

ANGLAIS POUR DÉBUTANTS 2

EANB0

Niveau 2

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COURSE PROFILE FRAMEWORK

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

**TABLE OF OVERALL EXPECTATIONS AND
SPECIFIC EXPECTATIONS**

ANGLAIS POUR DÉBUTANTS 2		Units				
<i>Strand: Oral Communication</i>		1	2	3	4	5
Overall Expectations						
EANBO-O-OE.1	demonstrate an understanding of spoken English used in familiar contexts and daily activities;	1.1 1.2 1.3 1.4 1.5		3.1 3.2		
EANBO-O-OE.2	demonstrate some ability to listen in different ways for different purposes;	1.1 1.2 1.3 1.5 1.6				5.1 5.2
EANBO-O-OE.3	communicate messages for specific purposes and to specific audiences in a variety of forms;				4.5	5.3 5.4 5.5
EANBO-O-OE.4	use simple sentences and vocabulary acquired through class discussions and readings for oral expression;	1.3 1.4	2.1 2.2 2.3 2.4 2.5			
EANBO-O-OE.5	correctly use mechanics of spoken English.		2.1 2.2 2.3 2.4 2.5			
Specific Expectations: Listening						
EANBO-O-List.1	acquire new vocabulary and expressions by listening to a variety of oral communications;	1.1 1.5 1.6				
EANBO-O-List.2	participate in discussions in various contexts, demonstrating their understanding of others' oral communications;	1.2		3.2		
EANBO-O-List.3	reproduce the essence of a message and other texts;	1.4				
EANBO-O-List.4	demonstrate the ability to follow instructions;	1.4 1.6				
EANBO-O-List.5	make an accurate written record of verbal instructions and messages;	1.4 1.6		3.2		
EANBO-O-List.6	imitate models of correct pronunciation and intonation;	1.2				
EANBO-O-List.7	recognize and identify the role of conversational gambits;	1.1 1.3 1.6				

ANGLAIS POUR DÉBUTANTS 2		Units				
<i>Strand: Oral Communication</i>		1	2	3	4	5
EANBO-O-List.8	identify and use basic literary/stylistic devices;	1.1				
EANBO-O-List.9	demonstrate an understanding of different levels of language, and relate language use to various contexts;	1.5				
EANBO-O-List.10	express opinions about familiar topics and offer constructive criticism on peers' presentations;				4.5	
Specific Expectations: Speaking						
EANBO-O-Sp.1	use English to function in everyday situations;	1.2 1.3 1.5				
EANBO-O-Sp.2	respond to comprehension questions;			3.1		
EANBO-O-Sp.3	speak with greater fluency than in APD1 and use correct pronunciation and articulation;		2.1 2.2 2.3 2.4 2.5			
EANBO-O-Sp.4	identify and discuss important compositional elements in a story and describe the physical and personality traits of some characters;			3.1		
EANBO-O-Sp.5	express opinions on a variety of topics, linking the topics to personal experiences;					5.1 5.4
EANBO-O-Sp.6	use new vocabulary acquired through readings and discussions for a variety of purposes;	1.2	2.1 2.2 2.3 2.4 2.5			5.4
EANBO-O-Sp.7	distinguish between and make appropriate use of different levels of language in speech;	1.5				
EANBO-O-Sp.8	read aloud written work such as narrative and descriptive paragraphs, poems, classified ads, book covers, and journal responses;					5.3 5.5
Specific Expectations: Communication Skills						
EANBO-O-Comm.1	select from a range of word choices and use a variety of sentence structures to communicate ideas, information, and opinions;	1.6	2.5			
EANBO-O-Comm.2	use a range of connecting words such as coordinate conjunctions, conjunctive adverbs, and some subordinating conjunctions to organize and clarify ideas in speech;		2.2 2.5			

ANGLAIS POUR DÉBUTANTS 2		Units				
<i>Strand: Oral Communication</i>		1	2	3	4	5
EANBO-O-Comm.3	correctly use the three main verb tenses (present, past, and future) and some progressive tenses in discussions and presentations;		2.1 2.3 2.4			
EANBO-O-Comm.4	prepare an oral presentation that involves reading different kinds of poems that deal with a specific theme;				4.5	
EANBO-O-Comm.5	revise and rehearse material before making an oral presentation, focusing on correct articulation and pronunciation and varying intonation to achieve the desired effect;				4.5	
EANBO-O-Comm.6	use proper pitch and projection in oral presentations;				4.5	
Specific Expectations: Media Communication Skills						
EANBO-O-Media.1	identify the various characteristics of media works and the categories of works typical of a particular medium;					5.1
EANBO-O-Media.2	describe the intended impact of various ads on readers, using different sources;			3.2		5.2
EANBO-O-Media.3	use various resources to produce simple media works;					5.3 5.5
EANBO-O-Media.4	experiment with some simple electronic tools to produce a classified ad.					5.3 5.5

ANGLAIS POUR DÉBUTANTS 2		Units				
<i>Strand: Reading</i>		1	2	3	4	5
Overall Expectations						
EANBO-R-OE.1	select and read simple literary texts and informational for a variety of purposes;	1.1 1.3 1.6	2.2	3.1 3.2 3.3 3.4 3.5	4.3 4.4	5.4
EANBO-R-OE.2	demonstrate the ability to determine the meaning of unfamiliar texts and vocabulary, using various strategies;		2.2	3.1 3.2 3.4		5.1
EANBO-R-OE.3	extract information from advertisements and newspaper and magazine articles within an appropriate range of vocabulary and experience, and assess the potential impact of this information on readers;			3.2		5.1 5.2 5.3
EANBO-R-OE.4	read English aloud with more confidence and greater fluency than in APD1, varying pitch and projection to create the desired impact.		2.2	3.1 3.5		
Specific Expectations: Reading Comprehension						
EANBO-R-Compr.1	read a variety of texts at an appropriate level of difficulty, demonstrating a greater ability than in APD1 to understand content and interpret meaning;	1.1 1.3 1.6	2.2	3.1 3.2 3.5	4.4	5.4
EANBO-R-Compr.2	adopt different comprehension strategies to confirm understanding;			3.1 3.2	4.3	
EANBO-R-Compr.3	use textual cues such as the structures and elements of specific genres to construct and confirm meaning and to interpret texts;		2.2	3.2		
EANBO-R-Compr.4	use syntactic, semantic, and graphemic cues to construct and confirm the meaning of words in context;			3.4		
EANBO-R-Compr.5	use advanced reading strategies to comprehend meaning;			3.2	4.3	
EANBO-R-Compr.6	locate and interpret information using various textual cues;		2.2	3.2		5.1 5.2
EANBO-R-Compr.7	extract information from advertisements, pictures, and newspaper and magazine articles to verify and extend understanding;	1.1		3.2		5.2
EANBO-R-Compr.8	follow the text of stories being read or on tape, demonstrating comprehension of new vocabulary and the meaning of the texts and predicting outcomes;	1.1 1.6	2.2	3.1		
EANBO-R-Compr.9	identify the following parts of speech in context: nouns, pronouns, verbs, articles, adjectives, and adverbs;			3.3		
EANBO-R-Compr.10	recognize literary/stylistic devices in written material;	1.1		3.5		

ANGLAIS POUR DÉBUTANTS 2		Units				
<i>Strand: Reading</i>		1	2	3	4	5
EANBO-R-Compr.11	identify words that suggest mental images and create mood in poems and advertisements;			3.5		
EANBO-R-Compr.12	identify examples of onomatopoeia in poems;			3.5		
EANBO-R-Compr.13	discuss the issues raised in texts read in terms of personal experience and knowledge;			3.1 3.2	4.4	5.1
Specific Expectations: Vocabulary Acquisition and Pronunciation						
EANBO-R-Voc.1	use familiar vocabulary and knowledge of their first language to determine the meaning of new words;	1.6		3.4		
EANBO-R-Voc.2	build a bank of sight words, using teacher-guided and independent readings as sources;	1.6		3.4		
EANBO-R-Voc.3	expand knowledge of words and word relationships, including synonyms, antonyms, and homonyms, using different sources;			3.4		
EANBO-R-Voc.4	use common patterns of word structure and syllabication to determine pronunciation;			3.4		
EANBO-R-Voc.5	identify and use word roots to determine the pronunciation and meaning of unfamiliar words, both in and out of context;			3.4		
EANBO-R-Voc.6	read aloud with more confidence and greater fluency than in APD1, focusing on proper intonation, correct and clear pronunciation, and appropriate volume;			3.1 3.5		
Specific Expectations: Critical Thinking and Response						
EANBO-R-Crit.1	identify the sequence of events in literary texts and media texts, the time and place in which they occur, and the roles of the main characters;	1.6		3.1		
EANBO-R-Crit.2	select ideas from and make observations about their readings to develop their own thinking and understanding;			3.1 3.2	4.4	5.2 5.3 5.4
EANBO-R-Crit.3	adapt reading strategy to purpose for reading;			3.2	4.3	
EANBO-R-Crit.4	communicate their opinions of ideas presented in reading material.			3.1 3.5	4.3	5.1 5.2 5.3

ANGLAIS POUR DÉBUTANTS 2		Units				
<i>Strand: Writing</i>		1	2	3	4	5
Overall Expectations						
EANBO-W-OE.1	produce written material such as narrative and descriptive paragraphs, poems, journal writing, book-cover copy, and classified ads, following models provided;	1.3			4.3 4.5	5.3 5.5
EANBO-W-OE.2	use simple and compound sentences in journal responses to reading material, media presentations, and classroom discussions;				4.4	
EANBO-W-OE.3	write declarative, interrogative, exclamatory, and imperative sentences to express their thoughts and ideas;	1.2 1.4 1.6	2.4		4.1	
EANBO-W-OE.4	demonstrate understanding of classroom discussions, selected media works, and reading material about personally relevant topics through various forms of writing;		2.2 2.3 2.4 2.5	3.1 3.2		
EANBO-W-OE.5	demonstrate some knowledge of the conventions of English and of certain syntactical relationships;			3.3 3.4	4.1 4.2 4.3 4.5	5.5
EANBO-W-OE.6	apply computer skills to enhance and produce final drafts of classified ads and book covers.					5.3 5.5
Specific Expectations: Forms and Techniques						
EANBO-W-For.1	respond to issues raised in discussions, reading material, personal experiences, and oral presentations;		2.2 2.3 2.4 2.5	3.1 3.2	4.1	
EANBO-W-For.2	write responses to literature;			3.1	4.4	
EANBO-W-For.3	write texts based on models provided;				4.3 4.5	5.5
EANBO-W-For.4	write compound sentences;				4.2 4.4	
EANBO-W-For.5	use declarative, interrogative, exclamatory, and imperative sentences in the affirmative and negative forms;	1.2 1.4 1.6	2.4		4.1	
EANBO-W-For.6	use connecting words to link ideas in sentences and in paragraphs;		2.2 2.3 2.4		4.1 4.2	
EANBO-W-For.7	refine paragraph skills and apply these skills to the writing of narrative and descriptive paragraphs;				4.3	
EANBO-W-For.8	identify examples of literary/stylistic devices that create repeated sounds in poems and use them in the creation of original poems;				4.4 4.5	
EANBO-W-For.9	revise written material using a variety of resources;				4.3 4.5	

ANGLAIS POUR DÉBUTANTS 2		Units				
<i>Strand: Writing</i>		1	2	3	4	5
EANBO-W-For.10	adapt models from reading experiences to enhance own written texts, using appropriate organizational patterns;				4.3 4.5	5.5
Specific Expectations: Use of Conventions						
EANBO-W-Use.1	correctly use periods, question marks, and exclamation marks as end punctuation;	1.2 1.3 1.4 1.6			4.1	
EANBO-W-Use.2	know and apply capitalization and punctuation conventions;	1.6			4.2	
EANBO-W-Use.3	demonstrate knowledge of the following parts of speech: common, proper, and collective nouns; personal, interrogative, and demonstrative pronouns; verbs; articles; adjectives; adverbs;			3.3		
EANBO-W-Use.4	identify and use collective nouns appropriately;			3.3		
EANBO-W-Use.5	identify and use personal pronouns in their three forms: nominative, possessive, objective (I, mine, me);			3.3		
EANBO-W-Use.6	select and use a variety of descriptive adjectives and simple adverbs to convey meaning;				4.3 4.5	
EANBO-W-Use.7	recognize simple and compound subjects and verbs in sentences;				4.2	
EANBO-W-Use.8	use proper subject-verb agreement with collective nouns;			3.3		
EANBO-W-Use.9	correctly use the following verb tenses in the indicative mode: present, past, and future for the most common regular and irregular verbs;				4.2	
EANBO-W-Use.10	demonstrate some knowledge of verbs in the progressive mode to facilitate expression;		2.5		4.2	
Specific Expectations: Spelling						
EANBO-W-Spel.1	spell familiar words, using a variety of strategies and resources;	1.6			4.3	
EANBO-W-Spel.2	correctly spell words identified by the teacher;	1.6		3.4		
EANBO-W-Spel.3	predict the spelling of unfamiliar words, using various strategies;			3.4		
EANBO-W-Spel.4	confirm the spelling of unfamiliar words, using various resources (dictionaries, thesauri);		2.2 2.3			

ANGLAIS POUR DÉBUTANTS 2		Units				
<i>Strand: Writing</i>		1	2	3	4	5
Specific Expectations: Visual Presentation						
EANBO-W-Pres.1	choose the format that is appropriate for the purpose of writing;				4.3 4.5	5.5
EANBO-W-Pres.2	use a variety of software design features to produce a classified ad and book-cover copy;					5.3 5.5
EANBO-W-Pres.3	use bolding or underlining to highlight titles and subtitles, and italics or underlining to emphasize key words;					5.3 5.5
EANBO-W-Pres.4	integrate media materials into writing to enhance presentation.					5.3 5.5

ANGLAIS POUR DÉBUTANTS 2		Units				
<i>Strand: Social Skills and Cultural Awareness</i>		1	2	3	4	5
Overall Expectations						
EANBO-S-OE.1	demonstrate social competence in a wide range of classroom situations;	1.1 1.2 1.5	2.5			5.5
EANBO-S-OE.2	identify some of their own customs, values, traditions, and attitudes that are similar to and different from those of anglophone Canadians.		2.1 2.5			
Specific Expectations: Social Skills						
EANBO-S-Soc.1	use English appropriately in communicating with others;	1.1	2.5			
EANBO-S-Soc.2	identify and use various community resources and services for a variety of reasons;	1.2	2.5			5.5
EANBO-S-Soc.3	describe the importance of the English language in their community;	1.5	2.5			
EANBO-S-Soc.4	demonstrate the ability to use social skills in a variety of contexts;	1.2				
EANBO-S-Soc.5	select and use appropriate levels of language according to purpose and audience;	1.5				
Specific Expectations: Cultural Awareness						
EANBO-S-Cult.1	demonstrate respect for and understanding of aspects of anglophone Canadian cultures, including literature and every day cultural practices;		2.1 2.5			
EANBO-S-Cult.2	describe customs, values, and traditions of anglophone Canadian cultures in their own community;		2.5			
EANBO-S-Cult.3	compare, in an oral or written presentation, aspects of their own culture with those of anglophone Canadian cultures;		2.5			
EANBO-S-Cult.4	explore various media sources to learn about anglophone Canadian cultures and other anglophone cultures, and describe their personal perspectives of cultural representations in the media.		2.5			

COURSE OVERVIEW EANBO

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

School:	School District:
Department:	Department Head:
Course Developer(s):	Development Date:
Course Revisor(s):	Revision Date:
Course Title: Anglais pour débutants 2	Grade:
Course Type: Open	School Course Code:
Secondary Policy Document:	Publication Date:
Ministry Course Code: EANB0	Credit Value: 1

Description/Rationale

APD 2 expands students' basic English communication skills and cultural knowledge. It focuses on oral communication, reading for different purposes, vocabulary development, and various forms of writing, such as narrative and descriptive paragraphs, poems, journal writing, book-cover copy, and advertisements. Activities include group discussions, oral presentations, teacher-guided and independent reading of simple literary and informational texts, and the use of some technological resources.

A prerequisite for this course is either the APD 1 credit or the achievement of level one language proficiency. A diagnostic assessment will determine if students have achieved that level of proficiency.

Unit Titles

Unit 1: Listening In	Time: 20 hours
Unit 2: Oral Expression	Time: 20 hours
Unit 3: Reading Experiences	Time: 25 hours
Unit 4: Writing: Combining Models With Creativity	Time: 20 hours
Unit 5: Designing Simple Media Works	Time: 25 hours

Unit Descriptions

Unit 1: Listening In

In this unit, students will listen for a variety of purposes: to increase their vocabulary range, respond to others' oral communication, seek information, write verbal instructions and messages accurately, and become familiar with different language levels (formal, informal, colloquial). Students will relate language use to various contexts such as school, work and everyday situations.

Unit 2: Oral Expression

In this unit, students will continue to develop their ability to express themselves orally. They will use correct pronunciation and articulation in their responses. Students will use new vocabulary acquired through readings and discussions to give an opinion, exchange relevant information, find answers, and question ideas. They will select a range of connecting words to organize and clarify ideas in speech and use verbs in the indicative mode and some progressive tenses in discussions and presentations.

Unit 3: Reading Experiences

In this unit, students will use reading experiences to expand their knowledge of words and word relationships, extract information, and begin to appreciate poetry as a literary genre. They will read a variety of literary and informational texts and discuss the issues in terms of personal experience and knowledge. Students will use more advanced reading strategies such as determining the purpose of a work, predicting outcomes, drawing conclusions, and building on experience with previous texts and knowledge of their first language to understand content and interpret meaning.

Unit 4: Writing: Combining Models With Creativity

In this unit, students will read models of narrative and descriptive paragraphs and poems. They will also look at modelled forms of a book-cover and classified ads, but these two will be studied more closely in Unit 5. Students will use a variety of sentences, refine paragraph skills, and demonstrate some knowledge of writing conventions (spelling, grammar, punctuation). The study of literary/stylistic devices such as rhyme and alliteration in poetry will guide students as they create original poems for their oral presentation.

Unit 5: Designing Simple Media Works

In this unit, students will take a closer look at the media. They will identify characteristics of media works and the categories typical of a particular medium such as television, movies, magazines, and the Internet. Students will extract information from advertisements and articles and study their impact on readers. They will produce simple media works and use technological resources at their disposal.

Teaching/Learning Strategies

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

- pronunciation drills
- articulation activities
- group discussion
- lecture
- peer practice
- role playing
- research
- learning log
- homework
- brainstorming
- interview
- small group work
- think-pair-share
- reading aloud

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., performance tasks, drills, cloze tests, select responses)

summative: at specific times during the course (e.g., quizzes, tests, presentations)

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**.

OSS Policy Applications

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

Course Evaluation

Course evaluation is an on-going process. Teachers will be able to judge the effectiveness of their 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 close 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 (sharing recommendations or suggestions)
- visits in the classroom by colleagues or the school administrators
- feedback from provincial testing
- continuous critical thinking about the course by the teacher
- an analysis of the degree of success by students in the summative tests or exam at the end of the course

UNIT 1 EANBO

Listening In

Unit Description

In this unit, students will listen for a variety of purposes: to increase their vocabulary range, respond to others' oral communication, seek information, write verbal instructions and messages accurately, and become familiar with different language levels (formal, informal, colloquial). Students will relate language use to various contexts such as school, work and everyday situations.

Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANBO-O-OE.1 - 2 - 4

Specific Expectations: EANBO-O-List.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

EANBO-O-Sp.1 - 6 - 7

EANBO-O-Comm.1

Strand: Social Skills and Cultural Awareness

Overall Expectations: EANBO-S-OE.1

Specific Expectations: EANBO-S-Soc.1 - 2 - 3 - 4 - 5

Strand: Reading

Overall Expectations: EANBO-R-OE.1

Specific Expectations: EANBO-R-Compr.1 - 7 - 8 - 10

Strand: Writing

Overall Expectations: EANBO-W-OE.1 - 3

Specific Expectations: EANBO-W-For.5

EANBO-W-Use.1

Activity Titles

Activity 1.1: Vocabulary For Many Occasions

Activity 1.2: Responding to Others' Oral Communication

Activity 1.3: Seeking Information

Activity 1.4: Reproducing Essence of Messages

Activity 1.5: Relating Language Use to Different Contexts

Activity 1.6: Summative Assessment Task - Making Things Count

Prior Knowledge Required

- know basic vocabulary
- be familiar with simple sentence structures
- be familiar with drills and role playing
- show ability to listen and respond to others' questions and statements
- know how to follow simple instructions
- be familiar with mechanics of spoken English

Unit Planning Notes

The teacher will:

- ask students to keep a vocabulary booklet for new words and expressions
- look for material to develop students' ability to follow instructions
- give students riddles or tasks to develop their ability to listen
- locate dialogues that make use of conversational gambits (audio and video tapes may be used here)
- use a variety of speakers to provide different models of correct pronunciation and intonation
- use themes (Canadian holidays, job interview, customs) with dialogues and ask students to identify levels of language.

Crosscurricular Links

Français

- listen for different purposes
- use the vocabulary and information to extend classroom learning
- show ability to respond appropriately in small and whole group discussions
- know how to get information by asking the right questions
- show ability to paraphrase not only what they read, but also what they hear
- learn to choose appropriate level of language according to audience and purpose

Other disciplines

- recognize and use specific terms in law, biology and most other courses
- express personal opinions with more confidence
- develop the ability to ask questions to extend learning in all classes
- listen and record oral instructions, two skills that will help with note-taking in different courses
- listen with a good ear to media and learn about the world, law, social problems, etc.

Animation culturelle:

- understand the importance of good communicative skills in leading groups
- communicate feelings, ideas, and opinions through a variety of activities
- contact people through different means: radio, television, newspapers, telephone
- recognize differences in spoken language (variations)

Technology

- look at the Internet and (for example) identify texts where gambits are used
- use technological resources to voice opinions
- use technological resources to find information (news, ads, etc.)
- use technological resources to extend classroom learning (reading about riddles, for example)
- use technological resources to improve mechanics of spoken English

Careers

- consider careers where good communication with others is essential (sales, psychology, social work)
- find careers that may be of interest as everyday situations are dealt with (e.g. tour guide, salesperson, social worker)
- consider careers where the ability to formulate questions is important (pollsters, researchers, teachers)
- explore career possibilities in the field of advertising
- explore career in public speaking or public relations where level of language is geared to audience and purpose

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- | | |
|--|-------------------------------------|
| - dialogue | - debate |
| - role playing | - guest speaker |
| - pronunciation activities | - homework |
| - articulation activities | - lecture |
| - group discussion | - peer practice |
| - prompts (riddles, variety of topics) | - learning log (vocabulary booklet) |

Assessment/Evaluation Techniques

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

diagnostic: interview, observation

formative: learning log, questions and answers, select response (fill-in-the-blank), matching (vocabulary to level of language)

summative: performance tasks, tests, and oral presentations

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- help out students with dialogues if necessary
- pair students up with students who enjoy writing and playing roles
- invite students to ask questions with respect to word meaning
- make sure students give responses to certain situations (e.g., discussion, feedback to oral presentations)
- ask students to explain the significance of what they read
- verify students' work and offer suggestions
- use visual support to help students solve riddles

Remedial and enrichment:

- give students suggestions and additional explanations (gambits, devices)
- find examples of similes and metaphors (enrichment)
- encourage students to participate and offer their responses to everyday situations
- ask students to be creative and to think of topics and situations to use with the groups (enrichment)
- make sure students understand what they need to do
- invite students to seek teacher's help and feedback
- ask students to help others with assignments (enrichment)
- give supplementary riddles to solve
- invite students to focus more on conversation or dialogues, so they can learn to recognize language levels
- ask students to identify specific television programs and the language levels used in them

B. Assessment/Evaluation Techniques

Students with special needs:

- verify students' understanding of devices
- ask students to identify examples of alliteration, similes, and metaphors
- allow extra time to complete questions
- give students time to rehearse before assessing their work
- look at their work before it is handed in
- make suggestions to improve the quality of the work

- invite students to practice listening to message, either with enriched students or by listening to different media
- prepare review material for students
- ask students to study a few days before the test

Remedial and enrichment:

- give more examples of literary/stylistic devices
- choose poems that use alliteration and rhyme schemes (enrichment)
- offer suggestions and encourage students in their formulation of questions
- suggest that students do additional assignments (enrichment)

- prepare additional sentences for students to complete with choices of words available
- let enriched students look for riddles and short messages if they have the time and energy
- provide additional explanations
- give students more challenges (texts to read, vocabulary to match)

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

BROWN, P. Charles, CLARK, Terrance, LA MADELEINE, Claude and Elizabeth-Anne MALISCHEWSKI, *Interacting I*, Montreal, Lidec, 1990, 364 p.

BROWN, P. Charles, CLARK, Terrance, LA MADELEINE, Claude and Elizabeth-Anne MALISCHEWSKI, *Interacting I, Teacher's Guide*, Montreal, Lidec, 1990, 306 p.

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

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

BURKE, Hilary R., *Phrasal Verbs*, Ottawa, Algonquin Publishing Centre, 1998, 141 p.

PIETRUSIAK Engkent, Lucia and Karen P. BARDY, *Take Part: Speaking Canadian English*, Scarborough, Prentice-Hall Canada Inc., 1986, 108 p.

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

Human

- guest speakers

Material

- video and audio tapes; cassette recorder; VHS

Technological

- audio Cassettes, *Interacting I*, Montreal, Lidec, 1990.
- some Canadian newspapers

On Internet:

<http://www.ottawacitizen.com> (The Ottawa Citizen)

<http://www.montrealgazette.com/> (The Montreal Gazette)

<http://www.thestar.com> (The Toronto Star)

<http://www.GlobeAndMail.ca> (The Globe and Mail)

ACTIVITY 1.1 EANBO

Vocabulary For Many Occasions

1. Time

300 minutes

2. Description

In this activity, students continue to acquire vocabulary by listening to other students and by hearing spoken English used in familiar contexts and daily activities. Students listen in different ways for different purposes. They recognize and use conversational gambits to communicate with others. They identify and use basic literary devices.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANBO-O-OE.1 - 2

Specific Expectations: EANBO-O-List. 1 - 7 - 8

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANBO-S-OE.1

Specific Expectation: EANBO-S-Soc.1

Strand: Reading

Overall Expectation: EANBO-R-OE.1

Specific Expectations: EANBO-R-Compr.1 - 7 - 8 - 10

4. Planning Notes

- find out about common family names in Canada
- get information about different practices with respect to names (see *Canadian Concepts 2*)
- tape that information and get copies for students so they can listen and follow the text at the same time
- find several dialogues and tell students to underline gambits
- prepare two taped dialogues and ask students to write down gambits as they hear them
- select simple poems with examples of alliteration
- use Robert Frost's "Stopping by Woods on a Snowy Evening" and find examples of rhyme and alliteration

- select a song which uses rhyming schemes
- choose simple poems and ask students to identify similes and metaphor.

5. Prior Knowledge Required

- review what gambits are
- have sufficient knowledge of words and expressions to understand spoken English
- show ability to listen and learn new vocabulary

6. Activity Instructions

Step A: Familiar Contexts

Teacher: and student learn each other's names.

Teacher: informs students about common family names.

Students: ask three or four other students in the class for their names and write one student's name on the board.

Teacher: tells students about names, middle names, initials and surnames. What is the family name in the following example: Susan Ann Riley?

Teacher: points out it is useful to know this information when filling out forms, for example.

Teacher: makes a chart of all the names of students (and brings it in the next day or the day after).

Teacher: points out that different countries have different traditions with respect to names.

Students: inform group what names are popular in their cultural group.

Students: also learn about nicknames.

Teacher: asks them if they have a nickname.

Teacher: gives a list of nicknames and asks students to write them down and to match the name with the nickname.

NICKNAMES

1. Sandy (____)
2. Bill (____)
3. Chuck (____)
4. Sue (____)
5. Maggie (____)

NAMES

- a) Margaret
- b) Susan
- c) Sandra
- d) Charles
- e) William

Teacher: plays a tape of several short paragraphs about names and different places. Students follow the text while they listen to it and teacher asks them questions.

Step B: Daily Activities

Teacher: centers a discussion around places where students use English. In what daily activities do they need to understand spoken English?

Teacher: asks students what they do when they don't know a word or expression: do they make gestures, use another term, forget it?

Students: list some daily activities where they are asked to speak English outside of school.

Teacher: writes them down.

Teacher: asks students to pair up, choose one activity, and proceed to write a short dialogue. When they are done, students present it.

Step C: How to Make Conversation

Teacher: reminds students of gambits. For students who are not familiar with the term, teacher explains.

Teacher: gives students several dialogues and asks them to underline gambits. An example is given in appendix 1.1.1.

Teacher: goes over answers.

Teacher: gives list of gambits that students can use in conversations to respond to other people's statements. They are an excellent way to show interest, to extend conversations.

Teacher: asks students to listen to taped conversations and identify gambits.

Step D: From Gambits to Literary/Stylistic Devices

Teacher: looks at basic literary/ stylistic devices.

Teacher: defines alliteration and finds examples of poems where alliteration is used. Teacher makes copies of these poems.

Teacher: also looks at rhymes. They are final sounds that are similar. Rhymes give a certain musical quality to a poem. Most songs use rhyme.

Teacher: asks students to listen to a song which uses rhyming schemes so that they get a feel for the musical quality of the language.

Teacher: informs students about different rhyme scheme (pattern) and uses a poem such as Robert Frost's "Stopping by Woods on a Snowy Evening" to find examples of rhyme and alliteration.

Teacher: reminds students there are at least two ways to understand a poem. Look up unfamiliar words in the dictionary or read before, after, or around the unknown word to find its meaning.

Teacher: looks for examples of similes and metaphors in simple poems.

Students: try to remember these devices and use them in future writings.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: questions and answers

8. Resources

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

Pedagogical

BERISH, Lynda and Sandra THIBAUDEAU, *Canadian Concepts 2*, Scarborough, Prentice-Hall Canada Inc., 1992, 159 p.

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

Material

- cassette recorder, audio cassettes

9. Appendix

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

Appendix EANBO 1.1.1: Dialogue With Gambits

Dialogue With Gambits

- It is hot out today.
- *Yes, it is*
- The heat is better than the cold weather.
- *Of course, it is.* Do you want to come for a swim in my pool?
- *Sounds lovely.* I'll be right over.
- *Great!* Bring your little boy too!
- *Of course.* He'll like that.

ACTIVITY 1.2 EANBO

Responding to Others' Oral Communication

1. Time

150 minutes

2. Description

In this activity, students listen for different purposes. They participate in discussions, imitate models of correct pronunciation and intonation, use English to function in everyday situations, and respond to questions and statements.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANBO-O-OE.1 - 2

Specific Expectations: EANBO-O-List.2 - 6
EANBO-O-Sp.1 - 6

Strand: Writing

Overall Expectation: EANBO-W-OE.3

Specific Expectations: EANBO-W-For.5
EANBO-W-Use.1

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANBO-S-OE.1

Specific Expectation: EANBO-S-Soc.2 - 4

4. Planning Notes

- think of topics that students can respond to with interest (Step A)
- find examples of situations where students give suitable responses (example: meeting an old friend after a long time... what do you say?) (Step B)
- identify some everyday situations where understanding spoken English is important (example: someone on the street asks you for money ... what do you say?)
- be able to assess students as they ask questions and add to other students' response

5. Prior Knowledge Required

- show ability to express opinions
- know correct word order when formulating questions
- be familiar with mechanics (e.g., pronunciation, information)

6. Activity Instructions

Step A: Topics for Discussion

Teacher: submits several leading questions.

Examples (media) - Do you like movies ?

- What is your favorite television program?

- Is there too much violence in the media?

Students: form small groups and discuss different themes.

Students: respond to other students' statements within the group and learn to wait, to take turns.
A general discussion follows.

Step B: Models of Correct Pronunciation and Intonation

Teacher: suggests several situations where students have to think of a suitable response to be given by the individuals in each paragraph.

Examples of situations:

- Two old friends who have not seen each other in years bump into each other. Give the reaction of the first speaker.

- A student gets a very good result on a test after a few failures. Describe what he or she says.

Teacher: thinks of more examples to get student responses.

Teacher: comments on the pronunciation and intonation of student responses and suggests ways to improve in those areas.

Step C: English in Everyday Situations

Teacher: identifies several everyday situations where understanding spoken English is important.

- Someone asks you for directions. You don't know where that particular street is. What do you say?

- You call a taxi company. What do you say when the dispatcher answers?

- Someone asks you for money on the street. How do you respond?

Teacher: thinks of more situations and asks students to respond to the best of their ability and knowledge.

Step D: Responding to Others (see Achievement Chart)

Oral communications involve dialogues, discussions, interviews, statements and questions.

Teacher: invites students to think of and write down five questions to ask another student.

Students: will ask the question, listen to the response, and add another comment.

Students: take turns.

Teacher: asks students to seek answers from different students. This allows for assessment to be done. (Note: Teacher asks to sees questions written by students, listens when they ask the questions, and hears the comments to the responses).

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: questions and answers (Step D)

8. Resources

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

Pedagogical

BERISH, Linda and Sandra THIBAudeau, *Canadian Concepts 2*, Scarborough, Prentice-Hall Canada, Inc., 1992, 159 p.

PAULIK SAMPSON, Gloria, *New Routes to English*, Beginning Skills Two, Don Mills, Collier Macmillan Canada, Ltd, 1979, 80 p.

9. Appendix

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

ACTIVITY 1.3 EANBO

Seeking Information

1. Time

150 minutes

2. Description

In this activity, students anticipate questions they will need to ask to get the information they seek. Students select an ad, write relevant questions, and make a telephone call.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANBO-O-OE.1 - 2 - 4

Specific Expectations: EANBO-O-Sp.1
EANBO-O-List.7

Strand: Reading

Overall Expectation: EANBO-R-OE.1

Specific Expectation: EANBO-R-Compr.1

Strand: Writing

Overall Expectation: EANBO-W-OE.3

Specific Expectation: EANBO-W-Use.1

4. Planning Notes

- bring some ads for students to choose from: jobs, restaurants, courses.
- prepare questions students can use when seeking information (general questions)
- bring a cellular or portable telephone to class (if one is available).

5. Prior Knowledge Required

- know sentence structure and word order
- ask questions using correct intonation
- show the ability to use different means to get information

7. Activity Instructions

Step A: Samples - Ads

Teacher: brings ads and asks students to work in pairs. They formulate four or five questions in response to the ad.

Students: in groups, then exchange ads and start again.

Students: write questions for each ad.

Teacher: hands out six ads (at most). It is possible to have groups of three working on the same ad.

Students: share the questions they wrote down with the group.

Students: are told to bring an ad for the next class.

Teacher: tells students they will make a phone call to get the information they seek.

Step B: Getting the Information

Students: show their ad to the teacher.

Teacher: has some extra ads for students who didn't have a chance to get one.

Students: write questions individually and as soon as they are done show their ad and questions to the teacher.

Step C: The Telephone Call (see Achievement Chart)

Students: proceed to make the phone call and write down the information they obtain.

Teacher: listens to students' calls and verifies the information.

Teacher: gives students feedback.

Note: If no telephone is available, teacher plays the role of the person whom the students call.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: Step C - oral questions

8. Resources

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

Human

- individuals contacted by students

Material

- newspaper and magazine ads

- telephone

Technological

- ads on the Internet
- some Canadian newspapers

On Internet:

<http://www.ottawacitizen.com> (The Ottawa Citizen)

<http://www.montréalgazette.com/> (the Montreal Gazette)

<http://www.thestar.com> (The Toronto Star)

<http://www.GlobeAndMail.ca> (The Globe and Mail)

9. Appendix

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

ACTIVITY 1.4 EANBO

Reproducing Essence of Messages

1. Time

300 minutes

2. Description

In this activity, students work in pairs and ask each other to perform different actions according to instructions on cards. They demonstrate the ability to follow instructions, make an accurate written record of oral instructions, and reproduce the essence of a message.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.1 - 4

Specific Expectation: EANBO-O-List. 3 - 4 - 5

Strand: Writing

Overall Expectation: EANBO-W-OE.3

Specific Expectations: EANBO-W-For.5
EANBO-W-Use.1

4. Planning Notes

- prepare cards with some actions to perform (examples: drop your pen, clap your hands)
- write enough “action cards” for students to use
- prepare handout of all actions for students to review later
- think of sentences for Step B where students choose one word among three to fit in with the rest of the sentence
- ask students riddles and use some ideas from different sources such as *WORD RESOURCE CENTER 3, Language in Use*
- write instructions that students follow to draw shapes (Step D)
- invent several two- or three-word sentence messages that students listen to and reproduce
- inform students to review words and work done in Activity 4, as they will be tested in the last period of Activity 5 (for material seen in last two activities of the unit)

5. Prior Knowledge Required

- know enough words and expressions to understand simple instructions riddles, and messages
- be familiar with interrogative and declarative sentences
- show ability to listen and follow simple instructions

6. Activity Instructions

Step A: “Action Cards”

Teacher: gives students “Action Cards”, which they use with another student to give messages. (See Appendix EANBO 1.4.1)

Students: work in pairs. One student states the action and the other performs it.

Student: puts aside action cards that the other student has not been able to identify.

Teacher: after the exercise, gathers all cards that were not identified and asks the whole group to identify them.

This activity helps students learn new vocabulary and use language to enjoy themselves as well.

Step B: “Sentence Sense” - Choosing the Right Words

Teacher: indicates to students that they will listen to the sentence as it is read. When the teacher says the word “blank”, students need to listen carefully as three choices are given to them.

Teacher: reads each sentence twice.

Students: indicate answers (choice of words) and do not write the whole sentence.

Note: examples are provided in Appendix EANBO 1.4.1 (there is a link here to Activity 2, Unit 1 of EANA0).

Teacher: then goes over the answers with students and gives them photocopies of sentences so students can indicate correct choices later.

Note: The *Word Resource Center 3, Language in Use*, is a good tool to use. Refer to p. 22 (Consonant Digraphs - th, ch, sh, wh) and p. 27 (Consonant Blends - br, tr, pr) for some examples.

Teacher: gives several of these sentences.

Step C: Riddles: What are They?

Teacher: explains what a riddle is and gives students a few examples.

Teacher: asks students to identify words from given clues.

Teacher: may use visual support to help students.

Example: Student has a picture of a ruler. Teacher says, “You use this to make lines” and indicates that the answer is a five-letter word.

Teacher: may use the long vowel sounds learned in EANA0, Unit 1, Activity 2, and ask students to solve riddles. The *Word Resource Center 3, Language in Use*, has examples on p. 42.

Teacher: asks riddles that students at this level are capable of solving.

Step D: Recording Verbal Instructions

Teacher: informs students that they will record oral instructions in their notebook.

Teacher: gives model and asks a student to read instructions out loud.

Example: Student asks teacher to draw a shape which is a rectangle with four hearts inside it. Teacher proceeds to draw it on the board.

Students: listen to instructions and draw different shapes in their notebook.

Teacher: asks students to draw their shapes on the blackboard.

Students: write an instruction, read it, and ask peers to record it.

Teacher: reviews words such as rectangle, circle, square and looks at prepositions such as outside, around, inside, near, that complete drawings.

Step E: Reproducing Essence of Messages

Teacher: informs students that when they listen to messages, it is important to focus on what the speaker is trying to say and to pick up as much information as possible.

Teacher: tells students that the messages are a little longer than they are accustomed to.

Example: Message from the principal:

“With the nice weather, students do not seem to remember the dress code.

Let me remind you that you just wear clothes that are suitable for school. If you do not follow the rules, you will be sent home.”

Students: write the essence of the message in one sentence.

Teacher: gives out possible answer: “Dress properly or you will not be allowed in the school.”

Teacher: writes several messages or finds some to tape and bring to class (if possible).

Students: may wish to try their hand at a message.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: performance tasks, questions and answers

8. Resources

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

Pedagogical

CFORP, *Work Resource Center 3, Language in Use*, Ottawa, 1987, 49 p.

PAULIK SAMPSON, Gloria, *New Routes to English, Beginning Skills/Two*, Workbook, Collier Macmillan Canada Ltd., 1979, 80 p.

Material

- cassette recorder, audio cassettes

9. Appendix

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

Appendix EANBO 1.4.1

Step A: “Action Cards”

- | | | | |
|-------------------|------------------|----------------------|----------------------|
| - drop your pen | - sing a song | - raise your hand | - smile at me |
| - whistle softly | - stand up | - knock on the table | - read something |
| - clap your hands | - sit down | - speak quickly | - introduce yourself |
| - look at me | - count to ten | - scratch your arm | - touch your ear |
| - do not move | - ask a question | - comb your hair | - close your eyes |

Step B: “Sentence Sense” - Choosing the right word

Consonant digraphs

Examples: 1. The nurse uses a _____ (thermos/ feather/ thermometer) to check the baby’s temperature.

2. Mélanie loves to _____ (shop/ shower/ shoe) for clothes.

Consonant blends

Examples: 1. The _____ (trend/ train/ tree) stops at the station.

- On Sunday, my family _____ (brunches/ bread/ branch) at the restaurant.

Step C: Riddles

Examples: 1. Picture of a nose - This is part of your face. ___ o ___
- Picture of mice - These little animals eat cheese. ___ i ___

Teacher may consult EANAQ, activity 2, for other vowel sounds or may use *Word Resource Center 3, Language In Use*, p. 42, for other examples.

Step D: Recording oral instructions

- Make a shape that is a square and put a circle near it.
- Make a shape that is a circle with a square outside it.
- Make a shape that has five sides and a circle inside it.

ACTIVITY 1.5 EANA0

Relating Language Use to Different Contexts

1. Time

300 minutes

2. Description

In this activity, students become familiar with different language levels (formal, informal, colloquial). They distinguish between the various levels in the classroom, media, and the community. Students relate language use to various contexts and match vocabulary with language level. They complete the unit with a summative evaluation.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.1 - 2

Specific Expectations: EANBO-O-List.1 - 9
EANBO-O-Sp.1 - 7

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANBO-S-OE.1

Specific Expectations: EANBO-S-Soc.3 - 5

4. Planning Notes

- prepare notes on different language levels
- write examples of statements for students to identify the language level
- bring some examples of formal and informal levels of language used in the media (colloquial, too)
- find dialogues with different levels of language
- write words and expressions from these dialogues
- prepare summative evaluation (activities 4 and 5)

5. Prior Knowledge Required

- know gambits and recognize them in conversations
- be familiar with some media (television, radio, film)
- show ability to acquire vocabulary through discussions and classroom activities

6. Activity Instructions

Step A: Different Language Levels

Teacher: prepares a series of statements and reads them to the class.

Students: know something about language levels and try to identify the statements as formal, informal, or colloquial.

Teacher: provides students with definitions of each level and asks student to identify setting where each of the three levels would be used.

Teacher: also brings in examples of television programs and asks students to identify the language level.

Step B: Language in Texts

Teacher: chooses texts, describes the setting and asks students to read the texts in pairs or small groups.

Students: select examples of different language levels that they find in the reading material.

Teacher: prepares a list of words and asks students to match vocabulary with different language levels.

Teacher: may wish to ask students to rewrite certain informal lines to more formal ones.

Step C: Summative Evaluation (Activities 4 and 5) (see Achievement Chart)

Teacher: looks at material seen in Activity 4 and may begin by asking students to choose among three words.

Teacher: thus begins with sentence sense, asks students to solve some riddles, reads a few messages and asks students to reproduce their essence. Teacher completes the evaluation with matching vocabulary with different language levels.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: questions and answers

summative: Step C - (understand spoken English in many forms and uses) - test

8. Resources

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

Pedagogical

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

MISENER, Judy and Sandra STEELE, *The Business of English*, 2nd ed., Toronto, Oxford University Press, 1995, 278 p.

PIETRUSIAK, ENKENT, Lucia and Karen P. BARDY, *Take Part: Speaking Canadian English*, Scarborough, Prentice-Hall Canada Inc., 1986, 108 p

Technological

- excerpts of television programs

9. Appendix

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

ACTIVITY 1.6 (EANBO)

Summative Assessment Task Making Things Count

1. Time

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

35 - 50 minutes

2. Description

For this summative assessment task, students demonstrate their listening skills and their knowledge of vocabulary with respect to Canadian money. Students respond to specific questions relating to a dialogue, use learned vocabulary in a dictation, and answer comprehension questions. This summative assessment task follows *EANBO 1.5: Relating Language Use to Different Contexts*.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.2

Specific Expectations: EANBO-O-List.1 - 4 - 5 - 7
EANBO-O-Comm.1

Strand: Reading

Overall Expectation: EANBO-R-OE.1

Specific Expectations: EANBO-R-Compr.1 - 8
EANBO-R-Voc.1 - 2
EANBO-R-Crit.1

Strand: Writing

Overall Expectation: EANBO-W-OE.3

Specific Expectations: EANBO-W-For.5
EANBO-W-Use.1 - 2
EANBO-W-Spel.1 - 2

4. Planning Notes

- Prepare a handout using Canadian money as a theme.
- Ask students to study the vocabulary prior to the assessment task and to make rubbings of each of the Canadian coins.

- Record dialogue prior to assessment. Use model dialogue for *Step 1* of the assessment (Refer to *Activity 1.6.1*).
- Note:** The model dialogue appears in the last section of the assessment task. Students are not allowed to read it prior to the listening activity of *Step 1*.
- Bring some Canadian coins to make *Step 2* even more interesting.

5. Activity Instructions

- Teacher explains the summative assessment task to the students.
- Students will demonstrate their listening skills and their knowledge of vocabulary with respect to Canadian money by:

Step 1: - listening to a dialogue (teacher plays cassette twice).
 - answering five multiple choice questions relating to dialogue.

Step 2: - writing down a dictation in which vocabulary pertaining to Canadian money is used.

Step 3: - following a short text while it is being read by the teacher.
 - answering questions and integrating familiar vocabulary into their text.

- Teacher explains the overall and specific expectations that will be used to assess the students' skills and knowledge in three different strands: Oral Communication, Reading, and Writing.
- Students at this level have limited vocabulary. Therefore the teacher reads each of the overall and specific expectations and adapts the level of language to the group.
 - For example, students are expected to "demonstrate some ability to listen for different purposes" (EANBO-O-OE.2). Here the teacher may inform the students that they will be able to listen to a dialogue and answer questions.
- Teacher hands out to the students the instructions for each step, as well as the corresponding evaluation grids.
- The following timeline is suggested for the completion of this summative assessment task: 35 - 50 minutes. The task should be completed in one period.

6. Resources

References/Consultation

BELL, Jill, *Teaching Multilevel Classes in ESL*, San Diego, Dominic Press Inc., 1991.

7. Appendices

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

Appendix EANBO 1.6.1: Achievement Chart - Making Things Count

Appendix EANBO 1.6.2: Student's Booklet - Making Things Count

Achievement Chart - Making Things Count

Appendix EANBO 1.6.1

<i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/></i>				
<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>
Knowledge/Understanding				
The student: - capitalizes and punctuates correctly - understands basic new vocabulary - answers questions about content of a dialogue	The student demonstrates limited knowledge of new vocabulary and punctuation and limited understanding of content	The student demonstrates some knowledge of new vocabulary and punctuation and some understanding of content	The student demonstrates considerable knowledge of new vocabulary and punctuation and considerable understanding of content	The student demonstrates thorough knowledge of new vocabulary and punctuation and thorough understanding of content
Thinking/Inquiry				
The student: - answers comprehension questions	The student uses critical thinking skills with limited effectiveness	The student uses critical thinking skills with moderate effectiveness	The student uses critical thinking skills with considerable effectiveness	The student uses critical thinking skills with a high degree of effectiveness
Communication				
The student: - listens attentively to a dialogue - reads a short text - writes complete sentences	The student listens, reads and writes with limited clarity	The student listens, reads and writes with some clarity	The student listens, reads and writes with considerable clarity	The student listens, reads and writes with a high degree of clarity, and with confidence
Application				
The student: - writes a dictation with new vocabulary - reads a short text - writes complete sentences - makes connections between vocabulary and its practical application to go to the mall or make purchases	The student applies listening, reading and writing skills with limited effectiveness and makes connections with limited effectiveness between the subject and the world	The student applies listening, reading and writing skills with moderate effectiveness and makes connections with moderate effectiveness between the subject and the world	The student applies listening, reading and writing skills with considerable effectiveness and makes connections with considerable effectiveness between the subject and the world	The student applies listening, reading and writing skills with a high degree of effectiveness and makes connections with a high degree of effectiveness 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.				

Making Things Count

* Note: The following is a guideline for the teacher more than for the student. Since students' speaking, reading, and writing skills are very limited at this point, only the texts within frames would actually belong in the student's booklet.

Step 1: Listening to dialogue and responding to questions**Activity:** Individual**Setting:** Group**Time:** 5 - 10 minutes

Demonstrate your listening skills and your understanding of the dialogue by answering specific questions. Your answers will indicate your ability to listen and your understanding.

Listen to the dialogue twice and indicate your answers to multiple choice questions.

- The teacher will prepare the following dialogue on a cassette with another individual prior to Summative Assessment Task.

MODEL DIALOGUE

Narrator: Denis is speaking to his friend Amrita who has just arrived from India.

Conversation (D = Denis; A = Amrita)

D: Hello my friend. I'm happy to see you.

A: Thank you. I had fun this morning.

D: What did you do?

A: I ate my first "pogo/hotdog"

D: Lucky you!

A: Yes! It was "yummy"

D: Do you enjoy new Canadian foods?

A: Yes I do. I like poutine, french fries, and beaver tails.

D: Great! Well, let's go the mall and get a vanilla milkshake.

A: Sure. Sounds like a good idea!

MULTIPLE CHOICE

Note: Circle the correct response A or B

1. A The friends are happy to see each other.
B The friends are sad to see each other.

2. A Amrita had fun reading a new book.
B Amrita had fun eating new food.

3. A The word “yummy” means something that tastes good.
B The word “yummy” means something that is not tasty or good.

4. A A typical Canadian food is beaver tails.
B A typical Canadian food is egg rolls.

Step 2: Writing a dictation with Canadian money as the theme

Activity: Individual

Setting: Group

Time: 20 - 25 minutes

Prepare yourself prior to the dictation by studying the vocabulary list given by the teacher a few days before the assessment task.

VOCABULARY LIST : CANADIAN MONEY (change)

- coin	- maple leaf
- penny (pennies)	- beaver
- nickel	- boat
- dime	- cariboo
- quarter	- loon
- loonie	- polar bear
- twoonie	- worth
- cent	- change
- dollar	- spend
	- save

Be sure to listen carefully to the dictation.

Dictation

(By the teacher)

In Canada, we use many kinds of coins. A nickel has a beaver on it. A dime is smaller, but is worth ten cents. If you examine a quarter, you will see that it has a cariboo on it. Four quarters are worth one loonie. This is also called a dollar coin. A two-dollar coin has a polar bear on it.

Revise your text before handing it in.

Your dictation will be assessed according to the following criteria:

- Capitalization and punctuation conventions
- Spelling of vocabulary associated with money

Step 3: Reading Comprehension

Activity: Individual

Setting: Group

Time: 10 - 15 minutes

Follow the text as teacher reads it.

TEXT

I like chocolate. If I go to the candy machine in my school, a chocolate bar costs one dollar. When it is cold outside, I also like to drink hot chocolate; it is hot milk with chocolate in it. Some people call it cocoa. At the school cafeteria, a cup of hot chocolate costs one dollar and fifty cents. When it is hot outside, I really like to eat chocolate ice cream. Ice cream is cold, and it makes me feel good. I can buy an ice cream cone for seventy-five cents.

Demonstrate your understanding of the text by answering specific questions.

Your answers will be assessed according to the following criteria:

- Accuracy of answers
- Use of complete sentence form
- Clarity of expression

Questions

Note: Answer all questions using complete sentence form.

1. How many quarters does it take to buy two chocolate bars?
2. a) You have five dollars. How many cups of hot chocolate can you buy?
b) How many quarters will you get back in change?
3. It is hot outside. Sonia and Hassan are hungry. What can they buy for two loonies to help cool them down?
4. What is a synonym (other word) for hot chocolate?

UNIT 2 EANBO

Oral Expression

Unit Description

In this unit, students will continue to develop their ability to express themselves orally. They will use correct pronunciation and articulation in their responses. Students will use new vocabulary acquired through readings and discussions to give an opinion, exchange relevant information, find answers, and question ideas. They will select a range of connecting words to organize and clarify ideas in speech and use verbs in the indicative mode and some progressive tenses in discussions and presentations.

Strands and Expectations

Strand: Oral Communication

Overall Expectations: EANBO-O-OE.4 - 5

Specific Expectations: EANBO-O-Sp.3 - 6
EANBO-O-Comm.1 - 2 - 3

Strand: Social Skills and Cultural Awareness

Overall Expectations: EANBO-S-OE.1 - 2

Specific Expectations: EANBO-S-Cult.1 - 2 - 3 - 4
EANBO-S-Soc.1 - 2 - 3

Strand: Writing

Overall Expectation: EANBO-W-OE.3 - 4

Specific Expectations: EANBO-W-For.1 - 5 - 6
EANBO-W-Spe.4
EANBO-W-Use.10

Activity Titles

Activity 2.1: Speaking for a Variety of Purposes

Activity 2.2: Connecting Words to Link Ideas in Speech

Activity 2.3: Verb Tenses (Indicative) and Some Progressive Tenses

Activity 2.4: Mechanics of Spoken English: More Practice

Activity 2.5: Finding Similarities and Differences: Cultural Elements

Prior Knowledge Required

- be familiar with some idiomatic expressions
- show some understanding of mechanics of spoken English
- know how to prepare an oral presentation
- know three main verb tenses in the indicative mode
- be familiar with some progressive tenses and use these in conversations, discussions, and presentations

Unit Planning Notes

The teacher will:

- ask students to look at various media sources for information on anglophone Canadian cultures
- tell students about their oral presentation at the end of the unit and give specific criteria
- look for dialogues that contain coordinating and subordinating conjunctions
- select topics of interest for group discussion
- ask students to look for some topics as well

Crosscurricular Links

Français

- use listening skills to acquire vocabulary
- focus on mechanics
- develop the ability to respond to questions and statements
- use connecting words to link ideas in speech and in writing
- show ability to follow instructions
- show ability to speak clearly, paying attention to content and mechanics
- identify declarative, interrogative, exclamatory and imperative sentences
- discuss cultural traditions and their significance in people's lives
- show ability to work collaboratively in order to complete an assignment

Other disciplines

- use role playing as a means to build drama skills
- develop the ability to organize ideas
- be familiar with different tenses, to conduct research and to write reports
- pronounce correctly and articulate clearly in all courses
- identify different countries on the map and conduct personal research (geography, history)
- develop group and social skills to meet some course requirements

Animation culturelle:

- discuss cultural traditions: inviting people to your home, social formulas in various cultures
- listen to presentations by people from various cultural groups
- describe various cultural events occurring at different times

- show ability to speak clearly to groups
- learn to appreciate and respect similarities and differences among various cultural groups
- look at news broadcasts, for example, to find out about community events

Technology

- use technological resources to explore ways for improving pronunciation
- identify connecting words in informational texts
- use technology as a means to find out about people and other cultures
- look for software dealing with verb tenses

Careers

- understand the need to express oneself clearly for future careers
- identify careers where organization of ideas and speech are closely related (e.g., politicians, teachers, preachers)
- look at careers in communications (e.g. broadcasting, translation)
- be familiar with careers where good communication skills are essential (e.g., reporters, journalists, lawyers)
- look at career possibilities in research, government agencies
- consider career possibilities related to media works (e.g., computer graphics, advertising)

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- | | |
|------------------------|-----------------------|
| - small group work | - substitution skills |
| - discussion group | - brainstorming |
| - interview | - lecture |
| - pronunciation skills | - homework |

Assessment/Evaluation Techniques

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

diagnostic: observation, interview

formative: learning log, question and answers, peer evaluation (small group discussion), select response (fill-in-the-blank)

summative: performance tasks, quizzes, tests and oral presentations

Accommodations (for students with special needs)

A - Activity Instructions

Students with special needs:

- teacher should read the conversation excerpt once out loud, with these students, modelling the correct pronunciation, intonation and emphasis

- selected students then read, attempting to follow the model presented
- have students read the passage in short segments (pause after each exchange) and have them identify any expressions
- prompt if necessary by rereading the lines with the appropriate expressiveness
- provide French equivalents if necessary
- use large, bold print for all activities
- use a multisensorial approach as much as possible
- describe a typical day, with clock or times, and sketches of what they do at different times
- have another student provide additional explanation
- prepare some additional notes on verb tenses in the indicative mode for review purposes
- verify students' comprehension by asking questions
- asks students to practice their verbs as often as possible, to review them until they are assimilated
- guide students in their sharing of information
- have them work with pre-selected members in a groups
- make sure they contribute to the collaborative effort (e.g., ask them what their responsibilities are, how they are doing)

Remedial and enrichment:

- have pairs of students write dialogues in which the expressions are used and have them read their dialogues in class (enrichment)
 - simplify instructions
 - provide a positive learning environment (e.g., ask questions, verify students' comprehension)
 - give students additional exercises to complete
 - invite students to help others learn their verbs (drills, for example) (enrichment)
 - learn groups of verbs (10) at a time
 - take the time to assimilate verbs and types of sentences by reading over their notes
 - help other students find tricks to remember the verbs (enrichment)
 - provide students with a structured environment (e.g., steps to follow, time for each item)
 - conduct additional research to find out more about topics
 -
- encourage students to show signs of leadership and creativity within their groups

B - Assessment/Evaluation Techniques

Students with special needs:

- listen to students' work and make suggestions to bring improvement
- ask another student to look over or take the time to review journal before oral presentation
- allow extra time for students to complete assignments
-
- guide them in their choice of topic or issue of importance to them (example: what questions do you ask yourself before choosing?)
- help students organize their short oral presentation
- help students with the revision before they proceed with final draft

Remedial and enrichment:

- ask students to write longer dialogues and to memorize them if possible (enrichment)
- invite students to take the time to rehearse reading journal
- give students immediate feedback
- provide students with a positive learning environment
- give students additional assignments (enrichment)
- asks students to write sentences to help out other students (enrichment)
- allow students extra time to prepare for assignments, presentations
- provide comments for work well done and areas that require more attention
- asks students to use their knowledge and skills for the benefit of the group members (enrichment)

Security

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

Resources**Pedagogical**

- BONET, Diana, *Easy English: Basic Grammar and Usage*, Menlo Park, Crisp Publications Inc., 1993, 167 p.
- BROMBERG, Murray and Julius LIEBB, *The English You Need To Know*, 2nd ed., Hauppauge, Barron's Educational Series, Inc., 1997, 204 p.
- BURKE, Hilary R, *Phrasal Verbs*, Ottawa, Algonquin Publishing Centre, 1998, 141 p.
- KABIS, Gabriel, *Master the Verb*, Handbook, Montreal, Lidec, 1991, 144 p.
- Ministry of Education and Training, *Media Literacy Resource Guide, Intermediates/Senior Division*, Toronto, Queen's Printer, 1989.

Material

- pictures - people having conversations; means of transportation
- cassette recorder
- magazine and newspaper articles

Technological

- audio tapes
- film on Canadian cultural mosaic if available

On Internet:

<http://www.schoolnet.ca/> (SchoolNet)

Note: under Learning Resources, there are interesting links to *Language Arts* in Communication and Media Studies and English as a Second Language.

ACTIVITY 2.1 EANBO

Speaking For a Variety of Purposes

1. Time

300 minutes

2. Description

In this activity, students acquire new vocabulary and expressions by listening to various types of oral communication and by participating in discussions. They identify some of their own social customs and share their thoughts with other students. Students produce and present a dialogue using social formulas and polite requests.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.4 - 5

Specific Expectations: EANBO-O-Sp.3 - 6
EANBO-O-Comm.3

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANBO-S-OE.2

Specific Expectation: EANBO-S-Cult.1

4. Planning Notes

- prepare handouts of visual material (step A)
- have copies of Appendix A ready (step A)
- write out activity page (idiomatic expressions) (step B)
- prepare handouts of activity page (step C)
- specify guidelines for oral presentations (step G)

5. Prior Knowledge Required

- know some idiomatic expressions
- be familiar with the use of the present progressive tense in conversations
- show ability to read dialogues with some confidence

6. Activity Instructions

Step A: Previewing and Relating to Personal Experience

Teacher: provides the students with visual material for prereading discussion (visual material may be two people having a conversation) (or other social situation).

Students: describe what is in the picture (the discussion will allow students to relate aspects of their lives and will provide an opportunity for them to talk about their own experiences and feeling with respect to this given topic).

Teacher: hands out a copy of the invitation to each student (Appendix 2.1.1).

Students: look at the title and describe what they would expect to find in this text.

Teacher: writes students' ideas on the blackboard in point form (especially key words and expressions).

Step B: Listening and Speaking

Teacher: asks students to read the passage (as they read, they should be helped with correct pronunciation, intonation and emphasis).

Students: identify specific expressions and attempt to give a meaning or explanation for each one (encourage students to derive meaning from context).

Teacher: adds these responses to the list on the blackboard.

Teacher: explains any idiomatic expressions used in the conversation (ex.: help yourself, thank you for having me over, make yourself comfortable, I'm glad you could drop in).

Teacher: hands out an activity page.

Students: match the idiomatic expressions from the conversation with the corresponding formal expressions or explanations listed at the bottom of the page.

Teacher: asks the students to go through the conversation with a partner twice, exchanging roles each time (teacher should allow sufficient time for this important step).

Step C: Activity Page

Students: use the structures from the conversation passage to make a request, to ask permission or to offer something.

Teacher: writes the students' sentences on the blackboard using complete sentences.

Teacher: hands out an activity page (Appendix 2.1.2).

Students: respond to each situation using the sentences on the board.

Step D: Partner Talk

Students: choose a partner.

Student: one student will make a request, ask permission or offer something; the other will respond accordingly.

Teacher: evaluates students' oral skills by going from one group to another and assessing individual needs.

Step E: Oral Drill - Review

Teacher: starts class with a drill pattern using the affirmative form (want + infinitive)

Ex.: I want to eat.

He wants to speak to John.

Teacher: repeats the pattern several times before signalling the students to repeat.

Students: listen and repeat.

Teacher: uses an alternative expression in a polite request.

Ex.: May I eat?

May he speak to John?

Teacher: continues to review expressions and vocabulary used in this activity.

Step F: Writing Using Previously Learned Skills

Students: select a partner.

Students: write a 20-line dialogue (topic: an invitation using social formulas and polite requests) similar to the conversation seen in Appendix 2.1.1.

Step G: Oral Presentation (see Achievement Chart)

Students: practice their dialogue (emphasis on pronunciation and intonation).

Students: present dialogues to the class.

Teacher: evaluates pronunciation, intonation, and use of vocabulary and expressions seen in this activity.

Note: as an extension to this activity, teacher may consider repeating the exercise but change the verb tense (past, present and future) and alternate among the three.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: question and answers, performance task (dialogue) step G

summative: quiz, test, oral presentation

8. Resources

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

Pedagogical

KABIS, Gabriel, *Master the Verb*, Handbook, Montreal, Lidec, 1991, 144 p.

Human

- students' cultural traditions

Material

- dialogue, activity page, (step B and C)

9. Appendices

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

Appendix EANBO 2.1.1: Dialogue

Appendix EANBO 2.1.2: Activity Page

Appendix EANBO 2.1.3: Achievement Chart - Speaking for a Variety of Purposes

Invitation

(Part 1)

Soloua: Hello Mélanie,.
Mélanie: Hello, Saloua.
Saloua: It's a beautiful day, isn't it?
Mélanie: Do you have time to come to my house after school?
Saloua: Sure. That would be nice.

(Part 2)

Mélanie: Let's sit in the living room.
Saloua: That sounds like a good idea.
Mélanie: Make yourself at home.
Saloua: Thank you.
Mélanie: Would you like a cold drink?
Saloua: Yes, please.
Mélanie: What are you doing these days?
Saloua: I'm thinking of joining the soccer team.
Mélanie: That's great.
When does the season start?
Saloua: I'm not sure yet.
Mélanie: Here, help yourself to a cookie.
Saloua: Thank you.
This cookie is very good.
Mélanie: I'm glad you like it.
How about another cookie?
Saloua: No thanks.
Oh, look at the time.
I have to go now.
My mother is expecting me for supper.
May I use your phone to call her?
Mélanie: Sure, it's in the kitchen.
Saloua: Thank you for having me over.
Mélanie: You're welcome.
I'm glad you could drop in.
Saloua: Have a nice weekend.
Mélanie: Thank you.
See you on Monday.

Appendix EANBO 2.1.2: Activity Page

A. What would you say in the following situations?

- To the teacher at the end of the day before you go home.
- To a person who says “thank you”.
- To a person who isn’t feeling well.
- You want to offer somebody some orange juice.

B. How would you say it?

Think of at least three ways of making a request:

- a) for 10 dollars
- b) for a ride home
- c) for someone to stop making noise

Think of at least two ways of asking permission

- a) to use the telephone
- b) to leave half an hour early
- c) to borrow a sweater

Use “would like”

- a) to offer a cold drink
- b) to invite someone to a party
- c) to ask for a phone number

Achievement Chart - Speaking for a Variety of Purposes

Appendix EANBO 2.1.3

<p><i>Assessment Techniques: diagnostic □ formative □ summative ☒</i></p> <p><i>Strand: Oral Communication</i></p> <p><i>Overall Expectations: EANBO-O-OE.4 - 5</i></p> <p><i>Student Task: Writing and presentation of an invitation using social formulas and polite request.</i></p>				
Categories and criteria	50 - 59 % Level 1	60 - 69 % Level 2	70 - 79 % Level 3	80 - 100 % Level 4
Knowledge/Understanding				
The student: - matches idiomatic expressions with corresponding formal expressions or explanations	The student demonstrates limited knowledge of idiomatic social formulas and polite requests	The student demonstrates some knowledge of idiomatic social formulas and polite requests	The student demonstrates considerable knowledge of idiomatic social formulas and polite requests	The student demonstrates thorough knowledge of idiomatic social formulas and polite requests
Thinking/Inquiry				
The student: - creates an original invitational dialogue	The student uses creative skills with limited effectiveness	The student uses creative skills with moderate effectiveness	The student uses creative skills with considerable effectiveness	The student uses creative skills with a high degree of effectiveness
Communication				
The student: - writes and presents a 20-lines dialogue using social formulas and polite requests - uses correct pronunciation, intonation, vocabulary and expressions	The student communicates with limited clarity and uses speaking skills with limited accuracy and effectiveness	The student communicates with some clarity and uses speaking skills with some accuracy and effectiveness	The student communicates with considerable clarity and uses speaking skills with considerable accuracy and effectiveness	The student communicates with a high degree of clarity and with confidence , and uses speaking skills with a high degree of accuracy and effectiveness
Application				
The student: - practises conversations - uses structures from conversation passage to make a request, to ask permission or to offer something	The student applies speaking skills with limited effectiveness in new contexts	The student applies speaking skills with moderate effectiveness in new contexts	The student applies speaking skills with considerable effectiveness in new contexts	The student applies speaking skills with a high degree of effectiveness 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 2.2 EANBO

Connecting Words to Link Ideas in Speech

1. Time

300 minutes

2. Description

In this activity, students select a range of connecting words to organize and clarify ideas in speech. They discuss means of transportation, read a diary or journal of a one-day trip, and relate a personal travelling experience. Students use correct pronunciation and articulation in their responses.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.4 - 5

Specific Expectations: EANBO-O-Comm.2
EANBO-O-Sp.3 - 6

Strand: Reading

Overall Expectation: EANBO-R-OE.1 - 2 - 4

Specific Expectation: EANBO-R-Compr.1 - 3 - 6 - 8

Strand: Writing

Overall Expectation: EANBO-W-OE.4

Specific Expectations: EANBO-W-Spe1.4
EANBO-W-For.1 - 6

4. Planning Notes

- find visual material: different means of transportation (step A)
- prepare handouts of diary (or journal) (Appendix 2.2.1)
- write notes for activity page: matching words with definitions (step B)
- prepare handouts of activity page: fill in the blanks using appropriate conjunctions (step D)

5. Prior Knowledge Required

- know a greater range of words and expressions, to understand reading material and to write
- show ability to use context to determine meaning of new words
- read more fluently than in ADP 1
- bring in travelling brochures

6. Activity Instructions

Step A: Different Means of Transportation and Personal Experiences

Teacher: provides the students with graphic material for prereading discussion.

Students: describe what is in the picture (the discussion will allow students to relate the content of their lives and will provide an opportunity for them to talk about their own experiences and feeling in regard to this given topic).

Teacher: hands out a copy of a diary (or journal) of a one-day trip (Appendix 2.2.1).

Note: teacher may wish to complete or add to the diary (or journal).

Students: look at the title and describe what they would expect to find in this passage.

Teacher: writes students' ideas on the blackboard.

Step B: Reading of Diary (or Journal)

Teacher: reads the diary (or journal), using expression and intonation.

Teacher: selects students to read the passage (encouraged to be as expressive as possible and helped with correct pronunciation, intonation and emphasis).

Students: makes a list of all the words in the text having to do with travelling ex. , boarding, luggage, airport.

Teacher: asks students to use a dictionary (if necessary).

Teacher: hands out an activity page.

Students: match the words from the diary (or journal) with the corresponding definitions and correct their answers with the whole group.

Teacher: asks students to go through the diary (or journal) with a partner, giving students sufficient time.

Step C: Language Focus

Teacher: explains that conjunctions are words used to join two sentences or clauses together.

Teacher: looks at examples from the reading passage (diary) explaining the three categories used (time, reason and purpose).

Teacher: gives additional examples.

Step D: Application

Students: use these conjunctions in new sentences.

Teacher: writes the students' sentences on the blackboard using complete sentences

Teacher: hands out some exercises for students to do.

Students: fill in the blanks using the correct conjunction and correct with the whole group.

Step E: Reading Aloud

Teacher and Students: read the diary (or journal) of the one-day trip together out loud

Students: read one part when they feel comfortable with the pronunciation and intonation.

Step F: Writing Using Previously Learned Skills

Students: individually write a diary (or journal) of a one-day trip to a different location (giving the times...).

Students: hand in their work for correction.

Note: Teacher may wish to extend the one-day trip to several days in order to accommodate certain students.

Step G: Oral Presentation (see Achievement Chart)

Students: practise reading their diary (or journal) (using correct pronunciation and intonation).

Students: present their diary (or journal) to the class.

Teacher: evaluate pronunciation, intonation, and correct use of conjunctions.

Step H: Class Discussion

Students: comment on interesting destinations presented in Step H (providing them with an opportunity to express their likes and dislikes, and to look back on past experiences).

7. Assessment/Evaluation Techniques

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

diagnostic: observation, questions and answers

formative: step G - tell about an interesting destination in the form of a journal

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, 167 p.

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

Human

- students' traveling experiences

Material

- visual support - pictures of means of transportation

9. Appendices

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

Appendix EANBO 2.2.1: One-day Trip (diary or journal)

Appendix EANBO 2.2.2: Achievement Chart - Connecting Words to Link Ideas in Speech

One-day Trip (diary or journal)

Example: Diary (or journal) of a one-day trip

(5:00 am) The taxi arrives to take us to the airport.

(5:35 am) After a 35-minute drive, we arrive at the airport.

(5:45 am) All passengers check their luggage.

(6:00 am) We wait in a lounge until it is time to board the airplane.

(6:35 am) We board the airplane. Inside it ...

(Continue like this using conjunctions such as: since, as soon as, until, while, because, so that etc.)

Achievement Chart - Connecting Words to Link Ideas in Speech Appendix EANBO 2.2.2

<p><i>Assessment Techniques: diagnostic □ formative ☒ summative □</i></p> <p><i>Strand: Oral Communicaton</i></p> <p><i>Overall Expectations: EANBO-O-OE.4 - 5</i></p> <p><i>Student Task: Writing and presentation of a diary or journal of a one-day trip</i></p>				
Categories and criteria	50 - 59 % Level 1	60 - 69 % Level 2	70 - 79 % Level 3	80 - 100 % Level 4
Knowledge/Understanding				
The student: - selects a range of connecting words	The student demonstrates limited understanding of conjunctions	The student demonstrates some understanding of conjunctions	The student demonstrates considerable understanding of conjunctions	The student demonstrates thorough understanding of conjunctions
Thinking/Inquiry				
The student: - organizes and clarifies ideas in speech	The student applies few of the skills of organization	The student applies some of the skills of organization	The student applies most of the skills of organization	The student applies all or almost all of the skills of organization
Communication				
The student: - writes and presents a diary of a one-day trip	The student writes and presents with limited clarity	The student writes and presents with some clarity	The student writes and presents with considerable clarity	The student writes and presents with a high degree of clarity, and with confidence

<i>Application</i>				
<p>The student:</p> <ul style="list-style-type: none"> - uses correct pronunciation and articulation in responses - uses conjunctions in new sentences - makes connections between travel story read and own travel experiences 	<p>The student applies speaking skills with limited effectiveness, demonstrates limited ability in using conjunctions and makes connections with limited effectiveness between the subject and personal experiences</p>	<p>The student applies speaking skills with moderate effectiveness, demonstrates some ability in using conjunctions and makes connections with moderate effectiveness between the subject and personal experiences</p>	<p>The student applies speaking skills with considerable effectiveness, demonstrates considerable ability in using conjunctions and makes connections with considerable effectiveness between the subject and personal experiences</p>	<p>The student applies speaking skills with a high degree of effectiveness, demonstrates a high degree of ability in using conjunctions and makes connections with a high degree of effectiveness between the subject and personal experiences</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 EANBO

Verb Tenses (Indicative) and Some Progressive Tenses

1. Time

150 minutes

2. Description

In this activity, students look at main verb tenses in the indicative and progressive (or continuous) modes. They practice using these verbs in various exercises and through discussions.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.4 - 5

Specific Expectations: EANBO-O-Sp. 3 - 6
EANBO- O-Comm.3

Strand: Writing

Overall Expectation: EANBO-W-OE.4

Specific Expectations: EANBO-W-For.1 - 6
EANBO-W-Spe1.4

4. Planning Notes

- find visual material (step A)
- prepare small cards for present continuous (step A)
- write out exercise on verbs in the past tense - ending sounds (step B)
- choose pictures for sentence writing using the past tense (step C)
- prepare handout of paragraph (guided composition) (step D)
- write out a paragraph, giving student choices (see in Appendix 2.3.1)

5. Prior Knowledge Required

- know simple verb tenses in the indicative mode
- be familiar with enough vocabulary to share answers
- show ability to listen and acquire new vocabulary

6. Activity Instructions

Step A: Focus on Some Verbs

Teacher: explains how verbs are important in a language.

Students: give reasons for their importance (describe action, feelings).

Teacher: writes students' ideas on the board.

Teacher: gives students visual material.

Students: look at pictures and describe actions going on. They use expressions such as yesterday, now, and tomorrow when giving responses.

Teacher: may find it difficult to locate pictures that reflect different tenses. In such a case, teacher uses explanations, examples, and student responses.

Teacher: looks at simple present and present continuous (progressive) and explains differences between the two.

Teacher: hands students two small blank cards to each student.

Students: write sentences on each card using the present continuous.

Teacher: collects all cards.

Students: come to the front of the class, choose one card, and act out reaction. Other students give the action.

Step B: Past Tense of Verbs: Pronouncing the Ending

Teacher: asks students to look at different possible endings of verbs in the past tense (t-d-ted).

Teacher: hands out exercises on past tense and reads each verb slowly.

Students: circle the corresponding sounds as teacher goes over these verbs.

Students: practise with a partner.

Step C: Using the Past Tense

Teacher: asks students to find more past tense expressions (yesterday, last week, in 1982)

Teacher: writes students' answers on the board.

Teacher: hands out an activity page, with pictures that students describe using past tense.

Students: write their sentences on the board.

Step D: Completing Paragraph (Appendix EANBO 2.3.1) (see Achievement Chart)

Teacher: gives students a paragraph using verbs in the past tense.

Students: complete the paragraph and read it to teacher.

Students: focus on content and on mechanics. They try to be as expressive as possible and use correct pronunciation and intonation.

Teacher: gives students another paragraph. They need to use verbs in the continuous mode and read it out loud.

Teacher: follows the model similar to EANBO 2.3.2

7. Assessment/Evaluation Techniques

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

diagnostic: questions and answers

formative: complete paragraph and read it aloud (step D)

8. Resources

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

Pedagogical

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

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

KABIS, Gabriel, *Master the Verb*, Handbook, Montreal, Lidec, 1991, 144 p.

Material

- pictures of people doing actions

- cards

9. Appendix

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

Appendix EANBO 2.3.1: Guided Composition - Past Tense Paragraph

PAST TENSE PARAGRAPH

Guided Composition/ Past Tense Paragraph

A (1) boy with (2) walked to school. A (3) man walked (4) him.
The street was very (5) ...

- tall, funny, small
- two bags, a big black dog
- etc.

* Teacher must prepare an interesting or amusing paragraph allowing students at least three choices.

ACTIVITY 2.4 EANBO

Mechanics of Spoken English: More Practice

1. Time

150 minutes

2. Description

In this activity, students correctly use mechanics of spoken English. They review regular verbs in the indicative and progressive modes and share their answers, paying attention to content and mechanics. Students also work on correct pronunciation and articulation as they express opinions and feelings with respect to current events and issues of importance to them.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.4 - 5

Specific Expectations: EANBO-O-Sp. 3 - 6
EANBO- O-Comm.3

Strand: Writing

Overall Expectation: EANBO-W-OE.3 - 4

Specific Expectations: EANBO-W-For.1 - 5 - 6

4. Planning Notes

- prepare list of regular verbs in simple tenses of indicative mode (review)
- write out some verbs in progressive or continuous mode as well
- write different types of sentences (declarative, interrogative, exclamatory, and imperative)
- prepare list of current events
- asks students to identify issues of importance to them

5. Prior Knowledge Required

- show ability to use mechanics with some confidence
- be familiar with different types of sentences
- show ability to listen and to respond to classroom discussion

6. Activity Instructions

Step A: Quick Look at Two Modes

Teacher: reads list of regular verbs and ask students to form groups of two to look at the first list of verbs in the indicative mode.

Students: work on first list and then proceed to read the verbs in the progressive (or continuous) mode.

Students: take turns to pronounce verbs.

Teacher: invites students to use designated verbs in both modes.

Step B: Mechanics in Sentences: from Declarative to Interrogative

Students: work in pairs with a different partner than in step A.

Teacher: gives handout of sentences (declarative, interrogative, exclamatory, imperative)

Students: start with declarative sentences and rewrite these in the interrogative form.

Example: The teacher smiles often. (declarative)

Does the teacher smile often? (interrogative)

Teacher: gives a series of declarative sentences (10) and asks students to rewrite them in the interrogative form.

Teacher: points out that students must raise the tone of voice at the end of the sentence when asking a question.

Step C: Mechanics in Sentences: from Exclamatory to Imperative

Students: look at exclamatory and imperative sentences.

Teacher: gives a series of exclamatory sentences (10) and asks students to rewrite them in the imperative form.

Example: You opened the door! (exclamatory)

Please open the door. (imperative).

Teacher: points out that reading an exclamatory sentence requires that speakers end on a rather forceful note, not keeping the tone of voice down as is the case with the declarative sentence.

Teacher: prepares a series of sentences. Students take turns at reading them and using intonation they have just learned.

Students: identify if sentence is interrogative, declarative, imperative, or exclamatory. They can also vary the tense of the verb.

Step D: Mechanics in Sentences: from Affirmative to Negative

Teacher: asks students to rewrite affirmative sentences into negative ones (10).

Example: The child played with his favorite toy all afternoon. (affirmative)

The child did not play with his favorite toy all afternoon. (negative).

Step E: Looking at Response

Students: give responses to steps B, C and D, paying attention to content and mechanics.

Step F: Reading Practice

Teacher: invites students to practise saying these sentences to friends, family, and neighbours.

Students: think for next class about some current events and issues that are of importance to them.

Step G: Speaking Out

Teacher: asks students to write their choice of topic or one issue of importance to them. They proceed to write their thoughts.

Students: write for about 10-15 minutes and ask another student to revise their work. After revision, teacher asks volunteers to go first. If there are no volunteers, teacher asks students to write their choice of topic or issue on a piece of paper. Teacher then chooses the first student.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: questions and answers, performance tasks

8. Resources

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

Pedagogical

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

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

Technological

- news on the Internet (for topics or social issues)

9. Appendix

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

ACTIVITY 2.5 EANBO

Finding Similarities and Differences: Cultural Elements

1. Time

300 minutes

2. Description

In this activity, students speak about cultural elements (values, attitudes, traditions). They find similarities and differences and express their thoughts and feelings with respect to these. In the end, students bring a cultural symbol or object and describe it to the class.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: E ANBO-O-OE.4 - 5

Specific Expectations: EANBO-O-Sp. 3 - 6
EANBO- O-Comm.1 - 2

Strand: Social Skills and Cultural Awareness

Overall Expectation: EANBO-S-OE.1 - 2

Specific Expectations: EANBO-S-Cult.1 - 2 - 3 - 4
EANBO- S.Soc.1 - 3

Strand: Writing

Overall Expectation: EANBO-W-OE.4

Specific Expectations: EANBO-W-For.1
EANBO-W-Use.10

4. Planning Notes

- ask students to bring a cultural object, unique to their culture, for third period of this activity (or close to end)
- write a list of well-known traditions (North American), anglophone and francophone
- look for a video or film dealing with cultural mosaic (if all students are from same background)
- (Note: contact National Film Board for suggestions)

5. Prior Knowledge Required

- be familiar with ways that values are transmitted (media, for example)
- know how to prepare a short oral presentation
- show ability to speak with some confidence
- use words and expressions acquired through listening, viewing, and reading activities in discussions and presentations

6. Activity Instructions

Step A: Looking Back on Cultural Issues (APD 1)

Teacher: asks students to remember their impressions and feelings as they reflected on the influence of English in their daily activities in Unit 4 of APD 1.

Students: Note: students who did not make that presentation may wish to think about the topic and speak on their experiences.

Teacher: reminds students of some elements looked at previously. For example:

1. Ads and values
2. The Media and their role in people's lives
3. Cultural aspects (language, religion, values, attitudes, traditions)

Teacher: asks students to work in small groups and to write down some thoughts about the 3 elements just mentioned.

Students: elect someone to take notes and to share these with the whole group.

Teacher: asks students to proceed with writing individually about similarities and differences in cultural elements.

Students: will have answers for next period.

Students: organize their observations under different headings (religious practices; language, family, important traditions; values)

Note: if students in your class all come from the same background, teacher may wish to look for a film or find some information about different cultural groups in Canada.

Step B: Sharing New Information

Teacher: informs students about the possibility that they may be surprised by differences in cultural elements. Teacher may wish to add that different cultural groups bring something unique to Canadian society. An informal discussion follows.

Students: all are invited to share some information or to comment.

Teacher: asks students to bring a unique cultural object to class and to describe it to students. This will probably be something symbolic. In their presentation, students explain whether the object is familiar, unusual, or personal. They may wish to add some meaningful comments about customs.

Students: ask relevant questions after the presentation is made.

Teacher: reminds all students to be prepared for next class.

Step C: Presenting a Cultural Object (or Symbol) (see Achievement Chart)

Teacher: proceeds with volunteers.

Students: make their presentation and wait for questions.

Step D: Imagining

Teacher: chooses one item from the objects the students have presented and says out loud “I’m thinking of ...”

Students: guess what the teacher is thinking. They ask the question, “Is it ...?”

Teacher: listens to determine if students ask proper questions and use appropriate vocabulary and information.

Step E: Showing video or film

Teacher: may wish to show a video on the Canadian cultural mosaic (if there is time)

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: questions and answers

summative: 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.

Human

-students’ cultural background

Material

- film on Canadian cultural mosaic (if available)

Technological

On Internet

Schoolnet

<http://www.schoolNet.ca/>

Note: under Learning Resources, there are interesting links to *Language Arts* in Communication and Media Studies and English as a Second Language.

9. Appendix

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

Appendix EANBO 2.5.1: Achievement Chart - Finding Similarities and Differences: Cultural Elements

Achievement Chart - Finding Similarities and Differences: Cultural Elements

<p><i>Assessment Techniques:</i> diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></p> <p><i>Strand:</i> Social Skills and Cultural Awareness</p> <p><i>Overall Expectations:</i> EANBO-S-OE.1 - 2</p> <p><i>Student Task:</i> Oral presentation of a cultural symbol or object</p>				
Categories and criteria	50 - 59 % Level 1	60 - 69 % Level 2	70 - 79 % Level 3	80 - 100 % Level 4
Knowledge/Understanding				
The student: - prepares a short oral presentation of a cultural symbol or object	The student demonstrates limited knowledge and understanding of speaking skills	The student demonstrates some knowledge and understanding of speaking skills	The student demonstrates considerable knowledge and understanding of speaking skills	The student demonstrates thorough knowledge and understanding of speaking skills
Thinking/Inquiry				
The student: - finds similarities and differences among various cultures	The student uses critical thinking skills with limited effectiveness	The student uses critical thinking skills with moderate effectiveness	The student uses critical thinking skills with considerable effectiveness	The student uses critical thinking skills with a high degree of effectiveness
Communication				
The student: - speaks about values, attitudes and traditions through the presentation of a cultural symbol or object	The student communicates ideas and information with limited clarity	The student communicates ideas and information with some clarity	The student communicates ideas and information with considerable clarity	The student communicates ideas and information with a high degree of clarity, and with confidence

<i>Application</i>				
<p>The student:</p> <ul style="list-style-type: none"> - uses words and expressions acquired through listening, viewing and reading activities - makes connections between own culture and others' 	<p>The student applies listening and speaking skills with limited effectiveness, making connections with limited effectiveness between personal experiences, the subject, and the world</p>	<p>The student applies listening and speaking skills with moderate effectiveness, making connections with moderate effectiveness between personal experiences, the subject, and the world</p>	<p>The student applies listening and speaking skills with considerable effectiveness, making connections with considerable effectiveness between personal experiences, the subject, and the world</p>	<p>The student applies listening and speaking skills with a high degree of effectiveness, making connections with a high degree of effectiveness between personal experiences, the subject, and 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>				

UNIT 3 EANBO

Reading Experiences

Unit Description

In this unit, students will use reading experiences to expand their knowledge of words and word relationships, extract information, and begin to appreciate poetry as a literary genre. They will read a variety of literary and informational texts and discuss the issues in terms of personal experience and knowledge. Students will use more advanced reading strategies such as determining the purpose of a work, predicting outcomes, drawing conclusions, and building on experience with previous texts and knowledge of their first language to understand content and interpret meaning.

Strands and Expectations

Strand: Reading

Overall Expectations: EANBO-R-OE.1 - 2 - 3 - 4

Specific Expectations: EANBO-R-Compr.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13
EANBO-R-Crit.1 - 2 - 3 - 4
EANBO-R-Voc.1 - 2 - 3 - 4 - 5 - 6

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.1

Specific Expectations: EANBO-O-Sp.2 - 4
EANBO-O-Media.2
EANBO-O-List.2 - 5

Strand: Writing

Overall Expectations: EANBO-W-OE.4 - 5

Specific Expectations: EANBO-W-For.1 - 2
EANBO-W-Use.3 - 4 - 5 - 8
EANBO-W-Spel.2 - 3

Activity Titles

Activity 3.1: Reading Simple Literary Texts: Stories and Plays

Activity 3.2: Exploring Informational Texts: Articles and Advertisements

Activity 3.3: Identifying Parts of Speech

Activity 3.4: Expanding Knowledge of Words and Word Relationships

Activity 3.5: Literary/Stylistic Devices, Mood and Mental Images in Simple Poems

Prior Knowledge Required

- be familiar with simple literary and informational texts
- know how to interpret meaning using different strategies
- show ability to understand meaning of words in context
- know enough vocabulary to read without teacher support
- be familiar with choral reading

Unit Planning Notes

The teacher will:

- locate simple literary and informational texts that are age-appropriate and meaningful
- find a selection of poems (acrostic, rhyming, haiku) to provide students with models
- ask students to find some poems in print and electronic form (if possible)
- find stories on tape and ask students to make predictions
- encourage students to use a vocabulary booklet to record new words and expressions

Crosscurricular Links

Français

- use different comprehension strategies such as asking questions, adjusting reading rate, rereading, to confirm understanding
- read informational texts for a variety of reasons (to learn more about a topic, to acquire vocabulary, etc.)
- demonstrate some knowledge of writing conventions (spelling, grammar, punctuation)
- determine the meaning of unfamiliar words using different strategies
- enjoy poetry as a literary genre

Other disciplines

- apply similar comprehension strategies when reading for different courses and for different purposes
- locate information and extend classroom learning
- show ability to identify individual parts that make up the whole (biology)
- become familiar with vocabulary specific to each discipline
- learn about other cultures and countries through the study of poetry (geography, history)

Animation culturelle

- read about one's cultural group, history, and traditions to be better able to discuss cultural issues
- learn about events and news of importance to one's cultural group
- respect language conventions in all aspects (speech, writing)
- learn vocabulary associated with cultural traditions, values, and attitudes
- discover aspects of a particular culture through poetry (e.g., Japanese haiku)

Technology

- consult the Internet and CD-ROMs to extend classroom learning
- consult the Internet for recent news developments and other informational texts
- use software to practice identifying parts of speech and other writing conventions
- use software designed to help students acquire vocabulary
- consult the Internet for poems

Careers

- look at a career as editor if reading and writing sound appealing (e.g., publishing house, newspaper, government department)
- look at careers in communications with different media
- explore careers where knowledge of writing conventions is important (e.g., translators, editors)
- explore careers where knowledge of vocabulary or the ability to determine the meaning of words is important (e.g., law, translation)

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- think-pair-share
- homework
- small group work
- brainstorming
- choral reading
- lecture
- group discussion
- research
- learning log

Assessment/Evaluation Techniques

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

diagnostic: observation, oral questions and answers

formative: learning log, question and answers, cloze texts, select responses (fill-in-the-blank), self-assessment

summative: performance tasks, quizzes, tests, and examinations

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- give additional explanations if necessary
- verify their level of understanding through questioning
- tell students about assignments beforehand so they have a little more time to prepare
- guide students with questions to ask in order to find different parts of speech (example: who ? noun or pronoun)
- encourage students to write down new vocabulary in booklet

- provide students with numerous examples
- select simple poetry to ensure student understanding

Remedial and enrichment:

- go over assignments to make sure students understand
- encourage students to share their skills and knowledge with other students (enrichment)
- provide a structured environment, keeping instructions as clear and as simple as possible
- invite students to look for articles and ads (enrichment)
- proceed in a methodical manner, starting with review of parts of speech
- provide students with supplementary exercises
- help students organize and maintain vocabulary booklet
- give students additional vocabulary exercises (enrichment)
- give additional explanations - figures of speech (if necessary)
- invite students to be creative and write some similes and metaphors (enrichment)

B. Assessment/Evaluation Techniques

Students with special needs:

- allow extra time to answer questions and to complete assignments
- asks students questions to make sure they understand what needs to be done
- verify students' interpretation of new vocabulary
- guide students in choice of poems to read to the group

Remedial and enrichment:

- encourage students to ask other students for clarification
- give additional questions or longer assignments, if time and energy allow (enrichment)
- give students the article or assignment so they have more time to respond
- ask students to be creative and write sentences using different parts of speech (enrichment)
- guide students in their use of different strategies to expand vocabulary and determine meaning of new words
- ask students to read supplementary material and to indicate new words in vocabulary booklet
- provide students with simple poems for the last period of the unit
- ask students to write some of their own poems if they 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

BONET, Diana, *Easy English, Basic Grammar and Usage*, Crisp Publications Inc., 1993, 167 p.

CFORP, *Word Resource Center 4*, Ottawa, 1987, 38 p.

Ministry of Education and Training, *Media Literacy Resources Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

PAULIK SAMPSON, Gloria, *New Routes To English, Beginning Skills/Two Workbook*, Don Mills, Collier Macmillan Canada, Ltd., 1979, 80 p.

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

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

SHEELER, W. D. and R. W. MARKLEY, *Words, A Guide to Formation and Usage Book*, New York, Regents publishing Company, 1981, 142 p.

WORSNOP, Chris M., *Screening Images: Ideas for Media Education*, Mississauga, Wright Communications, 1984.

Human

- guest from a local newspaper

Technological

SCOPEMAG@Scholastic.com

Informational texts in electronic form

<http://www3.sympatico.ca/ray.saitz/> (English Lesson Plans)

(A collection of lesson plans on literature, library, writing)

<http://www.peots.ca> (Books of Poetry Bookshop)

ACTIVITY 3.1 EANBO

Reading Simple Literary Texts: Stories and Plays

1. Time

375 minutes

2. Description

In this activity, students read simple literary texts: stories and plays. They focus on the sequence of events, the setting, the roles of characters and the theme. Students respond to comprehension questions and describe the physical and personality traits of some characters.

3. Strands and Expectations

Strand: Reading

Overall Expectations: EANBO-R-OE.1 - 2 - 4

Specific Expectations: EANBO-R-Compr.1 - 2 - 8 - 13
EANBO-R-Crit.1 - 2 - 4
EANBO-R-Voc.6

Strand: Oral Communication

Overall Expectation: EANBO - R - OE.1

Specific Expectations: EANBO-R-Sp.2 - 4

Strand: Writing

Overall Expectation: EANBO-W-OE.4

Specific Expectation: EANBO-W-For.1 - 2

4. Planning Notes

- find two stories and two one-act plays
- tape one story for the second encounter with this genre
- prepare copies of quiz and of responses to second short story (Appendix EANBO 3.1.1)

5. Prior Knowledge Required

- be familiar with four important elements of the short story: setting, character, plot or action, and theme
- show ability to identify some details and sequences in stories
- know about role-playing and dialogues to be prepared for one-act plays

6. Activity Instructions

Step A: The Short Story: A Slice of Life

Teacher: leads discussion before the actual reading.

Teacher: invites students to reflect on childhood stories that people (parents) read to their children. If you think back, why did you like stories and what were some of your favourites?

Teacher: tells students to keep four questions in mind as she/he reads them the story.

Elements to consider:

1. What is the setting?
2. Who are the characters? Describe them.
3. What are the important events? Give the sequence
4. Theme is what the story is all about. It is something that looks at a part of life, at a slice of life.

Teacher: reads the story and asks the students to form three groups. There may be more than three depending on class size. Four students per group sounds reasonable. Two groups may have to look at the same question.

Teacher: gives the setting and informs students they will do the other three questions. At the end they share the information.

Teacher: gives student a quiz (see Appendix EANBO 3.1.1).

Step B: Listening to Short Story and Responding (see Achievement Chart)

Teacher: plays a recording of a second story, has students follow the text while it is read, and informs students they will be answering a few simple questions (see Appendix EANBO 3.1.1)

Note: The teacher may ask someone else to tape the story or record it herself/himself. The advantage to having someone else read it is that students get used to hearing different voices and speakers.

Step C: The One-Act Play

Teacher: invites students to share their experiences with theatre arts.

Teacher: asks students if they have ever seen plays, which ones they enjoyed the most and why.

Teacher: also asks students about differences between the two genres (the short story and the play).

Teacher: includes a short lesson on the mechanics of dialogue and how they differ in a short story and in a play.

Teacher: gives the setting and a little background information to situate the play. The roles are assigned and the reading starts.

Note: Scope has plays that students can understand and relate to.

Students: read aloud with more confidence and greater fluency than in APD 1.

Students: select different sections in the play that are meaningful to them in terms of personal experience and knowledge.

Step D: Listening to or Reading Another One-Act Play

Teacher: may look for a recording of a play if possible. Otherwise, teacher may wish to proceed in a manner similar to step C, this time choosing a one-act play with a different theme, setting, plot, and of course characters.

Students: write a sequel to the ending. They write a 15 to 20-line dialogue and dramatize it. The new dialogue has to reflect what occurred previously.

7. Assessment/Evaluation Techniques

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

diagnostic: discussion

formative: quiz

summative: (Step B) responding to story - test

8. Resources

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

Pedagogical

RINALDO, Denise (ed.), *Scope Magazine*, New York, 1999.

Material

- cassette recorder

Technological

Scopemag@scholastic.com

9. Appendix

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

Appendix EANBO 3.1.1: Quiz and Responding to Story

Appendix EANBO 3.1.2: Achievement Chart - Reading Simple Literary Texts: Stories and Plays

Quiz and Responding to Story

Step A - Quiz

Please answer true or false.

- I enjoyed reading the story because of the characters. _____
- The story appears “real” (or realistic) _____
- The setting is interesting. _____
- The characters tell us more about life. _____
- The theme is easy to identify. _____
- I like the ending. _____
- There is enough action in the story. _____
- I learned something new. _____

Step B - Responding to Second Short Story

- Give the setting of the story.
- Name the most important characters
- Give a physical and personality description of one character.
- Identify the most important event in the story.
- What is the story about? (theme)

Achievement Chart - Reading Simple Literary Texts: Stories and Plays

<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> EANBO-O-OE.1</p> <p><i>Strand:</i> Reading <i>Overall Expectations:</i> EANBO-R-OE.1 - 2</p> <p><i>Strand:</i> Writing <i>Overall Expectation:</i> EANBO-W-OE.4</p> <p><i>Student Task:</i> Responding to comprehension questions, writing and dramatizing a sequel</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>
<i>Knowledge/Understanding</i>				
The student: - listens to reading of short stories and answers comprehension questions - identifies the setting, characters, sequence of events and theme of short stories and a play	The student demonstrates limited knowledge of setting, characters, events and theme and limited understanding of content	The student demonstrates some knowledge of setting, characters, events and theme and some understanding of content	The student demonstrates considerable knowledge of setting, characters, events and theme and considerable understanding of content	The student demonstrates thorough knowledge of setting, characters, events and theme and thorough understanding of content
<i>Thinking/Inquiry</i>				
The student: - creates the sequel to a play	The student uses creative thinking skills with limited effectiveness	The student uses creative thinking skills with moderate effectiveness	The student uses creative thinking skills with considerable effectiveness	The student uses creative thinking skills with a high degree of effectiveness
<i>Communication</i>				
The student: - responds to comprehension questions - assumes a role in the reading of a play	The student responds to questions with limited clarity and uses language with limited accuracy and effectiveness	The student responds to questions with some clarity and uses language with some accuracy and effectiveness	The student responds to questions with considerable clarity and uses language with considerable accuracy and effectiveness	The student responds to questions with a high degree of clarity and with confidence , and uses language with a high degree of accuracy and effectiveness

<i>Application</i>				
<p>The student: - writes and dramatizes a sequel to the ending of a play - listens to different voices and speakers</p>	<p>The student applies knowledge of writing skills with limited effectiveness and demonstrates limited ability in recognizing and using language in new contexts</p>	<p>The student applies knowledge of writing skills with moderate effectiveness and demonstrates some ability in recognizing and using language in new contexts</p>	<p>The student applies knowledge of writing skills with considerable effectiveness and demonstrates considerable ability in recognizing and using language in new contexts</p>	<p>The student applies knowledge of writing skills with a high degree of effectiveness and demonstrates a high degree of ability in recognizing and using language 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 3.2 EANBO

Exploring Informational Texts: Articles and Advertisements

1. Time

375 minutes

2. Description

In this activity, students read informational texts for a variety of reasons. They learn more about a topic, acquire vocabulary, and discover new interests in reading advertisements and articles. Students use textual cues to interpret texts and to determine meaning.

3. Strands and Expectations

Strand: Reading

Overall Expectations: EANBO-R-OE.1 - 2 - 3

Specific Expectations: EANBO-R-Compr.1 - 2 - 3 - 5 - 6 - 7 - 13
EANBO-R-Crit.2 - 3

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.1

Specific Expectations: EANBO-O-List.2 - 5
EANBO-O-Media.2

Strand: Writing

Overall Expectation: EANBO-W-OE.4

Specific Expectation: EANBO-W-For.1

4. Planning Notes

- bring in two articles and some advertisements
- prepare questions for second article (Step C)
- invite someone from a local newspaper or plan a visit there (this should be looked at early on in the course)
- asks librarian to help out with finding ads and articles

5. Prior Knowledge Required

- be familiar with simple informational texts
- know how to use some cues to understand content
- show ability to share opinions and feelings with respect to reading material

6. Activity Instructions

Step A: Reading for Information: Discussion

Teacher: looks at various reasons for reading: to learn about a topic, to acquire vocabulary, to satisfy one's curiosity.

Teacher: speaks about the information age. Everywhere students look, watch, or listen, there is information. Is there too much?

Teacher: asks student to form small groups and address the following questions. At least one student takes notes.

- What is information?
- What are sources of information?
- Is the information accurate (true)?
- Do you know of any sources that give out false information?
- Why do magazines, for example, make millions?
- Identify some of the problems with the information available through the Internet

Teacher: may wish to add a few more questions.

Students: then report to the whole group.

Teacher: hands out on an article for students to read and to report on the next day. (The article should be about a topic of interest to students.)

Step B: Giving Feedback: Article

Teacher: asks students for their general impressions of the article.

Students: respond indicating if they agree or not with the opinions of the author.

Teacher: asks student to look at textual cues such as the structures of the article, illustrations or diagrams in order to interpret texts and locate information.

Step C: Reading for Comprehension: Article (see Achievement Chart)

Teacher: hands out a second article.

Teacher: asks students to read it.

Students: answer comprehension questions.

Students: work individually and then compare answer with another student once they have tackled all questions.

Teacher: then reviews answers.

Teacher: reminds students that a guest speaker is coming to class the next day. She/He will speak about information with respect to newspapers. Students should prepare some questions to ask.

Note: If a guest is not available, teacher may contact local newspaper for a tour.

Step D: Guest Speaker or Visit to the Local Newspaper (or other media)

Teacher: has already made arrangements for either the guest speaker or the visit.

Students: give their feedback the next time the class meets.

Step E: Impressions and Ads

Students: express their thoughts and opinions concerning the guest's visit or their own visit (local newspaper).

Teacher: proceeds with a look at some advertisements.

Teacher: starts with a discussion of some of students' favourite ads. Students work in small groups and answer these questions:

- What are your favourite ads?
- Where do you see these ads?
- Do you believe ads sell products?
- What medium has the most impact as far as ads are concerned?
- Identify some advantages and some disadvantages of ads.

Students: share their answers with the whole group afterwards.

Teacher: asks students to find an ad for next class, tells students they may consult the librarian for newspapers.

Step F: Looking at Ads

Teacher: asks students to share their ads with the class, commenting on visual presentation and message conveyed in the ad. (Students may refer to visual elements such as colour, image, text, headline, and font already studied at Level 1, Activity 2.)

Teacher: also submits various ads, asking students to give their impression of them.

Teacher: ends the activity with final thoughts about how students need to be alert when looking, reading, or hearing about advertised products.

7. Assessment/Evaluation Techniques

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

diagnostic: discussion, observation

formative: (Step C) test

8. Resources

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

Pedagogical

Ministry of Education and Training, *Media Literacy Resources Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

Human

- guest from a local newspaper

Material

- articles and ads within students' range of vocabulary and experience

Technological

WORSNORP, Chris M., *Screening Images: Ideas for media Education*, Mississauga, Wright Communications, 1984)

9. Appendix

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

Appendix EANBO 3.2.1: Achievement Chart - Exploring Informational Texts: Articles and Advertisements

Achievement Chart - Exploring Informational Texts: Articles and Advertisements

<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> EANBO-O-OE.1</p> <p><i>Strand:</i> Reading <i>Overall Expectation:</i> EANBO-O-OE.3</p> <p><i>Student Task:</i> Reading, analysis of articles and presentation of an ad</p>				
Categories and criteria	50 - 59 % Level 1	60 - 69 % Level 2	70 - 79 % Level 3	80 - 100 % Level 4
Knowledge/Understanding				
The student: - reads informational texts, advertisements and articles	The student demonstrates limited understanding of informational texts	The student demonstrates some understanding of informational texts	The student demonstrates considerable understanding of informational texts	The student demonstrates thorough understanding of informational texts
Thinking/Inquiry				
The student: - extracts information from articles - assesses ads, determining which medium has the most impact	The student uses critical thinking skills with limited effectiveness to evaluate articles and advertisements	The student uses critical thinking skills with moderate effectiveness to evaluate articles and advertisements	The student uses critical thinking skills with considerable effectiveness to evaluate articles and advertisements	The student uses critical thinking skills with a high degree of effectiveness to evaluate articles and advertisements
Communication				
The student: - reads informational texts - answers comprehension questions - shares opinions and feelings - orally presents ads commenting on visual presentation and message	The student communicates his ideas with limited clarity and uses language with limited accuracy and effectiveness	The student communicates his ideas with some clarity and uses language with some accuracy and effectiveness	The student communicates his ideas with considerable clarity and uses language with considerable accuracy and effectiveness	The student communicates his ideas with a high degree of clarity and with confidence , and uses language with a high degree of accuracy and effectiveness

<i>Application</i>				
<p>The student:</p> <ul style="list-style-type: none"> - uses textual cues to interpret texts and determine meaning - prepares questions to ask guest speaker 	<p>The student applies knowledge of textual cues with limited effectiveness and makes connections with limited effectiveness between the subject and the world</p>	<p>The student applies knowledge of textual cues with moderate effectiveness and makes connections with moderate effectiveness between the subject and the world</p>	<p>The student applies knowledge of textual cues with considerable effectiveness and makes connections with considerable effectiveness between the subject and the world</p>	<p>The student applies knowledge of textual cues with a high degree of effectiveness and makes connections with a high degree of effectiveness between the subject and 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 3.3 EANBO

Identifying Parts of Speech

1. Time

225 minutes

2. Description

In this activity, students use reading experiences to expand their knowledge of words and, in particular, of parts of speech. They review parts of speech used in Level 1 and add adverbs to the list.

3. Strands and Expectations

Strand: Reading

Overall Expectation: EANBO-R-OE.1

Specific Expectation: EANBO-R-Compr.9

Strand: Writing

Overall Expectation: EANBO-W-OE.5

Specific Expectations: EANBO-W-Use.3 - 4 - 5 - 8

4. Planning Notes

- write review notes on parts of speech already studied in EANAO 4.3
- write notes on collective nouns and on proper subject-verb agreement with collective nouns
- prepare handout as demonstrative pronouns as well as the use of personal pronouns in the nominative, possessive, and objective forms (note: teacher may wish to use paragraphs for work on personal pronouns)
- find fill-in-the-blanks exercises dealing with adverbs
- prepare a test on the six parts of speech

5. Prior Knowledge Required

- know parts of speech seen at Level 1 (noun, pronoun, article, adjective, verb)
- be familiar with the role or function of these parts of speech
- show ability to use questions to find parts of speech in sentences (example: to find the noun or pronoun, ask “Who is doing the action?”)

6. Activity Instructions

Step A: Review of Parts of Speech (Level 1)

Teacher: hands out review notes on parts of speech already seen in Level 1:

- nouns (common and proper)
- pronouns (personal and interrogative)
- articles
- adjectives (descriptive, possessive, demonstrative)
- verbs

Teacher: prepares a series of sentences and asks students to identify the different parts of speech.

Teacher: goes over the answers.

Step B: Looking at Collective Nouns

Teacher: explains what collective nouns are and gives students sufficient examples.

Teacher: may wish to look for visual support to help students remember the words.

Students: also look at subject-verb agreement with collective nouns.

Step C: Finding Out About Demonstrative Pronouns

Teacher: provides students with explanations and examples.

Students: then identify these pronouns.

Teacher: goes over the answers.

Students: write some of their own sentences using demonstrative pronouns.

Step D: Personal Pronouns and Their Three Forms

Teacher: looks for different paragraphs where personal pronouns are used in their different forms (example: I, me, mine).

Teacher: may wish to use sentences if such texts cannot be easily found.

Students: give out answers when the work is completed.

Step E: Adverbs: A Welcome Addition

Teacher: adds another part of speech to the five already studied in Level 1.

Teacher: explains how to recognize adverbs.

Students: learn that some adverbs are regular and others irregular.

Students: fill in the blanks adding adverbs to complete the sentence.

Teacher: encourages students to start their own list of adverbs. Students may work collectively and come up with as many adverbs as they can. They may keep them in a binder as a class resource.

Step F: Identifying the Six Parts of Speech (see Achievement Chart)

Teacher: gives an open-book test and informs students to ask questions if they are not sure what needs to be done.

7. Assessment/Evaluation Techniques

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

diagnostic: questions and answers, drills

formative: (Step F) test

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, 167 p.

SHEELER, W. D. and R. W. MARKLEY, *Words, A Guide to formation and Usage, Book 1*, New York, Regents Publishing Company, 1981, 142 p.

9. Appendix

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

ACTIVITY 3.4 EANBO

Expanding Knowledge of Words and Word Relationships

1. Time

225 minutes

2. Description

In this activity, students use different strategies to determine the meaning of new words: knowledge of first language, root words, and a variety of cues. They use common patterns of word structure and syllabification to determine pronunciation and meaning of unfamiliar words. Students expand knowledge of words and word relationships, using different sources.

3. Strands and Expectations

Strand: Reading

Overall Expectation: EANBO-R-OE.1 - 2

Specific Expectations: EANBO-R-Voc.1 - 2 - 3 - 4 - 5
EANBO-R-Compr.4

Strand: Writing

Overall Expectation: EANBO-W-OE.5

Specific Expectation: EANBO-W-Spel.2 - 3

4. Planning Notes

- write out 10 root words to be complete with words from the same family (Step A)
- prepare sentences where it is possible for students to use syntactic cues to interpret meaning (Step B)
- write a list of words out of context and in context (Step C)
- prepare handout with syllabification rules (Step D)
- write or find exercises dealing with synonyms, antonyms, and homonyms

5. Prior Knowledge Required

- show ability to use knowledge of first language to determine meaning of unfamiliar words
- be familiar with more words and expressions in order to interpret meaning of new vocabulary

6. Activity Instructions

Step A: Root Words

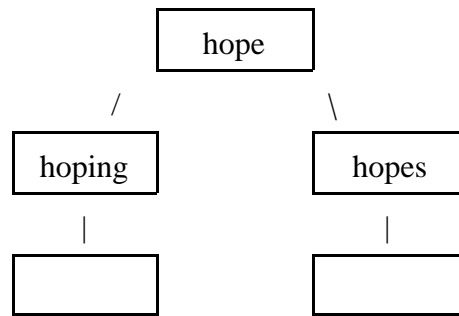
Teacher: asks students to look at root words as a means of increasing their vocabulary.

Students: work with verbs to expand their knowledge of words and word relationships.

Teacher: may wish to find vocabulary from reading material (previous or upcoming).

Students: complete each word with words from the same family as the root word.

Example:



Teacher: gives several root words and asks that students come up with words of their choice.

Note: Teacher may wish to refer to examples on page 34 of *Word Resources Center 4*. There is also a crossword puzzle on p. 35 with root words to find.

Step B: Using Variety of Cues

Teacher: informs students of other ways of determining meaning of new words.

Students: may look at graphemic cues, the relationship between sound and word. Hearing a word may give clues as to the meaning of a new word. It allows students to associate new words with a familiar one (words belonging to the same family).

Students: also use syntactic cues as they look at the arrangement of words in a sentence or the use of punctuation. For example, the use of an exclamation mark conveys the element of surprise and students may more easily interpret the meaning of an unfamiliar word.

Step C: What Does that Word Mean?

Another way to determine the meaning of a new word is to look at other words in a sentence that convey meaning. These are semantic cues.

Teacher: asks students to define certain words out of context.

For example, - define:

- lonely

- selfish

- generous

Teacher: invites students to explain what the word in the sentences means and to compare their interpretation to the meaning for the individual word out of context.

Students: become increasingly aware of the importance of looking at context to determine meaning.

Teacher: asks students to define at least 10 words, using the same strategy.

Step D: Word Structure and Syllabication

Teacher: tells students that root words are one way of expanding vocabulary and of finding out about word structure.

Teacher: informs students that syllabification, or dividing the word into syllables, helps with the pronunciation of new words.

Students: learn about different rules of syllabification. For example, a compound word is divided between the two words that make up the compound word. Examples: snow/fall

Note: Teacher may find additional rules on p. 23, *Word Resource Center 4*. There is also an interesting exercise to do with syllables on p. 25 of the same book. Students have to find syllables from these different columns in a grid to make up 10 words.

Step E: Expanding Vocabulary (Synonyms, Antonyms, Homophones)

Teacher: asks students to continue work on vocabulary acquisition, this time looking for synonyms.

Teacher: assigns different exercises, one of which can be a drawing of a tree with leaves. Students are asked to fill the leaves, finding synonyms for specific words in newspapers or other sources.

Note: In *Word Resource Center*, p. 29, there is such a drawing.

Teacher: may wish to look at other suggestions on p. 30-34 for additional exercises on such words. For example, students find an antonym and a synonym for “joyful”. Pictures are provided to make the task easier for students.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: question and answers, performance tasks

8. Resources

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

Pedagogical

CFORP, *Word Resource Center 4*, Ottawa, 1987, 38 p.

SHEELER, W. D. and R. W. MARKLEY, *Words, A Guide to Formation and Usage, Book 1*, New York, Regents Publishing Company, 1981, 142 p.

9. Appendix

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

ACTIVITY 3.5 EANBO

Literary/Stylistic Devices, Mood, and Mental Images in Simple Poems

1. Time

300 minutes

2. Description

In this activity, students begin to appreciate poetry as a literary genre. They learn to recognize literary/stylistic devices such as simile, metaphor, and personification. Students also look for words that suggest mental images and create mood in poems. They identify examples of onomatopoeia and read poems aloud with more confidence than at the previous level.

3. Strands and Expectations

Strand: Reading

Overall Expectation: EANBO-R-OE.1 - 4

Specific Expectations: EANBO-R-Compr.1 - 10 - 11 - 12
EANBO-R-Voc.6
EANBO-R-Crit.4

4. Planning Notes

- locate reading material - simple literary texts that are age-appropriate and meaningful
- find a selection of poems (acrostic, rhyming, haiku) to provide students with models
- look for examples of simile, metaphor, and personification
- ask students to find some poems in print and electronic form
- prepare some notes on Japanese culture (e.g., contact with nature, beautiful gardens)

5. Prior Knowledge Required

- be familiar with simple literary texts
- show ability to understand meaning of words in context

6. Activity Instructions

Step A: Reflecting on Past Experience

Teacher: invites students to comment on their previous experiences with poetry. For example, choosing their favourite song in EANA0 2.2.

Students: express views as to how poetry is different from other genres such as the short story and the play.

Teacher: asks students to determine to what extent these elements are important.

	CHARACTER	SETTING	THEME	PLOT	LITERARY/ STYLISTIC DEVICES
SHORT STORY					
PLAY					
POETRY					

Teacher: reviews rhyming, acrostic, and haiku (if haiku was not studied at Level 1, teacher may wish to look at section EANA0 2.2).

Students: write a rhyming (one stanza) and an acrostic poem with a partner and share their poems with the whole group.

Step B: Looking at Examples of Simile, Metaphor, and Personification

Teacher: brings examples of these three devices, appropriate to students' range of vocabulary and experience.

Teacher: gives the first part of the simile and students provide the second half.

Examples: as white as a ghost

as free as a _____

as bright as a _____

Teacher: finds approximately 10-15 of these and goes over the answers with students.

Teacher: then explains the difference between these two figures of speech: simile and metaphor and provides examples of metaphors.

Students: read simple poems and identify these two figures of speech. Teacher brings several of these poems.

Teacher: asks students to look for other poems for the last period of the unit (one period from now).

Step C: The Haiku - Visited or Revisited

Teacher: explains that two of the features of poetry are that it evokes mental images and creates moods in poems.

Teacher: looks briefly at Japanese culture in general and tells students about Japanese people's love of beautiful gardens and their connection with nature.

Note: It is an informal way of introducing this verse form.

Teacher: may bring pictures of these gardens.

Teacher: proceeds to read several haiku poems and asks students to give mental images and moods that are created.

Students: then form small groups, look at other samples of haiku, and write down their impressions of each poem.

Teacher: asks students to share these impressions with the whole group.

Step D: Reading of poems

Students: read poems they found in poetry anthologies, magazines, or on the Internet. Their choice of poems is limited to rhyming, acrostic, and haiku.

7. Assessment/Evaluation Techniques

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

diagnostic: questions and answers

formative: performance tasks

8. Resources

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

Technological

<http://www3.sympatico.ca/ray.saitz/> (English Lesson Plans)

(A collection of lesson plans on literature, Library, Writing).

<http://www.poets.ca> (Books of Poetry Bookshop)

9. Appendix

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

UNIT 4 EANBO

Writing: Combining Models With Creativity

Unit Description

In this unit, students will read models of narrative and descriptive paragraphs and poems. They will also look at modelled forms of a book-cover and classified ads, but these two will be studied more closely in unit 5. Students will use a variety of sentences, refine paragraph skills, and demonstrate some knowledge of writing conventions (spelling, grammar, punctuation). The study of literary/stylistic devices such as rhyme and alliteration in poetry will guide students as they create original poems for their oral presentation.

Strands and Expectations

Strand: Writing

Overall Expectations: EANBO-W-OE.1 - 2 - 3 - 5

Specific Expectations: EANBO-W-For.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
EANBO-W-Use.1 - 2 - 6 - 7 - 9 - 10
EANBO-W-Spel.1
EANBO-W-Pres.1

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.3

Specific Expectations: EANBO-O-Comm.4 - 5 - 6
EANBO-O-List.10

Strand: Reading

Overall Expectation: EANBO-R-OE.1

Specific Expectations: EANBO-R-Compr.2 - 5 - 13
EANBO-R-Crit.2 - 3 - 4

Activity Titles

Activity 4.1: Writing a Variety of Sentences: Affirmative and Negative Forms

Activity 4.2: Writing Conventions: For This Level

Activity 4.3: Modelled Forms: Narrative and Descriptive Paragraphs

Activity 4.4: Journal Responses to Poems, Ads, and Book-cover

Activity 4 5: Creating Original Poems

Prior Knowledge Required

- be familiar with modelled forms (letters, paragraphs, personal experience stories)
- know some writing conventions (as seen in Level 1)
- show some knowledge of good paragraph structure
- be familiar with some simple poems (rhyming, acrostic, haiku)
- know how to prepare for an oral presentation (getting material, organizing it, rehearsing)

Unit Planning Notes

The teacher will:

- look for suitable models of narrative and descriptive paragraphs
- prepare lesson plans for writing conventions to be taught at this level
- select paragraphs that are meaningful to students
- ask students to contribute by looking for some paragraphs too
- look for a variety of simple poems to study rhyme and alliteration
- tell students early in the unit that they will give a formal presentation at the end of the unit

Crosscurricular Links

Français

- use a variety of sentences in writing assignments (journals, paragraphs)
- study language conventions in order to communicate more effectively
- show ability to write well in their first language and transfer these skills to a second language
- use good paragraph structure to organize and present ideas clearly
- study a variety of texts (poems, ads, book-cover) and show ability to discuss ideas and issues raised in texts
- produce original works and present them

Other disciplines

- develop the ability to express thoughts and ideas clearly in order to complete assignments appropriately
- complete written assignments, demonstrating the ability to respect language conventions
- learn to complete assignments, using good paragraph structure
- look for new ideas in reading material and compare them to own viewpoints
- acquire more confidence through a variety of activities (group discussions, individual presentations)

Animation culturelle

- express ideas and feelings not only in speech but also in writing
- appreciate the speaking and writing skills of a cultural spokesperson, for example
- read narrative and descriptive paragraphs that deal with cultural events
- try to determine which ads are more appealing to particular cultural groups
- write poems about different themes (e.g., cultural background, struggles)

Technology

- use software to develop writing skills
- use software to explore a variety of writing conventions
- use technological resources to create ads and book-covers
- use spell-check programs to revise work

Careers

- identify careers for people with writing skills (e.g., translators, journalists)
- look for career opportunities as critics, and in graphic design (ads)
- identify careers where making oral presentations is one of the responsibilities

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- brainstorming
- think/pair/share
- small group work
- homework
- research
- learning log
- reading aloud
- peer practice

Assessment/Evaluation Techniques

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

diagnostic: observation, question and answers

formative: learning log, questions and answers, peer evaluation, tests, self-assessment

summative: performance tasks, quizzes, and oral presentations

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- verify their understanding by asking questions
- give additional explanations with questions relating to grammatical terms
- ask students to provide examples using different conventions
- ask students to pay attention to sentence structure (writing of complete sentences)
- provide students with more examples of rhyme and alliteration (if necessary)
- ask students to try their hand at some poems and show teacher their work
- provide suggestions with respect to choice of theme, topics, and words

Remedial and enrichment:

- provide a structured working environment
- invite students to help others (helping them find appropriate questions, for example) (enrichment)
- provide students with numerous examples
- ask students to use their knowledge and expertise to help out with review or application of conventions (enrichment)
- provide additional explanations if necessary (use of conjunctions in sentence combining)
- give students supplementary sentence-combining exercises to do (enrichment)
- encourage students to read poetry within smaller groups
- invite students to look for additional poems on the Internet (enrichment)
- give immediate feedback as students go through the process (drafting of poems)
- invite students to use their expertise to help others (enrichment)

B. Assessment/Evaluation Techniques***Students with special needs:***

- inform students in the first period of the activity that they will be tested at the end (this allows them to prepare, to review)
- encourage students to review notes as often as possible
- allow extra time to complete paragraphs
- ask other students to revise their work
- look for poems to better prepare for presentation in next activity
- consult teacher for advice as to choice of material
- read work before letting students proceed with the poster
- guide students in their comments on poems they will present

Remedial and enrichment:

- allow extra time for students to finish
- give students supplementary exercises and questions to complete for test (more challenge for them) (enrichment)
- provide a calm working environment where students can concentrate and ask teacher's help if necessary
- invite students to do supplementary work to improve writing skills (enrichment)
- give students suggestions and feedback as they complete assignments
- suggest the writing of a narrative and a descriptive paragraph (enrichment)
- ask other students to read poetry to students
- provide guidance in final version of poems and for oral presentation
- ask students to write more original works if they 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

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

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

KABIS, Gabriel, *Master The Verb*, Handbook, Intermediate and Lower Advanced Levels, Montreal, Lidec, 1991, 144 p.

KABIS, Gabriel, *Master The Verb*, 2nd ed., Workbook, Intermediate and lower Advanced Levels, Montreal, Lidec, 1994, 176 p.

Material

- posters, bilingual dictionaries, thesaurus

Technological

<http://www.poets.ca> (Books of Poetry Bookstore)

<http://www3.sympatico.ca/ray.saitz/> (English Lesson Plans)

(A collection of lesson plans on literature, library, writing)

ACTIVITY 4.1 EANBO

Writing a Variety of Sentences: Affirmative and Negative Forms

1. Time

225 minutes

2. Description

In this activity, students learn to use a variety of sentences in the affirmative and the negative . They review declarative, interrogative, exclamatory, and imperative sentences, identify them in exercises and paragraphs, and proceed to write some of their own.

3. Strands and Expectations

Strand: Writing

Overall Expectations: EANBO-W-OE.3 - 5

Specific Expectations: EANBO-W-For.1 - 5 - 6
EANBO-W-Use.1

4. Planning Notes

- write sentences for review (step A)
- find exercises to enable students to identify a variety of sentences
- prepare test for the end of the activity (step G)
- write declarative sentences and ask students to write these in the negative form (step B)
- prepare sentences for drill: changing affirmative statements into negative ones (step C)
- write statements and ask students to rewrite these using information questions (step D)

5. Prior Knowledge Required

- show ability to identify four sentences (declarative, interrogative, exclamatory, imperative)
- know correct word order in the above sentences
- be familiar with periods, questions marks, and exclamation marks as end punctuation

6. Activity Instructions

Step A: Review of Four Types of Sentences

- Teacher: provides students with a review of four sentences (declarative, interrogative, exclamatory, and imperative)
- the declarative sentence is used to make statements, express opinions
 - the interrogative sentence is used to inquire about people, places, events
 - the exclamatory sentence is used to express surprise
 - the imperative sentence is used to express insistence, a command, or a polite request
- Students: identify what punctuation marks to use in each one.
- Teacher: provides students with a series of sentences to identify.
- Students: complete the work and give their responses.
- Teacher: asks students to write a daily journal and use their knowledge of sentence models to lighten the grammatical workload.

Step B: Declarative Sentences in the Negative Form

- Teacher: hands out a series of declarative sentences in the affirmative form.
- Students: write the statement in the negative form.
- Example: My teacher is the captain of a sailboat. (declarative, affirmative)
My teacher is not the captain of a sailboat. (declarative, negative)
- Teacher: goes over student answers once they complete the exercise individually.

Step C: Disagree Orally with Statements

- Teacher: makes a statement and students disagree, thus using the negative form.
- Example: Maggie enjoys watching movies.
No, Maggie does not enjoy watching movies.
- Teacher: writes a series of sentences and asks students to formulate statements using the negative form.
- Note: this oral drill is important to allow students to develop their listening and speaking skills. It enables students to become better writers as well.

Step D: Asking Questions

- Teacher: provides students with the opportunity to ask informative questions, using question-words such as who, where, when, how, why, what.
- Students: look at statements and ask questions using information contained there.
- Example: Marjorie is wearing a new dress.
Who is wearing a new dress ?
- Tom is going to the States.
Where is Tom going ?
- Janet is leaving for Europe in two weeks.
When is Janet leaving for Europe ?
- Teacher: writes sentences to use six question-words.
- Students: practice writing interrogative sentences.
- Teacher: asks students to write a daily journal and use their knowledge of sentence models to lighten the grammatical workload.

Step E: Identifying Imperative Sentences in Paragraphs

Teacher: hands out paragraph and asks students to identify sentences that express insistence, a command, or a polite request.

I'm very sorry. I was not listening. Repeat your statements, please. I didn't hear a word. You're whispering. Speak up. Close the window: there is too much noise. Now, begin all over once more.

Teacher: informs students there are four imperative sentences. Students identify them. Teacher may give students additional paragraphs here.

Step F: Writing Exclamatory Sentences

Teacher: gives students sentences in the three other forms (declarative, interrogative and imperative) and asks them to write exclamatory sentences.

Teacher: may wish to consider having students act out the different types of sentences.

Step G: Test on Sentences (see Achievement Chart)

Teacher: gives test to end the activity on a positive note.

7. Assessment/Evaluation Techniques

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

diagnostic: questions and answers

formative: drill

summative: test

8. Resources

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

Pedagogical

KABIS, Gabirel, *Master the Verb*, Handbook, Intermediate and Lower Advanced Levels, Montreal, Lidec, 1991, 144 p.

KABIS, Gabirel, *Master the Verb*, 2nd ed., Workbook, Intermediate and Lower Advanced Levels, Montreal, Lidec, 1994, 176 p.

9. Appendix

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

Appendix EANBO 4.1.1: Achievement Chart - Writing a Variety of Sentences: Affirmative and Negative Forms

Appendix EANBO 4.1.1

Achievement Chart - Writing a Variety of Sentences: Affirmative and Negative Forms

<p><i>Assessment Techniques:</i> diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/></p> <p><i>Strand:</i> Writing</p> <p><i>Overall Expectations:</i> EANBO-W-OE.3 - 5</p> <p><i>Student Task:</i> Test on sentence structure</p>				
Categories and criteria	50 - 59 % Level 1	60 - 69 % Level 2	70 - 79 % Level 3	80 - 100 % Level 4
Knowledge/Understanding				
The student: - identifies the four types of sentences - uses the affirmative and negative forms of sentences	The student demonstrates limited knowledge of types of sentences	The student demonstrates some knowledge of types of sentences	The student demonstrates considerable knowledge of types of sentences	The student demonstrates thorough knowledge of types of sentences
Thinking/Inquiry				
The student: - identifies sentences that express insistence, a command, or a polite request	The student uses critical thinking skills with limited effectiveness	The student uses critical thinking skills with moderate effectiveness	The student uses critical thinking skills with considerable effectiveness	The student uses critical thinking skills with a high degree of effectiveness
Communication				
The student: - changes affirmative statements into negative ones - changes statements to information questions	The student varies sentence structure with limited clarity	The student varies sentence structure with some clarity	The student varies sentence structure with considerable clarity	The student varies sentence structure with a high degree of clarity, and with confidence
Application				
The student: - correctly recognizes and unites declarative, interrogative, exclamatory, imperative, affirmative and negative statements in a test	The student applies knowledge of sentence structure with limited effectiveness	The student applies knowledge of sentence structure with moderate effectiveness	The student applies knowledge of sentence structure with considerable effectiveness	The student applies knowledge of sentence structure with a high degree of effectiveness
<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 4.2 EANBO

Writing Conventions: For This Level

1. Time

300 minutes

2. Description

In this activity, students know and apply capitalization and punctuation conventions. They recognize simple and compound subjects and verbs in sentences. Students explore compound sentences and use connecting words to link ideas in sentences. They look at the most common regular and irregular verbs in the indicative mode and demonstrate some knowledge of verbs in the progressive mode.

3. Strands and Expectations

Strand: Writing

Overall Expectation: EANBO-W-OE.5

Specific Expectations: EANBO-W-Use.2 - 7 - 9 - 10
EANBO-W-For.4 - 6

4. Planning Notes

- prepare notes on punctuation and capitalization conventions (step A)
- find exercises with respect to punctuation and capitalization conventions (step A)
- explore compound sentences
- prepare cards with simple subjects and simple verbs (step B)
- prepare sentences that students will unscramble (step C)
- find exercise on compound sentences (step D)
- prepare handout on most common regular and irregular verbs
- inform students of quiz on verbs in the last activity of the unit

5. Prior Knowledge Required

- know some writing conventions (see specifics, Level 1)
- be familiar with simple subjects and verbs
- show ability to use verbs in the indicative mode (most common regular verbs)

6. Activity Instructions

Step A: Capitalization and Punctuation Conventions

Teacher: hands out notes on capitalization conventions. The items studied include titles, salutations, and addresses. Students have already looked at salutations in personal business letters, for example (Level 1).

Teacher: proceeds with punctuation conventions such as the use of commas in appositives, apostrophes in contractions, abbreviations, commas and semicolons in compound sentences.

Teacher: asks students to complete exercises.

Step B: Simple Subjects and Verbs in Sentences

Teacher: writes cards with series of simple subjects on some cards and simple verbs on others. Students are asked to match the subjects with the verbs.

Teacher: prepares enough cards to go around as students work in small groups. Students then give out answers.

Step C: Unscramble Sentences (compound subjects and verbs)

Teacher: explains that some sentences contain compound subjects and a simple verb, others simple subjects with a compound verb, while still others contain compound subjects and a compound verb.

Teacher: presents sentences with compound subjects and a simple verb at first.

Students: unscramble them.

Teacher: presents sentences with simple subjects and a compound verb.

Students: unscramble them.

Teacher: presents sentences with compound subjects and a compound verb.

Students: unscramble them.

Teacher: goes over answers with students.

Step D: Compound Sentences

Teacher: explains the difference between the simple sentence and the compound one.

Teacher: looks at several punctuation marks that may be used in compound sentences.

Students: do an exercise on compound sentences.

Teacher: goes over the answers with students.

Step E: Verbs in the Indicative Mode

Teacher: prepares a list of most common regular and irregular verbs for students to look at.

Students: work in pairs, go over verbs together, and prepare for quiz later (probably at the end of unit)

Teacher: asks students to review these verbs on a regular basis and get ready for the last activity of Unit 4 for a quiz on the verbs.

Note: The verbs the students will study are used in complete sentences. Students will better remember how they are used if they study them within a sentence.

7. Assessment/Evaluation Techniques

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

diagnostic: questions and answers

formative: drills

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, 167 p.

KABIS, Gabriel, *Master the Verb*, Handbook, Intermediate and Lower Advanced Levels, Montreal, Lidec, 1991, 144 p.

KABIS, Gabriel, *Master the Verb*, 2nd ed., Workbook, Intermediate and Lower Advanced Levels, Montreal, Lidec, 1994, 176.p.

9. Appendix

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

ACTIVITY 4.3 EANBO

Modelled Forms: Narrative and Descriptive Paragraphs

1. Time

375 minutes

2. Description

In this activity, students look at models of simple narrative and descriptive paragraphs. They refine paragraph skills and apply writing conventions (spelling, grammar, punctuation). Students combine sentences in a given narrative paragraph and write a descriptive paragraph.

3. Strands and Expectations

Strand: Writing

Overall Expectation: EANBO-W-OE.1 - 5

Specific Expectations: EANBO-W-For.3 - 7 - 9 - 10
EANBO-W-Use.6
EANBO-W-Spel.1
EANBO-W-Pres.1

Strand: Reading

Overall Expectation: EANBO-R-OE.1

Specific Expectations: EANBO-R-Compr.2 - 5
EANBO-R-Crit.3 - 4

4. Planning Notes

- look for suitable models of narrative and descriptive paragraphs
- select paragraphs that are meaningful to students
- asks students to contribute by finding some paragraphs too
- prepare series of simple sentences for students to combine (Step B)
- find a narrative paragraph with many simple sentences (Step C)

5. Prior Knowledge Required

- be familiar with modelled forms (letters, paragraphs, personal experience stories)
- know and apply some writing conventions (see Level 1, Unit 4 and Level 2, Unit 4.2)
- show some knowledge of paragraph structure

6. Activity Instructions

Step A: Paragraph Skills: Introductory Sentences

Teacher: looks at paragraph skills: ability to write topic sentences.

Teacher: gives an example of a narrative paragraph with a topic sentence. (See Appendix 4.3.1).

Teacher: finds other narrative paragraphs or writes some based on model in Appendix 4.3.1.

Teacher: asks students to read several narrative paragraphs and to add introductory or topic sentences to these paragraphs.

Step B: Paragraph Skills: Combining Sentences

Teacher: explains to students that combining sentences is a skill needed to write good paragraphs.

Teacher: asks students ways to combine sentences. Students may suggest conjunctions such as and, but, or, etc., in compound sentences or words such as when, because, since, etc., which are conjunctions used as well to join parts of sentences.

Teacher: refers to narrative paragraph in Appendix 4.3.1 and points out the use of

- “when” in sentence 2 - “and” in sentence 7 - “when” in sentence 9	to combine sentences
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Teacher: uses other paragraphs from Step A and asks students to find what sentences are combined and what words are used to combine them.

Teacher: gives students a series of simple sentences and asks students to combine them. Students work in pairs.

Step C: Combine Sentences in a Narrative Paragraph (see Achievement Chart)

Teacher: goes over answers of last exercise of Step B (combining simple sentences).

Teacher: gives students a paragraph with many simple sentences. Students combine sentences (teacher specifies number) and hand in their work.

Step D: Models of Descriptive Paragraphs

Teacher: may look in the newspaper for examples of descriptive paragraphs. The topic deals with a person, place, thing, or event.

Students: compare the narrative to the descriptive paragraph and mention some differences between the two. For example, there is the use of details in the descriptive paragraph. In the narrative, the relating of an event.

Teacher: finds descriptions that students can relate to and understand.

Students: read several paragraphs and try their hand at one with another student.

Teacher: asks students to think of a person, place, thing, or event they would like to describe for the next period.

Step E: Writing a Descriptive Paragraph (see Achievement Chart)

Students: work individually.

Students: use resources (e.g., bilingual dictionaries, thesaurus) to write and revise their work.

Teacher: verifies student work as it is being done and offers suggestions.

Students: hand in their paragraphs.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: Step C

summative: Step E

8. Resources

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

Pedagogical

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

Human

- teacher's and students' writing material

Material

- newspapers

Technological

- spell-check programs

9. Appendices

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

Appendix EANBO 4.3.1: Narrative Paragraph

Appendix EANBO 4.3.2: Achievement Chart - Modelled Forms: Narrative and Descriptive Paragraphs

Appendix 4.3.1

NARRATIVE PARAGRAPH

It is a very special event I shall always remember! It happened at home when I was a little boy. My mother was working in the garden. The rest of the family was busy. I decided to sit in the car. It was a small car parked on a little slope. One minute everything was calm and the next the car was moving down that little slope. I stayed in the car. It stopped when it hit a tree. My mother ran to the car. I smiled. She was happy to see I was not hurt.

Achievement Chart - Modelled Forms: Narrative and Descriptive Paragraphs

<p><i>Assessment Techniques:</i> diagnostic □ formative □ summative □</p> <p><i>Strand:</i> Writing</p> <p><i>Overall Expectations:</i> EANBO-W-OE.1 - 5</p> <p><i>Student Task:</i> Sentence combining and writing a descriptive paragraph</p>				
Categories and criteria	50 - 59 % Level 1	60 - 69 % Level 2	70 - 79 % Level 3	80 - 100 % Level 4
Knowledge/Understanding				
<p>The student:</p> <ul style="list-style-type: none"> - correctly identifies and uses topic sentences - differentiates between a narrative and a descriptive paragraph - identifies and uses conjunctions (and, or, but, when, because, since) 	<p>The student demonstrates limited knowledge of descriptive paragraph structure and limited understanding of topic sentences and the use of conjunctions</p>	<p>The student demonstrates some knowledge of descriptive paragraph structure and some understanding of topic sentences and the use of conjunctions</p>	<p>The student demonstrates considerable knowledge of descriptive paragraph structure and considerable understanding of topic sentences and the use of conjunctions</p>	<p>The student demonstrates thorough knowledge of descriptive paragraph structure and thorough understanding of topic sentences and the use of conjunctions</p>
Thinking/Inquiry				
<p>The student:</p> <ul style="list-style-type: none"> - compares the narrative and the descriptive paragraph 	<p>The student uses critical thinking skills with limited effectiveness to compare paragraphs</p>	<p>The student uses critical thinking skills with moderate effectiveness to compare paragraphs</p>	<p>The student uses critical thinking skills with considerable effectiveness to compare paragraphs</p>	<p>The student uses critical thinking skills with a high degree of effectiveness to compare paragraphs</p>
Communication				
<p>The student:</p> <ul style="list-style-type: none"> - writes a descriptive paragraph 	<p>The student writes with limited clarity</p>	<p>The student writes with some clarity</p>	<p>The student writes with considerable clarity</p>	<p>The student writes with a high degree of clarity, and with confidence</p>

<i>Application</i>				
<p>The student:</p> <ul style="list-style-type: none"> - combines sentences in a narrative paragraph - applies writing conventions to paragraph - uses a bilingual dictionary and a thesaurus to revise work 	<p>The student applies sentence combining skills with limited effectiveness and demonstrates limited ability in using the language to transmit ideas</p>	<p>The student applies sentence combining skills with moderate effectiveness and demonstrates some ability in using the language to transmit ideas</p>	<p>The student applies sentence combining skills with considerable effectiveness and demonstrates considerable ability in using the language to transmit ideas</p>	<p>The student applies sentence combining skills with a high degree of effectiveness and demonstrates a high degree of ability in using the language to transmit ideas</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 4.4 EANBO

Journal Responses to Poems, Ads, and Book-cover

1. Time

225 minutes

2. Description

In this activity, students read a variety of texts (poems, ads, and book-cover) and indicate their thoughts in a journal. They write simple and compound sentences and discuss the issues raised in light of their personal experience and knowledge. Students write responses to poems, identifying repeated sounds.

3. Strands and Expectations

Strand: Writing

Overall Expectation: EANBO-W-OE.2

Specific Expectations: EANBO-W-For.2 - 4 - 8

Strand: Reading

Overall Expectation: EANBO-R-OE.1

Specific Expectations: EANBO-R-Compr.1 - 13
EANBO-R-Crit.2

4. Planning Notes

- look for a variety of simple poems to study rhyme and alliteration
- bring an example of a book-cover
- look for ads

5. Prior Knowledge Required

- be familiar with simple poems (rhyming, acrostic, haiku)
- know what to look for basically in ads (e.g., visual presentation, message)
- show ability to express ideas and feelings in response to reading material

6. Activity Instructions

Step A: Journal Responses to Poems

Teacher: goes over the terms students have seen in poetry before (rhyme, simile, personification, metaphor).

Teacher: reads several poems that use some of these literary/stylistic devices.

Students: identify them.

Teacher: asks students to indicate their thoughts with respect to theme of these different poems. Students are invited to use both simple and compound sentences in their responses.

Students: share their responses with the whole group.

Teacher: looks at sentences to verify the correct use of simple and compound sentences.

Step B: Rhyme and Alliteration

Teacher: proceeds with the study of sounds in poems: the use of rhyme (already seen) and a look at alliteration to make poetry sound musical.

Teacher: reads some poems out loud, emphasizing rhyme and alliteration.

Teacher: asks students to read other poems in small groups and to designate someone within their group to read to the class.

Teacher: then invites students to work in pairs and to write a simple poem using both rhyme and alliteration.

Students: share their work.

Step C: From Poetry to Ads

Teacher: asks students to form small groups.

Teacher: identifies each ad and hands out different ads to each group. In the end students see all ads and write down a comment for each one.

Students: write down their thoughts in a response journal.

Teacher: invites students to give their responses and to compare their responses with those of the other groups.

Step D: Book-cover

Teacher: shows a few examples of interesting book-covers as far as visual presentation and content.

Students: listen as teacher reads summary and ask students to indicate their impressions.

Teacher: prepares students for design of book-cover in next unit.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: questions and answers; response journal

8. Resources

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

Material

- newspapers and magazines, books for book-covers

Technological

- Internet for ads, poems

<http://www.poets.ca> (Books of Poetry Bookshop)

<http://www3.sympatico.ca/ray.saitz/> (English Lesson Plans)

(A collection of lesson plans on literature, library, writing)

9. Appendix

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

ACTIVITY 4.5 EANBO

Creating Original Poems

1. Time

375 minutes

2. Description

In this activity, students create original poems for an oral presentation. The previous contact with devices such as rhyme and alliteration helps students with this creative assignment. They try their hand at writing at least three of the following: rhyming, haiku, and acrostic poems. Students present their work individually.

3.

Strands and Expectations

Strand: Writing

Overall Expectation: EANBO-W-OE.1 - 5

Specific Expectations: EANBO-W-For.3 - 8 - 9 - 10
EANBO-W-Use.6
EANBO-W-Pres.1

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.3

Specific Expectations: EANBO-O-Comm.4 - 5 - 6
EANBO-O-List.10

4. Planning Notes

- write a list of topics to help students get started (Step A)
- bring examples of poems (rhyming, acrostic, haiku)
- tell students to consult their notes on poetry
- prepare some notes on the oral presentation (getting material, organizing it, rehearsing)

5. Prior Knowledge Required

- be familiar with simple poems
- know about rhyme and alliteration
- show ability to work individually (individual presentation)

6. Activity Instructions

Step A: Think/Pair/Share

Teacher: asks students to think about possible topics, then team up with another student, and exchange ideas. The final step involves sharing ideas with the whole group.

Teacher: indicates their suggestions on the blackboard and adds some other ones if necessary.

Teacher: reads a few selection to inspire and to motivate students and then proceeds to give them guidelines as to the oral presentation itself.

- Content: - number, length, and types of poems
 - topics, themes
- Style: - choice of words
 - rhyme and alliteration (rhyming poems)
 - delivery (pronunciation, projection)
- Time of presentation: (3 minutes)
- Feedback: teacher and peers
- Visual presentation: poster

Step B: Drafting

Teacher: answers any other questions and students begin to write original poems.

Students: consult teacher and peers during the process and get feedback on their work (theme, topic, choice of words).

Teacher: encourages students to ask friends, family (perhaps), for suggestions.

Students: have two 75- minute periods to draft their work.

Note: Teacher adjusts number of classes according to school schedule.

Step C: Revision and Proofreading

Teacher: invites students to revise their work, looking at choice of words and writing conventions.

Students: comment on one another's work.

Students: proofread and proceed with the final copy.

Students: then organize themselves for the presentation (poster, rehearsing).

Teacher: advises all students to be ready for next period.

Teacher: asks for volunteers and then sets up schedule for the oral presentations.

Step D: Oral Presentations

Students: share their work, briefly explain the choice of theme and topic, read each poem slowly and enthusiastically, and leave their poster for student viewing.

Teacher and peers: ask questions after each presentation.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: questions and answers

summative: Step D: oral presentation

8. Resources

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

Human

- students' personal knowledge and experiences

Material

- posters

Technological

- spell-check programs

9. Appendix

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

Appendix EANBO 4.5.1: Achievement Chart - Creating Original Poems

Achievement Chart - Creating Original Poems

Appendix EANBO 4.5.1

<p><i>Assessment Techniques: diagnostic <input type="checkbox"/> formative <input type="checkbox"/> summative <input checked="" type="checkbox"/></i></p> <p><i>Strand: Writing</i></p> <p><i>Overall Expectations: EANBO-W-OE.1 - 5</i></p> <p><i>Student Task: Creation and presentation of original poems</i></p>				
Categories and criteria	50 - 59 % Level 1	60 - 69 % Level 2	70 - 79 % Level 3	80 - 100 % Level 4
Knowledge/Understanding				
The student: - understands rhyme, alliteration, haiku and acrostic poetry	The student demonstrates limited understanding of poetic forms	The student demonstrates some understanding of poetic forms	The student demonstrates considerable understanding of poetic forms	The student demonstrates thorough understanding of poetic forms
Thinking/Inquiry				
The student: - creates three original poems - displays a visual presentation in poster format of a poem	The student uses creative thinking skills with limited effectiveness	The student uses creative thinking skills with moderate effectiveness	The student uses creative thinking skills with considerable effectiveness	The student uses creative thinking skills with a high degree of effectiveness
Communication				
The student: - writes and presents orally three poems - reads each poem slowly and enthusiastically - projects voice and articulates clearly - asks questions after peers' poetry presentations	The student writes and presents poetry with limited clarity and uses speaking skills with limited accuracy and effectiveness	The student writes and presents poetry with some clarity and uses speaking skills with some accuracy and effectiveness	The student writes and presents poetry with considerable clarity and uses speaking skills with considerable accuracy and effectiveness	The student writes and presents poetry with a high degree of clarity and with confidence , and uses speaking skills with a high degree of accuracy and effectiveness
Application				
The student: - uses learned vocabulary and a thematic approach to create original poems	The student demonstrates use of learned poetic language with limited ability in new contexts	The student demonstrates use of learned poetic language with some ability in new contexts	The student demonstrates use of learned poetic language with considerable ability in new contexts	The student demonstrates use of learned poetic language with a high degree of ability 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>				

UNIT 5 EANBO

Designing Simple Media Works

Unit Description

In this unit, students will take a closer look at the media. They will identify characteristics of media works and the categories typical of a particular medium such as television, movies, magazines, and the Internet. Students will extract information from advertisements and articles and study their impact on readers. They will produce simple media works and use technological resources at their disposal.

Strands and Expectations

Strand: Reading

Overall Expectations: EANBO-R-OE.1 - 2 - 3

Specific Expectations: EANBO-R-Compr.1 - 6 - 7 - 13
EANBO-R-Crit.2 - 4

Strand: Writing

Overall Expectations: EANBO-W-OE.1 - 5 - 6

Specific Expectations: EANBO-W-Pres.1 - 2 - 3 - 4
EANBO-W-For.3 - 10

Strand: Oral Communication

Overall Expectations: EANBO-O-OE.2 - 3

Specific Expectations: EANBO-O-Sp.5 - 6 - 8
EANBO-O-Media.1 - 2 - 3 - 4

Strand: Social Skills and Cultural Awareness

Overall Expectations: EANBO-S-OE.1

Specific Expectations: EANBO-S-Soc.2

Activity Titles

Activity 5.1: Identifying Characteristics of Media Works

Activity 5.2: Extracting Information From Ads and Articles

Activity 5.3: Thematic Ads

Activity 5.4: Book-cover

Activity 5.5: Designing Simple Media Works: A Collaborative Effort

Prior Knowledge Required

- be familiar with some media works such as selected ads, television programs and films
- know some elements of Canadian and American cultures
- have some knowledge of basic elements of media texts
- know some basic terminology when discussing visual elements of print and electronic media

Unit Planning Notes

The teacher will:

- contact local television stations for copyright clearance (CBC, TV Ontario, Cable in the Classroom)
- need a variety of ads and newspaper and magazine articles
- ask students to bring some informational texts too
- tell students to select material suitable for classroom use (a checklist for suitability of material will be given to students)
- review basic terminology of print and electronic media
- determine what equipment is needed and make the necessary reservations

Crosscurricular Links

Français

- know the different characteristics of media works and compare the popularity of media among different linguistic groups
- show ability to understand the message in ads and other media texts
- use creative potential in designing media works such as ads
- show ability to read summaries of book-covers

Other disciplines

- learn about other disciplines by using a variety of media (e.g., documentaries in geography)
- read articles about different topics and disciplines
- integrate visual arts and computer technology to carry out this assignment
- conduct research in other disciplines and consult summaries of books' contents

Animation culturelle

- consult the media to find out about cultural events
- look for informational texts relating to cultural events
- compare different ads from various cultural groups
- read about different cultural groups by consulting various references

Technology

- use the Internet to obtain information, to do research
- consult the Internet for a variety of media texts

- use technology for information and for software design features to produce classified ads
- study software programs to think about design features for a book-cover

Careers

- explore the many career possibilities related to the media
- read classified ads to discover career openings and possibilities (long-term planning)
- identify careers where creativity is highly valued
- look at career possibilities in graphic design

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- | | |
|--------------------|--------------------|
| - small group work | - group discussion |
| - lecture | - homework |
| - research | - learning log |

Assessment/Evaluation Techniques

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

diagnostic: questions and answers

formative: learning log, questions and answers, observation checklists, peer evaluation

summative: performance tasks, quizzes, tests and group presentation

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- prepare questions for students to consider after viewing programs with more formal language (news programs, for example)
- ask students to watch news programs more frequently
- verify students' level of understanding with respect to assignments (questions about articles)
- make instructions as clear and as simple as possible
- spend more time at the computer lab to learn how to use software
- ask the technician to provide students with additional instructions

Remedial and enrichment:

- encourage students to look at visual component of news reports to understand the coverage
- ask students to compare different broadcasts (enrichment)
- provide access to dictionary, thesaurus to facilitate comprehension of reading material
- let students contribute to "classroom library" by bringing some articles and ads (enrichment)
- verify students' understanding of activities and assignments through questions

- provide opportunity for students to lead small groups (enrichment)
- have students work in pairs to complete assignments
- suggest that students use their knowledge and skills to help others (enrichment)

B. Assessment/Evaluation Techniques

Students with special needs:

- invite students to think about their choice of media work and to report to teacher
- invite students to ask questions for clarification
- allow students extra time to practice (e.g., take project home)
- have students communicate their intentions for next activity as soon as possible
- place students in groups where individuals have different strengths and skills

Remedial and enrichment:

- give students suggestions as they think about a simple media work
- consider different possibilities for collaborative effort in designing simple media works
- allow extra time to complete tests, assignments
- ask students to do additional questions (compare two texts, for example) (enrichment)
- give students immediate feedback on their presentation
- ask students to give general comments on choice of theme, selection of ads (enrichment)
- encourage students to design more than one media work (collaborative and individual) (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

CFORP, *Teacher Resource Book 5*, Ottawa, 1987, 152 p.

Ministry of Education and Training, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

MOSKOWITZ, Gertrude, *Caring and Sharing in the Foreign-Language Class*, Rowley, Mass., Newbury House, 1978

RACKHAM, Neil, *Developing Interactive Skills*, Northampton, Willens Publishing, 1994.

WORSNOP, Chris M., *Screening Images: Ideas for Media Education*, Mississauga, Wright Communications, 1994.

Material

- video camera and tape
- audio recorder and tape
- VCR

Technological

<http://www.schoolnet.ca/> (Schoolnet)

Note: under Learning Resources, there are interesting links to Language Arts in Communication and Media Studies and English as a Second Language.

SCOPEMAG@Scholastic.com

- *Microsoft Powerpoint*
- *Corel Presentation*

ACTIVITY 5.1 EANBO

Identifying Characteristics of Media Works

1. Time

300 minutes

2. Description

In this activity, students look at media works, their characteristics, and the categories of works typical of a particular medium. For example, in television, they identify news, drama, and entertainment. Students become increasingly aware of the influence of the media.

3. Strands and Expectations

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.2

Specific Expectations: EANBO-O-Media.1
EANBO-O-Sp.5

Strand: Reading

Overall Expectations: EANBO-R-OE.2 - 3

Specific Expectations: EANBO-R-Compr.6 - 13
EANBO-R-Crit.4

4. Planning Notes

- prepare a form to be used by students in a mini-survey (preferences - media works) (Step A)
- ask permission to tape television programs
- reserve VCR
- prepare tapes of news segment, drama episode, and talk show

5. Prior Knowledge Required

- be familiar with some media works such as selected ads, television programs, and films
- have some knowledge of basic elements of media texts (e.g., size of print, column layout)
- show ability to use basic terminology (e.g., headline, font) when discussing elements of print and electronic media

6. Activity Instructions

Step A: Some Media Works

Teacher: looks at different media: television, film, radio, print, electronic.

Teacher: asks students to give their thoughts about the media.

- Which is your favourite medium?
- How much time do you spend with it?
- Why do people like these media? (or this medium?)
- What is your favourite television program? film? Any problem with the language? (Do you understand everything?)

Teacher: begins to explore general characteristics of media: television, film, radio, print, electronic.

Students: conduct a mini survey and bring results in for the last period of this particular activity. Students use teacher's form for the survey. Students ask questions similar to the four given here and may add one or two if they wish.

Step B: Categories of Works Typical of Different Media

Teacher: looks at television to start off and brings in samples of programs (news, drama, entertainment).

Note: 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. (See rest of information in Unit 5 of EANA.O.)

Students: view a recent news program.

Teacher: asks them to give their feedback. They work in small groups and address the following questions:

- Do you understand the news?
- What helps you to understand?
- What keeps you interested?
- What do you think of the anchor person?
- Would you like to be an anchor person?

Students: then share answers with the whole group.

Step C: Television and Drama

Teacher: tapes segment of television drama and asks students to point out what appeals to them, what they find interesting. (The action? The characters? The story-line? Is it believable?)

Students: then write down the name of their three favourite television dramas and why they rank them as top shows.

Step D: Entertainment on Television

Teacher: points out that other forms of entertainment include talk shows. They are very popular programs.

Teacher: shows a segment of Oprah Winfrey's show. She is the most popular talk-show hostess.

Students: who know her well give their impressions while others become acquainted with this television personality.

Step E: Reflection: Mini-Survey and Upcoming Media Work(s)

Students: give feedback on the mini-survey concerning favorite medium and television program.

Students: reflect on the media work(s) they will design. If there is enough time, students will design two simple media works. In having this particular activity placed at the beginning of the unit, students have the time to reflect on what they will do.

Teacher: completes the categories of movies, magazines, and the Internet. In films, there are features such as the romantic comedy, the tragedy, and the action. In magazines, there are articles and letters to the editor, for example. The World Wide Web and e-mail make up part of the Internet.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: questions and answers; interview

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.

WORSNOP, Chris M., *Screening Images: Ideas for Media Education*, Mississauga, Wright Communications, 1994.

Technological

<http://www.schoolnet.ca/> (Schoolnet)

(Note: under Learning Resources, there are interesting links to Language Arts in Communication and Media Studies and english as a Second Language)

9. Appendix

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

ACTIVITY 5.2 EANBO

Extracting Information From Ads and Articles

1. Time

300 minutes

2. Description

In this activity, students take a close look at print media. They extract information from advertisements and articles and study the potential impact of this information on readers. Students communicate their opinions of ideas presented in reading material.

3. Strands and Expectations

Strand: Reading

Overall Expectation: EANBO-R-OE.3

Specific Expectations: EANBO-R-Compr.6 - 7
EANBO-R-Crit.2 - 4

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.2

Specific Expectation: EANBO-O-Media.2

4. Planning Notes

- have a collection of magazine and newspaper articles for classroom use (look for copies of Teen Magazine, Scope)
- ask librarian to find ads and simple articles as well
- ask students to bring in some classified ads (suitable for classroom material) (Step D)
- prepare series of questions with respect to articles in Step A and Step B (note: Step B will serve to evaluate student comprehension of the article)

5. Prior Knowledge Required

- show ability to respond to simple media texts
- know how to locate information (using textual cues, for example)
- be familiar with enough words and expressions to express opinions

6. Activity Instructions

Step A: Article: Extracting Information

Teacher: selects different articles within an appropriate range of vocabulary and experience.

Students: choose two articles.

Note: For each article, teacher prepares series of questions concerning the main ideas, the message, and other important information.

Students: are encouraged to use complete sentences whenever possible.

Teacher: asks students questions that require them to look at their own ideas and to appraise them in terms of what they have just learned.

Students: observe how their reading of the article has changed the way they looked at this topic before and how they view it now.

Students: share their reflections with the whole group.

Step B: Article: Verifying Comprehension (see Achievement Chart)

Teacher: asks students to read a third article and evaluates student comprehension.

Students: have access to dictionaries and other resources to help them understand the text.

Teacher: invites students to look for textual cues (structure of text, illustration, diagram) to locate and to interpret information.

Teacher: asks students for their opinions of ideas presented in reading material.

Step C: Ads

Teacher: opens discussion with comments on the deluge of information, and advertisements in today's society. Why are there so many advertisements? One obvious answer is money. Advertising generates billions in revenues each year.

Students: look at these questions in small groups:

- Where do you find ads?
- Who watches /reads ads?
- Are there ads for different age groups?
- What ads appeal to:
 - adolescents?
 - young adults?
 - young married couples?
 - retired people?
- What is your favorite ad?

Students: write answers in their notebook.

Teacher: asks students for their comments.

Step D: Ads: Impact on Readers

Teacher: asks students to look at some of the advantages of ads (e.g., sell a product, inform people about a product).

Students: then look at some problems with advertising:

- people who are too thin
- people who drink too much
- etc.

Teacher: shows several ads. Students express opinions as to the visual appeal of the ad, its message, its target audience, and its impact in general.

Students: bring in an ad (or two) and discuss its impact on readers. They look at elements of media texts (size of print, headline, font) and other items just mentioned previously (e.g., visual appeal, message, etc.)

7. Assessment/Evaluation Techniques

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

diagnostic: questions and answers

formative: Step B test

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.

WORSNOP, Chris M., *Screening Images: Ideas for Media Education*, Mississauga, Wright Communications, 1994.

Material

- newspaper and magazine articles and advertisements (Teen Magazine or Scope)

Technological

SCOPEMAG@Scholastic.com

9. Appendix

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

Appendix EANBO 5.2.1: Achievement Chart - Extracting Information From Ads and Articles

Achievement Chart - Extracting Information From Ads and Articles

<p><i>Assessment Techniques:</i> diagnostic <input type="checkbox"/> formative <input checked="" type="checkbox"/> summative <input type="checkbox"/></p> <p><i>Strand:</i> Reading</p> <p><i>Overall Expectation:</i> EANBO-R-OE.3</p> <p><i>Student Task:</i> Interpretation of articles and ads</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>
Knowledge/Understanding				
The student: - extracts information from advertisements and articles - answers questions concerning main ideas and message of informational texts	The student demonstrates limited understanding of content of articles and ads	The student demonstrates some understanding of content of articles and ads	The student demonstrates considerable understanding of content of articles and ads	The student demonstrates thorough understanding of content of articles and ads
Thinking/Inquiry				
The student: - locates and interprets information in an article - assesses visual appeal of ads, message, target audience and impact on readers	The student uses critical thinking skills with limited effectiveness to interpret information and applies few of the skills of evaluating appeal, impact and message of ads	The student uses critical thinking skills with moderate effectiveness to interpret information and applies some of the skills of evaluating appeal, impact and message of ads	The student uses critical thinking skills with considerable effectiveness to interpret information and applies most of the skills of evaluating appeal, impact and message of ads	The student uses critical thinking skills with a high degree of effectiveness to interpret information and applies all or almost all of the skills of evaluating appeal, impact and message of ads
Communication				
The student: - communicates opinions of ideas read	The student answers questions and assesses ads with limited clarity	The student answers questions and assesses ads with some clarity	The student answers questions and assesses ads with considerable clarity	The student answers questions and assesses ads with a high degree of clarity, and with confidence

<i>Application</i>				
The student: - responds to simple media texts - uses textual cues to locate information	The student applies reading skills with limited effectiveness	The student applies reading skills with moderate effectiveness	The student applies reading skills with considerable effectiveness	The student applies reading skills with a high degree of effectiveness
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY 5.3 EANBO

Thematic Ads

1. Time

375 minutes

2. Description

In this activity, students produce several classified ads on a particular theme. From a new product to a campaign to raise funds, students work in groups, select a theme, and create three (or more) ads. They take into consideration elements of media texts (size of print, headline, font), visual appeal, message, target audience, and overall impact.

3. Strands and Expectations

Strand: Writing

Overall Expectation: EANBO-W-OE.1 - 6

Specific Expectations: EANBO-W-Pres.2 - 3 - 4

Strand: Reading

Overall Expectation: EANBO-R-OE.3

Specific Expectation: EANBO-R-Crit.2 - 4

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.3

Specific Expectations: EANBO-O-Sp.8
EANBO-O-Media.3 - 4

4. Planning Notes

- bring in a series of ads pertaining to the same theme (e.g., drinking and driving)
- reserve the computer lab (Step C, Step B for some students)

5. Prior Knowledge Required

- be familiar with ads, visual appeal, message, and target audience
- show ability to work well with others
- know a greater range of vocabulary to get the message across

6. Activity Instructions

Step A: Formation of Groups: Choice of Themes

Teacher: invites students to form groups of four. There should be one student in each group who has good computer skills, another artistic, and two others good writing skills. (Note: a student may have three of these skills.) Teacher may wish to divide the groups according to the strengths of the students.

Students: then find out about thematic ads. Teacher may wish to show them ads about drinking and driving.

Teacher: asks students to brainstorm a list of acceptable themes and lists them on the blackboard for students to choose.

Students: then think about what they wish to see in each ad. The ads are different although they deal with the same theme.

Step B: Proceeding With the Creating Process

Students: continue to exchange ideas and start thinking of matching words with visual elements.

Teacher: reminds students to draw a plan, write down some ideas, and determine what goes in each ad. The words in the message and visual appeal vary from one ad to another.

Students: work the equivalent of two seventy-five minute periods on their draft.

Step C: Putting All their Work Together

Students: ask peers and teacher for help in revising the messages in their ads.

Students: bring posters, use computers for software design features (e.g., spacing, graphics, titles, subheadings) and put all the ads together.

Teacher: then reminds students that they will present their work next period and to write some personal notes as to the choice of themes, selection of messages, contribution of each, etc.

Teacher: may wish to hand out the evaluation form prior to the actual presentations.

Students: know exactly what is being evaluated.

Step D: Presentations (see Achievement Chart)

Groups present their ads. The audience gives feedback following each presentation.

Teacher: evaluates students on the (1) message (words), (2) theme, (3) visual appeal, and (4) overall impact. Students are also evaluated on their style of presentation (e.g., delivery, pronunciation, projection).

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: performance tasks

summative: Step D: present thematic ads

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

- some newspaper and magazine articles (Step A)

Technological

- *Microsoft Powerpoint*
- *Corel Presentation*

9 Appendix

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

Appendix EANBO 5.3.1 : Achievement Chart - Thematic Ads

Achievement Chart - Thematic Ads

Appendix EANBO 5.3.1

<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 <i>Overall Expectation:</i> EANBO-O-OE.3</p> <p><i>Strand:</i> Writing <i>Overall Expectations:</i> EANBO-W-OE.1 - 6</p> <p><i>Student Task:</i> Production and presentation of thematic ads</p>				
Categories and criteria	50 - 59 % Level 1	60 - 69 % Level 2	70 - 79 % Level 3	80 - 100 % Level 4
Knowledge/Understanding				
The student: - understands the basic elements of ads (e.g., print, headline, font) and their visual appeal, messages, target audience and overall impact	The student demonstrates limited knowledge and understanding of ads	The student demonstrates some knowledge and understanding of ads	The student demonstrates considerable knowledge and understanding of ads	The student demonstrates thorough knowledge and understanding of ads
Thinking/Inquiry				
The student: - produces three or more original ads	The student uses creative thinking skills with limited effectiveness	The student uses creative thinking skills with moderate effectiveness	The student uses creative thinking skills with considerable effectiveness	The student uses creative thinking skills with a high degree of effectiveness
Communication				
The student: - produces and orally presents three or more thematic ads - clearly delivers message, articulates and projects voice	The student communicates the ads with limited clarity and with a limited sense of audience and purposes	The student communicates the ads with some clarity and with some sense of audience and purposes	The student communicates the ads with considerable clarity and with a clear sense of audience and purposes	The student communicates the ads with a high degree of clarity and with confidence , and with a strong sense of audience and purposes

<i>Application</i>				
<p>The student:</p> <ul style="list-style-type: none"> - brainstorms a list of acceptable themes - matches words with visual elements - creates original thematic ads that appeal to peers 	<p>The student demonstrates limited ability in using language in new contexts and makes connections with limited effectiveness between the subject and peers' interests</p>	<p>The student demonstrates some ability in using language in new contexts and makes connections with moderate effectiveness between the subject and peers' interests</p>	<p>The student demonstrates considerable ability in using language in new contexts and makes connections with considerable effectiveness between the subject and peers' interests</p>	<p>The student demonstrates a high degree of ability in using language in new contexts and makes connections with a high degree of effectiveness between the subject and peers' interests</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 5.4 EANBO

Book-cover

1. Time

150 minutes

2. Description

In this activity, students read examples of book-covers to help them become more familiar with this media work. They identify the structure and visual presentation to be used when creating a book-cover. Students may wish to design a book-cover for the last assignment of the unit.

3. Strands and Expectations

Strand: Reading

Overall Expectation: EANBO-R-OE.1

Specific Expectations: EANBO-R-Compr.1
EANBO-R-Crit.2

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.3

Specific Expectation: EANBO-O-Sp.5 - 6

4. Planning Notes

- bring examples for several book-covers
- get information concerning available software programs for design of book-covers
- reserve time at the computer lab (Step B)
- ask librarian for suggestion of book-covers
- (Note: if librarian is told some time before, she/he may come to class with a series of books)

5. Prior Knowledge Required

- be familiar with book-covers
- show ability to understand reading material using different cues (textual, for example)
- know enough vocabulary to write a summary for a book-cover

6. Activity Instructions

Step A: Book-cover

Teacher: briefly explains what a book-cover is. (Students have heard about this in Unit 4.)

Teacher: reminds students that a book-cover is the written material on a book cover or jacket, including the book's title, author and/or editor, publisher, summary of the book's contents, and favorable comments about the book or author by reviewers.

Teacher: shows students several examples and draws students' attention to: overall appearance, writing (summary), content (what is said, what is left out).

Students: read a book-cover individually and share the information with the group.

Step B: Visit to the Computer Lab or Visit by the Librarian

Teacher: needs to learn what software is available for the design of book-covers. If the computer lab is equipped with such software, then it may be useful for students to get a look at this program for the media work in the next activity.

Teacher: may ask librarian (if computer lab and software are not available) to come to class and show more examples of book-covers.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: questions and answers

8. Resources

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

Human

- librarian
- computer lab technician or teacher

Material

- books with interesting book-covers or jackets

Technological

- *Microsoft Powerpoint*
- *Corel Presentation*

9. Appendix

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

ACTIVITY 5.5 EANBO

Designing Simple Media Works: A Collaborative Effort

1. Time

375 minutes

2. Description

In this activity, students work collaboratively to produce a media work. They are given specific guidelines with respect to groups, choice of media works, and criteria for evaluation of their work. If there is sufficient time left, students present their work at the end.

3. Strands and Expectations

Strand: Writing

Overall Expectations: EANBO-W-OE.1 - 5 - 6

Specific Expectations: EANBO-W-For.3 - 10
EANBO-W-Pres.1 - 2 - 3 - 4

Strand: Oral Communication

Overall Expectation: EANBO-O-OE.3

Specific Expectations: EANBO-O-Media.3 - 4
EANBO-O-Sp.8

Strand: Social Skills and Cultural Awareness

Overall Expectations: EANBO-S-OE.1

Specific Expectations: EANBO-S-Soc.2

4. Planning Notes

- prepare guidelines for first period:
 - groups and number of students per group
 - choice of media works (e.g., design a book-cover; invent a news broadcast; create a television advertisement promoting a product or a play). Choice needs to be discussed with and accepted by teacher.

- criteria for evaluation:
 - content (original and pertinent ideas)
 - presentation (visual; auditory)
 - impact on readers, audience
- determine what equipment is needed
- make necessary reservations of equipment

5. Prior Knowledge Required

- show ability to work with others
- be familiar with media works (e.g., book-cover, news broadcasts)
- know how to organize material
- show ability to present work to class

6. Activity Instructions

Step A: Selection of Media Works

Teacher: informs students of different possibilities for choice of media works.

Students: are given guidelines and reflect on their choice. They write down different notes on possible topics in the case of the book-cover or the news stories if they wish to do the broadcasts.

Students: then indicate what media work most appeals to them. They write their name and choice and hand it in to the teacher.

Teacher: then makes up the groups according to the choices given by the students.

Teacher: informs students to the group in which they will be working.

Step B: Brainstorming

Students: exchange ideas (one student writes down suggestions).

Teacher: goes from one group to another and makes suggestions along the way.

Students: inform teacher of their final choice of media work and indicate whether or not they will need equipment.

Step C: Drafting

Students: write an outline and prepare to start drafting.

Students: have to be aware of what is going on in their community, province, country, and around the world if they choose to do a news broadcast. The language they use reflects their level of proficiency. They are not expected to use elaborate sentence structure and complex vocabulary at this level.

Students: show their work to friends, peers, and family and try to get constructive feedback.

Step D: Revision, Proofreading, and Use of Media Materials

Students: revise and proofread their work in the final steps of the writing process.

Students: who wish to use camera and other equipment to produce news broadcasts may proceed now.

Note: In some school, technical equipment and technological resources may be limited. In that case,, instead of recording a news broadcast, present it live.

Step E: Presentation (optional) (if there is time) (see Achievement Chart)

Students: present their work to the class if there is sufficient time. If not, the group hands it in to the teacher.

The emphasis is on the production or designing of a simple media work.

7. Assessment/Evaluation Techniques

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

diagnostic: observation

formative: questions and answers; performance tasks

summative: Step E: design a simple media work

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.

RACKHAM, Neil, *Developing Interactive Skills*, Northampton, Willens Publishing, 1994.

WORSNOP, Chris M., *Screening Images: Ideas for Media Education*, Mississauga, Wright Communications, 1994.

Material

- video camera and tape
- audio camera and tape
- VCR

Technological

- Microsoft Powerpoint
- Corel Presentation

9. Appendix

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