

**GRADE 9
ENGLISH HL**

**LOCKDOWN
STUDY GUIDE
NR 3**

**Compiled By
M. Bachmann**

INSTRUCTIONS

THIS IS THE 3RD BOOKLET. IF YOU HAVE NOT COMPLETED THE LOCKDOWN STUDY GUIDE NUMBER 1 OR NUMBER 2, YOU NEED TO ENSURE TO DO SO.

EVERY ACTIVITY IS REQUIRED TO BE COMPLETED IN YOUR BOOK.

NO ACTIVITY MAY BE LEFT OUT.

WRITE THE DATE AND THE HEADING OF EACH ACTIVITY.

DO NOT REWRITE THE QUESTIONS, ONLY ANSWER THEM.

DRAW A LINE AFTER EACH ACTIVITY.

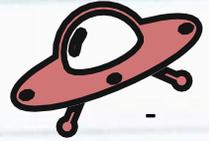
ACTIVITY 1



ESSAY WRITING

1 Write an essay of 250-300 words, in which you use any 5 of the pictures and icons provided on this page, as elements in your writing piece.

You can use the pictures figuratively or in a literal way.



Your essay can be about anything, take the time and be creative.

You can choose to write a descriptive, narrative or even a reflective piece.

Only do a mind-map and write your draft.



2 Write TWO different suitable titles for your essay.



3 Choose any paragraph that you have already written and rewrite it ensuring that you incorporate TWO different figures of speech.



4 Write down 3 different techniques that can be used to ensure your introduction catches the reader's attention.



5 Choose a paragraph (not the same one as used in question 3). Proofread it and correct all the language and punctuation errors with a different colour pen.

6 Choose any 5 words you have used in your essay and write down THREE synonyms for each.



7 Read paragraph 2 again. Write down the main topic sentence and summarise each supporting sentence using less than 5 words.





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PUNCTUATION



Match Column A with Column B and C

Example: 2.15 ▲ K

	COLUMN A		COLUMN B		COLUMN C
2,1	Don't touch the ball.	■	Question mark	A	Replaces the word "to"
2,2	Sam (42) won the jackpot.	★	Comma	B	Used to enclose additional information, instead of brackets.
2,3	1999-2014	↔	Colon	C	Indicates direct address
2,4	Will we eat soon?	◆	Single inverted commas	D	Indicates a quote within a quote
2,5	Danny, please go and fetch my book.	☾	Ellipsis	E	Introduce an item or an series of items.
2,6	The writer specializes in: fictional, autobiographies and short stories.	♥	Apostrophe	F	Indicates the end of a question.
2,7	"Why did she call the man 'traitor'?"	∞	Hyphen	G	Contraction
2,8	She purchased the car, but she declined the warranty.	#	Brackets / Parenthesis	H	Names of holidays / festivals
2,9	Christmas is a time of caring.	▲	Capitalization	I	Used when writing a dialogue / direct speech.
2,10	Pride is one thing, but what happens if she ...?			J	Encloses additional information
2,11	The fast-moving bus crashed into a book shop.			K	Names of subjects
2,12	All the children, especially the boys, enjoyed the trip.			L	Used when two independent clauses are joined by a conjunction.
2,13	It is John's pen.			M	Indicate a trail of thought / incomplete thought / interruption.
2,14	Bob said: "I am hungry!"			N	Joins/creates a compound word.
2,15	English is my best subject.			O	Possession



COMPREHENSION



Read the text on the next page and answer the following questions.

- 1.1 What is the name of the writer of this text? 1/2 (1)
- 1.2 Where can a person find this text? 1/2 (1)
- 1.3 Name the title of the writer's least-favourite book. 1/2 (1)
- 1.3.2 Who is the author of the book mentioned in question 1.3? 1/2 (1)
- 1.4 How many books has the author sold worldwide? 1/2 (1)
- 1.5 "How can I dare to consider criticising such a great author" (Paragraph 2) 3 (2)
 Why does the writer have reservations about expressing his opinion?
- 1.6 What type of question is used in paragraph 2? 3 (1)
- 1.6.2 What is the effect when using this form of question? 3 (1)
- 1.7 Provide two examples from the text which would indicate that a reader does not enjoy reading. 1/2 (2)
- 1.8 What is meant by the following phrase: (2)
"I heard a couple of children gasp" (Line 16)
- 1.9 How many children were listening to her as she told the truth? 1/2 (1)
- 1.10 Using your own words, explain the literal and figurative meaning of the following expression: 3 (2)
"I felt a huge weight lift off me...." (Line 26)
- 1.11 Do you agree with the writer when she says: "There is no such thing as a child who doesn't like to read, they just haven't found the right book yet." Explain your answer. 4 (2)
- 1.12 The digital age transformed the way we view and connect with the world outside. 4 (2)
 In your opinion, should children still be taught to develop a love for reading? Motivate your answer.



Everybody should like Roald Dahl books... shouldn't they?

A few weeks ago, I was asked by a child what my least-favourite book was when I was in school. It was Charlie and the Chocolate Factory by Roald Dahl. These books were written by an amazing author and sold millions worldwide.

So how can it be that I don't like a book by Roald Dahl? How can I dare to consider criticising such a great author?

As children we are encouraged by teachers and parents to read certain books. We are told these are great books that we should enjoy. So what happens if we don't enjoy these books? When we battle to get through the book or when we have to force ourselves to take time and actually read. Do we then make the assumption that we don't like reading? Are we missing the point of what everyone else sees in these books and therefore concluding that reading isn't actually 'our thing'? I fear that this may be the case for many children. This is why I decided to be brave a few weeks ago and tell the truth during an assembly at a school.

As I told my audience that my least favourite book as a child was a Roald Dahl book, I heard a couple of children gasp as they couldn't believe what I had just said. I elaborated and I saw two hundred pairs of eyes looking at me intently as they listened to every word. I told them that Roald Dahl was an author I massively respect. He was a great writer and captured the hearts of many children. That didn't mean that I personally had to like reading his books. Just because other children like reading them, didn't mean that I had to as well.

I always say to children that there is no such thing as a child who doesn't like to read; they just haven't found the right book yet. We are all unique and our love of reading should be as well. You can appreciate that a book is well written, or that an author is a great inspiration with amazing talent without actually 'liking' their books yourself. As I said this to the children, I felt a huge weight lift off me as I saw a couple nodding as if they understood. Maybe they secretly didn't like some of the books their friends and teachers told them they should like and had assumed that this must mean that they don't like reading. Maybe now they will realise that there is a book out there that they will enjoy.

By Kerry Gibb,

www.kerrygibb.com



ACTIVITY 4

FORMAL AND INFORMAL LANGUAGE



Read the following text and decide



i) Who is it written by?



ii) Who is it written for?



iii) It is an answer to a previous text. What was the first text about? What did it ask for?



iv) Is the text written in formal or informal register? What makes you say this?



7

Thank you for your letter received 14 September 2020. A copy has been sent to company headquarters in addition to a memorandum concerning your financial situation. A meeting has been scheduled for 3 October 2002 at 11 am to discuss your request for a further bank loan. Therefore please inform us of your availability for this meeting at the earliest opportunity.

However, a number of issues concerning your income and expenditure may be queried prior to a loan being granted. Furthermore the General Manager needs to be contacted in order to authorise bank loans of this nature. Moreover, your previous failure to meet payment arrangements will first have to be considered.

Nevertheless, in the interim you are required to complete the enclosed business plan, which should be brought to the meeting.



2

YOU ARE GOING TO TRANSFORM THE TEXT INTO AN INFORMAL PIECE OF WRITING, WHICH SAYS EXACTLY THE SAME THING BUT IT LOOKS DIFFERENT.

8

 Exchange these vocabulary items for their more formal equivalents in the text. The item in capitals has been done for you.

<i>okay</i>	<i>might be asked</i>	<i>Thanks</i>	<i>about</i>
<i>as soon as possible</i>	<i>meantime</i>	<i>talk about</i>	
<i>if you can make it</i>	<i>to do with</i>	<i>got</i>	<i>giving you a loan</i>
<i>a few things</i>	<i>you didn't keep up with</i>	SET	
<i>before</i>	<i>along with</i>	<i>the last time</i>	
<i>fill in</i>	<i>got in touch with</i>	<i>payments</i>	
<i>let us know</i>	<i>needed</i>	<i>another</i>	<i>thought about</i>

SET has already been exchanged with schedule as an example

 Exchange the following conjunctions in the text for their more informal equivalents

Nevertheless	Moreover	in order to
Therefore	However	Furthermore

 Are there any other vocabulary items you want to change to make the text less formal?

 In an informal piece of writing you may find abbreviations, for example “**income and expenditure**” could be written “**Inc. and exp.**”.
Make further changes to the text by abbreviating appropriate words.

 **Now rewrite the text making the following changes along with the previous:**

 i) Replace formal passive constructions with active phrases, using “I” or “we” as personal pronouns.

 ii) Make contractions (e.g. I have – I’ve) where necessary.

 iii) Avoid repetition by replacing noun phrases with object pronouns (e.g. This, these, it). Where possible, without losing the meaning, leave phrases out.

 iv) Replace longer, complex sentences with shorter simpler ones. (you may need to change punctuation and word order).



ACTIVITY 5

FORMAL LETTER WRITING

The following examples are phrases which you will almost always use when writing a formal letter. Complete the following activity by writing the formal phrase which is used for each.

a) Opening a letter	
b) Closing a letter	
c) Giving good news	
d) Giving bad news	
e) Giving suggestions	
f) Complaining	
g) Sending something with the letter	
h) Requesting action	
i) Demanding action	

Last week there were some thefts from the locked science classrooms at the school. You were leaving school after your afternoon class and saw something suspicious. Later you found that some items had also been stolen from your bag. Write a letter to the police to report the robbery.



Write your formal letter

Word count:
160-180

You **MUST** include the following:

-  The time, the place, who you were with and what you were doing when you saw something suspicious.
-  Descriptions of the people you saw.
-  Detailed information about the items taken.
-  Any clues you noticed and how and when you think the robbers could have committed the crime.



ACTIVITY 6

CONSISTENT VERB TENSES

In each item below, ONE verb must be changed so that it agrees in tense with the other verbs.

Write only the question number and verb.

Example found In recent years, many individuals who took advantage of what their schools had to offer and went on to obtain good positions with established companies ~~find~~ themselves out of jobs.

_____ 1. Opponents of the functionalist view stress that we do not live in a static society and, thus, there were no guarantees of job security.

_____ 2. Thus, the capitalists, who owned businesses and industry, are opposed by the working class, which provides the labor needed to make the products and provides the services offered by the businesses and industries.

_____ 3. Marx advocated in his work *The Communist Manifesto* (1848) that the working class is suppressed by capitalists, who readily took advantage of them.

_____ 4. School provides an efficient means of formally educating the young. While children learn from members of their immediate families, school as an institution provided a more uniform, balanced, and shared curriculum.

_____ 5. Each school has a curriculum, a program that indicated what material teachers will cover. Each teacher is expected to follow the curriculum and facilitate the learning process for students.

_____ 6. Some parents become very sensitive about what is in the local school curriculum or believed that the school provides an inadequate education for their child.

_____ 7. There are more private K-8 schools than there are private schools for grades 9-12, so many students who attend private grade school went on to attend a public high school.

_____ 8. By working with children when they are young and formable, religious leaders believe that their beliefs were more apt to be instilled in them for a lifetime.

_____ 9. Another criticism is that private high schools recruited outstanding athletes from outside of their immediate area and place them on scholarships so that they avoid paying tuition to attend.

_____ 10. Many homeschooled children enter either a private or a public school when they are of upper elementary or junior high/middle school age because the subject matter they need became increasingly difficult for their parents to teach them.



CORRECT THE VERBS IN BRACKETS



Rewrite the following with the verbs in brackets corrected.
Underline your corrected answer.



I come from a very large family and recently my parents _____ (DECIDE) that they _____ (SPEND) long enough living in an overcrowded house in Birmingham. "We _____ (MOVE) to the country", my father _____ (ANNOUNCE) one evening. "I _____ (SELL) this house and we _____ (LIVE) on a farm".

So last week we _____ (LOAD) all our belongings into two hired vans, and for the last few days we _____ (TRY) to organise ourselves in our new home. Yesterday, for example, my two brothers and I _____ (START) painting the upstairs rooms. Unfortunately, while I _____ (MIX) the paint, one of my brothers _____ (OPEN) the door. Nobody _____ (TELL) him that we _____ (BE) in the room. So instead of painting the walls we _____ (SPEND) all morning cleaning paint off the floor.

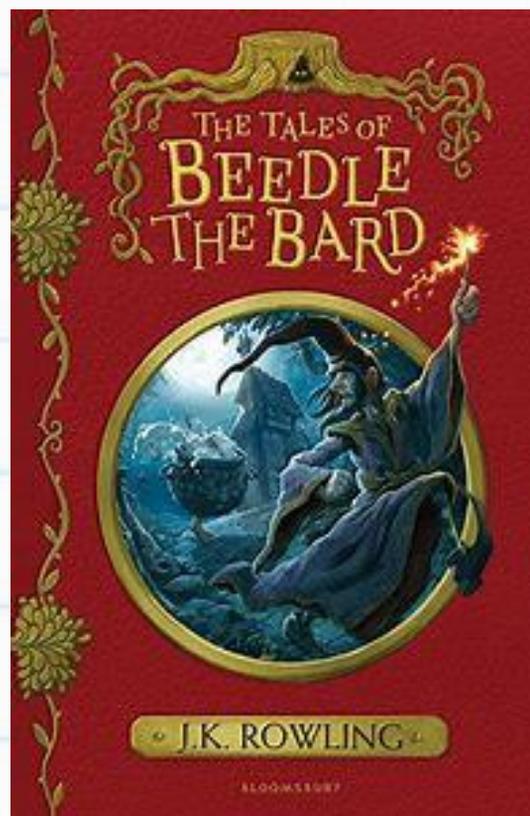
But worse things _____ (HAPPEN) since then. This morning, when I _____ (WAKE) up, water _____ (DRIP) through the ceiling next to my bed. We _____ (SPENT) the last five hours repairing the roof. It is not all bad news though. The school in the village nearby _____ (CLOSE) down two years ago, and my parents _____ (NOT FIND) another school for us yet.

ACTIVITY 8

FOLKLORE

**“The Tale of the
Three Brothers”
– JK Rowling**

**– The Tales of
Beedle the Bard**



READ THE FOLLOWING FOLKLORE AND ANSWER THE QUESTIONS THAT FOLLOW.

There were once three brothers who were traveling along a lonely, winding road at twilight. In time, the brothers reached a river too deep to wade through and too dangerous to swim across.

However, these brothers were learned in the magical arts, and so they simply waved their wands and made a bridge appear across the treacherous water. They were halfway across it when they found their path blocked by a hooded figure.

And Death spoke to them.

He was angry that he had been cheated out of the three new victims, for travelers usually drowned in the river. But Death was cunning. He pretended to congratulate the three brothers upon their magic and said that each had earned a prize for having been clever enough to evade him.

So the oldest brother, who was a combative man, asked for a wand more powerful than any in existence: a wand that must always win duels for its owner, a wand worthy of a wizard who had conquered Death! So Death crossed to an elder tree on the banks of the river, fashioned a wand from a branch that hung there, and gave it to the oldest brother.

Then the second brother, who was an arrogant man, decided that he wanted to humiliate Death still further, and asked for the power to recall others from Death.

So Death picked up a stone from the riverbank and gave it to the second brother and told him that the stone would have the power to bring back the dead.

And then Death asked the third and youngest brother what he would like. The youngest brother was the humblest and also the wisest of the brothers, and he did not trust Death. So he asked for something that would enable him to go forth from that place without being followed by Death. And Death, most unwillingly, handed over his own Cloak of Invisibility.

Then Death stood aside and allowed the three brothers to continue on their way, and they did so talking with wonder of the adventure they had had and admiring Death's gifts. In due course the brothers separated, each for his own destination.

The first brother traveled on for a week more, and reaching a distant village, sought out a fellow wizard with whom he had a quarrel. Naturally, with the Elder Wand as his weapon, he could not fail to win the duel that followed.

Leaving his enemy dead upon the floor the oldest brother proceeded to an inn, where he boasted loudly of the powerful wand he had snatched from Death himself, and of how it made him invincible.

That very night, another wizard crept upon the oldest brother as he lay, wine-sodden upon his bed. The thief took the wand and for good measure, slit the oldest brother's throat.

And so Death took the first brother for his own.

Meanwhile, the second brother journeyed to his own home, where he lived alone

Here he took out the stone that had the power to recall the dead and turned it thrice in his hand. To his amazement and his delight, the figure of the girl he had once hoped to marry, before her untimely death, appeared at once before him.

Yet she was sad and cold, separated from him as by a veil. Though she had returned to the mortal world, she did not truly belong there and suffered. Finally the second brother, driven mad with hopeless longing, killed himself so as to truly join her.

And so Death took the second brother from his own.

But though Death searched for the third brother for many years, he was never able to find him.

It was only when he had attained a great age that the youngest brother finally took off the Cloak of Invisibility and gave it to his son. And then he greeted Death as an old friend, and went with him gladly, and, equals, they departed this life.

2

Create a visual organizer (mind-map) in which you focus on:

CHARACTERISTICS OF A FOLKLORE, THE THEME, FIGURATIVE DEVICES USED (Personification etc.) and THE SETTING.



i) Provide the definition of each.



ii) List examples found in the story that helps determine each element.

3

Write a paragraph (60-100 words) in which you describe what you would have asked for if you were given a gift.

What would you have asked for?

How would you have used it?

- 4 Are there any important themes that emerge such as questions of what it is to be human in this world with others?
- 5 Was there any moral or lesson to be learnt? If so, provide an example.
- 6 Write a story (90 – 100 words) from Death's point of view - what did he do when he couldn't find the 3rd brother? What was he thinking? Did he try to find him?
- 7 Complete the story by using the past tense to fill in the open spaces. Only write down the number and answer.

“There were once three brothers who (1) _____ along a lonely, winding road at twilight. In time, the brothers reached a river too deep to wade through and too dangerous to swim across.. However, these brothers were learned in the magical arts, and so they simply (2) _____ their wands and made a bridge appear across the treacherous water. They were halfway across it when they found their path blocked by a hooded figure. And Death spoke to them. He was angry that he (3) _____ cheated out of three new victims, for travelers usually drowned in the river. But Death was cunning. He (4) _____ to congratulate the three brothers upon their magic and said that each had earned a prize for having been clever enough to evade him. So the oldest brother, who was a combative man, asked for a wand more powerful than any in existence: a wand that must always win duels for its owner, a wand worthy of a wizard who (5) _____ Death! So Death crossed to an elder tree on the banks of the river, fashioned a wand from a branch that hung there, and gave it to the oldest brother. Then the second brother, who was an arrogant man, decided that he wanted to humiliate Death still further, and asked for the power to recall others from Death. So Death (6) _____ a stone from the riverbank and gave it to the second brother, and told him that the stone would have the power to bring back the dead. And then Death asked the third and youngest brother what he would like. The youngest brother was the humblest and also the wisest of the brothers, and he did not trust Death. So he asked for something that would enable him to go forth from that place without being followed by Death. And death, most unwillingly, (7) _____ over his own Cloak of Invisibility. Then Death stood aside and allowed the three brothers to continue on their way, and they did so, talking with wonder of the adventure they had had, and admiring Death’s gifts. In due course the brothers separated, each for his own destination. The first brother traveled on for a week or more, and reaching a distant village, (8) _____ a fellow wizard with whom he had a quarrel. Naturally with the Elder Wand as his weapon, he could not fail to win the duel that followed. Leaving his enemy dead upon the floor, the oldest brother proceeded to an inn, where he boasted loudly of the powerful wand he (9) _____ from Death himself, and of how it made him invincible.

That very night, another wizard crept upon the oldest brother as he lay, wine-sodden, upon his bed. The thief took the wand and, for good measure, slit the oldest brother's throat.

And so Death took the first brother for his own.

Meanwhile, the second brother journeyed to his own home, where he lived alone. Here he took out the stone that had the power to recall the dead, and turned it thrice in his hand. To his amazement and his delight, the figure of the girl he (10)_____ once _____ to marry, before her untimely death, (11) _____ at once before him.

Yet she was sad and cold, separated from him as by a veil. Though she (12) _____ to the mortal world, she did not truly belong there and suffered. Finally the second brother, driven mad with hopeless longing, (13) _____ himself so as truly to join her.

And so Death took the second brother for his own.

But though Death searched for the third brother for many years, he was never able to find him. It was only when he (14) _____ a great age that the youngest brother finally took off the Cloak of Invisibility and gave it to his son. And then he greeted Death as an old friend, and (15) _____ with him gladly, and, equals, they departed this life."



Match the words in column A with their synonyms in column B.

COLUMN A	COLUMN B
1. wade through	a) tricky
2. treacherous	b) avoid
3. cunning	c) to walk with effort through a substance, such as water
4. evade	d) designed
5. fashioned	e) allow
6. enable	f) smart



Using a A4 page in your book, create a poster to advertise the release of the film: "The Tale of the Three Brothers"

Remember to include all the characteristics for a poster such as font, colour, visual element, emotive language.



ACTIVITY 9

VOCABULARY AND IDIOM REVIEW

1 WRITE THE LETTER OF THE WORD/PHRASE WITH THE SAME MEANING AS THE UNDERLINED WORD/PHRASE.

- | | |
|-----------------------|-----------------------------------|
| a. has the duty of | d. think of; believe |
| b. specific; accurate | e. rather than; in the place of |
| c. think highly of | f. usual thing to do by tradition |

- ___ It is a custom for children to put lost teeth under their pillows.
- ___ A bird is responsible for taking the lost tooth away.
- ___ People in Mongolia respect dogs a lot, so they take good care of them.
- ___ Koreans consider one kind of bird very lucky.
- ___ She hopes to get money instead of a gift.
- ___ This is the exact place where I put the lost tooth last night.

2 WRITE DOWN THE MEANING OF THE FOLLOWING IDIOMS.

- i) Count on ii) The wee hours iii) Add up

3

CHOOSE THE
BEST
WORD/PHRASE

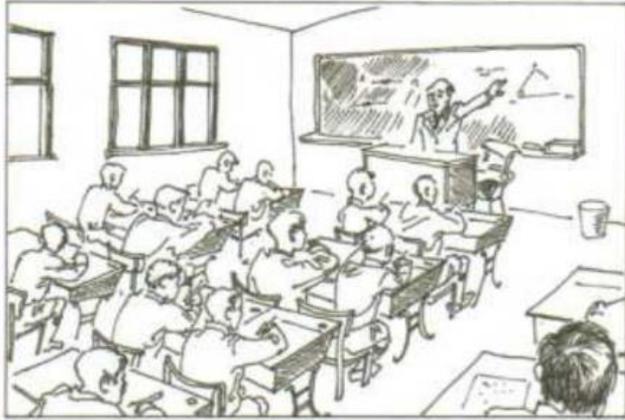
- Do you think we can ____ the package arriving tomorrow?
a. add up b. count on c. fill out d. end up
- I think it is a good ____ to take your shoes off in the house.
a. custom b. fairy c. mystery d. pillow
- People have been following that ____ tradition for centuries.
a. ancient b. new c. lost d. strong
- Please put the sauce on the side ____ on top of the chicken.
a. according to b. although c. instead of d. usually
- The new computer program works much better. The company ____ the program a lot.
a. considered b. included c. improved d. respected
- There are many other ____ of art other than just painting and sculpture.
a. centuries b. forms c. origins d. presents
- You cannot ____ that shirt if you don't have the receipt.
a. consider b. encourage c. exchange d. respect



ACTIVITY 10

VOCABULARY AND IDIOM REVIEW

LOOK AT THE TWO PICTURES OF CLASSROOMS IN THE 1900'S AND IN THE PRESENT

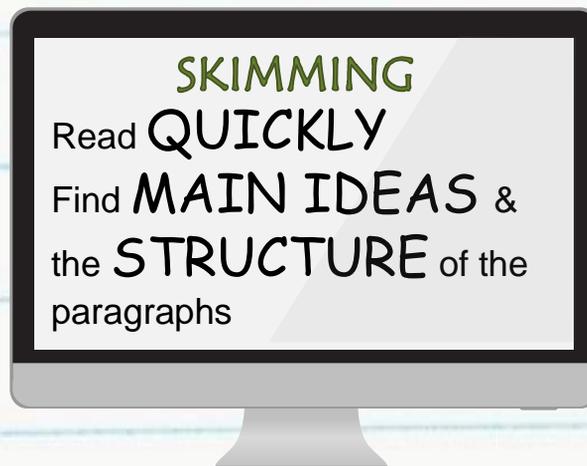


i) Find and write down at least 5 differences in the pictures.



ii) Match these statements to each picture

- a. Children should be quiet and keep still while they are learning, and they should do what the teacher tells them.
- b. Children need to talk and discuss together while they are learning.
- c. Pictures and books help children to learn.
- d. Education means learning to read and write and do maths.
- e. Education means learning about the world and about how to find out information for yourself.
- f. Teachers should set a good example to their students both in and out of the classroom.
- g. Teachers should teach children to co-operate and to respect each other.



READING SKILLS AND COMPREHENSION ¹⁹

READ THE FOLLOWING TEXT AND ANSWER THE QUESTIONS THAT FOLLOWS.

Education over the past 100 years

A The education of our young people is one of the most important aspects of any community, and ideas about what and how to teach reflect the accepted attitudes and unspoken beliefs of society. These ideas change as local customs and attitudes change, and these changes are reflected in the curriculum, teaching and assessment methods, and the expectations of how both students and teachers should behave.

B Teaching in the late 1800s and early 1900s was very different from today. Rules for teachers at the time in the USA covered both the teachers' duties and their conduct out of class as well. Teachers at that time were expected to set a good example to their pupils and to behave in a very virtuous and proper manner. Women teachers should not marry, nor should they 'keep company with men'. They had to wear long dresses and no bright colours and they were not permitted to dye their hair. They were not allowed to loiter downtown in an ice cream store, and women were not allowed to go out in the evenings unless to a school function, although men were allowed one evening a week to take their girlfriends out if they went to church regularly. No teachers were allowed to drink alcohol. They were allowed to read only good books such as the *Bible*, and they were given a pay increase of 25c a week after five years of work for the local school.

C As well as this long list of 'dos' and 'don'ts', teachers had certain duties to perform each day. In country schools, teachers were required to keep the coal bucket full for the classroom fire and to bring a bucket of water each day for the children to drink. They had to make the pens for their students to write with and to sweep the floor and keep the classroom tidy. However, despite this list of duties, little was stipulated about the content of the teaching, nor about assessment methods.

D Teachers would have been expected to teach the three 'r's – reading, writing, and arithmetic – and to teach the children about Christianity and read from the *Bible* every day. Education in those days was much simpler than it is today and covered basic literacy skills and religious education. They would almost certainly have used corporal punishment such as a stick or the strap on naughty or unruly children, and the children would have sat together in pairs in long rows in the classroom. They would have been expected to sit quietly and to do their work, copying long rows of letters or doing basic maths sums. Farming children in country areas would have had only a few years of schooling and would probably have left school at 12 or 14 years of age to join their parents in farm work.

E Compare this with a country school in the USA today! If you visited it today, you would see the children sitting in groups round large tables, or even on the floor. They would be working together on a range of different activities, and there would almost certainly be one or more computers in the classroom. Children nowadays are allowed and even expected to talk quietly to each other while they work, and they are also expected to ask their teachers questions and to actively engage in finding out information for themselves, instead of just listening to the teacher.

F There are no rules of conduct for teachers out of the classroom, and they are not expected to perform caretaking duties such as cleaning the classrooms or making pens, but nevertheless their jobs are much harder than they were in the 1900s. Teachers today are expected to work hard on planning their lessons, to teach creatively, and to stimulate children's minds, and there are strict protocols about assessment across the whole of the USA. Corporal punishment is illegal, and any teacher who hit a child would be dismissed instantly. Another big difference is that most state schools in western countries are secular, so religious teaching is not part of the curriculum.

G These changes in educational methods and ideas reflect changes in our society in general. Children in western countries nowadays come from all parts of the globe and they bring different cultures, religions, and beliefs to the classroom. It is no longer considered acceptable or appropriate for state schools to teach about religious beliefs. Ideas about the value and purpose of education have also changed and with the increasing sophistication of workplaces and life skills needed for a successful career, the curriculum has also expanded to try to prepare children for the challenges of a diverse working community. It will be interesting to see how these changes continue into the future as our society and culture grows and develops.

1 Read the first sentence of each paragraph in the reading passage and place these paragraph descriptions into the same order as the passage itself.
Write the letter of the paragraph, A-G, beside each sentence

- 1 Teaching content in the past
- 2 Teaching in the present
- 3 Rules for teachers in the past
- 4 The importance of educational beliefs
- 5 Changes in teaching and in society
- 6 Teaching duties in the past
- 7 Rules for teachers in the present

 Is this reading text descriptive, argumentative, a comparison or a reflective piece.

 Complete a brief summary of the reading passage.

- i) This passage is about ...
- ii) It compares ...
- iii) The main idea is ...

2 Choose the correct answer. Only write the question number and answer.

1 In the early 1900s, women teachers were
a. allowed to get married after five years.
b. not allowed to read the *Bible* at school.
c. allowed to go to school events.
d. allowed to wear colourful dresses.

2 In the early 1900s, teachers did not have to
a. sweep the floor and fill the coal bucket.
b. ask the students to do group work.
c. teach reading, writing, and arithmetic.
d. teach about the *Bible* and Christianity.

3 In the early 1900s, the children
a. sat in order and were not allowed to speak in class.
b. were not smacked if they were naughty.
c. stayed at school until they were at least 15.
d. learned how to speak a foreign language.

Complete the summary of the passage, using words from the box.

aspects	community	reflect	attitudes	customs
expectations	function	duties	loiter	virtuous
proper	behave	permitted	regularly	conduct
illegal	skills	perform	corporal	education

Educational ideas and methods generally ^① _____ the way people think in any society. People's attitudes to what is important can influence the expectations of teachers' behaviour in a community. For example, in the 1900s, teachers had to ^② _____ according to a set of strict rules, and there were many things they were not ^③ _____ to do, such as drinking alcohol. Nowadays, the ^④ _____ of teachers outside the classroom is not considered important, because ideas have changed. In the 1900s, there was a list of caretaking ^⑤ _____ for teachers, but nowadays this does not happen. Ideas about discipline have also changed. ^⑥ _____ punishment was a common form of discipline in the past, but this is ^⑦ _____ now.

Complete the notes by only writing **KEY WORDS** and **NOT SENTENCES**.

Education

Important aspect of society

Ideas change as ^① _____ changes

Changes affect - curriculum, teaching, and assessment
- expectations of ^② _____ and ^③ _____

Rules for teachers in 1900s - duties and ^④ _____

Conduct - set a good ^⑤ _____ to students

Examples Women couldn't ^⑥ _____

Clothes rules: ^⑦ _____

Social life: ^⑧ _____

Reading: ^⑨ _____

Duties - had to ^⑩ _____

^⑪ _____

1900s - teaching - strict and inflexible

Examples Subjects: reading, ^① ^② _____

Punishment: ^① ^③ _____

Seating arrangements: pairs, seats in ^① ^④ _____

Teaching style: sit ^① ^⑤ _____

2000s - teaching - looser and more flexible

Examples Seating arrangements: ^① ^⑥ _____

Teaching style: ^① ^⑦ _____

Rules for teachers: ^① ^⑧ _____

May not teach religion

May not ^① ^⑨ _____ children

Conclusion

Education in the 2000s is to help children with the ^⑫ ^⑬ _____ for working life.



Find the following words in the reading passage. DO NOT use a dictionary, but rather, use the words or sentences around them to help you to guess:



i) The meaning of the word – (Choose either option 1 / 2 / 3)



ii) The function of the word – (noun, verb, adjective etc)

The first one has been done for you.

Write the word, then the meaning and then the function in your book. (virtuous – well behaved – adjective)

Word	Option 1	Option 2	Option 3	Part of Speech
virtuous	strict	well behaved	tidy	adj.
keep company	go out with	talk to	start a business with	
loiter	talk to people	eat food in public	stay for a while	
function	use	meeting	lesson	
stipulated	required	needed	discussed	
corporal	army	physical	severe	
unruly	pretty	badly behaved	young	
protocols	ideas	numbers	rules	
illegal	sick	against the law	naughty	
secular	in cities	not religious	government funded	

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