

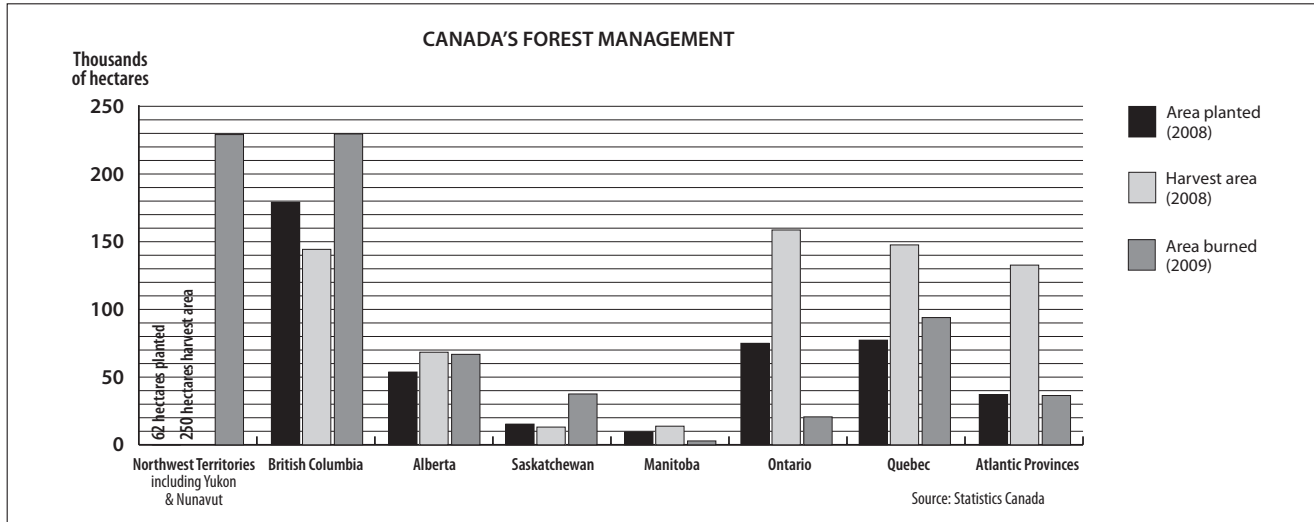


English Review Activities for LBS Program

Read the selection below and answer the questions that follow it.

Canada's Forests

Canada is the world's leading exporter of softwood lumber, panels, pulp and newsprint, and the third largest exporter of printing and writing paper. Canada's forest management includes sustainable harvesting of forests, replanting of harvested areas and tracking threats to forests, including damage due to fires.

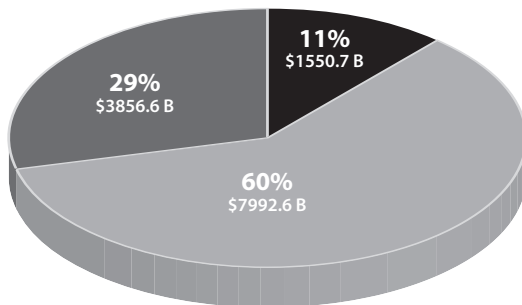


Ontario's Forest Industry

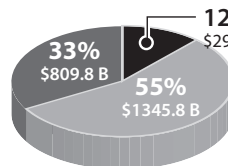
Ontario's forest industry contributes substantially to the provincial economy. The three major sectors of the forest industry in Ontario are represented in the pie graphs below.



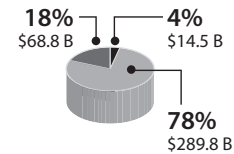
REVENUE FROM ONTARIO'S FOREST-INDUSTRY-MANUFACTURED GOODS
\$13.4 trillion (2008)



WAGES AND SALARIES IN ONTARIO'S FOREST INDUSTRY
\$2.446 trillion (2008)



NEW INVESTMENTS IN ONTARIO'S FOREST INDUSTRY
\$373 billion (2009)



Main sectors of the forest industry:

- Forestry and logging
- Pulp and paper product manufacturing
- Wood product manufacturing

Multiple-Choice

(Record the best or most correct answer on the Student Answer Sheet.)

1 What word is closest in meaning to “exporter” as used in the paragraph below the title?

- investor
- purchaser
- distributor
- manufacturer

2 Why is a bar graph appropriate for the forest management data?

- It shows decreasing size.
- It shows changes over time.
- It shows increasing importance.
- It shows a comparison of categories.

3 How is the “Canada’s Forest Management” graph organized?

- by degree of success
- by size of production
- by changes over time
- by geographic location

4 What was true about British Columbia’s forest management in 2008–2009?

- Less area was burned than planted.
- More area was burned than planted.
- Less area was planted than harvested.
- More area was harvested than burned.

5 What is an accurate conclusion that can be drawn from the information in the pie charts?

Wood product manufacturing generated the largest percentage of revenue but the smallest percentage of wages in 2008.

The percentages of revenue and those of wages and salaries from the major sectors of Ontario’s forest industry were similar in 2008.

The largest percentage of wages came from pulp and paper product manufacturing in 2008, even though that sector generated the smallest amount of revenue in 2008.

The smallest amount of money was invested in forestry and logging in 2009, even though that sector generated the largest amount of revenue in 2008.

6 What conclusion can be supported by information in this selection?

The forest management of each region or province is unique.

It is likely that Alberta’s forest industry is similar to that of Ontario.

The pie charts suggest that forestry and logging in Ontario is the most profitable sector.

Manitoba’s forest industry determines Canada’s international position as an exporter of forest products.

Paragraphs – Like Building a Hamburger



Some people have compared the art of writing a great paragraph to the art of building a great burger. Here are the similarities between these two things:

Hamburgers	↔	Paragraphs
<p>-have a top bun</p> <ul style="list-style-type: none"> You know immediately that you are eating a hamburger when you see the top bun (otherwise it's just an open-face sandwich) 		<p>-have a topic sentence</p> <ul style="list-style-type: none"> You know exactly what the paragraph is about as soon as you see the topic sentence
<p>-wouldn't be the same without the meat and the fixings!</p> <ul style="list-style-type: none"> Inside the hamburger you will find the meat of it (literally!) and other extra things (yummy fixings that make it more enjoyable) 		<p>-have 3 supporting sentences</p> <ul style="list-style-type: none"> You're missing the meat of your paragraph if you don't have good points/proof to support your topic sentence Try to order your ideas in a strategic way . . . the first supporting sentence should be your best one – it's the one that hits your mouth first The supporting details should also make best sense in the order that you have written them in
<p>-have a bottom bun</p> <ul style="list-style-type: none"> The bottom bun has the same ingredients in it as the top bun, but they still look slightly different too It would be messy to leave the bottom bun off – don't forget it! 		<p>-your conclusion restates your topic</p> <ul style="list-style-type: none"> This is a chance for you to wrap up your ideas and clean up your paragraph by having a sentence that reminds the reader of the topic and summarizes your ideas.

Exercise - Writing Paragraphs

Write a paragraph on the topic: Why it is important to get your high school diploma?

Make sure you remember to write an opening sentence, three supporting sentences and a concluding sentence. Use the worksheet below to help you plan out your rough copy.

Topic: Why is it important to get your high school diploma?

Topic sentence:

A. Supporting idea 1 and proof

B. Supporting idea 2 and proof

C. Supporting idea 3 and proof

Concluding sentence:

Final Copy of Paragraph

Reading

Read the selection below and answer the questions.

An Animator from Scarborough

Over 1500 applications from around the world flood George Lucas's animation academy each year (Lucas created the *Star Wars* films), but only four applicants are selected for internships. Randolph Lizarda, 21, from Scarborough, was one of them.

"I'm very excited. I'll be working in the LucasArts division animating video games, although I don't know what we're working on. They wouldn't tell me—it's confidential," Lizarda said on a break from his Sheridan College class.

As a child, Lizarda liked to draw cartoons. Now he is learning to transfer his drawing ability to the computer.

"I was into [art] when I was little; then I got more into it in high school. In Grade 10, I took one of those career surveys to find out where you fit in. I fit into the animation industry," he said.

Lizarda aspires to one day work for an animation company such as Pixar or DreamWorks.

1

2

3

4

5

"He's an excellent student," said Dave Quesnelle, who teaches animation and is one of Lizarda's professors. Lizarda stood out after handing in his first assignment, a 10-second action sequence of a muscular circus performer balancing on a ball before jumping through a hoop of fire. This clip was the first segment on the demo reel he submitted to Lucasfilm.

"I had a really good sense of his storytelling. He had the basic principles of animation [but] it was also comical. And that's our job. Anyone can make a picture move, but to make it entertaining, that's the craft of an animator."

6

7



Select your answer below.

Multiple-Choice Questions

- 1** What will the focus of Lizarda’s internship be?
- A film
 - B cartoons
 - C video games
 - D action sequences
- 2** Which word is closest in meaning to “confidential” as used in paragraph 2?
- F secret
 - G personal
 - H confusing
 - J professional
- 3** According to Quesnelle, what ability is most important for an animator?
- A creating characters
 - B pleasing an audience
 - C developing a demo reel
 - D programming computers
- 4** What do Quesnelle’s quotes indicate about him?
- F He knows a lot about internships.
 - G He focuses on technical aspects of animation.
 - H He recognizes skill and creativity in his students.
 - J He suggests interesting storylines to his students.
- 5** Which paragraph presents information in chronological order?
- A paragraph 2
 - B paragraph 4
 - C paragraph 5
 - D paragraph 7

Open-Response Question

- 6** Why is Lizarda a good choice for this internship? Use specific details from the selection to explain your answer below.

Writing

Select your answer below.

Multiple-Choice Questions

- 1** Choose the sentence that does **not** belong in this paragraph.

(1) Traffic is busy on city streets. (2) Cars, pedestrians and cyclists must share them. (3) Pedestrians often cross the street where it is convenient but not always where it is safe. (4) Tall buildings often line the streets. (5) Navigating city streets can be a challenge.

- A sentence 2
- B sentence 3
- C sentence 4
- D sentence 5

- 2** Choose the best place to insert the following sentence.

They were originally chew sticks made from twigs, feathers, bones and even porcupine quills.

(1) The first toothbrush dates back over 3000 years. (2) In the 1700s, bristled toothbrushes began to appear. (3) Today, they come in all shapes, sizes and colours. (4) With so many choices, it is easy to have good dental hygiene.

- F after sentence 1
- G after sentence 2
- H after sentence 3
- J after sentence 4

- 3** Which of the following sentences needs revision?

(1) The Tri-Town Snow Travellers is a snowmobile club in Ontario. (2) When the club was formed in 1968, it focuses on teaching safe driving on snowmachines. (3) Since then, it has raised money to purchase two snow groomers. (4) Now, club members maintain the snowmobile trails so that everyone can ride safely.

- A sentence 1
- B sentence 2
- C sentence 3
- D sentence 4

- 4** Which sentence is written correctly?

- F Ice fishing, a popular activity in northern regions, requires skill.
- G First, you need to drill a hole, in the ice on a lake using an auger.
- H Some avid anglers, use an ice shack, while waiting for the fish to bite.
- J Ice fishing in the north requires patience a stool to sit on and warm winter clothing.

Select your answer below.

5 Choose the sentence that is written correctly.

- A What time is it in Sao Paulo, Brazil!
- B Put the wrapper in the recycling bin.
- C I am so tired that I could sleep in class?
- D Will the hockey game be over in an hour.

Reading

Read the selection below and answer the questions.



“Thanks for agreeing to talk with me about your successful business,” said Nat, shaking hands with Alex. 1

Alex smiled. “I’m happy to help students with career exploration.” 2

“I have three main questions: How did you get started? What do you like best about being your own boss? And what advice do you have for young entrepreneurs?” 3

“You are well prepared,” said Alex, nodding in approval. “I trained at Blaiseville College.” 4

“How did you go from there to having your own Hair Shop on Wheels?” 5

“I got the idea after volunteering at my grandfather’s seniors’ residence. I cut hair and trimmed beards, even styled women’s hair, for anyone who couldn’t get out to the barber-shop or hairdresser. The residence didn’t have space to set up professional equipment, so I thought of a way to bring it all to them. After graduation, I borrowed money from the bank so I could at least afford to buy a van. My brother put in some sweat equity as a mechanic and converted the van into a mobile salon,” explained Alex. 6

Nat was puzzled. “Sweat equity? Your brother gets a share of your profit as payment for his hard work fixing up the van?” 7

Alex nodded in agreement. “That’s the best thing about being my own boss. I can be creative in how I run my business.” 8

“That aspect appeals to me too,” said Nat. “What’s your best advice for me as an aspiring businessman?” 9

“Do your research, develop a realistic business plan and focus on your goals.” 10

Reading

Select your answer below.

Multiple-Choice Questions

- 1** How does Nat show that he prepared for his interview with Alex?
- A by shaking hands with Alex
 - B by sharing his business plan
 - C by having his questions ready
 - D by volunteering at a seniors' residence
- 2** The colon in paragraph 3 is used to
- F end a sentence.
 - G introduce a list.
 - H indicate a pause.
 - J highlight the next idea.
- 3** The questions in paragraph 7 are a request for
- A proof.
 - B a reason.
 - C permission.
 - D clarification
- 4** What is the meaning of “aspiring” as used in paragraph 9?
- F mature
 - G hopeful
 - H friendly
 - J struggling
- 5** Which of the following best shows that Alex is creative?
- A He attended college.
 - B He borrowed money.
 - C He started a mobile salon.
 - D He volunteered at a seniors' residence.

Open-Response Questions

- 6** Is the interview with Alex beneficial to Nat's career exploration? Use specific details from the selection to support your answer.
- 7** How does this selection show the benefit of volunteering for community service? Use specific details from the selection to support your answer.

Question 6:

Question 7

Writing

Provide your answer *below*.

Short Writing Task

- 1 Identify an important environmental issue. Use specific details to explain why it is important.

Provide your answers below

Students Participate in Important Election



1 Task:

Write a **news report** based on the headline and picture above.

- You will have to make up the facts and information to answer some or all of the following questions: Who? What? Where? When? Why? How?
- You must relate your news report to **both** the headline **and** the picture.

Purpose and Audience:

to report on an event for the readers of a newspaper

Read the selection below and answer the questions.

Polar bear survival in the wild may be in danger because of climate change. Climate change is lengthening the ice-free period in southwestern Hudson Bay and thus the polar bear fast. During the Arctic spring, the bears build up their fat by eating seals that they hunt from the ice. Warming temperatures are reducing the ice. For the estimated 2000 polar bears in the region, this has serious implications. The sea ice melts completely each summer, stranding the marine creatures on land and away from their normal diet of seal meat. Although many polar bears do consume lots of blueberries and black crowberries on land, the bears lose almost a kilogram of weight a day for at least four months and as long as eight months in the case of pregnant females. Canadian wildlife biologists have been trying for decades to determine whether polar bears can better endure their months of fasting on land by eating berries. Biologists in the past have tried using measurements from muscle and blood, without success. More recently, researchers applied masks to 300 tranquilized bears and gathered samples of their breath. They found no significant differences between bears that had recently eaten berries (detectable from tell-tale stains on teeth and backsides) and those that hadn't. Can a berry diet reduce the polar bears' dependence on their fat reserves? The answer is no. Unlike that of the brown bear, polar bear metabolism cannot extract sufficient energy from berries alone.

5
10
15



Select your answer below.

Multiple-Choice Questions

- 1** What is the best meaning of “endure” as used in line 10?
- A start
 - B enjoy
 - C tolerate
 - D prevent
- 2** Which option best describes how the information in lines 4 to 7 is presented?
- F chronologically
 - G by cause and effect
 - H as a problem and solution
 - J by similarities and differences
- 3** How did the biologists determine which bears had recently eaten berries?
- A They tested blood samples.
 - B They looked for stained teeth.
 - C They measured their muscles.
 - D They used masks to capture breath.
- 4** What is set off by the comma in the final sentence of the selection?
- F a contrast
 - G a definition
 - H items in a list
 - J a repeated detail
- 5** Which of the following is likely to occur if the average temperature continues to rise in the Arctic?
- A The polar bear population will rise.
 - B Polar bears will consume less seal meat.
 - C Polar bears will spend less time on land.
 - D Polar bears’ dependency on berries will decrease.
- 6** Which is compared in this selection?
- F blueberries and crowberries
 - G tranquilized and awake bears
 - H past and more-current research
 - J muscle measurements and blood samples

Open-Response Question

- 7** State a main idea of this selection and provide one specific detail from the selection that supports it.

TASK ESSAY WRITING

Task Description: Learners on the Secondary or Post-Secondary goal path may be asked to write an opinion paper.

Learners on the secondary school credit goal path or the post-secondary goal path will need to write opinion papers in some courses. Look at the 8 topics below. Read each topic. Choose one topic and write a 3 – 5 paragraph essay that supports what you think.

Suggested Essay Topics

1. Parents are the best teachers. Do you agree or disagree with the following statement? Use specific reasons and examples to support your answer.
2. If you could change one important thing about your city, what would you change? Use reasons and specific examples to support your answer.
3. Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.
4. "When people succeed, it is because of hard work. Luck has nothing to do with success." Do you agree or disagree with the quotation? Use specific reasons and examples to explain your position.
5. Neighbours are the people who live near us. In your opinion, what are the qualities of good neighbours? Use specific details and examples in your answer.
6. Some people think that they can learn better by themselves than with a teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.

Brochure

Brochures come in all shapes and sizes. Some are informational, while others are product or service advertisements. Some are simple one-colour, folded leaflets. Others have many pages and lots of colour and “gloss”.

Brochures are available in many different places – a doctor’s office, a hotel lobby, or a school counsellor’s office. They can be requested through the Internet, or mass-mailed by a company. Regardless of its format, a brochure is still advertising. You, as a viewer, must understand what is being said and how this information affects you.

What Makes an Effective Brochure?

Before you can create a brochure, you need to decide on your topic and your intended audience. What will you write about and who will you direct this information to? Remember, the goal of a brochure is to make people interested in your product or information.

The following is a list of items to think about when creating a brochure:

Before Beginning:

- Read a variety of brochures before you begin to write your own. This will make you familiar with what works well and what does not.
- Ensure that the style you chose for your brochure is appropriate for the subject, your message, and the audience. For example, if your brochure was for children, you wouldn’t use a lot of text. Instead you would focus on using bright colours and a lot of pictures.
- Think about what you want to write. Gather information and then organize it under headings and subheadings.

Drafting Your Brochure

- The details of your text need to be written in a simple and direct manner. You can write in sentences, in point form using bullets (dots) or numbers, or even in a question-answer format. People usually don’t spend much time reading a brochure so it must be short and to the point.
- Your illustrations (diagrams, photographs, maps, graphs, tables) must have a direct relationship to your text and should be easy to read. Think about whether or not your images need captions.
- Is it appropriate to include contact information? If so, include the name, address, phone number, email address and website (if there is one) of the organization whose products or service is featured in the brochure.
- Create a sketch of your brochure on a scrap piece of paper to help you get a feel for the layout of your leaflet.

Creating Your Brochure:

- Maintain a good balance between text and illustrations. Make use of different font styles and sizes, borders, boxes, and colours to highlight information and add visual appeal.
- Create a cover design that conveys your intended message and that will make someone want to pick up your brochure.

Complete Exercise - Creating a Brochure

Poster

When creating a poster it is important to remember these steps:

1. Getting Attention

You need to first decide upon good photographs or lettering to make an impression. This initial step is vital for the poster, because this element is what you will build all others with.

2. Keep it Simple

You need to put ideas across using color and graphic elements, and too much text on a poster is never a good idea. You could provide information for someone to use if they require more information. Nobody wants to stop and look at a poster that they will have to spend time reading line by line!

3. Use GREAT Fonts, Period!

It is a great idea to even create your own fonts for poster design. At the same time, do not use a font which appears so fantastic that it is hard to read! Do NOT use too many different fonts on a poster – this can have a cluttered final impact.

4. Think Information Consumption

Start the poster with the most vital piece of information, and follow up with statistics of lower priority, which is nothing but plain and simple logic. Place the information in such a manner that the eyes of a viewer follow one piece of information to the other, leading to the lower regions of the poster.

5. Use Colors with Care

Your choice of color scheme is important. Make sure your colours go well together and don't clash and take away from the overall effect of the poster.

6. Think Symmetry

It's all about balance where poster design is concerned. Do not make one end of the poster too 'heavy' with information.

Exercise A - Creating a Brochure

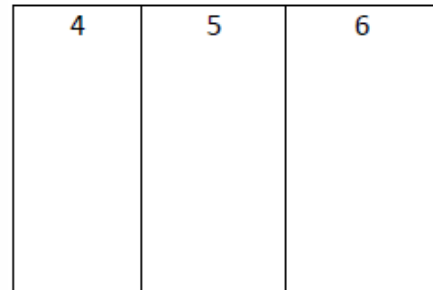
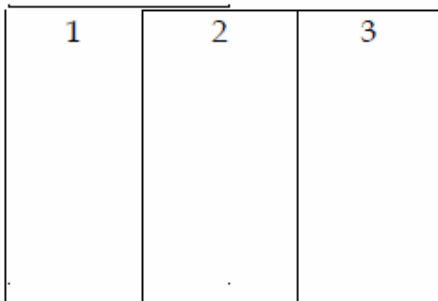
Instructions: Create a Brochure designed to teach someone how to effectively view a brochure. Complete the following steps to create your brochure.

- 1) Use a blank piece of 8 ½ x 11 paper.
- 2) Turn the paper sideways and then fold it into three equal sections, lengthwise. This will create six panels, three on the front and three on the back. The panels will be longer than they are wide.

front

back

- 3) Plan your brochure on a scrap piece of paper, following this format. Follow the



numbers on the example. Hand in brochure to your instructor.

Exercise B- Poster

List 5 reasons why this is an effective poster



Comic Strip

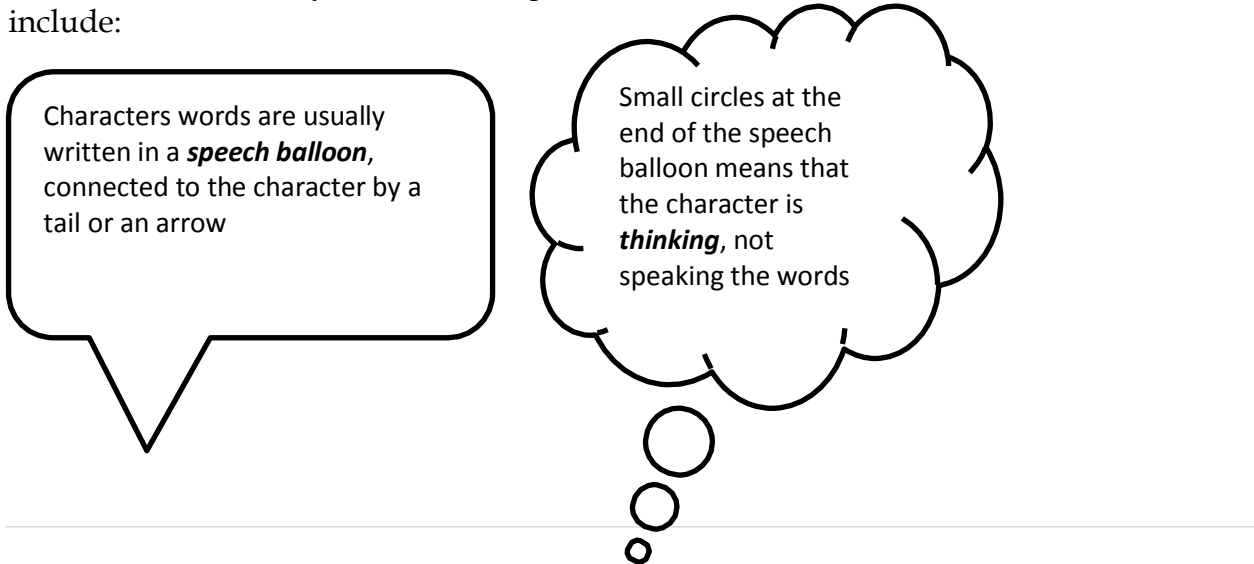
What is a Comic?

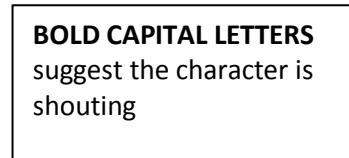
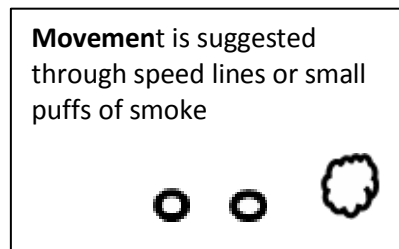
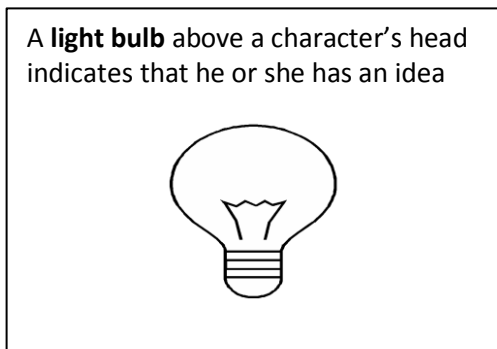
Comics often appear in newspapers. There can be a whole section of comics in some newspapers, while others have a single one on a page. Regardless of the number of pages in the newspaper, comics serve to provide humour and entertainment for the viewer.

The Characteristics of Comics

Comics in newspapers are usually simple drawing in **black and white**. The comics include **pictures** and **words**. Comics can be one **frame** in length that tell one moment of a story, or several frames joined together to tell an entire story. In all kinds of comics, the drawings and the words included work together to create the overall message.

There are common elements used in comics. It is important to become familiar with these elements when you are viewing comics. Some of the main elements of comics include:





Once you are familiar with the common elements of comic strips, you can use this prior knowledge to help you view the comic and understand the message. The comic strip's message is presented through the combination of pictures and words.

How to view a comic

When you view a comic, you must follow the viewing process in order to uncover the message being given. The viewing process for a comic is:

Before Viewing:

Establish your purpose: Your purpose for reading a comic is to demonstrate that you can understand the message that is being sent by the comic creator.

Activate prior knowledge: Think about what you know about comics. You know about frames, speech bubbles, thought bubbles, and other symbols used to represent an idea, movement, or shouting. You also know that comics usually contain some visuals or pictures and some words.

Make predictions: Many comics are ones that are frequently seen in daily newspapers and are very familiar to us. For example, we know that the comic Garfield is about a cat, his owner, and a dog. Another comic that is very familiar to us is Charlie Brown. We are familiar with the young boy and his dog Snoopy. When you are viewing a comic make sure you read the title of the comic. Are you familiar with the comic strip? Make a prediction about what might be included in the comic strip you will view.

During Viewing:

Questioning: While you are viewing the comic, pay attention to what is in each Frame.

Look at the text:

- Do you have to read any words?
- What do the words tell you?
- Is the character speaking or thinking?

Look at the picture:

- What is happening in the picture?
- Are there any symbols used to suggest movement or ideas?
- What does the picture tell you about what is happening?

Predicting: In comics with more than one frame, try to predict what will happen in the next frame before you view it.

After viewing:

Personal Response: Did you enjoy the comic strip? Why or why not? Did you understand the comic's message?

*If yes, what is the message? *If no, what did you not understand?

Using the Viewing Strategies for a Comic

Complete Exercise - Comic Strip



Exercise - Comic Strip Activity

Examples of a Comic Strip



Creating a Comic

Instructions: Using MS Word or a blank piece of paper create a comic of your own. Hand in to your instructor. Your comic must have both pictures and words and must be three frames. It must also have:

- 1) At least 2 speech bubbles
- 2) At least 1 thought bubble
- 3) At least 1 of the following: bold CAPITAL LETTERS for shouting, a light bulb to show an idea, OR either smoke puffs or speed lines to show movement.

***Before completing this assignment look through a local newspaper, or look online www.comics.com and look over some of the comics to help you review the characteristics of comics. ***