

Lesson 01: (Reading)

- Read the following story and answer the questions:

The Story of Viola Desmond

¹ Viola Desmond was an African Canadian woman from Nova Scotia. She lived in a time when black women were expected to be servants in houses, and black men were expected to be servants on trains. From a young age, Viola dreamed of having her own business. By 1946, she was making her dreams come true. Viola was only 32, yet she had her own beauty salon. She had set up a school to train other black women to work in the beauty business. She also had her own line of beauty products.

² One day, she was driving across Nova Scotia to make a delivery. But then her car broke down in New Glasgow. She decided to go see a movie while she waited for her car to be fixed. She went to the Roseland Theatre. It was a brick building with a big sign that lit up at night. She paid for a ticket and went inside. The theatre had a main floor and a balcony. Viola sat on the main floor because her eyesight was poor and she needed to be close to the screen.

³ Just as the movie started to play, she felt a tap on her shoulder. A staff person told her she could not sit there. Her ticket was for the balcony. Viola went back to the ticket booth. She asked for a ticket for the main floor. The ticket seller said, "We don't sell tickets on the main floor to you people." That's when she realized that the balcony was for black people. The main floor was for white people. Viola said that she could not see from the balcony. She put the extra money for a main floor ticket on the counter. The ticket seller would not take it, but she went back to her seat anyway.

⁴ That's when the manager came in. He told her to move to the balcony, or he would call the police. Viola told him to go ahead. She wasn't moving. She was doing nothing wrong. Sure enough, the police came. They asked her one more time to move. Viola said no. So the police grabbed her by the arms and took her from the theatre. They had to drag her. "I just sort of went limp," Viola said. "I wasn't going to make it easy for them."

⁵ The police took Viola to prison. She sat up awake the whole night. The next day, she was taken to court. Nobody had told her she could call a lawyer, so she had to argue for herself. She didn't know how courtrooms worked, and she was found guilty.

⁶ Her husband begged her to forget about what had happened and move on. But Viola bravely took the case back to court. Sadly, she lost once more. But Viola's case brought many people together to fight for equal rights in Nova Scotia. They kept up the battle and in 1954, the province finally got rid of the laws that made it legal to treat black people differently from white people.

⁷ People of colour are now equal under the laws of Canada. However, racism is alive in

many Canadians' hearts and minds. Viola's story invites us to ask: What can we do to make sure that history does not repeat itself?

1. Which of the following words does not have the same meaning as "grab" (paragraph 4)?
 - Lay hands on
 - Take hold of
 - Seize
 - Release

2. Which of the following words does not have the same meaning as "lawyer" (paragraph 5)?
 - Advocate
 - Counsel
 - Judge
 - Attorney

3. As used in paragraph 6, "treat" is closest in meaning to which of the following definitions?
 - Pay the cost of someone else
 - Discuss a subject
 - Give care or medical attention to someone
 - Behave in a certain way towards people

4. Which of the following words does not have the same meaning as "guilty" (paragraph 5)?
 - Responsible
 - In the wrong
 - At fault
 - Innocent

Lesson 02: (Grammar)

Forming Gerunds

*Here is a brief review of gerunds and how to form them.

*Gerunds are **nouns formed from verbs**.

***walking, talking, thinking, listening**

*Gerunds are **formed by adding ING to verbs**.

***think + ing = thinking**

Spelling Rules

There are a few spelling rules that you need to know in order to form gerunds correctly. The spelling of a gerund depends on the **vowels** (a, e, i, o, u) and **consonants** (b, c, d, f, etc.) at the end of the verb.

Rule	Example
If there is more than one consonant , just add ING	think + ing = thinking
If there is more than one vowel , just add ING	beat + ing = beating
If there is one vowel and one consonant , and the syllable is stressed , double the consonant and add ING	hit + t + ing = hitting
If there are one or more consonants and E , remove the E and add ING	take + ing = taking
In most other cases , just add ING	study + ing = studying see + ing = seeing

Lesson 03: (Grammar Activities)

1. What is the gerund formed from "hop" (which means "to jump on one leg")?
2. What is the gerund formed from "beat"?
3. What is the gerund formed from "judge"?
4. What is the gerund formed from "filter"?

Activity02: For each question, change the sentence so that it uses a gerund, like this:
It is important to study hard. --> Studying hard is important.

1. It is essential for a business person to have a computer.
.....
2. It was exciting to climb the Eiffel Tower
.....
3. It will be hard to pass the test.
.....
4. It is difficult to read Japanese
.....

Lesson 04: (Writing)

Writing an Opinion Essay

An opinion essay is written to do things such as

- | | |
|--------------------------------------|---|
| ✓ Agreeing or disagreeing | ✓ Comparing and contrast ideas and opinions |
| ✓ Giving opinions | ✓ Drawing conclusions |
| ✓ Giving information or explanations | |
| ✓ Giving reasons | |
| ✓ Giving examples | |

Useful language you must use for

- **Giving your own opinion**
 - ✓ In my opinion / view...
 - ✓ I personally feel that...
 - ✓ I firmly believe that...
 - ✓ I partly/fully agree that...
 - ✓ I agree/disagree with...
- **Structuring and sequencing your ideas**
 - ✓ Firstly/Secondly/Thirdly...
 - ✓ First/Second of all...
 - ✓ Finally...
 - ✓ In conclusion...
 - ✓ To sum up...
- **Adding ideas**
 - ✓ Another reason why...
 - ✓ In addition to this, ...
 - ✓ Moreover, ...
 - ✓ Furthermore, ...
 - ✓ What is more, ...
- **Contrasting two ideas/examples/statements**
 - ✓ However,...
 - ✓ Although...
 - ✓ But
 - ✓ Nevertheless
 - **Explaining**
 - ✓ Consequently...
 - ✓ As a result...

Plan the structure of your essay before you write

It's difficult to organise an essay clearly without making a simple plan first. Decide what points to include, in what order, and how they are connected – then start writing your essay.

Structure for an opinion essay

- ✓ **Paragraph 1.** Introduce the topic using a general statement and give your opinion. Say if you agree or disagree with the statement.
 - ✓ **Paragraph 2.** Give your first reason(s) to support your opinion. Provide justifications (examples, facts, quotes).
 - ✓ **Paragraph 3.** Give more reasons to support your opinion. Provide justifications (examples, facts, quotes).
 - ✓ **Paragraph 4.** Summarise your ideas and repeat your opinion using different words to provide a strong conclusion.
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Lesson 05: (Reading)

- **Read the following story and answer the questions:**

The Story of Nellie McClung

¹ In 1882, a nine-year-old girl from the Prairies was at a community picnic. The summer sun was high in the sky. People sat on tablecloths spread over the green grass. They ate sandwiches and watermelon. They drank tea and lemonade. And the boys were lining up for a race. The nine-year-old girl wanted to run in that race. But she was told that races were for boys only. It was not nice for girls to run. Their skirts might fly up and their legs might show. A fire was lit inside her that day. One day, she would see to it that women could do the same things that men could do – like vote. Her name was Nellie McClung.

² Running in races wasn't the only thing girls weren't allowed to do. Back then, it was illegal for women to vote, be in government, own property, or go to university. This is because men were thought to be more reasonable than women. Only men were reasonable enough to take part in the world of government and business. Women were seen as emotional. This made them "more fit" for the world of homemaking and childcare.

³ When Nellie grew up, she poked holes in these old ideas. She spoke to large crowds in favour of women's right to vote. Some Canadians worried that women's rights would lead to the breakdown of the family. With a colourful hat on her head and a charming sense of humour, Nellie changed hearts and minds.

⁴ Women's rights activists in Europe and America often used violence to get their point across. Nellie used humour, instead. She starred in a play where she debated men's right to vote. She began by telling the men how nice they looked. Then she pointed out that most of the people in prison were men, and men made up only a small number of the people who went to church. How could these people be trusted with politics? Big crowds came to see Nellie's play. They roared with laughter. It became fashionable to support women's rights.

⁵ White women were finally allowed to vote in federal elections in 1918. As a result of racist laws, women of colour and Aboriginal women would not be allowed to vote until much later.

⁶ In 1921, Nellie served as one of the first female MLAs in the government of Alberta. It was often said that women's involvement in politics would lead to divorce. Nellie and her husband Wes proved those claims wrong. Wes was proud of his wife. "I don't mind being Mr. Nellie McClung," he'd say with a smile.

⁷ One day, Nellie's friend Emily Murphy invited some friends to her house for tea. They talked about how unfair it was that women were not allowed to sit in the Senate. This is because women were not seen as "persons" in the eyes of the law. The women decided to take the matter to court. After a long battle, they won the case in 1929 – but Nellie wasn't finished. "The end is not yet!" she said. Even though women had won many legal rights, they were still not treated as equal to men. This was especially true of women of colour. Unlike most women's rights activists of her time, Nellie called for an end to racism.

⁸ Even as she grew older and her health declined, she kept writing and speaking for

equal rights. Nellie said, “Because I’ve got a bad heart, my doctor has told me not to write. I assume he meant books, so I keep busy on letters, editorials, and messages.” If she hadn’t died in 1951, she would probably still be fighting for women’s rights today.

1. Which word below does not have the same meaning as "activist" (paragraph 4)?
 - Opponent
 - Challenger
 - Follower
 - Protester

 2. Which word below does not have the same meaning as "involvement" (paragraph 6)?
 - Participation
 - Exclusion
 - Association
 - Connection

 3. Which word below does not have the same meaning as "illegal" (paragraph 2)?
 - Unlawful
 - Prohibited
 - Banned

 4. Which word below does not have the same meaning as "point out" (paragraph 4)?
 - Specify
 - Show
 - Identify
 - Ignore
-

Lesson 06: (Writing)

Writing Tips

There should be a purpose for everything that you write. You are writing to tell your audience something for a particular reason, it is important to keep your purpose in mind because it gives direction to your writing. No matter what subject you choose for your essay, you need to narrow it into an interesting subject that you can defend. There is no point in writing something that everyone already knows. You must choose an angle on your topic that is arguable and intriguing.

Generally, the more clearly you can state your purpose, the more precise your writing will be.

- **Examples:**

1. My purpose is to _____ so that my audience _____.

My purpose is to explain the benefits of cycling so that my audience will be persuaded to use bicycles as a primary means of transportation.

2. My purpose is to _____ so that my audience _____.

My purpose is to defend the recent no-smoking law so that my audience will see the benefits of having designated smoking areas.

Lesson 07: (Grammar)

Gerunds and Infinitives

Here is a brief review of the differences between gerunds and infinitives.

Gerunds are formed with **ING**.

- walking, talking, thinking, listening

Infinitives are formed with **TO**.

- to walk, to talk, to think, to listen

JOBS:

Gerunds and infinitives can do several jobs:

Both gerunds and infinitives can be the **subject of a sentence**.

- **Writing** in English is difficult.
To write in English is difficult.

Both gerunds and infinitives can be the object of a verb.

- I like **writing** in English.
I like **to write** in English.

But... **only gerunds** can be the **object of a preposition**.

- We are talking about **writing** in English.

Usage :

- It is often difficult to know when to use a gerund and when to use an infinitive. These guidelines may help you.

Gerunds are often used when actions are **real, concrete, or completed**.

Gerunds For example: I stopped **smoking**.
(The smoking was real and happened until I stopped.)

Infinitives are often used when actions are **unreal, abstract, or future**.

Infinitives For example: I stopped **to smoke**.
(I was doing something else, and I stopped; the smoking had not happened yet.)