**LEARNER AUTONOMY:** A semantic grid is a useful tool to come to terms with subtleties of meaning. You can create a personalized grid by including lexical items which you find confusing or too similar in meaning. As you master such lexical items, begin to expand the grid to include other related items. The grid may contain semantic features which you isolate from dictionary definitions and/or other such components as grammatical patterns and word partnerships. For example the grid might include references to the typical subjects, objects and situations with which and in which the targeted lexical items may occur.

**WRITING PRACTICE:** Using "colouring" language for descriptive and narrative effects. For each of the following pictures, invent a short narrative using two or three specific ways of doing things which you have learned from the semantic fields you have studied. Then share your story with a partner. The first one has been done for you as an example.

When Alice realised that the fire was becoming uncontrollable, she **crawled** out of the office to avoid inhaling the toxic fumes and reached the lobby unhurt. A firefighter asked her how the fire had started but she was so shocked that she **shrugged her shoulders** and barely **mumbled** an incomprehensible answer.

Now create your own using the visual prompts on the next page:

*In-class and out-of-class course materials*

**LANGUAGE AND COMMUNICATION**