t
3. <u>c</u> at	3. <u>g</u> et	3. <u>f</u> ix	3. <u>g</u> ot	3. <u>c</u> ub
4. <u>f</u> ar	4. <u>h</u> en	4. <u>k</u> iss	4. <u>h</u> ot	4. <u>f</u> un
5. <u>m</u> an	5. <u>l</u> ess	5. <u>m</u> iss	5. <u>j</u> ot	5. <u>m</u> ud
6. <u>m</u> ap	6. <u>m</u> en	6. <u>m</u> ix	6. <u>l</u> oss	6. <u>n</u> ut
7. <u>p</u> ar	7. <u>m</u> ess	7. <u>n</u> ip	7. <u>m</u> op	7. <u>p</u> uff
8. <u>r</u> ag	8. <u>m</u> et	8. <u>r</u> ip	8. <u>n</u> ot	8. <u>p</u> un
9. <u>r</u> an	9. <u>r</u> ed	9. <u>s</u> ip	9. <u>p</u> ot	9. <u>r</u> un
10. <u>w</u> ar	10. <u>t</u> en	10. <u>s</u> ix	10. <u>r</u> ot	10. <u>s</u> un

#### Exercise 2: Choral pronunciation

1. <u>b</u> ag - <u>b</u> ags	1. <u>b</u> eg - <u>b</u> egs	1. <u>d</u> ig - <u>d</u> igs	1. <u>c</u> ot - <u>c</u> ots	1. <u>b</u> un - <u>b</u> uns
2. <u>b</u> an - <u>b</u> ans	2. <u>b</u> ell- <u>b</u> ells	2. <u>f</u> ig - <u>f</u> igs	2. <u>d</u> og- <u>d</u> ogs	2. <u>c</u> up - <u>c</u> ups
3. <u>c</u> an - <u>c</u> ans	3. <u>d</u> en - <u>d</u> ens	3. <u>f</u> it - <u>f</u> its	3. <u>d</u> ot - <u>d</u> ots	3. <u>c</u> ut - <u>c</u> uts
4. <u>f</u> an - <u>f</u> ans	4. <u>e</u> gg - <u>e</u> ggs	4. <u>h</u> it - <u>h</u> its	4. <u>j</u> og - <u>j</u> ogs	4. <u>g</u> un - <u>g</u> uns
5. <u>l</u> ag - <u>l</u> ags	5. <u>l</u> eg - <u>l</u> egs	5. <u>k</u> id - <u>k</u> ids	5. <u>l</u> ock - <u>l</u> ocks	5. <u>h</u> ug - <u>h</u> ugs
6. <u>p</u> an - <u>p</u> ans	6. <u>l</u> et - <u>l</u> ets	6. <u>l</u> id - <u>l</u> ids	6. <u>l</u> og - <u>l</u> ogs	6. <u>j</u> ug - <u>j</u> ugs
7. <u>s</u> ag - <u>s</u> ags	7. <u>p</u> eg - <u>p</u> egs	7. <u>n</u> ip - <u>n</u> ips	7. <u>l</u> ot - <u>l</u> ots	7. <u>m</u> ug - <u>m</u> ugs
8. <u>s</u> ap - <u>s</u> aps	8. <u>p</u> en - <u>p</u> ens	8. <u>p</u> it - <u>p</u> its	8. <u>r</u> od - <u>r</u> ods	8. <u>n</u> un - <u>n</u> uns
9. <u>t</u> ag - <u>t</u> ags	9. <u>p</u> et - <u>p</u> ets	9. <u>r</u> id - <u>r</u> ids	9. <u>r</u> ot - <u>r</u> ots	9. <u>p</u> ub - <u>p</u> ubs
10. <u>t</u> ap - <u>t</u> aps	10. <u>s</u> et - <u>s</u> ets	10. <u>s</u> ip - <u>s</u> ips	10. <u>t</u> ot - <u>t</u> ots	10. <u>r</u> ug - <u>r</u> ugs

**Exercise 3: Inflection**

1. What's your name? 2. Who's your teacher? 3. How old are you? 4. Leave your test on the desk. 5. Repeat after me, please. 6. My teacher is not here today. 7. The principal is in his office. 8. Do not forget your books. 9. Do you speak English well? 10. Do you like to travel?	11. No one is at the door. 12. What is your favourite movie? 13. Do you read very much? 14. What is your pastime? 15. Do you use a computer? 16. Who sits next to you? 17. What's your ambition? 18. I have a few hobbies. 19. Do you have any sisters or brothers? 20. How are you doing today
--	--

**Exercise 4: Two-syllable words**

1. buck-et	6. bot-tom	11. bit-ten	16. car-rot	21. ba-con
2. jack-et	7. but-ton	12. kit-ten	17. fun-nel	22. lab-el
3. pack-et	8. cot-ton	13. hid-den	18. par-rot	23. li-on
4. pock-et	9. les-son	14. mit-ten	19. pet-rol	24. o-pen
5. tick-et	10. rib-bon	15. sud-den	20. tun-nel	25. ri-ot

## ACTIVITY 1.3 (EANAO)

### Interview, Physical Descriptions, and Mystery Persons

#### 1. Time

150 minutes

#### 2. Description

In this activity, students interview each other and describe one student to the class using a model paragraph. Students unscramble words so as to form logical sentences. They use their observation skills to match students with physical characteristics, identify teacher's three mystery people, and ask classmates to name their own mystery person.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANAO-O-OE.1 - 3 - 5

**Specific Expectations:** EANAO-O-List.1 - 8  
EANAO-O-Comm.3

**Strand:** Reading

**Overall Expectations:** EANAO-R-OE.1

**Specific Expectations:** EANAO-R-Compr.1 - 5

**Strand:** Writing

**Overall Expectations:** EANAO-W-OE.1

**Specific Expectations:** EANAO-W-For.4

#### 4. Planning Notes

- prepare series of questions for students to ask
- write paragraph leaving blanks for individual presentations of a student to the class
- write sentences with words to unscramble
- prepare a list of physical characteristics to describe students in the class
- write four or five clues for three mystery people

## 5. Prior Knowledge Required

- have some elementary knowledge of correct word order in sentences
- show the ability to listen to simple instructions
- know that correct pronunciation helps to convey meaning and to be understood

## 6. Activity Instructions

### Step A: Work in Pairs - Interview

Teacher: hands out a series of questions.

Teacher: before students pair up, reads the questions aloud to see if everyone understands and to encourage students to use correct pronunciation.

Teacher: may ask students to repeat the sentences

Note: It is important for the teacher to prepare handouts. Less time is spent on writing and more is devoted to oral communication at this point. (see Exercise 1 in Appendix EANA0 1.3.1)

### Step B: Individual Work - Presentations (see Achievement Chart)

Teacher: asks students to work individually, using model paragraph. (see Exercise 2 in Appendix EANA0 1.3.1)

Students: fill in the blanks using information from the interview.

Students: practise with peers before introductions are made.

### Step C: Writing to Review

Teacher: gives students simple sentences to unscramble.

Teacher: informs students there are questions and statements. Overhead projector may be used. If overhead projector is not available, teacher will prepare handouts.

Students: write correct word order and give out answers when everyone has finished. (see Exercise 3 in Appendix EANA0 1.3.1)

### Step D: Observation and Discussion

Teacher: hands out a series of physical characteristics that could describe students in the class. (see Exercise 4 in Appendix EANA0 1.3.1)

Students: look closely at their classmates.

Students: match the characteristics with students.

Students: may use bilingual dictionaries.

Students: then share their answers.

### Step E: Listening to Identify

Teacher: describes three mystery individuals, chooses four or five easy clues (e.g., a physical characteristic, a quality, a special trait) about this person, and informs students that these mystery persons are from the school.

Teacher: gives away clues and asks students to listen carefully.

Students: do not give away the answers until all three individuals have been described.

### **Step F: Observations**

Teacher: asks students to choose a person either in the school or someone often in the news.

Teacher: tells students to think of four clues, like in step E

Students: then read clues to the class.

## **7. Assessment/Evaluation Techniques**

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

**diagnostic:** observation

**formative:** assessment of reading of paragraph (Step B)

**summative:** presentation of mystery person (Step F)

## **8. Resources**

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

### **Pedagogical**

CARON, Thérèse and Nicole GAULIN, *Crossroads Series 1, Highways*, Student Book, Montreal, Lidec, 1990, 423 p.

CARON, Thérèse and Nicole GAULIN, *Crossroads Series 1, Highways*, Activity Book, Montreal, Lidec, 1991, 206 p.

### **Material**

- overhead projector

### **Technological**

Ministry of Education and Training, *Ontario Curriculum Guidelines, Anglais*, de la 4<sup>e</sup> à la 8<sup>e</sup> année, Toronto, 1998.

Internet: <http://www.edu.gov.on.ca>

## **9. Appendices**

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

**Appendix EANA0 1.3.1:** Sample exercises

**Appendix EANA0 1.3.2:** Achievement Chart - Interview, Physical Descriptions, and Mystery Persons



**SAMPLE EXERCISES**

**Exercise 1:** Use these questions and write down the answers.

Questions:

- |   |                         |
|---|-------------------------|
| 1. What's (What is) your name?          | _____                   |
| 2. How old are you?                     | I am _____ years old.   |
| 3. Where do you live?                   | I live in _____         |
| 4. What's (What is) your nationality?   | I am _____              |
| 5. Do you have any brothers or sisters? | I have _____            |
| 6. Do you live with your parents?       | I live with _____       |
| 7. Who is your best friend?             | My best friend is _____ |
| 8. Do you have any pastimes?            | I like to _____         |

**Exercise 2:** Model paragraph to use:

The student is \_\_\_\_\_. (He,She) is \_\_\_\_\_ years old. (Name of student) \_\_\_\_\_ lives in \_\_\_\_\_. (He's, She's) \_\_\_\_\_. (Name of student) \_\_\_\_\_ has \_\_\_\_\_ brother(s) and \_\_\_\_\_ sister(s). (Name of student) \_\_\_\_\_ lives with \_\_\_\_\_. (His, Her) best friend is \_\_\_\_\_. (Name of student) likes to \_\_\_\_\_ in (his, her) free time.

**Exercise 3:** Unscramble the words so as to form logical sentences.

- |                                 |       |
|---------------------------------|-------|
| 1. old- am- years- I- fourteen  | _____ |
| 2. name- What's- your           | _____ |
| 3. your- is- best- Who- friend  | _____ |
| 4. in- I- Orléans- live         | _____ |
| 5. any- have- you- do- pastimes | _____ |

**Exercise 4:** Matching

- |                            |                          |
|----------------------------|--------------------------|
| 1. _____ is short.         | 2. _____ has blond hair. |
| 3. _____ wears glasses.    | 4. _____ has freckles.   |
| 5. _____ is tall.          | 6. _____ wears a watch.  |
| 7. _____ has pierced ears. | 8. _____ wears braces.   |
| 9. _____ is left-handed.   | 10. _____ has blue eyes. |
| 11. _____ wears a ring.    | 12. _____ has dimples.   |

**Achievement Chart - Interview, Physical Descriptions, and Mystery Persons**

<p><i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></i></p> <p><i>Strand: Oral Communication</i></p> <p><i>Overall Expectations: EANAO-O-OE.1 - 5</i></p> <p><i>Student Task: Interview of a classmate and presentation of a mystery person</i></p>				
<b>Categories and criteria</b>	<b>50 - 59 % Level 1</b>	<b>60 - 69 % Level 2</b>	<b>70 - 79 % Level 3</b>	<b>80 - 100 % Level 4</b>
<b>Knowledge/Understanding</b>				
The student: - demonstrates knowledge of questions and statements - demonstrates understanding of words to describe physical characteristics, qualities and traits	The student demonstrates <b>limited</b> knowledge of sentence structure and <b>limited</b> understanding of vocabulary	The student demonstrates <b>some</b> knowledge of sentence structure and <b>some</b> understanding of vocabulary	The student demonstrates <b>considerable</b> knowledge of sentence structure and <b>considerable</b> understanding of vocabulary	The student demonstrates <b>thorough</b> knowledge of sentence structure and <b>thorough</b> understanding of vocabulary
<b>Thinking/Inquiry</b>				
The student: - uses critical thinking skills to match characteristics with students - uses clues to identify mystery persons	The student uses critical thinking skills <b>with limited effectiveness</b> and applies <b>few of the</b> skills of inquiry	The student uses critical thinking skills <b>with moderate effectiveness</b> and applies <b>some of the</b> skills of inquiry	The student uses critical thinking skills <b>with considerable effectiveness</b> and applies <b>most of the</b> skills of inquiry	The student uses critical thinking skills <b>with a high degree of effectiveness</b> and applies <b>all or almost all of the</b> skills of inquiry
<b>Communication</b>				
The student: - describes three mystery individuals and presents clues to classmates	The student communicates information <b>with limited clarity</b>	The student communicates information <b>with some clarity</b>	The student communicates information <b>with considerable clarity</b>	The student communicates information <b>with a high degree of clarity, and with confidence</b>

<i>Application</i>				
The student: - uses questions and statements - makes connections between learned vocabulary and classmates' characteristics	The student applies knowledge of language conventions <b>with limited effectiveness</b>	The student applies knowledge of language conventions <b>with moderate effectiveness</b>	The student applies knowledge of language conventions <b>with considerable effectiveness</b>	The student applies knowledge of language conventions <b>with a high degree of effectiveness</b>
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

## ACTIVITY 1.4 (EANA0)

### Basic Instructions and Directions

#### 1. Time

150 minutes

#### 2. Description

In this activity, students listen to simple instructions to perform easy tasks. They develop their ability to follow instructions, identify characteristics (animals, food, people), give specific details, and retell information they hear.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANA0-O-OE.1 - 5

**Specific Expectations:** EANA0-O-List.1 - 3 - 4

**Strand:** Writing

**Overall Expectations:** EANA0-W-OE.1

**Specific Expectations:** EANA0-W-For.2

#### 4. Planning Notes

- look for visual aids to help students acquire vocabulary (e.g., food, people, animals)
- bring some stuffed animals to class (if you have any) to get discussion started on topic of animals. Teachers may bring beanie babies to interest students.
- think of different topics (e.g., food, famous people)
- prepare handouts for listening activity (Step C)
- write several paragraphs of 6-8 lines for Step D (follow model in Step C)

#### 5. Prior Knowledge Required

- show understanding of basic vocabulary
- distinguish between declarative and interrogative sentences
- demonstrate some ability to pronounce correctly

## 6. Activity Instructions

### Step A: Ability to Follow Instructions: Group Work

Teacher: brings some stuffed animals to class, beanie babies, or pictures of animals and asks students to identify them. Teacher gives students vocabulary to choose from.

Students: identify the animals (stuffed, pictures).

Teacher: then gives a list of animals that students choose from.

Teacher: gives students instructions to follow (2 or 3) after they have chosen animals.

Teacher: asks students to work in pairs.

Students: write down characteristics (facts, information) about animal they have chosen and hand in facts to the teacher. This information is written on the blackboard.

Teacher: gives students more details about animals if necessary.

### Step B: Ability to Follow Instructions: Group Work And Short Presentations

Teacher: asks students to supply different topics for further descriptions. (What do you like? What interests you?)

Examples are: famous people, favourite movies, food, sports, music

Teacher: writes topics on the blackboard, tells students to work with a different partner this time, asks them to write as much information as possible, informs students they have 15-20 minutes, and tells them to report to the group later.

Students: give the information (topic, information).

### Step C: Ability To Follow Instructions: Listening to Paragraph and Answering Questions

Teacher: reads the paragraphs to the class and asks students to listen attentively. Questions will follow.

Teacher: reads it twice (shows picture of individual if one is available).

Mrs. Raymond, the school principal

Mrs. Raymond is the new school principal. Before, she was a teacher for 20 years.

Everyone likes her. She is strict and funny too. There are 800 students at the school.

The school has good programs: arts, science, technology. All students are welcome.

Students: answer the following questions individually:

- Who is the new principal ?
- For how long was she a teacher ?
- What kind of a person is she ?
- How many students are there in the school ?
- What are the programs ?

### Step D: Ability to Listen and Retell

Teacher: asks students to listen to paragraph (3 lines) and retell main ideas in their own words.

Teacher: reads the paragraph several times.

Students: retell, using vocabulary contained in the paragraph.

Teacher: finds or writes several paragraphs for this particular step.

**Step E: Ability to Follow Simple Instructions: Describe and Inform (see Achievement Chart)**

Teacher: informs students they have to write a short paragraph (as in Step C) to present to the class.

Students: choose topic, write several lines using complete sentences if possible, and present to the class.

Students: work with a partner and follow model (Step C).

Students: select a person, place or event to describe.

## **7. Assessment/Evaluation Techniques**

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

**diagnostic:** observation

**formative:** questions and answers, quizz

**summative:** describe and inform (Step E)

## **8. Resources**

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

### **Pedagogical**

BROWN, Charles P., *et al.*, *Interacting 1*, Montreal, Lidec, 1990, 364 p.

### **Material**

- stuffed animals, beanie babies, or pictures of animals, places, food, people, etc.

### **Technological**

Ministry of Education and Training, *Ontario Curriculum Guidelines, Anglais*, de la 4<sup>e</sup> à la 8<sup>e</sup> année, Toronto, 1998.

Internet: <http://www.edu.gov.on.ca>

## **9. Appendices**

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

**Appendix EANA0 1.4.1:** Achievement Chart - Basic Instructions and Directions

**Achievement Chart - Basic Instructions and Directions**

**Appendix EANA O 1.4.1**

<p><i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></i></p> <p><i>Strand: Oral Communication</i></p> <p><i>Overall Expectations: EANA O-OE.1 - 5</i></p> <p><i>Student Task: Active listening, following instructions, and retelling information</i></p>				
<b>Categories and criteria</b>	<b>50 - 59 % Level 1</b>	<b>60 - 69 % Level 2</b>	<b>70 - 79 % Level 3</b>	<b>80 - 100 % Level 4</b>
<b>Knowledge/Understanding</b>				
The student: - demonstrates knowledge of paragraph form - demonstrates understanding of instruction	The student demonstrates <b>limited</b> knowledge of paragraph form and <b>limited</b> understanding of instruction	The student demonstrates <b>some</b> knowledge of paragraph form and <b>some</b> understanding of instruction	The student demonstrates <b>considerable</b> knowledge of paragraph form and <b>considerable</b> understanding of instruction	The student demonstrates <b>thorough</b> knowledge of paragraph form and <b>thorough</b> understanding of instruction
<b>Thinking/Inquiry</b>				
The student: - applies active listening skills to restate information	The student applies <b>few</b> of the listening skills	The student applies <b>some</b> of the listening skills	The student applies <b>most</b> of the listening skills	The student applies <b>all or almost all</b> of the listening skills
<b>Communication</b>				
The student: - answers questions orally - communicates ideas - describes a person, place or event	The student communicates information <b>with limited clarity</b>	The student communicates information <b>with some clarity</b>	The student communicates information <b>with considerable clarity</b>	The student communicates information <b>with a high degree of clarity, and with confidence</b>
<b>Application</b>				
The student: - uses learned vocabulary in a paragraph	The student demonstrates <b>limited ability</b> in using language in new contexts	The student demonstrates <b>some ability</b> in using language in new contexts	The student demonstrates <b>considerable ability</b> in using language in new contexts	The student demonstrates <b>a high degree of ability</b> in using language in new contexts
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

## ACTIVITY 1.5 (EANAO)

### Directions Lead Somewhere

#### 1. Time

150 minutes

#### 2. Description

In this activity, students listen to follow directions and to complete a variety of easy tasks. Students learn about cardinal and ordinal numbers and months of the year as they do various oral and written exercises. They also read simple directions, give appropriate feedback, and learn to follow step-by-step directions for an everyday procedure.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectation:** EANAO-O-OE.1

**Specific Expectations:** EANAO-O-List.1 - 3 - 4

#### 4. Planning Notes

- indicate a list of prepositions on the blackboard (step A)
- prepare handout with cardinal numbers (1-30), an exercise where students read the word and indicate the number, and a last exercise to identify six examples where numbers are used (step B)
- prepare a second handout with ordinal numbers (1-30). Students practise saying numbers, learn the months of the year, and complete an exercise that combines months of the year and ordinal numbers. A last exercise requires students to fill a chart, with the names of students, their birthday, and the month of the year (step C)
- give two diagrams for step D: one that guides students and appears with relevant terms and the second where students follow instructions.

#### 5. Prior Knowledge Required

- know how to respond to questions
- show ability to listen to directions and to follow up



- be familiar with some English sounds (activity 2) and demonstrate the ability to pronounce new words well
- show ability to work in pairs or small groups to share knowledge

## 6. Activity Instructions

### **Step A: Listen to Learn: Knowing Where You Stand or Sit**

Teacher: looks at several prepositions that are used to indicate place or position.

Teacher: uses gestures to reinforce learning and then proceeds to ask students these specific questions one at a time

- Questions:
1. Who sits in front of you?
  2. Who sits behind you?
  3. Who sits to your right?
  4. Who sits to your left?
  5. Who sits in the middle of the class?

### **Step B: Listen to Learn: What Number?**

Teacher: may find it an opportune time to introduce numbers, cardinal and ordinal.

Teacher: at one point, will call upon students to identify classmates sitting in the first seat, second row for example. To begin with, teacher looks at cardinal numbers. (see Appendix EANA0 1.5.1)

### **Step C: Listen to Learn: What Number? Ordinal Numbers**

Teacher: gives second handout dealing with ordinal numbers (1-30). Emphasis is put on proper pronunciation and articulation. (see Appendix EANA0 1.5.2)

### **Step D: Using Information to Follow Directions**

Teacher: asks students questions with respect to place of students in the classroom, using ordinal numbers. (see Exercises 5 - 6 in Appendix EANA0 1.5.3)

Students: write down their answers.

### **Step E: Giving Clear Indications for an Everyday Procedure**

Note:

- Teacher can easily use other ingredients or recipe.
- Teens may be more interested in hot chocolate.

Teacher: asks students what they need to make tea and write a list on the board. This includes tea, kettle, cups, milk, sugar, spoons or stir-sticks, with cookies optional.

Students: then proceed with step-by-step detailed directions for making tea. How do we make tea?

First, we fill the kettle with water. Then, we boil the water. After, we pour the boiling water in the teapot and wait a few minutes as the tea steeps.

Teacher: invites students one by one to the front of the class to ask another student if she or he would like some tea.

- Questions to ask:
- Would you like some tea? Do you take milk and sugar?
  - How much sugar would you like?
  - Would you like a cookie?
  - No, thank you. Yes, please.
  - Here you are.
  - Thank you. You're welcome.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** questions and answers (oral)

**formative:** quiz, fill-in-the-blank

**summative:** assessment of ability to follow directions, performance task

## 8. Resources

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

### Pedagogical

BERISH, Lynda and Sandra THIBAudeau, *Canadian Concepts 1*, Scarborough, Prentice-Hall, 1993, 165 p.

### Material

- electric kettle, teapot, teabags, sugar, milk, spoons or stir-sticks, cookies (optional).

Note: other recipes or ingredients (e.g., hot chocolate) may be used here.

## 9. Appendices

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

**Appendix EANA O 1.5.1:** Listen to Learn Exercises

**Appendix EANA O 1.5.2:** Ordinal Numbers

**Appendix EANA O 1.5.3:** Listen to Identify

**LISTEN TO LEARN EXERCISES**

**Exercise 1:** Listen to learn and pronounce

Teacher: gives handout with cardinal numbers (1-30) along with some exercises to do.  
Emphasis is on learning the numbers and pronouncing the words correctly.  
Students: say the numbers 1 to 30 with the teacher (choral reading)

**Exercise 2:** Practise with another student. Say the number and write it down.

Example: six 6

sixteen	two	seven	thirty	twenty-one
four	twenty-six	ten	twenty-two	nineteen
twenty	fifteen	eighteen	five	twenty-five
twelve	twenty-three	eight	seventeen	fourteen
eleven	one	three	twenty-eight	twenty-nine
twenty-four	thirteen	twenty-seven	nine	

**Exercise 3:** Complete with another student. Give 6 examples.

1. What type of information contains numbers? Example: the age of a person

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

2. What questions do you ask for each letter above?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_

## ORDINAL NUMBERS

**Exercise 1:** Listen and repeat

1st first	7th seventh	13th thirteenth	19th nineteenth	25th twenty-fifth
2nd second	8th eighth	14th fourteenth	20th twentieth	26th twenty-sixth
3rd third	9th ninth	15th fifteenth	21st twenty-first	27th twenty-seventh
4th fourth	10th tenth	16th sixteenth	22nd twenty-second	28th twenty-eighth
5th fifth	11th eleventh	17th seventeenth	23rd twenty-third	29th twenty-ninth
6th sixth	12th twelfth	18th eighteenth	24th twenty-fourth	30th thirtieth

**Exercise 2:** Practise with a peer  
Students: say the numbers from exercise 1.

**Exercise 3:** Complete the sentences (using ordinal numbers)  
Teacher: asks students to look at the list of the **months of the year** at the end of the exercise.

Teacher: reads the **months of the year** before students do the exercise and informs students that the **months of the year** appear in chronological order.

Students: will need (the words at the end of exercise 3) to fill in the blanks.

1. The first month of the year is \_\_\_\_\_.
2. May is the \_\_\_\_\_ month of the year.
3. The ninth month of the year is \_\_\_\_\_.
4. Christmas celebrations occur in December, the \_\_\_\_\_ month of the year.
5. February is the \_\_\_\_\_ month of the year.
6. March, the \_\_\_\_\_ month of the year, marks the beginning of spring.
7. The seventh month of the year is \_\_\_\_\_.
8. October, the \_\_\_\_\_ month of the year, is also the second autumn month.
9. \_\_\_\_\_ is the eleventh month of the year.
10. The first summer month is in \_\_\_\_\_.
11. April is the \_\_\_\_\_ month of the year.
12. The eighth month of the year is \_\_\_\_\_.

## Months of the year

- |             |           |              |
|-------------|-----------|--------------|
| 1. January  | 5. May    | 9. September |
| 2. February | 6. June   | 10. October  |
| 3. March    | 7. July   | 11. November |
| 4. April    | 8. August | 12. December |

**Exercise 4:** Chart: names and birthdays of students

Students: work in groups and exchange information to complete the graph.

Name of student	Birthday	Month of the year
Frédéric	January 20th (twentieth)	first month

**LISTEN TO IDENTIFY**

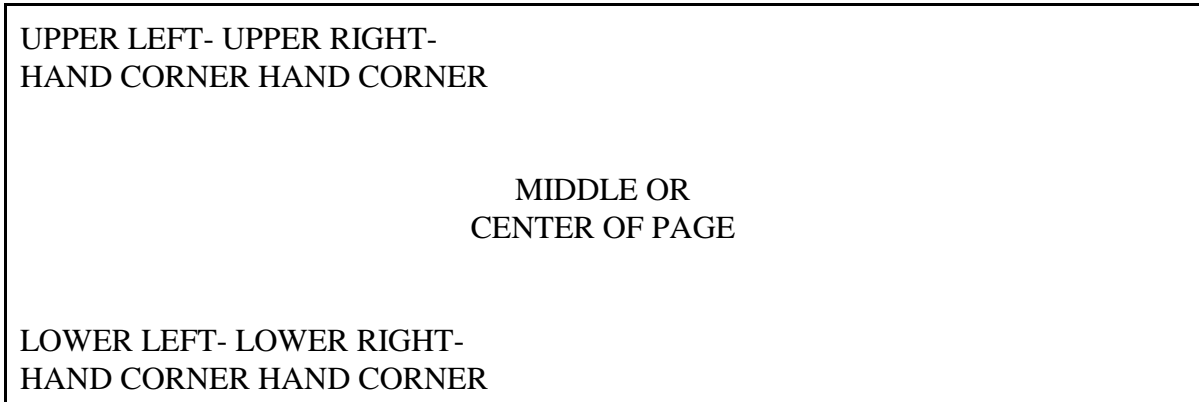
**Exercise 5:** Listen to Identify

1. In the first row, who is the first student to your left? \_\_\_\_\_
2. Who sits to the right of this student? \_\_\_\_\_
3. \_\_\_\_\_ sits behind this student.
4. \_\_\_\_\_ sits in the last seat in the middle of the class.
5. Identify these students:
  - a) the first student in the fifth row: \_\_\_\_\_
  - b) the third student in the second row: \_\_\_\_\_
  - c) the second student in the third row: \_\_\_\_\_
  - d) the fourth student in the fourth row: \_\_\_\_\_
  - e) the fifth student in the fifth row: \_\_\_\_\_

**Exercise 6:** Complete task

Teacher: explains how the work will be done.

Students: consult the following diagram before they fill in a blank diagram while following the directions below.



**Directions**

Follow these instructions for diagram on next page.

1. Write your name (last name first) in the upper right-hand corner.
2. Write the time and date under your name.
3. Indicate your mother's name at the bottom of the page.
4. Underline the first word in number 1.
5. Draw a square in the upper left-hand corner.
6. Write the name of an animal in the square.
7. In the lower left-hand corner, write your teacher's name.
8. Write the names of girls in the class in the lower-right hand corner, in alphabetical order.
9. Draw a circle around your teacher's name.
10. Translate the following sentence into your language. This exercise is easy. Write it at the top of your page.

## ACTIVITY 1.6 (EANAO)

### Social Encounters - Part I

#### 1. Time

150 minutes

#### 2. Description

In this activity, students listen to brief conversational exchanges, share and discuss information, and prepare questions for an interview with the teacher's help. They rehearse questions in class with a partner, paying attention to correct word order and correct pronunciation. Students select someone outside the classroom setting to interview.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANAO-O-OE.1 - 5

**Specific Expectations:** EANAO-O-Sp.3  
EANAO-O-List.9

**Strand:** Writing

**Overall Expectations:** EANAO-W-OE.2 - 4

**Specific Expectations:** EANAO-W-For.4

#### 4. Planning Notes

- write one part of a conversational exchange for all students in the class
- write questions on the blackboard
- inform teachers, principal, and vice-principal that students will ask them for an oral interview
- ask students to reserve cassette recorders

#### 5. Prior Knowledge Required

- know correct word order when formulating questions
- demonstrate the ability to understand other students' responses as information is shared and discussed

- be familiar with proper pronunciation and articulation when asking questions and sharing information
- know words and expressions acquired previously and integrate these in conversations and discussions

## 6. Activity Instructions

### Step A: Focus on Conversational Exchanges

Teacher: wants students to pay attention to what people say in conversations

Teacher: writes one part of an exchange for students. (Example in Exercise 1 of Appendix EANA0 1.6.1)

Teacher: gives each student part of the exchange on a sheet of paper and asks students to memorize what is on their sheet.

Students: say aloud their part and listen to determine if anyone has the other part of the conversational exchanges.

Students: speak to everyone.

Students: after 5 or 10 minutes, students who believe they have found a partner go to one side of the room. The others repeat their exchanges out loud and eventually find their partner.

### Step B: Exchange: Sharing Information

Teacher: informs students they will find out more about each other through conversational exchanges.

Students: write down the questions and look up any unfamiliar words in the dictionary. Sample questions are provided in Exercise 2 of Appendix EANA0 1.6.1.

Students: fill out the information individually and then find someone they do not know very well.

Students: do not write down what the other students tell them. They listen.

Students: when giving out information of interest to them, the other students will ask additional questions such as: Why do you like that ? Tell me more about...

Teacher: after ten minutes or so, asks students to find another partner and to exchange information once again.

Teacher: at the end of the sessions, asks students if they have found anything interesting or new about others in the group. It is a good opportunity for students to speak within the context of the large group and build some confidence.

### Step C: May I Ask a Few Questions, Please ?

Teacher: informs students they will conduct an interview.

Students: will write questions and interview people outside the classroom setting. If possible, the interview will be taped.

Teacher: guides students in their choice of questions, first by giving them suggestions and then by looking at the content.

Teacher: suggests these people to interview:

- an English teacher ; another teacher in the school; the principal and vice-principal... Arrangements would be made in advance to make sure that these people do not mind being interviewed and only one student would see the



principal and one the vice-principal; as with the teachers; another student in the school; a professional; any other familiar contact

Students: proceed to write questions and ask another student to look at them before finally showing them to the teacher.

Students: will adapt questions depending on the person they interview. For example, they will not ask a teacher or someone who has a full-time job if they enjoy their part-time work.

Teacher: provides students with examples of questions.

Students: need to write 10 questions .

Examples of questions (adult):

Why are you a teacher ? A vice-principal ?

Do you work long hours ?

Do you enjoy your work ? etc.

Examples of questions (another student)

What is your favourite subject ?

Do you like computers ?

What is your ambition ? etc

The results of the interview are given to the teacher a week later and evaluated

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** oral questions and answers, performance task (preparing for oral interview)

**summative:** oral interview (Step C)

## 8. Resources

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

### Pedagogical

NOLASCO, Rob and Lois ARTHUR, *Conversation*, Oxford, Oxford University Press, 1979, 148p.

PETRUSIAK ENCKENT, Lucia and Karen BARDY, *Take Part, Speaking Canadian English*, Scarborough, Prentice-Hall, 1986, 108p.

### Human

- people who are interviewed (teaching staff, for example)

### Material

- cassette recorder, audio tape

## **9. Appendices**

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

**Appendix EANA O 1.6.1:** Conversations

**Appendix EANA O 1.6.2:** Achievement Chart - Social Encounters - Part I and Part II

## CONVERSATIONS

### Exercise 1:

- Where do you live ?  
Not far from here
- Are you feeling good ?  
Why do you ask ?
- Do you like movies ?  
I don't see many.
- It's time to eat.  
I'm not hungry.
- I want a job.  
Look for one !
- What's up ?  
I lost my contact lens.
- I lost my notes.  
Don't worry, someone will find them.
- It's hot in here today  
I'm used to it.
- The problem with teenagers: they're lazy.  
Oh, that's not true.
- How was the concert ?  
The best one ever.

### Exercise 2:

Questions to ask:

1. Three movies
  - a) What is your favourite movie ?
  - b) Which movie did you dislike the most ?
  - c) What is the saddest movie you ever saw ?
2. Three restaurants
  - a) Which is your favourite restaurant ?
  - b) What is the name of the last one you went to ?
  - c) What is the name of a restaurant you want to forget ?
3. Three friends
  - a) Who is the first friend you can remember having ?
  - b) What is the name of your favourite friend ?  
What is the name of the last friend you met ?
4. Three pastimes
  - a) What is your favourite pastime ?
  - b) What pastime do you want to start one day ?
  - c) What pastime do you never want to have ?

**Achievement Chart - Social Encounters - Part I and Part II**

**Appendix EANAO 1.6.2**

<p><i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></i></p> <p><i>Strand: Oral Communication</i></p> <p><i>Overall Expectations: EANAO-O-OE.1 - 5</i></p> <p><i>Student Task: Oral interview and conversational exchanges.</i></p>				
<b>Categories and criteria</b>	<b>50 - 59 % Level 1</b>	<b>60 - 69 % Level 2</b>	<b>70 - 79 % Level 3</b>	<b>80 - 100 % Level 4</b>
<b>Knowledge/Understanding</b>				
The student: - asks pertinent questions - demonstrates understanding of content	The student demonstrates <b>limited</b> knowledge and understanding of content	The student demonstrates <b>some</b> knowledge and understanding of content	The student demonstrates <b>considerable</b> knowledge and understanding of content	The student demonstrates <b>thorough</b> knowledge and understanding of content
<b>Thinking/Inquiry</b>				
The student: - makes requests, asks or gives permission, or offers something	The student applies <b>few</b> of the skills of inquiry	The student applies <b>some</b> of the skills of inquiry	The student applies <b>most</b> of the skills of inquiry	The student applies <b>all or almost all</b> of the skills of inquiry
<b>Communication</b>				
The student: - role-plays conversations - uses the appropriate vocabulary - interviews another to gain insight	The student communicates <b>with limited clarity</b> , using language <b>with a limited accuracy and effectiveness</b> and <b>with a limited sense</b> of purposes using <b>few</b> appropriate forms	The student communicates <b>with some clarity</b> , using language <b>with some accuracy and effectiveness</b> and <b>with some sense</b> of purposes using <b>some</b> appropriate forms	The student communicates <b>with considerable clarity</b> , using language <b>with considerable accuracy and effectiveness</b> and <b>with a clear sense</b> of purposes using appropriate forms	The student communicates <b>with a high degree of clarity, and with confidence</b> , using language <b>with a high degree of accuracy and effectiveness</b> and <b>with a strong sense</b> of purposes using appropriate forms

<i>Application</i>				
The student: - adapts questions depending on the interviewed person - through telephone conversations, inquires about the weather forecast	The student demonstrates <b>limited ability</b> in using English in new contexts and makes connections <b>with limited effectiveness</b> between the subject and the world	The student demonstrates <b>some ability</b> in using English in new contexts and makes connections <b>with moderate effectiveness</b> between the subject and the world	The student demonstrates <b>considerable ability</b> in using English in new contexts and makes connections <b>with considerable effectiveness</b> between the subject and the world	The student demonstrates <b>a high degree of ability</b> in using English in new contexts and makes connections <b>with a high degree of effectiveness</b> between the subject and the world
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

## ACTIVITY 1.7 (EANAO)

### Social Encounters - Part II

#### 1. Time

150 minutes

#### 2. Description

In this activity, students use their speaking and listening skills to establish contact by telephone, ask information, listen and give out information, learn useful expressions and appropriate responses in social encounters. At the end, students write a short and simple dialogue integrating those expressions and responses.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANAO-O-OE.1 - 5

**Specific Expectations:** EANAO-O-List.1 - 9  
EANAO-O-Comm.3

**Strand:** Writing

**Overall Expectations:** EANAO-W-OE.1

**Specific Expectations:** EANAO-W-For.2

#### 4. Planning Notes

- bring telephone book, yellow pages, and cellular or portable telephone (if available) for step A
- write two dialogues (one from step A, another from step B)
- provide students with telephone number for Environment Canada's weather line
- prepare handout with days of the week, chart, and seasons
- call the weather line to give the first weather report to the class (step C)
- prepare handout with examples of ways to make requests, to ask or give permission, and to offer something
- in the same handout, prepare questions to ask students as they learn to use expressions to respond to requests, for example (step D)

## 5. Prior Knowledge Required

- know word order in questions
- show the ability to listen for various purposes: to acquire vocabulary, to learn about people, places
- know some words and expressions to understand conversational exchanges

## 6. Activity Instructions

### Step A: Using the Telephone

Teacher: offers students many suggestions of places to telephone: local library, restaurant, department store, museum, cinema, theatre, etc.

Students: select the place where they will call to get information.

Students: will decide what information to ask.

Students: need to have a minimum number of their questions ready beforehand. Sample in Exercise 1 of Appendix EANA0 1.7.1.

Teachers: may bring a cellular or portable phone to class for this particular step.

### Step B: Requesting Information: Local Information, Not in Telephone Book

Teacher: writes dialogue on blackboard and asks students to follow as the conversation is read to them

Students: role play conversation in Exercise 2 of Appendix EANA0 1.7.1 using the same structure changing the city, name of individual, but using this exercise to use letters of the alphabet to spell their name

### Step C: Dialing Up About the Weather

Teacher: uses this opportunity to teach the days of the week as information given on the weather line relates to conditions over a two or three-day period. Details about the weather are provided by Environment Canada's Weather Line (the number is 998-3439).

Teacher: prepares handout with days of the week, a chart with the four seasons, and weather conditions matching the seasons. (see Exercise 3 in Appendix EANA0 1.7.1)

Students: choose items for the list and fill the chart.

Teacher: informs students of elements to look out for when calling for the weather forecast.

The individual gives out the information this way:

- Current weather conditions (temperature, humidity, wind, barometric pressure)
- Forecast for the next day (clouds, winds, low)
- Forecast for the second day (temperature, winds)
- Forecast for the third day (temperatures, winds)
- Probability of precipitation
- Extended forecast
- Normal temperatures for this time

Teacher: brings the first forecast to class and asks questions to verify their comprehension and ability to retain information.

Teacher: does not write the information on the blackboard but asks students to listen attentively.

- the activity will be repeated every third day for a period of time to help students become acquainted with listening to information. Two students will give out the information on the same day.
- it is a good activity for students calling up the weather line and for students listening to their classmates the next day.

**Step D: Useful Expressions in Social Encounters**

Teacher: suggests various ways that someone may use to make requests, ask or give permission, and offer something. (see note 4 in Appendix EANA O 1.7.1)

Teacher: proceeds with different exercises. (see Appendix EANA O 1.7.2)

Students: when finished writing a dialogue, they show it to the teacher for revision and then rehearse with their partner.

Students: present the dialogue to the class.

**7. Assessment/Evaluation Techniques**

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

**diagnostic:** oral questions and answers

**formative:** observation, performance tasks (step C)

**summative:** writing and presentation of dialogue (step D)

**8. Resources**

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

**Pedagogical**

BERISH, Lynda and Sandra THIBAudeau, *Canadian Concepts I*, Scarborough, Prentice-Hall, 1993, 165 p.

BOYD, John R. and Mary Ann BOYD, *Connections*, Teacher's Edition, New York, Regents Publishing Company Inc., 1981, 147 p.

**Material**

- cellular or portable telephone (if available)

**9. Appendices**

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

**Appendix EANA O 1.7.1:** Useful Notes

**Appendix EANA O 1.7.2:** Exercises for Activity 1.7

**Appendix EANA O 1.7.3:** see Appendix 1.6.2



USEFUL NOTES

**Exercise 1:** Sample conversation

Phone call made to: \_\_\_\_\_ ( business/establishment)  
(address) \_\_\_\_\_  
(phone number) \_\_\_\_\_

Example of a recorded conversation:

Owner: Good afternoon, Luigi's.  
Student: Good afternoon. Could you tell me what your hours are on the weekend.  
Owner: We are open until 12 o'clock Friday and Saturday and 10 on Sunday.  
Student: Do you have any specials?  
Owner: Yes, we have two daily specials: fish and pasta.  
Student: Is it necessary to make reservations?  
Owner: Yes, we are very busy.  
Student: I'll call back to confirm the number of people and the time.

**Exercise 2:** Requesting Information

Dial 411 for local information:

Operator: What city, please?  
Caller: Toronto.  
Operator: The name?  
Caller: Tremblay, Mario Tremblay on Yonge Street  
Operator: What?  
Caller: Tremblay, T as in Tom, R as in road, E as in Edward , M as in mother, B as in baby, L as in love, A as in aunt, and Y as in yoyo  
Operator: Thank you. One minute, please.  
The number is:  
Caller: Thank you.

**Exercise 3:** Dialing about the weather

- |        |                         |
|--------|-------------------------|
| (List) | - clouds                |
| - snow | - heat wave             |
| - sun  | - freezing temperatures |
| - rain | - warm temperatures     |
| - wind | - cool temperatures     |

Spring	Summer	Fall	Winter

#### Exercise 4: Social Encounters

Some requests are:

- a) Open the door, please
- b) Will you please open the door  
Would you please open the door  
Could you please open the door
- c) Open the door, will you?
- d) Do you mind closing the door?  
Would you mind closing the door?  
(Note: the verb mind is followed by an  
“-ing” form)

Some responses are:

- sure
- of course
- certainly
- not at all
- I don't mind at all
- Sorry, I .....

To ask or give permission:

Here are some questions and statements that are frequently used:

May/Can we read now?  
Can/May we leave after the test?  
You may/can go to the library.  
You may not/can't borrow her notes.

To offer something:

You may use the expression “would like”

Would you like a drink?  
Would you like juice?

Yes, I'd like one / or Yes, please ....  
Yes, I'd like some / or Yes, please ...

Would you like to become a member of  
our basketball team ?

No, thank you.  
No, I can't ...  
Yes, I'd like to very much.  
Yes, I'd love to.

**EXERCISES FOR ACTIVITY 1.7**

**Exercise 1:** Responding

Teacher: asks students questions substituting words in the questions and expecting students to use the same structure when responding.

**Exercise 2:** What would you say in each of these situations?

- to a friend who is leaving for university ....
- to someone who won the lottery ...
- to a family member who isn't feeling well ...
- to a person who says "thank you" ...
- to the teacher at the end of the school day ...
- to a friend who is going on a trip ...
- to your hosts at the end of the party ...
- to a newly married couple ...

Teacher: now asks students to work in pairs to proceed with exercises 3 and 4.

**Exercise 3:** How would you say it?

- choose three ways of making a request:
- for 15 dollars
- for a ride to the pool
- for someone to lower the volume
- choose two ways of asking permission:
- to use the telephone
- to leave class early
- to try out the new computer
- use the expression "would like":
- to offer someone a sandwich and cold drink
- to invite someone to a birthday party

**Exercise 4:** Using expressions and responding

- with a different partner this time, one of you will make a request, ask permission and offer something; the other will respond accordingly

**Exercise 5:** Using expressions in social encounters

Teacher: asks students to work in pairs again to write a short dialogue using some of the expressions given at the start of Step D.

- suggestions for dialogues are:
- asking permission to go to a dance
- borrowing clothes
- meeting a good friend after a long time
- making a reservation (telephone)
- asking for information
- looking for work

## ACTIVITY 1.8 (EANA0)

### Listen and Speak

#### 1. Time

300 minutes

#### 2. Description

In this activity, students listen to dialogues. They give the main ideas and occasionally repeat the dialogue. Students listen to dialogues and fill in the blanks, learn about gambits and identify them in conversations. They make predictions about conversations and simple texts.

#### 3. Strands and Expectations

**Strand:** Oral communication

**Overall Expectations:** EANA0-O-OE.1 - 5

**Specific Expectations:** EANA0-O-List.1 - 2 - 8

#### 4. Planning Notes

- prepare different tapes of simple dialogues and tapescripts (model provided) (step A)
- write dialogue with missing words on the blackboard (step F)
- prepare handout for examples of gambits as well as conversations (examples of gambits provided) (step C)
- find an audio or a video recording of a conversation (this may be from a television program) (step D)
- look for short video recording of conversations (for example, television programs) (steps E, F, G, H)
- prepare short model dialogues illustrating strong emotion (step I)
- select short texts (prose) (steps J & K)
- note: many ideas are given here. Teacher may wish to combine a few steps or select some of them if time does not allow for all steps to be covered.

#### 5. Prior Knowledge Required

- know enough basic vocabulary to understand conversations and easy texts
- show the ability to concentrate and follow dialogues
- recognize questions and use correct word order in interrogative sentences

## 6. Activity Instructions

### Step A: Listening to Simple Dialogue

Teacher: asks students to repeat a short, simple dialogue.

Teacher: divides students in groups of three and gives a cassette recorder and taped dialogue to each group.

Teacher: asks one student to be the prompter and hands him/her the tapescript.

The other two students listen to the dialogue several times before they attempt to repeat what they hear on the tape.

Students: after they listen to it the first time, decide which role they'll play.

Teacher: provides several short dialogues like model provided in Appendix EANA0 1.8.1, together with the tapescript for the prompter.

### Step B: Listening and Filling in Missing Details

Teacher: selects a dialogue, reads it, and asks students to fill in missing words.

Students: write the dialogue in their notebook after listening to it. (Dialogue 2 provided in Appendix EANA0 1.8.1).

### Step C: Gambits

Teacher: explains the importance of good listening in conversations. One way for students to show they're listening is to use appropriate responses or gambits. These short responses help to keep the conversation going. (Examples are provided in Section 3 of Appendix EANA0 1.8.1).

Teacher: hands examples to students and ask them to use them in the upcoming drills. (see Appendix EANA0 1.8.2).

Students: are encouraged to use proper responses, with appropriate stress and intonation.

Teacher: asks students to work in pairs, prepare a dialogue using gambits, and present it.

### Step D: Recognizing Gambits

Teacher: finds a taped conversation (audio cassette or video recording).

Students: identify gambits and tick off any expressions they hear:

<i>Is that so!</i>	_____	<i>What a shame!</i>	_____
<i>Oh, no!</i>	_____	<i>No kidding!</i>	_____
<i>How interesting!</i>	_____	<i>Really!</i>	_____
<i>Great!</i>	_____	<i>I see.</i>	_____

Students: will hear the cassette or watch the video twice to make sure they have identified all gambits.

Teacher: gives students the tapescript so that students can see the dialogue and verify their answers.

### Step E: Imitating Speakers

Teacher: asks students to imitate words, expressions, and lines using a short video recording.

Students: are encouraged to imitate body language as well.

Teacher: if a video recording is not found, may use an audio cassette.

– the video needs to be simple and the speakers' lines brief.

Teacher: plays the tape once.

Teacher: the second time, stops after each utterance and asks students to imitate the utterance.

Teacher: looks for students to reproduce a short segment of the conversation and to act it out.  
The maximum number of lines is 10.  
Students: peers can evaluate each performance.  
Students: who imitate the language, intonation, and gestures most accurately win.

### **Step F: Begin to Predict**

Teacher: asks students to look at different clues to predict what is said in a video recording.  
Teacher: selects a suitable video (approximately two minutes) and plays the tape through once without the sound track.  
Teacher: asks students to predict as much as they can about the conversation from the visual images.  
Students: may guess who the characters are, what they are talking about, etc.  
Teacher: asks students to explain their responses on the basis of the setting, facial expressions, gestures, clothing, etc.  
Teacher: at the end, plays the video through with the sound.

### **Step G: Only the Sound!**

Teacher: helps students become more sensitive to the quality of the speaker's voice.  
Teacher: plays the video extract with the picture covered or the monitor turned around.  
- when talking on the telephone, people who are familiar with English speakers rely on clues in the speaker's voice to know what type of person they are speaking to.  
The speaker may sound impatient, unsure, ignorant, hesitant, etc.  
Students: try to predict what type of person is speaking. These prompts may help:  
young / old  
man / woman  
well educated / poorly educated  
strong / weak  
relaxed / nervous  
flexible / uncooperative  
Teacher: gives students the time to look up the meaning of the above prompts.  
Students: then, discuss their significance before viewing the video extract.  
Students: discuss in pairs or in a small group.  
Teacher: after ten minutes, ask students to elect someone to speak to the group before playing the extract again with the picture.  
Students: then verify their hypotheses.  
Students: if time allows, can exchange on the reasons for their observations (time permitting).

### **Step H: What Follows?**

Teacher: invites students to extend the conversation they hear.  
Teacher: notes the importance of predictive listening to help students sustain interest in conversations for a longer period of time.  
Teacher: selects a video of a few people holding a conversation. An extract of a drama production may be easier for lower level students.  
Teacher: gives students the role of one of the speakers on the tape. It is likely that several students will hold the same role. It brings variety to conversations.  
Teacher: starts the tape and stops it at appropriate points in the interaction.  
Teacher: asks questions such as:  
- *Is he/she finished? Will he/she say more?*  
- *Who will speak next?*

Teacher: will hear different responses and will choose a student to play the role of the next speaker.

Teacher: plays the tape at the end to verify the students' predictions.

**Step I: Dialogues and Stress**

Teacher: invites students to listen in order to become more familiar with stress in sentences.

Teacher: prepares short model dialogues that depict strong emotions such as anger, frustration, surprise, happiness, etc.

Teacher: asks students to work in pairs and to read the dialogues they have been given.

Teacher: asks students to perform the dialogues as realistically as possible.

Teacher: tells students that extra articulation is required when they get to the words that carry maximum stress.

Students: swap the dialogues after a while.

- here is one abbreviated example. (Main stresses are italicized)

Happiness

A. I've got the *job*!

B. Oh, that's *wonderful*.

A. You know, I'm *so* happy.

B. So am *I*.

A. I want to meet *you* somewhere.

B. Oh, well, *certainly*.

Students: perform one of the dialogues in front of the class at the end of the period.

**Step J: Listening to Short Texts**

Teacher: selects short texts (short stories) and reads them to the class.

Teacher: before the actual reading, explains to students that each text will be read twice.

Students: focus on the events of the story.

Students: after the second listening, answer questions.

Examples of questions may be:

- Who are the people in the story?
- What do they do?
- Where are they?
- What happens?

Teacher: asks students to share their impressions.

**Step K: Listening to Make Predictions About the Ending**

Teacher: gives students the opportunity to listen to different texts and asks students to make predictions about the ending of the story.

Teacher: stops at an appropriate time before the ending of the story.

Examples of questions:

- Who are the important people?
- Is the area safe? Dangerous?
- Are the people afraid? Confident? Brave?

Teacher: at the end, teacher invites students to share their predictions.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** oral work (dialogue) (step A), peer evaluation of oral work (step C)

**summative:** tests (steps J and K)

## 8. Resources

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

### Pedagogical

BERISH, Lynda and Sandra THIBAudeau, *Canadian Concepts I*, Scarborough, Prentice-Hall, 1993, 165 p.

BOYD, John R. and Mary Ann BOYD, *Connections*, New York, Regents Publishing Company Inc., 1981, 147 p.

NOLASCO, Rob and Lois ARTHUR, *Conversation*, Oxford, Oxford University Press, 1987, 148 p.

### Material

- several cassette recorders and audio cassettes
- VHS and video cassette

## 9. Appendices

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

**Appendix EANA0 1.8.1:** Dialogues

**Appendix EANA0 1.8.2:** Gambits

**Appendix EANA0 1.8.3:** Achievement Chart - Listen and Speak



**DIALOGUES**

**Dialogue 1:** Example of a dialogue: (truck driver, garage attendant)

D: Hello. Is this Carole's garage?  
 G.A.: Yes, it is. May I help you?  
 D: Certainly. My truck does not work anymore.  
 G.A.: Where are you?  
 D: I'm at the Blair exit on Highway 17.  
 G.A.: Well, we can't go right now.  
 D: When?  
 G.A.: When our truck is repaired.  
 D: Do you think it will be soon?  
 G.A.: As soon as possible.

**Dialogue 2:** Do you live alone? (F = Francis) (J = Jane)

F: Do you live alone, Jane?  
 J: No, I'm married. Do you live alone, Francis?  
 F: No, I live with my family. I live with my uncle. My uncle has two children. Do you have children?  
 J: Yes, I have a child.  
 F: Is your child a boy or a girl?  
 J: I have a boy. My son is seven years old.  
 F: Does he go to school?  
 J: Yes, he does. He's in grade one.  
 F: What's his name?  
 J: His name is Charles-Alexandre. He's full of energy.

Students: Now try to indicate the missing words.

F: Do you live alone, Jane?  
 J: No, I'm married. Do you live \_\_\_\_\_, Francis?  
 F: No, I \_\_\_\_\_ with my family. I live with my uncle. My uncle has \_\_\_\_\_ children. Do you \_\_\_\_\_ children?  
 J: Yes, I have a child.  
 F: Is your \_\_\_\_\_ a boy or a girl?  
 J: I have a boy. My son is seven years old.  
 F: Does he \_\_\_\_\_ to school?  
 J: Yes, he does. \_\_\_\_\_ grade one.  
 F: \_\_\_\_\_ his name?  
 J: His name is Charles-Alexandre. He's \_\_\_\_\_ of energy

**Dialogue 3:** Gambits

- examples to show the speaker's *agreement* with what he hears
  - Yes, it is.
  - Yes, that's right.
  - Well, certainly.
  - Of course, it is.
  - Yes, I do / Yes, he was / Yes, they were, etc.

- language can be used to indicate *polite disagreement*
  - Well, not really.
  - Not exactly, no.
  - Um, I don't know.
  
- language to show *possible doubt*
  - I'm not quite certain.
  - Is that right?
  - Are you sure?
  
- language to show positive and negative feedback
  - Great! - Not at all nice/clear, etc.
  - Very good, indeed. (clear, nice, pretty) - Very bad, indeed. (Nasty)
  - Really nice. - Not very nice.
  - Sounds lovely. - Sounds awful.
  
- language to invite *confirmation* and *more information*
  - Is that so?
  - Really?
  - No kidding
  - You're not!
  
- use of a pronoun and auxiliary verb to refer to subject and verb of the previous statement
  - I like your house.
  - You do?
  - Yes, I think I'll buy one like that.
  
- use of a short question to repeat a word or phrase from the preceding statement
  - Is it cool?
  - Not too bad, but it's windy.
  - Windy?
  - Yes, the winds are 50 km/hr.

GAMBITS

Conversation 1: (M = Marie) (S = Sylvie)

M: Hello, dear sister.  
S: \_\_\_\_\_  
M: You're always the same.  
S: \_\_\_\_\_  
M: You still want to play golf?  
S: \_\_\_\_\_

Conversation 2: (A = Adèle) (M = Marc)

A: Hi Marc! It's Adèle.  
M: \_\_\_\_\_  
A: The last time I saw you was three years ago.

Conversation 3: (M = Monique) (J = Jeannine)

M: He keeps looking here.  
J: \_\_\_\_\_  
M: I wonder what he wants ... I'll ask him.  
J: \_\_\_\_\_  
M: He's my cousin.

Conversation 4: (7-year-old-child) (18-year-old-brother)

C: I saw a ghost.  
B: \_\_\_\_\_  
C: He looked like you.  
B: \_\_\_\_\_  
C: He came before.

Conversation 5: (L = Lynne) (La = Larry)

La: You have a beautiful voice!  
L: \_\_\_\_\_  
La: And you're sweet, too.  
L: Well, thank you.

Conversation 6: (D = Diana) (K = Karina)

D: Your mother loves you very much.  
K: \_\_\_\_\_  
D: And you love her, too.  
K: \_\_\_\_\_  
D: She knows that.

Conversation 7: (P = Patrick) (K = Kristine)

P: How are you, little sister?  
K: \_\_\_\_\_  
P: I think about you often.  
K: \_\_\_\_\_  
P: Call me sometimes.

Conversation 8: (W = Wendy) (T = Tinu)

W: Oh hi, Tinu! Are you busy at the moment?

T: \_\_\_\_\_

W: Good. How are things with you?

T: \_\_\_\_\_

W: Can we make it for lunch, tomorrow?

Conversation 9: (L = Lise) (R = Richard)

R: Hi Lise!

L: \_\_\_\_\_

R: How is everyone at the office?

L: \_\_\_\_\_

R: See you next week.

Conversation 10: (F = Father) (D = Daughter)

F: You're late.

D: \_\_\_\_\_

F: It's not the first time.

D: \_\_\_\_\_

F: Go to your room.

**Achievement Chart - Listen and Speak**

**Appendix EANA O 1.8.3**

<p><i>Assessment Techniques: diagnostic □ formative □ summative ☒</i></p> <p><i>Strand: Oral Communication</i></p> <p><i>Overall Expectations: EANA O-OE.1 - 5</i></p> <p><i>Student Task: Integration of gambits in dialogue.</i></p>				
<b>Categories and criteria</b>	<b>50 - 59 % Level 1</b>	<b>60 - 69 % Level 2</b>	<b>70 - 79 % Level 3</b>	<b>80 - 100 % Level 4</b>
<b>Knowledge/Understanding</b>				
The student: - makes predictions about short story outcomes	The student demonstrates <b>limited</b> understanding of short story content	The student demonstrates <b>some</b> understanding of short story content	The student demonstrates <b>considerable</b> understanding of short story content	The student demonstrates <b>thorough</b> understanding of short story content
<b>Thinking/Inquiry</b>				
The student: - prepares a dialogue using gambits	The student uses critical and creative thinking skills <b>with limited effectiveness</b>	The student uses critical and creative thinking skills <b>with moderate effectiveness</b>	The student uses critical and creative thinking skills <b>with considerable effectiveness</b>	The student uses critical and creative thinking skills <b>with a high degree of effectiveness</b>
<b>Communication</b>				
The student: - uses proper responses with appropriate stress and intonation	The student uses language <b>with limited accuracy and effectiveness</b>	The student uses language <b>with some accuracy and effectiveness</b>	The student uses language <b>with considerable accuracy and effectiveness</b>	The student uses language <b>with a high degree of accuracy and effectiveness</b>
<b>Application</b>				
The student: - acts out a conversation - identifies gambits in taped conversations - uses voice prompts to predict type of person	The student applies knowledge of conversational skills <b>with limited effectiveness</b> and makes connections <b>with limited effectiveness</b> between listening skills and other people	The student applies knowledge of conversational skills <b>with moderate effectiveness</b> and makes connections <b>with moderate effectiveness</b> between listening skills and other people	The student applies knowledge of conversational skills <b>with considerable effectiveness</b> and makes connections <b>with considerable effectiveness</b> between listening skills and other people	The student applies knowledge of conversational skills <b>with a high degree of effectiveness</b> and makes connections <b>with a high degree of effectiveness</b> between listening skills and other people
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

## ACTIVITY 1.9 (EANAO)

### Summative Assessment Task “Getting Around”

#### 1. Time

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

10 minutes (approximately)

#### 2. Description

For this summative assessment task, students demonstrate their listening and speaking skills and their ability to look for information on a map. Students formulate simple questions and imagine a short dialogue in a specific setting.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANAO-O-OE.1 - 5

**Specific Expectations:** EANAO-O-List.1 - 3 - 4 - 6  
EANAO-O-Sp.2 - 3 - 5 - 6  
EANAO-O-Comm.1 - 3 - 4

**Strand:** Reading

**Overall Expectation:** EANAO-R-OE.1

**Specific Expectations:** EANAO-R- Compr.4

#### 4. Planning Notes

- Plan activity for other students while individual assessment is going on.
- Ask the librarian to give a talk on the books available in the library. A teacher from Student Services may also be invited to speak to the students about school life, careers, or other significant topic.
- For *Step 1*, select a local map or use the one in the student booklet.

#### 5. Activity Instructions

- Teacher explains the Summative Assessment Task to the students.
- Students will demonstrate their listening and speaking skills and their ability to look for information on a map.

- The teacher explains the overall and specific expectations that will be used to assess the students' listening and speaking skills in the Oral Communication strand as well as their ability to look for information on a map in the Reading strand. Students at this level have for the most part basic vocabulary. Therefore the teacher needs to read each of the overall and specific expectations and to adapt the level of language to the group. For example, students are expected to "demonstrate an understanding of basic oral communications in English by providing oral responses in English in different contexts" (EANA-O-OE.1). Here the teacher may inform the students that they will be able to understand simple speech, give answers, and ask questions.
- Teacher hands out to the students the Student Booklet as well as the evaluation grids.

*Step 1* is executed by the student; *Step 2* and *Step 3* are executed orally by the teacher.

- Step 1:**
- studying the map prior to the task (3 - 4 minutes)
  - looking at the list of items (things)

- Step 2:**
- asking questions using the list of items and following model questions provided
  - Present to students the following questions used for items and places in *Step 1*:
    - Where do you look for a book?
    - or
    - Where can you borrow a book?
    - or
    - Do you find a book in a library?
  - Continue asking similar questions and ask students to restate questions by following models provided.
  - Ask questions for the other items from the list of words.

Note: The questions will be assessed according to the following criteria:

- asking appropriate questions (vocabulary)
- using interrogative sentences

- Step 3:**
- imagining a short dialogue in a specific setting
  - Tell students to listen to the teacher's cues (or signals):

You are at home. You want to eat lunch at the restaurant but first you have to get some money.

The dialogue takes place inside the bank.

- Ask students to imagine a dialogue between two people. They have to speak five times each (or more).
- The dialogue will be assessed according to the following criteria:
  - asking appropriate questions (for the location)
  - getting message across
  - using correct word order for questions
  - using proper pronunciation

The following timeline is suggested for the assessment task:

- Step 1 (3 - 4 minutes)
- Step 2 (2 - 3 minutes)
- Step 3 (2 - 3 minutes)

The length of the evaluation period(s) will vary according to the number of students in the group.

## **6. Resources**

### **Material**

CAA maps, Departments of External Affairs and Tourism

## **7. Appendices**

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

**Appendix EANA0 1.9.1:** Achievement Chart - “Getting Around”

**Appendix EANA0 1.9.2:** Student Booklet - “Getting Around”



Achievement Chart - "Getting Around"

Appendix EANA0 1.9.1

<i>Assessment Techniques: diagnostic</i> □ <i>formative</i> □ <i>summative</i> □				
<i>Categories and criteria</i>	<b>50 - 59 % Level 1</b>	<b>60 - 69 % Level 2</b>	<b>70 - 79 % Level 3</b>	<b>80 - 100 % Level 4</b>
<b>Knowledge/Understanding</b>				
The student: - demonstrates understanding of vocabulary and question format	The student demonstrates <b>limited</b> understanding of the new vocabulary and question format	The student demonstrates <b>some</b> understanding of the new vocabulary and question format	The student demonstrates <b>considerable</b> understanding of the new vocabulary and question format	The student demonstrates <b>thorough</b> understanding of the new vocabulary and question format
<b>Thinking/Inquiry</b>				
The student: - imagines a dialogue - asks appropriate questions	The student uses creative thinking skills <b>with limited effectiveness</b> to create a dialogue applying <b>few</b> of the skills of inquiry	The student uses creative thinking skills <b>with moderate effectiveness</b> to create a dialogue applying <b>some</b> of the skills of inquiry	The student uses creative thinking skills <b>with considerable effectiveness</b> to create a dialogue applying <b>most</b> of the skills of inquiry	The student uses creative thinking skills <b>with a high degree of effectiveness</b> to create a dialogue applying <b>all or almost all</b> of the skills of inquiry
<b>Communication</b>				
The student: - uses new vocabulary to formulate questions	The student communicates <b>with limited clarity</b> , using new vocabulary <b>with limited accuracy and effectiveness</b> in appropriate question format	The student communicates <b>with some clarity</b> , using new vocabulary <b>with some accuracy and effectiveness</b> in appropriate question format	The student communicates <b>with considerable clarity</b> , using new vocabulary <b>with considerable accuracy and effectiveness</b> in appropriate question format	The student communicates <b>with a high degree of clarity and with confidence</b> , using new vocabulary <b>with a high degree of accuracy and effectiveness</b> in appropriate question format

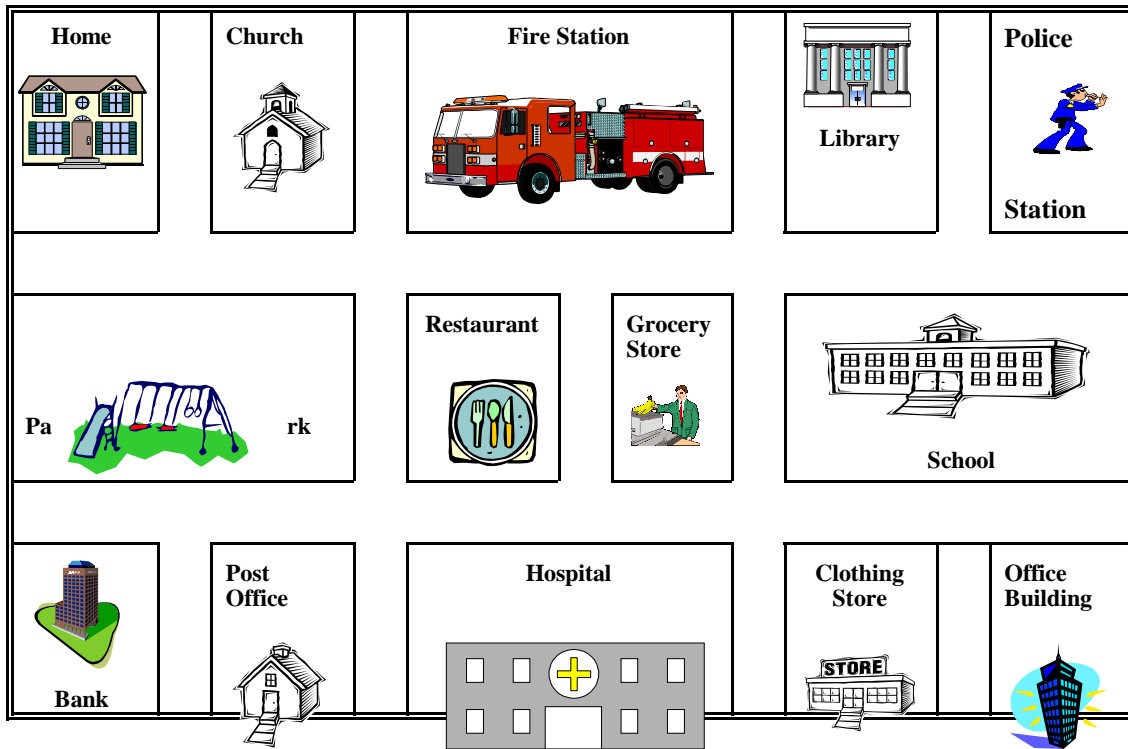
<i>Application</i>				
The student: - uses new vocabulary in new contexts - makes connection between English and seeking information	The student demonstrates <b>limited ability</b> in using English in new contexts and makes connections <b>with limited effectiveness</b> between the subject and the world	The student demonstrates <b>some ability</b> in using English in new contexts and makes connections <b>with moderate effectiveness</b> between the subject and the world	The student demonstrates <b>considerable ability</b> in using English in new contexts and makes connections <b>with considerable effectiveness</b> between the subject and the world	The student demonstrates <b>a high degree of ability</b> in using English in new contexts and makes connections <b>with a high degree of effectiveness</b> between the subject and the world
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

**“Getting Around”**

**Step 1: Looking for information on a map and studying a list of items**

**Activity:** Individual  
**Time:** 3 - 4 minutes

1. Study the map below with the different locations.



2. Read the following list of words:

- |            |          |
|------------|----------|
| - book     | - letter |
| - clothing | - lunch  |
| - food     | - money  |



## Unit 2 (EANA0)

### Strategic Reading

#### Unit Description

In this unit, students will use a variety of cues to facilitate their comprehension of reading material. They will develop the ability to state the main ideas of simple literary and informational texts, make connections between texts and prior knowledge, and integrate words and expressions from their readings into their vocabulary. Students will share their impressions and reactions to reading material, answer questions orally, and review familiar vocabulary.

#### Strands and Expectations

##### Strand: Reading

**Overall Expectations:** EANA0-R-OE.1 - 3 - 4 - 5

**Specific Expectations:** EANA0-R-Voc.1 - 2 - 4 - 5 - 6 - 7 - 8  
EANA0-R-Compr.1 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  
EANA0-R-Crit.1 - 2 - 3 - 4

##### Strand: Oral Communication

**Overall Expectation:** EANA0-O-OE.1 - 3 - 4

**Specific Expectations:** EANA0-O-Sp.2 - 4  
EANA0-O-List.2  
EANA0-O-Comm.1 - 6

##### Strand: Writing

**Overall Expectations:** EANA0-W-OE.1 - 4

**Specific Expectations:** EANA0-W-For.4 - 8  
EANA0-W-Use.3 - 4 - 5

#### Activity Titles

**Activity 2.1:** Reading Aloud: Feel for the Sounds

**Activity 2.2:** Constructing Word Meaning Through Different Cues

**Activity 2.3:** Word Associations: Increasing Vocabulary Range

**Activity 2.4:** Meaningful Reading: Making Connections

**Activity 2.5:** Reading for a Variety of Purposes

#### Prior Knowledge Required

- be familiar with a first language (this helps to use similar reading strategies here);
- have some basic knowledge of correct word order in interrogative and declarative sentences (see n in Unit 1)

## Unit Planning Notes

The teacher will:

- look for material that is simple and age-appropriate
- find simple literary and informational texts
- choose a variety of themes
- ask students to find simple texts
- look for vocabulary-building exercises

## Crosscurricular Links

### Français

- use patterns of word structure to determine pronunciation
- read aloud, paying attention to pronunciation and intonation
- identify words such as nouns, verbs, adjectives, pronouns and articles in context
- write some poetry
- look at how songs evoke many emotions
- restate what they read (poetry, prose) in their own words
- identify main ideas and sequence of events in stories and informational texts
- show ability to answer comprehension questions
- know how to find information (media sources)
- show ability to share that information with peers

### Other disciplines

- develop the ability to pronounce correctly and to work on mechanics such as projection and pitch for other courses like drama
- draw a symbol or other picture to create more impact on consumers
- develops verbal skills (vocabulary acquisition, oral expression) for drama
- show that the ability to read recipes is important for home economics courses and day-to-day activities
- learn about travel destinations and know how to find this destination on the world map

### Animation culturelle

- know what to say and how to reach people through spoken language (important requirements for people working in Animation culturelle)
- recognize the role that poets, for example, play to transmit cultural values and heritage
- understand the importance of vocabulary acquisition in the art of public speaking
- show ability to read informational texts describing cultural events and celebrations
- find out through research on other cultures and people what languages are spoken
- discover new interests with respect to cultural groups

### Technology

- look at technological resources for additional ways to improve oral expression
- look at the Internet to discover products that are advertised
- use E-mail if students want to have more practice with restating material in their own words
- consult the Internet for informational texts and travel information

### Careers

- appreciate the importance of oral expression in a variety of careers (television commentators, interpreters, radio talk show hosts.)

- discover other career opportunities in the media for people who design and create advertisements, for example
- look at careers in the music business (song writers, record producers, artists)
- understand how sequence of events is important in careers of journalists and detectives
- explore a career from list of suggested topics and prepare an informal discussion

## Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- group discussion
- homework
- shadow reading
- small group work
- choral reading
- learning log

## Assessment/Evaluation Techniques

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

**diagnostic:** oral questions and answers

**formative:** learning log, questions and answers, cloze tests, select response (matching tests, multiple choice), self-evaluation

**summative:** performance tasks, quizzes, tests and rubrics

## Accommodations (for students with special needs)

### A. Activity Instructions

*Students with special needs:*

- use visual support whenever it is possible to help students remember words more easily
- have visual and bilingual dictionaries available
- make sure that students hear other students well as they learn to pronounce new words
- go over instructions several times to make sure everyone understands
- pair up weaker students with stronger ones
- have students work in small groups or in pairs for oral presentations
- explain as clearly and as often as necessary
- assist students (encouragement, technical help) when they present the story
- verify students' understanding of story through restatement
- send e-mail to students who they experience difficulty in restating
- verify students' understanding of informational texts
- give additional texts for students to read (informational texts)
- encourage students to ask questions for clarification

*Students requiring remedial and/or enrichment activities:*

- prepare an audio tape of numbers (31-60) and other sounds such as «th»
- allow student to take their tape home to practice
- ask enriched students to help out with the taping
- allow extra time for students to finish assignments
- make it possible for enriched students to do additional poems, for example
- provide suggestions for short paragraph
- have stronger students explore different avenues (taping of stories, writing of sentences)

- have bilingual and visual dictionaries at students' disposal
- make instructions as clear as possible
- provide enriched students with further learning opportunities (e. g., looking for informational texts on the World Wide Web)
- provide students with the opportunity to do more exhaustive research (enrichment)

## **B. Assessment/Evaluation Techniques**

### *Students with special needs:*

- make sure to repeat presentation for oral tests and quizzes
- have them work in pairs to get a taste of success and to build their confidence
- allow extra time to finish projects or tests
- simplify instructions
- provide verbal and non-verbal encouragement for students to complete tasks
- allow students to use dictionaries for meaning of words

### *Students requiring remedial and/or enrichment activities:*

- give students extra time to complete tasks
- simplify instructions to ensure comprehension
- give immediate feedback
- provide enriched students with a variety of assessment options or with the possibility of handing in longer projects
- provide additional stories for enriched students to take home (if they want to acquire more vocabulary, learn more)

## **Security**

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

## **Resources**

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

### **Pedagogical**

- BAKER, Ann, *Ship or Sheep?*, Cambridge, Cambridge University Press, 1977, 168 p.
- BERISH, Linda and Sandra THIBAudeau, *Canadian Concepts I*, Scarborough, Prentice-Hall, 1993, 165 p.
- BOYD, John R. and Mary BOYD, *Connections*, Teacher's Edition, Regents Publishing Compagny Inc., 1981, 147 p.
- GRAHAM, Carolyn, *Jazz Chants*, New York, Oxford University Press Inc., 1978, 80 p.
- MINISTRY OF CITIZENSHIP, *TESL Talk*, Canadian ESL Materials, Vol. 18.1, 1988.
- PAULIK SAMPSON, Gloria, *New Routes To English: Beginning Skills/Two*, Workbook, Don Mills, Collier Macmillan, 1979.
- PAULIK SAMPSON, Gloria, *New Routes To English: Beginning Skills/Two*, Student Book, Don Mills, Collier Macmillan, 1979
- RIVERS, Wilga M., *Teaching Foreign-Language Skills*, Chicago, University of Chicago, 1981.

### **Technological**

World Wide Web (Information texts)



## ACTIVITY 2.1 (EANAO)

### Reading Aloud: Feel for the Sounds

#### 1. Time

300 minutes

#### 2. Description

In this activity, students read aloud. They review the sounds of the alphabet, learn about patterns of word structure, and identify sounds particular to English. Students use knowledge of word order in spoken English to understand written material.

#### 3. Strands and Expectations

**Strand:** Reading

**Overall Expectations:** EANAO-R-OE.4 - 5

**Specific Expectations:** EANAO-R-Voc.1 - 6 - 7  
EANAO-R-Compr.10

**Strand:** Writing

**Overall Expectations:** EANAO-W-OE.1

**Specific Expectations:** EANAO-W-For.4  
EANAO-W-Use.3 - 4

#### 4. Planning Notes

- write the letters of the alphabet on the blackboard (if they're not on a poster)
- if possible, find pictures or drawings of words for the different vowel sounds (Step A)
- prepare handouts for numbers (Step C)
- get bingo cards for mini-bingo game (Step C)
- prepare handout for "th" sounds and other ones particular to English. (Step D)
- look for their examples of words with same letters and different pronunciation (Step D, exercise 4)
- prepare handout for paragraphs 1 and 2 (Step E)
- write paragraph from exercise 4 (Step E) on the blackboard
- prepare handout of exercises (Step F)
- copy sentences on the blackboard (Step G)
- find several short texts for students to read in small groups (Step H)
- look for a variety of dialogues to be role-played by students (Step I)
- find a copy of *Jazz Chants* or simple poems (Step J)

## 5. Prior Knowledge Required

- know some English sounds (activity 2, Unit 1)
- know how to pronounce numbers from 1 to 30
- show ability to listen to directions and instructions to complete tasks
- be familiar with small group work.

## 6. Activity Instructions

### Step A: Review of Some English Sounds

Teacher: asks students to read out loud the letters of the alphabet and then review some vowel sounds from activity two, unit 1.

Teacher: may wish to find pictures or drawings of words containing those words. The visual support reinforces the learning.

### Step B: Patterns of Word Structure

Teacher: explains that there are patterns of word structure that help to determine pronunciation.

Teacher: ask students to identify common letters in a series of words and to underline them. (see Exercise 1 in Appendix EANA0 2.1.1)

Teacher: gives out answers using an overhead projector and pronouncing the words as she/he gives out the answers.

Teacher: asks students to identify words with common letters and to make different groups using lists of words. (see Exercise 2 in Appendix EANA0 2.1.1)

Teacher: looks over the answers, asking students to pronounce the words. Even though students may find the words quite difficult, the purpose of the exercise is to bring students to identify word patterns and eventually to help them acquire more vocabulary.

### Step C: Numbers and Mini-bingo

Teacher: goes over cardinal numbers (1-30) already seen by students.

Teacher: gives handout of cardinal numbers (31-60). Emphasis is on learning the numbers and pronouncing the words correctly.

Students: practice with another student. Say the number and write it down.

Teacher: distributes bingo cards to students with numbers ranging from 1-60.

Students: one calls out the numbers.

Students: play placing a token to cover each number as it is called. The first person to cover all his numbers wins.. a surprise!

### Step D: Sounds Particular to English

Teacher: wants students to exaggerate the “th” sound as they pronounce words from a list. (see Exercise 3 in Appendix EANA0 2.1.1)

Teacher: asks students to place their tongue between their teeth and to blow out air between their tongue and their top teeth. (see Exercise 4 and 5 in Appendix EANA0 2.1.1)

Teacher: pronounces series of words and asks students to see the different pronunciations with the same letters.

### Step E: Reading Aloud Short Texts (see Achievement Chart)

Teacher: reads aloud short texts and emphasizes the importance of pronouncing clearly and varying intonation. (see Appendix EANA0 2.1.2) (see short texts A and B in Appendix EANA0 2.1.2)

Teacher: asks students to get in small groups and to practice reading these paragraphs, pronouncing clearly and varying intonation.  
Students: then read to the whole class. This strategy is good for those who do not want to read alone at first.  
Teacher: asks groups to work on a paragraph similar to the two read previously.  
Students: choose a topic and come up with ideas.  
Students: write a short paragraph, rehearse it, and either have one person read it out loud or have their groups read it to the class.  
Teacher: asks students to fill blanks in a paragraph with given words. (see Short Text C in Appendix EANA O 2.1.2)  
Students: After completing the paragraph, show their work to the teacher.  
Students: read the paragraph aloud.

**Step F: Using Word Order to Understand Material**

Teacher: asks students to read sentences (see Appendix EANA O 2.1.3) on the blackboard. Students take turns.  
Teacher: explains the use of the apostrophe. (see Note 2 in Appendix EANA O 2.1.3)  
Teacher: asks students to follow example and write the sentences in the same way. (see Exercise 3 in Appendix EANA O 2.1.3)

**Step G: Other Uses of the Apostrophe.**

Teacher: explains other uses of the apostrophe. (see Exercise 4A in Appendix EANA O 2.1.3)  
Teacher: reads text(part D) several times and asks students questions about the paragraph.  
Students: answer out loud.

**Step H: Reading Aloud with Other Students and Taping One Text.**

Teacher: asks students to work in small groups.  
Students: read several short texts within their group. They choose one text and teacher evaluates their oral reading. When student is ready, he/she tapes his/her reading.

**Step I: Reading Simple Dialogues and Role Playing**

Teachers: asks students to work in pairs, read dialogues, and choose one for role-playing.  
Teachers: finds dialogues that are relatively short and that deal with different themes.  
Students: look at various dialogues, choose one they feel more comfortable at performing and rehearse.  
Students: then present dialogue to the group.  
Teacher: After each presentation, asks peers to give their feedback on the performance.

**Step J: Poems: Sounds and Intonation**

Teacher: introduces a poem by reading it aloud or playing it on tape while the students listen. The poem is then repeated with the class.  
Teacher: selects poems that are brief, tell stories or describe people, events, or places, and contain basic vocabulary. A good source for the poems and after exercises in sounds and intonation is *Jazz Chants*, by Carolyn Graham.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** select response (step E, text 4)

**summative:** oral reading (steps H and I)

## 8. Resources

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

### Pedagogical

BAKER, Ann, *Ship or Sheep?*, Cambridge, Cambridge University Press, 1977, 168 p.

BERISH, Lynda and Sandra THIBAudeau, *Canadian Concepts I*, Scarborough, Prentice-Hall, 1993, 165 p.

BOYD, John R. and Mary BOYD, *Connections*, Teacher's Edition, New York, Regents Publishing Company Inc., 1981, 147 p.

GRAHAM, Carolyn, *Jazz Chants*, New York, Oxford University Press., 1978, 80 p.

PAULIK SAMSPON, Gloria, *New Routes to English, Student Book One*, New York, Collier MacMillan, 1978, 128 p.

### Material

- overhead projector, cassette recorders, audio tapes.

## 9. Appendices

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

**Appendix EANA O 2.1.1:** Exercises for Activity 2.1

**Appendix EANA O 2.1.2:** Short Texts

**Appendix EANA O 2.1.3:** The Apostrophe

**Appendix EANA O 2.1.4:** Achievement Chart - Reading Aloud: Feel for the Sounds

**EXERCISES FOR ACTIVITY 2.1**

**Exercise 1 :** Common letters

1. ball – ballplayer; baseball; basketball
2. book – bookcase; bookkeeper; bookends
3. buzz – buzzard; buzzing
4. chair – chairman; chairperson
5. comfort – comfortable; uncomfortable
6. dish – dishes; dishwasher
7. form – formal; informal
8. friend – friendly; friendship; unfriendly
9. hope – hopeful; hopeless
10. interest – interesting; uninteresting
11. light – lighthouse; sunlight
12. music – musician; musically
13. photo – photograph; photographer
14. sick – sickly; sickness
15. ski – skier; skiing
16. tooth – toothbrush; toothpaste
17. usual – usually; unusual
18. where – everywhere; whereabouts.

**Exercise 2:** Classifying patterns of word structure

courage	day	joy	law	love
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

moon	night	pleasure	sun	trust
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

List of words:

joyful	lovely	encouragement	sunny	enjoyment
sunshine	pleasant	lawyer	moonlight	loveless
pleasing	daylight	trustful	courageous	unpleasant
Wednesday	law-makers	discouraging	sunlight	birthday
trustworthy	nightfall	distrustful	moonstone	nightmare
moonshine	loveliness	night-time	unlawful	joyfully

**Exercise 3:** Pronouncing “th”

Look at these pairs of words and try to pronounce them. Underline the “th” letters.

- pass/path
- sink/think
- sick/thick
- sum/thumb
- mouse/mouth
- free/three
- first/thirst
- fin/thin
- tank/thanks
- tree/three

**Exercise 4:** Repeat numbers

- three
- thirteen
- thirty
- thirty-one
- thirty-two
- thirty-three
- thirty-four
- thirty-five
- thirty-six
- thirty-seven
- thirty-eight
- thirty-nine

**Exercise 5:** Listen and repeat sentences

- **This** is my sister.
- **The** boy kicks the ball.
- **These** are my friends.
- **They** eat breakfast
- Are **the** glasses on the floor?
- Where are **their** pencils?
- Is **there** a calendar on the wall?
- When is your **birth**day?
- Do **they** go to school by bus?
- You have two brothers. How old are **they**?

**Exercise 6:** Same letters, different sounds

1. “ough”: rough; through; doughnut.
  - Hockey is sometimes a **rough** game.
  - He was **through** with hockey.
  - She likes to eat **doughnuts**.
2. “eight”: height; freight
  - The statue is ten feet in **height**
  - The **freight** train arrives at midnight.

**SHORT TEXTS**

**Short Text A:** Things used in the classroom

Students use many things in the classroom. Students use books to read about different topics. Students write in their notebook or on paper with a pencil or pen. Students use an eraser to correct mistakes. Students use scissors to cut paper and use a stapler or a paper-clip to put paper together. Students also make use of the blackboard and need chalk and a brush in such a case.

**Short Text B:** For my mother's birthday

People in my family meet for mother's birthday. She is very special. My brother and sisters buy her gifts and bring her a meal at home. My mother receives cards a week before her birthday. She likes gifts such as sweaters, pants, candles and flowers. What do you get for your mother on her birthday?

**Short Text C:** Fill in the blanks

**am      have      live      enjoy      come      has      lives      works**

I \_\_\_\_\_ José. I \_\_\_\_\_ from Spain. In Canada I \_\_\_\_\_ with my wife. My wife \_\_\_\_\_ as a teacher. She teaches five days a week. We \_\_\_\_\_ no children. My wife's sister \_\_\_\_\_ two children, a boy and a girl. She \_\_\_\_\_ in Italy. I \_\_\_\_\_ living in Canada.

**THE APOSTROPHE**

**Exercise 1:** Understanding the apostrophe

- Do you know the **doctor's** patient?
- The **doctor's** patient feels better now.
- Do you know the **boy's** mother?
- The **boy's** mother is my sister.
- Do you know the **coach's** nickname?
- The **coach's** nickname is Lanny.
- What is **Canada's** population?
- **Canada's** population is over thirty million.

**Exercise 2:** Explanation for the apostrophe

- Do you know the doctor's patient? **is the same as** Do you know the patient of the doctor?
- The apostrophe indicates that the words "of the" are not used. It is a shorter way of saying something.
- The doctor's patient feels better now. **is the same as** \_\_\_\_\_ .
- Do you know the boy's mother? **is the same as** \_\_\_\_\_ .
- The boy's mother is my sister. **is the same as** \_\_\_\_\_ .
- Do you know the *coach's* nickname? **is the same as** \_\_\_\_\_ .
- The *coach's* nickname is Lanny. **is the same as** \_\_\_\_\_ .
- What is *Canada's* population? **is the same** \_\_\_\_\_ .
- *Canada's* population is over thirty million. **is the same as** \_\_\_\_\_ .

**Exercise 3:** Say it another way

- Today is the birthday of Tony.
- Today is Tony's birthday.
- Ottawa is the capital city of Canada. \_\_\_\_\_
- The telephone number of Anne is unlisted.. \_\_\_\_\_
- The father of my friend has a store. \_\_\_\_\_
- Paris is the next destination of our group. \_\_\_\_\_
- The family of my cousin lives far away.. \_\_\_\_\_
- The reputation of our school is very good.. \_\_\_\_\_

**Exercise 4:** Other uses of the apostrophe

- |  |   |
|--|---|
| <p>a) <b>I'm</b> happy to be with you.<br/> <b>You're</b> a very good friend.<br/> <b>He's</b> taller than you.<br/> <b>She's</b> nice to everyone.<br/> <b>We're</b> only five on our team .<br/> <b>They're</b> late again.<br/> <b>It's</b> time to go.</p> | <p>I'm = I am<br/>         You're = You are<br/>         He's = He is<br/>         She's = She is<br/>         We're = We are<br/>         They're = They are<br/>         It's = It is</p> |
|--|---|



- b) Read sentences out loud
- He's single and wants to stay that way.
  - You're not tired, are you?
  - We're going to run out of gas.
  - She's happy to be here today.
  - I'm going now.
  - They're ready to leave.

- c) Use the apostrophe in the sentences below.

- I am from Ottawa. (I'm from Ottawa.)
- She is twelve years old. (\_\_\_\_\_.)
- You are always on time. (\_\_\_\_\_.)
- They are serious students. (\_\_\_\_\_.)
- We are happy to study English. (\_\_\_\_\_.)

- d) Read short text

Wayne Gretzky is a great hockey player. His first team in the NHL was the Edmonton Oilers. He also played for Los Angeles, St. Louis and New York. He's probably the best player in the game of hockey. Today, on April 18, 1999, Gretzky plays his last game in New York. Fans are ready to cheer him for the last time. They're loud and alive in New York. Thank you, Wayne Gretzky.

**Achievement Chart - Reading Aloud: Feel for the Sounds**

**Appendix EANA0 2.1.4**

<p><i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></i></p> <p><i>Strand: Reading</i></p> <p><i>Overall Expectations: EANA0-R-OE.4 - 5</i></p> <p><i>Student Task: Reading aloud short texts.</i></p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
<b>Knowledge/Understanding</b>				
The student: - uses patterns of word structure to pronounce words	The student demonstrates <b>limited</b> understanding of word structure	The student demonstrates <b>some</b> understanding of word structure	The student demonstrates <b>considerable</b> understanding of word structure	The student demonstrates <b>thorough</b> understanding of word structure
<b>Thinking/Inquiry</b>				
The student: - uses knowledge of word order in spoken English to understand the written language	The student uses critical thinking skills <b>with limited effectiveness</b> to understand written English	The student uses critical thinking skills <b>with moderate effectiveness</b> to understand written English	The student uses critical thinking skills <b>with considerable effectiveness</b> to understand written English	The student uses critical thinking skills <b>with a high degree of effectiveness</b> to understand written English
<b>Communication</b>				
The student: - reads short texts aloud	The student communicates <b>with limited clarity</b>	The student communicates <b>with some clarity</b>	The student communicates <b>with considerable clarity</b>	The student communicates <b>with a high degree of clarity, and with confidence</b>
<b>Application</b>				
The student: - transfers knowledge of sound patterns to new vocabulary	The student makes connections <b>with limited effectiveness</b> between sound patterns and new vocabulary	The student makes connections <b>with moderate effectiveness</b> between sound patterns and new vocabulary	The student makes connections <b>with considerable effectiveness</b> between sound patterns and new vocabulary	The student makes connections <b>with a high degree of effectiveness</b> between sound patterns and new vocabulary
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

## ACTIVITY 2.2 (EANAO)

### Constructing Word Meaning Through Different Cues

#### 1. Time

300 minutes

#### 2. Description

In this activity, students read simple texts (e.g., acrostic, rhyming, haiku poems; classified ads, stories) mostly in print form. They give their feedback as to choice of words and themes, make suggestions, and even try their hand at some of these texts.

#### 3. Strands and Expectations

**Strand:** Reading

**Overall Expectations:** EANAO-R-OE.1 - 3 - 4

**Specific Expectations:** EANAO-R-Compr.3 - 9  
EANAO-R-Voc.4

**Strand:** Writing

**Overall Expectation:** EANAO-W-OE.1

**Specific Expectation:** EANAO-W-For.4  
EANAO-W-Use.5

#### 4. Planning Notes

- look for simple rhyming poems and prepare handout of these poems
- tell students they will be presenting a song that they like, either at the end of this activity or during the next one
- prepare handout of acrostic poems.
- bring in examples of the haiku (note: if simple example cannot be found, look at rhyming and acrostic poems)
- find many examples of classified ads and bring posters for advertisement writing. (Students will work in pairs so there should be one poster for each group).
- select two short stories where students will be asked to predict the ending. Teacher reads one story and finds, if possible, a recording of the second one. This allows students to hear different people speak the language.
- note: if stories are difficult to find, use short paragraphs. Teacher may ask another colleague to tape the story or paragraphs.

## 5. Prior Knowledge Required

- have basic vocabulary and know correct word order
- know how to determine the meaning of new words by looking at different cues (titles, pictures, word order)
- show the ability to express opinions and develop one's confidence in the process

## 6. Activity Instructions

### Step A: A Taste of Rhyme

Teacher: continues work started in last activity of unit 1. Teacher brings several examples of simple poems that rhyme.

Teacher: reads poems and asks students for feedback.

Students: then form small groups and look at additional poems that rhyme, select one for each person in the group, and read them for pure enjoyment.

Teacher: informs students about song they will present to the group after they listen to two stories (four periods down the road)

### Step B: Predicting Words That Rhyme

Teacher: asks students to fill in the blanks for rhyming poems.

Students: look for clues or hints that will help them guess out the missing words. Will they use a noun, verb, or adjective?

Teacher: uses the opportunity to explain to students that if the missing words tell more about places, things, objects or people, these words are probably **adjectives**. If the missing words describe an action, they are **verbs**. If the words name a person, an object, a place or a thing, they are **nouns**.

Students: fill in the blanks and try to identify the missing words as an adjective, a verb, or a noun.

Students: work in small groups and decide together on the words that they will use to fill in the blanks.

### Step C: A Look at Acrostic Poems (see Achievement Chart)

Teacher: explains that this poem is relatively simple. The first letter of each line spells the poem's title or theme, as in the example:

STUDENT  
Seeking knowledge,  
Telling strategies,  
Dreaming of a career,  
Exploring options,  
Noting progress,  
Thinking about the future.

Teacher: finds other examples of acrostic poems and gives the meaning of more difficult words.

Students: work on acrostic poems in pairs. A brainstorming session precedes this particular writing activity in a search for topics

Students: then share their poems one for each student with the whole group.

### Step D: A Single Image of Nature - The Haiku

Note: Some teacher may find the haiku too difficult at this stage. If simple haiku poems cannot be found, use rhyming and acrostic poems only.

Teacher: introduces this next poem. It is a Japanese verse form that consists of only three unrhymed lines with five syllables in each of the first and third lines and seven in the second. Here are some examples.

1. The grey winter sky,  
Missing its summer colour,  
Adds to sullen moods.
2. Brightly coloured leaves,  
Waltzing in the summer breeze,  
Nature's best dancers.

Teacher: will need to explain the significance of some words.

Students: learn about mood and how the haiku in only three lines, can create a dominant impression.

Teacher: brings in numerous examples of this verse form to help students become aware of the importance of word choice in poetry.

Students: who so desire may try their hand at this verse form.

### **Step E: From Poetry to Classified Ads**

Teacher: explains the common element between poetry and classified ads: the importance of words.

Teacher: brings in different samples of classified ads for a variety of products and services. The ads have to be simple enough for students to understand.

Teacher: asks students to fill out the following evaluation sheet of the product they have identified as the most attractive:

- Product or service advertised: \_\_\_\_\_
- Attractive quality of product (why do you like it?) \_\_\_\_\_
- Any product you would like to advertise: \_\_\_\_\_

Teacher: asks students to give out their choices along with their reasons. The best classified ad is voted on by the group.

Students: then proceed to write a classified ad in pairs. They choose a product or service they wish to sell and find relevant information to describe it.

Students: advertise their product on a poster and if, they do choose, draw a picture of their product in the background.

Teacher: goes over the ad before students write it out neatly on the poster.

### **Step F: From the Practical to the Fictional - The Short Story**

Teacher: introduces students to this literary form.

Teacher: asks students about their experience with short stories in their native language, what their impressions were, what they appreciated most or least about this form.

Teacher: explains to students the important elements that are part of the short story. They are: the setting, the characters, the plot or action, the theme.

Teacher: begins by exploring the theme of adventure or another that may appeal to students. Teacher informs students that she/he will read text out loud, stop at various times along the way, verify the students's understanding, and stop before the ending so that students can predict what happened. Teacher will then inform students of author's ending. After going over the important elements, teacher chooses a second story, this time asking students to listen to a recording.

Teacher: Once again, stops recording before the ending and asks students to predict the outcome.

Note: If teacher cannot find simple texts, then she/he may use paragraphs and ask students to look for main ideas.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** reading of poem (step C)

**summative:** advertisement (step E)

## 8. Resources

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

### **Pedagogical**

BROWN, P. Charles, *Interacting I*, Montreal, Lidec, 1990, 364 p.

CHURCHILL, Albert, *English Is*, Teacher's guide, Montreal, Lidec, 1995, 190 p.

### **Material**

- cassette recorder, audio tapes

## 9. Appendices

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

**Appendix EANA0 2.2.1:** Achievement Chart - Constructing Word Meaning Through Different Cues

**Achievement Chart - Constructing Word Meaning Through Different Cues**

<p><i>Assessment Techniques: diagnostic □ formative □ summative ☒</i></p> <p><i>Strand: Reading</i>  <i>Overall Expectations: EANAO-R-OE.1 - 3</i></p> <p><i>Strand: Writing</i>  <i>Overall Expectations: EANAO-W-OE.1</i></p> <p><i>Student Task: Reading and writing simple poems and classified ads.</i></p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
<b>Knowledge/Understanding</b>				
<p>The student:                      - recognizes and correctly uses nouns, verbs and adjectives                      - reads and writes acrostic poetry                      - prepares a poster to illustrate a classified ad</p>	<p>The student demonstrates <b>limited</b> knowledge of parts of speech and <b>limited</b> understanding of acrostic poetry and ads</p>	<p>The student demonstrates <b>some</b> knowledge of parts of speech and <b>some</b> understanding of acrostic poetry and ads</p>	<p>The student demonstrates <b>considerable</b> knowledge of parts of speech and <b>considerable</b> understanding of acrostic poetry and ads</p>	<p>The student demonstrates <b>thorough</b> knowledge of parts of speech and <b>thorough</b> understanding of acrostic poetry and ads</p>
<b>Thinking/Inquiry</b>				
<p>The student:                      - evaluates authors' word choice and poetry themes                      - predicts outcomes in a short story</p>	<p>The student uses critical thinking skills <b>with limited effectiveness</b> and applies <b>few</b> of the skills of prediction</p>	<p>The student uses critical thinking skills <b>with moderate effectiveness</b> and applies <b>some</b> of the skills of prediction</p>	<p>The student uses critical thinking skills <b>with considerable effectiveness</b> and applies <b>most</b> of the skills of prediction</p>	<p>The student uses critical thinking skills <b>with a high degree of effectiveness</b> and - applies <b>all or almost all</b> of the skills of prediction</p>
<b>Communication</b>				
<p>The student:                      - reads aloud and writes acrostic poems and classified ads</p>	<p>The student communicates poetry and information <b>with limited clarity</b></p>	<p>The student communicates poetry and information <b>with some clarity</b></p>	<p>The student communicates poetry and information <b>with considerable clarity</b></p>	<p>The student communicates poetry and information <b>with a high degree of clarity, and with confidence</b></p>
<b>Application</b>				
<p>The student:                      - correctly uses nouns, verbs and adjectives                      - describes a product or service he or she wishes to sell</p>	<p>The student applies knowledge and skills <b>with limited effectiveness</b></p>	<p>The student applies knowledge and skills <b>with moderate effectiveness</b></p>	<p>The student applies knowledge and skills <b>with considerable effectiveness</b></p>	<p>The student applies knowledge and skills <b>with a high degree of effectiveness</b></p>
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

## ACTIVITY 2.3 (EANAO)

### Word Associations: Increasing Vocabulary Range

#### 1. Time

300 minutes

#### 2. Description

In this activity, students choose a favourite song and present it. As students acquire more vocabulary, they use their verbal skills to restate what they read in their own words. Students learn to look at different cues to understand new vocabulary and become familiar with the five parts of speech specified for this level.

#### 3. Strands and Expectations

**Strand:** Reading

**Overall Expectations:** EANAO-R-OE.3 - 4

**Specific Expectations:** EANAO-R-Compr.1 - 8  
EANAO-R-Voc.2 - 5

**Strand:** Writing

**Overall Expectation:** EANAO-W-OE.1

**Specific Expectation:** EANAO-W-For.4

**Strand:** Oral Communication

**Overall Expectation:** EANAO-O-OE.1

**Specific Expectation:** EANAO-O-Comm.1  
EANAO-O-List.2  
EANAO-O-Sp.2

#### 4. Planning Notes

- inform students of time of presentation (song)
- reserve overhead projector, cassette recorder, CD player
- select stories (high interest, low vocabulary) to read out loud and ask students to restate main ideas in their own words
  
- choose stories with vocabulary that is a little more advanced (step C)
- prepare handout on the following parts of speech: noun, pronoun, verb, article, adjective.



## 5. Prior Knowledge Required

- know how the choice of words evokes emotions
- show the ability to listen to recorded material and respond to it
- have enough vocabulary to express opinions and comments

## 6. Activity Instructions (see Achievement Chart)

### Step A: Sharing a Favourite Song in English

Teacher: has already informed students (beginning of unit 2) that they would have a song to present to the class.

Teacher: has already informed students about choice of song (suitable to listen to in the classroom setting)

Students: use the overhead projector to present the song at the same time as it is played on the cassette recorder or the CD player.

Students: After the song is played, students restate in their own words what the song is all about and hand their written form to the teacher. Students write about five sentences. (see Appendix EANA0 2.3.1)

Students: After each presentation, students are encouraged to ask questions, make comments, or give suggestions.

### Step B: Putting the Story Into Your Own Words

Teacher: chooses a story (high interest, low vocabulary) and reads it to the class. This listening activity is intended to develop students' ability to restate what they hear in their own words.

Students: As students practice restating, they learn to look out for the most important ideas, identify something they left out, keep events in sequence, and remember what they hear or read.

Students: When students restate, other students in the classroom listen carefully to determine whether all important ideas are mentioned.

Teacher: To help student who is experiencing difficulty, teacher may wish to use e-mail to practice the skill. If a computer is available in the classroom, teacher may write a letter to this student and ask him/her to restate what is in the letter.

### Step C: Reading and Vocabulary Acquisition

Teacher: asks students to read a story that again is adapted to their level of understanding. There may be unfamiliar words and expressions that students will try to define in their own words or consult a dictionary.

Teacher: suggests that students write down a list of words they find difficult in a personal word list or learner log (that would be good to start at this point) after they finish reading the story.

Teacher: informs students that the personal word list will be handed in periodically.

Teacher: may ask the following questions about the meaning of some words: (this procedure is followed for each word).

Teacher: lists the more difficult words.

Students: give his impression of what the word means.

Students: look at context cues (what precedes and follow this word?)

Students: look for textual cues (titles, pictures, heading, illustrations, prefixes and suffixes.)

Students: examine verbal cues (types of words e. g., nouns, verbs, adjectives, pronouns, articles).

- Students: explore a variety of sources (e. g., visual and bilingual dictionaries, other people) to discover the meaning of words and to acquire new vocabulary.
- Teacher: encourages students to look at different cues before he/she consults the dictionary. This exercise allows students to look more closely at text to learn about new words.
- Teacher: assigns a second story for students to read and focuses on vocabulary. This time, students work individually and their work is picked up at the end of the class.
- Teacher: proceeds with a list of more difficult words with different cues for students to look at **before** they consult a dictionary.

#### **Step D: More Verbal Cues to Parts of Speech**

- Teacher: explains that words such as nouns, modifiers or adjectives, verbs, pronouns and articles are used in spoken language as well as in written language to convey meaning.
- Teacher: informs students that they will learn to identify these words in sentences and they will use synonyms to replace words such as adjectives and verbs.
- Teacher: makes the connection between vocabulary acquisition and learning of grammar.

## **7. Assessment/Evaluation Techniques**

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

- diagnostic:** observation
- formative:** summary (step A), restating story (step B)
- summative:** story and vocabulary (step C)

## **8. Resources**

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

#### **Pedagogical**

- CHURCHILL, Albert, *English Is*, Montreal, Lidec, 1995, 170 p.
- GARDNER, Janet and Lora MYERS, *Really Reading*, Holbrook, Adams Media Corporation, 1995, 158 p.

#### **Material**

- overhead projector, cassette recorder, CD player, transparencies, markers

#### **Technological**

- e-mail and Internet (lyrics)

## **9. Appendices**

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

- Appendix EANA O 2.3.1:** My Favorite Song
- Appendix EANA O 2.3.2:** Achievement Chart - Word Associations: Increasing Vocabulary Range

**Achievement Chart - Word Associations: Increasing Vocabulary Range**

<p><i>Assessment Techniques: diagnostic □ formative ☒ summative □</i></p> <p><i>Strand: Writing</i>  <i>Overall Expectation: EANAO-W-OE.1</i></p> <p><i>Strand: Reading</i>  <i>Overall Expectations: EANAO-R-OE.3 - 4</i></p> <p><i>Student Task: Presentation of a song and reading of a short story.</i></p>				
<b>Categories and criteria</b>	<b>50 - 59 % Level 1</b>	<b>60 - 69 % Level 2</b>	<b>70 - 79 % Level 3</b>	<b>80 - 100 % Level 4</b>
<b>Knowledge/Understanding</b>				
The student: - restates a song in his or her own words, to demonstrate understanding of content	The student demonstrates <b>limited</b> understanding of content	The student demonstrates <b>some</b> understanding of content	The student demonstrates <b>considerable</b> understanding of content	The student demonstrates <b>thorough</b> understanding of content
<b>Thinking/Inquiry</b>				
The student: - through the use of cues, determines the meaning of new vocabulary	The student uses critical thinking skills <b>with limited effectiveness</b> to define new vocabulary	The student uses critical thinking skills <b>with moderate effectiveness</b> to define new vocabulary	The student uses critical thinking skills <b>with considerable effectiveness</b> to define new vocabulary	The student uses critical thinking skills <b>with a high degree of effectiveness</b> to define new vocabulary
<b>Communication</b>				
The student: - writes his or her interpretations of a song in five sentences	The student communicates ideas <b>with limited clarity</b>	The student communicates ideas <b>with some clarity</b>	The student communicates ideas <b>with considerable clarity</b>	The student communicates ideas <b>with a high degree of clarity, and with confidence</b>
<b>Application</b>				
The student: - uses context and textual and visual cues to determine meaning of words	The student applies reading skills <b>with limited effectiveness</b>	The student applies reading skills <b>with moderate effectiveness</b>	The student applies reading skills <b>with considerable effectiveness</b>	The student applies reading skills <b>with a high degree of effectiveness</b>
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

## ACTIVITY 2.4 (EANAO)

### Meaningful Reading: Making Connections

#### 1. Time

300 minutes

#### 2. Description

In this activity, students read a variety of texts. They follow simple instructions, answer comprehension questions, and adjust different reading strategies to comprehend meaning. As they read literary and informational texts, students identify main ideas and sequence of events. In the end, they make connections between texts, prior knowledge and personal experiences.

#### 3. Strands and Expectations

**Strand:** Reading

**Overall Expectations:** EANAO-R-OE.1 - 3

**Specific Expectations:** EANAO-R-Compr.4 - 5 - 7  
EANAO-R-Crit.1 - 2 - 3

**Strand:** Oral Communication

**Overall Expectation:** EANAO-O-OE.4

**Specific Expectation:** EANAO-O-Sp.4

**Strand:** Writing

**Overall Expectation:** EANAO-W-OE.4

**Specific Expectation:** EANAO-W-For.8

#### 4. Planning Notes

- bring some recipes to class
- bring pictures of food (cereal foods, fruits and vegetables, meat, dairy foods, etc.)
- find a story to look at - sequence of events (step B)
- write series of events from story in step B on the blackboard (not in chronological order)
- bring simple informational texts (step C) and prepare exercises where students rearrange events in chronological order
- bring a greater variety of informational texts and look for more ideas (step D)
- find two stories: one for warm-up activity and a second for evaluation (step E)

## 5. Prior Knowledge Required

- know enough vocabulary to read simple texts
- know how to reread a text to understand it better
- show the ability to organize one's notes, ideas, and work in general

## 6. Activity Instructions

### Step A: Following Instructions

Teacher: asks students to look at recipes and to read what ingredients are required. But before the recipe, the food names! It would be a good time to learn about «food vocabulary». Pictures of foods (cereal foods, dairy foods, fruits and vegetables, meat, fish and seafood) may be shown and students learn the names.

Teacher: asks students to practice their vocabulary with another student. They look at pictures and write the name of:

1. Three kind of fruit: \_\_\_\_\_
2. Three foods that you eat with a spoon: \_\_\_\_\_
3. Three things that you drink: \_\_\_\_\_
4. Three foods that you eat hot: \_\_\_\_\_  
etc.

Teacher: then looks at some recipes that he/she brought to class. Of course, these are simple, easy-to-follow recipes. Teacher encourages students to try one.

Students: bring to class a recipe that they particularly like and share it with the whole group. This will be for the next class.

Teacher: asks students to complete the paragraph in their notebook. It deals with food. Students fill in the blanks using the words at the top.

juice      hot      coffee      cold

What do you like to drink when you are thirsty? At breakfast, many individuals like to have \_\_\_\_\_ or coffee. At lunch, people have \_\_\_\_\_ drinks like water, juice or milk. After dinner, a lot of adults enjoy a \_\_\_\_\_ drink like tea or \_\_\_\_\_.

### Step B: Understanding Each Other and Other Texts

Teacher: asks students to share their recipes with the whole group and to be prepared to answer questions once they are through.

Students: If students do not have any questions for their classmates, teacher will ask some such as:

- Do you use this recipe?
- How long does the recipe take?
- For what occasions is the recipe used?
- Who gave you the recipe?
- Who is the good cook at your house?

Recipes and sequence have a lot in common. People who use recipes must proceed according to specific instructions. There is an order in which things are done.

Students: In stories, things or events happen in a predetermined way as well. Students listen to a story and identify the sequence of events. They place these events in chronological order.

### Step C: Sequence of Events in Informational Texts

Teacher: brings simple informational texts for students to read

Students: complete a follow-up exercise which they hand in when they have finished. The

exercise deals with sequence of events not in chronological order. Students rewrite the events in the order in which they appear.

**Step D: Main Ideas in Informational Texts**

Teacher: brings in simple informational texts: newspaper or magazine (e. g., *Scope*) article, pamphlet, brochure, World Wide Web.

Teacher: informs students that explaining what a story or article is about is different from having to restate it in one's own words. In the second case, you give a list of details. Giving the main idea means talking about an article or a story in a more general way. In non-fiction, the main idea is often stated in introductory sentences or paragraphs. Also, a title may tell the reader everything he/she needs to know.

Teacher: reads the articles with students and points out the more important details. The main idea is found in those more important details.

Teacher: asks students to work in small groups. Students read the text and identify the main idea within their group.

Students: Once the groups have determined the main idea, they report to the whole group. At first, one student explains what the article is about and then answers the main idea.

**Step E: Stating the Main Idea in Stories** (see Achievement Chart)

Teacher: explains that in fiction, it may take a little more effort to identify the main idea. As students finish reading a paragraph or a page, they may ask themselves: what is this about? What is the main idea?

Note: Teacher may use informational texts and ask students to state the main ideas if there is not enough time.

Teacher: informs students the first story will serve as a warm-up activity. Teacher will help students find the main idea.

Students: In the second story, read individually, answer short comprehension questions, and state the main idea.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** sharing recipe (step B), sequence of events (step C)

**summative:** reading text: finding main idea (step E)

## 8. Resources

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

**Pedagogical**

BERISH, Lynda and Sandra THIBAudeau, *Canadian Concepts 1*, Scarborough, Prentice-Hall, 1993, 165 p.

CARON, Thérèse and Nicole GAULIN, *Crossroad Series 1, Highways*, Montreal, Lidec, 1991, 206 p.

GARDNER, Janet and Lora MYERS, *Really Reading!*, Holbrook, Adams Media Corporation, 1995, 158 p.

**Material**

- informational texts; recipes

**Technological**

- Internet (informational texts)

**9. Appendices**

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

**Appendix EANA0 2.4.1:** Achievement Chart - Meaningful Reading: Making Connections

**Achievement Chart - Meaningful Reading: Making Connections Appendix EANA0 2.4.1**

<p><i>Assessment Techniques: diagnostic</i> □ <i>formative</i> □ <i>summative</i> ☒</p> <p><i>Strand: Reading</i></p> <p><i>Overall Expectations: EANA0-R-OE.1 - 3</i></p> <p><i>Student Task: Reading literary and informational texts.</i></p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
<b>Knowledge/Understanding</b>				
The student: - demonstrates understanding of the content of informational and literary texts	The student demonstrates <b>limited</b> understanding of content	The student demonstrates <b>some</b> understanding of content	The student demonstrates <b>considerable</b> understanding of content	The student demonstrates <b>thorough</b> understanding of content
<b>Thinking/Inquiry</b>				
The student: - answers comprehension questions - identifies the main idea	The student uses critical thinking skills <b>with limited effectiveness</b>	The student uses critical thinking skills <b>with moderate effectiveness</b>	The student uses critical thinking skills <b>with considerable effectiveness</b>	The student uses critical thinking skills <b>with a high degree of effectiveness</b>
<b>Communication</b>				
The student: - orally presents a recipe - rewrites a story in sequence	The student presents a recipe <b>with limited clarity</b> and uses sequential language <b>with limited accuracy and effectiveness</b>	The student presents a recipe <b>with some clarity</b> and uses sequential language <b>with some accuracy and effectiveness</b>	The student presents a recipe <b>with considerable clarity</b> and uses sequential language <b>with considerable accuracy and effectiveness</b>	The student presents a recipe <b>with a high degree of clarity, and with confidence</b> and uses sequential language <b>with a high degree of accuracy and effectiveness</b>
<b>Application</b>				
The student: - adjusts different reading strategies to comprehend meaning	The student applies reading skills <b>with limited effectiveness</b>	The student applies reading skills <b>with moderate effectiveness</b>	The student applies reading skills <b>with considerable effectiveness</b>	The student applies reading skills <b>with a high degree of effectiveness</b>
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				



## ACTIVITY 2.5 (EANAO)

### Reading for a Variety of Purposes

#### 1. Time

300 minutes

#### 2. Description

In this activity students continue to acquire vocabulary. They read about a topic from a list provided, choose material that is made available to them, and give an informal presentation. Students also learn about different places through travel brochures.

#### 3. Strands and Expectations

**Strand:** Reading

**Overall Expectations:** EANAO-R-OE.1 - 3 - 4

**Specific Expectations:** EANAO-R-Crit.4  
EANAO-R-Comp.6

**Strand:** Oral Communication

**Overall Expectation:** EANAO-O-OE.3

**Specific Expectation:** EANAO-O-Comm.6

#### 4. Planning Notes

- choose material to be used by students for research, informal discussion, and presentation
- make enough copies (two teams may choose the same topic)
- prepare tape of a travel destination and questions to verify students' comprehension (step B)
- prepare handout of information to classify from brochure (step C)
- bring a variety of travel brochures for students to consult (step D)

#### 5. Prior Knowledge Required

- be familiar with simple texts
- know enough basic vocabulary and expressions to understand content
- be familiar with informational texts
- show ability to read

## 6. Activity Instructions

### Step A: Looking for Information (from material provided)

Teacher: begins this activity by asking students where they look for information: media (radio, television, newspapers, magazines). They read about movies, for example. There is information everywhere.

Teacher: then suggests that students look for information in the material provided by the teacher. Students choose a topic that appeals to them. This is, of course, very basic research.

Teacher: brings material that covers a variety of topics: health, exercise, movies, careers (one or two in particular), teenagers, etc.

Students: look through material and form groups of two. They discuss what their final choice will be and divide tasks.

Teacher: suggests that teams proceed this way:

- Choose a topic
- Use different strategies:
  - a) textual cues: look at titles, pictures, headings, illustrations, paragraphs as units of meaning
  - b) skimming: read to obtain a general idea of a text.

Note: students at this level will not skim through a text the same way an experienced reader would.

Teacher: informs students to bring the material home and to prepare (with another student) an informal presentation of their topic . The informal presentation is two to three minutes in length and takes place in the last period of the unit.

### Step B: Looking for Information: Gaining New Perspectives on People, Places and Cultures

Teacher: selects a travel destination, finds relevant information, and records this information on tape.

Teacher: hands out simple questions that students will answer following the listening activity. There should be four or five sections with one or two questions to address. For example, students would read under the section dealing with the population of Martinique:

#### POPULATION

- There are two official languages in Martinique: French and Spanish
- The population is 80% white or mulatto.

Students: listen to this short exposé.

Students: may check the two boxes or one depending if the information given is current or not.

Teacher: then goes over the answers with students and gives them the opportunity to find out more about this country by providing students with travel brochures of this destination.

### Step C: The Brochure: Finding Important Information

Teacher: prepares a list of information with different places to stay at and ask students to indicate information in the appropriate column. (see Appendix EANA0 2.5.1)

Students: complete the work and share answers

Teacher: concludes class by asking students if they would consider going to this travel destination.

**Step D: Consulting Other Travelling Brochures**

Teacher: brings a variety of brochures for several destinations and invites students to read about them individually.

Students: then form small groups and present to the other the travel destination they read about.

Students: then go over all destinations with the whole group and answer the advantages of certain location. If there is time, teacher invites students to share thoughts about the favourite place they have visited.

**Step E: Informal Presentations** (see Achievement Chart)

Students: now present the information they have come up with concerning the topic chosen in step A. They present in pairs.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** matching information with heading (step C)

**summative:** informal presentation (step E)

## 8. Resources

In this activity the teacher selects the following resources:

**Pedagogical**

CARON, Thérèse and Nicole GAULIN, *Crossroads Series 1, Highways*, Montreal, Lidec, 1991, 206 p.

**Material**

- travel brochures
- material for research (step A)

**Technological**

- Internet (travel information)

## 9. Appendices

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

**Appendix EANA0 2.5.1:** Travel

**Appendix EANA0 2.5.2:** Achievement Chart - Reading for a Variety of Purposes

**TRAVEL**

Example: INFORMATION

- two-minute walk to beach
- horseback riding
- arts and crafts, etc.

Example:

Sunquest Hotel	Martinique Hotel	Sunset Hotel
- arts and crafts	- horseback riding	- two minute walk to beach

**Achievement Chart - Reading for a Variety of Purposes**

**Appendix EANA O 2.5.2**

<p><i>Assessment Techniques: diagnostic</i> <input type="checkbox"/> <i>formative</i> <input type="checkbox"/> <i>summative</i> <input checked="" type="checkbox"/></p> <p><i>Strand: Oral Communication</i>  <i>Overall Expectation: EANA O-O-OE.3</i></p> <p><i>Strand: Reading</i>  <i>Overall Expectations: EANA O-R-OE.1 - 4</i></p> <p><i>Student Task: Research and presentation of a topic of student’s choice.</i></p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
<b>Knowledge/Understanding</b>				
The student: - reads and presents a travel brochure, to demonstrate his or her understanding of the content	The student demonstrates <b>limited</b> knowledge of the travel brochure	The student demonstrates <b>some</b> knowledge of the travel brochure	The student demonstrates <b>considerable</b> knowledge of the travel brochure	The student demonstrates <b>thorough</b> knowledge of the travel brochure
<b>Thinking/Inquiry</b>				
The student: - researches a destination and prepares a list of information - researches a chosen topic	The student applies <b>few</b> of the skills of research	The student applies <b>some</b> of the skills of research	The student applies <b>most</b> of the skills of research	The student applies <b>all or almost all</b> of the skills of research
<b>Communication</b>				
The student: - gives an informal presentation about a chosen topic	The student presents orally <b>with limited clarity</b>	The student presents orally <b>with some clarity</b>	The student presents orally <b>with considerable clarity</b>	The student presents orally <b>with a high degree of clarity, and with confidence</b>
<b>Application</b>				
The student: - uses textual cues, skimming to choose pertinent material - researches a topic that appeals to her/him	The student applies reading skills and makes connections <b>with limited effectiveness</b> between reading and personal experiences	The student applies reading skills and makes connections <b>with moderate effectiveness</b> between reading and personal experiences	The student applies reading skills and makes connections <b>with considerable effectiveness</b> between reading and personal experiences	The student applies reading skills and makes connections <b>with a high degree of effectiveness</b> between reading and personal experiences
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				



## UNIT 3 (EANA0)

### Speaking Up

#### Unit Description

In this unit, students will develop their ability to speak with some confidence in the classroom setting and in daily-life situations. If students are to experience a feeling of success in talking about some everyday situations, then they need to express in English the things they say in their own tongue. They will use specific terms in discussions, presentations, and in everyday situations. Students are encouraged to use proper pronunciation, articulation, and intonation. They will learn simple idiomatic expressions and use socially appropriate language and conversational gambits.

#### Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANA0-O-OE.1 - 2 - 3 - 4 - 5

**Specific Expectations:** EANA0-O-Sp.1 - 2 - 5 - 6  
EANA0-O-Comm.1 - 3 - 7 - 9  
EANA0-O-List.3

**Strand:** Reading

**Overall expectation:** EANA0-R-OE.1 - 5

**Specific Expectations:** EANA0-R-Compr.1  
EANA0-R-Voc.9  
EANA0-R-Crit.3 - 4

**Strand:** Writing

**Overall expectation:** EANA0-W-OE.1

**Specific expectation:** EANA0-W-For.8

**Strand:** Social Skills and Cultural Awareness

**Overall Expectation:** EANA0-S-OE.1

**Specific Expectations:** EANA0-S-Soc.1 - 5  
EANA0-S-Cult.3

#### Activity Titles

**Activity 3.1:** Using Functional English in Familiar Situations

**Activity 3.2:** Conversations and Questions

**Activity 3.3:** Role Playing and Feedback

**Activity 3.4:** Improving Mechanics

**Activity 3.5:** Exploring a Theme

## **Prior Knowledge Required**

- have some knowledge of basic vocabulary
- be familiar with declarative and interrogative sentences
- know how to use simple connecting words to link ideas in speech
- have knowledge of mechanics of spoken English

## **Unit Planning Notes**

The teacher will:

- select with students, topics that foster discussion and sharing of ideas
- ask students to supply some of their own topics
- think of a number of everyday situations
- decide what situations will be used for role playing
- introduce idiomatic expressions

## **Crosscurricular Links**

### **Français:**

- respect word order in sentences
- adjust inflection to achieve the desired effect
- learn correct word order
- know how to make a dialogue more interesting
- learn role playing to perform plays
- show ability to understand text and justify answers
- use pitch and intonation to be clearly understood
- write a paragraph, giving details and relevant information
- learn new vocabulary and use it in classroom activities

### **Other disciplines:**

- use role playing as a means to build drama skills
- know how to ask questions for interviews that students need to conduct in courses like family studies
- refer to historical facts and geographical locations linked to movies and video clips
- relate the sports and leisure activities to the physical education program at school

### **Animation culturelle**

- contact local organizations to inquire about community events.
- notice how people who address crowds often ask their audience questions to sustain their interest
- show various skills such as public speaking and role playing when performing in front of a crowd
- choose Canadian movies and persons for famous lines activity and video clip activity
- understand the importance that sports figures and artists play in many cultural groups

### **Technology**

- read informational texts and recognize how information questions are answered in these texts
- verify on the Internet where theatre arts are advertised and what plays are being performed in the community



- recognize that the media can often be referred to for examples
- use the Internet to keep informed about sports news or to discover new information about leisure activities

### **Careers:**

- use different sources (e.g., telephone, communications) to find out basic information about career possibilities
- associate careers (journalists, detectives) with information questions that these people ask in their work
- explore careers available in theatre arts
- examine how pronunciation, projection, pitch and intonation can be important in many careers
- look at different career opportunities associated with sports and leisure activities

## **Teaching/Learning Strategies**

In this unit, the teacher utilizes the following strategies:

- |   |                |
|---|----------------|
| - group discussion                      | - lecture      |
| - pronunciation and articulation drills | - research     |
| - role playing                          | - learning log |
| - interview                             | - homework     |

## **Assessment/Evaluation Techniques**

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

**diagnostic:** oral questions and answers, observation

**formative:** learning log, questions and answers, quizzes

**summative:** performance tasks, tests and oral presentations

## **Accommodations (for students with special needs)**

### **A. Activity Instructions**

*Students with special needs:*

- have bilingual and visual dictionaries available for use in the classroom
- accept short phrase responses while encouraging students to expand their answers into complete sentences
- assist with writing of dialogues
- provide additional explanations whenever necessary
- verify students' understanding when introducing new elements
- allow extra time for students to practice their dialogue
- make sure that students can see and hear clearly (e.g., avoid placing them at the back of the room)
- use visual clues to accompany instructions
- allow them to view *The Hockey Sweater* more than once (they may look at the video at lunch time or after school)

*Students requiring remedial and/or enrichment activities:*

- have students retell in their own words to be sure that directions/instructions have been understood
- ask students to write down one of their own telephone conversations and to relate it to the class with the help of a peer (enrichment)
- provide encouragement and a calm working area
- ask students to do supplementary exercises if they show greater interest (enrichment)
- verify students' understanding of comprehension questions
- provide additional reading opportunities for enrichment purposes
- check often for correct pronunciation and intonation
- ask students to make their own list of famous lines from various forms of media, and to deliver them in front of the class using correct pronunciation, projection, pitch, and intonation
- provide students with additional models of paragraphs
- allow them more time to complete assignments
- provide students with the short story *The Hockey Sweater* to add to their learning experiences (enrichment)

## **B. Assessment/Evaluation Techniques**

*Students with special needs:*

- allow extra time to finish assignments or tests
- simplify instructions and questions
- allow students the opportunity to ask questions for clarification
- invite them to ask questions for clarification

*Students requiring remedial and/or enrichment activities:*

- provide immediate feedback
- allow them to ask questions for clarification
- provide students with additional assessment opportunities (enrichment)
- provide a variety of options for assignments (saying their lines on audio or video tape or saying their lines to the teacher only)
- allow them extra time on tests and for assignments

## **Security**

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

## **Resources**

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

### **Pedagogical**

BOYD, John R. and Mary BOYD, *Connections*, Teacher's Edition, New York, Regents Publishing Company, Inc., 1981, 147 p.

GALLEGO, Pierre and Judith WARD, *L'anglais aujourd'hui en 90 leçons*, Paris, Brodard et Taupin, 1998.

NOLASCO, Rob and Lois ARTHUR, *Conversation*, Oxford, Oxford University Press, 1987, 148 p.

NOLASCO, Rob, *Speaking (elementary)*, Oxford Supplementary Skills series, Oxford, Oxford University Press, 1987.

**Material**

- cassette recorders, audio and video tapes
- VHS

## ACTIVITY 3.1 (EANAO)

### Using Functional English in Familiar Situations

#### 1. Time

150 minutes

#### 2. Description

In this activity, students listen to a one-sided telephone conversation, and supply the missing half of the dialogue. Students learn to project and anticipate what is going to be said. Eventually, the students, with the help of specific words and expressions are able to create their own telephone conversations.

#### 3. Stands and Expectations

**Strand:** Oral Communication

**Overall expectations:** EANAO-O-OE.1 - 2

**Specific expectations:** EANAO-O-Sp.1  
EANAO-O-Comm.1

**Strand:** Social Skills and Cultural Awareness

**Overall Expectation:** EANAO-S-OE.1

**Specific Expectation:** EANAO-S-Soc.1 - 5

#### 4. Planning Notes

- prepare copies of telephone conversation found in Step C
- write examples of words and expressions found in Step D on the board

#### 5. Prior Knowledge Required

- have some basic knowledge of words and expressions used in common everyday dialogues
- be familiar with simple sentence structure in learning of first language
- be able to demonstrate proper pronunciation and varying intonation

#### 6. Activity Instructions

**Step A: Listening**

Teacher: reads a short one-sided telephone conversation to the class  
(see Appendix EANAO 3.1.1)

Students: determine the speaker and the purpose of the conversation  
Students: listen to the telephone conversation again

**Step B: Anticipation**

Teacher: reads sentences one and three and asks students for sentence two.  
Teacher: reads sentences three and five and asks class for sentence four. This process is continued until the entire conversation is completed.

**Step C: Work in Pairs - Dialogue**

Teacher: divides class into pairs.  
Students: generate the other half of the discourse using the words given as a guide.  
Students: fill in missing words.  
Teacher: goes from pair to pair checking student B's oral work. When student B has completed the task, student A assumes B's role and B reads A's part.

**Step D: Production - Dialogue** (see Achievement Chart 3.1.2)

Teacher: gives students a list of words and expressions which the students will use to write a short dialogue.  
Teacher: goes from pair to pair checking the students' written work.  
Students: When students have completed their task, each pair reads its dialogue.

## 7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:  
**diagnostic:** observation  
**formative:** presentation of dialogue

## 8. Resources

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

**Pedagogical**

BOYD, John R. and Mary Ann BOY, *Connections*, Teacher's Edition, New York, Regents Publishing Company Inc., 1981, 147 p.

## 9. Appendices

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

**Appendix EANA0 3.1.1:** Telephone Conversation

**TELEPHONE CONVERSATION**

**Example 1:** Telephone conversation  
Teacher reads only Mike's part.

Mike: Hello, Tom, this is Mike.  
 Tom: Mike, how are you?  
 Mike: I'm fine. Listen, Tom, I have a favour to ask you.  
 Tom: Yes, what is it?  
 Mike: Are you busy Saturday?  
 Tom: This Saturday?  
 Mike: Yes, this Saturday morning.  
 Tom: At what time?  
 Mike: At nine o'clock. Are you going to be free then?  
 Tom: I'm not sure. Why?  
 Mike: I'm moving and I need help.  
 Tom: What do you have to move?  
 Mike: Two beds, one bookcase, one sofa, and two tables.  
 Tom: Who else is going to help?  
 Mike: Maybe Bob, he owes me a favour.  
 Tom: Can I let you know later, Mike?  
 Mike: Sure, Tom, when do you think you'll know if you can?  
 Tom: Sometime Friday.  
 Mike: Can you let me know before that? Say Wednesday night, or Thursday? Because if you can't I'll have to line up somebody else.

**Example 2:** Work in pairs - dialogue

**Student A**

1. Hello, Tom. This is Mike
3. I'm fine. Listen, Tom I have a favour to ask you.
5. Are you busy Saturday?
7. Yes, this Saturday.
9. At nine o'clock. Are you going to be free then?
11. I'm moving and I need help.
13. Two beds, one bookcase, one sofa, and two tables.
15. Maybe Bob, he owes me a favour.
17. Sure, Tom, when do you think you'll know if you can?
19. Can you let me know before that? Say Wednesday night or Thursday? Because if you can't, I'll have to line up somebody else.

**Student B**

2. Mike/how?
4. Yes, what/it?
6. Saturday?
8. At/time?
10. I/sure/why?
12. What/have/move?
14. Who/help?
16. I/let/know later?
18. Friday.

**Example 3:** Words and expressions

school	absolutely true	I'm pretty sure	the flu
Are you sure?	check my notes	yes, I know	homework
I don't know	really sick	behind in my studies	just a second
be careful	assignment	in algebra	

## ACTIVITY 3.2 (EANAO)

### Conversations and Questions

#### 1. Time

300 minutes

#### 2. Description

In this activity, students read a dialogue and add comments to keep the conversation going. They learn how to use the present continuous in conversation for two reasons: to help them formulate questions and to acquire vocabulary. Students also learn question words and formats.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANAO-O-OE.1 - 3 - 4

**Specific Expectations:** EANAO-O-List.3

EANAO-O-Sp.2

EANAO-O-Comm.3

**Strand:** Reading

**Overall Expectations:** EANAO-R-OE.1 - 5

**Specific Expectations:** EANAO-R-Crit.4

#### 4. Planning Notes

- provide students with a dialogue where they add to the minimal responses provided (Step A)
- have a good stock of picture cards showing people doing things to teach verb tenses such as the present continuous
- look for exercises where question words are used (Step C)
- select exercises with the do/does + infinitive and did and infinitive formats (Step D)
- find short text for students to read and write 5 questions (Step D)

#### 5. Prior Knowledge Required

- know correct word order for oral expression (questions and responses)
- know words and expressions to participate in discussions and to understand teacher's explanations
- be familiar with dialogues and conversational gambits

## 6. Activity Instructions

### Step A: Improving Responses in Dialogues

Teacher: hands out a dialogue between two teenagers and reads it to class (sample provided in Appendix EANA0 3.2.1)

Students: give their comments.

Teacher: points out after students make their comments that the use of gambits or responses help to keep the conversation going. Expressions like “How interesting” and “Is that right?” will add to the dialogue.

Students: (The problem in the sample dialogue between the two teenagers is the minimal responses given by B.) With a partner, rewrite B’s part, making it a more interesting conversation.

Students: then present the dialogue with new responses from B, additional expressions from A, and more information as the dialogue is extended.

### Step B: Using the Present Continuous (Questions and Responses) (see Achievement Chart)

Teacher: present this verb tense with the use of pictures. The visual support helps student understand that this verb tense is used often in conversations, for questions that are asked and responses that are given. *New Routes to English. Beginning Skills Students Book One*, is a good source of inspiration for this visual support. The question “What are you doing?” elicits numerous responses, with respect to the actions that are going on.

Students: After different opportunities for asking and answering questions, indicate in their personal word lists or learner logs some notes about the present continuous and some examples of its use.

Teacher: gives a visual prompt-short response test after this section is finished.

### Step C: Practise Asking Questions

Teacher: asks students if they know what an information question is and to give you examples if they have any.

Teacher: then asks students to form small groups and indicate what they know about each of these question words. The first is given to them:

- *What* is used for an object or thing. (give them first answer)
- *Who* is used for a \_\_\_\_\_.
- *Where* is used for a \_\_\_\_\_.
- *Why* is used for a \_\_\_\_\_.
- *When* is used for \_\_\_\_\_.
- *Which* is used for \_\_\_\_\_.
- *Whose* is used for \_\_\_\_\_.
- *How* is used for \_\_\_\_\_ or \_\_\_\_\_.

Teacher: provides students with answers: (2) person; (3) place; (4) reason; (5) time; (6) choice; (7) possession; (8) feelings or means.

Teacher: gives students a series of sentences where they have to use one of the question words to fill in the blanks. After students complete the exercise, teacher goes over the answers.

Teacher: For follow-up work, teacher asks students to write 5 questions for next class.  
Note: Teacher may use a simple newspaper article (local newspaper)



**Step D: Question Formats: Using the Present Continuous, “do/does” + infinitive and “did” + infinitive.** (see Achievement Chart)

Teacher: goes over the question formulated by students, comments on their choice of words, and makes suggestions.

Students: indicate comments or make necessary corrections.

Teacher: introduces students to the “do/does” format and indicates how it is widely used in formal and informal conversations. For actions in the past, the did + infinitive format is used.

Teacher: select exercises for students to do and reviews answers.

Teacher: gives students a short text to read. With the information they formulate 5 questions based on the information they are given. They use question words and either do/does or did format.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** oral questions and answers

**formative:** dialogue (Step A); oral responses (Step B)

**summative:** test (Step D)

## 8. Resources

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

### **Pedagogical**

BERISH, Lynda and Sandra THIBAUBEAU, *Canadian Concepts I*, Scarborough, Prentice-Hall, 1993, 165 p.

NOLASCO, Rob and Lois ARTHUR, *Conversation*, Oxford, Oxford University Press, 1987, 148 p.

PAULIK SAMPSON, Gloria, *New Routes to English*, Student Book One, Canada, Collier Macmillan, 1978, 129 p.

### **Material**

- picture cards

## 9. Appendices

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

**Appendix EANA0 3.2.1:** Sample Dialogue

**Appendix EANA0 3.2.2:** Achievement Chart - Conversations and Questions

**SAMPLE DIALOGUE**

(First meeting):

- Speaker A - Hello, where are you from?  
Speaker B - From Australia.  
Speaker A - Why are you in Canada?  
Speaker B - To study.  
Speaker A - What subject are you studying?  
Speaker B - Arts.  
Speaker A - Are you planning to stay long?  
Speaker B - Three years.  
Etc.

**Achievement Chart - Conversations and Questions**

**Appendix EANA0 3.2.2**

<p><i>Assessment Techniques:</i> diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/></p> <p><i>Strand:</i> Oral Communication</p> <p><i>Overall Expectations:</i> EANA0-O-OE.1 - 2 - 4</p> <p><i>Student Task:</i> Dialogue improvisation and exercises on the present continuous tense.</p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
<b>Knowledge/Understanding</b>				
The student: - uses the present continuous in sentences - uses what, who, where, why, when, which, whose, and how to formulate questions	The student demonstrates <b>limited</b> knowledge of question format and dialogue and <b>limited</b> understanding of the present continuous tense	The student demonstrates <b>some</b> knowledge of question format and dialogue and <b>some</b> understanding of the present continuous tense	The student demonstrates <b>considerable</b> knowledge of question format and dialogue and <b>considerable</b> understanding of the present continuous tense	The student demonstrates <b>thorough</b> knowledge of question format and dialogue and <b>thorough</b> understanding of the present continuous tense
<b>Thinking/Inquiry</b>				
The student: - formulates questions in response to pictures	The student applies <b>few</b> of the skills of questioning	The student applies <b>some</b> of the skills of questioning	The student applies <b>most</b> of the skills of questioning	The student applies <b>all or almost all</b> of the skills of questioning
<b>Communication</b>				
The student: - writes questions in response to information given in a short text - improvises a dialogue	The student formulates questions <b>with limited clarity</b>	The student formulates questions <b>with some clarity</b>	The student formulates questions <b>with considerable clarity</b>	The student formulates questions <b>with a high degree of clarity, and with confidence</b>

<i>Application</i>				
<p>The student:</p> <ul style="list-style-type: none"> <li>- writes and presents orally a visual prompt-short response test</li> <li>- uses question words and formats in various situations</li> </ul>	<p>The student applies knowledge of question format <b>with limited effectiveness</b> and demonstrates <b>limited ability</b> in using visual prompts in new contexts</p>	<p>The student applies knowledge of question format <b>with moderate effectiveness</b> and demonstrates <b>some ability</b> in using visual prompts in new contexts</p>	<p>The student applies knowledge of question format <b>with considerable effectiveness</b> and demonstrates <b>considerable ability</b> in using visual prompts in new contexts</p>	<p>The student applies knowledge of question format <b>with a high degree of effectiveness</b> and demonstrates <b>a high degree of ability</b> in using visual prompts in new contexts</p>
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

## ACTIVITY 3.3 (EANA0)

### Role Playing and Feedback

#### 1. Time

150 minutes

#### 2. Description

In this activity, students read dialogues, role play, and answer comprehension questions. They imagine themselves in a given situation and then are asked to indicate what they feel is the proper response. This activity builds listening, reading and speaking skills.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectation:** EANA0-O-OE.4

**Specific Expectation:** EANA0-O-Sp.6

**Strand:** Reading

**Overall Expectations:** EANA0-R-OE.1 - 5

**Specific Expectations:** EANA0-R-Compr.1

EANA0-R-Crit.3

EANA0-R-Voc.9

#### 4. Planning Notes

- choose dialogues dealing with various situations
- prepare comprehension questions to be given orally as a follow-up activity to reading (Step B)
- write questions that are given with respect to the imagined situations (Step C)
- continue role playing activities, preparing another sense of comprehension questions, an imagined situation, and follow-up questions with respect to the given situation (Step D)

## 5. Prior Knowledge Required

- be able to listen to other speakers for timing of response
- know familiar vocabulary and try to determine the meaning of unfamiliar words by looking at content
- be familiar with word order in questions

## 6. Activity Instructions

### Step A: Dialogues to Role-play

Teacher: reminds students how role-playing is rewarding. It gives them a chance to imagine life from someone else's perspective.

Students: need to keep in mind a few questions so that they play their roles well:

- Who is the person or character whose role they will assume?
- How old is the person?
- How does he speak? Timidly? Loudly? Angrily?
- When will the role-playing scene take place?
- Who will play the other roles?
- How does your character feel about the other character?
- Is there conflict in the scene?

Teacher: asks students to present different dialogues.

### Step B: Responding to Play

Teacher: For one of the dialogues, teacher prepares comprehension questions (6 or 7).

Students: listen as teacher asks questions and indicate their answers on the answer sheet (only the answers appear on the answer sheet).

Teacher: goes over the answers.

### Step C: Imagined Situation

Teacher: then asks students to imagine themselves in a given situation and to indicate how they would react by choosing one of the answers.

Teacher: asks two to three questions.

This situation pertains to one of the dialogues read by the students. It is a follow-up activity.

Example (given situation) You have difficulty sleeping because your neighbour is playing music too loudly. You call your neighbour.

After your neighbour agrees to turn the volume down, what words would you have for him/her?

- Thank you - and don't do it again.  
Well, it's about time. Now I'll get some sleep.  
Thank you. You are very kind.  
etc.

Teacher: goes over students' answers in this given situation and if students disagree, invites them to justify their answers.

**Step D: Understanding Material** (see Achievement Chart)

Teacher: gives additional dialogues and selects one that will provide students with the opportunity to answer comprehension questions and to imagine themselves in a given situation.

Teacher: asks students to hand in their answers.

## **7. Assessment/Evaluation Techniques**

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

**diagnostic:** observation

**formative:** comprehension - select response (Step D)

**summative:** understanding material (Step D)

## **8. Resources**

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

### **Pedagogical**

BOYD, John R. and Mary BOYD, *Communications*, Teacher's Edition, New York, Regents Publishing Company Inc., 1981, 147 p.

## **9. Appendices**

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

## ACTIVITY 3.4 (EANAO)

### Improving Mechanics

#### 1. Time

225 minutes

#### 2. Description

In this activity, students listen to various types of conversation to enable them to repeat them in a natural and purposeful way. They listen to a telephone conversation, read a poem out loud, repeat lines from a video clip, and learn some lines from well-known movies. Students use proper intonation and projection in these oral activities.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANAO-O-OE.2 - 5

**Specific Expectation:** EANAO-O-Sp.5

**Strand:** Reading

**Overall Expectation:** EANAO-R-OE.5

**Specific Expectation:** EANAO-R-Voc.9

#### 4. Planning Notes

- prepare handouts of telephone conversation (found at the end of Step A)
- prepare handouts of a poem
- choose a video clip
- make a list of famous lines from well-known movies

#### 5. Prior Knowledge Required

- know that correct pronunciation helps to convey meaning and to be understood
- show the ability to comprehend simple instructions



## 6. Activity Instructions

### Step A: Listening and Speaking

- Teacher: reads one part of a telephone conversation while a student reads the other part. (An example can be found in Appendix EANA0 3.4.1).
- Teacher: changes roles and asks another student to read the other role
- Teacher: hands out a copy of the conversation to each student
- Teacher: divides students into groups of three with one person acting as a prompter at any stage of the activity. Since the conversation is a short one, the teacher can give the participants a few minutes to try and learn it by heart
- Teacher: After that, the teacher asks two of the students to put their notes aside and try to repeat the dialogue as best they can. The prompter's role is to help them
- Teacher: asks the students to go through the conversation three times exchanging roles each time

### Step B: Choral Reading

- Teacher: chooses a short, simple poem
- Teacher: reads the poem to the class
- Teacher: hands out a copy of the poem to each student. The teacher and students read the poem together out loud (at least twice)
- Teacher: divides class into half and each side alternately reads the lines of the poem
- Students: When the students feel comfortable with the pronunciation and intonation of the poem, each student can become responsible for saying one line of the poem.

### Step C: Shadow Reading

- Teacher: chooses a video clip which contains examples of well-known and/or interesting utterances
- Teacher: asks students to listen to the video clip several times
- Students: try to maintain the same intonation and pronunciation as the original by repeating with the video clip
- Students: When confident enough, they repeat the line(s) without the video clip. If the students are repeating in groups, the teacher can go from group to group and listen to them

### Step D: Work in Pairs - Projection

- Teacher: hands out a sheet of paper which contains famous lines from well-known movies
- Teacher: asks the students to choose one or two lines and to repeat them individually within their groups.
- Teacher: goes from group to group and helps students with intonation, pronunciation and pitch
- Students: Once ready, each student can say his/her line(s) while other students can give the title of the movies.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** assessment of pronunciation, projection, and intonation when delivering lines

## 8. Resources

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

### **Pedagogical**

BOYD, John R. and Mary Ann BOYD, *Connections*, New York, Regents Publishing Company, Inc., 1981, 147p.

NOLASCO, Rob and Lois ARTHUR, *Conversation*, Oxford, Oxford University Press, 1979, 148p.

## 9. Appendices

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

**Appendix EANA0 3.4.1:** Telephone Conversation

**TELEPHONE CONVERSATION**

Mechanic: John's Service Station

Bob Brown: I need some help. My car won't start. Can you send somebody over ?

Mechanic: We can have somebody come by, but it won't be right away.

Bob Brown: What time can you send somebody ?

Mechanic: Oh, let's see. It'll be about half past three before we have anybody free.

Bob Brown: Could you possibly come any earlier than that ?

Mechanic: I don't think so, sir.

Bob Brown: If I had it towed over there, could you work on it right away ?

Mechanic: Yes, we could get right on it.

Bob Brown: Can you send your tow truck over here now ?

Mechanic: No, I'm sorry, but we can't send our tow truck to get you.

Bob Brown: Why not ?

Mechanic: Our tow truck's being repaired.

## ACTIVITY 3.5 (EANA0)

### Exploring a Theme

#### 1. Time

375 minutes

#### 2. Description

In this activity, students turn to the cultural environment in which they live. They explore the leisure activities and popular sports that are found in Canada and compare them with those found in their countries of origin (if the case applies). Students present their favourite sport or activity and view a video to close out the activity.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANA0-O-OE.2 - 5

**Specific Expectations:** EANA0-O-Comm.7 - 9  
EANA0-O-Sp.5

**Strand:** Writing

**Overall Expectation:** EANA0-W-OE.1

**Specific Expectation:** EANA0-W-For.8

**Strand:** Social Skills and Cultural Awareness

**Overall Expectation:** EANA0-S-OE.1

**Specific Expectations:** EANA0-S-Cult.3

#### 4. Planning Notes

- prepare pictures/videoclips ahead of time
- prepare a list of activities and sports for students to categorize
- write a text on sports and leisure vocabulary (have questions and pictures to identify)
- write a model paragraph to guide students in their writing (step C)
- reserve *The Hockey Sweater*, a video by Roch Carrier (or use the story if video is not available)

## 5. Prior Knowledge Required

- know how to write sentence using the present tense
- be able to respond to question (orally and in written form)
- show ability to listen and to give feedback following listening activities

## 6. Activity Instructions

### Step A: Exploring the Theme of Sports and Leisure Activities

Teacher: shows pictures or videoclips of Canadians sports and leisure activities to stimulate student interest and to enable to become familiar with the vocabulary.

Teacher: begins by stating a personal preference such as “I like tennis... what do you like?”

Students: The first student to respond to teacher’s question repeats what the teacher has said and adds his/her own personal preference. The student then asks the question to the next student.

Teacher: indicates on the blackboard the structure to be used:

Teacher likes + sport (or leisure activity); first student likes + sport; second student like + sport

Teacher keeps track of student preferences and makes a summary at the end.

### Step B: Looking at Vocabulary Associated with Sports and Leisure Activities

Teacher: gives a list of activities and students categorize them according to which season they would more likely occur in. (For example, camping, hiking, biking, sailing, and skateboarding as activities; swimming, running, jogging as exercise; soccer, baseball, golf as sports).

Students: use dictionaries (visual, bilingual) to clarify word meaning.

Students: work in small groups to generate a list of additional sport and leisure activities and arrange them according to seasons. One member from each group reports orally to the whole group.

Students: include new vocabulary in personal word lists and learn them for follow-up test.

### Step C: Quiz and Paragraph Writing (see Achievement Chart)

Teacher: gives vocabulary quiz and, after its completion, explains the assignment dealing with the writing of a short paragraph.

Students: choose a sport or leisure activity and write a short paragraph that answers five basic questions: what, why, when, where, and how. These questions guide the students in the writing of their paragraph.

Students: use dictionaries and consult other students for revision before they write their final draft.

Students: read their paragraph out loud.

### Step D: Viewing of Roch Carrier’s *The Hockey Sweater*

Teacher: explains the importance that hockey has played and the heroes that it has produced.

Teacher: points out that in 1999 Wayne Gretzky retired and people were explaining how the end of an era had come.

Teacher: prepares questions to ask students after the viewing of the video and tells students that their comments/questions are welcome.

Teacher: If the video is not available, teacher may read the story with the students.

## **7. Assessment/Evaluation Techniques**

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

**diagnostic:** observation

**formative:** vocabulary: fill in the blank (step C)

**summative:** writing and reading of paragraph (step C)

## **8. Resources**

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

### **Material**

- videoclips, VHS, pictures of sports and leisure activities

### **Technological**

- *The Hockey Sweater* (video) (Roch Carrier)

## **9. Appendices**

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

## UNIT 4 EANAO

### Writing: Sharing Opinions and Experiences

#### Unit Description

In this unit, students will have the opportunity to express themselves in writing. Writing at this level is controlled and teacher-guided. Students will express personal opinions in response journals and write various forms of texts (e.g., letters, personal experience stories) based on models provided. They will use vocabulary acquired through classroom activities and reading assignments of previous units. The model compositions and lessons are planned in such a way as to help students gain some awareness of mechanics (how to spell, punctuate, and use some grammatical conventions) and some degree of competency (what to say, how to organize it, and how to say it) in their writing.

#### Strands and Expectations

##### Strand: Writing

**Overall Expectations:** EANAO-W-OE.1 - 3 - 4 - 5

**Specific Expectations:** EANAO-W-For.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10  
EANAO-W-Use.1 - 2 - 5 - 6 - 7 - 8  
EANAO-W-Pres.1 - 2 - 3 - 4  
EANAO-W-Spe.1 - 2 - 3 - 4

##### Strand: Oral Communication

**Overall Expectation:** EANAO-O-OE.1 - 5

**Specific Expectations:** EANAO-O-Sp.7  
EANAO-O-Comm.5

##### Strand: Reading

**Overall Expectation:** EANAO-R-OE.1 - 2 - 4

**Specific Expectations:** EANAO-R-Compr.2 - 11  
EANAO-R-Voc.3  
EANAO-R-Crit.1

##### Strand: Social Skills and Cultural Awareness

**Overall Expectations:** EANAO-S-OE.1 - 2

**Specific Expectations:** EANAO-S-Soc.2 - 4 - 5  
EANAO-S-Cult.3 - 4

## Activity Titles

**Activity 4.1:** Response Journal: Recording Thoughts and Observations

**Activity 4.2:** Writing Experience Stories Collaboratively

**Activity 4.3:** A Look at Some Writing Conventions

**Activity 4.4:** Studying Modelled Forms: Letters and Personal Experience Stories

**Activity 4.5:** Strategies for Spelling

## Prior Knowledge Required

- be familiar with a greater range of words and expressions than in unit 1
- know some idioms
- know how to organize ideas in a logical sequence
- have knowledge of how to use simple sentence patterns to communicate ideas
- have some experience with mechanics of spoken English

## Unit Planning Notes

The teacher will:

- ask students to establish their own topics for journal responses
- look for suitable models of compositions (e.g., letters, paragraphs, personal experience stories)
- prepare lesson plans on good paragraph structure
- find exercises that apply to language conventions taught in this unit
- tell students to think of the significant personal experiences early on in the unit

## Crosscurricular Links

### Français

- show ability to use verbs in different tenses
- write paragraph, using appropriate structure
- read about ordinary people doing extraordinary things
- learn and apply language conventions
- identify parts of speech and relate grammar to vocabulary (e.g., find a synonym for a noun)
- communicate one's opinions, observations, and experiences by writing letters and personal experience stories
- learn from other people's observations and experiences
- show a willingness to become good spellers
- use different strategies to spell familiar words and to predict the spelling of unfamiliar words



### **Other disciplines**

- locate problems in other areas of the country and in other parts of the world (geography)
- study a course, media, for example, where people often become the focus of a documentary
- analyze texts in different courses and study parts that make up the whole (e.g., law, biology)
- communicate one's observations with respect to life experiences, in a law course for example
- express one's opinions, observations, and thoughts, paying attention to language conventions

### **Animation culturelle**

- show ability to write clearly to announce events within the community
- learn about popular cultural figures and how to determine why they are so well liked
- recognize the importance of the written word (e.g., advertisements) in upcoming cultural events
- reach people in different cultural groups through various media (radio, print and electronic form, television)
- inspire cultural groups through the written form (e.g., poetry, novel, songs)

### **Technology**

- understand the important role that technology plays in keeping people informed about world events
- use technological resources to revise written work (e.g., spell-check program)
- explore software to learn more about writing conventions
- send friendly letter by e-mail (if possible)

### **Careers**

- list careers that are associated with solving problems
- explore careers where individuals make a difference in other people's lives
- know the importance of learning writing conventions for careers such as translators and editors, for example
- look at careers where information (business, political) is clearly connected to the work
- explore careers where people who want to write for professional reasons have the choice to do so (journalists, writers, editors)

### **Teaching/Learning Strategies**

In this unit, the teacher utilizes the following strategies:

- |                    |                    |
|--------------------|--------------------|
| - response journal | - research         |
| - group discussion | - small group work |
| - lecture          | - oral explanation |
| - peer practice    | - learning log     |

## **Assessment/Evaluation Techniques**

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

**diagnostic:** observation

**formative:** learning log, questions and answers

**summative:** performance tasks, quizzes, tests, oral presentations

## **Accommodations (for students with special needs)**

### **A. Activity Instructions**

*Students with special needs:*

- verify students' understanding of assignments
- encourage students to ask questions for clarification
- help students contribute positively to group work
- encourage students to speak within their group, to make suggestions
- drill verb tenses (peer, parent)
- ask questions to verify students' understanding
- show students what questions to ask to identify different parts of speech
- provide models to facilitate learning
- give additional explanations and words of encouragement when students first begin working on an assignment
- provide visual support early on for spelling of words
- ask students to spell words out loud

*Students requiring remedial and/or enrichment activities:*

- allow students extra time to complete journal entries, for example
- provide additional explanations whenever necessary
- ask students to compare several broadcasts (enrichment) (Step B)
- verify students' level of understanding
- encourage students to become efficient leaders for the collaborative story (enrichment)
- provide many examples and visual support (if possible)
- use parts of speech in sentences that students write (enrichment)
- provide a calm, working area
- ask students if they wish to communicate with students from various schools (enrichment)
- show students how to see the words in their mind, how to visualise the words
- encourage students to keep a personal word lists as they do independent readings (enrichment)

### **B. Assessment/Evaluation Techniques**

*Students with special needs:*

- ask peers to review writing assignment (Step E)
- help students with formulation of questions if necessary (Step C)
- allow extra time to complete tests, assignments

- simplify instructions
- remind students to look at examples and to ask relevant questions to locate parts of speech (e.g., who, what)
- provide encouragement and positive feedback
- offer students advice on how to remember spelling of words (concentration, visualisation)
- give students several opportunities to succeed (give test more than once)

*Students requiring remedial and/or enrichment activities:*

- review paragraph structure and word choice before students hand in work
- ask students to write additional paragraphs to develop writing skills (enrichment)
- provide immediate feedback and encouragement
- give students a variety of options for tests (enrichment)
- simplify instructions
- ask students to complete additional questions on subject-verb agreement and noun-pronoun agreement (enrichment)
- simplify instructions and provide opportunity for them to ask questions for clarification.
- write several letters (friendly and personal business)
- proceed slowly when giving tests, making sure to articulate clearly
- give students additional words to learn and tests to do if they feel up to the challenge (enrichment)

## **Security**

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

## **Resources**

In this unit, the teacher selects the following resources:

### **Pedagogical**

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

CANFIELD, Jack, HANSEN, Mark Victor, and Kimberley KIRBERGER, *Chicken Soup For The Teenage Soul Journal*, Deerfield Beach, Health Communications Inc., 1998, 340 p.

English Teaching Forum, *The Art of Tesol*, Washington, International Communication Agency, 1982.

## ACTIVITY 4.1 (EANAO)

### Response Journal: Recording Thoughts and Observations

#### 1. Time

300 minutes

#### 2. Description

In this activity, students write their thoughts and observations. They use proper sentence structure, simple sentences, declarative and interrogative sentences. Students look at paragraph structure and verb tenses specified for this level.

#### 3. Strands and Expectations

**Strand:** Writing

**Overall Expectation:** EANAO-W-OE.1

**Specific Expectations:** EANAO-W-For.1 - 5 - 6 - 7

**Strand:** Reading

**Overall Expectation:** EANAO-R-OE.1

**Specific Expectation:** EANAO-R-Crit.1

**Strand:** Oral Communication

**Overall Expectation:** EANAO-O-OE.5

**Specific Expectations:** EANAO-O-Sp.7  
EANAO-O-Comm.5

**Strand:** Social Skills and Cultural Awareness

**Overall Expectations:** EANAO-S-OE.1

**Specific Expectations:** EANAO-S-Soc.2  
EANAO-S-Cult.3

#### 4. Planning Notes

- ask students to get and use a journal for the unit
- ask students to look at a news broadcast (step B)
- bring in an article about a recent news event (Step C)
- prepare handout for problems to identify and find headings (Step D)

## 5. Prior Knowledge Required

- show confidence in one's ability to express ideas clearly
- be sufficiently familiar with words and expressions to understand and participate in discussions
- know how to contribute positively to group work

## 6. Activity Instructions

### Step A: Introductory Remarks: My Journal

Teacher: explains the purpose and use of the journal.

Students: will have the opportunity to reflect, write, and share their observations about an event, reading material, a viewing experience.

Teacher: explains that several things happen as we write. Our thoughts usually become clearer and we often find new observations to make.

Teacher: invites students to give suggestions for first entry.

Teacher: indicates all entries on the blackboard (brainstorming).

Teacher: encourages students to use dictionaries and to have someone read their work for feedback (content and style) after they are finished writing their entry.

Students: generally write 15-20 minutes and then take 5-10 minutes to consult peers for feedback.

Students: write about half a page and as they write more entries students write  $\frac{3}{4}$  of a page.

Teacher: for next class, look at news broadcast in English.

Teacher: writes her/his observations and shares her/his views with the group

### Step B: Responding to News Broadcasts

Teacher: looks at the role of the media and ask, "Do you think they play an important role in our lives?"

Students: choose an event broadcast in the news.

Teacher: asks that students write their response using the past tense.

Students: may start the paragraph this way: "Last night, I watched the news broadcast at 6 o'clock..."

Students: write the paragraph, show it to a peer, and read it to the whole group.

### Step C: Media Text: News Event (see Achievement Chart)

Teacher: asks students to read a simple media text describing an event in the news.

Students: formulate several questions following their reading and indicate these in their response journal.

Teacher: invites students to share their questions and to seek answers.

Teacher: asks students to make predictions with respect to these events.

Teacher: integrates lessons on future tenses.

### Step D: Class Survey: Identifying Problems, Finding Solutions

Teacher: asks students to look at their school, community, city, province, and world and determine what problems exist at each level.

Students: form small groups to identify problems, use the same five headings: school, community, city, province and world.  
Students: identify problems at every level: e.g., social, economic, political, religious, etc.  
Students: after 10 minutes, go to different groups and compare findings with those of other students.  
Students: change again for the last time and this time for five minutes before going to their original groups.  
Students: in their original group, find solutions to the problems.  
Teacher: initiates a discussion concerning the problems.

**Step E: Writing a Paragraph: Solutions** (see Achievement Chart)

Students: in the last session of the activity, write a paragraph using appropriate structure: topic sentence, supporting details, and a concluding sentence.  
Students: find solutions to one of the problems raised by the whole group. This is individual work.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** oral questions and answers

**formative:** questions (Step C)

**summative:** paragraph (solutions) (Step E)

## 8. Resources

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

### Pedagogical

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

CANFIELD, Jack, HANSEN, Mark Victor, and Kimberley KIRBERGER, *Chicken Soup For The Teenage Soul Journal*, Deerfield Beach, Health Communications, Inc., 1998, 340 p.

MINISTRY OF EDUCATION AND TRAINING, *Media Literacy Resources Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

### Technological

- news broadcasts

## 9. Appendices

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

**Appendix EANA0 4.1.1:** Achievement Chart - Response Journal: Recording Thoughts and Observations

**Achievement Chart - Response Journal: Recording Thoughts and Observations**

<p><i>Assessment Techniques:</i> diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/></p> <p><i>Strand:</i> Reading  <i>Overall Expectation:</i> EANAO-R-OE.1</p> <p><i>Strand:</i> Writing  <i>Overall Expectation:</i> EANAO-W-OE.1</p> <p><i>Student Task:</i> Survey identifying problems at different levels and paragraph writing.</p>				
<b>Categories and criteria</b>	<b>50 - 59 % Level 1</b>	<b>60 - 69 % Level 2</b>	<b>70 - 79 % Level 3</b>	<b>80 - 100 % Level 4</b>
<b>Knowledge/Understanding</b>				
The student: - demonstrates knowledge of the paragraph structure	The student demonstrates <b>limited</b> knowledge of paragraph structure	The student demonstrates <b>some</b> knowledge of paragraph structure	The student demonstrates <b>considerable</b> knowledge of paragraph structure	The student demonstrates <b>thorough</b> knowledge of paragraph structure
<b>Thinking/Inquiry</b>				
The student: - brainstorms and writes continuously for 15 to 20 minutes - makes predictions regarding events using future tenses	The student uses critical thinking skills <b>with limited effectiveness</b> and applies <b>few</b> of the skills of prediction	The student uses critical thinking skills <b>with moderate effectiveness</b> and applies <b>some</b> of the skills of prediction	The student uses critical thinking skills <b>with considerable effectiveness</b> and applies <b>most</b> of the skills of prediction	The student uses critical thinking skills <b>with a high degree of effectiveness</b> and applies <b>all or almost all</b> of the skills of prediction
<b>Communication</b>				
The student: - conducts a survey identifying problems in school, community, city, province and world - discusses news broadcast - writes paragraphs with appropriate structure	The student conducts a survey in English <b>with limited accuracy and effectiveness</b> and communicates <b>with a limited sense</b> of audience/ purposes	The student conducts a survey in English <b>with some accuracy and effectiveness</b> and communicates <b>with some sense</b> of audience/ purposes	The student conducts a survey in English <b>with considerable accuracy and effectiveness</b> and communicates <b>with a clear sense</b> of audience/ purposes	The student conducts a survey in English <b>with a high degree of accuracy and effectiveness</b> and communicates <b>with a strong sense</b> of audience/ purposes

<i>Application</i>				
The student: - uses proper sentence structure, simple declarative and interrogative sentences - offers solutions to world problems in a paragraph	The student applies writing skills <b>with limited effectiveness</b> and makes connections <b>with limited effectiveness</b> between the subject and the world	The student applies writing skills <b>with moderate effectiveness</b> and makes connections <b>with moderate effectiveness</b> between the subject and the world	The student applies writing skills <b>with considerable effectiveness</b> and makes connections <b>with considerable effectiveness</b> between the subject and the world	The student applies writing skills <b>with a high degree of effectiveness</b> and makes connections <b>with a high degree of effectiveness</b> between the subject and the world
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				



## ACTIVITY 4.2 (EANAO)

### Writing Experience Stories Collaboratively

#### 1. Time

450 minutes

#### 2. Description

In this activity, students write experience stories collaboratively. They read models of such stories, become increasingly aware of mechanics, and learn how to organize content.

#### 3. Strands and Expectations

**Strand:** Writing

**Overall Expectations:** EANAO-W-OE.1 - 3 - 4

**Specific Expectations:** EANAO-W-For.2 - 4 - 8 - 9  
EANAO-W-Use.1 - 2 - 8  
EANAO-W-Pres.1 - 2 - 3 - 4

**Strand:** Reading

**Overall Expectations:** EANAO-R-OE.1 - 2 - 4

**Specific Expectations:** EANAO-R-Compr.2  
EANAO-R-Voc.3

**Strand:** Social Skills and Cultural Awareness

**Overall Expectations:** EANAO-S-OE.1 - 2

**Specific Expectations:** EANAO-S-Soc.4 - 5  
EANAO-S-Cult.4

**Strand:** Oral Communication

**Overall Expectation:** EANAO-O-OE.5

**Specific Expectations:** EANAO-O-Sp.7  
EANAO-O-Comm.5

#### 4. Planning Notes

- find suitable model of composition: experience stories (Step A)
- inform students of the major assignment of the activity: collaborative work on experience stories

- read examples of personal stories with the group (stories may deal with individual overcoming adversity to achieve his or her goals)
- prepare handout on three verb tenses of regular verbs (students learn these on their own)
- hand out specific criteria to be used in the evaluation of collaborative experience stories
- prepare test on verbs

## 5. Prior Knowledge Required

- show ability to write declarative and interrogative sentences
- know enough vocabulary to understand new reading material
- be familiar with paragraph structure and use it in writing.

## 6. Activity Instructions

### Step A: Models of Experience Stories

Teacher: provides students with models of personal experience stories.

Teacher: reads stories and invites students to make comments on content. Students also get a look at paragraph structure and organisation of content, answering questions that deal specifically with these aspects.

Teacher: informs students that they will have to contribute personal experience stories on two levels:

- first assignment in unit: collaborative experience story
- later assignment in unit: personal experience story

Teacher: hands out notes on the three basic tenses of the most common regular verbs and irregular verbs of “to be” and “to have”. Students will be evaluated on these verbs the same day that the revision of the collaboration experience story is done.

### Step B: Collaborative Experience Story

Teacher: asks students to form groups of three or four.

Students: contribute to group work. Each talks about a personal experience. All students will decide ultimately which personal experience they will work on collaboratively.

Students: One takes down notes and all students assess the strengths and weaknesses of each story.

Teacher: reminds students that everyone must contribute.

### Step C: Writing the Experience Stories Collaboratively

Teacher: gives out the criteria that will be used to evaluate the collaborative stories.

Teacher: goes from group to group, offers suggestions, and observes how well students work within the group.

### Step D: Revision of Collaborative Stories and Quiz on Verbs

Students: use a variety of resources (e.g. dictionaries, electronic spell-check program, help from teacher and peers).

Students: correctly use periods and question marks as end punctuation and apply conventions of basic capitalization and punctuation.

Teacher: gives a quizz on verbs at the end. (see handout - Step A.)

**Step E: Presentation of Collaborative Stories**

Students: present their work, typewritten, and display it on a poster.

Students: are encouraged to read their work out loud.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** performance tasks - group work (Step C); fill in the blank (Step D)

**summative:** collaborative story (Step E)

## 8. Resources

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

**Pedagogical**

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

**Human**

- personal experience stories

**Material**

- posters

**Technological**

- spell-check program

## 9. Appendices

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

## ACTIVITY 4.3 (EANAO)

### A Look at Some Writing Conventions

#### 1. Time

150 minutes

#### 2. Description

In this activity, students look at some language conventions. The focus is on parts of speech, function of nouns and pronouns as subjects, noun-pronoun agreement and subject-verb agreement. The purpose is to initiate students to some grammatical terms.

#### 3. Strands and Expectations

**Strand:** Writing

**Overall Expectation:** EANAO-W-OE.4

**Specific Expectations:** EANAO-W-Use.5 - 6 - 7

**Strand:** Reading

**Overall Expectation:** EANAO-R-OE.4

**Specific Expectation:** EANAO-R-Compr.11

#### 4. Planning Notes

- use simple texts to locate parts of speech in context and choose texts that elicit student response (e.g., sharing of opinions) (Step A)
- prepare handout on parts of speech (explanation and examples) (Step B)
- find a short text or write sentences for students to locate parts of speech (Step C)
- prepare handout on function of nouns and pronouns as subjects (Step D)
- write notice on agreement (noun-pronoun; subject-verb) dealing with basic rules (Step E)
- prepare a quiz on those grammatical notions (parts of speech and functions of nouns and pronouns as subjects) (Step F)

#### 5. Prior Knowledge Required

- know verbs and pronouns that agree with them (handout given in previous activity)
- be familiar with verbs, nouns, and adjectives
- show ability to respond to ideas in texts

## 6. Activity Instructions

### Step A: Finding out about Parts of Speech in Simple Texts

Teacher: reads simple texts and asks students to respond to main ideas. Teacher explains how this aspect deals with content.

- Style refers to the way we express our ideas. It includes vocabulary, spelling, and grammar. In learning previously about verb tenses, students became familiar with subject-verb agreement. In looking at vocabulary throughout the units, students identified words as nouns, verbs, and adjectives. In asking questions, students used interrogative pronouns. Here the teacher reviews these elements and gives them names.

### Step B: Identifying Five Parts of Speech (for this level)

- Common and proper nouns

Teacher: distinguishes between these two types of noun and gives examples.

Students: To find the noun in a sentence, ask **who** is doing the action?

- Personal and interrogative pronouns

Teacher: lists personal pronouns.

Students: A list of interrogative pronouns is also given. Students use declarative sentences and rewrite them as interrogative sentences.

Teacher: provides models.

- Two helpers: articles and adjectives

Teacher: explains that a word like a noun often needs support or helpers. These words are adjectives and articles .

- Articles are few in number. The list of articles is given together with sentences.

Teacher: specifies that there are many kinds of adjectives: descriptive, possessive, demonstrative, etc. The important element to know for now is that adjectives describe nouns or tell more about them.

- Verbs

Teacher: stresses the importance of verbs. They are words that show what action is going on. Just like the adjectives, there are many kinds of verbs. To find the verb in a sentence, students find the noun that is related to it and ask for example:

The **boy** does what?                      The boy **jumps**.

### Step C: Locating Parts of Speech in Sentences (those listed in Step B)

Teacher: finds a short text or sentences and asks students to identify parts of speech.

### Step D: Recognizing Subjects

Students: Now that students know about nouns, pronouns, verbs, and other parts of speech, they can look at the roles that these words play in a sentence. Words are used as subjects of the verbs. They do the action. These words are nouns and pronouns.

Teacher: supplies sentences.

**Step E: Agreement: Noun-Pronoun; Subject-verb**

Teacher: explains that when pronouns are used to replace nouns, students look at the number (singular-plural) and gender (masculine-feminine) to determine which pronoun will be used.

examples: boy                    - he                    (gender)  
                  girl                    - she                    (gender)  
                  children                - they                    (number)

Teacher: looks at basic rules of subject-verb agreement. Exceptions will be looked at later.

**Step F: Quiz (access to notes)**

Teacher: gives students a quiz on these grammatical notes.

Students: have access to their notebook.

Students: are asked to locate parts of speech and identify subjects.

## **7. Assessment/Evaluation Techniques**

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

**diagnostic:** questions and answers

**formative:** fill in the blanks (Step F)

**summative:** observation

## **8. Resources**

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

**Pedagogical**

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

## **9. Appendices**

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

**Appendix EANA0 4.3.1:** Achievement Chart - A Look at Some Writing Conventions

**Achievement Chart - A Look at Some Writing Conventions**

**Appendix EANA0 4.3.1**

<p><i>Assessment Techniques:</i> diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></p> <p><i>Strand:</i> Writing</p> <p><i>Overall Expectation:</i> EANA0-W-OE.4</p> <p><i>Student Task:</i> Quiz on parts of speech.</p>				
<b>Categories and criteria</b>	<b>50 - 59 % Level 1</b>	<b>60 - 69 % Level 2</b>	<b>70 - 79 % Level 3</b>	<b>80 - 100 % Level 4</b>
<b>Knowledge/Understanding</b>				
The student: - demonstrates knowledge by locating and identifying parts of speech in sentences	The student demonstrates <b>limited</b> knowledge of parts of speech	The student demonstrates <b>some</b> knowledge of parts of speech	The student demonstrates <b>considerable</b> knowledge of parts of speech	The student demonstrates <b>thorough</b> knowledge of parts of speech
<b>Thinking/Inquiry</b>				
The student: - converts declarative sentences to interrogative sentences	The student uses critical thinking skills <b>with limited effectiveness</b> to vary sentence structure	The student uses critical thinking <b>with moderate effectiveness</b> to vary sentence structure	The student uses critical thinking <b>with considerable effectiveness</b> to vary sentence structure	The student uses critical thinking <b>with a high degree of effectiveness</b> to vary sentence structure
<b>Communication</b>				
The student: - responds to ideas in texts - uses the various parts of speech correctly	The student uses language <b>with limited accuracy and effectiveness</b>	The student uses language <b>with some accuracy and effectiveness</b>	The student uses language <b>with considerable accuracy and effectiveness</b>	The student uses language <b>with a high degree of accuracy and effectiveness</b>
<b>Application</b>				
The student: - identifies verbs, adjectives, common and proper nouns, personal and interrogative pronouns, articles and adverbs	The student applies knowledge of parts of speech <b>with limited effectiveness</b>	The student applies knowledge of parts of speech <b>with moderate effectiveness</b>	The student applies knowledge of parts of speech <b>with considerable effectiveness</b>	The student applies knowledge of parts of speech <b>with a high degree of effectiveness</b>
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

## ACTIVITY 4.4 (EANA0)

### Studying Modelled Forms: Letters and Personal Experience Stories

#### 1. Time

450 minutes

#### 2. Description

In this activity, students write letters (friendly, personal, business) and personal experience stories according to models given.

#### 3. Strands and Expectations

**Strand:** Writing

**Overall Expectations:** EANA0-W-OE.1 - 3 - 4 - 5

**Specific Expectations:** EANA0-W-For.3 - 4 - 8 - 9 - 10

EANA0-W-Use.8

EANA0-W-Spe1.4

EANA0-W-Pres.2

**Strand:** Social Skills and Cultural Awareness

**Overall Expectations:** EANA0-S-OE.1 - 2

**Specific Expectations:** EANA0-S-Soc.5

EANA0-S-Cult.4

**Strand:** Oral Communication

**Overall Expectation:** EANA0-O-OE.1

**Specific Expectation:** EANA0-O-Sp.7

#### 4. Planning Notes

- get in touch with students from another school (Step A)
- find examples of friendly letters (Step A)
- reserve time at the computer lab for letters (Step A)
- prepare handouts on three types of letters (friendly, business, personal business) and find some examples (Step B)
- look for addresses of organizations where students could send personal business letters (Step B)
- find example of personal experience stories (Step C)



## 5. Prior Knowledge Required

- be familiar with paragraph structure
- show ability to integrate aspects of models provided into own writing
- know three main verb tenses in the indicative mode of most regular verbs

## 6. Activity Instructions

### **Step:**      **Connecting with Others' Experiences**

Teacher: provides models of friendly letters and comments on content and style. The friendly letters deal with personal experiences; one aspect is emphasized in the letter.

Teacher: Prior to the start of the unit (or, even better, at the beginning of the school year) teacher makes arrangements with teacher from another school for students to write friendly letters to each other.

Students: get a brief description of the students they write to and deal with such topics such as their adaptation to their school and how their learning of English has affected their lives in one way or another.

Students: revise with peers and teacher the content and style of all letters before they are sent by mail (e-mail if possible). Students know that teacher must approve the material that is sent.

Note: Teacher can arrange for students to find a pen pal in a different country through the Internet (if possible).

### **Step B:**      **Communicating Personal Business Letters** (see Achievement Chart)

Teacher: makes a distinction between letters (friendly, business, personal business).

Students: write a personal business letter. It is personal because students are writing it as individuals, not as company representatives. It is business because they are not writing to a friend.

Teacher: may have the information (electronic or other) to get in touch with Member of Parliament, for example. It would be interesting for students to find the address of the organization they would like to reach.

Teacher: may draw up a list of organizations that students may want to reach one day. This could be done on an individual basis by the student.  
The personal business letter is not evaluated but it is a form of writing that students will no doubt use quite often in the years to come.

### **Step C:**      **Proceeding with Personal Experience Stories** (see Achievement Chart)

Teacher: defines with students what a personal experience story is. It would be important for students to read models of such texts.

Teacher: refers to activity 2 and collaborative stories done there. This is a second opportunity for students to write about a personal experience, this time individually.

Students: already know what they want to write about. They have known for some time about the assignment.

Teacher: provides guidelines:

- write introduction, good paragraph structure, supporting details and concluding thoughts
- respect conventions: verb tenses, punctuation, capitalization, spelling
- typed... access to computer lab
- use visual support (if time and energy allow)

Students: may present their stories if they wish. Writing the story is the most important part of the assignment.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** Step A (friendly letter)

**summative:** Step D (personal experience story)

## 8. Resources

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

### **Pedagogical**

MISENER, Judi and Sandra STEELE, *The Business of English*, Toronto, Oxford University Press, 1995, 278 p.

### **Human**

- personal experience stories

### **Material**

- posters

### **Technological**

- spell-check programs
- e-mail

## 9. Appendices

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

**Appendix EANA0 4.4.1:** Achievement Chart - Studying Modelled Forms: Letters and Personal Experience Stories

**Achievement Chart - Studying Modelled Forms: Letters and Personal Experience Stories**

<p><i>Assessment Techniques:</i> diagnostic □ formative ☒ summative □</p> <p><i>Strand:</i> Writing  <i>Overall Expectations:</i> EANAO-W-OE.1 - 3 - 4 - 5</p> <p><i>Strand:</i> Social Skills and Cultural Awareness  <i>Overall Expectations:</i> EANAO-S-OE.1 - 2</p> <p><i>Student Task:</i> Writing friendly and business letters</p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
<b>Knowledge/Understanding</b>				
The student: - understands the basic format of a friendly letter and a business letter	The student demonstrates <b>limited</b> knowledge of forms of letters	The student demonstrates <b>some</b> knowledge of forms of letters	The student demonstrates <b>considerable</b> knowledge of forms of letters	The student demonstrates <b>thorough</b> knowledge of forms of letters
<b>Thinking/Inquiry</b>				
The student: - asks questions about adaptation to school and English language in friendly letter	The student applies <b>few</b> of the skills of questioning	The student applies <b>some</b> of the skills of questioning	The student of questioning applies <b>most</b> of the skills of questioning	The student applies <b>all or almost all</b> of the skills of questioning
<b>Communication</b>				
The student: - writes a friendly letter to students from another school - writes a business letter to an organization	The student communicates <b>with limited sense</b> of audience/purposes using <b>few</b> appropriate forms	The student communicates <b>with some sense</b> of audience/purposes using <b>some</b> appropriate forms	The student communicates <b>with a clear sense</b> of audience/purposes using appropriate forms	The student communicates <b>with a strong sense</b> of audience/purposes using appropriate forms

<i>Application</i>				
<p>The student:            - writes friendly letters asking about adaptation to school and how learning English has affected other students' lives            - establishes contacts through the writing of friendly letters</p>	<p>The student demonstrates <b>limited ability</b> in using the letter format to gain appreciation of anglophone cultures and makes connections <b>with limited effectiveness</b> between the subject and other people in the world</p>	<p>The student demonstrates <b>some ability</b> in using the letter format to gain appreciation of anglophone cultures and makes connections <b>with moderate effectiveness</b> between the subject and other people in the world</p>	<p>The student demonstrates <b>considerable ability</b> in using the letter format to gain appreciation of anglophone cultures and makes connections <b>with considerable effectiveness</b> between the subject and other people in the world</p>	<p>The student demonstrates <b>a high degree of ability</b> in using the letter format to gain appreciation of anglophone cultures and makes connections <b>with a high degree of effectiveness</b> between the subject and other people in the world</p>
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

## ACTIVITY 4.5 (EANAO)

### Strategies for Spelling

#### 1. Time

150 minutes

#### 2. Description

In this activity, students turn their attention to spelling. Throughout the units and particularly this fourth one, students have acquired vocabulary and have learned to spell as well. They spell familiar and unfamiliar words using a variety of strategies. Students end the activity by writing a spelling test using words identified by the teacher.

#### 3. Strands and Expectations

**Strand:** Writing

**Overall Expectation:** EANAO-W-OE.4

**Specific Expectations:** EANAO-W-Spel.1 - 2 - 3 - 4

#### 4. Planning Notes

- remind students to review familiar words given at the beginning of the unit
- find pictures (visual support) for learning how to spell words (Step A.2)
- find words that are very similar in both English and French spelling (e.g., marriage, mariage) (Step A.3)
- prepare a list of words for structural analysis (Step B.1)
- write a list of two-syllable words (Step B.2)

#### 5. Prior Knowledge Required

- be familiar with English sounds (vowels, blends)
- know how to use some strategies to spell familiar words
- know how to find syllables in words

## 6. Activity Instructions

### Step A: Spelling Familiar Words: Different Strategies

Students: hear the words or hear and see them at the same time. It is easier for them to remember how to spell a word if they see it.

Teacher: can use the work done in activity 2, unit 1, on English sounds, as a starting point.

Teacher: reviews the sounds seen in that activity and deals with additional sounds. The phonetic approach is also used to help students as they first learn to read. Teacher can consult textbooks and use phonetic word lists.

Teacher: may write lists of words with a variety of sounds and provide students with lists periodically. It is not recommended giving students too many words at a time. For students who find spelling difficult, it may be discouraging.

Students: remember the spelling of words more if they have a visual image of the word.

Teacher: may wish to look for pictures of words to reinforce the learning.

- Rhyming verses in which patterns of words are used may make it easier to remember the spelling of words.

Students: who are good spellers in their first language have excellent chances of learning to spell correctly in a second language. They have a ear for sounds, an eye for letters.

Students: may become confused at times with words that are slightly different from one language to another (e.g., marriage, mariage; address, adresse).

Students: have to try to visualise the words, spell them several times, and find a personal method of remembering the spelling of difficult words (e.g., making connections).

Teacher: can find a list of words where the spelling varies slightly from one language to another. Students can also look for some of these words as well.

### Step B: Predicting the Spelling of Unfamiliar Words

Teacher: informs students of different strategies that they may use to know how to spell unfamiliar words.

Students: look at the word and try to determine its root.

Teacher: may wish to prepare a list of words and tell students to find the root-word.

Students: become familiar with commonalities in word families in spelling, as they did for vocabulary before.

Teacher: looks at two-syllable words:

Examples: bon-net	rib-bon	sud-den
pock-et	cot-ton	mit-ten
pack-et	les-son	kit-ten

Teacher: looks for additional words and asks students to form two syllables with the words.

### Step C: Words Identified by the Teacher

Students: At the outset of the unit, students received a handout of words they had to learn for a spelling test.

Students: These words are taken from reading material, listening activities, discussions, and other learning experiences. Students have seen, heard, or read about them.

Teacher: now proceeds to give students a test on these words.  
Note: A “spelling bee” may be used here.

## **7. Assessment/Evaluation Techniques**

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

**diagnostic:** observation

**formative:** quiz

**summative:** Step C (spelling test or “spelling bee”)

## **8. Resources**

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

### **Pedagogical**

GARFIELD, Annis, *Teach Your Child To Read*, London, Vermilion, 1992, 120 p.

### **Material**

- pictures (visual support)

## **9. Appendices**

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





## UNIT 5 (EANA0)

### Developing Critical Thinking Skills

#### Unit Description

In this unit, students will use the skills and knowledge acquired through the first four units in listening, speaking, reading, and writing. Students will learn simple idiomatic expressions and continue to acquire vocabulary through various activities. They will respond to classroom discussions, selected media works and reading material in terms of personal experiences. Students will become more familiar with their cultural environment and begin to appreciate the impact of the media on their lives.

#### Strands and Expectations

##### Strand: Oral Communication

**Overall Expectations:** EANA0-O-OE.1 - 2 - 4 - 5

**Specific Expectations:** EANA0-O-List.5  
EANA0-O-Sp.1 - 2 - 4 - 6  
EANA0-O-Media.1 - 2 - 3  
EANA0-O-Comm.2 - 4 - 7 - 9

##### Strand: Reading

**Overall Expectation:** EANA0-R-OE.1 - 4

**Specific Expectations:** EANA0-R-Compr.1 - 5 - 12  
EANA0-R-Crit.1 - 5  
EANA0-R-Voc.4

##### Strand: Social Skills and Cultural Awareness

**Overall Expectation:** EANA0-S-OE.1 - 2

**Specific Expectations:** EANA0-S-Soc.2 - 3  
EANA0-S-Cult.1 - 2 - 3 - 4 - 5

##### Strand: Writing

**Overall Expectation:** EANA0-W-OE.1

**Specific Expectations:** EANA0-W-For.4 - 8  
EANA0-W-Pres.4

## Activity Titles

**Activity 5.1:** Simple Idiomatic Expressions

**Activity 5.2:** Basic Elements of Media Texts: Impact on Message

**Activity 5.3:** Learning About Anglophone Canadian Cultures in the Media

**Activity 5.4:** Identify Values, Traditions, Attitudes of Canadian and American Cultures

**Activity 5.5:** Influence of the English Language on Daily Activities

## Prior Knowledge Required

- be familiar with enough vocabulary to speak with some confidence
- know how to organize ideas and information
- be familiar with simple literary and informational texts
- know how to find information
- know how to spell familiar words and how to predict the spelling of unfamiliar ones

## Unit Planning Notes

The teacher will:

- look for a variety of advertisements
- review basic terminology of media texts
- give criteria for suitability of material

## Crosscurricular Links

### Français

- identify colourful expressions that are used in conversations and in written material
- interpret media texts in terms of personal experiences
- become more conscious of the influence of the media
- understand the term culture
- find various francophone groups living in different regions of Canada
- study the impact of media works on young people
- reflect on their own personal values

### Other disciplines

- explore talents in visual arts to come up with a visual representation of an idiom
- study the impact of advertising in a media course
- locate areas on the map where anglophone cultural groups live in greater numbers (geography)

- learn about the huge amounts of money made by the media industry in a business course or a media course
- learn about other minority groups, in history courses for example

### **Cultural Animation**

- recognize the use of expressions in a language
- relate the expressions to specific regions or provinces or linguistic groups
- allow people to find out about a cultural group, through media texts for example
- understand the importance that language plays in keeping cultural groups together
- identify values that are transmitted by the media
- show respect for other languages and cultures

### **Technology**

- use technological resources to come up with ideas for the visual representation of an idiom
- look for information about cultural events on the Internet
- look at how advertising is now very much part of the Internet
- become familiar with technological resources that are used to create advertisements
- use technological resources to learn more about community activities and use technology to learn another language more rapidly

### **Careers**

- explore careers in visual arts
- look at many career possibilities related to the world of the media
- explore careers such as sociologists and political scientists (if cultural groups and cultural survival are of particular interest)
- look at careers in advertising
- discover career opportunities working as interpreters and translators

### **Teaching/Learning Strategies**

In this unit, the teacher utilizes the following strategies:

- |   |                    |
|---|--------------------|
| - small group work  |                    |
| - group discussion  | - learning log     |
| - lecture   | - guest speaker    |
| - homework  | - oral response    |
| - specific roles in group work activity:<br>editor, readers (information) | - think/pair/share |

### **Assessment/Evaluation Techniques**

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

**diagnostic:** observation, questions and answers

**formative:** oral questions and answers, learning log

**summative:** visual presentations

## **Accommodations (for students with special needs)**

### **A. Activity Instructions**

*Students with special needs:*

- bring pictures to help students understand idioms
- ask students questions to verify their comprehension
- provide additional time to complete their work
- invite students to ask questions for clarification
- give students handouts before the class so they have a chance to read and understand the material
- provide many examples to support ideas like values, traditions
- allow students to take longer to look at ads and television shows, for example
- encourage students to ask for help (vocabulary, orderly presentation of ideas)

*Students requiring remedial and/or enrichment activities:*

- simplify instructions
- provide sufficient examples
- ask students to find additional idioms and visual support to explain the idiom (enrichment)
- give additional explanations whenever necessary
- verify students' level of understanding by asking them questions
- ask students to find ads for classroom use (enrichment)
- give additional time to complete work
- do additional research on contemporary anglophone Canadian cultures (enrichment)
- help students to get organized, to work in a structured manner
- let students do additional television shows and watch news broadcasts from more than two stations if they wish (enrichment)
- help students to organize their presentation
- provide suggestions
- allow students to use prompts

### **B. Assessment/Evaluation Techniques**

*Students with special needs:*

- ask them to work in pairs for visual representation of idioms
- review idioms on a daily basis
- simplify instructions
- verify students' notes on prominent people before they participate in informal discussions
- encourage students to participate in discussions
- allow students enough time to prepare themselves and to deliver their presentation

*Students requiring remedial and/or enrichment activities:*

- provide encouragement and immediate feedback (whenever possible)
- allow extra time to complete assignments
- provide students with different assessment opportunities (enrichment)

- encourage students to give opinions
- provide feedback to students as they prepare for presentations
- offer students the opportunity to comment on various ads or to invent one of their own (enrichment)
- ask students to present several prominent figures (enrichment)
- ask students questions or opinions directly
- provide students with several opportunities to make their views known, to sustain interest (enrichment)
- let students give a longer presentation if they so wish (enrichment)

## **Security**

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

## **Resources**

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

### **Pedagogical**

FRANK, Christine, RINVOLUCRI, Mario and Marge BERER, *Challenge To Think*, Oxford, Oxford University Press, 1982.

MINISTRY OF EDUCATION AND TRAINING, *Media Literacy Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

### **Human**

- guest speaker

## ACTIVITY 5.1 (EANAO)

### Simple Idiomatic Expressions

#### 1. Time

300 minutes

#### 2. Description

In this activity, students learn what an idiomatic expression is and find the difference between the literal meaning and the intended meaning. They determine the meaning of idioms in sentences and in short texts. Students match idioms with given meanings, read dialogues in which idioms are used, and end the activity with a visual presentation of an idiom.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectation:** EANAO-O-OE.2 - 4

**Specific Expectations:** EANAO-O-List.5  
EANAO-O-Sp.1

**Strand:** Reading

**Overall Expectation:** EANAO-R-OE.4

**Specific Expectations:** EANAO-R-Compr.7 - 12  
EANAO-R-Voc.4

**Strand:** Writing

**Overall Expectation:** EANAO-W-OE.1

**Specific Expectations:** EANAO-W-Pres.4  
EANAO-W-For.4

#### 4. Planning Notes

- prepare exercise on idioms: literal and intended meanings (Step A)
- write a list of sentences with idioms (Step B)
- find short texts (paragraphs) where idioms are used (Step C)
- prepare exercises: matching idioms with their meaning (Step D)
- advise students of a short “matching” test (Step D)
- look for dialogues with idioms (Step E)

- tell students that they will be presenting an idiom with some visual support to explain it (Step F)

## 5. Prior Knowledge Required

- show ability to determine the meaning of unfamiliar vocabulary by looking at the context
- be familiar with more expressions and vocabulary than in the beginning unit
- show the ability to use new vocabulary when giving responses

## 6. Activity Instructions

### Step A: What is an Idiom ?

An idiom is an expression that plays a role in everyday language. An idiom adds colour to the language. It is not easy to understand; a person cannot comprehend the whole simply by trying to understand the individual parts.

Students: who are new to the language are unable to translate words or phrases into their own language, for example. What is the idiomatic part of the language? It is something that needs to be learned.

Teacher: In the exercise in Appendix EANA0 5.1.1, asks students to look at idioms.

Teacher: explains the difference between literal meaning and intended meaning.

Teacher: may give more than 10 if things go well.

Teacher: tells students these are expressions they may hear or read about.

### Step B: Determining the Meaning of Idioms in Sentences

Teacher: hands out a series of sentences with the idiom underlined in each one.

Students: look for other words in the sentence to help them.

Examples: 1. A good reporter has **a nose for news**.

2. She's very good with plants; she has **a green thumb**

3. He can't dance; he has **two left feet**.

Students: It is easier to understand the meaning of idioms when the other part of the sentence explains it.

Teacher: suggests that students learn their idioms by consulting their personal word lists or learner logs frequently.

### Step C: Idioms in Short Texts

Teacher: hands out several short texts where idioms are used.

Teacher: underlines idioms and explains that students will express in their own words what the underlined expressions mean.

Example: Look at Charles ! He's got that **special twinkle in his eyes !** At the show, he feels **on top of the world**. He knows he wants to explore this field of astronomy and become an astronaut one day.

Students: work at several of these texts with a partner.

**Step D: Matching Idioms with their Meanings** (see Achievement Chart)

Teacher: prepares a series of idioms that students may come across in conversations and in reading material.

Teacher: writes an exercise like that provided in Appendix EANA0 5.1.2:

Students: learn that idioms add colour to the language they use. Not everyone is familiar with idioms.

Students: In the last segment of the activity, choose one idiom, make a visual representation of the idiom, and tell about the idiom by writing a short paragraph in which the idiom is used.

Teacher: decides if students work individually or in pairs.

Teacher: At this point, allows time to review the idioms so far studied in pairs and gives students a short matching test.

**Step E: Dialogues and Idioms**

Teacher: selects dialogues that show the use of idioms. *Take Part, Speaking Canadian English* has some of these dialogues. The language may be a little difficult for students at this level, but teacher will provide necessary explanations, if texts are used.

Teacher: may know other good sources themselves...or may give students time to work on their presentation if no dialogue with idioms is found.

**Step F: Presentation of an Idiom** (see Achievement Chart)

Students: presents their idiom with visual support poster to explain its meaning.

Students: If they find it difficult to come up with some visual support, they may write the paragraph only.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** questions and answers

**formative:** matching (Step D)

**summative:** (Step F) (visual representation of idiom)

## 8. Resources

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

### Pedagogical

BURKE, Hilary, *Phrasal Verbs*, Ottawa, Point-to-Point, 1998, 141 p.

CHURCHILL, Albert, *English Is*, Montreal, Lidec, 1995, 170 p.

PIETRUSIAK ENCKENT, Lucia and Karen P. BARDY, *Take Part, Speaking Canadian English*, Scarborough, Prentice-Hall, 1986, 108 p.

### Material

- visual support (pictures)



## **9. Appendices**

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

**Appendix EANA O 5.1.1:** Idioms

**Appendix EANA O 5.1.2:** Idiom Exercise

**Appendix EANA O 5.1.3:** Achievement Chart - Simple Idiomatic Expressions

**IDIOMS**

Idioms	Meaning	
	Literal	Intended
1. Butter up	put butter	give many compliments ; flatter
2. By the book	next to the book	by the rules
3. Cook up	prepare food, a meal	invent falsely
4. Free for all	no cost involved	mêlée générale
5. Jump at	leap at	accept with enthusiasm
6. Skip over something	go over something	pass quickly over
7. On top of the world	stand on top of the globe	feeling very good
8. Play the field	go out in the field and play	date many people
9. Take the bull by the horns	stand up to the bull and hold his horns	deal with the problem

**IDIOM EXERCISE**

Match each idiom on the left with a meaning on the right

- |                     |                           |
|---------------------|---------------------------|
| - cut that out      | - mind your own business  |
| - butter him up     | - discuss                 |
| - go into something | - arrive in great numbers |
| - pour in           | - stop doing that at once |
| - butt out          | - give him compliments    |
| - etc.              |                           |

**Achievement Chart - Simple Idiomatic Expressions**

**Appendix EANA0 5.1.3**

<p><i>Assessment Techniques:</i> diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></p> <p><i>Strand:</i> Oral Communication  <i>Overall Expectations:</i> EANA0-O-OE.2 - 4</p> <p><i>Strand:</i> Reading  <i>Overall Expectations:</i> EANA0-R-OE.3 - 4 - 5</p> <p><i>Strand:</i> Writing  <i>Overall Expectation:</i> EANA0-W-OE.1</p> <p><i>Student Task:</i> Visual representation and oral presentation of an idiom</p>				
<b>Categories and criteria</b>	<b>50 - 59 % Level 1</b>	<b>60 - 69 % Level 2</b>	<b>70 - 79 % Level 3</b>	<b>80 - 100 % Level 4</b>
<b>Knowledge/Understanding</b>				
The student: - matches idioms with their meanings	The student demonstrates <b>limited</b> knowledge of idioms	The student demonstrates <b>some</b> knowledge of idioms	The student demonstrates <b>considerable</b> knowledge of idioms	The student demonstrates <b>thorough</b> knowledge of idioms
<b>Thinking/Inquiry</b>				
The student: - determines the meaning of unfamiliar vocabulary by looking at the context - recognizes the difference between literal and intended meaning	The student uses critical thinking skills <b>with limited effectiveness</b>	The student uses critical thinking skills <b>with moderate effectiveness</b>	The student uses critical thinking skills <b>with considerable effectiveness</b>	The student uses critical thinking skills <b>with a high degree of effectiveness</b>
<b>Communication</b>				
The student: - visually represents and orally presents an idiom	The student explains an idiom <b>with limited clarity</b>	The student explains an idiom <b>with some clarity</b>	The student explains an idiom <b>with considerable clarity</b>	The student explains an idiom <b>with a high degree of clarity, and with confidence</b>

<i>Application</i>				
The student: - uses new vocabulary when giving responses - writes a short paragraph using a new idiom	The student applies new vocabulary <b>with limited effectiveness</b> in various contexts	The student applies new vocabulary <b>with moderate effectiveness</b> in various contexts	The student applies new vocabulary <b>with considerable effectiveness</b> in various contexts	The student applies new vocabulary <b>with a high degree of effectiveness</b> in various contexts
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

## ACTIVITY 5.2 (EANAO)

### Basic Elements of Media Texts: Impact on Message

#### 1. Time

300 minutes

#### 2. Description

In this activity, students identify basic elements of media texts that enhance the communication of the message. They become more aware of the role the media play in their lives. Students understand basic terminology such as headline and font when discussing visual elements of print and electronic media.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectation:** EANAO-O-OE.4

**Specific Expectations:** EANAO-O-Media.1 - 2 - 3

**Strand:** Reading

**Overall Expectation:** EANAO-R-OE.1

**Specific Expectations:** EANAO-R-Compr.1 - 12

EANAO-R-Crit.5

#### 4. Planning Notes

- ask students to bring in an advertisement
- remind them to choose an ad that is suitable classroom material
- start a collection of magazines and newspapers for classroom use
- ask students or teachers to contribute
- bring examples of brochures, ads (Step A)
- prepare handout for discussion (Step B)
- write notes on basic elements (size of print, column layout) of media texts (Step C)
- have a good stock of ads (Step D)
- prepare other notes on basic terminology when discussing visual elements of print and electronic media (Step D)

## 5. Prior Knowledge Required

- know enough vocabulary to understand simple texts
- show ability to understand messages or main ideas in texts
- be at ease and familiar with the concept of group work and the sharing of responsibilities within the group
- show ability to prepare a short oral presentation

## 6. Activity Instructions

### Step A: What Are Media Texts?

Teacher: gives students examples of what media texts are and brings examples (e.g., brochure, advertisement) of media texts.

- Media” refers to television, newspapers, radio, film, computer technology.
- “Texts” refers to any form of reproduced communication in media and regular culture (e.g., a film, television program, a poster, CDs, Internet website, etc.)

### Step B: Discussion of Media in Small Groups

Students: reflect on the role the media play in people’s lives.

Address these questions:

- What media form attracts you the most? Why? (film, video, television, radio, etc.)
- Associate the medium with the age group

Teenagers

- Young adults 18-25: \_\_\_\_\_
- Blue-collar male 25-35: \_\_\_\_\_
- Blue-collar female 25-35: \_\_\_\_\_
- Professional male 35-50: \_\_\_\_\_
- Professional female 35-50: \_\_\_\_\_
- Retired people: \_\_\_\_\_

- What do children like about the media?

Teacher: may wish to extend this discussion by asking students to find a person in each of these age groups and interview them (link to Unit 1)

### Step C: Basic Elements of Media Texts

Teacher: prepares handout on basic elements (e.g., size of print, column layout) of media texts. The list need not be exhaustive as students are learning a new language and these technical terms may prove to be a little difficult.

Teacher: may wish to consult the *Media Literacy Resource Guide 1989* and other resources if they have never really taught a media component in their course.

Students: Samples of advertisements and newspaper articles, for example, will help students prepare the media text.

Students: then identify basic elements of several media texts and give their general impression. Students work in small groups and then bring their viewpoints to the whole group.

### **Step D: Basic Terminology and Discussion of Visual Elements**

Teacher: encourages students to use basic terminology when discussing visual elements of print and electronic media. Terms such as headline and font are explained.

Teacher: explains that students will choose from a selection of ads and comment on visual elements. They will form groups of two or three and write down comments on the colour, images, text, headline, font. Additional remarks are made on the overall purpose of the ad, the people for whom it is intended (target audience), and its impact (successful or not).

Students: then present the results of discussion within the respective groups.

### **Step E: Individual Presentation of an Ad**

Students: choose an ad and present it to the class.

Teacher: gives students time to finish preparing their short oral presentation during the first part of the class. (Students should have worked on the ad prior to the class.)

Students: will identify basic elements (e.g., size of print, column layout) of media texts that enhance the communication of the message. They will also use basic terminology (e.g., headline, font) when discussing elements of print and electronic media.

## **7. Assessment/Evaluation Techniques**

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

**diagnostic:** observation

**formative:** performance tasks - group work (Step D)

**summative:** presentation of an ad (Step E)

## **8. Resources**

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

### **Pedagogical**

FRANK, Christine, RINVOLUCRI, Mario, and Marge BERER, *Challenge to Think*, Oxford, Oxford University Press, 1982.

MINISTRY OF EDUCATION AND TRAINING, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

## **9. Appendices**

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

**Appendix EANA0 5.2.1:** Achievement Chart - Basic Elements of Media Texts: Impact on Message



**Achievement Chart - Basic Elements of Media Texts: Impact on Message**

<p><i>Assessment Techniques:</i> diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></p> <p><i>Strand:</i> Oral Communication  <i>Overall Expectation:</i> EANAO-O-OE.1</p> <p><i>Strand:</i> Reading  <i>Overall Expectation:</i> EANAO0R-OE.1</p> <p><i>Student Task:</i> Oral presentation of an ad</p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
<b>Knowledge/Understanding</b>				
The student: - uses basic media terminology (e.g., headline, font) - recognizes basic media visual elements - demonstrates understanding of messages in media texts	The student demonstrates <b>limited</b> understanding of advertisement in media	The student demonstrates <b>some</b> understanding of advertisement in media	The student demonstrates <b>considerable</b> understanding of advertisement in media	The student demonstrates <b>thorough</b> understanding of advertisement in media
<b>Thinking/Inquiry</b>				
The student: - selects ads and comments on visual elements such as colour, images, text, headline, font	The student applies <b>few</b> of the skills of evaluation to comment on ads	The student applies <b>some</b> of the skills of evaluation to comment on ads	The student applies <b>most</b> of the skills of evaluation to comment on ads	The student applies <b>all or almost all</b> of the skills of evaluation to comment on ads
<b>Communication</b>				
The student: - prepares and presents an ad, identifying basic elements and using basic terminology - comments on target audience and impact of ads	The student orally presents ads <b>with limited clarity</b> , using media terminology <b>with limited accuracy and effectiveness</b> and <b>with a limited sense</b> of audience and purposes	The student orally presents ads <b>with some clarity</b> , using media terminology <b>with some accuracy and effectiveness</b> and <b>with some sense</b> of audience and purposes	The student orally presents ads <b>with considerable clarity</b> , using media terminology <b>with considerable accuracy and effectiveness</b> and <b>with a clear sense</b> of audience and purposes	The student orally presents ads <b>with a high degree of clarity and with confidence</b> , using media terminology <b>with a high degree of accuracy and effectiveness</b> and <b>with a strong sense</b> of audience and purposes

<i>Application</i>				
The student: - identifies basic elements of media texts that enhance the communication of the message	The student applies media literacy <b>with limited effectiveness</b>	The student applies media literacy <b>with moderate effectiveness</b>	The student applies media literacy <b>with considerable effectiveness</b>	The student applies media literacy <b>with a high degree of effectiveness</b>
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

## ACTIVITY 5.3 (EANA0)

### Learning About Anglophone Canadian Cultures in the Media

#### 1. Time

150 minutes

#### 2. Description

In this activity, students define culture and take a closer look at contemporary anglophone Canadian cultures. Students learn about different cultural groups and also about individuals who have made an impact on the anglophone Canadian cultures.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANA0-O-OE.1 - 4 - 5

**Specific Expectations:** EANA0-O-Sp.2 - 4  
EANA0-O-Comm.2 - 4 - 7 - 9

**Strand:** Social Skills and Cultural Awareness

**Overall Expectation:** EANA0-S-OE.2

**Specific Expectations:** EANA0-S-Cult.1 - 3

**Strand:** Reading

**Overall Expectation:** EANA0-R-OE.1

**Specific Expectations:** EANA0-R-Compr.1  
EANA0-R-Crit.5

**Strand:** Writing:

**Overall Expectation:** EANA0-W-OE.1

**Specific Expectations:** EANA0-W-For.4 - 8

#### 4. Planning Notes

- prepare handouts on “What is culture?”
- get in touch with Statistics Canada (or some other government agency) to find out the make-up of Canadian society: number of cultural groups, the dominant group, the number of Anglophone cultures in Canada

- find short texts that deal with prominent people from anglophone Canadian cultures
- look for some names of famous people (e.g., arts, science, literature)
- use a short film that looks at culture (if texts cannot be found)

## 5. Prior Knowledge Required

- show ability to participate in discussions
- know how to take down notes from readings
- show ability to learn by listening to other students' comments and observations

## 6. Activity Instructions

### Step A: What Is Culture? (Information and Discussion)

Teacher: gives handout on important aspects of culture: language, religion, values, attitudes, traditions. Teacher clarifies each aspect by providing examples.

Teacher: asks students to address these questions in small groups:

- Where do you believe there are more ethnic groups? (In large cities? In smaller towns? Why?)
- What is the dominant cultural group?
- Where is the center for business located in Canada?
- How are values of dominant groups known?

Teacher: goes over each question with students to make sure they understand. A discussion follows involving the whole group.

Teacher: suggests a self-interrogation activity where students situate themselves in a given cultural context based on the information they receive from the teacher about the culture. Teacher may ask students to write a short paragraph about one's identification with a cultural group and then to present it to the class on a voluntary basis.

### Step B: Contemporary Anglophone Canadian Cultures

Teacher: provides students with basic information about anglophone Canadian cultures. Again, a good source is Statistics Canada.

Teacher: brings short texts that deal with anglophones who have had an impact on anglophone Canadian cultures.

Students: read these texts individually and try to discover more about anglophone Canadian cultures. Students take down notes as they read along.

### Step C: Summary of Reading

Teacher: After students have had a chance to read about these important anglophones, teacher invites students to share what they have learned about these individuals.

Substitution (film for texts)

- If short texts on important contemporary anglophones cannot be found, teacher may wish to use a short film about contemporary anglophone cultures.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** performance tasks (Step C)

## 8. Resources

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

### **Pedagogical**

MINISTRY OF EDUCATION AND TRAINING, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

### **Material**

- newspaper and magazine articles
- Statistics Canada (and other governmental agencies' publications)
- VHS

### **Technological**

- video (on anglophone cultures)

## 9. Appendices

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

## ACTIVITY 5.4 (EANAO)

### Identify Values, Traditions, Attitudes of Canadian and American Cultures

#### 1. Time

300 minutes

#### 2. Description

In this activity, students continue to reflect on some aspects of culture. They look at selected ads, television shows, and other media works that depict elements of Canadian and American cultures.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANAO-O-OE.1 - 4

**Specific Expectations:** EANAO-O-Sp.4  
EANAO-O-Media.1

**Strand:** Social Skills and Cultural Awareness

**Overall Expectation:** EANAO-S-OE.2

**Specific Expectations:** EANAO-S-Cult.2 - 5

**Strand:** Reading

**Overall Expectation:** EANAO-R-OE.4

**Specific Expectations:** EANAO-R-Compr.1  
EANAO-R-Crit.1

#### 4. Planning Notes

- inform students of individual presentations dealing with personal reflections (influence of the English language on their lives) coming up after this activity; five periods from now (see Activity 5, Step A for details)
- find copies of American magazines and newspapers and compare them with Canadian works (for ads only) (Step A)
- prepare a list of television shows and films that students could be watching (Step B)
- look at Canadian and American content with respect to these shows (Step B)

## 5. Prior Knowledge Required

- use knowledge of cultural terms to participate in discussions
- know basic vocabulary associated with media texts (e.g., size of print, column layout)
- be familiar with some media works (e.g., news report, television programs, film, video)

## 6. Activity Instructions

### **Step A: Comparing Ads from Different Cultural Groups (Canadian and American)**

Teacher: plays two different popular songs on cassette or CD (one Canadian, the other American) at the outset to make way for a discussion on the differences between the two.

Teacher: selects ads and asks students to look at them.

Students: determine which ones are Canadian, which ones are American.

Teacher: makes copies of each ad so that students get the same ads when they work in small groups.

Teacher: numbers each ad. This makes it easier for discussion afterwards.

Students: identify each one and give reasons for their choice.

Teacher: For further reflection, after whole group has reviewed the ads, teacher asks these questions:

- What are the values shown in these ads? (What is important?)
- How do ads affect high school students, for example?
  - fashion
  - film
  - video
  - music, etc.
- In the ads, do you see any difference between American and Canadian values?

### **Step B: Television Shows**

Teacher: asks students what television shows they watch. Why do they like these shows? What makes a good television show? What do you learn from these shows?

Teacher: looks at some television shows from Canadian and American producers.

Students: can be asked to look at aspects they find similar and those they find different in the two cultural groups.

Students: compare the content, pointing out similarities and differences. These are some of the items they can look at:

- language (e.g., slang, formal)
- fashion
- body language, eye contact
- attitudes (e.g., what they say about minority groups, for example)
- values

Students: take down notes after the shows are shown. If necessary, teacher shows segments of television shows again.

Students: A discussion of items follows. Students' participation is observed by the teacher.

### **Step C: Other Media Works**

Teacher: can select a news broadcast from a Canadian television station and compare its content to that of an American one.

- What is the lead story?
- What coverage (how long) is given to it?
- What other items make the news?, etc.

If news broadcast is chosen, be sure to show first section that deals with news (e.g., the CBC or CTV for Canadian content and ABC, CBS, or NBC for American content).

Students: Discussion follows viewing.

Teacher: may ask students in groups of two or three to stage a short two-three minute skit of a broadcast about top stories in the news.

## **7. Assessment/Evaluation Techniques**

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

**diagnostic:** questions and answers

**formative:** performance tasks (Step B)

## **8. Resources**

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

### **Pedagogical**

MINISTRY OF EDUCATION AND TRAINING, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

### **Material**

- magazines and newspapers
- VHS

### **Technological**

- television shows

## **9. Appendices**

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



## ACTIVITY 5.5 (EANA0)

### Influence of the English Language on Daily Activities

#### 1. Time

150 minutes

#### 2. Description

In this activity, students complete the study of media. In an individual presentation, students share their impressions, thoughts, and feelings about their cultural environment and speak of the influence of the English language on daily activities.

#### 3. Strands and Expectations

**Strand:** Oral Communication

**Overall Expectations:** EANA0-O-OE.4 - 5

**Specific Expectations:** EANA0-O-Sp.4,  
EANA0-O-Comm.4 - 7 - 9

**Strand:** Social Skills and Cultural Awareness

**Overall Expectations:** EANA0-S-OE.1 - 2

**Specific Expectations:** EANA0-S-Soc.2 - 3  
EANA0-S-Cult.4

#### 4. Planning Notes

- allow students working period to complete work on presentation
- at the beginning of activity 4, students were told they would be presenting in the last activity
- indicate to students what they will be evaluated on (give students specific criteria that will be used in evaluating their presentations)

#### 5. Prior Knowledge Required

- be familiar with oral presentations
- know how to organize one's presentation
- show ability to use non-verbal cues (e.g., eye contact) when presenting
- know the importance of mechanics (e.g., articulation, projection) in oral presentations

## 6. Activity Instructions

### Step A: Preparing for Presentations

Teacher: informs students of the presentation next period.

Students: have known about this presentation since the beginning of activity 4.

They will deal with the following topic:

“The influence of the English language on my life”

- Students describe any changes since they started learning: at home; at school (Anglais class); in their community.
- Students reflect on how language affects or does not affect: work; friends; involvement in the community.
- Students then deal with the media and explain if learning the English language has changed their way of looking at: things; people; values, etc.

Teacher: can simplify the terms but this is only to give individuals suggestions or ideas for the oral presentation.

Students: know details about:

- the length of the presentation: 2-3 minutes
- content: ideas are clearly presented
- style of presentation:
  - articulation, pronunciation, etc.
  - eye contact, gestures
- general impression

### Step B: Presentations

Teacher: asks for volunteers and encourages students to do their best.

Students: should get feedback the next period.

## 7. Assessment/Evaluation Techniques

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

**diagnostic:** observation

**formative:** questions and answers

**summative:** oral presentation (Step B)

## 8. Resources

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

### Human

- students' personal experiences

## **9. Appendices**

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

**Appendix EANA0 5.5.1:** Achievement Chart - Influence of the English Language on Daily Activities

**Achievement Chart - Influence of the English Language on Daily Activities**

<p><i>Assessment Techniques: diagnostic □ formative □ summative ☒</i></p> <p><i>Strand: Oral Communication</i>  <i>Overall Expectations: EANA0-O-OE.4 - 5</i></p> <p><i>Strand: Social Skills and Cultural Awareness</i>  <i>Overall Expectations: EANA0-S-OE.1 - 2</i></p> <p><i>Student Task: Oral presentation on the influence of English</i></p>				
<b>Categories and criteria</b>	<b>50 - 59 % Level 1</b>	<b>60 - 69 % Level 2</b>	<b>70 - 79 % Level 3</b>	<b>80 - 100 % Level 4</b>
<b>Knowledge/Understanding</b>				
The student: - orally presents impressions, thoughts and feelings: the influence of English on their personal life	The student demonstrates <b>limited</b> understanding of the influence of the English-language culture	The student demonstrates <b>some</b> understanding of the influence of the English-language culture	The student demonstrates <b>considerable</b> understanding of the influence of the English-language culture	The student - demonstrates <b>thorough</b> understanding of the influence of the English-language culture
<b>Thinking/Inquiry</b>				
The student: - organizes the presentation ideas logically and coherently to evaluate the impact of English on his/her life	The student uses critical thinking skills <b>with limited effectiveness</b> and applies <b>few</b> of the skills of analysis	The student uses critical thinking skills <b>with moderate effectiveness</b> and applies <b>some</b> of the skills of analysis	The student uses critical thinking skills <b>with considerable effectiveness</b> and applies <b>most</b> of the skills of analysis	The student uses critical thinking skills <b>with a high degree of effectiveness</b> and applies <b>all or almost all</b> of the skills of analysis
<b>Communication</b>				
The student: - presents orally for 2-3 minutes - articulates and pronounces words clearly	The student presents her/his perceptions orally <b>with limited clarity</b> , using language <b>with limited accuracy and effectiveness</b>	The student presents her/his perceptions orally <b>with some clarity</b> , using language <b>with some accuracy and effectiveness</b>	The student presents her/his perceptions orally <b>with considerable clarity</b> , using language <b>with considerable accuracy and effectiveness</b>	The student presents her/his perceptions orally <b>with a high degree of clarity and with confidence</b> , using language <b>with a high degree of accuracy and effectiveness</b>

<i>Application</i>				
The student: - uses the speaking skills acquired throughout the course - analyses the impact of the English-language culture on his/her own life	The student applies speaking skills <b>with limited effectiveness</b> and makes connections between personal experiences and the subject <b>with limited effectiveness</b>	The student applies speaking skills <b>with moderate effectiveness</b> and makes connections between personal experiences and the subject <b>with moderate effectiveness</b>	The student applies speaking skills <b>with considerable effectiveness</b> and makes connections between personal experiences and the subject <b>with considerable effectiveness</b>	The student applies speaking skills <b>with a high degree of effectiveness</b> and makes connections between personal experiences and the subject <b>with a high degree of effectiveness</b>
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				