

AICE GENERAL PAPER and ENGLISH II

This is a dual-credit course. Students may earn three college credits and may earn one high school English credit if they successfully complete the course requirements. Our CLASS GOAL is for all students to pass the required FSA ELA examinations and pass the Cambridge General Paper examinations.

ENGLISH II OVERVIEW

This course covers instruction in English II language skill areas including Informational Reading, Academic Writing, Speaking and Listening, Literature, and Language. The curriculum and class work align with the grade 10 Florida English Language Arts Standards. Bloom's taxonomy of higher-order thinking skills is fundamental to the curriculum and daily work. Each student will take the required state computer-based writing test and the required state computer-based reading test. **Passing this combined writing/reading test is required for graduation from high school.**

Two English II Exams:

- **FSA ELA Argumentative or Informational Source-Based Writing Exam – Passing Score Required for Graduation**
- **FSA ELA Four-Part Reading Exam – Passing Score Required for Graduation**

AICE GENERAL PAPER OVERVIEW

The University of Cambridge Advanced International Certificate of Education (AICE) AS General Paper is a college-level course. General Paper is multi-disciplinary and draws the subject matter for the course from topics across the curriculum and all subject areas. To earn college credit for the course, students must pass two written exams administered by Cambridge University at the beginning of May. **Attendance and effort are required for these exams**, and students will be scored on their testing attendance and effort. Detailed exam scoring information will be provided.

Two Cambridge General Paper Exams:

- **General Paper Knowledge-Based Writing Exam 1 – Passing Score Required to Earn (3) College Credits**
- **General Paper Source-Based Reading and Responding Exam 2 – Passing Score Required to Earn (3) College Credits**

Important Class Directions and Information

1. TAKE YOUR ELECTRONICS OUT, TURN OFF SOUND, AND PUT THEM ON TOP OF THE NUMBER ON YOUR TABLE!

- a. Earbuds or headphones put away before entering the classroom.
- b. Hats must be off and put away before entering the classroom.
- c. Backpacks and books from other classes off the tables.
- d. Cell and Smart phones: Cell phones may not be used in the classroom*. Per principal approval for this class, cell phones must be turned off and put at the front of your table throughout the period and may not be used without teacher permission.
- e. Earbuds and Headphones: Earbuds and headphones **MUST** be put away and out of sight **BEFORE** students enter the classroom.

2. Table clear except for a sheet of paper and black pen (phones with volume and notifications turned off at the front of your table).

3. How can I create my class name plate?

- a. Fold the sheet of paper provided into “thirds” as directed.
- b. **PRINT** your **FULL NAME** in very large print as shown below on the **MIDDLE SECTION OF THE PAPER**.

Jane
Smith

- c. Fold the paper as shown to form the triangle with your name showing, and place at the front of your table.

4. General Paper and English II Course Information:

- a. This is a dual-credit course. Students may earn three college credits and may earn one high school English credit if they successfully complete the course requirements.
- b. Our **CLASS GOAL** is for all students to pass the two required FSA ELA examinations and pass the Cambridge General Paper examinations.
- c. This is a “mixed” class with “regular” level and AICE Diploma students.

5. General Paper and English II Student Benefits:

- a. What are the specific payoffs from your success in this course – especially with testing performance?
 - English II “Honors” Weighted GPA Credit
 - FSA Reading Test Graduation Requirement Met (1 of 3)
 - Finished with FSA ELA – forever.
 - A, B, C, D, or E General Paper Exam Grade Earns Three College Credits from Cambridge University.
 - Lifelong communication skills.

6. Your Safety:

- a. Your physical and mental safety is our top priority.
- b. Student rules are in place to make sure over 2,000 students can be safe each day.
- c. School Resource Guide handout.
- d. Ask for help!

Christine McKay – AICE (9-11)
Nichele Brown – A-Gi (9-11)
Brittany McKeith – Gl-O (9-11)
Jessica Rutherford – P-Z (9-11)

7. Class Materials:

- a. Class textbook provided by me and kept in your binder.
- b. Three black pens, minimum - at least two black pens at all times.

- c. One and one-half inch (1½") binder minimum. NO ONE INCH BINDERS. No trapper binders or soft cover binders. Binders will be used for this class ONLY and may not be left in the classroom.
- d. 150 sheets of loose-leaf COLLEGE-RULED paper with NO wide-ruled paper. This is a minimum amount so get more than is needed.
- e. Agenda or electronic device to record assignments (one or the other must be in class each day).

8. GENERAL GRADING POLICY:

- a. Students are assessed on their mastery of the General Paper exam expectations and the grade 10 English Language Arts Standards.
- b. Expectations and Materials Grading Deadline: Students will receive a grade for parent signed course expectations and materials in class by the second Monday of the school year. If there is any issue or concern with acquiring the required class materials, students or parents must contact me to make arrangements to meet the expectation.
- c. Quarter Grading:
 - Classwork = 80%. This includes all quizzes, class work, homework, discussions, projects, tests, homework, etc., related to the specific course benchmarks.
 - Employability = 20%
 - Participation Employability = 5%
Note this grade is not capped. Students may earn additional "bonus" points beyond the 5% grade to increase their grade.
This includes all types of verbal and nonverbal participation in the learning experience. 1) Participation in "SLANT" method within the classroom. 2) Participation in student partner, student group, or whole classroom discussions; 3) asking any question about work assigned in class; 4) completing and turning in all assignments; 5) meeting with me before school for a scheduled progress discussion; 6) monitoring the computer cart; 7) and working through any classroom situation with me directly.
 - Regular Employability = 15%
This includes materials, attendance, and preparedness. When necessary, full percentage points of employability will be deducted for a variety of reasons per school district guidelines.
 - Bonus Credit Opportunities = ??% additional points up to the student.
Opportunities for bonus credit may be available throughout the year. It is up to the student to pursue these opportunities. Complete other "bonus" opportunities when given.
- d. Semester Exam and Final Exam = 10%

9. Important Class Notes:

- a. Because of the nature of the two (2) required state ELA tests required for graduation and the General Paper exams, we are involved in a yearlong learning process in a dual credit course.
- b. Everything we cover and work on, repeatedly, in the class, is contained in my student textbook located in your student's binder. The textbook is also available on my website. shoopenglish.weebly.com
- c. Students can access a daily calendar showing what we will be doing in class each day on my website listed above.

- d. We regularly practice and practice again all types of work before a grade is entered in the gradebook.
- e. Students are often given opportunities to "rework" unsuccessful attempts.
- f. Students are often given bonus credit opportunities. These equal overall grade percentage points that could range from 1% to 5% bonus credit.
- g. Students are encouraged to see me before/after school to work on any classwork or any class issue.
- h. Additionally, students are encouraged to attend tutoring/homework help after school.
- i. I encourage parents to reach out to me with any question or needed information at my email address: flint.shoop@sarasotacountyschools.net

10. DRESS CODE and School Policy (ISR): The Sarasota County School District has established procedural guidelines for student dress, in accordance with School Board Policy 5.37. The principal's decision on the appropriateness of dress will be final. Refusal to comply with the school's dress code policy is an infraction under this code.

HEADWEAR

- Bandanas and do-rags are NOT permitted to be worn on campus.
- Hats, caps, hoodies, or any other full head coverings must be removed before entering any building.
- Hats worn in imitation of gang fashion will be required to be turned in to administration.

TOPS

- Shirts must have sleeves of some sort: No halter or tube tops or sheer shirts.
- Shirts must completely cover the midriff- the abdomen may not be exposed.
- Showing excessive cleavage is NOT allowed.

BOTTOMS

- Shorts, pants, and skirts must fit and be worn at the waist/hip and NOT reveal undergarments.
- The midriff areas must be covered when the student is moving about.
- Shorts, skirts, and dresses must be no shorter than eight inches above the middle of the knee.
- Bottoms may NOT have revealing holes above the minimum length for shorts, skirts and dresses.

SHOES

- Must be fastened and worn at ALL times.
- Bedroom slippers are not allowed.
- Flip flops are not recommended.
- NPHS accepts no liability for accident or injury related to the quality of footwear.

The following specific dress practices are NOT allowed on campus or at events:

- Any stretch lycra, spandex, or tights that show undergarments, or lack thereof.
- Leotards, biker pants, dance tights, or underwear worn as outer garments
- Any apparel that displays obscene words, pictures, or designs
- Any apparel that has sexually suggestive pictures, designs, or words
- Any apparel referencing drugs, alcohol, tobacco, violence, or intolerance of the religious or cultural beliefs of others.
- Oversized coats/ trench coats
- Sunglasses inside buildings
- Combs or picks worn in the hair

- Any apparel, headwear, jewelry, accessory, or manner of grooming that is identified as disruptive to the educational process or gang related
- Headphones or earbuds may cover only one ear during class transitions.

Any student wearing inappropriate clothing that cannot be modified to comply with the dress code will be sent to ISR. If no other clothing is available in our front office, parents will be contacted to bring a change of clothing. A student who continually wears inappropriate clothing to school or school related events will be subject to progressive disciplinary actions.

11. CLASS BEHAVIOR EXPECTATIONS: Each student is expected to cooperate with the following basic classroom expectations. Of course, these expectations do not cover every possible inappropriate behavior.

- Attentiveness - The SLANT Method: Students are expected to: Sit up, Lean forward, Ask and Answers questions, Nod your head, and Track the speaker.
- Cell and Smart phones: Cell phones may not be used in the classroom*. Per principal approval for this class, cell phones must be turned off and put at the front of your table throughout the period and may not be used without teacher permission. If you are worried about the safety of your electronic device, then do not bring it to class. Last, do NOT touch another student's electronic device without permission.
- Earbuds and Headphones: Earbuds and headphones MUST be put away and out of sight BEFORE students enter the classroom.
- Dress code: Per school rules, students must meet the school dress code. Specific guidelines are outlined at the school. Students who do not comply will be sent to ISR.
- Disruptive behavior: Students are expected to act in an appropriate manner in the classroom. Students who disrupt the learning of others may be removed from class and further disciplinary action may be taken.
- Tardiness: Per school rules, students are expected to be in the classroom when the tardy bell rings. Students who enter the classroom after the bell sounds, are tardy. Students must get a HERO Pass to enter the classroom. Students who are more than 10 minutes late will be marked absent for the period. Students should expect specific consequences for each tardy including loss of employability points, detentions, and referrals.
- Food: Per school rules, students may have only drinking water in the classroom. Food and other drinks are not allowed.
- Profanity: Profanity is not allowed in the classroom and will result in an immediate timeout from the classroom.
- Talking: Students are expected to stay focused on the teacher instruction and classwork. Class is not a time to visit or try to talk to other students unless directed to for learning.
- Seating: Students are to remain in their seats unless given permission to leave their seat.
- Restroom: Students must ask permission to use the restroom, but in general, students must take care of their restroom needs before coming to class. This will require planning so that you are NOT tardy to class.

An Outline of How to Outline

I. Basic outlining example (keep categories aligned vertically).

I.
 A.
 1.
 a.
 aa.

II. How to outline (main topic).

A. Parts of outline.

1. Labels (in this order and every outline uses this system).
 - a. Capital Roman Numerals
 - b. Capital Letters
 - c. Numbers
 - d. Lowercase Letters
 - e. Double lowercase
 - aa. Example: aa
2. Information / contents (in this order and every outline uses this system).
 - a. Main Topic
 - aa. The entire outline is about this general subject.
 - b. Subtopic
 - aa. The subtopic is a major part of the Main Topic.
 - c. Main point, idea, or facts of subtopic
 - aa. This part gives more information about the subtopic.
 - d. Supporting Detail
 - aa. Supports Subtopic.
 - e. Specific (Small or Exact) Examples
 - aa. Often proper nouns.

B. When To Use An Outline

1. Writing projects.
 - a. essays, research papers, etc.
2. Taking notes on text or info.
 - a. complicated info
 - b. technical Info
 - aa. electronic instructions
 - bb. software installation
3. To organize large amounts of text into sections by breaking the information into smaller parts.

III. Outlining Information is part of the Analysis Level of Bloom's Taxonomy.

A. Identification of components

1. The larger parts that make the machine, system, story, etc.

B. Organization of parts

1. Separate
2. Order
3. Classify
4. Divide
 - aa.

Student Accountability: What You Should be Doing!

1. You're in Charge of Your Education.
2. Attend class each day.
3. After ANY absence, make up work right away.
4. Come to class ready to think, learn, and work.
5. Keep your binder organized.
6. Effectively keep track of your assignments and homework.
7. Remind yourself that this is a TWO credit course.
8. Complete assignments right away. Don't procrastinate.
9. Give your best effort on each assignment.
10. Turn in high quality work.
11. Study or complete extra work with material as needed.
12. Find ways to PARTICIPATE in class.
13. Complete classwork before or after school. Here or media center.
14. Be respectful to adults and other students on campus.
15. Ask questions for understanding and for success.
16. Ask for help on classwork or homework!
17. Ask for help with any personal need. Counselors available.
18. Take steps to establish goals.
19. Take steps to reach your goals.
20. Walk like a duck. Talk like a duck. You're probably a duck.

Sit up straight.

Lean forward.

Ask questions.

Nod and smile.

Track the speaker.

Participation Employability = 5%

Note this grade is not capped. Students may earn additional “bonus” points beyond the 5% grade to increase their grade.

Participation in “SLANT” method within the classroom. This includes all types of verbal and nonverbal participation in the learning experience. Participation in student partner, student group, or whole classroom discussions; asking any question about work assigned in class; completing and turning in all assignments; meeting with me before school for a scheduled progress discussion; monitoring the computer cart; and working through any classroom situation with me directly.

SMART Goal Setting

Specific: The goal should identify a specific action or event that will take place.

Measurable: The goal and its benefits should be quantifiable.

Achievable: The goal should be attainable given available resources.

Realistic: The goal should require you to stretch some, but allow the likelihood of success.

Timely: The goal should state the time period in which it will be accomplished.

The goals must also meet the requirements below.

- a. Banned words include: I, me, my, one – etc.
- b. Be sure to give the who, what, where, when for all goals.
- c. Write your goals in the form of statements (i.e., Earn the lead in the NPHS school musical this spring ...).
- d. Include STEPS to reaching the goals whenever possible.
- e. The work on this form must be in your best handwriting.

Short Term Goal

Mid Term Goal

Long Term Goal

Very Long Term Goal

Classroom Laptop Use Rules

1. Laptops must be used with **great care at all times.**
2. Students may **only use the laptop assigned** to them.
3. Students **MUST record your laptop number in your agenda or phone.**
4. Students are **responsible for any damage** to your laptop while you are using it.
5. **Report any potential damage** or problems with your laptop **immediately.**
6. **Never touch another student's laptop** without permission from the teacher.
7. Students **must follow** the school district's computer **acceptable use policy at all times.**
8. Students may **only use programs, web sites, or documents assigned** by the teacher.
9. **Never pick up or carry a laptop when the screen is open.**
10. **No food or drink may be on your table** while laptops are in use.
11. **Backpacks must be underneath** your table before retrieving a laptop.
12. **Chairs MUST be pushed in** before retrieving a laptop **and before returning a laptop.**
13. **Laptops must be carried with two hands** at all times (like a lunch tray).
14. Laptops must be taken from the cart and returned to the cart in a **single file line.**
15. Students may **not use the ports to charge** their smart phones or other devices.
16. Students **must not remove** any stickers or items attached to the laptop.
17. **Computer privileges may be suspended for failure to follow any and all rules.**

Life Expenses and Budgeting Exercise

Directions: Estimate the cost of each expense, only. Fill in each estimate blank. Imagine you are 25 years old for this scenario. Your income will be revealed, later.

Name _____

<i>EXPENSE</i>	<i>YOUR ESTIMATE</i>	<i>ACTUAL AMOUNT</i>	<i>EXPENSE</i>	<i>YOUR ESTIMATE</i>	<i>ACTUAL AMOUNT</i>
SAVINGS			TRANSPORTATION		
Savings Account			Vehicle Loan Payments		
Retirement Fund			Gas/Oil		
Savings for Other Purchase			Auto Repairs/Tires		
Total			Auto Insurance		
HOUSING			Auto Licensing		
Rent or Mortgage Payment			Public Transportation		
Property Tax and Insurance			Other		
Electricity			Total		
Natural Gas			PERSONAL EXPENSES		
Water / Sewer / Garbage			Personal Toiletries		
Telephone - Cell Phones			Nails		
Internet			Haircuts and Grooming		
Maintenance/Repair/Tools			Cigarettes/Tobacco/Spirits		
Cleaning Supplies			Other		
Towels/Linens/Drapes			Total		
Furniture/Appliances			HEALTH AND LIFE		
Other			Doctor Co-Pays		
Total			Prescription Medications		
FOOD			Vision		
Groceries/Food Supplies			Dentist		
Fast Food / Restaurants			Insurance - Health / Disability		
School/Business Lunches			Insurance - Life		
Water			Medical Deductibles		
Special Occasions			Total		
Snacks/Junk Food			CONTRIBUTIONS		
Other			Church Donations		
Total			Charitable Contributions		
CLOTHING			Other		
Work Clothes and Shoes			Total		
Seasonal Personal Clothing			GIFTS		
Special Events/Sports			Gifts for Various Occasions		
Laundry			Cards and Wrapping Paper		
Other			Other		
Total			Total		

<i>EXPENSE</i>	<i>YOUR ESTIMATE</i>	<i>ACTUAL AMOUNT</i>	<i>EXPENSE</i>	<i>YOUR ESTIMATE</i>	<i>ACTUAL AMOUNT</i>
PERSONAL IMPROVEMENT			DEBT REPAYMENT		
Tuition			Credit Card 1		
Books			Credit Card 2		
Supplies			Credit Card 3		
Magazines/Newspapers			Loan 1		
Lessons			Loan 2		
Equipment/Computers			Other Debt		
Gym Membership					
Other					
Total					
WORK EXPENSES			MISCELLANEOUS		
Professional or Work Dues			Allowances		
Office Gifts and Donations			Mad Money		
Child Care			Alimony/Child Support		
Other			Postage		
Total			Other (should not exceed 1-2% of all expenses)		
TAXES/SOCIAL SECURITY			Total		
Income Tax					
Social Security					
Total					
RECREATION			INCOME - NET		
Hobbies			Paycheck 1		
Pets			Paycheck 2		
Movies			Interest/Dividends		
Cable TV/Satellite			Other		
Television/Movie			Total Income		
Club Memberships			Minus Expenses		
Vacation Expenses			Remaining Income		
Babysitting Fees					
Other					
Total					

Basic Writing Requirements and Headings

Students must follow these writing rules. Writing that does not meet these requirements (or show improvement) will need to be reworked until it meets these expectations.

One of the easiest ways to think about proper format for any piece of writing is to think of a computer word processing program. For example, these programs automatically space letters and words, and prevent writers from using the margins. This is called format.

Correct Format Includes:

1. **Heading** - Correct location and information (see below).
2. **Margin to Margin Only** - Top, sides, and bottom. Text starts inside the left margin line.
3. **Capital Letters** – Use only at the beginning of sentences or for proper nouns.
4. **Paragraphs** – Writing must be divided into paragraphs. Skip lines between paragraphs in Block Business style. Do not skip lines when indenting.
5. **Indentation** - Use only about three to four letter spaces to indent paragraphs (about the width of your pinky finger). Do NOT indent with Block Business style.
6. **Spacing** - No spaces between the letters of an individual word, one space between words, and one space between sentences.
7. **Spelling** - No mistakes on homework. Corrections are made by drawing one line through the error.
8. **Banned Words** - Do not use: *I, me, you, one, we, us, it, they, their, good, thing, stuff, like, so, okay, um, very, really, texting symbols, or well.*
9. **Sentence Variety** – Paragraphs consist of the following types of sentences: simple, compound, complex, and compound/complex. We will learn to write all types.
10. **Five to six sentences for each paragraph in composition work** – Generally, in traditional composition work, this number of sentences is required to introduce an idea or present an idea. This is a must.
11. **Handwriting** - For some a work in progress, but improvement must be shown for readability.
12. **Numbers** – Spell out numbers below 10. When numbering, use only periods after the numbers.
13. **Specific Title** - Each piece of writing must have a title that specifically represents the writing - many times, longer is better. Titles should be centered on the line above the first paragraph. Titles should not be confused with the subject of the work.

Do Not Use in this Class:

Pencils*, eraser pens, whiteout, writing in the margins, using the back of paper, chads, and excuses!

ASSIGNMENT HEADINGS:

On each assignment, students will use the same heading style.

On a **LOOSE-LEAF SHEET OF PAPER ONLY**, using the example below and writing only the words in bold, this is how you will write your correct headings. This heading goes on the left hand side of your paper within the margins beginning on the top line.

Full Name: John Doe

Class: Class, Teacher, 5th Period

Date: Aug. 25, 2011

The Assignment Name: Specific Title

When writing an academic piece, writers should focus on the following:

- Use essay structure:
 - ... Introduction
 - ... Body
 - ... Conclusion
- Organize your ideas into paragraphs, and write in complete sentences.
- State your thesis in the introduction of the essay.
- Use 3rd person perspective (e.g., specify the subject of every sentence).
- Use a formal, academic tone.
- Make clear, direct statements.
- Use active voice (e.g., "The HR manager distributed the forms to the hospital employees.").
- Spell out each word (When using acronyms, spell them out the first time.)
- Use transitions to relate one idea to the next.
- Plan on spending time in the writing process: pre-writing, drafting, revising, editing, and proofreading.
- Analyze the concepts and theories, and support your analysis with logical arguments, specific examples, and citations from other sources
- When appropriate, follow MLA or APA style for citations, references, and format.
- Include a title page and a references page when appropriate.

In academic essays, writers should avoid the following:

- Directives (e.g., "Do this, do that.")
- Questions posed to the reader.
- Fragments (e.g., incomplete sentences).
- Run-on sentences (two or more sentences that are joined without correct punctuation or connecting words).
- Informal, conversational tone (avoid using slang and idioms).
- Wordiness (keep the writing simple and straightforward).
- Vague expressions (e.g., "they," "we," "people," "the company").
- Passive voice (e.g., "The forms were distributed to the hospital employees by HR.")
- Lists and bullets (not academic style).
- Plagiarism (Check your sources of information and cite correctly.)
- Descriptive or personal style of writing (unless requested by the instructor or assignment).
- Second person ("you" and "your") and first person ("I") (unless the instructor requests narrative form).

10 Steps to an Effective Piece of Writing
or PREWRITING is MORE Important than Writing
or Determine, Recognize, Create, Select, Identify, Choose, Find, Prepare, Draft, Revise & Edit.

1. Determine your purpose for writing.

- a. Carefully read and review the writing prompt or assignment (a prompt can be a question). Understanding the assignment is **one of the most important** prewriting steps.
- b. Look for **CUE WORDS** in the prompt or directions to determine the writing purpose.
- c. Decide if you will be explaining, persuading, reporting, informing, analyzing, creating, judging, etc. This will help you decide what you will be communicating to your audience.
- d. Write down your purpose.

2. Recognize your audience.

- a. Look for clues about your audience in the writing prompt or directions.
- b. The audience has an important impact on later decisions such as the method of organization.
- c. If a specific audience is noted, be sure to write for that audience.
- d. If the audience cannot be determined, write for a general audience.
- e. When writing for a general audience, write so that anyone who reads the piece will understand the subject without seeing the directions or prompt.
- f. Write down your audience.

3. Create your jot list.

- a. Again, carefully examine the prompt or directions and determine the general SUBJECT of the writing. Do NOT use a writing web to brainstorm ideas.
- b. Begin by writing the general SUBJECT on your paper.
- c. Quickly begin LISTING (jotting) every word, idea or phrase that comes to mind in connection to the general subject in order to CAPTURE your thinking.
- d. If you're stuck, write down the prompt words "who, what, where, when, why, and how" on your planning paper. Find words, ideas and phrases for each of these areas.
- e. Now, begin expanding on the list. Write down examples or experiences connected to the subject or items on the list.
- f. Write down details connected to the subject or items on the list.
- g. Write straight down the page and go for quantity.

4. Select your focus or claim, AND identify a coordinating universal theme.

- a. Stop and reread the directions or prompt and remember your purpose and audience.
- b. Examine your jot list and **select** the FOCUS/CLAIM for your piece that will best fit your writing purpose.
- c. Remember, your FOCUS/CLAIM is NOT the GENERAL SUBJECT of the writing prompt.
- d. To choose your focus, find the one idea on your jot list that could best answer the prompt and illustrate your purpose.
- e. Now, determine a universal theme to take your writing to the next level. In addition to the focus/claim, the universal theme will help tie your writing together and make it stronger.

5. Identify the main points to support your focus.

- a. Examine your jot list again.
- b. Identify which **ideas / points** on your list will best SUPPORT the FOCUS of your piece.
- c. You will write one paragraph in connection to each of these points (in a five-paragraph essay, you need three main points).
- d. It may be necessary to create a new smaller jot list about your FOCUS in order to determine the main points.
- e. The main points / ideas are closely tied to the method of organization you choose.
- f. REMEMBER, the other words or phrases on your jot list may be used as examples or details connected to your main points.

6. Choose your method of organization.

- a. In order to write an effective piece, you must have **organization and structure**.
- b. There are many **METHODS OF ORGANIZATION**. You must learn about these methods to use them in your own writing.
- c. Examples of methods of organization include: analysis, cause and effect, chronological order, description, feature-by-feature, order of importance, persuasive writing, problem-solution writing, spatial order, subject-by-subject, etc.
- d. In order to choose your method, you must think about the **PURPOSE, AUDIENCE** and the **FOCUS** of your writing.
- e. Choose the method that best communicates your focus to your audience while keeping your purpose in mind.
- f. Organization words and phrases (transition words and phrases) are necessary for a quality piece. Certain words and phrases are used in connection with different methods of organization.

7. Find a way into the writing.

- a. **DO NOT PUSH** your audience directly into **the main focus** of your piece.
- b. A quality piece leads the reader into the focus by beginning with a general statement about the general subject of the piece.
- c. The writer makes this general point about the subject that most audience members will agree with regardless of the overall subject.
- d. Next, the writer expands on the general statement within a few sentences in such a way **that the sentences lead to the main focus**. We call this an **introduction**.
- e. Introductions are important because the audience member needs to follow our thinking through the process and writing. Lose your audience and you do **NOT** have a **QUALITY PIECE**.

8. Prepare a map for your piece.

- a. Create an **outline** for the piece.
- b. Each part of the outline should connect to one sentence in your piece.
- c. Be sure to include concrete examples and details in your outline. Without concrete examples that the reader can relate to, your piece will fail.
- d. Use the outline as the map to write your piece.
- e. Fill in missing information (“holes”) as you write the outline and as you write the piece.

9. Draft (write) your piece.

- a. Write the piece.
- b. Be sure to follow the basic expectations for clear communication such as remembering readable handwriting, indenting for paragraphs, upper and lowercase letters, etc.
- c. In timed writing, the draft will be your final piece.
- d. In extended academic writing, you may write several drafts and have several opportunities to improve and revise the piece.

10. Revise and edit your piece.

- a. In any writing situation, it is important to read the piece that you have written. Simple mistakes can be avoided.
- b. In timed writing, you will not have time to revise your piece (this should be done during the outlining process).
- c. In extended academic writing, you should follow all of the rules associated with revision, including special attention to ensuring that all information in the piece is directly connected to the focus of the piece.
- d. Edit the piece for grammar, word usage, and spelling.

Text Analysis Methods (Q and A Included)

1. Text analysis is an important practice for any academic reading. To fully engage with the text, the reader must break the information down and understand it in a new way. Text engagement is essential for challenging test questions.

Although the 5w's and 1h method is useful, here are some other specific approaches to text analysis. Use these to accomplish the "T" of the TQA Method.

a. For nonfiction articles:

Article claim or guiding idea.

Main point in each paragraph.

Primary evidence or idea in each paragraph.

b. For fiction pieces:

Characters

Conflict.

Antagonist / Protagonist

Setting

Tone

Theme(s)

c. For poetry:

Poem title and author

Identify poetry devices (metaphor, simile, imagery, hyperbole, allusion, etc.)

Tone

Theme

2. Question Keyword or Keyword Phrases Marking Directions:

a. Mark or record question **keywords and keyword phrases** (highlight on computer tests).

b. Keywords are generally the three to five most important words in the question. They are essential for determining the best answer.

c. Identify words like BEST or NOT or any other qualifying word.

d. Do not rush past the question. It is just as important as the answers.

3. Answer Elimination Directions:

a. READ ALL OF THE ANSWER CHOICES **CAREFULLY**.

b. **Don't jump** to an easy or predetermined answer.

This is how many students reach incorrect conclusions, and test creators who understand this, design answer groups so that "distractor" answers are included.

c. Justify why you are not selecting the other answers.

d. You **MUST USE** the answer elimination tool **BEFORE** answering any question. **Eliminate two answers before choosing the BEST ANSWER.**

e. Remember, with challenging test questions, close examination of all parts of the question and answers is the key to success.

Summary Writing

Exercise 1

As you read the following article, underline the main ideas. Then write your own summary on the lines that follow the article.

Northern Spotted Owl under Threat: Thirty years ago, the Northern spotted owl was one of the most common owls in the Pacific Northwest. But these owls live in old-growth forest, and logging caused much of their habitat to be lost. In 1991 the federal government passed laws to protect the land where the owls live. Now, though, the owls face a new threat—competition with the barred owl. Barred owls are larger and more aggressive, and they scare the spotted owls away from nesting and hunting grounds. Scientists have tried several ways to protect this endangered bird. Some track the owl nests to monitor when their eggs hatch. Some scientists have even tried to reduce the population of barred owls. Environment specialists are working hard to protect this species, but more research is needed. The Northern spotted owl is also threatened by climate change and competition with other birds of prey.

Exercise 2

Here are three summaries of a story about Xerxes' attack on the Greeks. The summaries are lettered for easy reference. Read each version, then answer the questions that follow.

- In 484 BCE, the Persian king Xerxes attacked the Greeks.
- In 484 BCE, the Phoenicians joined Persia in a war against the Greeks. Their warships and sailing expertise helped King Xerxes fight the Greek navy.
- In 484 BCE, the Persian king Xerxes asked the Phoenicians to help him make war on the Greeks. The Phoenicians contributed 300 warships and helped build a bridge of ships across the Hellespont. Xerxes' army crossed on the bridge to reach the mainland. There they began to attack the Greek cities.

Questions

- Which summary provides only the main idea?
- Which summary provides the most supporting details? Do these details seem important?
- Which summary do you think is the most effective? Why?

Exercise 3

Read the paragraph about the Northern spotted owl once more, and this time organize your notes as an outline on the lines that follow. You might use headings such as *current threat*, *other threats*, and *possible solutions*.

Northern Spotted Owl under Threat: Thirty years ago, the Northern spotted owl was one of the most common owls in the Pacific Northwest. But these owls live in old-growth forest, and logging caused much of their habitat to be lost. In 1991 the federal government passed laws to protect the land where the owls live. Now, though, the owls face a new threat—competition with the barred owl. Barred owls are larger and more aggressive, and they scare the spotted owls away from nesting and hunting grounds. Scientists have tried several ways to protect this endangered bird. Some track the owl nests to monitor when their eggs hatch. Some scientists have even tried to reduce the population of barred owls. Environment specialists are working hard to protect this species, but more research is needed. The Northern spotted owl is also threatened by climate change and competition with other birds of prey.

Using Tools to Improve Our Reading and Writing Skills

The Importance of the 5w's and 1H Tool

1. **What new tools do I need for success on both the reading and writing tests?**
 - a. Too often students read without a purpose. Purpose or tool driven reading results in better comprehension and an ability to answer critical thinking questions related to a test or to synthesize information to create a piece of academic writing.
 - b. You need tools to help you better analyze test readings, questions, and answers.
 - c. **One type of universal tool is the 5w's and 1h method: active identification of the who, what, when, where, why, and how within ANY piece of reading.**

2. **What do we gain from using the 5w's and 1h on a regular basis?**
 - a. Virtually everything in the known universe can be included and separated using 5w's and 1h.
 - b. How do we identify all of the "who" in a piece of reading?
 - bb. Readers need to focus on all of the "who" in the reading.

3. **"Who" can be divided into categories that the reader actively identifies while reading:**
 - a. The author
 - b. Individual names
 - c. Groups of people
 - d. Organizations,
 - e. Who (people) the information in the article might affect or apply to
 - f. An audience the piece of writing is directed toward is an important "who" also.

4. **How do we begin to understand the importance of "sources?"**
 - a. What are sources?
 - aa. any thing or place from which something comes, arises, or is obtained; origin
 - bb. a book, statement, person, etc., supplying information.
 - b. So why is understanding sources important?
 - aa. This year, throughout high school classes, and later in college, – course work readings and writings are subject-based.
 - bb. Further, most of the writing students complete is "source-based" writing. The FSA ELA Writing Test requires source-based writing in two forms:
 - Informational writing
 - Argumentative writing

5. **How can I learn and practice "who" or "source" identification?**
 - a. Correctly head your paper.
 - b. **Read** the article(s): TBA
 - c. Identify ALL of the "who," including "sources," within the article.
 - d. **Write the title of the article on your page**
 - e. **Label each "who" and "source" with a number (1, 2, 3, etc.) and list each straight down your page below the article title.**
 - e. **Complete EACH article on a new sheet of paper with a correct heading.**
 - f. Real effort is needed by reader to identify implied or inferred (not directly stated) "who" in reading.

How to Earn Three “Free” College Credits
AICE Cambridge General Paper Exam Information and Topic Study Areas

Exam Dates. THERE ARE NO MAKEUP TESTING DAYS. If you miss one test, you fail the test.

1. 1 hour and 15 minutes.
2. 1 hour and 45 minutes.

Exam 1: Essay = 50% of total score.

Thursday May 2, 2018.

1 hour 15 minutes

Candidates answer one essay question from a choice of 10.

Exam 2: Comprehension = 50% of total score.

Monday May 6, 2018.

1 hour 45 minutes

Candidates answer compulsory questions on reading material.

Cambridge General Paper Broad Topics and Skills Overview

Learners will have the opportunity to gain knowledge and understanding of issues and face question related to these three broad topic areas:

- a. Economic, historical, moral, political and social.
- b. Science (including its history, philosophy, ethics, general principles and applications); environmental issues; technology and mathematics.
- c. Literature, language, the arts, crafts, and the media.

Learners consider topics within local and international contexts. Learners should be able to draw upon knowledge and understanding gained from studying other subjects. Through the study of these broad topic areas, learners develop effective reading and writing skills in English. They work with information, ideas and opinions. They analyse and evaluate opinions and ideas. They also learn how to build an argument. These skills are all highly transferable and will help learners in other subjects they are studying, and equip them for higher education or employment.

Cambridge General Paper encourages learners to be:

- confident, explaining, analysing and evaluating multi-disciplinary issues and communicating arguments
- responsible, seeking a wide range of knowledge and opinion from varied sources, directing their own learning
- reflective, considering and reflecting upon a diverse range of ideas, incorporating these into their responses
- innovative, creating their own ideas and style as they explore topics and express ideas in writing
- engaged, developing informed opinions, engaging with the challenges of our dynamic world

Specific General Paper Study Topics

The syllabus sets out broad topics. Within these broad topics there are suggested areas to explore. Candidates should select suggested areas to develop their skills to make use of knowledge gained from studying other subjects.

Note: Specific study topics listed on the next page.

General Paper 8021
Exam 1 and Exam 2 Overview

Exam 1 – Handwritten Essay Overview:

- Exam 1 of the General Paper college credit course is 1 hour and 15 minutes.
 - There are 10 essay prompt/topic choices.
 - After selecting a prompt, candidates plan and create a 600-700-word handwritten essay.
1. Candidates make a choice of topics based on their ability to fully respond to the prompt.
 2. Candidates dissect the prompt for better understanding.
 3. After prompt dissection, students create well-designed writing plan.
 4. Many essays require a discursive response where students equally discuss two perspectives on a topic. General Paper essays require strong, thoughtful, complete conclusion paragraphs where the candidate takes a clear stand FAVORING one viewpoint over the other. Think of it as a one-paragraph persuasive essay.
 5. While writing, candidates must monitor their time. Editing and changes are encouraged and expected.

Exam 2 – Readings with Written Answers Overview:

- Exam 2 of the General Paper college credit course is 1 hour and 45 minutes.
- This portion of the exam includes TWO parts.
- The first part includes a test insert with TWO readings.
- The second part includes all of the questions and a place for candidates to write responses.
- The questions are divided to match the TWO readings.
- Candidates will encounter the FIVE question types during the test as outlined in both handouts.
- Each answer is worth between 1 and 10 points depending on the length of the answer required, but all require handwritten responses.

Exam 2 Question Styles:

1. **Direct question style questions** with answers in the text. Cue words: give, identify, give three reasons.
2. **Paraphrase or summary style questions.** These questions require student to summarize use their own words to show their understanding of ideas.
3. **Words in context or language use questions.** These questions ask the meaning of a word in context, use vocabulary words in sentences to show understanding, determining synonyms or “flipped” to look for in the text.
4. **Inference or implication style questions.** These questions ask the student to use critical thinking to determine what might be suggested the information, show how something could be, why something is, what something means.
5. **Take a position based on best option questions.** These questions require students to study a scenario, examine choices, look at other considerations, then create a reasoned choice response that includes five advantages and one disadvantage in 100 words.

General Paper Subject Area Selections

Directions: Thoughtfully and carefully determine and circle TWO of the areas below for your individual study this year. You may NOT choose two subjects from the same group. Understand you will complete homework directly tied to your two choices. Due Friday.

1 Economic, historical, moral, political and social

- Political systems, leadership
- The role of international organizations
- Justice and the justice system; prison and rehabilitation
- The role of the individual in society
- Family, marriage and partnerships
- Social pressure, class and social attitudes
- Wealth and equality in society
- Population and migration
- Education
- Work and employment
- Freedom of speech, thought, and action
- Human rights
- Animal welfare
- Matters of conscience, faith and tolerance

2 Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics

- Medical and scientific advances and their ethics
- Drug testing, manufacture and provision
- Diet, health education and provision of healthcare
- Space exploration and its associated industry
- Information and communications technology
- Surveillance and privacy
- Environmental concerns
- Natural disasters including mitigation and management
- Rural and urban concerns
- Food and water security
- Transport, travel and tourism
- The uses and applications of mathematics

3 Literature, language, the arts, crafts, and the media

- Literature
- Language
- Performing arts
- Visual arts
- Traditional arts and crafts; heritage
- Censorship and freedom of the media and the arts



Methods of Dissection/Unpacking/Development for General Paper 1 Essay

Use these analysis tools or methods on General Paper 1 Essay prompts to dissect, unpack, or develop the prompt.

1. 5w's and 1h
Who, What, When, Where, Why, How
2. The prompt from the perspective of:
Local, National, International
3. The prompt from the perspective of:
Past, Present, Future

Need to “Unpack” General Paper 1 Prompts

Example 1:

‘Modern technology imprisons the human spirit.’ How much truth is there to this view?

Internet, Information, Networks, Security/Sensors, Transportation, Energy, Agriculture, Robotics, Medical, Assistive Devices, Architecture, Entertainment, Art, Appliances, Science, Space, Artificial Intelligence.

Example 2:

Some people would argue that those who smoke, drink alcohol, or are obese should not have priority medical treatment. What is your view?

Need to define: medical treatment

Hidden: Life choices. Cost.

Problem: Need for new phrases/words to avoid overuse of “smoke, drink alcohol, or are obese”...

Example 3:

‘Parents should not be allowed to select their child’s gender.’ To what extent would you agree?

In vitro fertilization, embryos, science, cost, natural process, ethics/morals, religion, gender bias, genetics, governments.

SHEAR SHEEP DIP
Writing Technique
for Developing Viewpoints, Main Points, and Concrete Examples

Social / Culture

History

Economy / Money

Art / Aesthetic

Religion

Science / Environment

Home / Family

Education

Ethics / Law / Legal

Politics / Government

Disease / Health

Inventions / Technology

Psychology / Philosophy

SHEAR SHEEP DIP
Writing Technique Definitions
for Developing Viewpoints, Main Points, and Concrete Examples

Social: the study of the development, structure, and functioning of human society and the study of social/societal problems.

Culture: the customs, arts, social institutions, and achievements of a particular nation, people, or other social group and the arts and other manifestations of human intellectual achievement regarded collectively.

History: any aspect of human history especially those related to major impacts on humans.

Economy: the wealth and resources of a country or region, especially in terms of the production and consumption of goods and services.

Money: a current medium of exchange in the form of coins and banknotes; coins and banknotes collectively and the assets, property, and resources owned by someone or something; wealth.

Art: the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.

Aesthetic: concerned with beauty or the appreciation of beauty or a set of principles underlying and guiding the work of a particular artist or artistic movement.

Religion: any aspect of current or historical religion.

Science: the intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment and any aspect or field of science.

Environment: the surroundings or conditions in which a person, animal, or plant lives or operates and relating to the natural world and the impact of human activity on its condition.

Home: the place where one lives permanently, especially as a member of a family or household.

Family: a group consisting of parents and children living together in a household and all aspects related to families and family members.

Education: the process of receiving or giving systematic instruction, especially at a school or university and the

theory and practice of teaching and a body of knowledge acquired while being educated.

Ethics: moral principles that govern a person's behavior or the conducting of an activity and synonyms: moral code, morals, morality, values, rights and wrongs, principles, ideals, standards (of behavior), value system.

Law: the system of rules that a particular country or community recognizes as regulating the actions of its members and may enforce by the imposition of penalties.

Legal: legal system refers to a procedure or process for interpreting and enforcing the law. Three major legal systems of the world consist of civil law, common law and religious law. Basic components included law enforcement, courts/judges, lawyers, juries, and a punishment system.

Politics: the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power.

Government: the governing body of a nation, state, or community and all aspects of such governing.

Disease: a disorder of structure or function in a human, animal, or plant, especially one that produces specific signs or symptoms or that affects a specific location. All aspects of medicine related to curing diseases.

Health: the state of being free from illness or injury and/or all aspects of medicine related to well-being.

Inventions: something, typically a process or device, that has been invented.

Technology: the application of scientific knowledge for practical purposes, especially in industry or machinery and equipment developed from the application of scientific knowledge or the branch of knowledge dealing with engineering or applied sciences.

Psychology: the scientific study of the human mind and its functions, especially those affecting behavior in a given context and/or a person's condition with regard to their psychological and emotional well-being.

Philosophy: the study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline.

General Paper Exam | Essay

SHEAR SHEEP DIP Method

Inventions Technology Psychology Philosophy

Health

Viewpoints

Social Culture

Disease

Main Points

History

Economy

Politics

* Concrete Examples *

Scenarios

w/ Proper Nouns

Art

Aesthetic

Legal system

Law

Ethics

Local National

Religion

Education

International Science

Family Home Environment

Ask →

Who

What

When

Where →

Why

How

→

General Paper Examiner Prompt Pre/Post Candidate Response Expectations
What might/should be included in a top scoring essay response?

Account for the ever-increasing popularity of celebrity culture.

Key words: 'Account for ...' and ever increasing' and 'celebrity culture'.

- definition of celebrity?
- 'celebrity' is frequently mentioned, particularly in the media
- some youngsters see 'celebrity' as a profession and aspire to become one
- many television programs have added 'celebrity' to the program name
- Mass exposure on Twitter, Instagram, Snapchat
- what is the reason for this celebrity focused 'culture'? Are they so important to society as to merit such attention?
- a natural follow on from 'stars' of stage/screen/radio?
- the lure of wealth/luxurious, exciting lifestyle/perceived beauty/hero worship?
- relief from a mundane/boring job/life?
- main points will need to be adequately illustrated.

'Parents should not be allowed to select their child's gender.' To what extent would you agree?

Key words: 'To what extent ...?' and 'parents' and 'not allowed' and 'select' and 'gender'.

- in some parts this has already led to gender imbalance, e.g. India
- in worst cases, embryos of the 'wrong' sex have been aborted
- moral/ethical/religion questions/tampering with nature/playing God
- but can it be 'acceptable' for medical/quality of life reasons, e.g. serious inherited conditions in male/female lines
- not universally available because of the high cost of 'engineering' babies
- main points will need to be adequately illustrated.

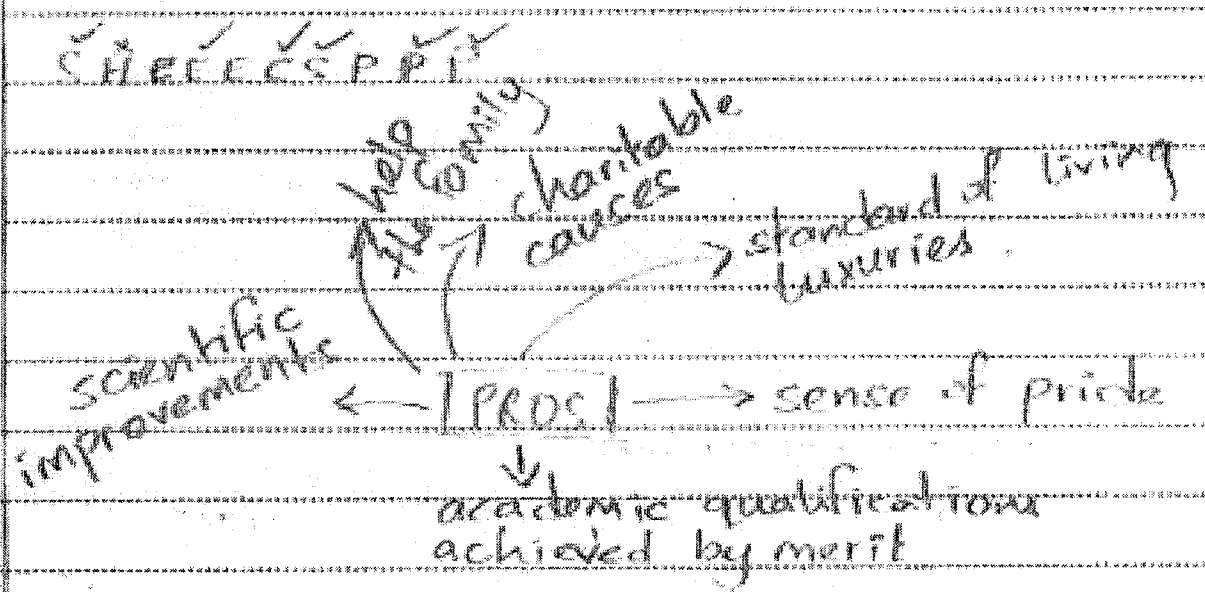
Assess the suitability of solar power for generating sufficient electricity.

Key words: 'Assess' and 'suitability' and 'solar power' and 'sufficient'.

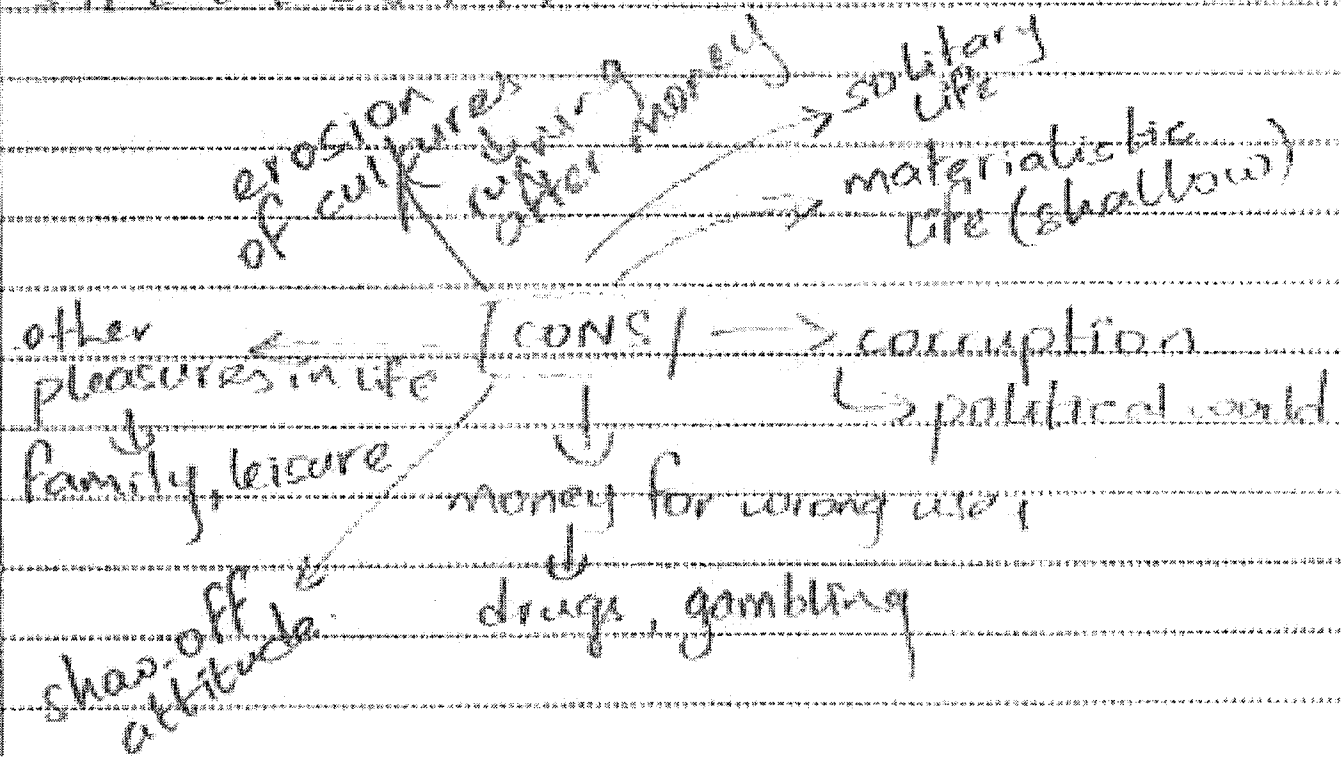
- solar power can be of use domestically and in rural areas
- solar panels can ensure a constant supply of hot water in a house
- more recent systems can produce more electricity than a home needs and excess can be sold to the grid
- these systems are reliant on light rather than sun; however, they are expensive
- it is a 'clean' source of power
- in most cases, it would take a minimum of ten years to recoup the installation costs
- solar driven vehicles are still at the experimental stage and not ready for practical use
- solar power currently makes a useful but limited contribution

Justify
 Consider the idea that (money) can (never) buy happiness.
 analyse belief vision medium of exchange absolutely not joy, smile happy life

MONEY



S H E E F C S P P P



General Paper Exam 1, Essay Planning Worksheet
With SHEAR SHEEP DIP Writing Technique for Developing Viewpoints, Main Points, and Concrete Examples

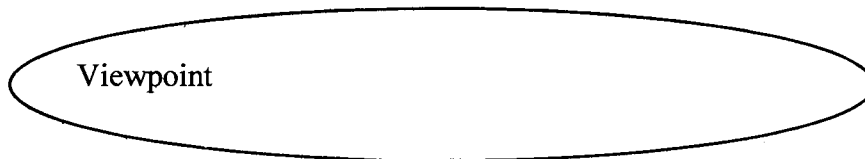
Directions: Candidates have 1 hour and 15 minutes to plan and then handwrite a 700-word essay where they effectively communicate with an educated audience who already has content expectations the prompt responses. Planning is important, but students can spend no more than 10 minutes planning. Thoughtful, yet quick prompt selection and dissection is essential.

Prompt Dissection: For full understanding of the prompt, quickly dissect it by writing above and below the prompt. Include defining words/phrases, synonyms, antonyms/opposites, clarifying remarks, and anything that answers the question: What are the examiners really trying to explore with this prompt/question?

Prompt _____

SHEAR SHEEP DIP can help writers to think about subject categories that might apply to the prompt. In other words, these categories provide "angles" or subtopic areas for your discussion of the prompt. Your thinking about the prompt from the "angle" of one SSD subject area may be the basis for one ENTIRE BODY PARAGRAPH. In fact, the SSD category may serve as the MAIN POINT or CONCRETE EXAMPLES for your body paragraph – or for BOTH the MP and the C(s). Ask/answer: Who, what, when, where, why, how, and incorporate local, national, and international examples when possible. Proper nouns (reference to specific persons, places, things, events, and scenarios) in examples add "weight" to your essay. Social/culture, history, economy/money, art/aesthetic, religion, science/environment, home/family, education, ethics/law/legal, politics/government, disease/health, inventions/technology, psychology/philosophy.

SHEAR SHEEP DIP



SHEAR SHEEP DIP



Introduction paragraphs: You are writing for an educated audience. Begin by showing you understand the prompt topic and discuss why the topic needs to be explored. Later in the introduction paragraph, introduce the two viewpoints you will explore in your essay.

Conclusion paragraphs – IMPORTANT: General Paper essays require strong, thoughtful, complete conclusion paragraphs where **the candidate takes a clear stand FAVORING one viewpoint** over the other. Think of it as a one-paragraph PERSUASIVE essay.

General Paper Exam 1, Essay Planning Worksheet
With SHEAR SHEEP DIP Writing Technique for Developing Viewpoints, Main Points, and Concrete Examples

Directions: Candidates have 1 hour and 15 minutes to plan and then handwrite a 600-700-word essay where they effectively communicate with an educated audience who already has content expectations the prompt responses. Planning is important, but students can spend no more than 10-15 minutes planning. Thoughtful, yet quick prompt selection and dissection is essential.

Prompt Dissection: Quickly dissect the prompt by marking key words and phrases, identifying synonyms for words, identifying the MOST important key words and then potentially defining them. This should take no more than 1-2 minutes.

Prompt _____

Most prompt topics can be seen from multiple viewpoints like those in SHEARSHEEPDIP, and candidates should brainstorm main points and concrete examples for these subject areas RELATED to the prompt. Many of these can then be used in the essay planning.

- Social / Culture _____
- History _____
- Economy / Money _____
- Art / Aesthetic _____
- Religion _____
- Science / Environment _____
- Home / Family _____
- Education _____
- Ethics / Law / Legal _____
- Politics / Government _____
- Disease / Health _____
- Inventions / Technology _____
- Psychology / Philosophy _____

Planning: You must learn to abbreviate and write short notes in all of your planning. You are the only one who needs to understand it.

Viewpoint 1 _____
MP1 _____
c _____
MP2 _____
c _____
MP3 _____
c _____

Viewpoint 2 _____
MP1 _____
c _____
MP2 _____
c _____
MP3 _____
c _____

Introduction paragraphs: You are writing for an educated audience. Begin by showing you understand the prompt topic and discuss why the topic needs to be explored. Later in the introduction paragraph, introduce the two viewpoints you will explore in your essay.

Conclusion paragraphs – IMPORTANT: General Paper essays require strong, thoughtful, complete conclusion paragraphs where the candidate takes a clear stand FAVORING one viewpoint over the other. Think of it as a one-paragraph PERSUASIVE essay.

General Paper Exam 1, Essay Planning Worksheet
With SHEAR SHEEP DIP Writing Technique for Developing Viewpoints, Main Points, and Concrete Examples

Directions: Candidates plan and then write a 700-word essay where they effectively communicate with an educated audience who already has content expectations the prompt responses.

Prompt Dissection: Dissect the **prompt** by marking key words and phrases, identifying synonyms for words, identifying the MOST important key words and then potentially defining them.

Type/write your prompt below.

Complete your thorough dissection above and below the prompt.

Prompt:

Answer the following related to your prompt. Be specific. Give more information versus less.

Who:

What:

When:

Where:

Why:

How:

DETERMINE AND RECORD YOUR TWO VIEWPOINTS FOR THE ESSAY. REMEMBER, A DISCURSIVE ESSAY MUST HAVE TWO VIEWPOINTS. WE ARE NOT WRITING PERSUASIVE ESSAYS. THESE ARE STATEMENTS, NOT QUESTIONS.

VIEWPOINT 1:

VIEWPOINT 2:

Most prompt topics can be seen from multiple viewpoints like those in SHEARSHEEPDIP, and candidates should **brainstorm** main points and concrete examples for these subject areas RELATED to the prompt. Many of these can then be used in the essay planning.

DETERMINE AT LEAST SIX SHEAR SHEEP DIP AREAS, BUT NO MORE THAN SEVEN AREAS THAT CONNECT TO YOUR PROMPT AND VIEWPOINTS. Record more information versus less.

Social / Culture:

History:

Economy / Money:

Art / Aesthetic:

Religion:

Science / Environment:

Home / Family:

Education:

Ethics / Law / Legal:

Politics / Government:

Disease / Health:

Inventions / Technology:

Psychology / Philosophy:

Note: High quality pieces, when possible with the prompt, will incorporate local, national, and international examples.

Note: High quality pieces, when possible with the prompt, will incorporate proper nouns related to concrete examples.

Planning: For our purposes on this assignment, you need to supply specific detailed information for your planning.

Think of it as a formal outline of your essay. Write more versus less.

1. REFINE YOUR VIEWPOINTS TO A SPECIFIC STATEMENT THAT WILL MATCH YOUR MAIN POINTS.
2. PROVIDING THE 5W'S1H FOR THE VIEWPOINT IS IMPORTANT FOR BUILDING YOUR PARAGRAPHS.
3. MAIN POINTS ARE STATEMENTS.
4. CONCRETE EXAMPLES ARE REFERENCES TO SPECIFIC PERSON, PLACES, THINGS, EVENTS, SITUATIONS, OR SCENARIOS.

YOUR ESSAY OUTLINE.

Viewpoint 1:

Who, What, When, Where, Why, How:

MP1:

C:

MP2:

C:

(Optional) MP3:

C:

Viewpoint 2:

Who, What, When, Where, Why, How:

MP1:

C:

MP2:

C:

(Optional) MP3:

C:

IMPORTANT: YOUR WORK CONTINUES BELOW!

Introduction paragraphs: You are writing for an educated audience. Begin by showing you understand the prompt topic and discuss why the topic needs to be explored. Later in the introduction paragraph, introduce the two viewpoints you will explore in your essay.

INFORMATION TO BE INCLUDED FOR YOUR INTRODUCTION. USE THE 5W'S1H.

Info 1:

Info 2:

Info 3:

Viewpoint 1:

Viewpoint 2:

Conclusion paragraphs – IMPORTANT:

General Paper essays require strong, thoughtful, complete conclusion paragraphs where **the candidate takes a clear stand FAVORING one viewpoint** over the other.

Think of it as a one-paragraph PERSUASIVE essay, BUT DO WRITE STATEMENTS SAYING THE CHOICE IS OBVIOUS.

DO NOT REFER TO THE OTHER VIEWPOINT IN YOUR CONCLUSION!

IDEAS OR POINTS TO BE INCLUDED IN YOUR CONCLUSION PARAGRAPH.

Point 1:

Point 2:

Point 3:

General Paper 8021 Exam 1 - Essay Scoring Rubric

Scoring: Student may earn up to 30 points for work on their 600-700-word General Paper handwritten essay completed in one hour and fifteen minutes. The scoring rubric has six (6) levels. Of course, every effort should be made to reach Level 5, shown below.

Level 5 Score Rubric = 25-30 points.

(Note: Rubric Levels 4 through 0 not shown.)

Selection and application of information

Scoring Area 1

= 20% of the total score.

- a. Selects a range of fully relevant information that effectively exemplifies the main aspects of the response to the question.
- b. Applies a range of examples appropriately to support the main ideas and opinions in the response.

Analysis and evaluation

Scoring Area 2

= 35% of the total score.

- a. Analyzes possible meanings of the question and defines the scope of the response.
- b. Develops, analyses and evaluates a range of arguments to reach a supported conclusion.
- c. Develops a strong argument with clear use of supportive evidence.

Communication using written English

Scoring Area 3

= 45% of the total score.

- a. Communicates clearly with consistently appropriate use of register.
- b. Uses a wide range of vocabulary and a variety of language features.
- c. Uses language with control and accuracy. Errors, if present, are only related to the use of sophisticated words and structures.
- d. Constructs a cohesive response which links ideas, arguments and paragraphs convincingly. Text is well organised.

Discursive Writing

What's the point?

Discursive writing discusses the situation at hand. It presents an argument in a more balanced way than argumentative and persuasive writing and can appreciate the arguments both for and against a given position. Discursive writing does not argue for or against a point throughout the essay. After having assessed and evaluated all arguments, the writer generally states his/her opinion at the end.

What are the conventions?

Examples of conventions that could be used in discursive essays are listed below. However, you have to be careful when using them that you do not become too strongly persuasive:

- Balanced and calm tone of voice
- A structure that alternates between the two opposing positions exploring each one.
- A balanced consideration of the evidence for each point and an analysis of the strengths and flaws of that evidence.
- Technical and formal language where appropriate.
- Reference to other sources of expertise / quotations from famous thinkers.
- Connectives to link paragraphs together by pointing out similarities (equally, similarly, etc.) or differences (on the other hand, however, etc.).
- Some persuasive techniques: hyperbole, repetition, oxymoron, triads, emotive language, imagery, similes, metaphors (although be careful when using all of these that you do not become too strongly persuasive).

Structure

- Introduction: This states clearly the problem of the investigation and why it is a significant issue.
- Main Body: Consider the various sides of the position in turn, alternative between them. Assess each one and compare their relative strengths - do not include your own opinion at this point. For each point, use a new paragraph. Begin each paragraph with a key sentence which links back to the topic.
- Conclusion: Summing up the your key points and state your position again and what has made it difficult to come to this decision / whether there are any qualifications or uncertainties involved

Do

- Should choose 6-8 main points (hopefully a balance of for and against).
- Points, for and against, should ALWAYS be separated, NOT mixed together.
- The introduction should be balanced and serve to introduce the topic.
- Make examples as specific as possible.
- The conclusion can be persuasive.

Don't

- Use informal language.
- Forget that there are three different parts of a discursive essay: introduction, main body and a conclusion.
- Forget to consider both sides - this is not a persuasive essay, so you don't pick just one.

Transition Words and Phrases

Against:

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

For:

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

Question

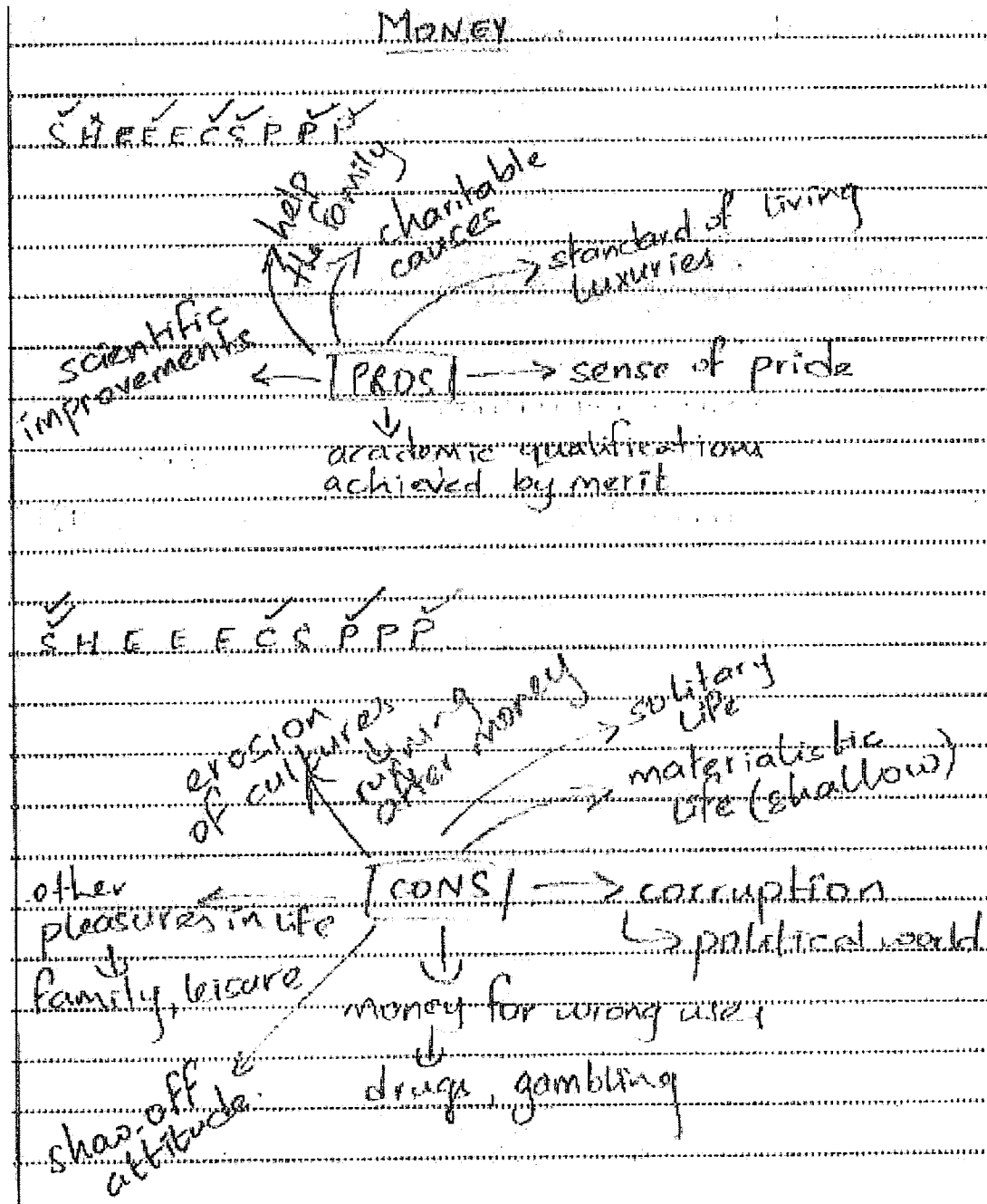
Consider the idea that money can never buy happiness.

Mark scheme

Key words are 'Consider' and 'money' and 'buy happiness'.

- Is this old adage true or is it a kind of consolation for those with little money?
- A definition of happiness in this context is required.
- Factors other than money which may lead to happiness include personal contentment, a loving relationship and/or family, a successful and fulfilling career, good health, interesting and stimulating leisure pursuits, no major worries.
- Money may not be able to restore failing health, nor mend a broken relationship. It can not make good the loss of a loved one nor provide an instant answer to loneliness. The responsibility for managing and taking good care of large sums of money is not necessarily an easy task and can be a source of indecision and worry.
- There is a saying in German which, roughly translated says, 'Money does not make you happy, but it can be soothing'. Perhaps that is the nearest point to happiness.

Example candidate response – grade a



Justify
(5) Consider the idea that ^{belief} money can ^{medium of} ~~never~~ ^{absolutely not} buy happiness. ^{joy, smile}
analyse ^{vision} ^{exchange} ^{happy life}

Today's fast-developing world is witnessing a rise in ambitious people, all with the view of being successful and leading a luxurious life. For those people, money is the key to happiness. However, there are others who claim that money is not everything in life. There are other pleasures which people overlook in their pursuit for money. Can money, therefore, really buy happiness? Or, is it a deviation from real happiness?

Money can be a real asset in bringing happiness to a person's life. For instance, a perfect yacht tick for an individual's success in life can be his standard of living. Spa treatments, holidays abroad, eating in the most renowned restaurants are all such luxuries which can be available with money only. And almost everyone would want to live such a luxurious life. Leading such a life can indeed bring happiness. Moreover, the nations where people have relatively high standard of living are definitely the developed countries like USA or Japan because of their availability of financial resources, whereas countries like Botswana or Kenya where people do not have the basic needs, happiness is not present.

Moreover, nowadays, a lot of emphasis is placed on education. As from a young age itself, children are directed towards the highly competitive educational world. After going to the university and achieving

great academic qualifications, it is obvious that the adult would look for elite jobs. The elite job is in fact a source of pride for the individual. He earns a high salary and is proud of his achievements. In many Indian families especially, children use their salary to look after their parents and give them a lot of happiness. In such cases, it is money which leads to a happy family life.

fair point

Also, our era is witnessing a lot of advances in the scientific and technological world. For instance, science improvements in the form of the insulin for diabetics, genetic engineering, space exploration and technological progress like computers, mobile phones, have all been possible with the basic availability of money. Money is needed to undertake any research. We are therefore forced to believe that money is of utmost importance for the continuing of the evolutionary process of human kind. Money is helping to finance all the numerous advances around the globe.

good point

Without doubt, money has numerous ways of leading to happiness, especially when it is used not for our personal satisfaction but also to make other people happy. For instance, money has been used by many celebrities to fund laudable causes. Examples of such celebrities would be Bono, singer of U2, who has given concerts to fight against poverty. Or, even the GE concert with the participation

old

eg

of many affluent people to again fight against poverty and racism. The recent 'Haizi earthquake' has brought celebrities like Celine Dion, Justin Bieber, to help the poor. Michael Jackson is also well known for his songs like 'We are the world', all with the view of using his money for charitable causes. Hence money can be used to make even the poor happy.

However, money instead of buying happiness can directly lead to a vicious life. For instance, too much money can make us lead a materialistic life which is shallow and unfulfilling. After gaining a lot of wealth, individuals tend to demonstrate a 'show-off' attitude. Too much money can lead to a rather solitary life since individuals think that money is the only way of buying happiness. But can we really be happy if we are lonely? Many people prefer to lead a rather modest life, with a middle standard of living but still have a happy family. The family is a luxury which many wealthy people do not have and cannot buy.

Furthermore, money is not always used with a noble thought. For instance, in the political world, there is a lot of corruption. This corruption is due to an excess of money. The rich think that they can buy anything with the mere use of their money. At the approach of the elections, many politicians give money to the labourers and in return they expect to be voted. This is a flagrant

wrong use of money can corrupted people ever be
 happy? The answer tends to be on the negative
 since money should be earned by merit and skills
 money cannot buy happiness.
 As we are all aware, there are many sources
 in our society such as drug taking, gambling, smoking
 and these practices are financed by money for
 instance, the for words one of the biggest casinos
 of the world witnesses many people, each day,
 losing their money through gambling. Gambling can
 also be a psychological lure, especially for the poor
 which can lead to depression and high indebtedness
 which can in turn lead to suicide. Money, instead
 of buying happiness can ruin a person's life.
 Thus, money is definitely not a way of buying
 happiness.

Money
 can't
 buy
 happiness.

Sadly, in the pursuit for money, many people
 tend to overlook the other pleasure in life like
 the family or leisure time. Happiness does not
 necessarily mean being wealthy, having a brand
 new car or owning a big house. Happiness can
 be synonymous to living in a rural area, enjoying
 the green pastures, having a small house and
 leading a stress-free life. In many countries like
 USA or Japan, people are moving to urban areas
 with a view to acquire more money but instead end
 up being indebted and not being happy at all.

Money can be the cause for happiness but can also cause a ruinous life. Money should be used with caution for it to bring happiness. Too much money can make even the wealthiest people being the less happy ones. Thus whether money can buy happiness is a highly debatable issue with no exact conclusion.

E 17 fluent, few slips

C 26

4/3

mature + thoughtful, balanced

marks points well

Examiner comment – grade a

A promising introductory paragraph makes a clear statement of contrasting views on this topic which the candidate will seek to examine. The next paragraph outlines a popular perspective of the close link between happiness and the standard of living in the developed countries and gives appropriate examples of readily available and affordable luxuries. The last sentence referring to countries 'like Botswana and Kenya' rather spoils the standard set so far by being too much of a sweeping statement.

The candidate then establishes the link between higher education and 'elite' jobs and provides an interesting example of how academic success and consequent high earning power can benefit the whole family in Indian society. The following paragraph makes the valid point of how money is fundamental to successful research and the ensuing emergence of various advances in science and technology. The next valid and well illustrated point refers to the generosity of internationally renowned singers who give freely of their time by appearing in concerts, thus raising huge sums for charitable causes.

The essay then points out the danger of how money can lead to a shallow and unfulfilled life caused by a narrow focus on materialistic values which can lead to loneliness and the absence of being able to enjoy a happy family life. The candidate then deals briefly with the corrupting power of money in politics and the prominent role played by money in such social evils as illegal drugs and gambling. The discussion then illustrates successfully that valuable leisure time can be lost in the relentless pursuit of money. Similarly the movement from rural to urban areas in the search for higher wages can lead to unaccustomed stress levels.

The final paragraph adequately reflects the main points in the body of the essay and rightly acknowledges that there is no clear definitive answer to the question as people have different priorities in life.

The script indicates a high level of fluency and contains only a few grammatical errors, usually incorrect use of the definite article, e.g. 'where people have high standard of living' and 'improvements in the form of the insulin.' Occasionally there is the odd clumsy expression, e.g. 'the middle standard of living' and 'politicians give money to the laymen and in return they expect to be voted.'

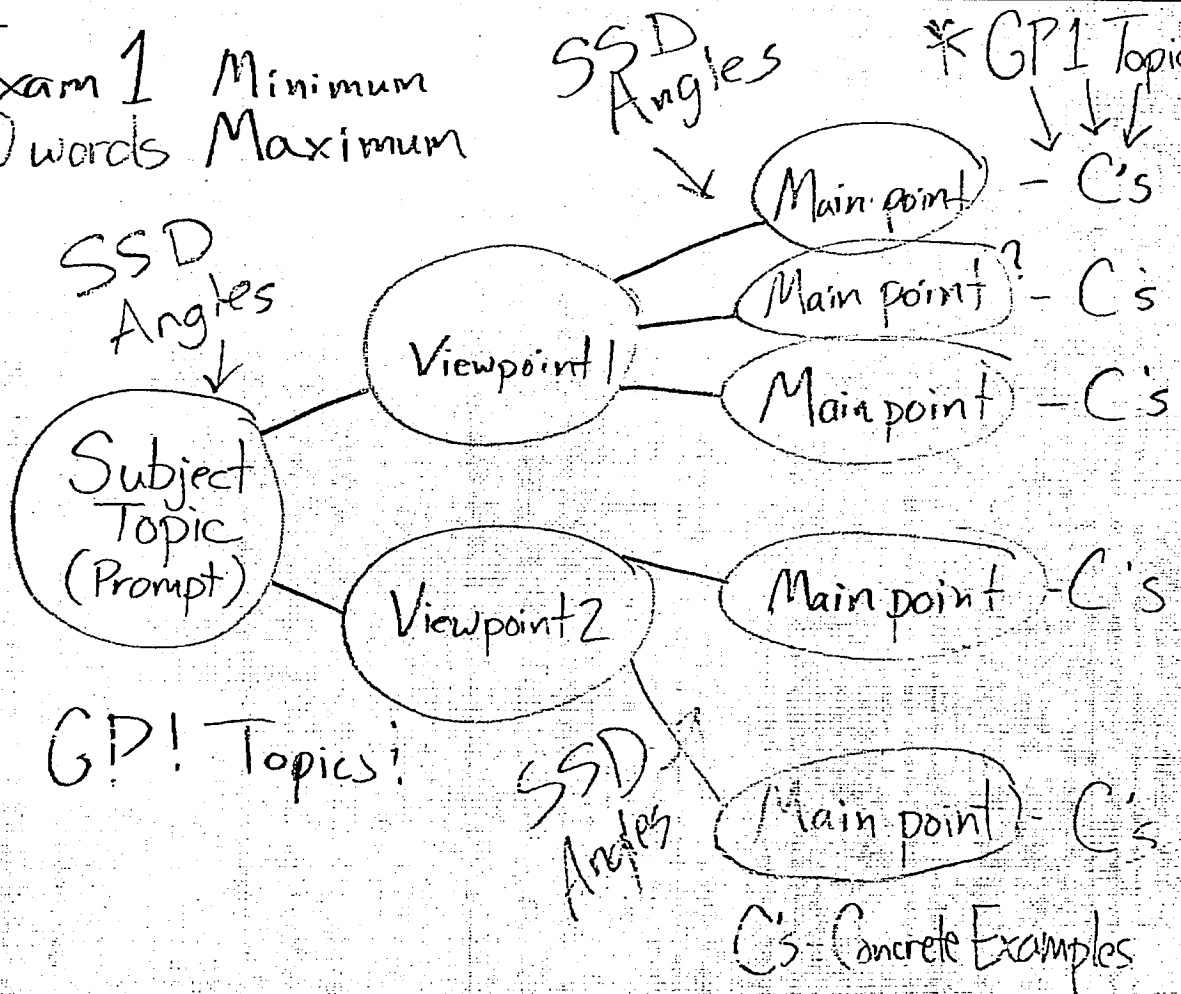
General conclusion

This is a mature and thoughtful response with appropriate balance and some relevant illustration which is clearly focused on the question as set. It reveals a number of positive and negative aspects of money. Major points are quite well developed. The essay is well written, demonstrating an ability to write at length with real fluency and commendable accuracy.

GP Exam 1 Minimum 700 words Maximum

I
V1B1
V1B2
V1B3
V2B1
V2B2
C(P)

I
V1B1 100+
V1B2
V2B1
V2B2
C(P)



C's = Concrete Examples

How do I successfully plan for and complete the General Paper 1 Essay?

1. Before beginning, correctly fill out the front of your test booklet.
2. Plan and handwrite a 600 to 800-word DISCURSIVE essay in 75 minutes.
3. Complete your planning work on PAGE 1 of the booklet. Start your essay two lines below planning or on PAGE 2.
4. Choose ONE of the 10 prompts. Make the selection based on your ability to supply and discuss, specific concrete examples in your writing.
5. Write the selected question on the "Prompt" line of the planning sheet.
6. For full understanding of the prompt, dissect it by writing above and below the prompt. Include defining words/phrases, synonyms, antonyms/opposites, clarifying remarks, and anything that answers the question: What are the examiners really trying to explore with this prompt/question?
7. MOST GP1 prompts require DISCURSIVE ESSAYS where the writer talks about prompt from TWO VIEWPOINTS.
8. These two viewpoints are often NOT just pro/con or for/against. Instead, the viewpoint is likely more related to the subject of the prompt. Think of claims and opposing claim in argumentative writing.
9. As you are dissecting the prompt, determine the two viewpoints for your essay and write EACH VIEWPOINT in the two spaces on the bottom one-third of the GP Planning Worksheet. Understand, you can change or modify your viewpoints as you work through the SHEAR SHEEP DIP portion of the planning.
10. SHEAR SHEEP DIP (SSD) can help writers to think about subject categories that might apply to the prompt. In other words, these categories provide "angles" or subtopic areas for your discussion of the prompt.
11. There are 24 subject categories in SSD, but you only need to identify a maximum of eight (8) / minimum of six (6) areas for your prompt.
12. Why use SSD? Your thinking about the prompt from the "angle" of one SSD subject area may be the basis for one ENTIRE BODY PARAGRAPH. In fact, the SSD category may serve as the MAIN POINT or CONCRETE EXAMPLES for your body paragraph – or for BOTH the MP and the C(s).
13. Next, your SSD ideas can help you to AVOID just focusing on the United States. A well-written piece will likely include examples/ideas that are LOCAL, NATIONAL, and INTERNATIONAL. Please understand this not true of all prompts (e.g., "in your country").
14. Notes for SSD must be no more than a few words. Do not write sentences. The notes serve only as a reminder. You should develop your ideas within the planning or within your essay.
15. Select the eight SSD categories that will work with the prompt and include a short note about how the area relates to the prompt.
16. Bring all your thinking together by planning your essay. Do this by writing SHORT NOTES for the MPs and Cs at the bottom of the page. REMEMBER, you can refine or change them as you are writing the essay.
17. MAIN POINTS ARE STATEMENTS. MAIN POINTS ARE NOT THE SAME AS CONCRETE EXAMPLES.
18. CONCRETE EXAMPLES ARE REFERENCE TO SPECIFIC PERSON, PLACES, THINGS, EVENTS, SITUATIONS, OR SCENARIOS.
19. Essay Writing: 600 to 800 words (60-65 minutes). Strive to connect ideas from sentence to sentence. Do NOT indent – instead skip lines in between paragraphs.
20. If you make a mistake or want to change something, simply draw one line through it. It is perfectly acceptable to make changes or additions by writing above the line of writing.
21. Your piece will be seven to eight (7-8) paragraphs:
 - Introduction
 - Viewpoint 1, Main point 1
 - Viewpoint 1, Main point 2
 - Viewpoint 1, Main point 3
 - Viewpoint 2, Main point 1
 - Viewpoint 2, Main point 2
 - Viewpoint 2, Main point 3
 - Conclusion
22. GP Introductions – Give the reader the background information about the topic using 5w's 1h. Why is the topic up for discussion? Then, introduce your TWO VIEWPOINTS at the end of the introduction.
23. GP Conclusions – IMPORTANT: General Paper essays require strong, thoughtful, complete conclusion paragraphs where the candidate takes a clear stand FAVORING one viewpoint over the other. Think of it as a one-paragraph PERSUASIVE essay.
24. Please save time to reread your essay to make necessary corrections and to make important changes.
25. Finally, return to your planning on page 1. Draw four to five diagonal lines through the planning to show it is not part of the essay.

General Paper Exam 1 Essay Conclusion Paragraphs

Overall Essay Scoring:

- Candidates are assessed on how they use knowledge of a topic in their responses, and not on their knowledge itself. Candidates are assessed on how well they use a range of relevant examples to support their responses.
- Candidates are assessed on how clearly, they communicate their response. This includes the range, accuracy and
- appropriateness of vocabulary and spelling, use of register, grammar and punctuation.
- Candidates are assessed on how the essay is structured in order to develop an argument, link and evaluate ideas and **draw supported conclusions.**

Conclusion Paragraph Notes:

Unlike argumentative or informational conclusion paragraphs, discursive writing paragraphs require students to choose a viewpoint/side from their essay and “argue” that it is the correct viewpoint. This writing becomes “persuasive” in style. Cambridge says the conclusions need to “draw supported conclusions.” This means writers should include main points and arguments in their conclusion paragraph.

Example: Student-Written Conclusion Paragraph:

In conclusion, the extent of recovery from a serious natural disaster depends on the speed and degree of aid received, a committed response from local government to allow recovery and the scale of the disaster. Admittedly, the poor are hit hardest and the loss of family, home and livelihood will make any form of recovery slow. Nothing will ever be the same again but anything towards full recovery must consider proper funding to produce improved reconstruction and allow local people to learn the skills needed for the country to be self-sufficient. Over time, suffering could be eased and economic growth improve enough to establish a different ‘full recovery’, after which foreign aid could gradually withdraw.

Note: This paragraph is 115 words in length.

ENGLISH GENERAL PAPER 8021/01

Paper 1 Essay

1 hour 15 minutes

You must answer on the enclosed answer booklet.

INSTRUCTIONS

- Answer one question.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

You are advised to write an essay of 600–700 words. Use examples to support your arguments.

- 1 How far are minority groups treated fairly in **your** society?
- 2 Is it always best to tell the truth?
- 3 ‘Those who don’t work contribute nothing to society.’ Discuss.
- 4 ‘Modern technology imprisons the human spirit.’ How much truth is there in this view?
- 5 Some people would argue that those who smoke, drink alcohol or are obese should not have priority medical treatment. What is your view?
- 6 To what extent would you consider politicians to be dishonest?
- 7 How far do you believe immigration to be a blessing to **your** country?
- 8 ‘Parents should not be allowed to select their child’s gender.’ To what extent would you agree?
- 9 To what extent is learning a foreign language important in **your** society?
- 10 Should the state subsidise such arts as opera, ballet and theatre?

General Paper Exam 1, Essay Planning Worksheet
With SHEAR SHEEP DIP Writing Technique for Developing Viewpoints, Main Points, and Concrete Examples

Directions: Candidates plan and then write a 700-word essay where they effectively communicate with an educated audience who already has content expectations the prompt responses.

Prompt Dissection: Dissect the **prompt** by marking key words and phrases, identifying synonyms for words, identifying the MOST important key words and then potentially defining them.

Type/write your prompt below.

Complete your thorough dissection above and below the prompt.

Prompt:

Answer the following related to your prompt. Be specific. Give more information versus less.

Who:

What:

When:

Where:

Why:

How:

DETERMINE AND RECORD YOUR TWO VIEWPOINTS FOR THE ESSAY. REMEMBER, A DISCURSIVE ESSAY MUST HAVE TWO VIEWPOINTS. WE ARE NOT WRITING PERSUASIVE ESSAYS. THESE ARE STATEMENTS, NOT QUESTIONS.

VIEWPOINT 1:

VIEWPOINT 2:

Most prompt topics can be seen from multiple viewpoints like those in SHEARSHEEPDIP, and candidates should **brainstorm** main points and concrete examples for these subject areas RELATED to the prompt. Many of these can then be used in the essay planning.

DETERMINE AT LEAST SIX SHEAR SHEEP DIP AREAS, BUT NO MORE THAN SEVEN AREAS THAT CONNECT TO YOUR PROMPT AND VIEWPOINTS. Record more information versus less.

Social / Culture:

History:

Economy / Money:

Art / Aesthetic:

Religion:

Science / Environment:

Home / Family:

Education:

Ethics / Law / Legal:

Politics / Government:

Disease / Health:

Inventions / Technology:

Psychology / Philosophy:

Note: High quality pieces, when possible with the prompt, will incorporate local, national, and international examples.

Note: High quality pieces, when possible with the prompt, will incorporate proper nouns related to concrete examples.

Planning: For our purposes on this assignment, you need to supply specific detailed information for your planning.

Think of it as a formal outline of your essay. Write more versus less.

1. REFINE YOUR VIEWPOINTS TO A SPECIFIC STATEMENT THAT WILL MATCH YOUR MAIN POINTS.
2. PROVIDING THE 5W'S1H FOR THE VIEWPOINT IS IMPORTANT FOR BUILDING YOUR PARAGRAPHS.
3. MAIN POINTS ARE STATEMENTS.
4. CONCRETE EXAMPLES ARE REFERENCES TO SPECIFIC PERSON, PLACES, THINGS, EVENTS, SITUATIONS, OR SCENARIOS.

YOUR ESSAY OUTLINE.

Viewpoint 1:

Who, What, When, Where, Why, How:

MP1:

C:

MP2:

C:

(Optional) MP3:

C:

Viewpoint 2:

Who, What, When, Where, Why, How:

MP1:

C:

MP2:

C:

(Optional) MP3:

C:

IMPORTANT: YOUR WORK CONTINUES BELOW!

Introduction paragraphs: You are writing for an educated audience. Begin by showing you understand the prompt topic and discuss why the topic needs to be explored. Later in the introduction paragraph, introduce the two viewpoints you will explore in your essay.

INFORMATION TO BE INCLUDED FOR YOUR INTRODUCTION. USE THE 5W'S1H.

Info 1:

Info 2:

Info 3:

Viewpoint 1:

Viewpoint 2:

Conclusion paragraphs – IMPORTANT:

General Paper essays require strong, thoughtful, complete conclusion paragraphs where **the candidate takes a clear stand FAVORING one viewpoint** over the other.

Think of it as a one-paragraph PERSUASIVE essay, BUT DO WRITE STATEMENTS SAYING THE CHOICE IS OBVIOUS.

DO NOT REFER TO THE OTHER VIEWPOINT IN YOUR CONCLUSION!

IDEAS OR POINTS TO BE INCLUDED IN YOUR CONCLUSION PARAGRAPH.

Point 1:

Point 2:

Point 3:

Candidate name	First name Last name
----------------	----------------------

Centre number	U	S	6	2	1
---------------	---	---	---	---	---

Candidate number				
------------------	--	--	--	--

Syllabus/Component	8	0	2	1	/	1	1
--------------------	---	---	---	---	---	---	---

Component title	General Paper 1 Essay
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Write here how many continuation booklets you have used (if any).	
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12 PAGE ANSWER BOOKLET

READ THESE INSTRUCTIONS

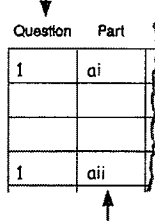
Write your name, Centre number and candidate number in the boxes above. Please write clearly and use capital letters.

Write in dark blue or black pen. HB pencil may be used for graphs and diagrams only.

DO NOT WRITE IN ANY BARCODES.

Write your answers in this booklet. Use both sides of the paper. Please leave two blank lines in between your answers to each question.

Write the number of the question you are responding to in the first margin.



If the question you are responding to also contains parts, for example 1a, write the question part in the second margin.

Do all your rough work in pen using this answer booklet and cross it through without making it illegible.

Do not tear out any part of this booklet.

All work must be handed in. If you have used any continuation booklets, please insert them inside this booklet.

For examiner's use only	
Question number	Mark
Total	

This document consists of 12 pages

General Paper Test Questions Example from the Spring of 2018
Each essay should be 600 words long. Use examples to support your arguments.

Section 1

- 1 'Although a third world war has always been a threat, it is unlikely to happen now.' Discuss.
- 2 'As children grow up, friendships become more important than family.' How far do you agree?
- 3 Assess the advantages and disadvantages of setting up a small business in your country.
- 4 To what extent does education influence attitudes towards work in your society?

Section 2

- 5 'At a time of rapid global warming, reducing funding for climate research is not just short-sighted but destructive.' To what extent do you agree?
- 6 'Within major towns and cities public transport should be free, and private transport banned completely.' To what extent is this both desirable and possible?
- 7 Assess the effectiveness of your country's medical services.
- 8 How far do you consider it a good thing to explore your family history?

Section 3

- 9 In fiction, assess whether the ending of the story is as important as the beginning. Refer to at least two stories in your answer.
- 10 'Craft work by individuals has limited value in today's more commercial world.' To what extent do you agree?
- 11 Assess the benefits of bringing live performances (music, art, drama, mime or dance) to more accessible venues, such as the street and outdoor open spaces.
- 12 Examine the reasons for the continuing popularity of the cinema in the age of home entertainment.

General Paper Essay Practice #1

General Directions: Choose one of the prompts supplied. Make the selection based on your ability to supply and discuss, specific concrete examples in your writing.

Planning (10-15 minutes): Write the prompt on your paper. FULLY dissect the prompt. Plan your piece with viewpoints, main points, and concrete examples. Write short notes you can understand. Complete this planning just below the prompt.

Essay Writing – 600 to 700 words (60-65 minutes): Start your essay two or three lines below your planning. Do NOT indent – instead skip lines in between paragraphs. If you make a mistake or want to change something, simply draw one line through it. It is perfectly acceptable to make changes or additions by writing above the line of writing. Your piece will be seven to eight (7-8) paragraphs.

Prompt Choices:

1. Can the hunting of animals ever be justified?
2. Assess the consequences of spending more than is earned.
3. How far do you agree that people from history considered 'great' rarely deserve the title?
4. To what extent are refugees the responsibility of other countries?
5. 'Places where natural disasters are likely should not be inhabited.' Explain your view.
6. 'In order to protect the planet, tourism should be discouraged.' How far would you agree?
7. Is it more acceptable to say 'I can't do mathematics' than to say 'I can't read'?
8. 'Science will always appeal more to men than women.' Assess this view.
9. Examine whether television is anything more than an escape from reality.
10. To what extent are traditional arts and crafts still important in **your** country?

General Paper Essay Practice #2

General Directions: Choose one of the prompts supplied. Make the selection based on your ability to supply and discuss, specific concrete examples in your writing.

Planning (10-15 minutes): Write the prompt on your paper. FULLY dissect the prompt. Plan your piece with viewpoints, main points, and concrete examples. Write short notes you can understand. Complete this planning just below the prompt.

Essay Writing – 600 to 700 words (60-65 minutes): Start your essay two or three lines below your planning. Do NOT indent – instead skip lines in between paragraphs. If you make a mistake or want to change something, simply draw one line through it. It is perfectly acceptable to make changes or additions by writing above the line of writing. Your piece will be seven to eight (7-8) paragraphs.

Prompt Choices:

- 1 To what extent is a country's government responsible for the living conditions of its people?
- 2 How far do you agree that all subjects taught on the school curriculum should be treated equally?
- 3 How important is it for individuals and nations to celebrate cultural events?
- 4 'An effective government needs strong opposition.' To what extent is this true?
- 5 'A balance between work and leisure is seen as essential for a country's well-being.' How far could this be achieved in your country?
- 6 'Space exploration projects will only survive if commercial businesses are involved.' Discuss.
- 7 'There are many writers in the world but only a few achieve success.' Explain why this is the case.
- 8 Usually a film is reviewed in the media before its release date. To what extent is this useful?
- 9 To what extent is your country's heritage expressed in its buildings?
- 10 'Censorship of foreign influences is the only way to preserve a country's traditions and culture.' How far do you agree?

GENERAL PAPER EXAM 1 SUBJECT AREA INFORMATION GATHERING

Directions: 1) In order to gain important subject area background knowledge for your TWO selected General Paper areas, each week you will turn in work for both areas. 2) The work must be original (not copied). You will be "tested" on YOUR work. High quality, readable work is expected. 3) Your goal is to learn about the subject area and to gain knowledge for possible use on the General Paper 1 Exam. 4) Reliable sources may include: news websites, academic sites, teachers/classes, and Upfront Magazine.

Topic: _____ Source: _____

5w's1h _____

Summary _____

Topic: _____ Source: _____

5w's1h _____

Summary _____

Topic: _____ Source: _____

5w's1h _____

Summary _____

Topic: _____ Source: _____

5w's1h _____

Summary _____

GENERAL PAPER EXAM 1 SUBJECT AREA INFORMATION GATHERING

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Topic: _____ Source: _____

5w's1h _____

Summary _____

Topic: _____ Source: _____

5w's1h _____

Summary _____

Topic: _____ Source: _____

5w's1h _____

Summary _____

Topic: _____ Source: _____

5w's1h _____

Summary _____

Grades 6–11
Argumentation Text-based Writing Rubric

Purpose, Focus, and Organization
(4-point Rubric)

The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness.

The response includes most of the following:

1. Clearly stated and strongly maintained claim with little or no loosely related material
2. Clearly addressed alternate or opposing claims*
3. Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas
4. Logical progression of ideas from beginning to end with a satisfying introduction and conclusion
5. Established and maintained appropriate style and objective tone

Evidence and Elaboration
(4-point Rubric)

The response provides thorough, convincing, and credible support/evidence for the writer's claim that includes the effective use of sources, facts, and details.

The response includes most of the following:

1. Smoothly integrated, thorough, and relevant evidence, including precise references to sources
2. Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text
3. Clear and effective expression of ideas, using precise language
4. Academic and domain-specific vocabulary clearly appropriate for the audience and purpose
5. Various sentence structures creating language facility

Conventions of Standard English
(2-point Rubric begins at score point 2)

The response demonstrates an adequate command of basic conventions.

The response may include the following:

1. Some minor errors in usage but no patterns of errors
2. Adequate use of punctuation, capitalization, sentence formation, and spelling

FSA Writing Rubric with Grading

Purpose, Focus, and Organization	Purpose, Focus, and Organization	Purpose, Focus, and Organization	Purpose, Focus, and Organization	SCORE
4	3	2	1	
<ul style="list-style-type: none"> I stay focused on my topic throughout the essay and make a clear claim without irrelevant material. I really know my audience and write like my audience is intelligent but doesn't know the subject of my claim. I clearly have a coherent and effective organizational structure that enhances my writing, and I have a satisfying introduction and conclusion. I skillfully use a variety of transitional strategies. I effectively address the counterclaim of the argument to make my own claim stronger 	<ul style="list-style-type: none"> I stay focused on my topic throughout the essay and make a clear claim. I write to an audience that is intelligent but doesn't know the subject of my claim. I have a clear and balanced beginning, middle, and end to my essay. I vary my use of transitional strategies to clarify the relationships between my ideas. I address the counterclaim of the argument in order to make my own claim stronger 	<ul style="list-style-type: none"> I stay focused on my topic or claim but I don't sustain it and it is sometimes hard to see a clear point. I often include extra and unrelated details in my writing that do not fit my main idea or claim. I do not have a strong introduction or conclusion and it is hard to see a structure to my essay. I rarely use transitional strategies, or else I use only very basic transitions like the words "first" or "second". I do not sufficiently address counterclaims 	<ul style="list-style-type: none"> My claim or main idea is confusing and I waiver back and forth between a clear point or else I don't even have a point. I include random and unrelated sentences that do not fit my topic and make it hard to understand what I am saying. I do not organize my essay and do not understand the purpose of my writing or what I am supposed to actually write about, or I write so little that my essay doesn't have a beginning, middle, or end. I do not use any transitional strategies. I never discuss counterclaims 	
Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	SCORE
No 4 score	No 3 score	2	1	
		<ul style="list-style-type: none"> I occasionally have minor mistakes in grammar, but I do not make the same mistakes over and over again. I know how to use proper punctuation and capitalization. I spell most words correctly although I may spell a difficult word incorrectly. 	<ul style="list-style-type: none"> I sometimes make the same mistakes over and over because I don't know the rule well. I am sometimes correct with punctuation and capitalization and am sometimes wrong; I am pretty inconsistent! I misspell some grade level words. 	
Evidence and Elaboration	Evidence and Elaboration	Evidence and Elaboration	Evidence and Elaboration	SCORE
4	3	2	1	
<ul style="list-style-type: none"> I provide strong evidence for my claim or my main idea through the use of sources, facts, and details. I smoothly synthesize the evidence from the text with my own ideas on the subject. I use both direct quotes and paraphrasing, and I always explain and develop the idea. I use a variety of elaborative techniques to fully develop my point and show a deep understanding of the topic and text. I use appropriate content vocabulary and show a wide knowledge of high level words. I vary my sentences to create a smooth and interesting piece. I cite the evidence that I use in the text and include precise reference to sources. 	<ul style="list-style-type: none"> I provide adequate evidence for my claim through the use of sources, facts, and details. I integrate and synthesize the evidence from the text with my own ideas on the subject. I sometimes use direct quotes that I explain and develop and I sometimes paraphrase. I use elaborative techniques to fully develop my claim (argumentative) or main idea (informative). I use appropriate content vocabulary in my writing. I vary my sentences. I cite the evidence that I use in the text. 	<ul style="list-style-type: none"> I partially provide uneven evidence for my claim. I do not integrate evidence effectively and rarely develop the evidence with my own ideas. I do not give much evidence to support my ideas. I am repetitive and do not elaborate on my ideas. I sometimes use content vocabulary incorrectly or inappropriately. I mostly use simple sentences without a lot of variety. I do not consistently cite the evidence that I use in the text. 	<ul style="list-style-type: none"> I provide very little (or even no) evidence for my claim. Any evidence I do provide is irrelevant and random or incorrect. I am vague and unclear, and my essay is confusing to read. I rarely use content vocabulary correctly and do not use grade level vocabulary overall. I use very simple sentences without variety. I do not cite any evidence. 	TOTAL

COMMENTS:

Best Student Practices for Text-Based Writing

How should students approach the task?

1. Students should begin by reading the prompt before reading the passage set to determine the purpose for reading and responding.
2. Students should pay attention to the passage set title as well as each individual passage title (each passage in the set has its own title as well). To cite evidence, the student should refer to the specific passage title or author rather than referencing the passage set title.
3. Students must take the time to read the passages closely. Analysis and synthesis of the textual evidence is critical to writing proficiency. It may be helpful to use marking strategies when reading the text for quick references to critical pieces of evidence to support the point being made.
4. Students should reread and dissect the prompt, assuring that they fully understand the task. The task could have more than one part, and both should be addressed in the essay. Paying attention to the purpose in the prompt will also help the student respond in the correct mode.
5. Before responding to the prompt, the student should plan the response according to the purpose, audience and task.

What is important when students are writing?

6. Consider the audience and write as if the audience has not studied the passages. Students should assume the audience is intelligent but may be unfamiliar with the specific information in the passages.
7. The response should illustrate a balance between the use of textual evidence and the student's own view/original ideas. Otherwise, the response may become a summary of the text or mere regurgitation/copying of the passage(s).
8. Repetitive vocabulary or sentences weakens the writing.
9. Repetitive use of transitional or stylistic devices weakens the writing.
10. Beware of overused transitions without internal paragraph organization.
11. Extensive copying word for word from the text is not acceptable. Direct quotes should be relevant and connected by original writing. Students must acknowledge the source of their information. It becomes a more critical part of the standards as students advance to later grade levels.
12. Organization is important, but one organizational structure will NOT work with all prompts. The organizational structure must fit the task.
13. The student's response must reflect analysis, but direct reference to every passage is not required unless evidence from every passage is used in the response or is required in the task.
14. There is more than one right way to address the prompt. The key is relevant evidence fully integrated with the student's elaboration.
15. The evidence required is dependent on the passage and the task in the prompt. The student must dissect the prompt.
16. Student ideas should be closely connected to the textual support and used logically as support.
17. Precise academic vocabulary is important to the quality of the paper.
18. Text evidence is important, but writers must elaborate on the evidence.
19. Reliance on elaborative techniques, such as rhetorical questions that are not relevant or that do not make a strong point (talking to the reader), should be avoided.
20. Use paraphrasing. Understand there is a difference between paraphrasing and summarizing.
21. Text-based writing is academic writing.
22. When keyboarding do not use emoticons or text talk.
23. Use a hard return between paragraphs instead of indenting when typing.

Argumentative Writing Sentence by Sentence Formula

I – Introduction Paragraph: The writer must introduce, develop, and explain the overall subject for the reader.

Opening statement with theme included (a general statement about the subject connected to a theme the reader will accept in a compound sentence).

Background information answering the - who, what, when, where in two sentences (show your reader you understand the subject).

Source material or theme continuation (this sentence needs to lead the reader forward from the previous sentences to your precise claim).

Precise claim (your entire piece must support this statement).

B1 and B2 – Body Paragraphs: Follow the pattern for all body paragraphs.

Opening statement with theme and main point statement (your entire paragraph must support the main point).

Background information about the main point the - who, what, when, where in two sentences (show your reader you understand the subject).

Source and source material introduction.

Source material paraphrase (this sentence “sets up” your quoted information).

Source material quote with attribution to source.

Elaboration about the evidence illustrating what it means and why it’s important.

Example tying main point to source material (illustrate the main point).

Connect main point to precise claim.

OC – Opposing Claim Paragraph: An opposing claim, or counterclaim, shares the point of view of people who do not agree with your claim. Opposing claims must be fairly presented, but the goal is to establish your rebuttal to the opposing claim.

Opening statement introducing opposing claim.

Establish the opposing claim focusing on the source (who) of the claim with the point (what) of the opposing claim.

Source material paraphrase for opposing claim (this sentence “sets up” your quoted information).

Source material quote for opposing claim with attribution to source.

Rebuttal statement showing how the opposing claim does not meet the expectations of your precise claim (this may take two sentences).

C – Conclusion Paragraph

Tie main points to precise claim and tie to theme with two or more sentences.

Obesity is a lingering problem all over the world and is quite commonly an issue that is overlooked by those who continue to order fast foods. Business owners want to continue to attract customers to order their goods, but most of these foods and drinks are bad for our health. Many people think that the government should play a more active role in helping to control what the public intake of greasy and sugary products is, while some believe they should stay away from decisions that take away their right to order what they want. Public health and safety is an important factor of having a safe and healthy community, and the government should be able to participate in making this happen. Having a new limit on reduced sizes of drinks in restaurants and a ban on trans-fats from fast food is a positive step for a healthier society.

Some states have been able to acknowledge the widespread obesity epidemic, such as New York City, and have begun to set new policies to try and help end this problem. By limiting the amount of sizes someone can order, reducing it down to a 16-ounce maximum, it can help reduce the amount of sugar one can consume. More than half of the adults are overweight and obese, and nearly one out of five kindergarten students are obese. Obesity is unhealthy, and according to the article *Sugary Drinks Over 16-Ounces Banned in New York City*, Dr. Steven Sayfer, President and CEO of Montefiore Medical Center, goes on to list all the important health issues followed with being obese. "For the past several years, I've seen the number of children and adults struggling with obesity skyrocket, putting them at early risk of diabetes, heart disease, and cancer," said Sayfer. Without the government taking any action to help, the number of children and adults that have more health issues will increase. These are all ultimately devastating effects and is something no one should have to experience at such a young age. By including the government in some of the decisions needing to be made about public health and safety, it would be a beneficial idea to help promote awareness about obesity and help put it to an end.

One of the biggest problems about obesity is that no one can truly acknowledge what they are consuming and the negative effects it might have to their health. The recent limit on what consumers can eat and drink in New York City has left a positive impact on those who have been more concerned about what they are eating. By being more aware of what is in front of you, consumers are more likely to pay closer attention to what they eat and prevent making unhealthy decisions. In the article, *Soda-size Cap Is a Public Health Issue*, nutrition and public policy expert Marion Nestle explains how public awareness of what they are eating has changed what people decide and that they now will be more cautious. "Studies of the effects menu labeling show that not

everyone pays attention, but those who do are more likely to reduce their calorie purchases," Nestle stated. This goes on to show that menu labeling is a quick and easy way of helping to keep consumers informed about what they are eating or what they would consider ordering. Having labels is a positive step forward in terms of helping to slowly find a way to prevent obesity in individuals. The government should help enforce this policy so that everyone can be healthy.

A few individuals might disagree with the idea of having the government partake in the decision-making process about what is healthy to eat and drink. They believe that they should be able to order the foods they want, without the government banning it or making it healthier, but without it, people would continue to be unaware and continue to make poor eating decisions. Americans have certain rights, but when it comes to public safety and nutrition, it is no longer up to them to decide. In the article, *Should the Government Regulate What We Eat (?)*, author Bert Glass disagrees with the new policy on getting rid of trans-fats and replacing it with a healthier alternative. "If we no longer have the right to have a plate of French fries and a hamburger prepared with the ingredients we are used to, our American right to make informed decisions on our own without the government's intervention is in very big trouble," Glass said. By simply replacing one ingredient, it is not changing or banning the right to have the certain type of food or the ability to decide, but rather allow you to eat the foods you desire by making it healthier. Eating trans-fats can lower the good cholesterol levels while raising the bad levels and that can cause artery clogging properties which can lead to several health problems. By having the government step in and help make the food we eat more desirable and healthy, it is a decision that is helping the world's obesity problem, one small change at a time.

Eating out at restaurants and ordering obsessive amounts of foods all the time is extremely harmful for your health. By having the government come in and help make some of these foods healthier, it allows you to still have the same foods and drinks but not have to worry about consuming too much. Limiting the sizes of drinks and banning the use of trans-fats in foods, is a big step towards reducing the obesity problem the world is facing. These are all positive changes that are going to be beneficial for everyone in the long term. Having the government play an important role in enforcing these new policies is a huge step for a healthier society.

Argumentative Writing Sentence by Sentence Formula

Opening statement with theme included.

Background information answering the - who, what, when, where in two sentences.

Source material or theme continuation.

Precise claim.

B1

Opening statement with theme and main point statement.

Background information about the main point the - who, what, when, where in two sentences.

Source and source material introduction.

Source material paraphrase.

Source material quote with attribution to source.

Elaboration about the evidence illustrating what it means and why it's important.

Example tying main point to source material.

Connect main point to precise claim.

B2

Opening statement with theme and main point statement.

Background information about the main point the - who, what, when, where in two sentences.

Source and source material introduction.

Source material paraphrase.

Source material quote with attribution to source.

Elaboration about the evidence illustrating what it means and why it's important.

Example tying main point to source material.

Connect main point to precise claim.

OC

Opening statement introducing opposing claim.

Establish the opposing claim focusing on the source (who) of the claim with the point (what) of the opposing claim.

Source material paraphrase for opposing claim.

Source material quote for opposing claim with attribution to source.

Rebuttal statement showing how the opposing claim does not meet the expectations of your precise claim (this may take two sentences).

C

Tie main points to precise claim and tie to theme with two or more sentences.

Argumentative Essentials Planning

Precise Claim

Main Point 1

Evidence 1

Main Point 2

Evidence 2

Counterclaim

Evidence

Rebuttal

Sentence Variety and Sentence Types

Adding sentence variety to prose can give it life and rhythm. Too many sentences with the same structure and length can grow monotonous for readers. Varying sentence style and structure can also reduce repetition and add emphasis. Long sentences work well for incorporating a lot of information, and short sentences can often maximize crucial points. One important method to improve sentence variety is to vary the four sentence types in your writing.

FOUR SENTENCE STRUCTURES	
<p>1. Simple 1 Independent Clause</p> <p><i>I kicked the ball.</i></p>	<p>2. Compound 2 or More Independent Clauses</p> <p><i>I kicked the ball, and it hit Tom.</i></p>
<p>3. Complex 1 Independent Clause & 1 or More Dependent Clauses</p> <p><i>Tom cried because the ball hit him.</i></p>	<p>4. Compound-Complex 2 or More Independent Clauses & 1 or More Dependent Clauses</p> <p><i>Tom cried because the ball hit him, and I apologized immediately.</i></p>

COMPLEX SENTENCES

A **complex sentence** expands a basic sentence by combining a complete sentence (independent clause) with a clause that has a subject and a verb but is not complete by itself (dependent clause).

Often we want to combine two or more sentences, but we still want to make one point. We can combine two different thoughts into one sentence and make only one major point by emphasizing just one of the simple sentences we are joining.

When we combine two sentences in this way, we can make one of the sentences into a dependent clause by putting one of the following words in the beginning of the clause we want to make dependent, or less important.

Subordination:

when	because	that	than
since	until	which	where
whether	whom	though	provided that
who	whoever	before	in order that
unless	after	as / if	
whoever	although	whereas	
while	so	that	

Example: We were late. We were expelled.

Because we were late, we were expelled.

OR

We were expelled because we were late.

The main point or more important idea is being expelled; we were late just tells why.

Example: We studied for the test. We came to class.

Before we came to class, we studied for the test.

OR

We studied for the test before we came to class.

The studying is emphasized, not the coming to class.

Example: Richard plays in a rock band. He is dating Jessica.

Richard, who is dating Jessica, plays in a rock band.

The playing is stressed.

OR

Richard, who plays in a rock band, is dating Jessica.

The dating is stressed.

Sentence-Combining Exercises

Combine each set of short sentences and fragments into one sentence.

1. I always order cheese fries. The reason why is because they're my favorite.
2. Bob was my boyfriend. That was in high school. We dated for about eight months. Before I met Mike.
3. The tree fell on the house. This was a sycamore. Because of the high winds. But my grandmother wasn't hurt.
4. My dog's name is George. He is a Golden Retriever. He loves to play Frisbee. Loves to swim, too.
5. My parents gave me a car. That is why I'm able to afford to go to college. Still, I work part-time. I work at Wal-Mart. I'm a cashier.

Combine these six pairs of sentences using the coordinating conjunctions listed below.

Use each conjunction only one time: and, but, or, so, yet, nor

6. Some students stay on the sidewalks. Some students cut across the grass.
7. Students have to park far from their classrooms. They are often late for class.
8. Trash cans have been placed all over campus. Students still throw garbage on the ground.
9. The administration promised to improve dining hall service. The quality of the food is actually worse this year.
10. These students do not respect the feelings of others. They don't seem to respect themselves.
11. We must stand up for our rights today. We may find ourselves with no rights at all.

Combine the same sentences above using the subordinating conjunctions listed below.

Again, use each conjunction only one time: unless, because, even though, while, although, though

12. Some students stay on the sidewalks. Some students cut across the grass.
13. Students have to park far from their classrooms. They are often late for class.
14. Trash cans have been placed all over campus. Students still throw garbage on the ground.
15. The administration promised to improve dining hall service. The quality of the food is actually worse this year.
16. These students do not respect the feelings of others. They do seem to respect themselves.
17. We must stand up for our rights today. We may find ourselves with no rights at all.

Linking Words - A complete list of Transition Words & Conjunctions also called Cohesive Devices – Connecting Words

Transition Words and Phrases

Agreement / Addition / Similarity

in the first place
not only ... but also
as a matter of fact
in like manner
in addition
coupled with
in the same fashion / way
first, second, third
in the light of
not to mention
to say nothing of
equally important
by the same token

again
to
and
also
then
equally
identically
uniquely
like
as
too

moreover
as well as
together with
of course
likewise
comparatively
correspondingly
similarly
furthermore
additionally

Effect / Result / Consequence

as a result
under those circumstances
in that case
for this reason
henceforth

for
thus
because the
then
hence

consequently
therefore
thereupon
forthwith
accordingly

Opposition / Limitation / Contradiction

although this may be true
in contrast
different from
of course ..., but
on the other hand
on the contrary
at the same time
in spite of
even so / though
be that as it may
then again
above all
in reality
after all

but
(and) still
unlike
or
(and) yet
while
albeit
besides
as much as
even though

although
instead
whereas
despite
conversely
otherwise
however
rather
nevertheless
nonetheless
regardless
notwithstanding

Examples / Support / Emphasis

in other words
to put it differently
for one thing
as an illustration
in this case
for this reason
to put it another way
that is to say
with attention to
by all means

notably
including
like
to be sure
namely
chiefly
truly
indeed
certainly
surely

in fact
in general
in particular
in detail
to demonstrate
to emphasize
to repeat
to clarify
to explain
to enumerate

Cause / Condition / Purpose

in the event that
granted (that)
as / so long as
on (the) condition (that)
for the purpose of
with this intention
with this in mind
in the hope that
to the end that
for fear that
in order to
seeing / being that
in view of

if
... then
unless
when
whenever
since
while
because of
as
since
while
lest

in case
provided that
given that
only / even if
so that
so as to
owing to
due to
inasmuch as

Linking Words - A complete list of Transition Words & Conjunctions also called Cohesive Devices – Connecting Words

Space / Location / Place	in the middle	here	further	as can be seen	after all	overall
	to the left/right	there	beyond	generally speaking	in fact	ordinarily
Time / Chronology / Sequence	in front of	next	nearby	in the final analysis	in summary	usually
	on this side	where	wherever	all things considered	in conclusion	by and large
	in the distance	from	around	as shown above	in short	to sum up
	here and there	over	before	in the long run	in brief	on the whole
	in the foreground	near	alongside	given these points	in essence	in any event
	in the background	above	amid	as has been noted	to summarize	in either case
	in the center of	below	among	in a word	on balance	all in all
	adjacent to	down	beneath	for the most part	altogether	
	opposite to	up	beside			
		under	behind			
		between	across			
	Conjunctions					
			than	Comparison	That Rel.Pro.	Time
			rather than		what	after
			whether		whatever	as long as
			as much as		which	as soon as
			whereas		whichever	before
						by the time
						now that
			though	Concession	Who Rel.Adj.	once
			although		whoever	since
			even though		whom	till
			while		whomever	until
					whose	when
			if	Condition	where Place	whenever
			only if		wherever	while
			unless			
			until		how Manner	because
			provided that		as though	since
			assuming that		as if	so that
			even if			in order (that)
			in case (that)			why
			lest			
			as ... as		either ... or	what with ... and
			just as ... so		neither ... nor	whether ... or
			both ... and			not only ... but also
			hardly ... when			no sooner ... than
			scarcely ... when		if ... then	rather ... than
					not ... but	
			F	A	N	B
			For	And	Nor	But
						Or
						Yet
						So

Quoting

Sometimes you may want to quote an author's words exactly, not paraphrase them. If you decide to quote directly from a text, you will need an expression to introduce it and quotation marks will need to be used:

As X said/says, "... ..."

As X stated/states, "... ..."

As X wrote/writes, "... ..."

As X observed/observes, "... ..."

As X pointed/points out, "... ..."

To quote from X, "... ..."

It was X who said that "... ..."

This example is given by X: "... ..."

According to X, "... ..."

X claims that, "... ..."

X found that, "... ..."

The opinion of X is that, "... ..."

Concluding

After quoting evidence you reach a conclusion:

The evidence seems to indicate that...

It must therefore be recognised that...

The indications are therefore that...

It is clear therefore that ...

Thus it could be concluded that...

The evidence seems to be strong that...

On this basis it may be inferred that...

Given this evidence, it can be seen that...

Here are some more expressions you can use to refer to someone's work that you are going to paraphrase:

If you agree with what the writer says.

The work of X indicates that ...

The work of X reveals that ...

The work of X shows that ...

In a study of Y, X found that ...

As X points out, ...

As X shows

As X has indicated, ...

A study by X shows that ...

X has drawn attention to the fact that ...

X correctly argues that ...

X rightly points out that ...

X makes clear that ...

If you disagree with what the writer says.

X claims that ...

X states erroneously that ...

The work of X asserts that ...

X feels that ...

However, Y does not support X's argument that ...

If you do not want to give your point of view about what the writer says.

According to X...

It is the view of X that ...

The opinion of X is that ...

In an article by X, ...

Research by X suggests that ...

X has expressed a similar view.

X reports that ...

X notes that ...

X states that ...

X observes that ...

X concludes that ...

X argues that ...

X found that ...

X discovered that ...

Other ways to say “For example”

this can be seen when...

... is one example of ...

...as illustrated by...

...as seen in ...

...which is made apparent when...

these include...

particularly...

especially...

this is illustrated...

such as

in particular

as a case in point

namely

AVOID these transition words and phrases:

To give instruction:

First, second, third, to begin, next, also

To explain a process:

First, second, third, to start, to begin, after that, the next step, this procedure, the way to, while, when, as, after, meanwhile, in the meantime, in this manner, a final step

To show sequence:

first, second, third, and so forth, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next

___ T MPs to PC (w T)

___ C

___ "SM"

___ SMP

___ R

___ OC

___ OOC

___ OC

___ CPC

___ E and E

___ "SM"

___ SMP

___ SSMI

___ B2 abt MP

___ OwT MP

___ B2

___ CPC

___ E

___ "SM"

___ SMP

___ SSMI

___ B2 abt MP

___ OwT MP

___ B1

___ SM or T

___ B2 (WWWW)

___ O w T

___ I

1. Background information about the main point the - who, what, when, where in two sentences (show your reader you understand the subject).
2. Background information answering the - who, what, when, where in two sentences (show your reader you understand the subject).
3. Body Paragraphs: Follow the pattern for all body paragraphs.
4. Conclusion Paragraph
5. Connect main point to precise claim.
6. Elaboration and examples tying main point to source material to tell what the evidence means and why it is important (illustrate the main point).
7. Establish the opposing claim focusing on the source (who) of the claim with the point (what) of the opposing claim (this may take two sentences).
8. Opening statement introducing opposing claim.
9. Opening statement with theme and main point statement (your entire paragraph must support the main point).
10. Opening statement with theme included (a general statement about the subject connected to a theme the reader will accept in a compound sentence).
11. Opposing Claim Paragraph: An opposing claim, or counterclaim, shares the point of view of people who do not agree with your claim. Opposing claims must be fairly presented, but the goal is to establish your rebuttal to the opposing claim.
12. Rebuttal statement showing how the opposing claim does not meet the expectations of your precise claim (this may take two sentences).
13. Source and source material introduction.
14. Source material or theme continuation (this sentence needs to lead the reader forward from the previous sentences to your precise claim).
15. Source material paraphrase (this sentence "sets up" your quoted information).
16. Source material paraphrase for rebuttal (this sentence "sets up" your quoted information).
17. Source material quote for rebuttal with attribution to source.
18. Source material quote with attribution to source.
19. The writer must introduce, develop, and explain the overall subject for the reader.
20. Tie main points to precise claim and tie to theme with two or more sentences.
21. Your entire piece must support this statement.

1. ___I
2. ___O w T
3. ___B2 (WWWW)
4. ___SM or T
5. ___PC
6. ___B1
7. ___OwT MP
8. ___B2 abt MP
9. ___SSMI
10. ___SMP
11. ___ "SM"
12. ___E
13. ___CPC
14. ___B2
15. ___OwT MP
16. ___B2 abt MP
17. ___SSMI
18. ___SMP
19. ___ "SM"
20. ___E and E
21. ___CPC
22. ___OC
23. ___OOC
24. ___OC
25. ___R
26. ___SMP
27. ___ "SM"
28. ___C
29. ___T MPs to PC (w T)

1. Background information about the main point the - who, what, when, where in two sentences (show your reader you understand the subject).
2. Background information answering the - who, what, when, where in two sentences (show your reader you understand the subject).
3. Body Paragraphs: Follow the pattern for all body paragraphs.
4. Conclusion Paragraph
5. Connect main point to precise claim.
6. Elaboration and examples tying main point to source material to tell what the evidence means and why it is important (illustrate the main point).
7. Establish the opposing claim focusing on the source (who) of the claim with the point (what) of the opposing claim (this may take two sentences).
8. Opening statement introducing opposing claim.
9. Opening statement with theme and main point statement (your entire paragraph must support the main point).
10. Opening statement with theme included (a general statement about the subject connected to a theme the reader will accept in a compound sentence).
11. Opposing Claim Paragraph: An opposing claim, or counterclaim, shares the point of view of people who do not agree with your claim. Opposing claims must be fairly presented, but the goal is to establish your rebuttal to the opposing claim.
12. Rebuttal statement showing how the opposing claim does not meet the expectations of your precise claim (this may take two sentences).
13. Source and source material introduction.
14. Source material or theme continuation (this sentence needs to lead the reader forward from the previous sentences to your precise claim).
15. Source material paraphrase (this sentence "sets up" your quoted information).
16. Source material paraphrase for rebuttal (this sentence "sets up" your quoted information).
17. Source material quote for rebuttal with attribution to source.
18. Source material quote with attribution to source.
19. The writer must introduce, develop, and explain the overall subject for the reader.
20. Tie main points to precise claim and tie to theme with two or more sentences.
21. Your entire piece must support this statement.

Grades 6–11
Informative Text-based Writing Rubric

Purpose, Focus, and Organization
(4-point Rubric)

The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness.

The response includes most of the following:

1. Clearly stated and strongly maintained controlling idea with little or no loosely related material
2. Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas
3. Logical progression of ideas from beginning to end with a satisfying introduction and conclusion
4. Established and maintained appropriate style and objective tone

Evidence and Elaboration
(4-point Rubric)

The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.

The response includes most of the following:

1. Smoothly integrated, thorough, and relevant evidence, including precise references to sources
2. Effective use of a variety of elaborative techniques, (including but not limited to definitions, quotations, and examples)
3. Clear and effective expression of ideas, using precise language
4. Academic and domain-specific vocabulary clearly appropriate for the audience and purpose
5. Various sentence structures creating language facility

Conventions of Standard English
(2-point rubric begins at score point 2)

The response demonstrates an adequate command of basic conventions.

The response may include the following:

1. Some minor errors in usage but no patterns of errors
2. Adequate use of punctuation, capitalization, sentence formation, and spelling

Informational / Explanatory Writing: Informs and explains.

There are many types listed below.

- 1. Classification:** Break a subject down into categories or subcategories. Outlining works well for this organization.
- 2. Order of Location:** Useful for describing a person, place or thing. Provides unity by arranging details in a logical way - left to right, right to left, top to bottom, and so on.
- 3. Chronological Order:** (time) Useful for sharing a story or explaining a process. Information is organized according to what happens first, second, third, and so on.
- 4. Cause and Effect:** Helps to show a relationship between events and their results. This type can begin with a general statement about the effect and follow with specific causes, or it can begin with a general statement about the cause and follow with specific effects. **Might be used:** to explain a character's actions, the progress of a disease, or the outcome of a war.
- 5. Comparison and Contrast:** Helps to show the similarities OR differences between two subjects. Often, this type ends up showing both the similarities and differences. **Might be used:** to compare and contrast two stories or two main characters or two events in history or two processes in science.
- 6. Problem-Solution:** Clearly states a problem, analyzes the problem, and proposes a solution. **Might be used:** identify and solve a conflict between characters, analyze a chemistry experiment, or explain why the home team keeps losing.
- 7. Analysis:** Useful for explaining how something works, how it is defined, or what its parts are.
 - a. Process Analysis:** Major steps of a process. What background information the reader needs to understand the process.
 - b. Definition Analysis:** Most important characteristics of a subject.

Best Student Practices for Text-Based Writing

How should students approach the task?

1. Students should begin by reading the prompt before reading the passage set to determine the purpose for reading and responding.
2. Students should pay attention to the passage set title as well as each individual passage title (each passage in the set has its own title as well). To cite evidence, the student should refer to the specific passage title or author rather than referencing the passage set title.
3. Students must take the time to read the passages closely. Analysis and synthesis of the textual evidence is critical to writing proficiency. It may be helpful to use marking strategies when reading the text for quick references to critical pieces of evidence to support the point being made.
4. Students should reread and dissect the prompt, assuring that they fully understand the task. The task could have more than one part, and both should be addressed in the essay. Paying attention to the purpose in the prompt will also help the student respond in the correct mode.
5. Before responding to the prompt, the student should plan the response according to the purpose, audience and task.

What is important when students are writing?

6. Consider the audience and write as if the audience has not studied the passages. Students should assume the audience is intelligent but may be unfamiliar with the specific information in the passages.
7. The response should illustrate a balance between the use of textual evidence and the student's own view/original ideas. Otherwise, the response may become a summary of the text or mere regurgitation/copying of the passage(s).
8. Repetitive vocabulary or sentences weakens the writing.
9. Repetitive use of transitional or stylistic devices weakens the writing.
10. Beware of overused transitions without internal paragraph organization.
11. Extensive copying word for word from the text is not acceptable. Direct quotes should be relevant and connected by original writing. Students must acknowledge the source of their information. It becomes a more critical part of the standards as students advance to later grade levels.
12. Organization is important, but one organizational structure will NOT work with all prompts. The organizational structure must fit the task.
13. The student's response must reflect analysis, but direct reference to every passage is not required unless evidence from every passage is used in the response or is required in the task.
14. There is more than one right way to address the prompt. The key is relevant evidence fully integrated with the student's elaboration.
15. The evidence required is dependent on the passage and the task in the prompt. The student must dissect the prompt.
16. Student ideas should be closely connected to the textual support and used logically as support.
17. Precise academic vocabulary is important to the quality of the paper.
18. Text evidence is important, but writers must elaborate on the evidence.
19. Reliance on elaborative techniques, such as rhetorical questions that are not relevant or that do not make a strong point (talking to the reader), should be avoided.
20. Use paraphrasing. Understand there is a difference between paraphrasing and summarizing.
21. Text-based writing is academic writing.
22. When keyboarding do not use emoticons or text talk.
23. Use a hard return between paragraphs instead of indenting when typing.

Informative Writing Sentence by Sentence Formula

Writers must choose a method to organize their ideas for the reader. Essay goal is 600 words or more.

I – Introduction Paragraph: The writer must introduce, develop, and explain the overall subject for the reader.

- Opening statement with theme included (a general statement about the subject connected to a theme the reader will accept in a compound sentence).
- Background information answering the - who, what, when, where in two sentences (show your reader you understand the subject).
- Source material or theme continuation (this sentence needs to lead the reader forward from the previous sentences to your guiding idea).
- Guiding idea – a direct answer to the prompt often in a more thoughtful statement.

B1, B2, B3 – Body Paragraph: Follow the pattern for all body paragraphs.

- Opening statement with theme and main point statement (your entire paragraph must support the main point).
- Background information about the main point the - who, what, when, where in two sentences (show your reader you understand the subject).
- Source and source material introduction.
- Source material paraphrase (this sentence “sets up” your quoted information).
- Source material quote with attribution to source.
- Elaboration about the evidence illustrating what it means and why it’s important.
- Example tying main point to source material (illustrate the main point).
- Connect main point to guiding idea.

C – Conclusion Paragraph

- Tie main points to guiding idea and tie to theme with two or more sentences.

Planning: You must learn to abbreviate and write short notes for your planning. You are the only one who needs to understand it. Remember, Main Points are distinct/different from/than the guiding idea/answer to the prompt.

B1 Main Point _____

B1 Source _____

B1 Evidence _____

B1 What Evidence Means / Why Important _____

B2 Main Point _____

B2 Source _____

B2 Evidence _____

B2 What Evidence Means / Why Important _____

B3 Main Point _____

B3 Source _____

B3 Evidence _____

B3 What Evidence Means / Why Important _____

Scientists have been discovering new ways deep-sea creatures are adapting to life in extreme conditions. These creatures range from animals as big as a squid, to something as small as a parasite. For years, animals have been finding new ways to adapt and survive, and now scientists have been able to figure out how and why it is possible. Each one is different and unique in their own way, depending on the type of situation there is. Considering that all animals are different, there are many physical and environmental adaptations that can allow deep-sea creatures to survive in extreme environments.

In the ocean, there are many fascinating fish and species that live in deep waters. One creature in particular, the great squid, has quite a few adaptations for the deep sea. These squid live in island slopes and continental shelves, ranging anywhere between 500-1,000 meters below sea level, and can be found worldwide. They usually live less than five years, which can be figured out by looking at the mineralized organs that can help the squid balance. Recently, a scientific database has given out more research on this species. The authors of, *Giant Squid*, have recorded some of the adaptations squids use daily. "The great squid has the largest eyes of any animal on earth with a diameter of 30 centimeters and a funnel that can serve to squirt ink. This squid has eight arms, lined with powerful, toothed suckers that help guide prey from its tentacles to its beak, which in return slices the prey into pieces for eating," the authors stated. These are all important adaptations to help this creature live this far below sea level. By having eight arms to help fight off predators and capture prey, along with having the ability to squirt ink as an act of defense, the great squid has greatly adapted to life in the sea. This goes on to say that different animals have different ways of adapting to their surroundings in order to survive.

There are many predators in the sea, but not all of them are big enough to be seen. The Osedax worm, also commonly referred to as the zombie worm, is a predator to whales' skeletons. These worms attach themselves to the bones of whales and eat all of the stored nutrients inside. This was a puzzling discovery for scientists since worms lack a mouth and gut, and have no possible way of digging into the skeletons to even retrieve the nutrients. In the science article, *Zombie Worms Drill Whale Bones with Acid*, zoological manager Martha Ennis discusses how the Osedax worm has learned to adapt to life on the ocean floor with whale skeletons. "The worms have developed a chemical strategy, they attach to a whale bone with special root-like structures and the skin cells of these structures begin to produce an acid, resulting in the bone to dissolve and then the worms can extract the nutrients they need," said Ennis. Without adaptation, these worms would have never been able to survive since they would have no ways of getting the nutrients they need. Having the ability to secrete an acid from skin cells, has greatly impacted how these worms are able to survive. This is just an example of how one creature was able to live in the sea.

In the southern Pacific Ocean near Antarctica, there lies a chain of hydrothermal vents about 7,200 feet below the surface. A hydrothermal vent is when water is both extremely hot and cold as a result of two continental plates colliding. The area in between the hot and cold sections produces a wide variety of different mineral compounds, which can be considered as food. The Yeti crab, for instance, is one of the few creatures that have been able to adapt to life in these conditions. In the informational article, *Deep-Sea Vents*, Amy Bliss explains how these crabs are able to survive in this area. "And they are clearly thriving, with up to 600 'yetis' living on each square meter; the crabs might scoop up the mineral eating bacteria that grows on the crab's hairs," Bliss says. This shows that these Yeti crabs have adapted to living in and near these vents by standing close near them to absorb the minerals released from the colliding of the plates into their hairs. Not only do they have a food source here, but they also are protected from some predators, since the web of life depends on chemistry and not photosynthesis. The Yeti crab is another prime example of how different creatures can adapt to the surrounding environment.

Different creatures are all going to have different adaptations depending on their location. Whether they adapt due to the environment around them, or just physically, these changes help the creatures live and survive in the deep-sea. Regardless of how big an animal may be, due to adaptation, creatures smaller now have ways of survival which will help them live, and also keep them from becoming extinct. There are many adaptations deep-sea creatures can develop and they all are beneficial in their own way.

With intense pressure, freezing temperatures, and oftentimes pitch darkness, the ocean depths are extremely inhospitable. Over millions of years, deep-sea creatures have evolved to live under such unfavorable conditions, developing biological systems specifically designed for their environment. With these adaptations, deep-sea creatures are often considered rather alien in nature, and these organisms do indeed have unique characteristics not seen anywhere else on Earth. Marine biologists and other researchers have just recently, with modern submersible technology, discovered how deep-sea creatures use their odd adaptations to live several miles beneath the ocean's surface. Overall, deep-sea creatures are truly unique organisms with specially adapted systems to help them survive under harsh conditions.

Since food is hard to come by in the ocean depths, deep-sea creatures have specially adapted methods of taking in nutrition. On the ocean floor, no plants grow and food usually comes in the form of animal carcasses. As a result, deep-sea creatures have evolved to take in as many nutrients as possible from these scarce food sources. The article *Zombie Worms Drill Whale Bones with Acid* by zoological manager Martha Ennis reveals a breakthrough discovery in 2002 made by scientists at the Monterey Bay Aquarium Research Institute. As explained by Ennis, the researchers discovered how "zombie worms" are able to feed off the bones of whale carcasses with the use of acidic chemicals. Ennis writes, "A zombie worm attaches to a whale bone with special root-like structures. The skin cells of these structures produce an acid, which dissolves the bone, allowing the worm to extract the nutrients." This discovery was truly eye-opening to scientists, who realized that some deep-sea creatures could evolve to feed off just one type of food. Evidently, deep-sea creatures' methods of nutrition are meant for their specific environments.

With an abundance of natural predators in their habitats, deep-sea creatures have to rely on specialized methods of defense to protect themselves. Since there is no light in the ocean depths, deep-sea creatures cannot sense their surroundings and are always wary of possible danger. Scientists have found that deep-sea creatures have developed entire anatomical systems dedicated solely to scaring off or blinding their natural predators. A set of field notes, titled *Trip into Blackness*, on a scientific expedition into the Pacific Ocean's Mariana Trench by marine biologist Arthur Jonssen observes jellyfish using bioluminescence as a form of protection. Jonssen further points out that bioluminescence is biologically produced light and is used by the jellyfish as a built-in alarm system against predators. Jonssen writes, "If threatened by a predator, the jellyfish's striking display might scare the predator away." As shown by the jellyfish, bioluminescence is a good example of a unique form of protection used by deep-sea creatures. Protection is just another aspect of life that deep-sea creatures have specially adapted for their harsh environments.

Even deep-sea ecosystems are vastly different from others on Earth, as they rely on chemicals for energy instead of the Sun. On the ocean floor, several openings in the Earth's crust, called hydrothermal vents, spout extremely hot water that creates minerals within the ocean. Chemosynthetic autotrophs, such as bacteria, use these minerals to manufacture their own food, forming the foundation of thriving ecosystems surrounding the hydrothermal vents. The article *Deep-Sea Vents* by Amy Bliss discusses different aspects of these unique environments. Bliss's key point is that unlike organisms at the ocean's surface or on land, the organisms living on the ocean floor rely on the chemicals spewing from the deep-sea vents. Bliss writes, "Down here, the web of life depends on chemistry, not photosynthesis." Clearly, organisms at the ocean floor have absolutely no need for energy from the Sun. Sun-independent ecosystems such as those around hydrothermal vents are quintessential examples of just how well-adapted life has become in the ocean depths.

Altogether, with specialized methods of defense, nutrition, and even producing basic energy, deep-sea creatures have unique systems not used by other organisms on Earth. Though deep-sea creatures' adaptations may seem unusual, these characteristics allow deep-sea creatures to survive in an extreme environment where other organisms would surely perish. Thanks to these specifically designed adaptations, life exists on the ocean floor against all odds.

Informative Writing Planning Notes Page

Directions: IF NEEDED, WRITE SHORT NOTES TO PLAN YOUR ESSAY. DO **NOT** WRITE OUT THE SENTENCE. IMPORTANT – THIS PLAN DOES **NOT** CONTAIN ALL THE SENTENCES NECESSARY FOR BODY PARAGRAPHS.

Opening statement with theme included (a general statement about the subject in a compound or complex sentence).

Background information answering the - who, what, when, where in two sentences (show you understand the subject).

Source material or theme continuation (this sentence needs to lead the reader forward to your guiding idea).

Guiding idea – a direct answer to the prompt often in a more thoughtful statement.

B1 Main Point _____

B1 Source _____

B1 Evidence _____

B1 What Evidence Means / Why Important _____

B2 Main Point _____

B2 Source _____

B2 Evidence _____

B2 What Evidence Means / Why Important _____

B3 Main Point _____

B3 Source _____

B3 Evidence _____

B3 What Evidence Means / Why Important _____

Informative Writing Planning Notes Page

Directions: IF NEEDED, WRITE SHORT NOTES TO PLAN YOUR ESSAY. DO **NOT** WRITE OUT THE SENTENCE. IMPORTANT – THIS PLAN DOES **NOT** CONTAIN ALL THE SENTENCES NECESSARY FOR BODY PARAGRAPHS.

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Guiding idea – a direct answer to the prompt often in a more thoughtful statement.

B1 Main Point _____

B1 Source _____

B1 Evidence _____

B1 What Evidence Means / Why Important _____

B2 Main Point _____

B2 Source _____

B2 Evidence _____

B2 What Evidence Means / Why Important _____

B3 Main Point _____

B3 Source _____

B3 Evidence _____

B3 What Evidence Means / Why Important _____

Universal Themes (not a complete list)

Abandonment	Compromise	Faith
Abuse of power	Concern	Faith vs. doubt
Acceptance	Conflict	Fall from grace
Accomplishment	Conformity	Fame
Action vs. apathy	Connections	Family
Adolescence – discovery, pain, loneliness	Consequences	Family – blessing or curse
Adventure	Consideration	Fate
Alienation – destruction of soul	Convention and rebellion	Fate and free will
Ambition – persistence or corruption	Cooperation	Fear
Anxiety	Corruption	Fear of failure
Appearances – deception and reality	Courage	Forgiveness
Appreciation	Culture	Freedom
Appreciation of Nature	Cycles	Friendship
Attitude	Dangers of ignorance	Fulfillment
Balance	Darkness and light	Generations
Beating the odds	Death – inevitable or tragedy	Goals
Beauty	Denial	Good vs. evil
Beauty of diversity	Desire to escape	Gratitude
Beauty of simplicity	Destruction of beauty	Greed
Belonging	Determination	Greed as downfall
Brotherhood	Devotion	Growing up – pain or pleasure
Capitalism – effect on the individual	Differences	Hate
Cause and Effect	Dignity	Hazards of passing judgment
Challenge	Discovery	Heartbreak of betrayal
Change	Disillusionment and dreams	Heritage
Change of power - necessity	Displacement	Heroes
Change vs. tradition	Effects of the past	Heroism
Chaos and order	Empathy	Heroism – real and perceived
Character – destruction, building up	Empowerment	Hierarchy in nature
Choices	Emptiness of attaining false dream	Honesty
Circle of life	Enthusiasm	Honor
Collaboration	Environment	Hope
Coming of Age	Escape	Humility
Commitment	Everlasting love	Humor
Communication	Evils of racism	Identity
Communication – verbal and nonverbal	Excellence	Identity crisis
Community	Exploration	Illusion of power
Companionship as salvation	Facing darkness	Imagination
Compassion	Facing Fear	Immortality
	Facing reality	Individual vs. society
	Fading beauty	Individuality
	Fairness	Influence

Ingenuity	Origins	Secrecy
Initiation	Overcoming – fear, weakness, vice	Security/safety
Injustice	Parallelism	Seizing the moment
Inner vs. outer strength	Parent-child	Self – inner and outer
Innocence	Patience	Self Awareness
Innovation	Patriotism	Self Discipline
Inspiration	Patriotism – positive side or complications	Self Esteem
Integrity	Patterns	Self Respect
Interdependence	Peace	Self Sacrifice
Isolation	Peer Pressure	Self-awareness
Isolationism - hazards	Perseverance	Self-preservation
Justice	Perspectives	Self-reliance
Kindness	Point of View	Sensitivity
Knowledge vs. ignorance	Possibilities	Social Change
Leadership	Power	Social mobility
Loneliness	Power and corruption	Structure
Loneliness as destructive force	Power of silence	Success
Losing hope	Power of the mind vs. authority	Survival
Loss	Power of tradition	Sympathy
Loss of innocence	Power of wealth	Systems
Lost honor	Power of words	Technology in society – good or bad
Lost love	Prejudice	Temporary nature of physical beauty
Love	Price of progress	Temptation and destruction
Love and sacrifice	Pride	The overlooked
Loyalty	Pride and downfall	The road not taken
Magnitude	Problem Solving	Tolerance
Manipulation	Progress – real or illusion	Totalitarianism
Materialism as downfall	Quest for discovery	Tradition
Memory	Quest for knowledge	Tragedy
Motherhood	Quest for power	Transformation
Mothering	Rebirth	Uncertainty
Names – power and significance	Reciprocity	Vanity as downfall
Nationalism – complications	Reflection	Virtue
Nature	Relationships	Vulnerability of the meek
Nature as beauty	Relativity	War
Necessity of work	Religion	War – glory, necessity, pain, tragedy
Need for change	Resolution	Will to survive
New Experiences	Resourcefulness	Winners and losers
Obligation	Respect	Wisdom
Opportunity	Responsibility	Wisdom of experience
Oppression of women	Revenge	Working class struggles
Optimism	Role of Religion – virtue or hypocrisy	Youth and beauty
Optimism – power or folly		
Order vs. Chaos		

Night Theme Recording Handout

As you read, record / note the page number and a few words from the novel that relate to TWO of the themes. Your goal is to be able to go back later and find these examples.

Courage

Theme One

Denial

Fear

Hate

Honesty

Loss

Theme Two

Nature of Love

Prejudice/Discrimination

Sacrifice

Spiritual/Religious Consciousness

CONNECTIONS BONUS ASSIGNMENT

Directions: 1) You are attempting to make CONNECTIONS between recent history/current events TO ideas or examples related to *Night*, WWII, The Holocaust/Genocide, Prejudice/Hate, Person(s), Groups, and/or themes. 2) Please use specific, detailed information (who, what, when, where, why, how), and please give the source of your information.

Circle One: *Night* | WWII | The Holocaust | Genocide | Prejudice/Hate | Person(s) | Groups | Event | Theme

Circle One: *Night* | WWII | The Holocaust | Genocide | Prejudice/Hate | Person(s) | Groups | Event | Theme

Circle One: *Night* | WWII | The Holocaust | Genocide | Prejudice/Hate | Person(s) | Groups | Event | Theme

Circle One: *Night* | WWII | The Holocaust | Genocide | Prejudice/Hate | Person(s) | Groups | Event | Theme

Circle One: *Night* | WWII | The Holocaust | Genocide | Prejudice/Hate | Person(s) | Groups | Event | Theme

Circle One: *Night* | WWII | The Holocaust | Genocide | Prejudice/Hate | Person(s) | Groups | Event | Theme

Bonus Credit (Optional): Family Name and History Worksheet

Directions: Complete as directed in class through the primary source research and the Internet.

Father's Last NAMES

Country or Ethnic Origin of Name

Meaning of Name

Family History: Interesting Historical Facts/ Relations

Mother's Last NAMES

Country or Ethnic Origin of Name

Meaning of Name

Family History: Interesting Historical Facts/ Relations

How do I successfully create the writing for the 300-point *Night* Universal Theme/Argumentative Writing Assignment?

Prompt: Within the memoir *Night*, which theme is the most dominant?

Important success grading points:

1. The essay follows the assignment guide and final product is five (5) well-written paragraphs.
2. The essay focuses on ONE theme with sub-theme(s).
3. The essay is a combination of the Argumentative and *Of Mice* formulas.
4. The essay incorporates WWII and Holocaust summary background information not only in the introduction paragraph, but also within the body paragraphs.
5. Theme quote evidence is no more than one sentence with ONE quote per body paragraph.
6. The introduction paragraph includes: establishment of primary theme; background information; memoir title and author; and a final precise claim.
7. *Night* is a memoir and is italicized throughout your essay.
8. Elie Wiesel is the author and Eliezer is the person in the story.
9. After your first, full reference to the author, use Wiesel only when referring to the author.
10. Proper nouns (specific persons, places, things, events) are capitalized.
11. The final essay should be in paragraph form. Formatting: Times 12; block style; heading with due date.
12. Writing matches the Florida Best Practices for Text-based Writing.
13. I want to see YOUR work only!
14. The deadline for the essay is Mon., Oct. 21.

Demagogue: 'demə,gäg/ noun

a political leader who seeks support by appealing to popular desires and prejudices rather than by using rational argument.

Hitler, Adolf

Dictator of Germany (1889-1945) who launched the most destructive war in history. WWII involved the deaths of perhaps 60,000,000 to 85,000,000 men, women and children, including the 11,000,000 killed in the Holocaust. He believed that the individual should submit to the authoritarian power of the state, that the inequality of the races was a law of nature, and that the superior races, like Aryans, should rule over the inferior ones. He had a contempt for democracy, a fierce hatred of Jews and a belief in the heroic virtues of war.

Hitler was a demagogue who had a hypnotic effect on others. He expounded his radical ideas in a shrill and screaming voice at mass rallies and by using the then new technology of radio broadcasts. Hitler would harangue and threaten his opponents. These were not empty threats. Hitler had a private army, the SA (Storm Troopers), which would take to the streets to attack, intimidate and sometimes murder political opponents.

Mein Kampf

While in prison, after his failed attempt to take over the Bavarian government, Hitler wrote the first volume of *Mein Kampf*. It was partly an autobiographical book (although filled with glorified inaccuracies, self-serving half-truths and outright revisionism) which also detailed his views on the future of the German people.

There were several targets of the vicious diatribes in the book, such as democrats, Communists, and internationalists. But he reserved the brunt of his vituperation (hate-filled speech) for the Jews, whom he portrayed as responsible for all of the problems and evils of the world, particularly democracy, Communism, and internationalism, as well as Germany's defeat in World War I. Jews were the German nation's true enemy, he wrote. They had no culture of their own, he asserted, but perverted existing cultures such as Germany's with their parasitism. As such, they were not a race, but an anti-race.

Propaganda: ,präpə'gandə/ noun

Derogatory information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.

synonyms: information, promotion, advertising, publicity, spin;

Following the Nazi seizure of power in 1933, Hitler established a Reich Ministry of Public Enlightenment and Propaganda headed by Joseph Goebbels. The Ministry's aim was to ensure that the Nazi message was successfully communicated through art, music, theater, films, books, radio, educational materials, and the press.

The "Final Solution"

The origin of the "Final Solution," the Nazi plan to exterminate the Jewish people, remains uncertain. What is clear is that the genocide of the Jews was the culmination of a decade of Nazi policy, under the rule of Adolf Hitler. The "Final Solution" was implemented in stages. After the Nazi party rise to power, state-enforced racism resulted in anti-Jewish legislation, boycotts, "Aryanization," and finally the "Night of Broken Glass" pogrom (an organized massacre of a particular ethnic group, in particular that of Jews in Russia or eastern Europe), all of which aimed to remove the Jews from German society. After the beginning of World War II, anti-Jewish policy evolved into a comprehensive plan to concentrate and eventually annihilate European Jewry.

The Nazis established ghettos in occupied Poland. Polish and western European Jews were deported to these ghettos. During the German invasion of the Soviet Union in 1941, mobile killing squads (Einsatzgruppen) began killing entire Jewish communities. The methods used, mainly shooting or gas vans, were soon regarded as inefficient and as a psychological burden on the killers. In January 1942, the Nazis began the systematic deportation of Jews from all over Europe to six extermination camps established in former Polish territory -- Chelmno, Belzec, Sobibor, Treblinka, Auschwitz-Birkenau, and Majdanek. Extermination camps were killing centers designed to carry out genocide. About three million Jews were gassed in extermination camps.

In its entirety, the "Final Solution" consisted of gassings, shootings, random acts of terror, disease, and starvation that accounted for the deaths of about six million Jews -- two-thirds of European Jewry.

The Holocaust (11,000,000)

While the term Holocaust generally refers to the systematic mass murder of the Jewish people in Nazi-occupied Europe, the Nazis also murdered a large number of non-Jewish people who were considered subhuman (Untermenschen) or undesirable.

Non-Jewish victims of Nazism included Slavs (e.g., Russians, Poles, Ukrainians and Serbs), Romanis (gypsies), LGBT people, the mentally or physically disabled, the Deaf, Soviet POWs, Roman Catholics, Jehovah's Witnesses, Spanish Republicans, Freemasons, people of color (especially the Afro-German "Mischlinge," called "Rhineland Bastards" by Hitler and the Nazi regime); leftists, communists, trade unionists, social democrats, socialists, anarchists, and every other minority or dissident not considered Aryan. Taking into account all of the victims of persecution, the Nazis systematically killed an estimated six million Jews and an additional five million people in The Holocaust.

Donald Niewyk suggests that the broadest definition, including Soviet civilian deaths, would produce a death toll of 17 million.

World War II Summary Facts: From CNN

Estimated Number of People Who Died During World War II: 60 to 85 million

Axis Powers:

Germany, Japan, and Italy formed a coalition called the Axis Powers. Bulgaria, Hungary, Romania, and two German-created states, Croatia and Slovakia, eventually joined.

Major Axis Players:

Germany - Adolf Hitler, Der Furher

Japan - Admiral Hideki Tojo, Prime Minister

Japan - Hirohito, Emperor

Italy - Benito Mussolini, Prime Minister

Allied Powers:

The United States, Great Britain, China and the Soviet Union made up the Allies, the group fighting the Axis. Between 1939 and 1944 at least 50 nations would eventually fight together. Thirteen more nations would join by 1945 including: Australia, Belgium, Brazil, British Commonwealth of Nations, Canada, India, New Zealand, South Africa, Czechoslovakia, Denmark, France, Greece, Netherlands, Norway, Poland, Philippines, and Yugoslavia.

Major Allied Players:

United States - Franklin D. Roosevelt, President

Great Britain - Winston Churchill, Prime Minister

China - Chiang Kai-Shek, General

Soviet Union - Joseph Stalin, Dictator

Causes of World War II:

- The Peace of Paris - The treaties worked out in Paris at the end of World War I satisfied few. Germany, Austria, and the other countries on the losing side of the war were especially unhappy with the Paris Agreement, which required them to give up arms and make reparations. Germany agreed to sign the Treaty of Versailles only after the victorious countries threatened to invade if Germany did not sign it. Germany made the last payment on reparations in 2010.
- Economic Issues - World War I was devastating to countries' economies. Although the European economy had stabilized by the 1920s, the Great Depression in the United States led to economic downfall in Europe. Communism and fascism gained strength in the wake of economic problems.
- Nationalism - An extreme form of patriotism that grew in Europe became even stronger after World War I, especially for countries that were defeated.
- Dictatorships - Political unrest and unfavorable economic conditions lead to the rise of dictatorships in countries such as Germany, Italy, Japan and the Soviet Union.
- Failure of Appeasement - Czechoslovakia had become an independent nation after World War I, but by 1938, was surrounded by German territory. Hitler wanted to annex the Sudetenland, an area in western Czechoslovakia where many Germans lived. British Prime Minister Neville Chamberlain wanted to appease Hitler and agreed to his demands for the Sudetenland after Hitler promised he would not demand more territory. Hitler seized the rest of Czechoslovakia in March of 1939.

U.S. Troop Statistics:

16,112,566 - Number of U.S. troops that served in the conflict. 670,846 - Number of U.S. wounded.

U.S. Deaths:

Battle: 291,557
Non-Battle: 113,842
Total In-Theatre: 405,399

Other Military Casualties by Country 1939-1945 (selected):

Australia: 23,365 dead; 39,803 wounded
Austria: 380,000 dead; 350,117 wounded
Belgium: 7,760 dead; 14,500 wounded
Bulgaria: 10,000 dead; 21,878 wounded
Canada: 37,476 dead; 53,174 wounded
China: 2,200,000 dead; 1,762,000 wounded
France: 210,671 dead; 390,000 wounded
Germany: 3,500,000 dead; 7,250,000 wounded
Great Britain: 329,208 dead; 348,403 wounded
Hungary: 140,000 dead; 89,313 wounded
Italy: 77,494 dead; 120,000 wounded
Japan: 1,219,000 dead; 295,247 wounded
Poland: 320,000 dead; 530,000 wounded
Romania: 300,000 dead; wounded unknown
Soviet Union: 7,500,000 dead; 5,000,000 wounded
United States: 405,399 dead; 670,846 wounded

Timeline:

September 1, 1939 - Germany invades Poland. Denmark, Luxembourg, the Netherlands, Norway, Belgium, and France soon fall into German control, until only the United Kingdom is left to face Germany.

June 10, 1940 - Italy joins the war on the side of Germany by declaring war against Britain (UK) and France. Fighting spreads to Greece and Northern Africa.

June 14, 1940 - German troops march into Paris.

July 1940-September 1940 - Germany and Great Britain fight an air war, the Battle of Britain, along the English coastline.

September 7, 1940-May 1941 - German bombing campaign of nightly air raids over London, known as the Blitz.

January 22, 1941 - British and Commonwealth troops take over the port city of Tobruk, Libya.

June 22, 1941 - Germany invades the Soviet Union.

September 1941 - Japanese troops invade Indochina.

December 7, 1941 - Japan attacks Pearl Harbor, destroying more than half of the fleet of aircraft, and damaging all eight battleships. Japan also attacks Clark and Iba airfields in the Philippines destroying over half of the U.S. Army's aircraft there.

December 8, 1941 - President Franklin D. Roosevelt delivers the "a date which will live in infamy" speech to Congress, and the U.S. declares war on Japan. Japan invades Hong Kong, Guam, the Wake Islands, Singapore, and British Malaya.

December 11, 1941 - Germany and Italy declare war on the United States.

By Christmas 1941, Japan had taken Thailand, Guam, Hong Kong, and Wake Island.

1942 - The Allies stop the Axis Powers' advance in Northern Africa and the Soviet Union.

February 1942 - Japan invades the Malay Peninsula. Singapore surrenders within a week.

June 4-6, 1942 - Japan's plans to invade the Hawaiian Islands, starting at Midway Island, but the United States cracks the code of the mission. Japan attacks Midway and loses four aircraft carriers and over 200 planes and pilots in the first clear victory for the United States.

August 19, 1942 - The battle for Stalingrad begins as Germany pushes further into Russia.

August 1942-February 1943 - U.S. Marines fight for and hold the Pacific island of Guadalcanal.

October 23, 1942 - British troops push Axis troops into retreating to Tunisia in the Second Battle of El Alamein.

February 1, 1943 - The German troops in Stalingrad surrender, defeated in large part by the Soviet winter. The defeat marks the halt of Germany's eastbound advance.

July 10, 1943 - Allied forces land in Italy.

November 1943-March 1944 - U.S. Marines invade the Solomon Islands at Bougainville to recapture it from the Japanese.

June 6, 1944 - D-Day, in which Allied forces land on five beaches at Normandy: Utah, Omaha, Gold, Juno and Sword. The landing includes over 5,000 ships, 11,000 airplanes and over 150,000 service men.

August 25, 1944 - American and Free French forces liberate Paris.

January 27, 1945 - Soviet troops liberate the Auschwitz camp complex, located near Krakow, Poland.

February 19-March 26, 1945 - U.S. Marines battle the Japanese for the island of Iwo Jima.

April 12, 1945 - President Roosevelt dies in Warm Springs, Georgia. Vice President Harry Truman takes the oath of office as president.

April 25, 1945 - Soviet troops surround Berlin.

April 28, 1945 - Mussolini is killed attempting to escape to Switzerland.

April 29, 1945 - U.S. soldiers liberate the Dachau concentration camp outside of Munich, Germany.

April 30, 1945 - Hitler and wife Eva Braun commit suicide.

May 7, 1945 - Germany surrenders in a red school house in Reims, Germany, Eisenhower's headquarters. V-E Day is celebrated on May 8 because that was the day the armistice went into effect.

May 8, 1945 - V-E Day, Victory in Europe. The war in Europe is officially over.

July 16, 1945 - First successful test of the atomic bomb in Alamogordo, New Mexico.

July 29, 1945 - President Harry Truman warns Japan that the country will be destroyed if it does not surrender unconditionally. Japan continues fighting.

August 6, 1945 - The first atomic bomb used in warfare, nicknamed Little Boy, is dropped on the Japanese city of Hiroshima, killing up to 140,000 people.

August 9, 1945 - After getting no response from the Japanese government after the Hiroshima bombing, a second atomic bomb, nicknamed Fat Man, is dropped on Nagasaki, killing up to 80,000 people.

August 14, 1945 - Japan unconditionally agrees to accept the terms of the Potsdam Declaration and end the war. V-J Day, Victory over Japan, is declared.

September 2, 1945 - Japan signs the formal surrender aboard the USS Missouri in Tokyo Bay.

AMPS

Text Analysis Method for Nonfiction Articles

Article claim or guiding idea

Main point in each paragraph

Primary evidence/idea in each paragraph

Sources within the article

CCASTT

Text Analysis Method for Fiction Pieces

Characters

Conflict

Antagonist / Protagonist

Setting

Tone

Theme(s)

PITT

Text Analysis Method for Poetry

Poem title and author

Identify poetry devices

Tone

Theme

Allusion - A reference to a statement, well-known person, place, or event from literature, history, mythology, politics, sports, science, or the arts. Allusions usually come from a body of information that the author presumes the reader will know.

Allusions to Classic Literature - A reference to a well-known piece of classic literature such as a reference to a Shakespearean play like *Hamlet*.

Antagonist - A principal character or force in opposition to a protagonist, or main character. The antagonist is usually another character but sometimes can be a force of nature, a set of circumstances, some aspect of society, or a force within the protagonist. The antagonist is often, but not always, the villain in a literary work.

Archetypes - A typical example of a certain person or thing. "The character is a perfect archetype of the *hero* archetype."

Author's Purpose - An author's purpose is his or her reason for creating a particular work. The purpose may be to entertain, to explain or to inform, to express an opinion, or to persuade readers to do or believe something. An author may have more than one purpose for writing, but usually one is the most important.

Character Development - The method(s) a writer uses to create and develop characters. To develop a character, (a) a writer may describe a character's physical appearance; (b) the speech, thoughts, feelings, or actions of a character may be used to reveal the character's nature; (c) the speech, thoughts, feelings, or actions of other characters may be used to develop a character; or (d) the narrator may make direct comments about a character.

Character Point of View - An important aspect within character development is character point of view. The viewpoint or voice of a character is developed by a writer and enables readers to better understand the events of a text through a character's thoughts, feelings, beliefs, motives, or actions.

Character Traits - Character traits are all the aspects of a person's behavior and attitudes that make up that person's personality. Everyone has character traits, both good and bad. Even characters in books have character traits. Character traits are often shown with descriptive adjectives, like patient, unfaithful, or jealous.

Character Types - There are many types of characters in fiction – each having their own role and function within a story: protagonist, antagonist, round character, flat character, stock character, and so on.

Characterization - Characterization is the concept of creating characters for a narrative. It is a literary element and may be employed in dramatic works of art or everyday conversation. Characters may be presented by means of description, through their actions, speech, thoughts and interactions with other characters.

Complex Characters – Characters with multiple or conflicting motivations and how the character develops over the course of a text, interact with other characters, and advance a plot or develop the theme.

Conflict - A struggle or clash between opposing characters, forces, or emotions that moves the plot forward in literary text. Almost every story has a main conflict (or problem) a conflict that is the story's focus.

Cultural Experience – Experiences or study of another country's knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations.

Excerpt - A passage or segment taken from a text. The length of the excerpt may be a phrase, a sentence, a paragraph, or an entire chapter.

Falling Action - In the plot of a story, falling action is the action that occurs after the climax. During the falling action, conflicts are resolved and mysteries are solved.

Fiction - Imaginative works of prose, primarily the novel and the short story. Although fiction may draw on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader.

Flashback - An interruption in the action of a plot to tell what happened at an earlier time. A flashback breaks the usual movement of the narrative by going back in time. Flashback usually gives background information that helps the reader understand the present situation.

Foreshadowing - A writer's use of hints or clues to suggest events that will occur later in the plot. Foreshadowing creates suspense and prepares the reader for what is to come.

Irony - A contrast between what is expected and what actually exists or happens. Irony involves the tension that arises from the discrepancy, either between what one says and what one means (verbal irony), between what a character believes and what a reader knows (dramatic irony), or between what occurs and what one expects to occur (situational irony). Exaggeration, sarcasm, and understatement are techniques writers use to express irony.

Moral - A lesson taught in a literary work, such as a fable. For example, the moral *Do not count your chickens before they hatch* teaches that one should not count on one's fortunes or blessings until they appear. A moral of a literary work should not be confused with a theme.

Myth - A traditional story, usually of unknown authorship, that deals with basic questions about the universe. Heroes and gods often figure prominently in myths, which may attempt to explain such things as the origin of the world, mysteries of nature, or social customs.

Plot / plot development - The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) exposition; (b) rising action; (c) climax; (d) falling action; and (e) resolution or denouement.

Point of View - The vantage point from which a writer tells a story. The three main points of view in literary texts are omniscient, third-person limited, and first person.

Protagonist - The main character in fiction or drama. The protagonist is the character upon whom the reader focuses attention, the person who sets the plot in motion. Most protagonists are rounded, dynamic characters who change in some important way by the end of the story, novel, or play. The protagonist is often, but not always, the hero in a literary work.

Resolution (or denouement) - The portion of a play or story where the central problem is solved. The resolution comes after the climax and falling action and is intended to bring the story to a satisfactory end. An insight or a change as a result of the conflict is shown in the resolution.

Rising Action - The events in a story that move the plot forward. Rising action involves conflicts and complications and builds toward the climax of the story.

Satire - Type of writing that ridicules human weakness, vice, or folly in order to bring about social reform. Satires often try to persuade the reader to do or believe something by showing the opposite view as absurd or even as vicious and inhumane. One of the favorite techniques of the satirists is exaggeration, overstating something to make it look worse than it is. For example, George Orwell's novel *Animal Farm* uses barnyard animals to mock the way people abuse political power.

Setting - The time and place of the action in a story, play, or poem. Elements of setting may include geographic location, historical period (past, present, or future), season of the year, time of day, and the beliefs, customs, and standards of a society. Setting can function in several ways in a text: it can provide atmosphere, create conflict, or reveal character.

Symbolism - The use of something concrete (e.g., an object, a setting, an event, an animal, or a person) that functions in a text to represent something more than itself. A symbol must be something tangible or visible, while the idea it symbolizes must be something abstract or universal. For example, a dark forest has often been used as a symbol of being lost and confused in life. In James Hurst's "The Scarlet Ibis," the fragile ibis functions as a symbol of the frail little boy and his unusual nature.

Tone - An expression of a writer's attitude toward a subject. Unlike mood, which is intended to shape the reader's emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective.

Universal Themes - An underlying message about life or human nature that the author wants the reader to understand and that may give readers insight into the author's view of the world. A theme is a complex and original revelation about life that is usually unstated, yet it is vital.

World Literature - A body of work drawn from many nations and recognized as literature throughout the world.

- What happens in this story, play, or poem?
- Which specific details are most important to mention?
- What is the setting (time, place, atmosphere)?
- Who is involved? What do they say, do, think, and feel?
- How specific and/or detailed is the evidence drawn from the text?

- What key idea does the author introduce that may matter later?
- What does the author say about this idea over the course of the text?
- What details contribute most to the major theme at different junctures?
- What details are so integral they must be included in a summary?

- Which characters are most important (and complex)?
- What do the main characters want and why do they want it? What do these desires tell us about them?
- How do the characters evolve over the course of the story?
- What effect does a character's actions or changes have on other key characters?

- Which words or phrases contribute the most to the meaning in the text?
- Does the author use these words literally or figuratively?
- How do the different words contribute to the author's tone?
- How does the author's choice of words affect the meaning of the text?

- Why did the author use or put that sentence or larger section in that place?
- How is time, location, mood, or purpose affected by the author's arrangement of events, details, or time?
- How does the author structure the story, poem, or play, and to what end?

- Who is telling the story, and how does culture, experience, or status affect his or her perspective?
- Why does the author tell the story from this point of view or in this way?
- How does the author's or character's perspective or experience shape their attitude toward the subject of this text?

- What is the story or scene being represented in these different artistic media?
- How does the painter's or photographer's treatment of the subject or scene compare with the writer's?
- Which elements, words, color, texture, video, or mixed media does the author or artist use to emphasize some aspect of the story or character portrayed? What is not included?

- Which early or original sources does the author draw on?
- Why did the author choose that story from Ovid, the Bible, or some other established source?
- How are the source story and its modern adaptation similar or different?

- What type of text is this and is it more or less complex than the last text you read?
- What sort of techniques or strategies might help you read this text if you find it more difficult than previous readings?

- What are the appropriate sources to consider for evidence to support any analysis, reflection, or research related to your purpose or claim?
- Which literary sources (e.g., Bible, Shakespeare, myths) does the author use, in what way, and to what end in this literary text?
- What is the author's argument or specific claim in this literary nonfiction text?
- What evidence, from which sources, does the author use, and how reliable, logical, and persuasive is it?

1. A comparison of two things that have some quality in common. The comparison is conveyed by means of the word like or as (e.g., She stood in front of the altar, shaking like a freshly caught trout. Maya Angelou).
2. A comparison of two things that have some quality in common. It does not contain a word such as like, as, than, or resembles. Instead, it states that one thing actually is something else.
3. A contrast between what is expected and what actually exists or happens. It involves the tension that arises from the discrepancy, either between what one says and what one means (verbal), between what a character believes and what a reader knows (dramatic), or between what occurs and what one expects to occur (situational). Exaggeration, sarcasm, and understatement are techniques writers use to express it.
4. A distinguishing feature, as of a character in a story.
5. A figure of speech in which a nonhuman thing or quality is written about as if it were human. In the phrase the blue stars shiver, human attributes are given to stars. Rocks lie on their backs and the rock has an open wound are other examples.
6. A figure of speech in which a statement is exaggerated for emphasis or for humorous effect. Writers often use it to intensify a description or to emphasize the essential nature of something. For example, if a writer says that a limousine is a mile long, he/she is using it.
7. A form of verbal irony, usually harsh, that is often used as an insult.
8. A lesson taught in a literary work, such as a fable. For example, "Do not count your chickens before they hatch," teaches that one should not count on one's fortunes or blessings until they appear. In a literary work it should not be confused with a theme.
9. A passage or segment taken from a text. The length of it may be a phrase, a sentence, a paragraph, or an entire chapter.
10. A principal character or force in opposition to a protagonist, or main character. He/she is usually another character but sometimes can be a force of nature, a set of circumstances, some aspect of society, or a force within the protagonist. He/she is often, but not always, the villain in a literary work.
11. A reference to a statement, well-known person, place, or event from literature, history, mythology, politics, sports, science, or the arts. They usually come from a body of information that the author presumes the reader will know.
12. A reference to a well-known piece of classic literature such as a reference to a Shakespearean play like Hamlet.
13. A struggle or clash between opposing characters, forces, or emotions that moves the plot forward in literary text. Almost every story has a main _____.
14. A traditional story, usually of unknown authorship, that deals with basic questions about the universe. Heroes and gods often figure prominently in them, which may attempt to explain such things as the origin of the world, mysteries of nature, or social customs.
15. A typical example of a certain person or thing. "The character is a perfect _____ of the hero _____."
16. A writer's use of hints or clues to suggest events that will occur later in the plot. It creates suspense and prepares the reader for what is to come.
17. An expression of a writer's attitude toward a subject. Unlike mood, which is intended to shape the reader's emotional response, it reflects the feelings of the writer. It can be serious, humorous, sarcastic, playful, ironic, bitter, or objective.
18. An expression whose meaning is not predictable from the usual meanings of its constituent elements, as kick the bucket or hang one's head. Examples - Back to the drawing board: When an attempt fails and it's time to start all over. Ball is in your court: It is up to you to make the next decision or step. Barking up the wrong tree: Looking in the wrong place. Accusing the wrong person
19. An important aspect within character development is character point of view. The _____ or voice of a character is developed by a writer and enables readers to better understand the events of a text through a character's thoughts, feelings, beliefs, motives, or actions.
20. An interruption in the action of a plot to tell what happened at an earlier time. It breaks the usual movement of the narrative by going back in time. It usually gives background information that helps the reader understand the present situation.
21. An underlying message about life or human nature that the author wants the reader to understand and that may give readers insight into the author's view of the world. It is a complex and original revelation about life that is usually unstated, yet it is vital.
22. They are all the aspects of a person's behavior and attitudes that make up that person's personality. Everyone has them, both good and bad. Even characters in books have them. They are often shown with descriptive adjectives, like patient, unfaithful, or jealous.
23. It is the concept of creating characters for a narrative. It is a literary element and may be employed in dramatic works of art or everyday conversation. Characters may be presented by means of description, through their actions, speech, thoughts and interactions with other characters.
24. Characters with multiple or conflicting motivations and how the character develops over the course of a text, interact with other characters, and advance a plot or develop the theme.
25. Imaginative works of prose, primarily the novel and the short story. Although it may draw on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader.
26. In the plot of a story, it is the action that occurs after the climax. During it, conflicts are resolved and mysteries are solved.

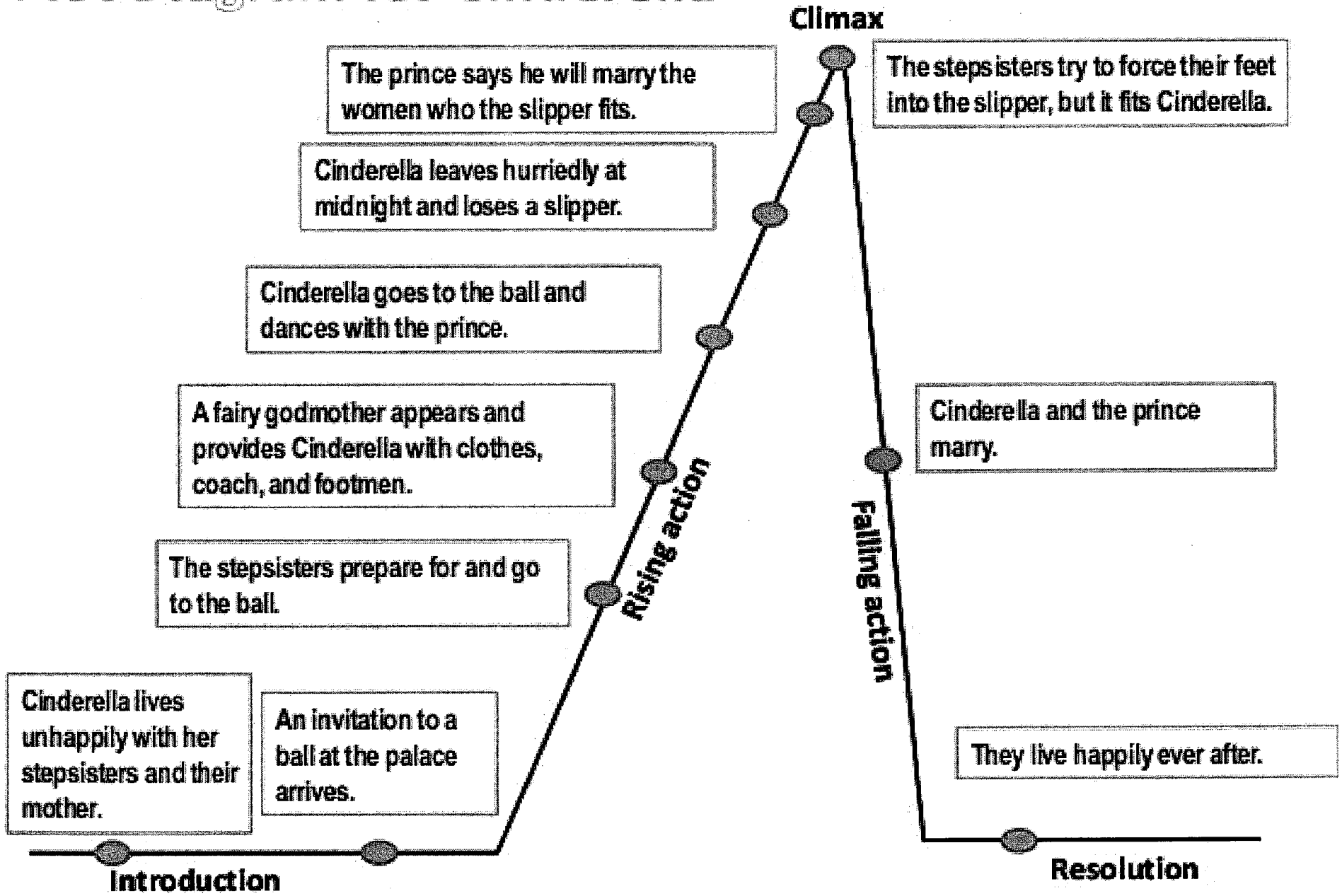
27. Language that appeals to the senses. It is used in all types of writing, but especially in poetry. It consists of descriptive words and phrases that re-create sensory experiences for the reader. It usually appeals to one or more of the five senses sight, hearing, smell, taste, and touch to help the reader imagine exactly what is being described.
28. Language that involves the use of words and/or phrases that describe one thing in terms of another and that is not meant to be understood on a literal level. It always involves some sort of imaginative comparison between seemingly unlike things. The most common are simile (My heart is like a singing bird), metaphor (My soul is an enchanted boat), and personification (The wind stood up and gave a shout).
29. Refers to a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or these.
30. These are small, subtle differences in meaning between similar words and phrases. Example: glance, glare, and peek all refer to the concept of looking but have a different meaning. Context clues help resolve which _____ is intended.
31. The action or sequence of events in a story. It is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in it: (a) exposition; (b) rising action; (c) climax; (d) falling action; and (e) resolution or denouement.
32. The events in a story that move the plot forward. It involves conflicts and complications and builds toward the climax of the story.
33. The feeling or atmosphere that a writer creates for the reader. The use of connotation, details, imagery, figurative language, foreshadowing, setting, and rhythm can help establish it.
34. The main character in fiction or drama. He/she is the character upon whom the reader focuses attention, the person who sets the plot in motion. Most of them are rounded, dynamic characters who change in some important way by the end of the story, novel, or play. He/she is often, but not always, the hero in a literary work.
35. The method(s) a writer uses to create and develop characters. To develop a character, (a) a writer may describe a character's physical appearance; (b) the speech, thoughts, feelings, or actions of a character may be used to reveal the character's nature; (c) the speech, thoughts, feelings, or actions of other characters may be used to develop a character; or (d) the narrator may make direct comments about a character.
36. The particular meaning of a word that is dependent upon how it is used in a sentence.
37. The portion of a play or story where the central problem is solved. It comes after the climax and falling action and is intended to bring the story to a satisfactory end. An insight or a change as a result of the conflict is shown in it.
38. The term refers to polite, indirect expressions which replace words and phrases considered harsh and impolite or which suggest something unpleasant. It is an idiomatic expression which loses its literal meanings and refers to something else in order to hide its unpleasantness.
39. The time and place of the action in a story, play, or poem. Elements of it may include geographic location, historical period (past, present, or future), season of the year, time of day, and the beliefs, customs, and standards of a society. It can function in several ways in a text: it can provide atmosphere, create conflict, or reveal character.
40. The use of something concrete (e.g., an object, a setting, an event, an animal, or a person) that functions in a text to represent something more than itself. It must be something tangible or visible, while the idea it _____ must be something abstract or universal. For example, a dark forest has often been used as _____ of being lost and confused in life. In James Hurst's "The Scarlet Ibis," the fragile ibis functions as _____ of the frail little boy and his unusual nature.
41. The vantage point from which a writer tells a story. The three main _____ in literary texts are omniscient, third-person limited, and first person.
42. There are many _____ in fiction - each having their own role and function within a story: protagonist, antagonist, round character, flat character, stock character, and so on.
43. Two events are related as _____ when one event brings about the other. The following statement shows a _____ relationship: Because of my broken arm, the doctor said I couldn't play baseball. It is also a text structure/ organizational pattern that presents relationships between ideas in a text. In this, the writer analyzes the reason(s) for an action, event, or decision, or analyzes resulting consequences to support a point.
44. Type of writing that ridicules human weakness, vice, or folly in order to bring about social reform. They often try to persuade the reader to do or believe something by showing the opposite view as absurd or even as vicious and inhumane. One of the favorite techniques of the _____ is exaggeration, overstating something to make it look worse than it is. For example, George Orwell's novel Animal Farm uses barnyard animals to mock the way people abuse political power.

Full Name _____

Directions: List the number of the definition from the other pages to match the literature term on this page.

- | | |
|---------------------------------------|--|
| _____ Allusion | _____ Myth |
| _____ Allusions to Classic Literature | _____ Personification |
| _____ Antagonist | _____ Plot / plot development |
| _____ Archetypes | _____ Point of View |
| _____ Cause and Effect | _____ Protagonist |
| _____ Character Development | _____ Resolution (or denouement) |
| _____ Character Point of View | _____ Rising Action |
| _____ Character Traits | _____ Sarcasm |
| _____ Character Types | _____ Satire |
| _____ Characterization | _____ Setting |
| _____ Complex Characters | _____ Shades / Nuances of word meaning |
| _____ Conflict | _____ Simile |
| _____ Connotation | _____ Symbolism |
| _____ Euphemisms | _____ Tone |
| _____ Excerpt | _____ Trait |
| _____ Falling Action | _____ Universal Themes |
| _____ Fiction | |
| _____ Figurative Language | 1 2 3 4 5 6 7 8 9 10 |
| _____ Flashback | 11 12 13 14 15 16 17 18 19 20 |
| _____ Foreshadowing | 21 22 23 24 25 26 27 28 29 30 |
| _____ Hyperbole | 31 32 33 34 35 36 37 38 39 40 |
| _____ Idioms | 41 42 43 44 |
| _____ Imagery | |
| _____ Irony | |
| _____ Metaphor | |
| _____ Mood | |
| _____ Moral | |
| _____ Multiple meanings | |

Plot Diagram for Cinderella



Plot Diagram for _____

Climax: _____

9. _____

8. _____

7. _____

6. _____

5. _____

4. _____

3. _____

2. _____

1. _____

Rising Action

Falling Action

10. _____

11. _____

12. _____

13. _____

Resolution:

Exposition

Protagonist: _____

Antagonist: _____

Setting – Time: _____

Setting – Place: _____

Internal Conflict: _____

External Conflict: _____

Author's Theme: _____

Symbolism: _____

Foreshadowing: _____

Irony: _____

Name _____

Tones in Literature

absurd	indignant
ambivalent	intense
amused	ironic
angry	irreverent
apathetic	joyous
arrogant	loving
bitter	malicious
caustic	mocking
cheerful	nostalgic
comic	objective
compassionate	optimistic
condemning	outraged
condescending	outspoken
critical	pessimistic
cynical	playful
depressed	reverent
detached	ridiculous
distressed	righteous
earnest	satiric
excited	serious
formal	solemn
frustrated	straightforward
ghoulish	sympathetic
grim	tragic
hard	vindictive
impassioned	

CCCASTT
Text Analysis Method for Fiction Pieces

Literature Title _____

Directions: These will not be completed in the order of CCCASTT on the page.

Characters

Conflict

Climax

Antagonist / Protagonist

Setting

Tone

Theme(s)

AMPS
Text Analysis Method for Nonfiction Articles

Article claim or guiding idea
Main points in article paragraphs or sections
Primary evidence/idea in article
Sources within the article

S

A

M

P

S

A

M

P

S

A

M

P

S

A

M

P

S

A

M

P

S

A

M

P

CCCASTT
Text Analysis Method for Fiction Pieces

Literature Title

Literature Title

Characters

Characters

Conflict

Conflict

Climax

Climax

Antagonist / Protagonist

Antagonist / Protagonist

Setting

Setting

Tone

Tone

Theme(s)

Theme(s)

CCCASTT
Text Analysis Method for Fiction Pieces

Literature Title

Literature Title

Characters

Characters

Conflict

Conflict

Climax

Climax

Antagonist / Protagonist

Antagonist / Protagonist

Setting

Setting

Tone

Tone

Theme(s)

Theme(s)

Short Story Analysis

Setting:

Protagonist:

Antagonist:

External Conflict:

Internal Conflict:

Symbolism:

Foreshadowing:

Irony:

Allusion(s):

Character Types:

Tone:

Satire:

Theme(s):

Poetry Unit Study Terms and Examples
Directions: Study for upcoming test. Find examples from within the provided poems for the terms marked with an *. Record the poetry line or portion.

***alliteration:** repetition of same sound at the beginning of several words in a line

***allusion:** reference to a well-known person, place, or thing

***antonym:** words with opposite meanings

assonance: repetition of vowel sounds

author's perspective: the purpose a writer has for the text effect on its audience

author's style: how an author uses language to shape the tone or mood of their writing

classic literature: prose or poetry enjoyed by many for centuries

connotation: emotions or ideas associated with a word

consonance: repetition of consonant sounds

context clues: clues that help the reader determine the meaning of words in a sentence

denotation: the literal, dictionary meaning of a word

***hyperbole:** exaggeration to make a point or create an effect

***idiom:** a common saying that is not meant to be taken literally

***imagery:** author's use of sensory language to create a mental picture for the reader

***tone:** author's attitude toward their subject

synonym: words with similar meanings
theme: central idea expressed; usually related to one of the universal themes

stanza: poetry divided into groups of lines
symbolism: using an object to represent an idea

rhyme: gives a poem a musical quality
rhythm: pattern of sound within a poem
simile: compare two unlike things with "like" or "as"

point of view: the view from which the narrator tells the story
refrain: in poetry, repeated words or lines

onomatopoeia: using words whose sound imitates its meaning
personification: giving human characteristics to inhuman object

meter: the stressed and unstressed syllables
mood: feeling the reader gets from the text

***metaphor:** compare two unlike things

Poetry Analysis: Building Meaning

1. Recognize the importance of poem title and author.
2. Examine the physical construction of the poetry.
 - a. Look for stanzas, lines, lines per stanza, words per line, punctuation, capitalization, and syllables per line.
 - b. Decide if the poem is structured or free verse.
3. Read the poetry through one time.
 - a. Be sure to pay attention to punctuation and stanza separation.
4. Reread the poem and begin your quest for clues that can help you build meaning.
 - a. As you read, analyze all of the areas listed in this handout.
 - b. Often, the writer will use “breaks” in the poetry to change subjects, tone, time, or perspective.
5. Identify the use of figures of speech or any poetry devices.
 - a. Imagery, allusion, metaphors, similes, personification, symbols, alliteration, hyperbole, etc.
6. Evaluate the use of language by the author.
 - a. Decide if it is modern, archaic, regional, believable, musical, etc.
 - b. Note the importance of identifying the speaker within the poetry.
7. Listen for the sound of the poetry.
 - a. Think about rhythms, rhyme, and syllables.
 - b. Look for alliteration, consonance, and assonance.
8. Determine the author's tone.
 - a. Is it angry, joyful, reflective, sad, remorseful, evocative, etc.
9. Look for clues that point to the theme of the poem.
 - a. Many poems have more than one layer of meaning – sometimes as many as three or four levels of exploration or meaning.
10. Use all of these steps to build the meaning of the poetry – MAKING CONNECTIONS.
 - a. Some poems have a straight-forward meaning and simply capture moments in time.
 - b. Other high structured poems have deeper meaning attached.
 - c. Most authors are attempting to explore a theme or idea, and want their audience to go along on their journey.

The Eagle

By Alfred, Lord Tennyson

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

Symbol: Strength, majesty, bold hunter, solitary

The Eagle

by Alfred, Lord Tennyson - 1809-1892

Poet Laureate for Great Britain during Queen Victoria's reign

personification

imagery

rocky outcropping

imagery/personification

2 stanzas

8 syllables per line

48 syllables total

Equals meter

He clasps the crag with crooked hands;

alliteration

Close to the sun in lonely lands,

hyperbole

away from humans?

rhyme
a
a
a

Ringed with the azure world, he stands!

sky
ocean
mountains

imagery

sky
blue

personification

Tone?
pride
strength
power

The wrinkled sea beneath him crawls;

imagery

personification

He watches from his mountain walls,

imagery

imagery

rhyme
b
b
b

And like a thunderbolt he falls.

simile

dives

to attack prey (fish)

Question: How does the poem change in meaning if I think about the royal monarchy ruling the world power of the 1800s - Great Britain (England)?

Possible layers beyond literal?

Nothing Gold Can Stay

By Robert Frost

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

The first 19 or so Africans to reach the English colonies arrived in Jamestown, Virginia, in 1619.

About 600,000 slaves were transported to America, or 5% of the 12 million slaves taken from Africa. (An estimated 4.9 million slaves from Africa were brought to Brazil during the period from 1501 to 1866.)

The Civil War started because of uncompromising differences between the free and slave states over the power of the national government to prohibit slavery in the territories that had not yet become states. ... The event that triggered war came at Fort Sumter in Charleston Bay on April 12, 1861.

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."

After the Civil War, with the protection of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and the Civil Rights Act of 1866, African Americans enjoyed a period when they were allowed to vote, actively participate in the political process, acquire the land of former owners, seek their own employment, and use public accommodations.

Jim Crow law, in U.S. history, any of the laws that enforced racial segregation in the South between the end of Reconstruction in 1877 and the beginning of the civil rights movement in the 1950s. Black codes were strict laws detailing when, where and how freed slaves could work, and for how much compensation. The codes appeared throughout the South as a legal way to put black citizens into indentured servitude, to take voting rights away, to control where they lived and how they traveled and to seize children for labor purposes.

A five-year study published in 2015 by the Equal Justice Initiative found that nearly 3,959 black men, women, and children were lynched in the twelve Southern states between 1877 and 1950.

The civil rights movement was a mass popular movement to secure for African Americans equal access to and opportunities for the basic privileges and rights of U.S. citizenship. Although the roots of the movement go back to the 19th century, it peaked in the 1950s and 1960s.

President Lyndon B. Johnson signed the Civil Rights Act of 1964—legislation initiated by President John F. Kennedy before his assassination.

When President Johnson signed the Voting Rights Act into law on August 6, 1965, he took the Civil Rights Act of 1964 several steps further. The new law banned all voter literacy tests and provided federal examiners in certain voting jurisdictions. It also allowed the attorney general to contest state and local poll taxes.

The civil rights movement had tragic consequences for two of its leaders in the late 1960s. On February 21, 1965, former Nation of Islam leader and Organization of Afro-American Unity founder Malcolm X was assassinated at a rally.

On April 4, 1968, civil rights leader and Nobel Peace Prize recipient Martin Luther King, Jr. was assassinated on his hotel room's balcony. Emotionally-charged looting and riots followed, putting even more pressure on the Johnson administration to push through additional civil rights laws.

The Fair Housing Act became law on April 11, 1968, just days after King's assassination. It prevented housing discrimination based on race, sex, national origin and religion. It was also the last legislation enacted during the civil rights era.

I, Too, Sing America

by Langston Hughes

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--

I, too, am America.

Shall I Compare Thee to a Summer's Day?
by William Shakespeare

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou growest:
So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.

How Do I Love Thee?
by Elizabeth Barrett Browning

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of being and ideal grace.
I love thee to the level of every day's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for right.
I love thee purely, as they turn from praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints. I love thee with the breath,
Smiles, tears, of all my life; and, if God choose,
I shall but love thee better after death.

Nothing Gold Can Stay
by Robert Frost

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

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.

Success is counted sweetest
by Emily Dickinson

Success is counted sweetest
By those who ne'er succeed.
To comprehend a nectar
Requires sorest need.

Not one of all the purple Host
Who took the Flag today
Can tell the definition
So clear of Victory

As he defeated -- dying --
On whose forbidden ear
The distant strains of triumph
Burst agonized and clear!

Poetry Terms and Definitions Matching Quiz

Directions: In order to complete the poetry unit and study for an upcoming test, write the correct term from the first column in the space next to the correct definition. TRY to complete this without looking at the definitions.

alliteration		a common saying that is not meant to be taken literally
allusion		author's attitude toward their subject
antonym		author's use of sensory language to create a mental picture for the reader
assonance		central idea expressed; usually related to one of the universal themes
author's perspective		clues that help the reader determine the meaning of words in a sentence
author's style		compare two unlike things
classic literature		compare two unlike things with "like" or "as"
connotation		emotions or ideas associated with a word
consonance		exaggeration to make a point or create an effect
context clues		feeling the reader gets from the text
denotation		gives a poem a musical quality
hyperbole		giving human characteristics to inhuman object
idiom		how an author uses language to shape the tone or mood of their writing
imagery		in poetry, repeated words or lines
metaphor		pattern of sound within a poem
meter		poetry divided into groups of lines
mood		prose or poetry enjoyed by many for centuries
onomatopoeia		reference to a well-known person, place, or thing
personification		repetition of consonant sounds
point of view		repetition of same sound at the beginning of several words in a line
refrain		repetition of vowel sounds
rhyme		the literal, dictionary meaning of a word
rhythm		the purpose a writer has for the text effect on its audience
simile		the stressed and unstressed syllables
stanza		the view from which the narrator tells the story
symbolism		using an object to represent an idea
synonym		using words whose sound imitates its meaning
theme		words with opposite meanings
tone		words with similar meanings

Poetry Writing Bonus Project

Poetry Writing Plan Due: Mar. 8

Poetry Writing Due: Mar. 14

Directions:

1. Follow project directions.
2. The process begins in class, and no previous work will be accepted.
3. Before beginning, students must submit the poetry subject plan.
4. **Length** – Students will complete a minimum of 25-30 lines of poetry without skipping lines (explanation in class). Larger handwriting requires greater length. Work does not need to be completed on the same page or within one poem.
5. Creativity – Students are expected to create artistic pieces and they need to create work of display quality.
6. Editing – Students will show near final draft quality that has been edited completely.

Notes:

- A. Always title your work and use creativity in selecting a title that reflects the ideas or emotions connected to the work.
- B. Never copy or plagiarize someone else's work. There is a database where I can check for copied work.
- C. Use the suggestions in the handout to begin or create your poetry.
- D. Real poetry has "references" to concrete people, places, things, ideas, and events.

Writing poetry - Ideas that may help you to write poetry

- Decide on the subject you wish to write about. Start with a familiar subject and then go on to some obscure subjects that you have previously never given much thought to
- Think of an important event in your life but try writing a poem about the moments just prior to it
- Think of a subject that "eats away at you" but write a poem about it in the form of a news report
- Write a poem about something you love but in the voice of someone who hates it
- Write a poem in the form of a dialogue between two inanimate objects
- Write a poem in which each line has exactly eight syllables
- Write a poem celebrating one of life's small daily miracles
- Think about something special or unique to the subject
- List some descriptive words which may provide some clear information to the reader
- Try to create pictures in the reader's mind - your aim is to fire the imagination
- Express your feelings
- Convey your feelings by the tone of your poetry
- Bind the words and ideas together. Connect them by the element of repetition of identical or related sounds
- Get some rhythm into your poetry - the number of lines and your choice of poetry form will help you with this.
- Visual patterns - does your written poetry create a good pattern on the page?
- Patterns of Sound - using alliteration, assonance and onomatopoeia can create sound effects.
- Read your poetry to a friend!
- If you receive some constructive criticism don't be afraid to change your poetry accordingly!

Tips on Technique

1. Avoid poems about overly sentimental subjects like puppies, kittens, or pretty flowers.
2. If you find clichés in your poem, cross them out and approach the idea from a new angle.
3. Avoid rhymes unless meaningful.
4. Use poetic devices with care and don't overuse.
5. Do use poem paragraphs or stanzas.
6. Do use punctuation including periods, commas, question marks, and dashes.
7. Do give the reader concrete ideas to connect to in the writing.

USA Test Prep Literature Performance Task Group

FSA ELA Literature Practice Directions: Strive for 100% on each practice. You MUST record your POINT score when you complete an item. **Do NOT work ahead – zero score for work completed early!** Work needs to be completed in the classroom. If you get behind, my classroom is open in the morning. If necessary, beforehand, you must get a signature from me to complete any practices at home.

1. Themes in Literature

Domain: Integration of Knowledge and Ideas

Standard: Source Material

Score – Number Correct: _____ out of _____

2. Allusions to Classic Literature

Domain: Integration of Knowledge and Ideas

Standard: Source Material

Score – Number Correct: _____ out of _____

3. Identify Theme in a Poem

Domain: Key Ideas and Details

Standard: Theme

Score – Number Correct: _____ out of _____

4. Drawing Conclusions from a Literary Text

Domain: Key Ideas and Details

Standard: Theme

Score – Number Correct: _____ out of _____

5. Universal Theme (Part 1)

Domain: Key Ideas and Details

Standard: Theme

Score – Number Correct: _____ out of _____

6. Universal Theme (Part 2)

Domain: Key Ideas and Details

Standard: Theme

Score – Number Correct: _____ out of _____

7. Characterization II

Domain: Key Ideas and Details

Standard: Complex Characters

Score – Number Correct: _____ out of _____

8. Complex Characters

Domain: Key Ideas and Details

Standard: Complex Characters

Score – Number Correct: _____ out of _____

9. The Character of Hamlet

Domain: Key Ideas and Details

Standard: Complex Characters

Score – Number Correct: _____ out of _____

10. Drawing Conclusions from a Literary Text

Domain: Key Ideas and Details

Standard: Complex Characters

Score – Number Correct: _____ out of _____

11. Author's Perspective

Domain: Key Ideas and Details

Standard: Central Idea

Score – Number Correct: _____ out of _____

12. Author's Choice

Domain: Key Ideas and Details

Standard: Analysis

Score – Number Correct: _____ out of _____

13. Allusions, Flashbacks, and Foreshadow...

Domain: Craft and Structure

Standard: Structure

Score – Number Correct: _____ out of _____

14. Author's Craft: Recognizing Allusions...

Domain: Craft and Structure

Standard: Structure

Score – Number Correct: _____ out of _____

15. Plot

Domain: Craft and Structure

Standard: Structure

Score – Number Correct: _____ out of _____

16. Plot Terms

Domain: Craft and Structure

Standard: Structure

Score – Number Correct: _____ out of _____

17. Story Elements

Domain: Craft and Structure

Standard: Structure

Score – Number Correct: _____ out of _____

18. Story Structure

Domain: Craft and Structure

Standard: Structure

Score – Number Correct: _____ out of _____

19. The Necklace (Part 2)

Domain: Craft and Structure

Standard: Structure

Score – Number Correct: _____ out of _____

20. Cultural Experiences

Domain: Craft and Structure

Standard: Cultural Experience

Score – Number Correct: _____ out of _____

21. Cultural Experiences

Domain: Craft and Structure

Standard: Cultural Experience

Score – Number Correct: _____ out of _____

Text Analysis Methods (Q and A Included)

1. Text analysis is an important practice for any academic reading. To fully engage with the text, the reader must break the information down and understand it in a new way. Text engagement is essential for challenging test questions.

Although the 5w's and 1h method is useful, here are some other specific approaches to text analysis. Use these to accomplish the "T" of the TQA Method.

a. For nonfiction articles:

Article claim or guiding idea.

Main point in each paragraph.

Primary evidence or idea in each paragraph.

b. For fiction pieces:

Characters

Conflict.

Antagonist / Protagonist

Setting

Tone

Theme(s)

c. For poetry:

Poem title and author

Identify poetry devices (metaphor, simile, imagery, hyperbole, allusion, etc.)

Tone

Theme

2. Question Keyword or Keyword Phrases Marking Directions:

a. Mark or record question keywords and keyword phrases (highlight on computer tests).

b. Keywords are generally the three to five most important words in the question. They are essential for determining the best answer.

c. Identify words like BEST or NOT or any other qualifying word.

d. Do not rush past the question. It is just as important as the answers.

3. Answer Elimination Directions:

a. READ ALL OF THE ANSWER CHOICES CAREFULLY.

b. Don't jump to an easy or predetermined answer.

This is how many students reach incorrect conclusions, and test creators who understand this, design answer groups so that "distractor" answers are included.

c. Justify why you are not selecting the other answers.

d. You **MUST USE** the answer elimination tool **BEFORE** answering any question. **Eliminate two answers before choosing the BEST ANSWER.**

e. Remember, with challenging test questions, close examination of all parts of the question and answers is the key to success.

Active Reading Strategies

Identification of Essential 5w's and 1H

Determining Key Words

Answer Awareness and Elimination

1. Primary 5w's and 1h Recording Directions:

- a. On your paper, for each article, reading, table, and so on, record the information for each of the items in this section so that you are “analyzing” the information.
- b. Keep your “answers” short and don't spend too much time. These are quick, short notes as you always have the readings available for reference during the test.
- d. Use short abbreviations like W, W, W and so on, for labels.
- e. While making these determinations, remember two things. Understanding the main point of any piece of test material is always important. Second, often the same skills used to analyze a piece of literature can overlap and be used in some ways with fiction, also. Record important notes related to theme or other devices.

f. Record:

- Article or Reading Title: Read and understand all portions of the title and subtitles. They are important for understanding content and context.
- Who
- What
- When
- Where
- Why
- How

2. Question Keyword or Keyword Phrases Recording Directions:

- a. Record the keywords and keyword phrases from the question directly below the 5w's 1h work.
- b. Keywords are generally the three to five most important words in the question. They are essential for determining the best answer.
- c. Identify words like BEST or NOT or any other qualifying word.
- d. Do not rush past the question. It is just as important as the answers.

3. Answer Elimination Directions:

- a. **READ ALL OF THE ANSWER CHOICES CAREFULLY.**
- b. Don't jump to an easy or predetermined answer. This is how many students reach incorrect conclusions, and test creators who understand this, design answer groups so that “distractor” answers are included.
- c. Justify why you are not selecting the other answers.
- d. You **MUST USE** the answer elimination tool **BEFORE** answering any question. Eliminate two answers before choosing the **BEST ANSWER**.
- e. Remember, with challenging test questions, close examination of all parts of the question and answers is the key to success.

Semicolon & Colon Rules

Semicolon Used to Join Two Complete Sentences

Example 1: Mary ate dinner; the dinner tasted exquisite.

Example 2: By age 15, Ivan had cooked 300 meals; by age 20, he had cooked twice that amount.

Semicolon Used with Words Like "however" and Phrases Like "for example"

Example 1: Mary ate dinner; however, she was hungry an hour later.

Example 2: Mary's dinner was made with several spices; for example, the chicken was sprinkled with Cayenne pepper.

Semicolon Used to Clarify a List of Items When Each Item has Punctuation within Itself

Mary's favorite dinner foods are chicken, with Cayenne pepper; salad, with Italian dressing; toast, with garlic and butter; and soup, with scallions, cheese, and mushrooms.

Colon Used to Further Explain or Introduce a List

Further Explanation with Two Sentences: Mary's dinner reminded her of the back yard: both contained many wonderful colors and smells.

Further Explanation with a List: Mary's dinner consisted of the following: salad, soup, chicken, and toast.

Further Explanation with a Quotation: The words Ivan spoke were very kind: "Mary, I made this dinner especially for you, dear."

Colon Used with Ratios, Titles and Subtitles of Books, City and Publisher in Bibliographies, Hours and Minutes, and Formal Letters

Ratio: Mary's ratio of carbohydrate intake to protein was 3:1.

Titles and Subtitles: Mary enjoys reading the book *Tastebud Heaven: Homemade Meals for the Distinguished Palette*.

City and Publisher in Bibliography: New York: Norton, 1999

Hours and Minutes: Mary ate dinner at 9:12.

Formal Letters: Dear Editor:

Parallel Structure

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."

Verifying Parallelism

Try using each item individually, or create a column with each word or phrase. If they don't match up, there is a problem with the syntax, or the list is something called a false series. When each item is equal, the series is parallel. Ensure each item is in the same voice. If the list is in the past tense, ensure each item has the appropriate ending. In most cases, making a list parallel only takes a few small changes that make a big difference in the overall rhythm of the series while creating a sentence that's easier for readers to understand.

Words and Phrases

With the -ing form of words:

Parallel:

Mary likes hiking, swimming, and bicycling.

With infinitive phrases:

Parallel:

Mary likes to hike, to swim, and to ride a bicycle.

Mixing Forms of Words

Example 1

Not Parallel:

Mary likes hiking, swimming, and to ride a bicycle.

Parallel:

Mary likes hiking, swimming, and riding a bicycle.

Example 2

Not Parallel:

The production manager was asked to write his report quickly, accurately, and in a detailed manner.

Parallel:

The production manager was asked to write his report quickly, accurately, and thoroughly.

Example 3

Not Parallel:

The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.

Parallel:

The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.

Clauses

A parallel structure that begins with clauses must keep on with clauses. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

Example 1

Not Parallel:

The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.

Parallel:

The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.

— or —

Parallel:

The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

Example 2

Not Parallel:

The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers. (passive)

Parallel:

The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that prospective buyers would ask him questions.

Lists after a Colon

Be sure to keep all the elements in a list in the same form.

Example 1

Not Parallel:

The dictionary can be used to find these: word meanings, pronunciations, correct spellings, and looking up irregular verbs.

Parallel:

The dictionary can be used to find these: word meanings, pronunciations, correct spellings, and irregular verbs.

Identifying Faulty Reasoning

Sometimes an argument at first appears to make sense but isn't valid because it is based on a fallacy. A fallacy is an error in logic. Learn to recognize these common rhetorical and logical fallacies:

Circular reasoning

Supporting a statement by simply repeating it in different words.

Wearing a bicycle helmet should be required because cyclists should use protective headgear.

Either/or fallacy

A statement that suggests that there are only two choices available in a situation that really offers more than two options.

Either you eat a balanced diet, or you'll die before you're 50.

Oversimplification

An explanation of a complex situation or problem as if it were much simpler than it is.

Shared interests lead to a successful relationship.

Overgeneralization

A generalization that is too broad. You can often recognize overgeneralizations by the use of words such as all, everyone, every time, anything, no one, and none.

Everyone wants to go to college.

Stereotyping

A dangerous type of overgeneralization. Stereotypes are broad statements about people on the basis of their gender, ethnicity, race, or political, social, professional, or religious group.

Teenagers just don't care about future generations.

Personal attack or name-calling

An attempt to discredit an idea by attacking the person or group associated with it. Candidates often engage in name-calling during political campaigns.

Mr. Edmonds drives a beat-up car and never mows his lawn, so you shouldn't take music lessons from him.

Evading the issue

Refuting an objection with arguments and evidence that do not address its central point.

I know I didn't clean up my room, but that gave me more time to study and improve my grades.

Non sequitur

A statement that uses irrelevant "proof" to support a claim. A non sequitur is sometimes used to win an argument by diverting the reader's attention to proof that can't be challenged.

I'll probably flunk the driving test. I was late for school today.

False causation

The mistake of assuming that because one event occurred after another event in time, the first event caused the second one to occur.

Marc wore his new goggles in the swim meet and as a result won with his best time ever.

False analogy

A comparison that doesn't hold up because of a critical difference between the two subjects.

I bet my little brother will be a great skier when he grows up because he loves playing on the slide.

Hasty generalization

A conclusion drawn from too little evidence or from evidence that is biased.

I got sick after eating at the pizzeria, so Italian food must be bad for me.

Commonly held opinions

An argument that is deemed correct just because everyone else supposedly thinks it is correct.

Everyone knows that cats make better pets than dogs.

Appeal to pity

An argument that uses pity to make you feel sorry for someone.

I couldn't finish my homework because my dog was sick.

Persuasion and Propaganda Techniques

Assertion

An assertion is an enthusiastic or energetic statement presented as a fact, although it is not necessarily true. They often imply that the statement requires no explanation or back up, but that it should merely be accepted without question.

Bandwagon

Bandwagon is an appeal to the subject to follow the crowd, to join in because others are doing so as well. Bandwagon propaganda is, essentially, trying to convince the subject that one side is the winning side, because more people have joined it.

Card Stacking

It involves only presenting information that is positive to an idea or proposal and omitting information contrary to it.

Glittering Generalities

Glittering generalities are words that have different positive meaning for individual subjects, but are linked to highly valued concepts. When these words are used, they demand approval without thinking, simply because such an important concept is involved.

Lesser of Two Evils

The "lesser of two evils" technique tries to convince us of an idea or proposal by presenting it as the least offensive option.

Name Calling

It is the use of derogatory language or words that carry a negative connotation when describing an enemy. The propaganda attempts to arouse prejudice among the public by labeling the target something that the public dislikes.

Pinpointing the Enemy

Pinpointing is an attempt to simplify a complex situation by presenting one specific group or person as the enemy. Although there may be other factors involved the subject is urged to simply view the situation in terms of clear-cut right and wrong.

Plain Folks

The plain folks device is an attempt by the propagandist to convince the public that his views reflect those of the common person and that they are also working for the benefit of the common person. The propagandist will often attempt to use the accent of a specific audience as well as using specific idioms or jokes.

Simplification (Stereotyping)

Simplification is extremely similar to pinpointing the enemy, in that it often reduces a complex situation to a clear-cut choice involving good and evil. This technique is often useful in swaying uneducated audiences.

Testimonials

Testimonials are quotations or endorsements, in or out of context, which attempt to connect a famous or respectable person with a product or item.

Transfer

It is an attempt to make the subject view a certain item in the same way as they view another item, to link the two in the subjects mind.

Understanding Shakespeare's Language: Annotating Text

Annotating a text, or marking the pages with notes, is an excellent, if not essential, way to make the most out of the reading you complete – especially for challenging text. Annotations provide a way to begin engaging with ideas and issues directly through comments, questions, associations, or other reactions that occur to you as you read.

A well-annotated text will accomplish all of the following:

1. clearly identify where in the text important ideas and information are located
2. define challenging vocabulary or phrases for contextual meaning
3. express the main ideas of a text
4. trace the development of ideas/arguments throughout a text
5. introduce a few of the reader's thoughts and reactions

The Tragedy of Hamlet, Prince of Denmark, or Hamlet, is a tragedy written by William Shakespeare. Set in Denmark, the play dramatizes the revenge Prince Hamlet is called to wreak upon his uncle, Claudius, by the ghost of Hamlet's father, King Hamlet. Claudius had murdered his own brother and seized the throne, also marrying his deceased brother's widow. Laertes is the son of Polonius and the brother of Ophelia. In the final scene, he kills Hamlet with a poisoned sword to avenge the deaths of his father and sister, for which he blamed Hamlet. While dying of the same poison, he implicates King Claudius. In the scene below, Laertes is leaving home to attend college and all are saying their goodbyes.

To get the full effect, students should watch the YouTube clip of the scene. You can follow the link or simply search for it within YouTube. <https://www.youtube.com/watch?v=SgcdYOljEM0>

Directions: Complete a handwritten annotation next to the text. Annotate the text for the five areas shown above.

Polonius' Advice to Laertes - *Hamlet I*, iii, 55-81

LORD POLONIUS:

Yet here, Laertes! aboard, aboard, for shame!	55
The wind sits in the shoulder of your sail, And you are stay'd for. There; my blessing with thee! And these few precepts in thy memory See thou character. Give thy thoughts no tongue, Nor any unproportioned thought his act.	60
Be thou familiar, but by no means vulgar. Those friends thou hast, and their adoption tried, Grapple them to thy soul with hoops of steel; But do not dull thy palm with entertainment Of each new-hatch'd, unfledged comrade. Beware	65
Of entrance to a quarrel, but being in, Bear't that the opposed may beware of thee. Give every man thy ear, but few thy voice; Take each man's censure, but reserve thy judgment. Costly thy habit as thy purse can buy,	70
But not express'd in fancy; rich, not gaudy; For the apparel oft proclaims the man, And they in France of the best rank and station Are of a most select and generous chief in that. Neither a borrower nor a lender be;	75
For loan oft loses both itself and friend, And borrowing dulls the edge of husbandry. This above all: to thine ownself be true, And it must follow, as the night the day, Thou canst not then be false to any man.	80
Farewell: my blessing season this in thee!	

Understanding Vocabulary from Context

The context of a word is its environment or the words which surround it. By looking closely at these surrounding words, you can pick up hints or clues which will help you with the meaning of a difficult word. Research has shown that most good readers use context clues regularly. It has also been shown that these readers are generally aware of the different types of context clues. Knowing something about these different types can help sharpen your word attack skills and improve your overall reading ability.

Types of Context Clues

1. Clues supplied through synonyms:

Carly is fond of *trite*, worn-out expressions in her writing. Her favorite is "You can lead a horse to water, but you can't make him drink."

2. Clues contained in comparisons and contrasts:

As the trial continued, the defendant's guilt became more and more obvious. With even the slightest bit of new evidence against him, there would be no chance of *acquittal*.

3. Clues contained in a definition or description:

Paul is a *transcriptionist*, a person who makes a written copy of a recorded message.

4. Clues through association with other words in the sentence:

Brian is considered the most troublesome student ever to have walked the halls of Central High School. He has not passed a single class in his four years there and seldom makes it through an entire hour of class without falling asleep or getting sent to the office. His teachers consider him completely *incorrigible*.

5. Clues which appear in a series:

The *dulcimer*, fiddle, and banjo are all popular among the Appalachian Mountain people.

6. Clues provided by the tone and setting:

The streets filled instantly with *bellicose* protesters, who pushed and shoved their way through the frantic bystanders. The scene was no longer peaceful and calm as the marchers had promised it would be.

7. Clues derived from cause and effect:

Since no one came to the first voluntary work session, attendance for the second one is *mandatory* for all the members.

adapted from Sebranek, P., Meyer, V. *Basic English Revisited: A Student Handbook*

I. Methods of Organization for Academic Writing

A. Descriptive Writing: Allows writer to "paint" word pictures. Details, of all types, are important with this type of writing. There are several types listed below.

- 1. Spatial Order:** With spatial order transition words such as behind, next to, along, nearest, above, below, and other words can help readers visualize a scene.
- 2. Order of Impression:** Focus on how you notice details. What catches your attention first, what second, and so on.
- 3. Order of Importance:** From least important, to more important, to most important.

B. Explanatory Writing: Informs and explains. There are many types listed below.

- 1. Classification:** Break a subject down into categories or subcategories. Outlining works well for this organization.
- 2. Order of Location:** Useful for describing a person, place or thing. Provides unity by arranging details in a logical way - left to right, right to left, top to bottom, and so on.
- 3. Chronological Order:** (time) Useful for sharing a story or explaining a process. Information is organized according to what happens first, second, third, and so on.
- 4. Cause and Effect:** Helps to show a relationship between events and their results. This type can begin with a general statement about the effect and follow with specific causes, or it can begin with a general statement about the cause and follow with specific effects. **Might be used:** to explain a character's actions, the progress of a disease, or the outcome of a war.
- 5. Comparison and Contrast:** Helps to show the similarities OR differences between two subjects. Often, this type ends up showing both the similarities and differences. **Might be used:** to compare and contrast two stories or two main characters or two events in history or two processes in science.
- 6. Problem-Solution:** Clearly states a problem, analyzes the problem, and proposes a solution. **Might be used:** identify and solve a conflict between characters, analyze a chemistry experiment, or explain why the home team keeps losing.
- 7. Analysis:** Useful for explaining how something works, how it is defined, or what its parts are.
 - a. Process Analysis:** Major steps of a process. What background information the reader needs to understand the process.
 - b. Definition Analysis:** Most important characteristics of a subject.
 - c. Parts Analysis:** Parts, groups, or types that make up a subject.

C. Persuasive Writing: Clarify your position and support your argument with examples, facts, or observations. Answer opposing views. Use a reasonable and respectful tone. Use logical language.

- 1. Reason for Your Opinion Organization:** Each reason with its evidence and support are presented with objections presented at the end of the piece.
- 2. Point-by-point Basis Organization:** Each reason and its objections are examined on a one-by-one basis.
- 3. Illogical Arguments:**
 - a. Circular Reasoning:** Trying to prove a statement by just repeating it in different words.
 - b. Overgeneralization:** Making a statement that is too broad to prove.
 - c. Either or Fallacy:** Stating that there are only two alternatives when there are many.
 - d. Cause and Effect Fallacy:** Falsely assuming that because one event follows another, the first event caused the second.

USA Test Prep FSA ELA Nonfiction and Informational, and Language

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USA Title: Nonfiction / Informational

1. Performance Task - "Liberty or Death"

Domain: Key Ideas and Details

Standard: Cite Evidence

Score - Number Correct: _____ out of _____

2. Performance Task - Mr. Darcy's pride

Domain: Key Ideas and Details

Standard: Cite Evidence

Score - Number Correct: _____ out of _____

3. Performance Task - Drawing Conclusions/Making Inferences

Domain: Key Ideas and Details

Standard: Cite Evidence

Score - Number Correct: _____ out of _____

4. Performance Task - Generalizations, Conclusions, and Inf...

Domain: Key Ideas and Details

Standard: Cite Evidence

Score - Number Correct: _____ out of _____

5. Performance Task - John F. Kennedy Inauguration Speech

Domain: Key Ideas and Details

Standard: Cite Evidence

Score - Number Correct: _____ out of _____

6. Performance Task - Explicit Evidence

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

7. Performance Task - Identify Details in a Text

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

8. Performance Task - Smoking

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

9. Performance Task - The Federalist Papers III

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

10. Performance Task - Debs: Statement to the Court

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

11. Performance Task - Drawing Conclusions/Making Inferences

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

12. Performance Task - Generalizations, Conclusions, and Inf...

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

13. Performance Task - Black Hawk Surrenders: Main Idea

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

14. Performance Task - Evidence of a Claim

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

15. Performance Task - An American Railroad II

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

16. Performance Task - Meditation Upon a Broomstick

Domain: Key Ideas and Details

Standard: Textual Evidence

Score - Number Correct: _____ out of _____

17. Performance Task - Oath Against Modernism

Domain: Key Ideas and Details

Standard: Central Idea

Score - Number Correct: _____ out of _____

18. Performance Task - The Blue Poison Dart Frog

Domain: Key Ideas and Details

Standard: Central Idea

Score - Number Correct: _____ out of _____

19. Performance Task - Thesis Statements

Domain: Key Ideas and Details

Standard: Central Idea

Score - Number Correct: _____ out of _____

20. Performance Task - Drawing Conclusions from a Literary Text

Domain: Key Ideas and Details

Standard: Central Idea

Score - Number Correct: _____ out of _____

21. Performance Task - Summaries of Informational Texts (Par...

Domain: Key Ideas and Details

Standard: Central Idea

Score - Number Correct: _____ out of _____

22. Performance Task - Summaries of Informational Texts (Par...

Domain: Key Ideas and Details

Standard: Central Idea

Score - Number Correct: _____ out of _____

23. Performance Task - Implied Main Idea

Domain: Key Ideas and Details

Standard: Central Idea

Score - Number Correct: _____ out of _____

24. Performance Task - Sequence of Events 3

Domain: Key Ideas and Details

Standard: Analysis

Score - Number Correct: _____ out of _____

25. Performance Task - Words that show sequential order

Domain: Key Ideas and Details

Standard: Analysis

Score - Number Correct: _____ out of _____

26. Performance Task - Author's Perspective2

Domain: Key Ideas and Details

Standard: Analysis

Score - Number Correct: _____ out of _____

27. Performance Task - Fact or Opinion? 1

Domain: Key Ideas and Details

Standard: Analysis

Score - Number Correct: _____ out of _____

28. Performance Task - Fact or Opinion? 2

Domain: Key Ideas and Details

Standard: Analysis

Score - Number Correct: _____ out of _____

29. Performance Task - Organizational Strategies (Part 1)

Domain: Key Ideas and Details

Standard: Analysis

Score - Number Correct: _____ out of _____

30. Performance Task - Organizational Strategies (Part 2)

Domain: Key Ideas and Details

Standard: Analysis

Score - Number Correct: _____ out of _____

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31. Performance Task - Summaries of Informational Texts (Par...

Domain: Key Ideas and Details

Standard: Analysis

Score – Number Correct: _____ out of _____

32. Performance Task - Sequence of Directions

Domain: Key Ideas and Details

Standard: Analysis

Score – Number Correct: _____ out of _____

33. Performance Task - Sequence of Main Points

Domain: Key Ideas and Details

Standard: Analysis

Score – Number Correct: _____ out of _____

34. Performance Task - Related Ideas and Events

Domain: Key Ideas and Details

Standard: Analysis

Score – Number Correct: _____ out of _____

35. Performance Task - Sequence of Events 5

Domain: Key Ideas and Details

Standard: Analysis

Score – Number Correct: _____ out of _____

36. Performance Task - Sequence: A Nightly Routine

Domain: Key Ideas and Details

Standard: Analysis

Score – Number Correct: _____ out of _____

37. Performance Task - Sequence of Events 4

Domain: Key Ideas and Details

Standard: Analysis

Score – Number Correct: _____ out of _____

38. Performance Task - Sequence of Events 2

Domain: Key Ideas and Details

Standard: Analysis

Score – Number Correct: _____ out of _____

39. Performance Task - Formal Tone

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

40. Performance Task - Informal Tone

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

41. Performance Task - Context Clues, Prefixes, and Suffixes 2

Domain: Craft and Structure

Standard: Word Meaning

Score – Number Correct: _____ out of _____

42. Performance Task - Words with Multiple Meanings

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

43. Performance Task - Determining Word Meanings

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

44. Performance Task - Use Context to Find Word Meanings

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

45. Performance Task - Vocabulary: Finding Word Meanings

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

46. Performance Task - Using Context Clues I

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

47. Performance Task - Prepositions

Domain: Craft and Structure

Standard: Context Clues

Score – Number Correct: _____ out of _____

48. Performance Task - Parts of Speech II

Domain: Craft and Structure

Standard: Word Changes

Score – Number Correct: _____ out of _____

49. Performance Task - Parts of Speech: A Review

Domain: Craft and Structure

Standard: Word Changes

Score – Number Correct: _____ out of _____

50. Performance Task - Reference Materials (Part 3)

Domain: Craft and Structure

Standard: Reference Materials

Score – Number Correct: _____ out of _____

51. Performance Task - Using Reference Materials I

Domain: Craft and Structure

Standard: Reference Materials

Score – Number Correct: _____ out of _____

52. Performance Task - Using Reference Materials II

Domain: Craft and Structure

Standard: Reference Materials

Score – Number Correct: _____ out of _____

53. Performance Task - English Study Terms

Domain: Craft and Structure

Standard: Reference Materials

Score – Number Correct: _____ out of _____

54. Performance Task - The 1930s

Domain: Craft and Structure

Standard: Euphemism

Score – Number Correct: _____ out of _____

55. Performance Task - Idioms and Euphemisms I

Domain: Craft and Structure

Standard: Euphemism

Score – Number Correct: _____ out of _____

56. Performance Task - Analogies

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

57. Performance Task - Analyzing Analogies 1

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

58. Performance Task - Influences on Mood, Tone, and Meaning

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

59. Performance Task - Jargon 1

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

60. Performance Task - Jargon 2

Domain: Craft and Structure

Standard: Word Meanings

Score – Number Correct: _____ out of _____

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61. Performance Task - Word Parts: Roots and Stems 1
Domain: Craft and Structure
Standard: Word Meanings
Score – Number Correct: _____ out of _____

62. Performance Task - Word Parts: Roots and Stems 2
Domain: Craft and Structure
Standard: Word Meanings
Score – Number Correct: _____ out of _____

63. Performance Task - Vocabulary: Finding Word Meanings
Domain: Craft and Structure
Standard: Word Meanings
Score – Number Correct: _____ out of _____

64. Performance Task - Appeals in Persuasive Arguments (Part 1)
Domain: Craft and Structure
Standard: Ideas And Claims
Score – Number Correct: _____ out of _____

65. Performance Task - Appeals in Persuasive Arguments (Part 2)
Domain: Craft and Structure
Standard: Ideas And Claims
Score – Number Correct: _____ out of _____

66. Performance Task - Methods of Argument 1
Domain: Craft and Structure
Standard: Ideas and Claims
Score – Number Correct: _____ out of _____

67. Performance Task - Methods of Argument 2
Domain: Craft and Structure
Standard: Ideas and Claims
Score – Number Correct: _____ out of _____

68. Performance Task - Organizational Structure of a Paragraph
Domain: Craft and Structure
Standard: Ideas and Claims
Score – Number Correct: _____ out of _____

69. Performance Task - Organizational Structure of a Paragraph
Domain: Craft and Structure
Standard: Ideas and Claims
Score – Number Correct: _____ out of _____

70. Performance Task - Socrates Speaks
Domain: Craft and Structure
Standard: Point Of View
Score – Number Correct: _____ out of _____

71. Performance Task - Point of View I
Domain: Craft and Structure
Standard: Point Of View
Score – Number Correct: _____ out of _____

72. Performance Task - Writer's Purpose 1
Domain: Craft and Structure
Standard: Point Of View
Score – Number Correct: _____ out of _____

73. Performance Task - Writer's Purpose 2
Domain: Craft and Structure
Standard: Point Of View
Score – Number Correct: _____ out of _____

74. Performance Task - Author's Point of View
Domain: Craft and Structure
Standard: Point Of View
Score – Number Correct: _____ out of _____

75. Performance Task - Rhetorical Fallacies
Domain: Craft and Structure Standard: Point Of View
Score – Number Correct: _____ out of _____

76. Performance Task - Quoting Relevant Information (Part 2)
Domain: Key Ideas and Details
Standard: Textual Evidence
Score – Number Correct: _____ out of _____

77. Performance Task - MLA Style (Part 2)
Domain: Key Ideas and Details
Standard: Textual Evidence
Score – Number Correct: _____ out of _____

USA Title: 2 Nonfiction / Informational

78. Performance Task - Messages and Media
Domain: Integration of Knowledge and Ideas
Standard: Artistic Mediums
Score – Number Correct: _____ out of _____

79. Performance Task - Identify Bias
Domain: Integration of Knowledge and Ideas
Standard: Integrate and Evaluate
Score – Number Correct: _____ out of _____

80. Performance Task - Credibility and Bias 2
Domain: Integration of Knowledge and Ideas
Standard: Integrate and Evaluate
Score – Number Correct: _____ out of _____

81. Performance Task - Primary and Secondary Sources (Part 3)
Domain: Integration of Knowledge and Ideas
Standard: Integrate and Evaluate
Score – Number Correct: _____ out of _____

82. Performance Task - Primary and Secondary Sources (Part 2)
Domain: Integration of Knowledge and Ideas
Standard: Integrate and Evaluate
Score – Number Correct: _____ out of _____

83. Performance Task - Research Questions 1
Domain: Integration of Knowledge and Ideas
Standard: Integrate and Evaluate
Score – Number Correct: _____ out of _____

84. Performance Task - Research Questions 2
Domain: Integration of Knowledge and Ideas
Standard: Integrate and Evaluate
Score – Number Correct: _____ out of _____

85. Performance Task - Argumentation
Domain: Integration of Knowledge and Ideas
Standard: Integrate and Evaluate
Score – Number Correct: _____ out of _____

86. Performance Task - Ready, Set, Research!
Domain: Integration of Knowledge and Ideas
Standard: Integrate and Evaluate
Score – Number Correct: _____ out of _____

87. Performance Task - Reference Sources
Domain: Integration of Knowledge and Ideas
Standard: Integrate and Evaluate
Score – Number Correct: _____ out of _____

88. Performance Task - Research Readiness
Domain: Integration of Knowledge and Ideas
Standard: Integrate and Evaluate
Score – Number Correct: _____ out of _____

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89. Performance Task - Comprehension: Great Blue Hole
Domain: Integration of Knowledge and Ideas
Standard: POV, Reasoning, Evidence
Score – Number Correct: _____ out of _____

90. Performance Task - Author's Perspective2
Domain: Integration of Knowledge and Ideas
Standard: POV, Reasoning, Evidence
Score – Number Correct: _____ out of _____

91. Performance Task - Recognizing Appeals to Logic (Logos) 1
Domain: Integration of Knowledge and Ideas
Standard: POV, Reasoning, Evidence
Score – Number Correct: _____ out of _____

92. Performance Task - Recognizing Appeals to Logic (Logos) 2
Domain: Integration of Knowledge and Ideas
Standard: POV, Reasoning, Evidence
Score – Number Correct: _____ out of _____

93. Performance Task - Evidence for a Thesis
Domain: Integration of Knowledge and Ideas
Standard: POV, Reasoning, Evidence
Score – Number Correct: _____ out of _____

94. Performance Task - Reasoning and Evidence III
Domain: Integration of Knowledge and Ideas
Standard: POV, Reasoning, Evidence
Score – Number Correct: _____ out of _____

95. Performance Task - Logical Fallacies I
Domain: Integration of Knowledge and Ideas
Standard: POV, Reasoning, Evidence
Score – Number Correct: _____ out of _____

96. Performance Task - Logical Fallacies III
Domain: Integration of Knowledge and Ideas
Standard: POV, Reasoning, Evidence
Score – Number Correct: _____ out of _____

97. Performance Task - The Process of Reasoning
Domain: Integration of Knowledge and Ideas
Standard: POV, Reasoning, Evidence
Score – Number Correct: _____ out of _____

98. Performance Task - The Ethanol Debate (Part 1)
Domain: Integration of Knowledge and Ideas
Standard: POV, Reasoning, Evidence
Score – Number Correct: _____ out of _____

99. Performance Task - Messages and Media
Domain: Integration of Knowledge and Ideas
Standard: Different Mediums
Score – Number Correct: _____ out of _____

100. Performance Task - Propaganda in Nonprint Media
Domain: Integration of Knowledge and Ideas
Standard: Different Mediums
Score – Number Correct: _____ out of _____

101. Performance Task - Identifying Counter-Claims in an Argu...
Domain: Integration of Knowledge and Ideas
Standard: Delineate and Evaluate
Score – Number Correct: _____ out of _____

102. Performance Task - Evidence to Support a Claim
Domain: Integration of Knowledge and Ideas
Standard: Delineate and Evaluate
Score – Number Correct: _____ out of _____

103. Performance Task - Seat Belts
Domain: Integration of Knowledge and Ideas
Standard: Delineate and Evaluate
Score – Number Correct: _____ out of _____

104. Performance Task - Persuasive Techniques
Domain: Integration of Knowledge and Ideas
Standard: Delineate and Evaluate
Score – Number Correct: _____ out of _____

105. Performance Task - Valid and Invalid Reasoning
Domain: Integration of Knowledge and Ideas
Standard: Delineate and Evaluate
Score – Number Correct: _____ out of _____

106. Performance Task - "Share Our Wealth"
Domain: Integration of Knowledge and Ideas
Standard: Analyze Documents
Score – Number Correct: _____ out of _____

107. Performance Task - Writing Styles in Two American Speech...
Domain: Integration of Knowledge and Ideas
Standard: Analyze Documents
Score – Number Correct: _____ out of _____

USA Title: Language

108. Performance Task - Parallel Structure 2
Domain: Language and Editing
Standard: Parallel Structure
Score – Number Correct: _____ out of _____

109. Performance Task - Correcting Parallel Structure
Domain: Language and Editing
Standard: Parallel Structure
Score – Number Correct: _____ out of _____

110. Performance Task - Parallel Structure 3
Domain: Language and Editing
Standard: Parallel Structure
Score – Number Correct: _____ out of _____

111. Performance Task - Semicolons in Compound Sentences
Domain: Language and Editing
Standard: Semicolon
Score – Number Correct: _____ out of _____

112. Performance Task - Semicolons II
Domain: Language and Editing
Standard: Semicolon
Score – Number Correct: _____ out of _____

113. Performance Task - Where Should the Semicolon Go?
Domain: Language and Editing
Standard: Semicolon
Score – Number Correct: _____ out of _____

114. Performance Task - Conjunctive Adverbs
Domain: Language and Editing
Standard: Semicolon
Score – Number Correct: _____ out of _____

115. Performance Task - Punctuation and Standard American Eng...
Domain: Language and Editing
Standard: Colon
Score – Number Correct: _____ out of _____

	A	B	C
1	A comparison between two things, typically on the basis of their structure and for the purpose of explanation or clarification. "An analogy between the workings of nature and those of human societies."	19	Credibility versus Bias
2	A personal judgment either for or against a particular person, position, or thing. _____ can be favorable or unfavorable and can be used to sway an audience. An important skill of critical reading is the ability to detect an author's _____ and prejudice.	6	Counter (Opposing) Claims in an Argument
3	A text structure/organizational pattern that uses reason to try to lead a reader to think or act in a certain way. _____ begins with a statement of an idea or opinion, which is then supported with facts and logical reasoning to achieve its purpose. _____ may be found in a single text or paired texts in which opposing views are expressed.	14	Contrast
4	An author's _____ is his or her reason for creating a particular work. The _____ may be to entertain, to explain or to inform, to express an opinion, or to persuade readers to do or believe something. An author may have more than one _____ for writing, but usually one is the most important.	8	Context to Find Word Meanings
5	Author's _____ is the way an author looks at a topic or the ideas being described. _____ includes the content and the language used to present the data. Thoughtful readers decipher an author's _____, opinions, hypotheses, assumptions, and possible bias.	18	Context Clues
6	Possible argument against your precise claim or thesis or some aspect of your reasoning. A claim made to offset another claim, especially one made by the defendant in a legal action.	11	Context
7	Printed materials that accompany products and services. They are intended for the buyers or users of the products or services and usually provide information about use, care, operation, or assembly. Some common consumer documents are applications, contracts, warranties, manuals, instructions, package inserts, labels, brochures, and schedules.	7	Consumer Documents
8	See methods and tools to find word meaning using _____.	10	Comparison (Compare Writing Styles)
9	The order in which events happen in time (sequence of events). A writer may use clue words or signal words to alert the reader to these events, such as <i>first</i> , <i>next</i> , <i>then</i> , <i>finally</i> , etc. _____ (sequence) is also a text structure/organizational pattern in which ideas are grouped on the basis of order or time.	20	Compare and Contrast
10	The process of pointing out what two or more pieces of writing have in common. Tone, diction, style, point of view, and more.	15	Citing Evidence
11	The set of circumstances or facts (environment) that surround a particular event or situation. The parts of a written or spoken statement that precede or follow a specific word or passage, usually influencing its meaning or effect.	9	Chronological Order
12	The viewpoint that an author brings to a piece of writing. Sometimes the author's _____ is recognizable through the tone of a piece.	16	Cause and Effect
13	To _____ a literary work, parts are examined to understand how they work together to create meaning as a whole. Examples of analysis are to compare, to contrast, to deduce, or to categorize.	5	Author's Point of View
14	To emphasize the dissimilarities and differences of things, qualities, events, or problems.	4	Author's Purpose
15	To refer to evidence or information in support, proof, or confirmation of an idea or main point. Writers do this by naming the author, publication, and/or source so that the reader can determine the validity and reliability of the evidence or information.	12	Author's Perspective

	A	B	C
16	Two events are related as _____ when one event brings about the other. The following statement shows a _____ relationship: <i>Because of my broken arm, the doctor said I couldn't play baseball.</i> _____ is also a text structure/ organizational pattern that presents relationships between ideas in a text. In this method of development, the writer analyzes the reason(s) for an action, event, or decision, or analyzes resulting consequences to support a point.	2	Author's Bias
17	Types of _____ : logos (evidential), pathos (emotional), and ethos (based on moral standing). Logos and pathos are the two most common contemporary categories	3	Argumentation
18	Unfamiliar words are often surrounded by words or phrases called _____ that help readers understand their meanings. A _____ may be a definition, a synonym, an example, a comparison or a contrast, or any other expression that enables readers to infer the word's meaning. When readers meet unfamiliar words, _____ narrow the possible word choices, thereby making word identification more accurate.	17	Appeals in Persuasive Arguments
19	Within a text, the ability of the reader to recognize _____ on the part of the writer who may use phrasing and word choice that shows this _____ versus language that shows a fair and objective treatment of a subject or topic.	13	Analyze
20	Writing that examines the similarities and differences between two or more subjects. The writer uses transitions to signal similarities and differences, such as <i>like, likewise, in contrast, similarly,</i> and <i>in the same way</i> . As a text structure/organizational pattern, compare/contrast writing may end with a conclusion that explains a decision or provides new understanding of the subjects.	1	Analogies

	A	B	C
1	_____ recommended by the Modern Language Association for preparing scholarly manuscripts and student research papers. It concerns itself with the mechanics of writing, such as punctuation, quotation, and documentation of sources.		Distinguishing Theme from Topic
2	A _____ is a statement that can be proven true (or false) with some objective standard. An _____ is a statement that a person believes to be true but it cannot be measured against an objective standard		Drawing Conclusions
3	A contrast between what is expected and what actually exists or happens. _____ involves the tension that arises from the discrepancy, either between what one says and what one means (verbal _____), between what a character believes and what a reader knows (dramatic _____), or between what occurs and what one expects to occur (situational _____). Exaggeration, sarcasm, and understatement are techniques writers use to express _____.		Drawing Conclusions and Making Inferences
4	A mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.		Euphemisms
5	A passage or segment taken from a text. The length of the _____ may be a phrase, a sentence, a paragraph, or an entire chapter.		Evaluate
6	A reasonable conclusion is based on data or evidence. _____ occurs when the conclusion is not supported by the data. Three common types of _____ reasoning are: Overgeneralization, or drawing a conclusion based on too little data; Illogical conclusion, or making an inference that is not supported by data; and personal bias, or basing conclusions on opinion rather than information.		Evidence to Support a Claim
7	A special kind of inference that involves not reading between the lines but reading beyond the lines. The reader combines what he or she already knows with information from the text. Readers can _____ from stated facts or facts they infer and then combine all the facts to support their _____.		Excerpt
8	An expression whose meaning is not predictable from the usual meanings of its word or phrase parts.		Fact versus Opinion
9	Casual tone with references to first person and may use cliché's or idioms.		Faulty Reasoning
10	Drawing Conclusions and Making Inferences		Formal Tone
11	Examples: SWEEPING GENERALIZATION, HASTY GENERALIZATION, FAULTY ANALOGY, APPEAL TO IGNORANCE, FALSE DILEMMA, DAMNING THE SOURCE, BEGGING THE QUESTION, APPEAL TO AUTHORITY, APPEAL TO TRADITION, APPEAL TO THE CROWD, STRAW MAN, SLIPPERY SLOPE, APPEALING TO EXTREMES, RED HERRING.		Idioms
12	Facts, information, or quotes from a source to _____.		Implied Main Idea
13	Main idea not directly stated in a piece of writing of any type.		Inference

	A	B	C
14	Special words or expressions that are used by a particular profession or group and are difficult for others to understand.		Informal Tone
15	The _____ is the most important idea expressed in a piece of writing. It may be the central idea of an entire work or a thought expressed in the topic sentence of a paragraph. The implied _____ is the _____ of a passage or an article that is not directly stated but formed from what is suggested by an author from the supporting details.		Irony
16	The act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.		Jargon
17	The main difference between _____ is that _____ is the central idea, or the perception conveyed through the writing while the _____ is the <u>subject</u> treated or presented in writing. _____s explain what the story is about whereas _____s explain why the story is written.		Logical Fallacies
18	To form opinions about what is read. Through this process readers may develop their own ideas about characters and events.		Main Idea (stated or implied)
19	Use of analogy, use of example/detail, proof by absurdity or contradiction, and use of sources of authority.		Methods of Argument
20	Writing for an academic audience with _____ language, avoiding contractions, first person, "you," and keeping the focus of the writing on the subject.		MLA Style

	A	B	C
1	_____ is the author's word choice in his or her work (This is not to be confused with the author's tone. _____ often helps to enhance the author's tone in a work.) Individuals vary their _____ depending on different contexts and settings. Therefore, we come across various types of _____. It may be "formal" where formal words are used in formal situations e.g. press conferences, presentations etc. Similarly, we use "informal" _____ in informal situations like writing or talking to our friends. Moreover, a "colloquial" _____ uses words common in everyday speech. "Slang" is the use of words that are impolite or newly coined. Some types of _____ include informal, colloquial, archaic, denotative, concrete, abstract, euphonious (pleasant) or cacophonous (harsh).		Words with Multiple Meanings
2	_____ing refers to the identification of the components of a story — the beginning, middle, and end — and also to the ability to retell the events within a given text in the order in which they occurred. The ability to _____ in a text is a key comprehension strategy, especially for narrative texts.		Words that show sequential order
3	A _____ is an answerable inquiry into a specific concern or issue. It is the initial step in a _____ project. The 'initial step' means after you have an idea of what you want to study, the _____ is the first active step in the project.		Word Choice, Diction, and Language Types
4	A _____ is usually one sentence that appears at the beginning though it may occur as more than one. The _____ is developed, supported, and explained in the course of the paper by means of examples and evidence.		Validity and Reliability
5	A distinct section of a page that amplifies or highlights information found in the main text and often provides additional information.		Universal Themes
6	A general statement that presents the main points or facts in condensed form, omitting unimportant details and information.		Transition words/phrases
7	A systematic process that involves evaluating whether or not information in a text is _____ (correct or sound) and _____ (dependable). The reader engages in this process by checking specific information found in a text for its accuracy and dependability, evaluating and applying that information, and verifying the best supporting evidence based on correct and logical conclusions.		Topic
8	A systematic process that involves identifying the relationships among two or more ideas. When _____izing, the reader combines or puts together information from two or more places or sources. The reader might also read information under pictures and on maps and charts, combining information from all areas to draw conclusions. At times, the reader may be asked to look at how ideas or information in one text is presented similarly to or differently from that found in another text.		Tone
9	A type of graphic aid that presents a group of facts in rows, columns and demonstrates how the facts interrelate.		Thesis Statements
10	A word that has the same or almost the same meaning as another word (e.g., <i>rob/steal</i> , <i>parcel/package</i> , <i>occasionally/sometimes</i>).		Text Structure
11	After, At the beginning, Before, Earlier, Finally, First, Following, Initial, Last, Later, Next, Now, Prior to, Second, Sequentially, Soon, The final, Thereafter, Third, To begin with, To conclude, Today, Tomorrow.		Text Features
12	An expression of a writer's attitude toward a subject. Unlike mood, which is intended to shape the reader's emotional response, _____ reflects the feelings of the writer. _____ can be serious, humorous, sarcastic, playful, ironic, bitter, or objective.		Text box

	A	B	C
13	An underlying message about life or human nature that the author wants the reader to understand and that may give readers insight into the author's view of the world. A _____ is a complex and original revelation about life that is usually unstated, yet it is vital. A _____ is not the same as a moral, which is a rule of conduct, nor should it be reduced to a familiar saying or cliché, such as <i>Crime doesn't pay</i> . For example, the _____ of "The Scarlet Ibis" by James Hurst might be expressed as <i>Pride, love, and cruelty are often intermingled in human relationships</i> .		Table
14	Design elements that include the organizational structure of a text and help make the key ideas and supporting information understandable. _____ include headings, text boxes, subheadings, sections, titles, subtitles, italic type, bulleted or numbered lists, and graphic aids, such as charts, tables, timelines, illustrations, and photographs.		Synthesize
15	<u>Homonyms</u> are words which have the same spelling and pronunciation, but have different meanings. <u>Homophones</u> are words which have the same pronunciation, but different spellings and meanings. <u>Homographs</u> are words that are spelt the same, but have different pronunciations and meanings.		Synonym
16	Identify the central idea- the main idea or topic of a text, identify supporting ideas- the details and facts that support the main/central idea, identify the objective- stating the facts versus giving an opinion, and write the summary- a brief statement in your own words about the _____ you read. Also, 5w's and 1h.		Symbolism
17	Records of events that were created some time after the events occurred; the writers were not directly involved or were not present when the events took place. Encyclopedias, textbooks, biographies, most newspaper and magazine articles, and books and articles that interpret or review research are examples.		Summary Statement
18	Similar to logical _____, but also includes Paradox, Point of View, Tone, Understatement, Metaphor, Qualifiers, Allusion. Other examples: SWEEPING GENERALIZATION, HASTY GENERALIZATION, FAULTY ANALOGY, APPEAL TO IGNORANCE, FALSE DILEMMA, DAMNING THE SOURCE, BEGGING THE QUESTION, APPEAL TO AUTHORITY, APPEAL TO TRADITION, APPEAL TO THE CROWD, STRAW MAN, SLIPPERY SLOPE, APPEALING TO EXTREMES, RED HERRING.		Summaries of Informational Texts
19	The general category or class of ideas, often stated in a word or phrase, to which the ideas of a text as a whole belong (e.g., subject matter or central idea of a conversation, discussion, or a piece of writing).		Sequence of Events
20	The order in which _____ are given using _____ words.		Sequence of Directions
21	The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. A substantial piece of academic writing, usually done as a requirement for a class, in which the author does independent _____ into a topic and writes a description of the findings of that _____.		Secondary Source
22	The temporal and spatial arrangement of elements in a written, oral, or visual text. For example, the _____ of a narrative film might involve moving back and forth among different time periods in recounting events, or the _____ of an argumentative essay might involve a linear arrangement of definitions, arguments, evidence, counterarguments, and rebuttal. Common forms of _____ or organizational patterns found in written texts include compare/contrast, cause/effect, chronological order, and argument/support.		Satire

	A	B	C
23	The use of something concrete (e.g., an object, a setting, an event, an animal, or a person) that functions in a text to represent something more than itself. A _____ must be something tangible or visible, while the idea it _____zes must be something abstract or universal. For example, a dark forest has often been used as a _____ of being lost and confused in life. In James Hurst's "The Scarlet Ibis," the fragile ibis functions as a _____ of the frail little boy and his unusual nature.		Rhetorical Fallacies
24	Type of writing that ridicules human weakness, vice, or folly in order to bring about social reform. _____s often try to persuade the reader to do or believe something by showing the opposite view as absurd or even as vicious and inhumane. One of the favorite techniques of the _____sts is exaggeration, overstating something to make it look worse than it is. For example, George Orwell's novel <i>Animal Farm</i> uses barnyard animals to mock the way people abuse political power.		Research Questions
25	Words and phrases that indicate relationships between ideas in a paragraph or composition. Sometimes called linking words.		Research

General Paper 8021
Exam 1 and Exam 2 Overview

Exam 1 – Handwritten Essay Overview:

- Exam 1 of the General Paper college credit course is 1 hour and 15 minutes.
 - There are 10 essay prompt/topic choices.
 - After selecting a prompt, candidates plan and create a 600-700-word handwritten essay.
1. Candidates make a choice of topics based on their ability to fully respond to the prompt.
 2. Candidates dissect the prompt for better understanding.
 3. After prompt dissection, students create well-designed writing plan.
 4. Many essays require a discursive response where students equally discuss two perspectives on a topic. General Paper essays require strong, thoughtful, complete conclusion paragraphs where the candidate takes a clear stand FAVORING one viewpoint over the other. Think of it as a one-paragraph persuasive essay.
 5. While writing, candidates must monitor their time. Editing and changes are encouraged and expected.

Exam 2 – Readings with Written Answers Overview:

- Exam 2 of the General Paper college credit course is 1 hour and 45 minutes.
- This portion of the exam includes TWO parts.
- The first part includes a test insert with TWO readings.
- The second part includes all of the questions and a place for candidates to write responses.
- The questions are divided to match the TWO readings.
- Candidates will encounter the FIVE question types during the test as outlined in both handouts.
- Each answer is worth between 1 and 10 points depending on the length of the answer required, but all require handwritten responses.

Exam 2 Question Styles:

1. **Direct question style questions** with answers in the text. Cue words: give, identify, give three reasons.
2. **Paraphrase or summary style questions.** These questions require student to summarize use their own words to show their understanding of ideas.
3. **Words in context or language use questions.** These questions ask the meaning of a word in context, use vocabulary words in sentences to show understanding, determining synonyms or “flipped” to look for in the text.
4. **Inference or implication style questions.** These questions ask the student to use critical thinking to determine what might: be suggested the information, show how something could be, why something is, what something means.
5. **Take a position based on best option questions.** These questions require students to study a scenario, examine choices, look at other considerations, then create a reasoned choice response that includes five advantages and one disadvantage in 100 words.

GENERAL PAPER 2 READING AND RESPONDING EXAM

How do I successfully complete the 105-minute exam?

1. Remember the test is divided into **two reading/question sets**.
2. **Divide your time accordingly**, but remember, the only time “warning” you will receive is, “You have 5 minutes remaining.”
3. To **earn points**, make sure your **answer is directly related** to the question or directions.
4. If Part A reading is a **Choice Scenario**, attack the reading thinking about which choice is best.
5. In all readings, **mark** this type of reading with very **short notes** or marking of material with the choices in mind.
6. Carefully read and **circle key word phrases in each question** before answering.
7. **Question word count:** (10) equals 100 words ranging to (1) equals 10.
8. **Number of points/ideas per answer:** Divide the words needed by 2, to determine points or reasons to be included in your answers except when directions tell how many points or if obvious more/less is needed.
9. **Quickly plan** answers on the “reading” pages, before responding.
10. Do **NOT include the question** in your answer. NO “I” or “I think...”
11. **“In your own words”** means use very little direct wording from the text.
12. Draw **one line through mistakes** and **write only within the box** area.

How can begin to understand summarization and summary writing?

- a. Turn to page 16. Title your paper Summary Writing.
- b. Paraphrasing and Summarization go hand-in-hand.
- c. We know that paraphrasing is achieved by using our own words to restate information; however, for accuracy we often must use academic vocabulary from the source to accomplish paraphrasing.
- d. Summarization focuses on key points or key information from a reading or other source material (graph or table?). The goal is to **CONDENSE** the information.
- e. Summarization is completed by 1) identifying the key points and by 2) using paraphrasing to restate these points.
- f. Exercise 1: Read the directions aloud. Don't pick too many key points or facts. On your paper (not the handout), write your summary from the reading. Class discussion.

Warning: Our tendency is to rely on "THEIR" information rather than thinking the information through **OURSELVES!**

Summary Writing

Exercise 1

As you read the following article, underline the main ideas. Then write your own summary on the lines that follow the article.

Northern Spotted Owl under Threat: Thirty years ago, the Northern spotted owl was one of the most common owls in the Pacific Northwest. But these owls live in old-growth forest, and logging caused much of their habitat to be lost. In 1991 the federal government passed laws to protect the land where the owls live. Now, though, the owls face a new threat—competition with the barred owl. Barred owls are larger and more aggressive, and they scare the spotted owls away from nesting and hunting grounds. Scientists have tried several ways to protect this endangered bird. Some track the owl nests to monitor when their eggs hatch. Some scientists have even tried to reduce the population of barred owls. Environment specialists are working hard to protect this species, but more research is needed. The Northern spotted owl is also threatened by climate change and competition with other birds of prey.

Exercise 2

Here are three summaries of a story about Xerxes' attack on the Greeks. The summaries are lettered for easy reference. Read each version, then answer the questions that follow.

- In 484 BCE, the Persian king Xerxes attacked the Greeks.
- In 484 BCE, the Phoenicians joined Persia in a war against the Greeks. Their warships and sailing expertise helped King Xerxes fight the Greek navy.
- In 484 BCE, the Persian king Xerxes asked the Phoenicians to help him make war on the Greeks. The Phoenicians contributed 300 warships and helped build a bridge of ships across the Hellespont. Xerxes' army crossed on the bridge to reach the mainland. There they began to attack the Greek cities.

Questions

- Which summary provides only the main idea?
- Which summary provides the most supporting details? Do these details seem important?
- Which summary do you think is the most effective? Why?

Exercise 3

Read the paragraph about the Northern spotted owl once more, and this time organize your notes as an outline on the lines that follow. You might use headings such as *current threat*, *other threats*, and *possible solutions*.

Northern Spotted Owl under Threat: Thirty years ago, the Northern spotted owl was one of the most common owls in the Pacific Northwest. But these owls live in old-growth forest, and logging caused much of their habitat to be lost. In 1991 the federal government passed laws to protect the land where the owls live. Now, though, the owls face a new threat—competition with the barred owl. Barred owls are larger and more aggressive, and they scare the spotted owls away from nesting and hunting grounds. Scientists have tried several ways to protect this endangered bird. Some track the owl nests to monitor when their eggs hatch. Some scientists have even tried to reduce the population of barred owls. Environment specialists are working hard to protect this species, but more research is needed. The Northern spotted owl is also threatened by climate change and competition with other birds of prey.

General Paper Exam 2
Choice Style Thinking Exercise

GP Topic Area: Visual / Performing Arts

Directions: Using the assignment notes, effectively complete your choice notes with a final decision in mind. You must back up your decision with evidence. Complete the notes while watching the dance scenes.

Assignment Notes:

- a. Dance Scenes: *Singing in the Rain* (*Singing in ...*) 1952, *West Side Story* (*America*) 1961, and *Dirty Dancing* (Finale) 1987.
- b. Choreography: the sequence of steps and movements in dance or figure skating, especially in a ballet or other staged dance. The art or practice of designing choreographic sequences.
- c. Elements of Choreography:
 - Time: Time encompasses rhythm, speed and syncopation of movements.
 - Energy: Energy relates to the quality of movement.
 - Space: Space is the area the dancer is performing in.
 - Style: The style of dance.
 - Number of Dancer: May impact difficulty of performance.
 - Music Quality: The music quality as it connects with the dance performance.
 - Theme: Costumes, lighting, props, emotion.
 - Formations: Use of lines and triangles, circles, V's. Featured sequences/parts within the dance.
 - The Quality of Execution: Rating the overall ability/performance of the dancers.

S.I.R. Dance Notes _____

W.S. Dance Notes _____

D.D. Dance Notes _____

Question 2 Continued

(d) Explain in your own words as far as possible:

(i) the differences between Jennifer Grey and Patrick Swayze's performance in *Dirty Dancing* and Rita Moreno's (and company) performance in *West Side Story*.

[3]

(ii) the similarities between Jennifer Grey and Patrick Swayze's performance in *Dirty Dancing* and Rita Moreno and company's performance in *West Side Story*.

[3]

(iii) the similarities between Gene Kelly's performance in *Singin' in the Rain* and Jennifer Grey and Patrick Swayze's performance in *Dirty Dancing*.

[3]

(e) Explain in your own words as far as possible:

(i) which dance performance do you favour. Be sure to supply three points/reasons in your answer.

[3]

Which date should Autumn accept for prom?

Autumn has been asked to attend Prom by three young men. She is the National Honor Society President, track team captain, well-liked by teachers and friends, lives with her mother, she has a job, she plans to attend college, she's had two high school boyfriends, she was on Homecoming Court, and her goal is to be Prom Queen just like her mother.



Nicholas

- He was captain of the State Champion basketball team
- He has had several girlfriends
- Has "expectations" for prom
- He is just turning 17 years old
- He often acts like a "clown"
- He's renting a limo for prom



Brandon

- GPA ranked #1 in senior class
- He's funny, but a little shy.
- They've been friends for years
- He's had one terrible breakup
- He's been accepted to Harvard University to become a doctor
- He drives an older Mercedes



Sebastian

- He's a senior who moved here just this year
- He loves being in the theater
- He's the best dancer at school
- His popularity is rising
- He's active in the community
- He drives a new car



4. How do I begin to understand/practice "choice" scenarios for the General Paper Exam 2?

a. Choice Activity Additional Considerations: •At this school, athletics is important to the students. Student fan turnout for football, basketball, and other sports is higher than at other area schools. •GPA and extracurriculars are highly competitive at this school. Students there are mostly college bound and need as many accolades as they can get to pad their college applications. •The school is in a wealthier area of Florida where many students get a limo for prom. •Voting takes place during prom. •The King and Queen must return the following May to crown the new Prom Court winners. •Autumn has recently been "crushing" on Sebastian, but no one knows.

b. Working in groups of three to four, DEBATE your date choice based on AUTUMN'S GOAL.

PARTICIPATION: I am grading you on your EQUAL participation in the group. Dominating earns as low a score as not participating.

c. As a GROUP, AGREE on your choice.

d. ALL, write the choice at the top of your paper and after agreeing, list THREE ADVANTAGES, for your choice.

e. Now, agree on ONE PRIMARY disadvantage to EACH of the other two date choices.

f. Designing your own Choice Activity. We've seen examples of choice activities with tennis players and a tournament, famous dance movie scenes, and prom date choices.

Now, it's time to design YOUR group Choice Activity. Your scenario can be "made up" or based in fact. What's needed? Label this way:

- Topic area.
- A scenario.
- Three choices with some details.
- Additional information (five pieces).

General Paper Exam 2 Overview

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This is How the Exam Will Look on Test Day



Cambridge Assessment
International Education

Cambridge International AS Level

ENGLISH GENERAL PAPER

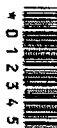
8021/02

Paper 2 Comprehension

For examination from 2019

SPECIMEN INSERT

1 hour 45 minutes



INFORMATION

- This insert contains all the resources referred to in the questions.
- You may annotate this insert and use the blank spaces for planning. Do not write your answers on the insert.

General Paper Exam 2 Comprehension: Two-Part Reading for Questions

Passage 1 Study the material below to answer Question 1 parts (a)–(f).

Wedding Venue

Julio and Maria are getting married. They must organise their wedding banquet. They have shortlisted four venues.

Their situation

- i Maria is a Christian and Julio has no religion. 5
- ii Julio wants 110 guests; Maria wants a further 70. The total will include 30 children.
- iii All four banquet venues are in or near the city of Nuptona, where the couple live.
- iv Julio's family all live in the east of Nuptona and the maximum distance they are prepared to travel is 20 km as none have cars and they find taxis very expensive. Maria's family can travel up to 80 km and they live in the north and west of the city. 10
- v Their budget for the venue's banquet is \$5600, of which each side is paying half. However, Maria's parents have offered to pay the \$3000 needed for all the other wedding expenses because of Julio's family circumstances.
- vi They wish to marry before 21 June, six months away, because Maria returns to university then. 15
- vii Maria's father dreams of walking his only daughter down the church aisle.

The venues

- A Wellhall, a luxurious country estate in its own grounds, 32 km west of Nuptona.
- B Nuptona Golf Club, also catering for wedding functions, 20 km south of the city centre.
- C The sixteenth-century Rialto Hotel in the city centre, converted from four terraced houses. 20
- D The 15th (top) floor ballroom of the 4* Sun Hotel in the eastern suburbs overlooking a lake.

The wedding costs and dining options of each venue

- A Cost \$5500. Full four-course dinner with vegetarian option and waiter service.
- B Cost \$4500. Informal 20-dish buffet with no seating plan. 25
- C Cost \$4860. Set three-course meal with seating plan and waiter service.
- D Cost \$3490. Light snacks with the option of a 10-dish buffet for an extra \$10 per head.

Considerations

- 1 Maria's grandfather must stay indoors at all times owing to his health.
- 2 All venues except A charge \$500 extra to hire an outside band for dancing. 30
- 3 30 of Maria's guests are strict vegetarians; 20 of Julio's guests are disabled.
- 4 June is the worst month for pollen-induced breathing difficulties.
- 5 Venue C offers the use of two free limousines for transporting guests.
- 6 There are strict no-smoking restrictions in Venue B.
- 7 Venue C has no disabled access facilities. 35
- 8 Venue A's head chef previously worked for 15 years as the functions manager of a top hotel.
- 9 Venue D offers free drinks throughout.
- 10 Venue C is fully booked until 5 July, but cancellations are common and the couple would be third on the reserve list. Venue A and Venue B also have very few free dates available. 40
- 11 Venue A offers free, enticing extras such as a welcome cocktail, chocolate fountain with dessert, wine with the meal, departing gift chocolates for all guests.
- 12 Maria's guests will refuse alcohol. Julio wants a free bar.

Passage 2: Study the material below to answer Question 2 parts (a)–(f).

DETROIT ON THE ROPES

All across the industrial heartland of the USA the American Dream had come true. Blue-collar workers poured into the cavernous car assembly plants of Detroit, the fire-belching steel mills of Cleveland and the meatpacking factories of Chicago. Just a sturdy back and a positive work ethic were sufficient to earn a house, a garden, a car, time to enjoy them all and an education for the children.

5

But this period in the USA's growth, which everyone thought would go from strength to strength and would last for ever, has not. And today, the once-most affluent capital of them all, Detroit, the USA's fourth biggest city in 1950 with 1.8 million people, has collapsed to only 700 000 and has become the most famous city in American history to file for municipal bankruptcy.

10

People become bankrupt, frequently, but can a city? Nearly, as proved by New York in 1975 when it ran up debts of \$14 billion but just scraped through and within three years was thriving again. But the depth of Detroit's debt is unprecedented and its future is far bleaker. So, in December 2013 a judge made it official: Detroit could not restructure its finances and consequently was declared bankrupt.

15

They thought the well-paid assembly line jobs would last for ever, but they dried up under increasingly fierce competition from overseas. They thought the companies that had started there in the 20th century would always be there, but some have left, like Ford. They thought the city, with its emblematic music sound, its powerful union movement, its skyscraper offices paying high land tax around Cadillac Square, its rich white bosses, and with everyone wanting cars, would always dominate world car-making, but it hasn't. So Motor City has fallen into a six-decade downward spiral of job losses, fleeing population and plummeting tax revenue. Detroit's singular reliance on an industry that stumbled badly, its long history of racial strife and its long-running hostility between the local politics of city, suburbs and state all proved a disastrous combination, and ultimately too much to overcome. Consequently, staggering under \$20 billion in unpaid bills, Detroit City Council surrendered in 2013.

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Overnight, success had bred failure. Its loss of over half its population in only 60 years is not solely due to the ailing car industry. Fingers can be pointed at the city's political leadership and its reluctance to make the right, even if tough, decisions over the years. Motown's sheer size presented another problem and cause of decline. Utilities needed vast lengths of water pipe, electricity wire and concrete sewers to cover the 138 square miles. Care agencies such as police, fire and medics were unable to cover vast areas quickly enough, while the cost of all this social provision escalated because of the scale of operations. And because this was Motown and everyone owned a car, the city never invested in sophisticated bus patterns or intricate subway systems, unlike its neighbours Chicago and Toronto. Everyone from the suburbs was happy to live the American Dream at home while commuting great distances daily to the centre by car.

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Thus the entire city was bound to suffer disinvestment as there just was not enough money to go around from the declining land and personal tax base being paid by fewer companies and residents. This has left today a barren landscape of deserted neighbourhoods and abandoned buildings: a sight which overwhelms the genuine attempts to revitalise the city centre. In the poorer Downtown area, street lights regularly fail, the crime rate is the highest in the USA, schools and hospitals are closed and boarded up only to be trashed by vandals; buildings decay and communication problems are left to fester. The city has 78 000 abandoned and blighted buildings, one-fifth of the entire housing stock. Of the 12 000 fires a year, 60% occur in these buildings, usually through arson, and to remove them would cost \$1.5 billion a year for 10 years.

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Of course, declaring bankruptcy is only a temporary solution for Detroit; it will come around again in about 10 years unless more permanent answers are found in a sensible restructuring of finances. This decline of traditional industrial areas has happened in many western countries – in Germany's Ruhr, the UK's North, Midlands and South Wales, France's Alsace-Lorraine. Did America think it could be different? Did it learn from these others' mistakes? At present it seems not, certainly in Detroit's case, but the jury is still out.

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1 Study Passage 1 in the Insert and answer the following questions (a)–(f).

Note: When a question asks for an answer IN YOUR OWN WORDS and you select the appropriate material from the passage for your answer, you must still use your own words to express it. Little credit can be given to answers which only copy words or phrases from the passage.

(a) What evidence in the material suggests there are differences in attitudes and social status between Maria and Julio and their families?

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.....[5]

(b) If the cost of the chosen venue were exactly that of the couple's budget, how much would Maria's parents be paying for the **entire** wedding?

.....
.....
.....[2]

(c) If Venue D costs \$3490, what would the new cost be if the couple also opted for the venue's buffet? Choose **one** answer from below and write the correct letter:

- A \$4290
- B \$5450
- C \$5290
- D \$6100

..... [1]

(d) What was the main industry in Detroit?

.....
.....[1]

(e) (i) By how many people did Detroit's population decline from 1950 to the present day?

.....[1]

(ii) Describe the impacts that this decline of population has had on the city.

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.....[6]

(f) (i) Explain the meaning of the following words or phrases as they are used in the passage. You may write the answer in one word or a short phrase:

sturdy (line 3)

.....

affluent (line 7)

.....

reliance (line 23)

.....

had bred (line 27)

.....

ailing (line 28)

.....

escalated (line 33)

.....[6]

Material for Section A

Introduction

Karatola, a newly-independent country, is experiencing a period of tension with Ursus, the country from which it has separated. As part of its overall strategy, Karatola is looking at energy options, including the development of sustainable energy.

... and wind is a clean source of renewable energy that produces no air or water pollution ... 5
 operating costs are minimal once the turbines are erected ... whilst modern wind turbines usually
 consist of a solid base with three rotor arms connected by a horizontal axis to a tall tower and look
 like an aeroplane propeller ... the construction enables the blades to move to be perpendicular
 to the wind ... the speed of rotation is between 10 and 20 revolutions per minute ... a small
 wind farm of 10 turbines, over its twenty-year life span, has the capacity to generate an amount 10
 of electricity that is the equivalent of 3 million tonnes of coal or 6.3 billion cubic feet of gas ...
 the energy produced can be fed into the national electricity distribution network and make a
 significant contribution ...

Extract from Encyclopaedia Cantabrigiensis.

We at Blowin' in The Wind are confident that the citizens of Segono are behind our scheme: a 15
 recent survey showed that over 80% of those questioned were in favour. A trust fund will be set
 up to enable the community to invest in local projects. We can assure you that all the equipment
 will be delivered to the coastal site using the town's perimeter road, during designated hours
 and with a police escort. We expect construction work to take up to one year. The blades will
 be 40m in length, grey in colour with a non-reflective surface and the maximum height of the 20
 turbines will be 110m to blade tip. Each turbine will have a 2MW capacity, which is estimated to
 avoid the emission of 3000 tonnes of carbon dioxide per year. The operational life of a turbine
 is 20 years, after which the site will be decommissioned. We anticipate that construction and
 ongoing maintenance will provide employment opportunities for local firms.

Extract from the proposal by the Blowin' in The Wind Developments Company. 25

Local reaction

The proposal to build a wind farm at Segono, a coastal town of 6000 households in the south of Karatola, has aroused some opposition from residents, many of whom make a living from fishing and tourism. At a public meeting the following comments were among a number made.

Louis Logica: It's all nonsense – absolutely no need for it whatsoever – we can get energy here 30
 from our own natural resources and we can get all the oil we want from other countries such as
 Ursus. Just imagine the noise from these monsters, whizzing so fast – they'll make you dizzy –
 no-one in the town would ever sleep! And the sight of them – as tall as 100 houses, they'll be
 seen from everywhere, and once they're up they'll be going round forever! And what about our
 fishing? They'll frighten the fish away and the draught will probably blow our boats off course. 35
 And whilst they're being built we'll have lorries thundering through the town day and night – it
 won't be safe to let our children out! I've spoken to almost everyone in the town and they're all
 against the idea – why don't they site it somewhere else as we won't get anything out of it? And
 what if the wind's in the wrong direction? You won't even be able to watch television ...

Peter Profundus: As you all know, the Government is committed to reducing our carbon emissions to meet national and international targets. Border disputes with Ursus mean that we are vulnerable and it's important that we follow a policy of self-sufficiency. Of course, I am as committed to renewable energy as the next person, but it has to make sense, and this is the wrong place for a wind farm. There is no doubt that the unsightly wind turbines will have a detrimental effect on our quality of life and could have an impact on our tourist industry. There are likely to be problems as the long, slow loads may interrupt the flow of traffic. Will people visit Segono knowing that they are going to be stuck in their car? Most of the electricity produced will be used in other parts of the country; so why not locate the turbines somewhere else? Has anyone looked into other forms of sustainable energy that wouldn't have the same impact? I'm also concerned about our wildlife, especially the birds ...

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Material for Section B

Introduction

Walter Isaacson, the biographer of Steve Jobs (the co-founder of Apple Inc.) wonders what it was that made Jobs so smart.

Sparked by some kind of genius

One of the questions I wrestled with when writing about Steve Jobs was how smart he was. On the surface, this should not have been much of an issue. You'd assume the obvious answer was: he was really, really smart. After all, he was the most innovative and successful business leader of our era and embodied the Silicon Valley dream writ large: he created a start-up business in his parents' garage and built it into the world's most valuable company. 5

But I remember having dinner with him and someone bringing up one of those brain-teasers involving a monkey having to carry a load of bananas across a desert, with a set of restrictions about how far and how many the monkey could carry at one time, and you were supposed to figure out how long it would take. Jobs tossed out a few intuitive guesses but showed no interest in grappling with the problem rigorously. I thought about how Bill Gates, the tech giant, would have gone click-click-click and logically worked out the answer in 15 seconds, and also how Gates devoured science books as a holiday pleasure. But then something else occurred to me: Gates never made the iPod. Instead, he made the Zune*. 10 15

So was Jobs smart? Not conventionally; instead, he was a genius. That may seem like a silly word game, but in fact his success dramatises an interesting distinction between intelligence and genius. His imaginative leaps were instinctive and unexpected. They were sparked by intuition, not analytical rigour. Trained in Zen Buddhism, Jobs came to value the wisdom of experience over scientific analysis. He didn't study data or crunch numbers, but like a pathfinder he could sniff the winds and sense what lay ahead. 20

He told me he began to appreciate the power of intuition, in contrast to what he called 'Western rational thought', when he wandered around India after dropping out of college. 'The people in the Indian countryside don't use their intellect like we do. They use their intuition instead ... Intuition is a very powerful thing, more powerful than intellect, in my opinion. That's had a big impact on my work.' 25

Jobs also had a lot of imagination and knew how to apply it. As Einstein said, 'Imagination is more important than knowledge'. Einstein is, of course, the true example of genius. He had the elusive qualities of genius, which included an intuition and imagination that allowed him to think differently (or, as Jobs' adverts said, to 'Think Different'). Both Einstein and Jobs were very visual thinkers. The road to relativity began when the teenage Einstein kept trying to picture what it would be like to ride alongside a light beam. Jobs spent time almost every afternoon walking around the studio of his brilliant design chief, Jony Ive, and fingering foam models of the products they were developing. 30 35

Jobs' genius wasn't in the same quantum orbit as Einstein's. So it is probably best to ratchet the rhetoric down a notch and call it ingenuity. Gates is super-smart, but Jobs was super-ingenuous. The primary distinction, I think, is the ability to apply creativity and the power of design to a challenge. In the world of invention and innovation, that means combining an appreciation of the humanities with an understanding of science – connecting artistry to technology, poetry to processors. This was Jobs' speciality. 'I always thought of myself as a humanities person as a kid, but I liked electronics. Then I read something that one of my heroes, Edwin Land of the Polaroid camera company, said about the importance of people who could stand at the intersection of humanities and sciences, and I decided that's what I wanted to do.' 40 45

The ability to merge creativity with technology depends on one's ability to be emotionally attuned to others. Jobs could be petulant and unkind in dealing with other people, which caused some to think he lacked basic emotional awareness. In fact, it was the opposite. He could size people up, understand their inner thoughts, persuade them, intimidate them, target their deepest vulnerabilities, and delight them at will. He knew, intuitively, how to create products that pleased, interfaces that were friendly, and marketing messages that were enticing. 50

In the history of ingenuity, new ideas are only part of the equation. Genius requires execution. When others produced boxy computers with forbidding interfaces that confronted users with unfriendly green prompts that said things such as 'C:\>', Jobs saw there was a market for an interface like a sunny playroom. Hence, Apple's Macintosh. Sure, Xerox came up with a graphical interface, but the personal computer it built was a flop and it did not spark the home-computer revolution. Between conception and creation, TS Eliot** observed, there falls the shadow. 55

*The Zune was a music service and player, which allowed users to stream and download tracks.

**T S Eliot was one of the twentieth century's major poets.

Cambridge International AS Level

CANDIDATE
NAME

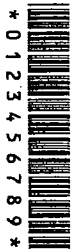
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ENGLISH GENERAL PAPER

8021/02

Paper 2 Comprehension

For examination from 2019

SPECIMEN PAPER

1 hour 45 minutes

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- Dictionaries are **not** allowed.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains all the resources referred to in the questions.

This document has **10** pages. Blank pages are indicated.

Section A

Read the material for Section A, which is about wind farms, in the Insert before answering the questions in Section A.

- 1 (a) Which one of the two extracts (from *Encyclopaedia Cantabrigensis* or from the proposal by *Blowin' in the Wind Developments*) is more reliable as a source of information about the proposal? Explain your reasoning.

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..... [2]

- (b) Why do you think the blades are 'grey in colour with a non-reflective surface'? [line 20]

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..... [2]

- (c) If a 2 MW turbine can produce enough electrical energy to power 300 households, how many turbines would be required to meet Segono's needs?

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..... [1]

(d) Identify **five** points made by Louis Logica at the public meeting and show how they could be challenged by material found elsewhere in Section A. You may use continuous prose or bullet points.

point

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challenge

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point

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challenge

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point

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challenge

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point

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challenge

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point

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challenge

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[10]

166

Section B

Read the material for Section B, which is about Steve Jobs, in the Insert before answering the questions in Section B.

2 (a) From the material identify the phrase that means the following:

(i) to tone down the persuasive language [paragraph 6]

..... [1]

(ii) empathetic [paragraph 7]

..... [1]

(iii) form a judgement about others [paragraph 7]

..... [1]

(b) Explain the meaning of the two following phrases as they are used in the material. You may write the answer in one word or a short phrase.

(i) wrestled with [line 5]

..... [1]

(ii) not conventionally [line 18]

..... [1]

(iii) Use these phrases in **two** separate sentences to illustrate their meanings as used in the material. Your sentences should use subject matter that is different from the material.

.....
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.....
.....
..... [2]

(c) Give **three** reasons which accounted for Steve Jobs' success as stated in lines 20–23. Answer in your own words as far as possible.

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.....
.....
..... [3]

(d) Explain in your own words as far as possible:

(i) the differences between Steve Jobs' approach to problem-solving and that of Bill Gates, and the impact this had on their businesses, as stated in paragraphs 2 and 6.

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..... [3]

(ii) the similarities between Einstein and Steve Jobs, as stated in paragraph 5.

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.....
.....
..... [3]

(iii) the similarities between Edwin Land and Steve Jobs, as suggested in paragraph 6.

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..... [3]

(e) What do you think is meant by:

(i) the reference to Steve Jobs embodying 'the Silicon Valley dream writ large'? [line 8]

Answer in about 30 words.

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..... [3]

(ii) T S Eliot's observation that 'Between conception and creation ... there falls the shadow'? [line 57]

Answer in about 30 words.

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..... [3]

[Total: 25]

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8001	21

1 (a) Credit the material below or any other valid points:

- religion
- income
- car ownership
- Maria at university, Julio not
- attitude towards alcohol
- type of wedding ceremony

Beware of crediting development as a separate point. Contrast may be implied.

5 × 1

[5]

(b) Answer = \$5800. Award 2 marks.

[The calculation is half of \$5600 + \$3000]

If answer is incorrect, award 1 mark if candidate gives \$2800 and/or any correct working [2]

(c) Answer = C

[1]

(d) Credit the material below or any other valid points

Venue A

Advantages

- The venue is the most luxurious – parents wanting the best for their son despite the expense.
- The expertise of the chef guarantees a good experience.
- The best meal would satisfy the needs of the vegetarians.
- There is no extra charge for live music.
- There are additions to the meal: drinks on arrival, free wine at dinner, chocolates at the end of the evening.

Disadvantages

- It is on the wrong side of the city for Julio's family in terms of both distance and cost.
- Its availability in June is in doubt.
- Smoking would be a problem.
- Although within budget, it is the most expensive of the choices.

Venue B

Advantages

- The ban on smoking would benefit...

Disadvantages

- It is on the wrong side of the city for everyone.
- The dates available are limited.
- There is no vegetarian option.
- There is a charge for live music.
- The informal buffet might look 'cheap'.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8001	21

Venue C

Advantages

- The city centre location could be suitable for all.
- The set meal could be appropriate and cost less than A
- The free limousines would be a luxurious touch/reduce the transport costs.

Disadvantages

- There is a charge for live music.
- There is no vegetarian option.
- There is no disabled access.
- They would be taking a risk with availability.

Venue D.

Advantages

- The hotel is in the eastern suburbs where Julio's relatives live.
- It will be easy for them to get there as they do not have cars and it is close.
- Presumably it has disabled access as the text says only Venue C does not, hence accommodating for Julio's 20 disabled relatives.
- It is the cheapest venue and Julio's relatives do not sound well off if they do not own cars and find taxis expensive. Also Maria's family is paying for everything else as Julio's family has difficult circumstances, by inference.
- The hotel offers free drinks throughout as part of its package and Julio wants a free bar.
- It is the only venue with easily available dates as the others are booked or nearly booked.
- Even with the extra buffet, it comes within budget

Disadvantage

- The venue only offers light snacks or a limited buffet at extra cost
- There is a charge for live music.

6 × 2

[12]

Award two marks for each developed point; award one mark for anything proceeding on the right lines and the second mark for development.

MAX 1 if a non-specific advantage.

Straight lift is not accepted, but dev can be credited for a single tick.

NB MAX 10 for advantages.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8001	21

(e) Credit the material below or any other valid points:

- It is in the west of the city so easily accessible to her family in the north and west.
- It is only 32 km from the city and her guests are willing to drive up to 80 km.
- It does not exceed the budget – \$5500.
- The band is free and saves an extra \$500 on an already expensive price.
- It is the only venue that offers a vegetarian option and 30 of her guests are vegetarian.
- It is the only venue to offer tempting extras such as cocktail, fountain, wine etc.
- These extras are free and will save the couple money not having to pay for them as extra in their budget.
- The head chef should know well what to cater for at a wedding as he was a manager of such functions for 15 years.
- Being an expensive country house it will be a fitting venue with many fine memories and perfect photo shots.

6 × 2

[12]

Award two marks for each developed point: award one mark for anything proceeding on the right lines and the second mark for development.
MAX 1 if a non-specific advantage.

- (f) The most likely answer is **Consideration 1** because all the venues are presumably indoors so there would be no health problem.
But candidates might make a case for others, such as:
Consideration 4 because if they marry in June all four venues would be equally affected by airborne pollen.
Consideration 6 because no mention has been made of smokers elsewhere, and anyway they can easily go outside if they need to smoke as it is a golf club in the open countryside.

Award marks as follows:

- | | | | |
|---|------------------|---------------------------|-----|
| 3 | sound choice; | sound justification; | |
| 2 | possible choice; | reasonable justification; | |
| 1 | sound choice; | weak justification; | |
| 0 | suspect choice; | weak justification. | [3] |

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8001	21

- 2 (a) No (1 mark)
She only told Sam not to worry as the strike would soon be over (1 mark)

1 + 1 [2]

- (b) (i) Answer = 1.5 hours [1]

- (ii) The distance is 150 km, so that would take 10 litres there and another 10 litres back, i.e. 20 litres.

The tank held 23 litres so he would have **3 litres left**.

Award 2 marks for an answer of 3 litres.

Award 1 mark for an incorrect answer with some correct working.

1 + 1 [2]

- (c) Credit any **six** reasons from the list below, or any other valid points:

- He did not know about the strike – hard luck.
- He had to get to Oria and back somehow as he needed to go to his house.
- He was misled by Maria about how much petrol he could have.
- Other rental companies were still giving out full tanks, i.e. Olaf's experience.
- He would not have much of an enjoyable time in Oria as he could not go anywhere in the car.
- He was very angry that he had had to pay for the 3 unused days in Oria.
- He would have worried the whole way back in case the car ran out of fuel/there was less than the 23 litres he had been promised.
- Being a tourist he would not know what was happening about the strike.
- He had to deal with a very unpleasant, unaccommodating Serena.

6 × 2 [12]

Award two marks for each developed point; award one mark for anything proceeding on the right lines and the second mark for development.

- (d) (i) Credit the material below or any other valid point.

- You were fortunate to even get a car in the circumstances, many other rental companies have none with petrol.
- We gave you the most petrol we could.
- We warned you about the strike and its consequences.
- You should have known the strike had ended.
- You should have left Oria earlier to get fuel.
- It is our normal policy to charge a surcharge if the tank is not returned with the same amount as when it was taken.
- Biased as only had Serena's version of events.

4 × 1 or 2 × 2 [4]

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8001	21

(ii) Credit any of the following reasons or any other valid point:

- He is a tourist and it is not easy for him.
- It is hard to keep abreast of the news in a holiday home.
- Not speaking the language makes it even more difficult
- The manager will waive the surcharge as a sign of good faith/uphold their fair reputation.
- They will only ask him to pay for the 20 litres of petrol he used.

4 × 1 or 2 × 2

[4]

(e) Credit the material below or any other valid point:

- There was a strike on and no fuel was available so I was given a car with only 23 litres in.
- Maria misled me by saying there would probably be fuel nearer to Oria so I could get some there and use the car in and around Oria for those three days.
- Because there was no fuel in Oria, I could not go anywhere in the car and thus did not use it, so why should I pay for something I did not use?
- He objects to paying a surcharge on top of the rental (may use figures)
- This benefited your company as no miles were put on the clock and there was no wear and tear on the vehicle.

3 × 2 or 6 × 1

[6]

Award two marks for each developed point; award one mark for anything proceeding on the right lines and the second mark for development. Any relevant content above 80 words should be disregarded.

(f) Two differences are required (2 marks), each with evidence from the Passage (2 marks).

Possible responses could include the following:

Maria is pleasant whilst Serena is unpleasant because Maria appears polite and chatty but Serena seems cold.

Maria is flexible/ informal whilst Serena is inflexible/ formal as Maria appears relaxed about the rules whereas Serena isn't.

Maria is sympathetic to Sam's plight with regard to the half full tank, whilst Serena has little pity for his situation.

Maria is reassuringly calm throughout the conversation, whilst Serena enrages Sam by suggesting that Sam' does unreasonable actions such as queuing for petrol before catching a plane.

2 + 2

[4]

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8001	21

3 (a) Sturdy back, positive work ethic to attain a house, a garden, a car, children's education and leisure time.
Be prepared to credit over-arching statements. [3]

(b) Unprecedented debt/ \$20 billion dollars (1); could not restructure (1)
1 + 1 [2]

(c) Credit the material below:

- 60 years of job losses – loss of tax base
- Population leaving the city – tax base, purchasing power reduced
- Less money received from city taxes on, for example, properties, businesses
- Dependence on one industry which failed – the car industry
- Huge cost as a result of racial and other social problems
- Differences in local politics between the city, the suburbs and the state of Michigan, resulting in poor management

5 × 2 [10]

Award two marks for each developed point; award one mark for anything proceeding on the right lines and the second mark for development. Any relevant content above 100 words should be disregarded.

(d) Cars/ car manufacturing [1]

(e) (i) 1.1 million or 1 100 000 [1]

(ii) Credit the material below:

- Disinvestment/declining land tax/ personal tax
- Deserted neighbourhood/ abandoned buildings/ building decay
- Decaying infrastructure/ street lights failed
- Crime rate the highest in the USA
- Schools and hospitals closed
- Vandalism
- Arson
- Communication problems
- Irretrievable position

6 × 1 [6]

(f) (i) **sturdy** strong, stout, stalwart, tough, resolute
affluent rich, prosperous, well-off
reliance dependence, faith, trust
had bred had produced, propagated, caused, created, cultivated (not 'led to')
ailing weak, declining, sickly, failing, fading, dying
escalated grew/increased/rose/climbed

6 × 1 [6]

Page 8	Mark Scheme	Syllabus	Paper
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- (ii) **sturdy:** The framework of this new wooden house will have to be sturdy to withstand the gales blowing in from the ocean.
- affluent:** It is precisely because he was very ungenerous that he built up his wealth quickly and became the most affluent man in the town.
- reliance:** After many years reliance on her sister she is now unable to do anything herself.
- had bred:** In the American 'wild west' nothing had bred success quicker than sheer muscle and might, although a pair of pistols also came in handy.
- ailing:** His family watched on sadly as his ailing pet shop business lost money every week.
- escalated:** It was little wonder the death toll escalated after the terrorist bomb as the true extent of the damage to the shopping mall became apparent.

6 × 1

[6]

AICE GENERAL PAPER and ENGLISH II
COURSE EXPECTATIONS and GENERAL INFORMATION
Mr. Shoop - NORTH PORT HIGH SCHOOL

“You’re in charge of your education.”

Once signed and approved, these expectations must always be kept in the front of your binder.

COURSE INFORMATION

This is a dual-credit course. Students may earn three college credits and may earn one high school English credit if they successfully complete the course requirements. Our CLASS GOAL is for all students to pass the required FSA ELA examinations and pass the Cambridge General Paper examinations.

GENERAL PAPER OVERVIEW

The University of Cambridge Advanced International Certificate of Education (AICE) AS General Paper is a college-level course. General Paper is multi-disciplinary and draws the subject matter for the course from topics across the curriculum and all subject areas. To earn college credit for the course, students must pass two written exams administered by Cambridge University at the beginning of May. **Attendance and effort are required for these exams**, and students will be scored on their testing attendance and effort. Detailed exam scoring information will be provided.

ENGLISH II OVERVIEW

This course covers instruction in English II language skill areas including Informational Reading, Academic Writing, Speaking and Listening, Literature, and Language. The curriculum and class work align with the grade 10 Florida English Language Arts Standards. Bloom's taxonomy of higher-order thinking skills is fundamental to the curriculum and daily work. Each student will take the required state computer-based writing test and the required state computer-based reading test. **Passing this combined writing/reading test is required for graduation from high school.** Throughout the year, students will be tested on their progress and achievement in these areas.

STUDENTS IN GENERAL PAPER and ENGLISH II WILL:

- Be **accountable** for their success by being in charge of their education.
- **Read** like writers, and **write** like readers.
- **Learn** reading strategies that enable them to read analytically and with metacognitive awareness.
- **Think** critically and creatively for a variety of authentic, higher-order tasks and assessment purposes.
- **Compose** a variety of formal writing pieces that demonstrate a command of writing skills.
- **Participate** in formal and informal opportunities to hone speaking, listening, and viewing skills and strategies.
- **Refine** study skills, organizational skills, and goal-setting strategies that will help guarantee future success.
- **Develop** ownership of a mature vocabulary.
- **Discover** and appreciate the art of literature and the intricacy of an author's craft.
- **Apply** the study of grammar, usage, and mechanics to demonstrate command of Standard English.

RIGOROUS COURSEWORK

Reading, writing, and critical thinking are our major tasks each day. Effort and production are essential to success in this course. Students will produce most of the assignments for this class. Students who complete the assigned work will pass the class.

HOMEWORK

Homework is assigned on a **periodic basis**—generally with **at least two days for completion**. The required homework will be directly connected to classroom learning and students are expected to have their assignments completed and ready for class. Students who do not complete the required homework can expect significant grade deductions. Students must establish a usable method for recording and completing homework assignments.

CLASS MATERIALS

Class materials must be in class each day and kept in good supply. Students who come without class materials can expect significant employability grade deductions. Materials for the class include:

- a. Three black pens - at least two black pens at all times. Students must have a black pen in class each day.
- b. One and one-half inch binder minimum. NO ONE INCH BINDERS. No trapper binders or soft cover binders. Binders will be used for this class ONLY and may not be left in the classroom.
- c. 300 sheets of loose-leaf COLLEGE-RULED paper- NO wide-ruled paper. This is a minimum amount so get more than is needed.
- d. Agenda or electronic device to record assignments (one or the other must be in class each day).

OPEN CLASSROOM & SPECIAL SITUATIONS

Students are welcome to work in the classroom before school. Students are encouraged to consult with me before or after school regarding the need for extra instruction, classroom problems, special situations or missed assignments. Students with special needs must work with me to plan for success.

ABSENCES

Absences create a gap in the learning process. Absences negatively affect grades. Regular class attendance is expected. Students must follow the school's attendance policy. Tardiness and unexcused absences will be deducted from the employability grade as full percentage points.

ABSENCE NOTIFICATION REQUIREMENT

Just as in the "real world," it is important to communicate with me regarding upcoming absences. It is my expectations that students will talk to me about upcoming absences whether they are extended for such things as vacations or other family trips or for only one class period such as school-related activities. Please know that per school and district attendance policies, all absences are unexcused unless they are related to illness, doctor's appointments, or bereavement.

MAKE-UP WORK

It is the student's responsibility to obtain and complete make up work immediately. Students must meet with their teacher before or after school to obtain their make up work. Students should not interrupt class instruction to obtain their work. Students may make up work, but must follow the school district guidelines to receive credit.

GENERAL GRADING POLICY

Students are assessed on their mastery of the General Paper exam expectations and the grade 10 English Language Arts Standards.

Expectations and Materials Grading Deadline:

Students will receive a grade for parent signed course expectations and materials in class by the second Monday of the school year. If there is any issue or concern with acquiring the required class materials, students or parents must contact me to make arrangements to meet the expectation.

Quarter Grading:

Classwork = 80%

This includes all quizzes, class work, homework, discussions, projects, tests, homework, etc., related to the specific course benchmarks.

Employability = 20%

Participation Employability = 5%

Note this grade is not capped. Students may earn additional "bonus" points beyond the 5% grade to increase their grade. Participation in "SLANT" method within the classroom. This includes all types of verbal and nonverbal participation in the learning experience. Participation in student partner, student group, or whole classroom discussions; asking any question about work assigned in class; completing and turning in all assignments; meeting with me before school for a scheduled progress discussion; monitoring the computer cart; and working through any classroom situation with me directly.

Regular Employability = 15%

This includes attendance, and preparedness. When necessary, full percentage points of employability will be deducted for a variety of reasons per school district guidelines.

Bonus Credit Opportunities = ???%

Opportunities for bonus credit may be available throughout the year. It is up to the student to pursue these opportunities. complete other "bonus" opportunities when given;

Semester Exam and Final Exam = 10%

LATE WORK POLICY

Students must turn in their work on the due date assigned. Per district policy, students have one day for each day absent to complete required work. Extended absences require planned communication with the teacher to facilitate a plan for success. If a teacher gives the student an opportunity to "rework" an assignment, students can expect to receive a maximum of 50 percent credit for their work.

TEACHER CONTACT INFORMATION

Parents should feel free to email me at flint.shoop@sarasotacountysschools.net with any questions. Email is the easiest way to get in touch with me. This class is student-centered, and it is important to me that each student is getting the support needed to unlock his or her full potential.

CLASS BEHAVIOR EXPECTATIONS

Each student is expected to cooperate with the following basic classroom expectations. Of course, these expectations do not cover every possible inappropriate behavior.

1. Attentiveness - The SLANT Method:

Students are expected to: Sit up, Lean forward, Ask and Answers questions, Nod your head, and Track the speaker.

2. Cell and Smart phones:

Per school rules, cell phones may not be used in the classroom. Cell phones must be turned off and put at the front of your table throughout the period and may not be used without teacher permission. If you are worried about the safety of your electronic device, then do not bring it to class. Last, do NOT touch another student's electronic device without permission.

3. Earbuds and Headphones:

Earbuds and headphones MUST be put away and out of sight BEFORE students enter the classroom.

4. Dress code:

Per school rules, students must meet the school dress code. Specific guidelines are outlined at the school. Students who do not comply will be sent to the student office.

5. Disruptive behavior:

Students are expected to act in an appropriate manner in the classroom. Students who disrupt the learning of others may be removed from class and further disciplinary may be taken.

6. Tardiness:

Per school rules, students are expected to be in the classroom when the tardy bell rings. Students who enter the classroom after the bell sounds, are tardy. Students must get a HERO Pass to enter the classroom. Students who are more than 10 minutes late will be marked absent for the period. Students should expect specific consequences for each tardy including loss of employability points, detentions, and referrals.

7. Food:

Per school rules, students may have only drinking water in the classroom. Food and other drinks are not allowed.

8. Profanity:

Profanity is not allowed in the classroom and will result in immediate removal from the classroom.

CLASS BEHAVIOR CONSEQUENCES

Each student will be given the opportunity to learn without interruption. If a student disrupts the learning environment or does not comply with all school rules, then the Behavior Modification System will be employed. Referrals to administration may necessary immediately for serious inappropriate behaviors. Failure to follow school rules, complete required work, participate in class, bring class materials, or issues involving attendance will each result in parent contact. Consequences may include, but are not limited to:

- | | |
|--|---|
| a. Verbal warning | e. RTI form documentation |
| b. Time out of classroom | f. Phone contact with parent or guardian |
| c. Change of seat | g. Detention (lunch, before school, after school) |
| d. Formal one-to-one conference with teacher | h. Discipline referral to administration |

GENERAL PAPER

The University of Cambridge Advanced International Certificate of Education (AICE) AS General Paper is a college-level course. General Paper is multi-disciplinary and draws the subject matter for the course from topics across the curriculum and all subject areas. To earn college credit for the course, students must pass two written exams administered by Cambridge University at the beginning of May. Attendance to and effort for these exams is required, and students will be scored on their testing attendance and effort. Detailed exam scoring information will be provided.

Why choose Cambridge International AS Level General Paper?

Cambridge International AS Level English General Paper develops a set of transferable skills. These include comprehension, constructing an argument, presenting views, and writing English coherently and persuasively. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. Our approach in Cambridge International AS Level English General Paper encourages learners to be: confident, explaining, analysing and evaluating multi-disciplinary issues and communicating arguments responsibly, seeking a wide range of knowledge and opinion from varied sources, directing their own learning reflectively, considering and reflecting upon a diverse range of ideas, incorporating these into their responses innovative, creating their own ideas and style as they explore topics and express ideas in writing engaged, developing informed opinions, engaging with the challenges of our dynamic world.

Aims of the General Paper Course

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop understanding and use of English language in the context of contemporary topics
- encourage and appraise a broad range of topics
- develop a wider awareness and knowledge of contemporary issues through reading
- develop independent reasoning skills
- develop the skills of interpretation, analysis, evaluation and persuasion
- develop skills in writing structured and developed arguments, and present reasoned explanations
- develop the ability to present a point of view clearly, and consider and reflect upon those of others.

General Paper Assessment Objectives

The assessment objectives (AOs) are:

AO1 Selection and application of information

- Demonstrate understanding of information from a variety of material.
- Identify, select and interpret relevant data, information and examples.
- Apply information that exemplifies ideas and opinions.

AO2 Analysis and evaluation

- Demonstrate the ability to analyse the meaning of language as used in its context.
- Develop explanations with examples, analysis and evaluation.
- Develop, analyse and evaluate arguments and make supported judgements.

AO3 Communication using written English

- Write structured responses, using a range of appropriate language for a variety of purposes.
- Communicate information, ideas and opinions clearly and accurately.

- Construct cohesive and organised responses, linking ideas and arguments.

General Paper Topics

The syllabus sets out broad topics. The broad topics provide meaningful and stimulating contexts for skills development. These enable candidates to integrate knowledge and understanding from other subjects and to view issues from a range of perspectives. Within these broad topics there are suggested areas to explore. Teachers do not need to cover all the suggested areas when teaching the course. They should select suggested areas to develop candidates' skills to make use of knowledge gained from studying other subjects. In Paper 1, candidates will be assessed on how they use their knowledge and understanding of the topics and suggested areas to support their arguments and show understanding of a wide range of issues. These broad topics may be useful in preparation for Paper 2. However, the paper will provide candidates with all the material necessary to answer the questions.

Section 1: Historical, social, economic, political and philosophical topics

- The role and value of history in modern society
- Wars, conflicts and terrorism
- The state and its institutions
- Political systems, leadership, nationalism and forms of government
- The role of international organisations
- The provision and politics of aid
- Justice and the justice system; prison and rehabilitation
- The role of the individual in society
- Family, marriage and partnerships, social pressure, class, social attitudes
- Globalisation and its impacts
- Wealth and equality in society

- Population and migration
- Education
- Welfare
- Sport and leisure
- Work and employment
- Industry and commerce
- Freedom of speech, thought and action
- Human rights
- Animal welfare
- Matters of conscience, faith and tolerance

Section 2: Science, including its history, philosophy, general principles and applications; environmental issues; mathematical topics

- Medical and scientific advances and their ethics
- Drug testing, manufacture and provision
- Diet, health education and provision of healthcare
- Space exploration and its associated industry
- Information and communications technology
- Surveillance and privacy
- Environmental concerns
- Natural disasters including mitigation and management
- Rural and urban concerns
- Food and water security
- Transport, travel and tourism
- The uses and applications of mathematics

Section 3: Literature and language, arts and crafts

- Literature
- Non-fiction writing
- Language
- Performing arts
- Visual arts
- Applied arts
- Arts institutions and venues
- Traditional arts and crafts; heritage
- Print and digital media
- Advertising
- Censorship and freedom of the media and the arts

Details of the Two-part Assessment

Paper 1 – Essay

Written Paper, 1 hour 15 minutes, 30 marks, weighting: 50 per cent There are 10 questions in total. Candidates choose one question. There are three topics and the paper has questions from each topic. 1 Economic, historical, moral, political and social

2 Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics. 3 Literature, language, the arts, crafts, and the media. Candidates are advised to write an essay of 600–700 words. Questions will be set that encourage a range of possible responses. Candidates are assessed on how they use knowledge of a topic in their responses, and not on their knowledge itself. Candidates are assessed on how well they use a range of relevant examples to support their responses. Candidates are assessed on how clearly they communicate their response. This includes the range, accuracy and appropriateness of vocabulary and spelling, use of register, grammar and punctuation. Candidates are assessed on how the essay is structured in order to develop an argument, link and evaluate ideas and draw supported conclusions. The register used in the response should demonstrate the type of written communication skills required for entering employment or further study.

Paper 2 – Comprehension

Written Paper, 1 hour 45 minutes, 50 marks, weighting: 50 per cent This paper has two sections and each section is worth 25 marks. Candidates must answer all questions in each of the two sections on the paper. The sections consist of a range of sub-questions. These include questions which require short answers and more extended answers which require responses of up to 120 words. In Section A, candidates are required to explain and interpret the information provided in the material to show understanding. They are also required to respond by writing a persuasive text that expresses an opinion and justifies a conclusion. In Section B, candidates are required to demonstrate the ability to read for detailed understanding at word, sentence and paragraph level. They are required to demonstrate understanding of how language features are used in a variety of styles and registers. Candidates are assessed on how they analyse and evaluate the material to show an awareness of the strengths and weakness of different kinds of information presented. They are required to identify and analyse inference. The register used in the responses to Sections A and B should demonstrate the type of written communication skills required for entering employment or further study. All questions will be based on unseen material on an insert accompanying the question paper. The texts may come from the print(ed) media or online, for example, reports, reviews, essays, blogs, scripts, speeches and descriptions. Other material may include, for example, diagrams, data and notes. The unseen material will be up to 900 words in length. The number of words does not include any introductory notes or glossary notes.

SIGNATURE PAGE for

Note: This signature page is for the five (5) page course expectations.

**AICE GENERAL PAPER and ENGLISH II
COURSE EXPECTATIONS and GENERAL INFORMATION
Mr. Shoop - NORTH PORT HIGH SCHOOL**

COURSE INFORMATION

This is a dual-credit course. Students may earn three college credits and may earn one high school English credit if they successfully complete the course requirements. Our CLASS GOAL is for all students to pass the required FSA ELA examinations and pass the Cambridge General Paper examinations.

Important Class Notes:

- Because of the nature of the two (2) required state ELA tests required for graduation and the General Paper exams, we are involved in a yearlong learning process in a dual credit course.
- Everything we cover and work on, repeatedly, in the class, is contained in my student textbook located in your student's binder. The textbook is also available on my website.
shoopenglish.weebly.com
- Students can access a daily calendar showing what we will be doing in class each day on my website listed above.
- We regularly practice and practice again all types of work before a grade is entered in the gradebook.
- Students are often given opportunities to "rework" unsuccessful attempts.
- Students are often given bonus credit opportunities. These equal overall grade percentage points that could range from 1% to 5% bonus credit.
- Students are encouraged to see me before/after school to work on any classwork or any class issue.
- Additionally, students are encouraged to attend tutoring/homework help after school.
- I encourage parents to reach out to me with any question or needed information at my email address: flint.shoop@sarasotacountyschools.net

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA INFORMED PARENTAL CONSENT:

I understand that some of the instructional materials including readings, articles, video clips, internet websites, and movies used in the **General Paper college-level course may contain mature or controversial ideas, themes and/or language, and may include the following materials: *Upfront Magazine, Night, 1984, Black Boy, Of Mice and Men, The Outsiders, and West Side Story;* and to accomplish the General Paper expectations, students will be exposed to a wide variety of material, including material from various internet-based sources.**

By signing below, both the student and parent acknowledge their understanding of the expectations for this dual credit course, General Paper and English II, and agree to the informed parental consent form.

Parent Name _____

Signature _____ Date _____ Phone # _____

Student Name _____

Signature _____ Date _____