

INITIAL ASSESSMENT MATERIALS FOR LEARNERS OF ENGLISH

**ENGLISH LANGUAGE PROFICIENCY (SECONDARY)
2002**

The logo for 'ergo' is rendered in a large, bold, black, lowercase sans-serif font. The letters 'e', 'r', and 'g' are solid black. The letter 'o' is also black but contains a white silhouette of the map of Ontario, which is filled with a grey stippled pattern. The 'o' is positioned slightly lower and to the right of the 'g', creating a sense of depth and integration.

ESL/ELD Resource Group of Ontario

This project was developed under the auspices of the ESL/ELD Resource Group of Ontario.

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Writing Team:

Lidija Biro, Dufferin-Peel Catholic District School Board

Ann King, Toronto District School Board

Karen McCutcheon, Toronto District School Board

Project Co-ordinator:

Elizabeth Coelho, Toronto District School Board/Ontario Institute for Studies in Education of the University of Toronto

For information contact ecoelho@oise.utoronto.ca

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Assessment Materials: English Language Proficiency (Secondary)

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Section 1: How to Use the Assessment Materials

Overview

These procedures integrate listening, speaking, reading and writing skills in meaningful activities. Theme-based tasks and materials create a context that allows students to draw on ideas and language from one task and implement them in a related task or activity. Themes that relate to some aspect of the students' experiences allow for the integration of listening, speaking, reading, and writing skills throughout the assessment. In this way, students have the best chance of demonstrating to the highest degree possible their skills and knowledge.

In these procedures, specific skills are highlighted in certain tasks. Some tasks allow for the evaluation of more than one language skill. It is important to have the students complete more than one activity in each skill area in order to get the most accurate indication of their level of English proficiency.

In some schools and communities, at certain times of the year, there are large numbers of students who require assessment. There are some ways of using less time and fewer resources to produce an initial assessment. For example:

- Stagger the appointments or tasks so that students can be interviewed and assessed orally, and move on to more independent work as the next student arrives or as other students work on a different task requiring less teacher intervention.
- Use a group screening activity like the picture response activity outlined on the next page to form an initial impression of the various levels of fluency for different students. Pre-reading and pre-writing activities and discussion for students at the same level of proficiency can then be done in groups instead of individually.
- When there are very large numbers of students, it may be useful to complete the oral assessment and picture response activity and then schedule appointments for reading and writing assessment with groups of students who demonstrate the same level of fluency. This would allow time to review the students' other work, prepare appropriate material, and enlist the aid of other staff if necessary.

Time constraints:

These assessment procedures would require more than one day to complete, and can be best implemented in a reception centre, where students may spend one or two days engaged in various assessment tasks and responding to instructional situations as part of an in-depth initial assessment, before being placed in a school. School-based assessors operating under the time constraint of a school timetable may spread the assessment activities out over a few days, even after an initial placement is made and the student has started classes. In this way they can get the most accurate assessment and verify the appropriateness of the placement or make necessary adjustments to the student's timetable.

Getting Started

- Begin with introductions. Introduce yourself, including your role and a few other personal details: e.g., “My name is _____. I am a teacher. I was born in _____. I speak _____. I like _____.” Ask the students to introduce themselves with similar or other details.
- Outline the different activities in which students will be involved. Emphasize that this is not a “test”, that you will be assisting them with various tasks and that they should feel free to ask questions at any point.

Picture Discussion and Response

You can conduct the picture response task with a small group or a single student. Beginning the assessment with this kind of informal activity may help the students feel more comfortable and relaxed. It allows the assessor to get a preliminary idea of the students’ level of skills without requiring them to engage immediately in a highly structured task or reveal personal information. If you do this with a group, use the opportunity to observe the students’ fluency in social situations and group interaction. This activity leads to a range of writing activities, which can provide an initial indication of the students’ writing skills.

A sample picture is included in Section 2. It is important to use pictures that prompt a wide range of conversational and writing responses. The use of colour photos that reflect a global or multicultural perspective is also highly recommended. See Section 4 for a list of useful sources for such photos.

- Show the picture and ask specific questions (see Section 2, #1). Responses may vary from identifying isolated items in the picture in single words, to creating a narrative about the picture, or comparing/contrasting the picture with some experience in a student’s life.
- Depending on the nature of the student’s oral response to the picture, assign a writing task. The range of activities may include:
 - labelling items in the picture;
 - writing simple sentences about the picture based on a model;
 - writing a simple description of the picture, based on the discussion;
 - making up a story about the picture;
 - comparing/contrasting the picture with the student’s experience;
 - analyzing or evaluating the behaviour or situation depicted in the picture.
- The student’s written response to the picture will give some indication of where to start with the reading and writing assessment.

Interview

Conduct an oral language assessment interview with each student. The primary purpose of this interview is to assess the range of the student's conversation skills in English, but you will also gain more information about the student's academic background and interests. The questions and topics must be structured to elicit a varied and increasingly sophisticated range of vocabulary, language structures and conversational strategies. A sample interview questionnaire is included in Section 2.

Time constraints:

When the assessor is operating under a time constraint, the intake or registration interview and the oral language assessment interview could be combined. However, it is important that the language assessment component be conducted apart from family members who may accompany the student to the school or reception centre.

Screening for Beginners

After the picture response activity and the interview, it may become apparent that some students have little or no knowledge of English, orally and/or in written form. These students will need to be placed in ESLA to begin learning English. The following activities can reveal whether a student has any knowledge of the alphabet and basic vocabulary in English. They will also give some indication of how quickly or effectively a student can learn new information, perceive and follow patterns, or use other strategies to extract meaning.

For beginners, it is important to get some indication of what academic support may be required in addition to the ESLAO course. The following reading and writing activities are included in Section 2 for students in the earliest stages of English language acquisition:

- Alphabet: naming the letters of the English alphabet
- Writing the Alphabet
- Basic Vocabulary: vocabulary recognition, reading single words, copying words and labelling pictures
- Writing Words: writing individual words
- Sam's Calendar: reading a calendar
- My Story : guided writing

You can use magazine pictures and/or picture dictionaries to encourage students to identify key vocabulary related to daily life and common situations. **Ensure that the pictures you choose include people of both genders, and various ethnocultural backgrounds, in a wide variety of roles.** The elementary assessment materials developed by ERGO also contain resources that can be used with beginners of secondary age.

ESL or ELD?

These activities for beginners can provide an early indication of students who have limited literacy skills in their first language. Some indicators may include:

- significant difference between oral skills and writing skills
- difficulty in following simple pattern sentences or problems with letter formation.

For these students, placement in ELD courses as well as or instead of ESL classes may be appropriate. This possibility should be kept in mind during the rest of the assessment. In addition, a first language assessment is recommended.

Reading and Response Activities

The reading passages provided in Section 2 have been selected to match the expectations for the 5 levels of ESL. **It is not necessary to start at the beginning level with all students.** Use the written response to the picture as a guide to where to start with each student.

The reading selections include both literature and non-fiction pieces, similar to the kinds of reading tasks a student would encounter in secondary school classes. Responses to the reading should be both oral and written and cover a range of increasingly sophisticated skills according to the level of the passage and the student's proficiency in this area. A collection of readings and reading response activities for each level of ESL is included in Section 5.

Use the following procedure with the reading passages and follow-up tasks:

1. Introduce the first reading to the student.
It is a good idea to start with the non-fiction passages which are generally shorter, require less elaborate written responses, and can be completed with minimal teacher support.
2. Ask the student to read the title and

Dictionaries:

Dictionaries are an important tool for learning and should be available to students during the reading and writing tasks. One of the behaviours the assessor will observe is the extent and effectiveness of dictionary use.

Make sure to have several copies of a good English learner's dictionary. See Section 4 for some recommended dictionaries. As well, students may need to refer to a bilingual dictionary. Some students may bring their own pocket dictionaries or electronic dictionaries, but these are not adequate for students at higher levels of proficiency. Collect some good bilingual dictionaries in the various languages of the community. Students and parents in your school or school district may be able to help with this.

Time constraints:

This process could be modified to take less time by:

- Assigning a reading passage to be read at home in preparation for response activities when the student returns.
- Having the student respond orally to a reading passage, instead of in written form.
- Limiting the number of response activities or questions.

- examine any pictures. Clarify any special terms and discuss any background information, which may be vital to the student's understanding of the text.
3. Have the student read the passage silently. While the student is reading, you can observe the student's reading habits. For example, does the student:
 - subvocalize (mouth the words)?
 - sound out individual words?
 - point to the text word-by-word?
 - use a dictionary?
 - need more or less time than expected?
 4. Have the student complete the follow-up tasks.
 5. Review the completed work with the student to provide an opportunity for the student to correct, clarify or expand on the written answers.
 6. Using the student's oral and written responses to the first non-fiction piece as a guide, determine whether to continue with the reading and writing assessment at this level, or to move up or down a level.
 7. Follow the procedure outlined in steps 1-5 above for all the reading passages.

ESL or ELD?

Students whose literacy skills are limited may labour over the reading of even simple passages, subvocalizing or pointing to individual words, or they may appear very restless or distracted. In these cases, make sure your discussion of the student's reading comprehension is conducted in private. Do not continue with further reading passages, but proceed to the material for beginners to gain a clearer understanding of the student's literacy skills. Placement in an ELD course may be advisable for these students.

Writing

Up to this point, the student has already produced some writing in the form of a picture description and short answers to questions about the reading. Now the student will demonstrate his/her ability to organize and express ideas in a longer, more formal composition. There should be an opportunity for pre-writing work, editing and revision.

Wherever possible the writing topic should relate to the theme of the reading passage. Samples of writing tasks and activities are included after the reading passages in Section 5.

- Introduce the writing assignment to the student through pre-writing discussion or planning. Materials to assist the student may range from cloze paragraphs to essay outlines. Samples are included in Section 5.
- Have the student complete the writing assignment. While the student is writing, you can observe the student's writing habits (e.g., fine motor skills, use of print or cursive forms, extent and effectiveness of dictionary use, time spent on completing the assignment, etc.).

- Review the completed work with the student to give the student an opportunity to correct, clarify or expand on his/her writing. In some cases where revision is advisable, and time permits, a student's work may be revised with varying degrees of assistance from the assessor.
- In some situations, it is very helpful to obtain a first language writing sample in order to gain more information about a student's academic background. Observing the student's approach to the writing task, the ease and fluency with which they write, and the amount of writing produced within a given time, will give a rough indication not only of first language literacy, but also of general academic proficiency. In addition, a visual assessment of the differences between the writing conventions of the first language and English may provide guidance as to which aspects of English writing will need to be addressed (e.g., paragraphing, punctuation, and capitalization).

ESL or ELD?

If the student has had limited opportunity to develop literacy in the first language or language of education, it is advisable to begin with the first language writing sample in order to determine what additional writing assessment is appropriate. If the first language sample reveals limited writing skills, placement in an ELD course is advised. As well, a first language assessment is recommended.

Section 2: Assessment Materials

The following assessment materials are included in this section:

- Sample Picture for Discussion and Response Page 2
- Sample Interview Questions Page 3
- Materials for Early Beginners Page 5
- Reading Selections and Writing Tasks
 - ESL Level One (ESL A) Page 12
 - ESL Level Two (ESL B) Page 28
 - ESL Level Three (ESL C) Page 47
 - ESL Level Four (ESL D) Page 65
 - ESL Level Five (ESL E) Page 90



Oh no! The bus is full, we're going to be late for school again!

TORONTO NEWS
RAIN TODAY

READ TODAY
TORONTO NEWS
BUY NOW
NEWSPAPER
ON-LINE

Cafe

Sample Interview Questions

The questions are grouped according to categories arranged in ascending order of complexity of response. Begin with simple questions and move on as the student's fluency permits. Use as many questions as you need from the various levels to assess the student's oral fluency as time permits.

These questions represent an initial inventory. Extensions and modifications can be made to promote the natural flow of conversation and fit the circumstances of the interviews of individual students. You will have other opportunities to adjust your assessment of the student's oral fluency in the reading response and pre-writing activities.

Common Personal Questions

1. What is your name?
2. How old are you?
3. When is your birthday?
4. What is your address?/Where you live?
5. What country do you come from?
6. When did you come to Canada?
7. Who came with you to Canada?

Simple Yes/No Questions (some possible extensions are included here)

1. Do you have brothers or sisters? (How many? Are they older or younger?)
2. Do you have a telephone? (Do you know your telephone number?)
3. Do you live in an apartment? (Did you live in an apartment in your native country?)
4. Did you come here today by bus?

Conversational Questions.

1. Whom do you live with here in Canada?
2. Why did your family decide to come to Canada?
3. What is your favourite subject in school?
4. What kind of work would you like to do after you finish your education?
5. What kinds of things do you like to do in your free time?
6. What kinds of food(sports/music) do you like best?

Questions to elicit narrative or explanatory responses

1. If you could travel anywhere in the world for a visit, where would you go? Why would you choose this place? What things would you do there?
2. Tell me about your trip to Canada.
3. Tell me about your first day in Canada.
4. Tell me about your favourite food. How is it made? How does it taste?
5. What is your favourite holiday or festival in your native country? What happens on this holiday?

Questions to elicit supported opinions (*reading responses provide more opportunities for these kind of questions*)

1. What are your first impressions of Canada? Explain what you like or dislike about living in Canada.
2. Do you think television is beneficial or a waste of time?
3. Do you think teenagers today have too much freedom?
4. How can individuals or groups of people help to make the world a better place?
5. What are some of the benefits of living in a multicultural society such as Canada? What can we do to achieve this?

Questions to elicit comparison/contrast responses

1. Before you came to Canada, you probably had an idea about what it would be like. Now you are living here. How does your experience of Canada compare to the idea you had before you arrived?
2. Compare the place/street/neighbourhood where you are living now to the place you lived before you came to Canada.
3. How does the food you eat here in Canada compare to the food you ate in your previous country?

Alphabet

Say the names of these letters:

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

N n

O o

P p

Q q

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

Writing the Alphabet

Write the small letters:

A a B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

Write the capital letters:

a A b c d e f g

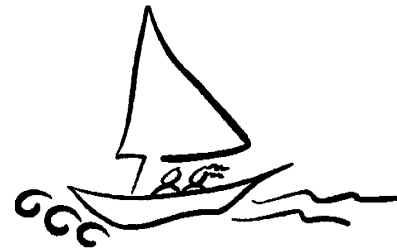
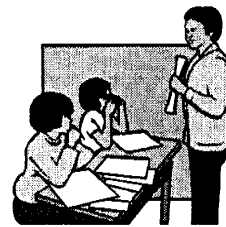
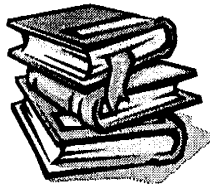
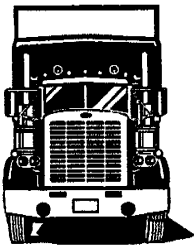
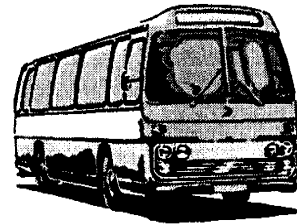
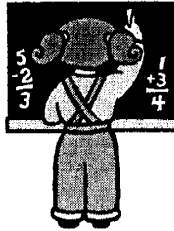
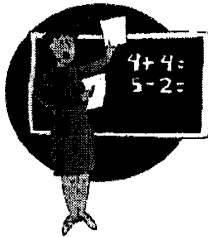
h i j k l m n

o p q r s t u

v w x y z

Basic Vocabulary

- Point to the first picture, saying the word “teacher” clearly.
- Continue pointing to objects and have the student say the word(s) he or she knows.
- Point to each word in the list and ask the student to say the word and point to the picture.
- If the student cannot read the words, read the words aloud in random order and have the student point to the correct word.
- Ask the student to copy the words to label the pictures.



tree
student
books

teacher
truck
bus

child
boat
teacher and students

Writing Words

Write as many words as you can that begin with each letter.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a	<u>apple and</u>
b	_____
c	_____
d	_____
e	_____
f	_____
g	_____
h	_____
i	_____
j	_____
k	_____
l	_____
m	_____
n	_____
o	_____
p	_____
q	_____
r	_____
s	_____
t	_____
u	_____
v	_____
w	_____
x	_____
y	_____
z	_____

Sam's Calendar

MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 bank	7	8
9	10	11 Sam's birthday	12 visit new school	13	14	15
16	17 Victoria Day holiday – no school	18	19	20	21 spelling test	22
23	24	25	26	27	28 doctor – 9:00 am	29
30	31					

Answer the questions

Example: When is Sam's birthday?

May 11

1. When is the holiday?
2. What time does Sam go to the doctor?
3. When is the test?
4. Where does Sam go on May 5?
5. When will Sam visit his new school?

Reading Selections and Writing Tasks

These materials consist of reading selections followed by several writing tasks.

The reading selections are organized by level:

Level	Non-fiction	Fiction/literary
ESL A pp. 12-27	<ul style="list-style-type: none"> ▪ A Canadian Citizen ▪ My Son Plays Hockey ▪ Dates to Remember 	<ul style="list-style-type: none"> ▪ The Rabbit and the Turtle
ESL B pp.28-46	<ul style="list-style-type: none"> ▪ Catch of The Year ▪ Raccoons Like City Life ▪ A World of Chemistry 	<ul style="list-style-type: none"> ▪ A Dinner of Smells ▪ The Rich Man and the Shoemaker
ESL C pp. 47-64	<ul style="list-style-type: none"> ▪ Becoming a Canadian ▪ Loud Music 	<ul style="list-style-type: none"> ▪ The Boatman and the Professor
ESL D pp. 65-89	<ul style="list-style-type: none"> ▪ Who Are Canadian People Now ▪ You Are What You Eat 	<ul style="list-style-type: none"> ▪ Spelling Bee ▪ With Glowing Hearts
ESL E pp. 90-112	<ul style="list-style-type: none"> ▪ In Service of Others ▪ Mahatma Gandhi and Passive Resistance; Nelson Mandela and Military Action 	<ul style="list-style-type: none"> ▪ Our Dinner Table University ▪ I Am a Native of North America

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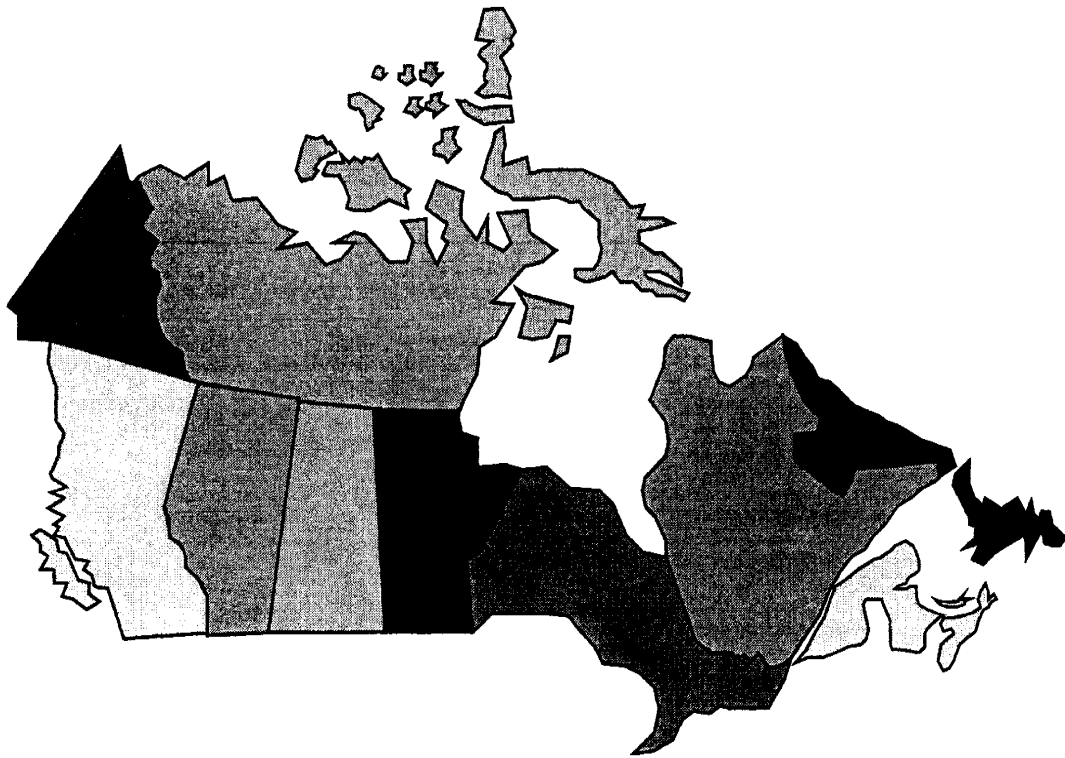
- Original articles and stories in this package of assessment materials are re-printed under the provisions of the CANCOPY agreement.
- Sources for all previously published material are listed in Section 4, “Sources and Resources”.
- The follow-up activities for each selection have been developed or adapted by the writing team for this assessment package.

A Canadian Citizen

Hello. My name is Chung-Lam. I want to tell you about my life in Canada.

I moved to Vancouver from Hong Kong three years ago. Vancouver is in British Columbia. It is on the west coast of Canada. Vancouver is a port. It is close to the Pacific Ocean. It has many parks. You can see mountains. The weather is mild.

I am married. I have a business in Vancouver. My wife works with me. My son, William, is a student at the university. He will be an engineer. We are happy in this country. Yesterday, I passed a test on Canada. My family and friends said: "Congratulations. Now you are a Canadian citizen."



From Lipszyc, C. (1996) *People Express, Readings and Chants for Literacy/ESL*. Oxford University Press
Canada

English Language Assessment Materials (secondary): Section 2

ESL A

Yes or No?

Answer these questions about Chung-Lam. Check YES or NO

	YES	NO
1. Does Chung-Lam live on the East Coast?		
2. Does Chung-Lam have a child?		
3. Does Chung-Lam live close to water?		
4. Does Chung-Lam live in western Canada?		
5. Did Chung-Lam pass his test?		
6. Does Chung-Lam live in a cold city?		
7. Does Chung-Lam like living in Canada?		
8. Is Chung-Lam a businessman?		
9. Is Chung-Lam's wife in Hong Kong?		
10. Is Chung-Lam a Canadian citizen?		

Vocabulary

Find words in the story that are opposite to these words.

- Example: single – married
- far from _____
- east _____
- sad _____
- failed _____

Put Chung-Lam's life in order

What happened first, second? Number the sentences.

- _____ Chung-Lam passed his test on Canada.
- _____ Chung-Lam moved to Vancouver with his family.
- 1 Chung-Lam came from Hong Kong.
- _____ Chung-Lam started a business with his wife.
- _____ Chung-Lam is a Canadian citizen.

About You

Answer these questions about yourself:

1. Where do you come from? _____
2. Where do you live now? _____
3. Who do you live with? _____
4. What languages do you speak? _____
5. Are you a student? _____

Writing Task

Fill in the blanks with information about yourself. You may need to use one word in some blanks and more than one word in other blanks.

My Story

My given name is _____ and my family name is _____ . I want to tell you a little about my life.

I am _____ years old. My birthday is in the month of _____ . I was born in a country called _____ . My country is a _____ country. In my country we speak _____ . I left my country and came to Canada in _____ . I miss _____ back home. But soon I will make new _____ in _____ .

I live with _____ . I have _____ sisters and _____ brothers. My family is _____ . I go to school. I am a _____ . I am learning to speak _____ . I like to study _____ . When I finish high school, I would like to _____ . On Saturday and Sunday, when there is no school, I like to _____ .

There are things I like and things I don't like about my new country. I don't like _____ . But I do like _____ and I also like _____ . I hope you enjoy reading my story!

A Canadian Citizen: ANSWER KEY

Yes or No?

Answer these questions about Chung-Lam. Check YES or NO

	YES	NO
1. Does Chung-Lam live on the East Coast?		x
2. Does Chung-Lam have a child?	x	
3. Does Chung-Lam live close to water?	x	
4. Does Chung-Lam live in western Canada?	x	
5. Did Chung-Lam pass his test?	x	
6. Does Chung-Lam live in a cold city?		x
7. Does Chung-Lam like living in Canada?	x	
8. Is Chung-Lam a businessman?	x	
9. Is Chung-Lam's wife in Hong Kong?		x
10. Is Chung-Lam a Canadian citizen?	x	

Vocabulary

Find words in the story that are opposite to these words.

Example: single – married

far from close to

east west

sad happy

failed passed

Put Chung-Lam's life in order.

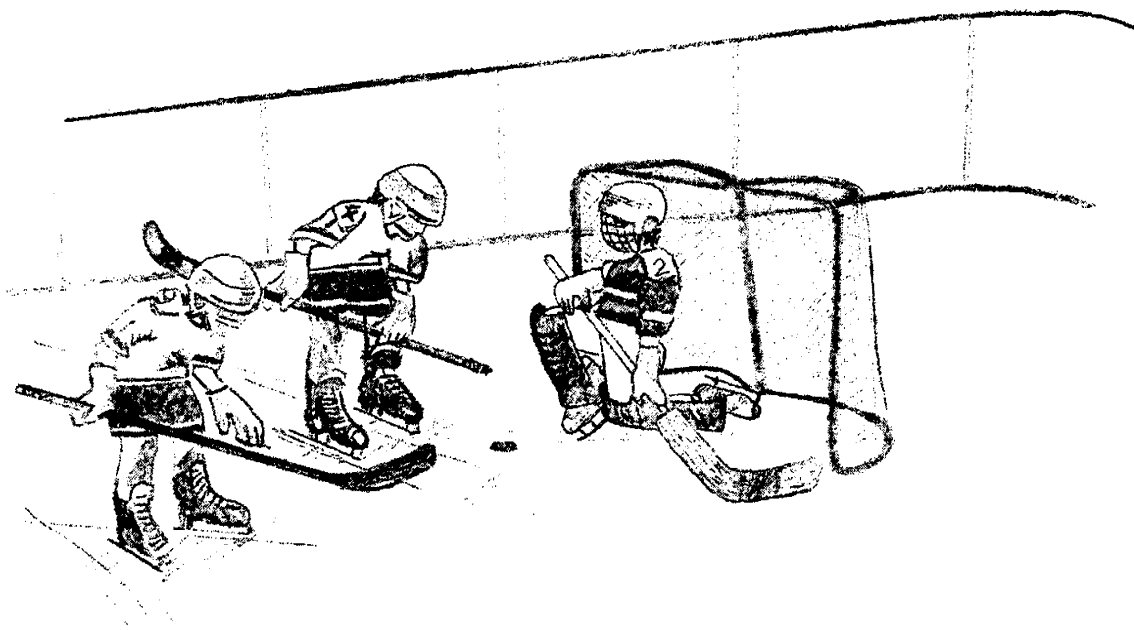
What happened first, second? Number the sentences.

- 4 Chung-Lam passed his test on Canada.
- 2 Chung-Lam moved to Vancouver with his family.
- 1 Chung-Lam came from Hong Kong.
- 3 Chung-Lam started a business with his wife.
- 5 Chung-Lam is a Canadian citizen.

My Son Plays Hockey

My son plays hockey. Hockey is a Canadian game. My son is ten years old. His favourite team is the Toronto Maple Leafs. He plays with his team from school.

Boys and girls play hockey. How do they play the game? They play hockey in a rink. They wear skates on the ice. They wear helmets on their heads and gloves on their hands. They wear pads on their shoulders and knees. They play with hockey sticks. They try to get the puck in the net. One-two-three-four-five. The puck goes in the net five times. The score is 5 to 0. They win!



From Lipszyc, C. (1996) *People Express, Readings and Chants for Literacy/ESL*. Don Mills: Oxford University Press Canada

Yes or No?

Answer these questions about the story. Write YES or NO

- 1. Hockey is a German game. _____
- 2. My son is on a baseball team. _____
- 3. He plays with his team. _____
- 4. They wore hats on their heads. _____
- 5. They wear skates. _____
- 6. They try to get the puck in the helmet. _____
- 7. Girls play hockey. _____
- 8. They play in the water. _____
- 9. They play with sticks. _____
- 10. They score six goals. _____

Vocabulary

Choose words to complete the sentences.

Canadian shoulders plays goal heads feet
school hands team son game sticks

- 1. My _____ plays hockey.
- 2. He _____ with his team from _____.
- 3. Hockey is a _____ game.
- 4. How do they play the _____?
- 5. They wear helmets on their _____ and gloves on their _____.
- 6. They wear pads on their _____ and _____.

Comprehension

Answer these questions about the story.

1. What is this story about? _____
2. Where do boys and girls play hockey? _____
3. What is the son's favourite hockey team? _____
4. How do hockey players feel when they get the puck in the net? _____

5. Why do hockey players wear helmets on their heads? _____

6. What sport do you like best? _____

Writing Task

Complete these sentences to tell about the sport you like best. Look at the story about hockey to help you choose information about your sport.

My Favourite Sport

My favourite sport is _____.

_____ play this sport.

People play this sport in/on/at _____.

People play this sport in the _____ season.

To play this sport, you need to wear

_____.

To play this sport, you need _____.

I like this sport because

_____.

My Son Plays Hockey ANSWER KEY

Yes or No?

Answer these questions about the story. Write YES or NO

1. Hockey is a German game. **NO**
2. My son is on a baseball team. **NO**
3. He plays with his team. **YES**
4. They wear hats on their heads. **NO**
5. They wear skates. **YES**
6. They try to get the puck in the net. **NO**
7. Girls play hockey. **YES**
8. They play in the water. **YES**
9. They play with sticks. **YES**
10. They score six goals. **NO**

Vocabulary

Complete the sentences. Use these words.

1. My son plays hockey.
2. He plays with his team from school.
3. Hockey is a Canadian game.
4. How do they play the game?
7. They wear helmets on their heads and gloves on their hands.
6. They wear pads on their shoulders and knees.

Comprehension

Answer these questions about the story.

1. What is this story about? (*This story is about*) **playing hockey**
2. Where do boys and girls play hockey? **In an ice rink/on the ice**
3. What is the name of the son's favourite hockey team? **Toronto Maple Leafs**
1. How do hockey players feel when they get the puck in the net?
Answers will vary but may include: happy, excited, proud, pleased, good
2. Why do hockey players wear helmets on their heads?
To protect their heads/to avoid injury/so they won't get hurt etc.
6. What sport do you like best? **Answers will vary**

Dates To Remember



Valentine's Day

February 14 is Valentine's Day. It is a day of love and romance. Couples give each other gifts such as roses or chocolates. Children give each other Valentine's Day cards at school.

The Valentine's Day tradition began in Italy in the third century. At that time, young men were forbidden to marry because they had to join the army. But a priest secretly married many young couples. The priest's name was Valentino. Valentino died on February 14 in the year 270 A.D.

Thanksgiving

Canada's first Thanksgiving Day was in Halifax in 1763. It was a day to give thanks for a good harvest. Today, people celebrate with a big family dinner. The traditional dinner is roast turkey with pumpkin pie for dessert.

Thanksgiving Day is a public holiday.



Halloween

Halloween is a fall festival and a special day for children. Children wear costumes and masks. After dark, they go door-to-door and ask for candies. They say "trick or treat." Adults enjoy Halloween, too. Some people carve pumpkins, or they go to costume parties.

Halloween started in ancient times. People lit fires and wore costumes to scare away winter and its evil spirits.



These were some important dates, celebrations and holidays in 1997. The days marked with a star* are public holidays in Ontario. Government, banks and most businesses are closed on these days.

New Year's Day*	Jan. 1	Time Change (<i>ahead 1 hour</i>)	Apr. 6
Victoria Day*	May 19	Canada Day*	July 1
Civic Holiday	Aug. 4	Labour Day*	Sept. 1
Thanksgiving Day*	Oct. 13	Time Change (<i>back 1 hour</i>)	Oct. 26

Zuern, G. (1997) *Ontario Reader for ESL and Literacy Learners*. Toronto: Newcomer Communications.

True or False?

Write *T* or *F* beside each sentence:

- _____ Thanksgiving Day was on October 13 in 1997.
- _____ Canada Day is not a public holiday.
- _____ On Halloween, children go door-to-door after dark.
- _____ Canada's first Thanksgiving Day was in Halifax in 1763.
- _____ Valentine's Day is on March 14.
- _____ Government offices close on public holidays.
- _____ In April, we move our clocks back one hour.
- _____ The traditional Thanksgiving dinner is roast chicken.

What's Missing?

- Write the missing words in the blanks. Check your answers in "Valentine's Day."

February 14 is Valentine's Day. It is a day of _____ and romance.

Couples give each other _____ such as roses or chocolates. Children give each other Valentine's Day cards _____ school.

The Valentine's Day tradition _____ in Italy in the third century. At that time, young men were forbidden to _____ because they had to join the army. But a priest secretly _____ many young couples. The priest's name _____ Valentino. Valentino _____ on February 14 in the year 270 A.D.

2. *Write the missing words in the blanks. Check your answers in "Thanksgiving."*

Canada's first Thanksgiving Day was _____ Halifax _____ 1763. It was a day to give thanks for a good _____. Today, people _____ with a big family dinner. The traditional dinner is roast turkey with pumpkin pie for _____. Thanksgiving Day is a _____ holiday.

3. *Write the missing words in the blanks. Check your answers in "Halloween."*

Halloween is a fall festival and a _____ day for children. Children _____ costumes and masks. After _____, they go door-to-door and ask for candies. They say "trick or _____." Adults _____ Halloween, too. Some people carve pumpkins, or they go to costume _____. Halloween started _____ ancient times. People lit fires and wore costumes to scare away winter and its _____ spirits.

Writing Task

Fill in the blanks with information about your favourite holiday. You may need to use one word in some blanks and more than one word in other blanks.

My Favourite Holiday

My favourite holiday is _____ . We
_____ this holiday in the month of _____ .

We celebrate this holiday because _____
_____. For this holiday, we like
to eat _____ .

We do special things to celebrate this holiday. We _____
_____, and we
_____ .

This is my favourite holiday because _____

_____ .

Dates to Remember *ANSWER KEY*

True or False?

Write *T* or *F* beside each sentence:

1. T Thanksgiving Day was on October 13 in 1997.
 2. F Canada Day is not a public holiday.
 3. T On Halloween, children go door-to-door after dark.
 4. T Canada's first Thanksgiving Day was in Halifax in 1763.
 5. F Valentine's Day is on March 14.
 6. T Government offices close on public holidays.
 7. F In April, we move our clocks back one hour.
- F The traditional Thanksgiving dinner is roast chicken.

What's Missing?

1. Write the missing words in the blanks. Check your answers in "Valentine's Day."

February 14 is Valentine's Day. It is a day of love and **romance**. Couples give each other gifts such as roses or chocolates. Children give each other Valentine's Day cards at school.

The Valentine's Day tradition began in Italy in the third century. At that time, young men were forbidden to marry because they had to join the army. But a priest secretly married many young couples. The priest's name was Valentino. Valentino died on February 14 in the year 270 A.D.

2. Write the missing words in the blanks. Check your answers in "Thanksgiving."

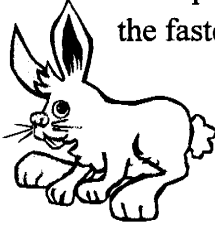
Canada's first Thanksgiving Day was in Halifax in 1763. It was a day to give thanks for a good harvest. Today, people celebrate with a big family dinner. The traditional dinner is roast turkey with pumpkin pie for dessert. Thanksgiving Day is a public holiday.

3. Write the missing words in the blanks. Check your answers in "Halloween."

Halloween is a fall festival and a special day for children. Children wear costumes and masks. After dark, they go door-to-door and ask for candies. They say "trick or treat." Adults enjoy Halloween, too. Some people carve pumpkins, or they go to costume parties. **Halloween started** in **ancient times**. **People lit fires and wore** costumes to scare away winter and its evil spirits.

The Rabbit and the Turtle

Once upon a time, a rabbit with long legs said to the other animals that he was the fastest animal in the woods.



“None of you can pass me in a race,” he challenged. “Would someone like to try?”

A turtle with short legs walked slowly up to the long-legged rabbit. “I would like to try,” the turtle answered quietly.

The rabbit looked at the slow-moving turtle. “That’s funny!” he laughed. “I can run much faster than you.”

“Don’t be too sure,” said the turtle. “Let’s have a race to the edge of the woods.”

All the animals gathered at the starting line to watch.

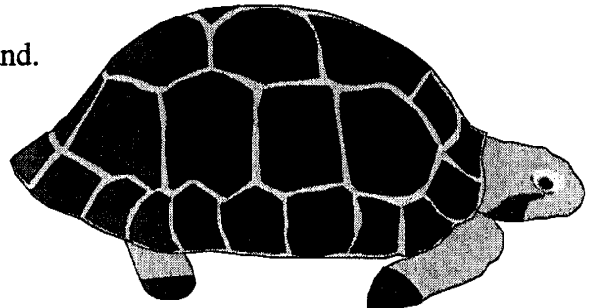
“Ready...set...go!” shouted a bird.

The rabbit leaped far ahead of the turtle. About halfway to the finish line, the rabbit looked behind him. He could not see the turtle at all.

He thought, “That turtle is so slow, I have time for a short nap.” He stretched out under a tall tree and fell asleep.

The turtle crawled slowly on...and on...closer and closer to the finish line at the edge of the woods.

The rabbit woke up, stretched and looked around. He couldn’t believe his eyes! The turtle had passed him and was close to the finish line. The rabbit knew he couldn’t catch up to the turtle, but he wanted to finish the race. He ran to the finish line as fast as he could.



As the turtle crossed the finish line, he turned and saw the rabbit. He smiled to his friends, and said to himself, “Slow and steady wins the race.”

Comprehension

Answer these questions about the story:

1. Where does this happen? _____
2. Who are the main characters? _____
3. What does the rabbit think about himself? _____

4. How is the turtle different from the rabbit in the way he talks and acts?

5. What are the rabbit and the turtle doing in this story? Why? _____

6. Who wins the race? _____
Why does he win the race? _____
7. What did we learn from this story? _____

Vocabulary

The words in the box are from the story. Write each word beside the correct meaning.

nap	gathered	crawled	woods	leaped
------------	-----------------	----------------	--------------	---------------

1. moved slowly _____
2. got together _____
3. jumped _____
4. short sleep _____
5. forest _____

The Rabbit and the Turtle: ANSWER KEY

Comprehension

Answer these questions about the story:

1. Where does the story take place? *(It takes place) in the woods.*
2. Who are the main characters? *A rabbit and a turtle(are the main characters.)*
3. What does the rabbit think about himself? *He thinks he is the fastest (animal in the woods.)*
4. How is the turtle different from the rabbit in the way he talks and acts? *(He is) quiet and confident. (Answers may vary, e.g., humble, polite)*
5. What are the rabbit and the turtle doing in this story? Why? *(They are) having a race(to see who is the fastest.)*
6. a) Who wins the race? *The turtle(wins the race.)*
b) Why does he win the race? *The rabbit takes a nap/short sleep.*
7. What do we learn from this story? *(Answers may vary, e.g., don't be too sure of yourself, keep trying, you can do the impossible, respect other people)*

Vocabulary

The words in the box are from the story. Write each word beside the correct meaning.

1. moved slowly crawled _____
2. got together gathered _____
3. jumped leaped _____
4. short sleep nap _____
5. forest woods _____

Catch of the Year

CATCH OF THE YEAR

TORONTO, ONTARIO —

March 30

Roop Sandhu made the catch of the year on the weekend. Sandhu saw a young child hanging from a sixth-floor apartment balcony, ran one hundred metres, jumped over a 1.2 metre fence, and held out his arms to catch the falling child.

Eric Minhas, only three years old, knocked Sandhu down when he fell. The boy is in the hospital but doctors say he'll be OK.

The Minhas family live in a high-rise apartment building just outside Toronto. On the day of the accident, Mrs. Minhas was at work and Eric was at home with his father. They both fell asleep while they were watching TV.

Eric woke up a little later when he heard children playing outside. He pushed a chair onto the balcony, and climbed up to see them. When he looked down, he accidentally slipped and fell over the edge. He hung on for a couple of minutes and screamed for his father, but his father didn't hear him.

Sandhu, a mechanic, was fixing his car when he heard the scream. He looked up and saw Eric hanging from the balcony. He quickly threw aside his tools, and started running, arms out.

"He saved my son's life," said the boy's mother. "I don't know how to thank him."

"I didn't want the boy to be hurt," said Sandhu, who emigrated from India two and a half years ago.

From Bates, S. (1991) *Amazing! Canadian Newspaper Stories*. Scarborough: Prentice-Hall Canada Inc.

Comprehension

Answer these questions about the story:

1. What floor does the Minhas family live on? _____
2. How far did Roop run? _____
3. How old is Eric? _____
4. When did Sandhu come to Canada? _____
5. What is the most important idea in this story? _____

Vocabulary

Find the words in the story that are opposite to these words:

awake	_____	pulled	_____
slowly	_____	old	_____

Choose the correct words to complete the paragraph:

fence	scream	fixing	save
climbed	tools	accidentally	metres
hurt	pushed	knocked	jumped

Eric was playing on the balcony outside his apartment. He _____ onto the railing and screamed when he _____ fell over the edge. Luckily, Eric wasn't badly _____ because Roop heard Eric's _____ while he was _____ his car. He threw aside his _____, ran one hundred _____, and jumped over a 1.2-metre _____ to _____ the boy. Because Eric was falling so fast, he _____ Sandhu down as he fell to the ground.

Writing Task

Retell the story of *Catch of the Year* in your own words. Make sure your story includes information about *who, what, where, when and why*.

Catch of the Year ANSWER KEY

Comprehension

Answer these questions about the story:

1. What floor does the Minhas family live on? *(They live/The family lives on the) sixth floor.*
2. How far did Roop run? *(He ran) 100 metres.*
3. How old is Eric? *(He is) 3 years old.*
4. When did Sandhu come to Canada? *(He came to Canada) two and a half years ago.*
5. Answers will vary but the main idea(s) is (are) that Sandhu made a difficult catch and saved Eric.

Vocabulary

Find the words in the story that are opposite to these words:

awake	<u>asleep</u>	pulled	<u>pushed</u>
slowly	<u>quickly</u>	old	<u>young</u>

Choose the correct words to complete the paragraph:

fence	scream	fixing	save
climbed	tools	accidentally	metres
hurt	pushed	knocked	jumped

Eric was playing on the balcony outside his apartment. He climbed onto the railing and screamed when he accidentally fell over the edge. Luckily, Eric wasn't badly hurt because Roop heard Eric's scream while he was fixing his car. He threw aside his tools, ran one hundred metres, and jumped over a 1.2-metre fence to save the boy. Because Eric was falling so fast, he knocked Sandhu down as he fell to the ground.

Raccoons Like City Life

Life is good for raccoons in Toronto. There is lots of garbage to eat. There are many places to live, such as attics, chimneys, and garages.

More than 10,000 of these animals live in the city. That's about one raccoon for every 200 people. And their population is growing.

City raccoons live well. They are about one kilogram heavier than their country cousins. An adult male in Toronto can weigh more than eight kilograms.

Raccoons are cute, but they are still wild animals and can be dangerous. People should not feed them or keep them as pets. Raccoons usually ignore people, but they can be vicious if their babies are threatened.

Raccoons are also pests. They dig up many gardens. They get into garbage cans and make a mess. They can also cause a lot of damage to homes. Once they get into an attic, they are hard to get out. The best protection is to close up any holes into attics and garages. Also keep garbage cans securely covered.

Raccoons are in the city to stay. They have adapted so well that they would not survive easily in the wild.



Brad Gates makes a living removing wildlife from people's homes and garages. He says raccoons are intelligent. Once he got a call to remove a raccoon from a garage. The owners couldn't figure out how the animal got inside all the time. Then Gates discovered the raccoon had learned how to operate the automatic garage door. It pushed the button to open the door, walked in, and then closed the door.

Facts About Raccoons

HABITAT: Raccoons are found throughout southern Canada. In the wild, they live mostly in wooded areas. They feed along rivers and lakes.

APPEARANCE: They are distinguished by their black facial mask and ringed tail. Their colour varies from almost black to light brown. They weigh 5-12 kg.

HABITS: Raccoons come out at night. They are good climbers. They are also strong, but reluctant swimmers. They do not hibernate in winter, but may sleep through cold periods in their dens. Adult males usually live alone. Females and young live in family groups. Raccoons have a nest only when nursing their young. Usually three kits (babies) are born in March to May. Young raccoons become independent in autumn.

DIET: Raccoons eat almost anything. In the wild, their diet includes nuts, seeds, fruits, insects, eggs, frogs, and crayfish. They may dip their food in water, but do not “wash” it.

CAUTION: Recently, rabies has been found in the raccoons of eastern Canada.

From Zuern, G. (1999) *Ontario Reader for ESL and Literacy Learners*. Toronto: Newcomer Communications.

Yes or No?

Answer these questions about “Raccoons like city life.”

1. Is life good for raccoons in Toronto? Yes
2. Is there lots of garbage to eat? _____
3. Are city raccoons lighter than country raccoons? _____
4. Can raccoons be dangerous? _____
5. Should people keep them as pets? _____
6. Do raccoons usually threaten people? _____
7. Can raccoons cause a lot of damage to homes? _____
8. Are raccoons hard to get out of attics? _____
9. Have raccoons adapted well to city life? _____

Categories

Put these descriptions of raccoons in the correct category:

insects	black facial mask	black to light brown
ringed tail	do not hibernate	frogs
good climbers	nuts	come out at night

Diet	Habits	Appearance
<i>insects</i>		

Vocabulary

Write the number of the definition for each key word:

Definitions	Key Words
1. make; create	— adult
2. in danger	— attic
3. grown up; mature	<u>1</u> cause
4. give food to	— cute
5. savage, dangerous	— feed
6. waste; rubbish	— garage
7. building for parked cars	— garbage
8. attractive; adorable	— ignore
9. dirty, untidy situation	— mess
10. pay no attention to	— pests
11. animals that people keep as companions	— pets
12. troublesome animals	— threatened
13. natural state	— vicious
14. the top part of a house, under the roof	— wild

Raccoons Like City Life: ANSWER KEY

Yes Or No?

Answer these questions about "Raccoons like city life."

1. Is life good for raccoons in Toronto? Yes
2. Is there lots of garbage to eat? Yes
3. Are city raccoons lighter than country raccoons? No
4. Can raccoons be dangerous? Yes
5. Should people keep them as pets? No
6. Do raccoons usually threaten people? No
7. Can raccoons cause a lot of damage to homes? Yes
8. Are raccoons hard to get out of attics? Yes
9. Have raccoons adapted well to city life? Yes

Categories

Put these descriptions of raccoons in the correct category.

insects	black facial mask	black to light brown
ringed tail	do not hibernate	frogs
good climbers	nuts	come out at night

Diet	Habits	Appearance
insects	good climbers	ringed tail
nuts	do not hibernate	black facial mask
frogs	come out at night	black to light brown

Vocabulary

Write the number of the definition for each key word:

Definitions	Key Words
1. make; create	<u>3</u> adult
2. in danger	<u>14</u> attic
3. grown up; mature	<u>1</u> cause
4. give food to	<u>8</u> cute
5. savage; brutal	<u>4</u> feed
6. waste; rubbish	<u>7</u> garage
7. building for parked cars	<u>6</u> garbage
8. attractive; adorable	<u>10</u> ignore
9. dirty, untidy situation	<u>9</u> mess
10. pay no attention to	<u>12</u> pests
11. animals that people keep as companions	<u>11</u> pets
12. troublesome animals	<u>2</u> threatened
13. natural state; not civilized	<u>5</u> vicious
14. the part of a house that is directly under the roof	<u>13</u> wild

A World of Chemistry

Is it matter or energy?

Think about the world around you. You see things. You hear things. You feel things. The world has salt, air, water, baseball bats, and aluminum cans. The world has noise, music, heat, and light.

Everything in the world is either matter or energy. How can you tell if something *is* matter or energy?

Matter takes up space. Matter has mass and weight. Anything that takes up space and has mass and weight is matter. Wood is matter. Iron, glass, water, and even air are matter.

Anything that can make something move is energy. Electricity is energy. Heat is energy. Light and sound are energy. Energy has no mass or weight. Energy does not take up space.

Chemistry is the study of matter. It is the study of what matter is made of, how matter changes, and what the properties of matter are.

You think about properties all the time. Is it red or blue? Is it heavy or light? How does it smell? Color, weight, and smell are a few properties. Every kind of matter has its own properties. Properties help to identify matter. Another word for properties is *characteristics* (ka rack tuh **RIST** icks).

From Rosen, S. (1988) *Chemistry Workshop: Understanding Matter*. Englewood Cliffs, NJ: Globe Book.

True Or False?

Write T if the sentence is true.

Write F if the sentence is false.

<p><u>F</u> Matter and energy are the same.</p> <p>— Energy has weight.</p> <p>— Energy takes up space.</p> <p>— Matter has weight.</p> <p>— Matter takes up space.</p> <p>— Iron and air are examples of matter.</p>	<p>— Light and sound are examples of matter.</p> <p>— Properties help us identify matter.</p> <p>— Smell is an example of a property of matter.</p> <p>— Two things are tested. Their properties are found to be exactly the same. This proves they are different.</p>
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Vocabulary

Choose the correct words to complete the sentences:

light	characteristics	smell	matter
electricity	move	heat	chemistry
weight	energy	colour	properties

1. Everything in the world is either _____ or _____.
2. Energy can make something _____.
3. Three kinds of energy are _____, _____ and _____.
4. Three properties of matter are _____, _____ and _____.
5. Another word for properties is _____.

Matching

Match the two lists. Write the correct letter on the line next to each number.

- | | |
|-------------------|--|
| 1. ___ color | a) does not take up space and has no weight |
| 2. ___ matter | b) the study of matter, how it changes, and its properties |
| 3. ___ energy | c) a property of matter |
| 4. ___ properties | d) takes up space and can be weighed |
| 5. ___ chemistry | e) help us identify matter |

Is it matter or energy?

Write each of the following statements under the correct heading in the chart below.

- has weight and takes up space.
- a light bulb
- the sound of a piano
- sometimes cannot be seen but has weight and takes up space
- heat from a burning piece of coal
- has no weight; takes up no space, but is able to move something
- a piano
- a piece of coal
- has no weight and takes up no space
- the light from a light bulb

MATTER	ENERGY

True Or False?

Write *T* if the sentence is true.

Write *F* if the sentence is false.

1. *F* Matter and energy are the same.
2. *F* Energy has weight.
3. *F* Energy takes up space.
4. *T* Matter has weight.
5. *T* Matter takes up space.
6. *T* Iron and air are examples of matter.
7. *F* Light and sound are examples of matter.
8. *T* Properties help us identify matter.
9. *T* Smell is an example of a property of matter.
10. *F* Two things are tested. Their properties are found to be exactly the same. This proves they are different.

Vocabulary

Complete the sentences with the choices below.

1. Everything in the world is either matter or energy.
2. Energy can make something move.
3. Three kinds of energy are electricity, light and heat.
4. Three properties of matter are colour, weight and smell.
5. Another word for properties is characteristics.

Matching

Match the two lists. Write the correct letter next to each number.

- | | | | |
|----|----------|------------|--|
| 1. | <i>c</i> | color | a) does not take up space and has no weight |
| 2. | <i>d</i> | matter | b) the study of matter, how it changes, and its properties |
| 3. | <i>a</i> | energy | c) a property of matter |
| 4. | <i>e</i> | properties | d) takes up space and can be weighed |
| 5. | <i>b</i> | chemistry | e) help us identify matter |

Is it matter or energy?

Write each of the following statements under the correct heading in the chart below.

MATTER	ENERGY
<i>Has weight and takes up space</i>	<i>Sound of a piano</i>
<i>A light bulb</i>	<i>Heat from a burning piece of coal</i>
<i>Sometimes cannot be seen but takes up space and takes up space</i>	<i>Has no weight. Takes up space, but is able to move something</i>
<i>A piano</i>	<i>Has no weight and takes up no space</i>
<i>A piece of coal</i>	<i>Light from a light bulb</i>

A Dinner of Smells

One day a poor man came into a little town. He was very hungry. Every time he saw food, his mouth watered. But he had no money.

The poor man stopped outside a fine restaurant. The food at the restaurant smelled delicious. He sniffed and sniffed the wonderful smell.

The owner of the restaurant came into the street. "Hey! You!" the owner called. "I saw what you did! You smelled my excellent food! I don't pay cooks to make food for you to smell! You stole the smell of my food. Are you going to pay for it?"

The poor man replied, "I cannot pay. I have no money. I took nothing!"

The owner of the restaurant did not listen to him. "I'm taking you to the judge," he said. And he took the poor man to court.

The judge listened to the story. "This is very unusual," he said. "I want to think about it. Come back tomorrow."

The poor man was very worried. He had no money. "What can I do?" he asked himself. He could not sleep at all.

The next morning the man got up and said his prayers. Then he went slowly back to the court. On the way he met the wise mullah, Nasrudin. "Nasrudin," the poor man cried. "Please help me. People say that you are very clever. I am very unhappy and very worried." He told Nasrudin his story.

"Well, well," wise Nasrudin said. "Let's see what happens." The two men went to court.

The judge was already there. He was with the owner of the restaurant. They looked very friendly with each other. When the poor man arrived, the judge began to speak. He said the poor man owed the restaurant owner a lot of money.

Nasrudin stepped forward. "This man is my friend," he said. "Can I pay for him?" He held out a bag of money.

The judge looked at the restaurant owner. "Can Nasrudin pay?" he asked.

"Yes," the restaurant owner said. "Nasrudin has money. The poor man does not. Nasrudin can pay!"

Nasrudin smiled. He stood next to the restaurant owner. Nasrudin held the bag of money near the restaurant owner's ear. He shook it so the coins made a noise. "Can you hear the money?" he asked.

"Of course I can hear it," the restaurant owner said.

"That is your payment," the mullah said. "My friend smelled your food, and you heard his money."



From Cameron, PP. (1995) *Tales from Many Cultures*. Addison-Wesley Publishing Co. Inc.

Comprehension

1. Where does this story take place? _____
2. Who are the main characters in this story? _____

3. What are **two** things we learn about Nasrudin?

4. What problem did the poor man have at the beginning of the story? _____

5. Why did the restaurant owner and the poor man go to court? _____

6. Why do you think the judge agreed with the restaurant owner? _____

7. How did Nasrudin trick the restaurant owner?

8. What lesson can we learn from this story?

Number these events in the correct order

Follow the example:

- _____ The poor man asked Nasrudin to help him.
_____ The judge said to come back the next day.
_____ The restaurant owner said the poor man stole the smell.
_____ Nasrudin let the restaurant owner hear his money.
_____ The poor man met Nasrudin.
1 The poor man smelled the wonderful food.

Vocabulary

Choose the correct words to complete the sentences:

shook sniffed clever restaurant
delicious payment owner stole

example: A restaurant is a place where you buy a meal.

1. When you buy something, you make a _____.
2. When food is cooked properly, it tastes _____.
3. The restaurant owner heard the sound of coins when Nasrudin _____ the bag.
4. The girl could smell the flowers when she _____ the air.
5. A thief broke the window, entered the store and _____ all the money.
6. The _____ student answered all the questions correctly.

Writing Task

*Write a paragraph about **one** of the following:*

- A Favourite Meal in Your Native Country
- Your First Meal in Canada
- A Meal Celebrating a Special Event

A Dinner of Smells – ANSWER KEY

Answer these questions:

1. Where does this story take place?(Answers may vary, e.g., on the street, in front of a restaurant, in a town)
2. Who are the main characters in this story? *The poor man, restaurant owner and Nasrudin*
3. What are two things we learn about Nasrudin? *Wise mullah, clever, generous*
4. What problem did the poor man have at the beginning of the story? *He was hungry but had no money*
5. Why did the restaurant owner and the poor man go to court? *The restaurant owner wanted the poor man to pay for smelling the food*
6. Why do you think the judge agreed with the restaurant owner? *They knew each other/were friends/the owner gave money to the judge*
7. How did Nasrudin trick the restaurant owner? *He shook a bag of coins as payment for smelling the food. Hearing the money is the same as smelling the food so it is fair payment.*
8. What lesson can we learn from this story?(Answers will vary)

Number these events in the correct order.

Follow the example.

- 5 The poor man asked Nasrudin to help him.
- 3 The judge said to come back the next day.
- 2 The restaurant owner said the poor man stole the smell.
- 6 Nasrudin let the restaurant owner hear his money.
- 4 The poor man met Nasrudin.
- 1 The poor man smelled the wonderful food.

Vocabulary

Choose the correct words to complete the sentences:

shook	sniffed	clever	restaurant
delicious	payment	owner	stole

1. When you buy something, you make a payment.
2. When food is cooked properly, it tastes delicious.
3. The restaurant owner heard the sound of coins when Nasrudin shook the bag.
4. The girl could smell the flowers when she sniffed the air.
5. A thief broke the window, entered the store and stole all the money.
6. The clever student answered all the questions correctly.

The Rich Man and the Shoemaker

In an apartment building in Paris lived a shoemaker and a rich man. The shoemaker lived in the basement, and just above him, on the first floor, was the rich man. The shoemaker was poor but happy. He sang all day as he made or mended shoes.

The rich man had a lot of money, and at night he lay awake planning how to make more money, and how to keep it safe. Usually it was morning when he fell asleep.

But the shoemaker was up at daylight and began his work and his singing almost as soon as he could see. This **troubled** the rich man, and he said to a wise friend, “What am I to do? I can’t sleep at night for thinking about my money, and I can’t sleep in the morning because of that shoemaker’s singing.” Together they formed a plan.

Next day the rich man went down to the basement where the shoemaker was working and singing. The shoemaker was happy when he saw him come in. “Now,” he thought, “I’ll have an order for a fine pair of boots, and I’ll be paid well for my work.”

But the rich man had something else on his mind. He carried a small bag in his hand. Out of it he took a purse and gave it to the shoemaker, saying, “I’ve brought you one hundred gold coins as a present.”

The **astonished** shoemaker said, “I can’t take the money, sir. I’ve done nothing to earn it. Why do you give it to me?”

“Because you’re the happiest man I know, and the most **contented**.”

“It is to be all mine, and you will never ask for it again?”

“Never.”

“Oh, thank you sir, thank you. You are so very kind.”

After the rich man had gone, the shoemaker went into his bedroom and poured the coins on the bed. He had never seen so much money before, and he began to be **anxious** about where he should hide it for safekeeping. When his wife came into the room suddenly, he was so scared that he covered the money quickly and scolded her for the first time in his life. He hid the purse under the pillow and left the door open so that he could see the pillow from his workbench. Then he thought that he should find a better hiding-place. He hid the purse at the foot of the bed. An hour later he put it under the sheets.

His wife asked what was wrong with the bed, and the **irritable** shoemaker told her to mind her own business. He kept moving the purse from place to place, growing more anxious each day. The foolish man began to **suspect** his own wife. He no longer sang as he worked. His friends saw that he left his bench every hour or so.

But the rich man was happy. He slept long and soundly each morning. Day after day he **rejoiced** at the success of his plan.

When a week had passed, the shoemaker could bear his worry no longer. He told his wife the whole story. That day he carried the purse up to the rich man's apartment, put it on the table, and said, "Here's your money, sir. It has made my life **miserable**. I can live without your gold coins, but I cannot live without my song."

From Porter, J. (2000) *Voices Past and Present, Literature for ESL Students at the Intermediate Level*. Toronto: Wall & Emerson, Inc.

Comprehension

1. Where does this story take place? _____
2. Who are the main characters in this story? _____

3. What problem did the rich man have at the beginning of the story?

4. What did the rich man decide to do with his money?

5. How did the shoemaker change after he gets the money? Give two examples.

6. a) What did the shoemaker do at the end of the story? _____

b) Why did he do this? _____

7. Why do you think the rich man gave the money to the poor man?

8. What lesson can we learn from this story?

Vocabulary

Find these words in the story. Then choose the correct words to complete the sentences.

astonished

anxious

contented

suspect

irritable

troubled

miserable

rejoiced

1. At the beginning of the story, the shoemaker was so _____ that he sang all day as he worked.
2. The shoemaker was _____ when the rich man brought the money to him.
3. After the shoemaker got the money, he became _____ about keeping the money in a safe place.
4. The rich man became happy after he gave his money away and _____ that his plan had worked.
5. The shoemaker's wife was not happy because her husband began to _____ that she knew where the money was.
6. The shoemaker became _____ and _____. He stopped singing and was so unhappy that he gave the money back to the rich man.

The Rich Man and the Shoemaker *ANSWER KEY*

Answer these questions:

1. Where does this story take place? *Long ago in Paris*
2. Who are the main characters in this story? *The rich man and the shoemaker*
3. What problem did the rich man have at the beginning of the story? *He couldn't get any sleep because he worried all night about his money and the shoemaker's singing woke him up in the morning.*
4. What did the rich man decide to do with his money? *Give it to the shoemaker*
5. How does the shoemaker change after he gets the money? Give two examples
Answers will vary but may include: *worried all the time about keeping the money safe; became angry with his wife; suspected his wife; stopped singing.*
6. a) What did the shoemaker do at the end of the story? *Returned the money to the rich man.*
b) Why did he do this? *The money was making him miserable and he wanted his former life back.*
7. Why do you think the rich man gave the money to the poor man? *Answers will vary but may include:
The rich man knew that the money brought worry and unhappiness and wanted the shoemaker to deal with that problem so he would stop singing in the morning and waking the rich man up.*
8. What lesson can we learn from this story? *Answers will vary*

Vocabulary

Find these words in the story. Then choose the correct words to complete the sentences.

astonished	anxious	contented	suspect
irritable	troubled	miserable	rejoiced

1. At the beginning of the story, the shoemaker was so contented that he sang all day as he worked on the shoes.
2. The shoemaker was astonished when the rich man brought the money to him.
3. After the shoemaker got the money, he became anxious about keeping the money in a safe place.
4. The rich man became happy after he gave his money away and rejoiced that his plan had worked.
5. The shoemaker's wife was not happy because her husband began to suspect that she knew where the money was.
6. The shoemaker became irritable and miserable. He stopped singing and was so unhappy that he gave the money back to the rich man.

Becoming a Canadian

Many people come to Canada because they want to be free. Canadians have more freedom than people in many other countries in the world. The **Charter of Rights and Freedoms** is the law that gives Canadians their freedom. It is part of the Constitution, which is the most important law in Canada.

What kinds of freedoms do Canadians have?

- Freedom of **religion**: people can follow any religion. There are Christians, Jews, Moslems, Buddhists, Hindus, and people of other religions in Canada. There are also people who have no religion.
- Freedom of thought, belief, opinion and expression, including freedom of the press. This means that Canadians can say what they think and news media can print stories that might not get printed in other countries. For example, if a Canadian doesn't like a **politician**, he or she is free to say so.
- Freedom of peaceful assembly. This means that a group of people can meet. In some countries, groups are not allowed to hold meetings.

Canadians also have basic rights:

- Canadians have the right to vote in elections.
- Canadians have the right to live and work anywhere in Canada.
- Canadians have the right to run in an election.
- Canadians have the right to be treated equally regardless of their sex, race, colour, national or **ethnic origin**, age, mental or **physical disability**.
- Canadians have **legal rights**. They cannot be **arrested** by the police without an explanation. Their property cannot be searched or taken away without explanation.

The following responsibilities go along with the rights:

- to vote in elections
- to be loyal to Canada
- to learn and obey the laws of the country
- to refrain from **discrimination** against others
- to participate in the community
- to care for Canada's **heritage**

For Canada to function well as a society, it is important for all Canadians to take their rights and responsibilities seriously.

From Cameron, J. (1996) *Being Canadian: Language for Citizenship*. Scarborough: Prentice-Hall Regents Canada.

Comprehension

Answer in complete sentences:

1. What is the main idea/topic of this reading passage?

2. What are **three** subtopics? Give one specific example of each.

3. Give examples of any rights that Canadians have that you didn't have in the country that you came from.

4. What is the most important law in Canada?

List the responsibilities of Canadian citizens that match the examples in the chart below.

Responsibility	Example
Care for Canada's heritage	Don't litter.
	Help an older neighbour with small jobs
	Stand up for the playing of "O Canada"
	Pay men and women the same money for the same work.
	Don't drink alcohol and drive a car.

Vocabulary

These words are **bolded** in the reading passage. Choose the best word to complete each sentence below, without using your dictionary.

discrimination	legal rights	arrested
heritage	physical disability	ethnic origins
politicians	religion	Charter of Rights and Freedoms

1. The student with a _____ is not on the soccer team, but she has the highest marks in her class in mathematics and history.
2. Canada has many historic buildings and beautiful natural places which Canadians want to save and care for as part of their national _____.
3. A person who breaks the law may be _____ by the police.
4. People of many different _____ make Canada a very multicultural country.
5. All Canadians have the right to be treated equally, free from _____ and racism.
6. Canadians vote for _____ who will represent them in the government.

Becoming a Canadian *ANSWER KEY*

Comprehension

Answer in complete sentences:

1. What is the main idea/topic of this reading passage? *Canadians have rights and responsibilities*
2. What are **three** subtopics and give one specific example of each? *Freedoms (freedom of the press), rights (right to vote), responsibilities (obey the laws)*
3. Give examples of any rights that Canadians have that you didn't have in the country that you came from. *(Answers will vary)*
4. What is the most important law in Canada? *Constitution*

List the responsibilities of Canadian citizens that match the examples in the chart below.

Responsibility	Example
Care for Canada's heritage	Don't litter.
<i>Participate in community</i>	Help an older neighbour with small jobs
<i>Be loyal to Canada</i>	Stand up for the playing of "O Canada"
<i>Refrain from discrimination against others</i>	Pay men and women the same money for the same work.
<i>Obey the laws of the country</i>	Don't drink alcohol and drive a car.

Vocabulary

These words are **bolded** in the reading passage. Choose the best word to complete each sentence below, without using your dictionary.

discrimination	legal rights	arrested
heritage	physical disability	ethnic origins
politicians	religion	Charter of Rights and Freedoms

1. The student with a physical disability is not on the soccer team, but she has the highest marks in her class in mathematics and history.
2. Canada has many historic buildings and beautiful natural places which Canadians want to save and care for as part of their national heritage.
3. A person who breaks the law may be arrested by the police.
4. People of many different ethnic origins make Canada a very multicultural country.
5. All Canadians have the right to be treated equally, free from discrimination and racism.
6. Canadians vote for politicians who will represent them in the government.

Loud Music

Read the following passage and the chart on the other side of the page. As you read the chart, think about how this information relates to you. How often have you been exposed to these common sounds?

“If you don’t turn it down, someday you’ll go deaf.” This common parental advice may sound like an exaggeration, but it’s not. Pete Townshend, of the rock group **The Who**, is living proof that loud music can cause permanent hearing loss. After years of performing at concerts, he can no longer hear high-pitched children’s voices.

In a pioneering experiment in the 1970’s, rodents were exposed to two hours of rock music at an average level of 107 dB (decibels). The researchers found that nerve cells in their ears had been destroyed. The same effects have been found in humans. Most of the damage occurs in the inner ear, or cochlea. Both the hair cells and the attached nerves can be affected. As well, the blood vessels in the inner ear may contract and rupture, causing further damage.

Most rock concerts are in the 100-120 dB range, well above the 85 dB level at which damage can occur. In order to protect their hearing, concert goers should wear earplugs; the volume will still be in the 80-90 dB range, which should be more than loud enough. People who work in factories or at construction sites where the noise level exceeds 90 dB are required by health and safety regulation to limit their exposure to noise or wear earplugs, but rock stars and their fans are on their own.

A number of signs indicate exposure to excessive noise; for example, if your ears ring or your hearing seems dull after a few hours of exposure to loud noise. If you have to shout to communicate with the person next to you, the background noise is too loud.

There are ways to protect your hearing. If you use a portable radio or CD player with headphones, don’t turn the volume past 2. Wear earplugs to loud parties and concerts. If you have a noisy work environment, ask your employer to supply earplugs. Your hearing has to last your entire life. Once it is damaged, it cannot be repaired.

Human Responses to Some Common Sounds

Type of Sound	Approximate Noise Level	Effect
Jet engine (near)*	140	Painfully loud, physical damage
Auto horn (1m)*	110	Regular exposure over 1 minute may cause permanent hearing loss
Shouting in ear	100	No more than 15 minutes unprotected exposure recommended
Heavy truck Subway Lawnmower Portable cassette recorder set above 3-4	90	Very annoying
Electric razors Many industrial workplaces	85	Hearing damage begins (8 h)^
Average city traffic noise	80	Annoying, interferes with conversation
Highway traffic (15 m)* Hair dryer	70	Intrusive, interferes with telephone conversation
Normal conversation (4 m)*	60	
Light auto traffic (30 m)* Quiet office Air conditioner (6m)*	50	comfortable
Mosquito buzzing Refrigerator humming	40	quiet
Soft whisper (5 m)*	30	Very quiet
Ordinary breathing	10	Barely audible
	0	Threshold of normal hearing

* distance from source

^ exposure time

From Costello, C., and Noeline L. (advisors). (2000) *Literacy Skills Tests Preparation Workbook: A Preparation Guide for The Grade 10 Test of Reading and Writing Skills*. Toronto: Harcourt Canada Ltd.

Comprehension

Answer the following questions:

1. In the 1970's, what did scientists prove with their experiment on rodents? **Circle the letter of the correct answer.**
 - a) researchers appreciate only classical music
 - b) rodents don't enjoy rock music
 - c) two hours of exposure to high decibel levels damages hearing
 - d) parents are always right

2. From the information provided both in the reading passage and the chart, which type of sound compares most closely to the decibel range of a rock concert? **Circle the letter of the correct answer.**
 - a) hair dryer
 - b) many industrial places
 - c) auto horn
 - d) air conditioner

3. Explain one way in which the organization of the chart, "Human Response to Some Common Sounds", helps you to understand the most damaging sounds.

4. Looking at the chart, which column would best help you to decide whether you need to protect your ears from a noise? Explain your choice.

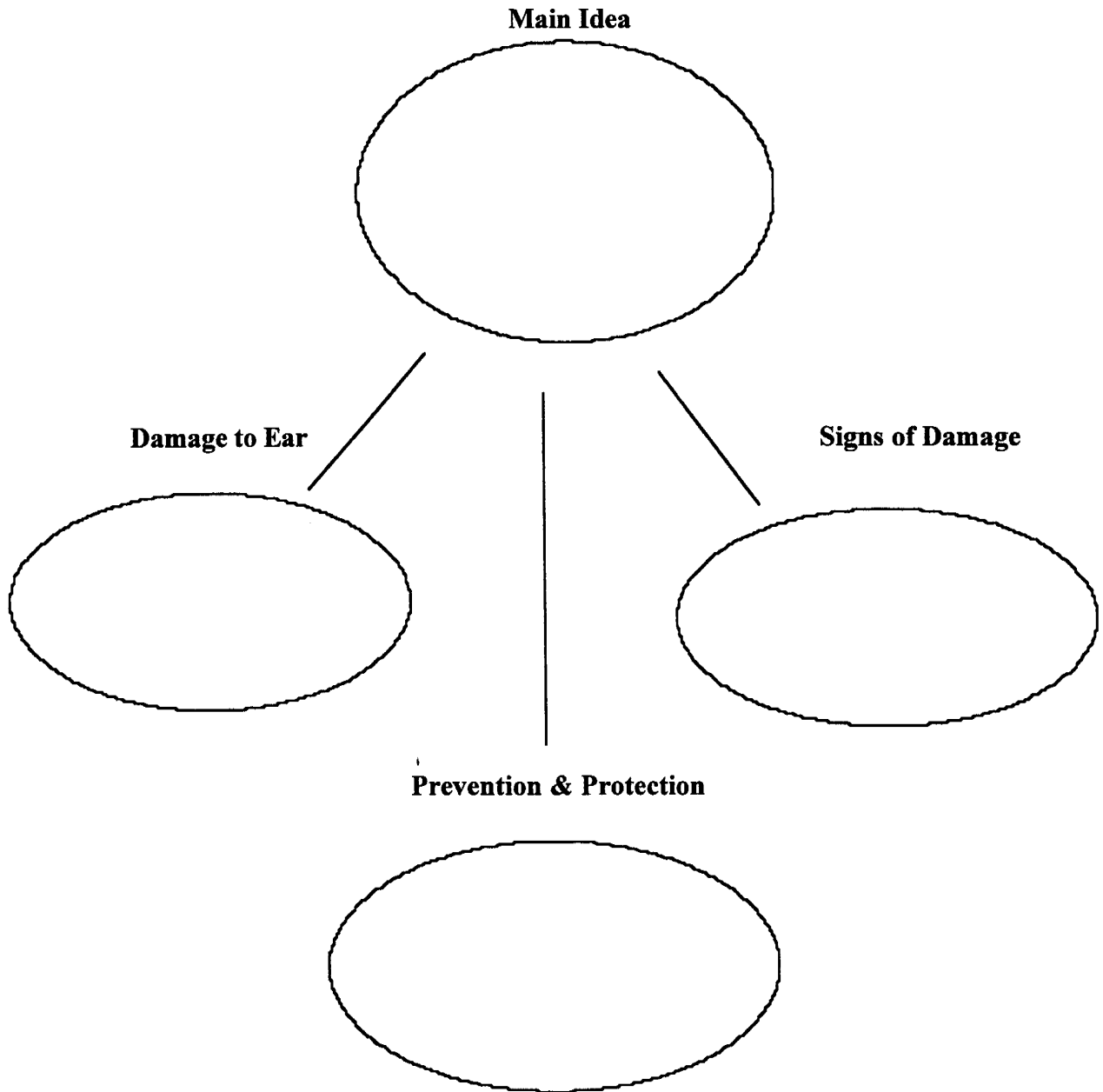
Vocabulary

Write the letter of the definition next to the correct word from the reading passage

- | | | |
|-----------------|-----|---|
| 1. exaggeration | ___ | a) lasting; indefinite |
| 2. permanent | ___ | b) able to be carried |
| 3. destroyed | ___ | c) become smaller or shorter |
| 4. contract | ___ | d) spoiled; killed |
| 5. portable | ___ | e) something that seems greater or more extreme |
| 6. rodents | ___ | f) mice and rats |

Graphic Organizer

Complete the graphic organizer below in point form:



Loud Music ANSWER KEY

Comprehension

Answer the following questions:

1. In the 1970's, what did scientists prove with their experiment on rodents? **Circle the letter of the correct answer.**
 - a) researchers appreciate only classical music
 - b) rodents don't enjoy rock music
 - c) *two hours of exposure to high decibel levels damages hearing***
 - d) parents are always right

2. From the information provided both in the reading passage and the chart, which type of sound compares most closely to the decibel range of a rock concert? **Circle the letter of the correct answer.**
 - a) hair dryer
 - b) many industrial places
 - c) *auto horn***
 - d) air conditioner

3. Explain one way in which the organization of the chart, "Human Response to Some Common Sounds", helps you to understand the most damaging sounds.
The different sounds are arranged in order, with the most damaging sounds at the top
The effect of each noise level is explained by example

4. Looking at the chart, which column would best help you to decide whether you need to protect your ears from a noise? Explain your choice.
The 3rd or "effect" column because it explains the nature and degree of danger at each level

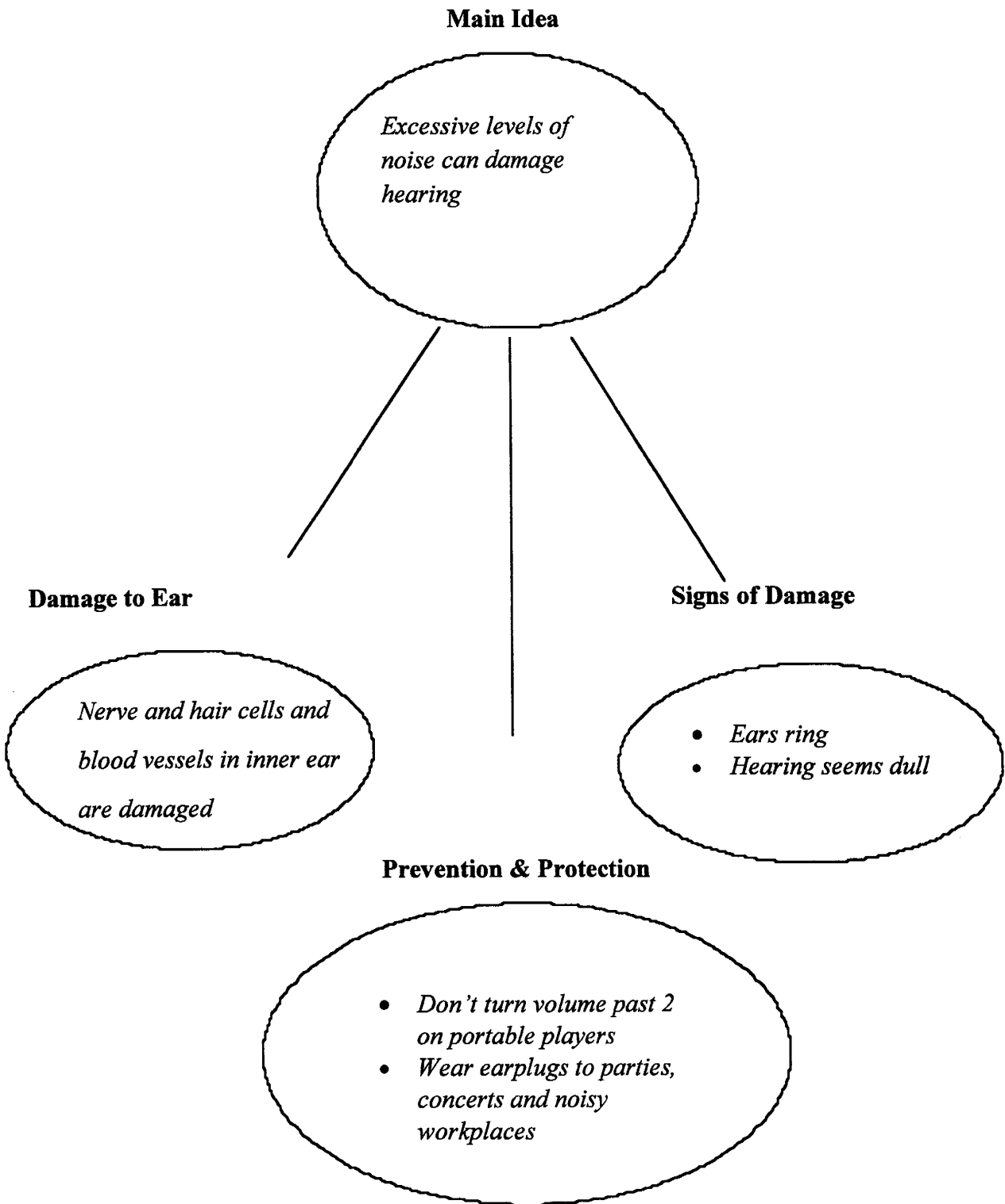
Vocabulary

Write the letter of the definition next to the correct word from the reading passage:

- | | | |
|-----------------|--------------|---|
| 1. exaggeration | <u> e </u> | a) lasting; indefinite |
| 2. permanent | <u> a </u> | b) able to be carried |
| 3. destroyed | <u> d </u> | c) become smaller or shorter |
| 4. contract | <u> c </u> | d) spoiled; killed |
| 5. portable | <u> b </u> | e) something that seems greater or more extreme |
| 6. rodents | <u> f </u> | f) mice and rats |

Graphic Organizer

Complete the graphic organizer below in point form:



The Boatman and the Professor

What is true wisdom? The Boatman and the Professor have different kinds of wisdom as you will see in this folk tale from Bangladesh.

Once there was an old boatman who lived in a little hut on the banks of the holy River Ganges. For many, many years his family had rowed boats across the great river. His grandfather and his father had been boatmen before him; and the boatman had taken over the job when he was just a boy.

Like all the villagers he was poor. The money he made rowing people from one bank to the other could scarcely feed his family. But although life was hard, he never **grumbled**. He was happy to be of service to his passengers.

Their stories about the hustle and bustle of life in the city **fascinated** him. He could not understand why people should want to live there. For it seemed that city folk spent all their lives rushing about and had no time to think. He learned a lot about life by talking to his passengers. He rowed slowly and he listened carefully. He was in no hurry. He had time to **meditate**, to think about the meaning of life.

One day, a well-dressed city gentleman climbed into this boat carrying a shiny briefcase. With a spotless white handkerchief he dusted the wooden plank. Then he sat down, and began to scrape some mud off his highly polished shoes. Finally he rubbed his nose. "Ah-hum," he snorted, as if all the dust in the world had got into his nose.

Settling his spectacles half-way down his nose, he stared hard at the boatman. The boatman was undisturbed. He rowed slowly, his body swaying gently with the rise and fall of his oars. For a time the two men were silent. But the city gentleman couldn't sit still and soon grew restless. He coughed, blew his nose, shifted on his seat, and finally he spoke. "My good man," he said, **lurching** towards the boatman, wagging his finger in the air and causing the boat to rock dangerously.

The boatman continued rowing steadily. The city gentleman straightened his jacket and adjusted his spectacles. "My good man," he said, "have you studied any history?"

The boatman looked puzzled. "No, master," he said, shaking his head slowly.

"What?" cried the city gentleman in surprise. "Not studied history? Don't you know how important it is? Are you not proud of our country's history? Don't you want to know the stories of our ancient kings? Stories of our heroes who fought in famous battles? Why haven't you read any history, my good man?"

The boatman hung his head in shame. “I don’t know any history, master,” he said. “I can’t read, sir. I never went to school and so I didn’t learn...”

“Didn’t learn?” the city gentleman interrupted. “There’s no excuse for not learning. We are here on earth to learn!” And he clicked his tongue in **disgust**.

For a little while he seemed to be thinking. Then he spoke again: “Well then, have you learned geography?”

The boatman lowered his eyes. “No, master,” he said softly. “I don’t know what geography is.”

“Well!” puffed the city gentleman, “geography tells us all about the world. Did you know the world is round? Do you know about the continents, the mountains and rivers? Of course you don’t! How would you unless you studied geography?”

“Master,” the boatman said **sorrowfully**, “I know nothing about those things.”

The city gentleman put both his hands to his head and shut his eyes. The boatman’s **ignorance** was too great a burden for him to bear. “Ohhh!” he groaned. “You know nothing about history or geography? What a useless life you are living, my good man!”

The boatman was silent. He continued to row steadily, gazing into the distance. After a few minutes, the city gentleman raised his head from his hands. “Have you studied science, at least, my good man?” he asked.

“Sci-hence?” the boatman replied, his eyes wide with fright. He had never heard the word before. “No, no master,” he confessed. “No sci-hence, sir.”

“Haven’t you even heard about science?” shouted the city gentleman. “By studying science we learn about the sun, the moon, the tides; about how things work and about how to make them work differently... Oh, so many things! Scientists are the most important people in the world today. Look at me, my good man! I am a scientist. Do you see this briefcase? It’s full of my valuable books. To tell you the truth, I am actually a Professor of Science. And look at you! You have learnt nothing! Your life is useless...in fact, you might as well be dead!”

The boatman’s eyes filled with tears. No one had ever spoken to him like that. Such harsh words from a total stranger! There was no doubt that his passenger had profited from all his learning. See how confident and **prosperous** he was! The boatman gazed at his own ragged clothes and sighed. It was true what the learned gentleman had said. There was so much knowledge hidden in books... and he had never learned. He knew nothing at all. He stared unhappily into the distance.

Behind the Professor's back he saw black clouds like giant puffs of smoke moving across the sky. Then he felt the wind whipping up and salty spray stung his eyes as he tried to keep his little boat steady

A storm was brewing and his boat was barely halfway across the great river. He knew they could not reach the bank before the storm broke. Beads of sweat stood out on his face. Praying for courage he called out hurriedly, "Look behind you, master. Black clouds are filling the sky."

The Professor turned his head quickly. A streak of lightning zigzagged over him, followed by a deafening roar of thunder. "There's no time for us to reach the other side, master," said the boatman. "We will be caught in the storm. Can you swim, sir?"

The Professor's face **crumpled** up with fear. He clutched his shiny briefcase closer to him. "Oh dear! Oh dear," he cried, "I cannot swim, my good man. I didn't learn..."

"Oh-ho," exclaimed the boatman, his tense body relaxing. "You didn't learn! You said my life was useless because I didn't know any history, or geography or science. 'There's no excuse for not learning,' you said, but you didn't learn to swim! History geography and science will not save your life. So now, in spite of all your great knowledge from books, your life will be useless, Professor!"

The small boat was tossed about by the angry wind and the waves. In a **fury**, the storm gathered all its forces and sent the boat lurching heavily on one side. It overturned, and the two men were thrown into the dark swirling waters. The boatman lost sight of his passenger almost immediately and swam safely to the bank. But the Professor—still clutching his shiny briefcase—was drowned in the holy River Ganges.

From Porter, J. (2000) *Voices Past and Present, Literature for ESL Students at the Intermediate Level*. Toronto: Wall & Emerson, Inc.

Comprehension

Answer these questions in complete sentences:

1. Where does this story take place (setting)? _____

2. a) Identify **one** characteristic which you think describes the boatman.

b) How did the boatman demonstrate this characteristic in the story?

3. Give **two** examples of the arrogance or pride of the professor. Refer to his actions and words.

4. Why did the boatman enjoy his job and never consider another job?

5. What do we learn about the professor's point of view?

6. What kind of knowledge does each character represent?

7. What lesson about life and human behaviour can be learned from this story?

Vocabulary

The following words are from the story. Use the context and, if necessary, a dictionary to choose the most appropriate words for the sentences below.

- | | | | | |
|------------|-------------|----------|---------|------------|
| prosperous | sorrowfully | lurched | disgust | fascinated |
| meditate | ignorance | crumpled | fury | grumble |

1. The boatman's _____ of history, geography and science shocked the professor.
2. The boatman was contented with his life and didn't _____ about his hardships.
3. The boatman was ashamed and told the professor _____ that he couldn't read.
4. The boatman was good at his job, but he couldn't stop the _____ of the storm.
5. The professor looked _____ to the boatman because of the way he was dressed.
6. The characters in this story felt _____ for each other's lack of knowledge in certain areas.
7. This story from Bangladesh about the meaning of wisdom has _____ readers for many years.

Writing Task

What is true wisdom? Both the professor and the boatman possess wisdom.

Write a three paragraph composition in which you explain the wisdom of each character. Give specific examples from the text and from your personal experience. In your final paragraph, give your opinion as to which character is wiser. Support your opinion with reasons.

Here is an outline to help you plan your writing:

Paragraph # 1

- introductory statement
- description of the boatman's wisdom
- specific examples from the story

Paragraph # 2

- description of the professor's wisdom
- specific examples from the story

Paragraph # 3

- the character you think is wiser
- reasons for your choice
- examples from your personal experience
- concluding statement

The Boatman and the Professor – ANSWER KEY

Comprehension

Answer these questions in complete sentences:

1. Where does this story take place (setting)? ***Banks of the Holy River Ganges (Bangladesh), a long time ago, daytime***
2. a) Identify one characteristic which you think describes the boatman. ***Simple, humble, modest, content, good listener, deep thinker***
b) How did the boatman demonstrate this characteristic in the story? ***Answers will vary***
3. Give **two** examples of the arrogance or pride of the professor. Refer to his actions and his words. ***He called the boatman's life "useless", he "clicked his tongue in disgust"***
4. Why did the boatman enjoy his job and never consider another job? ***His forefathers had done the same job; he was happy to be of service; he had a chance to meditate***
5. What do we learn about the professor's point of view? ***Believed formal education/book knowledge was the only kind of knowledge and life was worthless without it***
6. What kind of knowledge does each character represent?
The boatman represents practical/experiential knowledge, knowledge of life
The professor represents academic knowledge
7. What lesson about life and human behaviour can be learned from this story? ***Answers will vary***

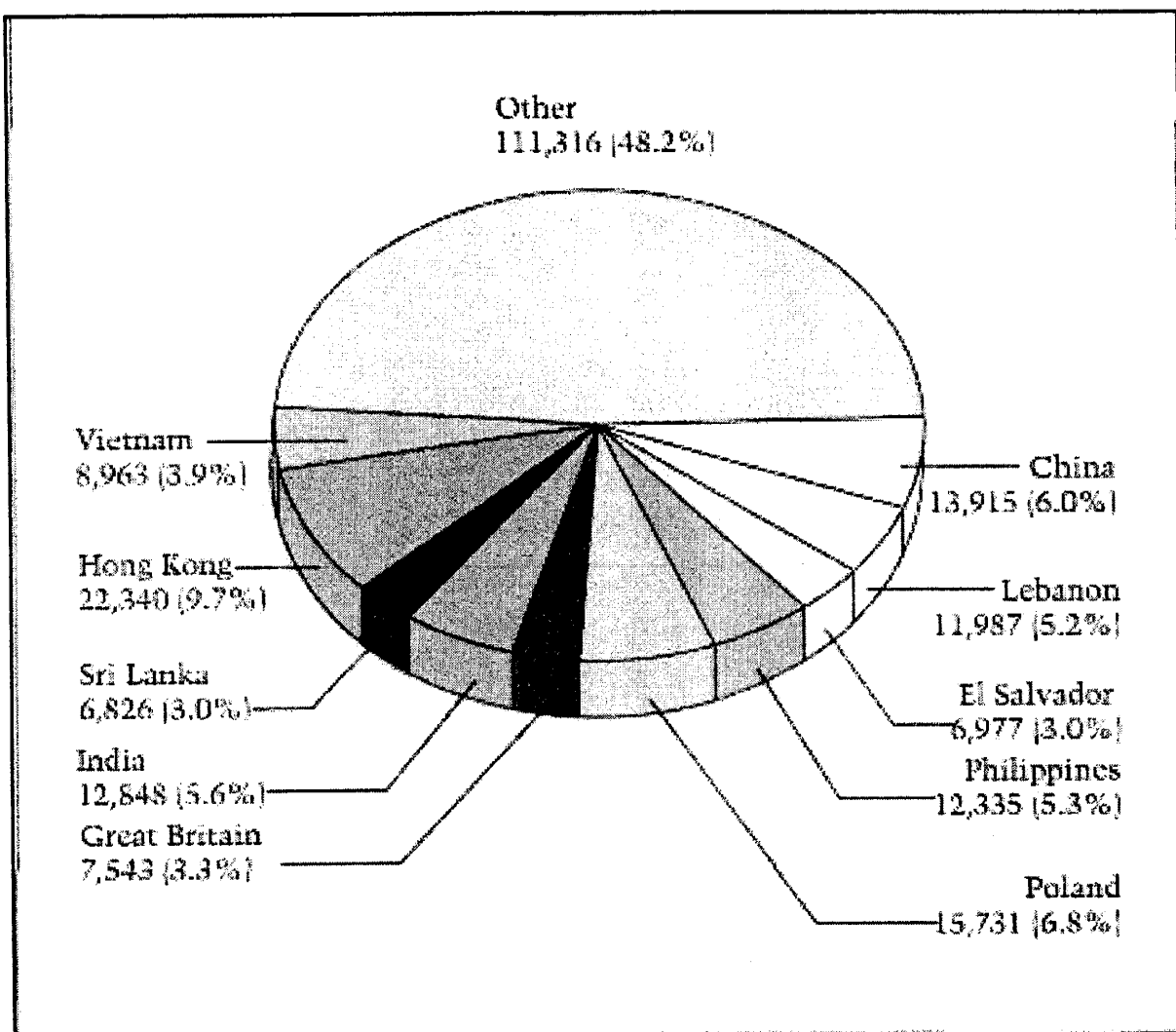
Vocabulary.

The following words are from the story. Use the context, and if necessary, a dictionary to choose the most appropriate words for the sentences below.

prosperous	sorrowfully	lurched	disgust	fascinated
meditate	ignorance	crumpled	fury	grumble

1. The boatman's ***ignorance*** of history, geography and science shocked the professor.
2. The boatman was contented with his life and didn't ***grumble*** about his hardships.
3. The boatman was ashamed and told the professor ***sorrowfully*** that he couldn't read.
4. The boatman was good at his job, but he couldn't stop the ***fury*** of the storm.
5. The professor looked ***prosperous*** to the boatman because of the way he was dressed.
6. The characters in this story felt ***disgust*** for each other's lack of knowledge in certain areas.
7. This story from Bangladesh about the meaning of wisdom has ***fascinated*** readers for many years.

Who Are Canadian People Now?



Canada is a very multicultural country. The First Nations people still live in all parts of the country. People from Europe, Asia, and Africa live here as well. In fact, Canadians with ancestors from every part of the world live here.

The first European settlers came to Canada from France and Britain. Immigrants from many countries came later. Most of the early immigrants were from Europe. Some non-European immigrants came to Canada too. Loyalists came from the United States. Loyalists were people who were loyal to Great Britain. They came to Canada when the Americans won their independence from Britain. Some Loyalists had African slaves who came with them. Some slaves fought for the British, so the British gave them freedom and offered them land in Canada. Many slaves escaped from the United States to Canada.

The Chinese came to find gold and later to help build the railway. People from India and Japan came to work in primary industries. At the beginning of this century, many people came from Eastern Europe. These people were farmers and they helped develop wheat farming in the West.

After the Second World War, people from many European countries came to start new lives. Many settled in the cities and worked in secondary (manufacturing) and service industries. After 1967, rules for immigration became more open and fair: many immigrants started to come from other parts of the world. The flow of immigrants from Asia, Africa, the Caribbean, and Central and South America increased in the 1970s and the 1980s.

What languages do Canadians speak?

The largest language group is English-speaking. This group includes the people who originally came from Britain and their descendants. It also includes other immigrants from all over the world who have learned to speak English.

It is not surprising that English-speaking people are the largest group. For many years Canada was a colony of Britain: Britain and Canada were major trading partners. Canada's form of government and its laws came from the British system. Today, the Queen of Great Britain is also the Queen of Canada. We remember our close relationship with Britain every time we use money or stamps! Living next to the United States of America has also increased the use of English in Canada. British and American influence has made English the language of business and entertainment for most Canadians.

The second largest language group in Canada is French. In 1760, about 60 000 people spoke French as a first language. Today, more than 6.5 million Canadians speak French as a first language.

More than a hundred languages are spoken in Canada. Canada is a multilingual country. The city of Toronto is the most multilingual, multicultural city in the world!

These were the top 15 languages in Canada in 1991:

English	16 516 180
French	6 505 565
Italian	449 660
Chinese	444 945
German	424 640
Portuguese	186 990
Polish	171 975
Ukrainian	166 830
Spanish	158 655
Dutch	124 535
Greek	114 370
Punjabi	113 225
Arabic	94 885
Tagalog	83 640
Hungarian	72 900

Source: Statistics Canada 1991

From Hux, A.D., Brandao J.A., and Wong, M. (1995) *My Country, Our History*. Scarborough: Pippin Publishing Corporation.

Comprehension

Answer the following questions about the article:

1. What is the central topic of this reading passage?

2. What are **two** subtopics in the reading passage?

3. a) Who were the Loyalists?

b) When and why did they come to Canada?

4. **Why** and **how** did immigration to Canada change after 1967?

5. Give **two** examples of parts of Canadian life that show Canada's close relationship with Britain.

6. Name **two** ways in which Canada has benefited from immigration.

7. Despite the many languages spoken in Canada, English remains the primary language. Give **two** reasons to explain why this is so.

Using the information from the graph, rank the top 5 countries in order of the number of immigrants to Canada:

1 _____
2 _____
3 _____
4 _____
5 _____

Vocabulary

Choose words from this list to complete the sentences:

ancestors	settlers	colony	immigration
influence	multicultural	originally	descendants

1. Canada used to be a _____ of Great Britain.
2. The first European settlers in Canada _____ came from France and Britain.
3. The _____ of the First Nations people continue to live in many parts of Canada.
4. My _____ came to Canada two hundred years ago.
5. American entertainment has a lot of _____ on Canadian culture.
6. The early _____ in Western Canada were mostly farmers.

Who are Canadian People Now? ANSWER KEY

Answer the following questions about the article:

1. What is the central topic of this reading passage? *Answers may vary somewhat: e.g., the history of immigration in Canada*
2. What are two subtopics in the reading passage?
1. Changing patterns in immigration 2. Languages in Canada
3. a) Who were the Loyalists? *People who wanted to remain loyal to Britain during and after the American Revolution*
b) When and why did they come to Canada? *After the Americans won their independence; to remain part of the British Empire*
4. Why and how did immigration to Canada change after 1967? *Because the rules became more fair and open, more immigrants began to come from non-European countries*
5. Give two examples of parts of Canadian life that show Canada's close relationship with Britain. *Answers may vary but may include: same system of government; trading partners; common language; Queen on stamps and money*
6. Name two ways in which Canada has benefited from immigration. *Answers may include: building of the railroad; worked and developed primary industries; developed farming in the West; worked in manufacturing and service industries.*
7. Despite the many languages spoken in Canada, English remains the primary language. Give two reasons to explain why this is so. *Answers will vary but may include: historical and cultural ties with Britain; powerful influence of American culture; international language etc.*

Using the information from the graph, rank the top 5 countries in order of the number of immigrants to Canada.

- 1 *Hong Kong*
- 2 *Poland*
- 3 *China*
- 4 *India*
- 5 *Philippines*

Vocabulary

Choose words from this list to complete the sentences:

1. Canada used to be a colony of Great Britain.
2. The first European settlers in Canada originally came from France and Britain.
3. The descendants of the First Nations people continue to live in many parts of Canada.
4. My ancestors came to Canada two hundred years ago.
5. American entertainment has a lot of influence on Canadian culture.
6. The early settlers in Western Canada were mostly farmers.

You Are What You Eat

Questions that people often ask when examining prepared food before purchasing it are: What additives does it contain? Why are they there? Are they dangerous? Additives are substances that are added to food in order to make it more nutritious, to improve its appearance and texture, or to prolong its shelf life. They can be added during the food's production, processing, packaging, or storage.

Bread, milk, and salt are foods used daily by most Canadians. For this reason, they contain additives that have been introduced to improve their nutritional value. For example, iodine is added to salt; vitamins of the B complex (thiamin, niacin, riboflavin) and iron are added to flour; and vitamins A and D are added to dairy products.

Examples of Food Additives

<i>Additive</i>	<i>Function</i>	<i>Example</i>	<i>Used in</i>
Emulsifiers	Give texture, smoothness	Mono- and diglycerides of fatty acids lecithin	Ice cream Mayonnaise
Nutrients	Improve nutrient value	Vitamin B Vitamin C Vitamin D	Bread Fruit juices Milk
Flavour enhancers	Increase flavour but have no flavour on their own	MSG (monosodium glutamate) Maltol	Meat Soup mixes
Neutralizing agents	Control acidity or alkalinity	Sodium bicarbonate Acetic acid Citric acid Lactic acid	Bread Tomato sauce Jam
Antimicrobial agents	Prevent spoilage	Sodium benzoate Sodium propionate Sodium sorbate	Bread Pickles Margarine Beverages
Antioxidants	Prevent spoilage, especially of lipids	BHA (butylated hydroxyanisole) BHT (butylated hydroxytoluene) Vitamin C * Vitamin E* Sulfites of sodium and potassium	Potato chips Box cereals Bread Jam Fruit juice

**Although vitamins C and E are antioxidants, they are usually not added for that purpose because of their relatively high cost*

From Costello, C., and Noeline L. (advisors). (2000) *Literacy Skills Tests Preparation Workbook: A Preparation Guide for The Grade 10 Test of Reading and Writing Skills*. Toronto: Harcourt Canada Ltd.

Comprehension

Circle the letter of the correct response:

1. Why are vitamins or minerals added to bread, milk, and salt?
 - a) To improve the flavour
 - b) To make them last longer on the shelf
 - c) To add nutrition to foods eaten every day by Canadians
 - d) To make them look better

2. Why would you find it difficult to know when a flavour enhancer has been used in food?
 - a) It is colourless.
 - b) It has no flavour of its own.
 - c) It is in every food.
 - d) You do not always know it's there.

Answer the following questions, using the chart "Examples of Food Additives".

1. Why are emulsifiers added to foods?

2. What additives are Vitamin B and D examples of?

3. Where are antimicrobial agents used?

Answer the questions below in complete sentences.

1. Which column (of the chart “Examples of Food Additives”) makes it easiest to understand the effects of an additive? Explain your choice.

2. Why might it be important to some people to know what additives are in food? (This question requires you to think beyond some of the information in the text or chart. You should consider everything you know from all sources about food additives.)

3. Copy the sentence from the reading passage that identifies the main idea.

You Are What You Eat ANSWER KEY

Comprehension

Circle the letter of the correct response.

1. Why are vitamins or minerals added to bread, milk, and salt?
 - a) To improve the flavour
 - b) To make them last longer on the shelf
 - c) **To add nutrition to foods eaten every day by Canadians**
 - d) To make them look better
2. Why would you find it difficult to know when a flavour enhancer has been used in food?
 - a) It is colourless.
 - b) **It has no flavour of its own.**
 - c) It is in every food.
 - d) You do not always know it's there.

Answer the following questions, using the chart "Examples of Food Additives".

1. Why are emulsifiers added to foods? ***To give texture and smoothness to food products***
2. What additives are Vitamin B and D examples of? ***Nutrients***
3. Where are antimicrobial agents used? ***In foods like bread, pickles, margarine, beverages***

Answer the questions below in complete sentences.

1. Which column (of the chart "Examples of Food Additives") makes it easiest to understand the effects of an additive? Explain your choice.
The second column because it states the function of the additive or why it is used
2. Why might it be important to some people to know what additives are in food? (This question requires you to think beyond some of the information in the text or chart. You should consider everything you know from all sources about food additives.)
Answers will vary but may include: allergies people may have; health side effects for people with some illnesses or taking medication; the presence of these additives is not apparent by sight, taste or smell
3. Copy the sentence from the reading passage that identifies the main idea.
"Additives are substances that are added to food in order to make it more nutritious, to improve its appearance and texture, or to prolong its shelf life."

Spelling Bee

by Laurene Chambers Chinn

With the closing of the door, Ellen left one of her lives behind and entered upon the other. She moved slowly down the long flight of stairs that **flanked** the restaurant, and turned left toward the hotel.

“No use eating dinner there,” Mama had **protested**. “You can eat at home and go later.”

“We are supposed to have dinner at the hotel Mama.” Ellen spoke the word “Mama” in the Cantonese way, as if it were two words, with a quick, light stress on the second half. “When you are American, you do as Americans do.”

“No harm being Chinese,” Mama said. Mama wasn’t going to the high school with her tonight. Mama never went with her. On the street, Ellen shut out the world of home, This is easy when you speak Cantonese in one world and American in the other. Still, when you have won the county spelling bee, you can’t help wanting your mother to watch you in the regional match...

A big bus carried the thirty-five county champions from the dinner at the hotel to the high school. At eight o’clock the curtains parted **revealing** the audience to the boys and girls on stage. Thirty-five boys and girls on stage, thought Ellen, feeling a little bit sad, and thirty-four mothers in the audience. Henry was there, with his girlfriend, Dorothy. Now that Father was gone, Henry was head of the family. It ought to be enough that her brother was in the audience.

The teacher said, “*Botany*,” and smiled at Ellen. They had finished with the sixth-grade spelling books and were starting on the seventh. Twenty-eight girls and boys were still on stage.

“*Physician*,” said the teacher. Henry was a physician. Less than a year ago he had been an intern. He worked hard. It isn’t easy to establish confidence when you wear an **alien** face.

“*Intense*,” Miss Kinsman said. If Mama had learned to speak English, maybe she wouldn’t be so intensely shy. Mama had wrapped herself in her black sateen Chinese coat and trousers, wrapped herself also in her cloak of language, and refused to leave her kitchen even to buy groceries or a hat. Did Mama own a hat? Yes, Henry had bought one for her to wear at Father’s funeral.

“*Tragedy*,” said Miss Kinsman. They were in eighth-grade spelling now, and nineteen contestants remained.

“*Tragedy*,” said Ellen, smiling at Miss Kinsman. “*T-r-a-g-e-d-y*.”

Mrs. Dillard had begun helping her after school when she became school champion, and they redoubled their labor after she won the county spelling bee. Mrs. Dillard had said, “Barring accidents, you might even win and represent our region at the national spelling bee in Washington.”

Now, after an hour in the eighth-grade speller, with fewer than a dozen champions still on stage, Ellen was beginning to think Mrs. Dillard might be right. Ellen might win. Only a nitwit would want not to win. Well, then, she was a nitwit.

One of the judges rose. “Perhaps it is time to go into the old Blueback,”¹ he suggested.

A sigh rippled up among the contestants. Mrs. Dillard had taken Ellen all the way through the Blueback. “Trust your hunches,” Mrs. Dillard had said, and her eyes had grown dreamy. “My goodness, I’d be proud to see a pupil of mine win the national spelling bee!”

But Ellen didn’t want to go to Washington!

The teacher was smiling at Ellen. “*Deign*.”

The girl next to Ellen had just spelled *reign*. Ellen recalled the section, a group of words with silent g’s. Ellen spelled, “*D-a-n-e*.” She turned blindly to leave the stage. She had betrayed her talent for spelling, and she had betrayed Mrs. Dillard, and she had betrayed Henry.

“Just a minute,” said Miss Kinsman. “I wanted you to spell *d-e-i-g-n*, meaning ‘condescend,’ but you have correctly spelled its homonym, and capital letters aren’t necessary by the rules of the contest.”

“O-o-o-h,” **wailed** Ellen. It’s a fine thing when you try to miss a word and can’t. “Could I—could I have a drink, please?” she gulped.

The judge said, “We will have intermission until the bell rings.”

With a whoop the champions scattered. Ellen hurried down the aisle toward Henry and Dorothy. Dorothy hugged her. “I had no idea you were so smart, little **genius**.”

Henry said, “I’d be very proud to see you win, Ellen.”

“I don’t want to win.” Suddenly she knew why. She put the knowledge into a rush of words, speaking in Cantonese. “To go to Washington without my mother would advertise that she is old-fashioned and very shy and goes nowhere—not even here—with me.”

Henry’s face paled. His eyes turned from Ellen’s and met Dorothy’s. Ellen rushed into the hall. She wished the tears would quit coming in her eyes. She knew what she would do. She wouldn’t win, but she would stay as long as she could without winning.

¹ Blueback: a spelling book.

After three rounds in the Blueback, six contestants remained. Miss Kinsman turned to the “Words Difficult to Spell” section at the back. “*Abeyance*,” she said.

Acerbity. Ache. Acquiesce. Amateur. Queer spellings remind you of other peoples in other times who have used these words in other ways. Language is a highway, linking all peoples and all ages. Mama was wrong to use language as a wall.

Caprice. Carouse. Catastrophe....

Three contestants remained. Miss Kinsman turned to a page of words of seven and eight syllables. Henry was alone at the back now. Maybe Dorothy had got bored and gone home. Ellen thought of her mother. Thirty-four mothers had driven in from thirty-four neighboring counties, and Mama hadn’t come six blocks to see the contest.

“*Incomprehensibility*,” said Miss Kinsman. It was a lonely word. Things build up inside a person that other people don’t comprehend. And people can’t comprehend the shyness of a foreign-born mother unless they’ve had a foreign-born mother.

“*Indestructibility*,” said Miss Kinsman. Ellen had risen, but she wasn’t listening. Two people had come in at the back. One was Dorothy. The other was utterly familiar, yet, in the hat and dress, utterly strange. They went to sit beside Henry, and Mama was smiling at Ellen on the stage. Ellen had lived all her life with that loving smile.

“I’m sorry. I didn’t hear the word.” Turning to Miss Kinsman, Ellen raised her voice for the proud announcement, “My mother just came in.”

“*Indestructibility*,” said Miss Kinsman.

Ellen spelled the word clearly. Mama wouldn’t understand, but this was a beginning. Mama had found the courage to come. Mama would find future courage—enough to become American. She had to win, now, and take Mama with her to the nation’s capital. She and Mama would look at the buildings and the memorials. After such a trip, Mama would never hide away again.

If Mama could do what she had done tonight, Ellen could keep her wits about her for as long as it might take to be winner.

Chambers, C. L. Spelling Bee. From Goodman, B. 1993 *Conflicts, 15 Masterpieces of Struggle and Conflict*. Chicago: Jamestown Publishers.

Comprehension

Answer the following questions in complete sentences.

1. “With the closing of the door, Ellen left one of her lives behind and entered upon the other.” What does this quote reveal about the theme of the story?

2. Describe the setting of the story (time, place, mood).

3. Identify **two** kinds of conflict in the story.

4. What is the climax or turning point of the story?

5. Name **two** characteristics of Mama. Give examples from the story to support your choices.

6. What does Ellen decide to do because her mother is not in the audience?

7. Give **two** specific examples of how words in the spelling contest cause Ellen to think about situations in her own life.

8. What do you think the relationship between Ellen and her mother will be like in the future?

Vocabulary

*The words in the box are **bolded** in the story. Match the words with the correct meanings.*

revealing	alien	protested	flanked	wailed	genius
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- 1. at the side of _____
- 2. showing _____
- 3. cried loudly _____
- 4. a person with great ability _____
- 5. unfamiliar, strange _____
- 6. opposed, objected to _____

Writing Task

Write a short composition of **three** paragraphs on **one** of the following topics:

- A. The beginning of the story lets us know that Ellen lives in two different worlds.
- Describe the **two** different parts of Ellen’s life.
 - What would you suggest she and her family do to bring the two worlds closer together.
- B. Ellen thought “Language is a highway linking all peoples and all ages. Mama was wrong to use language as a wall.”
- Describe how language can be a highway **and** how it can be a wall.
 - Why is it important or useful for people to use language as a highway?

Make some point form notes to plan your composition in this outline. The teacher will help you organize your ideas.

Introduce your topic briefly and state why it is important to you.

Write about the first idea.
Give 2 or 3 examples to explain or show this idea

Write about the second idea.
Give 2 or 3 examples to explain or show this idea

Write about your suggestions or conclusions.

Spelling Bee – ANSWER KEY

Comprehension

Answer the following questions in complete sentences.

1. “With the closing of the door, Ellen left one of her lives behind and entered upon the other.” What does this quote reveal about the theme of the story? *Answers will vary, e.g., Chinese life at home and American life at school*
2. Describe the setting of the story (time, place, mood). *Evening, spelling contest in high school (on stage), stressful, anxious, etc.*
3. Identify **two** kinds of conflicts in the story. *Conflict between Ellen and her mother. Inner conflict/in Ellen’s mind*
4. What is the climax or turning point of the story? *When Mama appears at the spelling bee*
5. Name **two** characteristics of Mama. Give examples from the story to support your choices. *Shy, reserved, lacks confidence, resistant to change, fearful*
6. What does Ellen decide to do because her mother is not in the audience? *Lose the contest on purpose*
7. Give **two** specific examples of how words in the spelling contest cause Ellen to think about situations in her own life. *Answers will vary. For example: Physician – makes her think about her brother; Incomprehensibility – makes her aware how other people don’t understand her situation/her mother*
8. What do you think the relationship between Ellen and her mother will be like in the future? *Better, her mother will be more accepting of American culture (lifestyle) and Ellen will be more understanding*

Vocabulary

The words in the box are bolded in the story. Match the words with the correct meanings.

- | | |
|--------------------------------|------------------|
| 1. at the side of | flanked |
| 2. showing | revealing |
| 3. cried loudly | wailed |
| 4. a person with great ability | genius |
| 5. unfamiliar, strange | alien |
| 6. opposed, objected to | protested |

With Glowing Hearts

By Raheel Raza

Raheel Raza is a Toronto writer. She immigrated to Canada from Pakistan with her husband and two sons in December 1989. Her essay “With Glowing Hearts” appeared in *The Toronto Star* on July 1, 1993, which is Canada Day, the day we celebrate when Canada became a country in 1867. In this article, Raheel Raza describes her Canadian experience and what it means to her and her family to be Canadian citizens.

KEY WORDS

MEANINGS

aligning	bringing into line
meagre	poor; inadequate; scant
destitute	lacking the necessities of life; poor
bona fide	(Latin) in good faith; authentic; honest
genuine	real; true; authentic
instability	lack of stability; uncertainty
lure	attraction; temptation
petro dollars	the money accumulated by oil-producing countries in the Middle East
put aside	to save for later use
personnel	employees; staff
emirate	an area governed by an Arabian ruler
vengeful	full of revenge
sheikh	the head of an Arab family or clan
make a go of it	succeed
foresight	anticipation; expecting something to happen
perseverance	determination; persistence
be on the right track	take the right course of action
OHIP	Ontario Health Insurance Plan
got a break	had some good luck
dwindling	becoming smaller
exuded	showed; displayed
guardian angel	a person who helps
trauma	a shock; a terrible experience

With Glowing Hearts

As I stood with tears in my eyes during the oath-taking ceremony, my 7-year-old son asked me, “Mama, why are you crying?” I did not quite know what to say. I had mixed emotions at that time ... part guilt at **aligning** myself with a new country, part pride and happiness and mostly, a deep sense of achievement.

Four years ago, in December, 1989, as we stood cold and shivering at Pearson airport in the first winter storm of the season, I could never have imagined that we would see this day. All we carried with us were our life savings reduced to a **meagre** amount of \$2,000, our immigrant visas and our pride. We had arrived in Canada, almost **destitute**, devoid of friends or relatives and totally lost.

Were we refugees? No, even though we may have looked the part, we were **bona fide** landed immigrants with **genuine** documents that we had worked hard for. Why and how were we in Canada in this condition? In the past four years many people have asked me that question and now I can truly respond.

Canada was the country of our choice when we decided that due to continued political **instability** in our native country of Pakistan, we wanted a better future for our children and ourselves. With guidance from a Canadian lawyer, we applied for immigration. Being professionals, we were able to fulfil all the requirements of Canadian immigration and after lengthy inquiries, health and background checks, we were accepted and granted landed immigrant status.

We naively delayed our arrival into Canada till the last moment because we were working in the oil rich Persian Gulf and the **lure** of **petro** dollars was attractive. We wanted to save the maximum amount of money needed for our stay here. We had **put aside** enough to invest in a house, live comfortably for at least six months and maybe invest in a small business.

My husband worked as **personnel** manager for Nasser bin Abdullah, uncle of the ruler of Qatar, a tiny **emirate** in the Arabian Gulf. A wrong investment and the wrath of a **vengeful** Arab **sheikh** (who felt it was his religious and moral duty to keep us away from the West) deprived us of all our savings, my husband’s hard-earned company benefits and our personal belongings. Although we were hard-pressed and could have returned to our homeland where we had family support and a house to live in, we decided not to turn to family for help.

Migrating to Canada had been our personal decision and we had worked very hard to achieve that status, so we were determined to **make a go of it**. Luckily we’d had the **foresight** to purchase our tickets for travel to Canada before our financial crisis hit, so we had the means to travel to Toronto. Once here, we sealed our fate by sending back the return portion of our tickets.

We spent our first night in a motel and the second day, we went to the only place we

could afford—a building nicknamed “Immigration House” where furnished apartments were available by the week. By the time we paid the advance rent and bought groceries, our finances were down to half.

It snowed continuously and we had no guidance. My husband would leave the house at 8 a.m. and walk for miles looking for work, but everywhere he went the talk was of “Canadian

experience.” People were generally helpful and we realized that it is just a matter of time and **perseverance**, and we would soon **be on the right track**.

There were the little discomforts of a new country. My children had no snow pants and we had to walk miles in the cold so they cried every night because their legs hurt. They also coughed constantly but we could not afford a doctor. We did not know about **OHIP** until someone kindly pointed us in the direction of Welcome House, where we **got our first break**. We took turns looking after the children so one person could go job—hunting. The money was **dwindling** fast and we could not afford to stay on in the apartment much longer

Two weeks after battering his head against almost every agency in town, my husband came back and told me, “You have to go out and find a job. Otherwise we are out on the street tomorrow.” Well, you say that to a mother of two young kids and you have a challenge on your hands. I left the apartment with a fierce determination to do something positive.

I looked up the name of an employment agency at random and presented myself there. They told me there was a job at Toronto General Hospital but they were not sure whether I would be able to do it, because of my lack of Canadian experience. I put on my best smile, **exuded** a confidence I did not feel and said I was the best candidate for the post. To this day, I do not know what happened, but they believed me.

The following Monday, I went to the doctor’s office for an interview. When I walked in, the receptionist took one look at me and said, “You must be a refugee—my father hates refugees.” With that vote of confidence in my favor, I presented my resume. By the end of the day I had a job. I am still grateful to the doctor, who saw beyond my “ethnic” look. He did not ask me until two months later, “and where did you say you were from?”

We started to look for a house to rent, but the requirement everywhere was for first and last month’s rent, which we did not have. Thanks to an ad in *The Toronto Star*, we finally came to a house on Renault Crescent, where we met Hubert Abe who was to become our **guardian angel**.

He heard our story and with tears in his eyes said he was an Estonian immigrant himself and understood the **trauma** of a couple with young children. He excused the last month’s rent, and with no references, he rented his home to us.

For one month my kids slept with coats under their heads as pillows. A battered couch was our only furniture. But we were lucky because the house was located in a very nice area where the day care is superb. My children started day care and I went to work.

While we were moving into the house, my husband slipped and fell on black ice,

fracturing his elbow. Hubert pragmatically pointed out “nothing worse can happen to you, so do not worry.” With his fractured arm, my husband still managed to find a job with Wardair. The first salary came and we started thawing from our frozen state to think about life and living.

We found that although the streets in Canada were not paved with gold, for every step we took ahead, the way cleared two steps ahead for us. We learned to start life from scratch and we learned to survive.

At every point people were helpful and guided us to the best of their ability. A warm smile in those days meant a lot. Our bitterness toward our own community, who did not extend themselves to help us, turned into acceptance. There were rays of sunshine, like the taxi driver who did not take money from us because he was from our native country and missed his children, and our landlord who gave us dishes, furniture and handmade toys for our children who had nothing to play with.

Still, our first year was rough. We were suffering from culture shock, weather shock and people shock! If we had not had the foresight to send back our return tickets, we would probably have boarded a flight back to what was then, home...

Today, this is home and this is certainly where the heart is. Today, we are both gainfully employed. With the exception of a dog, we live as many North Americans do... we own a small townhouse, we drive a van, our children are growing up as young, feeling Canadians and we have assimilated into the mainstream of life here.

So, the tears in my eyes were for the culmination of our struggle; they were for thanks to Canada for helping us to survive and hold our heads up high; they were for the freedom and equality we have found here and most of all, they were for Canada... now our home.

Raheel R. With Glowing Hearts. From Karpinski, E. C., and LeCompte, M. (1997) *Canadian Connections: A Cross-Cultural Reader for Learning English*. Toronto: Harcourt Brace & Company Canada, Ltd.

Understanding Facts and Ideas From the Story

Answer these questions in complete sentences:

1. a) What is the main idea or theme of this story?

b) How does the fact that Raheel cries at the citizenship ceremony reflect this theme?

2. a) What is the climax or turning point in this story of the family adjustment to Canada?

3. How does this event change things for the family?

4. What kind of person is the author? Indicate **two** different qualities she possesses and how each of them is demonstrated in her behaviour.

5. Why do you think Raheel gets the job? Support your answer with references to the text.

The family **experiences problems** but also **makes progress** as they adjust to life in Canada.

Complete this chart with examples from the story that show the problems they experience and the progress they make.

PROBLEMS	PROGRESS

Vocabulary

Fill in the blanks with a suitable word from the Key Words and Meanings. The first one is done for you as an example.

1. Since the economy is not doing very well the number of people working for the government is dwindling.
2. Do you think this twenty dollar bill is _____ or is it a fake?
3. If you spend so much on traveling, you will never be able to _____ enough money for your retirement.
4. When we went downtown in Toronto, we saw several _____ people sleeping on the streets.
5. The young driver couldn't recover from the _____ of the terrible accident.
6. On my _____ salary, I find I can't save very much money.

Writing Task

My Immigration Story Outline

- *Write about events, experiences or people you remember from the time your family decided to come to Canada until after you arrived and began to live here. For each event, try to remember a feeling or emotion that you experienced. This makes your writing more interesting.*
- *You may use a dictionary or the word list from this story to help you with vocabulary.*
- *Use the outline to help you organize your ideas for your story. Write in point form.*
- *Each box represents a paragraph in your story.*

Why you and/or your family decided to come to Canada

How you felt about the decision

An important event or experience

Details:

Feelings:

Another important event or experience

Details:

Feelings:

Thoughts about your life in Canada. (e.g., same or different; better or worse than you expected)

Alternative Writing Task

- *Write a four-paragraph composition comparing your own immigration experience with Raheel Raza's.*
- *Use the outline to help you organize your ideas for your composition. Write in point form in the outline.*
- *Each box represents a paragraph in your story.*

Introduce the topic of immigration.

For example: - reasons for emigration
- ups and downs of the immigration experience

Write a brief summary of Raheel's immigration story.

Describe your immigration story with examples that show how your experiences are similar to and different from Raheel's.

Conclude and evaluate your immigration experience and life in Canada so far.

With Glowing Hearts — ANSWER KEY

(answers will vary for many of these – a general idea of appropriate responses is provided)

Understanding Facts and Ideas From the Story

Answer these questions in complete sentences.

1. a) What is the main idea or theme of this story? *Answers will vary but may include the idea of progress and setbacks in adjusting to a new culture*
 b) How does the fact that Raheel cries at the citizenship ceremony reflect this theme? *Mixed emotions on leaving her native culture and joining a new one; reflecting on struggles and successes*
2. What is the climax or turning point in this story of the family adjustment to Canada? *Raheel gets a job in the doctor’s office*
3. How does this event change things for the family? *The family now has a stable income and a basis on which to build*
4. What kind of person is the author? Indicate 2 different qualities she possesses and how each of them is demonstrated in her behaviour. *Answers may include proud, determined, brave, patient, flexible etc., with suitable examples.*
5. Why do you think Raheel gets the job? Support your answer with references to the text. *Answers will vary but may include that she was desperate, confident, patient, and flexible or that the doctor was fair-minded. There is textual reference for any of these.*

The family **experiences problems** but also **makes progress** as they adjust to life in Canada. Complete this chart with examples from the story that show the difficulties and high points that they experience. *Answers will vary but may include:*

PROBLEMS	PROGRESS
<i>No friends or family to help them</i>	<i>Landlord forgives last month’s rent/ references</i>
<i>Little money</i>	<i>Kind taxi driver who didn’t charge for the ride</i>
<i>Couldn’t find work without Canadian experience</i>	<i>Raheel and her husband both finally got jobs</i>
<i>Cold weather caused discomfort and sickness</i>	<i>Welcome House gave advice about OHIP</i>
<i>Husband broke his arm</i>	<i>Landlord provided toys, dishes, furniture</i>

Vocabulary

Fill in the blanks with a suitable word from the Key Words and Meanings. The first one is done for you as an example.

1. Since the economy is not doing very well the number of people working for the government is dwindling.
2. Do you think this twenty dollar bill is genuine/ bona fide or is it a fake?
3. If you spend so much on traveling, you will never be able to put aside enough money for your retirement.
4. When we went downtown in Toronto, we saw several destitute people sleeping on the streets.
5. The young driver couldn’t recover from the trauma of the terrible accident.
7. On my meagre salary, I find I can’t save very much money.

In Service of Others

1. Canada is a nation of volunteers. Each year, more than 5 million Canadians freely donate their time, skills, and energy to help make Canada a more caring and compassionate nation. Their efforts range from raising money to finance new hospital facilities to visiting the sick or elderly to helping feed starving children in developing countries. Whatever form it takes, volunteering is seeing a need and doing something about it.
2. There is no such person as a typical or average volunteer. Canadian volunteers come from every age group. They may be rich or poor, working or unemployed, have a university degree or never attended high school. They are drawn together, however, by a desire to improve and enrich the lives of the people they meet.
3. Canadians volunteer for a wide variety of reasons. According to a Statistics Canada report entitled "Giving Freely," the volunteers surveyed said that helping others, supporting a cause, and doing something they like to do were the most important reasons why they volunteered. Other reasons people volunteer include a desire to meet other people, learn new skills, and gain experience to improve job opportunities. People will also volunteer in response to a crisis, such as the famine in Ethiopia.
4. Working either alone or as part of an organization, volunteers provide a wide variety of services. For example, Canadians who volunteer with religious organizations are often involved in fund raising, education, and providing food and shelter for people who are sick, poor, and elderly. Canadians also coach teams, organize festivals and fairs, and act as interpreters for those who speak English as an additional language. They are also involved in self-help groups such as *Alcoholics Anonymous* and the *Friends of Schizophrenics*. Many Canadians also work with social agencies to provide counselling and support for single parents, victims of sexual assault, street youth, and drug addicts. They join environmental and animal protection organizations such as the *Western Canada Wilderness Committee* and the *World Wildlife Fund*. They also participate in crime prevention programs such as *Block Watch* and *Crime Stoppers*. As well, Canadians join organizations such as *OXFAM-Canada* and *Canada World Youth* that provide education and development programs to people living both in Canada and abroad.
5. While volunteers are needed by hundreds of organizations, volunteering does not have to make a large demand on a person's time. An individual can volunteer whenever and wherever he or she likes. For example, volunteering may mean driving an elderly person to the store once a month to pick up groceries, joining a walk for hunger, or simply donating old clothing to a refugee settlement program.

6. While volunteering has many personal benefits, it can at times be very difficult. A person working with a terminally ill patient may have to come to terms with his or her own fear of death. Volunteers may also feel awkward, frustrated, angry, or inadequate if the person they are working with fails to respond positively or appreciatively. On the other hand, many people discover skills and talents they never knew they possessed.
7. For many Canadians, the most difficult part of volunteering is deciding what type of volunteer work to do and what cause or organization to work for. Volunteer centres can help volunteers determine their interests and skills, and match them with one or a number of volunteer placements. Talking to friends and relatives is another excellent way to find out what you would like to do.
8. The world now offers us many opportunities to help others. Volunteers not only help improve the lives of others, they also discover a wealth of untapped potential within themselves. We will never be able to meet all the needs existing throughout the world, but, by volunteering, we can make a real difference in the lives of at least some of those in need.

From Sharples, PP. and Clark, J. (1995) *Read On Canada*. Scarborough: Prentice-Hall Canada Inc.

Comprehension

Answer these questions in complete sentences.

1. What is the overall topic of this article?

2. Identify **three** subtopics or aspects of this topic that are discussed in this article.

3. Name **two** advantages of volunteering

4. Name **two** problems volunteers may experience.

5. Choose **two** volunteering activities from the reading passage. For each activity identify **two** characteristics a successful volunteer should have.

True, False and INP (information not provided):

Write T beside those sentences which are true and F beside those sentences which are false. Support your answer by writing a phrase or sentence from the article. If the information is not provided, write INP.

1. _____ Most people give up volunteering after only a few months.

2. _____ Volunteer centres can help you decide what type of volunteer work you are interested in.

3. _____ Volunteering requires that you donate a lot of time.

4. _____ Some people volunteer to meet other people.

5. _____ Most Canadian volunteers are women.

Word Power

Circle the letter beside the answer that gives the same meaning as the word or expression in italics.

1. While volunteers are needed by hundreds of organizations, *volunteering does not have to make a large demand on a person's time*. (paragraph 5)
 - a) volunteering doesn't necessarily require a great deal of time.
 - b) you need a lot of time to do volunteer work.
 - c) volunteering can be very time consuming.

2. Volunteers may also feel awkward, frustrated, angry or *inadequate* if the person they are working with fails to respond positively or appreciatively. (paragraph 6)
 - a) annoyed
 - b) delighted
 - c) insufficient

3. Volunteers not only help improve the lives of others, they also discover a wealth of untapped *potential* within themselves. (paragraph 12)
 - a) anger
 - b) talents
 - c) inadequacies

4. Each year, more than 5 million Canadians freely donate some of their time, skills, and energy to help make Canada a more caring and *compassionate* nation. (paragraph 1)
 - a) tolerant
 - b) humane
 - c) polite

5. A person working with a *terminally ill patient* may have to come to terms with his or her own fear of death. (paragraph 6)
 - a) a person who lives in a hospital
 - b) a person who will be sick for a long time
 - c) a person who will die because of his or her illness

In Service of Others – ANSWER KEY

Comprehension

Answer these questions in complete sentences.

1. What is the overall topic of this article? *Volunteering can make a difference in the lives of others and in the life of the volunteer*
2. Identify three subtopics or aspects of this topic that are discussed in this article. *The reasons for volunteering, the types of activities, the benefits/difficulties*
3. Name **two** advantages of volunteering *Discover hidden talents/aptitudes, meet new people, make a contribution*
4. Name **two** problems volunteers may experience. *May feel inadequate, unappreciated, confront own fears/problems*
5. Choose **two** volunteering activities from the reading passage. For each activity identify **two** characteristics a successful volunteer should have. *Answers will vary*

True, False and INP (information not provided)

Write T beside those sentences which are true and F beside those sentences which are false. Support your answer by writing a phrase or sentence from the article. If the information is not provided, write INP.

1. *INP* *Most people give up volunteering after only a few months.*
2. *T* *Volunteer centres can help you decide what type of volunteer work you are interested in. Volunteer centres can help volunteers determine interests...*
3. *F* *Volunteering requires that you donate a lot of time. Volunteering does not have to make a large demand on a person's time.*
4. *T* *Some people volunteer to meet other people. Other reasons people volunteer include a desire to meet other people.*
5. *INP* *Most Canadian volunteers are women.*

Word Power

Circle the letter beside the answer that gives the same meaning as the word or expression in italics.

1. **a)** volunteering doesn't necessarily require a great deal of time.
2. **c)** insufficient
3. **b)** talents
1. **b)** humane
2. **c)** person who will die because of his or her illness

Mahatma Gandhi and Passive Resistance

Mahatma Gandhi became famous for his struggle for human rights in India, but he was also one of the first activists to fight Apartheid in South Africa. Gandhi arrived in South Africa in 1893 as a young lawyer and immediately encountered prejudice. During his first court appearance, the judge demanded that he remove his turban. In protest, he wrote a letter to the editor of the local newspaper.

Gandhi learned that the government was planning to introduce a bill that would disenfranchise all people of Indian descent – that is, deprive them of their right to vote. He and his supporters drew up a petition to the South African legislature. When this failed, he saw the need for a formal organization to express the concerns of the Indian population and formed the lobby group Natal Indian Congress.

Gandhi knew the value of international publicity in fighting for human rights. Launching a campaign to raise awareness about the conditions facing Indians in South Africa, he returned to India, where he met with important political leaders and the editors of major newspapers. Many newspapers published his views and supported his opinions. News stories even reached South Africa. When he returned, white South African officials tried to stop his re-entry into the country. At the dock, Gandhi was attacked, his turban torn off, and he was kicked. Fearing further unfavourable international press, the government later apologized for the attack.

Gandhi stayed in South Africa for several years, fighting discrimination. He introduced a new form of protest that he called *Satyagraha*, or passive resistance. This involved refusing to obey unjust laws, but not using any form of violence to resist. Gandhi believed in non-violent action under all circumstances.

In October 1913, Gandhi organized a march of over 6000 Indian miners in South Africa to protest more discriminatory laws. Gandhi and many other marchers were arrested and the mines were used as temporary jails. Soon, however, the government appointed a commission to investigate the concerns and Gandhi was released from jail. The government later made limited changes to its laws in response to Gandhi's demands. Gandhi returned to India, knowing that he had made a small difference to human rights in South Africa.

Nelson Mandela and Military Action

Like Gandhi, Nelson Mandela was trained as a lawyer. He, too, refused to obey unjust laws. But unlike Gandhi, Mandela believed that military tactics were needed to oppose a violent government. In the early 1950's, Mandela helped to organize an underground movement called the African National Congress (ANC), which later evolved into the political party that he would lead. In 1961, he organized *Umkhonto we Sizwe* (MK), the military wing of the ANC. He launched a campaign of sabotage against both government and economic buildings and operations.

Mandela was imprisoned for his actions and spent almost 30 years in jail. In the 1980's President Botha offered to release Mandela from jail if Mandela promised to renounce violence. Mandela refused. It was not until he was finally released from prison, on February 11, 1990, that he agreed to the suspension of armed struggle. In 1994, Mandela became South Africa's first president elected democratically by both white and black voters.

During South Africa's policy of Apartheid, citizens resisted the government in many ways, including voicing their opinions through public artwork, such as T-shirts, murals, and posters. In Canada, the government voiced its disapproval of Apartheid by lobbying other countries to stop trading with South Africa.

Nelson Mandela received the Nobel Peace Prize in 1993 for his unwavering devotion to democracy, equality, and learning. Recently, he spoke to school children in Toronto of the human rights abuses that took place in South Africa and ways in which students can work for equality throughout the world.

From Evans, M. et al. (2000) *Citizenship, Issues and Action*. Toronto: Pearson Education Canada Inc.

Comprehension

1. What is the main idea that links these two reading passages?

2. Give three similarities and one difference between Gandhi and Mandela.

3. State two of Gandhi's accomplishments in South Africa.

4. Why did the African National Congress have to be an underground movement?

5. Choose **one** of the following questions:

a) How do you think Gandhi would have defended passive resistance as a way to bring about change?

Or

b) How do you think Mandela would have defended military action as a way to bring about change?

Vocabulary

Find words in the passages which mean the same or almost the same as:

1. to give up; to refuse to recognize _____ (Mandela)
2. developed gradually; changed into something different _____ (Mandela)
3. trying to get the support of _____ (Mandela)
4. an action which opposes something _____ (Gandhi)
5. set free; liberated _____ (Gandhi & Mandela)

Gandhi/Mandela - ANSWER KEY

Comprehension

1. What is the main idea that links these two reading passages? *Opposing oppression and bringing about political change*
2. Give **three** similarities and **one** difference between Gandhi and Mandela. *Both lawyers, both worked in South Africa, both strong advocates for human rights, both imprisoned; Gandhi used passive resistance while Mandela favoured military action*
3. State **two** of Gandhi's accomplishments in South Africa. *Drew the attention of the world to injustice in South Africa, instrumental in changing some laws, he formed the Indian Natal Congress*
4. Why did the African National Congress have to be an underground movement? *Because of violent oppression by the government*
5. Choose **one** of the following questions: *(Answers will vary)*
 - a) How do you think Gandhi would have defended passive resistance as a way to bring about change?

Or

 - b) How do you think Mandela would have defended military action as a way to bring about change?

Vocabulary

Find words in the passages which mean the same or almost the same as:

1. to give up; to refuse to recognize *renounce* (Mandela)
2. developed gradually; changed into something different *evolved* (Mandela)
3. trying to get the support of *lobbying* (Mandela)
4. an action which opposes something *protest/resistance* (Gandhi)
5. set free; liberated *released* (Gandhi & Mandela)

Our Dinner Table University

by Leo Buscaglia

When Papa was growing up, at the turn of the century in a village in northern Italy, education was for the rich. Papa was the son of a dirt-poor farmer. He used to tell us that he couldn't recall a single day when he wasn't working. The concept of doing nothing was never a part of his life. In fact, he couldn't **fathom** it. How could one do nothing? He was taken from school in the fifth grade over the protestations of his teacher and the village priest, who saw in him great potential for formal learning. Papa went to work in a factory.

The world became his school. He was interested in everything. He read all the books, magazines, and newspapers he could lay his hands on. He loved to listen to the town elders and learn about the world beyond this tiny, insular region that was home to generations of Buscaglias before him. Papa's great respect for learning and his sense of wonder about the outside world were carried across the sea with him to America and later passed on to his family. He was determined that none of his children would be denied an education.

Papa believed that the greatest sin was to go to bed at night as ignorant as when we awakened. "There is so much to learn," he'd say. "Though we're born stupid, only the stupid remain that way."

To ensure that none of his children ever fell into the trap of complacency, Papa insisted that we learn at least one new thing each day. And dinnertime seemed the perfect forum for sharing what we had learned that day. Naturally, as children, we thought this was crazy. There was no doubt, when we compared such paternal concerns with those of other fathers, Papa was weird.

It would never have occurred to us to deny Papa a request. So when my brother and sisters and I congregated in the bathroom to clean up for dinner, the inevitable question was: "What did you learn today?" If the answer was "nothing," we did not dare sit at the table without first finding a fact in our much-used encyclopedia. "The population of Nepal is..."

Now, armed with our fact, we were ready for dinner. I can still see the table, piled with mountains of pasta so large that I was often unable to see my sister sitting across from me.

Dinner was a noisy time of clattering dishes and **animated** conversations, conducted in Piedmontese dialect since Mama didn't speak English. The news we recounted, no matter how insignificant, was never taken lightly. Mama and Papa listened carefully and were ready with some comment, often profound and analytical, always to the point.

"That was the smart thing to do." "*Stupido*, how could you be so dumb?" "*Cosisia*, you deserved it." "*E allora*, no one is perfect." "Testa dura (hardhead), didn't we teach you anything?" "Oh, that's nice."

Then came the grand finale, the moment we dreaded most—the time to share the day's new learning.

Papa, at the head of the table, would push back his chair, pour a glass of red wine, light up a potent Italian cigar, inhale deeply, exhale, and take stock of his family.

This always had a slightly unsettling effect on us as we stared back at Papa, waiting for

him to say something. He would tell us that if he didn't take time to look, we would soon be grown and he would have missed us. So he'd stare at his children, one after the other.

Finally his attention would settle on one of us. "Felice," he'd say, calling me by my baptismal name, "tell me what you learned today."

"I learned that the population of Nepal is...."

Silence.

It always amazed me—and reinforced my belief that Papa was a little crazy—that nothing I ever said was too trivial for him. First, he'd think about what was said as if the salvation of the world depended upon it. "The population of Nepal. Hmmm. Well."

He would then look down the table at Mama, who would be ritualistically fixing her favorite fruit in a bit of leftover wine. "Mama, did you know that?"

Mama's responses always lightened the otherwise reverential atmosphere. "Nepal?" she'd say. "Not only don't I know the population of Nepal, I don't know where in God's world it is!" Of course, this only played into Papa's hands.

"Felice," he'd say. "Get the atlas so we can show Mama where Nepal is. And the whole family went on a search for Nepal."

The same experience was repeated until each family member had a turn. No dinner ended without our having been enlightened by at least half a dozen such facts.

As children, we thought very little about these educational wonders. We were too impatient to join our less educated friends in a rip-roaring game of kick-the-can.

In retrospect I realize what a dynamic educational technique Papa was offering us. Without being aware of it, our family was growing together, sharing experiences, and participating in one another's education. And by looking at us, listening to us, respecting our input, affirming our value, giving us a sense of dignity, Papa was unquestionably our most influential teacher.

Early in my college years I decided upon a career in teaching. During my training, I studied with some of the most renowned educators in the country. When I finally emerged from academia, generously endowed with theory and jargon and technique, I discovered, to my great amusement, that my professors were imparting what Papa had known all along—the value of continual learning.

He knew there is no greater wonder than the human capacity to learn, that the tiniest particle of knowledge has the power to better us. "How long we live is limited," he said, "but how much we learn is not. What we learn is what we are."

Papa's technique has served me well all my life. Now before my head hits the pillow each night, I hear Papa's voice: "Felice, what did you learn today?"

Sometimes I can't recall even one thing I have learned. Though exhausted after long hours at work, I get myself out of bed and scan the bookshelves to find something new. With that accomplished, Papa and I can rest soundly, assured that a day has not been wasted. After all, one never can tell when knowing the population of Nepal might prove useful.

Buscaglia, L. Our Dinner Table University. From Blanton, L. and Lee, L. (1995) *The Multicultural Workshop Box: A Reading and Writing Program*. Boston: Heinle & Heinle Publishers.

Comprehension

Answer these questions in complete sentences.

1. Write a statement which expresses the theme of this story.

2. What can you infer was the reason why the writer's father left school in the fifth grade?

3. Education was very important to the writer's father, but he could not stay in school.
How was he able to resolve this conflict?

4. Describe briefly the dinnertime custom.

5. When the writer was a child, he viewed his father differently than he did as an adult.
Contrast these two views.

6. What proof is there that Papa was the writer's most influential teacher?

7. List **three** things Papa did which made him such a powerful teacher.

Vocabulary.

Do not use a dictionary.

1. **Guess** the meaning of the two **boldfaced** words in the story from the surrounding words and sentences. **Do not use a dictionary.**

a. **fathom** _____

b. **animated** _____

2. Find the word or words in the story that best fits the meaning below. Write the word.

a. unimportant _____

b. strange; unusual _____

c. self-satisfaction _____

Writing Task

Write a **five-paragraph** essay persuading the reader that **one** of the following statements is either true or not true.

1. Parental values are the strongest influence on children's lives.
2. Watching television is a waste of time.
3. All students should wear school uniforms.

Here is an outline to help you plan your writing:

Paragraph # 1

- introduction of your topic
- statement of thesis

Paragraph # 2

- first argument
- supporting evidence

Paragraph # 3

- second argument
- supporting evidence

Paragraph # 4

- third argument
- supporting evidence

Paragraph # 5

- conclusion
- restatement of thesis

Our Dinner Table University – ANSWER KEY

Comprehension

Answer these questions in complete sentences.

1. Write a statement which you believe expresses the theme of this story. *Answers will vary, e.g., formal education is not the only education, learning should be a life-long activity, “what we learn is what we are.”*
2. What can you infer was the reason why the writer’s father left school in the fifth grade? *His family was poor and he had to get a job to support the family, education was for the rich at that time*
3. Education was very important to the writer’s father, but he could not stay in school. How was he able to resolve this conflict? *He read everything he could lay his hands on, listened to town elders*
4. Describe briefly the dinnertime custom. *Children had to find a fact each day, share what they had learned that day*
5. When the writer was a child, he viewed his father differently than he did as an adult. Contrast these two views. *As a child he thought Papa was weird, as an adult the writer realized Papa was wise*
6. What proof is there that Papa was the writer’s most influential teacher? *The writer came to value knowledge so much, he had to read something new before going to bed, he became a teacher*
7. List **three** things Papa did which made him such a powerful teacher. *He listened to the children, respected their input, affirmed their value, gave them a sense of dignity, instilled a curiosity/love for learning, participated in each other’s education (cooperative learning)*

Vocabulary

1. Guess the meaning of the two **boldfaced** words in the story from the surrounding words and sentences:
 - a. **fathom** *imagine*
 - b. **animated** *lively*
2. Find the word or words in the story that best fits the meaning below. Write the word.
 - a. unimportant *trivial*
 - b. strange; unusual *weird*
 - c. self-satisfaction *complacency*

I am a Native of North America

by Chief Dan George

In the course of my lifetime I have lived in two **distinct** cultures. I was born into a culture that lived in **communal** houses. My grandfather's house was eighty feet long. It was called a smoke house, and it stood down by the beach along the inlet. All my grandfather's sons and their families lived in this large dwelling. Their sleeping apartments were separated by blankets made of bull rush reeds, but one open fire in the middle served the cooking needs of all. In houses like these, throughout the tribe, people learned to live with one another; learned to serve one another; learned to respect the rights of one another. And children shared the thoughts of the adult world and found themselves surrounded by aunts and uncles and cousins who loved them and did not threaten them. My father was born in such a house and learned from infancy how to love people and be at home with them.

And beyond this acceptance of one another there was a deep respect for everything in nature that surrounded them. My father loved the earth and all its creatures. The earth was his second mother. The earth and everything it contained was a gift from See-see-am... and the way to thank this great spirit was to use his gifts with respect.

I remember, as a little boy, fishing with him up Indian River and I can still see him as the sun rose above the mountain top in the early morning... I can see him standing by the water's edge with his arms raised above his head while he softly moaned . . . "Thank you, thank you." It left a deep impression on my young mind.

And I shall never forget his disappointment when once he caught me gaffing for fish "just for the fun of it." "My Son" he said, "The Great Spirit gave you those fish to be your brothers, to feed you when you are hungry. You must respect them. You must not kill them just for the fun of it."

This then was the culture I was born into and for some years the only one I really knew or tasted. This is why I find it hard to accept many of the things I see around me. I see people living in smoke houses hundreds of times bigger than the one I knew. But the people in one apartment do not even know the people in the next and care less about them.

It is also difficult for me to understand the deep hate that exists among people. It is hard to understand a culture that **justifies** the killing of millions in past wars, and is at this very moment preparing bombs to kill even greater numbers. It is hard for me to understand a culture that spends more on wars and weapons to kill, than it does on education and welfare to help and develop.

It is hard for me to understand a culture that not only hates and fights his brothers but even attacks nature and abuses her. I see my white brothers going about blotting out nature from his cities. I see him strip the hills bare, leaving ugly wounds on the face of mountains. I see him tearing things from the bosom of mother earth as though she were a monster, who refused to share her treasures with him. I see him throw poison in the waters, indifferent to the life he kills there; and he chokes the air with deadly fumes.

My white brother does many things well for he is more clever than my people but I wonder if he knows how to love well. I wonder if he has ever really learned to love at all. Perhaps he only loves the things that are his own but never learned to love the things that are outside and beyond him. And this is, of course, not love at all, for man must love all creation or he will love none of it. Man must love fully or he will become the lowest of the animals. It is the power to love that makes him the greatest of them all. . . for he alone of all animals is capable of love.

Love is something you and I must have. We must have it because our spirit feeds upon it. We must have it because without it we become weak and faint. Without love our **self-esteem** weakens. Without it our courage fails. Without love we can no longer look out confidently at the world. Instead, we turn inwardly and begin to feed upon our own personalities and little by little we destroy ourselves.

You and I need the strength and joy that comes from knowing that we are loved. With it we are creative. With it we march tirelessly. With it, and with it alone, we are able to sacrifice for others.

There have been times when we all wanted so desperately to feel a reassuring hand upon us. . . there have been lonely times when we so wanted a strong arm around us. . . I cannot tell you how deeply I miss my wife's presence when I return from a trip. Her love was my greatest joy, my strength, my greatest blessing.

I am afraid my culture has little to offer yours. But my culture did prize friendship and companionship. It did not look on privacy as a thing to be clung to, for privacy builds up walls and walls promote distrust. My culture lived in big family communities, and from infancy people learned to live with others. My culture did not prize the hoarding of private possessions, in fact, to hoard was a shameful thing to do among my people. The Indian looked on all things in nature as belonging to him and he expected to share them with others and to take only what he needed.

Everyone likes to give as well as receive. No one wishes only to receive all the time. We have taken much from your culture . . . I wish you had taken something from our culture . . . for there were some beautiful and good things in it.

Soon it will be too late to know my culture, for **integration** is upon us and soon we will have no values but yours. Already many of our young people have forgotten the old ways. And many have been shamed of their Indian ways by scorn and ridicule. My culture is like a wounded deer that has crawled away into the forest to bleed and die alone.

The only thing that can truly help us is **genuine** love. You must truly love us, be patient with us and share with us. And we must love you—with a genuine love that forgives and forgets... a love that forgives the terrible sufferings your culture brought ours when it swept over us like a wave crashing along a beach... with a love that forgets and lifts up its head and sees in your eyes an answering love of trust and acceptance.

This is brotherhood. . . anything less is not worthy of the name.

I have spoken.

George, D. I Am a Native of North America. From Borovilos, J. (1990) *Breaking Through*. Scarborough: Prentice-Hall Canada Inc

Comprehension

Answer the questions below in complete sentences.

1. Chief Dan George writes using very beautiful, rich language. George says: “My culture is **like** a wounded deer that has crawled away into the forest to bleed and die alone.”

a) What does he mean by this **simile**?

(A simile is a comparison that creates a vivid picture in one’s mind.)

b) Find one more **simile** in the reading passage and explain it.

2. In your own words, explain George’s ideas about why we must have love.

3. George wonders if his white brother “has ever really learned to love at all.” What proof does he offer?

4. Chief Dan George expresses many opinions in the reading passage, but he also provides facts to support those opinions (although masked slightly by the poetic nature of the language used). Below are two opinions. Support them with facts from the reading passage.

Opinion: “It is hard for me to understand a culture that not only hates and fights his brothers but even attacks nature and abuses her.”

Fact(s):

Opinion: “But my culture did prize friendship and companionship. It did not look on privacy as a thing to be clung to...”

Fact(s):

Vocabulary

Select words or phrases in the box below that mean the same as the words from the reading passage.

good opinion of oneself	equal membership in a community	shared
separate and different	believes to be right or reasonable	real

- 1. genuine _____
- 2. self-esteem _____
- 3. distinct _____
- 4. integration _____
- 5. communal _____
- 6. justifies _____

Writing Task

1. Pre-writing Activity

Using the chart and headings below, list in point form the characteristics of the “two distinct cultures” Chief Dan George lived in.

First Nations Culture	White Culture
Housing & Community	Housing & Community
Relationship to Nature	Relationship to Nature
Love and Friendship	Love and Friendship

- 2. Write a summary** of “I am a Native of North America” in which you compare and contrast the two different cultures in at least three aspects. Using the outline (above) after you have completed it and discussed it with the teacher. Include a personal reflection and evaluation of the problem and possible solutions.

I am a Native of North America– ANSWER KEY

Comprehension

Answer the questions below in complete sentences.

1. Chief Dan George writes using very beautiful, rich language. George says: “My culture is like a wounded deer that has crawled away into the forest to bleed and die alone.”
 - a) What does he mean by this **simile**? (A simile is a comparison that creates a vivid picture in one’s mind.)
His culture has been damaged by the dominant white culture and is beginning to disappear. It is now only found on rural reserves/in isolated communities, etc.
 - b) Find one more **simile** in the reading passage and explain it.
“...it swept over us like a wave crashing along the beach...”. Chief George compares the effect or influence of the white culture to a wave crashing upon his culture. The impact caused suffering and damage.
2. In your own words, explain George’s ideas about why we must have love. *Answers may vary, e.g., love brings acceptance, understanding, patience and forgiveness; it is the power of love to make “man” great; “man” must love all creation or he will love none; love as food for the spirit/self-esteem/courage/confidence/self-preservation; love brings joy, creativity, strength; love enables one to make sacrifices for others*
3. George wonders if his white brother “has ever really learned to love at all”. What proof does he offer? *Answers may vary, e.g., not knowing one’s neighbours, war, government expenditure on weapons, abuse of nature (clear-cutting, strip mining, water and air pollution), not accepting/disrespect of native culture*
4. Chief Dan George expresses many opinions in the reading passage, but he also provides facts to support those opinions (although masked slightly by the poetic nature of the language used).

Below are two opinions. Support them with facts from the reading passage.

- a) **Opinion:** “It is hard for me to understand a culture that not only hates and fights his brothers but even attacks nature and abuses her.”

Fact(s):

Clear cutting of forests, strip mining, water and air pollution, concrete jungle/cities

- b) **Opinion:** “But my culture did prize friendship and companionship. It did not look on privacy as a thing to be clung to...”

Fact(s):

Communal houses, from childhood people learned to live with others

Vocabulary

Select words or phrases in the box below that mean the same as the words from the reading passage.

- 1. genuine *real*
- 2. self-esteem *good opinion of oneself*
- 3. distinct *separate and different*
- 4. integration *equal membership in a community*
- 5. communal *shared*
- 5. justifies *believes to be right or reasonable*

Writing Task

1. Pre-writing Activity.

Using the chart and headings below, list in point form the characteristics of the “two distinct cultures” Chief Dan George lived in.

First Nations Culture	White Culture
<p>Housing & Community</p> <ul style="list-style-type: none"> ▪ <i>communal housing</i> ▪ <i>people learned to live together and respect rights</i> ▪ <i>learned to love</i> 	<p>Housing & Community</p> <ul style="list-style-type: none"> ▪ <i>large, apartment buildings</i> ▪ <i>doesn't know neighbours</i> ▪ <i>hatred/killing of millions in wars</i>
<ul style="list-style-type: none"> ▪ Relationship to Nature ▪ <i>respect and love for everything in nature</i> ▪ <i>earth as second mother</i> ▪ <i>nature as a gift from God/Great spirit</i> 	<p>Relationship to Nature</p> <ul style="list-style-type: none"> ▪ <i>does not include nature in cities</i> ▪ <i>abuse of nature (logging, mining, pollution)</i> ▪ <i>nature as something to use/profit by</i>
<p>Love and Friendship</p> <ul style="list-style-type: none"> ▪ <i>from childhood learn to love people and “how to be at home with them”</i> ▪ <i>love things outside and beyond oneself</i> ▪ <i>love as food for the spirit/life</i> 	<p>Love and Friendship</p> <ul style="list-style-type: none"> ▪ <i>does not care about strangers</i> ▪ <i>kills large number of people in wars</i> ▪ <i>has not learned to love/accept things that are not his own</i> ▪ <i>wants privacy/walls build distrust</i> ▪ <i>hoards possessions</i>

Section 3: Assessment and Placement

1. Assessment and Reporting

- The ESL expectations outlined in *The Ontario Curriculum, Grades 9-12: English as a Second Language and English Literacy Development, 1999* form the basis for assessing a student's English language proficiency.
- It is important to remember that **the expectations represent the exit criteria for each level**. A student who demonstrates achievement of all or most of the expectations for one level should be placed in the next level.
- Not all the expectations for each level of ESL can be assessed during an initial assessment; complete mastery of some expectations requires teaching, practice, or a view of the student's work over time.
- A chart showing the expectations that can be assessed using these assessment materials and procedures is provided on the following pages.
- Sample report forms are provided on the pages following the expectations chart.
- Not all students need to start at the beginning level. Check only those expectations that are relevant to the level(s) at which the student was assessed.
- If a student is performing mostly at the "late" or "completed" level, go on to assess the student's proficiency at the next level

LANGUAGE ASSESSMENT CRITERIA (based on the ESL expectations in The Ontario Curriculum, Grades 9-12)

Oral and Visual Communication

ESL A: student can...	ESL B: student can...	ESL C: student can...	ESL D: student can...	ESL E: student can...
Participate in conversations by responding to specific questions, using short phrases	Maintain face-to-face conversations on familiar topics	Take part in conversations on a range of topics	Discuss or explain ideas or issues (e.g., pre-reading, pre-writing activity)	Express, support, and elaborate a point of view
Imitate some key English stress and intonation patterns (e.g., rising intonation at the end of a question)	Use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings	Use the pronunciation, stress, rhythm and intonation patterns of spoken English with some accuracy	Use the pronunciation, stress, rhythm, and intonation patterns of spoken English with accuracy most of the time	Use conventions of oral language to approximate native speech (e.g., pause, repetition, stress and intonation)
Use basic conversational vocabulary (e.g., frequently used verbs, names of article of clothing, foods, places in the community)	Use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions	Use some transition words and phrases to link ideas (e.g., to show sequence, to compare and contrast)	Use a variety of transition words and phrases to express relationships such as comparison, contrast, sequence, cause and effect	Use conventions of oral language appropriately (e.g., transition words and phrases for coherence)
Use basic grammatical patterns; subject-predicate (noun-verb); word order; the verb <i>to be</i> ; simple verb tenses; negatives; questions; plurals; pronouns; common contractions	Use common aspects of grammar appropriately and with some consistency: verb tenses; adjectives; adverbs; conjunctions; prepositions; common idioms; some two-word verbs; some interrogatives; negative construction	Use common grammatical patterns with some accuracy: subject-verb agreement; consistent verb tenses; possessive pronoun agreement with antecedents	Use important elements of English grammar with increasing accuracy: verb tenses; negatives; adverbs; conjunctions; articles; prepositions of time, direction, and location	Monitor speech for accuracy and correct common grammatical errors
Understand and respond to a picture or simple story				
Give and respond to straightforward directions and instructions				
Express feelings using suitable vocabulary (e.g., express likes and dislikes)				
Describe personal experiences				

Reading

ESL A: student can...	ESL B: student can...	ESL C: student can...	ESL D: student can...	ESL E: student can...
Identify the letters of the Roman alphabet in both print & script	Skim a paragraph to find the main idea	Skim text (paragraphs & whole passages) to find the main idea	Skim longer passages and use organizational features to find the main ideas	Skim longer passages to identify topic & sub-topics, purpose, intended audience
Read & retell simple stories	Scan text to find specific information (examples, details)	Scan text to find specific information (examples, details, sequence)	Scan text to find specific information (examples, details, proof, comparison & contrast)	Scan text to find specific information (examples, details, proof, cause & effect)
Read & respond to short non-fiction passages	Demonstrate understanding of fiction & non-fiction passages by retelling content/ making a personal response/completing a cloze	Demonstrate understanding of fiction & non-fiction passages by retelling content/ making a personal response/completing a cloze	Demonstrate understanding of fiction & non-fiction passages (answering questions, summarizing, making predictions, personal response)	Demonstrate understanding of fiction & non-fiction passages (answering questions, summarizing, evaluating)
Use alphabetical order to find words in bilingual dictionaries	Use a bilingual dictionary to check the meaning of new words	Use a bilingual dictionary to check the meaning of new words		
		Identify a writer's or character's point of view	Make inferences about a writer's point of view or a character's actions	Explain the point of view of the author
		Identify various story elements (character, plot, setting)	Identify & explain literary elements (theme, character, plot, setting)	Analyze literary elements (theme, character, plot, setting)
	Use a graphic organizer to record information from a reading passage	Take notes from a passage using a graphic organizer, in preparation for writing a summary	Take point-form notes from a passage in preparation for writing a summary	Take point-form notes from a passage in preparation for writing a summary
Use context to infer the meaning of new words	Use context to infer the meaning of new words	Use context to infer the meaning of new words	Use context to infer the meaning of new words	Infer meaning of unfamiliar words from context
Follow simple written instructions (fill in the blanks; circle the correct answer)				
Decipher new words, using phonics & simple sound patterns	Decipher new words, using common sound-symbol relationships		Identify facts and opinions	Distinguish between facts and opinions

Writing

ESL A: student can...	ESL B: student can...	ESL C: student can...	ESL D: student can...	ESL E: student can...
write Roman alphabet legibly (cursive & printed). spell frequently used words with some accuracy.	spell frequently used words with considerable accuracy.	spell vocabulary of everyday life and academic subjects with considerable accuracy	spell words and use punctuation accurately in final drafts.	use spelling, punctuation and conventions of English grammar with high accuracy.
use capitals at the beginning of sentences and for most proper nouns; use end punctuation. write a simple description of a photograph.	use capitals and sentence final punctuation with some consistency.			
write basic personal information on simple forms.		use a planner with teacher assistance to develop and organize ideas	use a planner or outline independently to develop and organize ideas	create and use a plan or outline to develop and organize ideas.
respond appropriately to simple questions in short sentences or phrases	respond appropriately to written questions in complete sentences	write short expository paragraphs in response to reading or on topics of personal interest.	use descriptive words & phrases to convey mood, atmosphere, & emotion in written responses to literature	write a coherent response to literature which analyzes, interprets and evaluates information and ideas
write short, structured compositions following a model.	write a short composition following an outline given by the teacher	write a composition, linking simple paragraphs about a central idea, using common transition words.	write a passage of three or more paragraphs to develop a central idea	write a short essay introducing, developing, and concluding an argument
		revise first drafts to clarify ideas, improve organization and correct language errors as identified by the teacher.	revise content, structure and language in a first draft with some teacher guidance	edit with a checklist.
write simple assertive, negative and interrogative sentences.	write simple and compound sentence	use a variety of simple, compound, and complex sentences with some accuracy	use transition words and a variety of sentence patterns to express relationships	organize and link ideas effectively in writing using a variety of connecting words and phrases to express logical relationships between ideas
use with limited accuracy some simple aspects of English grammar (simple verb tenses, plurals, pronouns, adjectives, and basic prepositions).	use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing.	use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions, interrogative and negative constructions with considerable accuracy.	use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions, interrogative and negative constructions accurately most of the time.	use Canadian English grammar and syntax with the degree of accuracy necessary for success in College or University prep. English courses.

ASSESSMENT OBSERVATIONS

Oral Skills: Communicative Competence

Note: the descriptors refer to the performance expected of a student Early in this course, Mid-way through the course, Late or towards the end of a course, and on Completion.

Level	Expectations: Student can...	E	M	L	C	Notes/comments
ESL A	understand common personal questions					
	understand simple yes/no questions					
	respond appropriately in single words or short phrases					
ESL B	describe a picture					
	understand conversational questions					
	respond appropriately in simple sentences					
	maintain a conversation on familiar topic					
	explain and/or describe familiar concepts or events					
	retell a story					
	express likes and dislikes					
ESL C	use conversational strategies to request or achieve clarification					
	understand complex questions requiring longer response					
	respond appropriately in compound and/or complex sentences					
ESL D	use transition words and phrases to link and clarify ideas					
	express supported opinions					
ESL E	explain and/or describe abstract or academic concepts					

Oral Skills: Use of Language

Note: the descriptors refer to the performance expected of a student **Early** in this course, **Mid-way** through the course, **Late** or towards the end of a course, and on **Completion**.

	ESLA			ESLB			ESLC			ESLD			ESLE				
	E	M	L	C	E	M	L	C	E	M	L	C	E	M	L	C	
Level of accuracy in use of																	
English pronunciation																	
English stress and intonation patterns																	
English syntax (sentence structure)																	
English morphology (e.g., tenses, plurals)																	
Notes/Comments																	

Reading Skills

(Descriptors refer to the performance expected of a student Early in this course, Mid-way through the course, Late or towards the end of a course, and on Completion)

Level	Expectation: Student can...	E	M	L	C
ESL A	identify letters of the Roman alphabet				
	follow simple written instructions				
	read and respond to simple stories and non-fiction passages orally				
	use context to infer meaning of simple words				
ESL B	skim to find the main idea of a paragraph				
	scan to find specific details in a paragraph				
	demonstrate understanding of ESL B story or non-fiction piece (retelling story, short answer, personal response)				
	use context to infer meaning of words from everyday life				
ESL C	skim to find the main idea of a whole short passage				
	scan to find specific details in a whole short passage (examples, sequence)				
	identify story elements (character, plot, setting)				
	use a graphic organizer to record facts and ideas from a passage				
ESL D	demonstrate understanding in a response to ESL C story or non-fiction piece including author/character's P.O.V.				
	use context to infer meaning of words from adapted academic passages				
	skim longer passages and use organizational feature to find main ideas				
	scan passage to find specific information (examples, details, proof, comparison and contrast)				
ESL E	demonstrate understanding of ESL D passage (summarizing, predicting, inferring, identifying facts and opinions)				
	identify and explain literary elements (theme, character, plot, setting)				
	take point form notes from a passage				
	skim longer passages to identify topic and sub-topics, purpose and intended audience				
ESL E	scan passage to find specific information (examples, details, proof, cause and effect)				
	demonstrate understanding of ESL E passage (summarizing, evaluating, distinguishing between facts and opinions)				
	use context to infer meaning from Gr. 10 level non-fiction or literary passages				

Writing Skills: Composition

Note: the descriptors refer to the performance expected of a student **Early** in this course, **Mid-way** through the course, **Late** or towards the end of a course, and on **Completion**.

Level	Expectation	Student can...	E	M	L	C
ESL A	complete a cloze independently and accurately					
ESL B	write 1-2 paragraph compositions following a model.					
ESL C	write a short expository paragraph					
ESL C	use a writing planner with teacher guidance					
ESL C	write a personal composition of up to 3 paragraphs					
ESL D	use a writing planner independently					
ESL D	revise written work with teacher guidance					
ESL D	write a cohesive personal composition of at least 3 paragraphs					
ESL E	create and implement a writing plan					
ESL E	write a short cohesive, coherent essay					
ESL E	revise written work with a checklist					

Notes/Comments:

Writing Skills: Use of Language

Descriptors refer to performance expected of a student Early in this course, Mid-way through the course, Late or towards the end of a course, and on Completion.

Level of accuracy in	ESLA			ESLB			ESLC			ESLD			ESLE			
	E	M	L	C	E	M	L	C	E	M	L	C	E	M	L	C
writing Roman alphabet in printed and cursive form																
spelling common or frequently used words																
spelling words used in academic setting																
writing simple sentences																
writing compound sentences																
writing complex sentences and a variety of sentence patterns																
using capitals and sentence final punctuation																
using simple verb tenses, plurals, common pronouns and prepositions																
using common verb tenses, adjective, adverbs and some conjunctions																
using perfect tenses, verb phrases, most conjunctions, interrogative and negative constructions																
using transition words to express relationships																
using Canadian English syntax with level of accuracy required for C/U prep courses																
using spelling and grammar conventions with a high degree of accuracy																
using descriptive words and phrases to convey mood, atmosphere and emotion in written work																

ENGLISH LANGUAGE ASSESSMENT REPORT

STUDENT:

family name _____ given name(s) _____
gender age _____ country _____ language(s) _____

Studied English before? yes ___ no ___

Circumstances (when, for how long, where): _____

ASSESSOR'S COMMENTS:

See attached checklists for detailed observations of student performance

RECOMMENDED ESL /ELD/ENGLISH PLACEMENT: _____

DATE: _____

ASSESSOR: _____

Placement

In these assessment materials, as in the secondary ESL curriculum, **the expectations at each level represent the exit criteria for that level.** Consequently, a student who is competent in all or most of the expectations at one level of ESL should be placed in the next level.

In recommending a placement, it is important to review the student's performance in all areas. It is also important to take all relevant information and factors into account, such as the following:

- You will have more than one opportunity to observe a student's listening, speaking, reading and writing skills. Do not rush to judgment in evaluating a student's skill in any area. You may wish to complete a working copy of the report form or use pencil to allow for adjustments.

- A student may have less than full competence in an expectation within a certain level. The report forms provided in this package use the following descriptors:
 - **Early:** the level of performance that would be expected **Early** in that course
 - **Mid:** the level of performance that would be expected **Mid-way** through the course
 - **Late:** the level of performance that would be expected **Late** or towards the end of the course
 - **Completed:** the level of performance that would be expected on **Completion** of the course.

- It is possible that a student will have different levels of proficiency in different areas of performance in English. A student may perform at one level in reading and writing and at another level or oral and visual communication. This can make placement a complex matter. There are several guidelines which can be helpful in making this decision:
 - For students in the early stages of English acquisition, greater emphasis should be placed on listening and speaking skills. Even if their reading and writing skills are at a slightly higher level, students who cannot understand or participate in simple conversations will be lost in higher level classes.
 - For students at a higher level of English proficiency, the opposite generally holds true. Even if aspects of their oral fluency, such as accent or idiomatic expression, are still developing, if they are able to read with good comprehension or compose fairly effectively in English, they will be better served in a higher level of ESL.

- The student's academic background, goals and aspirations should also play a role in determining placement.

ESL or ELD?

In cases where there is a wide discrepancy between a high degree of oral fluency and very limited reading and writing skills, and the student's history suggests limited or interrupted access to schooling in the past, placement in an ELD program should be considered. Gaps or deficits in the student's previous schooling are also indicators of a potential need for ELD instruction.

- Some students have to adjust not only to a new language, culture, and education system; they may also be dealing with adjustment difficulties such as family separation or the effects of war. These students will need additional support from the school.
- Always consider the time of year. A student who arrives at the beginning of the year or semester must be placed in ESL/ELD or English classes at the level that most closely fits his/her level of proficiency. If the student arrives in the middle of the year or semester, remember that courses have begun and may be more than half-finished by the time the student joins the class. In this situation it might be advisable for the student to spend the rest of the year or semester in the same level, “brushing up” in preparation for the next level.
- In making a decision about placement, it is important to look at the ‘big picture’, estimating how much support the student will need, and for how long, in order to reach the level required for success in a Grade 11 or 12 English class.
- The placement will be a mutual decision between the family and the school. **The initial placement must be regarded as tentative**, subject to an early review by the student and his/her teacher(s).

Section 4: Sources and Resources

1. Reading Selections

This is a list of all the sources for the reading passages in this package.

Becoming a Canadian.

From Cameron, J. (1996) *Being Canadian: Language for Citizenship*. Scarborough: Prentice-Hall Regents Canada. Pp. 148-150. ISBN 0-13-447319-1

The Boatman and the Professor.

From Porter, J. (2000) *Voices Past and Present, Literature for ESL Students at the Intermediate Level*. Toronto: Wall & Emerson, Inc. Pp. 41 – 44. ISBN 1-895131-19-7

A Canadian Citizen.

From Lipszyc, C. (1996) *People Express, Readings and Chants for Literacy/ESL*. Don Mills: Oxford University Press Canada. Pp. 157 –162
ISBN 0-19-541174-9

Catch of the Year.

From Bates, S. (1991) *Amazing! Canadian Newspaper Stories*. Scarborough: Prentice-Hall Canada Inc. Pp. 32-36. ISBN 0-13-026014-2

Dates to Remember.

From Zuern, G. (1997) *Ontario Reader for ESL and Literacy Learners*. Toronto: Newcomer Communications. Pp. 71 – 72. ISBN 1208-7556

A Dinner of Smells.

From Cameron, PP. (1995) *Tales from Many Cultures*. Addison-Wesley Publishing Co. Inc. Pp. 28-30 . ISBN 0-201-82521-X

I Am a Native of North America. George, D. I.

From Borovilos, J. (1990) *Breaking Through*. Scarborough: Prentice-Hall Canada Inc. Pp. 233-236.. ISBN 013-0830720

In Service of Others.

From Sharples, PP. and Clark, J. (1995) *Read On Canada*. Scarborough: Prentice-Hall Canada Inc. Pp. 88 – 92 . ISBN 0-13-436510-0

Loud Music.

From Costello, C., and Noeline L. (advisors). (2000) *Literacy Skills Tests Preparation Workbook: A Preparation Guide for The Grade 10 Test of Reading and Writing Skills*. Toronto: Harcourt Canada Ltd. Pp. 18-19 . ISBN 0-03-998819-8

Mahatma Gandhi and Passive Resistance.

Nelson Mandela and Military Action.

From Evans, M. et al. (2000) *Citizenship, Issues and Action*. Toronto: Pearson Education Canada Inc. Pp. 206- 209. ISBN 0-13-088943-1

My Son Plays Hockey.

From Lipszyc, C. (1996) *People Express, Readings and Chants for Literacy/ESL*. Don Mills: Oxford University Press Canada. Pp. 72-75. ISBN 0-19-541174-9

Our Dinner Table University. Buscaglia, L.

From Blanton, L. and Lee, L. (1995) *The Multicultural Workshop Box: A Reading and Writing Program*. Boston: Heinle & Heinle Publishers. #72. ISBN: 08384-5027X

Raccoons Like City Life.

From Zuern, G. (1999) *Ontario Reader for ESL and Literacy Learners*. Toronto: Newcomer Communications. Pp. 23-24. ISBN 0-9681725-2-0

The Rich Man and the Shoemaker.

From Porter, J. (2000) *Voices Past and Present, Literature for ESL Students at the Intermediate Level*. Toronto: Wall & Emerson, Inc. Pp. 29-30. ISBN 1-895131-19-7

Spelling Bee. Chambers, C. L.

From Goodman, B. 1993 *Conflicts, 15 Masterpieces of Struggle and Conflict*. Chicago: Jamestown Publishers. Pp.150 – 155. ISBN 60601-6790

Who Are the Canadian People Now?

From Hux, A.D., Brandao J.A., and Wong, M. (1995) *My Country, Our History*. Scarborough: Pippin Publishing Corporation. Pp.18–20. ISBN 0-88751-047-7

With Glowing Hearts. Raheel, R.

From Karpinski, E. C., and LeCompte, M. (1997) *Canadian Connections: A Cross-Cultural Reader for Learning English*. Toronto: Harcourt Brace & Company Canada, Ltd. Pp. 109 – 114. ISBN 0-7747-3511-2

A World of Chemistry.

From Rosen, S. (1988) *Chemistry Workshop: Understanding Matter*. Englewood Cliffs, NJ: Globe Book. Pp. 2 – 8. ISBN 1-55675-703-4

You Are What You Eat.

From Costello, C., and Noeline L. (advisors). (2000) *Literacy Skills Tests Preparation Workbook: A Preparation Guide for The Grade 10 Test of Reading and Writing Skills*. Toronto: Harcourt Canada Ltd. Pp. 16-17. ISBN 0-03-998819-8

2. Visual Material

Useful sources and resources for visual material include the following:

Oxfam : www.oxfam.org.uk/shop/index/html

Unicef : www.unicef.ca

World Vision Educational Resources: www.worldvision.ca/welcomwvc/

National Geographic magazines: www.nationalgeographic.com

Brown, L. *Material World: A Workbook for Grades 5-12*. Poster Education, Asheville N.C., 2000. Distributed by the George F. Cram Company Inc. (Box 8696 Asheville, North Carolina. 28814. 800-858-0969) www.postereducation.com

AMNI Cultural Profiles. <http://cwr.utoronto.ca/cultural/english/index.html>. On-line profiles of 100 source countries of immigrants to Canada. Each profile is also available in hard copy. Suitable for student projects as well as background information for teachers. Developed by the University of Toronto and Citizenship and Immigration Canada.

Longman Photo Dictionary. Full-colour photos with plenty of detail, arranged in categories such as school, home, travel, etc. ISBN: 0582893712 (pbk.)

Nelson Picture Dictionary for Young Learners: cartoon-style illustrations are especially appealing to middle/early secondary school learners. ISBN: 0175565651

The Oxford Picture Dictionary: many versions available, including a Canadian edition, bilingual versions, content-area dictionaries, as well as workbooks and other supplementary materials. Contact Oxford University Press for more information: 416-441-2941 or toll-free 1-800-387-8020.

The Welcome to Toronto! Picture Dictionary for Newcomers: Bilingual photo dictionaries published in a variety of languages by the TDSB. For information, contact curriculumdocs@tdsb.on.ca

3. Learners' Dictionaries

Reference dictionaries for learners of English.

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Longman Dictionary of Contemporary English. This illustrated dictionary for intermediate-advanced learners of English lists 84,000 words and phrases, simplified language for definitions, and contextualized examples. ISBN 0-58-45639-8 (pbk). CD also available, with sound.

