cover page

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**7x7x7**

**Paraphrasing Method**

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**(All About Communicating in English)**

Supporting Document (ppt): Terry Fox Paraphrase 7x7x7 Lesson ALL jgtp

**TEACHER:** Lesson ALL PPT**” STUDENT:** Handouts

|  |  |  |  |
| --- | --- | --- | --- |
| **Slides** |  |  | **Pages** |
| 1 - 2 | Cover & Overview | Cover | 1 |
| 3 | Paraphrasing Review |  |  |
| 4 -5 | 7 Steps of Paraphrasing | 7 steps (option – make strips) | 2 |
| 6 | Warm up: prior knowledge |  |  |
| 7 – 13 | Thought Groups  Unmarked/ suggested TG/ delete ideas | Step: Breaking sentences into Thought Groups | 3 |
| 14 - 15 | 7 Common Strategies Description  Instructions & 1st strategy | **\***7 Common Strategies Description | 4-5 |
| 16 -25 | Identifying Strategies – intro/ instructions/ Example & Ans/ Slide for each followed by suggested ans | **\***Identifying Strategies | 6 |
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**\***Absolutely essential for learning process

**7 Steps in the Process**

**What process could you follow when you paraphrase an idea?**

* **Put these actions in order.**

|  |
| --- |
| \_\_\_\_ a) Compare the original with your paraphrase to ensure they have the same meaning. |
| \_\_\_\_ b) Recognize the source (in brackets or in the sentence). |
| \_\_1\_ c) Be sure you understand the text you are paraphrasing and that it suits your purpose |
| \_\_\_ d) Break the sentence into meaningful thought groups ( AKA grammatical chunks : noun phrases/ noun + verb/ etc.)  This helps you understand and reorganize the ideas in the sentences |
| \_\_\_\_ e) Change the wording (see 7 Common Strategies) |
| \_\_\_\_ f) Cross out unnecessary info/ details (such as repeated ideas) |
| \_\_\_\_ g) Circle the key words/ specific vocabulary for the topic.  They are necessary, so you don’t need to find synonyms |

FYI: Concept key word forms:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Noun**  Count or noncount? | **Verb** | **Adjective + source** |
| **Citation** |  |  | source |
| **Paraphrase** |  |  | source |
| **Plagiarize** |  |  | source |

**Step: Breaking the sentences into Thought Groups**

* **Read the sentences and put a slash / where you think each thought group ends.**
* **The first two have been done for you.**
* **To help you, you can read out loud.**

Terry loved sports / and he wanted to make his school basketball team / more than anything. / Despite his small size his grade eight phys-ed teacher noticed the “little guy who worked his rear off.”

After three practices his coach suggested to him that he might be better suited to another sport Terry was determined to get better and make the team he went to school early every morning and stayed late afterwards so that he could practice in grade 12, Terry and his friend Doug Alward shared the Athlete of the Year award. Terry even went on to play basketball at Simon Fraser University.

**Step: Cross out unnecessary info/ details**

* **Imagine you were paraphrasing this paragraph.**
* **Which details would you keep?**
* **Which details are repeated or unnecessary?**
* **Go through the paragraph and cross out the unnecessary details**

|  |
| --- |
| Adapted Source: The Terry Fox Foundation (2917), “Terry’s Goals and Your Goals” BLM p-29. Retrieved from  *National Lesson Plans*.  <http://www.terryfox.org/schoolrun/educators_organizers/national-lesson-plans/> |

**7 Strategies for Paraphrasing: Description**

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| --- |
| **Adapted source:**  **Title**: Terry Fox Marathon of Hope artifacts to be displayed at national museum in Ottawa  **Author:** Bruce Constantineau **Date:** July 4, 2013 **Format**: retrieved from [*www.vancouversun.com*](http://www.vancouversun.com) |

* **Read the entire original article first (left hand column). Fold the page if it helps you focus.**
* **Practice marking the thought groups with a slash (/) or use colors to identify the matching ideas.**
* **Then, read the original with the paraphrase (right column).**
* **NOTICE the changes.**

1. **Use synonyms**

**Original:** underlined **key words Paraphrase:** Strategy – **in bold font**

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| --- | --- |
| **Some 200,000 artifacts** from Terry Fox’s incredible Marathon of Hope have been **securely stored** at a nondescript Burnaby **warehouse** **for the past two years** (Constantineau, 2013). (24 wds) | **Since 2011,** **about 200,000 of the items** Terry Fox used during the Marathon of Hope have been  **kept safely** in **a storage facility** in Burnaby (Constantineau, 2013). (25 wds) |

1. **Change order of ideas**

* **Put the ideas in a different order but don’t copy 4+ sequential words**

|  |  |
| --- | --- |
| Just a few artifacts were on display Thursday as Heritage Minister James Moore and the Fox family announced **a six-month** Marathon of Hope exhibit will open at the **Canadian Museum of History in Ottawa in April, 2015** (Constantineau, 2013). (37 wds) | **From April to September 2015**, the Canadian Museum of History in Ottawa will display some items in a special exhibit, explained the Fox family and James Moore, the Canadian Heritage Minister (Constantineau, 2013). (31 wds) |

1. **Change word forms & sentence grammar**

|  |  |
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| It was the sampling of **inspiring cards and letters** that Fox received from thousands of concerned Canadians after a recurrence of cancer forced him to end his run that received the most attention (Constantineau, 2013). (33 wds) | At the press conference, people were very interested in a few of the **letters and cards** which many people sent **to inspire** Fox after he had to stop his marathon (Constantineau, 2013). (30 wds) |

1. **Change expression of numbers (ex: 2003 = the early 2000s)**

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| On display, was the Terry Fox **$1 coin** that the Canadian Mint launched on **the 25th anniversary** of Terry’s Marathon of Hope (Constantineau, 2013). (22 wds) | People could see the **loonie** that the Canadian Mint made **a quarter century after** Terry’s marathon (Constantineau, 2013). (16 wds) |

1. **Change the voice ( from active to passive or vice versa)**

|  |  |
| --- | --- |
| Doug Alward, who traveled with Terry, explained why only one of Terry’s favorite T-shirts was on display.  “A few days before the run ended in Thunder Bay, a man came up to us and he was crying because his son was dying from cancer,” Alward said.  **“He asked** if he could have one of Terry’s shirts to give to his son” (Constantineau, 2013). (61 wds) | Doug Alward, Terry’s travelling companion, said one of Terry’s special T-shirts was missing because Terry **was asked** for it **by a man** whose son had cancer (Constantineau, 2013).  (27 wds) |

1. **Change into opposite**

|  |  |
| --- | --- |
| “I remember saying ‘He only has two, so he doesn’t have extra,” **but Terry didn’t hesitate** to take it off and gave it to the guy” (Constantineau, 2013)  (26 wds) [**SORRY** – This isn’t a great example, but I couldn’t find any negative sentences in this text!] | **Even though Doug refused** the request, Terry quickly gave it to him (Constantineau, 2013). (12 wds) |

1. **Combine ideas differently ( different transition words, clauses)**

|  |  |
| --- | --- |
| The “Friends of the Terry Fox Collection” and the Canadian Museum of History is developing a temporary mobile version of the exhibit. **It will be viewed** by Canadians across the country after the Ottawa exhibit closes (Constantineau, 2013). (36 wds) | **(emphasized the “purpose” idea)**  **In order to** share Fox’s story across the nation, the Canadian Museum of History and the “Friends of Terry Fox Collection” are creating a travelling exhibition (Constantineau, 2013).  (26 wds) |

Use of Direct Speech (quotes)

1. **If the quote is powerful, keep it.**

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| Pauline Probyn was a 12-year-old student at Buckingham elementary in Burnaby when Fox made his run and was on hand Thursday to read part of a poem she sent him at the time.  “Incredibly courageous, gentle and kind. A little bit of fame but no one will mind.”  Her poem will be among the documents to be digitized to ensure the preservation of the Fox collection (Constantineau, 2013). (66 wds) | Words from a poem to Terry was read by the author, who is now 45 years old. “Incredibly courageous, gentle and kind. A little bit of fame but no one will mind.”  The poem will be digitized to preserve it for the collection (Constantineau, 2013).  (43 wds) |

1. **If it’s not very powerful, just write the main idea.**

Sometimes you may need to use reported speech.

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| Terry’s father, Rolly Fox said “Terry’s more personal items are once again united with the collection here. We hope the collection remains united forever more” (Constantineau, 2013). (25 wds) | Rolly Fox, Terry’s father, hopes all of Terry’s items can stay together in a permanent collection (Constantineau, 2013). (16 wds) |

**Identifying Strategies**

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| --- |
| Adapted Source: CBC (2010). The Bio-Betty Fox. Introduction read by. George Stroumboulopoulos [www.cbc.ca/strombo/guests](http://www.cbc.ca/strombo/guests) |

* Read the original and put slashes to identify the Thought Groups
* Read the paraphrase
* Identify and list which strategies were used.

***Betty Fox***

“If a child is a product of their parents, then Betty Fox must be a pretty amazing woman.”

**Example:**

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| --- |
| **Original:**  “**Thirty years ago/ her son Terry/ captivated the nation / with his 'Marathon of Hope'/ running across Canada / to raise money and awareness / for cancer research**” (CBC,2010).  **Paraphrase:** **Canadians were fascinated when her son, Terry, ran across the country in his “Marathon of Hope’ to get attention and money for cancer research three decades ago** (CBC, 2010).  **Strategies:** |

1. **Original:** “Terry said, ‘We can find a cure if we really try.’ It was a public campaign, but a personal mission” (CBC, 2010)

**Paraphrase:** Terryworked publicly to reach his personal goal of trying to find a cure (CBC, 2010).

**Strategies:**

**2. Original:** “Terry was diagnosed with bone cancer and had his right leg amputated at eighteen” (CBC, 2010).

**Paraphrase:** After the doctors identified his bone cancer, they removed his right leg (CBC, 2010).

**Strategies:**

4.  **Original: “**Three years later, on April 12, 1980, he set off on his cross-country journey from Newfoundland” (CBC, 2010).

**Paraphrase**: When he was 21 years old, he started his trip across Canada from Newfoundland on April 12, 1980 (CBC, 2010).

**Strategies:**

**Evaluating Paraphrases**

**What are the problems with these paraphrases?**

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| **Example:**  **Original:** “He made it one hundred and forty-three days, and five thousand two hundred and eighty kilometres before he had to stop in Thunder Bay. The cancer had spread to his lungs. ” (CBC, 2010).  **Paraphrase**: After 143 days, His lungs were hurting so he stopped in Thunder Bay for treatment there (CBC, 2010).  **a)**  **b)**  **c)**  **GOOD USE** |

**1. Original**: “Terry died nine months later, but left an indelible mark” (CBC, 2010).

**Paraphrase:** Nine months after Terry passed away, his grade was unforgettable (CBC, 2010).

**2.** **Original:** “He raised more than twenty-three million dollars for cancer research, and the annual Terry Fox Run has now raised more than four hundred million dollars around the world” (CBC, 2010).

**Paraphrase:** There is a Terry Fox Run and it raises $23M in Canada and above $400M in the world for cancer research every year.

**3. Original: “**Terry will always be a national hero, which is why many campaigned to have Betty light the Olympic cauldron at the Vancouver 2010 Olympic Games” (CBC, 2010).

**Paraphrase:** I agree with many people that Terry Fox’s mother should have lit the fire pot at the 2010 sports competition because Terry is a Canadian here (CBC, 2010).

**4. Original:** “That honour went to Wayne Gretzky, but Betty was one of eight chosen to carry the Canadian flag at the opening ceremonies” (CBC, 2010).

**Paraphrase:** Wayne Gretzky lit the cauldron, so Betty chose eight people to carry a flag in the Olympic opening ceremony (CBC, 2010).

* **Your Turn: Write a better paraphrase for these 4 “poor” ones.**

**Summary: 7 x 7 x 7 Paraphrasing Method**

**7 Paraphrase Steps Check list**

* Be sure you understand the part you want to paraphrase and the ideas suit your purpose
* Determine /cross out the details that don’t need to be included in your paraphrase.
* Circle the key words/ specific vocabulary for the topic

They are necessary, so you don’t need to change them

* Break the sentence into meaningful Grammatical Chunks (noun phrases/ noun + verb/ etc). AKA Thought Groups. This helps to understand and reorganize the ideas.
* Change the wording (see 7 strategies below)
* Compare the original with your paraphrase to be sure they both mean the same.
* Recognize the source (in brackets or in the sentence).

**7 Common Strategies for Paraphrasing**

1. Use synonyms for the words that are not specific to the topic
2. Change the order of ideas.

You can put the ideas in a different order, but you can’t copy 4+ sequential words

1. Change word forms

You will likely have to change the grammar also.

1. Change the idea into an opposite one (ex: negative 🡪 positive)
2. Change the way to express numbers and statistics (ex: 2003 🡪 the early 2000s)
3. Change the verb tense and/or voice from active to passive (or passive to active)
4. Use different connecting words (transitions) to combine ideas (because 🡪 so)

**7 Important aspects to remember**

* Combine ideas from the whole context – not just sentence by sentence
* Keep the names of people and places (proper nouns) and be careful about dates.
* Stay objective: Do not add your own ideas or opinion.
* Notice length: The length of the paraphrase is close to the length of the original.
* Keep Tone: If the original is cautious (or negative), the paraphrase should be similar
* Direct Quotes: Sometimes an author quotes another person. Determine the quote’s MAIN POINT. Use reported speech if necessary and use “cited in” or “quoted in” in the internal citation. In this case, the paraphrased part will likely be shorter than the original.
* Welcome to academic life!

Paraphrasing is a challenging academic communication skill for native and non-native users of English because it requires excellent reading comprehension, an extensive vocabulary and solid grammatical knowledge.

Using reference styles such as APA, MLA, or Chicago (and in-text citations, etc) can be considered another “foreign language” for everyone new to academic writing.

Be patient. You are not alone!

**For instructors: Suggested Extension Tasks**

**Very Focused Sentence Practice – Self Analysis**

* Provide ELLs with a series of sentences from the same source (n = 15 – 20).
* They choose 10 to paraphrase. This gives them a context for using data from other sentences to add to the sentences they are focused on.
* In the margin, ELLs identify which strategy they used in their paraphrase.
* **Evaluation** can be simply focused on similar meaning, variety of strategies & overall sentence grammar.

**Guided Summary**

* Go through a text they have all read and identify the main points together.
* They write a summary using the main points only.
* Simple introduction sentence: Author(s) (year) + VERB + main purpose + in title
* **Evaluation:**  focus on similar meaning, variety of strategies, overall grammar

**Guided Paragraph Development**

* This works better for a text of a controversial issue
* Provide reading(s) and draft possible topic sentence(s).
* Have ELLs find and then paraphrase ideas from the reading(s) that support the topic sentence. Then , write the paragraph integrating the sources.
* **Evaluation** can be based on choice of the best ideas for support and how the paraphrase is integrated into the paragraph. Also check the quality of paraphrase.

**Guided research: More involved and authentic   
Example:Terry Fox’s impact**

* ELLs read and watch several other sources about Terry Fox.
* ELLs determine a main theme and write a paragraph using paraphrased sources to support their claims.

**Questions to support brainstorming:**

* What characteristics do heros possess? Was Terry a hero? Why?
* Was he an activist for disability (mobility) issues? Explain.
* How did he influence the athlete (celebrity) and fundraising movement?
* Why is he a good “hero” to be used for fundraising purposes?
* How has the annual *Terry Fox Run* influenced your community (or country)?

**Others?**