Liceo de Colombia Bilingüe	ACADEMIC WORKSHEET # 3								
SUBJECT:	GRADE:	FG	G	T	1	2	3	4	DATE:
		5	6	7	8	9	10	11	
STUDENT:		TEACHER:							

READING & COMPREHENSION	WRITING & USAGE	ORAL COMMUNICATION
PERFORMANCE:	PERFORMANCE:	PERFORMANCE:

RUBRIC QUADRANTS A & B

	TASKS	YES/ NO
READING & COMPREHENSION	Demonstrate how a writer uses features of persuasive texts.	
	Relate how particular language features help to support a persuasive text´s purpose.	
	Demonstrate how structural features help to support the purpose of a persuasive text.	
	Show how a persuasive text could be adapted to different audiences.	
WRITING & USAGE	Measure how a persuasive text can be organized.	
	Adjust the structure and content of a persuasive text.	
	Relate considering audience, purpose, and formality.	
	Demonstrate the use of varied sentences to make a persuasive more engaging.	
	Adjust the use of formal and informal language features depending on chosen audience.	
ORAL COMMUNICATION	Operate and plan short presentation.	
	Display appropriate media support.	
	Relate considering audience, purpose, and formality.	
	Adjust the use of formal and informal language features depending on chosen audience.	
	Adjust the pace to maintain the listener´s interest.	
FEEDBACK		

Reading and Comprehension

Read the text, then answer the questions that follow.

It's never too late to try something new and, with our amazing new family adventure weekends, you can do it with the people you love spending time with. Choose from our absorbing tree-top walks, energising quad-biking, or exhilarating white-water rafting – we've got something to suit every member of the family.

1. **Find examples of the following persuasive techniques and write them down in the spaces provided.**

LIVEWORKSHEETS

a direct address to the reader

b positive vocabulary

c rule of three

Now read this longer text.

[1] Our Skate Skool is one of the most respected clubs in the city. With centres across the globe, we have been welcoming fellow boarders since the 1960s, so it's no surprise that our world-famous skatepark is on every boarder's bucket list.

[2] For first-timers – from the tiniest tots to groovy grans – we offer a range of courses to help you develop the skills and confidence to progress at your own pace. Our super-friendly tutors can be booked for one-to-one sessions or larger group lessons, and we even cater for parties guaranteed to make your teen the trendiest in class!

[3] But we're not just about learning: we also love to **showcase** talent. For experienced skaters, our daredevil ramps offer a white-knuckle ride, while our monthly competitions are a fantastic opportunity to show off your skills and make new friends.

[4] Whatever your abilities, Skate Skool has room for you. And with your safety at the heart of all we do, you can concentrate on having the time of your life.

2. **Identify the topic sentence of each paragraph.**

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

LIVEWORKSHEETS

Writing and Usage

1. **Write a letter to your local council, arguing for the benefits of creating a space in the local area for young people to practise an extreme sport, such as parkour, skateboarding or climbing.**

Think about how your content will persuade them.

What are the benefits of your chosen activity/sport? Who would it particularly benefit, and how? How would it benefit the area? Are there any problems you need to acknowledge, such as safety? Do you have any statistics about the benefits?

LIVEWORKSHEETS

Oral Communication

Questions 14–19

You will hear a man telling some young people about a four-week study programme in a college. For each question, fill in the missing information in the numbered space.

STUDY PROGRAMME

Courses available on: ■ English Literature

■ 18th century **(14)** .....

■ Modern Architecture

Dates for all courses: ■ start date: 14th June

■ end date: **(15)** .....

■ classes: every day except **(16)** .....

Course fees: £425 each

Reduced prices for **(17)** .....

Included in price: ■ accommodation and food

■ use of the library

■ social activities

■ books

Not included in price: ■ extra **(18)** .....

■ transport

Available from college secretary: ■ registration forms

■ a copy of the **(19)** ..... for your course

Questions 8–13

You will hear part of a radio interview with a woman called Linda Brown, who is talking about working in a cake shop when she was a student.
For each question, put a tick (✓) in the correct box.

8 Linda worked in a cake shop because

A ☐ her parents didn't give her enough money.

B ☐ she wanted to give her parents some money.

C ☐ she needed to buy things for college.

9 Linda liked her first boss because he

A ☐ paid her well.

B ☐ was kind to her.

C ☐ sent her on a training course.

10 What did Linda enjoy about working in the shop?

A ☐ eating the cakes

B ☐ the smell of baking

C ☐ the clean workplace

11 In the shop, Linda helped with

A ☐ baking bread.

B ☐ displaying cakes.

C ☐ making sandwiches.

LIVEWORKSHEETS