

Case 6

Developing and Using Self-Assessments to Help Students Build Better Reading Skills

Lok Sin Tong Leung Chik Wai Memorial School

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School

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Background

Teaching reading in English is undoubtedly important as well-chosen teaching materials can always serve as functional tools that expose learners to how the language is used naturally, purposefully and authentically. In recent years, teaching reading has developed into a high-pressure endeavour, and it has become increasingly apparent that reading ability is crucial in determining the opportunities for getting better grades in examinations and securing university places. Therefore, efforts to teach reading, set standards and measure performance reflect and add to the pressure.

This article describes how the teachers of Lok Sin Tong Leung Chik Wai Memorial School improved their students' willingness and ability to read by designing a worksheet that served the purposes of self-assessing and self-learning. The teachers added a Help Corner to the worksheet, which provided students with additional support for practising code-breaking, using contextual clues, recognising genre features and making meaning with the text. By observing students' responses and learning outputs, the teachers identified students' learning difficulties and adjusted their teaching plans accordingly.

Level

Secondary 3

Strategies Used

1. Understanding Assessment

Assessment should be an ongoing process that helps teachers make decisions and helps learners see that they are making progress (Curriculum Development Council, 2009 & 2017). In addition to practising assessment of learning that aims at judging and reporting on students' achievements, teachers are also encouraged to promote *assessment for learning*, which gathers information for instruction evaluation purposes so that learning and teaching can be adapted to meet learners' needs (Wiliam, 2011). The revision of the reading worksheet design upheld the fundamental principles of assessment and reflected the teachers' understanding and determination to foster *assessment for learning* in the classroom. The reading worksheets were designed to guide learning and teaching rather than evaluating learners alone. The new design also served the purposes of *assessment as learning*, as it allowed students to seek progress and guidance and evaluate their own performance by checking their answers against the prompts and success criteria that the teachers had written especially for them.

2. Modelling and Supporting the Process of Comprehending

'Reading is an extremely complex process' (Roe & Smith, 2005, p. 9). It is regarded as an act that 'demands complex sets of responses – some of them cognitive, some attitudinal, and some manipulative' (Downing, 1982, p. 535). In the past, *comprehension* was treated as something that a reader *has*, and it was practised in workbooks and tested by questions at the end of a story rather than being taught (Durkin, 1978-1979). However, reading teachers today are urged to guide students through *'comprehending'*, which is now regarded as an *action*, something that a reader *does*' (Rycik & Irvin, 2005, p. 19). It is believed that the focus of instruction and assessment should be on comprehending, not just comprehension.

Since comprehending is a 'mysterious process' that 'could not be observed or explained' (Rycik & Irvin, 2005, p. 19), helping teachers understand the role of comprehending in reading and designing learning and teaching materials that get students to practise the skills of directing and evaluating their own process of comprehending are key to teaching reading. The lesson plans and worksheets were created to help struggling learners gain success. They guided the reading teachers in how to model comprehension skills as well as explicitly teaching what students needed to do to put things together to make sense of the reading material and providing additional support that facilitated students in practising the skills on their own, both inside and outside the classroom.

3. Connecting Assessment with Scaffolding

To create the necessary scaffolds that provide enough guidance for students to read a text with greater success and lay the groundwork for reading independently in the future, teachers need to identify what students can do on their own and what they might be able to do with some additional help. It takes effort to assess carefully the background knowledge and related vocabulary that students possess for reading a particular text. It is also important for teachers to go through relevant assessment data before planning for instruction (Dann, 2002; Stobart, 2014). Most crucially, teachers should communicate with students that it is natural to encounter difficulties while reading and that there are steps that readers can take to tackle these difficulties (Rycik & Irvin, 2005).

Scaffolding learning by incorporating questions that guide students to think aloud, including self-questioning, self-assessing and self-confirming, is significant to proficient reading. Such questions may guide students to (1) activate background knowledge, (2) use knowledge about language and reading to construct meaning, (3) monitor and recognise when difficulties occur, and (4) seek help in identifying repair strategies to correct problems.

4. Aligning Assessment with Learning Objectives and Instructional Strategies

Assessments should be developed to reveal how well students achieve the intended learning outcomes through the adopted instruction. For this to occur, teachers must ask themselves the following questions to ensure that assessments, learning objectives, and instructional strategies reinforce one another:

a. Learning objectives:

- What do I want students to know/do at the end of the lesson?

b. Assessments:

- How can students reveal whether they have achieved the learning objectives?
- What kinds of tasks/questions would I use to make students display their learning?

c. Instructional strategies:

- What kinds of activities, in and out of class, will help students achieve the learning objectives and prepare them for the assessments?

Teachers should also document their responses to these questions to ensure the curriculum alignment, both horizontally and vertically.

Actions Taken

The description of uncommitted and unmotivated English learners given by the teachers suggested that reading instruction in their classrooms needed to address both students' will and skills to read. Therefore, the scaffolding learning activities that were designed to promote engagement went beyond supporting the comprehension of particular texts to address the development of independent readers over the long term, aiming at achieving the following.

a. Increasing will

Announce to students what they are going to read. Show understanding of their reluctance to read and their avoidance of reading, as the reading task is unlikely to be interesting to teenagers, and it may seem to have little use. Alert students to the difficulties that they may encounter. Explain what the reading passage is about and the efforts required to accomplish the task. Provide the readers with good reasons to believe that their effort will pay off. By doing so, the students are more likely to persist in the task when they encounter difficulties.

b. Developing skills

Add a Help Corner (See Appendix 1) filled with questions and prompts to guide students through the process of comprehending so that they consciously connect their previous knowledge and experiences of reading to their new ones. Such guided questions should facilitate students in performing the following strategies.

- Activating background knowledge by thinking about what is already known about the reading material.
- Continually making predictions about what is being read.
- Sounding out the difficult words.
- Using contextual clues and other textual aids (e.g., diagrams, charts, bold print) to answer the *literal questions*, to which answers can be located directly in the text.
- Inferring information that is not directly stated in the text by drawing on students' prior knowledge or by connecting each new piece of information found in the text.
- Asking whether there is a particular word or concept that can solve the confusion.
- Using fix-up strategies when confused (e.g., slow down, reread, read ahead, and get help).

The teaching plan below (Table 1) shows the learning objectives and classroom activities that guided the students through reading a new text after some theme vocabulary was taught.

Table 1

Secondary 3 English Module 2: Animal Conservation			
Lesson	Learning Points / Objectives	Classroom Activities	Resources/ Materials
1-3	<p><u>Reading</u></p> <ul style="list-style-type: none"> ◇ To recap the thematic vocabulary learned ◇ To develop independent reading skills so that students learn to be a good reader <p>Target reading skills to practise:</p> <ul style="list-style-type: none"> ◆ predicting what to read ◆ connecting text with previous knowledge about the topic ◆ inferring the meaning of unknown words - identifying main ideas ◆ identifying tone and mood 	<p><u>Preparation work</u></p> <ul style="list-style-type: none"> ◇ Conduct a vocabulary recap activity to strengthen students' (ss) <ul style="list-style-type: none"> ◆ memory of pronunciation and meanings ◆ word association ◇ Announce to ss that they are doing reading comprehension, and familiarise them with commonly used question words/phrases. ◇ Give out the worksheet. Assign ss to read the instruction and the two titles ALOUD. Guide ss to predict what they are going to read. <ul style="list-style-type: none"> ◆ For <u>lower divisions</u>, consider the following: <ul style="list-style-type: none"> ▶ completing the first few questions with ss to model the reading and thinking processes; practising prediction and thinking-aloud while skimming the title, picture and topic sentences ▶ explicitly demonstrating vocabulary inferring and thinking-aloud and practising this with ss ◇ Introduce the target reading skills to practise. Draw ss' attention to the related questions and the wording used. 	<ul style="list-style-type: none"> ◇ Vocabulary list / worksheet ◇ Reading Worksheet ◇ PPT
	<ul style="list-style-type: none"> ◇ To check answers with peers ◇ To justify answers by stating contextual clues ◇ To play a more active role in class by informing the teacher (T) of the assistance they need 	<p><u>While-reading (Part 1)</u></p> <ul style="list-style-type: none"> ◇ Assign ss to read the passages SILENTLY and complete the worksheet without using the dictionary. Assure ss of their ability to finish 80% of the questions. Remind ss to apply and connect what they are reading with the other texts and the previous knowledge they gained about the topic. ◇ Ask ss to refer to the Help Corner whenever they need a clue. <ul style="list-style-type: none"> ◆ For upper divisions, challenge ss to fold up the worksheet to hide the Help Corner. 	<p>Reading Worksheet</p>

Lesson	Learning Points / Objectives	Classroom Activities	Resources/ Materials
1-3		<ul style="list-style-type: none"> ◆ For lower divisions, divide the worksheets into sections to cater for ss abilities and attention span. ◇ Ask ss to label the questions that they find challenging. <u>While-reading (Part 2)</u> ◇ Assign ss to check their answers to selected questions with their partners. Make sure that ss point out the clues that they have used, especially when discrepancies occur. ◇ For less able groups, demonstrate the student-student (S-S) dialogues and then drill ss in practicing them. <ul style="list-style-type: none"> ◆ Some useful expressions ss may use while checking answers with one another. <p>S1: Let's check the answer.</p> <p>S2: Sure! My answer for (Question 1) is _____. And yours? / What's yours?</p> <p>S1: The same. I got it because of the word / phrase _____.</p> <p>S2: The next one. Mine is _____. I am not sure.</p> <p>S1: I think the answer is _____. Look at line _____. It says _____.</p> <p>S2: I see.</p> <p>S1: But I may not be correct. Let's wait for Miss/Mr _____'s explanation.</p> ◇ When the S-S exchange is complete, encourage ss to raise questions. ◇ Explain the difficult questions before showing ss the model answers. ◇ Acknowledge ss' efforts, assuring them of their ability to read independently and get the main ideas of the passage. Tell ss that their performance provides T with more information for planning the next lesson. ◇ Assign ss to reread the passage and complete the questions on another worksheet as homework. Emphasise that with their understanding gained from their first reading, they will surely get the answers to all the questions. ◇ Assign ss to check answers with their peers in the following lessons by going through the steps regarding peer-check and seeking explanations from T again. 	

Lesson	Learning Points / Objectives	Classroom Activities	Resources/ Materials
4-5	<ul style="list-style-type: none"> ◇ To recognise the features of an article ◇ To learn and use the vocabulary and expressions to describe protecting endangered animals 	<p><u>Post-reading</u></p> <ul style="list-style-type: none"> ◇ Go through the main ideas of the text. ◇ Show ss the performance data. Announce the questions and difficulties to be explained. Acknowledge ss' effort, and tell them that their performance and responses have provided more information for lesson planning. ◇ Explain the difficult questions. Show the data on using the Help Corner and evaluate its helpfulness with ss before showing the model answers. Use student work as far as possible as teaching materials. Guide ss to improve their work. ◇ Remind ss not to rub off the answers of their first-attempt so that they can learn more by comparing their answers with the model answers. ◇ Highlight target vocabulary and sentence patterns. Teach usage and pronunciation using ppts. ◇ Assign ss to reread the passage and complete extra questions on another worksheet as homework. Emphasise that with their understanding gained from their first reading, they should be able to get the answers to all the questions. 	

Figures 1 and 2 illustrate some of the questions written to guide students into practising think-aloud.

Figure 1

CREATE QUESTIONS AND PROMPTS TO FACILITATE INDEPENDENT READING, THINKING ALOUD AND SELF-ASSESSMENT

To provide questions that help students to self-assess and confirm their understanding of each paragraph bit by bit

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S3 English – Reading
Endangered Animals

Name: _____ Class: _____ Class No.: _____ Date: _____

Starting Time: _____

Paragraph	Question	Help Corner	Help Corner Used?
1	1 Which type of endangered animals is mentioned in the article? _____	The title and the picture always show the "main character".	<input type="checkbox"/> Yes <input type="checkbox"/> No
1	2 About the protests: When: _____ Where: _____ Why: _____	When – date/time Where – place Why – reason/cause	<input type="checkbox"/> Yes <input type="checkbox"/> No
1	3 Find a word that means a group of people who disagree with an action or activity.	A noun ends in -er, -or, -ist always indicate a person.	<input type="checkbox"/> Yes <input type="checkbox"/> No
1	4 Replace 'eatery' (line 2) with another word.	Circle the unfamiliar nouns and pick one. Make a smart guess!	<input type="checkbox"/> Yes <input type="checkbox"/> No

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To get students to record the starting and the finishing time (at the end of the worksheet)

To assure students of their ability to tackle the question using previous knowledge and guide them to think step by step

To see whether a particular student has used the help corner (such data allow the teacher to identify and adjust instruction)

Figure 2

CONNECTING ASSESSMENT WITH SCAFFOLDING

1. Last night, protestors outside Japanese eatery Tawakito in Tsim Sha Tsui demanded that the restaurant stop serving bluefin tuna.

QUESTIONS	HELP CORNER
<p>3. Find a word that means a group of people that disagree with an action or activity.</p> <p>4. Replace 'eatery' with another word.</p>	<ul style="list-style-type: none"> • A noun that ends with 'er', 'or' or 'ist' always indicates a person. • Circle the unfamiliar nouns and then pick one. Make a smart guess!

The help corner serves the purposes of **teaching new strategies** for making inferences as well as **recycling the ones learned**.

The reading worksheets written to accompany the lessons are appended to this article (Appendix 1). The Google Forms version is shared via the link and QR code below.



<https://forms.gle/cuU4Rwx9L4vEspK59>

Impact

1. Student Level

What often takes place in the classrooms is either smart students answering all the questions or teachers answering their own questions. Using a worksheet consisting of questions and prompts especially created to facilitate independent reading, think-aloud and self-assessment allowed every student to read and answer the questions with support before the model answers were given (Figure 3). Even passive and less able learners were more on task because they were arranged to be part of the learning process instead of just being spectators.

While students were urged to observe, self-question and exchange their thoughts and ideas, their misunderstandings and misconceptions were exposed during the process. At this moment, they were playing the role of not only learners but also contributors as they were informing their teachers of the instruction to adopt to address their learning needs.

Figure 3

PEER-CHECKING GUIDELINES

- When you finish, do the following.
 1. Check the answer to each question with your neighbour.
 2. If your answer is not the same as your neighbour's, circle the question number.
 3. If you think your answer is better than your neighbour's, convince him/her to make changes. Point out the clue(s) you have used to get the answer.
 4. Do corrections after peer-checking.
 5. Which question(s) do you want your teacher to explain further? Write the question number(s) below.
 - _____

2. Teacher Level

Creating the reading comprehension worksheet in Google Forms allowed students' performance data to be collected quickly, and such data assisted the teachers in identifying both the students' potential and the challenges that struggling learners were facing. Therefore, the teachers could provide supplemental explanations and resources proactively to improve the chances of learning success (Figures 4 to 6).

Figure 4

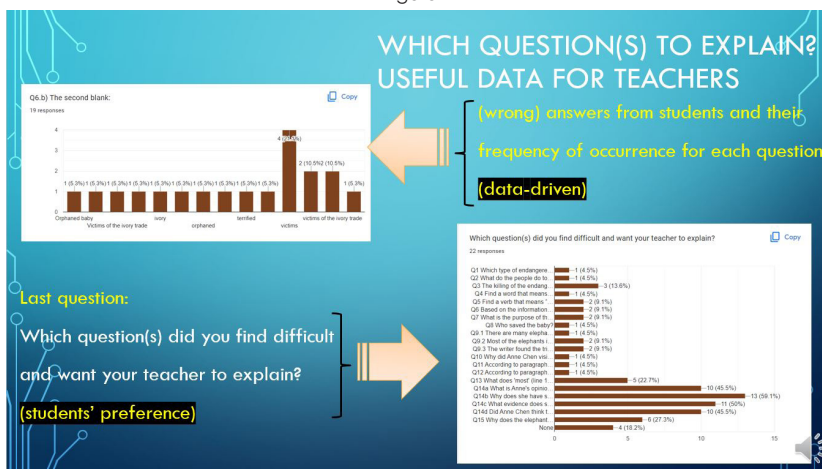


Figure 5

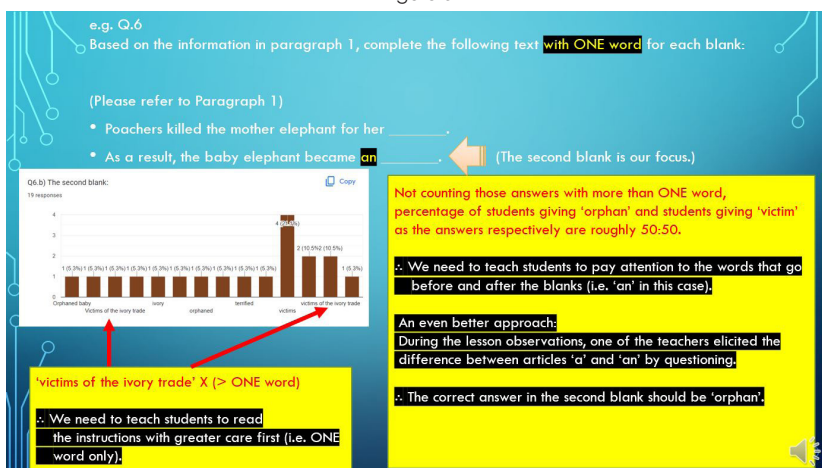


Figure 6

SKILLFUL ELICITATION DISPLAYED BY TEACHER(S)

6. Based on the information in paragraph 1, complete the following text with **ONE** word for each blank:

Poachers killed the mother elephant for **her** _____ result, the baby elephant became **an** _____ . N

Imagine a sunny day at a nature reserve in Kenya. A huge adult elephant is playing with her tiny baby. Twenty-four hours later, the terrified baby is found by park workers beside her mother's dead body. Poachers have cruelly _____ hacked off the mother's valuable _____ ivory _____ tusks. _____ Both the mother and **orphaned** baby have become victims of the ivory trade.

["O]rphaned" is an adjective but the second blank requires a noun.

The correct answer is 'orphan', not 'victim'.

However, 'orphaned' is an adjective in the passage. After noticing that a vowel should follow the article 'an', students also need to have the awareness to change the parts of speech.

The following details were elicited:

- After 'an', it should be a noun (As there is a full stop after the blank and only ONE word is needed, adj. is not an option).
- After 'an', it should be a singular & countable noun.
- After 'an', it should be a vowel (not necessarily the letters a/e/i/o/u).

The teachers demonstrated a stronger sense of mission that drove them to continually motivate students to improve their reading skills, especially in terms of making inferences and using their previous and newly acquired knowledge. They have gained more confidence and expertise in creating prompts that guide students to think aloud, and they were happy to see how the reading worksheets enabled them to visualise students' learning processes and progress (Figures 7 and 8).

Figure 7

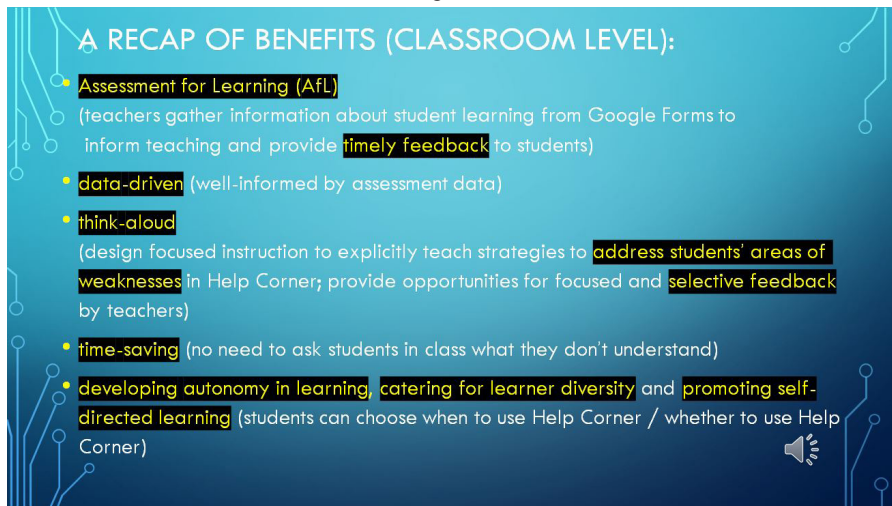
TEACHERS' REFLECTION

- **It was a good teaching experience.**
(first time teaching an online reading lesson based on concrete learning evidence gathered on Google Forms)
- Some very weak students did not understand certain words that appeared in the questions, so they could not get the correct answers even with the use of Help Corner.
(Solution: **provide a glossary of crucial words, mainly the non-guessable ones, in advance**)
- It is helpful to guide students to **'think aloud'** (i.e., stating each step of the thinking process that helps students to locate the answer in Help Corner.) The worksheet allowed the teacher to **visualise the learning process and progress.**

Figure 8

A RECAP OF BENEFITS (CLASSROOM LEVEL):

- **Assessment for Learning (Afl)**
(teachers gather information about student learning from Google Forms to inform teaching and provide **timely feedback** to students)
- **data-driven** (well-informed by assessment data)
- **think-aloud**
(design focused instruction to explicitly teach strategies to **address students' areas of weaknesses** in Help Corner; provide opportunities for focused and **selective feedback** by teachers)
- **time-saving** (no need to ask students in class what they don't understand)
- **developing autonomy in learning, catering for learner diversity** and **promoting self-directed learning** (students can choose when to use Help Corner / whether to use Help Corner)



3. Curriculum Level

The graded approach adopted by the Hong Kong Diploma of Secondary Education (HKDSE) gives candidates a choice regarding which optional part of the paper, divided into B1 (Easy) & B2 (Difficult), best matches their ability without any labelling effect. The use of statistical equating ensures that candidates taking different parts of the examination receive comparable scores. As the school-based 'Marking-Up B2' policy encourages additional statistical adjustment of candidates' scores to reward their efforts in answering more complex questions, it is expected that more and more students will opt for B2. This also indicates an increasing demand for teachers' help and support to improve students' comprehension. The Head of the Department stated that the teaching strategy of creating a reading worksheet with a Help Corner that guides students to make inferences independently will continue to be developed, and it will even be extended to the senior secondary curriculum.

Way Forward

To equip junior secondary students with the language knowledge and skills necessary for use and study at the senior secondary level, teachers need to raise their awareness of the importance of planning the curriculum systematically and progressively, as well as

developing the necessary skills to do so. For this reason, it is hoped that the English teachers will use the knowledge and insights gained from Workshop 2 conducted by the QSIP-CEAL team, featuring assessment tools and data analysis, when they review and refine the reading curriculum and assessment policies shortly.

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Appendix 1

Reading Worksheets

Lok Sin Tong Leung Chik Wai Memorial School

S3 English – Reading

Endangered Animals (Paragraphs 1 to 3)

Name: _____ Class: _____ Class No.: _____ Date: _____

Text 1: Ivory orphans				
Paragraph		Question	Help Corner	Help Corner Used?
1	1	Which type of endangered animals is mentioned in the article? <u>elephants</u>	The picture can give you some clues.	<input type="checkbox"/> Yes <input type="checkbox"/> No
1	2	What do the people do to the elephants? (One word) <u>hunt/kill</u>	The line / small words below the title can help you: African elephants are hunted for their tusks.	<input type="checkbox"/> Yes <input type="checkbox"/> No
1	3	The killing of the endangered animal: Where: <u>at a nature reserve in Kenya</u> When: <u>on a sunny day</u>	When – date/time Where – place	<input type="checkbox"/> Yes <input type="checkbox"/> No
1	4	Find a word that means a group of people who catch and kill the animals. <u>poachers</u>	A noun ends in -er, -or, -ist always indicate a person.	<input type="checkbox"/> Yes <input type="checkbox"/> No
1	5	Find a verb that means 'cut' in the paragraph. <u>hacked</u>	<u>Step 1:</u> Look for a sentence describing an act of cutting/killing. <u>Step 2:</u> Look for a verb in that sentence which means 'cut'.	<input type="checkbox"/> Yes <input type="checkbox"/> No
1	6	Based on the information in paragraph 1, complete the following text with ONE word for each blank: Poachers killed the mother elephant for her <u>ivory / tusks</u> . As a result, the baby elephant became an <u>orphan</u> .	The first blank: <u>Step 1</u> Revisit the sentence below. <i>Poachers have cruelly hacked off the mother's valuable ivory tusks.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Paragraph	Question	Help Corner	Help Corner Used?		
		<p><u>Step 2</u></p> <p>Remove all the adjectives and adverbs in the sentence. The sentence will become an S + V + O structure:</p> <p><i>Poachers have hacked off the mother's ivory tusks.</i></p> <p><u>Step 3</u></p> <p>Now think about: Why do the people kill the mother elephant? For what? Which should be the keyword to put down?</p> <p>The second blank:</p> <p><u>Step 1</u></p> <p>The question is asking "When a baby's mother dies, what will the baby become?" As 'an' is used before the answer, look for an adjective that starts with 'a', 'e', 'i', 'o' or 'u'. Make sure it is used for describing a baby elephant.</p> <p><u>Step 2</u></p> <p>Turn the adjective into a noun.</p>			
1	7	<p>What is the purpose of the writer in paragraph 1? Choose the best answer:</p> <p>A. To describe the elephant's life in the nature reserve.</p> <p>B. To entertain the readers with a story of the elephants.</p> <p>C. To explain the jobs of the workers at the nature reserve.</p> <p>D. To alarm the readers by the sad life of the elephants.</p>	<p>A writer's purpose is his/her reason for writing = Why does the writer write this article?</p> <p>The first and/ or the last lines of the last paragraph always give a hint:</p> <p>Also, look for words used in the paragraph that describe the situation of the elephants:</p> <p>◇ terrified baby</p> <p>◇ dead mother</p> <p>◇ cruelly</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2	8	<p>Who saved the baby?</p> <p><u>a rescue team (from the David Sheldrick Wildlife Trust)</u></p>	<p>Read the passive structure of the first sentence:</p> <p>The baby was saved by</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Paragraph	Question	Help Corner	Help Corner Used?												
2	<p>9 Decide if the following statements are true (T), false (F), or if the information is not given (NG) in paragraph 2 by putting a tick (✓) in the correct column.</p> <table border="1"> <thead> <tr> <th>Statements</th> <th>T</th> <th>F</th> <th>NG</th> </tr> </thead> <tbody> <tr> <td>a. Most of the elephants in Kenya are saved by the rescue team.</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>b. The writer found the trip touching.</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>	Statements	T	F	NG	a. Most of the elephants in Kenya are saved by the rescue team.		✓		b. The writer found the trip touching.	✓			<p>a. If the elephants are lucky enough, they can be saved by the rescue team. Are they lucky in Kenya?</p> <p>b. <u>Step 1</u> – Read the last line and underline ‘not only... but also...’</p> <p><u>... not only ... but also</u> = <u>and</u></p> <p>e.g., <i>He is not only rich, but also kind.</i> = He is rich and kind.</p> <p><u>Step 2</u> – Are ‘touching’ and ‘moving’ synonyms of each other?</p> <p>Look at this example: e.g., touched and moved <i>I am touched/moved by your help.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Statements	T	F	NG												
a. Most of the elephants in Kenya are saved by the rescue team.		✓													
b. The writer found the trip touching.	✓														
2	<p>10 Why did Anne Chen visit the orphanage? <u>to take photos for an exhibition on endangered animals.</u></p>	<p>The ‘to-infinitive’ part usually tells us the reason / purpose / aim / objective.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No												
2	<p>11 According to paragraph 2, what happens to most other baby elephants affected by the ivory trade? <u>They die alone in the wild.</u></p>	<p><u>Step 1</u> In the question, ‘most other baby elephants’ refer to baby elephants who are not s by a rescue team. And, what happens to these unlucky baby elephants? If you still cannot get the answer, go to <u>Step 2</u>.</p> <p><u>Step 2</u> ◇ Read lines 7-8 ‘However, many other elephants are not so lucky and die alone in the wild.’</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No												
3	<p>12 According to paragraph 3, how did Anne get to know the David Sheldrick Wildlife Trust? <u>from a friend</u></p>	<p>Read the first sentence in paragraph 3.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No												
3	<p>13 What does ‘most’ (line 15) refer to? <u>most zoes</u></p>	<p>The dash ‘—’ is usually used to give the definition of the noun before the dash. Circle the noun that appears in front of the dash ‘—’ in the sentence. Remember, ‘most’ is always used with plural nouns. Now add ‘s’ or ‘es’ to make it a plural noun.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No												

Paragraph	Question	Help Corner	Help Corner Used?
3	14 a) What is Anne's opinion on zoos? <u>She is against zoos. / She dislikes zoos.</u>	Revisit lines 14-15, 'I was concerned it would be like a zoo...' ◇ What is a synonym for the word "concerned"? (Circle your answer.) <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 2px;"> pleased worried </div> ◇ What are we often concerned about? (Circle your answer.) <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 2px;"> a happy news a problem </div> ◇ We (like / dislike) happy news. We (like / dislike) a problem. ◇ To express an opinion, we can say We like it = we are for it. 😊 We dislike it = we are against it. ☹️	<input type="checkbox"/> Yes <input type="checkbox"/> No
	b) Why does she have such an opinion? <u>It is because she thinks zoos are more focused on attracting visitors than caring for the animals.</u>	Revisit the sentence in lines 14-16 'I was concerned it would be like a zoo — most are more focused on attracting visitors than caring for the animals.' A dash '—' is also used here to give an explanation for the action or belief before the dash. So, the part after the dash '—' is the reason why the writer has such an opinion.	<input type="checkbox"/> Yes <input type="checkbox"/> No
	c) What evidence does she give to show her strong opinion? <u>She says she would have left the orphanage if it was like a zoo.</u>	Step 1 In the question, 'evidence', means a fact that supports an opinion. Step 2 (1) Look for a sentence in which the writer talks about her personal experience or reaction. This is always how they elaborate an idea or justify an opinion. (2) This kind of sentence always consists of personal pronouns like "I" and "me". (3) Conditional sentences 'If ..., ...' are one of the ways to express an opinion.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Paragraph	Question	Help Corner	Help Corner Used?
3	14 d)* Did Anne Chen think it was alright to visit the elephant orphanage? Why? <u>Yes, she felt it was alright to visit the elephant orphanage because the animals were treated with tremendous care // because all contact between visitors and orphans is carefully overseen by the staff.</u>	<p><u>Step 1</u> Look at lines 14-15: I was <u>concerned</u> it would be like a <u>zoo</u>.</p> <p>- 'concerned' means 'worried' (-) - 'it' means 'the elephant orphanage' (line 13) ∴ At first, the writer thought it was NOT okay to visit the elephant orphanage IF IT WAS THE SAME AS THE ZOO.</p> <p style="text-align: center;">BUT</p> <p><u>Step 2</u> Look at lines 16-18: 'If that had been true, I would have left immediately.' Which type of conditional sentence is this? What does it indicate? Circle your answers. a real action / an imaginary action a past action / a future action</p> <p><u>Step 3</u> Find out if the following is true: The elephant orphanage is like a zoo. - So, is it okay to visit the zoo now? Yes/No (Lines 18 to 19 give you the answer – 'I needn't have worried though')</p> <p><u>Step 4</u> Anne needs NOT have worried. Why? Look for the reasons in lines 19-22.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	15 Why does the elephant orphanage allow visitors to see the elephants <u>for one hour only</u> ? (lines 20-21) <u>to make sure the elephants get enough rest //</u> <u>to avoid disturbing elephants too much</u>	<p>If you were the elephants, would you like to get more rest? Or would you like to see humans all the time? The elephant orphanage would like to make sure the elephants get what they want.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No