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A FAMOUS HOCKEY PLAYER LEARNS ABOUT MULTICULTURALISM

Wayne Gretzky, a Canadian ambassador and the greatest player in the history of hockey, came to [redacted] known as most multicultural school in Toronto, to meet multicultural students who came here from different countries and teach hockey to the students.

Everyone came to school's cafeteria to see "The greatest" even though he is 41 year old but he was still looking young. He said that he played hockey with Edmonton Oilers for 10 years he enjoyed it a lot. He encouraged the students to play hockey. He said that ice hockey is fun and very interesting game. "How can someone be a hockey star like you" asked Milton, a good player in the school. His answer to this question was "Don't ever think you are not strong, just concentrate on your work and one day you will so close to your aim."

After that Wayne Gretzky visited to school's gym. He met some youngsters who were interested in the game. Canadian here, who has recorded 2257 points in his 1487~~th~~ game, taught some of his unique tricks in hockey to the students. He said that he was feeling like a young boy when he was teaching them. He told us that he was just 17 when he had become a professional hockey player. A student asked him, "what really inspired you to become a hockey player." "My father liked hockey very much and he wanted me to be a hockey star," he said.

At the end of the his tour, he, who is a Canadian ambassador also, and his wife, who is an actress, visited to fashion arts room. His wife looked so interested to wait with teenagers. Wayne Gretzky and his wife talked to some students about their culture, customs and their arts. He asked student that ~~how~~ do they

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feel about in Canada. He also talked about some interesting things about Canada. "Although I am not living in Canada but my heart is Canadian and I am proud of it." He said very proudly.

Gretzky and his wife enjoyed their trip to [redacted]. Everyone invited them to visit again. Students were so happy to meet a famous person. "I never knew that Wayne Gretzky, a Canadian hero, would shake hand with me and would talk and teach us," said a student who looked so happy.

HIGH LEVEL 1

Teacher’s Notes**Knowledge/Understanding**

- The student demonstrates limited knowledge of linguistic forms in English (e.g., uses prepositions and conjunctions incorrectly, and omits articles).
- The student uses language conventions with limited accuracy (e.g., makes errors in spelling: “ambesdor”, “playe”, “intersting”).

Thinking/Inquiry

- The student includes facts from the informational text that are of limited appropriateness. Reference is made to a few events in Gretzky’s career and to his wife, but much of the detail in the informational text is ignored.
- The activities selected for the visitor are of limited appropriateness. They are repetitious and reflect little creativity (e.g., in both the gym and the cafeteria, Gretzky, in answer to similar questions from students, delivers the same message about how to become a hockey star).

Communication

- The student provides a somewhat credible purpose for Gretzky’s visit. He or she states that Gretzky is there “to meet multicultural students who came here from different countries and teach hockey to the students”, but makes only a few references to this purpose as the article progresses.
- The student provides information about the interaction between the visitor and the students that is somewhat interesting but lacks detail (e.g., asked what inspired him to become a hockey player, Gretzky says, “My father liked hockey very much and he wanted me to be a hockey star.”).
- The student provides a somewhat effective conclusion for the article. He or she describes and quotes a student who expresses surprise and joy at having met Gretzky (i.e., “I never knew that Wayne Gretzky, a Canadian hero, would shake hand with me and would talk and teach us.” said a student who looked so happy.”). However, the student does not connect this conclusion with the purpose of the visit.

Application

- The student creates a somewhat effective newspaper article. The way in which some of the factual information is incorporated into the fictional context shows some comprehension of the informational text and an awareness of the task requirements. However, the facts used are sometimes rather obvious (e.g., “he playe hockey with Edmonton Oiler for 10 years he enjoyed it a lot.”). The student includes several direct quotations, most of which are students’ questions and the visitor’s answers to them. However, the responses he or she supplies for Gretzky do not answer these questions (e.g., when a student asks about becoming a hockey star, Gretzky says, “Don’t ever think you are not strong ...”).

Comments

This work is representative of a high level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Knowledge/Understanding and Thinking/Inquiry categories of knowledge and skills. However, in the Communication and Application categories, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

Despite grammatical errors, the flow of ideas makes this a somewhat effective newspaper article. Also, the student introduces some original ideas (e.g., a multicultural connection, the inclusion of Gretzky’s wife on the tour, the notion of a Canadian hero), although he or she does not develop these ideas sufficiently.

Next Steps

In order to improve his or her performance, the student needs to:

- focus more on grammatical aspects of writing, such as the correct use of conjunctions, prepositions, articles, and commas;
- ensure that the direction the article takes remains linked to the introduction;
- refer to a dictionary to correct spelling errors.