

Sample Controlled Exercise

Student A

Legends and Stories

Like every human culture in the world, Canada's First Peoples have stories to explain the **production / origins / evidence** of the earth and its animals and people.

First Peoples' creation stories often contain references to specific landmarks, such as mountains or lakes, that give us good **evidence / consequences / influence** about the areas that a group of people lived in, and the routes they followed as they migrated over the centuries to the areas they now live in.

These stories were not written down, but were passed on through their oral tradition. Stories were told over and over, and everyone learned them. Children grew up, and passed the stories from the **previous / various / equal** generation on to their children.

Student B

Legends and Stories

Like every human culture in the world, Canada's First Peoples have stories to explain the **origins** of the earth and its animals and people.

First Peoples' creation stories often contain references to specific landmarks, such as mountains or lakes, that give us good **evidence** about the areas that a group of people lived in, and the routes they followed as they migrated over the centuries to the areas they now live in.

These stories were not written down, but were passed on through their oral tradition. Stories were told over and over, and everyone learned them. Children grew up, and passed the stories from the **previous** generation on to their children.

Student C

Legends and Stories

Take notes as you listen. Be sure to note the following words: **origins, evidence, previous**

Sample Semi-controlled: Collocations

Student A

Part One: *Read each sentence and fill in the blank with the best collocation listed below.*

1. His research findings _____ how universities deal with native students.
 - have a huge impact on
 - is a huge impact on
 - have a huge impact to
 - is a huge impact to

Part Two: *Listen to your partner read the following sentences. Correct them if necessary.*

2. This teacher strike **could potentially damage** the relationship between teachers and the students.

Student B

Part One: *Listen to your partner read the following sentences. Correct them if necessary.*

1. His research findings **have a huge impact on** how universities deal with native students.

Part Two: *Read each sentence and fill in the blank with the best collocation listed below.*

2. This teacher strike _____ the relationship between teachers and the students.
 - is potential damage to
 - could potentially damage
 - could potential damage to
 - is potentially damage to

Sample Semi-Controlled: Rewording

Student A

Part One: *Read each sentence and change the underlined words to a suitable collocation.*

1. His research findings make a big difference to how universities deal with native students.

Part Two: *Listen to your partner read the following sentences. Correct them if necessary.*

2. This teacher strike could potentially damage the relationship between teachers and students.

Student B

Part One: *Listen to your partner read the following sentences. Correct them if necessary.*

1. His research findings have a huge impact on how universities deal with native students.

Part Two: *Read each sentence and change the underlined words to a suitable collocation.*

2. This teacher strike could have bad effects on the relationship between teachers and students.

Sample Free: Short Dialogues

1.

A: Many international students have a difficult time adjusting to university life. They leave their families and communities back home and come to a foreign campus. *(continue using “potential” and “risk”)....*

B: *(respond using “influence”)*

2.

A: The Ojibwa chief was not interested in talking to the media because the media don't usually cover native issues fairly. *(continue using “avoid”)....*

B: *(respond using “previous”)*