LINC 6/7 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can build language proficiency when writing in academic settings. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies, Essential Skills and specific language skills addressed in these activities.

**CLB**
- CLB 6–IV: Write one or two paragraphs to relate a familiar sequence of events or tell a story; to provide a detailed description and comparison of people, places, objects, animals, plants, materials, or routines; or to describe a simple process.
- CLB 7–IV: Write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison.
- CLB 8–IV: Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process.
- CLB 8–IV: Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.

**ES**
- These activities can help to develop the following Essential Skill:
  - Writing

The activities in this section focus on the following language skills:
- Identifying parts of a paragraph and recognizing standard paragraph structure
- Identifying and writing an effective topic sentence
- Identifying and writing supporting details
- Identifying organizational features of an essay
- Writing an outline for an essay
- Writing a thesis statement
- Writing supporting sentences
Introduction to Academic Writing .............................................................57
Elements of a Paragraph ..........................................................................58
Supporting Details ...................................................................................59
Coherent Paragraphs: Transitions ............................................................61
Coherent Paragraphs: Pronoun Reference ............................................63
Narrative and Descriptive Paragraphs ....................................................64
Paragraphs to Describe a Process ............................................................65
Paragraphs to Describe Graphs and Charts .........................................66
Writing a Paragraph: Putting It in Practice ..........................................68
Introduction to Essay Writing .................................................................69
Essay Structure .......................................................................................70
Thesis Statement .....................................................................................72
Supporting Paragraphs: Transitions ......................................................73
Editing an Essay ......................................................................................74
Writing an Essay: Putting It in Practice ...............................................75

Instructor Notes .......................................................................................77
Introduction to Academic Writing

In small groups, discuss the following questions.

1. What types of longer writing assignments did you have at school (e.g., in college, university, or secondary school)?

2. What do you find difficult when writing longer texts (e.g., compositions or essays)?

3. Do you think academic writing conventions are different in Canada than in other countries? How?

4. Do you want to improve your writing skills? What do you want to improve?

5. Do you plan on attending college or university in Canada? For what purpose? What kind of writing do you think you will need?

Culture Note

In North American academic writing, it is important to state the purpose of writing at the beginning of a document. In essay writing, the introductory paragraph should summarize what you plan to talk about in the rest of your essay. It is important to present the main points clearly and precisely, without putting the onus on the reader to decipher the meaning of the essay.
Elements of a Paragraph

**Topic sentence**
The topic sentence is usually the first sentence of the paragraph and states the main idea of the paragraph. A good topic sentence makes a point that will be developed in the rest of the paragraph.

**Body of the paragraph**
The body of the paragraph consists of sentences that support the topic sentence. They can provide explanations, reasons, facts and examples. There can be both major and minor supporting details. Major details support the topic sentence. Minor details expand on, or provide reasons and examples of, the major details.

**Sentences that are linked together**
Sentences in a paragraph are connected to each other so that a reader can easily read through the paragraph. This can be achieved by effectively using:

- **Transitions**: words and phrases that express connections between two or more ideas. Examples of transitions include for instance, on the other hand, moreover, as a result, first, and then.

- **Pronouns that refer to something/someone in a previous sentence**: For example, My sister used to brush my hair each night. This small gesture created a strong bond. The pronoun this in this example refers to brush my hair at night, and connects the two sentences.

- **Parallelism**: Parallelism can refer to using similar parts of speech (such as verb forms or nouns) in sentences. Using parallel structures makes sentences grammatically correct.

In class, I practise speaking, writing, reading and to listen (should be listening).
I try to write carefully and accurate (should be accurately).

Parallelism can also refer to repeating a similar sentence structure in a paragraph, which can create cohesion and make a paragraph smoother and easier to read. Consider the two pairs of sentences below. Although both are grammatically correct, the second is easier to read.

In class, I practise speaking and listening. I usually read and write a lot at home.
In class, I practise speaking and listening. At home, I practise reading and writing.

**Concluding sentence**
A concluding sentence sums up the paragraph and appears at its end. It is used to signal that the writer has completed what he/she wanted to say.

1. Find an example of a paragraph that includes the above elements. In groups, identify and discuss these elements.

2. Choose one of the elements of paragraph writing. Search the Internet for detailed information about it. Re-tell the information to your classmates.
   - Possible search terms: parts of paragraph; supporting details; topic sentence; pronoun reference; transitions; parallelism
Supporting Details

Supporting details expand on the topic sentence of the paragraph and provide reasons, facts and examples to support it. There can be major and minor details. Each major detail supports the topic sentence. Minor details elaborate on the major details.

1. **Read the paragraph below and discuss the questions that follow.**

   Bison meat is a healthier kind of red meat than beef for various reasons. Bison meat exports have more than doubled over the past five years, according to Statistics Canada. One reason is that bison meat contains one-third less fat than beef does. Indeed, bison is lower in fat than beef is. Canadians need to be concerned about the amount of fat in their diets. Another reason is that bison are raised naturally without growth hormones. Growth hormones add more chemicals to the meat of any kind of animal. By contrast, beef cattle are usually raised with growth hormones. Finally, bison meat has 40 per cent more protein than beef. The Canada Food Guide outlines the recommended daily serving size of protein-rich foods. To sum up, it is easy to see why bison meat, a lean alternative to beef, is a healthy way to eat red meat.

   1. Which three sentences can be removed to make the paragraph more effective? Explain why each sentence should be removed.
   2. Which sentences include major details and which sentences include minor details?
   3. What transitions are used and what is the purpose of each?

2. **Read the topic sentence and the concluding sentence below. Then order the supporting details from 1 to 5 to form a complete paragraph. Indicate whether each detail is a major or a minor detail.**

   **Topic sentence:** Canadians enjoy many types of ethnic foods.

   **Concluding sentence:** Clearly, Canadians have embraced ethnic foods.

   ___ Many Canadian families regularly cook spaghetti and lasagne at home, or order take-out pizza.  □ major □ minor
   ___ Chinese food is another popular ethnic food in Canada.  □ major □ minor
   ___ Italian food is by far one of the most popular cuisines.  □ major □ minor
   ___ Furthermore, many grocery stores now stock Indian cooking staples like curry, chutney, basmati rice and naan breads.  □ major □ minor
   ___ In fact, nearly every city in Canada has at least one Chinese restaurant.  □ major □ minor
In the following paragraph, four supporting details are missing. Select the four most suitable details from the box below (a to f) and write them on the correct lines. Check off major or minor to indicate whether the sentence is a major detail or a minor detail.

1. The province of Québec offers many traditional and distinctive foods. For example, most cities and towns in Québec produce tourtière, a traditional meat pie made with pork and spices. □ major □ minor

2. __________________________________________ □ major □ minor

3. __________________________________________ □ major □ minor

4. In fact, a number of fast food chains in Québec have now added poutine to their menus. □ major □ minor

5. __________________________________________ □ major □ minor

6. Even visitors from out of province travel to Montréal to enjoy smoked meat at Montréal delis. □ major □ minor

7. __________________________________________ □ major □ minor

a) Of course, tourtière is just one of many kinds of meat pies available in Québec.
b) Finally, soupe aux pois jaunes (pea soup made with yellow peas) dates back to at least the nineteenth century and began as common Québec farmhouse fare.
c) Besides, the tourtière recipe itself varies from region to region.
d) Secondly, Canadians love poutine, which is tasty but full of fat.
e) Some other distinctive Québec foods are the smoked meat and bagels of Montréal, which are world-famous.
f) Secondly, poutine, which originated in rural Québec in the 1950s, is widely available in Québec restaurants and cafes.

Search the Internet for tips on writing the supporting sentences of a paragraph. Choose two tips and share them with your classmates.

Possible search terms: supporting details + paragraph; major and minor supporting details

Write a paragraph about traditional food in your previous country. Write a topic sentence. Brainstorm major and minor details that would support it. You can list these ideas in point form. Then choose the most relevant details and write a paragraph including them.
Coherent Paragraphs: Transitions

Transition words or phrases can help to connect sentences together and show the reader how they are related. For example, transitions for comparing help to show the reader how two subjects are similar or different. Here are some common transitions for different purposes:

- Transitions for comparing and contrasting: in the same way; similarly; on the other hand
- Transitions to give examples or to add information: for instance; for example; such as, first; to begin with, second, in fact
- Transitions to give reasons or indicate cause and effect: because; thus; therefore; due to
- Transitions to show a sequence or order: first; second; third, then; next; after that; finally; at last

1. Search the Internet for a list of transitions for different purposes. Create a list for your own use or to post in the classroom or on the class wiki.
   Internet search terms: transitions; transition words and phrases

2. In the following paragraph, identify the transition words and phrases, the topic sentence, supporting details and the concluding sentence.

   Living in a large city means easy access to different types of newcomer information. First, immigrant-serving agencies help newcomers find English classes, job search resources, and services that interpret and translate documents. In addition, community information centres provide information about community, social, health and government services. Moreover, public libraries carry multilingual books and resources as well as free Internet access. Newcomers can find information on just about everything they need by accessing these important sources of information.

3. Fill in the blanks below with the appropriate transitions.

   such as | further | finally | in addition | first
   in particular | for example | specifically | in short

   Cancer is one of the leading causes of premature death in Canada, but there are several ways we can reduce our risk of developing it. __________ we can eat better. __________ we can eat foods that are high in fibre and low in saturated fat, __________ black beans and whole grain breads. __________ we can be more active. __________ we can exercise for at least 30 minutes a day. __________ we can avoid smoking or being exposed to second-hand smoke. __________ we can get screened for the types of cancer common to our gender. __________ women can have mammograms to screen for breast cancer, while men can have PSA (prostate-specific antigen) tests to screen for prostate cancer. __________ by taking steps to reduce the risk of developing cancer, we can live longer, healthier lives.
Underline the transitions and identify the purpose of each one.

There are many differences between the province of Ontario and the territory of Nunavut. To begin with, Ontario, which joined Confederation in 1867, is one of Canada’s oldest provinces. By contrast, Nunavut became Canada’s newest territory in 1999. In addition, Ontario and Nunavut differ greatly in population. Ontario is home to about 10 million people (or one in three Canadians), whereas Nunavut, with only about 28,000 residents, has Canada’s smallest population. Furthermore, Ontario and Nunavut each have different language groups. In Ontario, especially in Toronto, dozens of languages can be heard on the streets every day. On the other hand, in Nunavut, where 85 per cent of the residents are Inuit, Inuktitut and English are the two most frequently heard languages. Although Nunavut and Ontario are both part of the same country, they differ in many ways.

Write appropriate transitions to show comparison or contrast in the following sentences.

1. ___________ Vancouver ___________ Montreal are cities that attract newcomers.

2. New Brunswick, the largest of Canada’s three Maritime provinces, is ___________ Canada’s only officially bilingual province.

3. Most of Canada’s provinces advance their clocks by one hour to mark daylight savings time from April to October. Saskatchewan, ___________, does not.

4. In southern and central Canada, agriculture of various kinds flourishes. ___________, agriculture in Canada’s Arctic regions is not possible due to permafrost.

You are going to write a paragraph about the challenges of living in a high-rise apartment. Write a topic sentence. Then use the sample major and minor details or add your own to write a paragraph.

Major details
- difficult to meet neighbours
- not able to plant garden
- doing laundry takes long time

Minor details
- no social space to meet others
- no yard
- need to carry laundry to laundry room and back

Write one or two comparison paragraphs on one of the following topics. Use an appropriate topic sentence and relevant supporting details. Include suitable transitions.

- Your previous country’s geography and Canada’s geography
- The weather in your previous country and in Canada
- Your present apartment/house, and your previous apartment/house
- Learning English in your previous country and learning English in Canada
Using pronouns helps to connect sentences to one another by referring from one sentence back to a sentence earlier in the paragraph. When using pronouns, it is important to make it clear what or who the pronoun is referring to. Consider the sentence below. The “it” refers to smoked salmon; “them” refers to Canadians.

*British Columbia’s smoked salmon is world-famous; Canadians often bring it with them on holiday overseas as gifts for their friends.*

1 Locate and underline pronouns in the following paragraph. Then, list them (in order) on a chart, along with the idea to which each pronoun refers.

Canada’s cheese guru, Gurth Pretty, is aiming to raise the profile of Canada’s little-known artisanal and regional cheeses, including those made from cow, goat and sheep’s milk. He has conducted extensive cross-country research on them. He has also spoken at length with many cheese makers about their products. In addition, they and Gurth have developed a number of recipes that incorporate the cheeses to encourage Canadians to taste them. As a result of Gurth’s efforts, Canadian artisanal cheeses are becoming better known and will no doubt become more popular in the future.

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2 Read the following paragraph. Then write the appropriate pronouns in the blanks.

Of the hundreds of Canadian artisanal cheeses that Gurth Pretty has discovered, a number of _________ have special characteristics. One of _________ cheeses is a Niagara-region cheese made from the milk of Guernsey cows. Canada has only a few herds of _________, and _________ milk is rich and creamy, so _________ is used to produce several kinds of Guernsey cheese. Another is a cheese made from the milk of rare Canadienne cows grazing on Québec’s Magdalen Islands. _________ tastes slightly salty because the grass _________ graze on is coated with salt mist from the Gulf of Saint Lawrence. Finally, there is an aged goat’s milk cheese from British Columbia. _________ is soaked for five days in local red wine and grape skins. All in all, Canadian artisanal cheeses vary greatly from region to region.

3 Write one or two paragraphs about a person who has influenced your life. Use appropriate pronoun references to make the paragraph coherent.
Read the paragraphs below and answer the questions that follow.

A The Group of Seven, a group of Canadian landscape painters in the 1920s, brought the Canadian landscape to wider appreciation through their paintings. Initially, most of the group members met as employees of a design firm in Toronto. Shortly after that, they often traveled to Georgian Bay and Algonquin Park in Ontario for painting inspiration. Following WWI, the painters traveled through Ontario’s Muskoka and Algoma regions, where they sketched the landscape and developed art techniques. In 1920, their first exhibition of Canadian landscape paintings garnered mixed reviews. Eventually, the Group of Seven were recognized as pioneers of a new, Canadian school of art. The Group of Seven clearly had a major influence on Canadian art, especially on how it depicted landscapes.

B The Group of Seven’s paintings offer an unparalleled depiction of the unique character of Canada’s landscape. They depict a different approach to landscape than the traditional European pastoral one. The paintings feature the rugged nature of the often harsh Canadian landscape; they capture the Canadian landscape’s feel of untamed wilderness. In addition, they have a bold style and often vibrant use of colour. The Group of Seven’s distinctly Canadian style successfully shows Canada’s rough yet beautiful landscape.

1. Which paragraph is descriptive and which is narrative? How do you know?
2. What is the topic sentence of each paragraph?
3. What are the supporting details of each paragraph?

Choose one of the topics below. Write either a descriptive or narrative paragraph. For the narrative paragraph, you can create a timeline and brainstorm events/steps you would like to include.

- Describe your most treasured possession
- Describe your favourite place
- Describe the best job you have ever had
- Narrate the events leading up your coming to Canada
- Describe the best day of your life
Paragraphs to Describe a Process

Process paragraphs explain how to do or make something. They often include several instructions or a sequence of steps. In a process paragraph, the topic sentence identifies what is being explained while the supporting sentences provide a sequence of steps. Transitions for sequencing or ordering are used to indicate the order of steps.

When writing a paragraph to describe a process, you can use either the passive or the active voice. Regardless of the voice or verb form used, it is generally best to keep them consistent throughout the paragraph.

1  Read the following two paragraphs. In small groups, analyze the paragraphs for the grammatical structures and transitions used to describe the processes.

A  Conducting a successful job search in Canada requires several steps. First, check for job postings on Internet sites like www.monster.ca, www.workopolis.com, and www.jobbank.gc.ca. Next, polish your résumé. Ensure that it is concise, error-free and does not exceed two pages in length. After that, put together a winning cover letter. Finally, apply for a number of jobs, as there can be hundreds of applications for a single position.

B  There are many steps involved in conducting a survey. First, the purpose of the study, the required information, and the sample population are identified. Then, the questions are developed and the method of gathering answers is determined. Once this is done, the survey is conducted, the data are collected and, finally, the findings are analyzed and reported.

2  Write a paragraph to describe a process you know well. Choose one of the topics below or create your own. Include a topic sentence, supporting details and appropriate transitions.

- How to cook a meal
- How to plan a social event for a large group of people
- How to set up Skype on your computer
- How to become a Canadian citizen
- How to make the perfect cup of coffee
- How to send a text message on your cell phone
- How ...(something) works
Often in academic writing, students will use information and facts presented in charts and graphs to support the topic sentence of their paragraph. Often, the data presented in a graph or table show change over time. There are specific verbs, adjectives and adverbs that can help you describe these changes. For example:

**Verbs for describing how data have changed:**
- to increase
- to go up
- to rise
- to climb
- to remain (unchanged)
- to be steady
- to plateau
- to decrease
- to go down
- to decline
- to drop

**Adjectives and adverbs to describe how fast the change occurred:**
- sharp
- dramatic
- significant
- steady
- gradual
- slight
- sharply
- dramatically
- significantly

You can describe the changes presented in the graph in two ways:

*From October to December, attendance decreased steadily.*

or

*From October to December, there was a steady decrease in attendance.*

1. **Write a paragraph to describe the bar graph above. Write three details to support the topic sentence.**

**Topic sentence:** Average attendance in Jane’s LINC class followed a distinct pattern over time.
2 Examine the graph below. Complete the paragraph that follows with appropriate supporting details.

![Chart showing Canada Pension Plan Employee Contribution Rates from 1988 to 2008.]

Data Source: Canada Revenue Agency

The Canada Pension Plan (CPP) is one of Canada’s retirement income pension plans. It provides a monthly income to people (who contributed during their working years) when they become disabled or retire. Every person over 18 who earns more than about $3,500 a year contributes to the CPP, usually through paycheque deductions.

Employees contribute about 4.5 per cent of their employment earnings to the CPP, but the contribution rate was not always this high.

3 Write a paragraph to describe the graph below. Begin with the provided topic sentence and prompts, and indicate possible reasons for the highs and lows in your supporting details.

![Chart showing Crime rate per 100,000 people from 1963 to 2007.]

Data Source: Statistics Canada. Total criminal code refers to crimes addressed by criminal law and excludes traffic offences.

The crime rate has changed significantly over the past 45 years.
Write one or two paragraphs to describe a process, narrate a series of events, or describe a person, place or thing. Choose a topic below or make up your own. Use the checklist below to make sure your paragraph is well-structured and correct.

- Describe how to apply for Employment Insurance
- Describe how to obtain an Ontario driver’s licence
- Describe how to enrol in a LINC class

- Describe your first day on a new job/at your present school/in Canada
- Describe an embarrassing/frightening/happy/memorable experience
- Describe an event that was a turning point in your life

- Describe your dream house or apartment
- Describe a memory of a place you have been to
- Describe a scene from a movie, concert or public event
- Describe a character from book, movie or a TV program

**Paragraph structure**
- Does your paragraph contain a topic sentence with a clear focus?
- Does your paragraph include major and minor supporting details?
- Does each major detail relate to the topic sentence?
- Are techniques (such as transitions, pronoun references and parallel structures) used to make the paragraph coherent?

**Grammar, spelling and punctuation**
- Are pronoun references clear?
- Is every word used and spelled correctly?
- Are verb forms used correctly and consistently?
- Is punctuation used correctly?
Introduction to Essay Writing

Just as a paragraph is a group of sentences about one topic, an essay is a group of paragraphs about one topic. It contains an introduction with a thesis statement, supporting paragraphs and a conclusion.

The introduction and the thesis statement
The introduction usually begins with a general discussion of the subject that is followed by the main idea of the essay – the thesis statement. The thesis statement is usually expressed in one sentence and it defines the point you intend to prove in your essay. A good thesis statement will help you organize your essay and give it direction; it is the central idea around which the rest of the essay is built.

The body
The body of an essay consists of supporting paragraphs that expand on the main idea of the essay, providing reasons, facts and examples for the thesis statement. Each paragraph should focus on one idea that relates to the thesis statement. The idea is summarized in the paragraph's topic sentence. The rest of the paragraph should prove or explain the topic sentence. Together, all the paragraphs should support the thesis statement of the essay. The order of paragraphs should make logical sense.

The conclusion
The conclusion sums up the essay and usually expresses the same idea as the introduction, but in different words. It generally starts with a summing-up transition like consequently, in short or in conclusion.

An outline can help structure and focus your essay. An outline is a plan that lists a thesis statement, main points and supporting details. You can list the main points as topic sentences for the supporting paragraphs of the essay. This can help you organize your paragraphs in the most effective order.

1. Search the Internet for information on essay writing and answer the questions below.
   Sample search terms: essay writing; academic essays; types of essays; parts of essays

   1. What are some types of essays? Describe and give examples of each type.
   2. Prepare tips on writing an outline and different parts of the essay.
   3. What does proofreading of an essay involve? Write tips on editing and proofreading.
Sample Essay

Urban sprawl refers to the growth of a city at its outer edges, mainly through low-density, single family homes in suburban settings. While urban sprawl creates a lifestyle that can be attractive to those who live in the suburbs, it comes at a big price to society.

For some families, living in a new housing subdivision on the edge of town is the best of all possible arrangements. Homes here are close enough to downtown that parents can still drive to work in the city, yet far enough away that families can afford a big house with lots of land and green play space for the kids, away from endless high-rises and busy downtown streets. The lure of suburban life has led to urban sprawl in cities all over North America.

But suburban life is car-dependent and affects the environment. Houses are spread out and built on large plots of land. Shops, community facilities and even schools are far away from where people actually live, so most people drive everywhere they go. With this spread-out development of suburban areas, public transportation, such as buses or subways, isn’t usually a realistic option. The heavy car use increases traffic congestion on roads and highways heading into the city. In addition, pollution from the increased number of cars contributes to global warming.

Car dependency resulting from urban sprawl has a negative impact on people’s health. Residents whose lives revolve around cars don’t get the physical fitness benefits of walking or biking as part of their daily routines, a trend that leads to higher rates of heart disease and other illnesses. Car-related air pollution can also contribute to an increase in respiratory problems for people living in suburban and urban areas.

Finally, the health of the natural environment and animal and plant species is also affected. The loss of farmland, consumed by suburban development, has negative implications on ecosystems and water supplies. The spread of concrete and asphalt makes it more difficult to collect clean water through the ground, while the prevalence of oil, gas and industrial metals increases the risk of contamination. The natural habitats of plants are also threatened.

Cities are trying to limit the negative effects of urban sprawl in a number of ways. Municipalities are enacting planning policies that encourage higher-density residential development of underused land in the city. They are also trying to make suburban development more compact, and are incorporating public transportation ideas into new developments. As population growth continues to focus on urban areas, strong civic and political leadership will be needed in the areas of transportation, health and environmental policy to ensure the negative effects of urban sprawl are kept under control.

Read the essay above and discuss the following questions.

1. What is the general subject of this essay?
2. What claims are made in the thesis statement?
3. What is the first supporting paragraph about? How is the topic sentence supported?
4. What is the second supporting paragraph about? What are the supporting details?
5. What is the third supporting paragraph about? How is the topic sentence supported?
6. What transitions are used in this essay? What is the purpose of each?
7. How does the conclusion relate to the introduction?
8. Do you think this essay is well-written? Why or why not?
Read the following paragraphs. Put them in the correct order so they form a coherent essay.

Algonquin is a sought-after place for many outdoor activities. In the winter, for instance, visitors who are keen on cross-country skiing and snowshoeing will not be disappointed. In the summer, Algonquin is where some of Canada’s best canoeing and camping can be found, as well as fishing for bass, yellow perch, trout and pike. Furthermore, the very popular wolf howls, which attract large numbers of visitors, are held weekly every August, weather and wolves permitting.

Captured on canvas by Tom Thomson and other members of the Group of Seven painters, Algonquin Provincial Park in Ontario is Canada’s first provincial park. It was established in 1893. The park, which is located in central Ontario between Georgian Bay and the Ottawa River, covers about 7,630 square kilometres and is Ontario’s largest provincial park, with over 2,400 lakes. A number of natural characteristics make Algonquin hugely popular, among them its diversity of habitats, its wide variety of flora and fauna, and an attractive array of year-round outdoor activities.

All in all, Algonquin Provincial Park offers a not-to-be-missed natural setting for people who enjoy the outdoors. Whether they prefer to admire the various plants, catch a glimpse of wildlife, camp in rugged surroundings, take in an exciting wolf howl or just enjoy a pleasant hike along one of the trails, Algonquin is one of the best showcases for the natural beauty that Ontario has to offer.

Algonquin is home to a staggering number of animals, birds, plants and trees. Although many mammals such as black bears, moose, porcupines, deer, beaver, flying squirrels and wolves live around the park’s borders, they can also be found within the park. Besides mammals, there are birds like herons, loons, and the over-wintering gray jay. Moreover, numerous reptiles and amphibians, like snakes, turtles, frogs and toads, live in the park. In addition, Algonquin contains an amazing assortment of trees, such as balsam fir and eastern white cedar, as well as several kinds of maple, spruce, pine, and ash. Visitors can also find numerous plants like the insect-eating pitcher plant and the uncommon and beautiful pink lady’s slipper.

To start with, Algonquin’s geographic location provides it with several kinds of natural habitats. For instance, because it is located in a transition zone between southern deciduous forests and northern coniferous forests, Algonquin contains both leafy trees and trees with pine-type needles. On just a short hike, visitors can see maple forest, spruce bogs, beaver ponds, lakes and cliffs.

Write a point-form summary of the essay above.
The thesis statement states the main idea of an essay. It is similar to a topic sentence in a paragraph. Just as a topic sentence outlines what the paragraph will be about, the thesis statement outlines the main points that will be developed in the body of the essay.

A well-written thesis statement needs to make a point or claim and include the arguments that support that claim. It needs to be specific and focused. Consider the following thesis statement. It makes a claim (a diet high in fibre and low in fat is good for you), and lists the arguments that will be made in the body of the essay.

*A diet high in fibre and low in fat is good for you because it helps to maintain a healthy weight, aids digestion and decreases the risk of many cancers.*

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1. Look at the following essay prompts. For each one, develop a thesis statement that makes a claim and lists arguments/reasons that will support it.

   1. In Canada people are living longer and longer. What are the possible reasons?
   2. Watching television has an impact on children. Give examples of how children can be influenced by television viewing.
   3. Agree or disagree with the following statement: Being successful means earning a lot of money.
   4. Describe a place of interest in your previous country, such as a tourist destination or historical location.
   5. Review a movie or book you have recently watched/read.

2. Search the Internet for sample essay topics and select three sample essay questions. Write a thesis statement for each. Then select one of the topics and write a point-form outline for an essay. Include main points for each paragraph and list supporting details. Exchange with a partner for peer evaluation.

   Internet search terms: *sample essay topics; essay topics examples* or search the [www.ets.org](http://www.ets.org) website for sample essay topics.

3. Using your outline, write the body of the essay. Use appropriate transitions to connect ideas within paragraphs and to link paragraphs with one another.
The paragraphs in this essay are in the wrong order. Number them from 1 to 5 to show the correct order. Then, write appropriate transition words or phrases from the list below.

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<th>by contrast</th>
<th>on the other hand</th>
<th>in addition</th>
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| prevention methods for a cold are different than those for the flu, | in both cases there is no guaranteed way to avoid catching these viruses altogether. Preventing a cold generally involves washing your hands frequently, avoiding close contact with infected people, and following a healthy lifestyle. A diet that includes fruits and vegetables high in vitamin C will keep your immune system strong and better able to fight off colds, | preventing the flu commonly involves getting a seasonal flu vaccine (shot). These flu shots are available beginning in late October each year. They are free for all Ontario residents, and also in a number of provinces for people belonging to particular risk groups, | infants, seniors and pregnant women. |

| cold symptoms and flu symptoms differ from one another, | cold symptoms occur about two days after being infected and include a sore, scratchy throat, followed by sneezing and nasal congestion, and sometimes muscle aches. It takes the better part of a day for these symptoms to develop enough to make you feel unwell. Flu symptoms, | occur rapidly after infection takes place and include chills, sudden fever, a sore throat, dry cough and extreme fatigue. You feel unwell fairly quickly. |

| if you come down with a sore throat during the period from November to April, it is important to distinguish between whether you have a relatively minor cold or the more serious flu. Knowing the differences between these contagious viral diseases can help you to deal with them more effectively, and maybe even take steps to prevent catching them. |

| Wintertime in Canada can be miserable from a health standpoint. Because Canadians spend much more time indoors than out during the winter, they are more prone to catching communicable diseases, since germs spread more easily from one person to another indoors. Colds and influenza are common Canadian winter diseases. Although both colds and influenza (commonly known as the flu) are highly contagious viruses, there are a number of differences between them, specifically in their symptoms, duration and effective preventive measures. |

| the durations of colds and flus vary. A cold tends to last from two to seven days and causes minor discomfort. Doing things | staying home from work or school, getting bed rest and drinking hot chicken soup and other warm liquids are the best ways to deal with a cold. The flu, lasts from seven to 10 days and can cause serious complications (such as pneumonia) that can be dangerous for children and senior citizens. You usually feel so physically weak that you have no choice but to stay in bed. |
The essay below has 14 errors in subject-verb agreement, pronoun referents, spelling and punctuation. Find the errors, indicate the type of each error, and make the necessary corrections.

Looking for rental accommodation is a task who can be daunting for a newcomer to Canada, especially if you are not familiar with local neighbourhoods, rental costs and types of housing available. It is important to choose your new place carefully, since housing, particularly in Ontario, will be one of your largest monthly expenses. There are several major steps involved in looking for a place to rent. The process of searching for rental houses and apartments are not easy, but he will be less stressful if you follow the steps outlined below.

The first thing to do is to conduct sum research in the neighbourhood in where you would like to live. An important consideration for both amenities and day-to-day activities are location. In Canadian cities, it is usually difficult to find a place that is within easy walking distance of work or shopping, so you may need to compromise and live a little further away from these places than you would like. Examples of important amenities in one’s neighbourhood includes shopping, doctor, dentist, fire department, recreation centre and park. For carrying out your day-to-day activities, you might want to consider living in a neighbourhood that is close to public transportation schools and places of worship.

The next step is to consider the cost of your rental accommodation. Location is usually the main factor in determining how expensive a rental accommodation is. In particular, a desirable location generally commands high rent. You need to find out whether or not utilities (heating and hydro) are included in your monthly rent, and if them are not included, how much extra you will have to pay for them. In Ontario, the monthly cost of most high-rise rental apartments include everything except parking, telephone and cable service.

Finally, you must consider the type of housing you wish to rent. Depending on the size of your family and your living requirements, you need to know what the most common types of house and apartment dwellings available in Canada are. If you want to live in a house, for instance, you can rent a basement apartment, a detached house, semi-detached (duplex) house or a room in a rooming house. If you prefer to live in an apartment building, you can rent an apartment in a walk-up (usually up to four storeys) building or in a high-rise building.

Finding rental accommodation that suits you and your family’s needs can be a challenge. However, if you conduct your search carefully, they will yield rewarding results once you find a place to live in a neighbourhood that makes you feel comfortable. Then you can focus on settling into your community.
Choose one of the following statements/questions and write an essay. State a position or make a claim and provide specific reasons, facts and examples to support your claim.

1. Online learning is much more effective than classroom-based learning.
2. Computers have changed the way we communicate with others.
3. Living in a retirement home when you are old is a better option than living with a family member.
4. Children should be paid for doing chores around the house.
5. Women make far better politicians than men.
6. Everybody can contribute to “living green.”
7. What are your professional goals, and how do you plan to achieve them?
8. Compare two places of interest, such as tourist attractions or historical locations.

Use the checklist below to guide your essay writing.

### Essay structure
- Is there a thesis statement that makes a claim and lists the arguments/reasons that support that claim?
- Are there at least three supporting paragraphs?
- Does each supporting paragraph have a topic sentence that focuses on one point that supports the thesis statement?
- Does each supporting paragraph include details that support the topic sentence?
- Are techniques (such as transitions, pronoun references and parallel structures) used to make the paragraph coherent?

### Grammar, spelling and punctuation
- Are pronoun references clear?
- Is every word used and spelled correctly?
- Are verb forms used correctly and consistently?
- Is punctuation used correctly?
This chapter includes activities that can help learners develop the skills and background knowledge they need to write paragraphs and short essays. These skills include identifying the structure and elements of a paragraph, writing topic and supporting sentences, using appropriate transitions and pronoun references, recognizing and developing an essay structure, writing a thesis statement and supporting sentences, and editing and proofreading.

These activities have been guided by the CLB performance conditions relating to LINC 6 and 7. If you want to develop your own activities for academic writing, consider the following performance conditions.

**Performance Conditions**

- Learner text is one to two paragraphs (LINC 6); three or four paragraphs (LINC 7)
- Topics are familiar and personally relevant (LINC 6); topics and issues are non-personal, abstract but familiar (LINC 7)

Some of the activities are termed *Putting It in Practice*. These tasks allow learners to demonstrate their knowledge and skills in paragraph writing. They can be used for formative assessment of learner progress.

You can use all or some of the activities in the order in which they are presented or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to academic skills, see the *LINC 5–7 Curriculum Guidelines*, Units 1–2.

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**Introduction to Academic Writing**

Introduces the topic of paragraph writing; can be used as a needs assessment tool

1. This is a warm-up discussion that introduces academic writing. It can help you determine how familiar learners are with paragraph and essay writing conventions, and how interested they are in improving their academic writing skills.

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**Elements of a Paragraph**

Provides information on paragraph structure and ways to make paragraphs coherent

Discuss the information box; elicit from learners what, in their opinion, makes a good paragraph. You can provide learners with a sample paragraph to demonstrate its structure (e.g., use paragraphs from Paragraph Writing LINC 5).

1. Ask learners to bring in examples of paragraphs (e.g., from a textbook or Internet) and discuss the structure and cohesive devices used (transitions, parallelism, etc.) in them. If learners have difficulty finding “ideal” paragraphs, discuss the ones they bring and elicit ways to improve them.

2. Have learners work in small groups; assign one element of paragraph writing to each learner and have them share the results of their research. Learners can take notes on the information or print the information from the web pages.
1 To introduce this activity, elicit from learners what type of information supporting sentences should include (e.g., examples, reasons, factual details such as numbers, dates, names, descriptions). Have learners compare their answers in pairs.

**Answers**

1. The following sentences can be deleted because they do not support the topic sentence: *Bison meat exports have more than doubled over the past five years, according to Statistics Canada; Canadians need to be concerned about the amount of fat in their diets; The Canada Food Guide outlines the recommended daily serving size of protein-rich foods.*

2. Sentences with major details are: *One reason is that bison meat contains 1/3 less fat than beef does; Another reason is that bison are raised naturally without growth hormones; Finally, bison meat has 40 per cent more protein than beef does.*

   Sentences with minor details are: *Indeed, bison is lower in fat than beef; Growth hormones add more chemicals to the meat of any kind of animal; By contrast, beef cattle are usually raised with growth hormones.*

3. The following transitions are used:
   - *one reason is …; another reason is …; finally …:* to provide reasons in order
   - *indeed:* to emphasize the information
   - *by contrast:* to show contrast
   - *to sum up:* to conclude a paragraph

2 **Answers**

   2 Many Canadian families regularly cook spaghetti and lasagne at home … (major)
   3 Chinese food is another popular ethnic food in Canada. (major)
   1 Italian food is by far one of the most popular cuisines. (major)
   5 Furthermore, many grocery stores now stock Indian cooking staples … (major)
   4 In fact, nearly every city in Canada has at least one Chinese restaurant. (minor)

3 **Answers**

   1. The province of Québec offers many traditional and distinctive foods.
   2. For example, most cities and towns in Québec … (major)
   3. a) (minor)
   4. b) (major)
   5. e) (major)
   6. Even visitors from out of province travel to Montréal to enjoy … (minor)
   7. b) (major)

4 Have learners share their findings in small groups and create a list of tips.
5 Ask learners to write a paragraph; emphasize the importance of structuring the paragraph (topic sentence, supporting sentences with major and minor details, concluding sentence). You can review learners’ outlines (brainstormed ideas) before they write their paragraphs. Have learners exchange their writing for peer editing.

p. 61 | Coherent Paragraphs: Transitions

Provides information on and practice using transitions in a paragraph

Elicit from learners what transitions are and when they are used; have learners add more transitions to those listed in the information box.

1 Have learners search various websites, including ESL ones. Learners can create a list of transitions grouped by purposes. You can have learners practise using these transitions in sentences.

2 The focus of this activity is to identify the transitions, but you can also use it to reinforce paragraph structure.

**Answers**

| Transitions: first, in addition, moreover | Concluding sentence: the last sentence |
| Topic sentence: the first sentence in the paragraph | Supporting sentences: the remaining sentences |

3 **Answers**

Cancer is one of the leading causes of premature death in Canada, but there are several ways we can reduce our risk of developing this disease. **First**, we can eat better. **For example**, we can choose foods that are high in fibre and low in saturated fat, such as black beans and whole grain breads. **In addition**, we can be more active. **Specifically**, we can exercise for at least 30 minutes a day. **Further**, we can avoid smoking or being exposed to second-hand smoke. **Finally**, we can get screened for the types of cancer common to our gender. **In particular**, women can have mammograms to screen for breast cancer, while men can have PSA (prostate-specific antigen) tests to screen for prostate cancer. **In short**, by taking steps to reduce the risk of developing cancer, we can live longer, healthier lives.

4 **Answers**

There are many differences between the province of Ontario and the territory of Nunavut. **To begin with**, Ontario, which joined Confederation in 1867, is one of Canada’s oldest provinces. **By contrast**, Nunavut became Canada’s newest territory in 1999. **In addition**, Ontario and Nunavut differ greatly in population. Ontario is home to about 10 million people (or one in three Canadians). **Whereas**, Nunavut, with only about 28,000 residents, has Canada’s smallest population. **Furthermore**, Ontario and Nunavut each have different language groups. In Ontario, especially in Toronto, dozens of languages can heard on the streets every day. **On the other hand**, in Nunavut, where 85 per cent of the residents are Inuit, Inuktitut and English are the two most frequently heard languages. **Although** Nunavut and Ontario are both part of the same country, they differ in many ways.

The purpose of each transition:

**To begin with**: to show sequence

**By contrast, whereas, on the other hand, although**: to compare or show contrast

**In addition, moreover**: to add information
Answers

1. Both Vancouver and Montreal are cities that attract newcomers.
2. New Brunswick, the largest of Canada’s three Maritime provinces, is also Canada’s only officially bilingual province.
3. Most of Canada’s provinces advance their clocks by one hour to mark daylight saving time from April to October. Saskatchewan, however, does not.
4. In southern and central Canada, agriculture of various kinds flourishes. On the other hand, agriculture in Canada’s Arctic regions is not possible due to permafrost.

6 Have learners discuss the challenges of living in a high-rise apartment. Ask learners to write an outline of their paragraph. Learners can use the major and minor details provided, or write their own. Ask learners to exchange their paragraphs for peer editing.

7 This activity can be used for formative assessment. Learners can choose one of the topics or write a few paragraphs for more practice. Stress the importance of editing and proofreading their paragraphs.

Coherent Paragraphs: Pronoun Reference

Provides practice in identifying and using correct pronoun referents

1. **Answers (underlined)**

   Canada’s cheese guru, Gurth Pretty, is aiming to raise the profile of Canada’s little-known artisanal and regional cheeses, including those made from cow, goat and sheep’s milk. He has conducted extensive cross-country research on them. Secondly, he has spoken at length with many cheese makers about their products. Thirdly, they and Gurth have developed a number of recipes that incorporate the cheeses, to encourage Canadians to taste them. As a result of Gurth’s efforts, Canadian artisanal cheeses are now becoming better known, and they will no doubt become more popular as time goes on.

   **Pronoun** | **Refers to**
   --- | ---
   Those | Cheeses
   He | Gurth
   Them | Cheeses
   He | Gurth
   Their | Cheese makers
   They | Cheese makers
   Them | Cheeses
   They | Cheeses

2. **Answers (underlined)**

   Of the hundreds of Canadian artisanal cheeses that Gurth Pretty has discovered, a number of them have special characteristics. One of those cheeses is a Niagara-region cheese made from the milk of Guernsey cows. Canada has only a few herds of them, and their milk is rich and creamy, so it is used to produce several kinds of Guernsey cheese. Another is a cheese made from the milk of rare Canadienne cows grazing on Québec’s Magdalen Islands. It tastes slightly salty because the grass they graze on is coated with salt mist from the Gulf of Saint Lawrence. Finally, there is an aged goat’s milk cheese from British Columbia. It is soaked for five days in local red wine and grape skins. All in all, Canadian artisanal cheeses vary greatly from region to region.
This activity can be used for formative assessment. Learners can write an outline before writing their paragraphs. Stress the importance of editing and proofreading learners’ work.

**p. 64 | Narrative and Descriptive Paragraphs**
Provides practice in writing a description or a narration in a paragraph form

1. Elicit from learners examples of narrative and descriptive paragraphs and possible situations in which they are written, such as a narrative paragraph to describe what happened at the scene of an accident/incident or a descriptive paragraph to describe a house/apartment or vacation rental.

**Answers**
1. The first paragraph is narrative: it uses the past tense to describe events and actions, and uses transitions for sequencing; the second paragraph is descriptive: it uses the present tense and descriptive adjectives.
2. The first sentences in each paragraph are topic sentences.
3. The supporting details for paragraph A narrate the significant events and activities in the work and life of the Group of Seven. The supporting details for paragraph B describe the Group of Seven paintings.

This activity can be used for formative assessment. Learners can choose one of the topics or write a few paragraphs for more practice. Learners can write an outline before writing their paragraphs. Stress the importance of editing and proofreading.

**p. 65 | Paragraphs to Describe a Process**
Provides information about and practice in writing paragraphs to describe a process

1. Elicit from learners examples of a process (e.g., giving step-by-step instructions on how to change a tire, find a job or apply for EI; describing how paper is made, how a law is passed or how an experiment is conducted). Ask what specific language (such as grammar structures) they would use to describe it. Elicit the use of parallelism and how it influences the flow of a paragraph. For example, a paragraph can read better if only the passive or only the active voice is used consistently to describe the steps of the process. Elicit transitions that can be used.

2. This activity can be used for formative assessment. Learners can choose one of the topics or write a few paragraphs for more practice. If learners are not familiar with any processes, they can search the Internet for information. Learners can write an outline before writing their paragraphs. Stress the importance of editing and proofreading.

**p. 66 | Paragraphs to Describe Graphs and Charts**
Provides information on and practice in writing paragraphs to describe graphs and charts

Ask learners to read and discuss the information box; elicit other verbs and adjectives/adverbs that could be used. Learners can also search the Internet for a list of vocabulary used in descriptions of graphs and charts.

1. The first activity can be used as a warm-up to familiarize learners with the terminology related to changes in line graphs. This activity can be done in pairs. Learners can first discuss the changes represented by the graph and then create an outline before writing their paragraphs. Have learners exchange their work for peer evaluation.
2, 3 These activities provide opportunities for learners to write sentences that describe changes depicted in line graphs (to support a topic sentence of a paragraph). Learners can use verbs such as: going up/down, staying the same, and reaching high and low points. Learners can use either the noun-verb-adverb or verb-adjective-noun pattern. In their paragraphs, learners can also indicate possible reasons for the changes in the line graphs.

Learners can work individually, in pairs or in small groups. Pairs or small groups can present their work on flipchart paper. You can also use the third activity for a formative or summative assessment of individual learner progress.

Writing a Paragraph: Putting It in Practice

Provides an opportunity for learners to demonstrate their knowledge and skills in a task

Performing this activity requires learners to integrate a number of skills and language abilities needed to write effective paragraphs. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on. A copy of this task, along with the assessment results, can be included in the learner’s portfolio for future reference.

This task relates to the CLB competency below. You can use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the LINC 5–7 Curriculum Guidelines, pp. 37–45.

🌟 CLB 6-IV: Write one or two paragraphs to: relate a familiar sequence of events; tell a story; provide a detailed description and comparison of people, places, objects, and animals, plants, materials or routines; or to describe a simple process.

Sample Assessment Criteria
- Reader can easily understand the paragraph
- Learner writes a topic sentence with a clear focus
- Learner writes enough supporting details to describe the subject
- Each supporting detail is related to the focus of the topic sentence
- Learner uses vocabulary adequate to the type of paragraph
- Transitions and logical connectors are used appropriately
- There are few grammatical, spelling or punctuation errors

Introduction to Essay Writing

Provides background information on the parts of an essay

Have learners read and discuss the information box. Elicit examples of essay writing topics and situations (e.g., TOEFL test, college admission test, English class, licensing exam).

1 Have learners search the Internet for the answers to all the questions, or assign a question to a pair or small group of learners. Learners can present their answers/findings on chart paper.
1. Have learners answer the questions in groups or as a class.

**Answers**

1. Urban sprawl
2. While urban sprawl creates a lifestyle that can be attractive to those who live in the suburbs, it comes at a big price to society.
3. The first supporting paragraph is about the attractive lifestyle urban sprawl creates. The topic sentence is supported by reasons why living on the edge of town is attractive (parents can still drive to work in the city; families can afford a bigger house with more land; far away from high-rises and busy streets).
4. The second supporting paragraph is about one of the costs to society of urban sprawl (the effect of car-dependency on the environment).
5. The third supporting paragraph is about another cost of urban sprawl to society (the negative impact on people’s health that car-dependency creates). The topic sentence is supported by reasons why car-dependency has a negative impact on health.
6. The transition finally is used to indicate that what follows is the final reason, or price to society of urban sprawl.
7. The conclusion of the essay (As population growth continues to focus around urban areas, strong civic and political leadership will be needed … to ensure the negative effects of urban sprawl are kept under control) is related to the introduction in that it restates the main point – that urban sprawl comes with negative effects on society. The conclusion in this essay also makes a suggestion.

2. To help learners order the paragraphs, alert them to the order of arguments in the thesis statement (underlined below). As a follow-up, you can use questions from the previous page and have learners analyze the structure of the essay.

**Answers**

**Paragraphs in correct order (with the thesis statement underlined)**

Captured on canvas by Tom Thomson and other members of the Group of Seven painters, Algonquin Provincial Park in Ontario is Canada’s first provincial park. It was established in 1893. The park, which is located in central Ontario between Georgian Bay and the Ottawa River, covers about 7,630 square kilometres and is Ontario’s largest provincial park, with over 2,400 lakes. **A number of natural characteristics make Algonquin hugely popular, among them its diversity of habitats, its wide variety of flora and fauna, and an attractive array of year-round outdoor activities.**

To start with, Algonquin’s geographic location provides it with several kinds of natural habitats. For instance, because it is located in a transition zone between southern deciduous forests and northern coniferous forests, Algonquin contains both leafy trees and trees with pine-type needles. On just a short hike, visitors can see maple forest, spruce bogs, beaver ponds, lakes and cliffs. Algonquin is home to a staggering number of animals, birds, plants and trees. Although many mammals such as black bears, moose, porcupines, deer, beaver, flying squirrels and wolves live around the park’s borders, they can also be found within the park. Besides mammals, there are birds like herons, loons, and the over-wintering gray jay. Moreover, numerous reptiles and amphibians, like snakes, turtles, frogs and toads, live in the park. In addition, Algonquin contains an amazing assortment of trees, such as balsam fir and eastern white cedar, as well as several kinds of maple, spruce, pine, and ash. Visitors can also find numerous plants like the insect-eating pitcher plant and the uncommon and beautiful pink lady’s slipper.
Algonquin is a sought-after place for many outdoor activities. In the winter, for instance, visitors who are keen on cross-country skiing and snowshoeing will not be disappointed. In the summer, Algonquin is where some of Canada’s best canoeing and camping can be found, as well as fishing for bass, yellow perch, trout and pike. Furthermore, the very popular wolf howls, which attract large numbers of visitors, are held weekly every August, weather and wolves permitting.

All in all, Algonquin Provincial Park offers a not-to-be-missed natural setting for people who enjoy the outdoors. Whether they prefer to admire the various plants, catch a glimpse of wildlife, camp in rugged surroundings, take in an exciting wolf howl or just enjoy a pleasant hike along one of the trails, Algonquin is one of the best showcases for the natural beauty that Ontario has to offer.

<table>
<thead>
<tr>
<th>Thesis Statement</th>
<th>Provides practice in writing effective thesis statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have learners discuss what an introduction for an essay could include for each essay prompt and what the thesis statement could focus on. Learners can work in pairs and present their statements to the class on chart paper.</td>
</tr>
<tr>
<td>2</td>
<td>Learners can search the Internet for sample essay topics, or you can provide them with a list to choose from. There are many web pages with essay topics that contain lists of prompts or open-ended questions. You can also use theme pages from the LINC 5–7 Curriculum Guidelines to create your own topics.</td>
</tr>
<tr>
<td></td>
<td>Learners can brainstorm possible ideas to use in their essay and then write an outline. You can also choose one topic and then, to model the process, brainstorm and create an outline of the essay content with the class, then have learners work individually.</td>
</tr>
<tr>
<td>3</td>
<td>This activity can be used for formative assessment to help you identify the areas of writing the learners in your class may need to improve. You can provide learners with a list of possible transitions to use, or have them research transitions on the Internet or in grammar texts. Stress the importance of editing and proofreading written work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Paragraphs: Transitions</th>
<th>Provides practice in using transitions and logical connectors to connect clauses, sentences and paragraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Answers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Paragraphs in order with correct transitions</strong></td>
</tr>
<tr>
<td></td>
<td>Wintertime in Canada can be miserable from a health standpoint. Because Canadians spend much more time indoors than out during the winter, they are more prone to catching communicable diseases, since germs spread more easily from one person to another indoors. Colds and influenza are common Canadian winter diseases. Although both colds and influenza (commonly known as the flu) are highly contagious viruses, there are a number of differences between them, specifically in their symptoms, duration and preventive measures.</td>
</tr>
<tr>
<td></td>
<td>First of all, cold symptoms and flu symptoms differ from one another. On the one hand, cold symptoms occur about two days after being infected and include a sore, scratchy throat, followed by sneezing and nasal congestion, and sometimes muscle aches. It takes the better part of a day for these symptoms to develop enough to make you feel unwell. Flu symptoms, on the other hand, occur rapidly after infection takes place and include chills, sudden fever (38–39°C), a sore throat, dry cough and extreme fatigue. You feel unwell fairly quickly.</td>
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In addition, the durations of colds and flus vary. A cold tends to last from two to seven days and causes minor discomfort. Staying home from work or school, getting bed rest and drinking hot chicken soup and other warm liquids are the best ways to deal with a cold. The flu, conversely, lasts from seven to 10 days and can cause serious complications (such as pneumonia) that can be dangerous for children and senior citizens.

Furthermore, prevention methods for a cold are different than those for the flu, even though in both cases there is no guaranteed way to avoid catching these viruses altogether. Preventing a cold generally involves washing your hands frequently, avoiding close contact with infected people, and following a healthy lifestyle. A diet that includes fruits and vegetables high in vitamin C will keep your immune system strong and better able to fight off colds. By contrast, preventing the flu commonly involves getting a seasonal flu vaccine (shot). These “flu shots” (the composition changes each year according to the type of flu strains active at the time) are available beginning in late October each year. They are free for all Ontario residents, and also in a number of provinces for people belonging to particular risk groups, such as infants, seniors and pregnant women.

In conclusion, if you come down with a sore throat during the period from November to April, it is important to distinguish between whether you have a relatively minor cold or the more serious flu. Knowing the differences between these contagious viral diseases can help you to deal with them more effectively, and maybe even take steps to prevent catching them.

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**Editing an Essay**

Provides practice in editing an essay for grammar, spelling and punctuation errors

### Answers

Error types: 1: subject-verb agreement; 2: pronoun reference; 3: spelling; 4: punctuation

Error is underlined and correction is in parenthesis:

**Par. 1:**

- Looking for rental accommodation is a task who (which) ... (error type 2)
  - The process of searching for rental houses and apartments are (is) not easy, but he (it) will be less stressful if you follow the steps outlined below. (error types 1, 2)

**Par. 2:**

- The first thing to do is to conduct sum (some) research in the neighbourhood in where (which) you would like to live. (error types 3, 2)
  - An important consideration for both amenities and day-to-day activities are (is) location.
  - ... further away from these places than you woud (would) like. (error type 3)
  - Examples of important amenities in one’s neighbourhood includes (include) ... (error type 1)
  - ... public transportation(,) schools and places of worship. (error type 4)

**Par. 3:**

- You need to find out whether or not utilities (heating and hydro) are included in your monthly rent, and if them (they) are not included ... (error type 2)
  - In Ontario, the monthly cost of most high-rise rental apartments include (includes) everything except parking ... (error type 1)

**Par. 4:**

- Depending on the size of your family and your living requirements(,) you ... (error type 4)
  - If you prefer to live in an apartment building, you can rent an apartment in a walk-up (usually up to four storeys) building or in a high-rise building(,) (error type 4)

**Par. 5:**

- However, if you conduct your search carefully, they (it) will yield ... (error type 2)
Performing this activity requires learners to integrate a number of skills and language abilities needed to write an effective short essay. This task can be used for formative assessment purposes. The results of the assessment can help you and learners determine what still needs to be learned or worked on. A copy of this task along with the assessment results can be included in the learner’s portfolio for future reference.

This task relates to the CLB competency below. You can use the sample assessment criteria to assess learners, or develop your own criteria based on what you have taught. Learners can also assess themselves or each other using the same criteria. For more information on assessing learner progress, see the LINC 5–7 Curriculum Guidelines, pp. 37–45.

**CLB 7-IV:** Write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison.

**CLB 8-IV:** Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of a phenomenon or a process.

**Sample Assessment Criteria**

- Reader can easily understand the essay
- Learner writes an introduction with a well-defined thesis statement
- Learner writes enough supporting details to describe the subject
- Each supporting paragraph is related to the thesis statement
- Learner uses vocabulary adequate to the type of essay
- Transitions and logical connectors are used appropriately
- There are few grammatical, spelling or punctuation errors