

## A Composition About a New Canadian Level 1, Sample 1

Interview of Vickrem  
~~He~~ Vickrem were born in India in 1984 January 23<sup>th</sup>. He were  
~~was~~ 3 years old when he started to talk. He went to  
 Govt Secondary School when he were a child. He ~~was~~  
~~came~~ came to Canada in 1997 on December 19<sup>th</sup>. ~~He~~ Vickrem's  
 family came to Canada for good education. He was  
 14 years old when he came to Canada. He bad  
 he had some problems with speaking and understanding  
 English but he like one think ~~about~~ that is  
 Canada's rules. He live in Matton. His first  
 language is Punjabi. Know he want to be a big  
 singer. He want to go to Humber College. His favours  
 sport is circket but he like to play basketball.  
 Math is his favowrite subject. He want to be big  
 businessman but know he wanted to do computer  
 job for sumer.

### Teacher's Notes

#### Knowledge/Understanding

- The student demonstrates limited knowledge of verb tenses, as illustrated by the following:
  - exhibits difficulty with the third-person construction in the present tense (e.g., “He live in Malton.”)
  - exhibits difficulty with subject–verb agreement (e.g., “Vickrem were born”)

#### Thinking/Inquiry

- The student orders information chronologically with limited accuracy (e.g., jumps from India to Canada and back to India, and from school to future goals and back to school; does not use connecting words to reinforce chronology).

#### Communication

- The student writes a few complete and correctly formed sentences, with the exception of the following:
  - omits prepositions, hindering the flow of some sentences
  - misuses words, detracting from the clarity of some sentences (e.g., “but he like one think that is ...”; “Know he want to be a big singer.”)
- The student communicates the personal relevance of the story with limited effectiveness (e.g., does not state his or her relationship to the subject; does not directly identify the subject's strengths or describe why these are important to the student).

#### Application

- The student uses language conventions with limited accuracy, using capitals and periods correctly but making many spelling errors (e.g., “whent”, “Govt Secondary School”, “circket”, “sumer”).

**Comments/Next Steps**

- The student needs to use a dictionary or the spell-check function of a word-processing program to correct spelling errors.
- The student needs to practise to improve the structure of complex sentences.
- The student needs to practise subject–verb agreement.
- The student should try to use connecting words to help ensure chronological order and for flow in the composition.

## A Composition About a New Canadian Level 1, Sample 2

My firend

My firend Name is steve . He is my bestfirend . He live's in Canada. He was born in Guyana. He born in (1976).He come to Canada it his family to live. He come to Canada in (1981).He grow up in Canada He have one sister. He live's wiht his Mother and sister. He work's as a Accountant. I respect him and I think he is a great guy.

### Teacher's Notes

#### Knowledge/Understanding

- The student demonstrates limited knowledge of verb tenses, using only a few verbs accurately (e.g., “He come to Canada it his family to live.”; “He work’s as a Accountant.”; “He have one sister.”).

#### Thinking/Inquiry

- The student orders information chronologically with limited accuracy (e.g., jumps from Canada to Guyana and back to Canada; does not use connecting words to reinforce chronology).

#### Communication

- The student writes a few complete and correctly formed sentences, as illustrated by the following:
  - includes one compound sentence (e.g., “I respect him and I think he is a great guy.”)
  - omits auxiliary verbs, which may inhibit meaning (e.g., “He born in (1976).”)
  - misuses words, which creates difficulties in comprehension (e.g., “He come to Canada it his family to live.”)
- The student communicates the personal relevance of the subject of the story with limited effectiveness, identifying the relationship (e.g., “best-firend”) but not elaborating on why this person is important to the student.

#### Application

- The student uses language conventions with limited accuracy, as illustrated by the following:
  - makes several spelling errors (e.g., “firend”, “wiht”, “bestfirend”)
  - uses apostrophes in forming present tense verbs (e.g., “live’s”, “work’s”)
  - uses parentheses incorrectly (e.g., “He come to Canada in (1981).”)
  - uses capitals inconsistently (e.g., “Name”, “steve”, “Accountant”, “his Mother and sister”)

**Comments/Next Steps**

- When word processing compositions, the student should use the spell check to catch spelling errors.
- The student should practise writing a variety of sentence types.
- The student should put the facts in chronological order to improve the flow of the composition.
- Practice is needed using past, present, and future tenses, and constructing verbs using auxiliaries.