



ZIAUDDIN UNIVERSITY

EXAMINATION BOARD

English XI Teacher Resource



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Topic-1

Competency 1: Reading and Thinking Skills

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

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

TEACHING TIPS

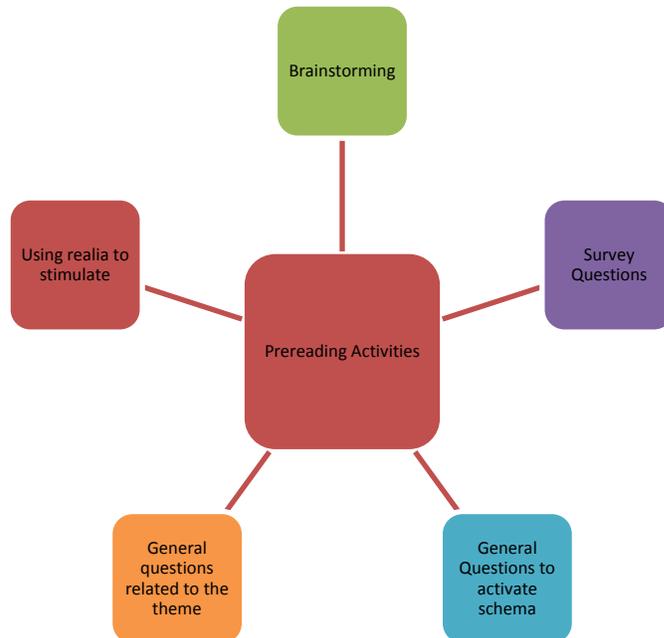
Reading being a receptive (input) skill provides opportunities for language acquisition. Through exposure to a variety of texts, i.e. narrative, descriptive, process, classification, illustrative, persuasive and analytic, teachers can enhance language competency of students.

A basic reading lesson comprises of three stages.

1. Pre-reading:

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

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



For example:

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

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

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

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

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

2. While Reading:

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

The teacher may:

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

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

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

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

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

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

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

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

3. **Post-Reading:**

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

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

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

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

How to Teach Expository Text Structure to Facilitate Reading Comprehension

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

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

Why teach expository text structures?

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

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

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

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

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

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

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

How to teach expository text structure

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

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

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

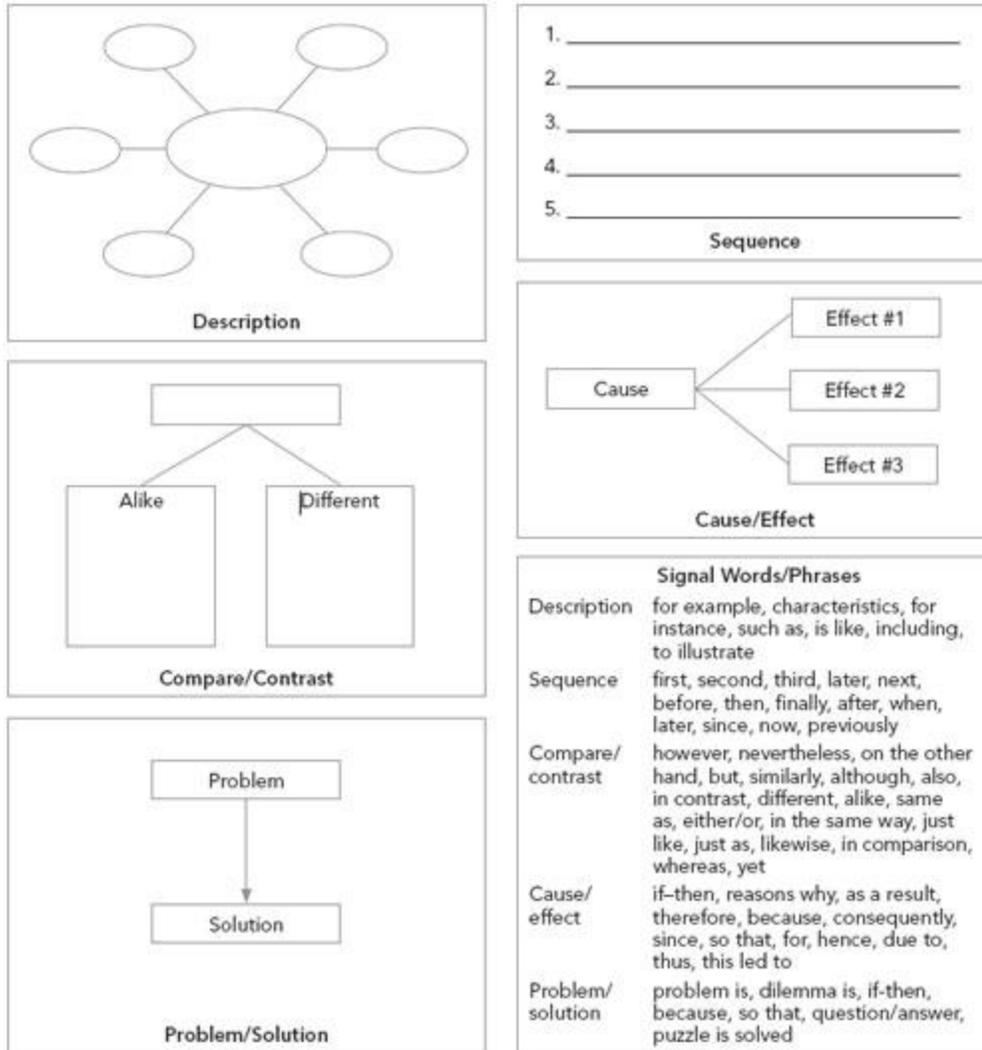
Before you prepare any instructional plan to start training students and embark on reading activities, you must model all the procedures. Meanwhile, the students watch you focusing on the steps you have mentioned, from recognizing the signal words and phrases to applying the graphic organizers to each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

- Introduce the text structures in order, starting with description and finishing with compare/contrast. This order is followed in most textbook readings.
- Introduce and work on a single text structure in each lesson. Do not combine them. Work on one text structure for three or four sessions, then proceed to the next one.
- Prepare short passages (about six to eight lines) for the text structure you are going to work on in that session. As the texts are short, you can work on at least four texts according to the time allocated for each session.
- Try to highlight and emphasize the signal words and phrases in each text and elaborate on a series of signal words for each text structure (see Figure 1). Tell students that authors of informational texts use specific signal words and phrases for each rhetorical structure.
- After students are familiar with signal words and phrases, ask them to find these clues in structure of each text through signal words and phrases. Then, invite them to write some short paragraphs and use some of the signal words and phrases appropriate to each text structure.
- Working with graphic organizers is the next step after teaching signal words and phrases. For the first few sessions of working with graphic organizers, prepare for your students a completed graphic organizer before they start working on the text. This will help them

create a better image of the hierarchy of ideas and their interrelationships discussed in the passage. Graphic organizers help students list major ideas under the main idea of the text and put the supporting details under the related major idea. Having a graphic representation of the text's ideas helps readers comprehend and retain the content.

- Once students are comfortable with different kinds of graphic organizers, you can give them an incomplete graphic organizer after they have finished reading the passage. Let them complete it on their own.
- At this stage, the students would be able to work on a blank graphic organizer independently, elicit the ideas from the text, and demonstrate the hierarchy of the ideas in a graphic organizer. These activities may vary from partially blank graphic organizers to totally blank schematic representations. Variables like the text length and text difficulty will determine how much of the text may appear in this schematic diagram.

Figure 1: Graphic organizers and signal words/phrases



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

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

References

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

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

TEXT TYPES

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

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

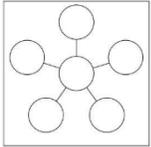
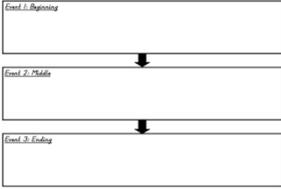
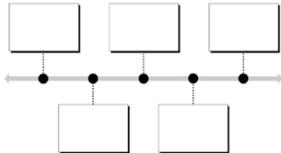
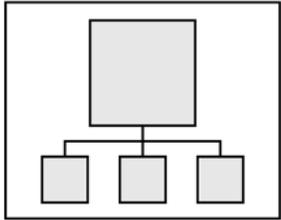
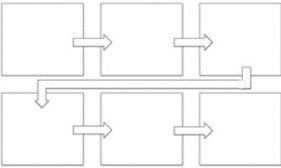
- give headings to different paragraphs,
- underline the topic sentence with one colour and the supporting details with a different colour,
- supply missing topic sentences to different paragraphs etc.
- identify the type of text by looking at the relationship between topic sentences and supporting details.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

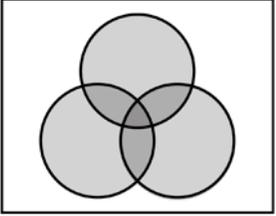
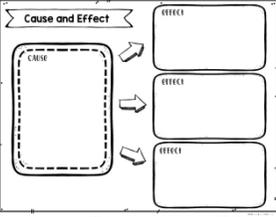
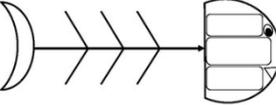
Exposure to a variety of text with suitable tasks, allows to develop the language needed for a variety of purposes. It will help learners appreciate and understand that different types of contexts require a variety of vocabulary and structures, and style and expression for effective delivery. Hence,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

RESOURCES FOR TEACHERS

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

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

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

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

A List of Transitional Words and Phrases

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

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

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

DIGITAL RESOURCES FOR TEACHERS

1. Teaching Reading:

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

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

2. Teaching Vocabulary:

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

3. How to introduce text structures: (Text)

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

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

Internal Text Structures:

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

4. Helpful resource to teach organization patterns:

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

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

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

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

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

Competency 2: Writing Skills

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

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

S. No.	Benchmarks
2.1	Analyse and evaluate to write their own composition using various techniques of effective text organization which influence reader.
2.2	Write expository, persuasive, analytical essays, research reports, and extended narratives for multiple purposes and audiences.
2.3	Write a variety of interpersonal and transactional texts e.g. letters / applications / job advertisements, forms and emails for a range of purposes in real life situations, using vocabulary, tone, style of expression, conventions appropriate to the communicative purpose and context.
2.4	Revise and edit their writing for appropriate organizational patterns, as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings and transitional devices.

TEACHING TIPS

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

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

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

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

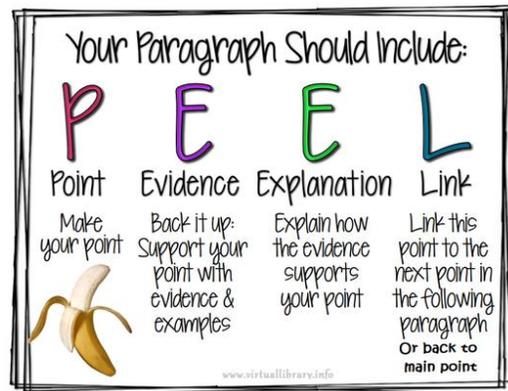
Before writing any composition, learners should use a suitable pre-writing strategy or tool (such as: webbing, listing, filling in a form or writing frame etc.) to generate and organise their thoughts.

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

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

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

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



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

Organisation of a Cause and Effect Text

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

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

Graffiti to generate ideas:

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

Formal Letters:

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

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

Also enable learners to write official emails for varied purposes like

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

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

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

RESOURCES FOR TEACHERS

A Guide to Text Types:

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

Rubrics

An essay rubric

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

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

Rubric for Summary and Paraphrasing Writing

Excellent	Good	Below Average	Ineffective
Clear Main Idea	Clear Main Idea	Main idea is unclear-not specifically stated in the writing.	The main idea is not present.
All important details are included Has captured the literal and connotative (implied) meanings	Important details are included but some might be missing Has missed some implied meanings	Some critical information is missing Has missed the main message in the implied meanings	Contains only some details Has totally missed the implied meanings in the poem
Details are in logical order	Ideas are in logical order	Ideas are in random order and not logical	Ideas are not in a logical order
Demonstrates clear understanding of information in the text.	Demonstrates adequate understanding	Demonstrates basic understanding of information in text	Demonstrates little or no understanding
Is characterized by paraphrasing of the main idea and significant details in own words	Is characterized by paraphrasing of the main idea and significant details	Is characterized by the substantial copying of key phrases and minimal paraphrasing	Is characterized by the substantial copying of indiscriminately selected phrases or sentences.

Text Types and their Features

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

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

Fiction – Narrative Text

Purpose: Entertain

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

Generic Stages	Common Language Features
<p>The most common structure is: an opening that establishes setting and introduces characters; a complication and resulting events; a resolution/ending.</p> <p>Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flashbacks, backtracking). Children can add these less predictable narrative structures to their own writing repertoires.</p>	<p>Stories may be augmented/supplemented/partly presented using images (such as illustrations) or interactive/multimedia elements (such as hypertext/ images/ video/ audio); told/written in first or third person (I, we, she, it, they); told/written mostly in past tense (sometimes in present tense); chronological (plot or content have a chronology of events that happened in a particular order); main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain); connectives are widely used to move the narrative along and to affect the reader/listener: to signal time (later that day, once); to move the setting (meanwhile back at the cave, on the other side of the forest); to surprise or create suspense (suddenly, without warning) Direct quotes are sometimes used in which present tense may be used</p>

An Example of a Narrative Text

Once there were two little mice. One of the mice was a very hard worker. Every morning she would go outside and fill her basket with beans and nuts. She would store them in her pantry, and then head out to find food for the day. If it was raining, she gathered food. If the sun was blazing, she gathered food. If she was feeling sick, she still gathered food. The cousin of the hard working little mouse was the exact opposite. She stayed out late partying and slept half the day. When she woke up, she played video games and talked on the phone with her friends. While she relaxed, she snacked on her beans and nuts. Soon she ran out of food and realized she would not have anything to last her through the winter. The lazy mouse went to her hardworking cousin and asked if she could have some of her food to get her through the winter. "Why don't you have any food," the hardworking mouse asked. "I've been too busy partying and playing video games," the

lazy mouse said. "Well, I don't see why I should help you because of that," said the hardworking mouse. "You are going to have to face the consequences for your actions." "Can't you just help me out a little," pleaded the lazy mouse. "Here's a basket," said the hardworking mouse. "Winter is a few days away. Stop being lazy and gather some food for yourself." While the lazy mouse was out gathering food, she came across a grasshopper singing in the field. "Hey mouse," said the grasshopper. "Come and talk with me instead of wasting your time gathering food!" "I only have a few days to collect food," said the lazy mouse. "You should be gathering some too." "Oh please," said the grasshopper. "I have plenty of food right now. I'd rather have fun." The lazy mouse said goodbye to the grasshopper and continued to gather her own food. A few weeks later, the lazy mouse stepped out of her house to go visit some friends. On the way she came across the grasshopper looking weak and hungry. "Bet you wish you had gathered some food now," said the lazy mouse. Then she went on her way, glad her cousin had helped her before she made the same mistake.

http://softschools.com/language_arts/reading_comprehension/6th_grade_reading_comprehension/the_little_mice/reading.xml Accessed on 25 - 5 - 19

Non-fiction – Expository Text

Purpose: Inform

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

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

An Example of a Descriptive Paragraph:

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

Language Features:

Simple present tense is used
Adjectives

Example of a Chronological expository text

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

Non-fiction – Instructional/procedural texts

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

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

An example of a procedural text:

Recipe for Banana Cake

Stephanie Alexander and Ella Walsh

Ingredients

125g butter, softened

1 1/2 cup castor sugar

2 eggs (60g), beaten

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

5 drops vanilla

250g plain flour

1 tsp bi-carb soda

1 tsp salt

1/2 tsp cinnamon

1/8 tsp allspice

1/2 cup milk

1 tsp lemon juice

Method:

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

Non-fiction – Argumentative/ Persuasion texts

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

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

An Example of an Argumentative Essay

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

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

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

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

What is a Personal Account?

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

How to Write a Personal Account?

1. Choosing an Experience

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

2. Decide the event you most want to write about

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

3. Gather Event's Details

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

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

4. Organize Your Details

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

Conclusion

Conclude by telling what you learned from the experience.

5. Evaluate and Revise Content, Organization, and Style

Checking your account twice.

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

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

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

I barely heard the phone ring. I picked it up but there was no response. I knew someone was on the other end. Finally, I hung up. A minute later, the phone rang again; still no one was there. I became more frightened as time passed; the same person called five more times.

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

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

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

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

Writing Task:

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

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

Writing a Recipe:

Read the recipe carefully and discuss its key features.

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

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

What is a Précis?

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

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

- simply a summary of a passage.
- **Do's in a précis:**
 - Start your précis by highlighting the main idea of the passage and you should create contextual environment where you can place the necessary points. Once the main idea is established in the précis, you can present the methods, points, facts etc. used by the author of the passage.

- Compress and clarify a lengthy passage, article, or book, while retaining important concepts, key words, and important data.
 - Remove what is superfluous and retain the core essence of the work.
 - Always remember that mentions about history/writing about history should be advisably done in the past tense.
 - State the purpose of the research or piece of writing (why was it important to conduct this research or write on this topic?)
- **Don'ts in a précis:**
 - Do not express your own opinion, wish, remark or criticism.
 - Do not insert any question in your précis. Its significance, if essential, may be expressed by a statement.
 - Do not use abbreviations or contractions.
 - Do not be jerky. This suggests that most probably, you have not understood the sense of the passage properly.

Writing a Précis of a given passage.

Sample Passage:

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed.

But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the

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

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

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

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

- **Earthquake - the deadly enemy of mankind.**
 - Earthquake strikes all without a distinction of national boundary or political affiliation.
 - The power of a quake is greater than that of a man-made weapon of destruction.
 -
 - Scientists are trying to find out means to combat earthquakes; they will find some way to protect themselves from earthquakes.
- **Damage caused by an earthquake in general:**
 - Strikes without warning.
 - Modern city when struck reduced to a primitive village.
- **Damage caused by an earthquake in particular.**
 - Quake strikes plains, seas and mountains causing all round destruction.
 - In 1755, Lisbon destroyed, 450 killed.
 - In 1970, Peru struck, 50,000 killed.

- **What can the scientists do?**
 - In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.
 - Scientists cannot resist the powerful earthquake.
 - They can predict the place of origin of the quake so that precaution can be
 - taken to save man & property.

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

- **Earthquake- The Great Destroyer**

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

The final draft would look as follows:

- **Earthquake - The Great Destroyer**

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced -to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction.(115 words)

Sample Précis 2

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

Title: – Work more important than Money.

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

DIGITAL RESOURCES FOR TEACHERS

Sentence Types

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

Text Types

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

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

Teaching Argumentative Essays

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

Teaching Narrative Texts

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

Basic Essay

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

DIGITAL RESOURCES FOR STUDENTS

Basic Essay

<https://www.youtube.com/watch?v=GwjmMtTVO1g> Accessed on 11-1-2020

<https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/against-essay>
Accessed on 12-1-2020

Expository Texts

<https://www.youtube.com/watch?v=OgtGyXeH3Fg> Accessed on 11-1-2020

<https://www.youtube.com/watch?v=GR4LunWz-jU> Accessed on 11-1-2020

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

<https://www.youtube.com/watch?v=c5IPrxafggQ> Accessed on 11-1-2020

<https://www.youtube.com/watch?v=Yy3EJBWIFaw> Accessed on 11-1-2020

Narrative Texts

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

<https://www.youtube.com/watch?v=iWHc5Yar6Ps> Accessed on 11-1-2020

Formal Letter

<https://www.youtube.com/watch?v=28IMO3JGc0Y> Accessed on 11-1-2020

<https://www.youtube.com/watch?v=PgwmAUJx248> Accessed on 11-1-2020

Descriptive Texts

<https://www.youtube.com/watch?v=vZXn0TbJrlw> Accessed on 11-1-2020

<https://www.youtube.com/watch?v=3Sse-pHepOs> Accessed on 11-1-2020

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

Argumentative Texts

<https://www.youtube.com/watch?v=oAUKxr946SI> Accessed on 11-1-2020

<https://www.youtube.com/watch?v=h2I6N5tsKhc> Accessed on 11-1-2020

https://www.youtube.com/watch?v=_WknKWfdUs0 Accessed on 11-1-2020

Sentence Types (to make your writing interesting)

<https://www.youtube.com/watch?v=urr55rAreWc> Accessed on 11-1-2020

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

<https://www.youtube.com/watch?v=OR-VsLGytk4> Accessed on 11-1-2020

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

Writing a Resume

<https://www.youtube.com/watch?v=u75hUSShvc> Accessed on 11-1-2020

<https://www.youtube.com/watch?v=bc0VAHE9CiU> Accessed on 11-1-2020

Cover Letter

<https://www.youtube.com/watch?v=jHg0b7Nai6c> Accessed on 11-1-2020

https://www.youtube.com/watch?v=lhdfD2ena_k Accessed on 11-1-2020

<https://learnenglishteens.britishcouncil.org/skills/writing/advanced-c1-writing/cover-letter>
Accessed on 12-1-2020

Competency 3: Oral Communication Skills

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

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

TEACHING TIPS

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

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

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

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

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

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

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

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

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

Use rubrics to elicit structured feedback from learners.

RESOURCES FOR TEACHERS

Scoring Rubric for Oral Presentations:

PRESENCE

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

-body language & eye contact

-contact with the public

-poise

-physical organization

LANGUAGE SKILLS

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

-correct usage

-appropriate vocabulary and grammar

-understandable (rhythm, intonation, accent)

-spoken loud enough to hear easily

ORGANIZATION

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

-clear objectives

-logical structure

-signposting

MASTERY OF THE SUBJECT

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

-pertinence

-depth of commentary

-spoken, not read

-able to answer questions

VISUAL AIDS

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

-transparencies, slides

-handouts

-audio, video, etc.

OVERALL IMPRESSION

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

-very interesting / very boring

-pleasant / unpleasant to listen to

-very good / poor communication

TOTAL SCORE _____ / 30

Rubric for Oral Presentation

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

Group Work Rubric

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

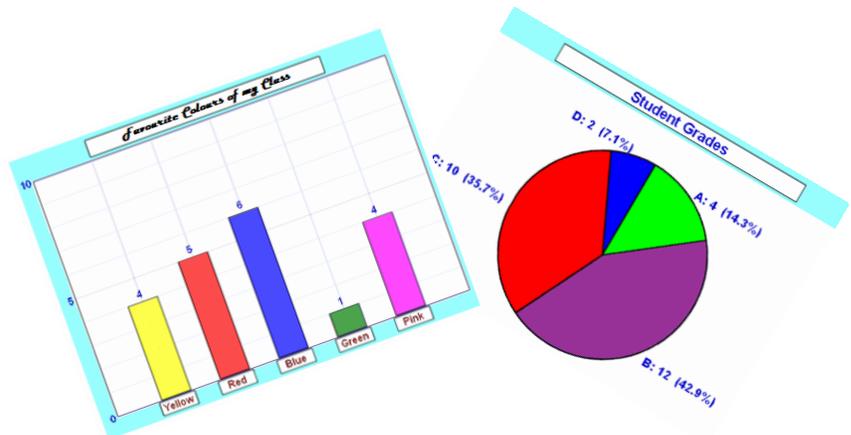
Behaviour	on-task behaviour inconsistently.	on-task behaviour some of the time.	exhibit on-task behaviour most of the time.	on-task behaviour consistently.
Group Structure and Functioning	With assistance, students have difficulty sequencing steps. Task is not completed on time.	With assistance, students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

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

Group Participation Assessment Rubric

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

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



A Survey:

Prepare a questionnaire to interview students of another class. Include questions related to their likes and dislikes. Use your questionnaire to interview 10 to 20 students of any other class during recess.

Now tabulate the result of your survey. Make bar graphs or pie-charts to organise your data.

Use your graphs to present your report to the whole class.

Listening Tasks:

Listening Task #1

A) Listen carefully and encircle the correct answer.

- Which type of speech event is it?
a) conversation b) description c) radio ad
- What is the function of this type of writing?
a) to persuade b) to inform c) to request

B) Listen carefully and answer the following questions.

- Where were ancient pyramids located?
- When were these pyramids built?
- Which river flows through this country?

C) Listen carefully and tick off the correct answer.

- Which one of the following trees is found in Egypt's oases?
a) olive b) oak c) palm
- Which one of the following is not included in the Seven Ancient Wonders of the World?
a) Pyramids of Giza b) Sphinx c) Faisal Mosque
- The Sphinx has a human head and the body of a :
a) bear b) lion c) elephant
- Egypt is bordered by the Mediterranean Sea in the:
a) North b) South c) East
- The surface of the rocks in the deserts is refined by :



a) wind

b) air

c) water

Listening Text

From iconic pyramids that rise from ancient sands and bustling medieval bazaars full of colour, to the endless desert dotted with oases of palm trees, busy cities and modern coastal holiday resorts offering some of the best diving in the world, Egypt is a living museum and a land packed with amazing attractions.

Most of the country's astonishing monuments that can be visited today were built during the time of the pharaohs. The Pyramids of Giza (the sole survivors of the Seven Ancient Wonders of the World), the mighty Sphinx with its body of a lion and a human head, the lotus-columned temples of **Luxor** and Karnak, the nearby Valley of the Kings and the Valley of the Queens, and Hatshepsut's temple, the Deir el Bahri, have thrilled visitors to Egypt for centuries.

Egypt's natural assets are equally potent. The Nile Delta, with its intricate network of rivers that fan out just north of **Cairo** to reach its rocky Mediterranean coastline around Alexandria, is lush and green. In stark contrast is the sparsely populated desert with wind-polished rock formations and oases. Splitting the desert in two from the Nile Delta to Egypt's southernmost border is the spine-like Nile River, which has provided water for the country's population and its agriculture for millennia. The iron-clad mountains of the Sinai and the gleaming underwater landscapes of the Red Sea, complete the country's diverse landscape.

In a nutshell, Egypt is a land of contrasts, ancient and modern, green and barren.

Adapted from World Travel Guide

Listening Task # 2

Pre-listening:

What do you see in the picture below? Do you know the name of this bird?



It is a rare bird.

While Listening:

You will listen to a report about it. Listen carefully and complete the following tasks.

Exercise 1

Name of the bird:

Himalayan Quail, Long-billed Vulture, Great Indian Bustard

Where is the bird seen?

Who spotted the bird?

Who is Zahoor Ahmed?

What was the area of the surveyed place?

How many birds were seen?

How many more are expected to be there?

What is the estimated number of the Indian Bustard present in the world?

How many birds were seen in:

2011?

2009?

What is the bird called in the local language?

What is it called around the world?

What is happening to its population?

Exercise 2

Listen to the passage again and write answers for the following.

- a. Who is an 'Ornithologist'?
- b. What happened in 2005?
- c. Which two reasons does the author give for the decline in its population?
- d. What suggestion does the author give to save the bird?

Post-listening:

Find out about any other endangered animal of South-Asia and share the information with each other.

Listening Text

BAHAWALPUR, Oct 12: A recent disclosure about the presence of 'Great Indian Bustard' in green areas of Cholistan is a source of satisfaction for the wildlife lovers.

A survey team found the bird near Bahawalpur and Bahawalnagar. The Houbara International Foundation's Lt Col Shammis (retired), World Wide Fund for Nature (WWF) Ornithologist Muhammad Jamshed and District Wildlife Officer MujahidKaleem (accompanied by WWF cameraman Zahoor Ahmed) conducted the survey.

MujahidKaleem claimed that during a seven-day survey carried out in the desert areas stretching over 350 kilometres in Nawankote, Bijnot, Ghorara and other areas along the Indo-Pakistan border, the team sighted four birds and found evidence of the presence of six more of them.

According to him the total number of Indian Bustard in the world was no more than 200 and the presence of 10 of them in Pakistan was a matter of pride. This was due to the natural habitat for the bird, he said. He said the data had been provided by the international Union for the conservation of Natural Resources (IUCN)

He said during 2012 survey, no such bird was spotted anywhere in the desert.

According to the Houbara Foundation International only 200 to 250 birds were seen 2011. It carried regular surveys in Cholistan desert and found 15 birds in 2009. In 2005, it claimed, a starving bird was rescued, treated, restored to excellent health and released back to the wild. The 'Great Indian Bustard' is called 'Bhukkar' in local parlance and 'King of Grasslands' around the globe. It is one of the endangered species which is mainly found in India and adjoining areas of Pakistan along the border of Rajasthan.

The population of the bird is continuously declining due to hunting and greater use of pesticides in the fields. The experts stress there is a need to improve its natural habitat not only to save this vanishing species but also to increase its population.

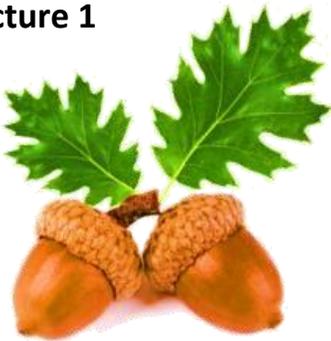
Adapted from: <http://epaper.dawn.com> Accessed on 3 – 11 – 13

Listening Task # 3

Pre-listening:

1. Name the fruit that you see in picture 1.
2. Do you know the name of the tree on which it grows?
3. Name the animal you see in picture 2.

Picture 1



Picture 2



4. Find the meanings of the following words from a dictionary.
 - a. predators
 - b. rants
 - c. despite

¹While Listening:

Listen to the story carefully and choose the answers for the following questions while listening.

1. Which two things did the oak tree give to the family?
 - i. shade and acorns to fight with
 - ii. food and protection from predators
 - iii. warmth and nests
2. What problem did the family have?
 - i. The tree was dying.
 - ii. Hawks, foxes and bears attacked them.

¹ Tell the students to go through the exercises before listening. Read the text thrice at normal speed. Tell the students to solve the exercises during the second listening and check their work while listening to it the third time.

- iii. Uncle Nutty kept scolding everyone.
- 3. Who left the tree after the first meeting?
 - i. Uncle Nutty
 - ii. All family members
 - iii. Nifty
- 4. Who left the tree after the second meeting?
 - i. Nifty's friend
 - ii. Mother
 - iii. Nibbles
- 5. Who tried to stop them from going?
 - i. Old members of the family
 - ii. Uncle Nutty
 - iii. Aunt Naughty
- 6. Why did he stop them from leaving the old oak tree?
 - i. He feared that they would be attacked by hawks, bears and foxes.
 - ii. He thought that the tree would feel bad.
 - iii. He felt that the family would feel sad to leave.
- 7. **Answer the following questions.**
 - i. What did the rest of the family finally do?
 - ii. What happened to Uncle Nutty in the end?

²Post Listening:

² Use this chart to review the basic structure or the elements of all stories. Explain that all stories begin with the orientation where the story characters and its setting are introduced. All stories have a problem that has a highest point called climax. Problems are resolved towards the end of the story.

1. Fill in the following story chart for the story you listened to.

Title:	Characters:	Setting:
Orientation/Beginning:	Problem:	Problem Resolution:
Lesson/Moral:		

2. Discuss how the message of the story is applicable to us. Think of some of the recent changes and how we can adjust to them.

Listening Text

The Nervous Squirrel – [A Story about Dealing with Change]

There was once a family of squirrels who lived in a large oak tree.

They had lived in this tree for many generations and it gave them all that they needed to survive, acorns to eat and protection from predators, so they never left its branches.

Then the tree started to die and it stopped producing new acorns, so the family of squirrels had a meeting to decide what they should do next.

The oldest son, Nifty, said, “We need to move trees, we won’t survive if we stay here.”

Uncle Nutty responded, “We can’t do that, we’ll be killed for sure. The hawks, foxes and bears are just waiting for us to leave this tree, we can’t possibly leave.”

After much debate, the entire family decided to stay in the old oak tree except for Nifty, who decided that he needed to take the risk and change.

Nifty left the tree and was never heard from again.

“See?” Uncle Nutty said to the rest of the family, “I told you that the hawks, foxes or bears would get him!”

However, the squirrels were starving, so after another family meeting it was decided that cousin Nibbles would take the risk and leave, despite the dire warnings of Uncle Nutty.

Nibbles left the tree and was never heard from again.

Uncle Nutty continued his rants against leaving the tree despite the fact that they had no food.

One by one the other squirrels left with the words, “The hawks, foxes or bears will get you, just like the others,” ringing in their ears.

Eventually, only Uncle Nutty was left on the old oak tree. You could see his ribs showing through his skin as it had been a long time since he had last eaten. He was rocking backwards and forwards on a branch muttering to himself, “Hawks, foxes, bears, hawks, foxes, bears...”

Meanwhile, just 100 metres away in the same forest, the rest of the squirrel family was living comfortably together in a lovely oak tree that was supplying all of their needs. They had avoided the dreaded predators and were enjoying their new life.

Big brother Nifty felt bad about Uncle Nutty, so he told the rest of the family that he was going back to see if he could convince him to join them.

He returned to the old oak tree and found his uncle in very bad shape. He told him about the new tree and how they had escaped the hawks, foxes and bears.

But poor old Uncle Nutty just shook his head and said that it wasn’t worth the risk to move.

He was never seen again.

The world that we’re living in is constantly changing. We need to adjust to the changes constantly.

Yet some people don’t want to change their old ways, thinking that the risk to change is greater than the risk to stay where they are.

They’re wrong!

Don’t be Uncle Nutty.

Change now before it’s too late.

Adapted from: <http://betterlifecoachingblog.com/2011/12/09/the-nervous-squirrel-a-story-about-dealing-with-change/> Accessed on 6 – 2 – 14

SPEAKING

Work in trios. Study your individual role-cards carefully. Make notes if needed. Discuss on the values of studying Science, Humanities or both. Try to reach a consensus.

Student A

You think that studying science is the need of the time for the following reasons:
science is the STUDY of the world around us

- learning how living things work helps you to understand your own body and your health
- learning how living things survive helps you to understand why people act the way they do
- learning how the universe works helps you to understand why things happen
- learning how the earth is made helps you to understand why the world is the way it is

Student B

You think that humanities are the key to success in this world because:

- The humanities prepare you to fulfil your civic and cultural responsibilities
- Studying the humanities allows you to become familiar with and use the creative ideas from great minds outside of science.
- Humanities study strengthens your ability to communicate and work with others.
- You will gain knowledge of foreign languages and foreign cultures.
- Humanities study helps you understand the impact that science, technology, and medicine has had on society and understand the future scientific needs of society.

Student C

You believe that Science and Humanities both are important and therefore the walls between these disciplines should be lowered and students should be allowed to move across them because:

- Integrating humanities with core subjects makes the students creative and inventive thinkers.
- Professional students gain rich awareness of the social effects of the careers they are about to undertake.
- Their attitudes are better than students who **just** specialize in STEM (Science, Technology, Engineering, Mathematics) subjects.

You may use following structures to present your argument:

I would rather study _____ than _____ because...

I prefer studying _____ to _____ because...

_____ is more useful because...

You may use the following polite expressions to show your disagreement:

I disagree because. . .

The problem with that is. . .

The way I see it. . .

I'm against it because. . .

Instead, I think that. . .

I'm afraid I don't agree with you, because

Competency 4: Formal and Lexical Aspects of Language

Standard: *Students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication; enhance vocabulary for effective communication; and understand and use grammatical functions and the principles of grammar, punctuation, and sentence structure for developing accuracy in their spoken and written communication. Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.*

S. No.	Benchmarks
4.1	Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.
4.2	Analyse simple narrative and expository texts, and poems to identify how lexical items are used to convey different meanings, use lexical items in context and with correct spellings, use lexical items to show different meanings in their own speech and writing, use the dictionary to look for meanings of simple lexical items.
4.3	Recognize all previously taught grammatical functions and concepts of tenses and aspect, transitional devices and modal verbs, and use them in their speech and writing.
4.4	Apply rules of earlier learnt punctuation marks and recognize the usage of punctuation marks at an advance level.
4.5	Analyse sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks.

TEACHING TIPS

- Introduction of lexical items are an essential part of reading lessons. Knowing a lexical item requires learners to have a sound grip on its pronunciation, spelling, (multiple) meaning/s, parts of speech, etymology and usage and collocations. In addition to etymology learners may also be introduced to the root words and the derivatives. When dictionary skills are incorporated in regular reading lessons, learners develop a better understanding of the lexical items they are introduced to.

a. **mag·ic** [maj-ik] n. d.

b.

c.

e. 1. the art of producing illusions as entertainment;
he performed magic for the audience
 trickery, deception, sorcery

f. 2. a supernatural influence;
the magic of music
 power, charm g.

h. 1350-1400; Middle English

DIRECTIONS:
 Match the letter of each component in the example entry to the correct vocabulary term. Write the letter in the box beside the vocabulary term.

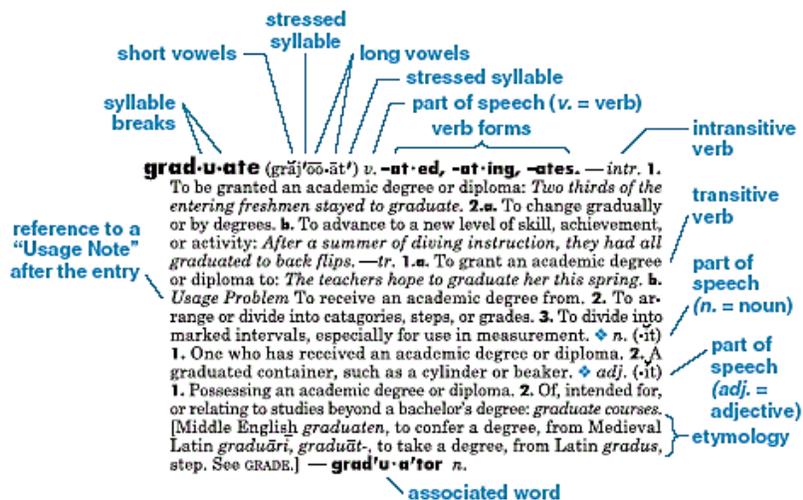
1. example
 2. definition (most common)
 3. part of speech
 4. spelling
 5. synonyms
 6. etymology
 7. pronunciation
 8. syllabication

Dictionary Entry

DECONSTRUCTION

Deconstruct the following entry.

pre-sen-ta-tion \pre'-zen-tā'-shən\ n (15 c) **1 a** : the act of presenting **b** : the act, power, or privilege esp. of a patron of applying to the bishop or ordinary for instituting someone into a benefice **2** : something presented: **a** : a symbol or image that represents something **b** : something offered or given **3** : an immediate object of perception, cognition, or memory
 —pre-sen-ta-tion-al



Learners must be encouraged to refer to dictionaries as and when required.

- Role plays should be used with reading texts to help learners practice intonation and stress. Moreover, learners may write their own dramas and present to enhance their intonation, stress and tone.

Online videos can be used to teach stress and intonation. Exposure to native speakers' accent through videos and audios are recommended.

- Grammar should be taught in the context of reading and listening (receptive skills). It should be assessed in writing and speaking (productive skills). For example: while reading a text rich in adjectives, the teacher must teach the royal order of adjectives, degrees of adjectives etc. Practice tasks must be given in context. Later, learners should be given a speaking or writing task where they have to use the learnt concept.
- Teachers must teach grammar inductively guided by the Communicative Approach to Language Teaching, as learners acquire grammar skills naturally through communicative tasks.

For example:

Learners may sit in pairs. Both participants are given similar pictures with some differences. They take turns to describe their picture one at a time and the listener spots the differences. This should lead to rich descriptions of scenes and characters.

In reading comprehension tasks, carefully chosen grammar items are eliminated and learners complete the passage by inserting suitable grammatical items (for example: prepositions, adverbs, verbs etc.)

INSERT: Learners should be given any (authentic) text and told to insert, words phrases or sentences in the text without compromising the message of the text. After the activity, learners may share their insertions for peers to comment on.

The most effective way of teaching grammar is the inductive approach. It is taught indirectly while teaching reading and writing. During writing lesson when learners provide feedback to peers they practise the editing skills along with feedback on content.

The relevant grammatical rules must be taught with appropriate text types. For example: It would be relevant to teach quotation marks and time expressions before story writing.

Punctuation can be taught during the reading lessons and should be assessed through writing. For example, unpunctuated text for various grammatical items may be given to students, and learners correct it collaboratively or independently.

Although, for the sake of explicit teaching, grammar items may be isolated but once they are introduced and practiced, learners must be encouraged to use them in context e.g. using passive voice in scientific texts or news items. Use quotation marks in stories.

RESOURCES FOR TEACHERS

Stress

Stress is the emphasis given to a specific syllable or word in speech, usually through a combination of relatively greater loudness, higher pitch, and longer duration. Syllable is a part of a word that is pronounced with one uninterrupted sound. It is also important to remember that we stress the vowel sound of the word, not the consonant sound.

The stress placed on syllables in a word is called lexical stress or word stress. Stress placed on some words within a sentence is called sentence stress or prosodic stress.

Word Stress

Take the word Garden for example. It has two syllables: 'Gar' and 'den'. The stress is placed on 'Gar'. Similarly, given below are some examples. The stressed syllables are written in capital letters.

Water: WAtEr

Station :STAtion

People: PEOPle

Sentence Stress

Sentence stress is the way of highlighting the important words in a sentence. Unlike in word stress, you can choose where you can place the stress. Selecting which words to stress depends on the meaning and context. However, if the stress is not used correctly, the sentence might be misinterpreted.

Examples:

CLOSE the DOOR.

WHAT did HE SAY to you in the GARDEN?

Have you SEEN the NEW SCHOOL ACROSS THE ROAD?

Intonation

Intonation is the variation of our pitch, in the spoken language. Intonation indicates our emotions and attitudes, determine the difference between statements and questions and sometimes highlight the importance of the verbal message we're giving out. In English, there are 3 basic intonation patterns: Falling Intonation, Rising Intonation, and Partial/Fall-rise Intonation.

Falling intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. It is used in expressing a complete, definite thought, and asking wh-questions.

“Where is the nearest Police Station?”

“She got a new dog”

Rising intonation

Rising intonation describes how the voice rises at the end of a sentence. This is common in yes-no questions or in expressing surprise.

“Your dog can speak?”

“Are you hungry?”

Partial Intonation

Partial Intonation describes how voice rises then falls. People use this intonation when they are not sure, or they have more to add to a sentence. We also use this intonation pattern to ask questions, as it sounds more polite.

“Would you like some coffee?”

“I want to go to France, but...”

Difference between Stress and Intonation

Definition

Intonation is the variation of our pitch, in the spoken language.

Stress is the emphasis given to a specific syllable or word in speech

Focus

Stress pays particular attention to syllables and words.

Intonation pays attention to pitch.

Emotions/Attitudes

Intonation helps you to detect the emotions and attitudes of the speaker.

Stress does not enable us to understand the attitudes of the speaker.

<https://pediaa.com/difference-between-stress-and-intonation/> Accessed on 12-1-2020

A list of words with silent letters:

Here are the simple tips to remember the silent letters.

B is often silent after M (mb) and before T (bt): bomb, debt

C is silent after S (sc): muscle, scene

E is silent at the end of the words: name; hope

G is often silent before N (gn): gnarled, foreign

H is silent after W (wh): what, when

K is often silent before N (kn): knife, know

L is often silent before M, F, K, D, (lm, lf, lk, ld): calm, half, yolk, could

N is often silent after M (mn): autumn, column

P is silent in the suffix “psych”: psychology

T is often silent after S (st), and at the end of the words of French origin: castle, ballet

U is silent before I (uI) and E (ue): guilty, guess

W is often silent before R (wr) and H (wh): wrong, what

Here is a list of words with silent letters

- **B:** bomb – climb – crumb – lamb – limb – comb – numb – plumb – thumb – tomb – womb – debt – doubt;
- **C:** ascent – fascinate – muscle – scene – scissors – crescent – descent – scenario – scent;
- **Ch:** yacht;
- **D:** handkerchief – handsome – Wednesday – sandwich;
- **G:** gnarled – gnash – gnat – gnaw – gnome – align – campaign – design – foreign – malign – reign – sign – assign;
- **H:** haute cuisine – heir – honour – hour – ghost – what – when – where – why – while – whether – white – rhythm;
- **K:** knack – knee – kneel – knife – knight – knit – knob – knot – know – knuckle;
- **L:** balm – calm – calf – half – yolk – palm – psalm – chalk – talk – walk – could – should – would – colonel – almond – salmon;
- **N:** autumn – column – condemn – damn – hymn – solemn;
- **P:** psalm – psephology – psychic – ptarmigan – pterodactyl – psychology – receipt – corps – coup;
- **S:** aisle – island – debris – Illinois
- **T:** bristle – fasten – listen – mortgage – soften – thistle – wrestle – castle – hustle – chestnut – ballet – buffet – chalet – crochet – valet – debut – beret;
- **U:** biscuit – build – circuit – disguise – guilty – league – rogue – vague – guess – guest – guide – guitar-antique – cheque;

- **W:** wrangle – wrap – wreath – wreck – wrench – wrestle – wriggle – wring – write – wrong – answer – sword – towards – two – whole – who – whom – whose;

Tenses

In English, there are three basic tenses: present, past, and future. Each has a perfect form, indicating completed action; each has a progressive form, indicating on-going action; and each has a perfect progressive form, indicating on-going action that will be completed at some definite time. Here is a list of examples of these tenses and their definitions:

	Simple Forms	Progressive Forms	Perfect Forms	Perfect Progressive Forms
Present	take/s	am/is/are taking	have/has taken	have/has been taking
Past	took	was/were taking	had taken	had been taking
Future	will/shall take	will be taking	will have taken	will have been taking

Simple Forms

Present Tense

Present tense expresses an unchanging, repeated, or reoccurring action or situation that exists only now. It can also represent a widespread truth.

Example	Meaning
The mountains <u>are</u> tall and white.	Unchanging action
Every year, the school council <u>elects</u> new members.	Recurring action
<u>Pb</u> is the chemical symbol for lead.	Widespread truth

Past Tense

Past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in **-ed**. The irregular verbs have **special past tense forms** which must be memorized.

Example	Form
W.W.II <u>ended</u> in 1945.	Regular -ed

	past
Ernest Hemmingway <u>wrote</u> "The Old Man and the Sea."	Irregular form

Future Tense

Future tense expresses an action or situation that will occur in the future. This tense is formed by using **will/shall** with the **simple form** of the verb.

The speaker of the House will finish her term in May of 1998.

The future tense can also be expressed by using **am, is, or are** with **going to**.

The surgeon is going to perform the first bypass in Minnesota.

We can also use the **present tense form with an adverb** or adverbial phrase to show future time.

The president speaks tomorrow. (Tomorrow is a future time adverb.)

Progressive Forms

Present Progressive Tense

Present progressive tense describes an ongoing action that is happening at the same time the statement is written. This tense is formed by using **am/is/are** with the verb form ending in **-ing**.

The sociologist is examining the effects that racial discrimination has on society.

Past Progressive Tense

Past progressive tense describes a past action which was happening when another action occurred. This tense is formed by using **was/were** with the verb form ending in **-ing**.

The explorer was explaining the latest discovery in Egypt when protests began on the streets.

Future Progressive Tense

Future progressive tense describes an on-going or continuous action that will take place in the future. This tense is formed by using **will be** or **shall be** with the verb form ending in **-ing**.

Dr. Jones will be presenting on-going research on sexist language next week.

Perfect Forms

Present Perfect Tense

Present perfect tense describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. This tense is formed by using **has/have** with the **past participle** of the verb. Most past participles end in **-ed**. Irregular verbs have **special past participles** that must be memorized.

Example	Meaning
The researchers <u>have travelled</u> to many countries in order to collect more significant data.	At an indefinite time
Women <u>have voted</u> in presidential elections since 1921.	Continues in the present

Past Perfect Tense

Past perfect tense describes an action that took place in the past before another past action. This tense is formed by using **had** with the **past participle** of the verb.

By the time the troops arrived, the war had ended.

Future Perfect Tense

Future perfect tense describes an action that will occur in the future before some other action. This tense is formed by using **will have** with the **past participle** of the verb.

By the time the troops arrive, the combat group will have spent several weeks waiting.

Perfect Progressive Forms

Present Perfect Progressive

Present perfect progressive tense describes an action that began in the past, continues in the present, and may continue into the future. This tense is formed by using **has/have been** and the **present participle** of the verb (the verb form ending in **-ing**).

The CEO has been considering a transfer to the Lahore where profits would be larger.

Past Perfect Progressive

Past perfect progressive tense describes a past, on-going action that was completed before some other past action. This tense is formed by using **had been** and the **present perfect** of the verb (the verb form ending in **-ing**).

Before the budget cuts, the students had been participating in many extracurricular activities.

Future Perfect Progressive

Future perfect progressive tense describes a future, ongoing action that will occur before some specified future time. This tense is formed by using **will have been** and the **present participle** of the verb (the verb form ending in **-ing**).

By the year 2020, linguists will have been studying and defining the Indo-European language family for more than 200 years.

- <https://leo.stcloudstate.edu/grammar/tenses.html> Accessed on 12-1-2020

Direct & Indirect Speech

Direct Speech: the message of the speaker is conveyed or reported in his own actual words without any change.

Indirect Speech: the message of the speaker is conveyed or reported in our own words.

Examples:

Direct: Rida said, "I am very busy now."
then.

Indirect: Rida said that she was very busy

1. All inverted commas or quotation marks are omitted and the sentence ends with a full stop.
2. Conjunction 'that' is added before the indirect statement.
3. The pronoun 'I' is changed to 'she'.
4. The verb 'am' is changed to 'was'. (Present Tense is changed to Past)
5. The adverb 'now' is changed to 'then'.

When the reporting or principal verb is in the Past Tense, all Present tenses of the direct are changed into the corresponding Past Tenses.

If the reporting verb is in the Present or Future Tense, the tenses of the Direct Speech do not change.

The Tense in Indirect Speech is NOT CHANGED if the words within the quotation marks talk of a universal truth or habitual action.

Simple Present Changes to Simple Past

Direct: "I am happy", she said.

Indirect: She said that she was happy.

Present Continuous Changes to Past Continuous

Direct: "I am reading a book", he explained. Indirect: He explained that he was reading a book.

Present Perfect Changes to Past Perfect

Direct: She said, "He has finished his food". Indirect: She said that he had finished his food.

Present Perfect Changes to Past Perfect

Direct: "I have been to Gujarat", he told me. Indirect: He told me that he had been to Gujarat.

Simple Past Changes to Past Perfect

Direct: He said, "Ira arrived on Monday." Indirect: He said that Ira had arrived on Monday.

Past Continuous Changes to Past Perfect Continuous

Direct: "We were living in Germany", they told me.

Indirect: They told me that they had been living in Germany.

Future Changes to Present Conditional

Direct: He said, "I will be in Lahore tomorrow."

Indirect: He said that he would be in Lahore the next day.

Future Continuous Changes to Conditional Continuous

Direct: She said, "I'll be using the car next Friday."

Indirect: She said that she would be using the car next Friday.

CAN changes into COULD

Direct: He said, "I can swim."

Indirect: He said that he could swim.

MAY changes into MIGHT

Direct: He said, "I may buy a house."

Indirect: He said that he might buy a house.

MUST changes into HAD TO/WOULD HAVE TO

Direct: He said, "I must work hard."

Indirect: He said that he had to work hard.

Modals that DO NOT Change: Would, Could, Might, Should, Ought to.

Direct: He said, "I should face the challenge."

Indirect: He said that he should face the challenge.

Reporting Verb like 'said/ said to' changes to asked, enquired or demanded

Direct: He said to me, "What are you doing?"

Indirect: He asked me what I was doing.

If sentence begins with auxiliary verb, the joining clause should be if or whether.

Direct: He said, "Will you come for the meeting?"

Indirect: He asked them whether they would come for the meeting.

If sentence begins with 'wh' questions then no conjunction is used as the "question-word" itself act as a connector.

Direct: "Where do you live?" asked the girl. Indirect: The girl enquired where I lived.

Commands and Requests

Indirect Speech is introduced by some verbs like ordered, requested, advised and suggested. Forbid(s)/ forbade is used for the negative sentences. The imperative mood is changed into the Infinitive.

Direct: Rafique said to Ahmed, "Go away." Indirect: Rafique ordered Ahmed to go away.

Direct: He said to her, "Please wait." Indirect: He requested her to wait.

Exclamations and Wishes

Indirect Speech is introduced by some words like grief, sorrow, happiness, applaud. Exclamatory sentence changes into assertive sentence and Interjections are removed.

Direct: He said, "Alas! I am undone." Indirect: He exclaimed sadly that he was broke.

The first person of the reported speech changes according to the subject of reporting speech.

Direct: She said, "I am in ninth class." Indirect: She says that she was in ninth class.

The second person of reported speech changes according to the object of reporting speech.

Direct: He says to them, "You have completed your job."

Indirect: He tells them that they have completed their job.

The third person of the reported speech doesn't change.

Direct: He says, "She is in tenth class." Indirect: He says that she is in tenth class.

Words expressing nearness in time or place in Direct Speech are generally changed into words expressing distance in Indirect Speech.

Now -- then

Here -- there

Ago -- before

Thus -- so

Today -- that day

Tomorrow -- the next day

This -- that

Yesterday -- the day before

These -- those

Hither-- thither

Come -- go

Hence -- thence

Next week/month -- following week/month

<https://learningpundits.com/module-view/27-direct-&-indirect-speech/1-english-grammar-tips---direct-&-indirect-speech/> Accessed on 7-1-2020

Royal Order of Adjectives

Determiner	Observation	Size	Age	Shape	Colour	Origin	Material	Qualifier	Noun
a	beautiful				red		velvety		shawl
a	shiny		new		black	Chinese			mobile
her		short			brown		curly		hair
four	strong					Sialkoti	wooden		bats
several	stout		young			Pakistani		cricket	players
various	embroidered				maroon	Sindhi			caps
our	painted	big		square		Hala		jewellery	boxes
some	delicious						mutton		biryani

RESOURCES FOR STUDENTS

SILENT LETTERS

Find the missing silent letter.

1. The wall was too high to clim__.
2. Fas__en your seat belt.
3. He is just learning to _rite.
4. 30% of houses in the town were __recked.
5. In autum__ the leaves turn yellow.
6. I need to sharpen this __nife.
7. The beaches were littered with debri__.
8. The military seized power in cou__.
9. Now let's forget the __hole thing.
10. They refused to si__n the treaty.
11. She __rapped herself in a warm shawl.
12. The king ordered the new __night to attack the neighbouring country.

1. Choose the group of words that has a silent **G**.

- A) gnat, align, foreign, campaign
- B) guess, guitar, rogue, guide
- C) game, good, grind, group
- D) glass, ground, gentleman, guilty

2. Choose the group of words that has a silent **U**.

- A) accuse, fuse, amuse, reuse
- B) unicorn, unit, utilize, uniform
- C) tune, venue, you, lute
- D) build, circuit, antique, league

3. Choose the group of words that has a silent **C**.

- A) city, center, censor, century

- B) class, cut, cat, cot
- C) ascent, muscle, scene, scissors
- D) accent, accuse, music, disc

4. Choose the group of words that has a silent **P**.

- A) corps, coup, psalm, psychology
- B) perspective, plug, profit, put
- C) nappy, palm, rope, steep

5. Choose the group of words that has a silent **L**.

- A) plate, pleasant, glade, glee
- B) balm, could, salmon, walk
- C) ball, quarrel, bill, camel
- D) elder, election, necklace, glace

6. Choose the group of words that has a silent **S**.

- A) sarcasm, witness, guess, advise
- B) tense, pose, vise, raise
- C) aisle, island, debris, chassis
- D) resistance, ellipsis, crisis, excise

7. Choose the group of words that has a silent **N**.

- A) broken, auction, stepson, moon
- B) know, knot, ascent, foreign
- C) now, not, recent, resign
- D) autumn, column, hymn, solemn

8. Choose the group of words that has a silent **W**.

- A) water, wake, warn, wage
- B) answer, wrong, sword, whole
- C) freeware, headway, swarm, wave
- D) when, why, white, while

9. Choose the group of words that has a silent **T**.

- A) fasten, hustle, debut, wrestle
- B) timber, tight, title, tissue
- C) fast, against, walnut, fetlock
- D) appetite, quantity, constitute, title

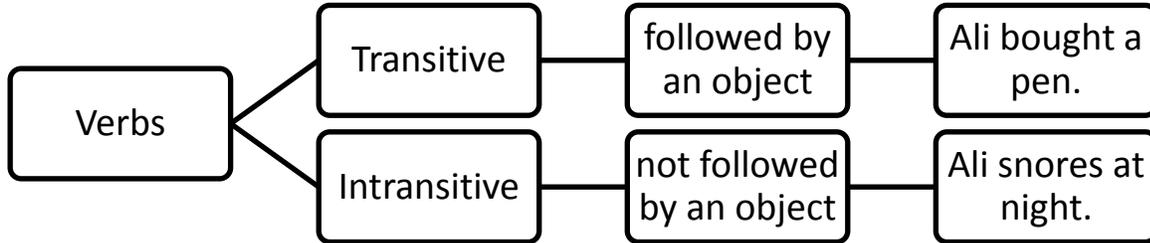
10. Choose the group of words that has a silent **K**.

- A) kidney, kitten, kitchen, kind
- B) knife, knight, knit, knob
- C) attack, sky, keyword, keen
- D) keep, kile, think, strike

TRANSLATION

GRAMMAR PRACTISE

Verb Types:



Some verbs can be both. Read the following examples:

Ahmed washed in the morning.

(What did he wash? No answer. The verb 'wash' is intransitive in this sentence)

Ahmed washed his clothes/his face in the morning.

(What did he wash? His clothes/face. The verb 'wash' is transitive in this sentence)

Exercise

Identify the subject, verb and object in the following sentences. Look at the verbs carefully and identify whether the sentences are 'active' or 'passive'.

1. Time symbolizes the most valuable resource of our lives.
2. Students must manage their time efficiently.
3. A cluttered environment restricts our ability to focus.
4. Most students get intimidated by long assignments.
5. Calendars and diaries are used by most students to manage their time well.

Adverbial Phrases:

Phrases that function like adverbs are adverbial phrases. Study the following sentences:

When: I ate the ice-cream just before sunset. (time)

Where: I ate the ice-cream at school. (place)

How: I ate the ice-cream in a hurry. (manner)

Why: I ate the ice-cream to fight the heat. (reason)

Exercise

Locate the adverbial phrases in the following sentences.

1. Every morning after your Morning Prayer, make your day's 'To do' list.
2. Give a gold star to yourself, on the calendar, when a task is accomplished.

3. Use your mission statement to analyze all your activities.
4. Keep a vigilant eye on your 'to do' lists to gauge the time requirement.
5. In the rut of routine, many of us forget the "big picture".
6. Use available tools, such as the calendar, a diary or your cell phone to keep track of all the important tasks.

Conditional sentences

Conditional sentences describe the result of something that might happen (in the present or future) or might have happened, but didn't (in the past).

They are made using different English verb tenses with an 'if clause'. The 'if clause' can go at the beginning or at the end of the conditional sentence.

There are four main types of conditional sentences.

type	condition
Zero	condition always fulfilled
1st	condition possible to fulfill
2nd	condition in theory possible to fulfill
3rd	condition not possible to fulfill (in the past)

1. Form

type	if-clause	main clause
Zero	Present Simple	Present Simple
1st	Present Simple	will + infinitive
2nd	Past Simple	would + infinitive *
3rd	Past Perfect	would + have + past participle *

2. Examples (if-clause at the beginning)

type	if clause	main clause
Zero	If you heat ice,	it melts.
1st	If I study,	I will pass the test.
2nd	If I studied,	I would pass the test.
3rd	If I had studied,	I would have passed the test.

3. Examples (if-clause at the end)

type	main clause	if-clause
Zero	It melts	If you heat ice.
1st	I will pass the test	if I study.
2nd	I would pass the test	if I studied.
3rd	I would have passed the test	if I had studied.

4. Examples (affirmative and negative sentences)

4. Examples (affirmative and negative sentences)

Type		Examples	
		long forms	short/contracted forms
1st	+	If I study, I will pass the test.	If I study, I'll pass the test.
	-	If I study, I will not fail the test. If I do not study, I will fail the test.	If I study, I won't fail the test. If I don't study, I'll fail the test.

Type		Examples	
		long forms	short/contracted forms
2nd	+	If I studied, I would pass the test.	If I studied, I'd pass the test.
	-	If I studied, I would not fail the test. If I did not study, I would fail the test.	If I studied, I wouldn't fail the test. If I didn't study, I'd fail the test.
3rd	+	If I had studied, I would have passed the test.	If I'd studied, I'd have passed the test.
	-	If I had studied, I would not have failed the test. If I had not studied, I would have failed the test.	If I'd studied, I wouldn't have failed the test. If I hadn't studied, I'd have failed the test.

* We can substitute could or might for would (should, may or must are sometimes possible, too).

- I would pass the test.
- I can pass the test.
- I could pass the test.
- I might pass the test.
- I may pass the test.
- I should pass the test.
- I must pass the test.

Exercise

Complete the following conditional sentences.

1. If you manage your time well,
2. If the environment is clutter free,
3. If I had read this article earlier,
4. If a student meets all the deadlines,
5. If we have a clear personal mission statement,
6. If something unpredictable had happened,
7. If we are unable to revise thoroughly,
8. If I had postponed the small tasks,

Complete the conditional sentences with the help of the clues.

1. If you spoke louder, the audience _____ (to hear) you.
2. Dad _____ (to arrive) safe if he drove slowly.
3. You _____ (to have) no trouble at school if you had done your homework.
4. If you _____ (to swim) in this lake, you'll get covered in mud.
5. The door will unlock if you _____ (to press) the button.
6. If Sara _____ (to ask) her teacher, she'd have answered her.
7. I _____ (to call) the office if I were you.
8. If we meet at 9:30, we _____ (to have) plenty of time.
9. You would find the milk if you _____ (to look) in the fridge.
10. The judge would have sent him to prison if he _____ (to lose) the case.

Dictionary Skills

The words on the top of a dictionary page are called guide words. These words list the first and last words on a dictionary page. By looking at the guide words, you can tell which words will appear on that page.

Look at the guide words and tick the words that will appear on these pages.

distracted	366	367	divestment
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distress divinity direction diverse diverge

pressure cooker	1000	1001	prey
-----------------	------	------	------

persistently proficient perspective prestigious predict

quarantine	1154	1155	question
------------	------	------	----------

quash quantity quick quantum querulous

limitation	830	831	linesman
------------	-----	-----	----------

listener linear linchpin limerick lineage

examination	476	477	exchange
-------------	-----	-----	----------

excess excavator exalted evolve exclusive

Voice:

China **is making** headlines for its educational reforms.

Students' mind **is enriched** by studying diverse subjects.

Verbs can be active as well as passive. They are said to be active when the subject of the sentence is the be-er or the do-er of the action. The first sentence above is an example of an active verb sentence. When an action is done to the subject, the verb is said to be passive. The second sentence above is an example of a passive verb sentence.

We use the passive voice for the following reasons:

1. We don't know the subject
2. The subject is not important or we don't want to mention it
3. We want to talk about the object and not the doer (subject) of the action

The structure of passive voice is very simple.

Subject + Auxiliary verb (be) + main verb (past participle)

The following table shows the structure of passive voice for all tenses.

infinitive		to be washed
simple	present	It is washed.
	past	It was washed.
	future	It will be washed.
continuous	present	It is being washed.
	past	It was being washed.
perfect simple	present	It has been washed.
	past	It had been washed.
	future	It will have been washed.

Identify the voice of the following sentences

1. They often watch television.
2. She is watching television now.
3. These phones are produced in China.
4. Jamil plays football.
5. German is spoken in Austria.
6. Lots of houses were destroyed due to the recent earthquake.
7. Alexander Bell invented the telephone.
8. Our postman was hurt yesterday.
9. You should put your pens down.
10. Plans have been made.

Rewrite the following sentences in passive voice

1. I watch cricket matches.
2. These people speak Arabic.
3. He reads books.
4. We play football.
5. They eat fish.
6. I paint pictures.
7. She does the housework.
8. The policemen help the old people.
9. He writes interesting stories.
10. The gardener waters the flowers.

Underline the main verbs in every sentence in the news items given below and state whether they are active or passive. Also write the tense of each verb. Identify the doer of each if it is stated. Guess the doer if it is not stated.

<http://epaper.dawn.com>

Moderate quake rattles parts of Balochistan

By Our Staff Correspondent

QUETTA, Oct 12: A moderate earthquake measuring 5.1 on Richter scale jolted parts of Balochistan on Saturday.

Tremors were felt at about 2.35pm in Khuzdar, Kharan and parts of Awaran district that had been hit by two massive quakes, measuring 7.7 and 7.2 on Richter scale, last month.

“It was a moderate earthquake and its

epicentre was 80km southwest of Khuzdar at a depth of 10km,” Meteorological Department officials said about Saturday’s quake.

Reports reaching here said tremors made frightened people leave their houses in Khuzdar and Kharan towns and sowed panic among displaced families living in tents in different parts of Awaran district.

No loss of life was, however, reported till late in the night.

More dengue cases in Swat

By Our Correspondent

MINGORA, Nov 2: The number of dengue affected people in Swat district has climbed to 8,964 as another 12 patients on Saturday tested positive for the virus at the Saidu Group of Teaching Hospital.

Dr Wasil Khan, focal person for dengue emergency unit, said that with the new cases a total of 5,102 affected people had been admitted to Saidu hospital.

He added 4,898 had been discharged after completion of treatment, including 15 during last 24 hours.

Dr Khan said that 37 patients, including 27 men, nine women and one child, were under treatment at the hospital while three men and three women, who were in critical condition, had been admitted to high dependency unit of the hospital.

Fareed Express route

LAHORE, Oct 12: The route of Fareed Express has been extended to Karachi from October 15.

The decision was taken at a meeting presided over by Railways Minister Khawaja Saad Rafique at the PR Headquarters here on Saturday.

At present the train operates between Lahore and Samasata via Kasur-Pakpattan. Its Karachi-bound passengers have to wait for Zakariya Express at Samasata.

The meeting decided that a Business class air-conditioned coach would also be attached to the train. — APP

speech

Change the following to reported

1. Jamil: "I often have a big breakfast." Jamil says (that)
2. Samina: "They live in Bahawalpur." Samina said (that)
3. Sara: "Maheen doesn't like school." Sara told me (that)
4. Perveen: "She speaks Chinese." Perveen remarks (that)
5. Halima: "Tina doesn't like parties." Halima explains (that)
6. Ahmed: "Daood often plays computer games." Ahmed added (that)
7. Sarah: "Shamikh is out riding his new bike today." Sarah explained (that)
8. Maryam: "I don't know what to do." Maryam added (that)
9. Aisha: "Kiran is nice to Jabeen." Aisha thinks (that)
10. Jamil and Sameer: "We have to go now." Jamil and Sameer tell me (that)

Change to indirect speech.

1. She says, "I read the holy Quran".
2. They say, "We love Pakistan".
3. He will say, "I do not mix with bad boys".
4. You say, "I respect my teacher".
5. Faisal says, "I shall go to Karachi by the Khyber mail".
6. You say, "I speak the truth".

7. He will say, 'I have sent him a telegram'.
8. They will say, 'We are going to Makkah'.
9. She says, 'I have visited Madina twice'.
10. He says my father is a landlord.
11. Your friend says, 'We shall obey him'.
12. They say, 'We have done our duty'.
13. You say, 'I respect my elders'.
14. She says 'I was sitting beside them'.
15. He says to me, 'I live near your house'.
16. They will say to him, 'We do not know you'.
17. You say to him 'I was your class fellow'.
18. She says to me, 'My son gives you two apples every day'.
19. He will say to you, 'I have come to you for help'.
20. I shall say to him, 'You have broken the plate of this dinner set'.

Change the narration.

1. He said, 'I take my medicine'.
2. He said, 'I am taking my medicine'.
3. He said, 'I have taken my medicine'.
4. He said, 'I have already been taking my medicine'.
5. She said, 'I took my medicine'.
6. She said, 'I was taking my medicine'.
7. She said, 'I had already taken my medicine'.
8. She said, 'I had been taking my medicine since morning'.
9. You said, 'I shall take my medicine'.
10. They said, 'We shall be taking my medicine'.
11. They said, 'We shall have taken my medicine'.
12. They said, 'We shall have already been taking my medicine'.
13. They said, 'The sun rises in the east'.
14. You said to me, 'I was playing tennis with her'.
15. He said to us, 'You played a match against my team'.

Subject Verb Agreement:

The simple present (indefinite) tense is used for stating ongoing opinions, beliefs, habits, and facts.

In the simple present tense the subject has to agree with the verb. The subject is the person or thing we are talking about (the doer or the actor) and the predicate is the information given about the subject.

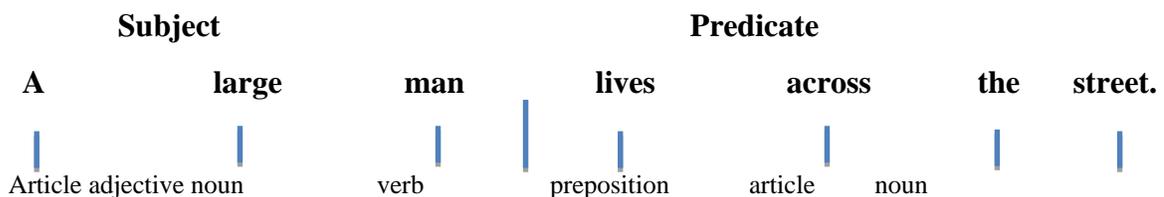


Diagram any one sentence from the text.

In the above example the subject is singular and the singular verb 'lives' has an 's' in the end. A plural subject has a plural verb without an 's'.

He/She/It/Ali/Sara verb + s

They/We/Ali and Sara verb without 's'

Underline 5 present tense verbs in any text and encircle their subjects.

Direct and Indirect Objects:

The direct object answers the question 'What?'.

Sara eats an apple every day. What does she eat? 'apple' (the receiver of the action)

The indirect object cannot be found by asking the question 'What?'. It is the person or thing to whom or for whom the action of the verb takes place, that is, the person or thing affected by that action.

Ali gave me the book. What did he give? 'the book'

The 'book', therefore is the direct object; the person affected by the verb is 'me', therefore 'me' is the indirect object.

Identify the direct and indirect objects in the following sentences.

1. This gives them the opportunity to gain knowledge.
2. The humanities show learners the changes in human life patterns.
3. The degree gives them the needed skills and knowledge.

Transitive and Intransitive Verbs:

A transitive verb moves across to an object. An intransitive verb doesn't have an object.

We bought an ice-cream. (the verb bought has the object 'ice-cream')

He snores. (the verb doesn't have an object)

Identify subjects, verbs and objects in the following sentences. Also state the types of verbs.

1. The liberal arts and social sciences are losing favour.
2. All regular fields require new employees.
3. The university costs are rising.

4. These countries have recognized the need for broad-based learning.
5. All regular fields are constantly changing.
6. The humanities studies attract people with a deep love of learning.

Adapt is a verb. Write its adjective and its adverb. _____

Write the adjective of:

progress	_____
prestige	_____
diverge	_____
aesthetics	_____

Write adverbs of:

increase	_____
effective	_____
persistent	_____
conspicuous	_____
critical	_____
direct	_____

Write the nouns of:

close	_____
proficient	_____
persistent	_____
sensitive	_____
relevant	_____
necessary	_____
complex	_____
divine	_____

The following paragraph is taken from D.H. Lawrence's short story "The Horse Dealer's Daughter." While reading, underline the adjectives and encircle the noun it's describing. Then mention the kind of those adjectives. First one is done for you.

And he hastened straight down, running over the wet, soddened fields, pushing through the hedges, down into the depression of callous, wintry obscurity. It took him several minutes to come to the pond. He stood on the bank, breathing heavily. He could see nothing. His eyes seemed to penetrate the dead water. Yes, perhaps that was the dark shadow of her clothing beneath the surface of the

water.

i. **wet, soddened** [opinion- opinion]

ii. _____

iii. _____

iv. _____

v. _____

Adjective Phrases

An adjective phrase is a group of words in a sentence that acts like an adjective. It usually starts with a preposition (e.g., of, in, on) or a participle (e.g., taken, leaving) and follows the noun it is modifying.

For example, "Miss Tehmina is an experienced teacher."

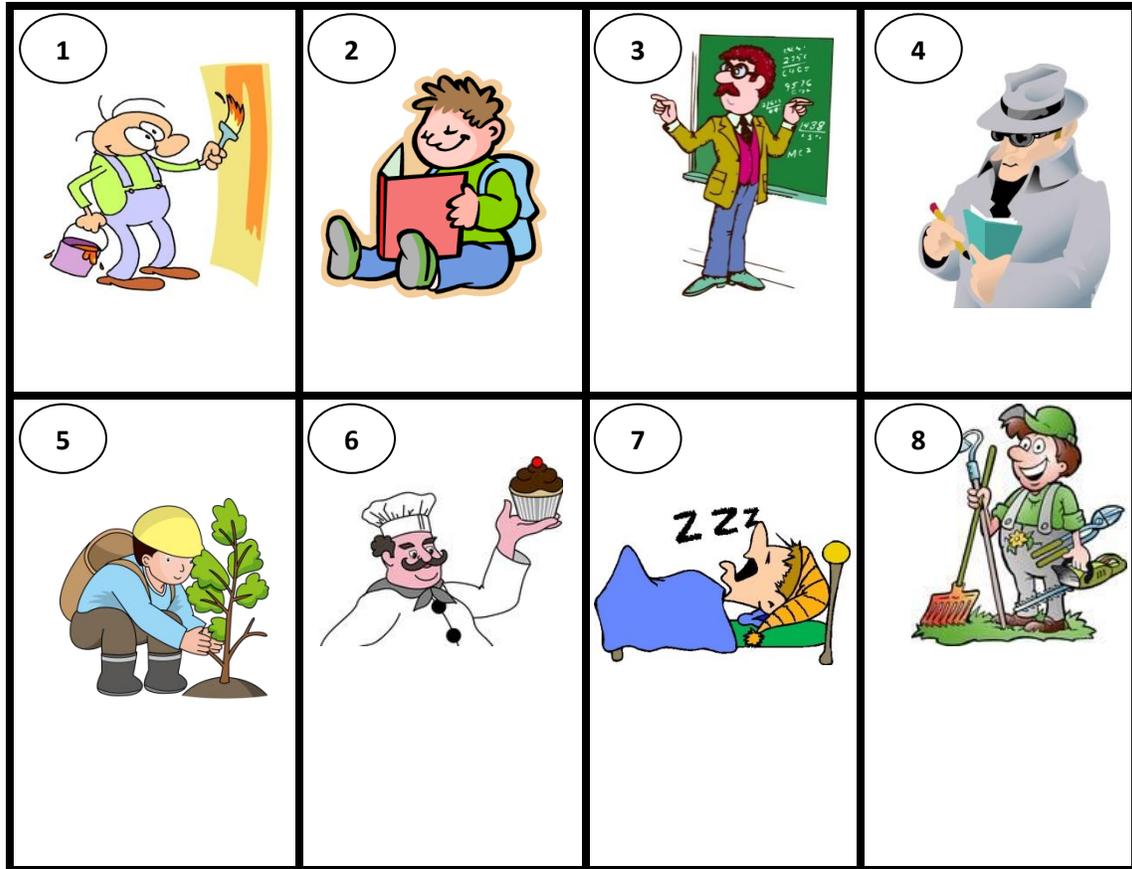
In this sentence the word *experienced* is an **adjective**. It describes Miss Tehmina. The word '*experienced*' can be replaced with a group of words:

For example, " Miss Tehmina is a teacher with a lot of experience."

In each of the following sentences identify the adjectives and replace them with an adjective phrase of the same meaning. First one is done for you.

- a. My grandfather is a **wise** man.
My grandfather is a man **of great wisdom**.
- b. The Police have arrested a criminal.
- c. He is a versatile novelist.
- d. I admit that he is a sensible woman.
- e. They walked through the muddy street.
- f. This glass is fragile.
- g. The man lived in a wooden house.
- h. That was a brave act.
- i. There was an earthen vessel on the table.
- j. It was a horrible evening.
- k. She wore a diamond ring.
- l. Heroic acts are worthy of appreciation.

Construct a sentence for each of the following pictures, using Adjective Phrases. First one is done for you.



G1: Rewrite the following sentences correcting the punctuation and capitalization errors. (03)

- yes the sahara desert is a lonely hot and dry place said faseeh
- the pebbles show that the weather was first hot then cold then wet
- hurrah the khans will invite us next year
- mother told me dad ahmed and usman are planting a garden
- im going to plant an apple tree. it will be fun said hannan
- may I have lunch now

Write 2 sentences about your life using adverbs, at least one adverb in every sentence.

Fill in the blanks with the correct form of verb in any aspect of past tense.

Essa and Lubna are brother and sister. They (grow) _____ (i) up together in the city that used to be known as West Berlin, in the former West Germany. Essa (move) _____ (ii) to the United States decades ago, before the eastern and western parts of both Berlin and Germany were reunited in 1990. Lubna and family (visit) _____ (iii) Essa last year. Lubna`s Family (fly) _____ (iv) from Berlin to Detroit for the visit. Although the children (never, meet) _____ (v) before, except through e-mail, the family (have) _____ (vi) a great time together.

Fill in the blanks using suitable prepositions.

Last day I was standing (i) _____ the bus stop, where I saw few people who were worried about something. I went (ii) _____ them, and saw that a little boy was injured. I hurriedly stopped a taxi (iii) _____ which the boy was taken to hospital. (iv) _____ the treatment he was all fine.

Fill in the blanks using suitable conjunctions.

- i. You can either have tea _____ coffee in the breakfast.
- ii. I was absent yesterday _____ I was feeling ill.
- iii. Junaid wanted to continue writing _____ his time was over.
- iv. Let`s collect donations _____ food items for the victims of the disaster.

Do as directed.

- i. I clean my car on Sunday. (change into past tense)
- ii. They stay in the same apartment for years. (change into past continuous tense)
- iii. I study extremely hard before the exams. (change into present perfect tense)
- iv. I was travelling to Peshawar but suddenly the flight was cancelled. (change into present continuous tense)

Change the voice of the following sentences:

- i. Algebra was taught to us by Sir Sadiq.
- ii. Samina gave an impressive presentation.
- iii. The job was done well.
- iv. They have written the letter a second time.

Change the narration of the following.

- i. "Is that my bag?" asked Daniyal.
- ii. Farhan said to me that he wanted to visit my house.
- iii. "I will need a new bicycle for the trip," said Tasleem.

Complete the following conditional sentences.

- i. If I were a Doctor _____.
- ii. Seema would be sad _____.
- iii. If I have enough money _____.
- iv. We would come to lunch _____.
- v. If she passed the exam _____.
- vi. Javed would buy a cell phone _____.

Choose the correct word for each blank.

- i. I _____ speak Urdu fluently when I was a child. (could, can).
- ii. We have reached the Airport _____ (in time, on time).
- iii. _____ you write and application in English ? (can, should).
- iv. _____ the rain, we went out. (in spite of, instead of).

DIGITAL RESOURCES FOR TEACHERS

Dictionary Skills:

<https://www.teachingenglish.org.uk/article/dictionary-skills-secondary-students> Accessed on 25 - 5 - 19 at 2:05 pm.

Conditional Sentences

<http://englishgrammarexercise.com/conditional-sentences-english-grammar-exercise/> Accessed on 12-1-2020

Voice

<http://englishgrammarexercise.com/english-grammar-exercises/> Accessed on 12-1-2020

Direct and Indirect Speech

<http://englishgrammarexercise.com/reported-speech/> Accessed on 12-1-2020