

English as a Second Language Secondary Cycles 1 and 2



Toolbox for ESL Students

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ENSEMBLE, ENGAGÉS VERS LA RÉUSSITE

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Presentation

The *Toolbox for ESL Students* is a collection of resources created by ESL pedagogical advisors and teachers. These hands-on tools focus on the language, strategies and processes to support high school students' development of their three ESL competencies:

- Competency 1: *Interacts orally in English*
- Competency 2: *Reinvests understanding of texts*
- Competency 3: *Writes and produces texts*

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DO YOU USE STRATEGIES¹?

COMMUNICATION STRATEGIES

GESTURE ➤ I use physical actions to communicate and support my messages (e.g. I mime an action).

RECAST ➤ I repeat what someone said to verify my comprehension (e.g. Do you mean...?).

REPHRASE ➤ I express my idea in another way.

STALL FOR TIME ➤ I use expressions (fillers) to have more time to think out a response.

SUBSTITUTE ➤ I use different words or expressions to replace words I don't know.

LEARNING STRATEGIES

DIRECT ATTENTION ➤ I pay attention to the task and ignore distractions.

PAY SELECTIVE ATTENTION ➤ I decide in advance to notice details.

PLAN ➤ I determine the steps to achieve a goal.

SEEK OR CREATE PRACTICE OPPORTUNITIES ➤ I practise English outside of the ESL classroom.

SELF-EVALUATE ➤ I reflect on what I learned.

SELF-MONITOR ➤ I check and correct my language.

SET GOALS AND OBJECTIVES ➤ I give myself a personal goal (e.g. I will speak only English during the task).

ACTIVATE PRIOR KNOWLEDGE ➤ I think of what I know about the topic.

COMPARE ➤ I identify similarities and differences between different texts, characters, etc.

DELAY SPEAKING ➤ I take time to listen to others and I speak when I'm comfortable.

INFER ➤ I make intelligent guesses based on what I know and clues from the text (e.g. words, expressions, images).

PRACTISE ➤ I use the language I learned during conversations.

PREDICT ➤ I guess what the text will be about or what will happen next by using what I know, the topic, title, visuals, or by skimming through the text.

RECOMBINE ➤ I make a sentence by combining words and expressions in a new way.

SCAN ➤ I look for specific information in a text.

SKIM ➤ I read through a text quickly to get a general overview.

TAKE NOTES ➤ I write down important information from the text.

TRANSFER ➤ I used the new words/expressions that I learned in a new context.

USE SEMANTIC MAPPING ➤ I group ideas into different categories.

SOCIAL and AFFECTIVE STRATEGIES

ASK FOR HELP, REPETITION, CLARIFICATION, CONFIRMATION ➤ I ask someone for assistance, to repeat, to give more information and to explain what they said.

ASK QUESTIONS ➤ I ask for advice/feedback to help me learn.

COOPERATE ➤ I work with others to realize a common goal.

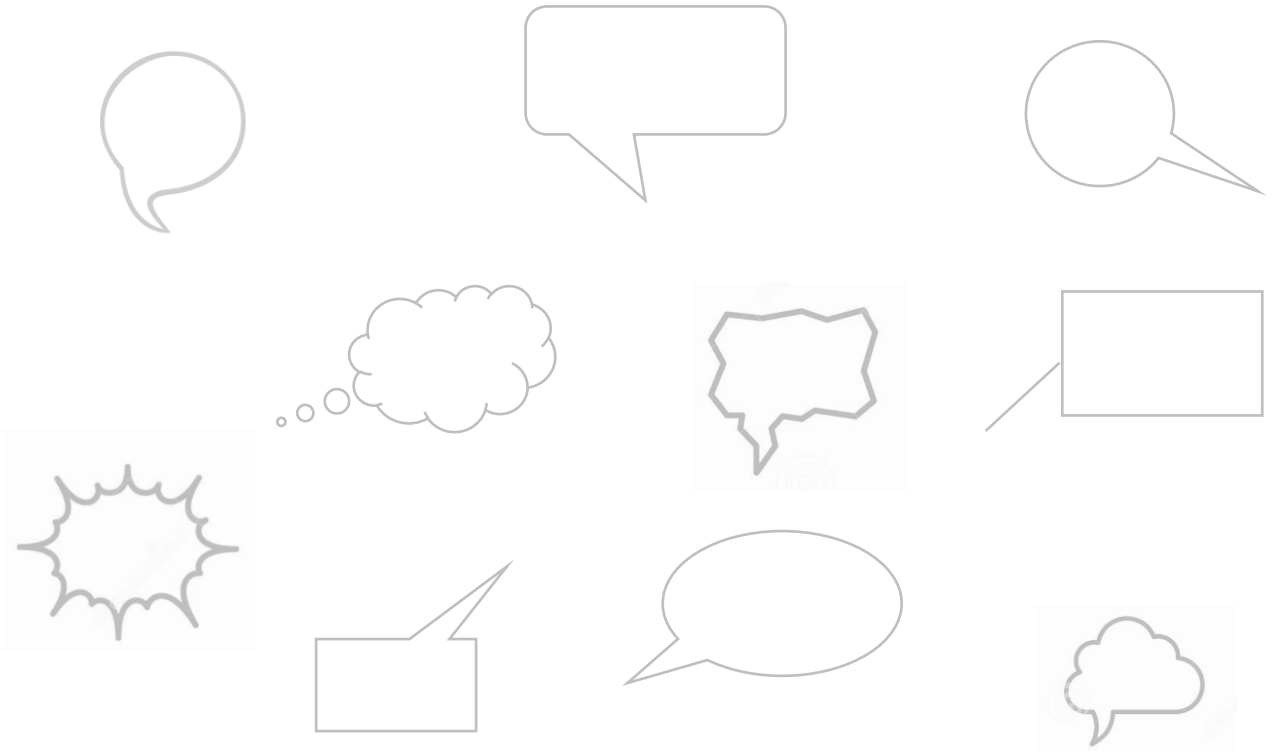
DEVELOP CULTURAL UNDERSTANDING ➤ I try to learn more about English culture.

ENCOURAGE AND REWARD SELF AND OTHERS ➤ I congratulate and reward myself and others.

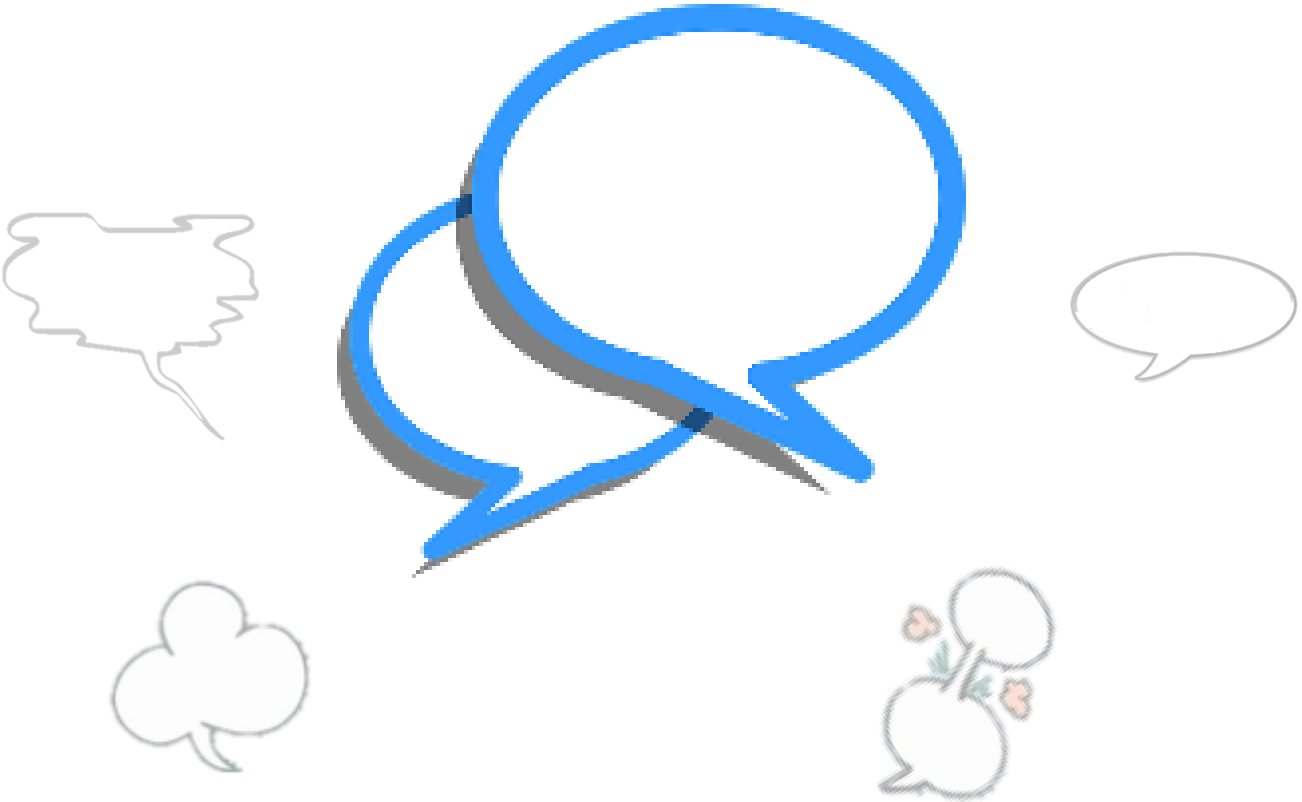
LOWER ANXIETY ➤ I reduce stress by reminding myself of my goals, the progress I made and the resources I can use.

TAKE RISKS ➤ I experiment with the English language and I don't worry about errors.

¹ The shaded strategies are for Secondary 3, 4 and 5 only.



COMPETENCY 1
Interacts Orally in English





HOW TO INTERACT ORALLY IN ENGLISH

Initiate-React-Maintain-End (IRME)

	HOW TO...	FUNCTIONAL LANGUAGE
INITIATE	<p>Initiate the Discussion</p> <ul style="list-style-type: none"> • Greet your peers. • Choose a question to start a discussion with them. • Begin or invite a peer to begin the discussion. 	<ul style="list-style-type: none"> • Hi, how are you? Hello! Hi! What's up? • Good morning. Good afternoon. Good evening. • Excuse me, are you ready to begin? • I want to be first. I can start. • Can I ask you a question? • Listen to the first question. • Can you read your question to us? • It's your turn to choose the next question.
REACT	<p>React to the Discussion</p> <ul style="list-style-type: none"> • Use sentences to react to what peers say. • Ask questions to better understand the discussion. • Express your opinion, agree, disagree. 	<ul style="list-style-type: none"> • Terrific. Wonderful! Great! • Sounds great! Sounds good! • I see. • You're kidding! • I'm sorry to hear that. • Good point. • What do you mean? • I'm not sure I understand. Could you explain? • Could you repeat what you just said? • Are you sure? • I agree / I disagree with you because...
MAINTAIN	<p>Maintain the Discussion</p> <ul style="list-style-type: none"> • Ask questions to keep the discussion going. • Invite peers to participate in the discussion. • Ask about feelings, preferences, interests, tastes. • Ask for advice and feedback. 	<ul style="list-style-type: none"> • What about you? • What do you think? • Do you know what I mean? • Can you tell me...? • Can you give me an example? • Tell me more. • That's a good question! I think that... • What makes you say that? • How do you feel about that? • Which would you prefer? • Do we all agree? • What would you suggest?
END	<p>End the Discussion</p> <ul style="list-style-type: none"> • Ask a final question to end the discussion. • Congratulate and thank your peers. 	<ul style="list-style-type: none"> • Any final thoughts? • Does anyone have a question before we go? • Any last comments before we move on to the next question? • We have two minutes left, let's wrap-up this discussion. • This was an interesting discussion. • I think we said everything there is to say. • Great work team. We did a good job! • Thanks everyone for participating.



HOW TO INTERACT ORALLY IN ENGLISH

Strategies and Functional Language

	HOW TO...	FUNCTIONAL LANGUAGE
STRATEGIES	<p>Recast</p> <p>Repeat what a person said to verify your comprehension.</p>	<ul style="list-style-type: none"> • Did you mean...? • Are you saying...? • If I understand correctly, what you want to say is...? • So, your opinion is...
	<p>Rephrase</p> <p>Use different or simpler words to express your ideas.</p>	<ul style="list-style-type: none"> • What I mean is... • What I'm trying to say is... • In other words, ... • Let me rephrase this for you. • This is what I mean.
	<p>Stall for time</p> <p>Use expressions (fillers) to have more time to think of a response.</p>	<ul style="list-style-type: none"> • Wait a moment. • Just a minute. • I'm not ready. • I'm not sure. • Let me think. • Hold on a second. • Give me a minute.
	<p>Substitute</p> <p>Use different words or expressions to replace words you don't know.</p>	<ul style="list-style-type: none"> • You know that thing you use to open a door? • The word I'm looking for... • What is it called? • It looks like... • It's used for... • Let me describe...
	<p>Question</p> <p>Ask someone for help or clarification.</p>	<p>HELP:</p> <ul style="list-style-type: none"> • How do you say _____ in English? • What does this mean? • How do you pronounce this word? • Can I ask you something? • Could you tell me...?
		<p>CLARIFICATION:</p> <ul style="list-style-type: none"> • What do you mean? • You said _____. Could you explain? • I don't understand. Could you repeat? • Could you give me an example? • Excuse me, I didn't understand what you said. • Can you give me a synonym?
	<p>Gesture</p> <p>Use physical actions to support your message.</p>	<ul style="list-style-type: none"> • Mime what you would like to say. • Nod your head to show you agree. • Shake your head to disagree. • Point to a word, an image, a paragraph in a text.
	<p>Direct your Attention</p> <p>Concentrate on what you must do.</p>	<ul style="list-style-type: none"> • Listen to what is being said. • Look at the person who is speaking. • Ignore distractions.
<p>Take Risks</p>	<ul style="list-style-type: none"> • Experiment with language and ideas. • Don't worry about making errors. • Take a chance by expressing yourself. 	

Don't forget to **use your resources**:

- ✓ Look in the dictionary, use your notebook or this toolbox, etc.
- ✓ Ask another person for help.



COMPETENCY 1: INTERACTS ORALLY IN ENGLISH

REMEMBER!

In order to interact, you must participate in the discussion by:

- ✓ speaking English only
- ✓ reacting to what others say
- ✓ sharing your personal experience
- ✓ keeping the conversation going

KEEP IN MIND THAT THERE ARE NO RIGHT OR WRONG ANSWERS.

➔ You may use the **Discussion Cues and Functional Language** provided below to help you. When you use one, you can put a checkmark (✓) in the corresponding box.

Discussion Cues and Functional Language		
<input type="checkbox"/> ASK A QUESTION <ul style="list-style-type: none"> • Can you explain...? • What makes you say that? • What do you think about...? • Do you feel that...? 	<input type="checkbox"/> AGREE/DISAGREE <ul style="list-style-type: none"> • I agree with...and... • Me too. I think that... • I disagree because... • I don't think so. The reason is... 	<input type="checkbox"/> STATE FEELINGS AND INTERESTS <ul style="list-style-type: none"> • How do you feel about...? • Are you OK with...? • I prefer... • Which would you choose...? • What's your favourite...?
<input type="checkbox"/> STATE YOUR OPINION <ul style="list-style-type: none"> • I think that... • I believe... • In my opinion... • I feel... • It seems to me... • I prefer... 	<input type="checkbox"/> ASK FOR OTHERS' OPINIONS <ul style="list-style-type: none"> • Do you think...? • What do you think...? • Do you agree? • Why do you say...? • How do you feel about...? 	<input type="checkbox"/> ASK FOR CLARIFICATION <ul style="list-style-type: none"> • Can you give an example? • I'm not sure I understand... • What does... mean? • Could you explain?
<input type="checkbox"/> POLITELY INTERRUPT <ul style="list-style-type: none"> • Excuse me... • Sorry to interrupt, but... • Before you continue... • I'd just like to add... • Can I jump in? 	<input type="checkbox"/> INVITE SOMEONE TO PARTICIPATE IN THE CONVERSATION <ul style="list-style-type: none"> • What else would you like to say? • Can you give an example? • Do you have something to add? 	<input type="checkbox"/> FILL IN PAUSES TO MAINTAIN INTERACTION <ul style="list-style-type: none"> • Do you know what I mean? • I mean... • Let me think... • You know... • Just wait a second...



C1

Interacts orally in English means ...

- | | |
|--|--|
| <input type="checkbox"/> Participate in the discussion | <input type="checkbox"/> Invite someone into the discussion |
| <input type="checkbox"/> Try to speak English only | <input type="checkbox"/> Thank others for their ideas |
| <input type="checkbox"/> React to what others say | <input type="checkbox"/> Share examples/opinions/experiences |

- ➡ Use **four or more** of the following conversation cues in your discussion.
- ➡ Place a checkmark in the box when you use one.

**Conversation Cues
and Functional Language Examples**

<input type="checkbox"/> ASK A QUESTION <ul style="list-style-type: none"> • Can you explain...? • What makes you say that? 	<input type="checkbox"/> AGREE WITH SOMEONE <ul style="list-style-type: none"> • I agree with and ... • Me too. 	<input type="checkbox"/> DISAGREE WITH SOMEONE <ul style="list-style-type: none"> • I disagree because ... • I don't think so.
<input type="checkbox"/> STATE YOUR OPINION <ul style="list-style-type: none"> • I think that... • I believe... • In my opinion... 	<input type="checkbox"/> SHARE A PERSONAL EXPERIENCE <ul style="list-style-type: none"> • I remember one time ... • This also happened to me when ... 	<input type="checkbox"/> ASK FOR CLARIFICATION <ul style="list-style-type: none"> • Can you give an example? • I'm not sure I understand ... • What does ... mean?
<input type="checkbox"/> INTERRUPT POLITELY <ul style="list-style-type: none"> • Excuse me. • Sorry to interrupt, but ... • Before you continue ... 	<input type="checkbox"/> INVITE SOMEONE TO PARTICIPATE IN THE CONVERSATION <ul style="list-style-type: none"> • What do you think? • Can you give an example? 	<input type="checkbox"/> ELABORATE ON SOMEONE ELSE'S IDEA OR ANSWER <ul style="list-style-type: none"> • Can I share an idea? • This reminds me of...



C1 **Checkup**

- Did I contribute to the conversation? A lot Sometimes Not enough
- Which of the conversation cues did I use the most? _____
- Next time, I will try to use these two conversation cues: _____



Accountable Talk

Means...

- To listen carefully to each other.
- To be as specific and accurate as possible.
- To use evidence/examples to support your ideas.
- To ask clarification when not sure.
- To resist the urge to say just "anything that comes to mind".
- To challenge the idea (not the person) by asking for evidence.

- Use the sentence prompts below in your discussion.
- Highlight the sentence prompt when you use it.



Accountable Talk Prompts

<input type="checkbox"/> AGREEMENT <ul style="list-style-type: none"> I agree with...because... I like what...said because ... I agree with..., but on the other hand, ... 	<input type="checkbox"/> DISAGREEMENT <ul style="list-style-type: none"> I respectfully disagree with...because... I'm not sure I agree with what...said because... I can see that...however, I disagree with...
<input type="checkbox"/> CLARIFICATION <ul style="list-style-type: none"> Could you please repeat that for me? I'm not sure I understood when you said... Could you say more about that? How does that support our goal to...? 	<input type="checkbox"/> EVIDENCE <ul style="list-style-type: none"> Based on my evidence, I think... What evidence do you have to support that? What makes you say that? How could you prove that?
<input type="checkbox"/> COMPARE/CONTRAST <ul style="list-style-type: none"> Here is something they both have in common... These are different from each other because... 	<input type="checkbox"/> EXTENSION <ul style="list-style-type: none"> I want to know more about ... How did you reach that conclusion? Let me explain why I see that differently. To expand on what...said...
<input type="checkbox"/> EXPLAIN <ul style="list-style-type: none"> This is an example of... This is important because... I want to go back to what...said. 	<input type="checkbox"/> HYPOTHESIZE - "WHAT IF...?" <ul style="list-style-type: none"> What might happen if...? I believe that...will happen because ... I was thinking about what...said, and thinking what if...

Adapted: Institute for Learning

C1-C2 Check up

- Did my Accountable Talk enrich the discussion? Always Most of the time Sometimes
- Write one Accountable Talk question/statement that you found interesting (your own question or someone else's). _____

Let's speak English!

CHECKLIST



Competency 1 – Interacts Orally in English

I Interact Orally in English.



Listening

- I look at and listen attentively to the person who is speaking.
- I try to understand the person's message:
 - I pay attention to words and expressions I know.
 - I use non-verbal reactions (e.g. gestures, facial expressions).
- I show that I am listening (e.g. I look at the person who is speaking. I nod my head. I ask questions.)
- I ask for clarification when I don't understand/I'm not sure.

I don't panic.
I use resources.
I take risks.
I speak English.
I participate actively.

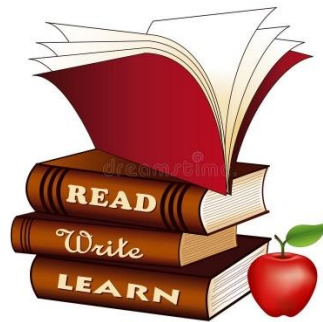


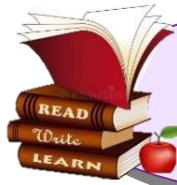
Speaking

- I initiate the discussion (e.g. by asking a question).
- I react to what others say.
 - I use non-verbal reactions (e.g. gestures, facial expressions).
 - I build on what others say (e.g. comments, agree or disagree).
 - I ask and answer questions.
- I maintain the discussion.
 - I invite my peers to participate in the discussion.
 - I ask and answer questions.
 - I give examples, share new ideas and describe personal experiences.
- I end the discussion.
 - I thank my peers for sharing their ideas.
 - I give feedback on the discussion (e.g. my peers, the teacher).



COMPETENCY 2: Reinvests Understanding of Texts





READING STRATEGIES

*U*se the title or visuals to predict the topic of the text.

*T*hink about what you already know about the topic.

*R*ead the text once to get the general idea.

*W*ork on the text one paragraph/section at a time.

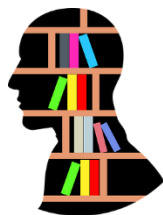
*L*ook for familiar words to help you understand each paragraph of the text.

*U*se the information in the text to help you guess the meaning of new words.

*H*ighlight the information you think is important.

*T*ake notes of important or key information.

*R*ead the text more than once.





7 Steps to Help Me Read a Text in English

1. I look at the title, subtitles and visuals to predict the topic.

Title/Subtitles _____

Visuals _____

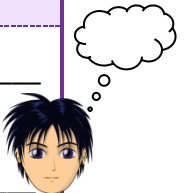
My prediction _____



2. I write what I know about the topic.

Topic _____

Key words/ideas...



3. I read the text once to get a general understanding of the text.

This text is about...



4. I summarize each paragraph with one sentence or key words.

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____



5. I highlight or underline new vocabulary. I look up the words in the dictionary.

New vocabulary words...



6. I verify my predictions. Were they correct?

Yes

No

7. I read the text again more attentively and answer questions given by my teacher (loose-leaf sheet, student workbook, activity book, etc.).



I accept not being able to understand everything I read.



Reading Strategies Handout

BEFORE READING

The purpose of this text is:

- To advise
- To describe
- To entertain
- To explain
- Other: _____
- To inform
- To instruct
- To persuade
- To express

This text is :

- An article
- An argumentative text
- A (auto)biography
- A brochure
- A how-to guide
- Other: _____
- An opinion piece
- A novel
- A recipe
- A short story
- A poem

Predicting

- What do I know about the topic/issue?
- What can I predict about the text?
- What clues/text components/features helped me to identify the text form?
- What are the characteristics of this text? (e.g. formatting, visual elements, text features I have seen elsewhere.)
- Were my predictions correct?

WHILE READING

After each paragraph, I stop and:

- I identify the main idea.
- I identify the supporting ideas.
- I record important key words/short phrases that support the main idea (examples, facts, reasons, etc.).
- I summarize the paragraph in my own words.
- I try to guess the meaning of an unknown word from the context.
- I use a dictionary to look up difficult words.
- I identify what I can understand.
- I reread what I cannot understand.
- I write down questions I have about the text.
- I read between the lines. (I identify ideas that are not explicitly stated.)
- I visualize what I read (e.g. setting, characters, or events).
- I share/discuss my ideas with a partner/my teacher/my peers.
- I compare ideas with a partner/my teacher/my peers.



AFTER READING

I explore the text:

- I learned that...
- I think the author wants to say that...
- It was surprising/interesting when...
- The main idea is...
- Some important details are...

I connect with the text:

- This passage reminds me of...
- This character makes me think of a time when I...
- This event/situation makes me feel...
- If I were in this situation, I would...
- My favourite part is/was...
- I can apply this to my life because...

I go beyond the text by reflecting on:

- How can I use this information?
- Has my opinion about the issue/topic changed?
- What did I learn from the text that I can use elsewhere?
- What conclusions can I draw? What are the important take-home ideas?
- What could be done about the situation/problem?
- What do I wish would change in the future?





Competency 2 – Reinvests understanding of texts

I Read Texts.



BEFORE

- I ask myself: What type of text is this? What do I have to do?
- I read the title and subtitles.
- I look at the visuals.
- I think about what I know about the topic/theme.
- I predict what the text will be about.



DURING

- I read the text once to get a general understanding.
- To help me understand the text:
 - I look for important information/ideas/facts: people, places, objects, who/what/where/when/why, etc.
 - I refer to the words I know.
 - I use resources (e.g. dictionary, grammar reference).
 - I try to understand each paragraph:
 - I look at the visuals for clues.
 - I look at the words/sentences that come before and after a new word to help me understand.
 - I use strategies (e.g. skim, scan, takes notes)
 - I visualize what I am reading.



AFTER

- I verify if my predictions were correct.
- I discuss my understanding of the text with my peers.
- I make personal links with the text.
- I read the text again to deepen my understanding.
- I summarize what I read.
- I show my understanding by doing the task.



Competency 2 – Reinvests understanding of texts

I Listen to Texts.



BEFORE

- I ask myself: What do I have to do?
- I listen to/read the title.
- I think about what I know about the topic/theme.
- I predict what the audio recording will be about.



DURING

- I don't panic.
- I listen to the audio recording and focus on what I have to do (e.g. develop a general understanding, take notes, answer questions, give my reaction, write down important words).
- To help me understand the audio recording:
 - I listen to the emotions expressed by the speakers (e.g. joy, anger, surprise, sadness, serious tone).
 - I listen for important ideas/facts: people, places, objects, who/what/where/when/why, etc.



AFTER

- I check to see if my predictions were correct.
- I discuss the audio recording with my peers.
- I make personal links with the text.
- I listen to the audio recording again to discover new information.
- I summarize what I heard.
- I show my understanding by doing the task.



Competency 2 – Reinvests understanding of texts

I View Texts.



BEFORE

- I ask myself: What do I have to do?
- I read the title and description.
- I think about what I know about the topic/theme.
- I predict what the video will be about.



DURING

- I watch the video and focus on what I have to do (e.g. develop a general understanding, take notes, answer questions, give my reaction, write down important words).
- To help me understand the video:
 - I focus on important ideas/facts: people, places, objects, who/what/where/when/why, sequence of events, etc.
 - I write down any questions, comments, or ideas while watching the video.



My Prediction is...



AFTER

- I check to see if my predictions were correct.
- I discuss the video with my peers.
- I summarize what I viewed.
- I watch the video again to discover new information.
- I show my understanding by doing the task.

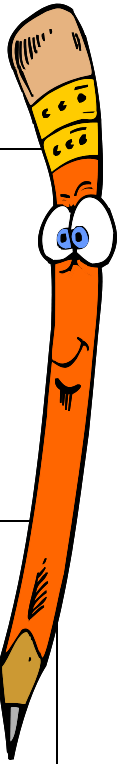


COMPETENCY 3: Writes and Produces Texts





WRITING PROCESS CHECKLIST



PREPARING TO WRITE	<ul style="list-style-type: none"><input type="checkbox"/> I read the instructions.<input type="checkbox"/> I think of my purpose (e.g. inform, convince, entertain, describe, express).<input type="checkbox"/> I think of my audience (e.g. teens, adults, my teacher, general public).<input type="checkbox"/> I take out the resources I need (e.g. dictionary, grammar reference, a model).<input type="checkbox"/> I use an outline or graphic organizer to plan my text.<input type="checkbox"/> I write down key words and ideas I will use in my text.
WRITING THE DRAFT COPY	<ul style="list-style-type: none"><input type="checkbox"/> I refer to the instructions and task requirements.<input type="checkbox"/> I refer to the model of the text I will write.<input type="checkbox"/> I choose pertinent information and ideas from my outline (e.g. opinions, feelings, examples, vocabulary related to the topic/theme).<input type="checkbox"/> I write a first draft of my text without focusing on the errors I make.<input type="checkbox"/> I organize my text based on the text components (e.g. opinion piece: intro, body, conclusion).<input type="checkbox"/> I ask others for feedback on my text.<input type="checkbox"/> I ask for help if I have a problem or a question.
REVISING (content and ideas)	<ul style="list-style-type: none"><input type="checkbox"/> I read my text to make sure I followed the instructions and task requirements.<input type="checkbox"/> I add, substitute, delete and rearrange ideas and words.<input type="checkbox"/> I make sure my text is organized in a logical order.
EDITING (checking for errors)	<ul style="list-style-type: none"><input type="checkbox"/> I wrote complete sentences (subject/verb/object).<input type="checkbox"/> I used a variety of words and expressions.<input type="checkbox"/> I used discourse markers (e.g. First, Then, Therefore).<input type="checkbox"/> I checked and corrected the subject/ verb tenses (e.g. grammar reference).<input type="checkbox"/> I checked and corrected the spelling of words (e.g. dictionary).<input type="checkbox"/> I checked and corrected the punctuation and the capitalization.
PUBLISHING	<ul style="list-style-type: none"><input type="checkbox"/> I write my final copy.<input type="checkbox"/> I share my text with the intended audience, when possible.



THE PRODUCTION PROCESS CHECKLIST



1

Preproduction



As a team, we:

- brainstormed ideas about the topic.
- selected the type of media text we want to produce (e.g. poster, podcast, infomercial, multimedia presentation, video, brochure).
- researched the topic.
- targeted a purpose and an audience.
- wrote a focus sentence to keep us on track.
- determined roles and responsibilities within the group.
- planned the outline of our text.
- asked others for feedback and made changes.

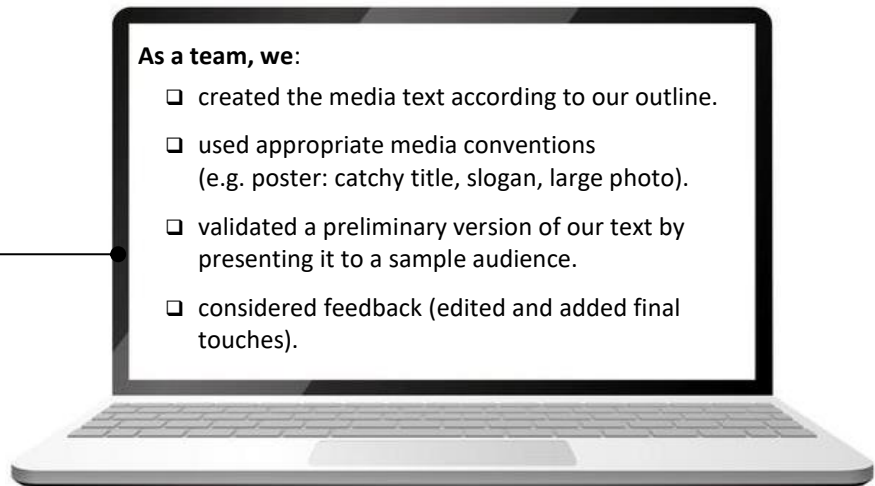
2

Production



As a team, we:

- created the media text according to our outline.
- used appropriate media conventions (e.g. poster: catchy title, slogan, large photo).
- validated a preliminary version of our text by presenting it to a sample audience.
- considered feedback (edited and added final touches).



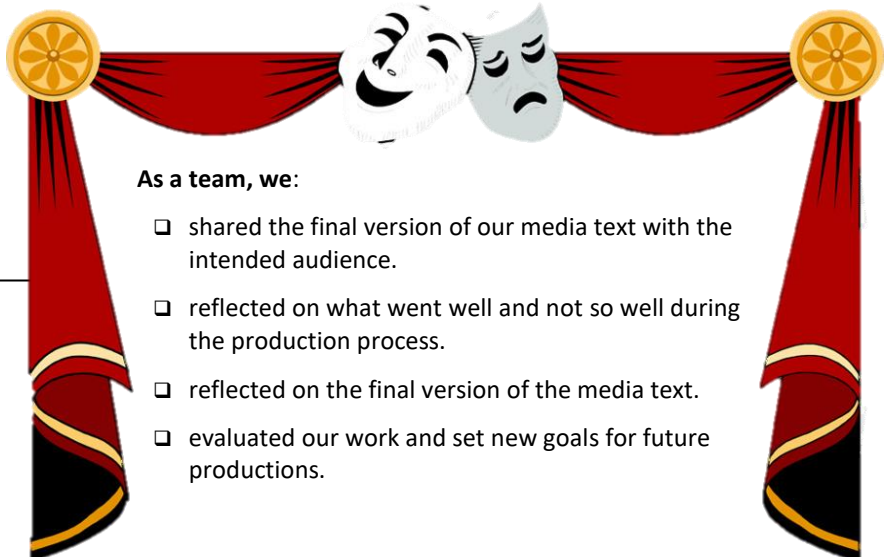
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Postproduction



As a team, we:

- shared the final version of our media text with the intended audience.
- reflected on what went well and not so well during the production process.
- reflected on the final version of the media text.
- evaluated our work and set new goals for future productions.








S.T.O.P.

Edit your text!



<p>S Spelling</p>		<ul style="list-style-type: none"> Put a question mark (?) above the words you are not sure of the spelling. Use a dictionary and thesaurus to check the spelling. <p style="text-align: center;">? e.g. whit = with</p>
<p>T Tense</p>		<p>Subject-Verb Agreement:</p> <ul style="list-style-type: none"> <u>Highlight</u> each verb in your text with one specific color and draw an <u>arrow</u> to the subject it refers to. <p style="text-align: center;">e.g. I edit my English texts. I highlight my verbs.</p> <p>Verb Tense:</p> <ul style="list-style-type: none"> Choose the verb tense according to the time. <p style="text-align: center;">e.g. Yesterday, I went to the park. Tomorrow, I will go to the park.</p>
<p>O Order</p>	<p style="text-align: center;">/</p>	<ul style="list-style-type: none"> Use / at the beginning and end of each sentence. Make sure words are in the correct order: Subject — Verb — Object ⇒ In general, adjectives should be placed <u>before</u> the noun they refer to. <p style="text-align: center;">(S) (V) (O) (S) (V)(O) e.g. /The tall student ran for the bus./ /The student is tall./</p>
<p>P Punctuation</p>		<ul style="list-style-type: none"> Draw a square around each punctuation sign. Draw a square around each capital letter. <ul style="list-style-type: none"> Period . Comma , Apostrophe ' , Question mark ? Exclamation point ! Pronoun People's names (Sara) Nationalities (Canadian) Holidays (Mother's Day) Days and Months (Monday; January) Languages (English) <p>eg. Garfield, the cat, loves to eat pizza!</p>
<p>Example</p>		<p style="text-align: center;">/Yesterday, I went to the park and I played with my friends./ (S) (V) (O) (S) (V) (O)</p>



S O A P

Proofreading Marks

Use the letters S-O-A-P to write feedback on your partner's text.

S spelling of words

Reread your text to check your spelling:

- Use a computer.
- Use your dictionary.
- Refer to glossary and grammar reference.

O rder of words

Reread your text to verify that:

- Words are in the correct order (Subject-Verb-Object, adjectives before nouns)
- No words have been omitted. (I happy. = I **am** happy.)
- No words have been added. (It's ~~is~~ good = **It's** good.)
- No words have been mixed up. (It is a ~~cat black~~. = It is a **black cat**.)

A greement

Reread each sentence to make sure all parts are in agreement:

- Verb Tense (Yesterday, I went to the park.)
- Subject-Verb: (Max likess Kim.)
- Pronoun (Max likes Kim. = He likes her.)

P unctuation

Reread your text to verify that you have used correct punctuation marks including:

- Period (.)
- Question mark (?)
- Comma (,)
- Exclamation point (!)
- Apostrophe (')

Reread your text to verify capital letters including:

- Pronoun 'I'
- Places (Quebec)
- People's names (Sara)
- Days and months (Monday, January)
- Nationalities (Canadian)
- Languages (English)
- Holidays (Mother's Day)
- Important words in titles (Alice in Wonderland)



Writing Prompts and Vocabulary

Sentence Starters for Giving an Opinion

How to introduce a topic/subject:

1. In the following text, I will write about _____ I will include _____ aspects.
2. We all have a favourite _____. In this text, I will write about mine.
3. In life, we often face problems or challenges. _____ is one of them.
4. _____ is a major problem in our society today. Let me explain. . .
5. Nobody can deny the importance of _____ in life/society.
6. Some/many people believe/think that _____, but I disagree with them.
7. It is hard to read a newspaper article without seeing news about _____.
8. _____ is not a problem with easy solutions. Firstly, _____.
9. There is no doubt that _____. Most people would agree _____.
10. Many people wonder if _____ is necessary/important.
11. _____ has positive and negative aspects that will be explored in this text.
12. When we hear the word _____, we immediately think of _____.
13. What bothers me/annoys me is the fact that _____.
14. What I dislike is that _____
15. It would be wrong to assume/to conclude that _____.
16. Since the beginning of time, human beings have tried to find a solution to this problem. For example, _____.
17. Contrary to popular belief _____.
18. I think _____ is a great idea because _____.

How to give reasons/provide examples:

19. An example of this _____.
20. For example, _____.
21. One important reason is _____.
22. Another reason is _____.
23. Most importantly _____.
24. First, _____. Second, _____. Third, _____.
25. To start/begin, _____. Next, _____. Finally, _____.

How to conclude:

26. As you can see, _____.
27. Based on the information presented, _____.
28. For all these reasons, _____.
29. In conclusion, _____.
30. It is very clear that _____.
31. The reasons are clear _____.
32. This is why _____.

Writing Prompts: Language and Vocabulary

Identifying and describing

- He/she looks...
- He/she seems to be...
- It was the best day because...
- I will tell you more about...
- He/she is very...
- This is a...
- This is about...
- Who are they?
- Where is it?
- What's your...?
- What does it look like?

Feelings

- He/she senses that...
- How do you feel about...?
- How would you feel if...?
- I enjoy...
- I feel that...
- I like...I dislike...
- I'm thrilled because...
- I'm (very) interested in...
- Imagine if you felt that...
- He/she feels...
- They are feeling happy/sad...
- The character felt...

Comparing

- On the one hand, ...
- On the other hand, ...
- It is better/easier...
- The differences are...
- The similarities are...
- This is similar to...
- This is different from...
- When you compare...
- When you contrast...
- When you consider the different reasons...

Goal Setting

- I can achieve my goal by...
- I hope to...
- I will try to...
- I would like to work on...
- I would like to improve...
- In the future, I could...
- My goal is to...
- Next time, I will...
- Next time, our team needs to...
- Next, we should...
- Our goal is to...
- Our team will...

Giving Opinions

- As I see it...
- From my perspective...
- From my point of view...
- I believe this because...
- I'd suggest that...
- In my opinion...
- I'm for/against...
- I'm convinced that...
- I think that...
- It seems that...
- Personally, I think...
- What do you think?
- What's your opinion?

Stating Facts/Examples

- According to experts, ...
- Experts say...
- Research shows/suggests...
- The facts are clear...
- The simple truth is...
- Here are the most important facts to remember...
- An example of...For example, ...
- As proof...
- As seen in...
- For instance, ...
- To illustrate...

Agreeing and Disagreeing

- He/she is absolutely right because...
- I agree because...
- Most people would agree that...
- Teenagers and their parents often disagree...
- That makes sense because...
- The expert makes a good point when she says...
- I disagree because...
- I don't think that...
- I don't agree because...
- The author disagrees entirely, arguing that...
- I (strongly) disagree with the author...

Reflecting

- I discovered...
- I learned...
- I'm planning on...
- I used this strategy to...
- I was able to understand this text because...
- I was able to use new vocabulary because...
- I would like to...
- My writing is much more...
- Our team needs to...
- Our team should...
- The strategy that helped me the most is...
- The strategy I will use next time is...

Feedback

- A suggestion I have for you is ...
- I really appreciated...
- I liked the way you...
- If I were you, I would...
- Next time you could...
- This part isn't clear...
- You might...
- You could...
- You could add...
- You should....
- What if you...
- Could you explain, when you say...?
- What do you mean by...?

Discourse Markers

Discourse markers are words and phrases used to connect ideas when speaking or writing a text.


To introduce a topic		To present an opinion/argument	
<ul style="list-style-type: none"> • First...Second... • First of all • First and foremost • Firstly...Secondly... • Initially 	<ul style="list-style-type: none"> • In the first place • Let's begin with • Primarily • To begin with 	<ul style="list-style-type: none"> • According to • As far as I'm concerned • As far as I know • As I mentioned earlier • Based on • From my perspective • I strongly believe 	<ul style="list-style-type: none"> • I feel that • I guess that • I agree/disagree • I'm convinced that • In my opinion • In my experience • It seems to me
To add information/give an example		To show contrast/counter arguments	
<ul style="list-style-type: none"> • According to • Additionally • Also • An example of this is • As well • As _____ says • Besides • Equally • For example... 	<ul style="list-style-type: none"> • For instance • Furthermore • In addition • In fact • In this case • Moreover • Next • Similarly • Then 	<ul style="list-style-type: none"> • Although • Alternatively • But • Contrarily • Despite • However • Having said that • In comparison • In spite of this • On the contrary 	<ul style="list-style-type: none"> • On the one hand • On the other hand • In the meantime • Instead • Meanwhile • Nevertheless • Nonetheless • Some might say • Whereas • Yet
To show cause and effect		To consider another point of view	
<ul style="list-style-type: none"> • Accordingly • As a result • Because • Consequently • For this reason • Hence 	<ul style="list-style-type: none"> • Next • Since • Subsequently • Then • Therefore • Thus 	<ul style="list-style-type: none"> • Bearing in mind • Considering • Given that • In general • In view of • Let's consider 	<ul style="list-style-type: none"> • Naturally • Of course • Remember that • Seeing that • Think about • You should consider
To emphasize		To conclude	
<ul style="list-style-type: none"> • Above all • Basically • Certainly • Essentially • In particular • Most importantly • Most of all • Most significantly 	<ul style="list-style-type: none"> • Notably • Of course • Once again • Particularly • Specifically • The most important fact to consider is • The most important thing to remember 	<ul style="list-style-type: none"> • After considering this information • As you can see • Consequently • Finally • In any case • In brief • In closing • In conclusion 	<ul style="list-style-type: none"> • Lastly • Subsequently • Therefore • Thus • To conclude • To sum up • We can conclude that • When these facts are considered

Vocabulary for Descriptions

Choose different or more precise words to express what you would like to say!

Bad	Beautiful	Big	Boring
<ul style="list-style-type: none"> • Appalling • Awful • Disappointing • Dreadful • Horrible • Terrible • Unacceptable • Unsatisfactory 	<ul style="list-style-type: none"> • Attractive • Cute • Good-looking • Gorgeous • Handsome • Lovely • Pretty • Stunning 	<ul style="list-style-type: none"> • Colossal • Enormous • Giant • Great • Huge • Immense • Large • Vast 	<ul style="list-style-type: none"> • Dull • Drab • Dreary • Monotonous • Tedious • Tiresome • Tiring • Uninteresting
Fun	Good	Like	Happy
<ul style="list-style-type: none"> • Amusing • Delightful • Enjoyable • Entertaining • Exciting • Lively • Pleasant • Thrilling 	<ul style="list-style-type: none"> • Amazing • Excellent • Fantastic • Great • Incredible • Marvellous • Super • Wonderful 	<ul style="list-style-type: none"> • Adore • Appreciate • Enjoy • Fancy • Favour • Love • Prefer • Treasure 	<ul style="list-style-type: none"> • Cheerful • Content • Delighted • Glad • Jolly • Joyful • Pleased • Thrilled
Important	Interesting	Nice	Sad
<ul style="list-style-type: none"> • Critical • Crucial • Essential • Fundamental • Indispensable • Necessary • Significant • Vital 	<ul style="list-style-type: none"> • Engaging • Fascinating • Impressive • Intriguing • Motivating • Stimulating • Thrilling • Unusual 	<ul style="list-style-type: none"> • Agreeable • Enjoyable • Fine • Friendly • Great • Likable • Lovely • Pleasant 	<ul style="list-style-type: none"> • Distressed • Down • Gloomy • Heartbroken • Melancholic • Miserable • Sorrowful • Unhappy

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