

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



مراجعة قراءة قواعد كتابة نهائية استعداداً للامتحان النهائي

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التواصل الاجتماعي بحسب الصف العاشر



روابط مواد الصف العاشر على تلغرام

[الرياضيات](#)

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المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الثالث

[حل أسئلة الامتحان النهائي الالكتروني العام](#)

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[نموذج اختبار نهائي كتابي المستويات 7.1 و 8.2](#)

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A top-down view of a wooden desk. On the left, a portion of a silver laptop is visible. In the center, a spiral-bound notebook with a white cover is open, showing a page with the handwritten text 'PREPARATION IS THE KEY' in large, bold, black capital letters. To the right of the notebook is a clear glass pencil holder containing several colorful pencils. In the bottom left corner, a pair of black-rimmed glasses is partially visible. The background is a light-colored wall with some faint Arabic text.

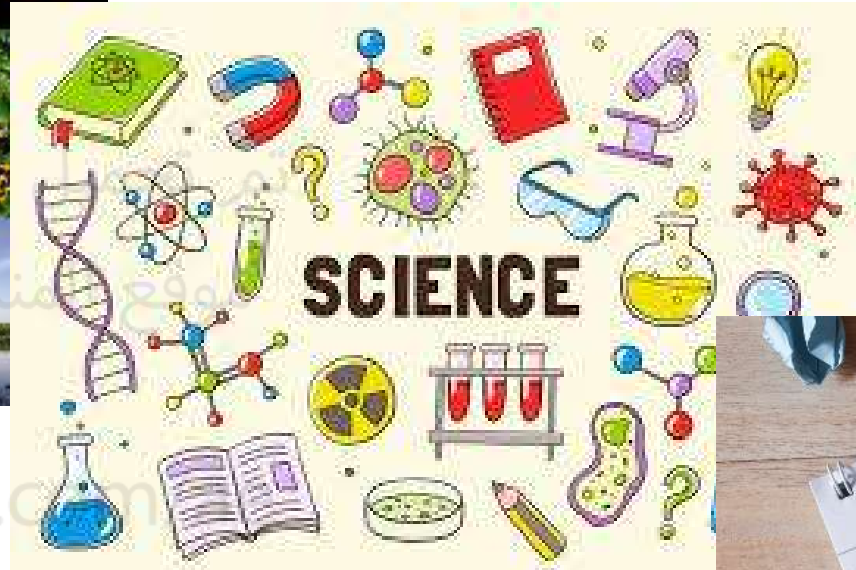
PREPARATION  
IS THE KEY

# English Term 3 Exam

Examination Preparation (Vocabulary / Writing / Grammar)

# Exam Theme (Coursebook Unit 8)

- Environment Science Looking Back





# Vocabulary Preparation

**Environment / Science / Looking back**

word	class	definition	sentence
<b>determined</b>	adjective	wanting to do something very much, and not letting anyone stop you	They were determined to find a solution to the problem.



[Diploma](#), Clker-Free-Vector-Images, 2014, pixabay

[Men](#), Mohamed Hassan, 2018, Pixabay

word	class	definition	sentence
poisonous	adjective	containing a substance that can make you very sick if you get it in your body	We found poisonous gases in the house.



[Air pollution](#), Lilly Cantabile, 2018, pixabay



[Mushrooms](#), Jazella, 2019, pixabay



[Scorpio](#), Josch13, 2014, pixabay





[Compost](#), Mel Green, 2021,  
pixabay



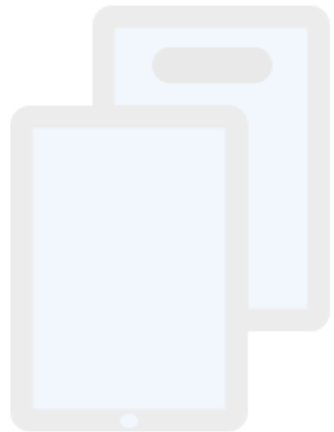
[Fruit Dump](#), Myriam, 2021,  
pixabay

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word	class	definition	sentence
<b>organic waste</b>	noun phrase	remains of natural living things	We can put organic waste on the soil to help the crops grow.

word	class	definition	sentence
<b>sympathetic</b>	adjective	to understand and care about other people's problems	She was very sympathetic to their cause and gave her support.



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[Happens](#), Elisabeth, 2015, pixabay



word	class	definition	sentence
concerned	adjective	worried	I am very concerned about global warming.



[Industry](#), Ralf Vetterle, 2016, pixabay



[Stickman](#), Clker-Free Vector Images, 2014, pixabay



[Hands](#), Shameer pk, 2018, pixabay

word	class	definition	sentence
<b>guarantee</b>	verb	to promise that something is true or will happen	The scientist couldn't guarantee that the new fuel was safe for the environment.



[Percentage](#), Muju\_pixel, 2021, pixabay



[Guaranteed](#), Marian Anbu Juwan, 2021, pixa

word	class	definition	sentence
<b>species</b>	noun	a group of plants or animals that share similar qualities	They have discovered a rare species of bird in the Amazon rainforest.



[Donkey](#), Albrecht Fietz, 2020, pixabay



[Zebra](#), Lynn Greyling, 2017, pixabay



[Iceland](#), Rebekka D, 2016, pixabay

word	class	definition	sentence
<b>agriculture</b>	noun	the work and methods of growing crops and looking after animals that are then used for food	There have been many technological advances in agriculture.



[Shepherd](#), Amber Clay, 2012, pixabay



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[Dates](#), Inactive account - ID 12019, 2013, pixabay

word	class	definition	sentence
<b>genetically modified</b>	adjective	the process of changing the genes (parts which control particular characteristics) of plants or animals	Scientists created the first genetically modified vegetables over 50 years ago.



[Apples](#), Valter Cirillo, 2020, pixabay



[Modified](#), Arturs Budkevics, 2016, pixabay

word	class	definition	sentence
<b>consume</b>	verb	to use something, e.g. burning fuel or using wind for energy	When we consume fossil fuels, we pollute the planet.



[Fuel](#), Iade-Michoko, 2016, pixabay



[Lightbulb](#), Colin Behrens, 2018, pixabay

word	class	definition	sentence
<b>controversial</b>	adjective	causing a lot of disagreement or argument	When the government introduced a pollution tax, it was very controversial.





[Switzerland](#), Inactive account -ID 12019, 2016,  
pixabay

word	class	definition	sentence
<b>picturesque</b>	adjective	describing a place that is attractive to look at	He owned a picturesque farm in the mountains.



word	class	definition	sentence
<b>non-toxic</b>	adjective	not poisonous or not containing poisonous substances	He used non-toxic paint to decorate the baby's bedroom.



[Sign](#), Clker-Free-Vector-Images, 2012, pixabay



[Barrl](#), OpenClipart-Vectors, 2013, pixabay



[Splash](#), Edv... 17, pixabay

# Let's practice:

- [https://quizlet.com/\\_dcj0jt?x=1qqt&i=32p7jt](https://quizlet.com/_dcj0jt?x=1qqt&i=32p7jt)

تم تح

موقع

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Section A: Writing  
Narrative Writing

# Narrative Writing

## & Story Writing

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# Elements of the story (PLAN)

## SHORT STORY ELEMENTS



<u>SETTING</u>	<u>PLOT</u>
<u>CONFLICT</u>	<u>CHARACTER</u>
<u>POINT OF VIEW</u>	<u>THEME</u>

**Setting:** Time & Place

**Conflict & Resolution:** Problem & Solution

**Characters:** (Names and appearance)

**PLOT:** (Beginning ; Middle ; End)

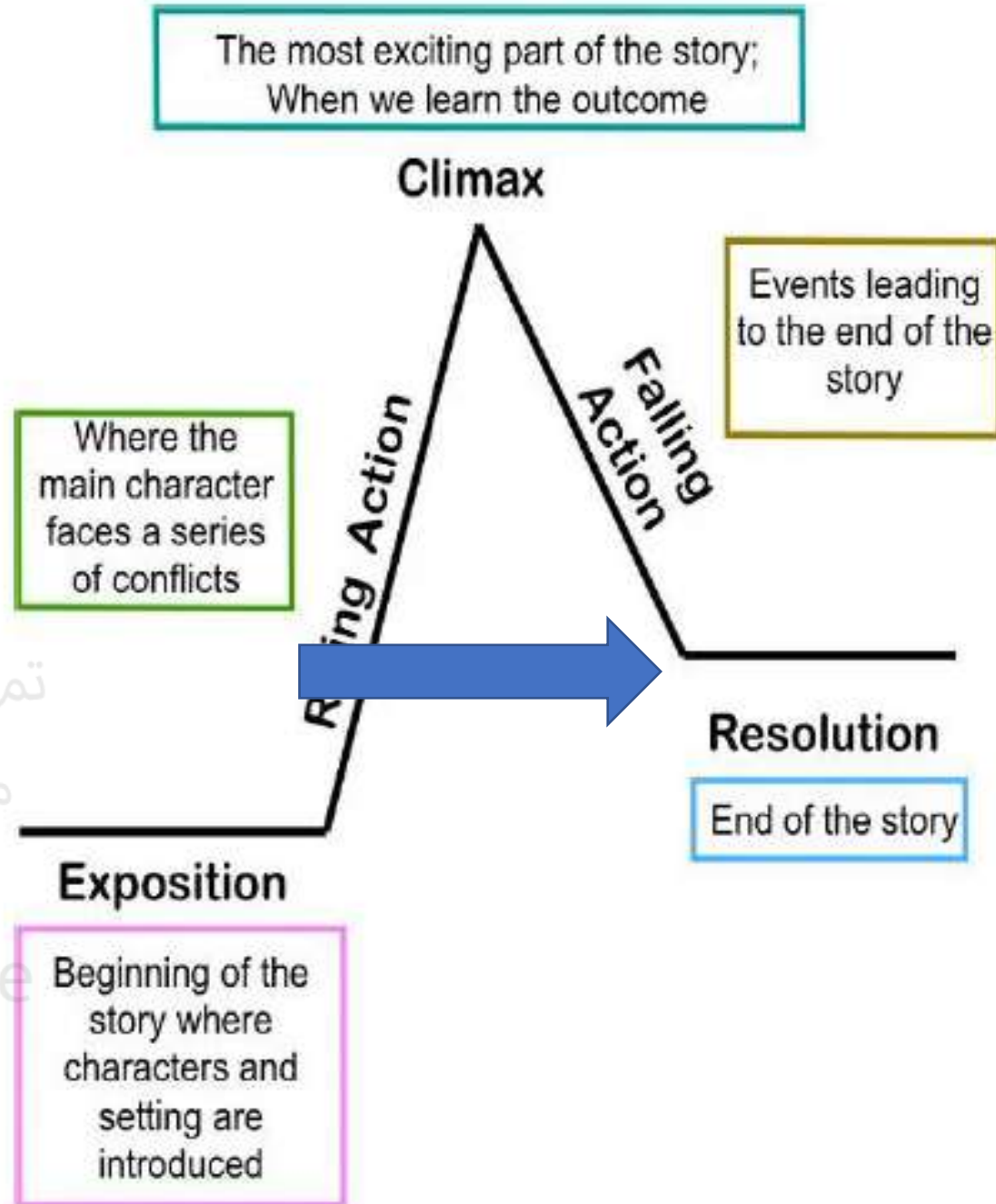
**Theme:** (Message of the story)

**Point of view:** (Who is telling the story)



# The plot of the story

1. Exposition
2. Rising Action
3. Climax
4. Falling Action
5. Resolution



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# Writing Summative Assessment Specifications

ECFE Alignment: Level 7.1			Term Weighting: 18% Year Weighting: 6%	Domain: Writing
Sections	Question Type	Assessment Focus	Number of Questions	Construct Limits
	Writing task <hr/> Free response prediction	LL5.R.P.1 Make and check predictions when reading or listening to complex, extended texts.  LL5.R.P.2 Consider how information from complex, extended texts can be used after reading or listening.	Prediction - 2 marks, marked using a rubric  Justification – 3 marks, marked using a rubric	Students are given the beginning of a narrative and asked to predict what will happen next by completing the paragraph.  Students are asked to justify their answer.
	Bonus  Writing task <hr/> Free response plan	ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing. ENG.08.4.2.XX.019 Maintain a degree of control of simple and complex language structures in writing. ENG.08.4.3.XX.016 Write extended texts on familiar and unfamiliar concrete topics. ENG.08.4.3.XX.018 Produce extended, structured texts that contain topic sentences and supporting details.	5 marks, marked using a rubric	Students are asked to produce a plan for the narrative.
Part 1	Writing Task <hr/> Extended response	ENG.08.4.2.XX.019 Maintain a degree of control of simple and complex language structures in writing. ENG.08.4.3.XX.016 Write extended texts on familiar and unfamiliar concrete topics. ENG.08.4.3.XX.018 Produce extended, structured texts that contain topic sentences and supporting details.	25 marks, marked using a rubric	Topics: Environment, science, looking back  Expected text length: 170 words

# Writing: BONUS Marks (10)

Part 1: 2 Marks

Prediction



Use the information to continue the story. What will happen next. You must use the information given and build the story further.

Part 2: 3 Marks

Justify



State your reasons why you think the story continues this way.  
Provide clear evidence from the story to prove your answer

Part 3: 5 marks

Planning



Complete your planning about your story:  
Beginning – Middle -  
End

## Part 4 – Full essay (200 words) (25 Marks)

---



- WRITE the story from the beginning to the end.
- Follow the bullet prompts

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
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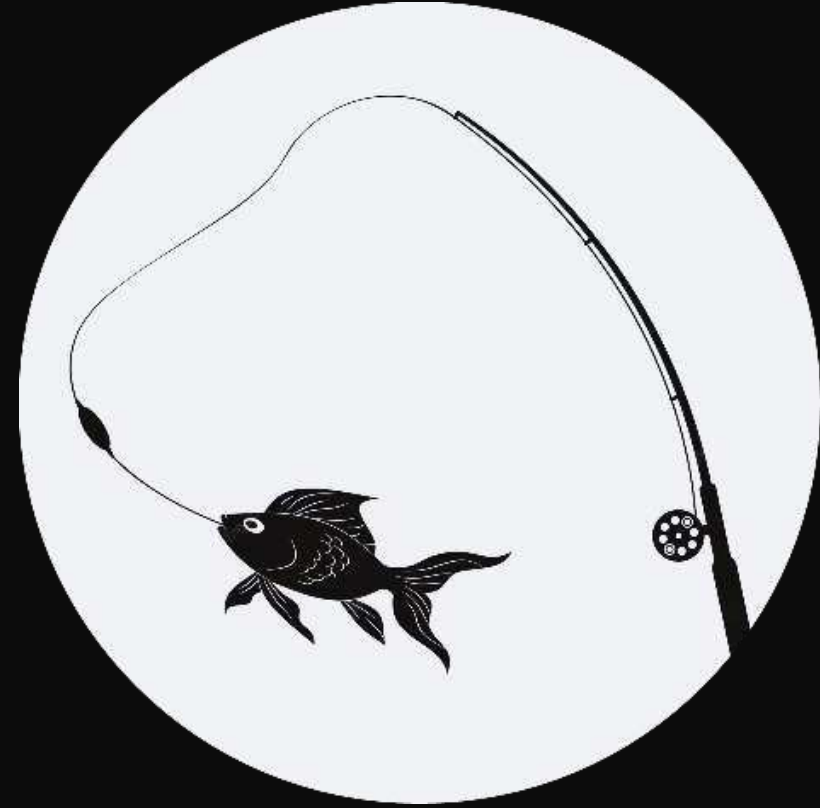
# Writing Prompt!

---

*Laila had never been more anxious in her life. She had just spent the last five endless hours trying to get to the airport so that she could travel home...*

Questions:

---



## Part 1 (2 BONUS POINTS)

Continue the story (What would happen next?)

*Laila had never been more anxious in her life. She had just spent the last five hours trying to get to the airport so that she could travel home...*

**Writing**

**Prompt**

The weather was getting worse. The snow was falling so thick that the driver had to stop three times. Laila was worried about her flight too. She tried to call her parents, but her call wasn't going through.

The driver told her, "Miss I am afraid that I will no longer be able to drive you to the airport, plus I honestly think all flights will be cancelled, this weather is crazy today."

"Oh no!" said Laila, I have my sister's wedding to get to! She is my only sister and I have her dress! This is a disaster!"

"Well," said the tax driver , "I am sure your sister will understand"

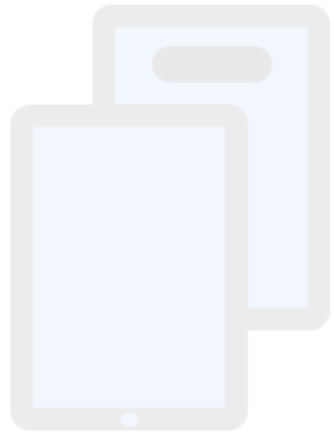
"Sir you don't know my sister, she is crazy, she will kill me!" said Laila anxiously. She tried to call her mum again, still no signal.

## Part 2 (3 BONUS POINTS)

### Justify my answer

### (Why did I choose to write this?)

*Laila had never been more anxious in her life. She had just spent the last five endless hours trying to get to the airport so that she could travel home...*



The weather was getting worse. The snow was falling so thick that the driver had to stop three times. Laila was worried about her flight too. She tried to call her parents, but her call wasn't going through.

The driver told her, "Miss I am afraid that I will no longer be able to drive you to the airport, plus I honestly think all flights will be cancelled, this weather is crazy today."

"Oh no!" said Laila, I have my sister's wedding to get to! She is my only sister and I have her dress! This is a disaster!"

"Well," said the tax driver , "I am sure your sister will understand"

"Sir you don't know my sister, she is crazy, she will kill me!" said Laila anxiously. She tried to call her mum again, still no signal.

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## Part 3: **Planning (5 Bonus Marks)**

Write the plan for the rest your story

- *Laila had never been more anxious in her life. She had just spent the last five hours trying to get to the airport so that she could travel home...*

Include information about:

- What lead to Laila's anxiousness?
- Why had she spent five hours to get to the airport?
- How she got home?

Beginning , middle , end

# Part 4: Write your final essay

## 200 Words: 25 Marks

- *Laila had never been more anxious in her life. She had just spent the last five hours trying to get to the airport so that she could travel home...*

Include information about:

- What lead to Laila's anxiousness.
- Why she had spent five hours to get to the airport.
- How she got home.

# Writing Example 2

## Part 1: Prediction (2 Bonus Points)

**Text**

The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street.

**Write your answer below. Use full sentences.**

Continue the story by writing at least two more sentences.

1 - 1 10.00 Marks

**Write your answer below. Use full sentences.**

Continue the story by writing at least two more sentences.

Sans Serif B I U A Normal

0 words

# Part 1: Rubric for prediction question (2 Bonus Marks)

Teacher rubric	Student rubric
Responses to prediction questions:	When answering prediction questions:
<p data-bbox="198 939 234 982">2</p> <ul data-bbox="361 711 1177 1045" style="list-style-type: none"><li>- accurately express a relevant prediction.</li><li>- accurately use language that is appropriate to the topic and task with only a few minor errors.</li></ul> <p data-bbox="555 1068 1177 1139">alManahj.com/ae</p>	<p data-bbox="1330 711 1447 753">I can:</p> <ul data-bbox="1406 768 2262 1216" style="list-style-type: none"><li>- write what will happen next in the story.</li><li>- use words that are suitable for the question topic and task.</li><li>- write sentences without many mistakes.</li></ul> <p data-bbox="2364 939 2400 982">2</p>

# Part 2: Justification (3 Bonus Marks)

Write your answer below. Use full sentences.

Why are the sentences you have written the best sentences to continue the stor

Use the information in the paragraph above to support your answer.

The screenshot shows an online assessment interface. At the top, there are icons for document, settings, calculator, and refresh, along with a '1 - 1' indicator, a green 'Submit' button, and a 'No Limit' indicator. Below this, the question text is displayed: "Write your answer below. Use full sentences." followed by "1 - 1" and "10.00 Marks". The question asks: "Why are the sentences you have written the best sentences to continue the story? Use the information in the paragraph above to support your answer." Below the question is a rich text editor with a toolbar showing "Sans Serif" and various text formatting options (Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Paragraph, Undo, Redo). The paragraph of text to be used for justification is: "The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street." The interface also features a watermark "thomasin.hazelden" repeated diagonally across the page.



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## Part 2: Rubric for Justification question (3 Bonus Marks)

Teacher rubric	Student rubric
Responses to prediction justification questions:	When answering prediction questions:
<p data-bbox="96 982 129 1029">3</p> <ul data-bbox="267 796 1251 1225" style="list-style-type: none"><li>- synthesise relevant textual evidence.</li><li>- demonstrate a strong ability to explore own reasoning.</li><li>- justify answers with a logical argument.</li></ul>	<p data-bbox="1327 796 1467 843">I can:</p> <ul data-bbox="1416 861 2339 1160" style="list-style-type: none"><li>- explain in detail why my response is the best answer to the question.</li><li>- provide accurate examples from the text to support my answer.</li></ul> <p data-bbox="2415 982 2448 1029">3</p>

## Part 3: Write a plan/draft (5 Bonus Marks)

**Write your answer below.**

Write a plan for the rest of the story.

Include information about:

- the types of jobs Anwar might want to do instead of cooking.
- why the jobs might be suitable (or unsuitable) for Anwar.
- something that happens that helps Anwar come to a decision.

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**Beginning - Middle - End**

# Part 3: Planning (Beginning / Middle/ End)



The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street.

Write your answer below.

1 - 1 10.00 Marks

**Write a plan for the rest of the story.**

Include information about:

- the types of jobs Anwar might want to do instead of cooking.
- why the jobs might be suitable (or unsuitable) for Anwar.
- something that happens that helps Anwar come to a decision.

Write your plan for the first part, middle and end of the story below.

Sans Serif B I U G A [Icons] Normal

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# Rubric for planning (5 Bonus Marks)

	Teacher rubric	Student rubric	
5	<p>Content provided is clearly laid out into a plan which the reader can recognise and is clearly and fully related to the task/response.</p>	<p>I can:</p> <ul style="list-style-type: none"><li>- write my plan clearly.</li><li>- answer all the bullet points in my plan.</li></ul>	3
3	<p>Student has provided a plan but there may be gaps in terms of relationship to task/response, summarisation or ability for reader to decipher.</p>	<p>I can:</p> <ul style="list-style-type: none"><li>- write my plan but some of it may be unclear.</li><li>- write my plan but have forgotten to answer some bullet points.</li></ul>	2

# Part 4: Write your final draft

## 200 words (25 Marks)

Text
The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street.
Write your answer below. Use full sentences.
Using your plan and the sentences you wrote, write the rest of the story.
Include information about:
<ul style="list-style-type: none"><li>• the types of jobs Anwar might want to do instead of cooking.</li><li>• why the jobs might be suitable (or unsuitable) for Anwar.</li><li>• something that happens that helps Anwar come to a decision.</li></ul>
Write at least 200 words in paragraphs.

The screenshot shows a digital writing environment. At the top, there is a toolbar with icons for a menu, document, settings, calculator, and refresh, along with a '1 - 1' indicator, a green 'Submit' button, a bookmark icon, and 'No Limit' text. Below the toolbar, the instruction 'Write your answer below. Use full sentences.' is displayed. The main writing area contains the prompt: 'Using your plan and the sentences you wrote, write the rest of the story.' followed by 'Include information about:' and a bulleted list of requirements. Below this, it says 'Write at least 200 words in paragraphs.' and then provides the same introductory text from the first image. At the bottom, there is a rich text editor toolbar with options like font face (Sana Serif), bold, italic, underline, link, unlink, text color, background color, bulleted list, numbered list, and indent, with 'Normal' selected. A trash icon is visible in the bottom right corner.

Write your answer below. Use full sentences.

Using your plan and the sentences you wrote, write the rest of the story.

Include information about:

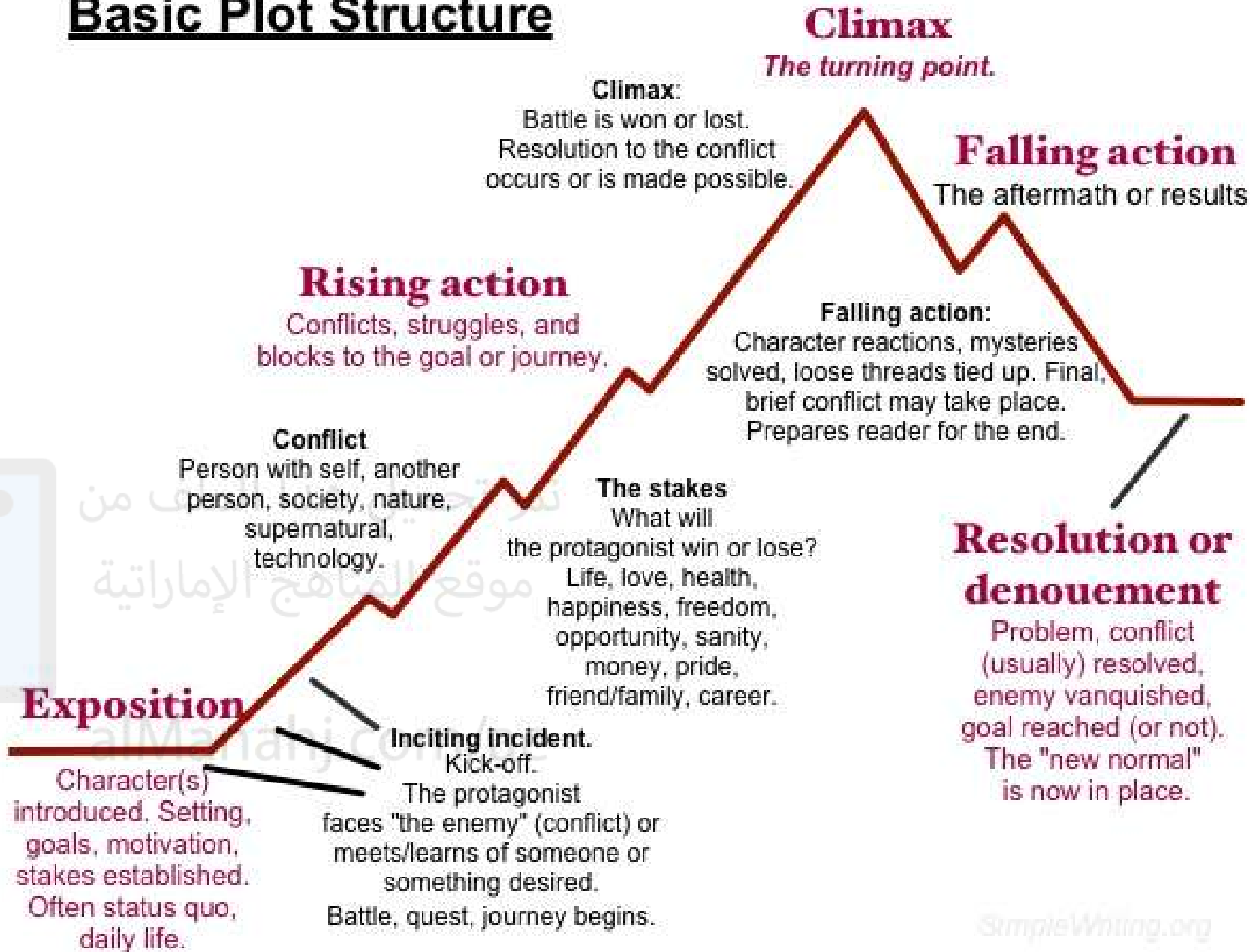
- the types of jobs Anwar might want to do instead of cooking.
- why the jobs might be suitable (or unsuitable) for Anwar.
- something that happens that helps Anwar come to a decision.

Write at least 200 words in paragraphs.

The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street.

# Basic Plot Structure

Identify and distinguish between the elements of plot structure.



# Writing Marking Rubric – Final Essay

	Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation
5	Student writes an extended and sophisticated response, with all aspects of the prompt covered in detail.	Entire response is appropriately structured with awareness of style and audience.	Response uses both simple and complex language structures. Language chosen is appropriate to the task, with only isolated minor mistakes, if any.	Response uses a range of technical and sophisticated vocabulary for the specific topic of the task.	Spelling and punctuation are consistently accurate, even within complex words and sentences.
4	Student writes an extended response, obviously achieving the expected length, which covers all aspects of the prompt.	Response is clearly structured appropriately in paragraphs with evident attempt at an opening, main body and closing.	Response uses a range of simple and complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability.	Response uses a few examples of more technical or sophisticated vocabulary for the specific topic of the task	There are examples of accuracy in more complex spelling and punctuation. There may be multiple errors, but they mostly don't affect readability.

# Narrative Essays

Analyzing the writing process to draft a narrative essay.

**An example of a good hook:**

*I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home.*

**It makes the reader asks:**

Who is the narrator and why is he or she anxious?

Where is the airport?

What made the trip to the airport seem endless?

Why is this person going home?

Practice: activity 1 page 41



# Narrative Essays

Analyzing the writing process to draft a narrative essay.

- The Introduction:

The introduction is the paragraph that begins your story. This is where you describe the setting, introduce the characters, and prepare the reader for the action to come. Of course, the introduction should have a hook and a thesis.


- ✓ The Narrative Hook:

Usually the first sentence or two- that **grabs readers' attention**. Hooks are especially important in narrative essays because they help "**set the stage**" for the story. The hook makes readers start guessing about what will happen next.

# Narrative Essays

Identifying the sections  
of a narrative essay

- **Several important elements make up a story:**

- 1) **Setting** : the location where the action in a story happens. 
- 2) **Theme**: the basic idea of the story. Very often the theme will deal with a topic that is common in life or human nature, such as greed, envy, love, independence, and so on.
- 3) **Mood**: the feeling or atmosphere that the writer creates for the story. It could be happy, hopeful, suspenseful, or scary. Both the setting and descriptive vocabulary create the mood in a narrative.

# Narrative Essays

Identifying the sections  
of a narrative essay

- 4) Characters: the people in the story. They are affected by the mood, and they react to the events in which they are involved.
- 5) Plot: what happens in the story, that is, the sequence of events. The plot often includes a climax or turning point at which the characters or events change.

An effective narrative essay includes these elements:

- ❖ a **thesis** that sets up the action in the introduction
- ❖ **transition** sentences that connect events and help the reader to follow the story
- ❖ a **conclusion** that ends the story action and provide a moral, prediction, or revelation

# The narrative thesis

## THESIS

- A narrative's thesis statement is not exactly like the thesis statements used in Argumentative or Explanatory essays.
- The thesis statement for a narrative essay does not outline the whole essay. Instead, it should convey the overall theme of the narrative or a lesson learned.

**Example: Everybody thought that the woman who lived in House 71 was a witch, until one Halloween night when I uncovered her true nature.**

**Fascinated  
Captivated  
Enthralled  
Titillated  
Absorbed  
Charmed**

# Narrative Essays

Analyzing the writing process to draft a narrative essay.

## ✓ The Thesis

Usually the thesis *states the main idea of the essay and tells what the organization of the information will be*. However, in a narrative essay the thesis *introduce the action that begins in the first paragraph of the essay*.

### Examples of thesis statements:

*Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.*

*Because his pride wouldn't allow him to apologize, Ken now had to fight the bully, and he was pretty sure that he wouldn't win.*

The example sentences do not tell the reader what happens. They only introduce the action that will follow. The paragraph in the body will develop the story.

# Narrative Essays

Analyzing the writing process to draft a narrative essay.

- The Body:

The body of your narrative essay contains most of the plot- the supporting information. The action in the plot can be organized in many different ways.

- **chronological, or time order** in this method each paragraph gives more information about the story as it proceeds in time: the first paragraph usually describe the first event, the second paragraph describes the second event and so on.

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Analyzing the writing process to draft a narrative essay.

# Narrative Essays

- **Transitional Sentences:**

In a chronological organization, each paragraph ends with a transitional sentence. Transitional sentences have two purposes:

- 1) To signal the end of action in one paragraph
- 2) To provide a link to the action of the next paragraph.

These sentences are vital because they give your story unity and allow the reader to follow the action easily.

# Narrative Essays

Analyzing the writing process to draft a narrative essay.

- **The conclusion:**

Like academic essays, narrative essays need to have concluding ideas. In the concluding paragraph, you finish describing the action in the essay. The final sentence can have two functions:

- 1) It can deliver the moral for the story, or tell the reader what the characters learned from the experience.
- 2) It can make a prediction or a revelation ( disclosure of something that was not known before) about future actions that will happen as a result of the events in the story.

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# Remember

## ❑ Effective narrative essays ( writer's note)

Analyzing the writing process to draft a narrative essay.

There are three elements in an effective narrative essay:

1. A thesis that sets up the action in the introduction
2. Transition sentences that connect events and help the reader follow the story.
3. A conclusion that ends the story action and provides a moral or revelation.

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# Part 2:

Reading & MAZE

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# Section B: Reading & MAZE

Information Text / Narrative Text

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# READING STRATEGIES

## PREDICT

Determine what you think will happen in the text. Use the title, text, and illustrations to help you.

## VISUALIZE

Create mental images of the characters, settings, and events in the text.

## QUESTION

Stop and ask yourself questions to see if the text makes sense. Reread the text if you need more information.

Scannin

g

Skimmin  
g

## CONNECT

Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.

## IDENTIFY

Determine the author's purpose. Find the important details, the main idea, and the themes of the text.

## INFER

Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.

## EVALUATE

Think about the text as a whole and form opinions about what you read.

# Informational

## Text: **i**nformational Text

**Purpose: to convey knowledge about a topic from someone creditable about that information to someone less knowledgeable about the topic.**



# Informational

- **Facts, statistics, true information**
- **Explains or gives the audience information on a specific topic**
- **AKA expository or informative writing**
- **Examples: Textbooks, cookbooks, informational brochures, etc.**

## Texts



# Characteristics of an Info.

## 1. Clear Purpose

- What is the author trying to inform or explain?
- Evidence supports purpose with facts, statistics, examples, etc.
- Three different kinds of purposes when addressing an audience:
  - To inform
  - To argue/persuade
  - To entertain
- What type of evidence does the author use? Is this evidence creditable?

## Text

### Author's Purpose

Persuade

Inform

Entertain

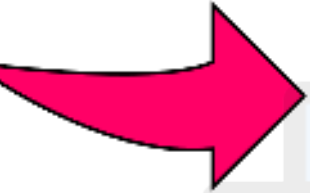


It's as easy as PIE!

# Characteristics of an Info.

## 3. Intended Audience Text

- Who is the author talking to or writing for?
- What can you assume about the audience?
- Is the audience educated? How old is the audience?





# NARRATIVE TEXT



A **narrative text** is a story that tells a true or fictional story that takes place in a specific moment and time.

The purpose of a **narrative text** is to entertain the reader with a story.

Some **types of narrative texts** are: *stories, novels, legends, myths or news.*

The **narrative text** is also a resource that we use in our **daily routine**; for instance, when we send text messages.

Some **characteristics** are:

- It may have **one or more characters**.
- It **describes the actions** that the characters perform.

Why?

Who?

What?

# WH QUESTIONS

How?

When?

Where?

Which?

List With Examples

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# Narrative Comprehension



**Character-**A person or animal in the story.

**Goal-**Something that the character wants

**Attempts-** Different ways that the character tries to get what he/she wants.

**Outcome-**If the character does or does not achieve his/her goal



# Grammar Coverage

[Explanation](#) / [Videos](#) / [Practice links](#)

Topic(s): Environment, science, looking back

ECFE Grammar

GSE Grammar

Functional Language

Future perfect

Can use the future perfect with reference to actions to be completed by a specific time in the future. 66

Expressing preference

Conjunctions: coordinating

Can make complex comparisons between clauses. 66

Comparing and contrasting

Adjectives: comparatives

Other suitably complex comparatives.

Describing past experiences and events

First conditional

Can use 'as if/as though' with the present simple to refer to what appears to be the case. 66

Describing causes and consequences

Modals: past modals

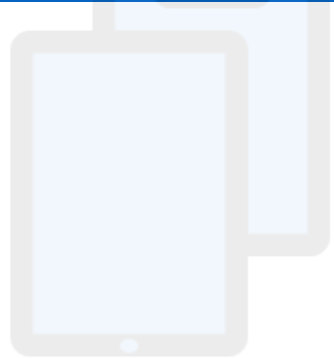
Can express regrets and preferences with 'would rather/it's time' with past tense clauses. 66

Past perfect passive

Can use the past perfect passive. 64

# Follow the Classkick link for your grammar Practice

- [https://app.classkick.com/#/public/assignments/AYSo9hyMS9G\\_XdcK9mp81Q](https://app.classkick.com/#/public/assignments/AYSo9hyMS9G_XdcK9mp81Q)



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# FUTURE PERFECT TENSE



+

**S + will + have + past participle + ...**

He will have done it by this evening.

-

**S + will + not + have + past participle + ...**

He will not have done it by this evening.

?

**Will + S + have + past participle + ...**

Will he have done it by this evening?

## Usage

## Example

To talk about an action that will finish before a certain time in the future

By eight o'clock tomorrow, I will have taken off for Japan.

To talk about an action that will be completed before another event takes place

She will have learnt Chinese before she moves to China.

To express conviction that something happened in the near past

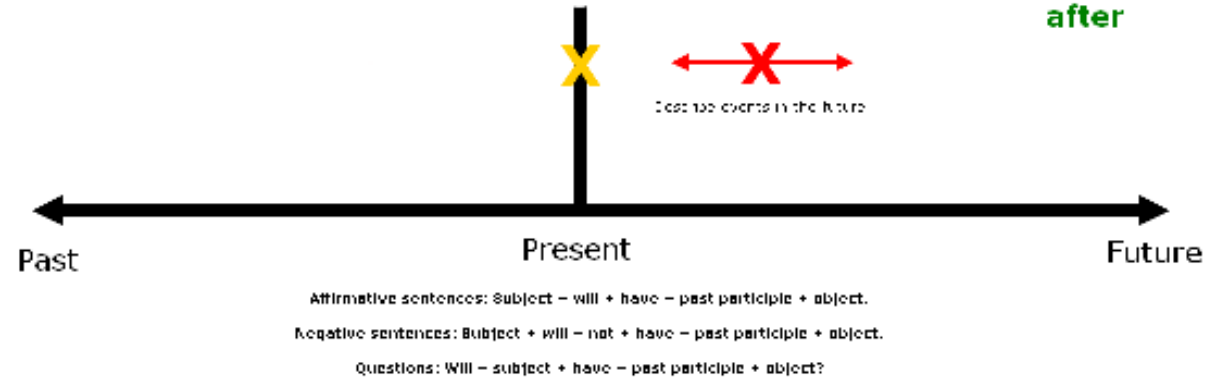
The guests will have arrived at the hotel by now.

# Future Perfect tense

## Future Perfect will + have + past participle

*She will have married on Friday.  
I will not have been at home when you come.  
When will we have left Japan?*

Often use prepositions:  
**by**  
**before**  
**after**



# Video Explanation



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# Coordinating conjunctions

COORDINATING CONJUNCTIONS	
CONJUNCTION	EXAMPLE
For	We listened eagerly, <b>for</b> he brought news of our families.
And	She didn't speak to anyone, <b>and</b> nobody spoke to her.
Nor	I don't expect children to be rude, <b>nor</b> do I expect to be disobeyed.
But	They rushed to the hospital, <b>but</b> they were too late.
Or	I will go shopping, <b>or</b> I will go camping.
Yet	Kelly was a convicted criminal, <b>yet</b> many people admired him.
So	I was feeling hungry, <b>so</b> I made myself a sandwich.



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# Adjectives: Comparatives

## COMPARATIVE ADJECTIVES

### One-syllable adjectives



long – longer

tall – taller

straight – straighter

large – larger

big – bigger

hot – hotter

### Two-syllable adjectives



honest – more honest

famous – more famous

happy – happier

crazy – crazier

narrow – narrower

gentle – gentler

### Three or more syllables

expensive – more  
expensive

dangerous – more  
dangerous

popular – more  
popular

beautiful – more  
beautiful

confident – more  
confident

difficult – more  
difficult

### Irregular adjectives



good – better

many – more

bad – worse

little – less

far – farther

far – further



# Video - Explanation



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The first conditional  
(Will absolutely happen if the condition is met)

## First Conditional

### Structure

**IF + Simple Present, Simple Future**

(S + will/won't + V(bare form))

### Usage

**To talk about possibilities in the present or in the future**

### Examples

- If it **rains**, I **will stay** at home.
- If I **wake** up late, I **will miss** the bus.



# Video Explanation



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## Modals in Past : Modal + have + past participle

Modal	Concept	Example
Would have	Past unreal action	I would have bought the car, but I didn't have money
Could have	Past unreal Ability	She could have taken the flight
May have	Past unreal Possibility	We may have passed the test, but it was in French
Might have	Past Unreal Small Probability	You might have sold the house, if you really needed the money
Should have	Past unreal Recommendation	You should have listened to the doctor
Must have	Past unreal Assumption	We must have been crazy!

# Past Modal Verbs

# Video Explanation



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# Past perfect Passive voice

## Past Perfect Tense

### PASSIVE VOICE

#### ASSERTIVE SENTENCE STRUCTURE

SUBJECT+HAD+  
3RD VERB+OBJECT  
OBJECT+HAD+BEEN+  
3RD VERB+BY+SUBJECT

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## ACTIVE & PASSIVE VOICES

### Past Perfect Tense

#### Active Voices

1. He had taken lunch.
2. You had made a house.
3. She had cooked meal.
4. They had not written a letter.
5. We had not read the book.
6. Had I helped you?
7. Had she made a picnic plan?

#### Passive Voices

1. Lunch had been taken by him.
2. A house had been made by you.
3. Meal had been cooked by her.
4. A letter had not been written by them.
5. The book had not been read by us.
6. Had you been helped by me?
7. Had a picnic plan been made by her?

# Video Explanation

## Past Perfect Passive

