



ZIAUDDIN UNIVERSITY

EXAMINATION BOARD

English

XII

Student Resource



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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)

K What I already Know	W What I Want to know	L 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 breath-taking! 15
4. 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. 20
25

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 spinetingling 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

By AaminaSuleman

Adapted from Women's Own Magazine June 2013

RESOURCES FOR STUDENTS

Identify the topic sentences of all the paragraphs and the supporting details.

Single Parent Struggle

For many years, children growing up in a single parent family have been viewed as different. Being raised by only one parent seems impossible to many yet over the decades it has become more prevalent. In today's society many children have grown up to become emotionally stable and successful whether they had one or two parents to show them the rocky path that life bestows upon all human beings. The problem lies in the difference of children raised by single parents versus children raised by both a mother and a father. Does a child need both parents? Does a young boy need a father figure around? Does the government provide help for single parents? What role do step-parents and step-siblings play? With much speculation, this topic has become a very intriguing argument. What people must understand is that properly raising a child does not rely on the structure of a family but should be more focused on the process or values that are taught to these children as they learn to mature. Children of single parents can be just as progressive with emotional, social and behavioural skills as those with two parents.

People claim that the only way for children to gain full emotional and behavioural skills is to be raised by both a mother and a father. When a topic such as this one has a broad amount of variables it is impossible to simply link these problems to only having one parent. In the article, "Single-parent families cause juvenile crime", author Robert L. Maginnis states, "Children from single-parent families are more likely to have behaviour problems because they tend to lack economic security and adequate time with parents".

The simple statement that raw criminals are products of single-parent adolescence is absurd. What this writer must understand is that it can be extremely difficult for one parent to raise a child by themselves for many reasons. A single-parent must work full time to be able to afford to provide for themselves and their child. They must also be able to still have time to offer an exuberant amount of emotional time for the well-being of their child. However, even though this may seem impossible, it can be done.

As this subject continues to be looked down on people must realize that single parents are becoming more common in today's world. Since 1995 the American family structure for children ages fourteen to eighteen consists of forty-two percent living in a first marriage family with both parents, twenty-two percent living in a second marriage step-family, twenty-one percent living in a single parent, divorced or separated family, six percent living in a single parent never married family and three percent living in a single parent widowed family. This is an extremely scary statistic considering that fifty eight percent of children in America are living in a single parent family. This is a chilling percentage because it shows how little faith is put into a relationship before actually deciding to have children. Unfortunately not all single-parents take the time to perform the vital tasks needed to raise their children. Parents who think they would never be able to provide emotional stability for their children by themselves should have taken the time to think this through before deciding to become parents. Accidents may happen once in a while but in most cases adults know what is at stake when planning to have a child. Plain and simple, if you're not ready, than don't do it. If you do decide to have this child and you love this child, then you can be a good parent. There are many ways to enhance the well-being of your child if you simply apply yourselves as parents. Magginnis later states that, "Boys who do not have fathers as male role models suffer especially". While it is extremely important for a male child to have his father around, there are other ways of teaching a young boy the lessons he needs to become a man. I know from personal experience that what the author of this article is trying to convey is wrong. I never had my father around while growing up and I did in fact have many positive male role models. My Grandfather was always there to help guide me as I slowly blossomed into a young man. Anytime my mother had to work to support us, my grandparents, aunt's, uncles and cousins would step up and provide the time and attention I needed. Therefore, I had the best support group I could have had as a young man. Being a child with a single mother had its benefits. Although I came to find how hard it really was for her to always meet the needs of her child, she did the best job that she possibly could and gave me the knowledge that I needed to become a successful man without the guidance of my father.

I did however have the experience of dealing with a step-parent. Today, twenty five percent of all American children will spend at least some time of their growing-up years in a stepfamily. This seems fine for single parents because they feel like they can start over in a new relationship and receive help from their spouse both emotionally and financially. A step-parent can cause confusion and emotional stress on the child since they have just had to adjust to only one parent and now have to adjust to a new parental figure stepping into the family role. Another factor of

bringing a step-parent into a single family's life is new step-siblings to get along with. It might not be justified for a step parent to punish their step-child like they would their own flesh and blood. As long as both parents have an understanding that their family comes first and that it is important to communicate between themselves and with the children, a step-family could survive.

Children who are raised with both a mother and a father have more attention from both parents therefore they get the emotional time they need to progress in life. This could be true but not in all circumstances. It would not be beneficial at all to grow up in a two parent family who did nothing but argue and put each-other down. Naturally, a child who sees this from a very young age until they are ready to be out on their own would only follow in the footsteps of all that they have ever known. Children who are raised by one parent who devotes their time and emotion into their child would benefit much more than a child who has both parents showing them that fighting and arguing is acceptable.

Not all families are lucky enough to have a healthy structure. It is important for society and government aids to notice these structural differences and take action. There should be government funded programs to help assist single-parent families with childcare and finances for parents who must work and still have time for their children.

Whether it's a mother and a father, a single mother, or a single father, children need guidance. They will only become a product of what they are taught from a young age and these children are deeply affected emotionally by the amount of love and compassion that is put into raising them. Whichever family structure is implied it must be one of respect and strong moral values that they can someday pass on to their family.

Identify the types of texts and also state the order they follow (chronological or spatial).

Text # 1

There is a story - I cannot tell it - I have no words. The story is almost forgotten but sometimes I remember.

The story concerns three men in a house in a street. If I could say the words I would sing the story. I would whisper it into the ears of women, of mothers. I would run through the streets saying it over and over. My tongue would be torn loose--it would rattle against my teeth.

The three men are in a room in the house. One is young and dandified. He continually laughs.

There is a second man who has a long white beard. He is consumed with doubt but occasionally his doubt leaves him and he sleeps.

A third man there is who has wicked eyes and who moves nervously about the room rubbing his hands together. The three men are waiting - waiting.

Upstairs in the house there is a woman standing with her back to a wall, in half darkness by a window.

That is the foundation of my story and everything I will ever know is distilled in it.

I remember that a fourth man came to the house, a white silent man. Everything was as silent as the sea at night. His feet on the stone floor of the room where the three men were made no sound.

The man with the wicked eyes became like a boiling liquid - he ran back and forth like a caged animal. The old grey man was infected by his nervousness - he kept pulling at his beard.

The fourth man, the white one, went upstairs to the woman.

There she was - waiting.

How silent the house was - how loudly all the clocks in the neighbourhood ticked. The woman upstairs craved love. That must have been the story. She hungered for love with her whole being. She wanted to create in love. When the white silent man came into her presence she sprang forward. Her lips were parted. There was a smile on her lips.

The white one said nothing. In his eyes there was no rebuke, no question. His eyes were as impersonal as stars.

Down stairs the wicked one whined and ran back and forth like a little lost hungry dog. The grey one tried to follow him about but presently grew tired and lay down on the floor to sleep. He never awoke again.

The dandified fellow lay on the floor too. He laughed and played with his tiny black moustache.

I have no words to tell what happened in my story. I cannot tell the story.

The white silent one may have been Death.

The waiting eager woman may have been Life.

Both the old grey bearded man and the wicked one puzzle me. I think and think but cannot understand them. Most of the time however I do not think of them at all. I keep thinking about the dandified man who laughed all through my story.

If I could understand him I could understand everything. I could run through the world telling a wonderful story. I would no longer be dumb.

Why was I not given words? Why am I dumb?

I have a wonderful story to tell, but know no way to tell it.

<https://theshortstory.co.uk/devsitegkl/wp-content/uploads/2015/06/Short-stories-Sherwood-Anderson-The-Dumb-Man.pdf> Accessed on 11-1-2020

Text # 2

Every individual is defined by his character and personality but it also cannot be denied that people look into the nature and type of the home, which shows the other intricate details of a person's being. In addition, with a house comes different classes of families from all over the world depicting their own cultural heritage and tradition. Every house has a story of its own that has to be told and shared. This essay focuses on the inside and outside beauty of my house and how I have become attached to the essence and deeper meaning that it holds.

The view outside of my house is a mixture of colours and beautiful scenery. A spatial garden filled with numerous plant types such as orchids and roses having that touch of professional landscaping that has been developed throughout the years could be easily seen. As visitors walk to the front porch, the walls and small fence attached to the house itself are painted with white

and light green, which makes the image strikingly attractive to the eye. The door has that vintage light blue and white look with a quintessence type of golden doorknob. Upon entering my house, simplicity and an equal balance of mesmerizing smell of lavender and woman's perfume fills the living room. Elegance could be easily spotted as one looks towards the centrepiece table and the rug underneath it evidencing class and a perfect match of golden brown and white carpet with a marble vase from Canada is perfectly placed on the table. There is another room at the left side leading to a library field with vintage, classic and odern books. The shelves are five stories high made of pinewood and painted in black. A brown table is seen across the books with a calendar, picture frame and pointed calligraphy pen. A tall lamp is also seen beside the work table sculpted with flower stems and angelic figures from its feet to the head. A painting could also be seen hovering on the wall behind the desk. A girl in a white gown has been painted underneath a tree bursting with yellow flowers. Upon moving to the kitchen, a simple silver oven, microwave, cupboards, wooden drawers, kitchen sink and a large refrigerator with drawings from kids are placed on its doors through the help of magnets. The smell of a newly roasted turkey fills the whole room and reminds us of a fresh farm and a field of grasses and flowers.

Going to the dining area, a circle dining table with eight pink and blue chairs are styled in such a manner that shows how my family have studied, created, made and built every detail of the dining room. The utensils and plates are shining white and glistening in the ray of the sun that enters through the open windows. Most surprisingly are my two rooms inside the house, which is quite different from the classical look of my house in the outside up until the dining area. My master bedroom is filled with collectable toys and items where I have bought silver glass shelves and cabinets for my collection. There is also a 32 inches flat television screen attached to the wall opposite the king-sized bed. Posters of movies and cartoon characters are pasted on the walls with glass frames making the room look like a museum for Hollywood films and stories. The closet and cabinet for clothes and paraphernalia are all painted in white and blue with glossy shine. There's also a shelf for the designer shoes, slippers and sandals that have been hauled over the years. The other two rooms found in the hallway going to the living room are for laundry and boxes of all things collected in the past years. My house is a mixture of both classical and modern which signifies how I have forgotten my historical and cultural background based on a long line of familial relations and at the same time how much I appreciate the new and present designs. The variety of colours, pictures and displays inside my house will surprise and awaken the curiosity of the visitors.

<https://blog.essaybasics.com/my-house-descriptive-essay-sample/> Accessed on 11-1-2020

Text # 3

There was a great battle at sea. One could hear nothing but the roar of the big guns. The air was filled with black smoke. The water was strewn with broken masts and pieces of timber which the cannon balls had knocked from the ships. Many men had been killed, and many more had been wounded.

The flag-ship had taken fire. The flames were breaking out from below. The deck was all ablaze. The men who were left alive made haste to launch a small boat. They leaped into it, and rowed swiftly away. Any other place was safer now than on board of that burning ship. There was powder in the hold.

But the captain's son, young Casabianca, still stood upon the deck. The flames were almost all around him now; but he would not stir from his post. His father had bidden him stand there, and he had been taught always to obey. He trusted in his father's word, and believed that when the right time came he would tell him to go.

He saw the men leap into the boat. He heard them call to him to come. He shook his head.

"When father bids me, I will go," he said.

And now the flames were leaping up the masts. The sails were all ablaze. The fire blew hot upon his cheek. It scorched his hair. It was before him, behind him, all around him.

"O father!" he cried, "may I not go now? The men have all left the ship. Is it not time that we too should leave it?"

He did not know that his father was lying in the burning cabin below, that a cannon ball had struck him dead at the very beginning of the fight. He listened to hear his answer.

"Speak louder, father!" he cried. "I cannot hear what you say." Above the roaring of the flames, above the crashing of the falling spars, above the booming of the guns, he fancied that his father's voice came faintly to him through the scorching air.

"I am here, father! Speak once again!" he gasped.

But what is that?

A great flash of light fills the air; clouds of smoke shoot quickly upward to the sky; and--

"Boom!"

Oh, what a terrific sound! Louder than thunder, louder than the roar of all the guns! The air quivers; the sea itself trembles; the sky is black.

The blazing ship is seen no more.

There was powder in the hold!

* * *

A long time ago a lady, whose name was Mrs. Hemans, wrote a poem about this brave boy Casabianca. It is not a very well written poem, and yet everybody has read it, and thousands of people have learned it by heart. I doubt not but that some day you too will read it. It begins in this way:--

"The boy stood on the burning deck

Whence all but him had fled;

The flame that lit the battle's wreck

Shone round him o'er the dead.

"Yet beautiful and bright he stood,

As born to rule the storm--

A creature of heroic blood,
A proud though childlike form."

<https://theshortstory.co.uk/devsitegkl/wp-content/uploads/2015/07/Baldwin-James-Casabianca-Short-Stories.pdf> Accessed on 11-1-2020

Text # 4

1. First of all, preheat oven to 375 degrees F (190 degrees C). Then, grease and flour 24 muffin cups, or use paper liners. After that, sift together the flour, baking soda, salt, cinnamon, and nutmeg. Set aside.
2. In a large bowl, cream together the shortening and sugar until light and fluffy. Beat in the eggs one at a time. Then, stir in the vanilla and buttermilk. Beat in the flour mixture, mixing just until incorporated. Fold in the mashed bananas and shredded apples. Fill each muffin cup half full.
3. In the end, bake in the preheated oven for 20 to 25 minutes, or until a toothpick inserted into the centre comes out clean. Allow to cool before cutting and serving.

Adapted from: <https://www.allrecipes.com/recipe/25552/apple-banana> Accessed on 11-1-2020

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. YohannesGebregeorgis 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?

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.oxfordaqaexams.org.uk/oqaresources/english/assessment/9280-international-gcse-english-as-a-second-language-reading-question-paper-v2.pdf> Accessed on 11-12020

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:

.....

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 Now your teacher wants you to follow this up with a summary for the school magazine.

Look at your notes in Exercise 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 j 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

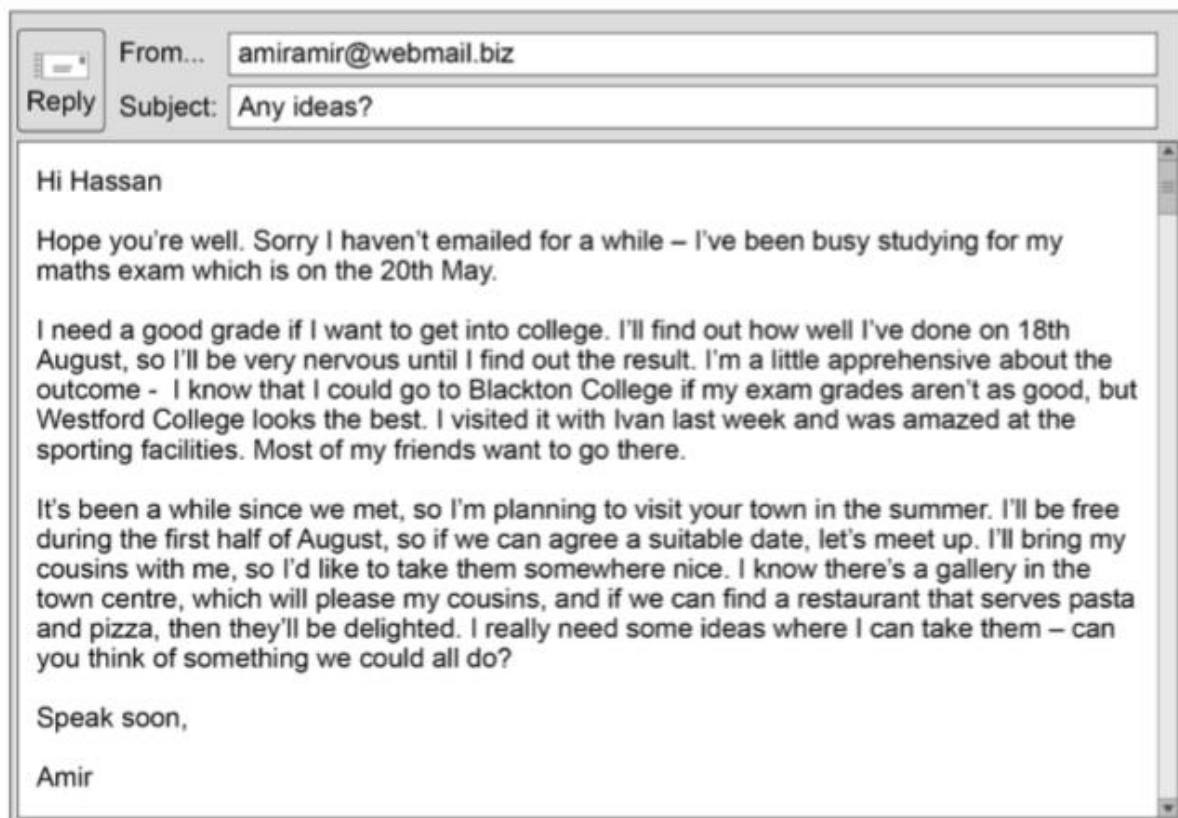
Robert Hedin owns a shirt company (1) the Hawaiian island of Kauai. The island is famous (2) its red earth. Kauai's earth is red as a result of all the iron that it (3). When Robert was a child, his mother used to get angry if he got the red earth on his clothes, (4) once the dirt marks something, the 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 STUDENTS

1. Text Organisation in Informational Texts:

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

2. Text Structure:

Part I: <https://www.youtube.com/watch?v=nmnOOxA-ig8>

Part II: <https://www.youtube.com/watch?v=AsElFo4f9pM>

Planning Non-fiction Texts: <https://www.youtube.com/watch?v=Eq7IDawqrTw>

Using Organizational Patterns of Texts: <https://www.youtube.com/watch?v=e6bmZ231M6k>

https://www.youtube.com/watch?v=TSZ22G7_9D8

3. For better understanding of a paragraph:

<https://www.grammarbank.com/paragraphs-health.html>

<https://www.grammarbank.com/reading-completion-exercise.html>

<https://www.grammarbank.com/food-hygiene-paragraphs.html>

4. Reading Comprehension:

https://www.englishforeveryone.org/PDFs/11_Chronic_Traumatic_Encephalopathy_Free_Sample.pdf

5. Critical Thinking:

<https://www.youtube.com/watch?v=9PsLktb7HTA>

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

https://www.skillsworkshop.org/resources/littergram_renamed_112_functional_english_pack

https://www.skillsworkshop.org/index.php/resources/technology_in_rugby_functional_english_tasks

<https://www.teachingenglish.org.uk/article/criteria-identifying-tasks-tbl>

POSSIBLE ITEMS FOR ASSESSMENT

Task 1: Read the passage about the life style of ants and answer the questions.
20]

[Total:

Mr Ahmed takes some photographs

In this passage, Mr Ahmed's traditional camera needs a roll of film inside it to take photographs. This roll of film has to be sent away and developed into photographs.

Mr Ahmed's interest in photography came about suddenly. Waqar, a friend at the office, had mentioned casually that he had a camera which he would like to sell. An idea caught Mr Ahmed's fancy, and soon became a temptation. 'Look at that sunset,' he exclaimed enthusiastically to his wife one evening, after the idea had floated alluringly in his mind for a few days. 'Wouldn't it be really nice to take a photograph of it?'

Mrs Ahmed was taken aback by the strangeness of this question. She glanced briefly at the sky and at her husband. 'You need to have a camera before you do a thing like that. Photographs don't just drop down out of the sky,' she said. 'Don't do anything foolish.'

The following morning, Mr Ahmed offered twenty thousand for the camera. Waqar laughed loudly, telling him the camera was an excellent one with flash bulbs and light meters. 'Twenty thousand!' he exclaimed. 'I must remember to tell the boys that one.' The 'boys' played a large and mysterious role in Waqar's life. He referred constantly to them. Mr Ahmed regretted having asked him about the camera. He was afraid of what the 'boys' would say when they heard of his offer, but it was too late now to turn back. 'The price is fifty thousand,' said Waqar. 'That camera cost me one lac and is in perfect condition.' Against his better judgement, Mr Ahmed bought the camera.

That evening, Mr Ahmed turned the camera delicately in his hands and, glancing at the instruction booklet, decided it contained only incomprehensible words and baffling drawings. The next day he bought a large and impressively illustrated book on photography. In particular, one photograph of a sunset delighted him and he cut it out and plastered it onto the sitting room wall, followed soon by others, all equally dramatic, of skies being ripped apart by flurries of lightning and fields of flowers bending before the wind.

At last Mr Ahmed felt ready to tackle what he described as a 'subject'. He bought his first roll of film and drove out into the countryside. He sent his roll of film away to be developed, and awaited the return of his photographs with mounting excitement. Eventually a little packet arrived, which Mr Ahmed ripped open. 'The first one hasn't come out properly,' he murmured. When his wife came in an hour later, Mr Ahmed was sitting at the table, his head buried in his hands and his spoiled photographs scattered around him. 'Nobody is perfect right away,' Mrs Ahmed said consolingly. Mr Ahmed moaned softly, moving his head from side to side in the palms of his hands. Mrs Ahmed warmed to her theme. 'Maybe it was the fault of the people who developed them. I would suggest you develop your own photographs.'

With the next roll of film, Mr Ahmed was less ambitious, confining himself to photographs of his children on the pavement in front of the house. A group of curious neighbours had gathered to watch as

Mr Ahmed arranged the children in a line. Strained expressions settled on their faces. 'Grin! Grin!' he howled at them. Mr Ahmed was beginning to lose his temper. The strained expressions continued.

When the roll of film was finished, it was time to develop the photographs with the equipment Mr Ahmed had now bought. Explaining that photographs needed darkness to be developed properly, Mr Ahmed took the roll of film to a bedroom, where he pulled shut the curtains. 'It's not dark enough,' he told his wife disconsolately. Mrs Ahmed suggested developing the photographs under the bed. She brought in the developing equipment and several saucers and basins of water as instructed. Mr Ahmed could feel his confidence ebbing away from him as he crawled under the bed. Mrs Ahmed handed him the items one by one, finally draping a blanket over his head. She sprawled on the floor and peeped at the huddled mass. Then she heard the first splash. The basins clanged against each other, followed by a steady muffled roar of anger and distress. Water began flowing across the floor. Mrs Ahmed pulled the blanket away to reveal the drenched body of her husband. After this episode Mr Ahmed neglected his camera. He did make one or two passing references to it, but only when something else had gone wrong and he was feeling depressed.

[Adapted from: <https://www.cambridgeinternational.org/Images/525958-june-2017-insert-paper-21.pdf> Accessed on 16 - 6 - 19]

1. 'An idea caught Mr Ahmed's fancy, and soon became a temptation.' What was Mr Ahmed tempted to do? (1)
2. Describe in your own words Mrs Ahmed's reaction to her husband's question. (2)
3. Mrs Ahmed says: 'Don't do anything foolish.' What advice do you think she is giving her husband? (1)
4. When Mr Ahmed offered a low price for the camera, Waqar 'laughed loudly'. What emotion do you think Waqar wanted Mr Ahmed to feel? (1)
5. Pick out and write down the four-word phrase from the paragraph which shows that Mr Ahmed realised that the price of the camera was too high. (1)
6. Explain in your own words why Mr Ahmed disliked the camera's instruction booklet. (2)
7. Explain fully how Mr Ahmed's use of the 'large and impressively illustrated book' was different from the way it was meant to be used. (2)
8. In what two ways does Mrs Ahmed try to comfort her husband over the failure of his photographs? (2)
9. Give two reasons why the children had 'strained expressions' on their faces while they were being photographed. (2)
10. Mr Ahmed 'could feel his confidence ebbing away'. What effect does 'ebbing away' have which would not be achieved by, for example, 'left him'? (1)
11. Why was the roar of anger and distress 'muffled'? (1)
12. From the whole passage: Choose four 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. (4)
 - (a) casually (line 2)
 - (b) confining (line 33)
 - (c) delicately (line 17)
 - (d) curious (line 34)
 - (e) tackle (line 23)
 - (f) disconsolately (line 41)

(g) mounting (line 25)

(h) mass (line 46)

Task II

Read the following poem carefully and answer the questions

[Total: 7]

The Loner

By Julie Holder

He leans against the playground wall,
Smacks his hands against the bricks
And other boredom-beating tricks,
Traces patterns with his feet,
Scuffs to make the tarmac squeak,
Back against the wall he stays –
And never plays.

The playground's quick with life,
The beat is strong.
Though sharp as a knife
Strife doesn't last long.
There is shouting, laughter, song,
And a place at the wall
For who won't belong.

We pass him running, skipping, walking,
In slow huddled groups, low talking.
Each in our familiar clique
We pass him by and never speak,
His loneliness is his shell and shield
And neither he nor we will yield.

He wasn't there at the wall today,
Someone said he moved away
To another school and place
And on the wall where he used to lean
Someone had chalked
'watch this space'.

Holder, J. 'The Loner' in Foster, J. [ed] (1982) A Third Poetry Book, Oxford University Press, London, p.30.

1. In the second stanza, the poet points out that the playground is...
a) full of activity b) a violent place c) uninviting d) extensive
2. The poet used the word 'clique' in the third stanza. This means...
a) class b) group c) grade d) club

3. Which of the following is an example of a metaphor?
- a) 'Traces patterns with his feet' b) 'His loneliness is his shell and shield'
- c) 'The beat is strong' d) 'Strife doesn't last long'
4. The poet uses the simile 'sharp as a knife' to describe...
- a) the classroom b) the uniform c) short lived strife in the playground d) the loner
5. What is the main idea of the poem?
- a) There will always be people who are excluded by others b) Friendships do not last forever.
- c) In life it is important to be independent d) Playgrounds can be unpredictable places.
6. In the second stanza, the apostrophe in the word 'playground's' is used...
- a) to show possession b) because the word ends in 's'
- c) because there is more than one playground d) to show that a letter has been omitted.
7. Predict what would have occurred if the boy had not moved away.
- a) He would have eventually made some friends.
- b) He would have become the leader of a group.
- c) He still would have been a loner.
- d) He would have joined in with the others.

Task 3: Read the following passage and represent it using a suitable graphic organizer.

[Total: 8]

The Badshahi Mosque or "Emperor's Mosque" was built in 1673 by the Mughal Emperor Aurangzeb in Lahore, Pakistan. It is one of the city's best known landmarks and a major tourist attraction epitomising the beauty and grandeur of the Mughal era.

Capable of accommodating over 55,000 worshippers, Badshahi is the second largest mosque in Pakistan, after the Faisal Mosque in Islamabad. The design of the Badshahi Masjid is closely related to the Jama Masjid in Delhi, India, which was built in 1648 by Aurangzeb's father, Emperor Shah Jahan.

The mosque was built under the patronage of the sixth Mughal Emperor, Aurangzeb Alamgir. It was completed in 1673 under the supervision of Aurangzeb's foster brother Muzaffar Hussain (also known as Fidaie Khan Koka) who was appointed governor of Lahore in May 1671 and held this post until 1675.

The construction of the mosque took about two years, from May 1671 to April 1673. The mosque was built opposite the Lahore Fort, illustrating its stature in the Mughal Empire. In conjunction with the building of the mosque, a new gate was built at the fort, named Alamgiri Gate after the Emperor.

Task 4**[Total: 10]****Fill in the blanks with suitable words.**

Sara was standing in her Apple Farm. It was summer, and that it was apple season. Sara's family were farmers and delicious fruits and vegetables. Sometimes Sara and her sisters would the best ones to show at the City Mela.

Sara surveyed the apples. They grew on rows of trees in their farm. The more sunshine they got, the larger the would grow. As Sara, she suddenly stopped. Something surprising stood out in front of her.

"Mahnoor! Sana!" she for her sisters. "Come see!"

When they got closer, Sara her sisters the sight she saw. There, growing on a green tree, was an apple the size of a pumpkin.

. "I've never seen an apple size." said Mahnoor.

Her sister Sana they submit the apple as their selection to the City Mela.

In a week, the apple had to be as big as a watermelon. After the second week, it was as large as a tire. The siblings were excited at the of such a giant apple.

It was time to take their substantial apple to the Mela.

At the fair, the spectators went to the sisters' stall to see the apple.

"Stupendous!" shouted a short shopkeeper.

"Sensational!" said a shoe salesman.

"Shocking!" an old man, who then fainted.

"Superb!" said the city senator, who was the of the competition. "I've never seen such a, superior apple! I it the Supreme Apple of the City Mela!"

The sisters shrieked at their success. They were very happy.



Task 5:**[Total: 12]****Read each passage and highlight or underline necessary information. Write your summary.**

Johannes Gensfleisch zur Laden zum Gutenberg, better known as Johannes Gutenberg, was born in the German city of Mainz. Though most of Gutenberg's early life is a mystery, historians believe that he studied at the University of Erfurt in 1418 and spent much of his young adult life practicing the profession of his father: goldsmithing. Gutenberg borrowed money from investors in 1439 and found himself in financial trouble.

In the year 1439 the city in which Gutenberg lived was planning to exhibit its large collection from Emperor Charlemagne (a famous ruler who had united much of Western Europe around 800 AD). The exhibit was expected to bring many visitors to the town, so Gutenberg took investments and created polished metal mirrors which were to be sold to the visitors. The mirrors which Gutenberg produced probably would have sold well, but due to severe flooding the event was delayed by one year. The impatient investors demanded that Gutenberg return their investments, but he had already spent the money on producing the unsold mirrors. He was trapped in a difficult situation. Gutenberg decided to share his greatest secret with them.

This secret would forever change the world, all of history, and even the process of keeping history. It's been argued that Gutenberg's idea was one of the greatest of all mankind. This one idea would lead to the spread of countless others. It would play a key role in the development of the Renaissance, Reformation, the Age of Enlightenment, and the Scientific Revolution. This idea would bring learning to the masses. Gutenberg had created the mechanical printing press with movable type.

Before the spread of Gutenberg's idea, literature was handwritten. Because of the effort that went into producing them, books were extremely rare and valuable. Because of the value of books, there was little reason for common people to learn to read or write since it was unlikely that they would ever handle a book in their lifetimes. Gutenberg's invention would change that. His printing press allowed literature to be produced on a mass scale. His movable metal type could be arranged once to form a page, and he could print the page again and again.

The first major text that Gutenberg produced was a 42 line copy of the bible. Scholars estimate that Gutenberg produced between 165 and 185 of these bibles, which sold out almost immediately. Most copies went to churches and universities, though one was sold to a private individual. Copies are known to have sold for 30 florins (about three years of wages for a clerk at the time), which may seem expensive but was much cheaper than a hand produced copy.

Gutenberg's brilliant idea would soon change the world, but in the short term he bungled a large and risky investment. He found himself in financial trouble once again and was sued by one of his investors, who accused Gutenberg of mismanaging money meant for the production of books. The courts ruled against Gutenberg and he lost the shop that he had created. He was effectively bankrupt.

Though he had failed as a businessman, the technologies that he had created spread rapidly. As these printing technologies spread, news and books began to travel much faster than previously possible. The world has not been the same since. Though Gutenberg was financially unsuccessful in his own lifetime, he made the world a much richer place.

[Adapted from: <https://www.ereadingworksheets.com/reading-comprehension-worksheets/summary-test.pdf> Accessed on 16 - 6 - 19][Total: 12 (6 marks for the content of the summary and 6 marks for correct language, punctuation, vocabulary/spelling and grammar)]

Task 6

What type of order has the author used in the following paragraph?

[2]

Ali locked the door and stood for a minute or two on the footpath and looked around. Across the street from him was a brick wall of another building, stretching end to end. The red brick wall had stood firm through the years, and looked quite strong. A grey stone footpath that ran along the wall seemed weathered. On the sidewalk, on the left, was an old black streetlamp. This old rusty lamp, like the wall and the footpath, had withstood many seasons. Today, the lamp wasn't alone on the street. On the right, Ali could see an old bearded man immaculately dressed in white shalwarkameez, reading a newspaper. He didn't even look up to see him on the other side of the street. He was standing near a newsstand, whose owner was nowhere in sight. The colourful magazines, newspapers, a stand, and a chair looked orphaned without their owner. Ali decided to cross the road and ask the old man about the newsstand owner.

Task 7

Dolphins

1 Dolphins are very much in vogue these days. Along with rainbows, they have become a symbol of a new age of love, peace and harmony. Although, like human beings, they are mammals, they have adapted surprisingly well to an environment completely different from our own. There is no doubt that people love these aquatic creatures, considering them to be both intelligent and beautiful.

2 This fascination with dolphins is not a novelty; they have delighted people for centuries and they occupy a special place in folklore around the world. For example, the ancient Mediterranean cultures believed that the dolphin represented the vital power of the sea, and early Greek mythology describes many encounters between their gods and dolphins. Dolphins graced many forms of art in ancient societies. Killing a dolphin was punished by the death penalty. Around the world, many cultures believed that any intentional harm done to a dolphin could cause ill-fortune or mortal sickness.

3 Dolphins are able to make sounds in the form of little clicks, through which they communicate with each other. Many dolphins are able to leap high out of the water, sometimes to indicate the presence of fish to their companions, and sometimes simply out of exuberance. As well as making clicking sounds, they make other sounds which damage the balance of their prey, making it easier to capture. They are also able to work out where their prey is by listening to the echoes of the sounds which their prey makes. This special ability is called echolocation, and it enables dolphins to explore their environment over a wider distance than eyesight allows, and to find their prey in a dark, watery world where sight is often of little use.

4 Modern, efficient methods have been introduced that allow fishermen to bring in record catches. However, these methods make no distinction between fish and dolphins, so that the latter then often become the victims of these environmentally destructive fishing methods. In some parts of the world, fishermen have noticed that particularly large tuna fish swim underneath dolphins. Realising, therefore, that financially rewarding catches of tuna fish await those willing

to take advantage of the tuna-dolphin bond, the fishermen deliberately net these dolphins in order to catch the tuna swimming below them.

5 Modern fishing nets, unlike those in even the recent past, are made of very strong materials which dolphins can neither detect nor break and, in some places, local fishermen use these nets with the specific intention of catching dolphins for food. It is difficult not to have some sympathy for these fishermen. In many fishing communities, fish stocks – on which people have always depended – are dwindling. The sea provides their best food, but local people are unable to compete with the huge fishing vessels which have recently been sent into their waters by large international companies. As a result, they have to turn to whatever food sources remain, simply in order to survive, and the only available food is often dolphins.

6 It is not only sea dolphins that are under threat; river dolphins are also in danger of extinction because of human behaviour. They frequently become entangled in fishing nets used by local people whose overriding concern is feeding their families. Other dolphins are accidentally caught on large fishing hooks strung in lines along river beds. It is perfectly understandable that people respond to the need to provide food for their families by fishing in local rivers, but their fishing equipment is a major hazard for dolphins. Pesticides, which are used to boost crop production in agricultural areas, pollute the nearby rivers, and the dolphins living there stand no chance against these powerful poisons. When rivers flow through areas where there are a lot of factories, these beautiful creatures can be poisoned by factory waste, which is often dumped in rivers; this waste may be hidden, but it is still present and highly dangerous.

In many parts of the world, dams are constructed either to provide water to irrigate crops or to produce hydro-electric power. However, the benefits brought about by these dams are offset by the damage done to dolphins, which are prevented from swimming upstream to breed, as are the small, migratory fish on which they feed. Thus an important food source for dolphins is seriously depleted. In some countries, the construction of dams has led to the extinction of many species of river dolphin. Dams restrict the flow of fresh water in nearby rivers, and the lack of fresh water deprives dolphins of oxygen. In addition, dams separate dolphins into small, isolated groups that cannot interbreed. The threat to river dolphins means that government organisations need to consider holding workshops to deliberate on what can be done to save river dolphins.

8 In some countries, the meat of river dolphins is considered to have medicinal properties, and consequently they are killed in large uncontrolled numbers. But, as with sea dolphins, the majority of deaths are caused inadvertently. Many river dolphins have been found with appalling injuries after collisions with boats and, as the volume of boat traffic in many parts of the world is likely to grow, the probability of such encounters is bound to increase. The noise caused by boats interferes with the dolphins' hearing, reducing their ability to locate food. Furthermore, there is plenty of evidence to suggest that the turbulence caused by dense river traffic reduces the ability of these sensitive creatures to navigate their territory.

9 However, there are signs of changing attitudes towards the plight of river dolphins. In China, they have been officially recognised as a protected species, along with the giant panda and other critically threatened creatures. The Chinese government has taken extensive and surprising measures to educate local people through films, posters and even postage stamps. All of this has

been greeted with interest by local people. More importantly, associations have been set up, run by local volunteers, to educate fishermen in fishing methods designed to stop the harm which is often done to river dolphins, however unintentionally. These associations are often delighted at how quickly ordinary people understand the importance of urgent action to conserve river dolphins. One association has raised public awareness by persuading a nearby factory to use the river dolphin as its trademark, and other companies have rushed to follow their example, with a dolphin hotel, a dolphin department store, dolphin shoes... the public imagination has been caught! Not surprisingly, the river dolphin is becoming a household name and its survival problems are well known.

10 In one part of China, a nature reserve has been built to protect river dolphins. Funded by government money and public donations, this reserve provides a protected breeding area for river dolphins, which, it is hoped, will result in an increase in the dolphin population. Local support for this project is considerable, since it is likely to provide new jobs and has a great potential as a tourist attraction. A hospital has also been constructed where injured dolphins are treated until they are well enough to be returned to the river.

11 We should be heartened by such conservation stories. Nevertheless, through our arrogance and ignorance we have already managed to cause tremendous harm to our environment. Dolphins are in the unfortunate position of acting as living indicators of the effects of this damage. They are symbolic not only of love, peace and harmony, but of what we have done, and are still doing, to our planet.

Read the passage and then answer all the questions which follow below.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.

From paragraph 1:

1. Give one reason why, according to the writer, people love dolphins. [1]

From paragraph 2:

2. (a) How can we tell that in some cultures dolphins were considered to be as important as human beings? [1]

- (b) What did people in many cultures believe could be the result of intentionally harming a dolphin? Answer in your own words. [2]

From paragraph 3:

3. (a) In what two ways do dolphins use their ability to make sounds? Number your answers (i) and (ii). [2]

- (b) Give two reasons to explain why dolphins 'leap high out of the water'. Answer in your own words. [2]

- (c) What single feature of the dolphins' environment means that their eyesight is 'often of little use' in catching their prey? [1]

From paragraph 4:

4. (a) According to the writer, what benefit do fishermen derive from the modern fishing methods? [1]
- (b) In what way are modern fishing methods ‘environmentally destructive’? [1]
- (c) Explain fully the benefits gained by fishermen who ‘take advantage of the tuna-dolphin bond’. [2]

From paragraph 5:

5. (a) Why, even in the recent past, were fishermen less likely to be able to catch dolphins than fishermen today? [1]
- (b) Explain fully why in the past local fishermen did not need to kill dolphins for food. [2]

From paragraph 8:

6. Why is it unlikely that there will be a reduction in the number of dolphins killed in collisions with boats? [1]

From paragraph 9:

7. What does the writer suggest by adding the word ‘even’ in line 67? [1]

From paragraph 11:

8. In your own words, explain why, according to the writer, we have caused ‘tremendous harm to our environment’. [2]
9. From the whole passage:

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

1. in vogue (line 1) 5. deliberate (line 54) 2. delighted (line 6) 6. inadvertently (line 58) 3. distinction (line 22) 7. appalling (line 59) 4. overriding (line 38) 8. heartened (line 83) [5]

10. The passage describes the ways in which both sea dolphins and river dolphins are under threat in modern times.

Using your own words as far as possible, summarise the difficulties and dangers encountered by river dolphins and the steps taken to protect them.

USE ONLY THE MATERIAL FROM LINE 36 TO LINE 82.

Your summary, which must be in continuous writing (not note form), must not be longer than 160 words, including the 10 words given below.

Begin your summary as follows:

River dolphins are under threat from many human activities because... [25]

Task 8

Read the following passage and answer the question below:

(20)

The earth is losing its forests. Presently, trees cover about 30 percent of the earth's surface, but they are being destroyed at an alarming rate, especially in the tropics. **Timberharvesting** is a major reason for the destruction of the forests. Trees are used for building houses, making furniture, and providing pulp for paper products, such as newspapers and magazines. At least 40 hectares of rainforest are being felled every minute, mostly in order to extract the valuable timber.

Another way that man is destroying the world's forests is by burning them down. In the Amazon, for example, rainforests are being burnt down at a rate of 20 hectares a minute. The main reason for this is to clear the land for farming. Farmers in rainforest countries are often poor and cannot afford to buy land. Instead, these farmers clear rainforest land to raise their animals or grow their crops. Already more than 30 tropical countries have reached a **critical** level of forest destruction and one-time exporters of timber such as Nigeria and Thailand now have to import timber for their domestic needs.

Should we get all excited and worried about the loss of the forests? Yes, we should. Healthy trees are a vital part of the environment, and keep the entire balance of the atmosphere agreeable to all life forms. Forests are catchment areas for rainwater, holding the rainwater in the leaves of the trees, so that it will not sink so quickly into the earth's crust. Furthermore, the forests help maintain the water cycles in the area. The masses of cloud that provide the rain are formed over the moist forests. Thus, the destruction of forests may also lead to a reduction in rainfall over the area, resulting in **drought**.

Forests also protect and feed the earth's fragile mantle of soil. Trees curb soil erosion. Without the tree cover, the land is totally exposed to the agents of erosion, such as strong winds and heavy rainfall. The strong winds blow away the top layers of the soil and the flowing water carries it away into the rivers, lakes or sea. Consequently, the once fertile land is converted into a barren wasteland.

Apart from preventing soil erosion, forests, with their **abundant** supply of leaves, give compost back to the land, thus helping it to remain fertile. The leaves of the trees and the droppings of the birds, animals and insects which live in them, fall to the ground, where they decay and **replenish** the soil with covering, minerals and fertilizer.

Forests are rich in flora and fauna. The rainforests are home to over half of the entire species of the world, which are being destroyed with the rainforests; and some of those species that are killed will never return again. Plants and creatures serve mankind, each in its own way. For example, plants are the source of our clothes; and the rubber used for tires comes from trees. Plants are also the source of sugar, coffee, tea, rice, wheat and many delicious and nutritious fruit.

In addition, most of the medicines that have been used by men are derived from plants and animals. Most of the Chinese medicines, for example, such as ginseng and ginkgo, are herb-based. An example from the kingdom of modern Western medicine is the drug 'vincristine'. This drug, which is derived from a jungle plant, is used in the treatment of leukemia. Many of those species that have not yet been discovered may very likely cure cancer and many of the other diseases and virus-based illnesses of today.

Apart from all this, let us keep in mind the most basic function of trees, which is that they provide oxygen. All living creatures need to breathe oxygen in order to stay alive. A treeless planet will be an airless and, therefore, a dead one.

Answer the following Questions:

(12)

- i. How much of the earth's surface is covered with forests? (1)
- ii. In which two ways are the forests being destroyed? (2)
- iii. Why is soil erosion a greater problem in areas that have been cleared of forests? (1)
- iv. What is 'vincristine'? (1)
- v. Name two agents of erosion. (1)
- vi. How does the forest land remain fertile? (1)
- vii. What do we get from plants? (2)
- viii. Forests should not be felled. Give three arguments in support of the statement. (3)

Give reasons for the following statements.

(5)

- i. Forests are felled.
- ii. Farmers burn forests.
- iii. Nigeria and Thailand have to import timber.
- iv. Felling trees may result in draught.
- v. Land becomes barren when forest trees are felled.

Match the following words with the boldfaced words in the passage. One definition is extra.

(3)

- | | | |
|-------------------------------|---------------------|-------------------------------|
| a. a long period without rain | b. gathering a crop | c. wood prepared for use |
| d. to fill something up again | e. a lot | f. of the greatest importance |

Vocabulary

Fill in the blanks with suitable words from the box.

(5)

torture, lifetime, companions, conquest, declared, treaty, prevent, shed, early, disturbed

Hazrat Saad (RA) was a maternal uncle of the Holy Prophet Muhammad (SAW). He was born in Makah and embraced Islam at the age of seventeen. He was one of the senior most (i) _____ of the Holy Prophet (SAW). In the (ii) _____ year of Islam, the Muslims used to offer Salah outside Makah due to the (iii) _____ of Quraish. One day during prayers the unbelievers

(iv) _____ them, which led to fight. Saad (RA) struck and wounded one of them, so he was the first Muslim to have (v) _____ blood for the cause of Islam.

Saad (RA) was a great warrior and took part in all the battle fought during the (vi) _____ of the Holy Prophet (SAW). At the battle of Uhad, he was one of the defenders of the Prophet (SAW) trying to (vii) _____ the attackers with his arrows. The Prophet (SAW), himself, handed him the arrows and (viii) _____ him to be the best archer along-with some other companions. He was present at the (ix) _____ of Hudaibiya and took part in the (x) _____ of Makkah.

Guess and write the meanings of the underlined words in the following sentences.

(05)

- i. Zafar asked the questions very rudely but Ahmed replied to all of them very patiently.
- ii. The boy who came close to my car window at the signal was wearing shabby clothes.
- iii. Ali was playing in the yard but I could hear the thumping of his football in my room.
- iv. Sara kept explaining the physics formula and its application but Halima was so preoccupied with her own troubles that she could not pay attention.
- v. Looking at her wrinkled face and weathered hands, Babar gave him a ten rupee note from his pocket money.

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RESOURCES FOR STUDENTS

What Is Expository Writing?

The purpose of the expository essay is to explain a topic in a logical and straightforward manner. Without bells and whistles, these essays present a fair and balanced analysis of a subject based on facts—with no references to the writer’s opinions or emotions.

A typical expository writing prompt will use the words “explain” or “define,” such as in, “Write an essay explaining how the computer has changed the lives of students.” Notice there is no instruction to form an opinion or argument on whether or not computers have changed students’ lives. The prompt asks the writer to “explain,” plain and simple. However, that doesn’t mean that writing to explain is easy.

The Five-Step Process for Expository Writing

Expository writing is a life skill. More than any other type of writing, expository writing is a daily requirement of most careers. Understanding and following the proven steps of the writing process helps all writers.

Expository Essay Structure

Usually, your essay is composed of five paragraphs. The introductory paragraph contains the thesis or main idea. The next three paragraphs, or body of the essay, provide details in support of the thesis. The concluding paragraph restates the main idea and ties together the major points of essay.

Here are tips for each part of the essay structure and writing process:

1. Prewriting

In the prewriting phase, students should take time to brainstorm about the topic and main idea. Next, do research and take notes. Create an outline showing the information to be presented in each paragraph, organized in a logical sequence.

2. Drafting

When creating the initial draft, consider the following suggestions:

- The most important sentence in the introductory paragraph is the topic sentence, which states the thesis or main idea of the essay. The thesis should be clearly stated without giving an opinion or taking a position. A good thesis is well defined, with a manageable scope that can be adequately addressed within a five-paragraph essay.
- Each of the three body paragraphs should cover a separate point that develops the essay’s thesis. The sentences of each paragraph should offer facts and examples in support of the paragraph’s topic.
- The concluding paragraph should reinforce the thesis and the main supporting ideas. Do not introduce new material in the conclusion.
- Since an expository composition discusses an event, situation, or the views of others, and not a personal experience, students should write in the third person (“he,” “she,” or “it”), and avoid “I” or “you” sentences.

3. Revising

In the revision phase, students review, modify, and reorganize their work with the goal of making it the best it can be. Keep these considerations in mind:

- Does the essay give an unbiased analysis that unfolds logically, using relevant facts and examples?
- Has the information been clearly and effectively communicated to the reader?
- Watch out for “paragraph sprawl,” which occurs when the writer loses focus and veers from the topic by introducing unnecessary details.
- Is the sentence structure varied? Is the word choice precise?
- Do the transitions between sentences and paragraphs help the reader’s understanding?
- Does the concluding paragraph communicate the value and meaning of the thesis and key supporting ideas?

If the essay is still missing the mark, take another look at the topic sentence. A solid thesis statement leads to a solid essay. Once the thesis works, the rest of the essay falls into place more easily.

4. Editing

Next, proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. While your essay should be clear and concise, it can also be lively and engaging. Having a friend read the essay helps writers edit with a fresh perspective.

5. Publishing

Sharing an essay with a teacher, parent, or other reader can be both exciting and intimidating. Remember, there isn’t a writer on earth who isn’t sensitive about his or her own work. The important thing is to learn from the experience and use the feedback to make the next essay better.

Expository Essay Variations

Essay writing is a huge part of education today. Most students must learn to write various kinds of essays during their academic careers, including different types of expository writing:

- **Definition essays** explain the meaning of a word, term, or concept. The topic can be a concrete subject such as an animal or tree, or it can be an abstract term, such as freedom or love. This type of essay should discuss the word’s denotation (literal or dictionary definition), as well as its connotation or the associations that a word usually brings to mind.

- **Classification essays** break down a broad subject or idea into categories and groups. The writer organizes the essay by starting with the most general category and then defines and gives examples of each specific classification.
- **Compare and contrast essays** describe the similarities and differences between two or more people, places, or things. Comparison tells how things are alike and contrast shows how they are different.
- **Cause and effect essays** explain how things affect each other and depend on each other. The writer identifies a clear relationship between two subjects, focusing on why things happen (causes) and/or what happens as a result (effects).
- **“How to” essays**, sometimes called **process essays**, explain a procedure, step-by-step process, or how to do something with the goal of instructing the reader.

<https://www.time4writing.com/writing-resources/expository-essay/> Accessed on 11-1-2020

Describing a Place

Descriptions are "word pictures." You should be a sharp observer and notice minute details to write a good word picture. For a vivid description, it is essential to use your senses so that you can tell how something looks, smells, tastes, feels and sounds. There are two keys to writing good descriptions:

- Use space order to organize your description.
You might start on the left side of the place and work your way around the place in a clockwise direction on the right side.
You might start at the front of the place and go from front to back
- Use lots of sensory details- words and phrases that appeal to the five senses: sight, hearing, touch, smell and taste.

For instance:

Sight: the sky was shrouded with dark and heavy clouds...

Touch: the fresh breeze caressed my cheeks...

Smell: the old bus spewed out sickening black clouds of exhaust...

Taste: the bitter taste of the medicine clung to the back of my throat...



Hearing: the blaring siren of the ambulance compelled us to stop the car and wait till it passed...

Using Sensory Details

Find out and write the sensory

Sight	
Touch	
Smell	
Taste	
Hearing	

details used by the author to
describe Penang.

Writing Task:

Imagine a place you are fond of. Once you have a place in mind, respond to the following questions to write a descriptive essay. Try adhering to the aforementioned 9-steps of the writing process.

- What is the name of that place?
- How do you go to this place?
- What is the first thing you see when you reach there?
- What do you see when you turn to the right?
- What do you see when you turn to the left?
- What does the air smell like?
- When you touch something, how does it feel?
- What colours do you see there?
- What sounds do you hear there?
- Are there any people around? What are they doing?
- What other objects are there?
- Can you taste anything around?



Study the following letter carefully.

The address of the person you are writing to

ABC House
XYZ society

10th February 2014

The Editor
Famous Newspaper
Karachi

Date

Greetings

Dear Sir,

I wish to draw the attention of the concerned authorities and general public through your esteemed daily, towards the increasing incidents of road accidents.

Road accidents are on a constant rise in most big cities of Pakistan. The two main causes of these accidents are reckless driving and violation of the traffic rules.

Drivers steering the buses, mini buses, rickshaws, vans and taxis are mostly uneducated and do not have the basic road sense. They have no mercy on other drivers or their passengers. They honk incessantly at all other vehicles, irritating them endlessly. They do not have any regard for the traffic rules. Over-speeding, jumping red lights, overtaking from wrong side and driving wrong way are common violations. In most cases they escape unpunished.

Every year, a large number of people succumb to death due to road accidents. It is one of the biggest reasons of unnatural deaths in Pakistan. It is high time that the civic authorities take a strict action against the rule breakers and plan to educate the drivers to ensure the safety of innocent citizens.

I hope civic authorities and civilized people will pay heed to my request. Hoping for a prompt action.

Penning off: yours faithfully or yours sincerely

Yours faithfully,

Signature

Rehmat Khan

Main body of your letter

Your address

Think of all the problems that your city is facing. Choose any one and write a letter to the editor. Use the above letter as a model.

Short Sample Texts

SAMPLE NARRATIVE

ENERIC STAGES	The Drover's Wife (adapted from a short story by Henry Lawson)	Grammatical Features
Orientation telling when and where	The two-roomed house is built of round timber, slabs and stringy-bark and floored with split slabs. Bush all round-bush with no horizon, for the country is flat. The drover, an ex-squatter, is away with sheep. His <u>wife</u> and <u>children</u> are left here alone.	<u>Specific characters</u>
Complication that triggers a series of events	<u>Four ragged, dried-up looking</u> children are playing about the house. Suddenly one of them yells 'Snake! Mother, here's a snake!'	<u>Adjectives providing description</u>
Sequence of events where the characters react to the complication	<u>It is near sunset</u> , and she knows the snake is there. She makes up beds for the children and sits down beside them to keep watch all night.	<u>Use of time expression that give sequence to events and connectors</u>
	She has an eye on the corner and a green sapling club ready by her side. Alligator, the dog, lies nearby.	
	It must be one or two o'clock in the morning. The bush woman watches and listens, thinking about her life alone whilst her husband is gone.	
	It must be near daylight now. The hairs on Alligator's neck begin to bristle. Between a crack in the slabs an evil pair of <u>small, bead-like</u> eyes glisten. The snake-a black one-comes slowly out.	<u>Verbs showing action</u>
	Alligator <u>springs</u> . He has the snake now. Thud, thud as the woman strikes at the snake. The dog shakes and <u>shakes</u> the black snake. The snake's back is broken. Thud, thud its head is <u>crushed</u> .	
Resolution		

<p>in which the problem from the complication is solved</p> <p>Coda that gives the moral to the story</p>	<p>She lifts the <u>mangled</u> reptile and throws it on the fire. The <u>eldest</u> boy watches it burn and looks at his mother, seeing tears in her eyes.</p> <p>He throws his arms around her and exclaims, ‘Mother, I won’t never go droving; blast me if I do!’</p>	
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SAMPLE RECOUNT

Generic stages (structure)	A Postcard	Grammatical Features
<p>Introduction that provides orientation</p> <p>Sequence of events that</p>	<p>Dear Nan,</p> <p>We are having a great holiday here on the <u>Gold Coast</u>. Yesterday we went to Movie World.</p> <p><u>When we got up in the morning</u>, it looked like rain. After a while the clouds disappeared and it became a sunny day. We then decided to go to <u>Movie World</u>.</p> <p>The first ride I went on was Lethal Weapon. <u>Next</u> I saw the Police Academy show. <u>After that</u> I had lunch as I was really</p>	<p><u>Proper Nouns</u></p> <p><u>Words showing the orders of</u></p>

retells the events in the order they occurred	<p>hungry. Meanwhile, Mum and <u>Kelly</u> queued for the Batman ride.</p> <p>About one o'clock we got a light shower of rain but it cleared up soon after. We <u>then</u> went on all the other rides followed by the studio tour.</p> <p>It was a top day. See you when we get back.</p>	<p><u>events</u></p> <p>Past Tense</p>
Conclusion	<p>Love</p> <p>Sam</p>	

SAMPLE FACTUAL DESCRIPTION

Generic Stages (Structure)	Deinonychus	Grammatical Features
Opening statement introducing the subject	<p>The model of Deinonychus, a dinosaur from the Cretaceous period, <u>can be found</u> in the Museum of Natural Science.</p>	<p><u>Timeless Present</u></p>
Series of paragraphs describing the subject	<p><u>Deinonychus is small by dinosaur standards.</u> It is about 2.5 metres in length and stands about one metre high at the shoulder.</p> <p>This reptile <u>has</u> a <u>long</u> tail, <u>spindly</u> legs and <u>slender</u> neck. The head is <u>large</u> and the jaws are lined with <u>sharp</u> teeth.</p> <p>The tail, approximately 3 metres in length, has vertebrae surrounded by bundles of bony rods so the whole tail can be held stiff.</p> <p><u>The toes of the Deinonychus are unusual.</u> The first toe is small and points backwards. The second toe has a huge sickle-shaped claw and is raised. The third and fourth toes are in the normal position.</p> <p>Deinonychus is an interesting example of a fast-</p>	<p><u>Adjectives</u></p> <p><u>Topic Sentences</u></p>

Conclusion	running dinosaur.	
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SAMPLE OF AN INFORMATION REPORT TEXT

Generic Stages (Structure)	Galaxies	Grammatical Features
Introduction with a brief description	A galaxy <u>is</u> a collection of stars and other astronomical bodies, including planets , comets and asteroids , held together by gravity.	<u>Timeless Present Tense</u>
Paragraphs about the subject	Galaxies <u>come</u> in different shapes and sizes. These include the spiral , barrel-spiral and elliptical . Our galaxy called the Milky Way, is approximately 100 000 light years in the width and contains over 100 billion stars.	Technical terms related to the subjects
Conclusion	The centre of galaxies can contain many young, very hot <u>stars</u> as well as older stars. Swirling <u>clouds</u> that have been energised by magnetic forces also exist in the centre. At this point in time, no one knows the exact number of galaxies in the universe. Astronomers are, however, learning more and more about them every day.	<u>General Nouns</u>

Tasks for practice:

Persuasive (Argumentative) Writing:

- 1) A person's worth nowadays seems to be judged on how well he can speak English.

To what extent do you agree or disagree with this opinion? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

- 2) Your school is holding a special event to mark an important anniversary for the school. Your class is helping to organise the event. The Principal asks you, as a senior student, to write a letter to be sent to all local businesses asking for sponsorship or help.

Write your letter. You must include details of the following:

- what anniversary it is
- what sort of event is planned
- the date and time the event is to take place
- a request for sponsorship or help
- why the school needs the help of local businesses in this event.

You must cover all five points in detail. You should add further details if you wish and make sure your letter is polite and persuasive.

You should begin 'Dear Sir or Madam,' and end your letter appropriately.

- 3) Your Principal wants to make an award to a student who has done something special for the school. You are asked to write a letter recommending a particular student to be given the prize.

Write your letter. You must include the following:

- the name of the student you want to recommend
- the class the student is in
- what the student has done that is so special
- what the prize is to be
- why this would be a suitable reward for the student.

You must cover all five points in detail. You should add further details if you wish and make your letter persuasive and helpful for the Principal. Start your letter 'Dear Principal,' and remember to provide a suitable ending.

- 4) Your Principal wants to make sure that your school is doing all it can to encourage a high standard of education for the students. The Principal has asked you to write a report suggesting the changes you think are needed in your school to make this possible.

Write your report. You must include the following:

- what is wrong at the moment, so that the Principal knows exactly what has to be changed
- what improvements you would like to see, both in the curriculum and the school facilities
- how you think students and the school would benefit from these changes.

Cover all three points above in detail. You should make your report informative and persuasive for the Principal. Start your report 'To the Principal,' and remember to add your signature and a date.

- 5) The Principal wants more parents to be involved in the life of your school. You have been asked to make a speech at a meeting for parents, inviting people to take part in all sorts of school activities.

Write your speech. You must include the following:

- the request for parents to help
- some of the ways in which they could be involved
- how the students would benefit
- how the parents would benefit
- how the parents should let the school know they are interested.

You must cover all five points in detail. You should add further details if you wish and make your speech informative, polite and persuasive. Start your speech 'Ladies and Gentlemen,'.

Descriptive Texts:

- 1) Describe your favourite time of the day and explain what makes it special. (Remember that you are describing the characteristics of the time and not telling a story.)
- 2) Describe an event at school when you felt awkward and out of place.
- 3) Describe your favourite restaurant and write about some of the people who work there.
- 4) Describe the best and the worst weather conditions that you can remember.
- 5) Describe the scene during a busy road near your home.
- 6) Describe a marriage ceremony that you enjoyed a lot.
- 7) Describe the scene when you enjoyed a meal in the open air.
- 8) You recently attended the Pakistan Day celebrations. Unfortunately, your classmate missed the occasion and she wants you to write her a letter to tell her about everything that happened.

Write your letter. You must include the following:

- a. the names of the people who presented
- b. a description of the presentations
- c. an account of the ceremony
- d. what you thought was the most interesting moment
- e. what else you think your classmate would have liked.

You must cover all five points in detail. You should add further details if you wish and make your letter friendly and informative. Start your letter 'Dear Friend,'.

- 9) Describe the latest activity or game in which you have become interested. Why does it give you so much pleasure?

Opinion Writing (Argumentative):

- 1) Should school pupils be taught how to pay back to the community in the future?
- 2) Have classroom teachers become less important with the increased use of the internet in education?
- 3) Which two of your local customs are most important to you, and why do you value them?
- 4) Is too much knowledge a curse? Give reasons and examples to support your view.
- 5) 'Young people are no longer interested in religion.' What is your view?
- 6) How is your life similar to that of your parents and how is it different?
- 7) 'Many TV dramas are a bad influence on young people.' What is your view?
- 8) Is it better to have comfort or excitement in life? Give reasons and examples to support your view.
- 9) How far do you think young people are influenced by what they see in movies?
- 10) What do you consider to be the biggest source of happiness? Why do you think so?

Narrative:

- 1) Write a narrative based on the sentence:

As soon as the parcel reached my doorstep, I knew what I should do.

- 2) The day your neighbour requested you to baby sit her 3 year old young boy.
- 3) Write about an occasion when a child was very badly treated by an adult.
- 4) Write about an occasion when someone made a great sacrifice for others.
- 5) Write a story about someone who agreed to do a job for a friend, which went seriously wrong.
- 6) Write about an occasion when your friend was right to cheat.
- 7) Write a story in which a meeting is important.
- 8) Write a story which includes a box which caused great disappointment or happiness.
- 9) Write a story which includes the words: 'Together we made it.'
- 10) Write a story which includes the words: 'Enough is enough'.

- 11) Write a story in which you include the sentence: 'When they finally reached their destination, they realised that their efforts had gone awry'
- 12) Write a story which includes the words: 'She was happy that she had not given up ...'.
- 13) Write a story which includes the words: 'Was he worthy of this favour?'
- 14) Write a story which includes the words: 'He went across the road as quickly as he could.'
- 15) Write a story which includes the sentence: 'I could not believe how much the building had changed since last year.'
- 16) Write a story which includes the sentence: 'I was surrounded by all my relatives except...'
- 17) You were recently walking in a park when you witnessed a man have his wallet snatched. The police need you to give an account of the incident.

Write your account. You must include details of the following:

- a. where and when the incident took place
- b. what the victim was doing before the attack
- c. exactly how the wallet was stolen
- d. a description of the attacker
- e. what you did to help the victim.

You must cover all five points in detail. You should add further details if you wish and make sure your account is polite and informative.

You should begin 'To the Police: an account of...'

- 18) Your father who lives abroad has written to you asking how you are getting on at college. You reply, telling her about a recent incident which upset you very much.

Write your letter. You must include the following:

- what happened
- why you were so upset
- how the situation was resolved.

Cover all three points above in detail. You should make sure your father will understand your feelings and sympathise with you. Start your letter 'Dear Father ...' and remember to provide a suitable ending.

- 19) Write a story in which your first impressions of someone or something prove to be misleading. (Remember that you should include full details of your first impressions, to show how wrong you were.)

Creative (Open):

- 1) Certificates
- 2) Achievement
- 3) Friends
- 4) Noise
- 5) Respect
- 6) Sorrow
- 7) Equity
- 8) Reading
- 9) Schools
- 10) Problems
- 11) Gratitude
- 12) Stress
- 13) Mobile Phones
- 14) Family

Letters and Emails:

1. Write a letter to the editor on the topic "Street light problem" ?
2. Write a letter to the editor on the topic " Spreading garbage in and around locality"
3. Write a letter to the editor on the topic "Bad roads in your locality"
4. Write a letter to the editor on the topic "Girl child education"?
5. Write a letter to the editor on the topic " Use of junk food"?

6. Write a letter to the editor on the topic " Exam stress"?
7. Write a letter to the editor on the topic "Role of science and technology"?
8. Write a letter to the editor on the topic " Sports and Games "?
9. Write a letter to the editor on the topic "Dowry: A social evil"?
10. Write a letter to the editor on the topic " Books are the best companions"?
11. You like to watch television every day. At the beginning of the school holidays your television suddenly broke down. It took two weeks to repair.



Write a letter to a friend, explaining:

- how you first reacted to the breakdown of the television;
- how you spent your time instead of watching television;
- what you learnt from the experience.

Any one of the pictures above may give you ideas, but you are free to use any ideas of your own.

Your letter should be between 100 and 150 words long. Do not write an address.

12. Some people say that there is too much pressure on young people to lead a healthy life nowadays.

Here are some comments from your friends about the subject:

If we are fit and healthy, we feel good and have more energy for work and play.

I think we all have a responsibility to look after our own health.

There is too much publicity about the need for exercise – I prefer just to laze around.

I don't want to be told what I should and shouldn't eat for every meal.

Write an article for your school magazine giving your views about the issue.

Your article should be between 100 and 150 words long.

The comments above may give you some ideas but you are free to use any ideas of your own.

13. Write an application for the following position.

The ABCD Company specialises in formal suits and has an exciting opportunity for an enthusiastic Marketing Executive to join our dynamic team. This permanent position is well suited to an individual that is looking to advance their career in marketing and gain hands-on experience in a thriving and supportive workplace.

RESOURCES FOR STUDENTS

Tips for giving an effective presentation

1. Show your Passion and Connect with your Audience

It's hard to be relaxed and be yourself when you're nervous.

But time and again, the great presenters say that the most important thing is to connect with your audience, and the best way to do that is to let your passion for the subject shine through.

Be honest with the audience about what is important to you and why it matters.

Be enthusiastic and honest, and the audience will respond.

2. Focus on your audience's needs

Your presentation needs to be built around what your audience is going to get out of the presentation.

As you prepare the presentation, you always need to bear in mind what the audience needs and wants to know, not what you can tell them.

While you're giving the presentation, you also need to remain focused on your audience's response, and react to that.

You need to make it easy for your audience to understand and respond.

3. Keep it simple: Concentrate on your core message

When planning your presentation, you should always keep in mind the question:

What is the key message (or three key points) for my audience to take away?

You should be able to communicate the key message very briefly.

Some experts recommend a 30-second 'elevator summary', others that you can write it on a card, or say it in no more than 15 words.

Whichever rule you choose, the important thing is to keep your core message focused and brief.

And if what you are planning to say doesn't contribute to that core message, don't say it.

4. Smile and make eye contact with your audience

This sounds very easy, but a surprisingly large number of presenters fail to do it.

If you smile and make eye contact, you are **building rapport**, which helps the audience to connect with you and your subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people.

To help you with this, make sure that you don't turn down all the lights so that only the slide screen is visible.

Your audience needs to see you as well as your slides.

5. Start Strongly

The beginning of your presentation is crucial. You need to grab your audience's attention and hold it.

They will give you a few minutes' grace in which to entertain them, before they start to switch off if you're dull. So don't waste that on explaining who you are. Start by entertaining them.

Try a story, or an attention-grabbing (but useful) image on a slide.

6. Remember the 10-20-30 Rule for Slideshows

This is a tip from Guy Kawasaki of Apple. He suggests that slideshows should:

- Contain no more than 10 slides;
- Last no more than 20 minutes; and
- Use a font size of no less than 30 point.

This last is particularly important as it stops you trying to put too much information on any one slide. This whole approach avoids the dreaded 'Death by PowerPoint'.

As a general rule, slides should be the sideshow to you, the presenter. A good set of slides should be no use without the presenter, and they should definitely contain less, rather than more, information, expressed simply.

If you need to provide more information, create a handout and give it out after your presentation.

7. Tell Stories

Human beings are programmed to respond to stories.

Stories help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. It is a good idea to start with a story, but there is a wider point too: you need your presentation to act like a story.

Think about what story you are trying to tell your audience, and create your presentation to tell it.

<https://www.skillsyouneed.com/present/presentation-tips.html> Accessed on 5-1-2020

How to Improve Your Interview Skills?

You'll need to do more than simply show up to the interview to perform well during a job interview and make a strong and positive impression. Taking the time to brush up your interview skills before you get on the phone or head out to an in-person interview will help you nail the interview and secure a job offer.

Follow these strategies and tips to ace your interview.

Know the Facts

Review your work history before the interview — and make sure what you say matches what's on your resume.

Plus, spend some time learning about the company and about the job you're applying for. The more informed you are, the easier it will be to handle interview questions and pitch your qualifications to the hiring manager.

Practice Beforehand

Practice answering some interview questions, so you're comfortable responding to the most common questions employers ask. This type of rehearsing will help you feel confident on the day of the interview.

Sell Yourself

Think of yourself as the product, and be prepared to sell yourself. To do so effectively, you'll need to be able to share why you're qualified for the job. Here's how to answer questions about your qualifications. You'll also want to make it clear during the interview that you're interested in this specific job at this specific company — not just any job that's available, at any company.

Your verbal communication is important. Don't use slang. Speak clearly and definitely. If you need to think about a response to an interview question, it's fine to take a minute. It's better to think before you talk than to stumble over your words. You'll want to appear calm and focused, not flustered, while answering questions. This will help you make a good impression on your interviewer.

On the flip side, you can use non-verbal communication to impress the interviewer. What you don't say during an interview is as important as what you do say. The goal during a job interview is to appear professional and attentive throughout the interview process.

Dress for the Occasion

Appearances and how you conduct yourself during the interview are important as well. If you come to an interview chewing gum or drinking coffee, you will already have one strike against you. Too much perfume or not enough deodorant won't help either.

Not being dressed appropriately or having scuffed shoes will give you a second strike. Talking or texting on your cell phone or listening to music while waiting to be called for the interview may be your final strike, and you could be done with your candidacy before you even say a word.

Treat the interview seriously. Plan your interview outfit ahead of time, leave yourself plenty of travel time so you aren't late, and show up prepared to engage in the conversation.

Remember to Focus on Listening

It can be easy to get distracted during a job interview. It's stressful, and you're in the hot seat when it comes to having to respond to questions. That said, if you do your best to listen to what the interviewer is asking, it will be easier to frame appropriate responses.

Listen carefully and take the time to frame a thoughtful response to each of the questions you're asked.

Have Questions Ready to Ask

Be prepared to respond when you're asked whether you have any questions. You can ask about the job, the company, and about any details that you'd like to know more about.

Thank Your Interviewer

Before you leave the interview, be sure to thank the interviewer for their time, and for considering you for the position. Then follow up with an email message or thank-you letter that reiterates your interest in the position, and your thanks for being considered.

<https://www.thebalancecareers.com/how-to-improve-your-interview-technique-2061322>

Accessed on 5-1-2020

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DIGITAL RESOURCES FOR STUDENTS

Giving Effective Presentations:

<https://www.youtube.com/watch?v=fXVoT7VMCpM> Accessed on 6-1-2020

<https://www.youtube.com/watch?v=fXVoT7VMCpM> Accessed on 6-1-2020

<https://www.youtube.com/watch?v=V8eLdbKXGzk> Accessed on 6-1-2020

Poster Presentation:

<https://www.youtube.com/watch?v=vMSaFUrK-FA> Accessed on 6-1-2020

Strong Opening and Closing:

https://www.youtube.com/watch?v=Yl_FJAOfgQ Accessed on 6-1-2020

Improving Speaking Skills:

https://www.youtube.com/watch?v=c8_BIamLEsg Accessed on 6-1-2020

DIGITAL RESOURCES FOR STUDENTS

For passive voice

<https://www.test-english.com/grammar-points/b1-b2/passive-voice-all-tenses/> and
<https://www.test-english.com/writing/b1-b2/formal-email-letter-asking-information/3/>

Stress and Intonation

<https://www.youtube.com/watch?v=3MedvTj3t-w> Accessed on 10-1-2020

<https://www.youtube.com/watch?v=kIapQVNq3D4&list=PLfQSN9FlyB6T-lbREfi4sNi5MI2MmYGmc>
Accessed on 10-1-2020

<https://youtu.be/kksfqYcYkeg?list=PLfQSN9FlyB6T-lbREfi4sNi5MI2MmYGmc> Accessed on 10-1-2020

<https://youtu.be/pT6aGkt4czQ?list=PLfQSN9FlyB6T-lbREfi4sNi5MI2MmYGmc> Accessed on 10-1-2020

<https://www.youtube.com/watch?v=k1Qh4yIT6M8&list=PLfQSN9FlyB6T-lbREfi4sNi5MI2MmYGmc&index=4> Accessed on 10-1-2020

<https://www.youtube.com/watch?v=jDcCsH7uA3k&list=PLfQSN9FlyB6T-lbREfi4sNi5MI2MmYGmc&index=5> Accessed on 10-1-2020

<https://youtu.be/-9wgB9HI460?list=PLfQSN9FlyB6T-lbREfi4sNi5MI2MmYGmc> Accessed on 10-1-2020