

ACADEMIC WORKSHEET #2

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 explanatory texts.	
	Relate how particular language features help to support an explanatory text's purpose.	
	Demonstrate how structural features help to support the purpose of an explanatory text.	
	Show how an explanatory text could be adapted to different audiences.	
WRITING & USAGE	Measure how an explanatory text can be organized.	
	Adjust the structure and content of a report.	
	Relate considering audience, purpose, and formality.	
	Demonstrate the use of varied sentences to make an explanation 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

INFORMATIVE/EXPLANATORY TEXT

GOAL: INFORM OR EXPLAIN

NOT

PERSUADE OR NARRATE



**EXAMPLES: RECIPES, HOW-TO
GUIDES, ENCYCLOPEDIA ARTICLES,
NEWS REPORTS, HANDBOOKS,
INSTRUCTIONS**

FT-GFE-09-V3

1. Read the following text:

[i] Today, there are signs that the ability to read Braille is declining with advances in smart software for the visually impaired. However, it remains one of the most successful and widely used reading systems for the visually impaired, all thanks to a blind teenager who happened to 'see' more clearly than most people.

[ii] Braille is a tactile alphabet for the visually impaired, using patterns of raised dots to represent letters that are 'read' through the fingertips.



[iii] Since then, Braille has been adapted to represent many different languages and alphabets, with the first Braille typewriters appearing at the end of the nineteenth century. Nowadays, you will find it not only in books, but on museum signs and medicine bottles, stamps and bank notes.

[iv] It was created in 1824 by 15-year-old Louis Braille, who had lost his sight in a childhood accident. He adapted it from an earlier form of tactile code developed for use by the French army during night operations, making it both easier to read and more flexible to use.

[v] What is Braille?



2

The paragraphs and heading are in the wrong order. Using the bold phrases to help you, rearrange the text into the correct order.

3

Fill in the gaps in the sentences below using these words:

since cause and effect history so

The previous text uses sequencing connectives such

as a _____ to outline the b _____ of Braille and
its development.

Informative texts also often use c _____
connectives such as d _____ to explain a process, for example.

Writing and Usage

Read this extract from a blog about living in a 'smart' home, from a consumer information website.

When I began this experiment of living in a smart home, perhaps the thing I thought I'd find most helpful was a smart fridge. For a busy parent like me, anything that means less time spent dragging grumpy children round the supermarket is a bonus.

In reality, however, the smart fridge has not been as much of a gift as I'd hoped.

Benefits of the smart fridge

This has nothing to do with the technology, which is easy to set up and use, even for a novice like me. The fridge monitors the food you use and tells you when it is nearing its use-by date, meaning less wasted food; it then places an automatic order when you run low of any favourite items. Nor was the Ice-Cool as expensive as I'd feared – although it's still more expensive than an ordinary fridge-freezer. And it looks as good as a fridge can.

Why it might not work for everyone

The problem, it turns out, was me: I'm not ready for smart food ordering. I don't always want things reordered when they run out. With a smart fridge, however, unless you remember to cancel in time, that's what you get. We ended up not using some reordered food, because we hadn't wanted it again.

The bigger picture

As with other smart technology, there is a wider issue: this fridge is gathering information about you and your family all the time. It is connected to the internet. Last year, a teenaged girl used the family fridge to send a tweet when her mother confiscated her phone; experts agree that this could work the other way around, with hackers able to remotely access your internet connection.

This fridge-freezer may be 'smart', but how well informed are we about what this means?



1

Which of the following statements do you most agree with?
Underline the statement, and then explain why you chose it below.

- a The writer loved having a smart fridge-freezer.
- b The writer was not convinced of the benefits of a smart fridge-freezer.
- c The writer does not see anything positive about a smart fridge-freezer.

2

The text is from a blog written for a consumer information website. Who might find this article helpful?

3

a What does the writer explain in paragraphs 4 and 5?

Oral Communication

A journalist's report on a protest against the building of a road. Decide if each of these statements is **TRUE or FALSE**.

1. The protests have calmed down for the moment.

- True
- False

2. Redford is a quiet suburb of a larger city.

- True
- False

3. The police made a few arrests during the protest.

- True
- False

4. The new road is cheaper than re-opening the railroad.

- True
- False

5. The second woman interviewed is concerned for the future.

- True
- False

6. There is a legal case to prevent more protests.

- True
- False

7. The local congressman is promising that if the protests stop, he will talk to those against the road plan.

- True
- False