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format

## TVET FOUNDATION SERIES

# ENGLISH 2

**SITI NURFIRDAUS BINTI MOHD NASIR**  
**NIK INTAN BAIZURA BINTI RAMSA**  
**NUR AMALINA BINTI BAHTIAR**

**QR codes** for listening  
audios and additional  
resources



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# Preface

This interactive guidebook is specially designed for Malaysian Polytechnic TVET Foundation students and English Language instructors as the supplementary sources of reference and enrichment activities for learning purposes.

This book is a compilation of instructors teaching materials to be given for students which covers all the four language skills. The use of this interactive book is very accommodating as it also promotes students' initiative and creativity. Accessibility of the clips/videos and notes can be done using students' own gadgets.

The inputs given are carefully designed to help them to understand deeper and able to apply the skills in the daily use. The activities are thoroughly arranged and presented in attractive graphics. The user just need to scan the QR code for slides, videos, audios as well as answer key for selected activities.

# *Abstract*

This interactive guidebook is specially designed for Malaysian Polytechnic TVET Foundation students and English Language instructors as the supplementary sources of reference and enrichment activities for learning purposes. The authors devoted their time for more than a month to complete this guidebook after extensive discussion and research on the suitable materials and contents to align with the curriculum and the student's needs.

This book is a compilation of instructors teaching materials to be given for students which covers all the four language skills. The use of this interactive book is very accommodating as it also promotes students' initiative and creativity. Accessibility of the clips/videos and notes can be done using students' own gadgets.

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*Listening*



## **1.1 Main points and ideas**

1.1.1 Discussing main point(s) and ideas from audio recordings

1.1.2 Explaining speakers viewpoints and attitudes as well as the information content from audio recordings

## **1.2 Specific details and important information**

1.2.1 Discussing the speaker's key words and point of view by distinguishing facts and opinion

1.2.2 Responding to the speaker's point of view on current issues

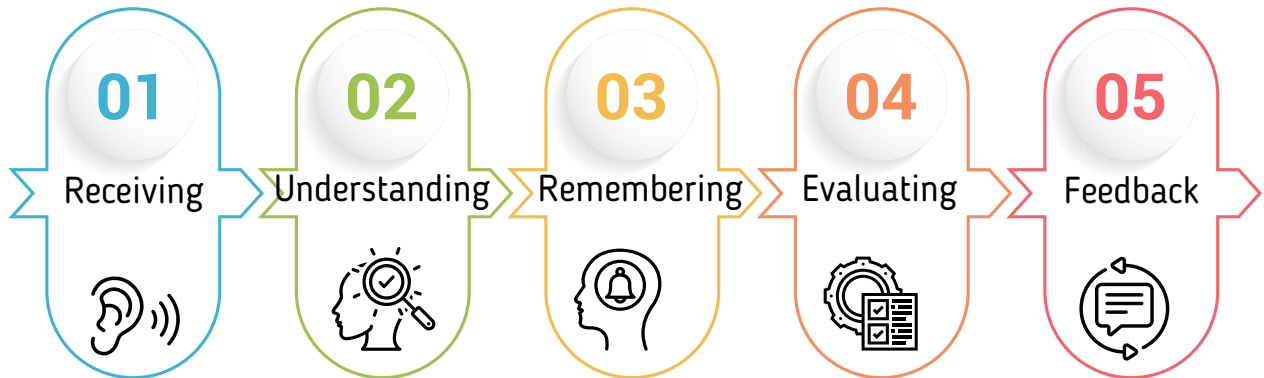
## **1.3 Feedback**

1.3.1 Making statements of facts based on the speaker's point of view/opinion

1.3.2 Justifying critics/feedbacks

**Developing Listening Skills**

## Process of Listening



### Receiving

This stage is represented by the ear because it is the primary tool involved with this stage of the listening process. The intentional focus is on hearing the speaker's message

### Understanding

During this stage, we attempt to learn the meaning of the message and deciding what the message means to you.

### Remembering

Remembering begins with listening despite you are listening attentively, some messages are more difficult than others to understand and remember. Highly complex messages that are filled with details call for highly developed listening skills.

## Evaluating

Evaluations of the same message can vary widely from one listener to another

## Feedback/Responding

Your reaction to the message can be emotional and intellectual. It can be in verbal or non verbal form.

### The Importance of Listening Skills

#### Building and maintaining relationships.

Listen attentively to someone indicates that we value their thoughts and opinion

#### Enhancing learning.

Help to understand and remember important details which lead to less mistakes and better outcome

#### Avoid misunderstanding

By listening carefully to someone can avoid misunderstanding

#### Improve mental health.

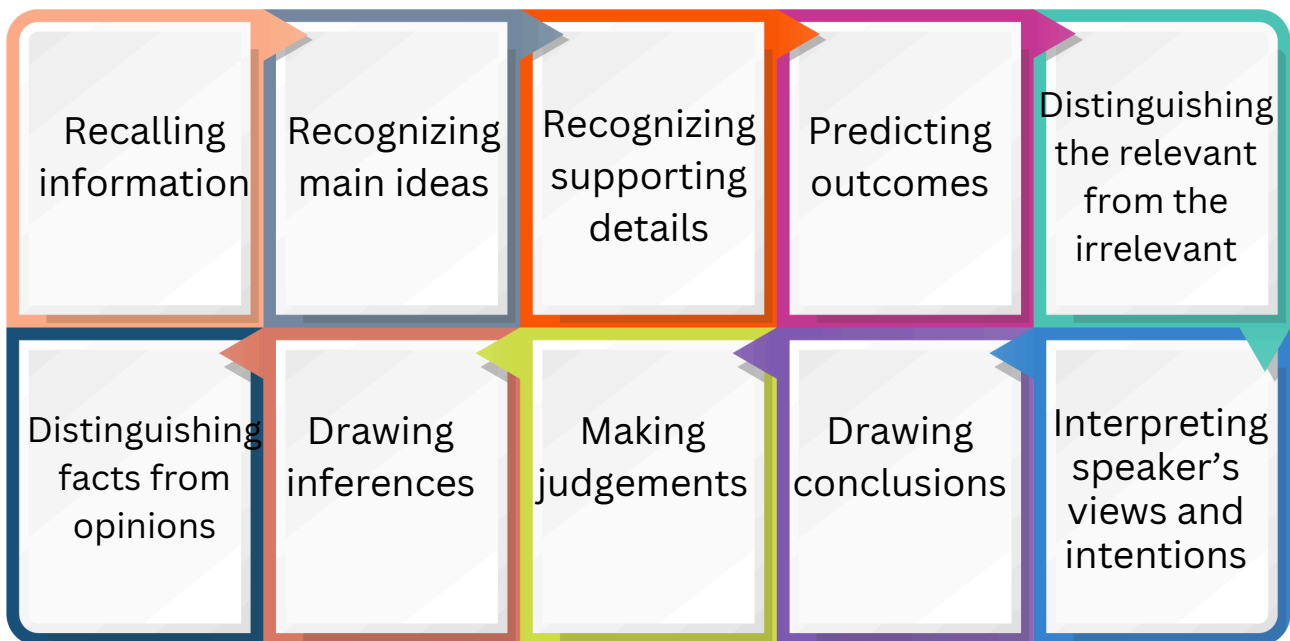
Listening has a positive impact on our mental and emotional health.

Active listening means, as its name suggests, actively listening. That is **fully concentrating on what is being said** rather than just passively 'hearing' the message of the speaker. Active listening brings enormous benefits. Although it is difficult to achieve listening skills, it can be acquired and developed with practice



## Listening Strategies

Good listening skills are vital for academic studies as well as at the workplace. Therefore, it is important to develop listening skills and apply them appropriately.



1

### Recalling information

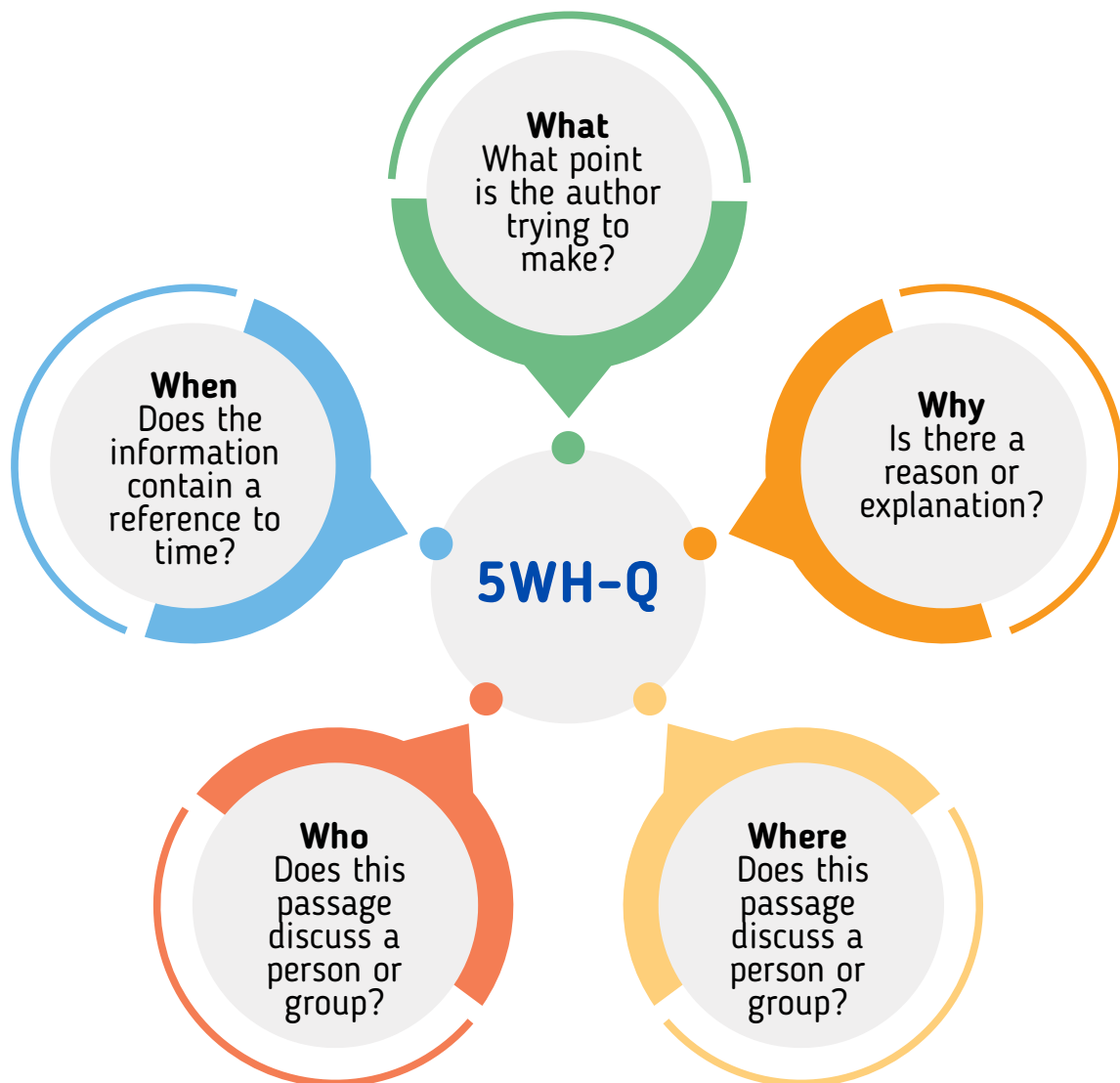
It means to **recollect information** that you have already listened to. Look out for questions that ask you to *list, name, state*, etc. While listening, **jot down short notes** that can help you remember and recall information later.

## 2

## Recognizing main ideas

It means to **get the main idea or the gist of the text**. After listening, ask yourself what the recording is about. **Look only for main points, exclude details and examples**. Often the main idea of a reading passage is located in the topic sentence. Main ideas **can also be found in concluding sentences** and expressed as a **summation of the information in a paragraph**.

To identify the main idea in the texts, ask yourself the following 5W questions after reading a passage:



3

### Recognizing supporting details

It means to **get the specific details that support a main point**. They describe the main ideas so we know more about the main idea. Listen for details such as **names, places, time, dates, location, number etc.**



Watch this YouTube video to get a better understanding on recognizing main ideas and supporting details with examples.



4

### Predicting Outcomes

It means to **forecast what is going to happen next**. Look for clues that may help you to guess what is coming next. Try to **predict** what will happen **before** listening and **after** listening.

5

### Distinguishing the relevant from the irrelevant

You have to **determine which information is linked to the subject or an issue**. Think critically and use your good judgement. Look for points that are related to a subject or an issue.



**Example:**

If the question asks ‘What are the consequences of plagiarism?’, look for the consequences of the subject discussed which is plagiarism, and not some other information.

6

### Distinguishing facts from opinions

You have to **separate facts from opinions**.

**FACT**

**Facts** are statements that can be **proved or are known to be true**. A fact can also state something that actually happened

**YOUR  
OPINION  
MATTERS**

**Opinions** express how a person feels about something. Opinions does not have to be based on logical reasoning



Facts	Opinions
Tomatoes are good for you. (You can look this up in books and there is research that prove it)	It is an opinion that tomatoes taste good (or bad)
Humans are mammals	Humans are the best mammals in existence
World War II began in 1939	World War II was a terrible war



“

**when something is factual = objective = FACT**  
**when something is debatable = subjective = OPINION**

”

7

**Drawing inferences**

When you infer, you **form an opinion or a conclusion based on the facts or information given by the speaker**. In other words, you reach an opinion or decision on something based on what has been said by the speaker. Read beyond the speaker's words to draw your own conclusion. It means to **listen, determine and interpret the speaker's speech when something is not stated explicitly**.

8

**Making judgements**

It means to make value judgements on something **based on personal values or opinions**. Look out for questions that ask you to *assess, decide, choose*, etc.

9

**Drawing conclusions**

It means to arrive at a conclusion **based on facts and information given**.



I forgot my umbrella. Now I am soaked.



You can draw a conclusion, that it's raining even if they did not specifically say so. You make this conclusion based on the information given and your background knowledge that getting soaked is often a result of rain

10

**Interpreting speaker's views and intentions**

The speaker's view could be biased, impartial, negative, positive, etc

The speaker's intention could be to advise, educate, reprimand, etc

The speaker's attitude may be one of anxiety, concern, indifference, anger, etc

**QUICK TIPS**

**Listen to the intonation and tone of the speaker. A bored tone or a rise in pitch reveals the speaker's attitude and thus gives you some clues as to the speaker's views and intention**



## Task A



### Listening for the gist of the texts

*Listen to three people: Farhan, Sean and Sheila talking about their favourite sports. For Question 1 to 3, choose the sport that each speaker is most likely to enjoy from the list A to E. Use the letters only once*

### Sports List

- A. Archery
- B. Fencing
- C. Bowling
- D. Boxing
- E. Tennis doubles

Sports most likely enjoyed by:

1. Speaker 1: \_\_\_\_\_

2. Speaker 2: \_\_\_\_\_

3. Speaker 3: \_\_\_\_\_

## Task B



### Listening for ideas

#### Dialogue 1

*Listen to an interview being conducted by Rashid, a journalist and Azhar, a zookeeper, regarding a missing zebra. As you listen, choose the correct answer for question 1 and 2*

**1. Was Azhar likely working when Zulu went missing?**

- A. Yes, he was likely working at the zoo when it happened.
- B. Yes, but he was likely working at his other job.
- C. No, but he was visiting the zoo at the time.

**2. How did the culprit managed to avoid identification?**

- A. He probably worked at the zoo and knew it would be empty.
- B. He probably worked at the zoo and knew the security's camera blind spot.
- C. He probably worked at the zoo and knew how to cut wires.

***Listening for ideas******Dialogue 2***

*Listen to a conversation between Patrick and Kelvin discussing Kelvin's decision to buy a motorbike. As you listen, choose the correct answer for question 3 and 4.*

**3. Why did Kelvin want to buy a motorbike?**

- A. His sister's car was too small.
- B. He could not afford to wait to take public transport to work.
- C. He had just enough money to afford one at sale price.

**4. Why did Patrick suggest Kelvin do not feel bad about his sister driving him to work?**

- A. He could pay her for part of the car.
- B. He could pay her the fare he would have paid if he had taken public transport.
- C. He could pay for her petrol.

## Task C

SCAN ME

**Listening for specific information**

*Listen to a conversation between a radio host, Joanne, and a listener, Khalis, who has been shortlisted for a competition and is now being interviewed on the show. As you listen, choose the correct answer for question 1 to 6.*

**1. Why did Khalis choose to take part in this competition?**

- A. He hates his job and wants to see the world instead.
- B. He loves his job but wants to take a break.
- C. He wishes to pursue a career as an explorer.

**2. How could contestants get shortlisted to be interviewed on the show?**

- A. They had to submit a picture of themselves and a write-up..
- B. They had to submit a write-up about Magellan.
- C. They had to pass a test about Magellan and submit a picture of themselves.

**3. Why did Khalis not pursue a career as an explorer?**

- A. He had read many books about it and was a put off.
- B. He preferred being an architect.
- C. He did not have money to do so.

**4. What was a benefit that Khalis got out of maintaining his interest in travelling?**

- A. It made him realize that his job was not worth keeping.
- B. It made him save money.
- C. It made him motivated to exercise.

**5. Why does Khalis want to bring his father on the trip?**

- A. His father laughed at him when he took part in the competition.
- B. His father had always wanted to travel.
- C. His father was a consistent pillar of support.

**6. Where would Khalis be going if he won the top prize?**

- A. Spain.
- B. Europe.
- C. Malaysia.

#### Task D



#### **Listening for tone to understand a speaker's attitude**

*Listen to a voice message being left by an unsatisfied customer, Mrs Devi, for the manager of Super Foods Supermarket. As you listen, choose the correct answer for question 1 to 6*

**1. What was the first problem that Mrs Devi had with the supermarket?**

- A. The staff were standing around waiting for customers to approach them.
- B. The staff were chatting and being rude to customers when approached
- C. The staff were chatting and being ignored by customers.

**2. What was Mrs Devi's complaint about the aisles?**

- A. They were wrongly labelled.
- B. They were too cluttered.
- C. The fruit aisle contained drinks.

**3. Why was Mrs Devi upset upon reaching the cashier?**

- A. They were only two other people in the queue with her.
- B. She had bought many things.
- C. The supermarket did not provide any shopping bags.

**4. Why did Mrs Devi go to the supermarket?**

- A. She had never been there before and wanted to see it.
- B. She was hosting a dinner party.
- C. She was going for a dinner party..

**5. Whom in the voice message addressed to?**

- A. The owner of Super Foods Supermarket.
- B. The staff of Super Foods Supermarket.
- C. The manager of Super Foods Supermarket.

**6. Is Mrs Devi likely to return to the supermarket?**

- A. No, but she hopes that changes will be made.
- B. No, and she hopes that other customers will do the same.
- C. Yes, so she hopes that there will be improvements.

# Speaking



## **2.1 Prepared presentation**

**2.1.1 Planning and organizing an oral presentation**

**2.1.2 Setting an appropriate introduction**

**2.1.3 Discussing ideas clearly through elaboration of main points and supporting details**

**2.1.4 Use appropriate visual aids to enhance presentation**

**2.1.5 Practise verbal and non verbal communication skills**

**2.1.6 Managing questions-and-answer sessions**

## **2.2 Impromptu speech**

**2.2.1 Discussing the similarities and differences between public speaking and conversation**

**2.2.2 Differentiating between impromptu and extemporaneous speech**

**2.2.3 Sharing the sources of content for impromptu speech**

**2.2.4 Outlining an effective 3-minutes speech**

**2.2.5 Practise delivering an effective 3-minutes impromptu speech**

## STEPS IN PLANNING A PRESENTATION



## 1

## Choose Your Topic

**Presentation Topic**

Choosing a topic is the most important step in preparing a presentation.

**Presentation Subject**

Choose a topic that matches your knowledge, skill level and a topic that you are familiar with. The subject of your presentation doesn't have to be controversial or earth-shattering.

**Presenter Interest**

Pick the subject you are interested in. Your knowledge and understanding of the topic will make the process to plan your presentation more exciting and easier and the audience will be able to sense your passion and enthusiasm when you deliver your presentation.

**Q&A**

Focus more time working on "how" you present instead of worrying about the content of "what" you present, this will make you feel more comfortable in front of the audience and should be able to answer any questions during the presentation more easily.

The topic you choose **should not be neither too broad nor too narrow**. If your topic is too broad, it will end up being very superficial and you won't have enough time to cover the subject adequately.



Too narrow	Too broad	The best
Physical Effects of Anorexia	Anorexia	The Effects of Anorexia
Emotional Effects from Earthquake	Natural Disasters	The Effects from Natural Disaster
How to toss a salad?	How to cook?	How to Prepare and Toss a salad?



Do you have any idea what would be the best topic for your presentation? Share with your teacher!

## Audience Attention

If you are going to give a demonstration, make sure there will be enough action to hold the audience's attention.

## Audience Prior Knowledge

Consider your audience when selecting a topic for your presentation. You need to know how much your audience know about the subject and avoid any topic so technical or too advanced that hard for them to follow.

## Audience Size

Determine the size of your audience, especially for demonstrations, so the visibility is good for your audience to see what you are showing/doing.



### ✓ DO'S

How to write a book review at the book club meeting.

Demonstrate how to bake brownies to baking class members.

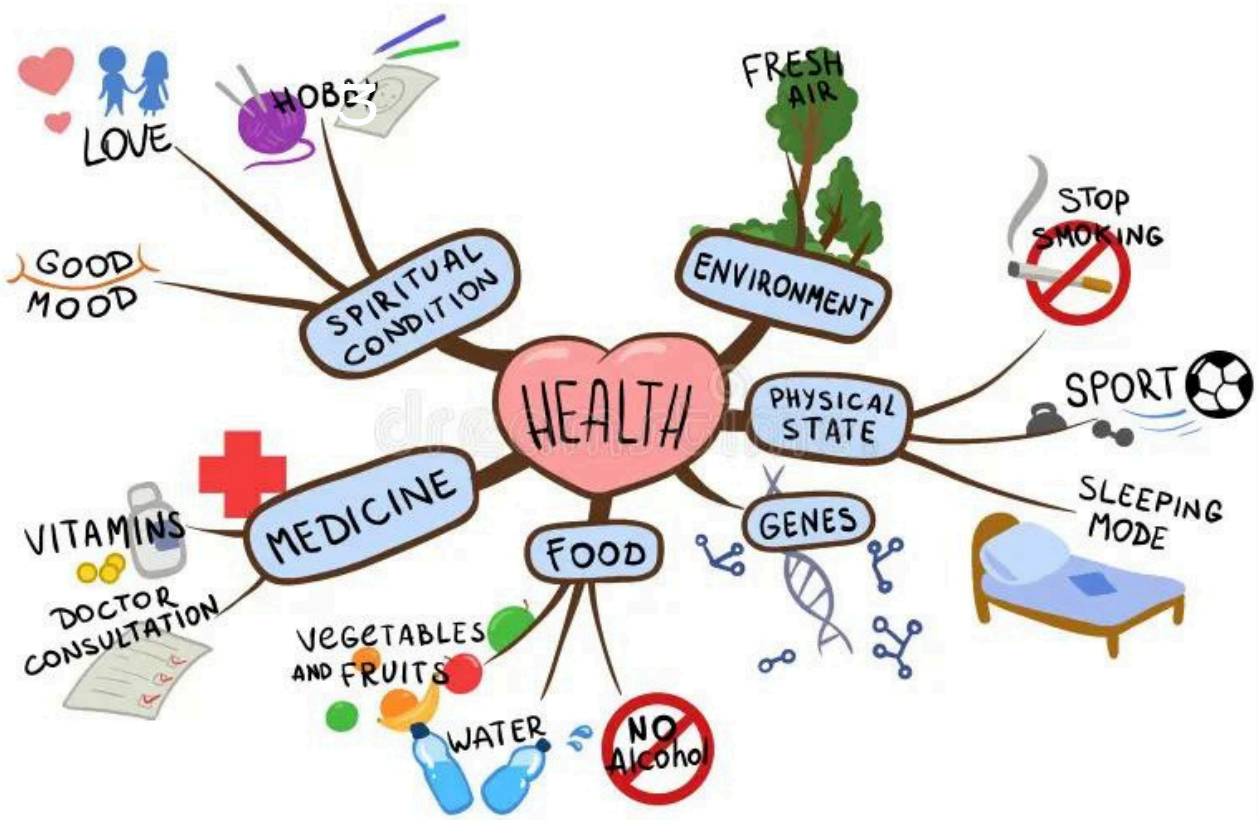
### ✗ DON'TS

How to butcher a whole chicken at the book club meeting.

Demonstrate how to bake brownies to fitness club members.

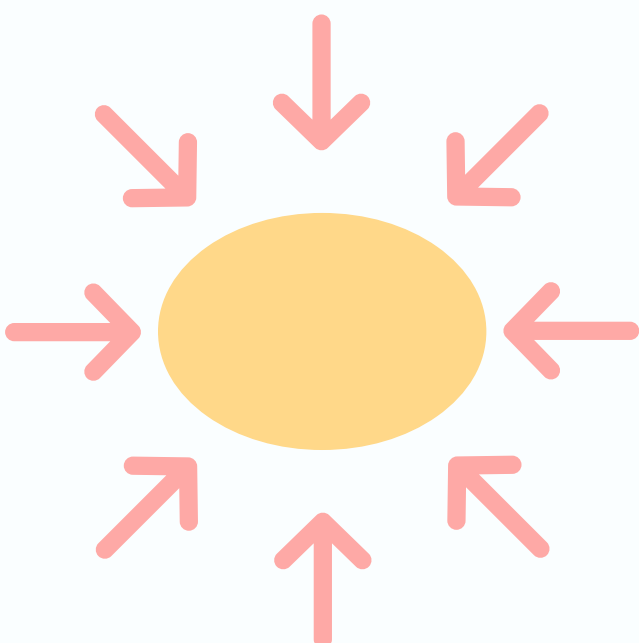
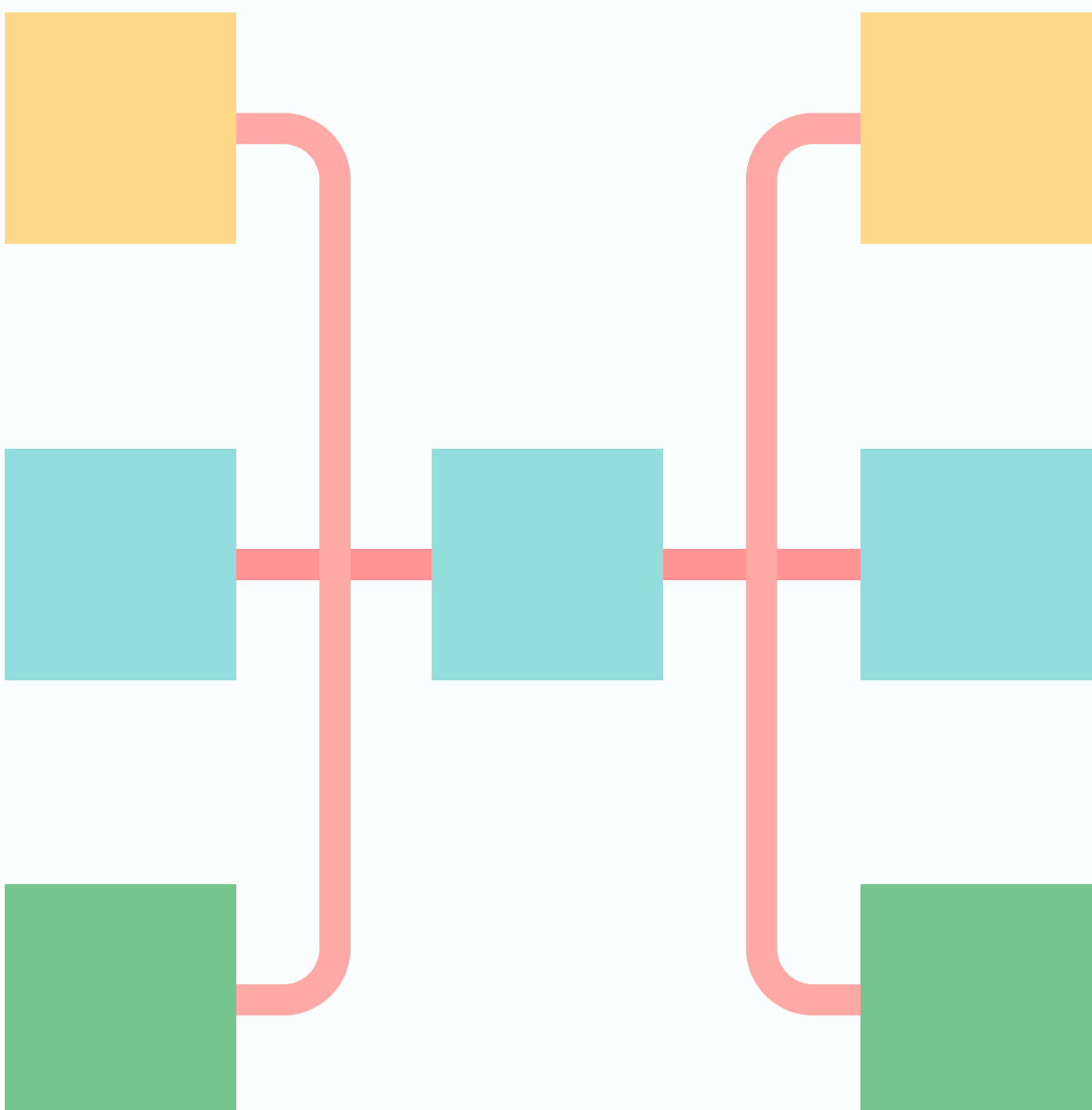
## Tasks

**S1:** In pair/ group, draw a mind map of your topic of interest. You may use a brainstorming technique to recall what you know about the topic. Below is the sample of mind map.



### QUICK TIPS

Brainstorming is a technique for recalling what you know about a topic. A common way of brainstorming consists in writing the main topic inside a circle at the center of your page and then jotting down all around the ideas and information connected to it. You can use arrows to indicate the relationships.



## 2

## Determine Your Purpose

You need to decide what type of presentation you will give

Is your purpose **to educate, to inform, to persuade or to entertain?**

**To educate**

Do you want to teach your audience about something? Will you show actual steps in a process? Will you have a finished product to show? This could be information that is interesting or useful for audience

**To inform**

Do you want to inform your audience about something? We want our audience to learn about a new topic or develop a new skill or advance their knowledge on a subject that they already know.

**To persuade**

Do you want to persuade the audience that one way is better than another? Do you want to get a reaction from the audience or urge them to take action on some issue?

**To entertain**

Humorous speeches made by entertainers are the best examples as their sole purpose is to delight the audience and make them happy.

## 3

## Gather Information

01

Next step is to do some research and gather information and ideas about your topic.

02

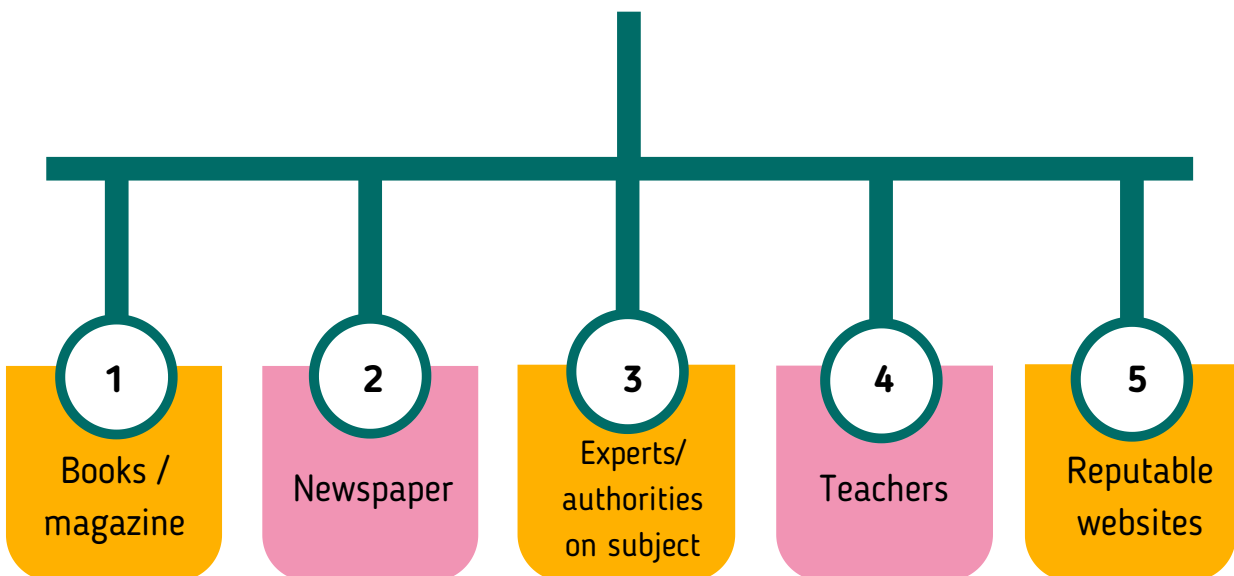
You want to learn and equip yourself as much as possible about your subject. The more you know, the more confident you will feel when you are presenting.

03

Once you are well-informed on your subject, the Q&A session later would be a piece of cake for you.

04

There are various different sources you can acquire information from, sources can include:



Keep a list of all the sources you use. You will need to cite your sources in your talk to make you sound more credible.

Your information need to be current and accurate. Be sure you know the difference between fact and opinion.

Record the information you find and rearrange them in logical orders. The most important thing is to gather complete information and to know where your information comes from.

3



Can you try to distinguish between opinions and facts? Fill in the table below and check the answers with your teacher.

### Opinion vs Fact

Opinion	Fact

4

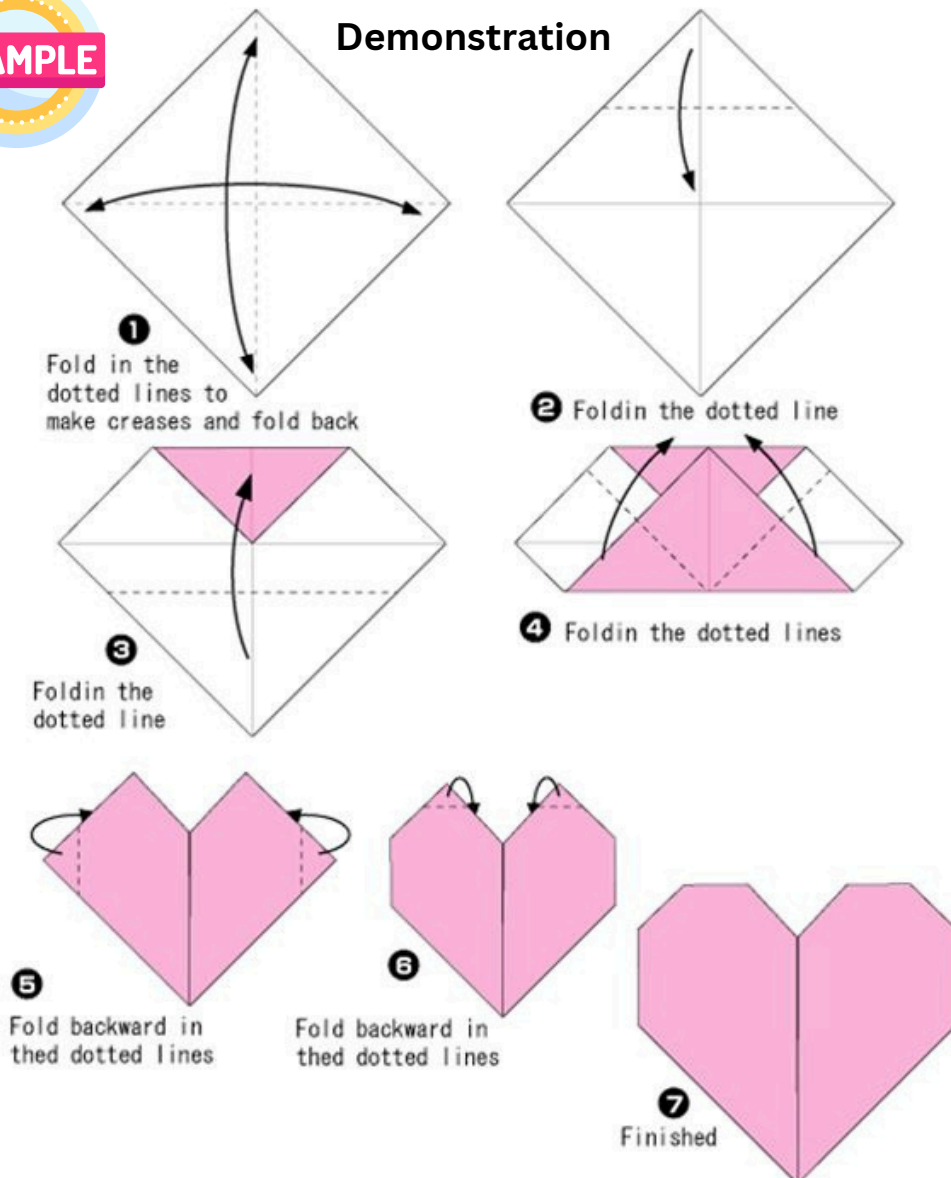
## Outline / Write

Begin with forming an outline and list the important points you want to make and arrange them in logical order.

Outlines for the different types of presentation may look like these:

## EXAMPLE

## Demonstration



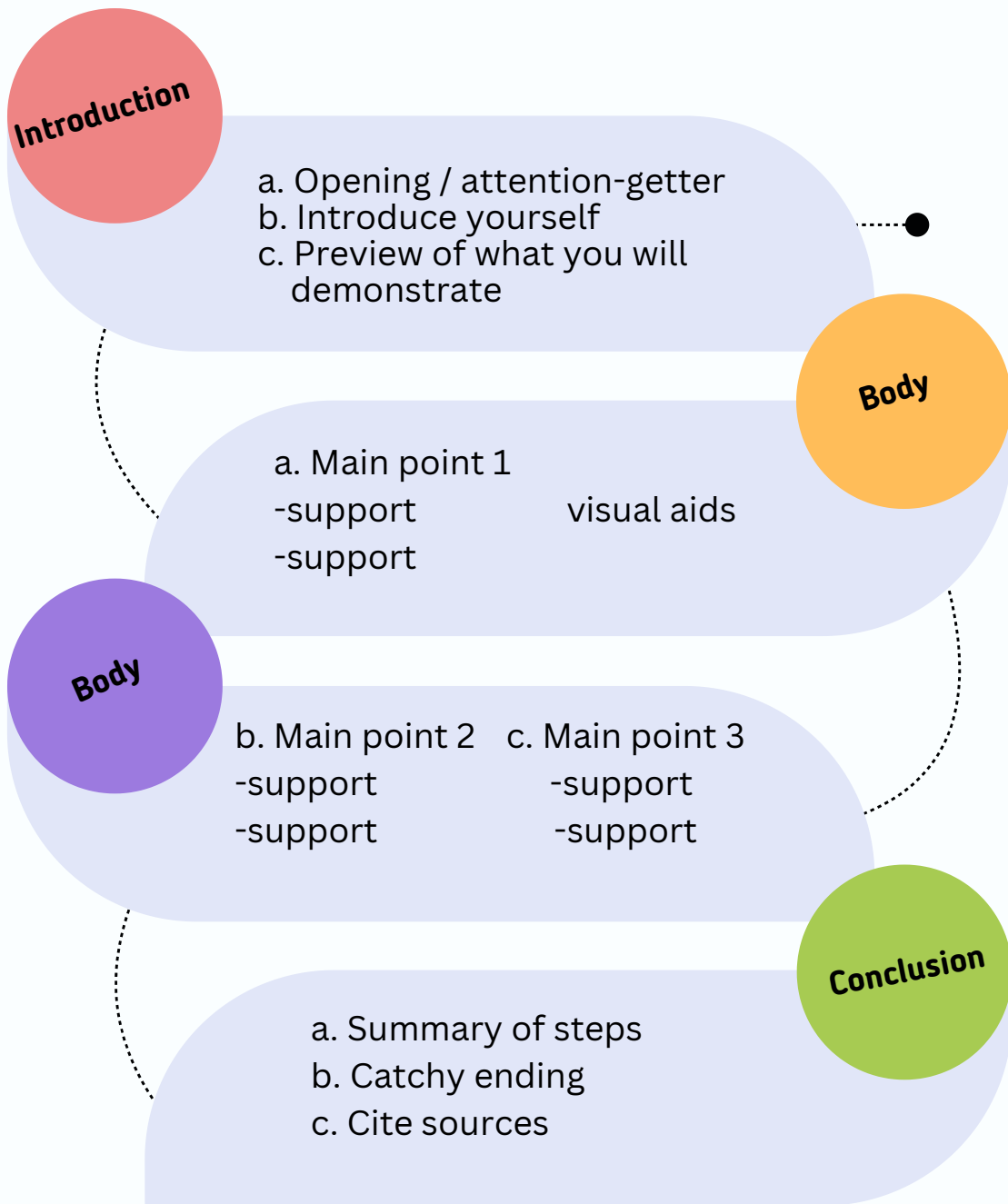
## An Easy Heart

## Demonstration Speech Outline



Although it may sound odd, plan the body of your presentation first. Next write the conclusion and write the introduction last.

## Illustrated Talk and Speeches Outline



Don't memorize your entire presentation except your introduction and conclusion. You have **TO** talk to your audience, not **AT** your audience.



### Quick and Easy Attention-getter

- 1 Rhetorical question
- 2 Quotation
- 3 Refer to the audience
- 4 Refer to a recent, current event or historical event.
- 5 Hypothetical Scenario
- 6 Anecdote—External or Personal
- 7 Provocative Statement
- 8 Startling Statistic or Strange Fact



Watch this YouTube video to see examples of an effective attention-getter.





**S2:** In pair/ group, organize your presentation by filling up the basic outline below. Remember to start with the body-decide your main points first - and then proceed to develop an introduction and conclusion

### Introduction:

Attention- getter (How will you make the audience interested and want to listen?)	
Introduce yourself, your subject / title of your presentation	
Thesis Statement (what is the main focus of your presentation?)	
Preview (What will your main points be in this presentation?)	

**Body 1:**

First main point	
Supporting materials / ideas 1	
Supporting materials / ideas 2	
Supporting materials / ideas 3	

**Body 2:**

Second main point	
Supporting materials / ideas 1	
Supporting materials / ideas 2	
Supporting materials / ideas 3	

**Body 3:**

Third main point	
Supporting materials / ideas 1	
Supporting materials / ideas 2	
Supporting materials / ideas 3	

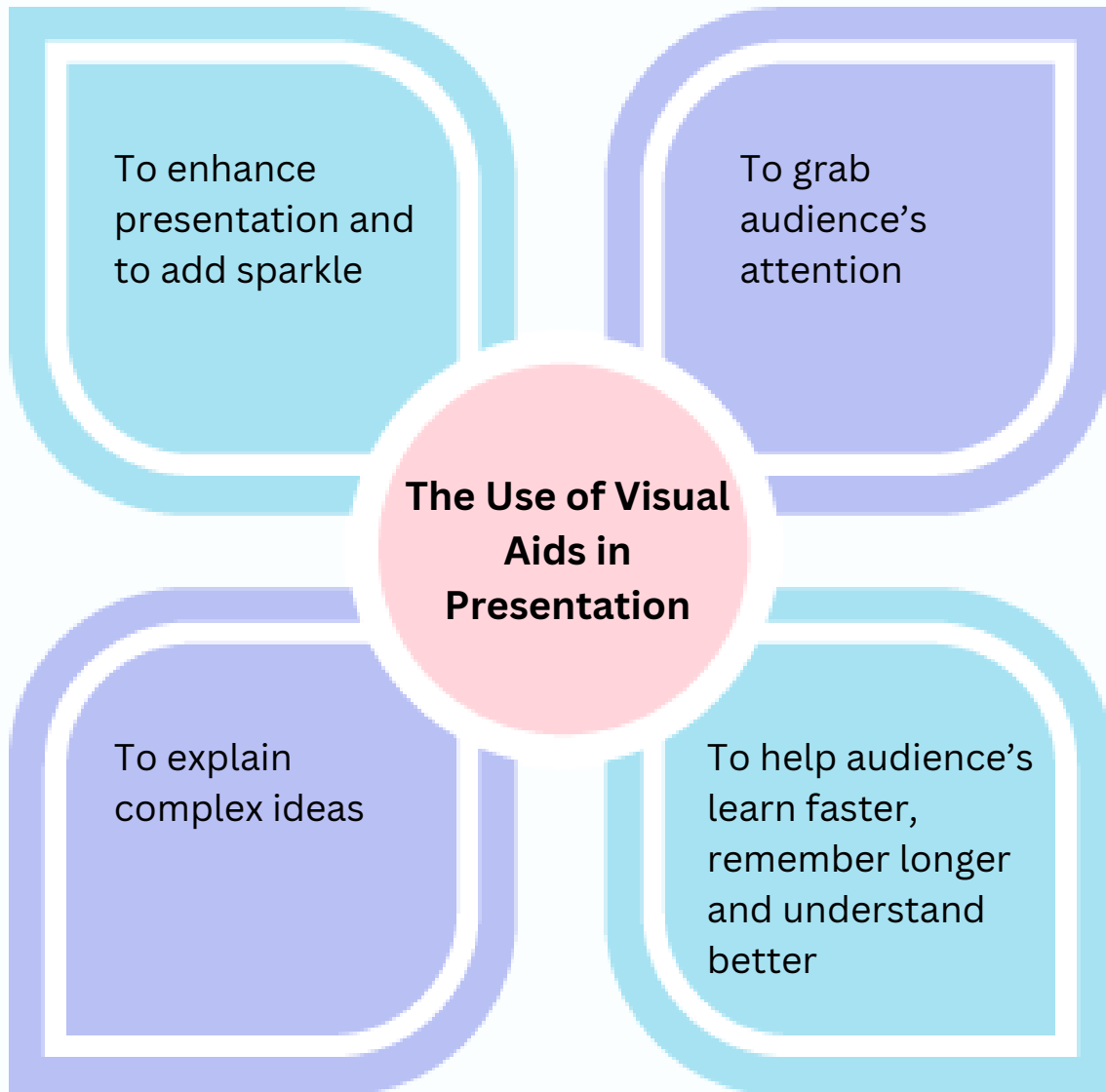
**Conclusion**

Signal to the audience you have finished with your main points	
Review your main points	
Provide closure	

## 5

## Visual Aids

Visual aids come in many forms. For examples, **actual objects (realia), video, charts, slides and overhead transparencies**



**Top 5** best free software to prepare slides for presentation



When preparing visual aids, make sure your visual aids:

1

easy to use or show

2

fit smoothly into your presentation

3

have purpose

4

should not overpower your presentation



Watch this YouTube video to learn the latest PowerPoint hacks for presentation





**S3:** In pair/ group, discuss the use and benefits of each type of visual aids below. At the end of the task, decide which type of visual aids would you choose and use in your presentation. Provide your reason(s).

<b>VIDEOS</b>	USE	BENEFITS
<b>DEMONSTRATIONS</b>	USE	BENEFITS
<b>ROLE PLAYS</b>	USE	BENEFITS
<b>PROPS</b>	USE	BENEFITS
<b>SLIDES</b>	USE	BENEFITS
<b>AUDIOS</b>	USE	BENEFITS
<b>HANDOUTS</b>	USE	BENEFITS
<b>WHITEBOARDS / BLACKBOARD</b>	USE	BENEFITS



**S4:** In pair/ group, discuss the do's and don'ts of using visual aids in presentation

+ Do's	- Don'ts

## 6

## Choose a Title

01

The title is your first opportunity to capture the interest of the audience

02

It should make your audience want to listen to your presentation and wonder what it is about

03

You want your title to suggest the topic without giving away the whole story.

04

An effective title should meet one or more of these criteria:

1

Short & to the point

2

Descriptive

3

Provocative

4

Image-making

5

Fun!

**QUICK TIPS**

Be creative and original!

EXAMPLE

Bland Titles

Interesting Titles

Trail Riding Safety

Happy Trails!

Recipes for Bananas

Let's Go Bananas!

Tortoises of the  
Galapagos Islands

Giants in a  
Small Land

How to Give a Chicken  
a Bath

A Bubble Bath for  
Buddy

A Story about me

My Dark Side



What would be your best title for your presentation? Is it catchy and interesting? Share with your friends and teacher.

## 7

## Practice

01

The more you practice, the more comfortable and confident you will be when giving a presentation.

02

Practice does not mean memorizing, but knowing your material so well that you can present it in your own words in a natural manner.

03

When you practice, you need to talk out loud, not just in your head. Practice in front of other people. Ask them for feedback for improvement

04

Practice the entire presentation at once. Time yourself to make sure your presentation is within the time given.

05

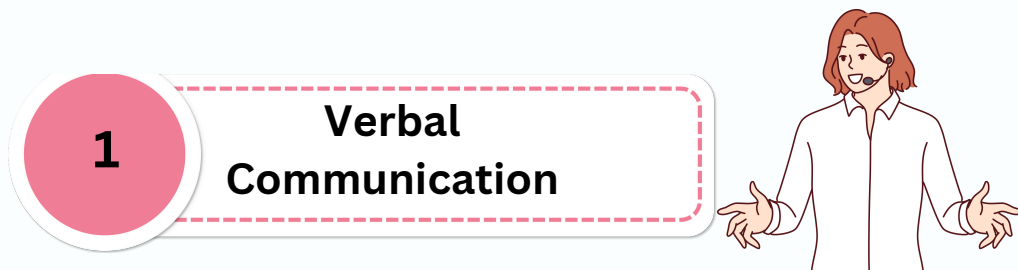
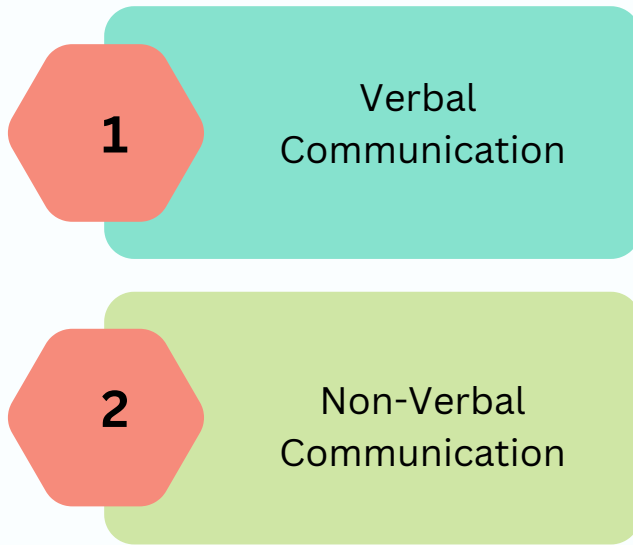
You can also practice in front of the mirror or record, yourself so you can see your facial expressions and gestures.

**WATCH NOW**

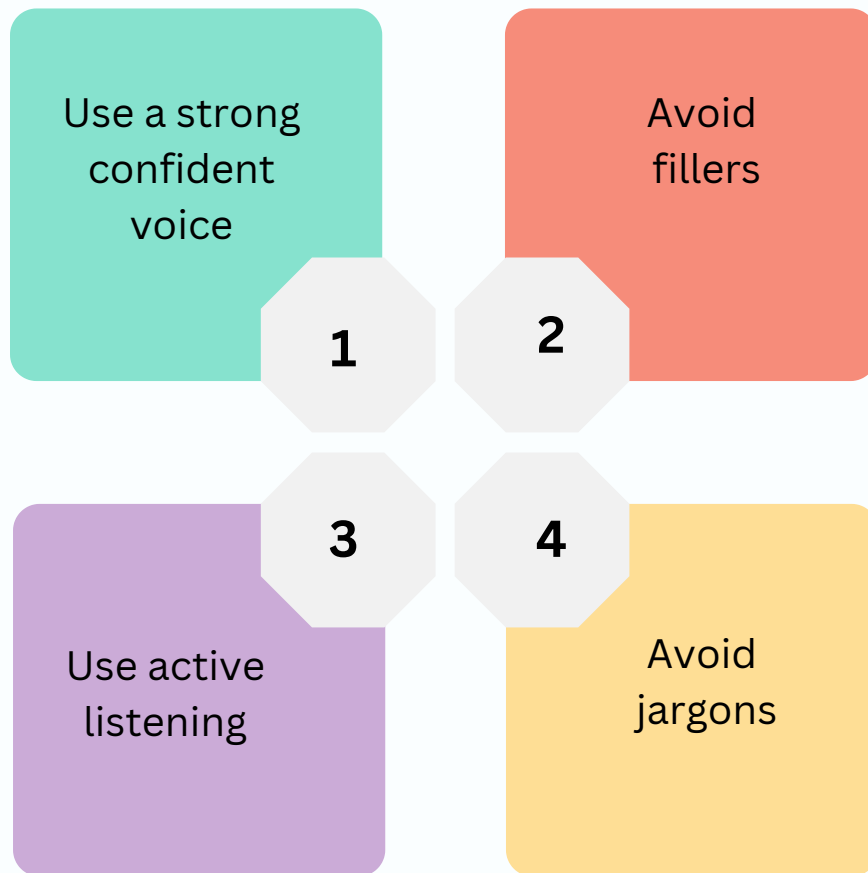
Watch this video to learn more on presentation techniques



There are two types of communication that we can use in delivering a presentation.



Verbal communication is the **communication that is expressed through words**. It is vital and plays an essential role in daily life. Human verbal communication consists of two primary types, speech and writing. Here are a few steps you can take to develop your verbal communication skills:



## Non -Verbal Communication



Nonverbal communication is **the use of body language, gestures and facial expression to convey information to others**. It can be used both intentionally and unintentionally. For example, you might smile unintentionally when you hear a pleasing or enjoyable idea or piece of information. Here are a few steps you can take to develop nonverbal communication skills:

1

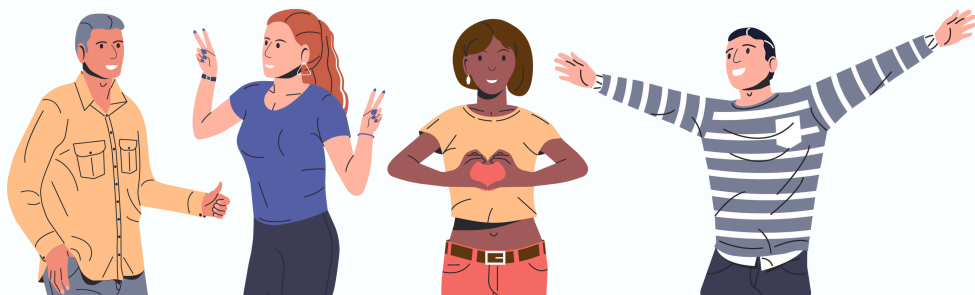
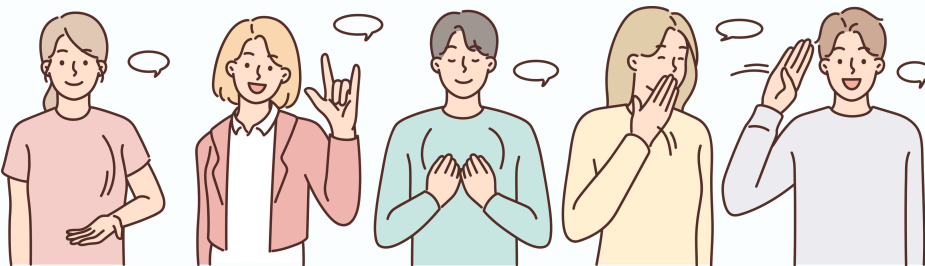
**Notice how your emotions feel physically.** Developing self-awareness around how your emotions affect your body can give you greater mastery over your external presentation.

2

**Be intentional about your nonverbal communications.** Make an effort to display positive body language when you feel alert, open and positive about your surroundings.

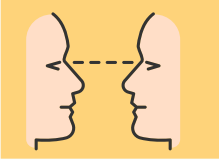
3

**Mimic nonverbal communications** you find effective. If you find certain facial expressions or body language beneficial, use it as a guide when improving your own nonverbal communications





## Tips for using non verbal communication to improve your presentation skills.



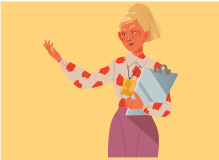
**Eye contact** indicates your interest in the people in the audience. It increase your chances of getting your message across and establish a connection with the audience



**Smiles** are powerful. Smiling makes a speaker more warm, likable and friendly. When you smile, people see you as happy – and this makes them more receptive to you



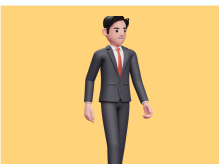
**Gestures.** Use gestures purposefully to stress, demonstrate, or complement what you say. You can practice your presentation in front of a mirror- watch and enhance them.



**Postures and body orientation.** Standing straight and looking directly at the audience indicates confidence. If you're using slides, speak to the audience, not the slide.



**The voice.** Be animated – avoid speaking in a monotone. Show excitement for your material with your voice. Don't forget to pause after major ideas. Enunciate and pronounce the words clearly.



**Movement.** Move whenever you change topics, when you ask or answer question, or when you use a visual. You won't be tied to your computer, and you'll appear more natural.



Watch this YouTube video and answer the following questions.

1. What are the signs of nervousness during presentation?

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2. Why a good speaker keeps their body open?

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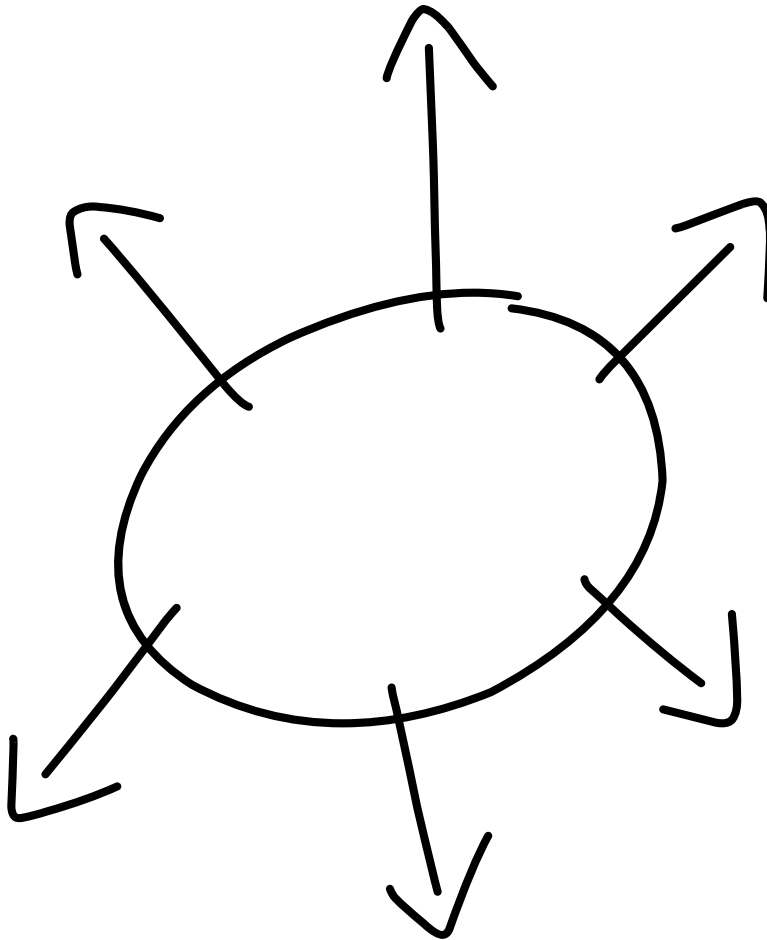
3. What should you do and don't with your palms?  
Give reasons.

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4. In group of 3-4 members, watch the full speech video below from the World Champion Public Speaker to discuss and analyse his body language, voice and tone in delivering his speech. Prepare a mind map to show what you have learned from the video in a mah-jong paper. Present to the class.



## Impromptu Speech

While both public speaking and conversation involve imparting messages to others, there are key differences between a formal public speech and a casual conversation.

### Conversation

“is a form of interactive, spontaneous communication between two or more people who are following rules of etiquette”. Generally understood as less formal face-to-face communications where there are exchanges of ideas among multiple speakers

### Public Speaking

“the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners.” Public speaking is commonly understood in terms of formal, face-to-face communications delivered by single speakers to groups of listeners



Watch this YouTube video to see example of impromptu speech



## Similarities Between Public Speaking and Conversation



## Differences Between Public Speaking and Conversation

### PUBLIC SPEAKING

### CONVERSATION

**Structured**  
A topic for a speech is predetermined

**VS**

**Unstructured**  
conversations are free-flowing

**Formal language**  
Language used is refined and relatively formal.

**VS**

**Informal language**  
Language and tone are far more casual

**Deliberate**  
Practiced ahead of time and carefully planned

**VS**

**Spontaneous**  
No pre-planned script and is not rehearsed

**Clearly defined roles**  
Recognize the speaker and focus is on the speaker

**VS**

**Fluid roles**  
The focus varies from one person to the other

**Time bound**  
Their timing is determined in advance

**VS**

**Non-time bound**  
Can go on and on if they so desire

**Event driven**  
Requires an event with a live public gathering

**VS**

**Channel driven**  
Can spring up anywhere

**Method of delivery**  
Effective public speeches require preparation

**VS**

**Method of delivery**  
Conversations are far more spontaneous

## Differentiating Between Impromptu and Extemporaneous Speech

### 1. Definition

#### Impromptu Speech

when you have to give a speech on the spot, **without any prior preparation** or notes

#### Extemporaneous Speech

when you **have some time to prepare** for a speech, but you **do not have a written script** or memorized words

### 2. Structure

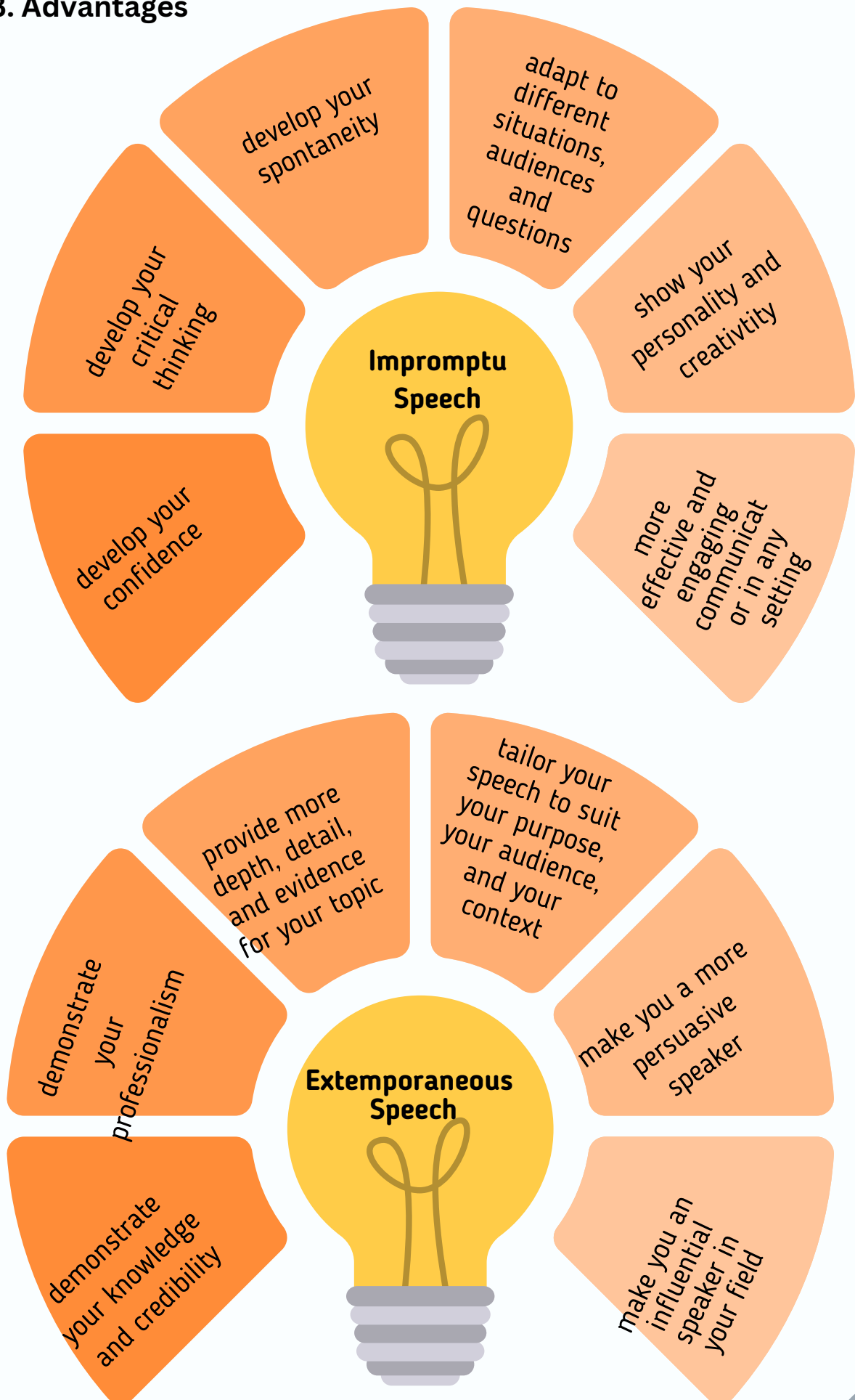
#### Impromptu Speech

use a clear structure. state your **main point**, give **two or three supporting reasons** or examples, and **conclude with a summary** or a call to action.

#### Extemporaneous Speech

have an **introduction** that grabs attention, a **body that covers three or four main points**, and a **conclusion** that reinforces your message and **leaves an impact**.

## 3. Advantages



### 3. Challenges

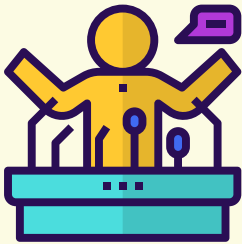


# HOW TO DELIVER AN IMPROMPTU SPEECH



## Impromptu Speech Framework

Pick one of these frameworks to use as a structure for your impromptu speech, and you will instantly feel more prepared.



### The 5 Ws

1. Who - who is involved in the event or who is attending
2. What - what event are you at and what are the common goals?
3. Where - where is the event, how did the initiative the event revolves around start?
4. When - is the timing of the event important? What does the future hold?
5. Why - why is everyone there? Why are you there?



### Diplomatic framework

Start by talking about the advantages and disadvantages of the subject topic, then end with a conclusion.

This will make your speech informative and enable you to talk for a longer period of time than the 5 Ws. It's important not to be afraid of silence when using this framework.



### Storytelling

When having to speak when you aren't prepared, start off small, then medium, and end large. Basically, talk about the event from an individual perspective, then a group or national perspective, and end with the bigger picture.



## Make some quick notes

Make sure you've written down your starting and ending sentences, as these are the most important

## Decide on the tone

Think about what tone to speak in. This will depend on the type of event you're at.

## Impromptu Speech Game

### Materials needed:

1. Index cards or small slips of paper
2. Pens/pencils
3. A container for the quotes/words (an envelope or basket or bowl works fine)
4. A timer
5. Evaluation sheets (if desired)

### Instructions:

1. Have each person find a quote and then write it on a note card or slip of paper. The quote should be something that most anyone could relate to or speak about, but avoid quotes that are overused or cliché. *(game option: have each person write a random word on a separate slip of paper.)*
2. Put all the quotes in a container. *(If you are using the game option\* put the random words in a separate container.)*
3. Have one person draw a quote from the envelope *(pick again if you draw your own)*. *(If you are using the game option\* have the person also pick a random word)*.
4. Give that person 3 minutes to prepare a speech on the quote he/she drew. It will help if he/she is able to leave the room and work in a quiet space.
5. After 3 minutes, have the person come back in and deliver a 3 minute speech. Make sure one person times the speech.
6. The group should listen to the speech and make notes using the evaluation sheet below if desired.
7. After the speech, take time to offer the speaker feedback on what he/she did well and what could have been better.
8. Repeat the process until everyone has had a chance to draw a quote and deliver a speech.

## Evaluation Sheet

**Use the following questions as part of the Impromptu Speech Game to evaluate how each speaker performed. Give feedback that is helpful and constructive.**

1. Did the speaker stay focused on topic and clearly develop ideas related to the topic?
2. Did the speaker offer specific examples?
3. Did the speaker clearly state his/her thesis or main idea?
4. Did the speaker give a preview of what would be covered (main points to be addressed)?
5. Did the speaker use transitions in between the major parts of the speech?
6. Did the speaker appear confident and control his/her nerves?
7. Did the speaker use good eye contact?
8. Did the speaker use good posture/stance (not rocking or pacing)?
9. Did the speaker have good vocal delivery (volume, rate, and variety of pitch)?
10. Did the speaker review what he/she had covered?
11. Was there a clear sense of closure at the end of the speech?
12. Did the speaker fall within the designated time frame?
13. Is there anything else you'd like to add about this speaker?

# Reading



### **3.1 Interpreting main points and ideas**

3.1.1 Skimming and scanning texts based on current issues

3.1.2 Comprehending a variety of texts based on current issues

3.1.3 Discussing significant points of current issues/topics of interest

3.1.4 Preparing logical predictions or suggestions for solution based on current issue/topics of interest

### **3.2 Organizing information**

3.2.1 Organizing information in graphs and charts

3.2.2 Read labels, titles and legends in graphs and charts accurately

3.2.3 Derive raw data from various sources of information

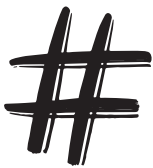
3.2.4 Display the prepared data in suitable graphic forms

3.2.5 Clarify trends, movements and distribution patterns in graphs and charts using appropriate lexical items

## READING TECHNIQUES



Skimming and scanning are both quick reading techniques but they have different purposes.



Both techniques should be practiced and encouraged so that reading can be a valuable and enjoyable tool to improve English.



Not every word needs to be read and fully understood as many students have a tendency to read and translate much or all of the text.



With good skimming and scanning skills, you will no longer be bound by the text, nor your reading and comprehension speed.



“You don't have to read every single word when you skim and scan.”

## SKIMMING



Daniel loves his mother very much. He is willing to do anything for her. Therefore, when Daniel's mother did not like his girlfriend, Daniel decided to end the relationship. It was painful for Daniel and Puteri (his girlfriend), but that is the extent of Daniel's love for his mother.



Can you guess the main idea of this tragic love story?

**Main idea:**

Daniel loves his mother so very much that he left his girlfriend for her.

## What is Skimming?

- Skimming will focus on understanding the **main idea** and **concept**.
- You won't read anything. You read only what is important to you. You may stop for interesting facts but then quickly continue to skim the book.
- Skimming is like browsing a new travel book or moving your finger over a map of a city you wish to travel to.
- At first, you may spot pictures, read selected snippets of information or identify general areas, landmarks, or highlights.
- You want to know the bigger picture first before exploring a location in detail.
- These practices will teach your brain to understand, comprehend and remember a lot faster.



## HOW TO SKIM



- Try to get a sense for the structure and organization of the passage. Look at the **title** and **headings** (if any).



- Quickly look over **tables, graphs, illustrations, and so on**. They usually give you a great deal of information about the content of the text.



- Quickly read the **first paragraph**, which typically gives you an idea what the whole passage is about.



- Quickly read the **first sentence** of other paragraphs, one or two random sentences in the **middle**, and the **last sentence**.



- You can even skip whole paragraphs, even entire sections.



- Quickly read the **last paragraph**, which usually has a summary of the information and a conclusion.



**R1: INSTRUCTION**

Ask the students to underline or highlight any words or phrases that they consider to be “key” to understanding the poem’s meaning or message.

After a set amount of time, such as 2 minutes, students share their highlighted words or phrases with the class.

As a class, discuss the different words and phrases that were highlighted and why they are considered important to understanding the poem.

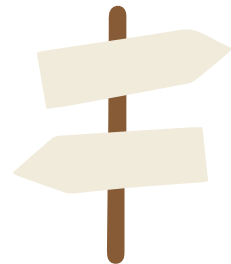
### The Road Not Taken BY ROBERT FROST

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.





**R2: Skim through the following passages. Then write out the main idea.**

- Unlike the children of yesteryear, children today are not afraid of their parents. They demand to be treated fairly. To them, fairness means to be able to decide what they want to study, to choose their own career path and, most interestingly, to decide whether to go to school or not. Parents who do not relent to such demands are seen as unfair, orthodox and even mean.

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- A quarter of juvenile delinquents, many of them from middle-class families, come from broken homes. Families, once the bedrock of Asian society, suffer from a divorce rate that has quadrupled in the past two decades. When parents break up, children are emotionally affected. This leads them to turn to bad company and then to crime.

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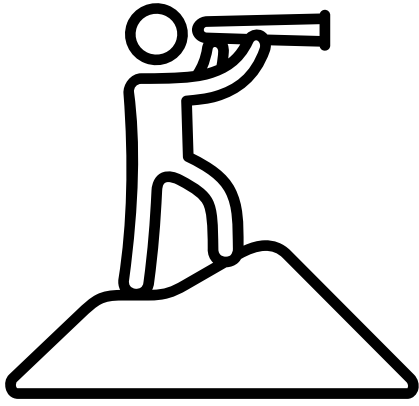
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# SCANNING



Can you find the hidden pictures?





When you look for someone in a crowd during orientation week, searching for a matching sock in a pile of laundry, or locating a vocabulary term in a textbook that your teacher has asked, you are actually **SCANNING** for specific information.

The activity you have just done earlier; finding hidden pictures is also one of the examples of **SCANNING**.

This is a **birds-eye-approach** of looking for information with the goal to locate **particular** facts.

### What is scanning?

- Scanning is a technique to trigger and **extract key information** and ideas such as **names, numbers, specific facts**.
- Scanning involves **moving your eyes quickly** down the page, **identifying specific words and phrases** to find a particular answer or grasp the basic main idea.
- You must know what you are looking for and **be focused on your task**. Items not in the scope of your search are ignored.

## HOW TO SCAN

Start scanning the text by allowing your eyes (or finger) to move quickly over a page

When you locate information requiring attention, you then slow down to read the relevant section more thoroughly.

As soon as your eye catches an important word or phrase, stop reading.



## SCANNING TECHNIQUES

Trace your finger or use a pen/pencil

Encircle or underline keywords

Highlight all the keywords



### R3: Scan through the advertisements

#### Speedy Plumbers



Do you like to fix sinks?  
If your answer is 'YES',  
then we have a job for  
you! Call 012-9417823  
and ask for Bobby.



#### Time Is Money

Would you like to work at home,  
and still make a lot of money in  
your free time? We can show you  
how! Don't do anything. Just send  
us a check for RM4590 and we will  
help you become rich! Hurry!

P.O.Box 1234 Sometown, Kuala  
Lumpur

#### ACTORS & ACTRESSES

A big Hollywood  
movie company is  
now in town filming a  
new movie. We are  
looking for anyone  
with acting  
experiences. Are you  
interested? Call us

at:

0148491435

#### WAITERS & WAITRESSES



#### ALI'S RESTAURANT

Ali is looking for waiters  
and waitresses to work in  
his restaurant on Main  
Street. Call Mr Ali and  
start to work tomorrow.

0133449995



Choose the correct answer based on the advertisement above

- If you like to work at your home, you can call Speedy Plumbers.
- If you like to fix sinks, you can call Bobby.
- Ali has a new restaurant.
- The Hollywood movie company is looking for people with acting experience.
- You can start to work next week at the restaurant.
- You must go to Sometown, KL, if you want to become rich.
- Ali's restaurant is located on the Main Street.





**R4: Read the questions. Then, scan the passage for the answers.**

Many factors play an important part in influencing an adolescent's choice of lifestyle. One such factor is an adolescent's interest in members of the opposite sex. This feeling is an entirely new experience for young teens who are adjusting to the hormonal changes that are taking place during this phase. Thus, being inquisitive about members of the opposite sex is quite normal. This natural curiosity can lead to a teenager practicing many forms of light flirtation.

Another factor is the problem of eating disorders. These disorders are created by unrealistic images portrayed in popular culture. What are these unrealistic images? Being exceptionally thin, like super models is one example. Thus, dieting is fairly common among teenagers and in extreme cases, leads to *anorexia* and *bulimia*.

Finally, there is the growing trend among teens to conform to peer pressure. This has led to a good percentage of youth going astray and taking up habits such as smoking, drug-taking and the like. Very few youths stop to think about the consequences of indulging in such addicting habits. For them, these addictions appear to be the trend and they are willing to risk personal safety and damage to their health and lives to be part of their peer group.

1. What are teenagers inquisitive about when their bodies are adjusting to hormonal changes?

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2. What does natural inquisitiveness lead to?

---

---

3. What cause eating disorders among teenagers?

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4. What are the risks of taking such addicting habits?

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You might use skimming and scanning to:

SKIMMING	SCANNING
see what's in the news in a paper or on a website	look up a word in a dictionary or index
browse through a book to see if you want to read it	look up details or prices in a catalogue
look through the options given on a Google search to see what sites it suggests	pick out the website you want from options on a Google search



Can you think of other activities which involve skimming and scanning in your daily life?

Here is a picture that illustrates **skimming process**:

### What is Capitalism?

The word capitalism is now quite commonly used to describe the social system in which we now live. It is also often assumed that it has existed, if not forever, then for most of human history. In fact, capitalism is a relatively new social system. For a brief historical account of how capitalism came into existence a couple of hundred years ago, see Marx and Engels' Communist Manifesto. But what exactly does 'capitalism' mean?

#### Class division

Capitalism is the social system which now exists in all countries of the world. Under this system, the means for producing and distributing goods (the land, factories, technology, transport system etc) are owned by a small minority of people. We refer to this group of people as the capitalist class. The majority of people must sell their ability to work in return for a wage or salary (who we refer to as the working class.)

The working class are paid to produce goods and services which are then sold for a profit. The profit is gained by the capitalist class because they can make more money selling what we have produced than we cost to buy on the labour market. In this sense, the working class are exploited by the capitalist class. The capitalists live off the profits they obtain from exploiting the working class whilst reinvesting some of their profits for the further accumulation of wealth.

#### The profit motive

In capitalism, the motive for producing goods and services is to sell them for a profit, not to satisfy people's needs. The products of capitalist production have to find a buyer, of course, but this is only incidental to the main aim of making a profit, of ending up with more money than was originally invested. This is not a theory that we have thought up but a fact you can easily confirm for yourself by reading the financial press.

The capitalists calculate can be sold at a profit. Those goods may satisfy human needs but those needs will not be met if people do not have sufficient money.

Attentively  
read the first  
and the last  
paragraphs

Read only the  
first sentence.  
"Drop down"  
to the end,  
looking for  
key details

Scanning process looks like this:

### What is Capitalism?

The word capitalism is now quite commonly used to describe the social system in which we now live. It is also often assumed that it has existed, if not forever, then for most of human history. In fact, capitalism is a relatively new social system. For a brief historical account of how capitalism came into existence a couple of hundred years ago, see Marx and Engels' Communist Manifesto. But what exactly does 'capitalism' mean?

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#### The profit motive

In capitalism, the motive for producing goods and services is to sell them for a profit not to satisfy people's needs. The products of capitalist production have to find a buyer, of course, but this is only incidental to the main aim of making a profit, of ending up with more money than was originally invested. This is not a theory that we have thought up but a fact you can easily confirm for yourself by reading the financial press. Production is started not by what consumers are prepared to pay for to satisfy their needs but by what the capitalists calculate can be sold at a profit. Those goods may satisfy human needs but those needs will not be met if people do not have sufficient money.

You look  
for specific  
keywords

## Comparison between skimming and scanning

	SKIMMING	SCANNING
<b>Purpose</b>	Quickly get a general overview or main idea of the text.	Locate specific information or details within the text.
<b>Reading Speed</b>	Rapid reading by quickly glancing through the text.	Rapid reading by moving eyes rapidly across the text.
<b>Focus</b>	Grasping the main ideas, headings, subheadings, and topic sentences.	Searching for specific keywords, numbers, dates, or other cues.
<b>Detail Level</b>	Not concerned with every word or detail.	Looking for specific information or details.
<b>Usefulness</b>	Helps understand the overall structure and organization of the passage.	Efficiently locates relevant information without being distracted by unrelated content.
<b>Application</b>	Useful for quickly assessing content and deciding which parts to read more carefully.	Handy when answering specific questions or locating specific details.

R5: Let's practise skimming and scanning.

keep  
Practicing

### Are electric cars really eco-friendly?

Electric-car drivers are saving the planet, right? Their vehicles produce none of the pollutants that dinosaur-burning, fossil-fuel-powered machines do. That is the standard view, and governments around the world provide incentives to encourage the uptake of this new technology.

That is why a Tesla owner got a rude shock when he went to import his vehicle into Singapore - the first person to do so. The Tesla Model S is a 100% electric vehicle. It does not have an exhaust to emit from. So what happened?

Instead of an expected rebate of around S\$15,000 (US\$10,800) he received a fine of the same amount for being a gross polluter. The company commented the incident, "The Model S that our customer imported into Singapore left our factory only two years ago with energy consumption rated at 181 Wh/km. This qualifies as the cleanest possible category of car in Singapore and entitles the owner to an incentive rather than a fine."

The Singapore authorities calculated the 'carbon cost' of generating the electricity that will be used to charge the car. This is the elephant in the trunk of electric vehicles. Where and how the power is produced is not often considered, but perhaps it should be. Let's move the elephant up to the passenger seat and address it directly.

The authorities in Singapore apparently found the Tesla in question consumes 444 watt-hours of electricity per km (Wh/km) in tests. Without wanting to get too maths-heavy, the number of 444Wh/km does seem high. And as we still need power stations to produce such amount electric energy, the environmental impact is not so small as it seemed to be.

But what about the bigger picture - should we be factoring in the emissions of power stations when working out how green an electric car is? The logical answer is yes. Emissions shifted elsewhere are still emissions, and CO2 impacts the global atmosphere wherever it is released.

When reading a text for the first time, you should **skim** over it to grasp the main idea. In this example, read the highlighted text and quickly look over the rest of the text (you have about 1-2 minutes):

After you've skimmed the text, you should get the **general idea**:  
**One man imported an electric car to Singapore and was fined for that, because the car was considered as a polluter. It turned out that electric cars can also be dangerous for the environment, because electric energy used to charge them is produced at power stations, which emit pollutants.**

Now let's look at the questions:

**1. What is the aim of this text?**

A: To discourage people from visiting Singapore.

B: To prove that electric cars are less eco-friendly than fossil-fuel-powered machines.

C: To show that we need to count the emissions of power stations to see how green an electric car is.

This question can be answered immediately after you **skimmed over** the text. Here, you're required to understand only the main idea of the passage.

Obviously, the **correct answer is C**. It's also stated in the last paragraph:

But what about the bigger picture - should we be factoring in the emissions of power stations when working out how green an electric car is? The logical answer is yes.

**2. When the owner of the electric car went to Singapore, he received**

- A: a rebate of around US\$10,800
- B: a fine of around US\$10,800
- C: a fine of around US\$15,000

And this question, unlike the previous one, requires specific detail: amount of money. To answer it, you should **scan** the text for words **\$10,800** and **\$15,000**. Don't read the text again! Just search these two key words. Once you have found the right sentence, read it attentively to get the answer.

The sentence that contains these key words is in the third paragraph:

*Instead of an expected rebate of around S\$15,000 (US\$10,800) he received a fine of the same amount for being a gross polluter.*

Now it's clear to us that the **correct answer is B**.

3. To prove that electric car was a gross polluter, the authorities in Singapore calculated the ..... of generating the electricity to charge the car.

After you skimmed over the article, you should know that the Singapore authorities and charging car were mentioned somewhere in the middle of the text. Moreover, you have another clue: *the answer should be after the answer to the question 3.* You can find the right answer by these key words:

- authorities
- electricity to charge the car

If you **scan** the text for these key words, and you will find the answer in the fourth paragraph:

The Singapore authorities calculated the ‘carbon cost’ of generating the electricity that will be used to charge the car.

The correct answer is **carbon cost**.



**R6: Read the passage below and answer the questions that follow.**

### **The history of UFOs**

Unidentified Flying Object (or “UFO”) is a term commonly used to describe lights or shapes in the sky. It was first coined by the United States Air Force in 1952 to describe sightings of mysterious objects in the sky that could not be explained even after careful investigation. Nowadays UFOs are spotted frequently, and feature in numerous movies and TV shows. Another popular name for such an object is, “Flying Saucer,” in reference to the round shape of many UFOs.

The first widely publicized UFO sighting was in 1947, by a pilot called Kenneth Arnold. Following this event, public sightings of UFOs increased dramatically. Movies and TV shows began featuring visitors from outer space, arriving on earth in flying saucers. With the popularity of these images, many people claimed to have seen lights in the sky. Some experts believe that people simply think they see UFOs because of the influence of TV and movies.

However, experts estimate that as little as 5% of these sightings could be called “unidentified.” Usually these lights are made by aircraft, satellites, or weather balloons. Top secret air force activities during the Cold War may have been responsible for many of the UFO sightings in America and Europe. Although not actually aliens, the secretive nature of these flying objects is definitely unidentified.

Another popular idea concerning UFOs concerns the role of world governments. Specifically, people believe that the US government has discovered alien life and operates a “cover-up” to hide the truth from the public. The most widely believed cover-up is that of the Roswell Incident. In July, 1947, a UFO supposedly landed in Roswell, New Mexico, and was examined and hidden by government agents. There have been many investigations into the Roswell Incident, however, these reports always claim that ***never in a million years***, no such event occurred.

**1. What is the purpose of this article?**

- A. To describe the history of alien life.
- B. To describe government cover-ups.
- C. To describe the history of UFO sightings.
- D. To describe UFOs in popular movies.

**2. Why are UFO sightings so controversial?**

- A. They have never been proved.
- B. There are many sightings.
- C. The government covers up sightings.
- D. There are very few UFO sightings.

**3. Why is Kenneth Arnold famous among UFO believers?**

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**4. What do many people believe happened at Roswell?**

---

---

5. What is the meaning of the idiom, never in a million years in the last paragraph?

---

---

State whether the following statements about the reading are true (T) or false (F) according to the information in the passage.

6. The word 'UFO' was first used in 1952.

☐ ☐

7. The Roswell Incident occurred in 1952.

☐ ☐

8. Experts say many normal things account for UFO sightings.

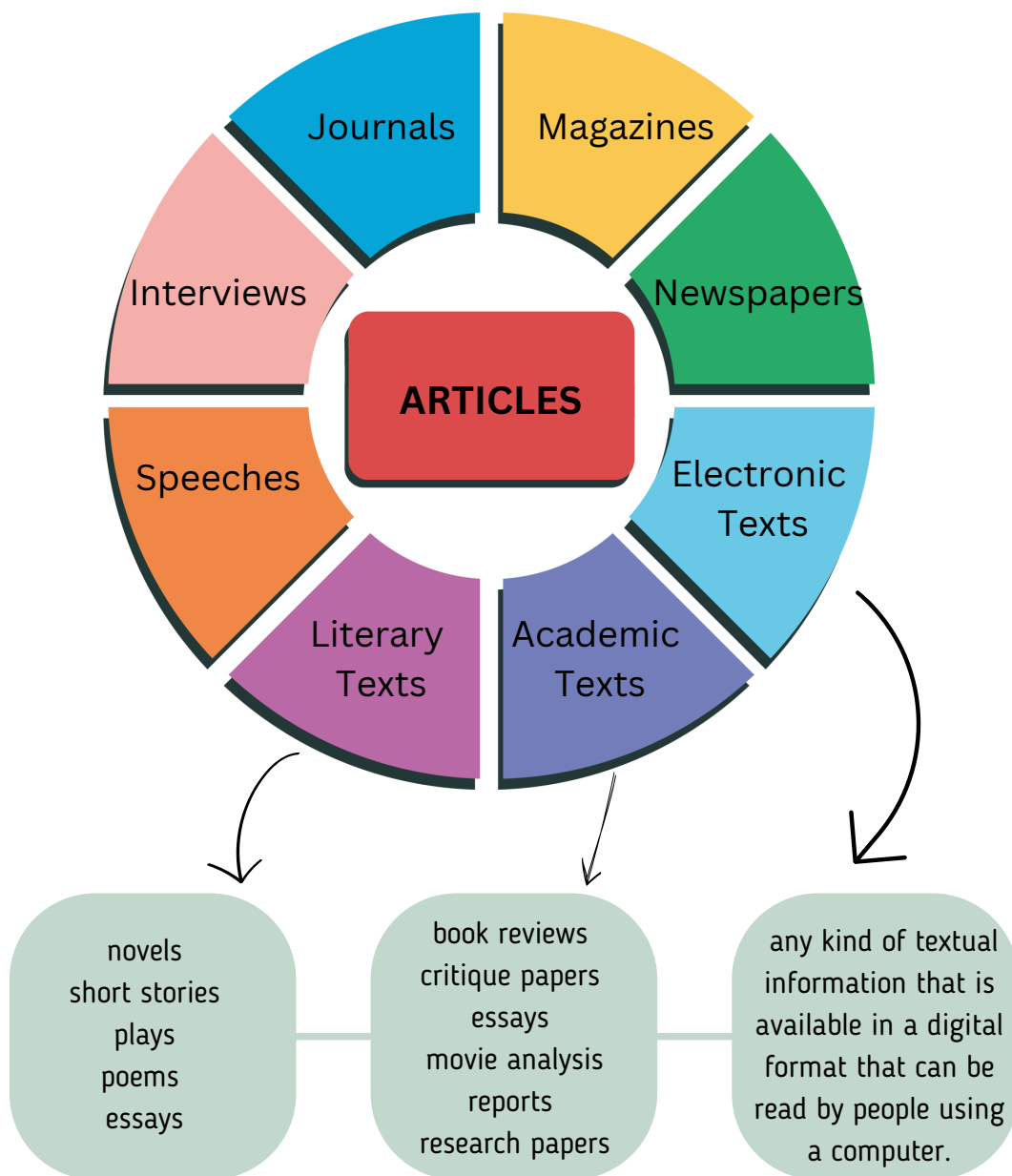
☐ ☐

9. Flying saucers are square-shaped.

☐ ☐

## TEXT TYPES

- ✓ There are many different types of texts.
- ✓ They are chosen by writers because they are particularly effective at conveying different types of information.
- ✓ Reading variety of texts will help you to improve your understanding of the language and build your vocabulary. It also exposes you to different sentence structures.



## ACADEMIC TEXT

### Example of Report Article

#### Online harassment of schoolkids as high as 70%: Survey

- Responses from 14,000 schoolchildren who participated in CyberSAFE workshops
- Majority also have misconceptions about what constitutes harassment, cyberbullying

CYBERBULLYING and online harassment experienced by schoolchildren in Malaysia is increasing, according to a survey conducted by DiGi Telecommunications Sdn Bhd and its CyberSAFE in Schools programme partners.

The nationwide survey on Internet safety and digital resilience of Malaysian schoolchildren found that as many as 26% of all schoolchildren reported that they had been bullied online, with children aged 13 to 15 being bullied the most.

The level of online harassment is reportedly high at above 70%, especially for calling other children mean names, posting improper messages and inappropriate photos.

A worrying average 64% of children feel that sending improper SMSes, posting inappropriate photos, and pretending to be someone else is not cyber-bullying, DiGi said in a statement after announcing the launch of the National Survey 2014: CyberSAFE in Schools report, themed Safety Net: Capacity Building Among Malaysian Schoolchildren on Staying Safe Online.

The 2014 CyberSAFE in Schools survey gathered responses of approximately 14,000 schoolchildren nationwide who participated in the CyberSAFE in Schools workshops over a period of nine months.

*(an excerpt from <https://www.mcmc.gov.my/ms/media/press-clippings/online-harassment-of-schoolkids-as-high-as-70-surv>)*

### **Example of Book Review**

Wonder is a book about a boy called Auggie who feels ordinary but looks very different.

### **What's Wonder about?**

Wonder is the story of a ten-year-old boy who lives with his parents and sister in New York. August, or Auggie, is an ordinary boy in many ways. He rides a bike and likes playing with his Xbox. But Auggie has deformities of the face and looks very different from other children. At the start of the book, he tells us 'My name is August. I won't describe what I look like. Whatever you're thinking, it's probably worse.' In the street, people look at Auggie and his appearance shocks them.

Auggie has never been to school because he has spent a lot of time in hospital. His mother teaches him at home, but now he's ten, she thinks he should go to school. At first, Auggie doesn't want to go. He worries that other students will look at him and say horrible things. But then he visits a school with his mum, he likes the headteacher

and decides to go. Auggie's first year at school has good times and bad times. Auggie makes some good friends but other children are horrible to him. At the end of the year, Auggie goes on a school trip and a frightening event there changes things completely.

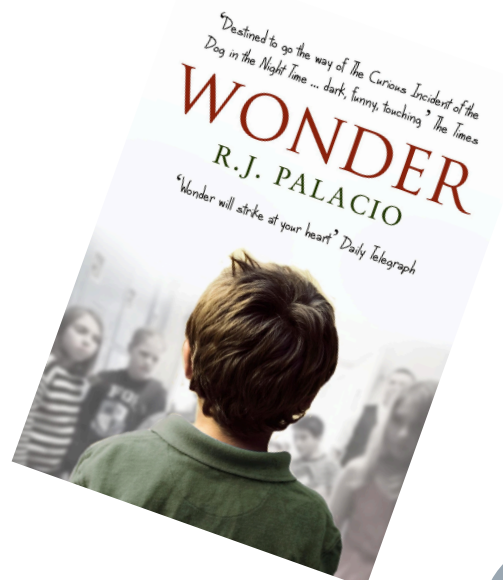
### Is it a good book?

Wonder is an excellent book. It tells an inspiring story that makes you feel many different emotions. Once I started reading it, I didn't want to stop. It is easy to like Auggie. He has a good sense of humour, so the book has a good mix of funny and sad moments. But the book isn't just about Auggie. We learn what life is like for his sister and Jack, who is Auggie's friend. Wonder is a book about a ten-year-old boy, but it's popular with people of all ages. Pre-teens, teenagers and adults all love Wonder.

### A bestseller

Wonder is RJ Palacio's first book. On her website, she explains that she had the idea for Wonder after seeing a girl with deformities on the street one day. Many schools are using the book to start discussions about bullying, friendship and being different. The book is very popular and has won prizes. There will be a film of Wonder, and many people, including me, are looking forward to seeing what RJ Palacio writes next.

*Robin Newton*



## LITERARY TEXT

## Example of Short Story (Fiction)

## SAMBAL WITHOUT ANCHOVIES

The table fan blows a cool draft across the kitchen, dispersing the suffocating heat. Hanif feels it caressing his skin, but that does little to improve his mood. The squeaking and rattling of the old fan add to his annoyance.

"Why are you being so stubborn, *ayah?*" Hanif says.

"I don't like the idea."

"I've already explained it many times. Every cent saved is good for the business."

The old man sighs and shakes his head. He lifts his face and frowns at Hanif, but there is no defiance in his eyes. No argument comes from his lips either. His father simply rises from his chair and walks out of the kitchen. A group of old men gathered around a long table outside greet him warmly. He eases into their conversation on politics, rising petrol prices and television wrestling shows. A smile returns to the old man's face. But Hanif feels anger rise inside him. His father prefers to waste his time on idle chat, instead of spending it on important discussion. Every time he proposes a new idea to his father, he runs into a brick wall.

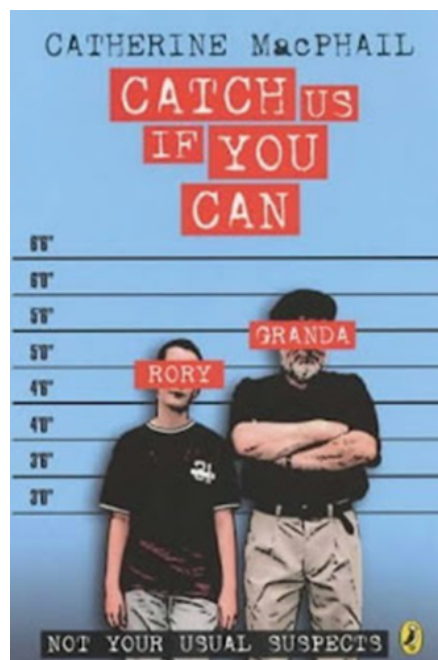
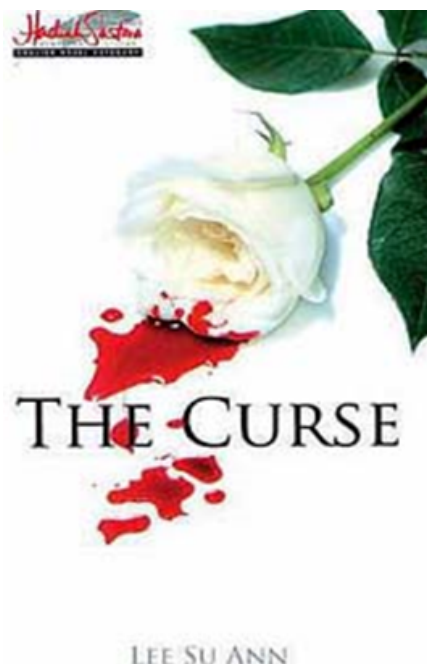
Nasi Lemak Pak Samad is one of a row of roadside food stalls opposite the police station in Kampung Baru. It is a wooden shack with a few long tables and stools, with a small kitchen at

To read further, scan this  
QR Code



*(an excerpt from Sambal Without Anchovies by Chua Kok Yee)*

## Example of Novels



## ELECTRONIC TEXT

✓ Electronic books or best known as eBooks allow you to read English anytime, anywhere via your smartphone, tablet, laptop, or e-reader device. There's no need to carry physical books – just access your eBook library on the go.

✓ Most eBook apps come with dictionaries, allowing you to instantly look up definitions by clicking or tapping on words. This makes decoding vocabulary a breeze.

✓ Many eBook platforms offer extra features, such as pronunciation guides, highlighted text, and narration capabilities.

✓ eBooks are often much cheaper than physical books, and you can find free eBook options, too.

✓ Imagine the biggest library in the world; now, imagine it in your back pocket. Almost all novels and nonfiction books are now published in virtual format, too, so there's always something for everyone.

✓ As you can see, learning English with eBooks is affordable, convenient, and even interactive.



Have you read  
any ebook?



## R7: INSTRUCTION

In group of 3/4, find and study the different types of texts as below:

- 1 academic text
- 2 literary texts - fiction and non fiction
- 1 electronic text
- 1 newspaper article
- 1 magazine article
- 1 speech text

Identify the similarities and differences of the texts.

You can look at the title, paragraph(s), purpose (s), how the writer ends the text/article, etc.

Share your finding with your classmates.

SIMILARITY

DIFFERENCE

**LITERARY TEXT (NON-FICTION ESSAY)****Robots**

A robot is a machine. But it is not just any machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is a machine, it does not make mistakes. And it does not get tired. And it never complains. Unless you tell it to!

Robots are all around us. Some robots are used to make things. For example, robots can help make cars. Some robots are used to explore dangerous places. For example, robots can help explore volcanoes. Some robots are used to clean things. These robots can help vacuum your house. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. Most robots just look like machines.

Long ago, people imagined robots. Over 2,000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they made things. But they were not real. They were imaginary. Nobody was able to make a real robot. The first real robot was made in 1961. It was called Unimate. It was used to help make cars. It looked like a giant arm.

In the future, we will have even more robots. They will do things that we can't do. Or they will do things that we don't want to do. Or they will do things that are too dangerous for us. Robots will help us fight fires. They will help us fight wars. They will help us fight sickness. They will help us discover things. They will help make life better.



**R8: Read the passage and answer the questions follow.**

**1) As used in paragraph 1, we can understand that something special is *NOT***

- A. normal
- B. expensive
- C. perfect
- D. tired

**2) According to the author, robots may be used to**

- I. make cars
- II. explore volcanoes
- III. answer telephone calls

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

**3) What is the main purpose of *paragraph 2*?**

- A. to show how easy it is to make a robot
- B. to tell what a robot is
- C. to describe the things a robot can do
- D. to explain the difference between a robot and a machine

**4) According to the passage, when was the first real robot made?**

- A. 1961
- B. 1900
- C. 2003
- D. 2000 years ago

**5) Using the information in the passage as a guide, which of these gives the best use of a robot?**

- A. to help make a sandwich
- B. to help tie shoes
- C. to help read a book
- D. to help explore Mars

**6) Which of these statements correctly summarizes how the author of this passage feels about robots?**

- A. Robots are old.
- B. Robots are confusing.
- C. Robots are helpful.
- D. Robots are dangerous.

7) Near the end of the passage, the author says that "In the future, we will have even more robots." The author concludes by telling us that robots "will help make life better." What do you think about this? Do you think this is true? Will robots help make life better? Why or why not? Explain.

.....

.....

.....

.....

.....




R9: Look at the picture below. Discuss:

1. What can you see in the poster below?
2. What is happening in the poster?
3. What could have caused the problem?
4. What could we do to prevent the problem from happening?

## OBSERVE CHANGING BEHAVIOUR OF BOARDING SCHOOL STUDENTS TO CURB BULLYING

- Parents / school teachers / dormitory wardens play important roles in taking action if they notice such changes in students
- To help curb incidents of bullying among students
- This is one way for bullies to deal with dissatisfaction, perhaps with their families as they were forced to attend boarding school
- Bullying cannot be taken lightly as it:
  - Is closely related to students' moral issues
  - Needs to be addressed immediately to avoid unwanted incidents
  - Can occur quite frequently anywhere



**A CASE IN MRSM IN PERAK**

Perak police have detained 6 suspects for their suspected involvement in the case to facilitate investigations

The incident had led to a public outcry when a video clip of it was uploaded on social media

It showed several teenagers, believed to be boarding school students, punching & kicking another student together, in a 13- to 30-second video

All 6 students have been suspended for 2 weeks with immediate effect

MRSM Disciplinary Committee has proposed that the students from Form 1 – 3 be expelled from the school

MRSM – Mara Junior Science College

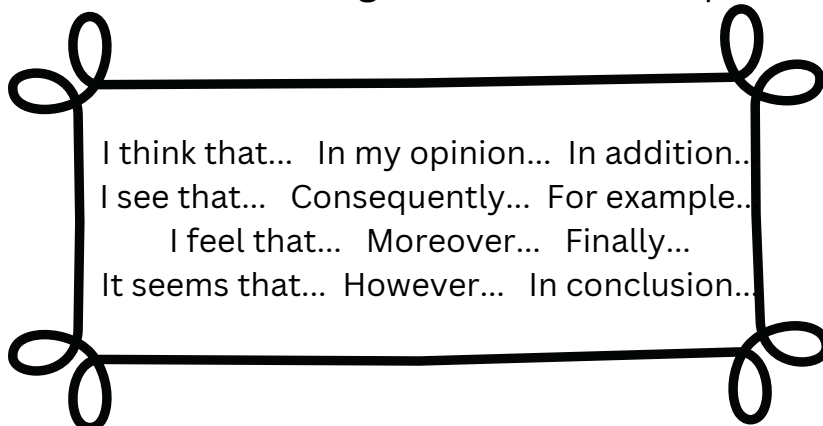
**Former teacher / Perak Menteri Besar  
Datuk Seri Saarani Mohamad**

*To me, there is something wrong with a person who wants to bully, he doesn't have feelings & his emotions are unstable. It is very dangerous.*

Source: Perak Menteri Besar Datuk Seri Saarani Mohamad / Rural Development Minister Datuk Seri Mahdzir Khalid / Perak police chief Datuk Mior Faridalathrash Wahid

Published: Dec 11, 2021  
Bernama Infographics

You could use the following statements to respond/react:





**R10:** In pairs, discuss the suggestions for the solution on the problems given.



**Problem 1 :**.....  
 .....

**Problem 2:**.....  
 .....

**Problem 3:**.....  
 .....

**Problem 4:**.....  
 .....

**Problem 5:**.....  
 .....

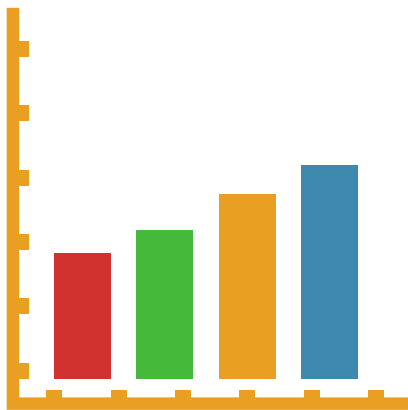
**Problem 6:**.....  
 .....

## ORGANIZING INFORMATION

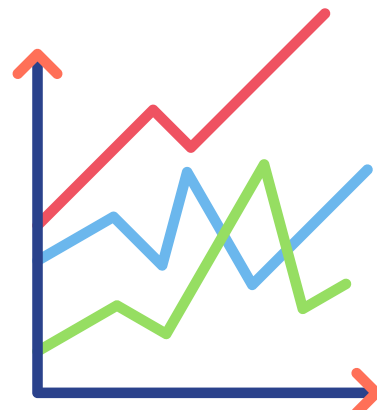
- Data isn't always easy to understand.
- That's why visuals are so powerful for organizing and communicating complex ideas.
- A picture - as they say - is worth 1,000 words.
- By organizing data visually, you can make complex information more accessible, understandable and memorable.

### TYPES OF GRAPH

There are many different types of graphs, each with its own unique characteristics and uses. Some of the most common types of graphs include:



Ideal for comparing values  
across categories





Perfect for showing trends  
over time




Great for showing proportions  
and percentages.


## BAR GRAPH

 A bar graph is a type of chart that represents data with rectangular bars.


 The bars can be vertical or horizontal, and the length or height of each bar represents the quantity or value of the data.


 Bar graphs are useful for comparing data between different categories.


Examples of when to use a bar graph:


-  • Comparing the sales of different products.
- Showing the number of students in each department.
- Displaying the results of a survey with multiple-choice questions.

## LINE GRAPH

 A line graph is a chart that displays data as a series of points connected by a line.

 Line graphs are useful for showing trends over time or continuous data.

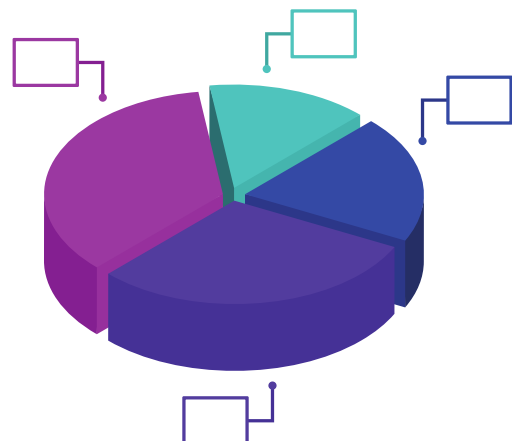
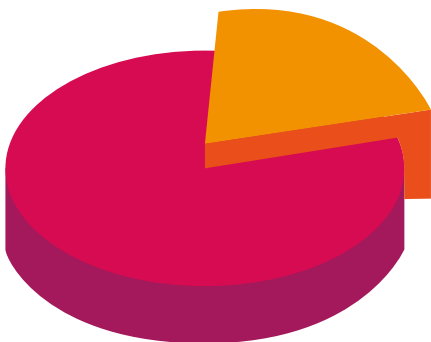
 They have an x-axis and a y-axis, with the x-axis representing time or other independent variables and the y-axis representing the dependent variable.

 Examples of when to use a line graph:

- Showing the temperature changes over time
- Displaying the stock prices of a company over a year
- Illustrating the growth of a plant over time

## PIE CHART

- A pie graph, also known as a pie chart, is a circular chart that displays data as slices of a pie.
- Each slice represents a portion of the whole, and the size of the slice corresponds to the proportion of the data.
- Pie graphs are useful for showing percentages or parts of a whole.
- Examples of when to use a pie graph:
  - Showing the percentage of students who prefer different types of music
  - Displaying the percentage of a company's revenue from different products
  - Illustrating the percentage of a budget allocated to different departments

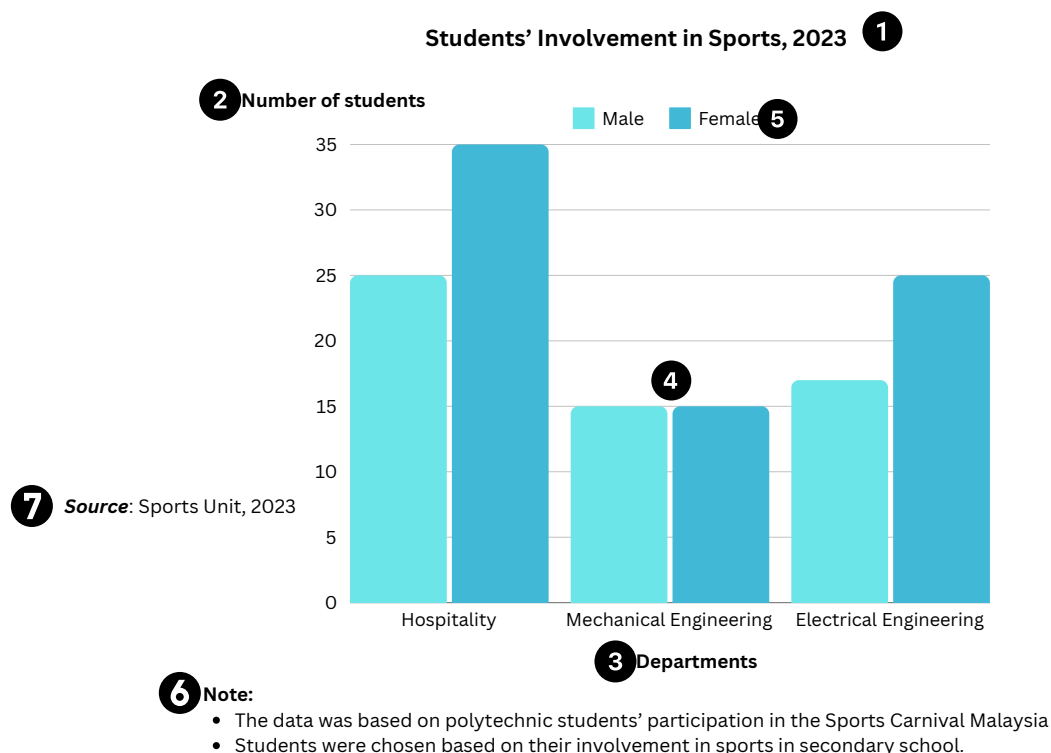


## PARTS OF GRAH & CHART

Graphs and charts have certain parts or labels which indicate specific items.

Most bar graphs contain these parts/labels. The common parts/labels are as follow:

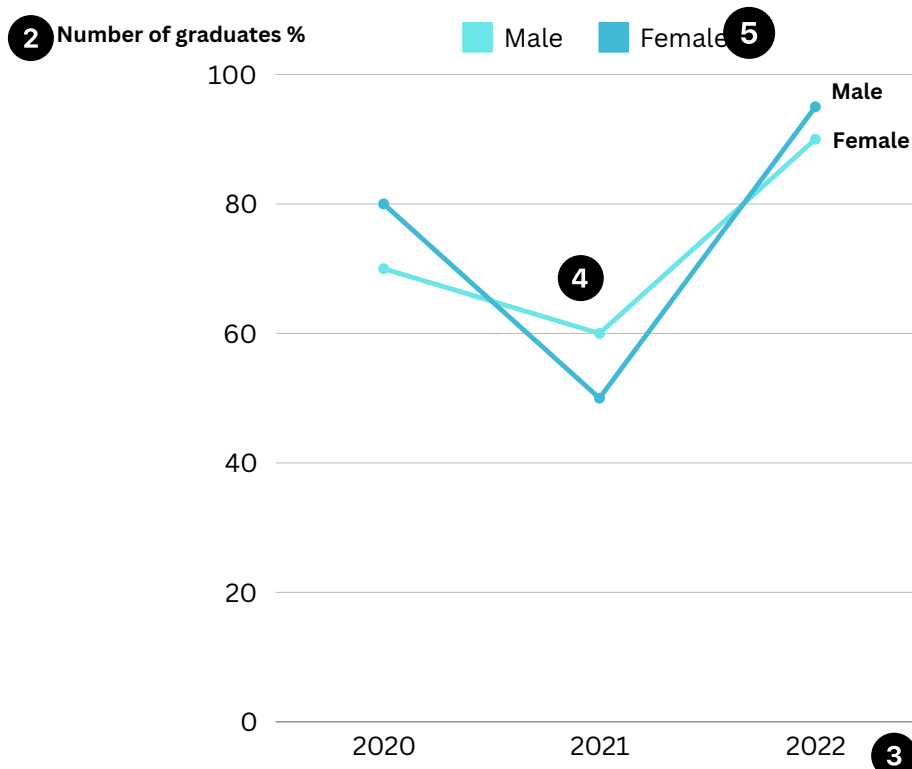
<b>1</b>	Title	Brief summary of the report
<b>2</b>	Vertical Axis	Shows value (in number of students)
<b>3</b>	Horizontal Axis	Shows variables (departments)
<b>4</b>	Bars/Columns	Show the data collected graphically
<b>5</b>	Legend	The key for the bars/columns
<b>6</b>	Explanatory notes	Relevant additional information
<b>7</b>	Source of information	The source of the data



Most line graphs contain these parts/labels. The common parts/labels are as follow:

1	Title	Brief summary of the report
2	Vertical Axis	Shows value (in number of graduates (%))
3	Horizontal Axis	Shows variables (years)
4	Lines	Show the data collected graphically
5	Legend	The key for the lines
6	Explanatory notes	Relevant additional information
7	Source of information	The source of the data

1 **Employability Rate Among PTSK Graduates, 2020 - 2022**



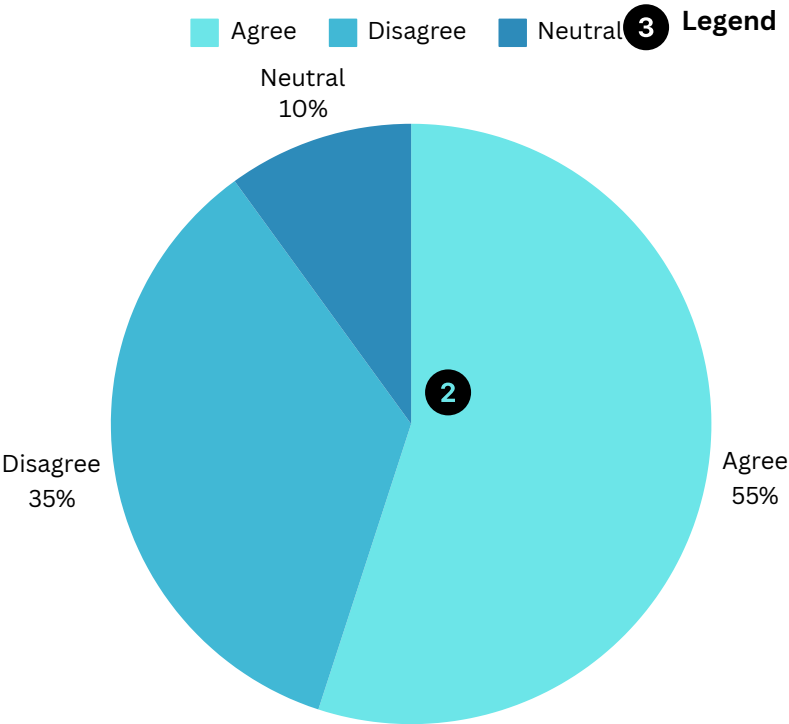
- 6 **Note:**
- The data was based on a survey by CISEC
  - A total of 2590 graduates took part in this survey

7 **Source:** CISEC, 2022

Most pie charts contain these parts/labels. The common parts/labels are as follow:

1	Title	Brief summary of the report
2	Sections/ Segments / Slices	Show the data collected graphically
3	Legend	The key for slices
4	Explanatory notes	Relevant additional information
5	Source of information	The source of the data

1 Should students wear uniform to class?: Students’ Responses, 2023



- 4 **Note:**
- The data was based on a survey by HEP
  - A total of 1250 students took part in the survey

5 **Source:** Questionnaires by HEP 2023

**Tasks**

**R11: In group of 3, conduct survey to collect data based on the situations given. Then, create suitable graphs of the data, analyze the results, and share the findings in front of the class.**

**SITUATION 1**

**Birthday Bonanza:** Record the birthdays of each student in the class and create a suitable graph to analyze the distribution of birthdays.

**SITUATION 2**

**Transportation Tally:** Take a nature walk to observe the types of transportation you could see around the campus. Create a suitable graph to represent the data.

**SITUATION 3**

**Weather Tracker:** Create a weather chart. Use the data from last week and plot a suitable graph showing changes over time.

**SITUATION 4**

**Big Spender:** Create a suitable graph to show the percentage of a budget allocated to different expenses for 1 student.



## TRENDS, MOVEMENTS & DISTRIBUTION PATTERNS

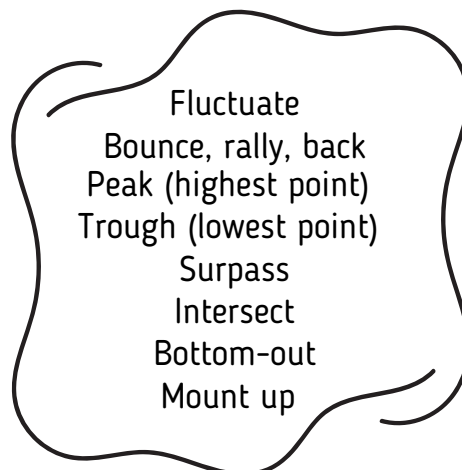
### Trend Analysis

Trends are changes in distribution of data. Commonly, line graphs show a continuous and specific distribution pattern in a given time frame by comparing two different variables.

The following table shows the trends and their changes.

TRENDS	VERBS	NOUNS
<b>Upward movements</b>	<ul style="list-style-type: none"> <li>• (to) increase</li> <li>• (to) rise</li> <li>• (to) grow</li> <li>• (to) soar</li> <li>• (to) climb</li> </ul>	<ul style="list-style-type: none"> <li>• (an) increase</li> <li>• (a) rise</li> <li>• (a) growth</li> </ul>
<b>Downward movements</b>	<ul style="list-style-type: none"> <li>• (to) decrease</li> <li>• (to) decline</li> <li>• (to) drop</li> <li>• (to) collapse</li> <li>• (to) plunge</li> </ul>	<ul style="list-style-type: none"> <li>• (a) decrease</li> <li>• (a) decline</li> <li>• (a) drop</li> <li>• (a) collapse</li> <li>• (a) plunge</li> </ul>
<b>No changes in movement</b>	<ul style="list-style-type: none"> <li>• (to) remain stable/steady</li> <li>• (to) stay constant</li> <li>• (to) stabilize</li> <li>• (to) level off</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• (a) stability</li> <li>• (a) levelling off</li> </ul>

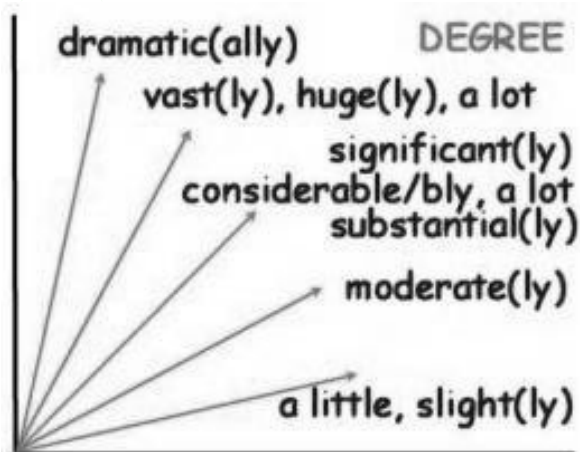
Apart from these three main trends, there are some special features that can be shown in line graphs, as follow:



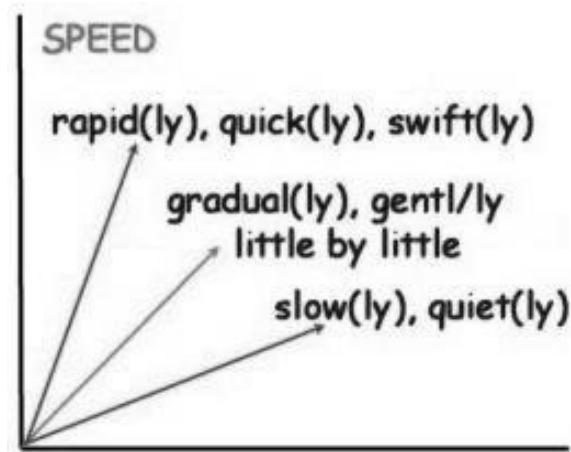
The trends which are shown in line graphs can be further explained using the differences in degree; namely degree of change and degree of speed.



### Degree of changes



### Speed of changes



R12: The verbs below can be used to describe changes commonly represented on line graphs. Match them.

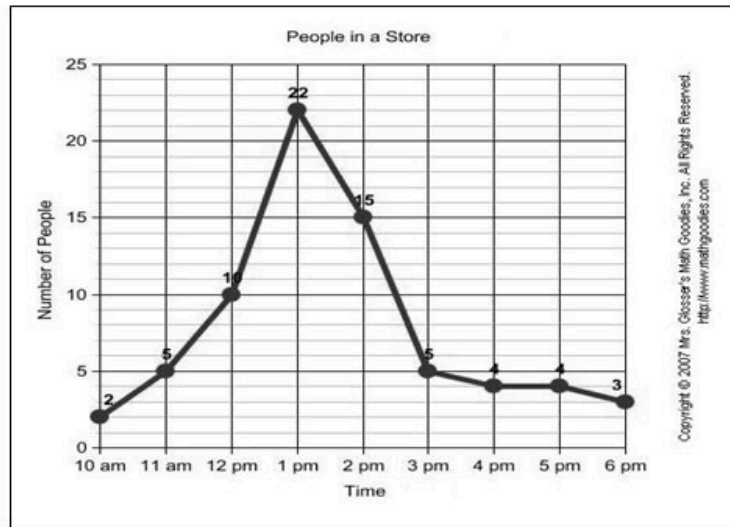
- |                             |                     |
|-----------------------------|---------------------|
| (a) go up a lot             | (d) go down sharply |
| (b) reach the highest level | (e) stay the same   |
| (c) go up and down          |                     |

1. plummet: \_\_\_\_\_
2. rocket: \_\_\_\_\_
3. level out: \_\_\_\_\_
4. soar: \_\_\_\_\_

5. plunge: \_\_\_\_\_
6. peak: \_\_\_\_\_
7. drop: \_\_\_\_\_
8. fluctuate: \_\_\_\_\_



**R13: Study the line graph below and answer the questions that follow**



1. What is the line graph about?

.....

2. What is the busiest time of day at the store?

.....

3. At what time does business start to slow down?

.....

4. How many people are in the store when it opens?

.....

5. About how many people are in the store at 2:30 pm?

.....

6. What was the greatest number of people in the store?

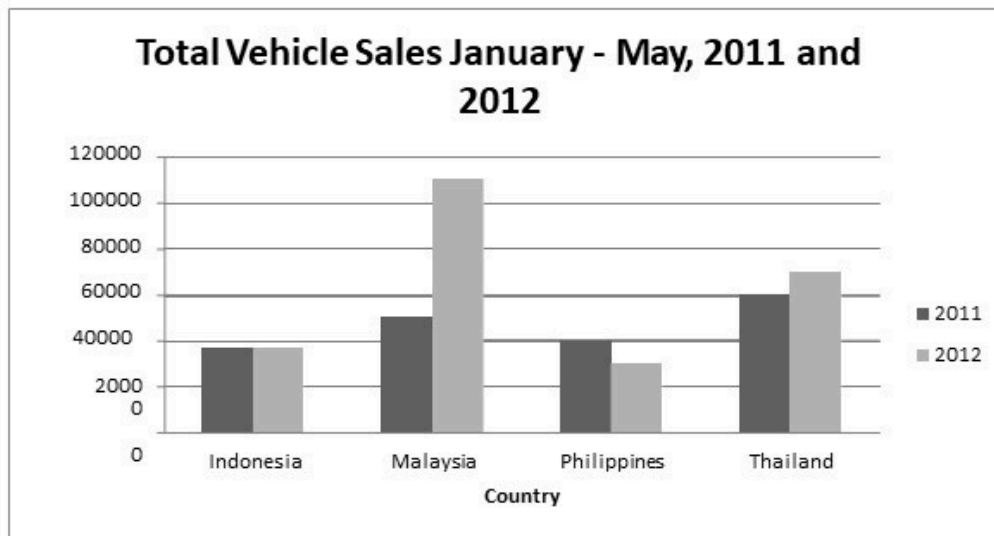
.....

7. What was the least number of people in the store?

.....



R14: Circle the correct answers based on the following graph.



- From the year 2011 to 2012 there was a ..... in sales in Thailand.  
 A. steep increase                      C. slight increase  
 B. considerable increase              D. gradual increase
- From the year 2011 to 2012 sales in Malaysia .....  
 A. increased moderately              C. increased minimally  
 B. increased dramatically              D. increased swiftly
- The number of sales in Indonesia was levelled out for both years.  
 A. True                                      B. False
- Which of the following statement **BEST** describes the sales of vehicle in the graph above?  
 A. The number of sales increased in Malaysia and Thailand for the year, 2011.  
 B. In the year 2012 the sales of the car was very low in both Indonesia and the Philippines.  
 C. There was minimal changes in vehicle sales in Malaysia between the years 2011 to 2012.  
 D. In Thailand almost twice as many vehicles were sold in the year 2012 as in 2011.
- There were clear signs of recovery in the car industry in,  
 A. Thailand                                  C. Indonesia  
 B. Philippine                                  D. Malaysia

## Rank Analysis

The rank analysis method is suitable for comparison data. Thus, it compares two different bars or columns at a time.

Basically, the ranks can be divided into four levels, as follow:

Descriptors/ Adverbs	Examples of Usage
<ul style="list-style-type: none"> <li>• a great deal</li> <li>• drastically</li> <li>• dramatically</li> </ul>	<p>The number of students who visited library on the weekends was <b>a great deal/ drastically/dramatically</b> <u>lower/ higher</u> than on weekdays.</p>
<ul style="list-style-type: none"> <li>• significantly</li> <li>• considerably</li> <li>• subsequently</li> </ul>	<p>The number of accidents involving cars was <b>significantly/considerably/ subsequently</b> <u>lower/higher</u> than motorcycle accidents.</p>
<ul style="list-style-type: none"> <li>• slightly</li> <li>• a little</li> <li>• much</li> </ul>	<p>The number of Internet users in the management sector was <b>slightly/a little /much</b> <u>higher/lower</u> than the academic sector.</p>
<ul style="list-style-type: none"> <li>• fractionally</li> <li>• marginally</li> </ul>	<p>Passing rate of the male students for the English subject were <b>fractionally/ marginally</b> <u>higher/lower</u> than the female students</p>



### Fraction Analysis

Commonly, the data in pie charts are shown in percentages. Thus, they can be reported in various ways, such as in percentages (10 per cent), numerically (10%) and in fractions (a tenth).

The fraction analysis method is appropriate for interpreting the information contained in pie charts.

The following are some common percentages used in pie charts and their fraction values.

PERCENTAGES	FRACTIONS	EXPRESSIONS IN WORDS
10	$\frac{1}{10}$	A tenth, one-tenth
20	$\frac{1}{5}$	A fifth, one-fifth
25	$\frac{1}{4}$	A quarter, one-quarter, one-fourth, a fourth
33.33	$\frac{1}{3}$	A third, one-third
50	$\frac{1}{2}$	A half
66.66	$\frac{2}{3}$	Two-third
75	$\frac{3}{4}$	Three-quarter, three-fourth
80	-	Majority

You may also use expressions such as *slightly more than a fifth*, *slightly less than a third*, *more than half*, *approximately*, *close to* and *the vast majority* so that you can vary your expressions.



**R15:** Write the following percentages as expressions in words. You may use the words given in the box to show approximations. The first one has been done for you.

More than,

Slightly more than,

Below,

Nearly,

Close to,

Roughly,

Exactly,

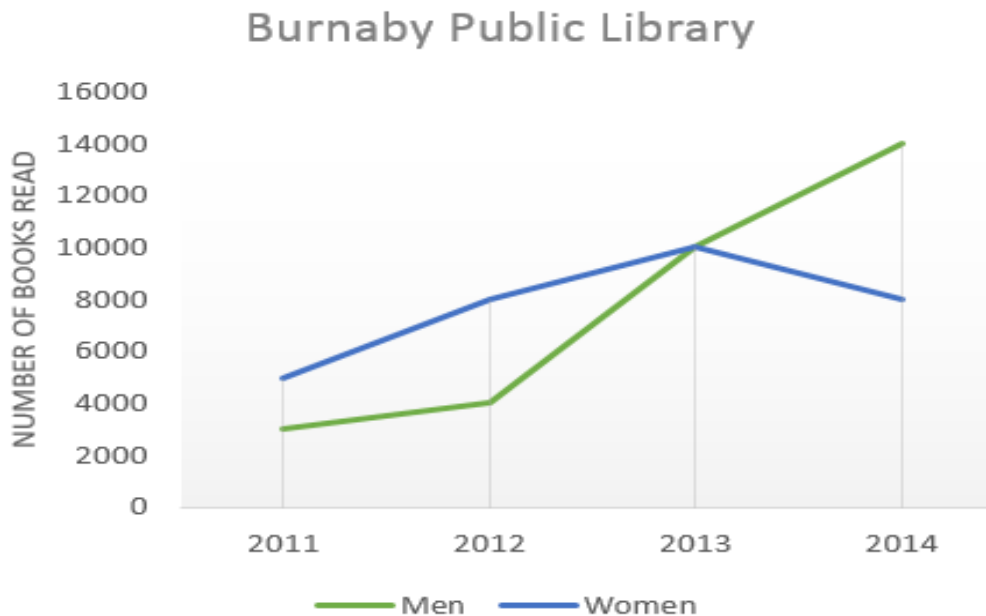
Almost,

PERCENTAGES	EXPRESSIONS IN WORDS
7	Below a tenth
12	
42	
28	
32.8	
50	
23	
75.6	



## SAMPLES DESCRIPTION OF LINE GRAPH

The graph below shows the number of books read by men and women at Burnaby Public Library from 2011 to 2014.



### INTRODUCTION

The graph **shows/illustrates** the number of books read at Burnaby Public Library from 2011 to 2014 by gender.

### BODY PARAGRAPHS

As can be seen from the graph, there were different trends for men and women. The number of books read by men **increased steadily** between 2011 and 2012, from about **3000 to 4000**. **After that**, the number **rose dramatically** to **14000** books in 2014. This was **the highest** figure in the period. Women started off reading more books than men, but their numbers followed a different pattern. Between 2011 and 2012, there was **an increase of 3000 from 5000 books to 8000 books**, and then **a gradual rise to 10000 books** in 2013. **However**, in 2014, their numbers **fell back** to 8000 again.

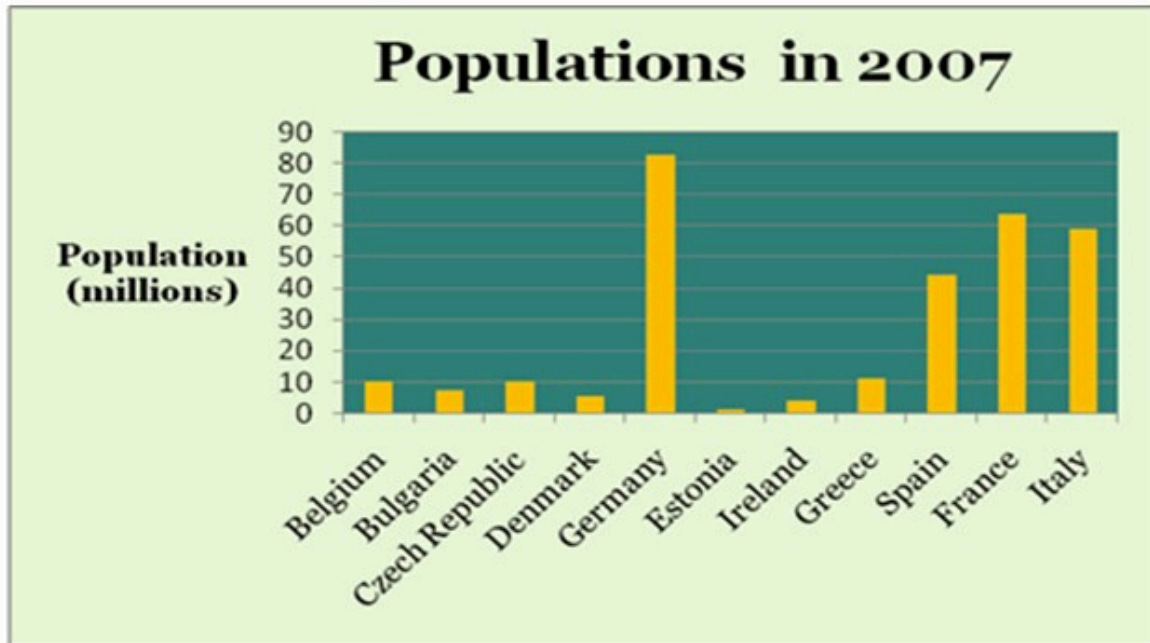
### SUMMARY

**Overall**, there was **a strong upward trend** in the number of books read by men. Although women read more books than men in 2011, their reading fell to below the level of men in 2014.



## SAMPLES DESCRIPTION OF BAR GRAPH

The graph below shows the populations in 2017.



### INTRODUCTION

This chart shows the populations of some European countries in 2007.

### BODY PARAGRAPH

The country with **the largest** population is Germany, with **over 80 million** people whereas Estonia has **the smallest** population, **at little more than a million**. Belgium, Bulgaria, the Czech Republic, Denmark, Estonia and Ireland all have populations or ten million or less, while Greece has a population of about eleven million. Apart from Germany, the **largest** countries are Spain, France and Italy with populations ranging from about forty-four to sixty-three million.

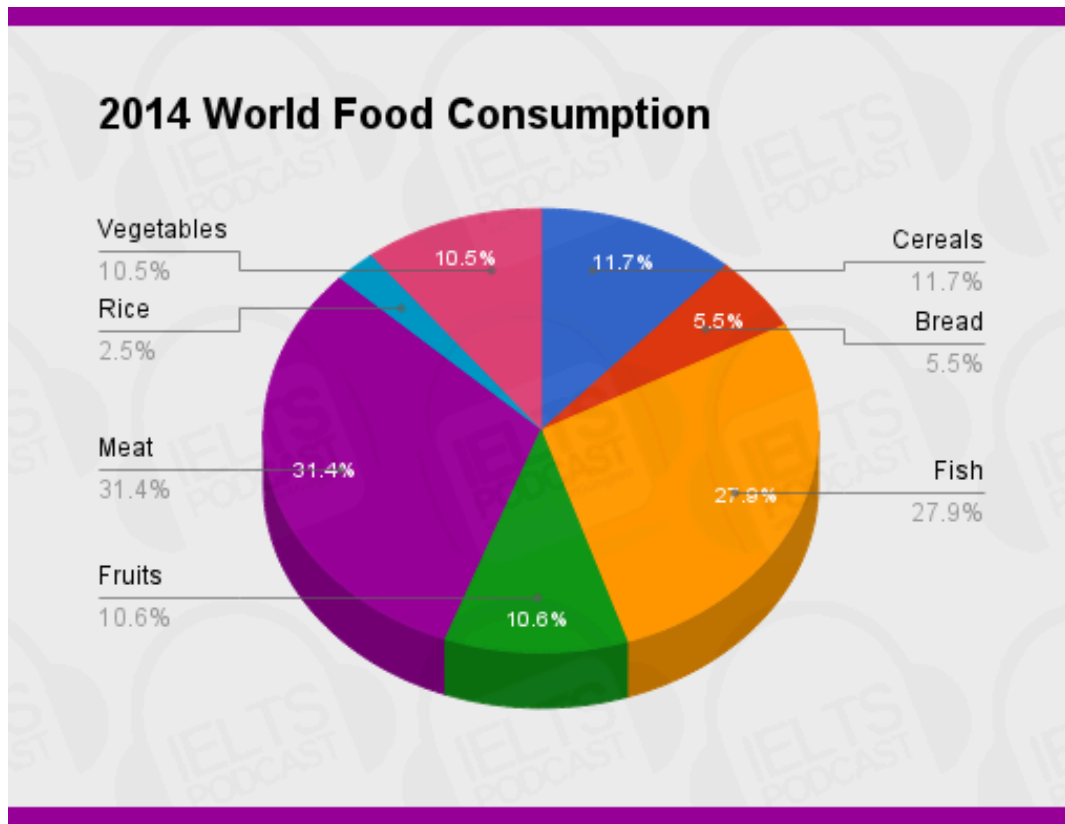
### SUMMARY

**Overall**, together, the four largest countries account for over eighty per cent of the population of the countries shown.



## SAMPLES DESCRIPTION OF PIE CHART

The graph below shows total world food consumption in 2017.



### INTRODUCTION

This pie chart **shows** the shares of total world food consumption held by each of seven different food types in 2014.

### BODY PARAGRAPH

Meat is consumed **the most**, at 31.4 percent. Fish has **the second highest** consumption levels, at 27.9 percent. Cereals consumption represents 11.7 percent of the total. Fruits' share of consumption is 10.6 percent, followed closely by vegetables at 10.5 percent, and then bread at 5.5 percent. **The smallest** food group in terms of world consumption is rice, at 2.4 percent.

### SUMMARY

Overall global consumption is widely dispersed among food types; no one type has a majority share. Animal-based foods (meat and fish) do make up the majority of consumption when added together.



**R16: Read the passage below carefully and choose a suitable graph or chart to illustrate the information given. Show accurate labels, title and legend in the graph or chart.**

With the increase in motor vehicle, traffic on the road has increased. This has resulted in an increase in the number of road accidents. Why are there so many disastrous road accidents? According to the survey, nearly 30% of the accidents are caused by the drivers who are not 18 years. They are driving without a license. In their frenzy, they drive in an irresponsible manner, causing accidents. The second major cause of accidents is speeding beyond limits. This recklessness of the drivers causes 25% of the accidents. Very often drivers ignore traffic rules. While this results in 15% of the road accidents, another 15% caused by the drivers who are talking on their mobile phone while driving. Wrong parking leads to another 15% of the accidents. Road accidents can be lessened if every driver understands his moral responsibilities while he is at the wheel.

A large, empty rectangular box with a black border, intended for the student to draw a suitable graph or chart to illustrate the information in the passage.



**R17: Read the passage below carefully and choose a suitable graph or chart to illustrate the information given. Show accurate labels, title and legend in the graph or chart.**

It shows Malaysia's Covid-19 positive cases tally from Jan 25 to March 15 2020. It involved the total number of positive cases and new number of cases. It was clear that the total number of positive case increased significantly starting March 4th and continue to skyrocketed to a peak of 428 cases on March 15. The number of new cases were minimal from Jan 25 to end of February. It then fluctuated from early March and boomed to a frightening 190 cases in March 15. In general, the cases of Covid-19 increased considerably through the three months. It is most probably because of the Malaysian's attitude who are not serious in practicing good personal hygiene and SOP's.

# Writing



## **4.1 Preparing an essay**

### **4.1.1 Types of essay**

- i. Narrative essay**
- ii. Persuasive essay**
- iii. Descriptive essay**
- iv. Argumentative essay**

### **4.1.2 Outlining an essay**

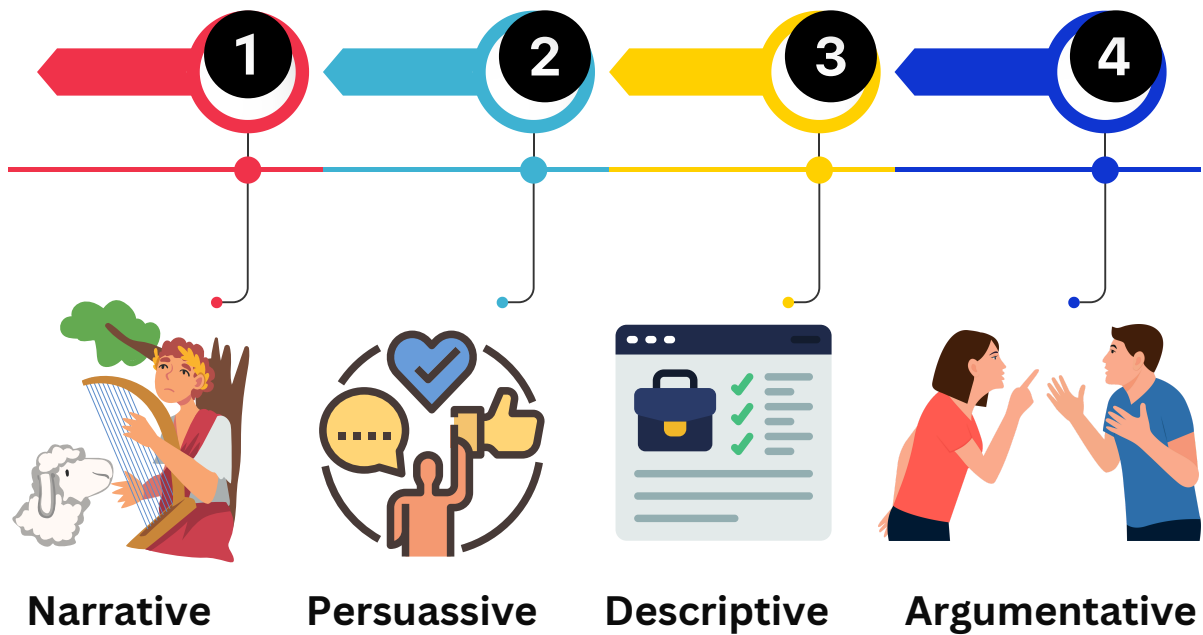
**(intro, thesis statements, body and conclusion)**

## **4.2 Explain, describe and narrate**

**4.2.1 Practise to write the thesis statement, topic sentence, supporting details and main ideas.**

**4.2.2 Composing an essay using appropriate writing conventions**

## 4 Main Essay Types



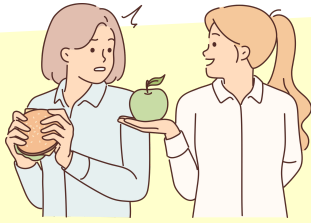
## NARRATIVE



1. **A narrative is a story developed from an event or series of event.**
2. **Narratives usually involves character in conflict.**
3. **Details of character, setting, conflict and plot are usually chosen and ordered in such a way as to developed a main theme or idea.**
4. **The beginning of the story usually establishes the characters, setting and mood.**
5. **The middle of the narrative describes events in which the character deals with the main conflict and other minor conflicts.**
6. **The end of the story fells how the conflict is resolved.**

In a good narrative, the reader related closely to the story, feels involved with the plot and often identifies with the characters. A good story is hard to put down and the reader feels a sense of loss when it ends. The features of a narrative are:



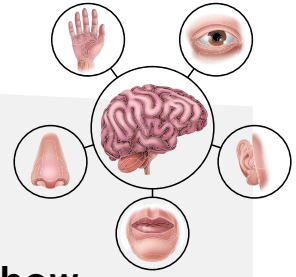


## PERSUASIVE

1. **Persuasive writing aims to move the reader to support a point of view or to act in support of an idea or cause.**
2. **Persuasive often begins with a statement of the author's position and concludes with a call to action or a recommendation.**
3. **Persuasive writers arrange their points for maximum impact on their audience.**
4. **Persuasion usually combines logical and emotional appeals designed to win over a specific audience**



## DESCRIPTIVE



1. **Descriptive essay provides details about how something looks, feels, tastes, smells, makes one feel or sound.**
2. **It can also describe what something is or how something happened.**
3. **These essays generally use a lot of sensory details. The essay could be a list-like description that provides point y point details.**
4. **Descriptive essay often uses figurative language techniques such as simile and metaphors**

### Tips to remember when writing your descriptive essay:



Use concrete and abstract **images**



Use concrete and abstract **ideas**



Do not go overboard with **adjectives and adverbs**



Do not go overboard with **similes and metaphors**

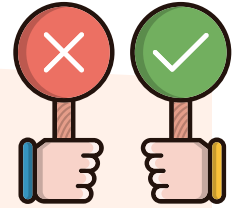


Actually describe something



Give it to someone else to see if your essay actually describes something

## ARGUMENTATIVE



1. An argument follows when **two groups disagree** about something
2. An argumentative essay is also one that attempts/ tries to **change the readers mind, to convince the reader to agree with the point of view of the writer.**
3. Argumentative essays attempt to be **highly persuasive and logical.**
4. When writing an argumentative essay **assume that your reader disagrees with you, but remember your reader is no less intelligent than you.**
5. Write **objectively, logically and respectfully.**

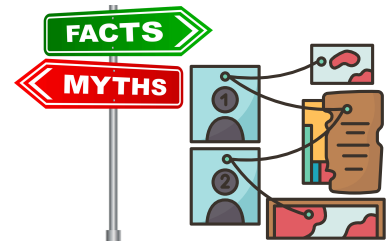
### How to Write an Argument



1. Choose a topic



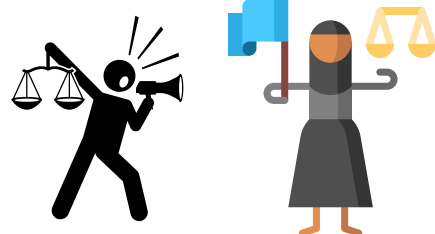
2. Take a position



3. Gather evidence



4. Present argument logically



5. Provide Counterarguments

REVIEW

## NARRATIVE

1. Tells a s \_ \_ \_ \_ \_ with a purpose.
2. Can be written in p \_ \_ \_ \_ \_ or the size of a book.
3. Use f \_ \_ \_ \_ \_ language and lots of qu \_ \_ \_ s.

## PERSUASSIVE

1. Presented in a d \_ \_ \_ \_ \_ format.
2. Uses op \_ \_ \_ \_ \_ as points in an ar \_ \_ \_ \_ \_.
3. Usually c \_ \_ \_ \_ \_ e and c \_ \_ \_ \_ \_ t.
4. Holds a 4 or 5 par \_ \_ \_ \_ \_ st \_ \_ \_ \_ \_.
5. Can be told in f \_ \_ \_ \_ or third p \_ \_ \_ \_ POV.

## DESCRIPTIVE

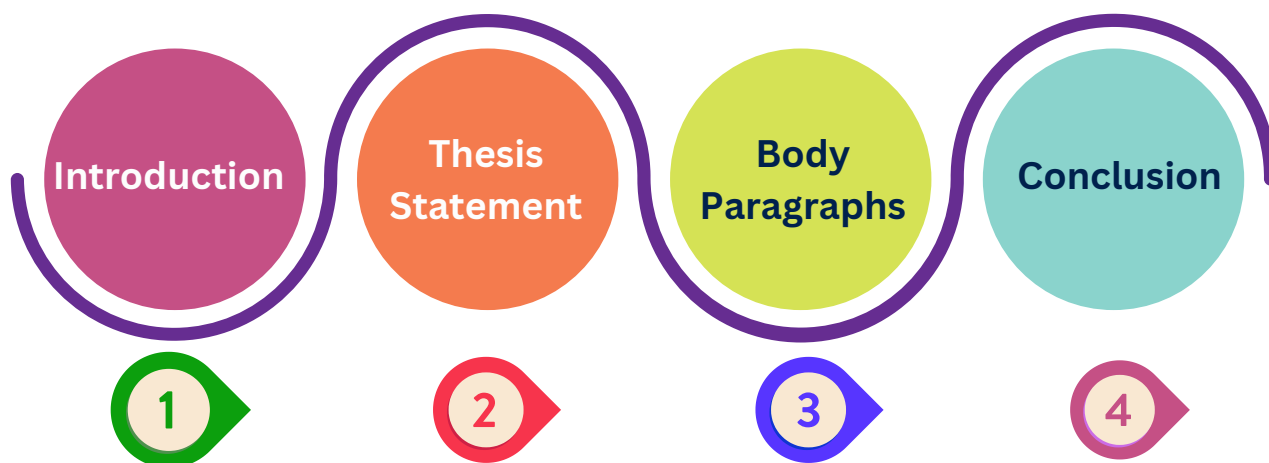
1. Focus on creating a single dominant impression of a p \_ \_ \_ \_ \_ , place, e \_ \_ \_ \_ , feeling or i \_ \_ \_ .
2. Choose w \_ \_ \_ \_ , i \_ \_ \_ \_ and d \_ \_ \_ \_ s to reinforce audience's impression.
3. Use f \_ \_ \_ \_ \_ language like m \_ \_ \_ \_ \_ and s \_ \_ \_ \_ \_.

## ARGUMENTATIVE

1. In a good argumentative essay, a writer attempts to p \_ \_ \_ \_ \_ de readers to u \_ \_ \_ \_ \_ d and s \_ \_ \_ \_ \_ t their point of v \_ \_ \_ about a topic by stating their rea \_ \_ \_ \_ g and providing evi \_ \_ \_ \_ \_ to back it up.

## Elements of an Essay

Each essay will differ, but all of your essay should include the following four basic elements:



### Introduction:

Here you set the context for your discussion and state your main argument. The introduction is your opportunity to raise your readers' curiosity about your topic.

- Some writers present information in the introduction from general-to-specific or known-to-new.
- Some writers try to cover the five "W's": what, who, when, where, why.

### Thesis:

Your introduction should end with a clear, specific thesis statement that tells readers exactly what your paper will be arguing. Each body paragraph will directly and obviously support your thesis.

● **A strong thesis** addresses a controversy, shows connections between ideas or perspectives, states your informed opinion, and provides specific conditions.

● **Weak thesis :** *"The invention of the cell phone has brought many advantages to our culture".*

● **Stronger thesis:** *"Although the cell phone has brought many advantages to our culture, it may also have contributed to an increase in risky behavior among boaters and hikers".*

## Body Paragraphs:

An essay usually has at least three body paragraphs that each present evidence to support your thesis.

### ● **Topic Sentences:**

The first sentence of each paragraph should state the topic of that paragraph— that is, it should **describe the content of that paragraph in broad terms**. All of the information in that paragraph should be clearly and logically related to that topic sentence, which in turn should obviously relate to the thesis.

### ● **Evidence:**

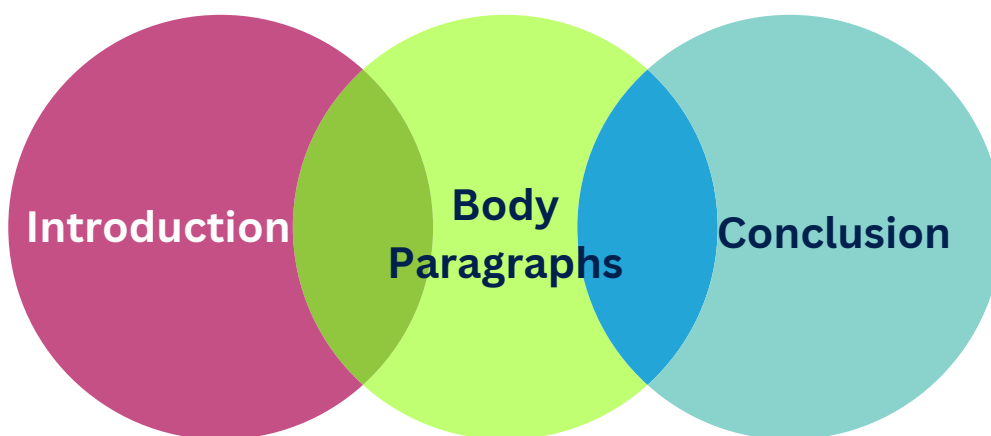
Some examples of evidence are **data, statistics, quotes, images, examples, anecdotes, and other details**.

### ● **Transitions:**

An effective essay will show the **connection between paragraphs** with transitions. These can be the final sentence of each body paragraph or can be integrated into the next topic sentence with transition words. Search for list of **transitional markers/sequence connectors**.

## Conclusion:

A conclusion wraps up the argument by summarizing the evidence presented and goes a step further to suggest how the perspective or solution in the essay can be expanded or applied beyond the specific context given in the introduction.



Always read your assignment instruction carefully for specific instructions and requirement

## TRANSITION WORDS IN ENGLISH

First		
<ul style="list-style-type: none"> <li>• At first</li> <li>• At that moment</li> <li>• At the beginning</li> <li>• At the onset</li> <li>• Before</li> <li>• Commence</li> </ul>	<ul style="list-style-type: none"> <li>• Embark</li> <li>• First</li> <li>• First of all</li> <li>• From this point</li> <li>• In the first place</li> </ul>	<ul style="list-style-type: none"> <li>• One day</li> <li>• One evening</li> <li>• One morning</li> <li>• Starting with</li> <li>• To begin</li> </ul>
Next, Before, Sometimes		
<ul style="list-style-type: none"> <li>• A moment later</li> <li>• After</li> <li>• After a few days</li> <li>• After a while</li> <li>• After that</li> <li>• Afterwards</li> <li>• All of a sudden</li> <li>• As soon as</li> <li>• At that very moment</li> <li>• At times</li> <li>• Before long</li> <li>• Consequently</li> <li>• During</li> <li>• Earlier</li> <li>• Eventually</li> <li>• Following</li> <li>• Formerly</li> <li>• From time to time</li> <li>• Gradually</li> <li>• Henceforth</li> <li>• In addition</li> </ul>	<ul style="list-style-type: none"> <li>• In the meantime</li> <li>• In the past</li> <li>• In time</li> <li>• In turn</li> <li>• Later</li> <li>• Later on</li> <li>• Meanwhile</li> <li>• Momentarily</li> <li>• Next</li> <li>• Next week</li> <li>• Not a moment too soon</li> <li>• Not long after</li> <li>• Not long ago</li> <li>• Now</li> <li>• Occasionally</li> <li>• Once</li> <li>• Past</li> <li>• Periodically</li> <li>• Preceding</li> <li>• Presently</li> <li>• Previously</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to</li> <li>• Rarely</li> <li>• Right after</li> <li>• Right after</li> <li>• Second</li> <li>• Seldom</li> <li>• Shortly</li> <li>• Shortly after that</li> <li>• Since</li> <li>• Some of the time</li> <li>• Soon</li> <li>• Soon after</li> <li>• Suddenly</li> <li>• Then</li> <li>• Therefore</li> <li>• Third</li> <li>• Tomorrow</li> <li>• Up until that time</li> <li>• When</li> <li>• When</li> <li>• Yesterday</li> <li>• Yesterday</li> </ul>
Last		
<ul style="list-style-type: none"> <li>• After a long time</li> <li>• Afterward</li> <li>• At last</li> <li>• At the end</li> <li>• Eventually</li> <li>• Final</li> </ul>	<ul style="list-style-type: none"> <li>• Finally</li> <li>• Hereafter</li> <li>• In conclusion</li> <li>• In the end</li> <li>• Last of all</li> <li>• Lastly</li> </ul>	<ul style="list-style-type: none"> <li>• Later on</li> <li>• Thereafter</li> <li>• To conclude</li> <li>• To finish</li> <li>• Ultimately</li> <li>• Until</li> </ul>

Addition	Compare	Emphasis	Contrast	Conclusion
In addition	In comparison	In particular	In contrast to	To conclude
Further	Just as	Importantly	In spite of	In brief
And then	Similarly	In fact	Alternatively	As shown above
Another	Likewise	Especially	Despite	So
Also	On the contrary	Above all	Whereas	Therefore
As well as	Instead of	Significantly	Although	On the whole
Besides	Unlike	Even	But	To sum up
Furthermore	On the other hand	Without a doubt	However	Overall
Sequence	Reason	Clarification	Result	Time order
First/firstly	For	I mean	As a result	In the beginning
Second	Due to	To simplify	Thus	Then
Afterward	In order to	To be clear	Hence	Later
Initially	So that	Let me explain	Eventually	Meanwhile
Before	With the aim of	More precisely	Accordingly	At the same time
Previously	For this reason	In other words	Consequently	During
Finally	Owing to	In explanation	Such that	Before
Subsequently	Because	To clearly define	Therefore	After
Example	Condition	Restatement	Choice	Generalizing
For example	If	In short	Either...or	In general
For instance	Unless	To rephrase	Whether...or	In most cases
Such as	Even if	In a nutshell	Alternatively	Universally
To illustrate	Only if	In simple terms	Or	Overall
Like	Because of	I mean	Rather	Generally speaking
As a sample	While	Expressed simply	Choose either	By and large
As revealed by	Except if	That is to say	Preferably...or	Broadly
To exemplify	In that case	Otherwise	In either case	Without exception

Source: <https://englishan.com/linking-words/>

***In this paragraph***, I'm going to discuss a few reasons *why* practice is important to mastering skills. ***Firstly***, the only way to truly learn a skill is by actually doing what you'll have to do in the real world. ***Secondly***, I think practice can be a fun way of putting in the necessary hours. There are, ***however***, some people who will disagree. ***Thirdly***, and ***most importantly***, it is said that people tend to remember only 10-20% of what they read or hear. ***Moreover***, that number rises to as much as 90% when you put theory to practice. ***In conclusion***, following up explanation with practice is key to mastering a skill.

Source: <https://solvid.co.uk/transition-words/>

# Visualising Your Essay's Structure

## OUTLINE

Paragraph Type	Paragraph Details
Introduction	<ul style="list-style-type: none"> <li>Context</li> <li>Thesis statement</li> </ul>
Body Paragraph 1	<ul style="list-style-type: none"> <li>Topic sentence</li> <li>Evidence detail 1</li> <li>Evidence detail 2</li> <li>Transition sentence</li> </ul>
Body Paragraph 2	<ul style="list-style-type: none"> <li>Topic sentence</li> <li>Evidence detail 1</li> <li>Evidence detail 2</li> <li>Transition sentence</li> </ul>
Body Paragraph 3	<ul style="list-style-type: none"> <li>Topic sentence</li> <li>Evidence detail 1</li> <li>Evidence detail 2</li> <li>Transition sentence</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>Summary</li> <li>Application to other contexts</li> </ul>

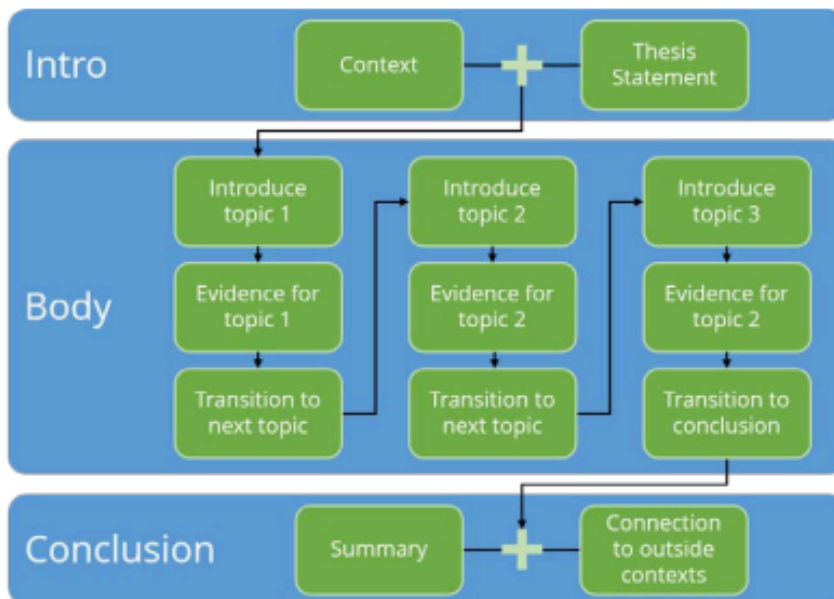
Add more levels of details by extending the hierarchy using numerals and letters, like this:

- 1) 1<sup>st</sup> level
  - a) 2<sup>nd</sup> level
    - i) 3<sup>rd</sup> level
      - (1) 4<sup>th</sup> level
        - (a) 5<sup>th</sup> level

Be sure that you revisit levels when you need to keep yourself organized.

Most sources say that every A must have a corresponding B. That is, the outline must have equal parts per section.

## DIAGRAM



Introduction

## 4 Techniques of Narrative

1. **Backstory** (conveying information that happened before the narrative begins),
2. **Flashback** (when the narrator/character thinks back in time and the events will go back and forth between the past and the present),
3. **Flash-forward** (moving ahead in time),
4. **Foreshadowing** (hinting at what will happen)

## 5 KEY STORY ELEMENTS

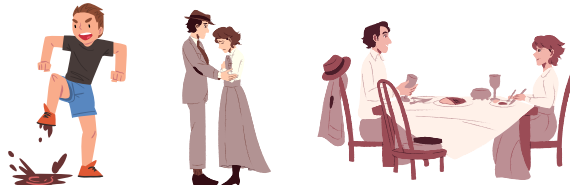
01

Character



02

Conflict



03

Plot



04

Setting

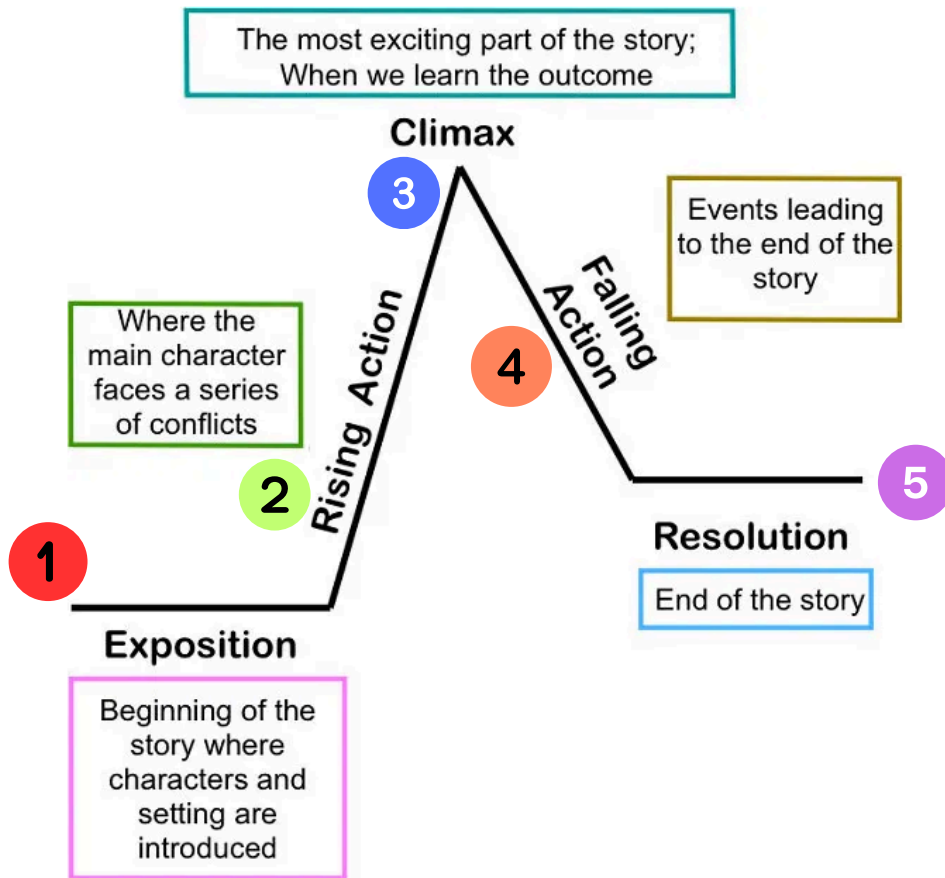


05

Theme



## The 5 stage Narrative Structure



### 1. The exposition or introduction.

You begin the story with a character and "sets up" the action of the story.

### 2. The rising action.

Your character experiences some type of challenge or struggle. This can be in the form of other people, nature or a conflict within himself/herself.

**3. The climax** is the point at which the character faces his greatest challenge and overcomes it. In action stories, this could be the final battle between the protagonist and antagonist.

**4. The resolution** or the dénouement. This is the moment when life returns to normal and the reader experiences resolution along with your characters.

# Personal Narrative Example

<b>Title</b>	Mashed Potato Pizza
<b>Introduction</b>	<p>My grandpa always tells me that people who laugh at their own mistakes will get everyone else to laugh along with them. Yesterday, I learned that he is right.</p>
<b>Beginning of the Story</b>	<p>“Stay in line,” Mrs. Martin said. I knew right away that my friend Naomi wouldn’t be able to cut. I looked at Naomi and frowned. Soon, the line began to move faster, and I followed along hoping that there would still be pizza.</p>
<b>Middle Events</b>	<p>When I reached the counter, I looked at the choices. I could only see chicken and mashed potatoes, macaroni and cheese, and fish. I could hear the rumbling of my very disappointed stomach.</p> <p>Then, out of the corner of my eye, I saw one last piece of pepperoni pizza. I got so excited.</p> <p>“Pepperoni pizza,” I said politely. Mrs. Martin handed me the pizza. I took the paper plate so quickly that the pizza slid off the plate. I tried to save it, but the pizza landed in the pan of hot, buttery mashed potatoes.</p> <p>I could feel my face turning redder and redder. All I could hear was laughter from the kids in line.</p> <p>As I looked at the upside-down pizza, I heard Mrs. Martin’s voice. “Maria, would you like a side of mashed potatoes with your pizza?”</p> <p>I looked up and saw Naomi. She was laughing too. With a nervous smile, I said, “Of course.”</p> <p>Mrs. Martin smiled and scooped the mashed potato pizza on my plate. I looked around at my friends, and we all laughed again.</p> <p>I never really believed my grandpa until I saw my friends laughing with me. The laughing made me feel good instead of just clumsy.</p>
<b>End of the Story</b>	
<b>Conclusion</b>	

**Tasks**

**W1:** Choose one of the prompts below, brainstorm the ideas and present it to class.



**A  
childhood  
event**

Think of an experience when you learned something for the first time, or when you realized how important someone was for you.

**Achieving a  
goal**

Think about a particularly meaningful achievement in your life - achieving a good grade, getting into the best school

**A failure**

Think about a time when you did not perform as well as you had wanted.



## W2: Writing a narrative essay

**Activity:** Plan before writing by filling in the following:

<b>Person</b> Who is the story about?	<b>Time</b> When did it happen?	<b>Place</b> Where did it happen?
--	------------------------------------	--------------------------------------

### Events and problem What happened?

1.  2.  3.
------------------------

<b>Solution</b> How was the problem solved?	<b>Message</b> What did you learn from the story?
--	--

### W3: Narrative Writing Planning Worksheet

Use the plan below to plan and write your non-fiction narrative.

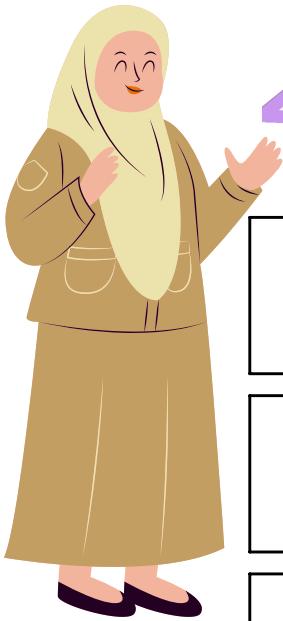
[illegible]

**Tasks** W4: Write your first draft below.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**W5: Use the graphic organizer below to plan out your narrative essay.**

Title:	
Introduction: Background, Introduction to Conflict, Thesis	
Rising Action: Plot Development & Tension: Events 1-4	
Climactic Event	
Conclusion: Resolution, So What?, or Final Impression	



Lots of different types of writing and media try to persuade us. Here are some examples:

Letters in a newspaper	TV, radio, social media adverts	Shopping catalogues
Fliers posted through letterbox	Holiday package brochures	Billboards and posters
Book blurbs	Articles in a magazine	Movie trailers

## PERSUASIVE DEVICES

### TRIPLES

To repeat an idea or image **three times**, usually in a slight different way.

*Hunting is evil, cruel and outdated.  
Di it well, do it fast and do it now.*

### RHETORICAL QUESTION

A question designed **to make the reader think**; doesn't need an answer.

*Why would anyone want to hunt foxes with dogs?  
Isn't the solution obvious?*

### OPINION AS FACT

To present **beliefs** as if they are factual truths

*This is an excellent school  
Obviously, hunting is cruel.*

### SUPERLATIVE

Adjective **to imply** the highest or lowest **quality**

*This is the **best** university in the world.  
It is the **worst** bridal dais ever seen.*

## EMOTIVE LANGUAGE

Using words that **draw** in the **reader's emotions** to make them feel angry, sad, empathetic or guilty

*We all feel that...  
Surely **you** can see...*

## ALLITERATION

Using the **same letter** to start a group of words to highlight them and make them stand out. Often used for headings.

## FACTS & STATISTICS

Using **true and researched information** to back up your point of view.

## REPETITION

**Repeating** key words or phrases related to your point of view **to emphasise** them

1. What is your favorite persuasive devices and why?

.....

.....

.....

2. Which persuasive devices do you think is the most effective and why?

.....

.....

.....

3. Why do we need to use persuasive tools?

.....

.....

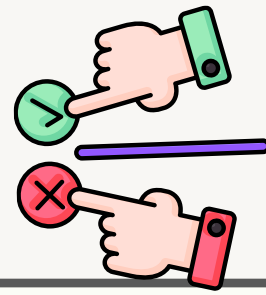
.....



**W6:** Match the persuasive devices with the correct definition.

1. <b>Personal Pronouns</b>	A. Using words such as demand/urge /want	<input type="radio"/>
2. <b>Rhetorical Questions</b>	B. Little stories to create sympathy	<input type="radio"/>
3. <b>Repetition</b>	C. Using words such as “you”, “we”, “us” or “I”	<input type="radio"/>
4. <b>Emotive Language</b>	D. Two or more words starting with the same letter	<input type="radio"/>
5. <b>Commands</b>	E. Three words or phrases to emphasize a point	<input type="radio"/>
6. <b>Opinion as Fact</b>	F. Using language to create sympathy	<input type="radio"/>
7. <b>Alliteration</b>	G. Using a professional opinion to back up facts and figures	<input type="radio"/>
8. <b>Anecdotes</b>	H. Questions that cannot be answered	<input type="radio"/>
9. <b>Triples</b>	I. Stating something that is an opinion as if it was a fact.	<input type="radio"/>
10. <b>Facts &amp; Statistics</b>	J. Stating the same point more than once.	<input type="radio"/>

## PERSUASIVE TECHNIQUES



Involve your audience by speaking to them directly using personal pronouns and shared experiences

Words, phrases and imagery that arouse an emotional response

Questions to get your audience thinking - they don't require an answer

Include lists of three items/ reasons in your writing

Include little stories to illustrate point.

Destroy/ criticize the opposing argument

Repeat the same word, phrase or idea more than once for emphasis

Being over-the-top to get a point across

**Persuasive writing essays/text should have the following key points:**

- Introduction should clearly state your thesis or claim
- Support your introduction statement with logical reasons and relevant evidence
- Words/phrases that clarify the relationships among your claims, reasons and evidence.
- Use emotional text wherever required.
- Discuss the counter arguments.
- Use a formal style of writing.
- Professional and decent tone of language.
- Close with a strong conclusion.

## Persuasive Essentials

**Identify topic & position**

Explain what you want or what you believe

1

**List many good reasons**

Provide solid support for why you are right

2

**Organize key points**

Order your reasons to end with your best

3

**End with what you want**

Tell readers what you expect them to do

4

**Express your attitude**

Reveal your feelings & point of view

5

**Employ exact words**

Select precise words to convince the reader

6

## PERSUASIVE WRITING Sentence Starters



### Introductions

I think...

For this reason...

I am sure that...

It is certain...

In the same way...

On the other hand...

In this situation

### Make Your Point

Firstly, Secondly...

Furthermore...

In addition...

Likewise...

Besides...

Similarly...

Moreover...

### Details

For example...

In fact...

For instance...

As evidence...

In support of this...

Without a doubt...

### Endings

For this reason...

As you can see...

In other words...

On the whole...

In short...

Without a doubt...

### Other Words

Reasons  
Arguments  
For/against  
Pros/cons





**W7: Read the passage below and answer the following questions.**



This is Irfan. He is 14 years old and loves sports of any kind. He plays in defence on the school football club and is the top goal scorer in his local football club!

Keeping fit is very important to him so in his spare time he jogs with his brother, Imran. Life seems to be good for Irfan but his family are worried about him and they need help from you.

Irfan is a fussy eater. His family try hard to persuade him to eat more healthily but he will only eat instant noodles, sausages and soft drinks. Nothing else! Breakfast for Irfan doesn't exist.

**Step 1: What question can we ask Irfan about his eating routine?**

- 1.....
- 2.....
- 3.....

**Step 2: Give five reasons why it is important to eat lots of different foods each day.**

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

**Step 3: Do you have any evidence? What could happen if Irfan doesn't change his diet?**

- .....
- .....
- .....
- .....
- .....

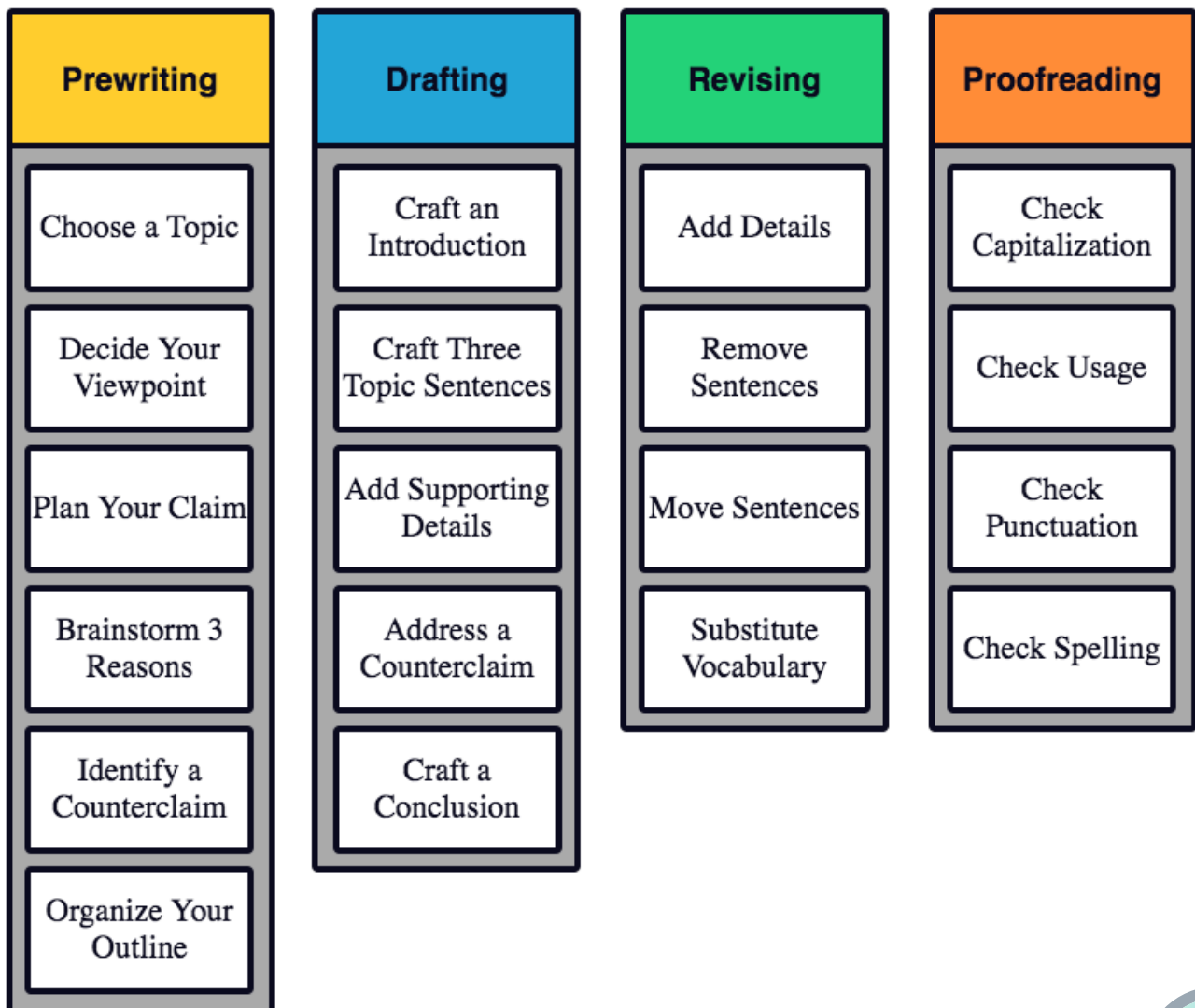


## W8: Persuasive Writing Vocabulary Challenge

approach	impressive	occasions	effect	amazement	sensitive	honest
conquer fears	express	manner	minding its own business	harmful	ashamed	

<input type="text"/>	times, events	<input type="text"/>	feeling shock or wonder
<input type="text"/>	keeping to themselves	<input type="text"/>	way of doing something
<input type="text"/>	feeling guilty or embarrassed	<input type="text"/>	cause a result
<input type="text"/>	cause hurt or damage	<input type="text"/>	to overcome challenges
<input type="text"/>	telling the truth	<input type="text"/>	to share thoughts
<input type="text"/>	amazing, awesome	<input type="text"/>	how someone acts or behaves
<input type="text"/>	aware of other people's feelings		

### The Persuasive writing process





**W9: Choose a topic below and prepare your outline**

Aliens probably exist



Too much money is a bad thing



Driving license should be banned



Kids should be allowed to drive



Free speech should have limitations



Drug trafficking should be legal



Big classes are better than small classes



Community service should be required for teens



Reality shows are exploiting people



Keeping pets are unethical



Competitive sports can teach us about life



Smoking in public should be jailed



Topic/Point of View:.....

Lead

sentence:.....

.....

Reason

#1:.....

.....

Evidence:

1.....

2.....

Reason

#2:.....

.....

Evidence:

1.....

2.....

Reason

#3:.....

.....

Evidence:

1.....

2.....

Conclusion:.....

.....



## Persuasive Writing Checklist

### INTRODUCTION

- ☐ Did you open by stating your point of view?
- ☐ Did you briefly state your 3 main arguments?
- ☐ Have you put your strongest argument go first?
- ☐ Have you included persuasive devices?
- ☐ Does your last sentence link to the next paragraph?

### MAIN BODY

- ☐ Do you have 3 paragraphs, one for each argument?
- ☐ Did you put your strongest argument first?
- ☐ Have you included persuasive devices?
- ☐ Have you backed up each argument with opinions and evidence?
- ☐ Do each of your paragraphs link to the next one?

### CONCLUSION

- ☐ Did you re-state your point of view?
- ☐ Did you briefly re-state your 3 arguments?
- ☐ Have you included persuasive devices?
- ☐ Did you leave the reader with a strong closing statement?
- ☐ Have you checked your spelling and grammar?

## DESCRIPTIVE ESSAY

The word "**descriptive**" comes from the word "**describe**," which means "to tell about how something looks, feels, smells, sounds, or tastes."

A descriptive essay describes an object, person, place, or event that the writer has experienced. Writers use **illustrative language** to "show" the reader that topic that is described in the essay.

Through the use of **imagery, figurative language, and precise language**, a writer can create effective descriptions that create images in the reader's mind while also conveying a certain mood, or feeling, about the essay's subject.

### ESSAY TIPS

#### DO'S

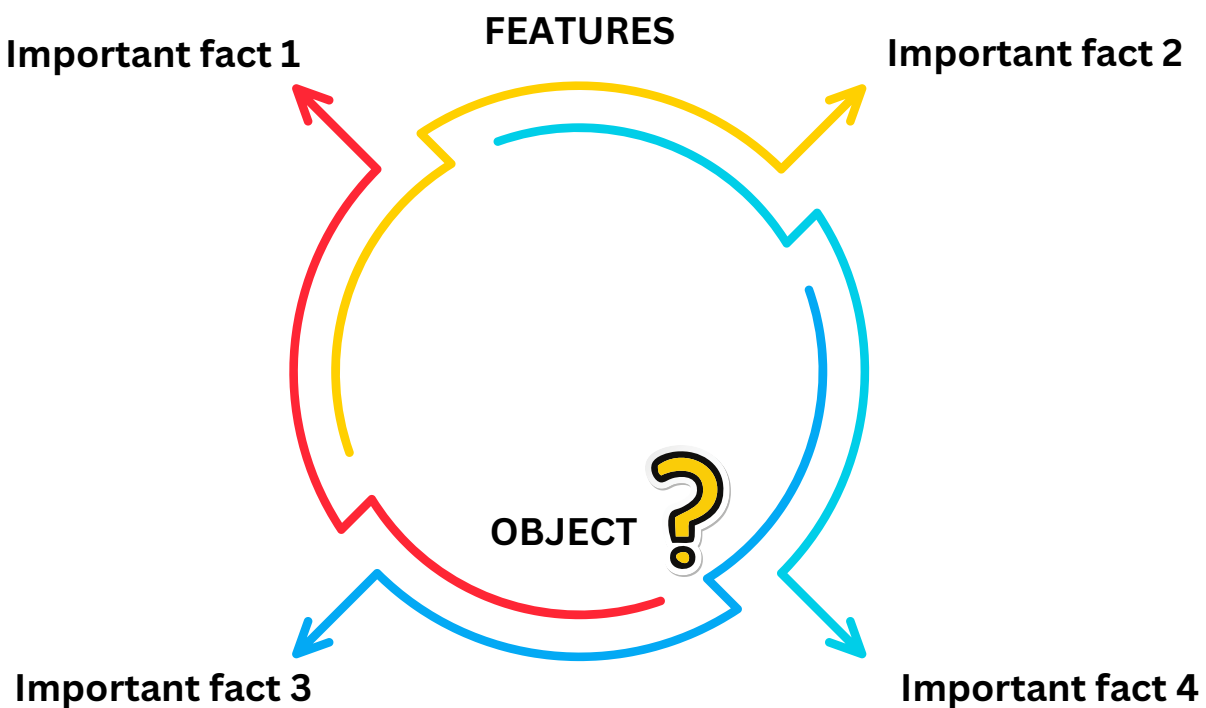
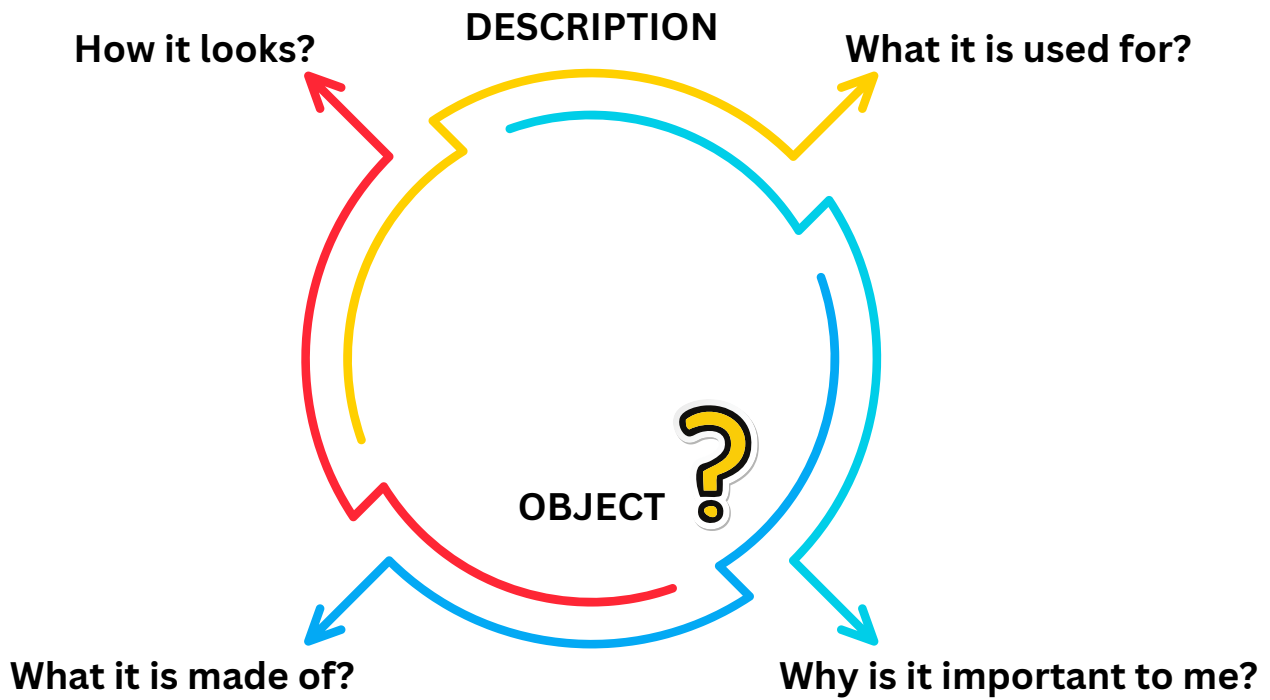
- Use your 5 senses to start your description
- Format your essay based on your description
- Sprinkle in some creative writing and figurative language

#### DONT'S

- Rely on other people's experience to write your description
- Use only adjectives



**W10:** Select an interesting and important objects in your house, institution or neighbourhood. Use each of the diagrams to record all the details and information about the object that would help you to explain it to someone who has never seen one.



## Structure of a Descriptive Essay

### **Introduction**

Write a hook that helps your reader relate to the senses you're tapping into.

Provide some general background about the thing you're describing.

Form a **thesis statement** that makes a claim (but may not necessarily include an argument or opinion).

### **Body paragraph: Physical Description**

Provide a topic sentence introducing the subject.

Give an in-depth physical description of the subject.

### **Body paragraph: Contextual Description**

Describe your subject within its given context, like its physical surroundings or temporal environment.

### **Body paragraph: Emotional Description**

Describe how the subject emotionally or mentally affected those who interacted or experienced it.

### **Conclusion**

Restate your thesis about the subject's description.

Consider the subject (and its description) outside of what you've already mentioned in the essay. How might it apply to other people or society at large?

## How Long Is a Descriptive Essay?

On average, you're probably looking at 1,000 words for a typical five-paragraph essay.

## Describe With a Story, Not Just Adjectives

For example:

*"It was sweet. The crust was yellow. The filling was warm".*

*"When I walked in, the diner was coincidentally playing one of my favorite songs on the radio. My favorite server greeted me by name, already cutting a slice of my favorite pie. The sound of the knife sinking into the crust and clicking against the pan was music to my ears. She slid the slice onto a plate and slid the plate in front of me. The crust glistened like honey, the smell of fresh berries emanating off of it like waves of heat".*

## Feather in Figurative Language

*Figurative language can really inject some life, energy, and relatability into your descriptions.*

For example:

*"Before I even cut into the salted honey pie, I saw tiny salt crystals glistening on the pie's surface like small jewels on some tiny planet. The first bite was pure heaven, giving the perfect amount of sweetness with a hint of salt around the edges. I ate the pie faster than a car speeding down an icy slope, but I savored every single bite".*

## HOW TO WRITE A DESCRIPTIVE ESSAY

**1. Choose a specific topic.** Strong descriptive essays remain focused at all times. It may be appropriate to summarize your main idea in **a thesis statement**.

**2. Compile information.** The best descriptive essays are full of detail—names, dates, physical characteristics, background information, and **sensory information** that can help implant your main points in your reader's mind.

**3. Make an outline.**

Group your main points into individual body paragraphs, each of which should be a subcategory of your essay's main topic.

**4. Write the introductory paragraph.** The best introductions **start with a hook** like a rhetorical question or a bold statement. Your thesis statement should come at the end of the introduction.

**5. Write body paragraphs.** Each body paragraph should begin with a topic sentence that anchors the reader's attention and tells them what to expect from the paragraph.

**6. Summarize the essay in the concluding paragraph.** Your conclusion is the button on the entire essay. Use it to reiterate the main ideas you established in the first paragraph, and touch back on key details from body paragraphs.

**7. Look for ways to enliven your language.** Descriptive language and literary tools will keep your essay in your reader's mind long after they've finished reading.



**INTRODUCTION**

*Explain why this place is important/interesting*

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**PARAGRAPH 2**

*Describe the location/parts of this place*

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**PARAGRAPH 3**

*Describe the activities & what happens here*

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**PARAGRAPH 4**

*Describe the sensory details: sights, smells, tastes, sounds, etc*

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## What is a thesis statement?

A thesis statement is a sentence in a paper or essay (in the opening paragraph) that ***introduces the main topic to the reader and hook them in an engaging way.***

The goal of a thesis statement is to let your reader know what your paper or essay is about. It ***helps your reader understand the greater context and scope of your topic***, plus it lets your readers know ***what to expect from the rest of the work.***

### How to write a thesis statement in 3 steps?

- Brainstorm the best topic for your essay  
- *choose a topic that's best for you, narrow it down*
- Phrase your topic as a question-and-answer
- Add some polish  
- *revising, editing - use decisive language, specific details*

### Different types of thesis statements

*A good thesis statement is clear, specific, and arguable. Therefore, it is necessary for you to choose the right type of thesis statement for your academic papers.*

*Thesis statements can be classified based on their purpose and structure. Here are the primary types of thesis statements:*

#### Argumentative (or Persuasive) thesis statement

**Purpose:** To convince the reader of a particular stance or point of view by presenting evidence and formulating a compelling argument.

**Example:** Reducing plastic use in daily life is essential for environmental health.

### Analytical thesis statement

**Purpose:** To break down an idea or issue into its components and evaluate it.

**Example:** By examining the long-term effects, social implications, and economic impact of climate change, it becomes evident that immediate global action is necessary.

### Expository (or Descriptive) thesis statement

**Purpose:** To explain a topic or subject to the reader.

**Example:** The Great Depression, spanning the 1930s, was a severe worldwide economic downturn triggered by a stock market crash, bank failures, and reduced consumer spending.

### Cause and effect thesis statement

**Purpose:** To demonstrate a cause and its resulting effect.

**Example:** Overuse of smartphones can lead to impaired sleep patterns, reduced face-to-face social interactions, and increased levels of anxiety.

### Compare and contrast thesis statement

**Purpose:** To highlight similarities and differences between two subjects.

**Example:** "While both novels '1984' and 'Brave New World' delve into dystopian futures, they differ in their portrayal of individual freedom, societal control, and the role of technology."

## What is a Topic Sentence?

A topic sentence is a sentence, sometimes at the beginning of a paragraph, that **states or suggests the main idea (or topic) of a paragraph that helps readers grasp your idea quickly.**

A good **topic sentence** is concise and emphatic. It is no longer than the idea requires, and it **stresses the important word or phrase that helps you generate and control your information.**

### Topic sentence vs. thesis statement

Basically, **topic sentences** introduce the main idea of a paragraph, **whereas thesis statements** introduce the main idea of the entire paper or essay. Both serve the same function—preparing the reader with a preview—but in different capacities.

## The Purpose of Supporting Details

- Keep the reader focused on the main idea of the paragraph
- Demonstrate that your topic sentence or main idea is accurate and believable
- Make your meaning clear and forceful with concrete, specific information

### Types of Supporting Details

1. Reasons — explanations that tell why an opinion is valid
2. Facts — statements that can be proved
3. Statistics — facts expressed in numbers
4. Examples — specific instances that explain or demonstrate a point
5. Sensory Details — appeals to one or more of the physical senses
6. Anecdotes — brief stories about a character or event

### Guidelines for Supporting Details

- Focus on who, what, when, where, why, and how questions.
- Name names.
- Use action verbs.
- Use descriptive language that appeals to the senses (smell, touch, taste, sound, sight).
- Use adjectives and adverbs.

## The Three Parts of a Paragraph

### 1) Topic

The topic is the subject of the paragraph. It can be:

- A few words long
- These words (or words related to the topic) are typically repeated throughout the paragraph
- Answers the question: What is this paragraph about?

### 2) Main Idea

This is the writer's overall point. It can be:

- A complete sentence
  - If stated in the paragraph, it's called a "topic sentence"
  - If unstated in the paragraph, the reader must figure it out (infer it) from details
- General enough to cover the more specific supporting details
- Usually (but not always!) near the beginning of the paragraph
- Answers the question: What is the overall point being made about the topic?"

### 3) Supporting Details

These are the details in the paragraph that support the main idea. They can be either major or minor supporting details.



**W12: Choose one of the topics below and prepare your essay**

- The moment that changed my life forever.
- My experience overcoming a fear or phobia.
- A significant challenge I faced and how I overcame it.
- My cultural or family background and how it has influenced me.
- A time I failed and what I learned from the experience.
- There are several myths about dieting.
- Women who lift weights cannot become as muscular as men.

## Essay Outline

### 1) Introduction

- a. Thesis statement:  
\_\_\_\_\_
- b. Blueprint showing two examples  
Example 1:  
Example 2:

### 2) Blueprint Example 1 → *Becomes the topic sentence of body paragraph 1*

- a. Topic Sentence:  
\_\_\_\_\_
- i. Supporting detail:  
\_\_\_\_\_
- ii. Supporting detail:  
\_\_\_\_\_
- b. Concluding Sentence:  
\_\_\_\_\_

### 3) Blueprint Example 2 → *Becomes the topic sentence of body paragraph 2*

- a. Topic Sentence:  
\_\_\_\_\_
- i. Supporting detail:  
\_\_\_\_\_
- ii. Supporting detail:  
\_\_\_\_\_
- b. Concluding Sentence (including transition):  
\_\_\_\_\_

### 4) Conclusion

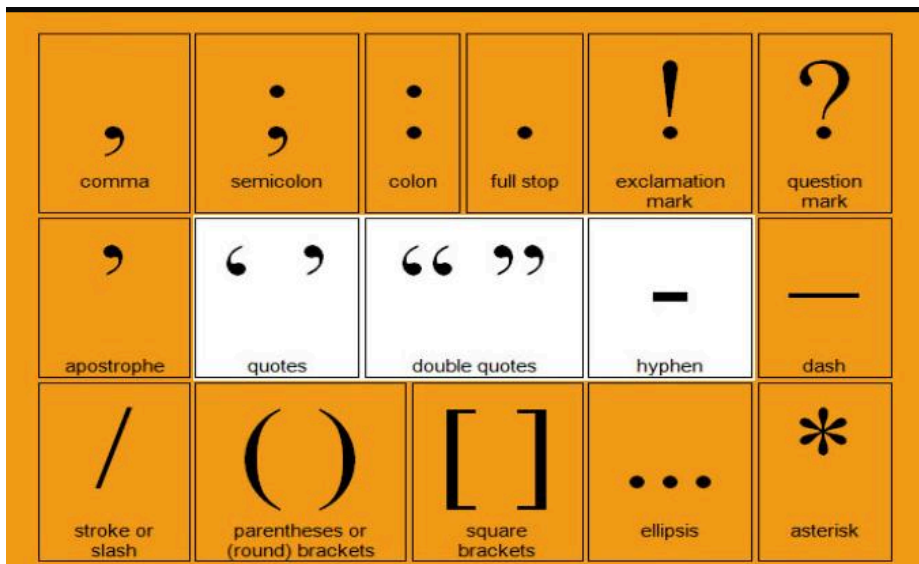
- a. Restate Thesis (including transition):  
\_\_\_\_\_
- b. Summarize Blueprint:  
\_\_\_\_\_
- c. General Thought About Topic (optional):  
\_\_\_\_\_

# Punctuation marks

Punctuation is the act or system of using **specific marks or symbols** in writing **to separate different elements** from each other or **to make writing clearer**.

Thanks to punctuation, we don't have to suffer through a block of text that looks like this:

*"My favorite color is red do you like red red is great my sister likes green she always says green is the color of champions regardless of which color is better we both agree that no one likes salmon which is a fish and not a color seriously".*



Punctuation	Purpose	Examples
period [.]	End a sentence	Most sentences end in a period.
question mark [?]	Indicate a question	"What time is it?" she asked. "How much longer?" he asked.
Exclamation point [!]	Express emotion	"I hate you!" he shouted. "I love you!" she shouted.
semicolon [;] or comma [,] + conjunction [and, or, nor, for, so, but, yet]	Connect complete sentences (two independent clauses)	It is raining; the dog is wet. or It is raining, and the dog is wet.
comma [,] but if one or more items in that list already have a comma, use a semicolon [;]	Connect items in a list	My lunch is a sandwich, an apple, and a bag of pretzels. but My dinner is a salad of spinach, carrots, and tomatoes; a bowl of pasta; and two breadsticks.
quotation marks [" "]	Indicate a quotation	"To be or not to be" is one of the most famous lines from <i>Hamlet</i> .
comma [,] or, less commonly, colon [:]	Introduce a quotation (words directly spoken)	She yelled, "Let's get out of here!" The president declared: "We will prevail."
apostrophe [']	Show possession or contraction	Why is Lisa's wallet in Ben's backpack?

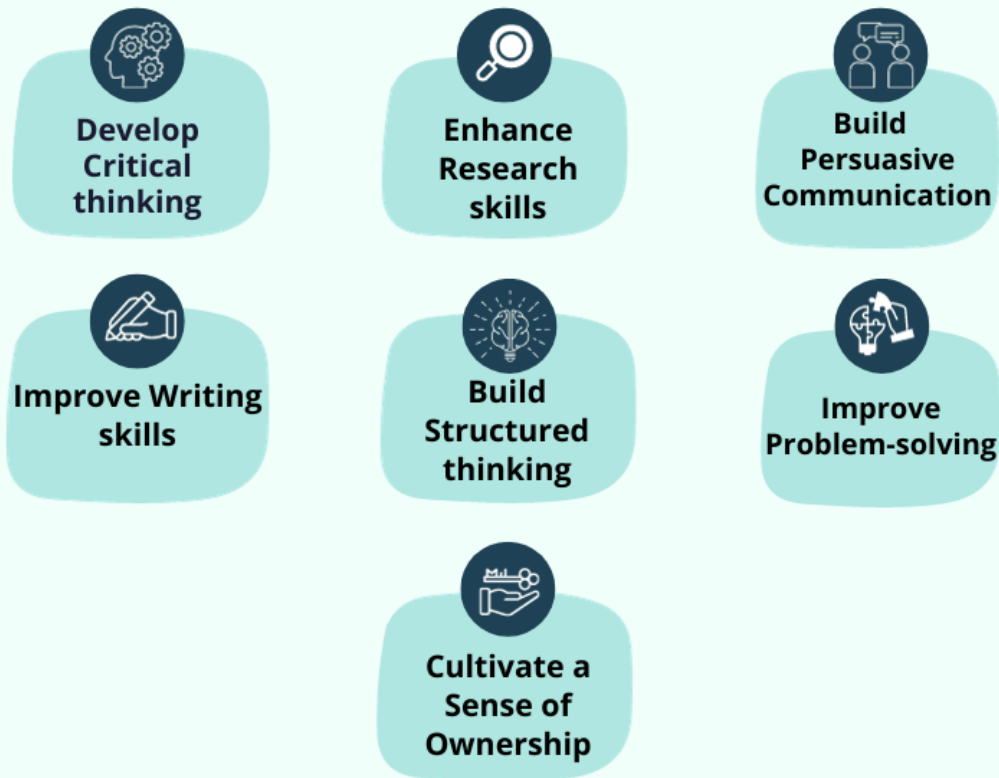
<b>colon [:]</b> if what precedes the colon is a complete sentence	Introduce a list of three or more items	There are three things I want to do before I die: go on a cruise, go skydiving, and learn to surf.
<b>commas [,]</b>	Separate a word or phrase that is relevant but not essential information	Elaine, my roommate, is from Chicago. Her nickname as a child, her mother told me, was "Boo-boo."
<b>parentheses [( )]</b>	Separate a word or phrase that is relevant but secondary information	There is an exception to every rule (including this one).
<b>colon [:]</b>	Introduce an explanation (what follows "explains" or "answers" what precedes)	You know what they say about real estate: Location is everything.
<b>ellipsis [...]</b>	To show information is omitted	"... was really good at public speaking."
<b>brackets [( )]</b>	To show information was added	"[Winston Churchill] was really good at public speaking."
<b>hyphen [-]</b> unless the first word is an adjective ending in <i>-ly</i>	Connect two words that work together as one object or modifier	Mother-in-law, five-year-old son, highly rated
<b>en dash [–]</b>	Show the span between two numbers or the scores of a game	The score is 14–21. He lived from 1953–2016.
<b>em dash [—]</b>	Separate a word or phrase for emphasis	Never steal from that store — never. It's not just a bad idea — it's illegal.

## Punctuation vs. typographical symbols

Punctuation marks are considered part of grammar and often have well-established rules for how to use them properly. For example, the rules of proper grammar state that a letter after a period should be capitalized and that a comma must be used before a coordinating conjunction.

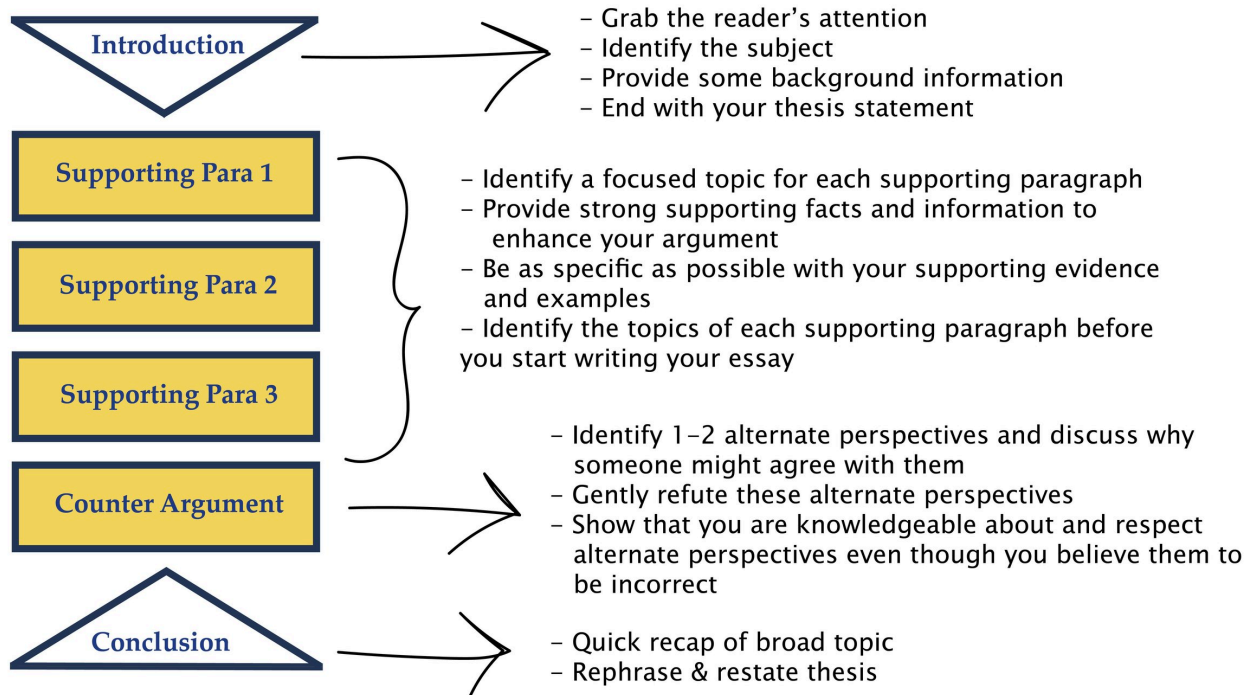
Typographical symbols, on the other hand, may not have widely accepted rules for how, or even when, they should be used. Generally speaking, most grammar resources will only allow the use of typographical symbols under very specific circumstances and will otherwise advise a writer to avoid using them.

## Importance of Writing Argumentative Essays



Source: <https://www.enago.com/academy/how-to-write-an-argumentative-essay/>

## Argumentative Essay Structure



# 8 Effective Strategies to Write an Argumentative Essay



## Select a Strong Topic

Choose a topic that is debatable and has two or more opposing viewpoints. Make sure it's a subject you're interested in.



## Conduct a Thorough Research

Gather relevant information from credible sources and follow a consistent citation style to cite your sources.



## Establish a Clear Thesis Statement

Outline your main argument or position in the thesis. It should be clear and debatable.



## Generate an Outline

Create an outline that includes an introduction, body paragraphs, and a conclusion. Organize your main points and supporting evidence logically.



## Use Effective Transitions

Use transition words and phrases to guide your readers through your essay and establish the logical flow of your argument.



## Address Counterarguments

Acknowledge and address opposing viewpoints to demonstrate that you have considered different perspectives. Refute counterarguments with strong evidence and reasoning.



## Maintain a Formal Tone

Use a formal and objective tone throughout your essay. Avoid emotional language, personal anecdotes, or informal language unless it is specifically required by the assignment.



## Format and Edit

Arrange your arguments from strongest to your weakest one. Review your essay for its structure and seek feedback from credible. Also, proofread to eliminate typos and formatting errors.

Source: <https://www.enago.com/academy/how-to-write-an-argumentative-essay/>

## Argumentative Essay Outline

Paragraph 1 - Introduction, Claim, and Thesis with 3 reasons

Paragraph 2 - Reason #1 with Evidence and Reasoning

Paragraph 3 - Reason #2 with Evidence and Reasoning

Paragraph 4 - Counterclaim, Rebuttal, Refute

Paragraph 5 - Conclusion

Source: <https://www.wordtune.com/blog/how-to-write-an-argumentative-essay-with-examples>

### EXAMPLE

Procrastination is a problem that is far too common among today's youth, and it can lead to serious consequences.

Procrastination is a form of self-sabotage, whereby people put off important tasks until the last minute and, as a result, do not achieve their full potential. It can manifest itself in many different ways, from not studying for an exam to not filing taxes on time. Procrastination is a sign of a lack of self-discipline and it can be extremely damaging to a person's future.

While some may argue that procrastination can be beneficial for creativity, this is not an excuse for not completing tasks. In reality, procrastination can lead to stress, guilt, and anxiety, which can have a detrimental effect on creativity.

Procrastination can have serious long-term consequences, such as the loss of job opportunities, financial problems, and decreased academic success. It can also cause a person to miss out on important experiences and relationships, as they are unable to manage their time effectively. Furthermore, it can lead to feelings of guilt and low self-esteem.

For example, if a student procrastinates on studying for a test, they may find themselves unable to pass the exam. This could then lead to them being unable to move onto the next grade, or possibly not even graduating.

In summary, procrastination is a serious problem that can have far-reaching and long-term consequences. It is important to recognize the signs of procrastination and to take action to prevent it from occurring. By developing self-discipline and good time management, it is possible to stay on track and reach one's full potential.

**Topic sentence**

**Development**

**Rebuttal**

**Development**

**Example**

**Summary**

Source: <https://www.wordtune.com/blog/how-to-write-an-argumentative-essay-with-examples>

**Tasks**

Evaluate each argument. Tell which one is most effective and why, and tell why the other paragraph is not effective. Use the space below for your responses.

**A** Teachers are giving too much homework, especially in middle school. Sometimes 2 or 3 hours, which can sometimes interfere with family functions. It often causes students to lose interest in school when it is all they are doing. There is little free time to participate in sports or hobbies, and it can cause stress as well. Homework is necessary, but teachers must also be aware that students are just kids and want to have fun.

**B** Teachers are giving too much homework, especially in middle school. It is frustrating and just causes kids to get mad at teachers. Kids have enough work to do instead of worrying about getting homework done. Kids need time to watch TV, play video games, and be with friends. What is the use of homework anyway? The knowledge can be taught at school. Homework is sometimes given because teachers just want to be mean.

**A**

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**B**

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## Argument Writing: Sentence Frames

When you make an **argument**, you are making a claim that you believe is true. For example, you might argue that you should be allowed to have a pet dog. To make an effective argument and convince your reader you are right, you will need to provide examples or evidence that support your claim.

A **counter-argument** is a statement that opposes your claim. For example, your parents might argue that you are not responsible enough for a pet dog. Addressing a counter-argument in your writing will make your claim stronger!

Here are some sentence frames to help you get started with your own argument writing!

<b>Claim</b> What do you believe?	<ul style="list-style-type: none"> <li>• I strongly believe...</li> <li>• (topic) is important for many reasons...</li> <li>• Everyone should...</li> <li>• In my opinion...</li> </ul>
<b>Evidence</b> Give examples that support your claim.	<ul style="list-style-type: none"> <li>• For example...</li> <li>• Another reason why...</li> <li>• You would agree if you knew...</li> <li>• Not many people know that...</li> </ul>
<b>Counter-Argument</b> What might someone say if they disagreed with you?	<ul style="list-style-type: none"> <li>• Some people say...</li> <li>• It may be true that...</li> <li>• It's easy to think...</li> <li>• You might argue that...</li> </ul>
<b>Rebuttal</b> What would you say to the person who disagreed with you to change their mind?	<ul style="list-style-type: none"> <li>• ...but I argue that...</li> <li>• However, the truth is...</li> <li>• ...but when you look at the facts...</li> <li>• But, the evidence shows...</li> </ul>
<b>Conclusion</b> Restate your claim in a powerful way!	<ul style="list-style-type: none"> <li>• In conclusion...</li> <li>• Now you can see why...</li> <li>• It is clear that...</li> <li>• Therefore...</li> </ul>

### Essay topics:

- What are the pros and cons of making friends virtually?
- Is fast food healthy or a serious threat to physical health?
- Does technology have a positive or negative impact on mental health?
- Do celebrity role models have a positive or negative influence on young people?



Choose a topic from the list above then prepare your outline in the space below.

<b>Introduction:</b> Claim:
<b>Body Paragraph 1:</b> Reason:     Evidence:
<b>Body Paragraph 2:</b> Reason:     Evidence:
<b>Body Paragraph 3:</b> Reason:     Evidence:
<b>Conclusion:</b>

## REFERENCES

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