

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

Milica was born in 1982, in Vukovar, Croatia. She come to Canada as a refugee during Croatia War in 1991. She grew up in Vukovar but after her childes continue in Canada in Kitchener. Her first language was Serbian. Now she ~~go~~<sup>went</sup> in high school Grand River. When I as Milicu what she ~~thought~~ when she finish high school, she say, that she want to ~~went~~<sup>go</sup> on Business college.

Milica love every thing what loves teenagers. Every weekend she go out in night club in cinema. She loves to helpes to older persons, so she like volunteer every day spend with older persons who needs help.

So, I think that she very important person for our community. I love her so much because she hade big heart, and she always hade a time for every one who needs her help.

### Teacher's Notes

#### Knowledge/Understanding

- The student demonstrates some knowledge of verb tenses, using some verb tenses correctly (e.g., “She grew up in Vukovar”), but making some errors in the present tense (e.g., “she go”, “she say”) and omitting some verbs (e.g., “she very important person”).

#### Thinking/Inquiry

- The student orders information chronologically with some accuracy, placing only one sentence out of order (e.g., “Her first language was Serbian.”) and using some connecting words to enhance the chronological flow (e.g., “now”).

#### Communication

- The student writes some complete and correctly formed sentences, but misuses or omits words in others (e.g., “Milica love every thing what loves teenagers”; “So, I think that she very important person”; “Now she went in high school Grand River”).
- The student communicates the personal relevance of the subject with some effectiveness (e.g., “I love her so much because she had big heart”).

#### Application

- The student uses language conventions with some accuracy, but misspells some words (e.g., “always”, “lenguage”) and uses capitals inconsistently (“Business college”).

#### Comments/Next Steps

- The student should continue to attempt to write longer, complex sentences.
- The student needs to review present-tense verbs.
- The writing should be edited for missing prepositions and articles.

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

### Selvan

Selvan was born in 1980 May 21<sup>st</sup>. He was born in Sri Lanka. He came to Canada in 1997. He wants to come Canada because in his country has many problem you know that. He lives in Montreal. He is going to St. Paul high school. He studies Math, Computer and English. He grew up in Sri Lanka. He wants to be a business man because he likes math and computer and he speaks 3 languages Tamil, English and French. He is a nice man.

I thing he will be come a business man because he speaks 3 languages and when he speaks talks for me or friends. He talks about the business that's why. I know he be to a business man. He is my friend too.

### Teacher's Notes

#### Knowledge/Understanding

- The student uses some verbs accurately, making few errors in the use of the present tense (e.g., "He lives in Montreal", "He is my friend"), but shows inconsistency in the use of the past tense (e.g., "Selvan was born", "He wants to come Canada") and makes errors in attempting to use the future tense (e.g., "I know he be to a business man.").

#### Thinking/Inquiry

- The student orders information chronologically with some accuracy, but places a few sentences out of order (e.g., "He grew up in Sri Lanka.") and uses no connecting words to enhance the chronological flow.

#### Communication

- The student writes some complete and correctly formed sentences, using mostly the same simple sentence pattern (e.g., "He was born in Sri Lanka."; "He is a nice man."), but makes errors in word order, and misuses or omits words (e.g., "He wants to come Canada because in his country has many problem you know that.").
- The student communicates the personal relevance of the subject's story with some effectiveness, stating his or her relationship to the subject (e.g., "He is my friend"), but implying rather than clearly identifying the admired characteristics (e.g., "He studies Math, computer and English."; "I know he be to a business man.").

#### Application

- The student uses language conventions with some accuracy, using periods correctly but misspelling several words (e.g., "I thing he will be come a business man"; "proplem"; "St Paul") and making some errors in capitalization (e.g., "He studies Math, computer and English.").

**Comments/Next Steps**

- The student needs to edit his or her writing for chronological order and spelling errors.
- The student should try to incorporate a larger variety of verbs and verb tenses.
- Sentence patterns should be varied to add interest.