



ZIAUDDIN UNIVERSITY
EXAMINATION BOARD

English IX Assessment



Contents

Passage-1	3
POSSIBLE ITEMS FOR ASSESSMENT	3
Air Pollution	4
Water Pollution	4
Soil Pollution	4
Noise Pollution	4
Radioactive Pollution	4
Light Pollution	5
Thermal Pollution	5
Visual Pollution	5
The Invention of Paper [Total: 20]	5
The tale of the vanishing bookshops	9
Competency 2: Writing Skills	13
Narration	20
Writing a Personal Experience Essay	21
What is exposition?	25
Tips for Writing a Process Analysis Essay	28
What is exposition?	31
Tips for Writing a Process Analysis Essay	34
POSSIBLE ITEMS FOR ASSESSMENT	36
School Life	47
Phones	51
May I See Your Passport Please	54
I. Presentations: opening	57
Introduction	57
II. Presentations: body	58
Introduction	58
Presentations: questions	59
Introduction	59
POSSIBLE ITEMS FOR ASSESSMENT	60
Passive voice	60
What Is the Difference Between Direct and Indirect Speech	62

Difference In Meaning	62
Difference In Alternative Name	62
Difference In Point Of View.....	63
Difference In Usage.....	63
Difference In Quotation Marks	63
What Is the Difference Between Direct and Indirect Speech.....	63
Difference In Meaning	63
Difference In Alternative Name	64
Difference In Point Of View.....	64
Difference In Usage.....	64
Difference In Quotation Marks	64

Passage-1

“Dada, I was reading and...” Sarah stopped to take a breath, “...and it said, I am master of my fate. What does it mean?”

“My **precious** child, come sit here by me.” Her grandfather sat down on the cool green spring grass and she sat by him. “It means you can be whatever you want to be, whoever you want to be.”

Sarah’s eyes lighted up with excitement. “Whoever I want, whatever I want, wow!” She could not believe it, “I will start today *Dada*, I want to do anything that boys can do and better.”

“I did not mean that, it is about what you enjoy, it is not a competition,” argued *Dada*.

However, it was too late, Sarah was already running to the house; she felt hungry when she suddenly smelled the **aroma** from the kitchen window. So, she ran inside to ask her mother for lunch, instead she saw her brother Sohail at the stove.

“What are you doing, Sohail?” Sarah was just about to give him a lecture about how Dada needed help in the fields and here he was cooking when they heard a loud scream.

“Ahhhhh! Help! Help! Save me! I will die!” Sohail took off his apron and both brother and sister dashed towards the screaming and shouting. When they got to the spot, in their mother’s room, they saw their grandmother, *Dadi*, and on her head was the greenest, largest, fattest, ugliest lizard you could imagine. Everyone was laughing but no one **dared** go near *Dadi*, in case the lizard jumped onto their heads.

“Save me you fools!” yelled *Dadi*. “Don’t just stand there. Oh! Sohail, my strong brave son, will you get this monster off me,” **pleaded** *Dadi*.

Sohail was laughing so hard, tears were **streaming** down his cheeks, “*Dadi*, maybe you should throw your wig into the fireplace and the lizard will burn.” This made him **topple** over with more laughter.

“*Dadi*, I will save you. Anything a boy can do I can do better. After all, Sohail and I are the same age, I am not afraid like all the other women.”

POSSIBLE ITEMS FOR ASSESSMENT

Fill in the key points in a suitable graphic organizer. Then, write the summary of the passage. [15]

Everyone has heard the term pollution constantly – either in school or documentaries or random pamphlets. With the global warming taking center stage and becoming a prominent issue, pollution has become one of the most important problems that is currently being tackled at a global level.

Pollution can be defined as the introduction of contaminants to the natural environment, where the environment is affected negatively by the actions of humans. Pollution can take any form including chemical substances, heat, light, noise or energy. To make it easier to distinguish, pollution has been divided into eight categories by the scientific community.

The different types of pollution are:

Air Pollution

Air pollution is the contamination of the natural air by mixing it with different pollutants such as harmful fumes and chemicals. This contamination can be caused by gases emitted by vehicles or from burning material or harmful fumes emitted as a byproduct of industries. The higher the concentration of air pollutants, the harder it to remove it effectively through natural cycles. The higher concentrations also result in breathing problems for living things. Some effects include increase in smog, higher rain acidity, crop depletion from inadequate oxygen, and higher rates of asthma. According to experts, global warming is one of the biggest side effects of air pollution.

Water Pollution

Water pollution is the contamination of the water on Earth. It includes contamination by pollutants such as chemical, bacterial or particulate that reduces the purity of the water. Oil seepage as well as littering is one of the most common forms of pollution. Water pollution occurs in lakes, oceans, rivers and even underground reservoirs. Water pollution is one of the most dangerous from of pollution as it decreases the amount of drinkable water that is available. It can also reduce the amount of water that can be used for irrigation as well as harm the wildlife that depend on the water.

Soil Pollution

Soil pollution, also known as land pollution is the contamination of the soil or the land that prevents growth of natural life, which includes land used for cultivating, wildlife as well as habitation. Common causes of soil pollution includes non-sustainable farming practices, hazardous wastage and seepage into the soil, mining as well as littering. Soil pollution can result in reduced growth of agriculture as well as poisoning of the land and nearby water.

Noise Pollution

Noise pollution is the loud noises that is created by human activity that disrupts the standard of living in the affected area. Pollution can stem from things such as traffic, railroads, concerts, loud music, airplanes, fireworks etc. Any noise that disrupts the ability of a person to perform can be termed as noise pollution. This can result in temporary or permanent loss of hearing as well as disturbances to wildlife.

Radioactive Pollution

This is one of the most dangerous forms of pollution as it is extremely harmful and can even result in death. This type of pollution has risen in the 20th century with the rise of atomic physics and nuclear weapons. Radioactive pollution results in the pollution of the air and land with radioactive poisoning. It can happen from leakages or accidents at nuclear power plants, as well as from improper disposal of nuclear waste. This pollution results in birth defects, cancer, deteriorating of health and even death.

Light Pollution

Light pollution is the over illumination of a certain area that is considered as obtrusive. It is considered pollution especially when it interferes with astronomical observation. The most common way to determine if an area is polluted is to look at the stars, if you can see them your area is not so polluted. Pollution includes large lighted cities, billboards and other advertising, and nighttime entertainment.

Thermal Pollution

Thermal pollution is when the temperature increases in a particular area over time. This heat is often caused by air pollution and the release of carbon gasses in that area that traps more heat on the Earth. The earth has a natural thermal cycle, but excessive temperatures can result in long term effects. The rising temperatures can be a result of deforestation, power plants, high carbon footprint, etc. While, slight changes in temperature is common in nature, faster changes in the temperature can result in loss of wildlife as well as reduction of water.

Visual Pollution

Although not a life threatening form of pollution, it can be considered as unappealing to the eyesight. This form of pollution is when there are obstructions to views caused by billboards, power-lines, construction areas and even high rises. It does not have immediate health effects but can have slow effects.

All pollution is interrelated and indirectly can be a cause for each other. Such as air pollution has a direct relation to thermal pollution. Light pollution is caused by energy companies that require burning fossil fuels, which in turn increase air pollution, which in turn increases water pollution. As one can see, there is a correlation between all the types of pollution.

Fighting pollution might seem like a daunting task for one person, even doing a little bit often helps. Reduce water wastage or consuming less light or even not littering can result in reducing pollution massively.

The Invention of Paper

[Total: 20]

Written communication has been the center of civilization for centuries. Most of our important records are on paper. Although writing has been around for a long time, paper hasn't.

In fact, putting thoughts down in written form wasn't always easy or practical. Early people discovered that they¹ could make simple drawings on the walls of caves, which was a great

place for recording thoughts, but wasn't portable.

Imagine spending hours scratching a message into a heavy clay tablet and then having to transport **it**². That's exactly what the Sumerians did around 4000 B.C.

For centuries, **people** tried to discover better surfaces on **which**³ to record their thoughts. Almost everything imaginable was tried. Wood, stone, ceramics, cloth, bark, metal, silk, bamboo, and tree leaves were all used as a writing surface at one time or another.

The word "paper" is derived from the word "papyrus," **which**⁴ was a plant found in Egypt along the lower **Nile River**. About 5,000 years ago, Egyptians created "sheets" of papyrus by harvesting, peeling and slicing the plant into strips. The strips were then layered, pounded together and smoothed to make a **flat**, uniform sheet. In lands distant from Egypt, stretched animal skins called parchments were used to write on.



The first real paper, as we know **it** today, was **invented** in China almost 2000 years ago. For many centuries, the Chinese were the only suppliers of **this commodity**⁵. Chinese paper was easy to make but its manufacture was kept a secret. First, pieces of bamboo and the under-bark of the mulberry tree were chopped and **beaten** into a pulp. **This**⁶ was then soaked in a mixture of water and wood ash. The pulp was spread in an even layer on a flat screen or sieve and left to drain.

Finally, **the** sheet of paper was picked up, smoothed and left to dry. By the middle of the 8th century CE, Muslims had settled in lands from far-off Spain in the west of Central Asia in the east. In 751 CE the mighty army of the Chinese T'ang Dynasty confronted the combined forces of Arabs and Turks (led by ZiyadibnSalih, an 'Abbasid commander) in a remote area of Central Asia.



By 793 CE paper was being made in mills in Baghdad. For the first time in History, books were within reach of everyone. Documents of every kind were written on paper, replacing the more costly papyrus and parchment. The Quran however was still written on more expensive sheets of parchment, but by the early 14th Century CE, master papermakers in Baghdad had perfected newer techniques for producing a finer quality paper. **Beautifully** made large sheets of polished paper were used to copy the Holy Quran in a wide range of exquisite handwriting styles

1. Why is paper important?
2. In line number 3, what do the words 'paper hasn't' mean?
3. Why was making drawings on the walls not a useful way of recording thoughts?
4. How did Sumerians record their thoughts? What two difficulties did they face in using this method?
5. Name any four materials that were tried for writing.
6. What is the difference between the papyrus and parchment?
7. Where and when was the first real paper invented?
8. What were the ingredients of Chinese paper?
9. What event took place in 751 C.E.?
10. What two benefits did the people get from the making of paper by the mills of Baghdad?
11. What was Quran initially written on?
12. Write the part of speech of the underlined words. (noun, verb, pronoun, adjective, adverb, preposition etc.)
13. What do the boxed words refer to?

Silk Road was a group of ancient trade routes that connected China and the Roman Empire. The Silk Road flourished primarily from the 100's B.C. to the A.D. 1500's. The routes stretched across about 5,000 miles (8,050 kilometers) of mountains and deserts in central Asia and the Middle East between eastern China and the Mediterranean Sea. The Silk Road got its name from the vast amount of Chinese silk carried along it. The Chinese were the first to learn to make silk, and they guarded the secret. China was the only supplier of silk until the 500's, when Western countries discovered how to make the fabric.



The cities along the Silk Road provided food, water, and rest for travelers, as well as goods for trade. Of these cities, Khotan (now Hotan, China) was famous for its jade. The region of Fergana in present-day Uzbekistan was known for its powerful horses. Camel caravans carried most goods across the dry, harsh regions along the Silk Road. By A.D. 800, traffic began to decrease as traders started to travel by safer sea routes. A final period of heavy use occurred during the 1200's and 1300's, when the Mongols ruled

central Asia and China.

OR

Fill in the blanks with the correct form of the words given in column three.

Light Pollution

i	Light pollution is excessive and inappropriate artificial light. The four components of light are often combined and may overlap:	pollute
ii	Urban Sky Glow —the of the night sky over inhabited areas.	bright
iii	Increased urban sky glow is responsible for the of the Milky Way from our night skies.	disappear
iv	Light Trespass —light falling where it is not intended, wanted, or needed. Light trespass , occur when streetlights or a neighbour's light directs unwanted lighting onto our property or into our homes, contributing to a loss of natural darkness.	secure
v	Glare —excessive brightness which causes visual discomfort. High levels of glare can decrease Anighttime environment that is over-lit results in lowered visibility. Direct glare from improperly shielded fixtures is often blinding.	visible
vi	Clutter —bright, confusing, and excessive groupings of light sources, commonly found in over-lit urban areas. The of clutter contributes to urban sky glow, trespass, and glare. The redundant lighting found in many urban centres results in a clutter of lights that contribute to sky glow, trespass, and glare while destroying the ambiance of our nighttime environment.	proliferate

[Adapted from: <http://www.darksbiesawareness.org/faq-what-is-lp.php> Accessed on 14-6-18]

SUMMARY

Task 3: Read the article about the future of bookshops, and then complete the notes on the following page.

The tale of the vanishing bookshops

The number of bookshops in most towns and cities around the world is in decline – few people would disagree with this. It isn't just small, local or independent bookshops that are suffering – large chains are closing their stores too.

What is behind this trend? One of the major causes is, without a doubt, the competition from online sellers and supermarkets. These outlets can offer popular titles at a reduced price, by buying and selling books in large quantities. It suits many people with their busy lifestyles to be able to make a purchase quickly online, or to be able to put a book in their supermarket trolley while doing the food shopping. Another explanation is the fact that fewer people seem to want to read books these days. Many of those that do so think it is much easier and more convenient to carry a tablet or e-book reader with them than it is to fit a heavy novel in their bag. And of course it means they can have more than one book to read at the same time. There are, however, some reports that sales of digital books are now reaching a peak in some countries, following a rapid growth in sales, but this news may be too late for some bookshop owners. Other important causes include the high cost of rent for many bookshops, and the fact that in times of economic difficulty, people have less money to spend on 'extras' such as a good book to read.

Bookshop owners, authors and publishers are not giving up easily. They have realised that if they don't take action now, the future of the industry is at risk. The challenges have led to some creative solutions, which many hope will bring people back to bookshops and prevent some from closing down. One obvious solution is to make a bookshop more individual in style so that people want to come in. A shop should also be designed to encourage customers to spend time browsing. Many booksellers say that the best customers are those who do just this – they may have intended to buy only one book, but having looked at two or three others, decide to buy them too.

Some bookshops have introduced more innovative ideas recently. One is to hold what is known as a 'reading spa'. This is an individual consultation with a customer, where they are introduced to several new books that have been selected to meet their taste in literature. Another idea is getting people to sign up to a 'reading year' service – for an annual fee, a customer is sent a book each month which has been picked to suit their particular interests. These exciting ideas show that bookshops can develop into something which goes beyond just selling books.

Other methods designed to bring in customers include opening a cafe in the shop, and putting on events. These might include inviting an author to come in and read a section from their book, or talk about it, and sign copies that customers have bought.

Despite these new ideas and approaches, many booksellers recognise the fact that they are unlikely to get rich by selling books. They do it quite simply because they love it.

You are going to give a talk to your class about the challenges bookshops face. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

[Total: 7]

Reasons why bookshops are going out of business:

-
-
-

What bookshops are doing to attract business:

-
-
-
-

Task 4: Imagine that you have given your talk to your class. Now your teacher has asked you to follow this up with a summary for the school magazine.

Look at your notes in Task 3 above.

Using the ideas in your notes, write a summary about the challenges bookshops face. Your summary should be about 70 words long (and no more than 80 words long). You should use your own words as far as possible.

[Total: 7]

<https://www.cambridgeinternational.org/Images/523291-june-2017-question-paper-11.pdf> Accessed on 14-6-19]

Read the passage carefully then answer the questions below.

(13)

Fruit Fly Fix

It is breakfast time. You have been looking forward to eating a nice ripe banana ever since you woke up. Just when you reach for the delicious piece of fruit on your counter, you see something that makes you much less hungry: a swarm of fruit flies!

Fruit flies are tiny insects that are attracted to ripe or rotting fruits and vegetables. The flies not only eat the fruit, they also lay their eggs there. A single fruit fly can lay up to 500 eggs on the surface of a piece of fruit. Within eight days, the fruit flies that hatch from these eggs are full adults that can then lay their own eggs. As you can see, what might start out as a small fruit fly problem can become very large very quickly? Although there is a chance that fruit flies can carry germs on to your food, this is not very likely. Fruit flies are annoying, but they probably will not hurt you. Because they are such a nuisance, however, most people want to get rid of these pesky bugs as quickly as possible. Some people use pesticide sprays on the fruit flies.

Although this will kill the flies, it will also spread harmful poison all over your kitchen. Luckily, there is also a completely safe way for you to get rid of fruit flies in your house. The first step is for you to remove all fruits or vegetables from your counter. Store these items in the refrigerator or in sealed containers. Clean up any spilled juice or bits of food that might be on the floor. Take out the trash and empty the recycling bin. Wash any dirty dishes that are in your sink. Doing all of these things will stop new fruit flies from finding food or places to lay their eggs. Next, make a trap to catch all of the remaining fruit flies in your house.

First, fill a small bowl with a few tablespoons of vinegar. Then, put a piece of very ripe or rotting fruit into the vinegar. Cover the bowl very tightly with a sheet of plastic wrap and poke a few very small holes in the wrap with a fork. If all goes according to plan, the flies will enter the trap through the holes but will be unable to fly back out. This trap will catch all of the remaining fruit flies. You can either kill these flies or release them outdoors. Fruit flies can be a pest, but they do not have to make you crazy. With a little effort, you can get existing flies out of your house and prevent new ones from taking over your kitchen.

QUESTIONS:

1) In reading this passage, we learn that fruit flies

- I. die immediately after they lay their eggs
 - II. can grow into adults after only 8 days
 - III. are mostly harmless
- A. I only
- B. I and II only
- C. II and III only
- D. I, II, and III

2) As used in paragraph 3, a nuisance is something that

- A. bothers you
- B. can be dangerous
- C. grows fast
- D. is very small

3) According to the passage, why should you not use pesticide spray to kill fruit flies?

- A. most sprays do not actually kill all of the fruit flies

- B. buying sprays can get expensive if you need to use a lot of them
- C. the sprays take too much time to work
- D. it can be dangerous to use them in your kitchen

4) Based on the information in paragraph 3, we can understand that the author thinks that.

- A. some people do not mind having fruit flies in their house
- B. some people do not like killing insects
- C. fruit flies do not like vinegar
- D. making a fruit fly trap can be difficult.

5) What should we do to stop the new fruit flies finding food or places to lay their eggs?

(2.5)

6) How can we make a trap to catch all the remaining fruit flies in our houses? (2.5)

7) Can you name a fly which is useful for us? (1)

8) Find out any three adjectives from the above passage and write them with the noun they qualify. Also pick three adverbs from the passage. (3)

The Packet of Biscuits



A woman was shopping one day. She was tired, hungry and thirsty so she decided to buy a packet of biscuits and a coffee and find a comfortable place to sit in the sun. She sat on a bench, took out a magazine and started to drink her coffee.

A few minutes later, a teenage boy wearing punk clothes came and sat down next to her. Then the woman realised that the punk boy was taking biscuits and eating them slowly.

The woman was angry but she didn't say anything. She took a biscuit herself. The boy looked at her, smiled and took another biscuit. The woman thought "I'm going to have to eat these biscuits quickly, before this boy eats them all". She took another biscuit, and ate it fast. There was only one biscuit left. The boy picked it up, broke it in two and gave her half, smiling. The woman smiled but inside she was furious!

The boy got up, said goodbye and went away. "Young people today just have no respect," she thought to herself. She opened her bag to put her magazine away, and what did she see? Her packet of biscuits! "Oh, no! I was eating the boy's packet of biscuits!"

Read the story and put the pictures in order.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Read the story again and answer the questions.

- Why did the woman buy coffee and biscuits?
- How did the woman feel when she saw the boy eating biscuits? Why?
- Why did the woman start eating the biscuits quickly?
- What did the boy do with the last biscuit?
- How did the woman feel at the end of the story? Why?

Put the events of the story in the right order.

- ☐ a) The woman got a magazine out and started to read.
- ☐ b) The woman started to eat the biscuits quickly.
- ☐ c) A punk came and sat next to the woman.
- ☐ d) The punk shared the last biscuit.
- ☐ e) The punk went away.
- ☐ f) The woman did some shopping.
- ☐ g) The woman realised she was eating the boy's biscuits.
- ☐ h) The woman found a bench and sat down.
- ☐ i) The punk started eating biscuits.
- ☐ j) The woman bought a snack.

Competency 2: Writing Skills

Standard: Students will produce, with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful, and shows an insight into the writing process.

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Exercises:

- Write a letter to the editor complaining about the absence of street light in your area.
- Write a letter to the editor discussing the problems caused by presence too many dogs.

Guidelines for Formal Letter Writing.**Formal Letter Writing****How to Write Formal Letters**

Help with formal and business letter writing. A summary of writing rules including outlines for cover letters and letters of enquiry, and abbreviations used in letters.

Layout of a Formal Letter

The example letter below shows you a general format for a formal or business letter. Pass your mouse over the different areas of it to find out more information.

Rules for Writing Formal Letters in English

In English there are a number of conventions that should be used when formatting a formal or business letter. Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language like contractions.

Addresses:**1) Your Address**

The return address should be written in the top right-hand corner of the letter.

2) The Address of the person you are writing to

The inside address should be written on the left, starting below your address.

Date:

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

Salutation or greeting:**1) Dear Sir or Madam,**

If you do not know the name of the person you are writing to, use this. It is always advisable to try

to find out a name.

2) Dear Mr Jenkins,

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for married and single women.

Ending a letter:

1) Yours faithfully

If you do not know the name of the person, end the letter this way.

2) Yours sincerely

If you know the name of the person, end the letter this way.

3) Your signature

Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

Content of a Formal Letter

First paragraph

The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. Most letters in English are not very long, so keep the information to the essentials and concentrate on organising it in a clear and logical manner rather than expanding too much.

Last Paragraph

The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

<https://www.usingenglish.com/resources/letter-writing.php>

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Formal Letter Writing

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<https://www.usingenglish.com/resources/letter-writing.php>

DIAMANTE POEM FORMAT

Line 1: Poem Topic (the cause)

Line 2: Two adjectives about the cause/topic

Line 3: Three –ing words about the cause/topic

Line 4: Four nouns or a short phrase linking the cause/topic with its effect Line

5: Three –ing words about the effect Line

6: Two adjectives about the effect Line

7: The effect

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http://www.readwritethink.org/files/resources/lesson_images/lesson965/format.pdf

CAUSE AND EFFECT QUESTIONING FRAMES

Below are some phrases and expressions that can help you to identify cause and effect or develop your own cause and effect statements.

I think.....was caused by.....

The main cause of.....was probably.....

The effects of.....were.....

Due to the fact that.....

The reason for.....was.....

.....occurred, and consequently.....

That wasn't caused by.....because.....

(Adapted from: Zwiers, J. (2005). Developing academic thinking skills in grades 6–12: A handbook of multiple intelligence activities. Newark, DE: International Reading Association.)

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http://www.readwritethink.org/files/resources/lesson_images/lesson965/questioning.pdf

EXAMPLES OF CAUSE AND EFFECT DIAMANTE POEMS

The Spelling Test

Study Challenge,

Dedication Repeating, Memorizing,

Writing Practice, Analysis, Success, Victory

Cheering, Smiling, Celebrating

Excellent, Masterful

100%

Cause and Effect Statement: I studied hard for my spelling test and got 100%!

Spring Showers

Sprinkling

Cool, Clean

Renewing, Reviving, Cleansing, Refreshing

Water, Rain, Mud, Puddles

Flooding, Washing, Flowing

Muddy, Wet

Splash!

Cause and Effect Statement: Springtime rain showers create mud puddles to splash in.

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http://www.readwritethink.org/files/resources/lesson_images/lesson965/examples.pdf

CAUSE AND EFFECT DIAMANTE WRITER'S CHECKLIST

Student Checklist	✓	Teacher Checklist	Points Value	Points Received
I used the correct diamante poem format.		The student used the correct diamante poem format.	10	
I checked to make sure my parts of speech were correct		The parts of speech in the poem were accurate.	15	
My cause and effect transition is clear.		The student has a clear transition from the cause to the effect in the poem.	15	
The first line of the poem is the cause, while the last line of the		The student's first line is the cause and the last line is	10	

poem is the effect		the effect.		
My cause and effect statement written below my poem clearly matches the cause and effect in the poem.		The student has a cause and effect statement written below the poem, which clearly matches the cause and effect in the poem.	25	
My cause and effect statement is color-coded, with the cause highlighted in one color, and the effect highlighted in another.		The student has correctly color-coded the cause and effect statement	25	
<p>TOTAL POINTS _____</p> <p>Copyright 2006 IRA/NCTE. All rights reserved. ReadWriteThink materials may be reproduced for educational purposes. Image ©2006 Microsoft ClipArt http://www.readwritethink.org/classroom-resources/lesson-plans/slipping-sliding-tumbling-reinforcing-965.html?tab=4#tabs</p>				

5. Narrative essays

Narration

In a narrative, essay we basically tell a story that is related to your own life. It can be a narration of a personal experience or the events that happened to someone you know. The narrative essay should have a purpose. It must make a point and the reader must learn a lesson or gain insight.

1. *Tips to write a narrative essay*

Tell a story based on one of your own experiences.

Use concrete details so that your readers can visualize what is happening. Give as many sensory details and vivid descriptions to involve the reader.

You may use dialogue.

Make sure that your narrative essay communicates a main idea or a lesson.

Spend some time drafting what you can remember about the experience.

Create an outline of the basic parts of your narrative.

Write your first draft and don't pay attention to mistakes at this stage.

When writing a narrative essay you may use the tools of descriptive writing.

Edit the essay:

1. Does the writing effectively recreates the experience for your readers?
2. Are there any more details and descriptions are needed?
3. Are there any information that has to be removed?
4. Is your narration effectively written to help your readers visualize events?

Writing a Personal Experience Essay

1. *Pre-writing*

Choose **one** experience from your life that is interesting enough to be told.

2. *Introduction*

Think of an introduction that will make the reader eager to know more about the experience.

3. *Body*

Use **simple past** or **past continuous tense**. If something happened previous to the personal experience, use **past perfect**.

Write down some quick notes about the experience.

Don't worry about grammar. Take five minutes at the end to proofread your essay.

Remember every detail and try to visualize it.

Your feelings

Your thoughts

Objects around you (their shape, color, size, ...)

The smell

The taste

Actions

Include the setting: place, time. (Give specific details about the place and the time.)

Tell the events:

in chronological order

or using a flash back technique (depicting / recalling a set of events that occurred before the scenes immediately proceeding)

4. *Conclusion*

Conclude by telling what you learned from the experience.

5. *Post writing*

Exercises

- Write about a time when you learned something about yourself by trying something new.
- Write about a time when you worked hard on something but felt like your efforts weren't appreciated.
- Write about a time when someone betrayed your trust. How did you react? Did you ever forgive them?
- Write about a time when you made a decision that disappointed or hurt someone.
- Write about a time when you witnessed someone taking advantage of a weaker person.

<https://www.ereadingworksheets.com/writing/narrative-essay-topics-and-story-ideas/>

What is Discursive Essay

A discursive essay discusses a problem or an issue. This essay is mostly written in a formal manner. One of the distinctive elements of a discursive essay is its impartiality. It is important that the writer presents the problem in a neutral way. In this way, a discursive essay is different from an argumentative essay, as it presents both sides of the issue and discusses the details for or against the given topic.



How to Write A Discursive Essay

Paragraph 1: Introduction

Introduce the topic objectively. Give some background related to your topic. Then mention the possible reasons for the situation.

Paragraph 2 & 3: A list of arguments 'for'

Give clear reasons to support this point of view. Provide examples and facts where possible.

Paragraph 4 & 5: A list of arguments 'against'

Write clear reasons against the chosen issue. Provide examples and facts where possible.

Paragraph 4: Conclusion

Finally, give your own personal or general opinion about the topic. Make it convincing.

Tips

- You can write 4-6 main points (hopefully a balance of for and against)
- Use linking words to connect sentences and paragraphs. For instance: furthermore, moreover, in addition, additionally, similarly etc. On the other hand, conversely, however, in contrast etc.
- Write facts supported by examples.

Helpful Phrases:

Against:

- "Some people believe/ think/ feel that..."
- "Some people may argue"
- "Others are of the opinion that..."
- "While some people may claim"
- "Furthermore some people may insist"
- "Although some people would have us believe"

For:

- However, In contrast, On the other hand, Nevertheless
- "While in the case that..."
- "Further consideration, however, suggests..."
- "Despite the fact that there is some truth in..."
- "Although there is some evidence to support..."
- "It is also argued that..."
- "However there are also strong arguments against this point of view..."
- "Another counter argument is that..."

Writing Task:

Pick any one type of media from the aforementioned research (Exercise 6) to develop a discursive essay. Plan your essay in the following table.

<u>Introduction</u>
Paragraph 1

<u>Body</u>	
Merits	
Paragraph 2	
Paragraph 3	
Demerits	
Paragraph 4	
Paragraph 5	
<u>Conclusion</u>	
Paragraph	6

What is a Biography?

A biography is the story of a real person's life (so not a fictional character) written by someone other than that person.

How to write a Biography?

- Choose whom you want to write about, your parents, grandparents, other relatives, friends or any other special person.
- Gather as much information as you can, from his or her birth date to the most significant facts of his or her life through newspapers, magazines, pictures, and most notably, through an interview with that person.
- Plan before beginning to write, think of the part of the person's life you would like to bring to light. Some helpful questions can be: who?, what?, where?, why? And how?



- Describe his or her appearance, habits and attributes.
- Mention what makes this person so extraordinary and appealing and what events marked or changed his or her life. In what way he or she is a role model for the family or society.
- Edit the biography. Check for grammar, spellings and punctuation.

Writing Task

- Write a biography of a special person who has inspired you a lot and had marked a difference in your life.

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What is exposition?

The purpose of exposition (or expository writing) is not primarily to amuse, but to enlighten and instruct. The objective is to explain and analyze information by presenting an idea, relevant evidence, and appropriate discussion. Its essential quality is clarity. Most of the writing that you are required to do at school is expository (reports, tests, essays etc..) Similarly most of the writing you will do after school will be of this sort.

Examples of expository writing include:

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6. Features of expository writing

The main features include:

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Expository text is meant to deposit information

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Using words that clearly show what the author is talking about.

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Second-person instructions with "you." However, the use of first-person pronouns should be avoided.

Unbiased

Expository essays will not overtly reveal the opinion of the writer.

2. Compare and contrast essays

When you compare two or more things, you tell how they are alike.

example: Birds and insects both fly around my backyard.

When you contrast two or more things, you tell how they are different.

example: A bird has two legs, but an insect has six.

Sometimes a single sentence can compare and contrast two or more things.

example: Birds and insects are both animals, but only birds are vertebrates.

Tell whether each sentence is comparing two things, contrasting two things, or both. Write the word *compare*, *contrast*, or *both* on each line.

1. _____ Maya's bicycle is pink, but William's is red.
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6. _____ Miles has big feet, just like his father.
7. _____ Vanilla and chocolate ice cream are both delicious, but the strawberry ice cream tastes funny.
8. _____ Unlike Abby, Kendra completes her homework every night.
9. _____ Frogs, toads, and salamanders are all amphibians, but only frogs and toads hop.
10. _____ Mindy and Olive both bought new cell phones.

ANSWER KEY

Tell whether each sentence is comparing two things, contrasting two things, or both.

Write the word *compare*, *contrast*, or *both* on each line.

1. **contrast** Maya's bicycle is pink, but William's is red.
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https://docs.google.com/viewerng/viewer?url=http://www.worksheetlibrary.com/subjects/languagearts/writing/compareandcontrast/lawritingcomparecontrastparagraphseta46.pdf&hl=en_US

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4. *Summary Writing*

Summary and Main Idea Worksheet 1

Directions: Read each passage and...

1. Create a title for the passage related to the main idea.
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3. Your summary must describe all key ideas from the text.
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Picture this: a herd of elephants flies past you at sixty miles per hour, followed by a streak of tigers, a pride of lions, and a bunch of clowns. What do you see? It must be a circus train! One of the first uses of the circus train is credited to W.C. Coup. He partnered with P.T. Barnum in 1871 to expand the reach of their newly combined shows using locomotives. Before circus trains, these operators had to lug around all of their

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Paragraph

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POSSIBLE ITEMS FOR ASSESSMENT

Task 1: Write an incident which you have personally experienced or witnessed related to:

- a. Social Injustice
- b. Tolerance
- c. Unity OR
- d. Gender disparity

Task 2: Write an email to a friend requesting her/him to

- a. share class notes.

Task 3: Write a compare and contrast essay of at least four paragraphs on any of the following.

- a. Winter and Summer
- b. Primary and Secondary Education
- c. Any two books or Authors
- d. Facebook Vs. Google
- e. Public Transportation Vs. Private Transportation
- f. Fiction Vs. Non-fiction
- g. Childhood Vs. Adulthood etc.

Task 4: Read the article about the future of bookshops, and then complete the notes on the following page.

The tale of the vanishing bookshops

The number of bookshops in most towns and cities around the world is in decline – few people would disagree with this. It isn't just small, local or independent bookshops that are suffering – large chains are closing their stores too.

What is behind this trend? One of the major causes is, without a doubt, the competition from online sellers and supermarkets. These outlets can offer popular titles at a reduced price, by buying and selling books in large quantities. It suits many people with their busy lifestyles to be able to make a purchase quickly online, or to be able to put a book in their supermarket trolley while doing the food shopping. Another explanation is the fact that fewer people seem to want to read books these days. Many of those that do so think it is much easier and more convenient to carry a tablet or e-book reader with them than it is to fit a heavy novel in their bag. And of course it means they can have more than one book to read at the same time. There are, however, some reports that sales of digital books are now reaching a peak in some countries, following a rapid growth in sales, but this news may be too late for some bookshop owners. Other important causes include the high cost of rent for many bookshops, and the fact that in times of economic difficulty, people have less money to spend on 'extras' such as a good book to read.

Bookshop owners, authors and publishers are not giving up easily. They have realised that if they don't take action now, the future of the industry is at risk. The challenges have led to some creative solutions, which many hope will bring people back to bookshops and prevent some from closing down. One obvious solution is to make a bookshop more individual in style so that people want to come in. A shop should also be designed to encourage customers to spend time browsing. Many booksellers say that the best customers are those who do just this – they may have intended to buy only one book, but having looked at two or three others, decide to buy them too.

Some bookshops have introduced more innovative ideas recently. One is to hold what is known as a 'reading spa'. This is an individual consultation with a customer, where they are introduced to several new books that have been selected to meet their taste in literature. Another idea is getting people to sign up to a 'reading year' service – for an annual fee, a customer is sent a book each month which has been picked to suit their particular interests. These exciting ideas show that bookshops can develop into something which goes beyond just selling books.

Other methods designed to bring in customers include opening a cafe in the shop, and putting on events. These might include inviting an author to come in and read a section from their book, or talk about it, and sign copies that customers have bought.

Despite these new ideas and approaches, many booksellers recognise the fact that they are unlikely to get rich by selling books. They do it quite simply because they love it.

You are going to give a talk to your class about the challenges bookshops face. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

[Total: 7]

Reasons why bookshops are going out of business:

-
-
-

What bookshops are doing to attract business:

-
-
-
-

Imagine that you have given your talk to your class. Now your teacher has asked you to follow this up with a summary for the school magazine.

Look at your notes in Task 3 above.

Using the ideas in your notes, write a summary about the challenges bookshops face. Your summary should be about 70 words long (and no more than 80 words long). You should use your own words as far as possible. [Total: 7]

<https://www.cambridgeinternational.org/Images/523291-june-2017-question-paper-11.pdf> Accessed on 14-6-19]

Task 5

You recently helped someone who got injured in an accident. Write an email to a friend explaining what happened. In your email, you should:

- describe where you were and what happened
- explain what you did to help the injured person
- say what you learnt from this experience.

Your email should be between 150 and 200 words long.

[Total: 16 (8 marks for the content and 8 marks for correct language, punctuation, vocabulary/spelling and grammar)]

Task 6

You have seen five stray dogs in your locality that roam about freely causing danger for pedestrians and children. Write a letter to the municipal authorities to control the situation.

[Total: 14 (7marks for the content and 7 marks for correct language, punctuation, vocabulary/spelling and grammar)]

Task 7

Write a story in which food played an important role. You may use any of the following visual cues.



[Total: 20 (10 marks for the content and 10 marks for correct language, punctuation, vocabulary/spelling and grammar)]

Exercise 2

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On One Condition



Task 1: Listening for the main ideas.

1. What does the daughter want to do?

2. Why does she want to do it?

Task 2: Listening for details. Answer the questions below.

1. How does the dad misunderstand the daughter?

2. What concern does the dad have? _____

3. What does the daughter say about the dad's concern?

4. On what condition does the dad give his permission?

On One Condition

Erin: Dad, _____ I talk to you for a _____?

Dad: Sure, _____. What's on your _____?

Erin: Well, I've been _____. I really need a new phone; my screen is _____.

Dad: I'm sorry Erin I can't _____ to buy you a new phone _____ six months.

Erin: No, no. That's not what I _____.

Dad: Oh, okay. Well, what do you want _____?

Erin: I want to get a _____ job and _____ the money to buy a new phone myself. Would that be all _____?

Dad: I'll have to think _____ it. You have a lot _____ on right now with school and _____ theater. I'm worried about your _____.

Erin: Don't _____ dad. I know I can _____ it. Dad: All right. I'll _____ it on one _____: you can have a part-time job as _____ as your grades don't start to _____.

On One Condition

Erin: Dad, can I talk to you for a minute?

Dad: Sure, anytime. What's on your mind?

Erin: Well, I've been thinking. I really need a new phone; my screen is cracked.

Dad: I'm sorry Erin I can't afford to buy you a new phone every six months.

Erin: No, no. That's not what I want.

Dad: Oh, okay. Well, what do you want then?

Erin: I want to get a part-time job and save the money to buy a new phone myself. Would that be all right?

Dad: I'll have to think about it. You have a lot going on right now with school and musical theater. I'm worried about your grades.

Erin: Don't worry dad. I know I can handle it. Dad: All right. I'll allow it on one condition: you can have a part-time job as long as your grades don't start to slip.

https://bogglesworldesl.com/Listening_Intermediate/ononecondition.html

EXERCISE 3

Dialogue: Weather Forecast

Task 1: Listening for the main idea.

What did you hear?

What season do you think this is?

Task 2: Listening for details. Fill in the table.

The Weekend Weather Forecast

	Saturday	Sunday
Morning		
Afternoon		
Evening		
Overnight		

Weather Forecast

Good morning! This is Chris Gunn with your weekend weather

_____. The weather _____ for Saturday is mostly sunny and cold with daytime _____ of -2. _____ we are expecting _____ skies with a low of -8. The cold sunshine will _____ on Sunday morning but will begin to _____ up by late afternoon. In the evening, there will be a 90% _____ of rain with snow at higher _____. Overnight the rain will turn to snow. The _____ is for 30 cm of snow by Monday morning.

Weather Forecast

Good morning! This is Chris Gunn with your weekend weather report. The weather forecast for Saturday is mostly sunny and cold with daytime highs of -2 degrees. Overnight we are expecting clear skies with a low of -8. The cold sunshine will continue on Sunday morning but will begin to warm up by late afternoon. In the evening there will be a 90% chance of rain with snow at higher elevations. Overnight the rain will turn to snow. The forecast is for 30 cm of snow by Monday morning.

Exercise 4

Renting Apartments

Level:	Topic:	Speakers:	Length:
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easy	Renting Apartments	man - woman	00:49
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Pre-Listening Exercise

People often look for cheap apartments or condominiums to rent when going off to college. Other students choose to stay with a homestay family, but this isn't always possible. Therefore, what are three things you look for in selecting a place to live? Put them in order of importance to you and discuss them with a partner.

Listening Exercise

A. Listen to the recording and answer the questions.

1. What is the main topic of the conversation?

- a. the cost of rent near universities
- b. the problems with living in an apartment
- c. a search for a new apartment

2. Why doesn't Ann like her current apartment?

- a. The neighbourhood is noisy.
- b. It's far from campus.
- c. It's too expensive.

3. How much money does Ann want to pay for rent?

- a. a little more than \$200
- b. no more than \$200
- c. around \$200

4. Ann wants to rent an apartment that ____.

- a. is in a good neighbourhood
- b. already has furniture
- c. is close to campus

5. To help Ann, Roger is going to ____.

- a. call his friend
- b. check out an apartment
- c. look online for rentals

Vocabulary Practice

Do the vocabulary quizzes using the words from the conversation for more practice:

[Mixed-Up Sentence Vocabulary Matching](#) | [Gap-fill Exercise](#) | [Multiple-Choice Questions](#) | [Sentence and](#)

Post-Listening Exercise

Talk about the type of apartment Ann is trying to find. Discuss the ideal living situation for students going to a college or university in your country and abroad. Compare living in an apartment, house, and dormitory. What are the advantages and disadvantages of each in terms of privacy, price, space, and location? Discuss your opinions on the topic with a partner.

Online Investigation

As an international student, deciding on a place to study is only the first step to living overseas. The next step is finding a place to live, but which is better: living on campus in a dormitory or off campus in an apartment? Use the Internet to compare these two possible living arrangements in a city of your choice. Use the ideas in the Post-Listening section to help guide your ideas.

Listening Exercise

Listen to the conversation on renting apartments and read along with the conversation. Review the Key Vocabulary and the sample sentences.

Roger: Hello?

Ann: Hello Roger? This is Ann.

Roger: Oh hi, Ann. How have you been? And how's your new apartment **working out**?

Ann: Well, that's what I'm calling about. You see, I've decided to look for a new place.

Roger: Oh, what's the problem with your place now? I thought you liked the apartment.

Ann: Oh, I do, but it's a little far from campus, and the **commute** is just killing me. Do you think you could help? I thought you might know more about the housing situation near the school.

Roger: Okay, what's your budget like? I mean how much do you want to spend on rent?

Ann: Uh, somewhere under \$200 a month, including **utilities**, if I could. Oh, and I'd prefer to rent a **furnished** apartment.

Roger: Hmm. And anything else?

Ann: Yeah, I need a parking space.

Roger: Well, I know there's an apartment complex around the corner that seems to have a few **vacancies**. I'll drop by there on my way to class today.

Ann: Hey, thanks a lot.

Roger: No problem.

Vocabulary and Sample Sentences

- **work out** (*phrasal verb*): going well
- My new job schedule has really worked out for me.
- **commute** (*verb*; also a noun): to travel between home and work or school
- VERB: I have to commute two hours each day to get to work.
- NOUN: How long is your commute to work every day?
- **utilities** (*noun*): public services including water, gas, and electricity
- How much do you pay for utilities each month?
- **furnished** (*adjective*): containing furniture, for example, a sofa, tables, and washing machine
- I decided to rent a furnished apartment so I wouldn't have to buy so many things.
- **vacancies** (*noun*): rooms not being used or rented
- Do you have any vacancies starting next month?

<https://www.esl-lab.com/easy/apartments-for-rent/>

Exercise 5

School Life

Level:	Topic:	Speakers:	Length:
easy	school life	man - woman	01:25

Pre-Listening Exercise

Whether you are trying to get an online MBA or just going to a local college, there are a number of things you have to consider including location, cost, and the reputation of school. What factor is most important to you?

Listening Exercise

A. Listen to the recording and answer the questions.

1. *What does the man want to do after he graduates?*

- a. He wants to work at a hotel.
- b. He wants to become a teacher.
- c. He hopes to go on to graduate school.

2. *What is the woman's major?*

- a. French
- b. history
- c. computer science

3. *How does the woman pay for college?*

- a. She received a scholarship.
- b. She has a part-time job.
- c. Her parents are paying for it

4. *Where does the man work part-time?*

- a. at a bakery
- b. at a restaurant
- c. in a library

5. *What thing did the man NOT say about his job?*

- a. The pay is okay.
- b. He works long hours.
- c. His co-workers are friendly.

Vocabulary Practice

Do the vocabulary quizzes using the words from the conversation for more practice:

- [Mixed-Up Sentence](#)

- [Multiple-Choice Questions](#)
- [Sentence and Vocabulary Matching](#)
- [Gap-fill Exercise](#)

Post-Listening Exercise

Interview another student about the topics below and report your findings to the class:

- online education programs and graduate schools
- entrance requirements and exams
- classroom environment
- teacher-student relationship
- student housing
- part-time employment
- club activities

Online Investigation

Finding the right school for you can be a long process. What advertising techniques do colleges and universities use to get the attention of students? What things are important to you when you choose a school?

Compare the Web sites of two schools that interest you. Think about the classes, the cost of tuition, the experience of the teaching staff, and finally the learning/cultural opportunities in the local community where you want to study.

<https://www.esl-lab.com/easy/college-life/>

Listening Exercise

Listen to the recording and read along with the conversation. Review the key vocabulary and the sample sentences.

Maria: Oh, hi Dave. Long time, no see!

Dave: Hi Maria. I was in the neighborhood, so I thought I'd drop by.

Maria: Come on in. [Thanks.] Take a seat. Would you like anything to drink? I have Sprite or orange juice.

Dave: Sprite would be fine. Uh, so, how have you been?

Maria: Oh, not bad. And you?

Dave: Oh, I'm doing okay, but school has been really **hectic** these days, and I haven't had time to relax.

Maria: By the way, what's your **major** anyway?

Dave: Hotel management.

Maria: Well, what do you want to do once you graduate?

Dave: Uh... I haven't decided for sure, but I think I'd like to work for a hotel or travel agency in this area. How about you?

Maria: Well, when I first started college, I wanted to major in French, but I realized I might have a hard time finding a job using the language, so I changed majors to computer science. [*Oh*]. With the right skills, **landing a job** in the computer industry shouldn't be as difficult.

Dave: So, do you have a part-time job to support yourself through school?

Maria: Well, fortunately for me, I received a four-year academic scholarship [*Wow*] that pays for all of my tuition and books.

Dave: Wow. That's great.

Maria: Yeah. How about you? Are you **working your way through school**?

Dave: Yeah. I work three times a week at a restaurant near campus.

Maria: Oh. What do you do there?

Dave: I'm a cook.

Maria: How do you like your job?

Dave: It's okay. The other workers are friendly, and the pay isn't bad.

Vocabulary and Sample Sentences

- **hectic** (*adjective*): very busy
- Life is always very hectic when you're trying to work and go to school at the same time.
- **major** (*noun or verb*): course of study
- I'm thinking about majoring in computer science next year. (verb)
- What is your major? (noun)
- **land (a job)** (*verb*): to secure, win, or get a job
- It is becoming increasingly difficult to land a job in the field of language teaching.
- **work (your way) through (school)** (*verb*): think through, in this case, work while going to school to support yourself
- Since my parents had no money, I had no choice but to work myself through school
- Sometimes we just have to work through many new experiences before we understand the language and culture.

Exercise 6

Phones

Level:	Topic:	Speakers:	Length:
intermediate	Phones	young man and woman	01:23

Pre-Listening Exercise

In today's world, is a smartphone a necessity for people of all ages, or is it just a luxury item? Why or why not? How do people who grew up without mobile phones feel about this?

Idioms

"**phone someone**" = call someone
"Why don't you *phone him* and see if he's coming to the party?"

"**call it a day**" = finish work and leave your workplace
"Let's *call it a day*. We can finish this project tomorrow."

Listening Exercise

A. Listen to the recording and answer the questions.

1. *The young man needs a new phone because ____.*

- a. his parents took his last one
- b. someone stole his last one
- c. his phone is an older model

2. *How many phones does the young man already have?*

- a. two
- b. three
- c. four

3. *According to the conversation, what are the young man's parents like?*

- a. friendly
- b. generous
- c. kind

4. *What do his parents want their son to do to get a phone*

- a. take out money from his bank account
- b. ask his brother if he can use an old phone
- c. find a job and work to earn money

5. *What is the BEST word to describe the young man's personality?*

- a. mean
- b. talkative
- c. self-centered

Vocabulary Practice

Do the vocabulary quizzes with the words from the conversation for more practice:

- [Mixed-Up Sentence](#) | [Sentence and Vocabulary Matching](#)

Post-Listening Exercise

Many teachers have concerns about students' use of cell phones at school and in the classroom. Think of three reasons for and against this issue and explain your ideas from your own experience.

Online Investigation

Write one of your teachers an email about one of the topics or questions below. Then, summarize the teacher's response and compare his or her answer to your own opinion.

1. At what age is it appropriate for a child to have his or her own phone?
2. How important is it for parents to track their children's phone calls, text messages, or Internet use on the phone?
3. Should children pay at least a part of their phone bill, and if so, how much?
4. Which method is better to ask someone out on a date: sending a text message or calling the person?
5. Which method is better to end a relationship: sending a text message or calling the person?
6. Is it illegal to text and drive in your city or region? If so, what is the penalty?
7. If a student cheats on a test by taking pictures of it and sending them to a friend, how do you handle the situation?

Listening Exercise

Listen to the recording on smartphones and read along with the conversation. Review the key vocabulary and the sample sentences.

Woman: Hey. Uh, you look really unhappy. What's going on?

Young Man: Ah, you don't want to know.

Woman: Okay, see ya.

Young Man: Wait, wait, wait! Why are you **walking away**?

Woman: Well, you said I didn't want to know.

Young Man: No, wait. You see my parents really don't love me.

Woman: What do you mean? When I met them last week, they seemed really **caring**.

Young Man: Uh, you don't understand! You see. I want a new smart phone . . . I mean, I need one, and my parents won't buy me it!

Woman: Uh, excuse me, but uh, don't you already have a iPhone?

Young Man: Man, yeah, but it's three months old, and it has a small scratch on it.

Woman: Where? Let me see. [*Look!*] I don't see a scratch.

Young Man: Look, look right here! [*THAT?*] [*Do*] you see it?

Woman: It's just a **speck of dust**.

Young Man: Anyway. And my other phone . . .

Woman: What? You have two phones?

Young Man: That's **beside the point**.

Woman: So, so, did your parents give you a reason for not buying you a new phone?

Young Man: Not a good one. Only something about being **self-reliant** and not being so **entitled**, or something like that. And now they want me to work . . . on the neighbor's farm to pay for it. [*Good idea!*] It's not fair.

Woman: Hey, I think I know the problem. [*What?*] Take a look in the mirror. You'll see both the problem and the solution.

Young Man: Uh! You're no help.

Vocabulary and Sample Sentences

- **walk** **away** (*verb*): leave
- The store owner wouldn't drop the price on the old model of iPhone, so I just walked away.

- **caring** (*adjective*): kind
- My sister is so caring that she let me borrow her new phone when mine broke.
- **speck of dust** (*noun*): a very, very small piece of dirt
- Be sure to clean off any specks of dust off your camera lens before you take pictures. Otherwise, they won't turn out well.
- **beside the point**: not important or relevant
- I know my phone is six years old, and the camera is broken on it. That's beside the point. It still works, so I don't need to buy a new one.
- **self-reliant** (*adjective*): having the ability to take care of oneself, independent
- Joseph is very self-reliant. He never asks his parents for financial help because he wants to take care of things on his own.
- **entitled** (*adjective*): having the feeling that you deserve something, sometimes without even working for it
- My younger brother feels so entitled. He wants my parents to buy him a new computer, but he isn't willing to pay for part of it. He thinks it's their job to do everything for him.

<https://www.esl-lab.com/intermediate/smart-phones/>

Exercise 7

May I See Your Passport Please

Task 1: Listening for the main ideas.



1. Who are they?

2. Where are they?

Task 2: Listening for details. Fill out the table.

1. Who is she travelling with?

2. What is the purpose of her visit?

3. What will she do while she's in Canada?

(a)

(b)

4. What is her occupation?

5. Is she bringing anything into Canada that she needs to tell the customs agent about?

May I See Your Passport Please

Customs Agent: _____ to Canada. _____ I see you _____ please?

Traveller: _____ you are.

Customs Agent: Thank you. Are you traveling _____?

Traveller: Yes, I am.

Customs Agent: What is the _____ of your visit to Canada?

Traveller: I'm _____ family.

Customs Agent: _____ are you visiting?

Traveller: I'm going to see my _____ and my _____.

Customs Agent: And where do they _____?

Traveller: They live in _____.

Customs Agent: How _____ will you be _____ in Canada?

Traveller: _____ about six weeks.

Customs Agent: Will you be spending the _____ time in Vancouver?

Traveller: No, I am _____ to tour the Rockies for three weeks.

Customs Agent: And what is your _____?

Traveller: I'm a _____ student.

Customs Agent: Do you have _____ to _____?

Traveller: _____.

Customs Agent: All right then. _____ your _____ in Canada.

May I See Your Passport Please

Customs Agent: Welcome to Canada. May I see your passport please?

Traveller: Here you are.

Customs Agent: Thank you. Are you traveling alone?

Traveller: Yes, I am.

Customs Agent: What is the purpose of your visit to Canada?

Traveller: I'm visiting family.

Customs Agent: Who are you visiting?

Traveller: I'm going to see my aunt and my cousins.

Customs Agent: And where do they live?

Traveller: They live in Vancouver.

Customs Agent: How long will you be staying in Canada?

Traveller: For about six weeks.

Customs Agent: Will you be spending the whole time in Vancouver?

Traveller: No, I am planning to tour the Rockies for three weeks.

Customs Agent: And what is your occupation?

Traveller: I'm a university student.

Customs Agent: Do you have anything to declare?

Traveller: Nothing.

Customs Agent: All right then. Enjoy your stay in Canada.

https://bogglesworldesl.com/Listening_Intermediate/mayiseeyourpassportplease.html

Language for giving Presentations

I. Presentations: opening

Introduction

In this module, we'll be looking at some useful words and phrases for giving presentations. We have units on the main stages of presentations and a unit with tips on delivering effective presentations. Let's start with opening presentations.

Think Imagine that you are starting a presentation. What phrases might you use?

Ladies and gentlemen, thank you very much
for coming along here today
The purpose of today's presentation is to discuss how we can...
I've invited you here today to have a look at my findings
Now let me begin by... Secondly...
...and finally...
I'd be very happy to invite you
to ask questions at the end of the session
At the end I'd be very happy to answer any of your questions

Listen Now let's hear two ways of opening presentations. As you listen, see if you can hear some of the phrases above.

Check understanding Check your understanding by reading the scripts below:

Clip

1

"**Ladies and gentlemen, thank you very much for coming along here today.** I hope my presentation isn't going to take too long and that you will find it interesting. **The purpose of today's presentation is to discuss how we can** improve internal communications within our company.

Now let me begin by explaining that I'd like to talk about the business case for better communication; **secondly**, I want to cover different styles and methods; **and finally** I would like to finish off by talking about some of the basics we need to have in place to deliver good quality, consistent communications across the company. **I'd be very happy to invite you to ask questions at the end of the session** and I'm sure there'll be plenty of time for us to discuss some of the points that have been raised."

Clip

2

"Good afternoon, ladies and gentlemen. Thank you for finding the time to come and join me for this presentation this afternoon. My name is Tim Mason, I'm a retail consultant, and many of you will have seen me shadowing you in your jobs and looking through the accounts and so on in the company over the last week. **I've invited you here today to have a look at my findings.** First, I'd like to have a look at the performance of the company, the sales of the company over the last three years; then I'd like to

have a look at our market share in the womenswear market and look at our competitors; and thirdly, I'd like to suggest some improvements in our range of women.

II. Presentations: body

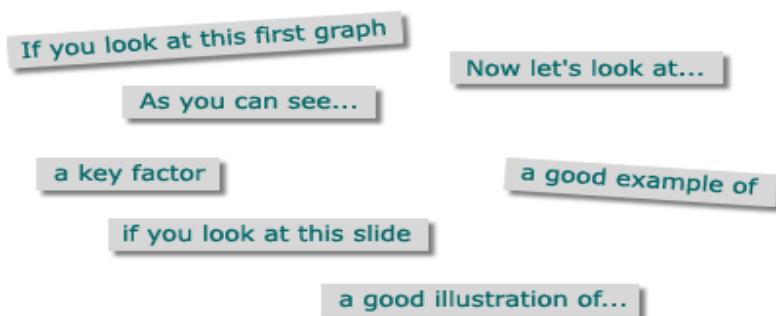
Introduction

After you have greeted your guests, you will begin to go through the main body of your presentation. It's very useful to have some visual aids - some slides, pictures or graphs that help explain what you are saying. Sometimes they can also help to keep your audience interested in your presentation!

Think

Imagine you are giving a presentation and using some visual aids. What phrases might you use to draw your audience's attention to these slides?

After you've thought of five, [click here for some more ideas](#).



Listen Now listen to two examples of people giving presentations. As you listen, see if you can hear some of the phrases above.

Check understanding Check your understanding by reading the scripts below:

Clip 1

"If you have a look at this first graph, you can see that our sales topped 50 million the year before last. Then last year sales dropped to 40 million, with a slight recovery at the end of the financial year. However, this year sales have continued to drop to an all time low of 30 million. **Now let's look at** our market share. **As you can see**, we have 25% of the market share, 10% down on last year."

Clip 2

"A good example of how important internal communications are is shown by some findings from research that we have recently undertaken. Good communications is a very **key factor** in staff motivation. **If you look at this slide**, you will see how important it is to get the basics in place. You need to identify your communication requirement, agree your objectives and success criteria, identify your target audiences, define the content of your message and determine the style of delivery. **A good illustration of the communication process** is when all those basics fall into place naturally

Presentations: questions

Introduction

At the end of your presentation, you may wish to open the floor to questions – to ask if anyone has any questions about your presentation.

Think

Imagine it is the end of your presentation and you are asking if there are any questions. What phrases might you use or hear?

After you've thought of a few, [look at some more ideas](#).

If you have any questions I would
be happy to answer them now

Are there any questions about any of that?

Can I just ask...?

Yes, a very good question

Can you explain to me...?

Listen Now listen to someone asking if there are any questions. As you listen, try to hear some of the phrases above.

Check understanding Check your understanding by reading the script below:

Tim: Ladies and gentlemen, **if you have any questions, I'd be happy to answer them now.**

Carrie: Yeah, **can I just ask**, graph number 3, that last one you showed us, **can you explain to me** where you're intending to find the extra income to increase the designer range in the maternity wear?

Tim: **Yes, a very good question.** I've looked at the office wear range and it's quite heavy on material, holiday wear tends to be much lighter, much smaller amounts of material involved and I ...

Work with a partner and choose a topic for your presentation , plan and deliver it using the learned language.

POSSIBLE ITEMS FOR ASSESSMENT

Learners must be assigned varied tasks requiring them to present in front of their classmates, another class or a large group (like assembly etc.). Learners must evaluate each other's presentations using a suitable rubric.

Oral Communication Skills will be assessed internally by the centres. They will be required to assign at least three presentations:

- a. Group presentation
- b. Presentation in pairs
- c. Individual presentation

Passive voice

In formal letters, passive voice is very common because it is more impersonal. Fill in the gaps to transform the following sentences from the composition in 'Explanation' into the passive voice

1 You have advertised a medical volunteering on your website. ⇒ A medical volunteering on your website.

2 You do not mention the maximum duration of your program. ⇒ The maximum duration of your programme.....

3 You can accept only students in their 4th year of medical school. ⇒ Only students in their 4th year of medical school

4 You can consider me a 4th year student. ⇒ a 4th year student.

5 You offer volunteers a room in a shared house. ⇒ a room in a shared house.

6 You provide electricity, WIFI and running water. ⇒ Electricity, WIFI and running water

<https://www.test-english.com/writing/b1-b2/formal-email-letter-asking-information/3/>

Active/Passive Voice

Date _____

- In active voice sentences the subject does the action.

Example: Liz played the piano.

- In passive voice sentences the subject receives the action.

Example: The piano was played by Liz.

- The sentence that uses the active voice is stronger, uses fewer words, and clearly shows who performs the action.

- The sentence that uses the passive voice is weaker and less direct. It is, however, not incorrect to use the passive voice.

- Sometimes the doer of the action is omitted in passive voice sentences. Example: The piano was played.

Directions: Decide whether the following sentences are written in the active or passive voice. Then write the doer of the action on the line to the right. If the doer is unknown, write a question mark (?).

- 1) Thomas feeds his dog. active / passive _____
- 2) The dog is fed by Thomas. active / passive _____
- 3) The family went to the beach. active / passive _____
- 4) The letter was written by Marshall. active / passive _____
- 5) The game had been won by the blue team. active / passive _____
- 6) The problem was solved. active / passive _____
- 7) The stunt man risked his life. active / passive _____
- 8) The fire was extinguished. active / passive _____
- 9) The car was being cleaned by its owner. active / passive _____
- 10) It gets cold here during the winter. active / passive _____

Directions: Rewrite the passive voice sentences as active voice sentences.

1. *Passive: The dog was hit by the car. Active: _____*
Passive: The house will be built by the construction crew in five months. Active: _____
Directions: Rewrite the active voice sentences as passive voice sentences. Active: Julie answered the question. Passive: _____
Active: The dolphins have learned many tricks. Passive: _____
Directions: _____

Write one sentence using the active voice, and one using the passive voice. Active:
Passive:

[https://englishforeveryone.org/viewpdf.html?pdf=/PDFs/Active%20-](https://englishforeveryone.org/viewpdf.html?pdf=/PDFs/Active%20-%20Passive%20Voice.pdf&title=Active/\Passive%20Voice%20Worksheet)

[%20Passive%20Voice.pdf&title=Active/\Passive%20Voice%20Worksheet](https://englishforeveryone.org/viewpdf.html?pdf=/PDFs/Active%20-%20Passive%20Voice.pdf&title=Active/\Passive%20Voice%20Worksheet) Direct and Indirect Speech

Direct speech is basically a quote or the literal words that were spoken by a subject. When you use direct speech in your writing it must be surrounded by quotation marks (" "). Using direct speech helps your audience understand the frame of mind of the subject. Indirect speech is reporting what was said by a subject. Since all indirect speech has already happened it is reported in the past tense. To display indirect speech we surround it with inverted commas ("").

What Is the Difference Between Direct and Indirect Speech

Here are the basic differences between direct and indirect speech.

Difference In Meaning

There are two ways to describe the speech. These two ways are known as indirect speech and direct speech. These two methods are widely used in the English language to imply what others have said. Both have different rules when writing.

Direct speech occurs when the exact same words of the speech are repeated without any interruptions or additions. Direct speech implies exactly what has been said in the same tone. The actual words that were used by the speaker are written in indirect speech. Nothing new is added. Expressions are also mentioned in the exact same way by maintaining the tone of the actual speaker. Direct speech is used when you do want to keep things simple and accurate.

Indirect speech occurs when the actual words of the speaker are not quoted. Indirect speech changes certain elements from the actual words. It occurs when someone else tries to speak the original words.

Difference In Alternative Name

Both direct and indirect speech have their own alternative names. Direct speech is commonly known as quoted speech. Whereas, indirect speech is commonly known as reported speech.

Difference In Point Of View

The indirect and direct speech also differ in point of views. The point of view of the direct speech is that of the speaker. Whereas, the point of view of indirect speech is that of the listener.

Difference In Usage

Indirect and direct speech have a difference in usage as well. Direct speech is used when we want the reader to know what exactly was said by the speaker. No change in the speech occurs. Whereas, indirect speech is used when we use our own words to report the speech of someone else.

Difference In Quotation Marks

Direct speech uses quotation marks whereas, the indirect speech does not use quotation marks.

Examples

Direct Speech: She said, "I am going to the market".

Indirect Speech: She said that she was going to the market. <https://www.englishworksheetsland.com/grade6/directin.html>

2. Direct and Indirect Speech

Direct speech is basically a quote or the literal words that were spoken by a subject. When you use direct speech in your writing it must be surrounded by quotation marks (" "). Using direct speech helps your audience understand the frame of mind of the subject. Indirect speech is reporting what was said by a subject. Since all indirect speech has already happened it is reported in the past tense. To display indirect speech we surround it with inverted commas ("").

What Is the Difference Between Direct and Indirect Speech

Here are the basic differences between direct and indirect speech.

Difference In Meaning

There are two ways to describe the speech. These two ways are known as indirect speech and direct speech. These two methods are widely used in the English language to imply what others have said. Both have different rules when writing.

Direct speech occurs when the exact same words of the speech are repeated without any interruptions or additions. Direct speech implies exactly what has been said in the same tone. The actual words that were used by the speaker are written in indirect speech. Nothing new is added. Expressions are also mentioned in the exact same way by maintaining the tone of the actual speaker. Direct speech is used when you do want to keep things simple and accurate.

Indirect speech occurs when the actual words of the speaker are not quoted. Indirect speech changes certain elements from the actual words. It occurs when someone else tries to speak the original words.

Difference In Alternative Name

Both direct and indirect speech have their own alternative names. Direct speech is commonly known as quoted speech. Whereas, indirect speech is commonly known as reported speech.

Difference In Point Of View

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