



ZIAUDDIN UNIVERSITY

EXAMINATION BOARD

English IX Student Resource



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Topic-1

Overview of textual organization:

Jenny's New Room

DIRECTIONS: Match each term with its definition. Then identify the text structure in each passage.

- _____ 1. Cause and Effect
- _____ 2. Problem/Solution
- _____ 3. Compare/Contrast
- _____ 4. Chronological
- _____ 5. Spatial/Descriptive
- _____ 6. Sequence/Process

- A. information is organized in order of time
- B. discusses and action and its results
- C. a difficulty is described and an answer is offered
- D. the differences and similarities of two things are discussed
- E. explains how to do something or how something happens step by step
- F. Describes how something looks or how it is arranged.

7. _____ Jenny's room is very large, and overlooks the back yard. She has her own closet and her own bathroom. Her brother's room, on the other hand, is fairly small. Though her brother is older, and was given first choice of rooms, he chose the smaller room because he said it felt cozier. His room has a smaller closet, no private bathroom, and overlooks the front yard.

8. _____ The walls in Jenny's room are bright pink. She has posters on the walls, and ruffled pink curtains. Her bedspread is pink and orange.

9. _____ Jenny has a system when it comes to cleaning up her room. First, she picks up all her toys and puts them away. Then, she makes up her bed. Finally, she dusts and runs the vacuum cleaner.

10. _____ Jenny's dad got offered a new job in a new city. It was a very good job, with a very good salary, so her family moved over the summer.

<https://www.englishworksheetsland.com/grade5/readinginfo/5/3jennynew.pdf>

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<https://www.englishworksheetsland.com/grade5/readinginfo/5/3jennynew.pdf>

Holy Tomato!

DIRECTIONS: Read each passage and identify how the information is being organized.

A. Cause & Effect B. Chronological C. Problem/Solution D. Compare/Contrast E. Sequence/Process

1. _____ It is easy to start your own tomato plants at home. First get together a few simple supplies like a seed mat and an old fish tank light, potting soil and tomato seeds. You will also need something to use as small pots for your seedlings. Used plastic tubs from sour cream or yogurt work really well. Fill each container about $\frac{3}{4}$ of the way full. Place two or three seeds into the soil in each cup. Poke them down a little and cover them with soil. Give each pot a little water, and place them on the seedling mat. Plug the seedling mat into the wall. Within a week or two, you should see your seeds beginning to sprout. When you do, move them underneath the fish tank light. Be sure to check on your baby plants every few days and remember to water them. Your plants will be ready to set outside in about six weeks.

2. _____ I have two favorite varieties of tomatoes. One is called Yellow Taxi. Yellow Taxi tomatoes are yellow, of course. They are fairly small plants, and also very early, meaning they produce tomatoes weeks before most other tomato plants. The tomatoes are not at all acidic, and make a beautiful, colorful addition to a summer salad. My other favorite variety is Purple Cherokee. Like Yellow Taxi it is an heirloom, but other than that they are nothing alike. Purple Cherokee tomatoes are, of course, purple. They take about a month longer to mature than Yellow Taxi, and the plants can get to be seven feet tall!

3. _____ This past summer was great for tomatoes. At the beginning of March we started six varieties under a fish tank light in the basement. They were ready to go outside by the beginning of May, and by the end of June we were already eating yellow tomatoes! The red ones came in after that, and we had more than we could eat by July. That's when we started to make sauce! We canned tomato sauce all of July, August and September. We got an early frost in October, when we picked the last of the still-green tomatoes and ate them fried one night for dinner. Even when the fresh tomatoes were gone, we enjoyed that sauce all through the winter.

4. _____ Have you noticed tiny white bugs on the leaves of your tomato plants? Those are called aphids, and they are bad news. The good news, though is that there is an easy and natural way to get rid of aphids: ladybugs! Ladybugs love aphids and will eat more than 50 of them a day. You can order a container of live ladybugs for your garden from a many garden companies. Simply release them into your garden when they arrive, and let them take care of the aphids for you!

Text Structure

DIRECTIONS: Read each passage and identify how the information is being organized. Answers will be used more than once.

1. Ideas and events are presented in the order in which they happen. _____
2. Clue words include because, since, therefore, so and for this reason. _____
3. The author makes a general statement and then supports it with specific examples.

4. Clue words include for example, for instance, specifically, etc. _____
5. The author uses language designed to help the reader visualize something.

6. Two or more subjects are discussed at the same time, with the author pointing out what is the same about them, and what is different. _____
7. Clue words include on the other hand, but, like, similarly, on the contrary, etc.

8. The author organizes information by asking a question and then answering it. _____
9. Clue words include first, second, next, last and finally _____
10. Information is organized in a simple list. Clues: words like first, second, third, and so on.

11. Clue words include who, what, where, when, why and how _____
12. The author explains how two things are related to each other or gives reasons why something has happened or why something is a certain way. _____
13. Clue words include a lot of adjectives, adverbs and vivid verbs. _____

- | | | |
|----------------------------|------------------------|--------------------|
| A. Cause & Effect | B. Spatial/Descriptive | C. Chronological |
| D. Sequence/Process | E. Compare/Contrast | F. Question/Answer |
| G. Enumeration/Description | | H. Listing |

<https://www.englishworksheetsland.com/grade5/readinginfo/5/5text.pdf>

Text Organization

DIRECTIONS: Read each definition. Find the matching organizational structure and write it on the line.

1. Ideas and events are presented in the order in which they happen.

Clues: words like first, second, next, last and finally.

2. Information is organized in a simple list.

Clues: words like first, second, third, and so on.

3. Two or more subjects are discussed at the same time, with the author pointing out what is the same about them, and what is different.

Clues: words like on the other hand, but, like, similarly, on the contrary, etc.

4. The author organizes information by asking a question and then answering it.

Clues: who, what, where, when, why and how.

5. The author explains how two things are related to each other or gives reasons why something has happened or why something is a certain way.

Clues: words like because, since, therefore, so and for this reason.

6. The author makes a general statement and then supports it with specific examples.

Clues: words like for example, for instance, specifically, etc.

7. The author uses language designed to help the reader visualize something.

Clues: use of a lot of adjectives, adverbs and vivid verbs

A. Cause & Effect

B. Spatial/Descriptive

C. Chronological

D. Sequence/Process

E. Compare/Contrast

F. Question/Answer

G. Enumeration

H. Listing

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

<https://www.englishworksheetsland.com/grade5/readinginfo/5/2textorg.pdf>

| | | | |
|--|----------------|------------------|--|
| Name | | Text Structure | |
| Civil War Generals | | | |
| DIRECTIONS: Read the passages. Complete the organizer. | | | |
| <p>1. Robert E. Lee was from an aristocratic Virginia family that included many famous politicians and military figures. He saw himself as the next generation of his family’s greatness, and at the age of 18 he went eagerly to West Point Military Academy, where he finished without any demerits. He earned perfect scores in artillery, infantry and cavalry. Ulysses S. Grant, however, was born to a family of modest means. His father was a tanner, a profession that young Grant wanted nothing to do with. He, too, went to West Point, a situation arranged by his father. Unlike Lee, though, Grant didn't do well at West Point. His grades were average, and he received several demerits for slovenly dress and tardiness</p> | | | |
| <p>2. Before taking command of the Confederate troops during the Civil War, again and again Lee distinguished himself on the battlefield. When the U.S. went to war with Mexico in 1846, Lee was cited for bravery in battle and his brilliant tactics. When the war was over, Lee was considered a hero. Lee’s next military action was to suppress the slave insurrection led by John Brown at Harper’s Ferry.</p> | | | |
| | Text Structure | How Do You Know? | |
| Paragraph # 1 | | | |
| Paragraph # 2 | | | |

Tips for Comparing and Contrasting Stories and Dramas

In every student's academic career, there comes a time when he or she is made to compare and contrast different literary texts. This task bores many people and many seem to hate it because they find it really difficult to compare and contrast unrelated stories and dramas. However, this compare and contrast task can be made really easy and interesting if the students are taught some basic tips and tricks to compare and contrast various texts.

Here are a few tips that can make your next compare and contrast assignment easier and interesting for you:

Fully Read the Text

It is a task to just go through a summary or skim through the text to be worked on in an aim to find their obvious similarities and differences. We suggest you to read the text completely and with great care before you begin to mark the similarities or differences in it. Once you have read both the texts, you will automatically be able to compare and contrast them easily.

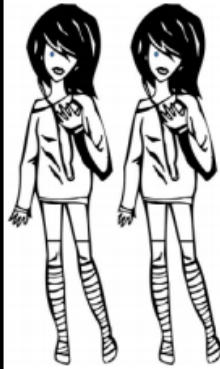
Know The Difference Between Comparing and Contrasting

It is essential to fully understand the difference between comparing two things and contrasting them. While comparing the texts, you try to look for similarities in them. On the contrary, contrasting requires you to work out the differences between the texts. It is advisable to first focus on finding either the individual similarities or differences. This will make the task easier and clearer for you with less ambiguities in your answer.

One Thing at a Time

Never compare and contrast the texts all at once because it only causes confusion. It is better to look for the differences and similarities in one aspect of both the texts at one time and then move on to the next. You can first compare and then contrast the texts for characters, settings, narrative, plot's building, themes, etc. one by one.

Name _____ **Compare & Contrast**



Charlotte and Cherie

Charlotte and Cherie are identical twins but they were not raised together. Their parents gave them up for adoption, and the girls were adopted by two different families. Charlotte grew up in California. She enjoyed surfing and just hanging out at the beach. Cherie grew up in New York City. She was a champion skate-boarder, and spent all of her free time in Central Park.

When the girls were sixteen, Charlotte's school took a trip to New York City. One of the places they went was the Central Park Zoo. While Charlotte was standing outside the entrance with her group, waiting to go in, she saw a girl zip by on a skateboard. Charlotte gasped. It was like looking in a mirror! The girl had long, dark hair and deep blue eyes, just like her. She was tall and lanky, and she was wearing the same pair of shorts and the same color shirt! "Stop!" Charlotte called out. The

girl's skateboard skidded to a stop and she turned around. When she did, her eyes grew wide.

"Who are you?" she said, coming over to Charlotte. Charlotte introduced herself and the girls got to talking. They found out that they were both sixteen, they shared a birthday and they were both adopted. "Oh my gosh," Cherie cried. "We are twins that were separated at birth!"

That night they both told their parents that they had found their long, lost twin. Both sets of parents were surprised, because they had had no idea that their daughter was a twin. The girls put the parents in touch with each other and they agreed to let the girls visit each other the following summer.

The whole time Charlotte was in New York City, Cherie showed up everywhere her class went, and every time she did, she and Charlotte were wearing the same outfit. When Cherie wasn't riding on or carrying her skateboard, Charlotte's teacher couldn't tell them apart.

1. What do Charlotte and Cherie have in common?

2. What is different about Charlotte and Cherie?

3. What do both girls' parents have in common?

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Name

Compare & Contrast

A Tale of Two Gardens

Janice's Garden

Janice had a flock of chickens that she kept for eggs. Every morning she would let the chickens out of their coop to walk around the vegetable garden and eat insects. The chickens were very helpful. They ate the potato beetles off of the potato and eggplant plants, and they ate the fat green worms off of the broccoli. Every once in a while when the chickens were out during the day, a hawk would fly overhead, and Janice noticed that whenever that happened, the chickens always ran for cover. This gave Janice an idea. She would plant things in her garden that would shelter the chickens while they were working! Janice planted sunflowers and corn around her garden, and both grew up straight and tall. When the sunflowers and corn were about a foot high, Janice planted beans and cucumbers at their feet. All four varieties of plants continued to grow together. The beans and cucumbers wound their way up and around the sunflower stalks and the corn stalks. Now when the chickens walked through the garden pecking at bugs, the sunflowers and the corn provided camouflage for the chickens so the hawks could not see them from the air.

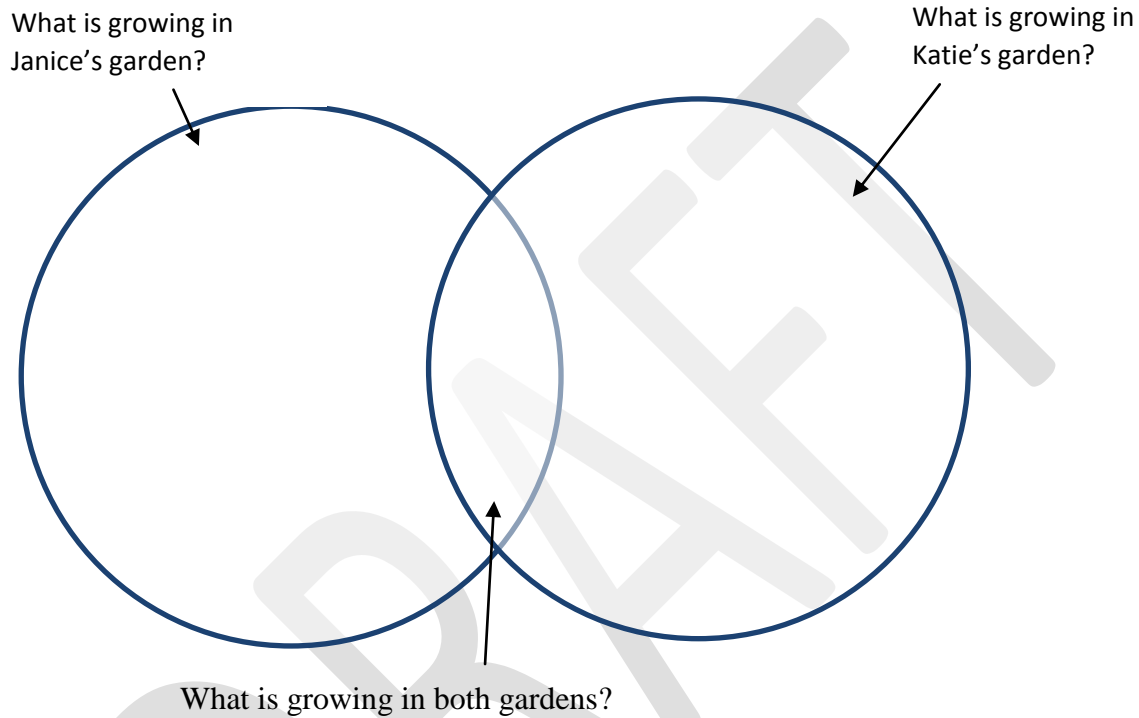
Katie's Garden

Katie had always wanted a garden. When her parents bought their first house, Katie couldn't wait to plant. She and her mother dug up a four foot by eight foot rectangle in the back yard. They planted tomatoes, carrots, radishes, cucumbers, spring onions, arugula and mixed lettuces. Katie called it her salad garden. Her mother told her that she should encourage "good" insects to come to the garden to help pollinate her tomatoes, so Katie also planted marigolds and calendulas. They added a lovely splash of color to the garden. Katie checked the garden every day and kept the weeds pulled. Before she knew it, it was time to harvest! She made her family a salad to go with dinner that night and they all agreed it was the best salad they had ever had! Name

Questions

1. Why does Janice grow her garden?
2. Why does Katie grow her garden?

1. Fill out the diagram below to compare and contrast Janice and Katie's gardens?



Text Structure

DIRECTIONS: Read each passage and identify how the information is being organized. Answers will be used more than once.

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<https://www.englishworksheetsland.com/grade5/readinginfo/5/5text.pdf>

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1. _____

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<https://www.englishworksheetsland.com/grade5/readinginfo/5/2textorg.pdf>

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West Point. His grades were average, and he received several demerits for slovenly dress and tardiness

2. Before taking command of the Confederate troops during the Civil War, again and again Lee distinguished himself on the battlefield. When the U.S. went to war with Mexico in 1846, Lee was cited for bravery in battle and his brilliant tactics. When the war was over, Lee was considered a hero. Lee's next military action was to suppress the slave insurrection led by John Brown at Harper's Ferry.

| | Text Structure | How Do You Know? |
|---------------|----------------|------------------|
| Paragraph # 1 | | |
| Paragraph # 2 | | |

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Comparing and Contrasting

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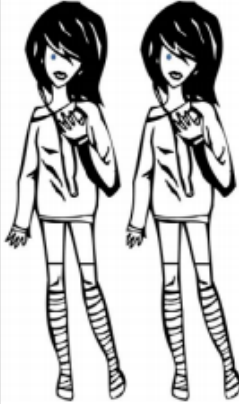
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2. What is different about Charlotte and Cherie?

3. What do both girls' parents have in common?

Name _____

Compare & Contrast

A Tale of Two Gardens

Janice's Garden

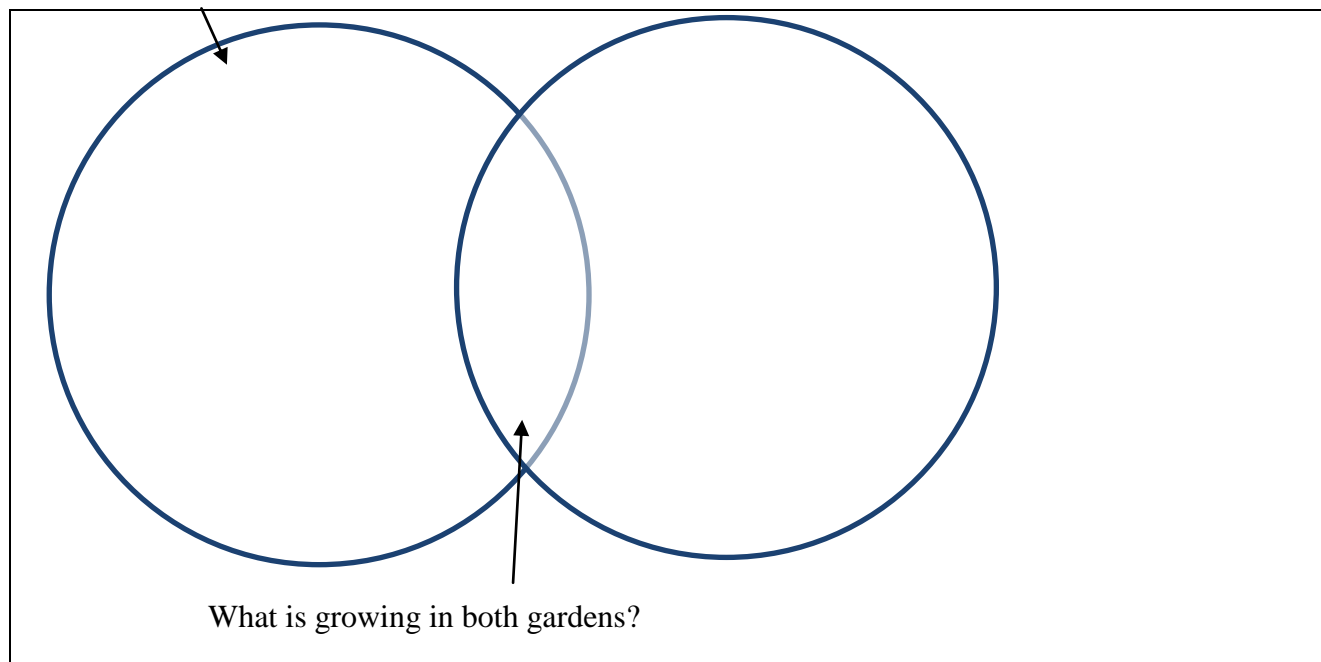
Janice had a flock of chickens that she kept for eggs. Every morning she would let the chickens out of their coop to walk around the vegetable garden and eat insects. The chickens were very helpful. They ate the potato beetles off of the potato and eggplant plants, and they ate the fat green worms off of the broccoli. Every once in a while when the chickens were out during the day, a hawk would fly overhead, and Janice noticed that whenever that happened, the chickens always ran for cover. This gave Janice an idea. She would plant things in her garden that would shelter the chickens while they were working! Janice planted sunflowers and corn around her garden, and both grew up straight and tall. When the sunflowers and corn were about a foot high, Janice planted beans and cucumbers at their feet. All four varieties of plants continued to grow together. The beans and cucumbers wound their way up and around the sunflower stalks and the corn stalks. Now when the chickens walked through the garden pecking at bugs, the sunflowers and the corn provided camouflage for the chickens so the hawks could not see them from the air.

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Questions

1. Why does Janice grow her garden?
2. Why does Katie grow her garden?
 1. Fill out the diagram below to compare and contrast Janice and Katie's gardens?



Name _____

Compare & Contrast

PARTY!

Jessica was very excited. She had two birthday parties to attend in one day. Harriet was having a tea party for her 11th birthday, and James was having his 11th birthday at Shadowland, a laser tag place on the other side of town. "I will have to take a change of clothes," Jessica told her mother. "I can't possibly wear the same thing to both a tea party and a laser tag battle."

Jessica wore her pink dress to the tea party, which was held at Harriet's house. There were half a dozen girls there. All of them wore pretty dresses except for Tanya, who wore shirts and a t-shirt. "I didn't know what to wear," she said. "I have to play laser tag after this." It was bright, and clean and very fancy. The dining room was decorated with balloons and streamers were draped from the candelabra over the table out to the corners of the room. There was tea, and a pile of tiny sandwiches cut into squares, diamonds and circles. There were sugar cookies dusted with sparkling pink sugar, and cupcakes with pink icing. This is all so pretty, Jessica thought. The girls ate lunch, and played some games, and then Harriet opened her presents. She said ooh, and ah at every one, and held each gift up for the other girls to see. "Thank you," she said. "These are all so lovely."

When Jessica's mom picked her up after Harriet's party, she had already changed into her shorts. Harriet still had on her tea party dress. "Can we give Harriet and Tanya both a ride?" Jessica asked her mother. Her mother agreed. The girls laughed and sang songs all the way to Shadowland.

Inside Shadowland it was dim and the music was playing loudly. The girls quickly found the rest of their friends with James, playing video games. Lights flashed and the games all made different sounds, chiming and clanging and dinging which, over top of the music, created a real cacophony. Soon their team was called to the arena to play. They were given the rules. Then Jessica put on her vest and tested her gun, and the game began! In the arena there was exciting music playing. It was dark, and Jessica could see the red beams of light in the air and on the walls as she and her friends "shot" at each other. She hid behind the barriers, darted from room to room, and up down ramps. All too soon their game was over.

Everyone was famished. They piled back into the party room for pizza and soda. There brightly colored tablecloths on tables. James' cake was shaped like a football. They each got a huge piece with a scoop of ice cream. James didn't open his presents. His mother put them in a large bag and took them out to the car to open later. For the rest of the party Jessica, Tanya and

Harriet played skee ball.

“Well you had a big day!” Jessica’s mother said after they had dropped off the other girls and were on their way home. “Which party did you like the best?” “I don’ t know,” Jessica said. “They’re impossible to compare!”

Compare and contrast the following from the story:

| | What was the same? | What was different? |
|---|---------------------------|----------------------------|
| 1. SETTING: the tea party and the laser tag party | | |
| 2. EVENT: the tea party and the laser tag party | | |
| 3. CHARACTERS: Harriet and James | | |

Classifying the Sequence of Events in the Story

The Plot is the main part of the story. The plot is made up of several events that smoothly run through the story and leads the story to climax. Events are the actions that are going on in the story. All the events in the story can be divided into parts to make it easier for the reader to understand it. The division of events into a sequence is important when the purpose of the audience is to evaluate the text. The events of the story can be classified into one or more parts.

Beginning

Every story contains a beginning that includes a series of events. The initial events that occur in a story can be written under the heading of beginning. These are the events that include the introduction of the characters, the relationship of the characters, characteristics of the characters, the background and the setting of the story. This part of the story presents the whole picture that needs to unfold.

Middle

The events in the middle part of the story discover the tension between the characters. It explores the actual intentions and aims of the characters in the story. The characters decide to do something to complete their aim and plan their further actions. This part includes events that exist before the climax. This sequence of events is responsible for establishing the plot and leading the audience towards the end.

End

The sequence of events included in the ending part of the story deals with the climax. In this part, the characters perform the planned actions and execute their plan. This part not only deals with the final actions of the character but it also shows the consequences of their actions. It also shows whether their actions will become the cause of their suffering or release. The audience gets to know the result of a character's action. The end sometimes answers all the questions of the audience and sometimes leaves them in confusion.

<https://www.englishworksheetsland.com/sequenceofevents.html>

Name

Sequence of Events

Ellie Makes the Team

DIRECTIONS: Read the story. Then put the events of the story in the correct sequence.

Ellie was an outstanding gymnast. She could do backflips and handstands; she could swing herself over and over the uneven parallel bars, and she landed on her feet every time. The trouble was that she knew it. When she tried out for the gymnastics team, she put on a perfect performance. Everyone else trying out was impressed – and intimidated. “See if you can do that!” Ellie said, as she came off the mat. The other girls told her she was amazing. The coach just pressed his lips together, and thought hard.

The next week, when the list was posted announcing who had made the team, Ellie’s name wasn’t on it. She turns to the girls standing around her, who were also looking at the list. “I’m better than all of you!” she exclaimed. “This doesn’t make any sense!”

She went to see the coach. He asked her to sit down, and then explained, “You are extremely talented, but your attitude is terrible.”

“What do you mean?” Ellie demanded. “I have the attitude of a winner. I know I am the best, and I prove it, every time.”

“Making the gymnastics team isn’t just about gymnastics,” the coach explained. “It’s also about being on a team. You can’t be part of a team if you don’t recognize how much everyone has to contribute, and encourage them to do it.”

That night Ellie complained to her parents. Her mother was outraged that her daughter had not made the team. But her father suggested that maybe the coach had a point. Ellie went upstairs in a huff and slammed the door to her room. That night, her parents had a big argument. Ellie couldn’t sleep. She laid upstairs, listening to them. She purposely did not think about what the coach had said. She would show him. The school team would probably lose that year, and it would be the coach’s fault, for not picking Ellie.

But as much as she tried, Ellie couldn’t bear to stay away from the gym. She practiced every day, careful to stay out of the team’s way. At first she felt very satisfied to see the girls on the team struggling. But then it started to bother her for a different reason. One day, after watching Kim fall off the uneven parallel bars again and again, Ellie approached her, and explained what Kim should do differently in order to solve her problem. Kim did as Ellie suggested, and experienced immediate improvement. Ellie felt good inside as she went back to her own solitary – and lonely – practicing. She didn’t notice the coach looking on from across the room, or how the coach watched Ellie afterwards, as Ellie struggled to push herself to do something new.

Over the next few weeks, if Ellie had an opportunity to help one of the other girls, she did. She no longer thought about joining the team. She just worked hard, day after day, for hours, pushing herself harder and harder. The gymnastics team competed again and again, and each time the girls did a little bit better. Once they actually won the meet! “We couldn’t have done this without Ellie’s help,” the girls said to one another in the locker room.

The following year, Ellie tried out for the gymnastics team again. This time, when the girls told her she did a good job, she just thanked them, and went to sit back down. When the coach posted the list of who had made the team, Ellie approached it with apprehension. She was sure that the coach much

hate her, and that she had blown any chance of making the team the year before. But there was her name, on the list. Her hard work had paid off – but not the hard work she had put in learning complicated gymnastic moves. When she showed up for practice the next day, and the coach smiled at her, she knew that it was the hard work of becoming a better team player that was responsible for her success.

_____ The coach tells Ellie her attitude is terrible.

_____ Ellie coaches Kim.

_____ Ellie doesn't make the team.

_____ Ellie can't stay away from the gym.

_____ Ellie works very hard on her own to improve.

_____ Ellie shows off at gymnastics tryouts.

_____ Ellie enjoys watching the girls on the team struggle.

_____ When Ellie tries out for the team, she is modest.

_____ Ellie's parents argue about what the coach said.

_____ Ellie makes the team.

<https://www.englishworksheetsland.com/topics/1/sequenceofevents/5ellie.pdf>

Understanding Multiple Main Ideas Worksheets

The main idea of any paragraph is the central point or concept that is being examined. There are many circumstances where a paragraph has multiple themes or concepts that need to be understood. When this happens it is difficult to gauge the motivation of the writer. You can break these apart into smaller roles. The overall goal of the reader is to understand which of these concepts is the more prevalent theme. These worksheets will help students pick apart paragraphs that contain multiple main ideas.

Name _____ *Multiple Main Ideas*



Early Domesticated Dogs

DIRECTIONS: Read the passage. What two main ideas describe this text? Underline the key details and explain how they support the main ideas.

Experts believe that the first dogs were probably wolves that were domesticated in order to help hunters kill their prey. Wolves were fast and fierce, and for a human being, partnership with a wolf must have been like acquiring a new weapon. Wolves also benefited from a relationship with humans by being able to count on their next meal.

That said, early domesticated dogs were not quite the same as wolves, because humans bred them to have smaller jaws and teeth. When early humans first began breeding their dogs, it is likely that they selected particular puppies from each litter based on their coat, their bark, their temperament, or their size. At some point, people began to use dogs to herd their other animals, and also as guards at night. People learned how to breed their animals for certain characteristics, and in this way, human beings have changed their animal companions over many, many centuries.

MAIN IDEA:

MAIN IDEA:

KEY DETAIL:

KEY DETAIL:

HOW IT SUPPORTS MAIN IDEA:

HOW IT SUPPORTS MAIN IDEA:

KEY DETAIL:

KEY DETAIL:

HOW IT SUPPORTS MAIN IDEA:

HOW IT SUPPORTS MAIN IDEA:

Name _____ **Multiple Main Ideas**

The Structure of the Human Eye

The human eye is built to allow us to see color during the day, and to be highly sensitive at night, but scientists have long theorized that it would make more sense for the light to pass through the cones and rods first, before reaching the neurons which process the image and send information about it to the brain. The retina, which lines the inside of the eyeball, is a thick layer of neurons and cell nuclei and is the part of the eye that is sensitive to light. Inside the back of the retina are cones, which sense the colors red, green and blue.

Distributed among the cones are rods. Rods are more sensitive to light than cones, but unable to sense color. Light has to pass through the thickness of the retina before reaching the cones and rods. This same counter-intuitive structure of the eye exists in all vertebrates, and is therefore evolutionarily stable. Why?

According to new research recently presented at an American Physical Society Meeting, this strange structure serves a fascinating function. The glial cells, which connect to the cones and also span the thickness of the retina, are denser than the other cells in the retina. This density means that they can guide light in the same way as fiber optic cables, helping to make our vision more clear. How exactly? It turns out that the eye needs the colors red and green the most for daytime vision. Because the eye usually receives too much blue, it has far fewer cones that are sensitive to blue light. Red and green are the two colors that pass best through the glial cells. They are concentrated five to ten times more than blue cells into their respective cones, while excess blue light is simply scattered to surrounding rods. In this way, glial cells help increase the clarity of human vision.

DIRECTIONS: Identify whether or not the statements below are main ideas or supporting details of the article.

- | | | |
|----|----|---|
| MI | SD | 1. Scientists have long theorized that it would make more sense for the light to pass through the cones and rods first. |
| MI | SD | 2. Rods are distributed among the cones. |
| MI | SD | 3. The strange structure of the eye serves a fascinating function. |
| MI | SD | 4. Glial cells are denser than other cells in the retina. |
| MI | SD | 5. Glial cells help increase the clarity of human vision. |
| MI | SD | 6. Light has to pass through the thickness of the retina before reaching the cones and rods. |



Cause & Effect

Name _____

As you read the story below, think about cause and effect. Underline examples of cause and circle examples of effect. Then fill out the T-chart with the examples of cause and effect you identified in the story.

Today was the day of my big dance performance! I had been practicing for weeks and I had the whole dance memorized. When I got to the performance hall, I put on my new shoes and hat. I checked my reflection in the mirror. "I look good!" I thought with a grin. It was almost my turn to perform, so I peeked out from behind the curtain. There were so many people in the audience! I began to feel a little nervous. But then I saw my parents smiling in the front row. "I can do this!" I thought to myself. When the curtain opened and the music started, I felt my confidence grow as I remembered all the steps I had practiced. First, I heard the beat get fast, so I did a quick spin and tipped my hat. When the beat slowed down, I did a shuffle and twist. I was almost finished dancing, when suddenly, I saw that there was a loose board at the front of the stage. But it was too late, I tripped over it and almost fell off stage! I caught myself just in time and jumped backward, pretending like it was just part of my dance. The music ended and I bowed. Everyone in the audience jumped to their feet and clapped. My parents were cheering loudest of all. I was so happy that I did a little jig and smiled before walking off stage. After the performance was over, my coach gave me a pat on the back and said, "Nice job, Marcus!" My parents were so proud of me, they brought me to get ice cream!

EXAMPLE: I had been practicing for weeks --> I had the whole dance memorized
(Cause) (Effect)

| Cause | Effect |
|-------|--------|
| | |

Cause and Effect

Identifying cause and effect helps us to understand what happens and why it happens. Signal words can help us identify cause and effect relationships.

Use the signal words in the text below to help you identify the cause and effect relationships. Fill in the graphic organiser.

| Signal Words | |
|--------------|-----------------|
| so | therefore |
| if | for this reason |
| since | this leads to |
| thus | due to |
| because | as a result |
| consequently | then |

Ivory

Ivory is used in ornaments, jewellery and even some traditional medicines. Ivory is therefore considered a precious material by some people. Ivory is found in the tusks of elephants. Consequently, poachers kill elephants to take their tusks. They then sell the tusks on the black market.

Because of the great demand for ivory, the number of elephants in Africa and Asia has reduced significantly. There is now only a small fraction of the elephants that there once was. Approximately 50,000 elephants remain in Asia, and less than half a million in Africa.

For this reason, many wildlife organisations have been working on ways to stop poachers.

One strategy is to encourage people to avoid buying ivory products. If people refuse to buy ivory, poachers may stop killing elephants.

| | | |
|-------|---|--------|
| cause | → | effect |
| cause | → | effect |
| cause | → | effect |
| cause | → | effect |
| cause | → | effect |

Cause and Effect- **Answers**

Identifying cause and effect helps us to understand what happens and why it happens. Signal words can help us identify cause and effect relationships.

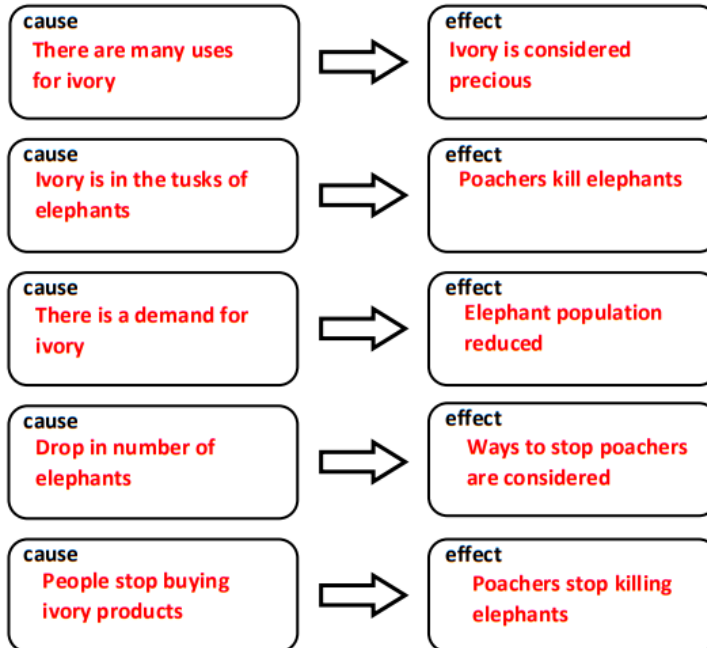
Use the signal words in the text below to help you identify the cause and effect relationships. Fill in the graphic organiser.

| Signal Words | |
|--------------|-----------------|
| so | therefore |
| if | for this reason |
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Name _____

Date _____

• **Reading Comprehension Assessment**

Directions: Read the passage. Then answer the questions below.

The Rio Grande

Although not the longest river in America, the Rio Grande is one of the most important. But, unlike other significant rivers, it is not used for shipping. In fact, oceangoing ships cannot navigate the waters. No, what makes the Rio Grande so important is its location. Since 1846, it has been the official border of Texas and Mexico.

Rio Grande Geography

The Rio Grande is either the fourth or fifth longest river system in North America. It all depends on how it is measured. Because the river twists so much, it occasionally changes course. And these course shifts can cause it to be longer or shorter. At its last official measure, the Rio Grande clocked in at 1,896 miles. The river starts in Colorado and extends downward to the Gulf of Mexico.

Downward is the best way of describing it too. Not only does the river extend south, but it also starts in the mountains and gets lower and lower in elevation as it extends to the Gulf.

Its name is Spanish for the “Big River,” but the Rio Grande is actually known as Rio Bravo in Mexico. “Bravo” translates as “*furious*,” so the name makes sense. Because of its twists and turns, it certainly does seem to be angrier than most rivers!

The Rio Grande Today

The Rio Grande today is mostly used as a source of drinking water. Sadly, much of the water has been drained from the river. Parts of the river are almost dry! This is because people use more water from the river than the river can get back from rain and other sources. Experts are working to correct this, though, with hopes of restoring the river to its past strength.

Today, the river is important as a source of water for Texans and Mexicans. More important, it is a symbol of cooperation between two nations. Though borders like the Rio Grande separate nations, they are also shared spaces. The Rio Grande is therefore a symbol of friendship and peace between two peoples.

1) According to the passage, why is the Rio Grande so important?

- A. It is a source of drinking water for most of the United States.
- B. It is the border of Texas and Mexico.
- C. It is the longest river system in the United States.
- D. It is known by two different names.

2) In paragraph 3, the author most likely writes that “downward is the best way of describing it

too” to

- A. prove that the Rio Grande’s water levels have gone down recently
- B. argue that the Rio Grande has changed shape over the years
- C. highlight the fact that the Rio Grande flows south and from high elevations
- D. explain why the Rio Grande is known as the Rio Bravo down in Mexico

3) Based on its use in paragraph 4, the word furious most nearly means

- A. angry
- B. large
- C. twisted
- D. dry

4) According to the passage, the Rio Grande has endpoints in

- A. Texas and the Gulf of Mexico
- B. New Mexico and Colorado
- C. Texas and Mexico
- D. Colorado and the Gulf of Mexico

5) At the beginning of the passage, we learn that the Rio Grande is "one of the most important" rivers in America. Can you think of another important landform that exists where you live? What makes it so important?

6) In paragraph 5, the author explains that the Rio Grande is slowly going dry. What do you think would happen if the river ever went completely dry? Why? Explain your predictions below.

7) Based on the information in the passage, explain in your own words why the Rio Grande is “either the fourth or fifth longest river system in North America.” Why can’t we say with certainty that it is only the fourth longest and not the fifth longest, for example?

8) In the final paragraph of the passage, the author says that the Rio Grande is “a symbol of cooperation” between Mexico and the United States, but also recognizes that the river divides the two countries. Based on the passage and your outside knowledge, do you think the river is more uniting or dividing? How do you think the river symbolizes cooperation? How do you think it symbolizes division? Explain.

Answers and Explanations

1) B Question Type: Global

In the first paragraph, the author writes that “what makes the Rio Grande so important is its location.” He or she adds that it is “the official border of Texas and Mexico.” This implies that its location as the border of Mexico and Texas is what makes the Rio Grande so important. Because of this, choice (B) is correct. The passage does suggest that the Rio Grande is the source of drinking water for people in Mexico and Texas, but the passage does not suggest it is a source of drinking water for most Americans. Therefore choice (A) is incorrect, because it is too extreme. The second paragraph states that “the Rio Grande is either the fourth or fifth longest river system in North America.” Because of this, choice (C) is not correct. The passage does say that the Rio Grande is known by two different names in Mexico and the United States. It does not suggest that the river is important because of its two names though. This means choice (D) is not correct.

2) C Question Type: Inference

In the third paragraph, the author states that “downward is the best way of describing” the flow of the Rio Grande. He or she then explains what he or she means by that, stating that the river extends south and also “starts in the mountains and gets lower and lower in elevation.” This means that the river moves downward on a map (from north to south) and also in elevation. Because of this, choice (C) is not correct. The passage describes the amount of water in the Rio Grande going down in paragraph 5, not paragraph 3. This means that the sentence in question does not describe the water levels, so choice (A) is not correct. The passage states that the Rio Grande has changed shape, but it does so in paragraph 2, not paragraph 3. This means that the sentence in question does not describe the shape of the river, so choice (B) is not correct. The passage explains that the Rio Grande is known as the Rio Bravo in Mexico in paragraph 4, not paragraph 3. Also, the passage only states that it does have two names. It does not state why it has two names. Because of these points, choice (D) is not correct.

3) A Question Type: Vocabulary

furious (adjective): very angry or mad. In paragraph 4, the author states that “bravo” translates as “furious” in English and adds that the name “Rio Bravo” “makes sense.” We can use context clues—hints from known words or phrases around the unknown word or phrase—to figure out what the word furious most nearly means. He or she explains that it makes sense as a name because the river “does seem to be angrier.” This suggests that furious is closest in meaning to angry, so choice (A) is correct. The passage gives no indication that furious and large are similar in meaning. It describes the Rio Grande as “the fourth or fifth longest river system in North America,” not the longest. Additionally, it suggests that “bravo” translates as “furious” and that this makes sense because the river “seems angrier,” not because it seems larger. Because of this, choice (B) is not correct. The passage does suggest that the Rio Grande is “twisted” and that its twists make it seem “angrier than most rivers.” The twists are the reason the river appears angry, and the anger is what makes it appropriate to call the river furious. This means that furious

and angry are similar in meaning, not furious and twisted. Because of this, choice (C) is not correct. The passage does say that the Rio Grande is going dry, but it does not suggest that the name Rio Bravo, or “the furious river,” is appropriate because the river is going dry. Rather, it suggests that it is appropriate to call the river furious because it appears “angrier.” The passage mentions the dryness of the river in paragraph 5, not paragraph 4. Because of this, choice (D) is not correct.

4) D Question Type: Detail

To answer this detail question, we need to find the part of the passage that describes the location of the Rio Grande. This occurs in the middle section, the one labeled “Rio Grande Geography.” There, in paragraph 3, the author states that “the river starts in Colorado and extends downward to the Gulf of Mexico.” This means the river’s endpoints are Colorado and the Gulf of Mexico. It also means choice (D) is correct. The passage states that the Rio Grande separates Texas and Mexico. It does not state that the river starts in Texas though. Because of this, choice (A) is not correct. The passage never mentions New Mexico. Even though the Rio Grande starts in Colorado, it does not end in New Mexico. Because of this, choice (B) is not correct. The passage states that the Rio Grande separates Texas and Mexico. It does not state that the river starts in Texas though. Because of this, choice (C) is not correct.

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https://englishforeveryone.org/viewpdf.html?pdf=/PDFs/6_The_Rio_Grande_Free_Sample.pdf&title=Grade%206

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Name _____ Date _____

Intermediate Critical Reading - Clocks

Clocks are used to measure time. Clocks are used to show the time. Clocks are used so that people can agree on the time.

People use clocks to measure units of time that are shorter than natural units. Natural units are the day, the month, and the year. The sun rises at the beginning of each day. The moon is new at the beginning of each month. The sun appears at the same place in the sky at the beginning of each year.

The clock is a very old invention. Sundials were used in ancient times. Sundials work by

measuring shadows that are cast by the sun. Candle clocks were used a very long time ago.

Candle clocks work by measuring the time it takes for the wax to melt. Hourglasses are similar to candle clocks because they also measure the time it takes for something to happen. Hourglasses work by measuring the time it takes for sand to pour through a small opening into a glass. Mechanical clocks appeared in the 13th century in Europe. They work with a system of moving gears. The gears always move at the same speed. Pendulum clocks work with a swinging weight. The swinging weight is called a pendulum. The pendulum makes the clock parts move.

Now people typically use mechanical clocks or digital clocks. Digital clocks show numbers on a screen. The numbers represent the time. Some people use auditory clocks.

Auditory clocks use language to tell the time aloud. Computers also use clocks. Computers use internal clocks in order to work properly.

In today's world, clocks are everywhere — in homes, schools, offices, and public places. Many people live their lives according to the clock. People go to work and return home according to the clock. School days start and end according to the clock. Airplanes take off and land according to the clock. It is fun to imagine a world without clocks!

Questions

1. According to the passage, which of the following statements is/are true?

- I) The clock is people's oldest invention.
- II) Sundials were the first kind of clock that people invented.
- III) Mechanical clocks contain gears.

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2..What is the main idea of the third paragraph?

- A) Why clocks are used
- B) How sundials work
- C) How hourglasses are similar to candle clocks
- D) What types of clocks have been invented
- E) How mechanical clocks are different from digital clocks

3.. In line 16, *auditory* most closely means

- A) related to machines
- B) related to numbers
- C) related to hearing
- D) related to moving parts
- E) related to the sun

Answers and Explanations

1..The correct answer is **C**.

I) Incorrect. While line 7 states that “The clock is a *very old* invention,” it does **not** state that the clock is people’s *oldest* invention.

II) Incorrect. While line 7 states that “Sundials were used in ancient times,” there is **no** mention of whether it was the *oldest* type of clock.

III) Correct. Lines 11-12 state that “Mechanical clocks appeared in the 13th century in Europe. They work with a system of moving gears.”

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2..The correct answer is **D**.

- A) Incorrect. Line 3 in **paragraph 2** explains *why clocks are used* with the statement “People use clocks to measure units of time that are shorter than natural units.”
- B) Incorrect. While lines 7-8 explain *how sundials work* with the statement “Sundials work by measuring shadows that are cast by the sun,” this is **only one** explanation of how a type of clock works in a *series* of types of clocks and their workings. This is **not** the *main idea of the paragraph*.
- C) Incorrect. While lines 9-10 explain *how hourglasses are similar to candle clocks*, this is **only one** explanation of how these clocks work in a *series* of types of clocks and how they work. This is **not** the *main idea of the paragraph*.
- D) Correct. The paragraph is a listing of various types of clocks and how they work.
- E) Incorrect. While lines 12-13 explain *what mechanical clocks are* and how they work by stating “Mechanical clocks appeared in the 13th century in Europe. They work with a system of moving gears. The gears always move at the same speed,” there is **no** mention of *digital clocks* in paragraph 3. More information is given about *mechanical clocks* and *digital clocks* in paragraph 4: “Now people usually use *mechanical clocks* or *digital clocks*. *Digital clocks* show numbers on a screen. The numbers represent the time.”

3..The correct answer is **C**.

- A) Incorrect. Lines 15-17 tell about **three** kinds of clocks – *mechanical*, digital, and *auditory*. Since these words are related to **three different** types of clocks, *auditory cannot* mean *mechanical*.
- B) Incorrect. Lines 15-17 tell about **three** kinds of clocks – mechanical, digital, and auditory. Lines 15–16 state that “Digital clocks show *numbers* on a screen.” Since *numbers* on a screen are related to digital clocks, it is **unlikely** that the word *auditory* is related to *numbers*.
- C) Correct. Since line 17 states that “*Auditory* clocks use language to tell the time *aloud*,” and *hearing* the sense which would be associated with time told *aloud*, it is **very likely** that the word *auditory* is related to *hearing*.

D) Incorrect. Lines 15-17 tell about **three** types of clocks – *mechanical*, digital, and *auditory*. Since lines 12-13 state that “Mechanical clocks appeared in the 13th century in Europe.” and “They work with a system of *moving* gears,” it seems that *mechanical* clocks are related to *moving parts*, **not** primarily *auditory* clocks. So the word *auditory* is most likely **not** related to *moving parts*.

E) Incorrect. Lines 15-17 tell about three types of clocks – mechanical, digital, and auditory. The *sun* is mentioned in lines 6-8 with the sentences “Sundials were used in ancient times. Sundials work by measuring shadows that are cast by the *sun*.” Sundials were invented long before other clocks mentioned in this passage. It is **unlikely** that the word *auditory* is related to the *sun*.

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Name _____ Date _____

Intermediate Critical Reading – Hybrid Vehicles

A hybrid vehicle is a vehicle which uses two or more kinds of propulsion. Most hybrid vehicles use a conventional gasoline engine as well as an electric motor to provide power to the vehicle. These are usually called hybrid-electric-vehicles, or HEVs. Hybrids use two types of propulsion in order to use gasoline more efficiently than conventional vehicles do. Most hybrid vehicles use the gasoline engine as a generator which sends power to the electric motor. The electric motor then powers the car. In conventional vehicles, the gasoline engine powers the vehicle directly.

Since the main purpose of using a hybrid system is to efficiently use resources, most hybrid vehicles also use other efficient systems. Most hybrid vehicles have regenerative braking systems. In conventional vehicles, the gasoline engine powers the brakes, and the energy used in braking is lost. In regenerative braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle. Some hybrid vehicles use periodic engine shutoff as a gas-saving feature. When the vehicle is in idle, the engine temporarily turns off. When the vehicle is put back in gear, the engine comes back on.

Some hybrids use tires made of a stiff material which rolls easily and prevents drag on the vehicle.

Hybrid vehicles save up to 30% of the fuel used in conventional vehicles. Since hybrid vehicles use less gasoline, the cost of operating them is less than the cost of operating conventional vehicles. Therefore, hybrid vehicles are gaining in popularity. According to a recent study, over the five years it typically takes for a person to pay for a car, a typical hybrid car driver would save over \$6,000 in gasoline costs. Almost all the world's major automakers are planning and producing safe and comfortable hybrid vehicles to meet the demand for these increasingly popular vehicles.

Although hybrid vehicles do represent a marked improvement in environmentally conscious engineering, there still remains one significant potential drawback: battery disposal.

Batteries are difficult to dispose of in an environmentally safe manner. To properly dispose of the battery in a hybrid car requires substantial effort. If the battery is not disposed of properly, the environmental impact of a hybrid car can be equal, if not greater than, that of a regular gas only car.

Since hybrid vehicles use less gasoline than conventional vehicles, they put fewer 30 emissions into the atmosphere than conventional vehicles do. As hybrids become more popular, conventional vehicles are being used less, and the level of emissions being put into the air is decreasing. Hybrid vehicles are an example of an energy-efficient technology that is good for both consumers and the environment.

Questions

1..According to the passage, which of the following statements is/are true?

- I) Two braking systems are used in most hybrid vehicles.
 - II) Approximately 30% of vehicles on the road are hybrid vehicles.
 - III) Some HEVs have engines which turn off when the vehicle is not moving.
- A) I only
 - B) II only
 - C) III only
 - D) I and II only
 - E) II and III only

2.. According to the passage, HEVs use two types of propulsion mainly in order to

- A) go faster.
- B) use gasoline efficiently.
- C) provide a comfortable ride.
- D) provide a safe driving experience.
- E) put fewer emissions into the atmosphere.

3.. In line 9, *regenerative* most closely means

- A) electric
- B) gasoline
- C) powerful
- D) restorative
- E) second-generation

4..In the context of the passage, which of the following best articulates how the author regards the topic?

- A) Conventional vehicles may be more powerful than hybrid vehicles, but hybrid vehicles are the more socially responsible vehicles to operate.
- B) Since hybrid vehicles use less gasoline and put fewer emissions into the atmosphere than conventional vehicles, they are better for drivers and for the environment.
- C) Conventional vehicles are faster than hybrid vehicles, but hybrid vehicles are better for the environment than conventional vehicles.
- D) Since hybrid vehicles are much less expensive to purchase and operate than conventional vehicles, they are a smarter buy than conventional vehicles.
- E) Two sources of propulsion provide more power to a hybrid vehicle, making it more powerful and faster than a conventional vehicle, so it is more socially responsible to buy a conventional vehicle.

Answers and Explanations

1..The correct answer is **C**.

I) Incorrect. According to line 1, “A hybrid vehicle is a vehicle which uses two or more kinds of *propulsion*,” **not braking systems**. While line 9 states that “Most hybrid vehicles have regenerative braking systems,” there is **no** mention that they use any additional type of braking system.

II) Incorrect. While line 16 states that “Hybrid vehicles save up to 30% of the fuel used in conventional vehicles,” there is **no** mention of the percentage of hybrid vehicles on the road.

III) Correct. Some HEVs have engines which turn off when the vehicle is not moving. According to line 13, “When the vehicle is in idle, the engine temporarily turns off.”

A) I only

B) II only

C) III only

D) I and II only

E) II and III only

2..The correct answer is **B**.

A) Incorrect. There is **no** mention of the vehicles’ speed anywhere in the passage.

B) Correct. According to line 8, “the *main* purpose of using a hybrid system is to efficiently use resources,” and lines 16–17 and 23 state that “hybrid vehicles use less gasoline,” and since the fuel source, or *resource*, of conventional vehicles is *gasoline*, this is the correct answer.

C) Incorrect. While line 21 states that “automakers are planning and producing safe and *comfortable* hybrid vehicles,” line 8 states that “the *main* purpose of using a hybrid system is to efficiently use resources.”

D) Incorrect. While line 21 states that “automakers are planning and producing *safe* and comfortable hybrid vehicles,” line 8 states that “the *main* purpose of using a hybrid system is to efficiently use resources.”

E) Incorrect. While lines 29–30 state that hybrid vehicles “*put fewer emissions into the atmosphere* than conventional vehicles do,” line 8 states that “the *main* purpose of using a hybrid system is to efficiently use resources.”

3. The correct answer is **D**.

A) Incorrect. According to lines 11–12, “In *regenerative* braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle.” If the

braking systems were *electric*, the energy would come from the electric system; it would not be sent to the electrical system. So *regenerative cannot* mean *electric*.

B) Incorrect. According to lines 10–12, “In conventional vehicles, the *gasoline* engine powers the brakes, and the energy used in braking is lost. In *regenerative* braking

systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle.” Since *gasoline* engines are compared to systems which use *regenerative* braking, *gasoline cannot* mean the same as *regenerative*.

C) Incorrect. Lines 8–9 state that “most hybrid vehicles also use other *efficient* systems. Most hybrid vehicles have *regenerative* braking systems.” Although it is possible that an *efficient* system could be *powerful*, power is not its main attribute – efficiency is. So it is **unlikely** that *regenerative* means *powerful*.

D) Correct. According to lines 11–12, “In *regenerative* braking systems, the energy lost in braking is *sent back* into the electrical battery for use in powering the vehicle.” So the energy puts *back* or *restores* the electrical battery’s power, which means that the word *regenerative* is **likely** to mean *restorative*.

E) Incorrect. Since the word *regenerative* contains the prefix *re-* and the root word *generative*, it seems logical that it could mean *second-generation*, especially coupled with the idea that hybrid vehicles are a new type or new generation of vehicles. However, the sentence in lines 11–12, “In *regenerative* braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle” seems to indicate that the word *regenerative* describes the *action or function* of the braking system **rather than** its place in vehicular genealogy.

4. The correct answer is **B**.

A) Incorrect. While it may be true that conventional vehicles are more powerful than hybrid vehicles, there is **no** mention **in the passage** that conventional vehicles are more powerful than hybrid vehicles.

B) Correct. In the last paragraph, the author makes all of these points. Lines 16-17 state that “Since hybrid vehicles use less gasoline than conventional vehicles, they put fewer emissions into the atmosphere than conventional vehicles do.” Lines 32-33 state that

“Hybrid vehicles are an example of an energy-efficient technology that is good for both consumers and the environment.” The author does mention the potential drawbacks in

improper battery disposal, but this does not contradict their overall view regarding the benefit of hybrid vehicle usage.

C) Incorrect. While it may be true that conventional vehicles are faster than hybrid vehicles, there is **no** mention **in the passage** that conventional vehicles are faster than hybrid vehicles.

D) Incorrect. While lines 16-17 state that “Since hybrid vehicles use less gasoline, the cost of *operating* them is less than the cost of operating conventional vehicles,” there is **no** mention of the cost of *purchasing* hybrid vehicles.

E) Incorrect. There is **no** mention in the passage that two sources of propulsion make the hybrid vehicle either more powerful or faster.

<https://englishforeveryone.org/viewpdf.html?pdf=/PDFs/Intermediate%20Critical%20Reading%20-%20Hybrid%20Cars.pdf&title=%22Hybrid%20Vehicles%22>

Directions: Read the passage. Then answer the questions below.

Tools of Persuasion

Persuasion is the art of convincing someone to agree with your point of view. According to the ancient Greek philosopher Aristotle, there are three basic tools of persuasion: ethos, pathos, and logos.

Ethos is a speaker’s way of convincing the audience that she is a credible source. An audience will consider a speaker credible if she seems trustworthy, reliable, and sincere. This can be done in many ways. For example, a speaker can develop ethos by explaining how much experience or education she has in the field. After all, you would be more likely to listen to advice about how to take care of your teeth from a dentist than a firefighter. A speaker can also create ethos by convincing the audience that she is a good person who has their best interests at heart. If an audience cannot trust you, you will not be able to persuade them.

Pathos is a speaker’s way of connecting with an audience’s emotions. For example, a speaker who is trying to convince an audience to vote for him might say that he alone can save the country from a terrible war. These words are intended to fill the audience with fear, thus making them want to vote for him. Similarly, a charity organization that helps animals might show an audience pictures of injured dogs and cats. These images are intended to fill the viewers with pity. If the audience feels bad for the animals, they will be more likely to donate money.

Logos is the use of facts, information, statistics, or other evidence to make your argument more convincing. An audience will be more likely to believe you if you have data to back up your claims. For example, a commercial for soap might tell you that laboratory tests have shown that their soap kills all 7,000,000 of the bacteria living on your hands right now. This piece of information might make you more likely to buy their brand of soap. Presenting this evidence is much more convincing than simply saying “our soap is the best!” Use of logos can also increase a speaker’s ethos; the more facts a speaker includes in his argument, the more likely you are to think that he is educated and trustworthy.

Although ethos, pathos, and logos all have their strengths, they are often most effective when they are used together. Indeed, most speakers use a combination of ethos, pathos, and logos to persuade their audiences. The next time you listen to a speech, watch a commercial, or listen to a friend try to convince you to lend him some money, be on the lookout for these ancient Greek tools of persuasion.

1) As used in paragraph 2, what is the best antonym for credible?

- A. unintelligent
- B. boring
- C. dishonest
- D. amazing

2) Amy is trying to convince her mother to buy her a pair of \$200 shoes. She says: “Mom, the shoes I have are really old and ugly. If I don’t get these new shoes, everyone at school is going to laugh at me. I will be so embarrassed that I will want to die.” What form of persuasion is Amy using here?

- A. pathos
- B. ethos
- C. logos
- D. a combination of ethos, pathos, and logos

3) According to the passage, logos can build ethos because

- A. an audience is more easily convinced by facts and information than simple appeals to emotions like pity or fear
- B. an audience is more likely to trust a speaker who uses evidence to support his argument
- C. a speaker who overuses pathos might make an audience too emotional; audiences who are too frightened or too sad are unlikely to be persuaded
- D. a speaker can use misleading or false information to make his argument seem more convincing

4) Gareth is running for mayor. He tells his audience: “Under our current mayor, there have been 15,000 new cases of unemployment. If he stays in office, who knows how many more people will lose their jobs? The number could go up even higher. When I was the CEO of Magnatech, I helped to create over 1,000 new jobs. I can do the same thing for this city if you vote for me.” Which form of persuasion is Gareth using here?

- I. pathos
- II. logos
- III. ethos

- A. I only
- B. I and II only
- C. II and III only
- D. I, II, and III

5) According to the passage, the most effective tool of persuasion is

- A. ethos, because you cannot persuade an audience that does not trust you
- B. logos, because it can also be used to build ethos
- C. a combination of ethos, pathos, and logos
- D. pathos, because human beings are most easily persuaded by emotion

6) Imagine you wanted to convince an uninformed person to take a political position that is the same as yours. What issue would you try to talk to this person about? How would you include ethos, pathos, and logos in your persuasion? Make your case below.

7) Some persuasive programming involves only ethos, some involves only pathos, and some involves only logos. Which of these single-tactic persuasion types do you find most effective? Which one are least effective? Why?

8) Sometimes ethos, pathos, and logos can be used to make people believe things that are not entirely true. Can you think of an example? How can people avoid being tricked by faulty persuasion tactics?

Answers and Explanations

1) C Question Type: Vocabulary

credible (adjective): reliable, believable, trustworthy. In paragraph 2, the author says: “Ethos is a speaker’s way of convincing the audience that she is a credible source.” We can use context clues—hints from known words or phrases around the unknown word or phrase—to help us figure out what the word credible most nearly means. The author explains that “an audience will consider a speaker credible if she seems trustworthy, reliable, and sincere,” and then adds: “if an audience cannot trust you, you will not be able to persuade them.” The words “trustworthy, reliable, and sincere” are especially good clues about what credible means. Based on these quotations, we can see that a credible person is someone you can trust. Because the question is asking for an antonym, we are looking for a word that means the opposite of trustworthy. You would not trust someone who was dishonest, disloyal, or a cheater. We can tell that we are looking for a word that means dishonest. Therefore (C) is correct. Based on the above information, we can tell that we are looking for a word that means dishonest. Unintelligent does not mean dishonest. Therefore (A) is incorrect. Based on the above information, we can tell that we are looking for a word that means dishonest. Boring does not mean dishonest. Therefore (B) is incorrect. Based on the above information, we can tell that we are looking for a word that means dishonest. Amazing does not mean dishonest. Therefore (D) is incorrect.

2)

2) A Question Type: Inference

In paragraph 3, the author explains that pathos: “is a speaker’s way of connecting with an audience’s emotions.” The author then gives two examples: a candidate who uses fear to gain votes and a charity that makes you feel pity to get money. The second example is similar to the situation in the question. Amy wants new shoes. She tries to convince her mother by saying that if she does not get them, everyone will laugh at her. She claims that she will be “so embarrassed” that she will “want to die.” Here, Amy is attempting to make her mother feel pity for her. If her mother feels bad enough for her, she will buy her the new shoes. Amy is thus using pathos to try to convince her mother to buy the shoes. Therefore (A) is correct. As the author explains in paragraph 2, ethos is “a speaker’s way

of convincing the audience that she is a credible source.” Amy is not attempting to convince her mother that she is honest or trustworthy in this example. Therefore (B) is incorrect. As the author explains in paragraph 4, logos is “the use of facts, information, statistics, or other evidence to make your argument more convincing.” Amy is not using any facts, information, or statistics in this example. Therefore (C) is incorrect. Based on the above information, we can see that Amy is not using ethos or pathos in this example. Therefore (D) is incorrect.

3) B Question Type: Detail

In paragraph 4, the author writes: “use of logos can also increase a speaker’s ethos; the more facts a speaker includes in his argument, the more likely you are to think that he is educated and trustworthy.” In other words, an audience will be more likely to trust a speaker that uses facts, information, or other evidence in his argument. Therefore (B) is correct. The passage does not provide information to support choices (A), (C), or (D). Therefore they are incorrect.

4) D Question Type: Global

In paragraph 3, the author explains that pathos: “is a speaker’s way of connecting with an audience’s emotions.” One of the examples the author gives in this paragraph is of a candidate who says that “he alone can save the country from a terrible war. These words are intended to fill the audience with fear, thus making them want to vote for him.” In this example, the speaker uses fear to gain an audience’s votes. In the question’s example, Gareth is also using fear to gain votes. He warns that if the current mayor stays in office, “who knows how many more people will lose their jobs? The number could go up even higher.” Gareth is trying to make the audience afraid that the unemployment rate will go up if they do not vote the mayor out of office. Because Gareth is using fear to persuade the audience, this example contains pathos. This supports option (I). As the author explains in paragraph 4, logos is “the use of facts, information, statistics, or other evidence to make your argument more convincing.” In his speech, Gareth tells the audience that “under our current mayor, there have been 15,000 new cases of unemployment.” This statistic is a fact that will help Gareth’s argument. By using this information, Gareth is trying to convince the audience that the mayor should be voted out of office. Because Gareth is using facts to persuade the audience, this example contains logos. This supports option (II). As the author states in paragraph 2, ethos is “a speaker’s way of convincing the audience that she is a credible source.” The author further explains: “a speaker can develop ethos by explaining how much experience or education she has in the field.” In his speech, Gareth says to the audience: “when I was the CEO of Magnatech, I helped to create over 1,000 new jobs. I can do the same thing for this city.” Here, Gareth tells the audience that he has a lot of experience creating jobs. By highlighting his experience, Gareth uses ethos to make his speech more persuasive. This supports option (III). Therefore (D) is correct.

5) C Question Type:

Detail In the final paragraph, the author writes: “Although ethos, pathos, and logos all

have their strengths, they are often most effective when they are used together. Indeed, most speakers use a combination of ethos, pathos, and logos to persuade their audiences.” Here, the author tells us that ethos, pathos, and logos each have their own advantages. None of them is more useful than the other. The author then claims that they are “most effective when they are used together.” In other words, a combination of ethos, pathos, and logos is the most effective tool of persuasion. Therefore (C) is correct. Although paragraph 2 does state that “if an audience cannot trust you, you will not be able to persuade them,” the author never states that ethos is the most effective tool of persuasion. Therefore (A) is incorrect. Although paragraph 4 does state that “use of logos can also increase a speaker’s ethos,” the author never states that logos is the most effective tool of persuasion. Therefore (B) is incorrect. The passage never says that human beings are most easily persuaded by emotion or that pathos is the most effective tool of persuasion. Therefore (D) is incorrect.

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https://www.readtheoryworkbooks.com/content/PDF/8_Tools_of_Persuasion_Free_Sample.pdf

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=nmmOOxA-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

<https://www.youtube.com/watch?v=ZUDigw4LCYE> Accessed on 12-1-2020

RESOURCES FOR STUDENTS

1. Making a Formal Argument

Exercise 1

Practice

Directions: Argue for or against the statement below using a formal argument.

In a formal argument, you must:

- 1) State your position.
- 2) Provide point(s) that support your position.
- 3) Support each point with specific reasons/examples.

Statement: Practice makes perfect.

Example Answer: I agree with the statement above. Research has shown that practice is more important than talent in gaining expertise. People with just a little natural talent can gain mastery with daily practice and the desire to improve their performance. For example, by practicing writing every day, there is a good chance that your writing will drastically improve. However, all the practice in the world cannot instill passion for an activity a person doesn't like. So, while practice can improve performance, it cannot replace the desire to do well.

<https://www.englishforeveryone.org/viewpdf.html?pdf=/PDFs/Intermediate%20Making%20a%20Formal%20Argument%20-%20Practice.pdf&title=Intermediate%20Argumentative%20-%20Does%20Practice%20Make%20Perfect?>

Exercise 2

“Cat, Star, or Book”

Directions: Answer the question below using a formal argument.

In a formal argument, you must

- 1) State your position.
- 2) Provide point(s) that support your position.
- 3) Support each point with specific reasons/examples.

Question: If you could be a cat, star, or book, which would you be?

Example Answer: If I could be a cat, star, or book, I would be a cat. Cats are beautiful and agile. They can climb trees, run fast, and jump very high. They also have very good vision. Some cats are able to see very small object miles away.

1) Rough Draft:

2) Final

Draft:

<https://www.englishforeveryone.org/viewpdf.html?pdf=/PDFs/Intermediate%20Making%20a%20Formal%20Argument%20Cat%20Star%20or%20Book.pdf&title=Intermediate%20Argumentative%20-%20Cat,%20Star,%20or%20Book?>

Exercise 3

Making a Formal Argument –

“Soccer or Basketball”

Directions: Answer the question below using a formal argument.

In a formal argument, you must

- 1) State your position.
- 2) Provide point(s) that support your position.
- 3) Support each point with specific reasons/examples.

Question: Which is a better sport: soccer or basketball?

Example Answer:

Soccer is a better sport than basketball. This is because soccer is more popular than basketball. Soccer is the most popular sport in the world. It is popular in Europe, Africa, the Middle East, Asia, and the Americas. Basketball is only popular in the United States.

Rough Draft:

Final Draft:

<file:///D:/Syllabus%20Design%20Ziauddin/ZU%20Resourse/a1/Intermediate%20Making%20a%20Formal%20Argument%20Soccer%20or%20Basketball.pdf>

Argumentative Essay

Reading: Fill out this chart based on the reading.

| | |
|---|--|
| The topic of the essay: | |
| The author's opinion about the topic: | |
| The author's first reason for her opinion: | |
| The author's second reason for her opinion: | |
| The author's third reason for her opinion: | |

Many teens work while they are studying. Some of them really need the money they earn to compensate for their school expenses whereas others use the money they earn as pocket money. Working is a great experience for teens; having a job is an important opportunity to learn about responsibility, cooperation, and the value of money.

To start with, working gives teenagers lots of situations in which they must act responsibly in order to keep their jobs. For example, one has to wake up early if work starts at 8:00 AM, no matter how late he/she stayed up the night before. Otherwise the worker will be warned or may eventually be fired. The real possibility of being fired may force students to behave responsibly.

A second reason why having jobs has positive effects on teenagers is that it teaches them how to cooperate and the importance of cooperation. In a work setting employees often have to depend on each other. When a single employee loafs, others will have to compensate for his/her workload in addition to their own tasks. Students will learn from their working experience the importance of cooperation and why every individual should effectively carry out his/her own work.

Another point is that these working possibilities enable the students to understand the value of money and that "Money does not grow on trees". After the student sees how hard he/she has to work to earn money, he/she will also be more reasonable while

spending it. Thus, working helps lead to responsible spending.

In conclusion, when one has a job as a student, he/she will benefit significantly from the experience. This way, students will be more responsible when they graduate. Furthermore, they will be more cooperative and better able to work as part of a team. Finally, since they'll be cautious about spending their money, they will be less likely to get into trouble due to excessive spending. All in all, having jobs as students is a terrific idea and I think every student should have a working experience before graduating and starting their professional careers.

Discussion: develop your ideas on this issue

Do you agree with the author's view and her reasons? Discuss the good points and bad points of teens working part time jobs with your group. Take notes on the discussion.

Writing: In some countries, teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.

Choose your own argument and supporting reasons (you may use your notes from the discussion) and develop a thesis.

Peerreview: check your thesis statement

1. Does the thesis make a claim that can be argued?
2. What is being argued? Is the argument precise and clear?
3. Are the reasons given to support the thesis strong? Can a convincing argument be built on the reasons?

Homework: develop three paragraphs that support the view in your thesis. Remember that you should use arguments that support the assertion made in the thesis and that the reason given in each paragraph must be reflected in the thesis. Try to make your argument persuasive. Your job is to convince people reading your essay to agree with your point of view.

Exercises:

- *Students should be allowed to bring cell phones in school?*
- *Rich people should pay more taxes.*
- *Are school uniforms beneficial?*

Letters to Editor

Introduction

<https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-editor/main>

Writing a Letter to the Editor

1. *Select a topic or a publication. If you are writing because you've been instructed to do so in a class assignment, you should start by reading a publication that is likely to contain articles that interest you. It is a good idea to read your local newspaper to look for local and current events that matter to you. You may also choose to look at magazines that contain articles that interest you. Fashion magazines, science magazines, and entertainment publications all contain letters from readers.*¹*
2. *Read the instructions provided. Most publications provide guidelines for letters to the editor. Look over the first few pages of your publication for a set of suggestions and guidelines and follow them carefully.*
3. *Include your name, address, email address, and phone number at the top of your letter. Editors often require this information because they will need to verify your identity. You can state that this information is not to be published. If you are responding to an article or letter, say so right away. Name the article in the first sentence of the body of your letter.*
4. *Be concise and focused. Write your letter in pithy, clever statements, but remember that this is not easy to do! You will probably need to write several drafts of your letter to condense your message.*²*
5. *Limit your writing to two or three paragraphs. Try sticking to the following format:*
 - *In your first paragraph, introduce your problem and sum up your objection.*
 - *In the second paragraph, include a few sentences to support your view.*
 - *End with a great summary and a clever, punchy line.*
6. *Proofread. Editors will ignore letters that contain bad grammar and poorly-written rants.*³*
7. *Submit your letter by email if the publication allows it. This format enables the editor to cut and paste.*

<https://www.thoughtco.com/how-to-write-a-letter-to-the-editor-1857300>

^{*1} Use the “*Newspaper Article Summary Questions*”

^{*2} Use the “*Persuasion Map Planning Sheet*”

^{*3} Use the “*Writing Checklist*”

^{*4} Use the “*Letter to the Editor Peer Review Questions*”

Newspaper Article Summary Questions

1. What is the title of the article you are considering?
2. What is the main idea of the article?
3. Fill in the table below to outline the main points in the article. Use the back if you need additional space.

| Main Point | Connection to Main Idea |
|------------|-------------------------|
| | |
| | |
| | |

4. What is your final impression of the main points included in the article? How do they combine to support the main idea?
5. What ideas do you have for the letter that you will write in response to this article? What position will you take and why?
http://www.readwritethink.org/files/resources/lesson_images/lesson929/summary.pdf

Persuasion Map Planning Sheet

Goal or Thesis

A goal or thesis is a statement that describes one side of an arguable viewpoint.

- What is the thesis or point you are trying to argue?

Main Reasons

You will need some good reasons to support your goal or thesis.

Briefly state three main reasons that would convince someone that your thesis is valid.

- Reason 1
- Reason 2
- Reason 3

Facts or Examples

What are some facts or examples you could state to support this reason and validate this argument?

- Fact or Example 1
- Fact or Example 2
- Fact or Example 3

Conclusion

A piece of persuasive writing usually ends by summarizing the most important details of the argument and stating once again what the reader is to believe or do.

http://www.readwritethink.org/files/resources/lesson_images/lesson875/PersuasionMapPlanning.pdf

Checking My Work:

Writing Checklist

- _____ Did I remember to indent?
- _____ Did I remember to spell basic words correctly?
- _____ Is there a punctuation mark at the end of each sentence?
- _____ Did I re-read everything to be sure it makes sense?
- _____ Is my handwriting neat?
- _____ Do I have a good opening (topic) sentence?
- _____ Do I have a good ending (closing) sentence that wraps up my writing?
- _____ Did I do my best? Am I proud to hand my work in?
- _____ How many sentences did I write?

Review Letter to the editor

Letter to the Editor Peer Review Questions

1. Does the letter begin with a salutation and end with a signature block?
2. What article is the letter writer discussing? Is the article named in the first sentence or paragraph?
3. In the first paragraph, what main reason does the letter writer give for responding to the article? What position is the letter writer taking on the issue?

4. What specific points does the letter writer use to support the position taken in the letter?
5. How does the letter conclude? Is the conclusion appropriate for the letter?
6. What advice would you give the author of this letter?
7. What did you like the most about this letter? Why?

http://www.readwritethink.org/files/resources/lesson_images/lesson929/peer-review.pdf

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>

Exercise 1 – Formal email or letter asking for information

Check the ‘Explanation’ tab above before doing these exercises. Fill in the gaps with the words in the box.

appreciate also ~~faithfully~~ finally first of all forward further grateful
know mind reference

Dear Sir/Madam,

I am writing in 1.to the home exchange service that you offer on your website. We are a family of four who have been considering the possibility of exchanging our main home for some time and we would be 2.if you could answer a few questions.

3., I would like to 4.if some kind of insurance is included in the fee that you charge for your services. We have our own home insurer, but we are not sure if we should talk to them before doing an exchange. I would 5.some information on this point.

I would 6.like to know if pets can be included in the exchange. We have a cat and we do not have anybody to look after him while we are away. Could you tell me if exchanging pets or leaving a pet in the care of the people who are coming to your home is a common practice?

7.I would be interested to receive 8.information about the confirmation process. Would you 9.telling me if there is an exchange contract that needs to be signed before your exchange?

We would appreciate it if you could answer these questions. I look 10.to hearing from you.

Yours faithfully,

Stephanie Clark.

Exercise 2 – Indirect questions

In a formal email asking for information you should use indirect questions instead of direct questions. Complete the following indirect questions.

1 Can volunteers stay for a period of six months? ⇒ I would appreciate it if you could tell me whetherfor a period of six months.

2 Can third-year students apply for this programme? ⇒ I would like to know if for this programme.

3 How much does accommodation cost? ⇒ Could you please tell me.....?

4 Is it possible to stay with a local family? ⇒ I would like to know if..... with a local family.

5 When should I apply for the programme? ⇒ Would you mind telling me.....?

6 When does the programme start? ⇒ Could you tell me.....?

Exercise 3 – 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.....

Exercise 4 – Formal vs informal

Choose the correct answers.

Which of the following language features are more common in formal language?

1. Passive voice: *The new position has been offered to...*
2. Active voice: *They have offered the new position to...*
3. Exclamation marks: *It is going to be a great experience!*
4. Direct questions: *How much does it cost?*
5. Indirect questions: *I would like to know how much it costs.*
6. Phrasal verbs: *They needed to put the meeting off.*
7. Specific verbs: *They needed to postpone the meeting.*
8. Contractions: *I'm, you're, I'd, won't, etc.*
9. Full forms: *I am, you are, I would, will not, etc.*
10. Ellipsis: *Glad to hear from you.*
11. Abbreviated words: *ASAP*

<https://www.test-english.com/writing/b1-b2/formal-email-letter-asking-information/4/>

4. Writing a Cause and Effect Paragraph

How to write a cause and effect paragraph

What makes something happen is called a cause. An effect is what happens as a result of the cause. Here are a few basics on writing a coherent cause and effect paragraph.

Pre-writing

Decide whether to write about a cause or an effect or both. You can choose to discuss only the causes or only the effects of an event. Alternatively, you can discuss the causes AND effects of a certain event.

Make a list of causes or effects. Then narrow down that list to include only the most important causes or effects.

Writing

Write a draft explaining each cause or effect in the paragraph in as much detail as possible. Don't forget to use transitional words in your paragraph, such as: also, as a result, because, first and finally.

It is very important to include a clear topic sentence in your paragraph. This sentence should state the main idea of your paragraph.

Support your topic sentence with supporting details.

Post writing

Edit your paragraph.

https://www.myenglishpages.com/site_php_files/writing-cause-effect-paragraph.php

Exercises:

- What are the causes/ or effects of Pollution?
- What effect does cell phone use have on teenagers?
- Telling lies. The cause and effect
- Effects of eating junk food,

1. Write a Diamonate Poem using Cause andEffect

Lesson plan for Diamonate poem:

<http://www.readwritethink.org/classroom-resources/lesson-plans/slipping-sliding-tumbling-reinforcing-965.html?tab=4#tabs>

Cause why something happened; the event that made another event occur

Effect the event that happened because of the cause; the result

TIERED CAUSE AND EFFECT EXAMPLES

Introductory/Intermediate Examples

- The boy missed the bus because he overslept.
- The girl fell because the sidewalk was icy.
- The man got a ticket because he was speeding.
- Jason missed the swing because he didn't keep his eye on the ball.
- The girl had to miss recess because she didn't do her homework.
- Janice got an A on her science test because she studied very hard.
- The trip to the beach was cancelled because of the rain.

- The food in the refrigerator spoiled because the electricity went out.
- Lightening hit the pine tree, causing it to fall on the road.
- Susan didn't read the recipe carefully, and her cookies did not turn out as she had expected.

Challenging Examples

- Many scientists believe that the extinction of the dinosaurs was caused by a large meteorite hitting the Earth millions of years ago.
- Tsunamis are created when tectonic plates under the ocean shift, causing an underwater earthquake.
- The Stamp Act enraged the colonists and was one of the leading causes of the Revolutionary War.
- John attached a copper wire to each terminal of a battery and then to a light bulb. Due to the fact that copper is a conductor, the light bulb went on.
- The wasteful energy use of many Americans has contributed to global warming.
- When water molecules come into contact with a heat source, they begin to move very quickly, causing the water to boil.
- The referee called a penalty on the basketball player for traveling.
- The Exxon Valdez oil spill had devastating long-term effects on the seal population in Alaska.

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

DIGITAL RESOURCES FOR STUDENTS

1. Letter To Editor

<https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-editor/main>

2. Compare and contrast Essay

<https://lessonworksheets.com/concept/compare-and-contrast-writing-ideas-for-elementary-children>

3. Compare and contrast Essay

(video) <https://www.bing.com/videos/search?q=cause+and+effect+essay+topics&&view=detail&mid=DA949410841204D52E77DA949410841204D52E77&rvsmid=E53F26D3D1ABBF7A7F81E53F26D3D1ABBF7A7F81&FORM=VDQVAP>

4. Punctuation

https://www.myenglishpages.com/site_php_files/writing-punctuation-tips.php

5. Expository Essays

Video: <https://youtu.be/5CfbCjpTfh0>

6. <https://essaypro.com/blog/expository-essay/>

7. Summary Writing video

<https://www.youtube.com/watch?v=VwEI-MiZH0E>

8. Online summary Writing and Paraphrasing exercises

https://owl.purdue.edu/owl_exercises/esl_exercises/paraphrase_and_summary_exercises/basic_level_paraphrase_and_summary_writing_answers.html

9. Formal Email and Letter Writing

<https://www.test-english.com/writing/b1-b2/formal-email-letter-asking-information/4/>

RESOURCES FOR STUDENTS

Exercise 1 Daily Schedule

Pre-Listening Exercise

What is your daily schedule? What time do you wake up and go to work or school? What do you do when you get home? What time do you go to bed?

Listening Exercise

A. Listen to the recording and answer the questions.

What time does the man get up?

- a. at 5:00 a.m.
- b. at 7:00 a.m.
- c. at 6:00 a.m.

What time does he get to work?

- a. ***at 9:00 a.m.***
- b. ***at 8:00 a.m.***
- c. ***at 7:00 a.m.***

What does he do with his family around 6:30 p.m.?

- a. ***They eat dinner.***
- b. ***They read books together.***
- c. They play games.

What do the man and his wife do after the kids go to bed?

- a. They clean the house.
- b. They watch TV.
- c. They listen to music.

What is one thing the man does NOT say about his wife?

- a. She helps the kids with their homework.
- b. She goes shopping for food.
- c. She has to take their children to school.

Post-Listening Exercise

Now, discuss your own typical schedule for a weekday and a weekend. What activities do you usually do with family and friends?

Online Investigation

Search online for at least two mobile apps or daily planners that you can use of a mobile phone. How much are they? What are their features?

Listening Transcript

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

Woman: So, what's your usual day like? You always seem so busy.

Man: Well, I usually get up around 5:00 a.m. and work on the computer until 6:00 a.m.

Woman: Why do you get up so early?

Man: Well, I have to leave home at twenty to seven (6:40 a.m.) so I can **catch** a bus at 7:00 o'clock . It takes me about twenty minutes to walk to the bus stop from my house.

Woman: And what time do you get to work?

Man: Uh, my bus takes about an hour to get there, but it stops right in front of my office.

Woman: That's nice. And what time do you **get off work**?

Man: Uh, around 5:00 o'clock. Then, we eat **dinner** around 6:30, and my wife and I read and play with the **kids** until 8:00 or so.

Woman: So, when do you work on your website? You said one time that you create it at home?

Man: Well, my wife and I often watch TV or talk until 10:00 o'clock. She then often reads while I work on my site, and I sometimes **stay up** until the early hours of the morning, but I try to finish everything by one or two.

Woman: And then you get up at 5:00 a.m.?

Man: Well, yeah, but it's important to live a balanced life. I enjoy what I do, but you have to **set aside** time for the family and yourself.

Woman: I agree.

Man: But I think my wife has the **toughest** job. She spends her whole day **taking care**

of our family . . . taking the kids to school, working in the garden, buying **groceries**, taking the kids to piano lessons . . . [Wow!] It's a full-time job, but she enjoys what she does.

Woman: Well, it sounds like you're a busy, but lucky man.

Man: I think so too.

Vocabulary and Sample Sentences

catch (*verb*): to get on

- I have to catch a bus in front of the bus station.

get off work (*verb*): finish work

- She seldom gets off work before 6:00 p.m.

dinner (*noun*): sometimes supper

- We seldom eat dinner after 8:00 p.m.

stay up (*verb*): not go to bed

- I almost never stay up past midnight.

set aside (*verb*): reserve, allow, or give a certain amount to

- You have to set aside enough time to study for your classes.

toughest (*adjective*): most difficult, hardest

- The toughest part about being a parent is setting aside time for both work, family, and self.

take care of (*verb*): watch, look after

- You should take care of yourself so you don't get sick.

groceries (*noun*): food and other items at a supermarket

- Mom is going to pick up some groceries from the store for dinner.

<https://www.esl-lab.com/easy/daily-schedule/>

Warm up

T will elicit the students the characteristics of a good presentation.

| | | |
|---|--|--|
| | | |
| <p>T will show the videos on good and bad presentations.</p> <p>Bad presentations:</p> <p>http://www.youtube.com/watch?v=UGZyG0Jchjo&feature=Playlist&p=A047831975662928&index=3</p> <p>http://www.youtube.com/watch?v=2vS6sjc1lQ0&feature=Playlist&p=A047831975662928&index=0</p> <p>Public speaking:</p> <p>http://www.youtube.com/watch?v=s1H5m0S-sdQ</p> | | |
| <p><u>Students' Presentation</u></p> <p>Students will be asked to choose a topic of their interest and prepare a presentation on it. They will be given a week to plan for the presentations.</p> <p>Students' presentations will be assessed.</p> | | |
| <u>Day 5 & 6</u> | | |
| <u>Students' Presentation</u> | | |

SPEAKING

How to express your opinion

Expressing opinion

I think...
As far as I'm concerned,..
To my mind,...
According to me,...
As I see it, ...
It seems to me that...
In my point of view / my opinion,...
From my point of view...
I am of the opinion that...
I take the view that. ..
My personal view is that...
In my experience...
As far as I understand / can see/see it,...

Agreeing or disagreeing

Agreeing with an opinion:

I agree with this opinion.
I completely agree with this view.
This is absolutely right.
I couldn't / can't agree more.

Partial agreement:

I agree with this point of view, but...
This idea is right, but...
I agree with you, but...

Disagreeing with an opinion:

I'm afraid. I can't agree with you.
I disagree with you.
I don't agree with you.

I'm not sure I agree with you
I think you're wrong

Activity: Discussion

Controversial Topics

eslflow.com

What is your opinion about each controversial topic? And write 3 supporting points for your opinion. Discuss your opinion in your group.

DNA testing

Pro / Con

Why?

1. *can help catch criminals*
2. *can help predict illness*
3. *can help understand personality traits*

Changing your name

Pro / Con

Why?

1. _____
2. _____
3. _____

Gun ownership

Pro / Con

Why?

1. _____
2. _____
3. _____

Government surveillance

Pro / Con

Why?

1. _____
2. _____
3. _____

Globalization

Pro / Con

Why?

1. _____
2. _____
3. _____

https://eslflow.com/wp-content/uploads/2017/10/Controversial_topics_worksheet_red.pdf

Complaining - Talking about Complaints

What are complaints?

Complaints are expressions of "displeasure or annoyance" in response to an action that is seen by the speaker as unfavorable. Suppose you want to complain about the pizza you have just ordered because it's too salty, what are the expressions needed to express and respond to complaints?

Complaining:

Here are expressions you can use when complaining:

- I have a complaint to make. ...
- Sorry to bother you but...
- I'm sorry to say this but...
- I'm afraid I've got a complaint about...
- I'm afraid there is a slight problem with...
- Excuse me but there is a problem about...
- I want to complain about...
- I'm angry about...



Examples:

| | |
|--|-------------------------------|
| I have a complaint to make. | Your pizza is just too salty. |
| I'm sorry to say this but | your food is inedible. |
| <ol style="list-style-type: none">1. I'm afraid I've got a complaint about your child.He's too noisy .2. I'm afraid there is a slight problem with the service in this hotel.3.Excuse me but you are standing on my foot.4. I want to complain about the noise you are making.5. I'm angry about the way you treat me. | |

Responding to complaints

Positive response to complaints:

- I'm so sorry, but this will never occur / happen again.
- I'm sorry, we promise never to make the same mistake again.
- I'm really sorry; we'll do our utmost/best not to do the same mistake again.

Negative response to complaints:

- Sorry there is nothing we can do about it.
- I'm afraid, there isn't much we can do about it.
- We are sorry but the food is just alright.

Things to remember about complaints:

When expressing a complaint in English, it helps to be polite. Although "**I'm angry about your pizza. It's too salty**" is one possible way of expressing a complaint, it is considered too rude and you'd better use more polite expressions if you want to get what you want!

Work with a partner decide on the situation and practice making the complaints

Talking about ability

How to express ability

To express that someone has the power or skill to do something, *can* and *be able* are used.

Examples:

- I can't help you. I am busy.
- I'm unable to help you.
- When I was young I was able to earn my living pretty well; I could work hard. Now I can't. I'm too old.
- I can stand on my head for five minutes.
- Can you speak Arabic?
- Yes, I can.

Expressing ability

In the present:

Express ability in the present as follows:

- I can speak good English.
- I can't stand on my head.

In the past

Express ability in the past as follows

- I was unable to visit him.
- I couldn't eat at all when I was ill.

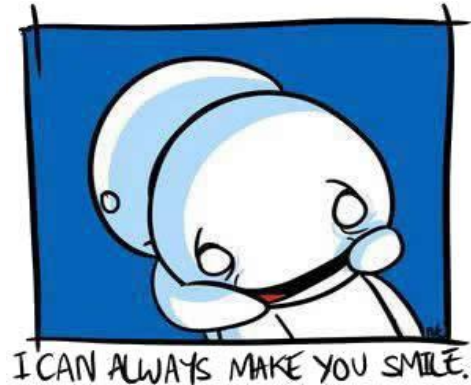
In the future

Express ability in the future as follows

- I will be able to buy a house when I get a good job.
- The teacher can assist you after class if you have any questions.

Things to remember:

- *Can* is always followed by an infinitive without "to."
Examples:
I can ride my bike and I can drive a car, but I can't drive a lorry.



- *Can* in the past is *was able* or *could*
Examples:
When I was young I was able to earn my living pretty well. Now I can't; I'm too old.
I couldn't hear what he was saying.
- *Can* in the future is *will be able*.
Example:
When I finish my studies, I will be able to find a job.

Asking for and giving permission:

When you ask for permission to use something that belongs to someone else you have to do your best to be polite. It is desirable to use the word "**please**."

Asking for Permission:

- **Can** I go out, please?
- **May** I open the window, please?
- Please, **can** I have a look at your photo album?
- Please, **may** I taste that hot spicy couscous dish?
- **Do you mind if** I smoke?
- **Would you mind if** I asked you something?
- **Is it okay if** I sit here?
- **Would it be all right if** I borrowed your mobile Phone?

Giving Permission:

- Yes, please do.
- Sure, go ahead.
- Sure.
- No problem.
- Please feel free.

Refusing to give permission:

- No, please don't.
- I'm sorry, but that's not possible.
- I'm afraid, but you can't.

Dialogue:

Liza, eight years old, is asking her mother for permission to use the computer...



| | |
|--------------------|---|
| Liza: | Please mum, can I use the computer? |
| Her mother: | No, dear you can't. It's time to go to bed. |
| Liza: | May I read a story before I sleep? |
| Her mother: | Sure! But try to sleep early. |
| Liza: | Thanks a lot mummy. |

Making and responding to suggestions

Suggestions

The following English phrases and expressions are all used to make suggestions and give advice to people.

Making suggestions:

- Let's revise our lessons.
- What about going to the cinema tonight?
- How about playing cards?
- Why don't we do our homework?
- Couldn't we invite your grandmother to our party?
- Shall we have a walk along the river?
- What would you say to a cup of coffee?
- Don't you think it is a good idea to watch TV?
- Does it matter if we use your car?

Accepting suggestions:

- Ok. Yes, let's.
- Yes, I'd like to.
- Yes, I'd love to.
- What a good idea!
- Why not?



- Yes, with pleasure.
- Yes, I feel like taking a walk.
- That sounds like a good idea.

Refusing suggestions:

- No, let's not.
- No, I'd rather not.
- I don't feel like it.
- I dislike going for a walk.
- What an awful / bad idea!

Things to remember about suggestions:

1.The verb "suggest" can be followed by either:

- **should + verb** = I suggest (that) we **should go** to the theater.
- **a verb (in the subjunctive form)**= I suggest (that) **we go** to the movies.

2."That" is optional:

- "I suggest **that** we should visit Paris."
- "I suggest we should visit Paris."

Dialogue:

Two friends talking about where to go this evening:

Alice: You know Alan, *why don't we go to the cinema to watch Titanic?* **Alan:** *No, let's not.* We've seen the film many times before. *What about going to the library?* We have to finish our school project! **Alice:** That sounds like a good idea. But when we finish *let's go to the cafè.* **Alan:** Yes, I'd love to.

Making and responding to a request

It's important to be polite when you ask for something.

You can make a request by using:

- can you ...?
- could you ...?
- will you ...?
- would you mind ...?

Here are some examples of how to make a request..

| | |
|--------------------|-------------------------------|
| Can you | open the door for me, please? |
| Will you | |
| Could you possibly | |
| would you mind | opening the door for me ? |

Making Request:

- Can you show me your photo album, please?
- Will you lend me your book, please?
- Could you possibly show me the way to the post office, please?
- Would you help me with this exercise, please?
- Would you mind lending me your pen, please?



Responding to request:

- Sure here you are.
- Okey.
- No, I'm sorry I need it
- I'm afraid I can't.

Things to remember about making a request:

1. "Would you mind..." is followed by a gerund (verb+ing)

Example: "Would you mind **lending** me your book? "

2. The response to the following request:

A: "Would you mind giving me your book? "

is either

- "No, I don't mind." (which is **a positive response** to the request. It means that I accept to lend you my book)
- or "Yes." (which is **a negative response** to the request. It means that I don't want to lend you my book.)

3. **Could** is more polite than **can**.

Giving and asking for reasons, making suggestions, agreeing and disagreeing, if- clauses

Desert Island

You are stranded on a desert on island in the Pacific. All you have is the swim –suit and sandals you are wearing. There is food and water on the island but nothing else. Choose the eight most useful items from the following list and rank them in order of usefulness.

| | |
|------------------|-----------------------------------|
| A box of matches | A magnifying glass |
| An axe | A bottle of juice |
| An atlas | Some metal knitting-needles |
| A nylon tent | A transistor radio with batteries |
| A knife and fork | Ointment for cuts and burns |
| A saucepan | A camera and five rolls of film |
| A blanket | 20 meters nylon rope |
| A watch | A pencil and paper |
| A towel | |

DIGITAL RESOURCES FOR STUDENTS

1. How to Start improving Oral Communication Skills?

<https://content.wisestep.com/improve-oral-communication-skills-english/>

2. Listening Lab

<https://www.esl-lab.com/>

3. **Listening comprehension**

https://bogglesworldesl.com/Listening_Intermediate

4. Listening

https://www.myenglishpages.com/site_php_files/

RESOURCES FOR STUDENTS

1. *Root words, prefixes and suffixes*

Prefixes are words that you add to beginning of root words. When prefixes are added they modify the meaning of the root words. Example: the root word "ject" means to throw. You will commonly come across the prefixes in- and re- being add to "ject". They create the words "inject" (to put into) and "reject" (to throw out). In this case the prefix gave the root words direction.

Suffixes are similar to Prefixes in that they modify the meaning of words, but they are added to the end of the root words. Example: the root "bio-" means life. The words "biography" (story of life) and "biology" (study of life) are examples of suffixes modifying the roots.

https://www.teach-nology.com/worksheets/language_arts/prefix/

Exercise 1

Match the Prefix and Root

Combine each root word in the bank with the correct prefix. Use each prefix only once.

| Root | Prefix |
|---------|--------|
| active | dis |
| agree | ex |
| behave | il |
| air | im |
| legal | in |
| pert | mis |
| portant | pre |
| view | un |

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

Key

Correct answers may be in any order.

1. Inactive
2. disagree
3. misbehave
4. unfair
5. illegal
6. expert
7. important
8. preview

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Exercise 2

Match the Suffix and Root

Combine each root word in the bank with the correct suffix. Use each suffix only once.

| Root | Suffix |
|---------|--------|
| happy | able |
| diction | ness |
| help | y |
| comfort | ful |
| life | ment |
| victor | ary |
| expense | ive |
| base | like |

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

Key

Correct answers may be in any order.

happiness
dictionary
helpful
comfortable
lifelike
victory
expensive
basement

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Exercise 3

Name _____ Date _____

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Root Words Activity

When a prefix and root word come together the meaning of the words are changed, in most cases. Find the meaning of each word part. Write the word they make and the definition of that word.

| Prefix | Prefix Meaning | Root Word | Root Meaning | New Word | New Word Meaning |
|---------|----------------|--------------|--------------|----------|------------------|
| com- | | bat | | | |
| Per- | | collate | | | |
| Bio- | | graphy | | | |
| counter | | intelligence | | | |
| bi- | | Cycle | | | |
| Contra- | | positive | | | |
| Tele- | | phone | | | |

| | | | | | |
|--------|--|------------|--|--|--|
| Dis- | | advantage | | | |
| extra- | | curricular | | | |
| hemi- | | sphere | | | |
| auto- | | mobile | | | |
| hyper- | | active | | | |
| trans- | | atlantic | | | |

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List of English Prefixes

Prefixes are added to the beginning of words. When they are added, they change the meaning of the word.

Below you find a long list of commonly used prefixes.

| Prefix | Meaning |
|---|-------------------------|
| a- , an- | lacking or without |
| 1. a- | moving towards |
| 2. a- | in the process of |
| 3. a- | of |
| 4. a- | all or complete |
| ab-, abs- | lack of or away from |
| ad-, a-, ac-, af-, ag- al-, an-, ap-, at- as-, at | increasing or moving to |
| ante- | before |
| anti-, ant- | opposite of |
| 1. be- | all of |
| 2. be- | full of |
| 3. be- | possessing |

| | |
|--------------------------|-----------------------|
| 4. be- | to affect |
| 5. be- | to cause or make |
| com- co-, col-,con-, cor | together |
| contra- | opposite of |
| counter- | opposition |
| 1. de- | to bring down |
| 2. de- | full of |
| 3. de- | to remove |
| dia- | move across |
| di-, dis- | to take away |
| 1. em-, en- | put on |
| 2. em-, en- | bring up or down |
| 3. em-, en- | to intensify |
| 1. e-, ef-, ex- | out |
| 2. e-, ef-, ex- | up |
| 3. e-, ef-, ex- | full |
| 4. e-, ef-, ex- | to go back |
| extra- | outside of |
| hemi- | half of |
| hyper- | to excite or bring up |
| hypo- | beneath |
| il-, im-, in- | lacking |
| il-, im-, ir- | towards the inside |
| infra- | below |
| inter- | between |

| | |
|--|----------------------------|
| intra- | within |
| non- | the opposite of |
| ob-, oc-, of-, op- | stopping or opposing |
| 1. out- | go above |
| 2. out- | outside or away |
| 1. over- | complete and beyond |
| 2. over- | above |
| peri- | around the outside |
| post- | after |
| pre- | before |
| 1. pro- | supporting |
| 2. pro- | acting for |
| 3. pro- | moving forward |
| 4. pro- | before |
| re- | again |
| semi- | part of |
| 1. sub-, suc-, suf-, sug-, sup-, sur-, sup-, sur-, su | slower in rank or position |
| 2. sub-, suc-, suf-, sug-, sup-, sur-, sus | below |
| 3. sub-, suc-, suf-, sug-, sup-, sur-, sus | close to, near |
| sym-, syn- | together |
| 1. trans- | across |
| 2. trans- | change states |
| 1. ultra- | well past |
| 2. ultra- | to a high level |

| | |
|-----------|---------------|
| 1. un- | not |
| 2. un- | reversal |
| 1. under- | below |
| 2. under- | lower in rank |
| 3. under- | not enough |

Exercise 4

Name _____ Date _____ © This worksheet is from www.teach-nology.com

Explaining Prefixes

Match the prefixes and examples in the left column to their correct meaning on the right. Write the correct meaning of each prefix in the centre column. The first example has been done for you.

| | | |
|---------------------|-------|--------------|
| re recover | Again | |
| de decline | | under, below |
| inter international | | not |
| trans transplant | | down, away |
| non non-factual | | three |
| bi bicycle | | again |
| re return | | between |
| tri triplets | | against |
| un undecided | | across |
| sub subterranean | | not |
| anti anti-smoking | | two |

Answers: Prefixes 5

de decline **down**

inter international **between**

trans transplant **across**
non non-factual **not**
bi bicycle **two**
re return **again**
tri triplets **three**
un undecided **not**
sub subterranean **under, below**
anti anti-smoking **against**

Exercise 5

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Suffix Change Up

| Suffix | Meaning |
|-------------|---|
| -ing, -ed | -ing: happening now (singing) -ed: in the past (walked) |
| -s, -es | plural word: more than one (dogs, boxes) |
| -er, -est | -er: more (older, higher) -est: most (oldest, highest) |
| -ful, -less | -ful: a lot (careful, hopeful) -less: none (careless, hopeless) |
| -s -es | -ing -ed -er -est -ful -less |

You can change the meaning or the usage of a word by adding a suffix at the end.

A. Write the correct suffix in the gap.

1. Jake slowly walk___ (ed, ing) down the street, hope___ (ed, ful) of finding the keys he so care___ ly (ful, less) lost.
2. Although Jill was the fast___ (est, er) runner in the class, she was far young___ (er, est) than the others.
3. Kim's room is the untidi___ (est, er) I have ever seen but she is always very care___ (less, ful) with her appearance.
4. Mom always recycl___ (ed, ing) the wrappings after she pack___(ing, ed) away the groceri___ (s, es).
5. The shop___ (s, es) in this street were the old___ (er, est) in town. They all need___ (ing, ed) care___ (less, ful) cleaning and painting.

B. Make four words from each root word below using the suffixes in the box.

-s -es -ing -ed -er -est -ful -less

1. fish _____

2. hope _____

3. care _____

4. paint _____

5. light _____

Answers: Suffixes 1

A. Write the correct suffix in the gap.

1. Jake slowly walked down the street, hopeful of finding the keys he so carelessly lost.
2. Although Jill was the fastest runner in the class, she was far younger than the others.
3. Kim's room is the untidiest I have ever seen but she is always very careful with her appearance.
4. Mom always recycled the wrappings after she packed away the groceries.
5. The shops in this street were the oldest in town. They all needed careful cleaning and painting.

B.

1. fish fishes, fishing, fished, fisher
2. hope hopes, hoping, hoped, hopeful, hopeless
3. care cares, caring, cared, carer, careful, careless
4. paint paints, painting, painted, painter
5. light lights, lighting, lighter, lightest

Elimination of Verbosity

Learners must be exposed to text with verbose sentences and students should work in pairs to improve them.

For example:

- **Students worked collaboratively on unfamiliar and open-ended problems. (Verbose)**

Students collaborated on unfamiliar and open-ended problems. **(no verbosity)**

- **The election of the president will be held at the next meeting. (Verbose)**

We will elect a president at the next meeting. **(to the point and direct)**

Exercise 1

englishforeveryone.org Name _____ Date _____

Using Precise Language

Directions: rewrite the following sentences to replace vague language with precise language.

Example:

Vague Sentence → I think that there should be law against using too much water.

Precise Sentence → It should be illegal to waste water.

1. I think it may be true that you can make water turn into steam if you make the water hot enough.

2. You and I will be able to see the first stars appear in the night sky at exactly eight thirty at night.

3. Thousands of types of animals that live on the land were destroyed in the great amazing flood of 1675.

4. I think that my new car is an extremely high quality piece of machinery.

5. Tom is a careless person.

6. One universal language for everybody in the world to communicate with each other with would be much easier.

Exercise 2

englishforeveryone.org Name _____ Date _____

Using Precise Language (Practice quiz)

Directions: rewrite the following sentences to replace vague language with precise language.

Example:

Vague Sentence → I think that there should be law against using too much water.

Precise Sentence → It should be illegal to waste water.

1. I will start to go at exactly 10:30 in the morning.

2. We are better than everyone else at checkers.

3. Karen is wearing boots of the most extremely high quality in the world.

4. I just can't believe how incredibly fast time goes by when you are not doing something totally boring.

5. Tom is a generous guy.

6. The two twins are like, perfectly identical.

7. It's getting near the time that the show is going to start.

Answers:

1. I will go at 10:30 a.m.

2. We are the best checker players. / We are the best at checkers.

3. Karen is wearing very nice boots.

4. I can't believe how fast time goes by when you're doing something entertaining.

5. Tom is generous.

6. The twins are identical.

7. The show is about to start.

Exercise 3

Edit the sentences below to eliminate all verbosity. Rewrite sentences if necessary.

1. If and when you would like more facts and figures on our products, simply contact us by telephone and we will send you a brochure that spells out a great deal about the uses of our products.

To know more facts and figures about our products contact us by telephone to get a brochure that spells out a great deal about a

2. After finishing the 26.2-mile marathon in record heat, the runners were pretty thirsty.
3. The educators mutually cooperated on planning ahead to prevent fatal **killings** in the school district.
4. Just before 12 midnight on Thursday night, the thieves penetrated into the bank vault.
5. The group planned to repeat again their cautions about leaving deadly poisons in the vicinity of young children.
6. In the early hours of Labor Day that year — Monday, Sept. 5, 1994 — a blazing inferno broke out in the warehouse district.
7. If the past history of voters is any indication, his future plans should include writing a resignation speech.
8. They drank up to the bride and groom, drinking until they had emptied out all the champagne bottles.
9. The condo association filed a lawsuit against the builders for failure to perform the task of keeping the building secure.
10. If the State Secretary finds that an individual has received a payment to which the individual is not entitled, whether or not the payment was due to the individual's fault or misrepresentation, the individual shall be liable to repay to State the total sum of the payment to which the individual was not entitled.

Edit the sentences below to eliminate all verbosity

Exercise 4

5 Verbose Sentences Made Shorter

By Mark Nichol

When you write, think tight. The goal is not to reduce every sentence to its most concise form but to avoid distractingly extraneous wording and phrasing. Here are five sentences improved by a reduction in length.

1. “The teacher is speaking on a phone in his classroom between classes, and he breaks away for a moment to answer a student’s question.”

To condense a sentence with two independent clauses separated by a conjunction, open a parenthetical where the sentence’s first verb appears, and close it where the second clause begins, deleting the verb and the conjunction respectively: “The teacher, speaking on a phone in his classroom between classes, breaks away for a moment to answer a student’s question.”

2. “The theme of this year’s summit is ‘From Essential Elements to Effective Practice,’ and the conference will include a variety of interactive sessions.”

Here’s a revision of a sentence constructed like the one in the previous example, which is improved by the same technique — deletion of the initial verb and parenthesis of what followed that verb: “This year’s summit, ‘From Essential Elements to Effective Practice,’ will include a variety of interactive sessions.”

3. “John Smith runs the DJ Project, an after-school program in San Francisco for students struggling in school. He uses hip-hop to connect with the students.”

To combine two sentences into one, convert key information from either sentence into a parenthetical and tack the other statement onto the end: “John Smith, who runs the DJ Project, an after-school program in San Francisco for students struggling in school, uses hip-hop to connect with the students.”

4. “It’s rather annoying that you can’t turn off the various sounds that play when you use the zoom and other functions.”

Strive to pare explanations and descriptions down to the fewest possible words. For example, there’s a standing phrase for the concept of “the various sounds that play”: “It’s annoying that you can’t turn off the sound effects for zoom and other functions.”

5. “Students worked collaboratively on unfamiliar and open-ended problems.”

Look for opportunities to reduce sentence length by omitting a sentence’s verb and converting an adverb to a verb to take its place: “Students collaborated on unfamiliar and open-ended problems.” (The problem this revision solves is called smothering a verb.)

<https://www.dailywritingtips.com/5-verbose-sentences-made-shorter/>

2. **Transitional words:** lists and activities can be downloaded and practiced from the following website: <https://www.k12reader.com/subject/composition/transition-words/>

a) Identify the Transition Words

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Identify the Transition Words

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

Example 1: We arrived late at the movie, so we didn't understand the ending.

In Example 1, the word *so* connects two clauses to show a result. It was because we were late that we didn't understand the ending.

The meaning of the two clauses is clearer than if each stood alone:

Example 2: We arrived late at the movie. We didn't understand the ending.

In Example 2, the two ideas are separate. There is no connection with arriving late and not understanding the movie. Instead, it appears that not understanding the ending has nothing to do with arriving late.

Circle the transition words and phrases in the sentences below.

1. I like to go to the opera; in fact, it's my favorite type of entertainment.
2. No one expected so many people at the party; consequently, we ran out of food.
3. The weather was very bad; even so, the farmer had to milk the cow.
4. The class finished the test early; therefore, they were allowed to read quietly before the bell.
5. The roof is leaking in the old house; furthermore, the brick is crumbling.
6. The teacher will accept late homework; however, she will take points off of the grade.
7. Although Tara was the last to leave class, she was the first on the bus.
8. Ed learned from his mistake. Likewise, others can learn from theirs.
9. Even though there was no one home, Walter didn't feel lonely.
10. It takes a lot of concentration to play the violin. In the same way, the piano demands the full

attention of the pianist.

Identify the Transition Words Key

Circle the transition words and phrases in the sentences below.

1. I like to go to the opera; in fact, it's my favorite type of entertainment.
2. No one expected so many people at the party; consequently, we ran out of food.
3. The weather was very bad; even so, the farmer had to milk the cow.
4. The class finished the test early; therefore, they were allowed to read quietly before the bell.
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9. Even though there was no one home, Wlter didn't feel lonely.
10. It takes a lot of concentration to play the violin. In the sameway, the piano demands the full attention of the pianist.

<https://www.k12reader.com/worksheet/identify-the-transition-words/view/>

b) Correct the Transition Words Mistakes

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Name: _____

Correct the Transition Word Mistakes

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

Example 1:

We arrived late at the movie; *indeed*, we missed the first thirty minutes.

Indeed is a transition word. It clarifies how late we arrived at the movie.

Example 2:

We arrived late at the movie; *however* we missed the first thirty minutes.

However is the transition word in the second example, but doesn't make sense as it is used in the sentence.

However is a transition word that shows contrast, yet there is no contrast to be made. Both clauses are about being late to the movie. A better sentence with *however* would be:

Example 3:

We left early to go to the movie; *however*, we still missed the first thirty minutes.

In Example 3, *however* shows the contrast between leaving early and still missing the beginning of the movie.

Below are sentences with misused transition words. Cross out the incorrect transition words and write a better one in the space below the sentence.

1. Tim earned an A on the test; **even so**, Justin also received an A.
2. The book was interesting; **as a result**, it was hard to read.
3. Gordon finished his chores early; **meanwhile**, he had time to play football.
4. Sarah's horse is beautiful; **instead**, it is well-bred.
5. The sailors prepared the ship to sail; **otherwise**, the dock workers loaded the cargo.
6. Her sister had a cold; **however**, Julie's family canceled the trip.
7. Oranges are good for you; **nevertheless**, they are full of vitamin C.
8. Two seats were left on the bus; **similarly**, most of the group had to wait for the next one.

Correct the Transition Word Mistakes Key

Actual student answers will vary; examples of correct answers:

likewise

although

as a result

likewise

meanwhile

consequently

for example

therefore

Transition Words: Complete the Sentence

Transition Words: Complete the Sentence

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

Example:

We arrived late at the movie;
indeed, we missed the first thirty minutes.

Complete each sentence below using a transition word.

1. The dog barked all night
2. Jane bought a new dress
3. The police had no clues for the case
4. I have \$25
5. We got up early this morning
6. The band played her favourite song
7. Carl forgot about the test
8. They had salad before dinner

Transition Words: Complete the Sentence Key

Actual student answers will vary; examples of correct answers:

Complete each sentence below using a transition word.

1. The dog barked all night ; consequently, the neighbors had no sleep.
2. Jane bought a new dress ; furthermore, she also bought shoes and a purse.
3. The police had no clues for the case ; however, tips were still coming in.
4. I have \$25 ; nonetheless, I don't want to spend it.
5. We got up early this morning ; therefore, we were sleepy all day.
6. The band played her favorite song ; indeed, it was the whole audience's favorite song.
7. Carl forgot about the test ; as a result, he didn't do well on it.
8. They had salad before dinner ; even so, they were still hungry when the main course arrived

Transition Words: Connecting Ideas

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Name: _____

Transition Words: Connecting Ideas

Transition words are used in a sentence to connect two ideas. They join clauses together to show a difference or a connection.

Example 1:

We arrived late at the movie, so we didn't understand the ending.

In Example 1, the word so connects two clauses to show a result. It was because we were late that we didn't understand the ending. The meaning of the two clauses is clearer than if each stood alone.

Example 2:

We arrived late at the movie. We didn't understand the ending.

In Example 2, the two ideas are separate. There is no connection with arriving late and not understanding

the movie. Instead, it appears that not understanding the ending has nothing to do with arriving late.

Here is a word bank with transition words. Use the words in the bank to connect the clauses below. You should only use a transition word or phrase once.

Word Bank

in addition

otherwise

although

therefore

in fact

furthermore

similarly

consequently

1. The girls wanted an ice cream cone, _____ they left the park early.

2. Mother didn't have time to go to the store; _____, there was no milk in the refrigerator.

3. There is no homework tonight; _____, there has been no homework this week.

4. James and his team didn't finish the project; _____, they did work hard.

5. You can come with us if you are ready; _____, you will have to ride the bus.

6. It is important to complete your homework; _____, it should be turned in on time.

7. Mrs. Simpson can be grumpy some times; _____, we should help her

| | |
|--------------|---|
| actually | whenever we can. |
| so | 8. Students should be quiet during the play; _____ applause at the end is allowed. |
| however | |
| nevertheless | 9. The Johnson children get an allowance every week; _____, they earn money for completing chores. |
| yet | 10. The rhino in Africa is threatened with extinction; _____, many species of gorilla are also endangered |
| instead | |
| moreover | |
| particularly | |

Transition Words: Connecting Ideas

Transition words are used in a sentence to connect two ideas. They join clauses together to show a difference or a connection.

Example 1:

We arrived late at the movie, so we didn't understand the ending.

In Example 1, the word so connects two clauses to show a result. It was because we were late that we didn't understand the ending. The meaning of the two clauses is clearer than if each stood alone.

Example 2:

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In Example 2, the two ideas are separate. There is no connection with arriving late and not understanding the movie. Instead, it appears that not understanding the ending has nothing to do with arriving late.

Here is a word bank with transition words. Use the words in the bank to connect the clauses below. You should only use a transition word or phrase once.

Student's answers will vary;

examples of correct answers:

| | |
|--------------|---|
| Word Bank | 1. The girls wanted an ice cream cone, _____ <u>so</u> _____ they left the park early. |
| in addition | 2. Mother didn't have time to go to the store; _____ <u>consequently</u> _____, there was no milk in the refrigerator. |
| otherwise | 3. There is no homework tonight; _____ <u>in fact</u> _____, there has been no homework this week. |
| although | 4. James and his team didn't finish the project; _____ <u>however</u> _____, they did work hard. |
| therefore | 5. You can come with us if you are ready; _____ <u>otherwise</u> _____, you will have to ride the bus. |
| in fact | 6. It is important to complete your homework; _____ <u>furthermore</u> _____, it should be turned in on time. |
| furthermore | 7. Mrs. Simpson can be grumpy some times; _____ <u>nevertheless</u> _____, we should help her whenever we can. |
| similarly | 8. Students should be quiet during the play; _____ <u>although</u> _____ applause at the end is allowed. |
| consequently | 9. The Johnson children get an allowance every week; _____ <u>in addition</u> _____, they earn money for completing chores. |
| actually | 10. The rhino in Africa is threatened with extinction; _____ <u>similarly</u> _____, many species of gorilla are also endangered. |
| so | |
| however | |
| nevertheless | |
| yet | |
| instead | |
| moreover | |
| particularly | |

Using Transition Words

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Name: _____

Using Transition Words

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

Example:

We arrived late at the movie;
indeed, we
missed the first thirty minutes.

Indeed is a transition word

Write a sentence using the following words as transition words in the sentence.

1. although

2. however

3. in addition

4. furthermore

5. consequently

6. as a result

7. actually

8. for example

Key

Answers: Student's choice

3. Passive voice

Passive Voice

The passive vs. the active voice:

| The Active Voice | The Passive Voice |
|--|---|
| Most countries in Latin America speak Spanish. | Spanish is spoken in most countries in latin America. |

Use of the passive voice:

1. Passive voice is used when the **focus is on the action**. It is not important or not known, however, who or what is performing the action.
Example: "A letter was written."
The focus, here, is on the fact that a letter was written. We don't know, however, who wrote it.
2. Sometimes a statement in passive is more **polite** than active voice, as the following example shows:
Example: A vase was broken.
Focus, here, is on the fact that a vase was broken, but we don't blame anyone. Compare this to: "You broke the vase."

Form of the passive voice:

Subject + the appropriate form of *to be* + Past Participle

NOTE: The appropriate form of *to be* = To be is put in the the tense of the active voice main verb.

When rewriting active sentences in passive voice, note the following:

- The object of the active sentence becomes the subject of the passive sentence.
- The form of the verb is the appropriate form of to be (the tense of the active voice main verb) + the past participle.
- The subject of the active sentence becomes the object of the passive sentence (or is dropped.)

Example:

| | | | |
|---------|-------------------------|---------|---------------------------------------|
| Active | Nancy | makes | tea |
| | subject | verb | object |
| Passive | Tea | is made | (by Nancy) |
| | object becoming subject | verb | subject becoming object or is dropped |

Examples of the passive voice:

| Tense | | Subject | Verb | Object |
|---------------------|-----------------|---------|----------------|-----------|
| Simple Present | <i>Active:</i> | Nancy | makes | tea. |
| | <i>Passive:</i> | Tea | is made | by Nancy. |
| Present Progressive | <i>Active:</i> | Nancy | is making | tea. |
| | <i>Passive:</i> | Tea | is being made | by Nancy. |
| Simple Past | <i>Active:</i> | Nancy | made | tea. |
| | <i>Passive:</i> | Tea | was made | by Nancy. |
| Past Progressive | <i>Active:</i> | Nancy | was making | tea. |
| | <i>Passive:</i> | Tea | was being made | by Nancy. |
| Present Perfect | <i>Active:</i> | Nancy | has made | Tea. |
| | <i>Passive:</i> | Tea | has been made | by Nancy. |
| Past Perfect | <i>Active:</i> | Nancy | had made | tea. |
| | <i>Passive:</i> | Tea | had been made | by Nancy. |
| Future simple | <i>Active:</i> | Nancy | will make | tea. |
| | <i>Passive:</i> | Tea | will be made | by Nancy. |
| Future perfect | <i>Active:</i> | Nancy | will have made | tea. |

| | | | | |
|-------------|-----------------|-------|---------------------|-----------|
| | Passive: | Tea | will have been made | by Nancy. |
| Conditional | Active: | Nancy | would make | tea. |
| | Passive: | Tea | would be made | by Nancy. |
| Modals | Active: | Nancy | can make | tea. |
| | Passive: | Tea | can be made | by Nancy. |

Passive voice sentences with two Objects:

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

| Active/Passive | Subject | Verb | Object 1 | Object 2 |
|-----------------|----------|-------------|----------|-----------|
| Active: | Nancy | offered | a flower | to me. |
| Passive: | A flower | was offered | to me | by Nancy. |
| Passive: | I | was offered | a flower | by Nancy. |

Impersonal Passive:

Study these examples:

- They say that the planet is in danger.
- It is said that the planet is in danger.

This type of passive is called impersonal because we use the impersonal form "it is..." This is only possible with verbs of perception (e. g. say, think, know ...)

Examples:

- It is said that...
- It is thought that...
- It is believed that...
- It is known that...

It is also common that we start the passive form of these sentences with the subject of the *that-clause*:

Examples:

- They say that the planet is in danger.= The planet is said to be in danger.
- They think that women live longer than men. = Women are thought to live longer.

https://www.myenglishpages.com/site_php_files/grammar-lesson-passive-voice.php

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Identifying Passive

Q: What is passive voice?

A: When the subject of a sentence receives the action instead of doing the action.

In other words, the subject doesn't act!

Example: The goal was scored by the opposing team.

The talent show was won by the piano player.

Thanksgiving is celebrated by the family.

Part 1: Practicing and Identifying

Highlight examples of passive voice in the sentences below.

1. The birthday party was thrown by Kyle's mom.
2. Fun was had by all.
3. The socks are purchased by Chris.
4. The new red dress was bought by Jill.
5. Mistakes were made by the musician.
6. Apologies were given by the White House.
7. The nap is taken by the baby.
8. Mom's kitchen is cleaned up by me.

Part 2: Breaking it Down

1. What word is repeated in each of the examples above?
2. What verb repeats in the example above?

<https://www.englishworksheetsland.com/topics/activepassivevoice-writing/Active1.pdf>

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FIXING IT UP

If you want to fix your writing to make it better, one of the first things you should do is figure out if you're writing with passive or active voice. It's always better to write in an active voice, but if you have bits of passive voice in your writing, don't worry—it's quite easy to fix it up! All you need are the right tools.

Tools need: subjects, predicates

Part 1: Locating the subjects and predicates.

Underline the subject of the sentences below and highlight the predicates.

1. The goal was scored by the opposing team.
2. The talent show was won by the piano player.
3. Thanksgiving is celebrated by the family.

To make those sentences written in active voice, follow these steps to fix it up:

1. Cross out the “is” and the “by”
2. SUBJECT PLUS NEW PREDICATE

So your new Example 1 sentence would read: The opposing team scored the goal. Fix up Examples 2 and 3 and write the new, fixed-up sentences here: **Part 2: Fix-It-Up Practice**

Fix up and re-write the sentences below so that they contain active voice instead of passive voice.

1. The birthday party was thrown by Kyle’s mom.
2. Fun was had by all.
3. The socks are purchased by Chris.
4. The new red dress was bought by Jill.
5. Mistakes were made by the musicians.
6. Apologies were given by the White House.
7. The nap is taken by the baby. 8. Mom’s kitchen is cleaned up by me.

Exercise 1

Direct and Indirect Speech

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What's Your Approach

Direct speech is when the words of a speaker are actually reproduced.

Indirect speech is when a speaker's words are reported by someone else, and the words are not quoted.

DIRECT SPEECH: "I don't like dogs," Jill said.

INDIRECT SPEECH: Jill said she doesn't like dogs.

Indirect speech sometimes uses words like advised, requested, suggested, etc. in order to convey the mood of the spoken words.

DIRECTIONS: Determine whether each sentence below contains direct or indirect speech. Write direct or indirect on the line.

1. Kelly said she would be here.
2. "I will volunteer," George said.
3. "Is that your coat?" Mrs. Miller asked.
4. Ryan suggested we all have a soda.
5. Fiona told us all about the concert.
6. "The traffic was terrible," Mr. Thomas complained.
7. Ed said he couldn't have done it without you.
8. The boys cried out that they wanted more ice cream.
9. "Give me that stick," John demanded.
10. Wanda complained that it was hot.

Exercise 2

Direct and Indirect Speech CCSS.L.6-7.1 | © www.EnglishWorksheetsLand.com

DIRECTIONS: Rewrite each sentence using indirect speech.

1. "Throw me that rope," Hank cried.
2. "I would like an apple," Penny said.
3. "I missed the bus," Mark complained.

4. "Everyone get in line," Mrs. Donaldson told us.
5. "Can't we share the toy?" George asked.
6. "The team is well prepared," Coach John told the press.
7. "That building is huge," Martha exclaimed.
8. "I'm sorry for what I did," Fiona said.

Direct and Indirect Speech CCSS.L.6-7.1 | © www.EnglishWorksheetsLand.com **Peter and Dan**

Directions: Read the passage. Underline the speaker's words. Then, rewrite the passage, using direct speech.

Peter asked Dan what he was grinning about, and Dan told him that it was Friday, and he was glad about it. Peter said he knew it was Friday, but he didn't see what was so great about it, since his weekend would be taken up doing boring chores and homework. Dan said that he had a wonderful weekend planned. He described how his family was going to King's Dominion, and that they were going to spend the night in a hotel. Peter couldn't help but express that he was jealous.

DIRECT TO REPORTED SPEECH PRACTICE

1. Rewrite these statements into reported speech. Use the verbs in brackets:

1. I don't want to eat this soup, it's too hot! (say)

Tony

2. There was a serious car crash yesterday (remark)

Mandy

3. We're going on holiday next month (tell)

My friends

4. The team has scored 3 goals today (comment)

The radio

5. You must phone me as soon as you arrive (say)

Mum

6. I've prepared breakfast this morning (remark)

Alice

7. We really enjoy living here (comment)

My mum

8. Your postcard hasn't arrived, Paul (tell)

I.....

9. The doctor won't come here until six (point out)

The receptionist

10. It's the best cheese cake I've ever eaten (comment)

Pam

11. Yesterday's party was quite boring (remark)

The girls

12. The children will be here in a minute (say)

Mel

2. Change these questions into reported ones:

1. Were you in time for the conference, Tom?

I

2. When does the next train leave?

The traveller

3. Have you ever eaten insects, Terry?

Mary

4. How many bothers have you got, Anne?

I

5. Did you see Peter yesterday, Tom?

Martha

6. Is there anything I can do to help you, Tim?

Dad

7. When are we having dinner out, today or tomorrow?

My sister

8. Does Mary sometimes visit you, Linda?

I

9. How often do you meet your friends, Dick?

Carl

10. Have you prepared tomorrow's essay, Sam?

Mum

11. Will you email me while you are abroad, Liz?

Sally

12. How much money can you lend to buy your birthday present, dad?

I

3. Use special structures to report these sentences:

1. Shall I open the door for you? (offer)

Sam

2. You can go out after lunch, children (allow)

Mum

3. How about sending an email to Paul? (suggest)

Andy

4. Would you like to come for dinner tonight, Pam? (invite)

We

5. I won't forget to send you a postcard, don't worry, Carol (promise)

Alan

6. Can you please pass me the pen, Tim? (ask)

Susan.....

7. Tidy your room, Pete or you'll be grounded (tell)

Father.....

8. I'm sorry, Meg! I forgot to invite you to the concert last Saturday (apologize)

Dan

4. Are the sentences Right or Wrong? Correct the wrong ones:

1. Peter asked that if I knew the answer.

.....

2. Carol told the children that to shut up.

.....

3. He told me to not make so much noise.

.....

4. He asked if did the bus arrive in time?

.....

5. John invited Susan that they had some tea.

.....

6. Terry wanted to know if I'd be late for dinner.

.....

7. He ordered the children to did their homework.

.....

8. Carol said that she must make the bed every day.

.....

9. Sue refused that to help me with the washing.

.....

10. He said he hadn't remember to close the door today.

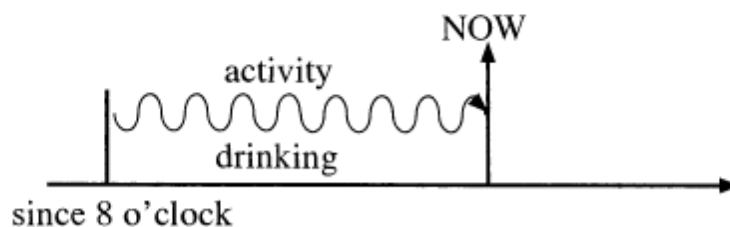
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11. Larry suggested that why didn't we go out?

.....

Present Perfect Continuous
Unfinished Past
duration of activity use

He *has been* drinking since 8 o'clock.



Concept

The Present Perfect Continuous is used to talk about the duration of an activity that started in the past and continues up to and includes the present. It is often used with *for* and *since*. To ask questions we use “How long have you?”

Concept Questions

- 1 Do we know when the activity started? (Yes)
- 2 Does the activity continue up to and include the present? (Yes)
- 3 Is the action still continuing? (Yes)
- 4 What are we interested in? (The duration of the activity)

See Practice Materials J(i), J(ii), K