



ZIAUDDIN UNIVERSITY

EXAMINATION BOARD

English XII Teacher Resource



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TEACHERS RESOURCES

Competency 1: Reading and Thinking Skills

Standard: *Students will search for, discover, and understand a variety of text types, both fiction and non-fiction, through tasks and activities that require multiple reading and thinking strategies for comprehension, seeking information, relating read texts to real life situations, fluency, and enjoyment.*
Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

S. No.	Benchmarks
1.1	Analyse patterns of text organization, and function of various devices used within and beyond a paragraph in a text.
1.2	Analyse, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and critical thinking strategies.
1.3	Analyse and synthesize information from a visual cue or a graphic organizer
1.4	Gather, analyse, evaluate and synthesize information to use for variety of purposes including a research project using various aids and study skills.
1.5	Analyze and evaluate short stories, poems, essays, biographies, plays, and novelettes and relate how texts affect learners' life across cultures.

TEACHING TIPS

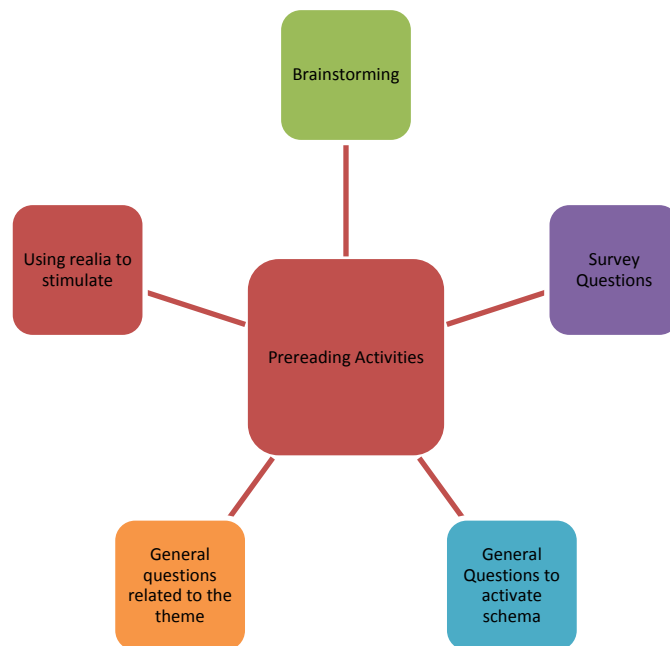
Reading being a receptive (input) skill provides opportunities for language acquisition. Through exposure to a variety of texts, i.e. narrative, descriptive, process, classification, illustrative, persuasive and analytic, teachers can enhance language competency of students.

A basic reading lesson comprises of three stages.

1. Pre-reading:

The purpose of this stage is to prepare learners for the language they would be exposed to in the text at hand.

At this stage of the reading lesson, possible activities can be brainstorming, asking survey question, general questions pertaining to the text and those based on previous knowledge to enable students to activate their mental schemas.



For example:

The teacher gets the students to predict the content of a text by using previewing strategies e.g. by looking at:

- the title and illustrations of the text or
- the title and some words from the text

After the oral discussion the teacher gets students to read / skim through the text to check if their predictions were correct or not.

The new words that are important for comprehension and cannot be guessed from the context should also be introduced at this stage along with correct pronunciation.

Varied reading activities like SQ3R (Survey, Question, Read, Recall and Review) should be used to enhance skills. Prediction is also useful at this stage.

2. While Reading:

This is the main stage where scanning, guessing the meaning from the context, true/false, MCQs, answering questions and most of the sub-skills are practiced.

The teacher may:

- devise literal and inferential questions to develop the understanding of the text.
- ask for guessing the meanings of new words with the help of prefixes, suffixes and contextual clues.
- can provide the students with cloze passage (every

A cloze test is a way of testing comprehension by removing words (usually every 5th word or so) from a passage or sentence and then asking the reader/learner to supply the missing elements.

<https://www.clozemaster.com/blog/cloze-test/> Accessed on 12-3-20

The **C-test** is an integrative testing instrument that measures overall language competence, very much like the cloze test. It consists of four to six short, preferably authentic, texts in the target language, to which “the rule of two” has been applied: the second half of every second word has been deleted, beginning with the second word of the second sentence; the first and last sentences are left intact. If a word has an odd number of letters, the “bigger” part is omitted, e.g., proud becomes pr-. One-letter words, such as I, are ignored in the counting. The students’ task is to restore the missing parts. In a typical C-test there are 100 gaps-that is, missing parts. Only entirely correct restorations are accepted.

<https://effortlessacquisition.blogspot.com/2004/10/what-c-test-is.html> Accessed on 6-1-2020

- nth word deleted) and get them to predict the missing word/s.
- C-test may be prepared from the text for students to complete.
- jigsaw reading, a cooperative learning strategy, enables learners to practise reading, speaking and summarizing skills at the same time.

While practicing the sub-skills of reading teacher should take every opportunity to introduce the text genre, the language, tone, register, style & vocabulary being used. The organization pattern of the text and the use of transitional devices for cohesion and coherence must be deliberated.

Introduction of a variety of graphic organizers and getting the students to analyse and decide what the pattern of organization of the text is and what graphic organizer can best represent the text is a beneficial activity.

3. Post-Reading:

At this stage of the reading lesson, students can be involved in paraphrasing, summary writing and writing a critical analysis of the text. They may also write compare and contrast texts around two texts written on the same issue or two different character sketches. Learners may also write a personal response connecting the text to their own life experiences. Meaningful connections not only broaden students' world view but also enhances

Furthermore, for extending learners' comprehension beyond the text, they may also be assigned topics/projects to exercise the sub-skill of 'searching and selecting'. This helps them to access different print and visual resources to gather and select information for their assignments.

Learners should be enabled to analyse the generic stages or elements of various texts with the help of analysing sample texts. They must go over the generic stages of all the reading texts they are exposed to.

As the learners get involved in intensive and extensive reading, enable them to make connection of three types with the text; namely: 'text to text, text to self and text to world' [Keene and Zimmerman, 1997]. Post reading is the most suitable stage of the reading lesson for this purpose.

How to Teach Expository Text Structure to Facilitate Reading Comprehension

Over the past 60 years, reading comprehension has changed its emphasis from the mastery of skills and subskills that are learned by rote and automatized to a focus on learning strategies, which are adaptable, flexible, and, most important, in the control of the reader (Dole, Duffy, Roehler, & Pearson, 1991). One of the most efficient strategies for which there is an influx of research and practice is training students on text structure knowledge to facilitate their comprehension of the expository texts.

Readers of all ages must be aware of text structures if they are to be most successful (Meyer, 2003). The structure or organization of the text is the arrangement of ideas and the relationships among the ideas (Armbruster, 2004). Readers who are unaware of the text structures are at a disadvantage because they do not approach reading with any type of reading plan (Meyer, Brandt, & Bluth, 1980). However, readers who are familiar with text structures expect the information to unfold in certain ways (RAND Reading Study Group, 2002).

Why teach expository text structures? Most expository texts are structured to facilitate the study process for prospective readers. These texts contain structural elements that help guide students through their reading. Authors of expository texts use these structures to arrange and connect ideas. Students who understand the idea of text structure and how to analyze it are likely to learn more than students who lack this understanding (RAND Reading Study Group, 2002). The research literature in this field reveals that students' reading comprehension skills improve when they acquire knowledge of texts' structural development and use them properly.

Carrell (1985) argued that instruction on text structure indeed has a positive effect on the students' recall protocols. Meyer (1985) stated that knowledge of the rhetorical relationship of the ideas-main idea, major ideas, and supporting details-helps readers with their comprehension of the expository texts. Reading researchers have argued that knowledge of text organization or structure is an important factor for text comprehension (see Aebersold & Field, 1997; Fletcher, 2006; Grabe, 1991, 2004, 2008; Hall, Sabey, & McClellan, 2005; Horiba, 2000; Kendeou & van den Broek, 2007; Meyer, 2003; Meyer & Poon, 2001; Snyder, 2010).

Text features can help readers locate and organize information in the text. For example, headings help introduce students to specific bits of information. Presenting information in this manner helps students hold each bit of information in their short-term memory. Students then can process it or connect it to background knowledge and store it in their long term memory. Without headings, information would be overwhelming, making it difficult to be processed effectively.

Structural elements in expository texts vary; therefore, it is important to introduce students to the components of various texts. It is also important to teach and model the use of these components properly at the beginning of the year. The recognition and use of text organization are essential processes underlying comprehension and retention. At college students are expected to recognize expository text structures. Meyer (1985) classified these text structures as follows:

- **Description:** The author describes a topic.
- **Sequence:** The author uses numerical or chronological order to list items or events.
- **Compare/contrast:** The author compares and contrasts two or more similar events, topics, or objects.
- **Cause/effect:** The author delineates one or more causes and then describes the ensuing effects.
- **Problem/solution:** The author poses a problem or question and then gives the answer.

The ability to identify and analyze these text structures in expository texts helps readers to comprehend the text more easily and retain it longer. To achieve better results, it is highly recommended to introduce and work on text structures in the order prescribed in what follows.

Another powerful and effective method is to begin with the comparison text structure, followed by problem and solution, and cause and effect. Sequence and description are left to the end.

How to teach expository text structure

Tompkins (1998) suggested the following three steps to teach expository text structures:

- **Introduce an organizational pattern:** The teacher introduces the signal words and phrases that identify each text structure and gives students a graphic organizer for each pattern.
- **Give students opportunities to work on the text:** The teacher provides the students with chances to analyze the text structures in informational books, not stories. At this stage, students learn the signal words and phrases in the text that identify each text pattern. They also may use graphic organizers to illustrate these patterns.
- **Invite students to write paragraphs using each text structure pattern:** The students' first writing activity should be a whole-class activity, followed by small-group, partner, and independent writing activities. This involves selecting a topic and using a graphic organizer to plan the paragraphs. Finally, the students write a rough draft using signal words and phrases for

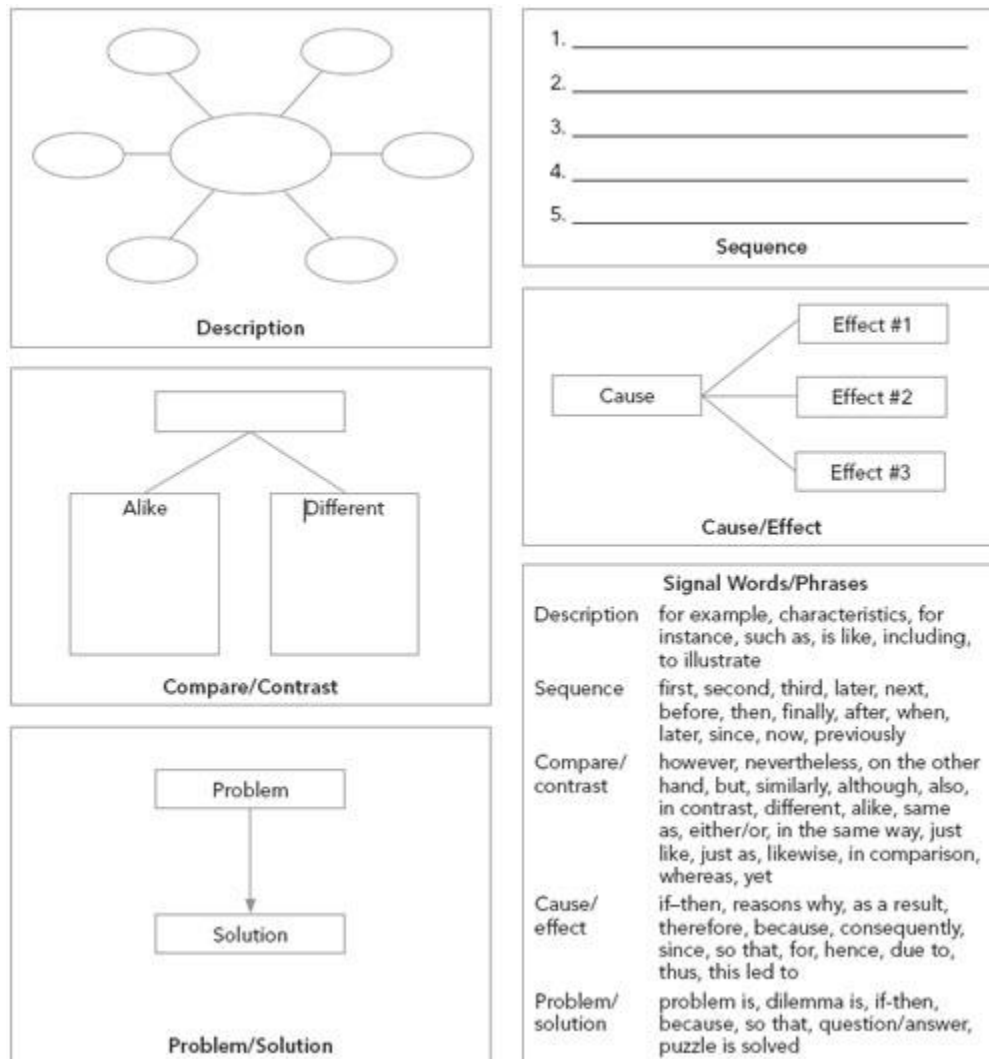
the text structure, revise, and edit the paragraph to produce the final product. The teacher can then repeat these steps for each of the five text structures to ensure a comprehensive text structure coverage.

Having applied the procedure recommended by Tompkins (1998), we would like to share our own experience in teaching expository text structure and shed more light on the practical aspects of teaching text structure in reading classes. The first and most important thing for you as a teacher is to be well informed about different text structures for expository texts, the signal words and phrases for each text structure, and the appropriate graphic organizer specific to each text structure.

Before you prepare any instructional plan to start training students and embark on reading activities, you must model all the procedures. Meanwhile, the students watch you focusing on the steps you have mentioned, from recognizing the signal words and phrases to applying the graphic organizers to each text. After you have practiced for the first few sessions and students have collected enough background on what they are going to do, it is time to use the following recommended procedure:

- Introduce the text structures in order, starting with description and finishing with compare/contrast. This order is followed in most textbook readings.
- Introduce and work on a single text structure in each lesson. Do not combine them. Work on one text structure for three or four sessions, then proceed to the next one.
- Prepare short passages (about six to eight lines) for the text structure you are going to work on in that session. As the texts are short, you can work on at least four texts according to the time allocated for each session.
- Try to highlight and emphasize the signal words and phrases in each text and elaborate on a series of signal words for each text structure (see Figure 1). Tell students that authors of informational texts use specific signal words and phrases for each rhetorical structure.
- After students are familiar with signal words and phrases, ask them to find these clues in structure of each text through signal words and phrases. Then, invite them to write some short paragraphs and use some of the signal words and phrases appropriate to each text structure.
- Working with graphic organizers is the next step after teaching signal words and phrases. For the first few sessions of working with graphic organizers, prepare for your students a completed graphic organizer before they start working on the text. This will help them create a better image of the hierarchy of ideas and their interrelationships discussed in the passage. Graphic organizers help students list major ideas under the main idea of the text and put the supporting details under the related major idea. Having a graphic representation of the text's ideas helps readers comprehend and retain the content.
- Once students are comfortable with different kinds of graphic organizers, you can give them an incomplete graphic organizer after they have finished reading the passage. Let them complete it on their own.
- At this stage, the students would be able to work on a blank graphic organizer independently, elicit the ideas from the text, and demonstrate the hierarchy of the ideas in a graphic organizer. These activities may vary from partially blank graphic organizers to totally blank schematic representations. Variables like the text length and text difficulty will determine how much of the text may appear in this schematic diagram.

Figure 1: Graphic organizers and signal words/phrases



Note. Online sources for graphic organizers include www.sdcoe.k12.ca.us/SCORE/actbank/sorganiz.htm and www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf.

As the students progress to the final stage, they are able to use the signal words and phrases as a clue to recognize the rhetorical structure of the text and create the appropriate graphic organizer for each text structure. They are capable of identifying the main idea, other major ideas, and supporting details of the text and put them in the graphic organizer to illustrate the subordination of the details to the main and major ideas.

References

Structure to Facilitate Reading Comprehension. The Reading Teacher, 64: 368-372. doi: 10.1598/RT.64.5.9Akhondi, M., Malayeri, F. A. and Samad, A. A. (2011), How to Teach Expository Text

<https://www.readingrockets.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension> Accessed on 11-1-2020

TEXT TYPES

Texts are organized in a variety of different ways. Learners should be exposed to different texts i.e. narrative, descriptive, process, classification, illustrative, persuasive and analytic. With each kind of text learners are to be encouraged to analyse the tone, theme, register and the organizational pattern. With each text that is read in class, activities must be designed around the text structure to enhance the input. This will help learners understand the structure and use it when they write a certain kind of text.

For example, the teacher can ask learners to identify the main idea of the text. In order to increase their skills in identifying the main idea, the students can be asked to:

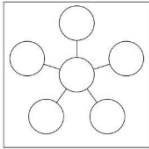
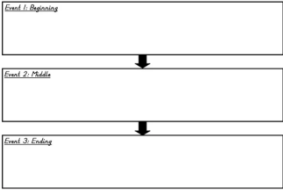
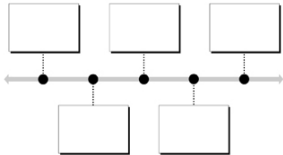
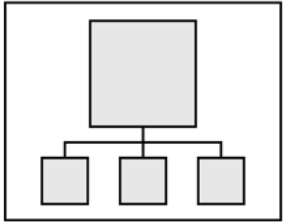
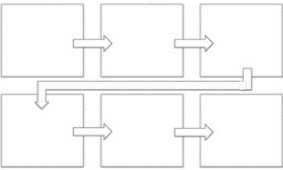
- give headings to different paragraphs,
- underline the topic sentence with one colour and the supporting details with a different colour,
- supply missing topic sentences to different paragraphs etc.
- identify the type of text by looking at the relationship between topic sentences and supporting details.
- identify the main ideas of a specific paragraph in the text and supporting details and make suitable graphic organizers.
- use different graphic organizers to identify and discuss supporting details of the text.
- a list of transition words may also be given to identify the type of text

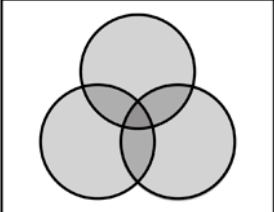
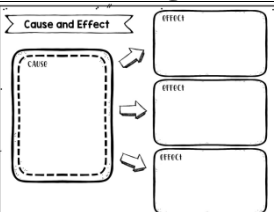
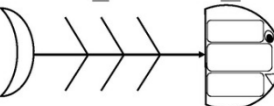
Exposure to a variety of text with suitable tasks, allows to develop the language needed for a variety of purposes. It will help learners appreciate and understand that different types of contexts require a variety of vocabulary and structures, and style and expression for effective delivery. Hence, such exposure and understanding will provide them the needed support in the production of language.

RESOURCES FOR TEACHERS

The following table illustrates some of the text types, the range of purpose or intentions, the examples of writing of each text type and related graphic organisers that a reader might use. However, the text types, purposes and examples given below are by no means exhaustive; the purpose of listing them here is to set the mental-ball rolling.

The following resource may be shared with students when a particular kind of text is introduced.

S. No.	Text Types	Purpose	Examples	Possible Graphic Organisers
1.	Descriptive	To describe a person, object, place etc.	Articles in magazines/ newspapers/ on the internet Brochures	 Spider Web
2.	Narrative	To entertain, imagine, enlighten, share experiences	Stories Play scripts Anecdotes Autobiographies Media accounts of incidents	 Flow Chart  Timeline
3.	Expository	To provide information or explanation	Informative articles Reports Reviews	 Tree Chart
4.	Process	To explain steps in an orderly manner for carrying doing/ making something	Recipes Manuals	 Flow Chart

5.	Compare and Contrast	To show the similarities and differences	Articles showing advantages/ disadvantages, harms/benefits Advertisements showing the above	 <p>Venn Diagram</p>
6.	Cause and Effect	To show how actions affect consequences	Articles showing the impact of certain things Medical articles	  <p>ISHIKAWA Fishbone Diagram</p>
7.	Interpersonal and Transactional Communication	To communicate and share ideas, feelings, information	Dialogues Formal and informal notes, e-mails, letters Forms	

A List of Transitional Words and Phrases

This resource is for the teachers. It can be used with any one kind of text and suitable transition words used in the text. Learners may be asked to identify the transition words used in the text they are reading.

<i>Illustration</i>	Thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as.
<i>Examples</i>	For example, for instance, to illustrate, thus, in other words, as an illustration, in particular.
<i>Contrast</i>	On the contrary, contrarily, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on the one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true.
<i>Addition</i>	And, in addition to, furthermore, moreover, besides, than, too, also, both-and, another, equally important, first, second, etc., again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.

<i>Time</i>	After, afterward, before, then, once, next, last, at last, at length, first, second, etc., at first, formerly, rarely, usually, another, finally, soon, meanwhile, at the same time, for a minute, hour, day, etc., during the morning, day, week, etc., most important, later, ordinarily, to begin with, afterwards, generally, in order to, subsequently, previously, in the meantime, immediately, eventually, concurrently, simultaneously.
<i>Space</i>	At the left, at the right, in the centre, on the side, along the edge, on top, below, beneath, under, around, above, over, straight ahead, at the top, at the bottom, surrounding, opposite, at the rear, at the front, in front of, beside, behind, next to, nearby, in the distance, beyond, in the forefront, in the foreground, within sight, out of sight, across, under, nearer, adjacent, in the background.
<i>Concession</i>	Although, at any rate, at least, still, though, even though, granted that, while it may be true, in spite of, of course. but even so, nevertheless, even though, on the other hand, admittedly, however, nonetheless, despite (this), notwithstanding (this), albeit, (and) still, although, in spite of (this), regardless (of this),(and) yet, though, granted (this), be that as it may https://msu.edu/~jdowell/135/transw.html 15-2-2020
<i>Similarities or Comparison</i>	Similarly, likewise, analogous to, in the same way,
<i>Emphasis</i>	Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.
<i>Details</i>	Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.
<i>Consequence</i>	So that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, then.
<i>Summary</i>	Therefore, finally, consequently, thus, in short, in conclusion, in brief, as a result, accordingly.
<i>Suggestion</i>	For this purpose, to this end, with this in mind, with this purpose in mind, therefore.




Sample Reading Unit 1

The Paradise of South East Asia



Preview

- Look at these pictures and identify any two of the above landmarks.
- Can you guess the country they belong to?
- Complete the following table. In the first column, write what you know about this country. In the second column, write what you want to know about it. (Fill the last column at the end of the lesson)

 What I already Know	 What I Want to know	 What I Have Learned

READING

Theme: Self, People and Places

Text Type: Account

1. The adventure began when I was in Penang, the Pearl of the Orient, Malaysia, along with my family and stayed at Flamingo by the Beach Hotel. I admired the whole landscape that was bathed in the warm glow of the rising sun; specifically, *the powder-white beach which sloped gently into the emerald tropical lagoon. The cool fresh breeze from the beach touched my skin, awaking me after a long strenuous drive from the airport to the hotel.* 5
2. Soon afterwards, I was exhausted and needed some sleep; although, I knew I would not sleep until night since I really wanted to survey the entire hotel. Our room was like an apartment with two rooms and a living room. It also had a dining table where most of the time we ended up eating. I loved to order the scrumptious recipe from Malaysia, called NasiGoreng; whose tempting aroma used to fill the air. It had rice with Chicken Satay accompanied by a peanut sauce. 10
3. Apart from all this, the most exhilarating was the dazzling view from the living room. I was able to treat my eyes with a spectacular scene of lush green mountains and from my temporary bedroom, I could see the never ending beach that went beyond the range of my sight. Most amazingly, when the sunset began, the mighty sky glowed with different colours such as yellow, brown, and red. It was simply breathtaking! 15
4. Awe-inspired by the room and its view, I decided to take a round of the hotel. I straight away went near the beach. *Moist and salty, a chilly breeze blew in across the swells. Sea spray converted into fiery prisms as the waves splattered against the shore, catching the golden rays of the sun, and stirring them up like liquid crystals.* The soothing repetitive sounds of the lapping waves came together in a gentle, hypnotic melody, casting a spell of serene tranquillity over the mesmerizing scene. I thought to plunge my feet in for a while. The water was very soothing since it wasn't too sweltering or too freezing - just the way I like it. 20
25

Returning to the hotel I saw an attractive little shop inside the hotel that sold clothes, accessories and some souvenirs like key chains, mugs, etc. I had ten Ringgits with me in my pocket, so I decided to go in the shop to check out the objects it had. I found adorable key chains marked with Penang's name and a drawing of the beach on a tiny slipper made out of plastic. I bought three since I have always loved collecting key chains from most of the places I have travelled around the world. 30

Once my first shopping trip was over, it was evening and darkness carried the faint perfume of flowers and the scent of the dew-rinsed earth. Eventually, I returned to my hotel. Moving on, a day or two passed discovering Penang. Close to the hotel, there was only one air-conditioned mall.. I didn't shop much from there but just ate a large thin crust pizza. Apart from this mall, there was a flea market situated up on the hill where we could reach by a narrow road on a taxi. The market on the hilltop was a suitable place to buy things at a bargain; yet, I only bought a patched medium-length shirt.

Multicultural Malaysia celebrates a vast range of festivals, but the ones to look out for nationwide are Islamic holidays, most notably the fasting month of **Ramadan** and the two Eids. The **Eidul-Fitr** is known locally as **Hari Raya Puasa** or **Aidilfitri** and **Eidul-Adha**, known locally as **Hari Raya Haji** or **Aidiladha**. It is during this festival that cows and lambs are donated in local mosques, and are sacrificed, after which the meat is distributed to all. Family reunions are also celebrated during other main festivals in the country. Locals usually put on traditional costumes and finery as these festivals are an integral feature of the Malaysian society. Luckily, I had a chance to see their zeal in celebrating Aidiladha on the second day of my visit. Some uniquely Malaysian festivals of note include the **Harvest Festival** at the end of May each year and the **'PestaGawai'** in early June.

The last day of my visit is indelibly ingrained on my mind because the morning of that day marked the ultimate adventure of my life. Early that morning I got ready for a beach ride wearing my life saving gear, I sat on a sofa that could float on the water. It was roped to a boat that took off, once I was settled on the sofa. At first, I was excited and grinned happily, since the boatman took a slow start but within a few seconds the boat sped at top speed to the open sea, . Behind the boat my sofa was bumping through the sea , tossing me up and down. He rode the boat thrice in a circumference and each time he had to take a turn, my heart thumped so fast that I could feel it shaking my whole body. It was the most spine-tingling hair-raising ride I ever had. I laughed hysterically and screamed on the top of my lungs.

The trip to Penang was an unforgettable one. The sight, sound and smell of that place are still vivid in my mind's eye.

Word Count: 890

Flight 101 Never Returns

Focus on Interaction:

Work in groups. Ask and answer the following questions.

- How do you make sure that you meet deadlines?
- Have you fixed times for different activities?
- How do you prepare for your exams?
- When do you start your preparations?

Flight 101 Never Returns

Paragraph 1 In the airline business, everyone knows that once an aircraft departs, any empty seats on that flight cannot be filled again. The opportunity to **recoup** that lost fare is gone. This is why many airline companies overbook their flights. They do not mind **inconveniencing** their travellers so long as they can be sure to pack the aircraft. It is better to cover costs than to fly with empty seats because empty seats cost money.

Paragraph 2 Your life can be likened to this challenge—every day that you allow to slip through your fingers is **irretrievable**; like the empty aircraft seats. [Jonar Nader]

Paragraph 3 Time symbolizes perhaps the most valuable resource of our lives. If not utilized efficiently there is no way to cope up with the loss of time; i.e. to say that lost time cannot be brought back. Famous sayings refer to ‘Time as gold’; in fact, it is more precious than that, it is priceless; it is “life” itself.

Paragraph 4 Considering the worth of time, it is important that as a student you manage your time efficiently to make the most of the opportunities life presents you with.

1. _____

Paragraph 5 Being organized is the first step towards being well managed. Keep your study area **clutter** free. Research indicates that a cluttered environment restricts our ability to focus. The clutter becomes a constant **distraction** and the mind’s ability to focus becomes affected. Therefore, it is important that you keep your books and notes on the appropriate shelves, so that you can find them whenever you need them. Use available tools, such as the calendar, a diary or your cell phone to keep track of all the important tasks you need to accomplish,

	along with their deadlines. Mark the deadlines on the wall calendar using a bold permanent marker. Give a gold star to yourself, on the calendar, when a task is accomplished.	20
Paragraph 5	Every morning after your Morning Prayer, make your day's 'To do' list and <i>dua</i> for the achievement of your targets. The next step is to make sure that you do all the tasks which you have listed out for yourself. Check your day's achievements, before going to bed.	
	2. _____	25
	Most students get intimidated by long assignments and perform poorly not because of their lack of capability but poor time management. To solve this problem, as soon as you get an assignment estimate the time you will need for completing it. If the task is long and difficult, break it down into manageable steps. Assign reasonable time to each step and stick to your planned time schedule. Plan in a way that you would complete the assignment at least two days before the deadline, so that you have cushion time for review, if required.	30
Paragraph 6	3. _____	
	When you have more than one task at hand use an A-B-C rating system. Mark 'A' against tasks you accord high priority. On the basis of your priorities, set your short term and long term goals. Keep a vigilant eye on your 'to do' lists to gauge the time requirement. Never postpone small tasks. Successful completion of small tasks will give you a sense of achievement. Moreover, overlooked small tasks accumulate and become large hurdles in the way of success.	35
	4. _____	
Paragraph 7	Ask yourself the following questions:	40
	Do you work only out of obligation ?	
	Do you rest only when you are exhausted?	
	Do you play only to forget about work and study?	
	If the answer to any of the above questions is 'yes', you are caught in the viciouswhirlpool of failure. To come out of the whirlpool, you need to remind yourself that you are not a machine. You need time for resting, relaxation, sleeping, eating, praying, exercising and socializing.	45
	Always take short breaks during study periods to refresh yourself. Keep time for each of the above activities in your daily schedule. Remember	

the proverb, 'All work and no play makes Jack a dull boy'.

5. _____

50

Paragraph 8

Even when you have a carefully prepared environment and a well-thought-out timetable for studying, success is not guaranteed. For that you need to employ effective study skills. Here are some useful tips:

- Read the syllabus as soon as you get it so that you know, ahead of time, the topics that will be covered during the year.
- Whenever you read your textbooks, read for comprehension, rather than just to get to the end of the chapter.
- Make webs and mind-maps as you read. These will help you revise quickly before the exam.
- Be prepared to ask questions as they come up during study, rather than waiting until just before an exam.
- After reading for a short while, close the book and try to review **verbally** or write what you read.
- Open the book and check what you missed and learn that. Do the same for every chunk you read.
- Do the most difficult work first, interspersed with easier tasks.

55

60

Paragraph 9

Attend school regularly and be a model student! Always be attentive and participative in class. Be punctual in everything. Be prepared, and eager to learn.

6. _____

Paragraph 10

65

In spite of all the modern inventions and technological developments, life remains unpredictable. Fit this **unpredictability** into your schedule. This is only possible, when you are flexible enough to rearranging your schedule. You must manage your schedule and never let the schedule manage you.

Paragraph 11

Moreover, you must know the personnel who can be of help at the time of trouble. Never hesitate to seek the needed help from knowledgeable others.

70

7. _____

In the rut of routine, many of us forget the "big picture" - why are you doing whatever you are doing - is it important to your long-term personal goals; your life goals?

75

Paragraph 12	Write your personal mission statement. It provides you with clarity of purpose. Your personal mission statement should cover all the key aspects of your life. For every aspect, write what is important to you. This will help you visualize your values. Imagine what you wish to achieve in every key aspect of your life. After the brainstorming, write your statement. Read and revise carefully. Post it in your room. Read it often. Review whenever you feel your targets have changed.	80
Paragraph 13	Use your mission statement to analyze all your activities. Keep a vigilant eye on all your activities to gauge whether they are reducing the distance between the achievement of your mission and your present state or increasing it.	
Paragraph 14		
Paragraph 15		85
Paragraph 16		
Paragraph 17		
Paragraph 18		90
Paragraph 19		
Paragraph 20		95
Paragraph 21		100

105

Paragraph 22

110

Paragraph 23

115

Paragraph 24

120

Paragraph 25

Word Count: 1065

New Words:

Match the definitions given below with bold faced words in the text.

Definitions	Words
1. a disordered state; a jumble	
2. a tentative evaluation, a rough calculation	
3. bound by social, legal or moral tie	
4. difficult to foretell or foresee	
5. (like) a powerful circular current of water	
6. mental or emotional disturbance	

Definitions	Words
1. causing difficulty or trouble	
2. made to fear; threatened	
3. make up for; recover	
4. to evaluate or judge	
5. to gather or pile up	

Definitions	Words
1. difficult or impossible to recover	
2. expressed in spoken words; oral	
3. faulty; painful	
4. on the alert; watchful	
5. sensible; rational	

After guessing do you see why have the words been classified into three groups. Name each group.

While Reading:

Exercise 1

Match the following headings with the numbered sections of the text and write them on the lines in the text.

1. Avoid Overload
2. Be Flexible
3. De-clutter
4. Have a Clear Vision
5. Plan for Success
6. Practice Effective Study Techniques
7. Prioritize

Exercise 2

Answer the following.

1. List phrases and words that are used for time.
2. Identify a simile in the second paragraph.
3. Name some tools that help us to manage our time.
4. How can we manage completing long assignments on time?
5. What is the A-B-C rating system?

Exercise 3

Give reasons for the following.

1. Airline companies overbook their flights.
2. Time is life.
3. Our environment should be clutter free.
4. Make your day's 'to-do' list.
5. Break the task into steps.
6. We must complete assignments before the deadline.
7. Small tasks should not be postponed.
8. Fit unpredictability in your schedule.

Exercise 4

Explain the following in your own words.

1. ...every day that you allow to slip through your fingers is irretrievable. (paragraph 2)
 - Identify a sentence in paragraph 3 which means almost the same as the above extract.
2. ...opportunities life presents you with. (paragraph 4)

3. You must manage your schedule and never let the schedule manage you. (paragraph 20)

Exercise 5

1. Work in groups and discuss the points given under the fifth heading to figure out the benefits of each point.
2. Read the guidelines given in paragraph 24 and write your personal mission statement.

Post Reading:

Work in groups of four and make a mind-map to illustrate the key points of the text.

Use the mind-map to summarize the text.

Word Study:

Exercise 1

- a. Fill in the blanks with suitable words from the box. Three words are extra.

accomplish	distract	intimidate	unpredictability
accumulate	estimate	opportunities	verbally
clutter	inconveniencing	reasonable	vigilant

1. If you have a positive outlook on life, you will never _____ your mind with negative thoughts. Although, setbacks are inevitable but they will not _____ you. You will always be able to put your situation in a better perspective. This ability will ensure that you see the new doors of _____ opening to you.
2. Train yourself to finish what you start. So many of us become _____ by other tasks on our list. As a result, we are not able to _____ anything.
3. We must try to be customer focused. This means never _____ anybody. Although, life is unpredictable but its _____ should not make us indifferent towards others. If we become indifferent to others our problems increase and soon they _____ into a huge pile of problems.

- b. Use the leftover words in sentences of your own.

Exercise 2

Remove the prefixes and suffixes from the following words and uncover the root word.

1. inconveniencing
2. irretrievable

3. unpredictability

Passages for Comprehension

Text # 1

What is it? The Rio de Janeiro carnival, held annually in the month of February, is a spectacular celebration of life that attracts millions of people onto the streets of the Brazilian city. The whole country stops to watch, either in the city itself or on the television. It is estimated that each year 700,000 visitors come to watch from all over the world.

“Samba” schools The music played throughout the carnival procession is called the “samba”. Many participants belong to “samba” schools where they learn to dance and play the music which is so popular throughout Brazil. There are about 30 “samba” schools with thousands of members. They perform for four entire nights in a huge arena called the “Sambadrome”. The schools take part in an official competition and the best of them is awarded a prize. Each school is assessed on its costumes, the theme of its performance and the quality of the music. Some “samba” schools hold street parties and perform in their local areas because many people cannot afford to buy a ticket for the official competition.

From year to year... Because it is such a huge event, planning for the carnival begins many months in advance. In fact, it is true to say that as soon as one carnival finishes, rehearsals and preparations for the next one begin. Much of this work is done in “Samba City”, which consists of enormous buildings where most of the equipment and costumes are prepared.

The stars of the show Each school is led by a queen followed by hundreds of drummers and brightly decorated carnival vehicles. The Carnival Queens are the biggest stars and they are chosen from amongst the most beautiful women in each community. As well as beauty, the queen has to be very fit to lead her group of drummers on the slow procession through the streets of Rio.

“Blocos” parades “Blocos” parades have become an important feature of Rio’s carnival in addition to the “samba” schools. These parades are less formal and include groups of musicians from the same neighbourhood who just want to sing, dance and have a good time. Today, they number more than 100 and the groups increase each year. They all dress in costumes or T-shirts with special themes or logos. Before the show they gather in a square, then parade through sections of the city, before performing near to the beach. Some of them have a particular place such as a café where they play and dance to attract spectators.

- (a) How often is the Rio carnival held?
- (b) Apart from Brazil, where do the spectators come from?
- (c) What is the “Sambadrome”?
- (d) What is a “samba” school judged on when it enters the competition? Give two details.
- (e) What are the essential qualities for a Carnival Queen? Give two details.
- (f) Where are you likely to see the “blocos” perform? Give two details.

Text # 2

The donkey mobile library

It is a hot and bright morning in the Ethiopian countryside. Yohannes Gebregeorgis walks beside a pair of donkeys that are pulling a two-wheeled cart. They arrive at the agricultural town of Awassa where Yohannes unties the animals and opens the sides of the cart to display, not the usual vegetables or tools, but children's books. This is the Donkey Mobile Library, the first of its kind in Ethiopia and one of only a few in the world.

Yohannes was born in Ethiopia, North Africa, but trained to be a children's librarian in the USA. He returned to his home country some years ago after more than two decades in America. The yellow cart is full of picture books donated by American libraries, teachers and school children.

Yohannes arranges small painted benches in the shade of the trees, and suddenly Ethiopian children, many of them barefoot, come shouting and racing down every road and path. It's mobile library day! The children circle the bookshelves with great excitement. Until the Donkey Mobile Library began its regular two-monthly visits, many of these children had never seen a book. Now they wait for the library eagerly. Despite the heat, they all sit quietly and listen to Yohannes as he reads aloud to them.

"Without books, education is very dull, like food without salt. You can survive but you can't really come alive," says Yohannes. "The ability to read is the basis for greater productivity, better health and longer life. It is equally important in reading instructions on how to apply the correct amount of fertiliser to the crops in the fields and in how to vote in an election. Even though the children lack material goods, if they have the advantage of books they can imagine a world of possibilities."

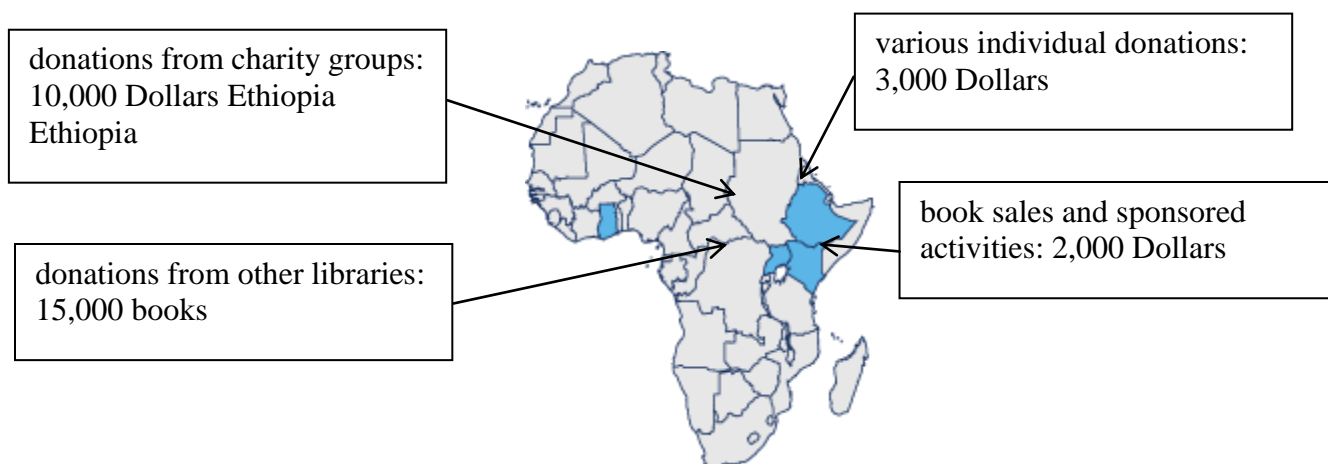
For his first job in America, Yohannes suddenly found himself working in the children's section of the main library. He was surrounded by books he had never seen before, and, for the first time in his life, he realised how joyful and imaginative children's literature is. He says, "I always thought of Ethiopia. But how could I bring children's books, with their fascinating characters, to my home country when it had almost no libraries to keep the books in?"

He contacted Jane Kurtz, a writer who was born in America but who had grown up in Ethiopia, and together they founded the organisation, "Ethiopia Reads". With gifts of books and money, they created two children's libraries and reading centres and, soon after, the Donkey Mobile Library. Since then, more school libraries have opened, some of them offering training for future librarians.

Inside the Awassa Reading Centre, groups of children, dressed in a variety of different clothes, study the bookshelves for their favourite story. Some of them read at tables or on old sofas. Most of the children say that the library has given them ideas about what they might do in the future. A child called Dareje wants to be a scientist and find a cure for life-threatening diseases. An eleven year-old girl, Fikerte, wants to do research about the moon and discover new facts about outer space. Tamrat, aged 10, lives with his parents and six brothers and sisters in a small house. He doesn't know what he will do with his life, but he loves the library and comes seven days a week.

"What brings you back here day after day?" the librarian asks him.

"The stories," Tamrat replies instantly. "It's the stories that bring me back."



- (a) How does the mobile library move from place to place?
- (b) How many mobile donkey libraries are there in the world?
- (c) How long did Yohannes spend in America?
- (d) How do the children behave while Yohannes is storytelling?
- (e) Apart from health factors, what advantages are there for these children in being able to read?
Give two details.
- (f) According to the diagram, which organisations donated the most money to the mobile library?
- (g) What was the main problem about bringing books back to Ethiopia?
- (h) Apart from books, what may be available at school libraries?
- (i) Why does Tamrat visit the library every day?

Text # 3

Victory

1 Lore had it that my father once wrestled a bear, a claim he never denied. If the story had been about anyone else, it would have been dismissed as exaggeration, which in my country was almost a national affliction. But no-one ever doubted the veracity of any story about my father. He was a towering force of nature; when all six foot of him thundered into the room, people behaved like sunflowers turning towards the sun. With me, Amir, as the glaring exception, my father moulded the world around him to his liking. He was also a man whose word was always respected.

2 My mother had died giving birth to me and the truth was that I always felt my father hated me a little. And why not? Had I not killed his beloved wife? The least I could do was to turn out a little more like him. Was having a son who preferred poetry to sport what my father had envisaged? I was a pathetic, blundering liability to my football team, always unwittingly obstructing the other team members. When it became abundantly clear that I hadn't inherited a shred of my father's athletic talents, he settled for trying to turn me into a passionate spectator. I faked interest for as long as I could, but my father sensed my lack of genuine interest and resigned himself to the bleak fact that his son was never going either to play or to watch football.

3 Every winter, each district held a kite-fighting tournament, the winner of which was the child whose kite was the last one flying. This tournament was undeniably the highlight of the cold season. During the contest, participants tried to cut the strings of all their opponents' kites. On the day of any tournament, the streets filled with kite fighters, jerking and pulling on their strings, squinting up at the sky, trying to gain position to cut an opponent's string. I used to build my own kite from bamboo, glue and paper. Then came the crucial part: I had to make my own string – a long, sharp, and colourful line. It was at one of these tournaments that I sensed my opportunity to make my father love me.

4 Already streets and rooftops were jammed with spectators, including my father. I held my kite high over my head, like an Olympic athlete showing off his gold medal, and tossed it into the air. Within a minute it was rocketing into the sky, making a sound like a bird flapping its wings. At least two dozen kites already hung in the sky, like roaming paper sharks. Within an hour the number doubled; soon the cutting started and the first of the defeated kites whirled out of control and fell from the sky like a shooting star. Soon, kites were coming down all over the place. I sliced a bright yellow kite, the string also cutting a gash on my index finger. Within another hour, the number of kites flying dwindled from maybe fifty to a dozen. By late afternoon, shadows started to lengthen. We were down to six kites and mine was still flying. With each defeated kite, hope grew in my heart.

5 My eyes kept returning to a blue kite which had been wreaking havoc for the last hour. Then what had seemed like a fantasy that morning had suddenly become feasible; there was just me and the owner of the blue kite left. The tension in the air was as taut as the glass string I was tugging with my bloody hands. People were stamping their feet, clapping, whistling, chanting. All I saw was the blue kite. All I smelled was victory. A gust of wind enabled me to loop my kite on top of the blue one, the owner of which desperately tried to manoeuvre it away. I loosened my grip on the string, and saw the blue kite falling from the sky. Perhaps now I had achieved the redemption I had craved all my life.

6 It happened just the way I'd hoped. My father had already returned to his study and I stepped tentatively in. His head turned and a smile played on his lips. I put my kite down happily and walked into his thick hairy arms. I buried my face in the warmth of his chest and wept. My father held me close to him, rocking me back and forth.

Read the above Passage and answer all the questions below in the order set.

From paragraph 1

- 5 (a) What story was told about Amir's father?
(b) Give two reasons why people tended to believe the story about Amir's father.

From paragraph 2

- 6 (a) Give two reasons why, according to Amir, his father hated him.
(b) Explain in your own words why Amir was a 'blundering liability' to his football team.
(c) Pick out and write down the single word which tells you that eventually Amir's father realised that his son would never be interested in football.

From paragraph 3

- 7 (a) Explain fully how the winner of the kite-fighting competition was decided.
(b) What single feature of the kite's string was 'crucial' in winning the competition?

From paragraph 4

8 (a) Why do you think Amir felt 'like an Olympic athlete showing off his gold medal' even before the tournament began?

(b) Explain fully why the writer describes the kites as 'roaming paper sharks'.

From paragraph 5

9 (a) Explain in your own words the contrast between the way Amir feels at the start of the tournament and his feelings just before he won it.

(b) Why do you think Amir's hands were 'bloody'?

(c) What is the 'redemption' Amir refers to?

From paragraph 6

10 Give two reasons why Amir was happy.

From the whole passage

11 Choose five of the following words. For each of them give one word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

- | | |
|-------------------------|---------------------------|
| (a) affliction (line 3) | (e) undeniably (line 17) |
| (b) glaring (line 5) | (f) highlight (line 17) |
| (c) moulded (line 6) | (g) havoc (line 34) |
| (d) shred (line 12) | (h) tentatively (line 43) |

Five words chosen (from list above)

Text # 4

Trips to the Capital

Read the information below advertising trips to London and then answer questions 07 – 14.
www.capitaltrips.co.uk

Visiting London with Children

Is there a better place to spend family time than the bustling, beautiful city of London? It's a city of history and a city of drama. It's a place where memories are made. From the swinging London of the 1960s through to the inspiring 2012 Olympics, London is always awash with spectacle. Since 1990, Capital Trips have been helping people get the most from this great city by organising weekend breaks and trips to London. So if you're coming to London with your family, we can help. Here are a couple of ideas to keep the little ones happy.

Tower Terror

If your kids like the horrible side of history, they will love The Tower of London. It's very scary, so it's not for the faint-hearted! They will learn all about the nasty past and enjoy the dark stories of long ago. The Crown Jewels are also on display. Queues tend to build up around 11am, so you might wish to arrive early, or perhaps visit in the last hour before closing time. If you're hungry, there's a café called 'Henry's' where you can get a range of snacks. Once you leave the Tower, there's also a fantastic cafe called 'Boleyn's' which serves children's meals and gluten-free options at reasonable prices. It's a firm favourite of the staff at Capital Trips.

The Tower opens at 10am, but group visits can enter from 9.30am. Closing times vary, so check the details on the Tower website. The Tower is on the north bank of the River Thames.

Go for a Spin

Kids will love a trip on The London Eye, the capital's great spinning wheel. From the top of the wheel you get great views of Big Ben, The Shard, Tate Modern and many more places. The Eye is situated on the south bank of the River Thames. It was opened in December 1999 and has 32 capsules. It can carry up to 750 people at a time but gets busy at peak times. Make sure that your children are ok with heights, because once the ride starts, it won't stop! Of all the attractions, this is the one that kids visit and enjoy the most.

You can start riding The London Eye at 10am. It's open every day apart from 25th December. Your children will love trying to spot the famous landmarks of London from the sky. There are many places to eat around The Eye. Sacha's Café serves very tasty burgers, and the more reasonably priced Gina's Gelateria sells lovely ice cream.

Travel and Tickets

London is served by several large national rail stations and the substantial bus and tube networks make travel a breeze. As part of your break we can arrange travel to and from your home and also around the city. We have also started offering amazing deals on tickets to sporting events and concerts. Why not get in touch and see what we can do for you?

1. When did Capital Trips start arranging trips to London?
2. What is the name of the café in the Tower of London?
3. In the first paragraph, the writer says London is 'awash with spectacle'. What does this mean?
4. In the second paragraph, the writer says the Tower is 'not for the faint-hearted'. What does this mean?
5. Which of these statements best describes the main point of the first paragraph?

A London is a very busy place.

B London is an interesting place to visit.

C London hosted the 2012 Olympics.

6. What is the main purpose of the text?
- A To inform children about two attractions.
 - B To describe the features of two attractions.
 - C To persuade parents to visit two attractions.
7. Tick the true statements and put a cross in front of false statements.
- A Capital Trips arrange midweek breaks to London
 - B The Tower is less popular with children than The Eye
 - C 9am is a good time to visit The Tower
 - D The Tower closes at 5pm
 - E The Tower can be accessed from both sides of the river
 - F Capital Trips supply tickets to plays
 - G You can travel on the London Eye on Christmas Eve
 - H 600 people could travel on The Eye
 - I The writer gives an opinion about the food at Sacha's Café

Text # 5

Social Media

Read the article below then answer the questions given below.

Teenager Umar Hussain gives his views on what social media means to him.

Social Media: making the world a smaller place

Social media – everybody uses it. I check Twitter first thing in the morning. My mother is always on Facebook. My little cousin uses Instagram, and even my grandmother can't stop checking her phone.

Some people enjoy complaining about new technology, and it's true that there are some bad aspects to social media. It takes up a lot of your time, and it stops you being physically active. Some schools also say that it encourages bullying. This might be true, but I think the world is a much better place with it than without it. There'll always be some people who like to complain. Worse still are those people – like my grandmother - who simulate disinterest in Twitter, Facebook and Instagram, but secretly love social media and can't stay off it!

It's so easy to share your photos with social media. My granddad keeps his photos in an old album, and most of them have only been seen by his family. But on Facebook, I can share

pictures instantly with my family all around the world. I have made many new friends on social media (most of them normal!) and they, through social media, have educated me. I've discovered recipes, found out about charities and learned about people.

It's true that one of the bad things is that you can just waste your time watching silly videos about cats, but social media is about much more than just entertainment. I've had discussions about world poverty, read breaking news on Twitter and become a more informed person about global events. My uncle's business gets lots of publicity on Facebook and many people hear about jobs via Twitter.

Some people say that social media can be addictive in a negative way. I agree partly with this and I know friends who struggle to sleep because of their fascination with the medium. It might also be true that some people who can go for hours without actually speaking to another human, but at its best, social media is a great force for communication. It's the sharing of things that matter that is the point of social media. I'm sure that my teachers think I spend my evenings playing games (ok, that's partly true!), but my friends and I use chatrooms to help each other with homework and essays. I wonder whether one of the reasons why my teacher hasn't marked my book recently is that she's been too busy on Facebook herself?

Social media simply makes me happy. Seeing my friends' pictures and messaging each other brightens my day. Life is too short to be miserable, and one way to keep smiling is to keep in touch with other humans. Social media makes the world a smaller place - and a much happier one.

1. Which family member is not mentioned in the article?

A Grandad B Cousin C Sister D Uncle E Grandmother F Mother

2. What is the main point of the first paragraph?

A To introduce the writer's family.

B To say that social media is very popular.

C To mention types of social media.

3. In the second paragraph, the writer says that some people like to 'simulate disinterest' in social media. What does this mean?

4. According to the article, there are good and bad points about social media.

List five good points and five bad points.

5. In the fifth paragraph, the writer says that "I wonder if one of the reasons why my teacher hasn't marked my book is that she's been too busy on Facebook herself".

Which statement below best describes what the writer means?

A The writer's teacher has a very busy life and the writer knows this.

B The writer is making the point that both children and adults use social media.

C The writer is making the point that only older people use Facebook.

6. In the last paragraph, the writer says social media 'brightens my day'. What does this mean?

7. Which statement best describes this article?

A An entirely serious article about social media

B An article with some humour in it

C An article which isn't to be taken seriously

Text # 6

The Kindness of Strangers

Read the text below and answer questions.

The following passage is taken from a collection of travel writing entitled: 'The Kindness of Strangers'. In it, the writer finds herself lost at night in the Sahara Desert.

I remember one night in particular when a man with whom I could not speak saved me.

I was in the Sahara Desert, travelling with a group of people I neither knew nor liked especially well. We were en route to a Tuareg* wedding, moving via jeep during the day and sleeping under the stars at night. It was arduous travel. The daytime heat was stupefying and the drives were long, with nothing to do but stare at the passing desert.

I was happier when the nights brought their beautiful cooling air, the gloom relieving the sun and the moon hovering huge. And each evening, after my companions ate dinner and retired to their mattresses, I would leave on a walk. That night I left camp at about nine, foolishly dressed only in a thin cotton shirt and light trousers. The sky was inky and the moon was high, casting a meek metallic light on the ground. But the desert seemed radiant and beckoning, and I was overjoyed to be alone and moving. After an hour, I finally turned back towards camp. It was not until that moment that I realised how far I had come and that I had no idea where I was. I looked for footprints but beneath my feet was hardbaked earth – flat and stony. With horror I realised there were no landmarks and I had left no trail.

Resisting panic, I looked to the sky as I imagined one is supposed to do in such situations – and found I was, of course, utterly clueless about navigation by the stars. The extent of my stupidity dawned on me. I was a city girl who fancied herself an adventurer and now I was lost with no water, no food or warmth.

The cold had descended and I shook, Sahara nights being as brutally frigid as the days are blistering hot. As I lurched over the featureless land, I knew my fellow travellers would be

sleeping and there would be no light coming from our encampment. I could stumble within ten metres of them without knowing it.

I'd been searching for a good hour when I turned and saw a smudge of fire glowing in the distance. After an initial rush of relief, I froze, realising my predicament. Here I was, a youngish small woman alone at night, lost and desperate. In the distance, I could hear strange, mechanical sounds. Much as I feared, things were about to take a turn for the worse.

*Tuareg - a group of people who live mainly in the Sahara Desert.

1. Explain why the title, 'The Kindness of Strangers' is suitable given the opening line of the text.
2. What is the main point of the second paragraph?

A To tell the reader about the scene

B To tell the reader about the Tuaregs

C To tell the reader about the wedding

3. In the second paragraph, there are things the writer doesn't enjoy. List four of these.
4. In the third paragraph, the writer says, the nights brought 'cooling air'. How does she feel about this?

A Disappointed

B Glad

C She doesn't say

5. In the third paragraph, the writer says the desert was 'beckoning, and I was overjoyed to be alone'. What does this mean?
6. In the fourth and fifth paragraphs, the writer has problems when she is alone in the desert. List five problems she has.
7. In the sixth paragraph, the writer describes the desert as "featureless"? What does this mean?

A There were a few landmarks.

B There used to be things to see.

C There was nothing to see.

8. In the last paragraph, the writer feels relief for a short time. What does she see which makes her feel briefly safe?
9. From the list below, choose five correct things that we find out from the last two paragraphs of the text.

A The night is incredibly cold.

B There are strange lights in the desert.

C The temperature affects the writer.

- D The writer is not old.
- E The writer is armed.
- F The writer can hear things.
- G There is a jeep in the desert.
- H The writer feels a mixture of emotions.
- I The writer gets very close to the camp.
- J We find out nothing about the writer's appearance.
- K The writer finds safety.
10. Which statement best describes this text?
- A It educates readers about the Tuaregs' way of living.
- B It provides an insight into the danger of travel.
- C It entertains readers with a dramatic story.

<https://cf.oxfordqaexams.org.uk/oqaresources/english/assessment/9280-international-gcse-english-as-a-second-language-reading-question-paper-v2.pdf> Accessed on 11-12-2020

Text # 7

A new arts centre will soon open in Paris, the capital city of France. Jacques Pascaud, a 16-year-old student at the International College of Montmartre, is very keen to become a member of the centre.

He lives in Apartment 12C, Rue Lazare in Paris, which is about 10 kilometres away from the arts centre. Public transport is very easy and convenient from his home to the centre, even in the evening. He has therefore decided to apply for membership, but not including the weekends because he has too much studying to do.

Jacques saw the advertisement for the new centre on the college noticeboard. The centre has produced an application form specifically for student members. The form includes the opportunity to offer suggestions as to what members would like to see on the artistic programme in the future. Jacques thinks that it is an excellent idea to try and influence the choice of the artistic directors. Firstly, he would like to see regular exhibitions of modern art in one of the three galleries. Secondly, he loves rock music and would welcome the chance to see concerts by world-famous performers at least twice a year. There is also an opera hall, a small theatre and a cinema, but he is not so keen on these artistic forms.

Jacques has some experience of both oil and watercolour painting. He has been a member of the college Art Society for the past five years and has had his paintings displayed on college open days. He has also worked part-time in the local art gallery near to his home. The new arts centre is very interested in inviting student members to become volunteer helpers. Jacques would very much like to help out with the organisation of the art exhibitions at the new centre. His art

teacher, Claude Dubois, has agreed to be a referee for him and support his application. Claude can be contacted on the college telephone 75763209.

The arts centre is eager to send out a weekly newsletter to all its members by email. Jacques is very happy to receive as much information as possible about the centre on jacko123@mtmt.fr or on his mobile/cell phone 274083617.

Imagine you are Jacques. Fill in the form on the opposite page, using the information above.

Arts centre – Student Membership form	
Section A	Personal Details
Full name:	
Address:	
Age group: 7 to 11 12 to 16 17 to 21 21+ (please circle as appropriate)	
Email address: Mobile / cell phone number:	
Name of college:	
Membership of college club(s):	
Type of membership required at the arts centre: (please tick one box)	
Full-time membership (7 days a week) _____	
Part-time membership (excluding weekends) _____	
Section B	Comments and Suggestions
Your particular artistic interests (please underline as many as required):	
art cinema concerts opera theatre	
Please give ONE suggestion for a future event:	
.....	
Section C	Referee Details
Full name: Position:	
.....	
Contact telephone number:	
.....	
Finally, where did you find out about the new arts centre?	
.....	

Section D

In the space below, write one sentence about how you would like to help at the arts centre and one sentence about any work experience you have in the arts.

Text # 8

Sven Magnusson is a student at Stockholm New World School, Sweden. One day, he was on his way to a geography lesson when he noticed a poster on the school wall advertising a special offer on new magazines. He had no time to stop and read the details but after the lesson he was able to study the contents more carefully.

Sven found out that there was a choice of two magazines, both of them with a geographical theme. One of them, International Nature, is about the wonders of the natural world and animal survival. The other magazine, World Culture, concentrates more on the history of human development. Both magazines are published every two months. Sven is very interested in wildlife and conservation but prefers finding out about how different nationalities and societies developed and the origins of their traditions. He has just joined a group which discusses these issues and he communicates with fellow members by email svemag@stocknet.se. He also keeps in touch by text message on his mobile/cell phone 074839276.

Sven knew that his grandmother, ElkeAndersson, was looking for something suitable to buy him for his 17th birthday, which was a few weeks away. The price of the magazines was greatly reduced if they were bought for a young person at school or college. In addition, Sven thought it would be a good idea if he chose the present himself because, in the past, his grandmother had bought him gifts which he didn't really want.

There were three possible ways to subscribe: online, by telephone or by completing a subscription form. Sven thought that filling out the form was the best way to proceed, so he collected a form from the school office and went to see his grandmother to discuss it with her.

His grandmother lives in a district called Norrmalm at 32 Kungsgatan. Sven often calls in to see her after school because he lives in the same road at Apartment 4A. When he arrived he told her about the magazine offer and she agreed immediately to pay for the subscription as a present for his birthday.

Sven and his grandmother had to make a choice of subscription. It was possible to order either 6 issues for one year or 12 issues which would last for two years and would also qualify for an extra 10 per cent discount. The subscription for one year would cost 180 Swedish Krona (SK) and for two years the cost would be 324 SK. His grandmother was happy to pay a little more for his birthday present and so they chose the subscription for a longer period.

The most suitable way for his grandmother to pay for the subscription was by cheque because she disliked paying for anything on credit. So she signed the cheque and handed it to Sven to post with the completed subscription form.

Imagine you are Sven. Fill in the form on the opposite page, using the information above.

Magazine Subscription form

Section A Magazine Details

Title of selected magazine (please circle): International Nature World Culture

YES! Please send me 6 issues _____

YES! Please send me 12 issues _____ (please tick one)

Where you saw the magazine offer advertised:

.....

Section B Subscriber Personal Details

Full name:

Address:

Email address: Mobile / cell phone number:

Are you a student? YES / NO (please delete) If YES, please state age:

Name of school or college:

Section C Payment Details

Full name of person paying (if different from above):

Relationship to subscriber (please complete as appropriate)

Parent Friend Other (please specify):

.....

Payment details: Cheque Cash Credit / Debit card (please underline one)

If paying by cheque, please write the amount here:

..... OR If paying by credit / debit card, please

write the number:

Section D

In the space below, write one sentence of between 12 and 20 words, giving a reason for your choice of magazine.

Text # 9

Read the information below, then choose the best answer.

1. Television has been introduced to almost every country in the world, reaching a large number of viewers on every continent. About 600 million people saw the first person walk on the moon, and a billion people watched the twentieth Olympic Games. Television has in many ways promoted understanding and cooperation among people. It does this by showing educational and cultural programs.

From this passage, a reader can most reasonably conclude that the author believes that

- A. people spend too much time watching television
- B. not every country needs to have television
- C. television can unify people from around the world
- D. television is as important as schools

2. People have different ways of learning. Some are better at making mental pictures of new ideas. Others are more comfortable with writing lists of things to memorize. Certain people can learn best when listening to music, while others need silence to concentrate.

Which of the following is the main idea of the passage?

- A. Mental pictures help many to learn.
- B. Some people prefer lists to making mental pictures.
- C. To learn well you need to be comfortable.
- D. Different individuals have different ways of acquiring information.

3. If you hold a piece of copper wire over the flame of a wooden match, heat will be conducted by the copper wire to your fingers, and you will be forced to drop the wire. You will, however, still be able to hold the match because wood is a poor conductor of heat.

Which of the following is implied in the passage above?

- A. Copper is a good conductor of heat.
- B. Wood and copper conduct heat equally.
- C. Wood is an excellent conductor of heat.
- D. Matches should be made of copper.

4. Many people own different pets. Dogs, cats, birds, and fish are common household pets. Others pets are considered to be exotic animals. These include snakes, lizards, and hedgehogs.

According to the passage, snakes are

- A. uncommon pets
- B. likely to be found in a household with dogs
- C. found only in zoos
- D. not allowed in people's homes

5. Cesar Chavez was an influential leader for farmworkers. He fought for their rights and better working conditions. Chavez led many strikes that angered farm owners. Eventually he succeeded in getting increased wages and better living situations for farmworkers.

The passage indicates that Chavez changed lives by

- A. helping to end the farmworkers' strikes
- B. fighting for the rights of farm owners
- C. working on the farms every day
- D. improving the conditions for farmworkers

6. When cartoonist Charles M. Schulz was a boy in elementary school, other boys teased him for being small and not very good at sports, and his art teacher told him he had no talent for drawing. He had few friends and was too shy to talk to a red-haired girl he admired. Later in life, Schulz used his childhood experiences in his comic strip Peanuts: the strip's main character, the sad and lonely Charlie Brown, represents Schulz as a little boy. Peanuts was unique at the time because it contained no adult characters. Readers fell in love with Charlie Brown, and Peanuts eventually became one of the most popular comic strips of all time.

What is the main idea of the passage?

- A. Peanuts was the world's most widely read comic strip.
- B. Schulz was a very famous cartoonist.
- C. Schulz turned the pain of his youth into success as an adult.
- D. The comic strip Peanuts featured children as its only characters.

7. Money has been used for thousands of years in nearly every culture as a means of exchange. However, today, the use of cash is becoming less and less common in modern societies all over the world. Every year, a higher percentage of purchases are made online, and even in stores customers are now using credit cards more often than cash. Many people today do all of their banking on the Internet rather than going to the bank in person.

The author of the passage probably assumes that

- A. cash will become virtually obsolete in the near future
- B. using cash will become popular again
- C. paying with credit cards all the time is dangerous
- D. societies that do business online will struggle

8. Before giving first aid to an accident victim, you should obtain his or her consent. Asking for consent takes a simple question. Say to the victim, "I know first aid, and I can help until an ambulance arrives. Is that okay?"

According to the passage, it is wrong to

- A. use first aid on an accident victim without medical training
- B. attempt to help an accident victim without permission
- C. help a victim before an ambulance arrives
- D. call for an ambulance instead of helping the victim

9. Dr. Ellen Ochoa is an inventor and is also the first female Hispanic astronaut. Her inventions include technology to help robots inspect equipment in space to maintain safety and quality control on spacecraft. Before retiring, she logged more than 1,000 hours in space across several space missions.

According to the passage, Dr. Ochoa is the first

- A. Hispanic person to travel into space
- B. inventor to travel into space
- C. woman to travel into space
- D. Hispanic woman to travel into space

10. Dogs and cats make very different types of pets. Before deciding whether to buy or adopt a dog or a cat, prospective owners need to carefully consider their own lifestyles and personalities. Dogs may make more affectionate companions, but they require more care and attention. They must be taken out several times a day and should not be left alone for more than a few hours. Larger dogs require significant exercise to remain fit and healthy. Cats are usually more independent in nature and interact less with their owners. Also, a cat can be left on its own all day, or even for several days, as long as it has food and clean water to drink.

From this passage a reader can conclude that

- A. owning a cat requires less work than owning a dog
- B. people who are away from home during the day should not own a cat
- C. people who like to play with their pets should own a cat
- D. owning a cat is more responsibility than owning a dog

<https://broward.edu/admissions/testing/Documents/LOEP%20Test%20Information%20and%20Sample%20Questions.pdf> Accessed on 12-1-2020

SUMMARY WRITING

Passengers... your car is ready for take-off

The flying car has been talked about for many years, but now it appears that the idea is about to become a reality.

An international company has built a two-seater plane that, at the touch of a button, converts into a car which is perfectly suitable for driving on public roads. It has been designed so that the wings fold up automatically, and it takes just 15 seconds to switch between flying and driving. With its wings fully open and the propeller spinning, the flying car can take off from any airfield. The hope is that it will eventually take off from roads, but at the moment that is still illegal.

New technology means that the inside of the plane's cockpit is quite similar to the inside of a car. Reaching your destination can be made easier by satellite navigation systems, and weather patterns can be displayed on a simple colour screen. The lightweight engine means that it can fly up to 500 miles without the need to refuel.

It would seem that cars which can fly make complete sense. They are quicker than conventional cars for travelling from city to city, and they can run on ordinary unleaded fuel. They have another big advantage. Flying cars are cool, like something you would see in an action film.

At the moment, however, the flying car's wheels have not left the ground. That is not because of technical reasons or problems with the design. It is because the various road and aircraft authorities simply cannot agree on whether it is a car or a plane.

"The Government and the authorities have never thought seriously about a flying car," says Alan Price, the president of the company that has developed it. "I wanted a car that could fly and drive, but it is difficult to find an organisation prepared to insure the vehicle against accidents."

Nevertheless, the company hopes to produce and deliver its first flying car soon. The company already has orders for 40 of them. The majority of the potential customers are older and some are retired. They have worked hard all their lives and now they can have a flying car... a form of technology that they have been promised in films and on television since they were children. There have even been orders from some people who have no pilot's licence, but are willing to learn to fly because of the excitement of owning such a vehicle.

The flying car will cost around \$200,000. "For an airplane, that's a very reasonable price, but for a car, it's quite expensive," explains Alan Price. "But it just is not possible to make a \$10,000 flying car yet."

This latest means of transport will not become a mass-market item at any time in the near future. But in the long term it has the potential to change the way you travel. It will become no more expensive than driving your car on the motorway. Journey times could be reduced by more than half.

So the next time you are told to fasten your seat belt, it may be to prepare for take-off.

You are going to give a presentation to your school's Technology Club about the flying car. Prepare some notes to use as the basis for your talk.

Make your notes under each heading.

Design features of the flying car

at the touch of a button plane converts into a car

-
-
-
-

Problems faced by the potential buyer

-
-

Exercise

Imagine that you have made your presentation to your school's Technology Club in Exercise 1. Now your teacher wants you to follow this up with a summary for the school magazine.

Look at your notes in Exercise 1 above. Using the ideas in your notes, write a summary about the flying car.

Your summary should be no more than 70 words. You should use your own words as far as possible.

Text # 2 for Summary

Read the following article about elephants painting pictures. On the opposite page, write a summary about the role and responsibilities of the keepers of the elephants.

Your summary should be about 100 words (and no more than 120). You should use your own words as far as possible.

Elephants – real artists or not?

So is it true that elephants are artists? Can they really paint pictures of flowers, trees or even other elephants?

It's hard to believe, but in Thailand there are at least six centres where elephants display their talents as painters. In the past, these animals had always lived and worked closely with humans. But when there was no longer work for them, elephant sanctuaries were established for their protection because they had little chance of survival on sale. They are quickly bought by people who have been amazed by what they have seen. To most members of the audience, what they have witnessed appears to be truly miraculous; but what the spectators overlook are the actions of the keepers as their animals are at work. This oversight is understandable because it is very difficult to move your eyes away from the brushes that are making the lines and the spots. However, if you do so, you will notice that with each mark, the keeper pulls at his elephant's ear. He pulls the ear up and down to get the elephant to make a vertical line, or, alternatively, pulls it sideways to get a horizontal one. To make spots, the keeper moves the ear forward towards the painting. Throughout the performance, it is the keeper who controls the routine.

Further investigation also reveals that each of the three elephants always produces the same image, time after time, day after day, week after week. Mook always paints a bunch of flowers, Christmas always does a tree, and Pimtong a climbing plant. This makes it seem like a circus trick... but it is, nevertheless, an amazingly clever trick! After all, no human hand touches the elephant's trunk, and the brain of the animal has to translate the small touches on its ear into attractive lines and spots.

Perhaps one day these elephants will be allowed to express themselves independently. If that happens we will have to think seriously about an elephant art gallery.

CLOZE

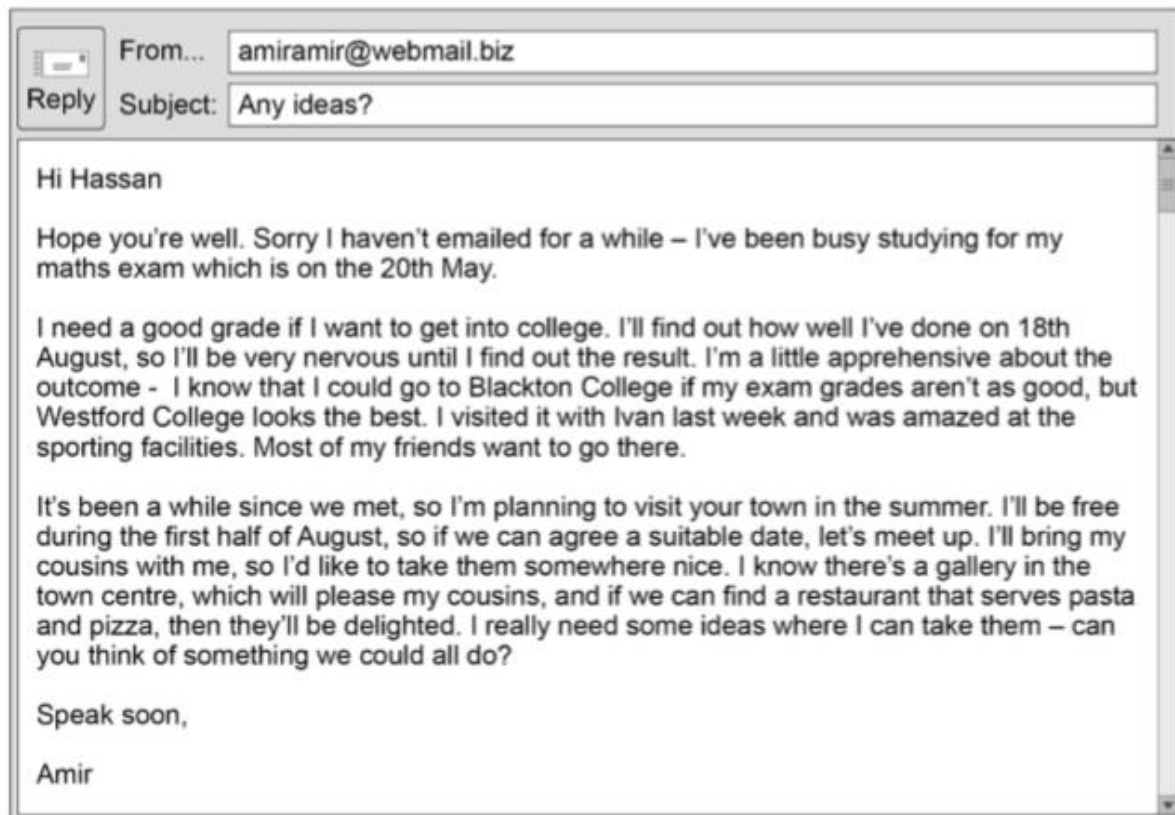
Robert Hedin owns a shirt company (1) the Hawaiian island of Kauai. The island is famous (2) its red earth. Kauai's earth is red as a result of all the iron that it (3). When Robert was a child, his mother used to get angry if he got the red earth on his clothes, (4) once the dirt marks something, the colour is there forever. That's the (5) why Hawaiians always take their shoes off whenever they (6) anybody's home.

One day, a strong wind damaged Robert's small factory and a cloud of dirt covered all his shirts in red marks. It looked (7) his business was finished. But then a friend (8) him a rather interesting idea. Why not colour the shirts completely red, and call them Dit Shirts? And that's exactly (9) Robert did. His wife (10) him he was crazy. But the Dirt Shirts soon became a (11) success, and his business is worth 60 million dollars!

1	2	3	4	5
On, in, at, to	By, for, from, of	Mixes, consists, contains, involves	Because, although, unless, therefore	Purpose, aim, point, reason
6	7	8	9	10
Arrive, enter, come, go	As, how, like, so	Made, gave, advised, recommended	What, how, that, which	Said, called, replied, told
11				
Large, high, long, great				

Email

Read the e-mail from Amir to his pen pal Hassan, and then answer questions 01 to 06.



1. On which date will Amir get the result of his maths exam?
2. What is the name of the college Amir wants to go to?
3. Who is also visiting the town with Amir?
4. Read the following statements. Which statement is true?
 - A Amir's cousins like art and Italian food.
 - B Amir says he will visit in the middle of August.
 - C Amir enjoys sport and art.
5. What is the main point of the first paragraph?
 - A To say why Amir hasn't been in touch recently.
 - B To tell Hassan when the exam is.
 - C To tell Hassan which subject Amir is studying.
6. What is the main purpose of the email?
 - A To entertain
 - B To persuade
 - C To ask for advice

DIGITAL RESOURCES FOR TEACHERS

1. Teaching Reading:

<https://www.bing.com/videos/search?q=teaching+reading+comprehension+to+advanced+learners&&view=detail&mid=6ACF7A54BA86EACBD3136ACF7A54BA86EACBD313&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dteaching%2Breading%2Bcomprehension%2Bto%2Badvanced%2Blearners%26FORM%3DHDRSC3> Accessed on 11-1-2020

<https://www.youtube.com/watch?v=iu-yLD8qQM0> Accessed on 11-1-2020

2. Teaching Vocabulary:

<https://www.youtube.com/watch?v=AbRxBPY1vsc> Accessed on 11-1-2020

3. How to introduce text structures: (Text)

<http://www.adlit.org/strategies/23336/>

https://www.youtube.com/watch?v=x2I_6SrOMes

Internal Text Structures:

<https://www.youtube.com/watch?v=XUdlca9Ww9s>

4. Helpful resource to teach organization patterns:

<https://www.ereadingworksheets.com/text-structure/patterns-of-organization/>

<https://www.ereadingworksheets.com/text-structure/text-structure-worksheets/>

<https://www.youtube.com/watch?v=J0yEAE5owWw>

<https://www.youtube.com/watch?v=q324tc3hoWI>

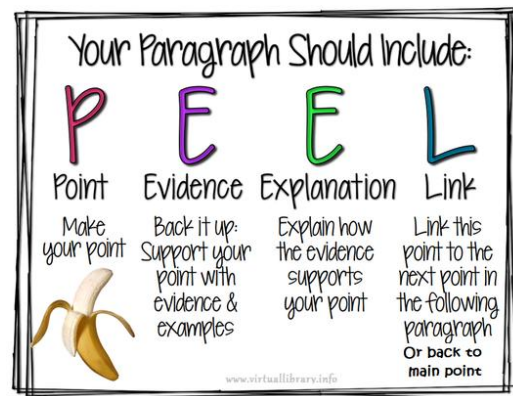
<https://www.skillsworkshop.org/sites/skillsworkshop.org/files/resources/e3l2hauntedportsmouth.pdf>

TEACHING TIPS

Before the learners write any type of text, they must have an opportunity to read and analyse a few samples thoroughly. They must identify the author's purpose, the generic stages (organizational pattern) of the text and the key grammatical features. For example the key elements in a story are introduction of a setting and character, a plot consisting of a problem and a resolution/solution to the problem which has a timeline. In an expository text such as a scientific text, there will be an introduction of the topic, supporting details such as causes and effects; a descriptive text evokes sights, smells, texture, sounds and tastes. These descriptive details may move from general to specific or vice versa.

In essays, learners must write appropriate topic sentences for each paragraph using key words, vivid verbs, modifiers etc. They must write supporting details using example/s, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation etc. They must end each paragraph linking it with the next paragraph.

Free writing should be a regular part of learners' routine. Free writing not only enhances fluency but also helps generate ideas for writing.



Each writing lesson should have three stages: 'Pre-writing, Drafting, Redrafting (revising the content), and Editing (polishing the mechanics like spelling, grammar, punctuation etc)' [Hedge, T, 2005]

Before writing any composition, learners should use a suitable pre-writing strategy or tool (such as: webbing, listing, filling in a form or writing frame etc.) to generate and organise their thoughts.

In the drafting stage, learners may work in groups or individually to write the first draft. After writing, peers assess each other's work using a suitable rubric.

Finally, the learners must redraft the second draft incorporating the suggestions of their peers. In the end, they edit for mechanics i.e. grammar, spellings, punctuation etc.

After the editing stage the teacher assesses learners' work. The teacher must meet learners individually (conference) to give individual feedback on their work.

Learners must be taught the process of giving feedback. They must respect each other and must be taught how to disagree in agreeable ways. Students may be taught to give feedback using PCI: Praise, Confusion and Improvement. They write a line or two praising the good aspects of their peer's writing piece and a few lines explaining the confusions and why they thought it was confusing and finally a few lines suggesting required improvements.

It is advisable to encourage authors to read out their final publishable pieces of writing to their classmates. A discussion on what is good and why should generate ideas for improvement. This higher order linguistic activity provides an opportunity to enhance the learners' understanding of the written text.

Organisation of a Cause and Effect Text

A cause and effect expository essay may be organized in different ways depending upon the cause and effect relationship. If there are several causes for one effect, after the introductory paragraph the causes are discussed separately in different paragraphs and the last paragraph concludes. If there are different effects of one cause, the effects are given in separate paragraphs between the introductory paragraph and the concluding paragraph.

Learners should be encouraged to read extensively outside the classroom and discuss about their readings with each other. They must be assigned different novels, articles, newsreports etc. to read, analyse and discuss. They must write summaries after reading the assigned texts.

Graffiti to generate ideas:

Different topics may be selected for students to work on. Sheets are made for each group having a different topic. Groups spend 3 to 5 minutes writing their ideas on the topic. After the assigned time, the groups pass the sheet to the next group. The new group reads the already written ideas and add their own ideas in 5 minutes. This continues till the sheet reaches back to the original authors. Then the group studies and discusses all the ideas and summarizes or writes a text incorporating all the ideas. [Gaikwad, 2011]

Formal Letters:

After analysing samples, learners must write several business letters for varied purposes using the correct register and tone. The tone should match the audience and purpose.

Learners can be given the classified section of newspapers and told to select the job/s they would like to apply for and then write suitable resume, application and cover letter.

Also enable learners to write official emails for varied purposes like

A good writing piece has certain traits (Culham, Ruth, 2003) which are:

1. Ideas: well developed interesting ideas
2. Organisation: The ideas are organized in a sound organizational pattern with appropriate cohesive devices (transitional words and reference words).
3. Voice: Tone and register is well chosen according to the purpose and audience.
4. word choice: Selecting the most appropriate action words, specific nouns, catchy phrases to convey the right meaning.
5. sentence fluency: Well structured sentences of varied length that flow smoothly.
6. Conventions: This includes spelling, capitalisation, punctuation and grammar
7. Presentation: The final product is neat and tidy, written in good handwriting using appropriate format.

Learners should be able to assess their own work and their peers' using the above framework or a rubric (see annexure)

RESOURCES FOR TEACHERS

A Guide to Text Types:

https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/guide_to_text_types_final-1.pdf

Rubrics

An essay rubric

Traits	4	3	2	1
Organisation	The introduction has a thesis statement that contains all the points presented in the body. The paragraphs are well written with attention grabbing topic sentences and excellent transitions that ensure seamless reading. The body's structure is excellently presented. The conclusion contains an articulate closing argument.	The essay's introduction has a good thesis statement that includes most of the points listed in the article. Body paragraphs are well written with good transitions that align sentence structure and solid topic sentences. The structure used is easily defined.	The introduction contains a lacklustre thesis statement. The conclusion is present with a substantial closing argument. Paragraphs have topic sentences, but the sentence structure does not ensure smooth reading with little to no transitions. The body is mostly written using one structure.	The introduction is unclear and ineffective. The conclusion or introduction is absent. Paragraphs do not have topic sentences nor any sentence structure. No clear structure used with point by point mixed with whole to whole.
Thesis	The thesis statement is very conclusive with a lot of information presented. The writer's opinion is eloquently presented and could not be any clearer.	There is a detailed thesis statement with a lot of background information. The opinion of the writer is clear and understandable.	Includes a vague thesis statement. Minimal information is presented, and there is some reference to the points to be submitted.	There is no information presented in the thesis. The thesis statement is non-existent. The writer's opinion cannot be understood.
Reasons and support	The points to support comparisons and contrasts are definitive with clear and relevant and specific examples presented.	The illustrations used to support the points are generic. The provided points, however, are clear and reasonable.	The points are compared and contrasted well enough. Examples are irrelevant and supporting information insubstantial.	The points only either contrast or compare but not both. Examples are not there, and neither is supporting information to reinforce the points presented.
Attention to audience	The reader is given priority by the writer. Points are well supported to give the audience as much clarity as possible. The author	The writer has a clear understanding of what the audience expect to gain from reading his essay. The presentation and support of his or her	The writer has a vague understanding of what readers expect from him or her. The points and their supporting information do help	The author of the essay pays no mind to the readers with comparison and contrasts not clear or helpful at all to the

	anticipates their expectations perfectly with vivid work to meet them.	points, however, do not comprehensively deal with the argument.	clarify the argument to some extent.	audience.
Word choice	The writer uses appropriate vocabulary which shows a thorough understanding of the argument. The transitions smoothly move the reader from point to point clearly defining contrasts and comparisons.	The author's word choice is creative and understands the subject fairly well. Transitions are well used but lack variety which makes the essay monotonous.	The word choice is not very wide. They are appropriate but do not stand out. Some transitions are ill-applied making the relationship between points unclear.	The writer has a very limited vocabulary. Transitions are unclear or may not be there at all. There exists no relationship between points in the essay's body.
Delivery	Delivery is excellent with the writer using eloquent language which engages and hooks the reader to the essay from start to finish.	The author's language is fluent and despite some mishaps still manages to keep the audience interested and the points clear.	Delivery is below par with room for improvement. The audience cannot continuously follow the argument. The speech makes the readers have a difficult time remaining engaged with the subject.	Delivery is poor with a lot of breakages in speech. The reader can barely comprehend the subject let alone follow the argument.
Grammar mechanics and spelling	The author has no grammatical shortfalls whatsoever. The essay is extremely well written with immaculate spelling therein.	The one or two errors in grammar do not disrupt the audience's reading of the essay. The errors are very advanced, and the majority of readers would miss them.	The writer has three or four errors in grammar and spelling, but the essay is still quite understandable and has flowing speech.	The author has many grammatical and spelling errors that disrupt the reader's attention. More than four errors in an essay make it poor.

Rubric for Summary and Paraphrasing Writing

Excellent	Good	Below Average	Ineffective
Clear Main Idea	Clear Main Idea	Main idea is unclear-not specifically stated in the writing.	The main idea is not present.
All important details are included Has captured the literal and connotative (implied) meanings	Important details are included but some might be missing Has missed some implied meanings	Some critical information is missing Has missed the main message in the implied meanings	Contains only some details Has totally missed the implied meanings in the poem
Details are in logical order	Ideas are in logical order	Ideas are in random order and not logical	Ideas are not in a logical order

Demonstrates clear understanding of information in the text.	Demonstrates adequate understanding	Demonstrates basic understanding of information in text	Demonstrates little or no understanding
Is characterized by paraphrasing of the main idea and significant details in own words	Is characterized by paraphrasing of the main idea and significant details	Is characterized by the substantial copying of key phrases and minimal paraphrasing	Is characterized by the substantial copying of indiscriminately selected phrases or sentences.

Text Types and their Features

Readers of all ages must be aware of different text structures if they are to be successful readers and writers (Meyer, 2003). The structure or organization of the text is the arrangement of ideas and the relationships among the ideas (Armbruster, 2004). Readers who are unaware of the text structures are at a disadvantage because they do not approach reading with any type of reading plan (Meyer, Brandt, & Bluth, 1980). However, readers who are familiar with text structures expect the information to unfold in certain ways. In addition, they know how to write their own compositions following the organizational patterns or generic stages of the type of text they wish to write.

There are two basic types of texts: Fiction and Non-fiction. Both of these basic types have subtypes. For example fiction includes stories, novels, myths, etc. on the other hand non-fiction texts may include descriptive texts, instructions, argumentative texts etc.

Fiction – Narrative Text

Purpose: Entertain

The essential purpose of narrative is to tell a story for entertainment.

Generic Stages	Common Language Features
<p>The most common structure is: an opening that establishes setting and introduces characters; a complication and resulting events; a resolution/ending.</p> <p>Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flashbacks,</p>	<p>Stories may be augmented/supplemented/partly presented using images (such as illustrations) or interactive/multimedia elements (such as hypertext/ images/ video/ audio); told/written in first or third person (I, we, she, it, they); told/written mostly in past tense (sometimes in present tense); chronological (plot or content have a chronology of events that happened in a particular order); main participants are characters with</p>

backtracking). Children can add these less predictable narrative structures to their own writing repertoires.	recognisable qualities, often stereotypical and contrasting (hero/villain); connectives are widely used to move the narrative along and to affect the reader/listener: to signal time (later that day, once); to move the setting (meanwhile back at the cave, on the other side of the forest); to surprise or create suspense (suddenly, without warning) Direct quotes are sometimes used in which present tense may be used
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An Example of a Narrative Text

Once there were two little mice. One of the mice was a very hard worker. Every morning she would go outside and fill her basket with beans and nuts. She would store them in her pantry, and then head out to find food for the day. If it was raining, she gathered food. If the sun was blazing, she gathered food. If she was feeling sick, she still gathered food. The cousin of the hard working little mouse was the exact opposite. She stayed out late partying and slept half the day. When she woke up, she played video games and talked on the phone with her friends. While she relaxed, she snacked on her beans and nuts. Soon she ran out of food and realized she would not have anything to last her through the winter. The lazy mouse went to her hardworking cousin and asked if she could have some of her food to get her through the winter. "Why don't you have any food," the hardworking mouse asked. "I've been too busy partying and playing video games," the lazy mouse said. "Well, I don't see why I should help you because of that," said the hardworking mouse. "You are going to have to face the consequences for your actions." "Can't you just help me out a little," pleaded the lazy mouse. "Here's a basket," said the hardworking mouse. "Winter is a few days away. Stop being lazy and gather some food for yourself." While the lazy mouse was out gathering food, she came across a grasshopper singing in the field. "Hey mouse," said the grasshopper. "Come and talk with me instead of wasting your time gathering food!" "I only have a few days to collect food," said the lazy mouse. "You should be gathering some too." "Oh please," said the grasshopper. "I have plenty of food right now. I'd rather have fun." The lazy mouse said goodbye to the grasshopper and continued to gather her own food. A few weeks later, the lazy mouse stepped out of her house to go visit some friends. On the way she came across the grasshopper looking weak and hungry. "Bet you wish you had gathered some food now," said the lazy mouse. Then she went on her way, glad her cousin had helped her before she made the same mistake.

Non-fiction – Expository Text

Purpose: Inform

Expository text is a type of informational text that provides factual information about a topic using a clear, non-narrative organizational structure with a major topic and supporting information.

Generic Stages	Common Language Features
<p>These texts may have varied structures depending on the type of expository text. The types may be:</p> <p>Description: The author describes a topic.</p> <p>Sequence: The author uses numerical or chronological order to list items or events.</p> <p>Compare/contrast: The author compares and contrasts two or more similar events, topics, or objects.</p> <p>Cause/effect: The author delineates one or more causes and then describes the ensuing effects.</p> <p>Problem/solution: The author poses a problem or question and then gives the answer.’ [Meyer, 1985]</p>	<p>The following signal words may be used in each type of expository text.</p> <p>Description: For example, characteristic, for instance, such as, is like, including, to illustrate</p> <p>Sequence: First, second, third, later, next, before, then, finally, after, when, later, since, now, previously</p> <p>Compare/ Contrast: However, nevertheless, on the other hand, but, similarly, although, also, in contrast, different, alike, same as, either/or, in the same way, just like, just as, likewise, in comparison, where as, yet</p> <p>Cause and Effect: If-then, reasons why, as a result, therefore, because, consequently, since, so that, for, hence, due to, thus, this led to</p> <p>Problem – Solution: Problem is, dilemma is if – then. Because, so that, question/answer, puzzle is solved</p>

An Example of a Descriptive Paragraph:

Sunset is the time of day when our sky meets the outer space solar winds. There are blue, pink, and purple swirls, spinning and twisting, like clouds of balloons caught in a whirlwind. The sun moves slowly to hide behind the line of horizon, while the moon races to take its place in prominence atop the night sky. People slow to a crawl, entranced, fully forgetting the deeds that must still be done. There is a coolness, a calmness, when the sun does set.

Language Features:

Simple present tense is used

Adjectives

Example of a Chronological expository text

On July 16, 1969, the Apollo 11 spacecraft launched from the Kennedy Space Center in Florida. Its mission was to go where no human being had gone before—the moon! The crew consisted of Neil Armstrong, Michael Collins, and Buzz Aldrin. The spacecraft landed on the moon in the Sea of Tranquility, a basaltic flood plain, on July 20, 1969. The moonwalk took place the following day. On July 21, 1969, at precisely 10:56 EDT, Commander Neil Armstrong emerged from the Lunar Module and took his famous first step onto the moon's surface. He declared, "That's one small step for man, one giant leap for mankind." It was a monumental moment in human history!

Non-fiction – Instructional/procedural texts

The main purpose is to teach how to do something. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructional/procedural texts include rules for games, recipes, instructions for making something and directions.

Generic Stages	Common Language Features
Begins by defining the goal or desired outcome. (How to make a board game.) List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)	Use of imperative verbs (commands), e.g. Cut the card ... Paint your design ... Instructions may include negative commands. (Do not use any glue at this stage.) Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates ...) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.).

An example of a procedural text:

Recipe for Banana Cake

Stephanie Alexander and Ella Walsh

Ingredients

125g butter, softened

1 1/2 cup castor sugar

2 eggs (60g), beaten

1 cup (approx. 2 large) ripe bananas, mashed

5 drops vanilla

250g plain flour

1 tsp bi-carb soda

1 tsp salt

1/2 tsp cinnamon

1/8 tsp allspice

1/2 cup milk

1 tsp lemon juice

Method:

1. Preheat oven to 180 degrees C. Butter and line a square cake tin.
2. Cream butter and sugar until light and fluffy.
3. Beat in eggs, bananas and vanilla.
4. Sift the dry ingredients together.
5. Mix together the milk and lemon juice.
6. Alternating, add the dry ingredients and the milk, beating between each addition
7. Bake in the oven for approximately 45 mins or until a skewer comes out clean.
8. Rest in the tin for 5 minutes before turning out onto a wire rack to cool.

Non-fiction – Argumentative/ Persuasion texts

An argumentative or persuasive text has two purposes. It is used to change people's points of view or persuade them to accept new points of view. Persuade people to a particular action or new behaviour.

Generic Stages	Common Language Features
<p>An opening statement (thesis) that sums up the viewpoint being presented. (This Novel is the best novel ever written. School uniform is a good idea.)</p> <p>Strategically organised information presents and then elaborates on the desired viewpoint. This can be two to three paragraph long. (Vote for me because I am experienced. I have been a school councilor three times and I have ...)</p> <p>A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)</p>	<p>Written in simple present tense.</p> <p>Often refers to generic rather than specific nouns (participants) (Vegetables are good for you. They ...).</p> <p>Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...).</p> <p>Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.)</p> <p>Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to?)</p> <p>Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a secluded beach, the sound of birds in a forest glade or a picture of a cute kitten.</p>

An Example of an Argumentative Essay

Many young people see going to school as a chore and only go because they absolutely have to, while some will even skip school because they see it as boring and unnecessary. However, going to school is incredibly important for your career, future education you may wish to pursue, and social and communication skills.

Teenagers are forever being told that they need a good education so that they can have the career they want, but many do not listen. However, it is important to remember that your schooling, no matter how long it may feel, lasts for just a few short years compared to the rest of your life ahead of you. Therefore, it is better to sacrifice a little bit of fun now so that you can find happiness in later life, as you will be happier if you can do a job that you enjoy and afford to do the things you want.

Integrally linked to your career is the fact that you will only be able to achieve a higher level of education later on if you work hard in school now. Although at the age of fourteen and fifteen many young people may not think they want to go to college or university, you don't know how this may change as you get older. And with unemployment among young people at its highest these days, you may find that you need a college degree to secure a good job because there is so much competition for so few jobs. Many people also decide that they want to study further when they get a bit older, because they want a career change as they are not happy, or just to prove to themselves and others that they can do it. Those that don't succeed in compulsory education will not have the opportunity to even start many courses because there will be plenty of better-qualified candidates that also want a place.

Finally, school is the place where you learn a great deal of very important life skills: from communicating and empathizing with people of different ages, to listening to instructions and following orders, and developing leadership skills. It is not a coincidence that there is a negative correlation between criminal offences and level of education, in all races, ages and genders all over the world, and one of the main reasons for this is that the lessons that are learnt in school are so much more than just academic. So, although most of us only consider our career when we think about what school may do for us, the life skills we learn are equally important.

What is a Personal Account?

A personal account is a description of an event that was experienced by the person giving the account. A writer's vivid retelling of an experience can create something like a movie in the reader's mind, allowing him or her to imagine every detail and action.

How to Write a Personal Account?

1. Choosing an Experience





Brainstorm a list of events you have experienced. For example: sports events such as a football game or track meet; school events such as a science fair or art exhibition; natural events such as a flood or sunset.

2. Decide the event you most want to write about

Choose an event which you remember clearly; you were thoroughly involved in and which is interesting enough to be told .

3. Gather Event's Details

A personal account gives plenty of specific information to create a complete picture of the event for the reader. You can bring the event to life by asking yourself these four types of questions:

	Ask questions about people, such as: Who else took part in this event? Who caught my attention?
	Ask questions that describe sensory details, such as: What did I hear, see, smell, feel, or taste?
	Ask questions about places, such as: Where did this event take place?
	Ask questions about feelings and thoughts, such as: How did I feel watching this event?

4. Organize Your Details

Order the details involved in your experience. The best order for a personal account is chronological (or time) order. Tell the events in the order they happened—first, second, third, and so on.

Conclusion

Conclude by telling what you learned from the experience.

5. Evaluate and Revise Content, Organization, and Style

Checking your account twice.

In the first reading, look at the content and organization of the account. It should be clear and interesting. In the second reading, look for the style- how you say it. Focus to see that the nouns and adjectives are precise and describe the account vividly.

Read the sample personal account of the occasion when the writer was home alone for the first time.

The sky was pitch black, the house was creaking, and I still had four hours until my parents got home. Locked in my parents' room, I turned on the TV full blast so I wouldn't hear the creaking house.

I barely heard the phone ring. I picked it up but there was no response. I knew someone was on

the other end. Finally, I hung up. A minute later, the phone rang again; still no one was there. I became more frightened as time passed; the same person called five more times.

At this point I didn't bother picking up, but the ringing continued. To get my mind off this prank caller, I called my friend. She told me not to worry and to turn the phone off. As we talked, I heard someone pull into the driveway. When I peeked out the window, I saw an unfamiliar car.

Thirty minutes passed and the car was still in my driveway. It drove up and down the drive as if aware I was watching. My friend told me to call the cops, but I refused. Soon the phone calls started again. I heard noises in the background, but I couldn't tell what they were. I really didn't want that person to get out of the car and start toward the house. If they did, I did not know what I would do. The only thing I could do was to hide, which wasn't a very good plan.

While I was considering calling the cops, my friend offered to drive by. By the time she arrived, the car had left. At that point I was not as scared as curious. Since then I have not stayed home alone and I probably never will.

Adapted from http://www.teenink.com/nonfiction/personal_experience/article/56175/Home-Alone/ on 3rd May 2014

Writing Task:

Pretend that you are a reporter who has been assigned to conduct an interview with a person who has experienced any natural disaster. Make a list of questions that you would ask that person. Keep in mind that your goal is to not only to inform your readership, but to make your interview interesting and informative.

Now, imagine that you are that catastrophe's survivor being interviewed and answer each question properly. Based on the gathered information and the aforementioned guidelines, write a personal account of the survivor.

Writing a Recipe:

Read the recipe carefully and discuss its key features.

[illegible]

Write the recipe of any dish that you can cook.

Write the ingredients in the beginning after the title.

Enumerate the instructions.

Add precautions wherever required.

Explain the circumstances required to carry out your instructions.

Some useful cooking vocabulary is given below. Find out their meanings and use them in your recipe.

bake	blend	deep fry	peel	simmer
barbecue	boil	garnish	pinch	sprinkle
beat	broil	grate	pour	stir
blanch	chop	grill	shallow fry	tenderize

What is a Précis?

A precise is like a miniature portrait of the passage: it retains the absolute essential points accompanied with the mood and tone of the author of the passage. The one aspect one must be careful about is that one should not add one's subjective interpretation or comments to the précis and should try to retain the original author's voice and opinions. As far as the writing style is concerned, one must ensure that one write clear and effective sentences (no rambling) and one's diction is flawless. Ultimately, it the coherence of the views that you presented in the précis that matter, and this can be achieved by making sure that one is precise and to the point in one's approach. Unnecessarily long sentences or rambling thoughts are not required in précis writing, and one should make sure that one sifts from one point to another in a smooth matter. At the end of the day, the précis should make sense and be logical in its presentation.

While keeping the above in mind, you need to keep in mind what a precis is not. The following are some of things that should not be a part of or a reflection of the precis:

- simply a summary of a passage.
- **Do's in a précis:**
 - Start your précis by highlighting the main idea of the passage and you should create contextual environment where you can place the necessary points. Once the

main idea is established in the précis, you can present the methods, points, facts etc. used by the author of the passage.

- Compress and clarify a lengthy passage, article, or book, while retaining important concepts, key words, and important data.
- Remove what is superfluous and retain the core essence of the work.
- Always remember that mentions about history/writing about history should be advisably done in the past tense.
- State the purpose of the research or piece of writing (why was it important to conduct this research or write on this topic?)

- **Don'ts in a précis:**

- Do not express your own opinion, wish, remark or criticism.
- Do not insert any question in your précis. Its significance, if essential, may be expressed by a statement.
- Do not use abbreviations or contractions.
- Do not be jerky. This suggests that most probably, you have not understood the sense of the passage properly.

Writing a Précis of a given passage.

Sample Passage:

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of

Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the

state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property. (330 Words)'

Based on the above paragraph, we arrive at the following theme sentences for the four paragraphs:

- Earthquake - the deadly enemy of mankind.
- Damage caused by an earthquake in general.
- Damage caused by an earthquake-in particular,
- What can the scientists do?

The above four theme sentences can be developed into the following outline:

- **Earthquake - the deadly enemy of mankind.**
 - Earthquake strikes all without a distinction of national boundary or political affiliation.
 - The power of a quake is greater than that of a man-made weapon of destruction.
 - - Scientists are trying to find out means to combat earthquakes; they will find some way to protect themselves from earthquakes.
- **Damage caused by an earthquake in general:**
 - Strikes without warning.
 - Modern city when struck reduced to a primitive village.
- **Damage caused by an earthquake in particular.**

- Quake strikes plains, seas and mountains causing all round destruction.
- In 1755, Lisbon destroyed, 450 killed.
- In 1970, Peru struck, 50,000 killed.
- **What can the scientists do?**
 - In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.
 - Scientists cannot resist the powerful earthquake.
 - They can predict the place of origin of the quake so that precaution can be
 - taken to save man & property.

Based on the above outline, we can make the following rough draft:

- **Earthquake- The Great Destroyer**

Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from destruction. As the number of words in the rough draft is more than required we shall have to reduce it further without reducing the ideas.

The final draft would look as follows:

- **Earthquake - The Great Destroyer**

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced -to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat

earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction.(115 words)

Sample Précis 2

It is physically impossible for a well-educated intellectual or brave man to make money the chief object of his thoughts: Just as it is for him to make his dinner the principal object of them. All healthy people like their dinner, but dinner is not the main object of their lives. So all healthy minded people like making money, ought to like it. And enjoy the sensation of winning it; but the main object of their life is not money; it is something better than money. A good soldier, for instance mainly wished to do his fighting well. He is glad of his pay very properly so, and justly grumbles when you keep him ten years without it-still, his main notion of life is doctors. They like fees no doubt, ought to like them; yet if they are brave and well educated, the entire object of their lives is not the fees. They, on the whole, desire to cure the sick, and if they are good doctors, and the choice were fairly put to them, they would rather cure their patient, and lose the fee than kill him and get it. And so with all other brave and rightly trained men; their work is first, their fee second-very important no doubt but still second. But in every notion, as I said, there are vast numbers of people who are ill educated cowardly and more or less stupid. And with these people just as certainly the fee is first and the work second.

Title: – Work more important than Money.

Précis: – It is impossible for a well-educated intellectual or braves many to make money the chief object of his thought. It is true that money is very important. All healthy minded people like making money. They ought to like it and enjoy the sensation of winning it. Yet, their main object is not money, but doing their job well. Only with ill-educated, cowardly and foolish people, fee is more important than work. But with brave and rightly trained men, their work is first, their fee second.

DIGITAL RESOURCES FOR TEACHERS

Sentence Types

<https://www.youtube.com/watch?v=m9Avsw-kK-s> Accessed on 11-1-2020

Text Types

<https://www.youtube.com/watch?v=-LULx42tOA4> Accessed on 11-1-2020

<https://www.youtube.com/watch?v=uZuDX3cNPBU> Accessed on 11-1-2020

Teaching Argumentative Essays

<https://www.youtube.com/watch?v=JYn8zygZSOU> Accessed on 11-1-2020

Teaching Narrative Texts

<https://www.youtube.com/watch?v=kPztzxVy-1o> Accessed on 11-1-2020

Basic Essay

<https://www.youtube.com/watch?v=IN6IOSMviS4> Accessed on 11-1-2020

Competency 3: Oral Communication Skills

Standard: *Students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings.*
 Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

S. No.	Benchmarks
3.1	Use simple conventions of spoken discourse to communicate in various academic and social settings, in formal and informal talks and individual/pair discussions.
3.2	Demonstrate use of appropriate conventions for giving a job interview
3.3	Create and deliver individual/group presentations on various themes, problems and issues
3.4	Evaluate the presentation of peers against a pre-developed criteria

TEACHING TIPS

Provide a lot of opportunities for students to work in groups where they have to present their ideas and opinions, acknowledge the contributions of other group members, modify and extend others ideas and politely negotiate to reach consensus.

An essential component and important prerequisite for academic learning is the teaching of social skills. Social skills encompass communicating, building and maintaining trust, providing leadership, and managing conflicts (Johnson, Johnson, & Holubec, 1993). In order to work successfully with others in any setting social skills are a must. Moreover, collaboration, cooperation, and problem solving are critical for the workplace of today and tomorrow; efforts should be made to assist all students in developing and maintaining social skills.

After discussing one skill at a time a T-chart or Y-chart may be developed and posted in the class for reference. These charts become reminders for practising the discussed social skills.

Different simulations, role plays, discussions and negotiating activities should be designed for students to practise communication and collaboration skills.

Learners should be taught formulaic expressions for different functions like requesting repetition: can you say that again please; Can you please say it in another way? Etc. They must be taught how to stay positive and use polite language.

T-Chart	
Respecting the Ideas of Others	
What I can do or say if someone has a difference of opinion...	What I should NOT do or say if someone has a difference of opinion...
<ul style="list-style-type: none">- listen to what they are saying- Say, "I appreciate that you have a different point of view, but I think... (state your viewpoint)"	<ul style="list-style-type: none">- look away from them- roll your eyes- Interrupt while they are speaking

Positive language focuses on what can be done, it suggests alternatives, sounds helpful and friendly and generates more involvement because it is not hostile and it does not blame others for mistakes.

Projects and presentations are opportunities for students to exhibit their learning and in-depth understanding of what they are learning. They should be a regular part of the class.

Feedback fuels learning, therefore learners should be taught to give and receive feedback to each other with respect and positivity. Self assessment and reflection routines enhance the fact that there is always room for improvement.

Use rubrics to elicit structured feedback from learners.

RESOURCES FOR TEACHERS

Scoring Rubric for Oral Presentations:

PRESENCE

5	4	3	2	1	0
---	---	---	---	---	---

- body language & eye contact
- contact with the public
- poise
- physical organization

LANGUAGE SKILLS

5	4	3	2	1	0
---	---	---	---	---	---

- correct usage
- appropriate vocabulary and grammar
- understandable (rhythm, intonation, accent)
- spoken loud enough to hear easily

ORGANIZATION

5	4	3	2	1	0
---	---	---	---	---	---

- clear objectives
- logical structure
- signposting

MASTERY OF THE SUBJECT

5	4	3	2	1	0
---	---	---	---	---	---

- pertinence
- depth of commentary
- spoken, not read
- able to answer questions

VISUAL AIDS

5	4	3	2	1	0
---	---	---	---	---	---

- transparencies, slides
- handouts
- audio, video, etc.

OVERALL IMPRESSION

5	4	3	2	1	0
---	---	---	---	---	---

- very interesting / very boring
- pleasant / unpleasant to listen to
- very good / poor communication

TOTAL SCORE _____ / 30

Rubric for Oral Presentation

Put a (√) in the column when students demonstrate the skills	Student Name: Roll Number:	Student Name: Roll Number:	Student Name: Roll Number:
1. Introduction was short, clear and interesting			
2. Topic was clearly explained			
3. Used relevant information			
4. Used facts and examples to support claims			
5. Spoke clearly and distinctly			
6. Was confident throughout the presentation			
7. Maintained eye contact with the audience			
8. Used visual aids (charts, OHP, slides) effectively			
9. Handled questions and comments properly			

Group Work Rubric

Criteria	Apprentice	Basic	Learned	Exemplary
Decision Making	One person dominates decision-making.	Some students contribute to decision-making.	Most students contribute to decision-making.	Students contribute to decision-making.
Social Interaction	Students frequently interrupt and/or put down the views of others. Students do not ask questions or clarification.	Students pay attention to the group discussion. Some students ask questions and build on others comments.	Body and/or verbal responses indicate active listening. Most students ask questions and build on others comments.	Students respect and encourage the views of others. Students ask questions or clarification. Students build on others comments.
Contributing	Students do not contribute in any positive way to the group work.	Some students contribute positively to the group work.	Most students contribute positively to the group work.	Students consistently contribute in a positive way to the group work.
On Task Behaviour	Students exhibit on-task behaviour	Students exhibit on-task behaviour	Most students exhibit on-task behaviour most of	Students exhibit on-task behaviour

	inconsistently.	some of the time.	the time.	consistently.
Group Structure and Functioning	With assistance, students have difficulty sequencing steps. Task is not completed on time.	With assistance, students are able to sequence steps. Rushes to complete task. Division of tasks and responsibilities if inefficient and wastes time.	Students complete a sequence of steps. Completes task on time. The leader assigns responsibilities and tasks.	Students complete a clear and logical sequence of steps. Completes task with form and reflection and revision. Members volunteer to take responsibilities and roles.

<http://www.nald.ca/CLR/Btg/ed/evaluation/groupwork.htm#groupwork> Accessed on 5-1-2020

Group Participation Assessment Rubric

Apprentice	Basic	Learned	Exemplary
<p>-Rarely contributed to the group's project; often needed to be begged to focus and produce; frequently off task; distracted group.</p> <p>-Rarely completed his or her share; almost always needed to be prodded.</p>	<p>-Contributed good effort to the group's project.</p> <p>-Was helpful and cooperative in completing his or her share.</p>	<p>-Contributed great effort to the group's project.</p> <p>-Did a good job of organizing group efforts and keeping people on track.</p> <p>-Completed his or her share with great effort.</p>	<p>-Contributed exceptional effort to the group's project.</p> <p>-Did a fantastic job in organizing group efforts and keeping people on track.</p> <p>-Went above and beyond the call of duty to further group's work.</p>

<http://www.readwritethink.org/classroom-resources/lesson-plans/pros-cons-discussion-819.html>
Accessed on 5-1-2020

A Survey:

Prepare a questionnaire to interview students of another class. Include questions related to their likes and dislikes. Use your questionnaire to interview 10 to 20 students of any other class during recess. Now tabulate the result of your survey. Make bar graphs or pie-charts to organise your data. Use your graphs to present your report to the whole class.

