

# COME FROM AWAY

THE REMARKABLE TRUE STORY

## ENGLISH ACTIVITY 1 NEWFINESE



**Newfoundland English**, or “**Newfinese**”, is an example of a dialect. According to Wikipedia:

Dialects can be defined as “sub-forms of languages which are, in general, mutually comprehensible”. The combination of differences in pronunciation and use of local words may make some English dialects almost unintelligible to speakers from other regions.

There are many other dialects of English across the world that students may wish to explore, in order to help them understand how they work. A good place to start is:

[https://en.wikipedia.org/wiki/List\\_of\\_dialects\\_of\\_the\\_English\\_language](https://en.wikipedia.org/wiki/List_of_dialects_of_the_English_language)

**1**

Have students partner and read the “Newfinese” phrases (refer Appendix 1B). Try them out on each other.

**2**

Have students partner again and write a 20 line dialogue where they use at least five “Newfinese” phrases.

**3**

Have partners share their dialogues with the class.

## REFLECT

HOW DID THE  
PHRASES CHANGE THE  
**TONE OF THE  
DIALOGUE?**

WERE THE PHRASES  
**EASILY  
UNDERSTOOD?**

HOW DID THE  
**PLACEMENT**  
OF THE PHRASE WITHIN THE DIALOGUE  
HELP YOU TO UNDERSTAND ITS  
**MEANING?**

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## ENGLISH ACTIVITY 1



### 9/11 FIRST PERSON PERSPECTIVE

1. Have students read Appendix 1A.
2. Have students prepare a list of the people referenced in the background information about the 9/11 attacks i.e. pilots, passengers, firefighters, law enforcement officers, World Trade Centre employees, etc.
3. Have the students imagine that they are one of the people from this list. Ask students to write a first person perspective account of their experience of 9/11.
4. Ask the students to read their work to the class for feedback and discussion.

### REFLECT

HOW  
**BELIEVABLE**  
WAS EACH ACCOUNT?

WHAT  
**SIMILARITIES &  
DIFFERENCES**  
DID YOU OBSERVE?

HOW DID THE VARYING  
**PERSPECTIVES**  
HELP TO GIVE YOU A DEEPER  
UNDERSTANDING OF THIS EVENT?

### GOING FURTHER

Have students read Appendix 2B.

NOTE: Teachers should read this article before determining if it is appropriate for their students.

### REFLECT

WHAT DID YOU LEARN ABOUT  
**MICHAEL**  
FROM HIS STORY?

HOW DID THE  
**EXPERIENCE**  
OF READING MICHAEL'S  
PERSONAL ACCOUNT MAKE  
YOU THINK AND FEEL?

HOW WERE THESE  
**THOUGHTS  
AND FEELINGS**  
DIFFERENT FROM THE THOUGHTS AND FEELINGS YOU  
EXPERIENCED WHEN YOU READ THE BACKGROUND  
INFORMATION ABOUT THE 9/11 ATTACKS - APPENDIX 1A?

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## ENGLISH ACTIVITY 2 AUSSIE LINGO



**1**

Have students brainstorm phrases that are unique to Australia (refer Appendix 2A).

**2**

Have students partner again and write a 20 line dialogue where they use at least five Australian phrases.

**3**

Have partners share their dialogues with the class.

**REFLECT**

HOW DID THE  
**AUSTRALIAN  
PHRASES**  
DIFFER FROM THE PHRASES USED IN  
**NEWFOUNDLAND?**

WHAT  
**SIMILARITIES**  
AND  
**DIFFERENCES**  
DID YOU DISCOVER?

WHY DO YOU THINK  
**PEOPLE SPEAK  
DIFFERENTLY**  
IN DIFFERENT PARTS OF THE  
**WORLD?**

WHAT IS THE  
**ORIGIN**  
OF THESE  
**PHRASES?**

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## ENGLISH ACTIVITY 3 NON VERBAL COMMUNICATION

Have students read aloud this scene from **COME FROM AWAY**:

**GWANDOYA**

There are soldiers everywhere. I see the fear in my wife's eyes.

**ALL (EXCEPT GARTH AND GWANDOYA)**

PANDE ZOTE SISI

**GWANDOYA**

The man at the front opens the door.

**GARTH**

I say, "Here you are. Out you go." But he doesn't understand. And he's not getting off. None of them are.

**ALL (EXCEPT GARTH AND GWANDOYA)**

GIZA NA MITI

**GARTH**

But then I notice that his wife is clutching a bible – well, I can't read it obviously, but their bible – it'll have the same number system ours does – so I ask to see it and I'm searching for something – and then in Philippians 4:6 – I give them their bible and I'm pointing and saying, look! "Be anxious for nothing. Be anxious for nothing."

**GWANDOYA**

That's how we started speaking the same language.

**1**

Reimagine the scene by having students act out the above scene without using any words.

**2**

How do you communicate without words? Are there "universal" languages?

**3**

What qualities do you rely on to convey meaning?