

Writing Skills for Public Servants – WSPS – is an upper intermediate level writing course for government and non-government staff working in development in the North and East of Sri Lanka. It helps participants develop their critical thinking and written communication skills in English for public service, including progress reports, information leaflets, proposals and evaluations.

The course addresses four major aspects of writing: content, structure, language and editing. **Content** develops skills for utilising relevant details from development work - energy, education, coastal resources, microcredit, local government, information management, and social services – to substantiate arguments in writing. **Structure** develops skills for organising information through descriptive, discursive and persuasive text types to achieve specific purposes in writing. **Language** develops skills for using appropriate discourse, grammar and vocabulary to produce clear messages in writing. **Editing** develops skills for considering the reader and using dictionaries, models, criteria, error analysis and second drafts to ensure efficiency and effectiveness in writing.

WSPS provides core materials for approximately **70 hours of study**. It is divided into 34 sessions in three parts and can be run as a full time or part time course. Participants are presented with a variety of models for writing and there is a close link between reading and producing texts. The **methodology** is participatory and learner centred, and tasks are designed to develop self awareness and independent learning. **Assessment** is on-going and carried out through six written assignments which are integral to the course.

The **Trainer's Notes** provide comprehensive plans for each session including an overview, notes on preparation and timing, and step-by-step instructions for how to conduct each session. Photocopiable resources for overhead transparencies, answer keys, cut ups, games and assignments are also provided.

The **Participant's Workbook** is not a stand-alone textbook but contains all the reading texts and worksheets needed to carry out the tasks. It includes systematic practice activities for class work and self study. As the course progresses, the workbook provides learners with both a record of the course and a reference tool for the future.



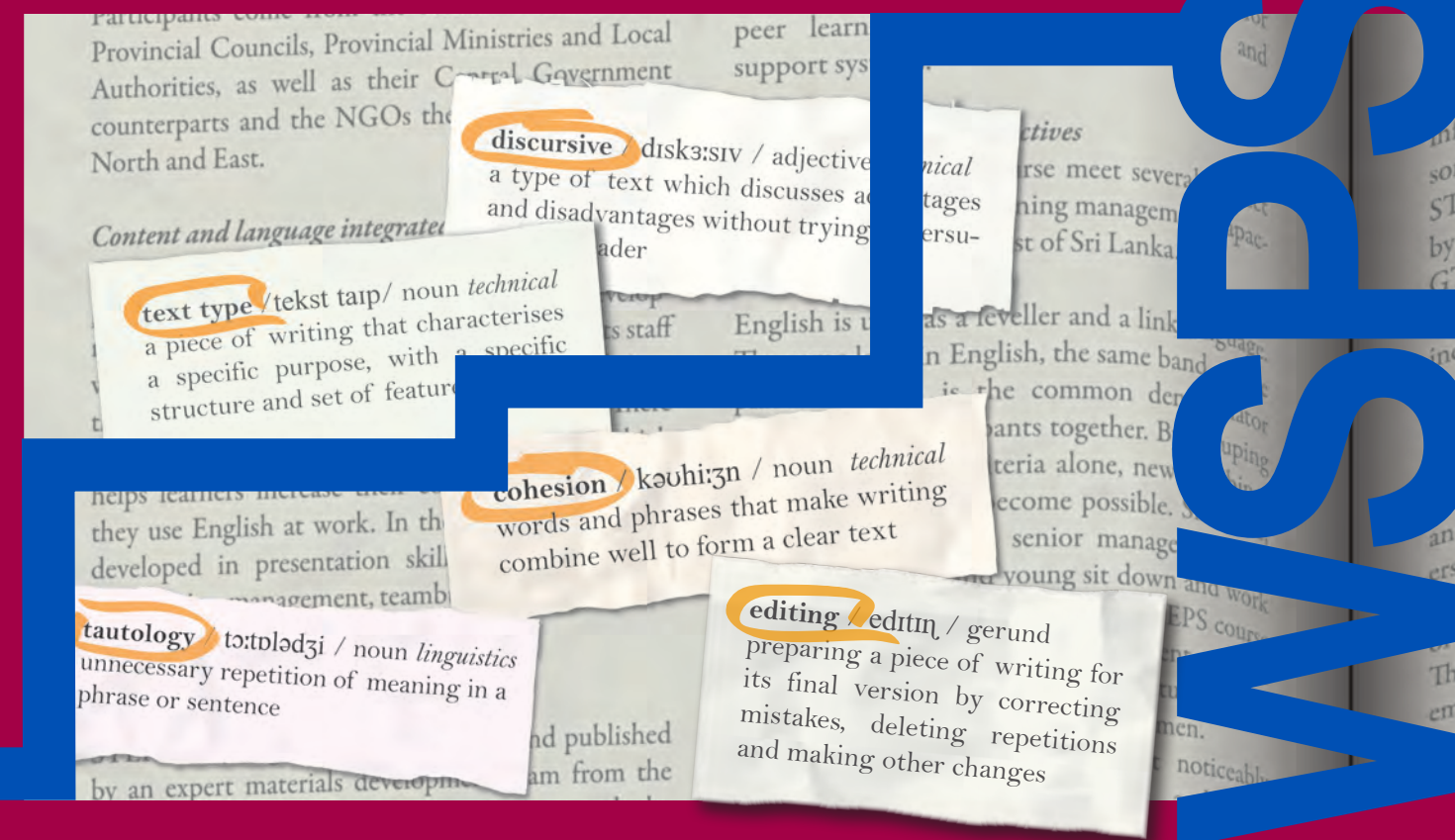
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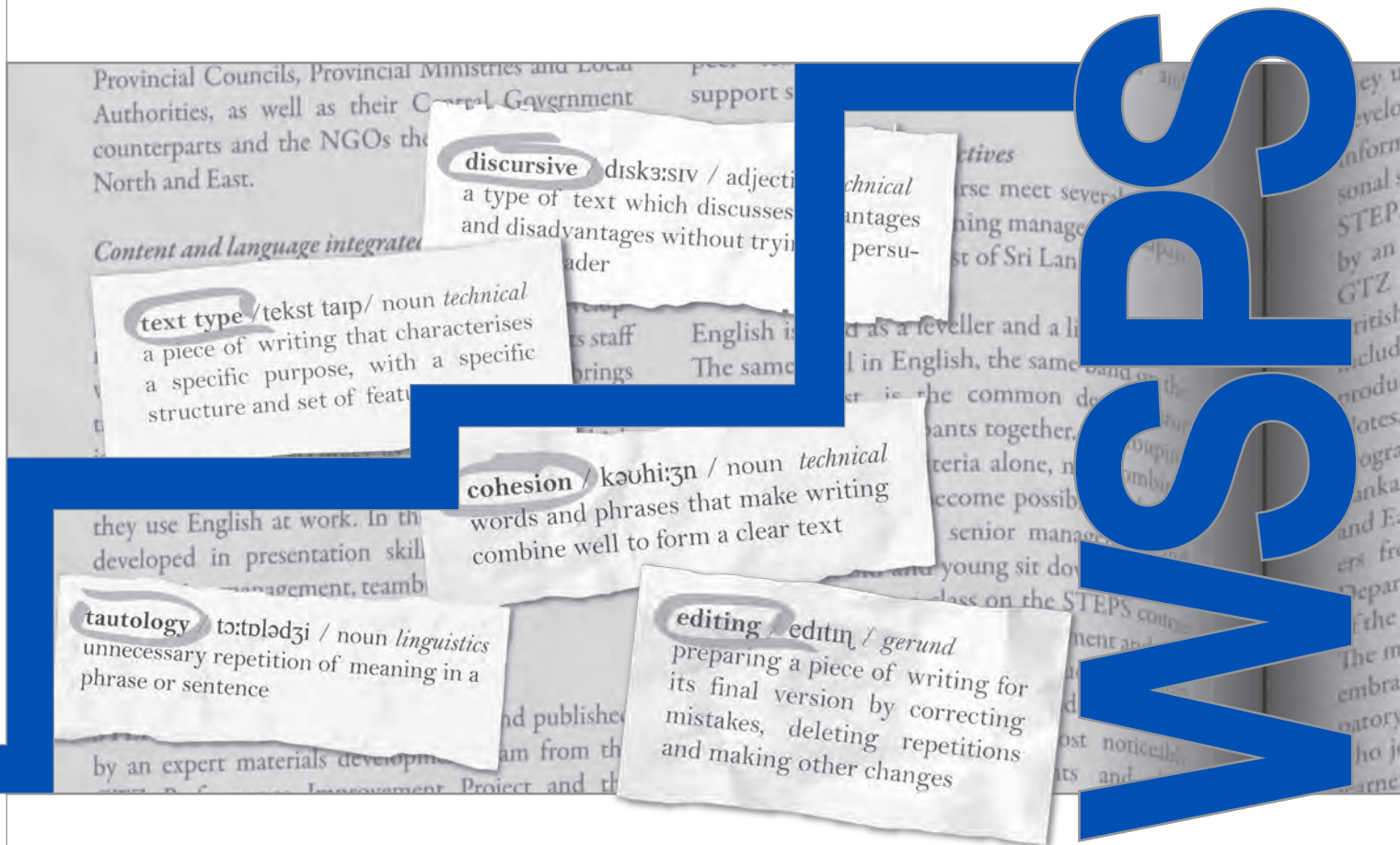


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Development



Writing Skills for Public Servants

TRAINER'S NOTES



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Developed for the Northern and Eastern Provincial Councils under the Sri Lankan Ministry of Nation Building and Estate Infrastructure Development and published by:

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Trainer's Resources

Resource sheets and writing assignments; lined pages from 127

Session 1 Introduction to the course

Learner objectives

By the end of this session, participants will be able to:

- explain how the course aims and sessions will support their needs;
- outline the importance of text types.

Time

90 minutes

Session overview

A	Participants' needs analysis	25 minutes
B	Course aim and objectives	25 minutes
C	Introduction to text types	40 minutes

Worksheets

Worksheet 1A	Course description
Worksheet 1B	Course outline
Worksheet 1C	Course timetable

Resources

Resource 1A	Writing Skills for Public Servants (WSPS) Aim and objectives of the course (OHT)
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Blank cards, poster pens, A1 poster paper

Part A Participants' needs analysis 25 minutes

Step 1
15 minutes Conduct the opening ceremony and welcome the participants. Do a 'getting to know you' activity.

Tell participants they will spend the first session thinking about their own strengths and weaknesses in writing in English. They will then look at the course aims and content and see how these match their writing needs.

Distribute blank cards. Individually, participants write down what they consider to be their main strength in writing in English. They then mill around the class until they find other people with the same or a similar strength. They ask names, departments, jobs, etc. of people in their 'group'.

Groups display their 'strength cards' on a pinboard, making sure to keep similar ideas together. Invite participants to read all the cards.

Step 2
10 minutes Repeat the activity but this time, ask participants to write down what they consider to be their main problem or weakness in writing in English. They mill around the class until they find other people with the same or similar problem. They ask names, departments, jobs, etc. of people in their 'group'.

Groups display their 'problem cards' on another board, making sure to keep similar problems together. Invite participants to read all the problem cards.

Briefly discuss the weaknesses, pointing out those concerning language and those concerning structure or content. (Participants are likely to identify

language as their major weakness whereas in fact the lack of organisation of ideas and a clear structure are generally greater impediments to understanding!)

Stress that different people in the group have different strengths and weaknesses and that by working together they will be able to learn from each other.

Part B Course aims and objectives

25 minutes

Step 1 15 minutes

Display **resource 1A** (Course aims). Highlight the links between the problems on the board and the course aims. Point out that although the course will also look at language, the main focus will be on organising ideas and structuring writing. Get participants to look at **worksheet 1A** (Course description) and expand on the approach and the methodology you will use.

Step 2 10 minutes

Participants look at **worksheet 1B** (Course outline). Again, highlight links between the course content, the course aims and participants' own problems or weaknesses. Get participants to distinguish different types of session – text types, language practice, style, writing tasks, editing and redrafting. Participants then look at **worksheet 1C** (Course timetable) and see how topics translate into actual sessions.

Stress the importance of arriving on time, participating in group work and completing all the written work.

Part C Introduction to text types

40 minutes

Step 1 15 minutes

Elicit the kinds of report that participants have to write in their jobs and what the purpose of such writing is. Put these on the board.

Examples

- A progress report (for monitoring / reporting to donors)
 - An annual report (for monitoring / reporting to donors)
 - A background text (for contextualising reports, proposals etc.)
 - An incident report (for explaining an accident, delay, need for disciplinary action etc.)
 - An instruction manual (for explaining how something works)
 - A publicity brochure or flyer (for advertising an organisation or service)
 - An annual programme (for publicising activities of, for example, a training centre)
 - A concept paper (for briefing decision makers, for deciding on priorities)
 - A feasibility study (for a new project, for funding)
 - A risk analysis (for a new project, for security guidelines)
 - A set of recommendations (for a proposal)
 - A funding proposal (for a new project or for extending an old project)
 - An evaluation report (for identifying good practice/lessons learned)
-

Step 2 15 minutes

Name the text types that you will be looking at during this course and put them on the board or on cards:

Descriptive

Informative

Discursive

Persuasive

Have participants look up the names of the text types in the dictionary and get them to create some definitions for each. Supplement their definitions if necessary.

Supplementary detail

- Descriptive texts describe a situation (situational analysis, background text) or a series of events (factual recount) without stating an opinion.
- Informative texts give the reader relevant information in order to use or appreciate a service, an organisation, a system or a tool.
- Discursive texts discuss advantages and disadvantages without bias; they weigh up two sides of a discussion.
- Persuasive texts sell an idea or persuade the reader to follow a particular course of action.

Good journalistic reporting of current events should be descriptive rather than persuasive whereas ‘comment’ or editorials in journalism can be discursive or even persuasive.

Explain that different types of report require different text types. However, there is not a strict correlation. In reports for funding or evaluation, for example, different sections in the report require different text types. The background section is descriptive, the proposal or recommendations are persuasive, the risk analysis is discursive, and so on.

Explain that each text type has different text features, in terms of structure, tense, and connectors. Point out that participants will learn how to construct the text types using their relevant text features on this course.

Step 3
10 minutes

Get participants to match the text types to the examples that they brainstormed earlier.

Suggested answers

Descriptive	Informative	Discursive	Persuasive
a situational a background text	an instruction manual a publicity brochure an annual programme	a concept paper a feasibility study a risk analysis	a set of recommendations a funding proposal an evaluation report to promote good practice
b factual recount a progress report an annual report an incident report			

Have them stick the matched cards to poster paper, add the title ‘Text types’ and display the poster on the wall for future reference.

Point out that at the start of Parts 2 and 3 of the course, participants will revisit the timetable, tick off which sessions they’ve done and fill in the progress self-evaluation record.

See Trainer's notes Session 13, Part A step 1 and Session 25, Part A step 1

Session 2 Giving background information

Learner objectives

By the end of this session, participants will be able to:

- explain the importance of selecting relevant information;
- explain the use of the present simple tense;
- explain basic punctuation rules.

Time

90 minutes

Session overview

A	Selecting information	35 minutes
B	Language work	55 minutes

Worksheets

Worksheet 2A	Household-size wind turbines, Sri Lanka
Worksheet 2B	Language analysis

Resources

Resource 2A	Household-size wind turbines, Sri Lanka (OHT)
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Part A Selecting information 35 minutes

Step 1 15 minutes

Display the heading of the report on household-size wind-turbines (**resource 2A**). Explain that the report is taken from a UNDP publication about its small grants programme in Asia and the Pacific. It is written to share information about renewable energy projects and innovative technology applications.

Display the project data and elicit why the information is given in note format (because it contains a lot of statistics which are easier to read and comprehend in this format).

Display the heading: Background. Elicit other titles commonly used for this part of the report (e.g. Current situation, Context). In pairs, participants predict the information that will be in the background section of the report (e.g. population of SL, income sources, number of households already using wind power, use of other energy sources). Elicit ideas and make a list on the board.

Step 2 20 minutes

Participants read the report quickly and check their predictions. For ideas that participants suggest but which do *not* appear in the background, discuss other sections that the report might have where these ideas might be found. Examples might include: Rationale, Project proposal / description (inputs, activities, outputs, implementation schedule, technology,) Beneficiaries, Environmental benefits, Lessons learned, Next steps.

Make sure participants understand this is an extract from a report and is not complete in itself.

Summarise this stage by saying the background section should include all relevant information, but not the report's rationale, or proposed activities etc., as these will follow in the next sections (not shown here).

Part B Language work

55 minutes

Step 1 15 minutes

Participants complete activities 1 and 2 on **worksheet 2B**.

Note: The words beginning with capital letters provide an obvious clue in activity 2. However, this may not be immediately obvious to the participants.

When checking answers, make sure that participants are familiar with the names of the tenses, parts of speech and grammatical terms – noun phrases, verb phrases, and verb forms (person, agreement, positive, negative) - as these will be used repeatedly when correcting written work.

Answer key

- 1
 - a Simple present tense of 'have' – a state verb stating a fact – even though 'currently' means 'happening now'
 - b Simple present negative, plural (villages don't have); simple present 'be'
 - c Simple present passive (be in simple present + past participle); subject/agent '...by the villagers' is clear so not necessary to add
 - d Present continuous because 'spreading' is happening now, not a habit
 - e Simple present 3rd person singular – offers – used to state a general truth
 - 2
 - a Approximately 80% of Sri Lanka's population live in rural areas.
 - b Car batteries are the primary source of power for radios and televisions.
 - c Electrification is spreading relatively quickly in Sri Lanka.
 - d The East and the North-West also have good conditions for wind power.
-

Step 2 5 minutes

Participants complete activity 3.

Answer key

- 3
 - a False (Although ... *relatively* quickly ... *many* ... *will not* receive)
 - b False (*predominantly* rural)
 - c False (*some* villagers)
-

Briefly discuss the function of the words *relatively*, *many*, *predominantly* and *some*. Explain that, while in some kinds of report it is often necessary to make generalisations, the writer must be careful to avoid *over* generalising. Explain that by softening a fact with one of these modifying words, the writer not only avoids criticism for making blanket statements but also avoids having to research and quote hard facts. Get participants to start a page in their vocabulary books called 'modifiers' and have them add these modifying words.

This links to modifying accusations by using the passive, Worksheet 4C and Trainer's Notes 4 Part C

Step 3 15 minutes

Discuss the sample sentences in activity 4 (meaning / use / position and punctuation of *although* and *however*). Introduce the term *linking word*. Participants complete activity 4.

Point out that the use of *although* in 4d would make the sentence very long and difficult to understand. *However* is therefore preferable in this case.

Step 4
20 minutes

Activity 5 (dictionary work) can be carried out in class or set for self-access. However, it is important that participants get used to using an English–English dictionary.

Activity 6 (punctuation) can also be carried out in class or set for self-access. Before completing the activity, stress the importance of good punctuation in guiding the reader.

Note: When referring to Sri Lanka, we use capitals with *the North-East, the South, the Central Highlands* because these regions are regarded as having a distinctive identity. However, we write *the south-western coast*, because this is not thought of as having the same kind of identity. (Compare *Hambantota District, Southern Province* – i.e. a distinct province – with *planned clusters in other southern, eastern and north-western provinces*.)

Session 3 Cohesion

Learner objectives

By the end of this session, participants will be able to:

- distinguish between, and begin to use correctly, connectors of addition, contrast, cause and result;
- use (i) repetition of key nouns and (ii) pronouns to link sentences.

Time

90 minutes

Session overview

A	Overview of connectors	50 minutes
B	Text-referring words: key nouns and pronouns	40 minutes

Worksheets

Worksheet 2A	Household-size wind turbines, Sri Lanka
Worksheet 3A	Connecting ideas
Worksheet 3B	Linking sentences
Worksheet 3C	Dictionary work

Resources

Resource 3A	Connectors Pelmanism (cut-ups)
Resource 3B	Text-referring words (OHT)

Background

This session introduces **cohesion** and **coherence** within sentences, between sentences and eventually between paragraphs.

Cohesion is studied on the course through the use of link words/connectors. It is introduced in Part A of this session with an overview of connectors *and*, *but*, *because* and *so* and followed up in Sessions 4 and 14 (connectors of **contrast**), Sessions 5 and 6 (connectors of **cause and result**), and Session 15 (connectors of **addition**).

Part B introduces **coherence**: developing an idea over several sentences within a paragraph and over several paragraphs within a text in a logical and connected way. This is done through **anaphoric reference** or **text-referring words** – words which refer back to other words or ideas previously mentioned in the text – in this case, repetition of **key nouns**, their **synonyms** and **pronouns**. Text-referring words are followed up in Session 19. In addition, coherence is achieved through the use of **topic and supporting sentences** (Sessions 5 and 11) and the use of **time phrases** and **sequencers** (Session 9).

Part A Overview of connectors

50 minutes

Step 1 15 minutes

Display the four main connectors *and*, *but*, *because* and *so* on the board. Introduce the idea of link words, or connectors. Briefly explain that these words pose problems of form and use, and so it is important for participants to systematise them in their vocabulary books and record their grammar and punctuation features.

Participants individually fill in the gaps in the two texts in **worksheet 3A** activity 1 with *and*, *but*, *because* and *so* and then compare answers with a partner. In groups, they discuss the questions and ‘discover’ the grammar rules

for themselves. Monitor and elicit the rules. Feed back only the information or answers they haven't worked out for themselves.

Answers

- 1 a so ... and ... and ... but ... but ... because ... and
b and ... but ... Because ... But ... because ... and ... So
 - *And, but, because* and *so* usually come in the middle of the sentence – between clauses, or ideas, or verb phrases. *And* can also come between nouns or noun phrases.
 - Occasionally, a sentence can begin with *But*, *So* or *Because*. If it begins with *Because*, then an additional comma is added after the first clause.
 - Only *But* and *So* can stand alone in a single-clause sentence where there is only one main idea. When they do this, they link the sentence they stand in with sentences or ideas that have come before. Trying to make *Because* operate in the same way is one of the most common written errors among Sri Lankan speakers of English.
-

Step 2 10 minutes

In groups, participants play pelmanism with the connectors (**resource 3A**), turning over cards to find synonym cards that match *and*, *but*, *because* and *so*, turning cards back face down if the pairs don't match.

Alternatively, participants play 'Slap the board'. The trainer writes *and*, *but*, *because* and *so* in different corners of the board. One member of each team approaches a designated 'start line'. The trainer calls out one of the words from the list below and the first person to slap the correct synonym on the board wins a point. The loser steps down and another member of his or her team steps forward to play.

Activities link to further practice in connectors (see Session 22 for all connector references).

<i>also</i>	<i>although</i>	<i>however</i>
<i>for this reason</i>	<i>owing to</i>	<i>additionally</i>
<i>nevertheless</i>	<i>in addition</i>	<i>as a result</i>
<i>as well as</i>	<i>consequently</i>	<i>due to</i>
<i>caused by</i>	<i>therefore</i>	<i>even though</i>

Step 3 25 minutes

Participants work in groups or pairs to complete **worksheet 3A**, activities 2–7.

Answers

- 2 The difference between the email and the letter is that the email is informal and the letter is formal. *And*, *but*, *because* and *so* can be used in speaking and writing but *In addition* *However*, and *As a result* are more commonly found in written English.
- 3 We are pleased to inform you that your application for the post of English Language Teacher has been accepted. You completed a successful interview. Your personal references have **also** been accepted. We discussed 1 May 2008 as a possible start date. **Nevertheless** we would now like you to begin work next week. We are re-organising our training programmes, including a new course for public servants. **Consequently** we thought it better for you to start as soon as possible.
- 4 **As well as completing** a successful interview, your personal references have been accepted. **Although** we discussed 1 May 2008 as a possible start date, we would now like you to begin work next week. **Because** we are re-organising our training programmes, including a new course for public servants, we thought it better for you to start as soon as possible. I look forward to hearing from you soon.
- 5 a *As well as* ... is followed by a noun phrase (noun, noun phrase or gerund)

- b *However* links two contrasting ideas which appear in two separated sentences, and comes at the beginning of the second sentence, followed by a comma.
Although links two contrasting ideas within one sentence, with a comma coming after the first idea.

6

Connector of	Examples	Usual sentence position	
		beginning	middle
Addition	and		✓
	also	✓	✓
	In addition	✓	
	As well as	✓	
Contrast	but	✓	✓
	However	✓	
	Although	✓	
	Nevertheless	✓	
Cause	because	✓	✓
	due to	✓	✓
Result	so	✓	✓
	As a result	✓	
	Consequently	✓	

Note: *Also, in addition, as a result, consequently, however, nevertheless* can also take an end position in the sentence. This exercise, however, stresses 'usual position' so, connectors in the end position are ignored for now.

- 7 Grammatically, the other connector like *due to* is *As well as* because both are followed by nouns, noun phrases or gerunds.

Due to the re-organisation of our training programmes, including a new course for public servants, we thought it better for you to start as soon as possible.

Part B
40 minutes

Text-referring words: key nouns and pronouns

Step 1
15 minutes

Summarise the concept of cohesion (linking words or connectors). Tell participants the first part of the session was spent on introducing the main connectors used in writing – synonyms of *and*, *but*, *because* and *so*. Introduce the concept of coherence (developing an idea through a text in a logical and connected way so that sentences follow on from each other and refer back to each other smoothly and in such a way that the reader can follow the train of thought, the argument, the examples or references). Tell participants the second part of the session will be practising one aspect of coherence: using text-referring words. Explain that cohesion and coherence in writing are important within sentences, between sentences, and between paragraphs – they make the ideas in the text flow on from each other.

Display the first example of text-referring words on **resource 3B** (repetition of the key noun) and get participants to follow the same text in **worksheet 3B**. Discuss then display the second example (using a variation of the key noun).

See Session 21
General reference
words

Participants then read the background section of the text on **worksheet 2A** and circle examples of both (activity 1). They compare answers with a partner.

Answer key

Sri Lanka's population ... The population

Villages ... per village ... In villages ... Some villages ...

Rural areas ... predominantly rural ... remote villages ... rural households and communities

Electricity ... electrification ... electricity ... electrification ... electricity ... electrification ... the main grid

Western Province ... the eight remaining provinces

Car batteries ... their batteries

Small wind-generator technology ... wind power ... power output

Wind conditions ... conditions for wind power ... good conditions ... the right conditions

Step 2
10 minutes

In pairs, participants complete **worksheet 3B** activity 2 on repetition of key nouns.

Note: Different answers are possible.

Suggested answer

English is an international language. Except for Chinese, more people speak it than any other language. Spanish is the official language of more countries in the world, but more countries have **English** as their official or unofficial second language. Over two-thirds of the world's scientists read in **English** and three-quarters of international mail is written in it. In addition, 80% of the world's electronically stored information and 90% of internet content is written in it. More than four-fifths of all international organisations use **English** as either their main or one of their main operating languages and it is the language of airline pilots and air traffic controllers all over the world. Although French used to be the language of diplomacy, **English** has displaced it throughout the world.

Step 3
15 minutes

Display example 3 (overuse of key noun) and discuss replacing the key noun with a pronoun to avoid repetition. Participants complete activity 3 with a partner.

Suggested answer

According to research by the British Council, English has official or special status in at least 75 countries with a total population of over 2 billion. **It** is spoken as a native language by around 375 million and as a second language by around 375 million speakers in the world. Speakers of English as a second language will soon outnumber those who speak **it** as a first language. A further 750 million people are believed to speak English as a foreign language. This means that one in four of the world's population speak English to some level of competence.

Participants work individually to complete activity 4 on use of pronouns to replace the key noun. They compare their answers with a partner.

Suggested answer

International English is the concept of English as a global means of communication. **It** is also referred to as Global English or World English. Although there are likely to be many

different varieties of **it***, for example, Singaporean English, Indian English or African English, experts estimate that more than half the world's population will be competent in English by the year 2050.

***Note:** It is possible to omit *of it* completely, i.e. *Although there are likely to be many different varieties, for example, Singaporean English ...*

Sum up Part B by explaining that as writers, there are two sorts of mistakes they might make, and writers tend to one or the other – not usually both.

- Using too many pronouns so the reader loses track what the subject is or what is being referred to (worksheet 3B activity 2).
- Repeating the key noun too often and making their text overly repetitive, and therefore boring (worksheet 3B activities 3 and 4)

Worksheet 3C (dictionary work) can be set for self-access or carried out in class if time allows. Participants should be encouraged to check their answers using an English–English dictionary.

Session 4 Describing current situations

Learner objectives

By the end of this session, participants will be able to use the present tenses to describe current situations, including:

- simple present tense for habits, facts and with state verbs;
- present continuous for action happening now;
- simple present passive to modify accusations about current problems.

Time

90 minutes

Session overview

A	Describing states	30 minutes
B	Describing current situations	20 minutes
C	Modifying accusations	40 minutes

Worksheets

Worksheet 4A	State verbs
Worksheet 4B	Simple present and present continuous
Worksheet 4C	Simple present passive

Resources

Resource 4A	State verbs (cut-ups)
-------------	-----------------------

Part A 30 minutes

Step 1 15 minutes

Describing states

Put the following sentences on the board and get participants to correct them.

We are knowing this problem.

He meets the delegates right now.

Elicit the concept of dynamic verbs (action verbs) and state or stative verbs (verbs not normally used in the continuous form). Explain that dynamic verbs express activity, events and processes (e.g. run, meet, plan). Explain that stative verbs describe states or unchanging conditions. They express emotions, beliefs, knowledge (e.g. love, want, believe, know) and show relationships (e.g. own, belong to, have). Some verbs (e.g. have, think, feel, expect) can be either dynamic or stative. Explain that due to first-language interference, Sri Lankan writers tend to make too many verbs dynamic, so the objective of the practice activity is to classify and practise using state verbs in the simple present tense.

If you have enough copies, get participants to look up the list of state verbs in Thomson and Martinet, *A Practical English Grammar* (OUP 1980), section 165.

Participants work in groups. Put the state verbs on cards or use the verb cards in **resource 4A**, one set for each group. Participants 'classify' the verbs according to their meaning. After a while, elicit from them their classifications and elicit or give them the following headings and examples. You can write these on the board or on a poster or on cards.

Senses	Emotions	Mental activity	Possession	Defining qualities (usually used with subject 'it ...')
<i>e.g. sound</i>	<i>e.g. hate</i>	<i>e.g. realise</i>	<i>e.g. belong to</i>	<i>e.g. consist of</i>

Participants organise their verbs under your headings and come and pin their cards up accordingly.

Suggested answers

Senses	Emotions	Mental activity	Possession	Defining qualities (usually used with subject 'It ...')
<i>e.g. sound</i> feel hear see smell notice	<i>e.g. hate</i> appreciate care about fear like love (don't) mind need value want wish	<i>e.g. realise</i> agree appreciate believe feel sure forget know mean recall recognise remember suppose trust	<i>e.g. belong to</i> have owe own possess	<i>e.g. consist of</i> contain appear seem signify matter

Participants copy the categorised lists of verbs into their vocabulary books.

Step 2
15 minutes Participants do **worksheet 4A** individually and then compare answers with a partner.

Answer key

English **poses** a problem for public servants in the North and East of Sri Lanka and this is a problem which **dates** back many years. Senior management now **realise(s)** the need for English, both as a link language and as a management tool. Unfortunately, curriculum developers still **do not value** the need for professional English in schools and universities even though this **concerns** most students who hope to join the public service or become managers in the future. Not updating the curriculum **signifies** an important gap between school and professional life. Of course, learning English means several years of hard study for most students. Because politicians **disagree** or perhaps because they simply **don't know**, they **convince** parents that the language problem can be solved easily. In the meantime, it **appears** that little progress has been made in the way English is taught. The average public servant **doesn't know** the basic 2500 words that 90% of all conversations **consist** of, even though he or she **understands** quite a few grammatical terms.

Part B Describing current situations

20 minutes

Step 1 5 minutes

Review the rules of the two tenses:

- simple present for state verbs, habits or daily routines, facts or truths;
- present continuous for new developments, actions happening now, temporary states, near future events.

Step 2 10 minutes

Participants complete **worksheet 4B** individually and then compare answers with a partner. Where they disagree, they discuss and justify their choice of verb form, quoting one of the rules you reviewed above as their justification.

Monitor, elicit and correct answers on the spot to avoid a feedback session going over the answers as a whole class!

Answer key

Dear Mr De Kretzer

I **am writing** to you because I **feel** our staff **are not taking** their responsibilities seriously at the moment. It's a matter that **concerns** all of us. As usual, the staff **come** to work every day, **sit** in their seats, **receive** their salaries and all the other benefits they are entitled to. But **are they doing** their jobs? Even now they **appear** to be hard at work but a recent analysis of their telephone calls and internet usage **shows** that 90% of their work time is spent on socialising with friends and family – on line or on the phone. They **are wasting** our time, our money and our good will. This change **dates** back to our decision to allow the staff greater autonomy to update their English language skills on-line and over the phone. I **realise** that I am partly to blame. I **am not saying** that it is all your fault. But I **strongly believe** we **need** to discuss this matter further. If you **aren't doing** anything on Thursday, shall we meet then?

Best wishes

A A M Safeer

A.A.M. Safeer
Deputy Head of Department

Step 3 5 minutes

Participants look at the grammar books and resource books available and make a note of further practice activities they can do for simple present and present continuous tenses.

Part C Modifying accusations

40 minutes

Step 1 15 minutes

Participants look back at the activities in **worksheets 3A** (activity 1b), **3B** (activities 2–4), **4A** and **4B**. Elicit the topic that has run through the activities so far: teaching and learning English for professional purposes in Sri Lanka. In groups, participants summarise the ideas within these texts. They say whether they agree or disagree with the ideas within the activities. Then they look at **worksheet 4C**, summarise and discuss the content there.

Suggested answers

- Worksheet 3A, Activity 1b: Tamil/Sinhala as second national languages vs. English as a link language
- Worksheet 3B, Activities 2,3,and 4: English as an international language

- Worksheet 4A: Problems with and causes of public servants' lack of English
 - Worksheet 4B: Staff abuse of facilities/opportunities to develop their English on a self-access basis
 - Worksheet 4C: Institutions to blame for lack of quality English in Sri Lanka
-

Step 2
5 minutes

As a whole class, discuss if it is the role of the public service to blame the institutions listed in **worksheet 4C** for the poor standard of English in Sri Lanka. Remind participants of how facts were 'modified' in **worksheet 2B** form of the simple present passive (object in place of subject; *be* in simple present form and agreement with object; past participle).

Teachers do not use a learner-centred, communicative approach.

A learner-centred, communicative approach is not used.

Elicit the reason for removing the subject – in this case, *Teachers*: to neutralise the accusation and avoid blame.

Step 3
15 minutes

Individually, participants complete the sentences in 4C, neutralising the accusation by dropping the subject in each case and using the simple present passive.

Note: Mistakes may arise in this exercise with word order. Get participants to clearly identify subject (to be deleted) and object (to be put in place of the subject) and to not get confused with the subjects of subordinate clauses.

Answer key

- 1 Professional English is not provided at upper secondary level.
 - 2 Appropriate learning materials are not developed.
 - 3 Skilled teachers are not deployed to the schools who need them the most.
 - 4 Training material is not published in all three languages.
 - 5 Courses are not run outside Colombo and Kandy.
 - 6 Not enough second language teachers are recruited.
 - 7 The education change process is not understood.
-

Step 4
5 minutes

Sum up by saying they have now completed a series of activities that introduce them to some of the main features of descriptive texts: connectors and text-referring words, and simple present, passive and continuous tenses for describing current situations for background texts in reports. Point out that the content – the role of English in Sri Lanka – feeds into the writing task they are about to do. They are going to write part of a proposal for their head of department requesting English language training for their department from one of the donor organisations.

Session 5 Selecting and organising information

Learner objectives

By the end of this session, participants will be able to:

- select relevant information for a situational analysis in a report or proposal;
- explain criteria for successful writing.

Time

90 minutes

Session overview

- | | | |
|---|--|------------|
| A | Selecting relevant information | 45 minutes |
| B | Organising the information for a background text | 45 minutes |

Worksheets

- | | |
|--------------|------------------------|
| Worksheet 5A | Selecting information |
| Worksheet 5B | Organising information |

Resources

- | | |
|-------------|-------------------------|
| Resource 5A | Linking ideas (cut-ups) |
|-------------|-------------------------|

Part A 45 minutes

Selecting relevant information

Step 1 15 minutes

Explain that participants are going to write the background part of a proposal. Set the scene: participants have been asked by their head of department to write a proposal for English language training for their department. The proposal will be submitted to a donor such as the GTZ supported Performance Improvement Project or the NECORD project. Participants discuss why such a proposal is necessary and what information they would include.

Participants match the sentences in **worksheet 5A** activity 1 to complete the *purpose* section of the report.

Answer key

This report presents a proposal for English language training for the [Department of Rural Development].

The report (i) describes the current situation regarding English in Sri Lanka, (ii) outlines the needs of the department in terms of English language skills, and (iii) identifies available training resources.

Participants re-read the purpose. Make sure that they all understand they are now only going to write the background section. Tell them they are going to write three paragraphs in total: two paragraphs for (i) *describes the current situation* and one paragraph for (ii) *outlines the needs of the department*. Tell them they are not going to have to deal with part (iii) *identifies available training resources*, because this forms the proposal part of the report, not the background. Emphasise that because they are writing the only background

section, they will not need an introduction (because this is covered in the purpose section) or a conclusion (because this will be put in the proposal part).

Step 2
15 minutes

Tell participants they first have to decide what information to include (and what *not* to include) in the first two paragraphs of the background section. In groups of three, participants look at the list of ideas in activity 2 on **worksheet 5A** and cross out the information that they think is irrelevant to the background section. They then add their own ideas (activity 3).

Suggested deletions

- The number of teachers of English in Sri Lanka
- The budget estimate for this proposal
- The average age of the staff in your department

However, participants may rightly argue to keep this in: it is relevant if they want to establish that recent or younger recruits have more problems with English than their predecessors because of deteriorating standards in the school system.

- The desire of all the staff to go and live in an English-speaking country
- The fact that English has not been the medium of education or administration since 1956

However, some may argue that this is relevant to establishing the historical context of the problem.

Step 3
15 minutes

Distribute the sentence cut-ups (**resource 5A**). Participants work in pairs to make sentences using *although*, *however*, *because*, *as a result* to connect their ideas. They make sentences orally first and then write them down in their notebooks (activity 4).

Some suggested answers

Note: There are more combinations than are included here.

Although there are many private language centres in Colombo, there are only a few outside the capital.

Most staff studied English at school for more than 10 years even though the English taught in schools is not relevant to the needs of public servants.

Because Sinhala and Tamil are the national languages, few people can speak or understand English.

Sinhala and Tamil are the national languages and English is the link language between them.

Although the 1956 Sinhala Only Act discouraged the use of English in public life, English is the link language between speakers of Tamil and Sinhala.

English used to be the language of education. However, the 1956 Sinhala Only Act discouraged the use of English in public life.

Although the 1956 Sinhala Only Act discouraged the use of English in public life, English is still the language of management.

English used to be the language of education. As a result, older public servants are better at English than the new recruits.

Part B **Organising information for a background text**

45 minutes

Step 1 25 minutes

Participants take the ideas they have selected and noted from **worksheet 5A** activities 2 and 3 and the linked sentences from activity 4, and organise them into two paragraphs under the topic sentences (**worksheet 5B** activity 1).

Briefly explain what a topic sentence is and what supporting sentences do. Encourage participants to really use their critical thinking skills here: to be strict about cutting out repetitions in the ideas, and to organise the ideas in a logical way. Discuss logical order in terms of:

- chronology and the knock-on effect of the 1956 Sinhala Only Act,
- importance – e.g. if conflict transformation (where English is necessary as a link language) is more important than improvements in management (English is the language of management) then conflict resolution should be mentioned first.

Participants should double check that the sentences they have chosen support each topic sentence.

Suggested answer

In Sri Lanka, the teaching and learning of English is generally poor.

English used to be the language of education. However, the 1956 Sinhala Only Act discouraged the use of English in public life. As a result, older public servants are better at English than the new recruits.

Although most staff studied English at school for more than 10 years, the English taught in schools is not relevant to the needs of public servants.

There is a lack of locally available language centres and English resources.

There are several reasons why public servants need English to carry out their work.

Although the 1956 Sinhala Only Act discouraged the use of English in public life, English is still the language of management.

Sinhala and Tamil are the national languages and English is the link language between them.

English is used as a link language between provincial and central government.

Organisational development will result from staff with improved English language skills.

Step 2 20 minutes

Tell participants they are now moving on from general background about English in Sri Lanka and English in the public service to specific background information about their own department and its needs. In groups, participants discuss the questions in activity 2 and answer them orally. Individually, they write down their answers in complete sentences. They connect their sentences with link words and pronouns (especially for *staff*) where appropriate, and cut out repetitions and use synonyms (especially for *in English*). They then form a coherent paragraph, under the topic sentence given (activity 3).

Suggested answer

Most of our staff need English language training to fulfil their duties.

Although there are seven members of staff who need to work in English, their average

level of ~~English~~ is fairly weak. ~~In general~~ ~~staff~~ they are able to answer the telephone and meet and greet visitors ~~in English~~. However, there are several management tasks ~~staff~~ they are unable to carry out ~~in English~~. They cannot write letters or reports in English and they have difficulties reading circulars ~~in English~~. In addition, most of them do not have the confidence to participate in English medium meetings or conferences.

Activities 4 and 5 on **worksheet 5B** lead directly into writing the first assignment and are covered in Session 6 part C.

Session 6 Developing an editing checklist

Learner objectives

By the end of this session, participants will be able to:

- explain criteria for successful writing;
- use a checklist to edit own writing.

Time

180 minutes

Session overview

A	Criteria for successful writing	50 minutes
B	Editing a text	40 minutes
C	Writing assignment 1	90 minutes

Worksheets

Worksheet 1B	Course outline
Worksheet 5B	Organising information
Worksheet 6A	Criteria for successful writing

Resources

Resource 6A	Criteria for successful writing (OHT)
Writing assignment 1 cover sheet and lines	
Pin board, poster pens and card	

Part A Criteria for successful writing 50 minutes

Step 1 5 minutes

Explain that participants are about to write up the purpose and background section of the proposal for language training that they were developing in the last session. However, before they do that, it is necessary to identify criteria for good writing. Explain that this is so they have a means of checking their own work before handing it in, to improve its quality, and their independence from the trainer.

Step 2 25 minutes

With their workbooks closed, participants work individually, in pairs, small groups, and then as one group, in a pyramid brainstorm to list out the criteria for good writing. Participants then copy out their criteria onto cards and pin them on the board. Then they group the criteria as much as possible and cut out any repetitions by removing any cards which say the same thing. In this way, they get the chance to practise the editing skills they are listing (loop input).

Step 3 20 minutes

Participants look at **worksheet 6A** activity 1 and identify any criteria that are new and add any criteria that they have brainstormed that don't appear on the worksheet. They classify the criteria as:

- content criteria
- structure criteria

- language criteria.

They then fill in specific details of grammar and cohesion that they have studied so far on the course (activity 2). They do this by looking back over their notes and also consulting the course outline in **worksheet 1B**, with specific reference to the grammar and discourse columns.

Suggested answer

Correct grammar

- grammatical structures are used accurately and appropriately
- simple present state verbs
- simple present vs. present continuous
- simple present passive

Attention to cohesion

- ideas, sentences and paragraphs link together smoothly
 - ideas are connected and referred to clearly but without undue repetition
 - connectors *and, but, because, so*
 - text referring words: key nouns, synonyms, pronouns
-

Part B Editing a text

40 minutes

Step 1 **15 minutes**

Participants work in pairs. Display the criteria for judging successful writing on the OHP (**resource 6A**). Give each pair one or two of the criteria and have them start a checklist of questions to ensure that each criterion has been met. Explain that they will be adding to the checklists as the course progresses.

When it comes to the criteria of grammar and cohesion, assist the participants with the specific detail of grammatical points to be aware of – otherwise the checklist for grammar will be too generic and therefore not useful for correcting errors of accuracy. See examples below.

Encourage participants to add to their checklists as the course progresses

Examples

Criteria: Logical organisation

Checklist: Is the information presented in a clear, logical order?

Criteria: Good content

Checklist: Has all relevant information been included?

Has unnecessary information been deleted?

Have repetitions been deleted?

Criteria: Attractive presentation

Checklist: Is the text well laid out and correctly organised on the page?

Criteria: Correct grammar

Checklist: Are the present tenses used appropriately?

Do the verbs agree with the subject (especially 3rd person singular?)

Step 2
25 Minutes

Put pairs into groups of 5 or 6 so that all the criteria are covered. Have them discuss and sequence their questions and then make a poster. Groups display their posters and other participants add their ideas.

Appoint one participant in each group who has good computer skills to make an electronic version of the checklist, paying attention to layout, font size, readability and all the criteria for attractive presentation. Get them to make copies and distribute to everyone the next day. Keep the electronic document so that criteria may be added.

Part C
90 minutes

Writing assignment 1

Step 1
90 minutes

Participants do activities 4 and 5, **worksheet 5B**. They also use their new checklist to go over in detail the three paragraphs and make improvements. Distribute **writing assignment 1** cover sheet and the two pages of printed lines*. Explain the feedback box and get participants to make connections between the criteria listed there and the editing checklist they have just developed.

Participants then copy out and submit the first draft of **writing assignment 1**. This includes:

- the purpose section (**worksheet 5A** activity 1);
- the background section (three paragraphs **worksheet 5B** activities 1–4)
 - problems with learning English in Sri Lanka
 - reasons why public servants need English
 - specific staff needs of their organisation).

* The two pages of printed lines are a reusable resource; they can be found at the back of this book. Copy the two pages per participant for each writing assignment.

Session 7 Organising text in a logical sequence

Learner objectives

By the end of this session, participants will be able to:

- identify logical sequence in a text;
- explain the use of the present perfect and past simple tenses.

Time

90 minutes

Session overview

A	Logical sequence	45 minutes
B	Language focus	50 minutes

Worksheets

Worksheet 7A	Logical sequence
Worksheet 7B	Text analysis and language focus
Worksheet 7C	Vocabulary and punctuation
Worksheet 7D	Connectors of contrast

Resources

Resource 7A	Topic and supporting sentences (cut-ups)
Resource 7B	Answer key: Connectors of contrast

Part A Logical sequence 40 minutes

Step 1 20 minutes

Participants quickly read the 'Purpose' section of the report on **worksheet 7A** and complete activity 1 on **worksheet 7B**.

Answer key

- a High-level government or possibly a potential donor
 - b There are four sections:
 - purpose of the report
 - the current situation
 - what can be done in terms of medium- and long-term rehabilitation and development
 - recommendations.
 - c Lists might include *erosion, mangroves, sand dunes, dynamite fishing*, etc.
-

Step 2 10 minutes

Participants complete activity 2 and discuss the order of the paragraphs.

Answer key

- 2 Order of topics is: d, b, c, a

The topics move from those with the biggest effect to those that have least effect.
-

Briefly discuss the idea of a paragraph as one of the basic units of organisation in writing. Explain that a paragraph is a related group of sentences, arranged in a logical manner and which develop one main idea. This main idea is generally expressed in one sentence known as the 'topic sentence'. Point out that although the topic sentence usually occurs as the first sentence in the paragraph, this isn't always the case.

Topic and supporting sentences are practised in worksheets 10A; 14A and B; 14C; 17A; 22C; 25A.

Discuss the logical order of the paragraphs (size of the problem). Elicit other forms of logical order (e.g. *chronological order*).

Step 3
10 minutes

Participants close their workbooks. They work in pairs or groups of three. Distribute cut-up sentences (**resource 7A**). Explain that they must use clues in the text to order the sentences (topic sentences for each paragraph are in bold).

Monitor pairs, eliciting the clues they are using to order the sentences. Ask questions like:

What does 'this' refer to?

What does 'As a result' refer to?

Clues include repetition of key nouns (*extensive damage ... greater damage*), similar words or synonyms (*marine life ... fish, crab and lobster*); signposts (*in addition ...*, *as a result ...*). Discuss the importance of these techniques in making the text flow smoothly.

Part C **Language focus** **50 minutes**

Step 1
30 minutes

Participants work in pairs and complete the language focus activity (tenses) on **worksheet 7B**.

Assess whether or not the class needs some spot remedial grammar work on present perfect and past simple tenses or, alternatively, direct individuals to self-access resources. Participants will practise these tenses in the next session.

Note: Don't focus on the past perfect tense at this stage; this will be dealt with in more depth in Session 11.

Suggested answers

- 1 **a** Present perfect is used to describe past action, present result.
 - b** Present perfect is used to describe 'obvious change'.
 - c** Simple present is used to describe chronic or habitual action.
 - d** Simple past is used to describe a single action in the past linked to a specific past date or time.
 - e** Simple past, past perfect are used to describe two actions in the past in sequence. For the earliest action (destructive practices) the past perfect is used; for the more recent action (caused greater damage), the simple past is used.
 - f** Present perfect is used to describe an unfinished action that started in the past and the phrase 'not yet'.
-

Step 2
20 minutes

Participants do the vocabulary and punctuation activities on **worksheet 7C**.

Answer key

1

Noun	Verb	Adjective	Adverb
depletion	to deplete	depleted	
access	to access	accessible	
direction	to direct	direct	directly
extension	to extend	extensive	extensively
damage	to damage	damaged	
destruction	to destroy	destructive	destructively

- 2 a direct ... were destroyed (damaged)
 b to access
 c extensively
 d depletion
 e damage (destruction)

Note: Get participants to use paragraph 1, of the 'Current situation' section on **worksheet 7A**, to correct the punctuation exercise.

Set **worksheet 7D** as self-access, to be completed in the consolidation period or for homework. Participants can self-correct their work, using the answer key provided in **resource 7B**.

Session 8 Error analysis

Learner objectives

By the end of this session, participants will be able to:

- identify common errors;
- personalise a system of error analysis for self improvement.

Time

180 minutes

Session overview

A	Correction of common errors	60 minutes
B	Personal error analysis and redrafting	60 minutes
C	Utilising resources for self-development	30 minutes

Worksheets

Worksheet 8A	Error analysis
Worksheet 8B	Correction code
Worksheet 8C	Self-improvement record

Resources

Resource 8A	Correction code – to be completed with your own symbols (OHT)
-------------	---

Errors collected on cards or OHT from writing assignment 1

Corrected assignments and completed assignment cover sheets

Selection of self-study grammar and vocabulary reference and practice books

Part A Correction of common errors 45 minutes

Step 1 15 minutes

Put the participants into two teams and play ‘Lucky numbers’. Put the numbers 1–12 on the board. Teams take turns to choose a number and answer the question that corresponds to it. They get one point for each correct answer. If they choose a ‘lucky number’ they get a free point without answering a question, and an extra turn. If they choose a ‘bonus point’ question and answer it correctly, they get an extra point. Keep a record of which numbers have been chosen by crossing them out on the board. The team with the highest number of points wins.

	1	2	3	4	
Team A I	5	6	7	8	Team B II
	9	10	11	12	

Trainer's script

- 1 Bonus point! What are the three aims of this course?
(to improve content, structure and language)
- 2 Lucky number!

- 3 What two questions should you ask before you start to plan your writing?
(*What is my purpose? Who is my reader?*)
- 4 What type of writing text are we learning about this week?
(*Descriptive or background text*)
- 5 Name 4 state verbs.
(*want, agree, realise, like, need, value, know etc.*)
- 6 Lucky number!
- 7 Bonus point! Change this statement so that is not over generalised: Women are clever.
(*Women are usually clever; Sometimes, women are clever*)
- 8 Give two connecting words to show contrast.
(*Although, However, But, Nevertheless*)
- 9 Bonus point! Correct this and say why it's wrong: I am having a sister.
(*I have a sister. Have, in this case, refers to ownership, and is therefore a state verb*)
- 10 Link these sentences with *Although*: My family lives in Colombo. I work in Trincomalee
(*Although my family lives in Colombo, I work in Trincomalee.*)
- 11 Lucky number!
- 12 Bonus point! What are text-referring words and why are they used?
(*pronouns e.g. it, they or repeated key nouns*)

Step 2
30 minutes

Tell participants that you have collected some common errors from Writing assignment 1. Display the first error, which you have made anonymous and written out on a card. Get them to identify the error and elicit the correction. Repeat with more cards to show other grammatical errors or errors of cohesion.

You can use 'hybrid' errors, combining several mistakes in one sentence. You may prefer to use an OHT if you want to show errors of cohesion over several sentences or paragraphs.

Participants work in pairs. Each pair looks at one or two different error categories in activity 1 **worksheet 8A** and corrects the mistakes. If they know the grammar rules, they also explain these to each other to justify their corrections. Choose which categories they should focus on according to the type of errors they made in Writing assignment 1. As they do the corrections, monitor and feed in relevant grammar rules. They should now be familiar with the rules for a–c as these have been covered in previous sessions, so focus on the new grammar topics (see grammar notes in the answer key below).

Cross-group participants and get each representative in the new groups to share their corrections and grammar rules with the others. Staying in their new groups, participants look at the errors in activity 2 and categorise them according to the headings and rules in activity 1.

Answer key

1 a Use of key nouns and pronouns

Since the Eastern Province consists of two language communities, English plays a vital role between **them**.

However, the English taught in schools is not relevant to **their** needs.

b Connectors

People who come from towns can manage but those from rural areas face problems.

c Present tenses, active and passive

They have to handle correspondence which **comes** from southern Sri Lanka.

But the officers **feel** uncomfortable.

Currently, all countries **are using** a very important concept: globalisation.

English language **is considered** a global language.

Provincial staff **can benefit** from English language training.

d Compound nouns

teacher training college

work-oriented training

a 50-year-old system

The first noun in the compound acts like an adjective and therefore has no agreement, no 's'

e Articles

After Independence, **English** gradually declined.

... of **the** Eastern Province

... for staff in **the** Department of Local Government

Proper nouns with or without the definite article

In Sri Lanka **the** majority are Sinhalese.

Use of definite article with superlatives

The government introduced ...

Use of definite article when there's only one

Public servants do not have the capacity to work with foreign agencies.

Zero article for generalisations

... in **an** attractive way

... providing **an** opportunity

Phonetic need for 'an'

f Prepositions

For this reason ...

At the national level ...

... not able to communicate **in** English

This has further hindered the delivery of services **to** the Province.

Prepositions that go with nouns

English is essential **for** public servants.

Prepositions that go with adjectives

Most public servants can work in English.

Most ... (general) vs. most of the ... (specific)

g Countability

Most correspondence **is** in English.

INGOs

In every **aspect** ...

Countable and uncountable or abstract nouns

It has become difficult to carry out their day-to-day **work**.

Middle level **staff** need to master English.

Most staff didn't learn English when they were in **school** or **university**.

Further, to gain **knowledge** in management, English is the key.

Plural or singular nouns depending on context or modifier

Note: The Sri Lankan public service doubles the last letter of an abbreviation to show plurals – NGOO instead of NGOs etc.

h Agreement

The Northern Province **has** five districts; they are Jaffna, Kilinochchi ...

Nationalist thinkers **were** in the government.
 One of the reasons **is** the conflict situation.
 Many public servants **are** not able to work in English.
Subject verb agreement

These changes led to reduced ability in English.
This, that, these, those

i Redundancy

The recruitment procedure is the main ~~cause or~~ reason for their poor English.
Unnecessary repetition
 Only a few reasons are ~~relevant and~~ important.
 This paved the way to create a generation of ~~people~~ who ...
 In the age group of 25 to 35 ~~years~~
Tautology

- 2 The government has introduced English ~~language~~ as the link language (a or i)
- Public servants cannot use it correctly **or** fluently (b)
 - The officers who **are** attached to this office are **involved** in getting development funds from foreign agencies (c)
 - All the work **is done** by a few people who can speak English (c)
 - **Those** organizations **work** with government departments (h and c)
 - Normally they **work** and **correspond** in English (c)

Step 3
15 minutes

Display **resource 8A** (Correction code). Go through the list with participants, adding the symbols you usually use for correction, with an OHT pen.

Suggested symbols

T	Tense
A	Agreement
Count	Countability
Prep	Preposition
Λ	Missing article / missing word
... / ...	Too many words / cut out some words
Sp	Spelling
Punc	Punctuation
ww	Wrong word / wrong connector
Vocab	Vocabulary problem
wo	Word order
A/P	Active / passive
Rep	Repetition / redundancy
?	Not clear
*	see note below
✓	Good point

Explain that these are the symbols or abbreviations you use to correct their work. Explain why you don't write in the corrections for them, and that the purpose of the correction code is to help them identify their own mistakes and actively correct errors for themselves. Discuss any other marking conventions you use. For example, that you underline the mistake where it occurs in their

text but you write the symbol in the margin. If there are two different mistakes in the same line in their text, you write the symbols in the same sequence in the margin. They should write the corrected version above the mistake ... etc.

Participants copy down your symbols and abbreviations onto **worksheet 8B** so they all have a copy of your correction code.

Part B **Personal error analysis and re-drafting** 60 minutes

Step 1
40–60 minutes Distribute the corrected assignments. Let them read the cover sheet and look at their errors in detail. They use the correction code to analyse and correct their mistakes on the original. Distribute lined assignment paper. Participants write their second draft of Writing assignment 1. While they are doing this, spend tutorial time with each one, to discuss particular strengths and areas to improve.

Step 2
20 minutes This step is for those who finish step 1 early. When they have finished, participants categorise their own mistakes by filling in **worksheet 8C**. Explain this is their personal record for self-analysis and improvement and that they should fill it in each time they get an assignment back. Practise ‘goal setting’ with them and help them formulate the goal statements they fill in on **worksheet 8C**.

Part C **Utilising resources for self-development** 60 minutes

Step 1
20 minutes Distribute a selection of self-study grammar and vocabulary reference and practice books, if possible one for each person.

Working on their own or in pairs they get an overview of the book and choose one particular section or exercise that specifically targets one of the common areas of error from Writing assignment 1. If you are working in the Self-Access Centre, show them how to use on-line resources as well. Monitor and guide them so that they choose different grammar and vocabulary exercises for the ‘market place’ that follows.

Some suggestions

Thomson and Martinet, *A Practical English Grammar*, OUP 1980, (e.g. 1, Articles, p.1)

Redman, *English Vocabulary in Use pre-intermediate and intermediate*, CUP 1997 (e.g. 14, Verb or Adjective + preposition, pp. 32–3)

Seidl & Swan, *Basic English Usage Exercises*, OUP 1990 (e.g. 12, although, p.11)

Murphy, *Essential Grammar in Use*, CUP 1992 (e.g. Unit 8 present continuous, present simple pp. 16–17) and Naylor, *Essential Grammar in Use Supplementary Exercises*, CUP 2002 (pp. 8–9)

www.learnenglish.org.uk

www.englishonline.org.cn

www.edict.com.hk/vlc

Step 2
20 minutes Participants take it in turns to ‘present’ their resource and chosen exercise to the group, in a market place or cross-grouping set up.

Step 3
20 minutes Participants match one of the exercises that has been presented with one of the goals they have set for themselves in **worksheet 8C**.

Session 9 Features of a descriptive text

Learner objectives

By the end of this session, participants will be able to:

- identify text features for background texts and situational analyses;
- write about past actions with present results using connectors and the present perfect.

Time

90 minutes

Session overview

A	Overview of descriptive text features	5 minutes
B	There is / are	15 minutes
C	Cause and result	70 minutes

Worksheets

Worksheet 7A	Logical sequence
Worksheet 9A	There is / are
Worksheet 9B	Cause and result
Worksheet 9Ci and ii	Healthcare: Cause and result

Resources

Resource 9Ai	Shrimp farming (cut-ups)
Resource 9Aii	Coastal access (cut-ups)
Resource 9B	Cause and result (cut-ups)

Part A Overview of descriptive text features 5 minutes

Step 1 5 minutes

Explain that this session looks at the grammar items that often feature in background texts and situational analyses. Explain that by learning the text features that go with every text type, participants can improve the accuracy of their writing. Elicit the text features that have been introduced so far:

the simple present tense, state verbs, simple present passives
modifiers to soften facts and statistics
text-referring words and pronouns
connectors of contrast

Explain that in this session, participants will learn to use the following text features for writing background texts and situational analyses:

- there is / are;
- connectors of cause and result;
- the present perfect tense to describe past action with present results.

Part B **There is / are**

15 minutes

Step 1
15 minutes

If possible, use examples of errors from written work to highlight the structure *there is / are*. Use **worksheet 9A** for practice.

Answer key

- 1
 - a There has been extensive loss of marine life.
 - b There was greater damage in coastal areas which had already suffered from environmentally destructive practices such as the destruction of mangrove forests.
 - c There were angry protests against the coastal preservation zone.
 - d Although there are environmental laws prohibiting dynamite fishing, they are not enforced.
 - e There are many tsunami victims still living in temporary shelters.
-

Part C **Cause and result**

70 minutes

Step 1
10 minutes

Participants read and underline examples of cause and effect in the 'Current situation' section of the text on **worksheet 7A** (Logical sequence).

Answer key

Years of conflict have severely depleted natural resources in the marine and lagoon areas of the North and East of Sri Lanka. In addition, access to many coastal areas has been denied by the armed forces. This has led to the over-exploitation of the remaining accessible coastal ecosystems. As a result, natural resources have disappeared along with the livelihoods that depended on them.

Environmentally destructive practices such as dynamite fishing, sand mining, coral harvesting, reef destruction, solid waste dumping, dune encroachment, and the removal of mangroves make the situation worse. Although there are environmental laws prohibiting these practices, these laws are not enforced.

The December 2004 tsunami caused extensive damage, reducing coral reefs to rubble. There was greater damage in coastal areas which had already suffered from the environmentally destructive practices mentioned above. In addition, pollution of the water running off the land back into the sea – by solid waste, chemical pollutants, soil and organic matter – directly affected coastal marine ecosystems and resulted in the loss of marine life. Fish, crab and lobster populations have not yet recovered.

Tsunami re-building initiatives have conflicted with coastline conservation. Although a coastal preservation buffer zone was enforced after the tsunami, it was later revoked due to public pressure. Environmental issues have taken second place to post-tsunami decisions about livelihoods, even though the two things are closely inter-linked.

Step 2
30 minutes

Participants work through **worksheet 9B**, sections 1–5.

Answer key

- 1 Cause: There is pollution. Result: Fish die.
- 2
 - a Fish die because of pollution
 - b Because there is pollution, fish die.
 - c Fish die as a result of pollution.
 - d There is pollution. Consequently fish die.

- 3 a due to
b For the reason that / Due to the fact that / Since
c due to
d As a result / Therefore

4

Connectors of CAUSE (pollution)	NP	VP	Connectors of RESULT (dead fish)	NP	VP
because of	✓		Consequently		✓
Because		✓	As a result,		✓
as a result of	✓		Therefore		✓
due to	✓				
For the reason that		✓			
Due to the fact that		✓			
since		✓			

- 5 a Pollution **causes** / **leads to** / **results in** dead fish.
b Dead fish **are caused by** / **result from** pollution.

Step 3
30 minutes

Put participants in groups of three, two groups per table. Give each table a different set of strips, cut up from **resource 9A**: either Shrimp farming or Coastal access. Participants identify which are noun phrases and which are sentences, which are causes and which are results. Give each group a set of cause and result link words, cut up from **resource 9B**. Participants make as many sentences as they can with their cut-ups and link words and write them down. Participants share their sentences with the other group on their table and everyone takes a copy of the complete set. (This can also be done competitively so that the table with the most sentences at the end is the winner.) Monitor and check everyone has recorded the complete set of sentences from their group into their notebooks. Check for accuracy, noun phrase and verb phrase use.

Step 4
Homework

Divide participants into two groups. Assign **worksheet 9Ci** to the first group and **worksheet 9Cii** to the second. They fill the gaps for homework. As a warmer in Session 10, pair one person from the first group with one from the second group and have them compare answers. In this way, participants collect synonyms of cause–result connectors from their partner and add them to their vocabulary books.

Answer key

Note: The answer for 9Ci is given first, followed by the answer for 9Cii. Connectors for gaps 2 and 3 are the same in both exercises and are interchangeable.

Healthcare systems around the world are changing **due to** / **because of** political and economic forces. The clash between the need for cheap drugs in developing countries and protectionism by the big pharmaceutical companies has **resulted in** / **led to** copyright issues and fake medicines flooding the market. That, in turn has **led to** / **resulted in** the pharmaceutical companies reducing their prices on life-saving drugs for HIV/AIDS in Africa.

Even in the poorest countries, healthcare services are profit-driven. **As** / **Since** (**Because**) state doctors and nurses are often overworked and underpaid, it is perhaps not surprising that they charge their patients. In poor countries, the failure to provide free healthcare **is caused by** / **has resulted from** the failure to collect taxes. In rich countries, it is **due to the fact that** / **because** (**since**) medical insurance companies vastly inflate the price of medical services.

Cuba, however, is one country that has managed to provide a high-quality healthcare service free of charge to all its citizens for more than 40 years. **Consequently / As a result** many people in the USA, the richest country in the world with one of the worst healthcare services in the world, are looking to their poor, communist neighbour for guidance.

Session 10 Writing a situational analysis

Learner objectives

By the end of this session, participants will be able to:

- describe past actions with present results using connectors and the present perfect;
- produce a first draft of Writing assignment 2.

Time

180 minutes

Session overview

A	Present perfect	90 minutes
B	Writing assignment 2	90 minutes

Worksheets

Worksheet 10A	Present perfect
Worksheet 10B	Writing the 'Purpose' section

Resources

Resource 6A	Criteria for successful writing (OHT)
Writing assignment 2 cover sheet and lines	

Part A Present perfect 90 minutes

Step 1 45 minutes

In groups, participants discuss the aftermath of the December 2004 tsunami, and link it to the language of cause and result from the last session. Elicit examples and put them on the board. Concept check the use of the present perfect for form (have / has + past participle) and meaning / use, as follows:

There have been a lot of changes.

(obvious change; past action–present result)

Some money still hasn't been spent.

(unfinished action; use with *still* / *not yet*)

Several families have moved inland.

(action at unspecified time in the past)

Do a word-cue drill, with handwritten cue cards as follows. Participants can also practise using modifying words: *most*, *some*, *several*, *many*, *a few*.

families	(move) inland
----------	---------------

Several families have moved inland.

children	(learn) to swim
----------	-----------------

shops	(re-open)
-------	-----------

fishermen	(benefit)
-----------	-----------

schools	(not rebuild)
---------	---------------

communities	(not recovered)
-------------	-----------------

coral reefs	(not grow back)
-------------	-----------------

In pairs, participants do activity 1 on **worksheet 10A**. Make sure the sentences they create from the substitution table are not just grammatically accurate but also meaningful / true.

Some suggested answers

Many families have moved inland.

More than 3000 children have not yet received new birth certificates.

Some fishermen have received more than one fishing boat.

Several small businesses have been set up.

A lot of coral reef has disappeared.

The majority of shops have re-opened.

Some widows have become heads of households

Up to 90% of school buildings have been rebuilt.

Approximately 1000 young people have learned to swim.

Several communities have not benefited.

Step 2 **45 minutes**

Tell participants that their next assignment is to write a situational analysis – a background text describing a current situation. In this case, it will be post-tsunami update for potential donors who still have tsunami funds. Participants discuss and make notes about what sort of information the donors would expect to find in the report.

Elicit the different ways participants can order the sentences they have written in a logical way. For example:

- a positive and negative changes in communities*
- b tsunami project achievements and challenges*
- c short and long-term effects of aid*
- d human, social and infrastructure changes*

Participants match the topic sentences given in activity 2, **worksheet 10A** with the logical ways of ordering them (a–d above).

Answer key

1b, 2c, 3d, 4a

Individually, participants choose one of the logical ways of ordering their post-tsunami situational analysis. They choose some of their sentences from activity 1 to support the topic sentences they have chosen in activity 2, and put them together to form the basis of two paragraphs.

Example

There have been many success stories since the tsunami.

- A lot of children have learned to swim.
- More women have learnt new professions.
- Several small businesses have been set up.

Nonetheless, there is still a lot to be done.

- Many children have still not received their new birth certificates.
 - A lot of orphans have not yet recovered from the trauma.
-

Part B **Writing assignment 2**

90 minutes

Step 1
10 minutes

Participants complete the 'Purpose' statement in **worksheet 10B**

Example paragraph

This report is written for **potential donors who still have funds for post-tsunami reconstruction work**. It describes the situation in post-tsunami Sri Lanka, including an analysis of **positive and negative changes in coastal communities**.

Step 2
60 minutes

Distribute the **writing assignment 2** cover sheet and lines.

Participants 'put all the pieces together' and write the first two sections of the post-tsunami update: *Purpose* and *Situational analysis*. Again, remind them that they are only writing part of the report, so no introduction, conclusion or recommendations are required within the situational analysis section.

Monitor and make sure that they think logically about the order and relevance of sentences. They need to be strict about deleting any sentences they wrote in activity 1 **worksheet 10A** which do not now fit in with the topic sentences they have chosen. They should add examples of their own to substantiate the supporting sentences. They should link the text with connectors and text referring words within and between paragraphs.

Step 3
20 minutes

Display **resource 6A** and get participants to look at the editing checklist they produced in Session 6. Participants actively go through the checklist to edit their work before handing it in. They also check their writing against the goals they have set for self-improvement in **worksheet 7C**.

Session 11 Factual recounts

Learner objectives

By the end of this session, participants will be able to:

- explain the use of the past perfect to report past events;
- recognise and use chronological order in a factual recount of events.

Time

90 minutes

Session overview

A	Connectors and past tenses	45 minutes
B	Articles	25 minutes
C	Chronological order	20 minutes

Worksheets

Worksheet 11A	Connectors and past tenses
Worksheet 11B	Connectors and past tenses (cont.)
Worksheet 11C	Further practice: Connectors and past tenses
Worksheet 11D	Chronological order

Resources

Resource 11A	Answer key: Connectors and past tenses
--------------	--

Part A Connectors and past tenses 45 minutes

Step 1 10 minutes

Review what participants have learned with a game of ‘Noughts and crosses’. Participants play in two teams, answering questions that correspond with the number in the square they choose. The first team to get a straight line, horizontally, vertically or diagonally is the winner.

1	2	3
4	5	6
7	8	9

Questions and suggested answers

- 1 Name three things should you check when you proofread your work, apart from spelling and punctuation
(*coherence / cohesion / link words, smooth transition of sentences, logical order, tenses, articles, prepositions*)
- 2 Describe two ways to organise information when you are writing the background to something.
(*order of importance, positive and negative, long-term and short-term, chronologically*)

- 3 What is a supporting sentence?
(a sentence which illustrates / explains / expands / substantiates the topic sentence)
- 4 Why is the passive sometimes used to soften or modify a statement?
(to remove the subject so no-one is to blame – see worksheet 4C)
- 5 What is a topic sentence and where do you usually find it?
(Usually at the start of a paragraph; it summarises what the paragraph is about. If you read only the topic sentences you get a synopsis of the text.)
- 6 Name one connector of cause and two connectors of result
(because / caused by / result from; as a result / consequently / therefore / so)
- 7 When is the present perfect usually used?
(Past action–present result / obvious change / action that started in the past but continues now / unfinished action / general past)
- 8 What's a synonym for *even though*? What type of connector is it – addition, contrast or cause–result?
(Although / but; contrast)
- 9 Give some examples of uncountable nouns that most Sri Lankans think can be plural.
(staffs, equipments, furnitures, works)

Step 2
20 minutes

Review the week, and the main text type – descriptive texts. Explain that participants have practised writing about background information and current situations, which usually come at the beginning of a report. Explain they will now practise a third type of descriptive text – a factual recount. Explain the meaning – factual as in non-fiction (like a journalistic report) – and recount (as in re-telling, in chronological order). In giving a factual recount, the purpose is still the same: to describe what happened, but instead of using present and present perfect tenses, as they did for background information and situational analysis, the past tenses are used.

Use **worksheets 11A** and **11B** to demonstrate the use of the past perfect.

Answer key

Worksheet 11A

- 1 same
- 2 same
- 3 different
- 4 same
- 5 same
- 6 different

Worksheet 11B

- 1 a before after because although
b i true
ii false
- 2 a when but
b i true
ii true
- 3 The past perfect tense emphasises which action happened first.

Step 3
15 minutes

Participants then do **worksheet 11C**. When they have finished, distribute the answer key in **Resource 11A**. Participants self-correct their work. Alternatively, this can be done as homework.

Part B Articles

25 minutes

Step 1
10 minutes

Participants complete activity 1 on **worksheet 11D**.

Answer key

- 1 **a** Report on activity / progress (for monitoring / accountability purposes)
 b WAP team leader (in the field) probably writing the report for WAP HQ and donors
-

Step 2
15 minutes

Participants complete activity 2 on **worksheet 11D**. Review rules for use of articles as necessary, building on what you said about articles in Session 8 during error analysis.

Answer key

- 2 This report records WAP's activities from its start up in November 2004 until June 2005. Although **the** start up of the project was severely disrupted by **the** December tsunami, WAP has managed to make ___/___ significant progress towards achieving the project objectives.

 In November 2004 ___/___ interviews were held for project staff. **An** office manager, **a** driver and two project officers were recruited. In early December meetings were held with our implementing partners, **the** local agricultural department and **the** Women's Association. As a result of these meetings, two villages were identified for a pilot project and criteria for identifying ___/___ vulnerable women were established. Following this, **a** meeting was planned to give information to ___/___ local women about the project. However, this meeting was cancelled due to **the** tsunami that hit the region on 26 December.

 When the tsunami struck, **the** WAP team immediately became heavily involved in supporting relief activities, especially in Trincomalee District where WAP is located. During **the** first four months of 2005 all of WAP's organisational and personnel resources were allocated to post-tsunami relief activities. As a result, all ___/___ planned activities were delayed by several months.

 In May the WAP team participated in **a** review of the project strategy. This took into account **the** need to respond to the tsunami disaster, an increased budget due to the receipt of tsunami funds and the rescheduling of planned activities. As a result of **the** review, WAP is now focussing on female heads of households in resettled villages. In addition, **the** number of intended beneficiaries has tripled to 120 families.
-

Part C Chronological order

20 minutes

Step 1
20 minutes

Ask the following comprehension questions to make the participants look at the text as a piece of information set out in chronological order rather than a grammatical exercise.

When did the project start?

What date is it now?

What happened first? ...then? ...after that?

Why was the meeting cancelled?

What happened then?

When was the review?

What was the result?

Participants complete activity 3 on **worksheet 11D**. Elicit the way text has been ordered so far – in order of importance, long-term–short-term effects, positive and negative points.

Elicit or teach the word *chronological*. Explain that the past perfect is used with the simple past when text is not set out in chronological order. However, when the chronological order is clearly there, there is no need to use the past perfect because the time phrases, sequence and sequencers do this. Explain that participants will do more work on time phrases and chronological order in the next session.

Revise rules for use of the past simple and present perfect tenses as necessary. Also draw attention to the mix of active and passive verb forms in the text to add variety to the sentence structure (rather than just *WAP did this*, *WAP did that*).

Answer key

- 3**
- a** Chronological order
 - b** November 2004 to June 2005.
 - c** Main tense of the report is past simple
 - d** Present continuous and present perfect tenses are used because the project hasn't finished at time of writing
-

Session 12 Sequencing past events

Learner objectives

By the end of this session, participants will be able to:

- use time phrases to sequence past events;
- use active and passive voice more appropriately.

Time

180 minutes

Session overview

A	Sequencing	45 minutes
B	Active and passive voice	45 minutes
C	Writing assignment 3	90 minutes

Worksheets

Worksheet 4C	Simple present passive
Worksheet 11D	Chronological order
Worksheet 12A	Summarising the sequence of events
Worksheet 12B	Active and passive voice
Worksheet 12C	Local government revenue collection

Resources

Resource 12A	Events (cut-ups)
Resource 12B	Sequencers (cut-ups)
Resource 12C	Answer key: Local government revenue collection
Resource 12D	Establishing the Eastern Provincial Council
Writing assignment 3 cover sheet and lines	
Lines	

Background

Sri Lankan users of English tend to overuse the passive, or mistake the passive auxiliary *be* for an active auxiliary like *have / had* or *do / did*. This mistake is so prevalent that it may be the result of wrong teaching in school. It is worth pointing this out to participants, and referring them to grammatical exercises that stress the passive construction (for example, old fashioned active–passive transformation exercises). In addition, there are certain verbs that always seem to come out in the passive when they should be active – (to) benefit, for example: *The community has been benefitted by these inputs*. instead of *The community has benefitted from these inputs*.

Part A Sequencing

45 minutes

Step 1 5 minutes

Participants work in groups of three. Distribute sets of cards from **resource 12A**. Participants arrange the events in order according to the WAP report on **worksheet 11D** – but without looking at the report! Allow participants two minutes to scan the report again and check their order.

Step 2 10 minutes

Distribute cut-up time phrases (**resource 12B**). Participants work together in their groups to retell (orally) the events using the time phrases. Give examples to show the need for articles, verbs, prepositions, etc. to make grammatically correct sentences. They pay attention to past tenses including past passives.

Suggested answers

First WAP held interviews and appointed staff.

Then they held meetings with local partners.

Following that two villages were identified for the pilot project.

After that a meeting of beneficiaries was planned.

But then the tsunami hit.

As a result, WAP changed its activities to emergency relief.

For the next few months WAP was involved in tsunami-related activities.

During this time they received extra funding.

Four months later there was a review of the project.

Finally WAP decided to target female heads of households.

Step 3 30 minutes

Individually, participants complete the letter on **worksheet 12A** by including a paragraph to summarise the WAP report based on step 1 above.

Monitor to ensure participants use their editing checklists. Participants should focus on improving the following:

- cutting down on repetition of key nouns (e.g. WAP) and use of pronouns to refer back to key nouns;
- varying their sentence structure (this should be added to the checklist) by using a mix of active verb constructions (e.g. *WAP held interviews ...*), passive constructions (e.g. *two villages were identified for the pilot project*) and *there is / are* (e.g. *there was a review of the project*);
- using the definite, indefinite and zero articles appropriately.

Part B Active and passive voice

45 minutes

Step 1 15 minutes

Participants look back over **worksheet 4C**. Introduce the passive voice and find out who is confident about the rules and who is not. Participants fill in the grammar table on **worksheet 12B** (activity 1). Using the sentences in the table as models, elicit or teach the grammar of the passive.

Answer key

Tense	Active	Passive	Passive grammar
Simple present	The Provincial Council sends the certificates.	The certificates are sent by the Provincial Council.	is/are + past participle
Present perfect	The civil service has achieved a lot since 1988.	A lot has been achieved by the civil service since 1988.	has / have been + past participle
Simple past	Someone transferred 100 management assistants from Vavuniya.	100 management assistants were transferred from Vavuniya by someone.	was / were + past participle
Past perfect	Before the tsunami, the conflict had already driven away many people.	Before the tsunami, many people had already been driven away by the conflict.	had been + past participle
Will future	The elections will determine the future of the Provincial Council.	The future of the Provincial Council will be determined by the elections.	will be + past participle

Step 2
20 minutes

Participants do the transformation writing exercise, **worksheet 12B** activity 2. They practice using actives and passives within one paragraph. When they have finished writing they swap paragraphs with a partner and edit each other's work. Then they discuss the use of the passive in this paragraph. Monitor and correct.

Example answer

The **Management Development Training Department** was set up in **1988**. It employs over **35** staff, mainly in **training administration**. Through the **department**, **training in 'soft skills'** is provided to the Eastern Provincial Council. In addition, some of the **trainers** work with **international organisations**. Training courses are run on a regular basis and useful materials have been produced. The **department** is funded by the **Provincial Council and projects such as NECORD and GTZ**. It is based in Trincomalee.

Step 3
10 minutes

Quickly check the rules of use of the passive – that the object is more important than the subject, or the subject is unknown, or (as in **worksheet 4C**) the writer seeks to avoid blame. Then point out that switching from active to passive is one way of reducing repetition of key nouns (by making the subject 'disappear'). Without the passive, the paragraph in activity 2 would have to much repetition of *the department* or *it*. Also point out that the passive is a way of providing variety in sentence structure so the reader doesn't get bored.

Participants complete the gap-fill activity on **worksheet 12C** (or they can do it later for self-study.) Distribute the answer key **resource 12C** so that they can self-correct their work.

Part C Writing assignment 3

90 minutes

Step 1
15 minutes

Put participants in groups and get them to do a running dictation, **resource 12D**. Once they all have a copy of the text, elicit that it is the purpose statement of the next writing assignment they will have to do – **writing assignment 3**: Factual recount: Establishing the Eastern Provincial Council.

Step 2
35 minutes

As a whole class, brainstorm some of the events that have established the implementation of the 13th Amendment and an elected Provincial Council in the Eastern Province. At this stage, the ideas are important, not the sequence. Then individually, participants add their own ideas and information and order the events in a chronological way. Participants get up and mill around, comparing their sequence of events with others in the room. Each time you clap your hands, they have to find a new partner and 'agree' on the sequence and the details. They take notes from each other. Do this two or three times until they have a better list of events than when they started.

Suggested answers

- The 1987 Indo–Lankan Accord
- The 13th Amendment and the Provincial Councils Act
- The creation of the North East Provincial Council (NEPC), 1988
- The limitation of devolved powers (The power of the Reserved List and the Concurrent List)
- The non-elected NEPC run for nearly 20 years by the administration
- 2004–2007 breakdown of the ceasefire agreement

- The 'liberation' of the Eastern Province
 - The 22 December 2006 de-merger of the Northern and Eastern Provincial Councils
 - The government's 2008 decision to implement the 13th amendment
 - Local elections in Batticaloa
 - The Eastern Provincial Council Elections, 10 May 2008
-

Step 3
40 minutes

Distribute **writing assignment 3** cover sheet and lines. Participants look at the feedback given on the cover sheets from their last two assignments, especially 'strengths' and 'areas to improve'. They take time to review their 'goals' stated in their self-improvement study record, on **worksheet 7C**.

Participants also look at their editing checklists. As a whole class they brainstorm new criteria and questions to add to the checklist for *factual recounts*.

Examples

Factual recounts

Criterion:	Logical organisation
Checklist:	Is the chronological order clear?
Criterion:	Attention to cohesion
Checklist:	Do the time phrases (First, then, after that, etc; before, when, after, already etc.) clarify the sequence? Does each paragraph have a topic sentence ? Do the supporting sentences really support the topic sentence?
Criterion:	Correct grammar
Checklist:	Are past tenses used appropriately? Is the passive used appropriately?
Criterion:	Appropriate content
Checklist:	Is information factual, descriptive, non-opinionated, neutral ? Have strong or over generalised statements been modified ? Has blame been avoided (by using the passive?)

Encourage participants to keep adding to the checklist in this way as the course progresses

Tell participants to copy out the purpose statement from the running dictation and add two or three paragraphs based on their list of events. Tell them to write out their first draft for homework and bring it to the next session.

Session 13 Review

Learner objectives

By the end of the session participants will be able to

- quantify their personal progress on the course
- reiterate key criteria for good writing
- use connectors of contrast accurately and in context

Time

90 minutes

Session overview

A	Reviewing progress	50 minutes
B	Connectors of contrast	40 minutes

Worksheets

Worksheet 1C	Course timetable
Worksheet 13A	Find someone who ...
Worksheet 13B	Showing contrast

Resources

Resource 13A	Connectors word search (OHT or handout)
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Part A Reviewing progress 50 minutes

Step 1 15 minutes

Participants look at the timetable for Part 1 (**worksheet 1C**) and remind each other, in pairs, what each session was about. Individually, they assess their own progress by filling in the progress record for Part 1 (**worksheet 1C**). In groups, they summarise their progress; for example, *I feel I can write the purpose and background sections OK but I still need help with writing a factual recount.*

Step 2 25 minutes

Participants get up and do 'Find someone who ...' using **worksheet 13A**. They use the statements in the table to ask questions, for example, *Can you explain what text-referring words are and why they are necessary?* They can only enter a person's name once, so this encourages them to move around and speak to as many people as possible. The first person to fill in the name column with 11 different names is the winner. Call on the names in the winner's list to demonstrate that they can explain the concepts, and in this way revise the main points of Part 1.

Step 3 10 minutes

Go over the timetable for Part 2 with the participants. Use some eliciting questions to get them to look at the sessions in more detail. For example

How many assignments will you write in Part 2?

Two

What are they?

A factual recount, a brochure

When?

Day 1 and day 3

(They also prepare a third assignment, discursive text, day 5)

What are the two new text types you will study this week?

Information text, descriptive text

Is there a session title you don't understand? Would you like me to explain it?

Point out the Part 2 progress self-evaluation record that they will fill in at the beginning of Part 3.

Part B Connectors of contrast

40 minutes

Step 1
20 minutes

Display the word search on **resource 13A** as an OHT or distribute a copy for each table. Tell participants there are 13 connectors in the square, running horizontally, vertically, one diagonally and a couple backwards. Participants work on their own to see how many connectors they can find. Then play the word search either in teams or groups or together as a whole class. If they play in teams, participants take it in turns to circle a connector and then make a sentence with it before gaining a point for their team. Give teams different coloured pens to keep track of who has circled what.

Answer key

	A	L	T	H	O	U	G	H	
→ although, since, owing (to), despite, so, because	S	I	N	C	E	X	B	O	
	W	O	W	I	N	G	U	W	↘ due (to)
	E	D	E	S	P	I	T	E	
↓ as well, but, to, however	L	D	N	A	D	S	O	V	← and, result in
	L	B	E	C	A	U	S	E	
	N	I	T	L	U	S	E	R	

Step 2
20 minutes

Elicit how many words in the word search were connectors of contrast.

Participants turn to **worksheet 13B**. Elicit information about the de-merger to set the scene for the context in the worksheet activities and connect this to the 13th Amendment theme of the factual recount they are preparing to write. Go through the rules, activity 1. Participants then prepare as many sentences as they can using the connectors, activity 2. If there is time, participants present their sentences in two teams, in turn, with no repetitions. The team with the most sentences at the end is the winner.

Session 14 Paragraphing

Learner objectives

By the end of this session, participants will be able to:

- identify topic and supporting sentences;
- explain the use of paragraph headings and numbering.

Time

90 minutes

Session overview

A	Topic sentences	40 minutes
B	Layout	25 minutes
C	Paragraphing	25 minutes

Worksheets

Worksheet 14A	Paragraphing
Worksheet 14B	Report on Education Development in South Asia
Worksheet 14C	Topic and supporting sentences

Resource

Resource 14A	Answer key: Report on Education Development in South Asia
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Part A Topic sentences 40 minutes

Step 1 40 minutes

Introduce the topic of the text that participants are about to analyse – education development in South Asia. Tell participants it's a discursive text – refer back to Session Part C to remind them about text types. Explain that the report is structured according to achievements and challenges (and point out that *challenges* is a more positive way of talking about issues or failures). Have participants predict possible achievements and challenges in the context of education development in South Asia, drawing on their knowledge of the Sri Lankan education system.

Participants complete activities 1 and 2 in the topic sentences part of **worksheet 14A**. Monitor and correct if necessary.

Part B Layout 25 minutes

Step 1 25 minutes

Participants complete activities 1 and 2 in the layout section of **worksheet 14C**. Distribute **resource 14A** as an answer key. Point out that no-one could have predicted the headings exactly (Layout activity 1) but what's important is that they chose headings similar in length, with similar key words, and that their headings were consistent – as in the article – for example, all noun phrases.

Part C Paragraphing 25 minutes

Step 1 15 minutes

Participants do activity 1 on **worksheet 14C**, underlining the topic sentences in the three paragraphs.

Answer key

- 1 **a** Unemployment of educated youth is becoming an area of serious concern in the region.
 b A significant share of public education expenditures is directed at teachers' salaries.

2 **Paragraph A**

- a** Small wind turbine generator technology is not new.
 b Typical household demand in Sri Lanka is 16 kW per month.

Paragraph B

- a** Sri Lanka's coastal areas have the most promising wind regimes.
 b Car batteries are mainly used to power information services such as radio and television for a few hours per day, with kerosene being the main lighting fuel.
-

Step 2
10 minutes

Elicit criteria for good paragraphing – consistent headings and numbering, topic sentences, supporting sentences in a logical order, no sentences that do not support the topic sentence or the heading. Sum up by explaining that in the next session participants will write up their third assignment, a factual recount, and remind them to pay attention to good paragraphing when they do so.

Participants complete activity 3 (dictionary work) on **worksheet 14A** if they finish early. Alternatively, this can be set for self-study.

Session 15 Parallelism

Learner objectives

By the end of this session, participants will be able to:

- use parallel constructions to make writing symmetrical and therefore clear;
- use logical order to reorganise a text.

Time

90 minutes

Session overview

A	Using parallel constructions	30 minutes
B	Organising information	25 minutes
C	Editing and redrafting	35 minutes

Worksheets

Worksheet 15A	Forming parallel construction
Worksheet 15B	Organising a text
Worksheet 15C	E-governance

Resources

Resource 15A	Corrected text: e-governance (cut-ups)
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Part A Using parallel constructions 30 minutes

Step 1 15 minutes

Write the following sentence stem on the board:

The internet is an important tool for ...

Ask participants to work in pairs and think of ideas to finish the sentence. Make sure that ideas grammatically follow the stem (i.e. nouns or noun phrases / gerund) such as: noun – *research*; gerund – *conducting research*.

Write another stem on the board, such as:

I have used the internet to ...

Elicit true responses from the group, again making sure that they follow the sentence stem with the correct part of speech, for example:

... to find an address.

... to get medical information.

Discuss the importance of parallel construction in writing to add symmetry and therefore clarity. Stress the importance of consistency. Elicit other times when parallel construction is important (bullets, tables, headings). Remind participants of Session 14 Part B where they made the headings consistent.

Step 2 15 minutes

Go through the examples of noun and verb parallelism on **worksheet 15A**. Participants correct the sentences 1–8.

Answer key

- 1 Many countries have been piloting innovative interventions to increase access to education and improve quality.

- 2 Interventions include a move towards school-based management and the provision of scholarships to encourage the enrolment of girls.
- 3 No change.
- 4 Local government has limited powers to protect the environment and manage the natural resource base.
- 5 On occasions local authorities have prosecuted property developers who have infringed coastal buffer zones and built commercial properties too close to the shore.
- 6 Governance is a key constraint on improving the quality of education. Information about student and school performance, or the allocation of resources is rarely available to the public.
- 7 In Bangladesh, misgovernance in areas such as recruitment of teachers, payment of salaries and supervision of classes are factors behind low motivation of teachers.
- 8 No change.

Part B Organising information

25 minutes

Step 1
15 minutes

Introduce the text about e-governance. Tell them the purpose of the text is to promote a website for e-governance at district level in South India. Before reading, participants predict the logical order of topics that will be mentioned (**worksheet 15B** activity 1).

Participants read the text (**worksheet 15C**) and discuss how easy or difficult it is to understand. They should conclude that it requires considerable effort to understand. This is not so much because of the language (which isn't too bad) but rather because the text is badly organised.

Step 2
10 minutes

Participants unravel the order by completing activity 3.

Answer key

Topic	Line numbers
Announcement about the website	1–3
Main objective, overview of the website	5–7
Specific services that can be accessed through the website	7–15
General information about Tiruvallur available on the website	3–5
Acknowledgements	15–16

Part C Editing and re-drafting

35 minutes

Step 1
25 minutes

Participants identify and correct examples of the most common errors in the text (**worksheet 15B**, activity 4)

Step 2
10 minutes

Distribute the cut-up, corrected text (**resource 15B**), one set of cut-ups per group. Participants work in groups to organise the text following the order of topics in the table in activity 1.

Alternatively, participants re-write the text following the order of the topics in their table in activity 1 and their corrected errors from activity 4. They complete the re-write in self-study time or for homework and then compare it with the un-cut-up text, **resource 15B**.

Session 16 Using bullet points

Learner objectives

By the end of this session, participants will be able to:

- identify and edit for appropriate use of bullet points (stem, parallelism and punctuation);
- use bullet points to describe the functions of their organisations.

Time

90 minutes

Session overview

A	Features of bullet points	40 minutes
B	Correcting bullet points	35 minutes
C	Writing bullet points	15 minutes

Worksheets

Worksheet 16A	Examples of bullet lists
Worksheet 16B	Article from the Sri Lankan Press
Worksheet 16C	Extract from UK NHS 'Guide to local health services, 2005/6'

Resources

Resource 16A	Writing bullet points (OHT)
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Part A Features of bullet points 40 minutes

Step 1 20 minutes

With the whole class, pin up a card or write on the board,

A bullet pointed paragraph should have

Then use extract A, **worksheet 16A**, to elicit the features of good bullet points.

Write down these features as bullet points on cards. For example:

- *bullets that grammatically follow the stem*
- *appropriate punctuation*
- *there is parallelism in the bullets*
- *a clear, simple sentence for the stem*
- *logical order in the bullets*
- *no repetition in the bullets that could be included in the stem*

Pay attention to how the participants tell you their ideas and turn most of them into phrases with parallelism that follows on from the stem. Once the cards are written and pinned up, show participants where bullets don't grammatically flow from the stem, or where one is not parallel, and have them re-phrase the relevant cards so that they 'follow the rules'. For example you elicit and write

- *there is parallelism in the bullets*

Participants then check the stem (*A bullet pointed paragraph should have*) and realise that the stem plus the bullet doesn't make sense:

A bulleted paragraph should have

- *there is parallelism in the bullets*

So you correct it together to read

A bulleted paragraph should have

- ~~there is parallelism in the bullets~~

Once all the points are parallel and follow the stem, get participants to order them logically. Finally, discuss the punctuation the list should have, using extract A as the model.

Example

Before

A bullet pointed paragraph should have

- bullets that grammatically follow the stem
- appropriate punctuation
- parallelism in the bullets
- a clear, simple sentence for the stem
- logical order in the bullets
- no repetition in the bullet that could be in the stem

After

A bullet pointed paragraph should have:

- a clear, simple sentence for the stem
 - bullets that grammatically follow the stem
 - no repetition in the bullet that could be in the stem
 - logical order in the bullets
 - parallelism in the bullets
 - appropriate punctuation.
-

Note: punctuation in bulleted lists can vary. Extract A has a colon and then no punctuation till the full stop at the end. Variations include the use of the semi-colon after each point until the last one which has a full stop (extracts B and F). Point out that commas may also be used instead of semi-colons. However, the main point is that the punctuation of stem and bullet points should be consistent.

Step 2
20 minutes

Participants work in pairs to discuss one extract each (extracts B to G) according to the discussion points in activity 1 a–d **worksheet 16A**. Participants are cross-grouped and share their brief findings with each other.

Part B
35 minutes

Correcting bullet points

Step 1
25 minutes

Participants discuss and improve the bulleted list in **worksheet 16B**. Give them time to read the text and see the humour in how badly it is written; for example, ‘To create a tsunami ... [people] must climb onto tall buildings’.

Participants divide the ideas into two bulleted lists: one about the characteristics of the earthquake, and one about what people should do in the event of a tsunami. Participants also need to change the stem to incorporate some of the repetition in the bullets. Finally, they need to cut out any points that don’t fit in either list.

Suggested answer

To create a tsunami, the earthquake should be:

- over 6.5 points in magnitude
- below the sea
- less than 30 km from the sea bed
- produced by vertical movement of the tectonic plates.

When a tsunami warning is issued, people in coastal areas should:

- never try to escape in vehicles
 - climb onto tall buildings or reach higher ground as soon as possible.
-

Step 2 **10 minutes**

Participants correct parallelism in the bullets in the extract from the National Health Service (NHS) leaflet in **worksheet 16C**. Point out that this is a government document written by native English speakers in Britain and they are also having trouble with parallelism.

Suggested answer

Bullet point 3:

- Set up new community clinics in Abingdon, Witney and Wallingford, to aid the diagnosis and treatment of heart failure.

Bullet point 10

- Supported local schools with validation against the healthy schools programme criteria with the help of school nurses.
-

If you are short of time, assign half the group to do **worksheet 16B** and half the group to do **worksheet 16C**. Then put them into B–C pairs and have them share their edited texts.

Part C **15 minutes**

Step 1 **15 minutes**

Have participants add the features of bullet points to their editing checklists, developed in Session 6.

Explain to participants that their next assignment will be to make a leaflet advertising the services of their department or organisation. In preparation for this, participants practise writing bullets using the following three stems:

The department is responsible for:

In the past five years we have:

Plans for the next five years include:

Use **resource 16A** to display these three stems if necessary.

Monitor, facilitate and correct. Ensure participants are applying their editing checklists.

Session 17 **Lists and addition**

Learner objectives

By the end of this session, participants will be able to:

- introduce supporting sentences using *as well as ...* and *in addition to*;
- use bullets to give examples.

Time

90 minutes

Session overview

A	Lists in paragraphs	60 minutes
B	Putting lists into paragraphs	30 minutes

Worksheets

Worksheet 17A	Lists and addition
Worksheet 17B	Connectors of addition

Resources

Resource 17A	Fisheries sector analysis (OHT)
Resource 17B	Answer key: Connectors of addition

Part A **Lists in paragraphs** 60 minutes

Step 1 15 minutes

Tell participants that they are about to read a situational analysis of the effects of the conflict on the agricultural sector in the North and East of Sri Lanka. Participants list four things that they predict will be included in the situational analysis. For example:

- *land*
- *displacement*
- *transport*
- *labour*

They read the text ‘Agriculture sector analysis’ on **worksheet 17A** and check how accurate their predictions were. They answer the questions in activity 1.

Suggested answers

- 1 Paragraph 2 has only one, long sentence.

It's difficult to read because it contains a long list of the effects of conflict separated only by commas. The list is not in a logical order. It is difficult to absorb the information when it is all clumped together like this.

You could make it clearer by:

- a separating it into three or four sentences: a topic sentence with supporting sentences;
 - b ordering it logically, e.g. effects on people, then land, then crops, then infrastructure/facilities;
 - c connecting the sentences with connectors of addition or using a bullet point list.
-

Step 2
45 minutes

Participants work individually to complete activity 2 and then compare lists with a partner.

Note: For the purpose of this exercise, tell them to leave out the things that have increased – female head of households, security bunds, landmines and unemployment.

Answer key

a loss of...	a lack of...	a shortage of...	destruction of...	reduction of...
farm assets top soil traditional crop varieties seed material agricultural skills	storage and co-operative facilities marketing private sector participation technological progress	farmers farm labourers school leavers	irrigation systems wells perennial crops live fences	production investment

Participants do activity 3. Encourage them to constrain their sentences to logical lists – for example, all human things together:

As well as shortage of farmers and farm labourers, there is a shortage school leavers.

Or all capacity things together:

In addition to a loss of agricultural skills, there is a lack of marketing, private sector participation and technological progress.

Participants do activity 4. Monitor and check their bulleted lists for logical order (people, capacity, assets, infrastructure). If you are short of time, have different small groups work on different logical orders – group 1 on people, group 2 on capacity, group 3 on assets, group 4 on infrastructure.

Participants complete activity 5 – re-writing the second and third paragraphs of the agriculture sector analysis with bullet points and connectors of addition respectively.

Sum up by getting them to answer the questions at the end of activity 5.

Part B
30 minutes

Putting lists into paragraphs

Step 1
30 minutes

Tell participants they are going to write a situational analysis of the fisheries sector: activity 6, **worksheet 17A**. As a whole class, check understanding of the facts listed in the table.

Point out that they are going to write three paragraphs and that they should use key words from the column headings in the table to make the topic sentences for each paragraph (the second paragraph will combine information from second and third columns of the table on the worksheet).

Have them do the writing paragraph by paragraph so that you can feed in the instructions for each paragraph as they go along.

Paragraph 1: participants order the points in the first column logically and turn them into a short paragraph, with a topic sentence including the word *potential*.

Paragraph 2: they write a simple topic sentence including the words *conflict* and *tsunami* and then logically select and order some examples from the second and third columns to form bullet points beneath the topic sentence.

Paragraph 3: participants focus on column 4. They write a simple topic sentence and then logically select and order the points as continuous text using appropriate connectors. Point out that these connectors might include cause–result as well as addition.

Consolidation Let participants finish off their analysis of the fisheries sector in the consolidation session. Use **resource 17A** as a suggested answer for them to compare with what they have written.

Use **worksheet 17B** and **resource 17B** for those who finish early or for further consolidation of connectors of addition.

Session 18 **Analysing an information text**

Learner objectives

By the end of this session, participants will be able to:

- identify features of an informative text.

Time

90 minutes

Session overview

A	Vocabulary	30 minutes
B	Organising a paragraph	20 minutes
C	Analysing the text	40 minutes

Worksheets

Worksheet 18A Analysing a leaflet

Resources

Resource 18A	Word search: Information texts (OHT or handout)
Resource 18B	London's water (cut-ups)
Resource 18C	Thames Water leaflet: <i>Plans for 2005–2010 Tackling the essentials</i>

Part A **Vocabulary** 30 minutes

Step 1 15 minutes

Elicit examples of public information that is sent out from different government departments in written form. Discuss the purpose and the form the information takes (e.g. letter, newsletter, leaflet, poster, etc.). Use the word search on **resource 18A** to elicit synonyms of leaflet and other types of publicity that are sent out to the general public. Tell participants there are 15 words to be found.

Answer key

↓ leaflet,
manual,
notice, news,
tract, bill,
flyer, booklet,
brochure(s)

M	A	I	L	S	H	O	T	B
L	M	N	P	O	S	T	E	R
E	A	O	N	T	B	F	B	O
A	N	T	E	R	I	L	O	C
F	U	I	W	A	L	Y	O	H
L	A	C	S	C	L	E	K	U
E	L	E	T	T	E	R	L	R
T	B	A	N	N	E	R	E	E
P	A	M	P	H	L	E	T	S

→ mail shot, poster, letter,
banner, pamphlet(s),
↓→ newsletter

Step 2 15 minutes

Explain to participants that they are going to read part of a leaflet from Thames Water, the authority responsible for providing water services in the south-eastern England (privatised in 1989).

Write three headings on the board:

Water mains

Sewers

Water resources

In groups of three, participants predict vocabulary. List key vocabulary on the board e.g.

pipes/mains

to leak

sewer/sewage

to treat sewage

reservoir

to store water

This can be done as a competition. Allow the groups five minutes to brainstorm words. The group with the longest list is the winner.

Part B **Organising a paragraph** **20 minutes**

Step 1
10 minutes

Distribute cut-up paragraphs (**resource 18B**). Participants match sentences to the headings on the board. (If necessary, tell them that the first paragraph *Water mains* has three sentences, the second paragraph *Sewers* has three sentences and the final paragraph *Water resources* has two sentences).

Step 2
10 minutes

Have participants order sentences within each paragraph. Elicit the strategies they used. Include:

- *identifying topic sentence*
- *sequencing (from general to specific, as in first paragraph)*
- *references (This is part of)*
- *connectors (We also plan to)*

Part C **Analysing the text** **40 minutes**

Step 1
20 minutes

Distribute the Thames Water leaflet (**resource 18C**). Participants work through the activities in the reading section on **worksheet 18A**.

Provide remedial work on question forms as necessary.

Note: The text has an unusual use of the future continuous (*We will also be taking action to minimise the odours from sewage treatment works.*). If the participants don't ask about this, it is best ignored! Here it is used to talk about something that we expect to happen in the course of events and is parallel to 'investing £300 million'. It does not suggest 'continuousness'.

Answer key

- 1 To give information about achievements and plans; to justify price increases
- 2
 - a Services provided by Thames Water – paragraph 2, 'Plans for 2005 – 2010'
 - b Achievements over the past five years – paragraph 5, 'Plans for 2005 – 2010'
 - c Plans for the next five years – paragraph 1, 'Planning ahead'
 - d Financial plans – diagram and paragraphs 2 and 3, 'Spending plans'
 - e Objectives for the next five years – back page, 'Objectives for 2005 – 2010'
 - f Justification for price increase – paragraphs 2 and 3, 'Future costs'
- 3
 - a How many people does Thames Water provide drinking water to?
 - b When was Thames Water privatised?
 - c How much has Thames Water invested since 1989?

- d How many miles of water mains has Thames Water replaced in the last five years?
 - e How much does Thames Water plan to invest over the next five years?
-

Step 2 Participants complete the activities in the language analysis section. Highlight
20 minutes use of tenses to express future plans and intentions.

Answer key

- 1
 - a More than a third of London's water mains are over 150 years old and need urgent attention.
 - b We are working on two new water treatment works and are developing plans for a major new storage reservoir to help meet increasing demands.
 - c In addition to serving existing customers, we plan to provide wastewater services for major new housing developments in our area. / We also plan to continue to promote the benefits of water efficiency.
 - d Over the next five years we will replace around 1000 miles of water mains in inner London. / Over £300 million will be invested to cut the number of households at risk from sewer flooding.
 - 2
 - a In addition to repairing 120 km of damaged roads, we will build 30 km of new roads
 - b In addition to enforcing existing laws on clearing mangrove forests, we will plant 40 000 mangrove seedlings to increase protection against coastal hazards.
 - c In addition to clearing 60 acres of arable land of mines, we will provide 'mine awareness training' in the local primary school.
 - d In addition to upgrading the existing irrigation system, we will build a new reservoir to help meet the increasing demand for water.
-

Session 19 Features of an information text

Learner objectives

By the end of this session, participants will be able to:

- describe common features of an information text;
- apply a checklist for editing information texts;
- plan a leaflet promoting their own organisation.

Time

180 minutes

Session overview

A	Features of an information text	40 minutes
B	Editing an information text	50 minutes
C	Preparing to write a leaflet	90 minutes

Worksheets

Worksheet 19A	Information text checklist
Worksheet 19B	Correction quiz

Resources

Resource 18C	Thames Water leaflet: <i>Plans for 2005–2010 Tackling the essentials</i>
Resource 19A	Features of an Information text (OHT)
Resource 19B	Answer key: Tsunami leaflet
Resource 19C	Tsunami leaflet: <i>Tsunami Disaster / Sea Surge</i>

Writing assignment 4 cover sheet

An assortment of published leaflets from organisations

Part A Features of an information text 40 minutes

Step 1 15 minutes

Give each participant a blank piece of A4 paper. Tell them they are going to design the layout of a leaflet. Get them to fold the paper into thirds. Allow variations such as:

- folding horizontally in portrait or folding vertically in landscape;
- folding two edges into the middle or folding it as a concertina.

Participants work alone so that variations can continue to occur. Tell them to write the word you dictate to them in the place where they think it belongs. For example, if you say *Main title* they write the words *Main title* in the place where they think the main title of the leaflet should be. Dictate the following words:

organisation's logo *contact information* *most important content*
main picture or diagram *supporting illustrations*

Have participants compare their different layouts in groups. Give participants an assortment of leaflets and get them to find similarities in layout. Let them also

look at the Thames Water leaflet again (**resource 18C**). Participants go on to identify other features of these leaflets and discuss the use of:

- columns
- headings
- bullets
- charts and graphs
- pictures
- boxed or highlighted text
- non-textual information and design features.

Elicit the readership they have borne in mind for their previous assignments (*donors, senior public servants*) and then elicit who the readership for an information-text leaflet would be. Discuss the difference between technical experts and the general public. Elicit the changes in written style / use of English that will have to occur when they address the general public. Mention the Plain English campaigns that happened in Britain and the US in the 70s and 80s and the duty of the government to communicate more effectively with the public. Elicit the ideas of reader-friendliness and personalisation – the use of *you* to address the reader(s) and *we* to refer to the writer(s), the service providers. Use **resource 19A** to verify structure and language points they already know and new ideas that are pertinent to information texts.

Step 2
25 minutes

Participants look at **worksheet 19A**, discuss the criteria and develop their own information-text checklist questions. For example, questions taken from the first three criteria could include

Is the information clear? Does it inform and assure the readers?

Is it reader friendly? Would the general public understand it easily? Is key information in boxes or highlighted? Do key messages fit onto one page?

Part B **Editing an information text** 50 minutes

Step 1
20 minutes

Participants work in groups to use the checklists they have developed to evaluate the Thames Water leaflet (**resource 18C**).

Distribute the Tsunami leaflet (**resource 19C**). Participants use their checklists to evaluate it. Elicit some of the strengths and some of the main problems with the leaflet. If participants don't comment on the pictures in their evaluation, use some of the questions below to elicit the importance of complimentary visuals. For example,

How accurate is the picture, 'People running to high safe grounds'?

How useful is it to show so many pictures of the tsunami's destruction?

Does this frighten or inform? Have people already experienced first hand its destruction?

Could the space in the brochure be used more effectively with some practical diagrams of what to put in the first aid kit instead?

Participants stay in their groups to find specific errors in the Tsunami leaflet, using the Correction quiz (**worksheet 19B**). They note down examples on the worksheet. Put groups together into two teams and conduct the quiz – as a game

of ‘Lucky numbers’ or ‘Noughts and crosses’, or by drawing letters a–j out of a hat. Thus, participants share the examples of errors they have identified.

Answers

a Tautologies

- *Tsunami Disaster / Sea Surge* (page 1 title)
- a massive avalanche / slide (page 1 bullet point 5)
- the sea receded away from the coast (page 2 line 5)
- the spectacular marked recession (page 2 bullet point 2); incoming tsunami wave approaching the land (page 3 picture caption)
- day-to-day medicinal requirements in case of patients requiring such medicine (page 4 last section bullet point 1)
- emergency supply kits should also be kept by them in readiness to be used in case of an emergency (page 4 last section bullet point 2).

b Repetitions

- All the information about medicine could be put into one bullet point (page 3 bullet points 1 and 2).
- The last section about visitors could be cut out completely and the word *visitors* added to (i) the section above in bullet point 1, ‘Plan out with neighbours *and inform visitors* of several evacuation routes to high ground’ and (ii) bullet point 3, ‘Educate your family members, the neighbours *and your visitors* ...’.
- The repeated pictures of tsunami destruction on page 4 unnecessarily repeat those on page 2.

c Lack of parallelism in bullet points

- All the bullet points on page 2.

d Lack of consistency in headings

- They are all questions except for headings 3 and 5.

e Wrong use of prepositions

- in the sea bed
- in an island

f Lack of user-friendly language

- Unnecessarily hard vocabulary makes the leaflet more difficult to read: spectacular, recession, the phenomenon (page 2 bullet point 2).
- Overly long, formal sentences with difficult vocabulary and lack of *you* and *we* make the leaflet more like a public service circular, than a brochure for the general public: e.g. vigilance by all concerned on the above characteristics and dissemination of information to all ... (page 3 section 1).

g Inappropriate use of language

- Oh! Mighty sea. We never thought you will be so vicious (page 1 main title).

h Illogical order of ideas or information

- ‘A Tsunami could devastate an area about a kilometre or more from the coast’ is not a supporting sentence to the paragraph (page 1, section 1).
- The emergency kit items listed are not in order of importance: essential clothing should probably come first, then stuff for children, medicine, documents, cash ... etc. (page 3, section 2)

i Wrong use of the past perfect

- ‘More recently, a tsunami had occurred ... It had been reported ...’ (page 2 section 1).

j Poor use of visual information

- See the last point under Repetitions above.
- The picture captioned ‘How water recedes from the sea’ (page 2) doesn’t show how it does.
- The picture captioned ‘People running to high safe grounds’, (page 3) doesn’t show people going up; they look as though they don’t know where they are going and they are not all going in the same direction. ‘People panicking’ would be a better caption.

- The computer clip art pictures (page 3 section 1) of the loudspeaker and the postage stamp with a telephone on it aren't very helpful and are in a different style from the other illustrations.
-

Step 2
30 minutes

Participants work in pairs. Each pair works on one of the sections from the Tsunami leaflet to rewrite it. Cross-group them and get them to share their texts.

Consolidation

Give them **Resource 19B** as an example of how it could be edited. Have them compare and discuss the changes they made with the changes suggested in this edited version.

Part C Preparing to write a leaflet

90 minutes

Step 1
20 minutes

Tell participants that their next assignment is to design and write a promotional leaflet for their organisation. Tell them it should be no more than two sides of A4, and similar in length to the Thames Water leaflet in terms of words. This means you will not distribute lines for them to write on.

Discuss the importance of non-textual information and design features, which the assignment will also be graded on, but ask them not to spend time on these details in the first draft as they will have to re-write it anyhow. Illustrations should be indicated in the first draft as a framed space with a note explaining what kind of picture or table or graph should go there. Then, after they have got the text right, they can put the design detail and illustrations into the second draft.

Participants work in groups to brainstorm:

- the purpose of the leaflet and the target readership
- the information they will include and its logical order, for example
 - location, facilities, staff, role and responsibilities
 - services available by topic or target or time (they might want to design a specific public health leaflet or promote a set of resources ...)
 - frequently asked questions – FAQs
 - vision, mission, objectives, activities, achievements
 - 2007 report; 2008 calendar of events
 - specific plan for development.

Use **resource19A** on the OHT to keep them focussed on style, structure, reader-friendly use of English etc.

Step 2
70 minutes

Participants design and begin writing their leaflets. Monitor and discuss their design and logical organisation on a one-to-one basis. Encourage planning for design features but discourage meticulous preparation of art work at this stage.

Give them the **writing assignment 4** cover sheet to attach to their first draft.

Session 20 Redundancy

Learner objectives

By the end of this session, participants will be able to:

- recognise and edit redundancy in sentences;
- recognise and edit repetition in longer texts.

Time

90 minutes

Session overview

A	Redundancy	40 minutes
B	Repetition	50 minutes

Worksheets

Worksheet 20A	Redundancy
Worksheet 20B	Repetition

Resources

Resource 20A	Answer key: Repetition
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Part A Redundancy 40 minutes

Step 1 10 minutes

Put *redundancy*, *tautology* and *repetition* on the board as jumbled words and have participants unscramble them.

candyruden

gotutaloy

petiretoni

Participants look up redundancy and tautology in the dictionary, and choose the definition that fits the context.

Note: For redundancy the definition needed is ‘things that can be omitted without loss of significance’ not ‘unemployment’.

Use the example from **worksheet 20A** to introduce the concept of redundancy in their writing. Participants look back through their assignments to see if this is an error they regularly make.

Discuss first language interference in this regard: is redundancy considered good style in Tamil or Sinhala? Is it used to emphasise key ideas? Point out that good style in written English is to cut out all tautology and repetition. Explain that in listening and speaking, redundancy is necessary because the words are temporary (in the air) so the speaker has to repeat for emphasis. In writing, the words are permanent (on the page) so the reader can go back and read them again at any time. In reading and writing, the reader can repeat, so the writer doesn't need to.

Step 2 30 minutes

Participants edit sentences for redundancy, activity 1 **worksheet 20A**. They do activity 2: classifying the types of redundancy into two groups: (i) where synonyms are used (often connected with *and*) and (ii) where the preceding adverb or adjective has the same meaning as the noun. Monitor and check answers at group or individual level (not as a whole class).

Answer key

Synonyms and paraphrasing	Open administration and transparency inundated camps with a flood of ... <i>delete one or the other:</i> strengthen capacity / develop ability regular / day-to-day denuding the land / clearing vital forest cover last / final marked / significant immediately / forthwith urgent / as soon as possible deteriorating / getting worse inaccurate / incorrect additional / need to be added law and order / the rule of law high level / senior end of the week / on Friday
Meaning of the adjective or adverb contained in the noun itself	absolutely unique rapidly rushed very essential utmost best

Part B Repetition

50 minutes

Step 1 15 minutes

Discuss the purpose of writing: at school, it was often simply to ‘fill up the page’ and there is still a feeling, when writing reports, for managers to fill up the page too. However, the reality is that few recipients of reports have time to read them. That is why the ‘Executive summary’ was invented – a one page summary of the report for people in a hurry! But report writers continue to fill up the page, and, inevitably, repeat themselves. The problem is made worse by the fact that the required format for proposals and progress reports from donors such as the European Union (EU), the Asian Development Bank (ADB) and the World Bank (WB) often looks very repetitious. Without a clear understanding of the report sections, it is easy to get them confused and repeat background information in the rationale section and rationale in the objectives section, and so on.

Tell participants that government servants in Sri Lanka tend to borrow their formats from the ADB, and proposals often follow the format in **worksheet 20B**. Participants work in pairs to match the alternative names of headings (activity 1). Point out that there isn’t a one-to-one match with these headings and some are not obvious. For example, in DfID reports, they use the heading ‘Assumptions’ to describe the conditions they assume will be in place for the work to be carried out successfully – in fact, this is a polite way of talking about risks – i.e. ‘Unless these pre-conditions exist, the work will not get done’. Also

explain that when writing a report, participants should choose only one of these headings for each section, not put both with a slash (e.g. Risk/Assumptions) as in the Tsunami leaflet.

Answer key

Project title

Purpose of the report

Background – Introduction

Project objective – Aim of the project

Activities and outputs – Project framework

Beneficiaries

Rationale – Justification

Risks – Assumptions

Budget – Finances

Participants discuss what information should go in each section (activity 2).

Step 2
35 minutes

Participants read the report and mark the repetitions. They complete activity 3.

Tell them to be ruthless in cutting out repetition, and that they are free to cut whole paragraphs if they think it appropriate. At the same time, they should look for repetition (tautology) at phrase level. Participants complete their edit during consolidation if there isn't enough time in the class.

Distribute the answer key on **resource 20A** for them to self-correct.

Session 21 General reference words

Learner objectives

By the end of this session, participants will be able to:

- use general reference words to connect ideas at paragraph level.

Time

90 minutes

Session overview

A Text-referring words 90 minutes

Worksheets

Worksheet 21A General reference words

Resources

Resource 21A General reference words (OHT)

Washable OHT pens, four colours

1 set per table of 8 different coloured pens/crayons

Part A Text-referring words 90 minutes

Step 1 20 minutes

Play 'Backs to the board' with the following words:

problem *situation* *approach* *scheme*

One of the participants sits with his or her back to the board. The trainer writes the word on the board so that the rest of the group can see it. They give clues in English, using synonyms or examples, but never saying or using the word itself until the player guesses it correctly. After each round, leave the word on the board so by the end all four are up there. Explain they all have a very general meaning in isolation, but in context they become more specific and serve to represent ideas in a text and refer back. In this way, they are used for cohesion.

Display **resource 21A** and have participants give the meaning of *situation*, *places*, *problems* and *approach* as used in the text. Draw lines on the OHT to show how the words are connected to the text they refer to, using a different coloured pen for each word.

Answer key

the situation: road works around London with no-one working on them

these places: Dubai, Singapore, New York

such problems: road works that create congestion and spoil the city

the same approach: men working around the clock

Remind participants of the work they did in the first week on cohesion – on key nouns and pronouns as text referring words: **worksheet 3B**. Participants look at **resource 21A** again and identify any pronouns or synonyms of key nouns.

Answer key

- *them*: road works
 - *road maintenance*: road works
 - *it*: road maintenance
-

Step 2 40 minutes

Participants read **worksheet 21A**. Ask a few comprehension questions, for example

What is the traffic project for?

How serious is the problem?

Who is promoting it?

Which two groups are against it?

How does the government plan to persuade them?

What is the problem facing the Transport Secretary?

Discuss or have participants use dictionaries to check difficult vocabulary.

Focus on collocations:

(to) ease congestion

(to) meet with hostility

(to) satisfy an opponent

(to) tackle an issue

(to) bring something to a complete standstill

(to) sweep something aside

(to) be faced with a dilemma

Get participants to guess from context:

the Green Belt, a bumpy road ahead

Distribute sets of coloured pens or crayons. Participants complete activity 1 on **worksheet 21A** using a different colour to link each word to the text it refers to. They compare answers in pairs.

Answer key

- *measures, scheme, proposal* – the series of underground roads and the road-widening programme
 - *approach* – open meetings with opponents
 - *issue* – traffic congestion in London
 - *rate* – the number of cars doubling in the next 25 years
 - *aspects* – investing in public transport to reduce pollution and minimise destruction to the Green Belt
 - *dilemma* – the question of how to go ahead with the scheme and try to please the environmentalists at the same time
-

Step 3 30 minutes

Participants complete activities 2 and 3. Tell them the gaps can be filled with more than one word.

Suggested answer key

- 2**
- a** questions, concerns
 - b** trend, development, issue, problem, matter
 - c** instances, cases, examples
 - d** innovations, techniques
 - e** trend, issue, problem
 - f** response, reply
 - g** discovery
 - h** principle, theory, approach, way of working, method
 - i** innovations, changes, developments, 'improvements'
 - j** way of working, approach
- 3**
- | | |
|-----------------|--|
| Approach | method, technique, theory, way of working, |
| Change | development, discovery, improvement, innovation, reform, trend |
| Problem | concern, dilemma, issue, question |
| Matter | argument, debate, principle, (question), (theory), |
| Reply | reaction, response |
| Example | case, instance |
-

Session 22 Features of a discursive text

Learner objectives

By the end of this session, participants will be able to:

- use connectors to show contrast, addition and to introduce an example;
- recognise the structure of a discursive text;
- write discursive paragraphs linked to an argument,

Time

180 minutes

Session overview

A	Connectors	45 minutes
B	Discursive text	65 minutes
C	Writing a discursive text	70 minutes

Worksheets

Worksheet 22A	Connectors
Worksheet 22B	A discursive text
Worksheet 22C	Analysing a discursive text
Worksheet 22D	Writing a discursive text

Resources

Resource 22A	Connectors (cut-ups)
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Part A Connectors

45 minutes

Step 1
25 minutes

Ask participants to go through their workbooks and find all the exercises on connectors. Get them to share the references by comparing notes in pairs, then groups then as a whole class.

The final list should include

- Worksheet 2B activity 4 (connectors of contrast)
- Worksheet 3A (connectors of addition, contrast, cause and result)
- Worksheet 5A activity 4 (connectors of contrast)
- Worksheet 8D (connectors of contrast)
- Worksheets 9B and 9C (connectors of cause and result)
- Worksheet 11A (time phrases with past events)
- Worksheet 12A (sequencers for past events)
- Worksheet 13B (connectors of contrast)
- Worksheet 17A activity 3 (connectors of addition)
- Worksheet 17B (connectors of addition)

Also worksheet 22A and worksheet 28B activity 6 (introducing examples), and worksheet 29A activity 4 (similarities and differences)

Participants play the ‘Connectors chain game’ in groups of four or six. They sit in a circle. Put the connector cards from **resource 22A** in a stack in the middle, *face down*, so that they are in the following order with 9 at the bottom and 1 at the top.

- 1 As well as
- 2 In addition
- 3 For instance
- 4 Although
- 5 This includes/ These include
- 6 However
- 7 For example
- 8 Also
- 9 As a result

Give the groups the topic sentence:

I like working as a public servant.

The first person begins by saying, *I like working as a public servant.*

The second person picks up the top card, which reads *As well as*; he or she shows the card to the group and makes a sentence which starts with *As well as* and logically connects to *I like working as a government servant*. For example, *As well as getting a pension I get a lot of respect.*

The third person picks up the next card, *In addition*, and continues, for example, *In addition, it's easy to take leave*. The game continues around the circle until the cards or the ideas are exhausted.

Resource 22A can also be used for Connectors Pelmanism. Add *therefore*, *so* and *but* from **resource 3A**, so participants collect sets of three:

- *As well as, In addition, Also,*
- *For instance, This includes, For example,*
- *Although, However, but,*
- *As a result, therefore, so*

Step 2
20 minutes

Participants complete activity 1 on **worksheet 22A**. Encourage participants to use a different connector for each one, so that they get to practise a wider range of link words and verb phrase / noun phrase differences.

Suggested answers

- 1
 - a **Although** enrolment rates at the primary level in the South Asia region rose rapidly from 1990 to 2000, at secondary level they rose more slowly.
 - b There has been significant success in increasing access to education in the region. **At the same time**, a significant number of children from disadvantaged backgrounds remain out of school.
 - c The region has made rapid progress in primary school enrolment over the period **as well as** achieving gender parity.
 - d **In spite of** the recent focus at the primary level, increasing attention is now being given to the secondary and higher levels of education.
 - e In an effort to increase access and quality, many of the countries have been piloting innovative interventions. **These include** school-based management, scholarships to encourage enrolment of girls and grants to schools for quality improvements.
 - f Education plays a critical role in rebuilding conflict-afflicted countries. **For example**, in Afghanistan, social cohesion is being strengthened by reintegrating women and minorities in society through access to education.
 - g In vocational and tertiary education, many classrooms and workshops are

dilapidated and ill equipped due to insufficient investment. **In addition**, staff are poorly paid and motivation and productivity are low.

- h All governments in the region are aware that the quality of education is a pressing challenge. **However**, they have not adequately developed a set of instruments that would allow them to monitor progress and inform policy decisions.

Participants fill in the table, activity 2, **worksheet 22A**, and gather additional answers from others around the table.

Suggested answers

Compare and contrast	Show addition	Introduce an example
although at the same time in spite of however on the other hand nonetheless	as well as in addition at the same time furthermore moreover	these include including for example for instance

Encourage participants to use *these include*, *including*, *for instance* and *for example* instead of *such as* which is over-used in Sri Lanka. Explain that *such as* implies one/some of many so it cannot be used when the list of possible examples is short or finite. Also explain that *these include* is modified from *these are* to avoid criticism for presenting a list as complete when other unmentioned items exist.

Part B Discursive text

65 minutes

Step 1 10 minutes

Elicit what participants already know about microcredit and the Grameem Bank in Bangladesh to set the scene for reading the discursive text on **worksheet 22B**. Participants read the text quickly and summarise, in their own words, the two points in favour and the points against microcredit.

Step 2 55 minutes

Participants work through **worksheet 22C** to reinforce topic sentences (activity 1), recognise connectors at paragraph level for a discursive text (activities 2 and 4) and look at the structure/text outline of a discursive text (activity 3).

Suggested answers

- 1 Paragraph 1: The Grameem Bank provides loans to people who are too poor to qualify for traditional bank loans.

Paragraph 2: Therefore, it is worth weighing up the advantages and disadvantages of microcredit.

Paragraph 3: The main advantage of microcredit is that access to a loan can help a person develop a new trade or business.

Paragraph 4: Another important benefit is that microcredit makes people more independent and stops them relying on government or NGO handouts.

Paragraph 5: However, one of the main criticisms of microcredit is that although it involves the lending of small amounts, the interest rates can be as high as 20% or more.

Paragraph 6: Another disadvantage is that environmental issues and trade issues are bigger barriers to poverty alleviation than lack of access to credit.

Paragraph 7: It can therefore be a good way to help poor people.

3 and 4

Introduction: a short introduction to the topic and why it's worth discussing it

At the same time there are critics of this method ...

Therefore it is worth weighing up the advantages and disadvantages ...

Arguments for: two arguments in favour (of the topic/statement/idea)

The main advantage of microcredit is that ...

Another important benefit is that ...

Another point in favour of this is ...

There are two main reasons why ...

A second benefit is ...

Arguments against: two arguments against (the topic/statement/idea)

However, one of the main criticisms of microcredit is that ...

Another disadvantage is that ...

There are two main reasons why ...

On the other hand ...

Conclusion: a brief summary, sometimes weighting the discussion for or against

To sum up ...

In conclusion ...

Part C **Writing a discursive text**

70 minutes

Step 1 15 minutes

Participants look at the notes for two additional paragraphs to the microcredit discursive text, **worksheet 22D** activity 1. They conclude that Notes A are for a paragraph that is against microcredit and Notes B are for a paragraph that supports it. In pairs, they explain the arguments in the notes in their own words (activity 2).

Step 2 55 minutes

Participants work individually to write the notes up into two new paragraphs – one for and one against. They use a connecting phrase adapted if necessary from their collection of paragraph connectors for discursive texts in **worksheet 22C** activity 3. For example, *A third important benefit is ...* or *Another disadvantage is ...*

Participants who finish early swap papers and peer-correct.

Session 23 Ordering advantages and disadvantages

Learner objectives

By the end of this session, participants will be able to:

- express advantages and disadvantages clearly.

Time

90 minutes

Session overview

A Writing 90 minutes

Worksheets

Worksheet 23A Advantages and disadvantages

Resources

Resource 23A Elected and non-elected local councils (cut-ups)

Resource 23B Answer key: Advantages and disadvantages

Glue sticks, scissors and A4 paper

Part A Writing 90 minutes

Step 1
10 minutes

Participants play 'Lucky numbers' to quantify opposites of terms used in reports as headings. Put numbers 1–8 on the board in 2 rows.

Lucky number questions

- 1 Lucky number!
- 2 What's the opposite of *pros*? (*cons*)
- 3 What's the opposite of *achievements*? (*challenges*)
- 4 What's the opposite of *advantages*? (*disadvantages*)
- 5 What's the opposite of *points to consider*? (*good points*)
- 6 Lucky number!
- 7 What's the opposite of *for*? (*against*)
- 8 What's the opposite of *strengths*? (*weaknesses*)

Step 2
15 minutes

Participants read **worksheet 23A** text and then complete activities 1 and 2.

Answer key

	Advantages	Disadvantages
Non-elected councils	1 more impartial; less political interference 2 more experienced and harder working	1 less power 2 not very responsive or service oriented
Elected councils	1 democratic; people's choice 2 first step towards devolution	1 less skilled 2 accounts in arrears

Discuss the complexity of comparing and contrasting two subjects (in this case elected and non-elected councils) instead of simply writing about the advantages and disadvantages of one of them. From this, discuss the different ways of organising a discursive argument: AAA BBB or ABABAB. That is, they can discuss all the advantages first (AAA) followed by all the disadvantages (BBB) as in the model given in **worksheet 22B**. Or they can discuss an advantage followed immediately by a disadvantage of each issue (AB) as in the example given in **worksheet 23A**. Conclude that they are now going to simplify the text on **worksheet 23A** by turning it from ABAB to AABB.

Step 3
15 minutes Participants cut up the text (**resource 23A**) and arrange the ideas in two separate layouts:

- advantages / disadvantages of non-elected councils;
- advantages / disadvantages of elected councils.

Step 4
30 minutes Divide the participants into two groups. One group writes about non-elected councils and the other about elected councils. Have them look at the opening paragraphs given in **worksheet 23A**, activities 3 and 4. It may be useful to introduce the language of ‘softening’ for this activity, for example:

might be, can be, it can mean that ...

Step 5
20 minutes When they have finished writing, participants compare texts with a partner from the other group. They discuss and edit each other’s work.

Participants use the answer key on **resource 23B** to self-correct their work if you do not want to collect it for individual marking.

Session 24 Planning a discursive text

Learner objectives

By the end of this session, participants will be able to:

- plan a discursive text on the advantages and disadvantages of living in Trincomalee.

Time

90 minutes

Session overview

A	Discussing advantages and disadvantages	45 minutes
B	Planning a discursive text	45 minutes

Worksheets

Worksheet 24A Living in Trincomalee

Resources

Writing assignment 5 cover sheet and lines

Blank cards in two colours and poster pens

Part A Discussing advantages and disadvantages 45 minutes

Step 1 25 minutes

In three groups, participants discuss the advantages and disadvantages of living in Trincomalee. Monitor and feed in ideas orally or on hand written cards if necessary, for example:

The harbour	Recent elections	Beaches
Donor money available for The East	Three communities	The provincial capital
Safety	Investment	Communications
Road networks	The airport	Housing and staff quarters

Let participants decide if the cards name advantages or disadvantages. Distribute blank cards to each group in two colours – perhaps blue for advantages, pink for disadvantages. Each group writes out their advantages and disadvantages on separate cards. Put two flip charts or notice boards up on either side of the room and have the groups take it in turns to pin up their cards and explain what they mean by the card in more detail. Don't allow repetitions and keep a balance between advantages and disadvantages. Remind participants

that they must be neutral in their discussion – that this is the function of a discursive text. Their job is *not* to persuade the audience one way or the other but to give a balanced picture of the place – its potential as well as its problems.

Step 2
20 minutes

Introduce the assignment by explaining to participants that the Provincial Public Administration (PPA) has asked them to put together a paper discussing the advantages and disadvantages of living in Trincomalee. Presently, there is a high transfer rate out of Trincomalee and the town is not seen as an attractive posting for government servants. However, it has a lot of development potential and there is pressure from the central government to ‘make Trinco work’. The PPA wants to present the paper at a conference on the Trincomalee Development Plan.

Note: It is important to contextualise this assignment from the start so that participants have a real public service purpose when they write. Otherwise, it runs the danger of turning into a high-school essay or a tourist brochure.

Participants match the phrases to complete the ‘Purpose’ section of the paper, activity 1 **worksheet 24A**.

Answer key

- 1 ... the issues public servants face living in Trincomalee.
... a brief history of the town and the current living conditions.
... the factors that make Trincomalee an attractive investment.
... the key development issues that need to be resolved.
-

Participants read the background and answer the questions, activity 2.

Answer key

- 2 a To weigh up the advantages and disadvantages of living in Trincomalee
b The Provincial Public Administration
c 1 Purpose
2 Background
3 Development potential
4 Challenges
d Two advantages: Harbour/economic centre; possibility for multi ethnic harmony
e Two disadvantages: conflict; communal differences
-

Participants discuss whether it is easier or more difficult to write about advantages (Development potential) or disadvantages (Challenges) in this context. Remind them to put equal focus on the difficult one, to keep the balance.

Part B
45 minutes

Planning a discursive text

Step 1
40 minutes

From the cards on the pin boards, participants select which points are relevant to the paper and jot them down. They order the points in a logical way and decide on how many paragraphs they will have for each section. They think of sub-headings and write their topic sentences with reference to **worksheet 22C**

and appropriate connectors for each paragraph; for example, *The main advantage of living in Trincomalee is ...* (**worksheet 24A** activity 3)

Under their sub-headings and topic sentences, participants put notes of what they will write about – these will become their supporting sentences.

Monitor and comment on their plans. Check their numbering for sub-headings (3.1, 3.2; 4.1, 4.2 etc.). Try to prevent them from writing the first draft until their plan has been approved by you.

Step 2
5 minutes

Tell participants to look at the self-improvement goals they set for themselves for this part of the course. Tell them to go over their editing checklists before and during writing. Distribute **writing assignment 5** cover sheet and lines. Tell them to copy out the ‘Purpose’ and ‘Background’ sections from **worksheet 24A** and then add the next two sections.

Session 25 Review

Learner objectives

By the end of the session participants will be able to:

- quantify their personal progress on the course;
- show their ability to edit text based on key criteria for good writing.

Time

90 minutes

Session overview

A	Reviewing progress	35 minutes
B	Editing a discursive text	55 minutes

Worksheets

Worksheet 1C	Course timetable
Worksheet 25A	Review: Editing a concept paper

Resources

Resource 25A	Answer key: Editing a concept paper
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Part A Reviewing progress 35 minutes

Step 1 10 minutes

Participants look at the timetable for Part 2 (**worksheet 1C**) and individually assess their own progress by filling in the progress record for the second part of the course (**worksheet 1C**). In groups, they discuss which sessions were the most useful to them and explain why. They also review their self-improvement records (**worksheet 8C**) and say what their goals are for the last part of the course.

Step 2 15 minutes

Participants do a pyramid brainstorm on *cohesion*: individually, participants write down all the things they have learned so far on cohesion – at sentence level and at paragraph level. After a few minutes, they share lists with a partner. After a few more minutes, they share lists with their group and after that with the whole class, in a pyramid. Each time they share lists, they write down any new points they have learned from each other. Compile the final list on the board or a poster. Add any features that they have missed if necessary.

Suggested answers

- Connectors of contrast
- Connectors of cause and result
- Connectors of addition
- Connectors to introduce examples
- Connectors for past events: when, before, until, after, because, but
- Phrases for sequencing past events: First, then, next, after that, finally
- Text-referring words: key nouns and pronouns
- General reference words
- Paragraphing – Using topic and supporting sentences

- Headings
 - Numbering
 - Using bullet points
 - Parallelism
-

Step 3
10 minutes Go over the timetable for Part 2 with the participants. Use some eliciting questions to get them to look at the sessions in more detail. For example

What are your last two assignments? When are they due?

Discursive text, today; persuasive text on day 4

What is the new text type you will study this week?

Persuasive text

What type of connectors are we going to look at?

For giving examples and giving alternatives

What are modals? What will we use them for in writing this week?

Could, should must; for recommendations

What are we doing in Sessions 28 and 29?

Describing and interpreting graphs and tables

Point out the final progress self-evaluation record for them to fill in at the end of the course.

Part B **55 minutes** **Editing a discursive text**

Step 1
45 minutes Tell participants they are going to do a mini-progress test. They will mark their own papers from an answer key, so it is an informal test. Participants read the instructions on **worksheet 25A**. Check that they understand the scoring. Explain that in activity 2, a–f, the marks give a clue to how many corrections they should be looking for. Let them work at their own pace through activities 1–3. Monitor and explain concepts like subject–verb–pronoun agreement if necessary.

Step 2
10 minutes As individuals finish and tally their scores, pair them off and have them compare and justify their answers. Distribute the answer key on **resource 25A** for pairs to identify missing corrections that neither of them could find. Point out that their sub-headings may vary from the ones suggested in the answer key, although the numbering should be the same.

Sum up by finding which of the tasks they found most challenging.

Session 26 Making recommendations

Learner objectives

By the end of the session, participants will be able to:

- identify and use modal verbs for writing recommendations.

Time

90 minutes

Session overview

A	Using modal verbs	50 minutes
B	Writing recommendations with modals	40 minutes

Worksheets

Worksheet 26A	Modal verbs for recommendations
Worksheet 26B	Writing recommendations

Resources

Resource 26A	Sections of a progress report (OHT)
Resource 26B	Answer key: Do no harm (OHT or handout)
Hand written cards with the modal verbs	

Part A Using modal verbs 50 minutes

Step 1 10 minutes

Give the participants the objective of the session and elicit from them the type of reports that contain recommendations: *feasibility studies, progress / monitoring reports, evaluation reports, impact studies*.

Display **resource 26A** on the OHT. Tell them that these are the typical section headings for a progress report (based on the British Government's Department for International Development quarterly reports) but that they are in the wrong order. Participants discuss in groups and order the headings. Point out where the recommendations come. Participants copy down the agreed order.

Suggested answer

Overview
Inputs
Progress on activities
Progress on outputs
Indications for the next quarter
Issues
Recommendations
Financial report

Elicit from the participants that in a feasibility study report, the recommendations section would come towards the beginning; in a progress report, towards the end.

Step 2
10 minutes

Tell participants they are going to read an extract from the recommendations section of a needs analysis for provincial level infrastructure.

Participants think about the topic and discuss what infrastructure would need overhauling, in the context of the Northern or Eastern Provinces (water and irrigation systems, mains electricity, roads etc.). They prioritise these needs, and give their reasons. Remind participants that national roads and main roads – A and B class roads – are the responsibility of the central government but minor roads are the responsibility of the Provincial Council.

Participants read the extract on **worksheet 26A** quickly and match and number the headings (activity 1).

Answer key

2.1 National standards

2.2 Economic development

2.3 Sustainable maintenance

2.4 Immediate needs

Step 3
30 minutes

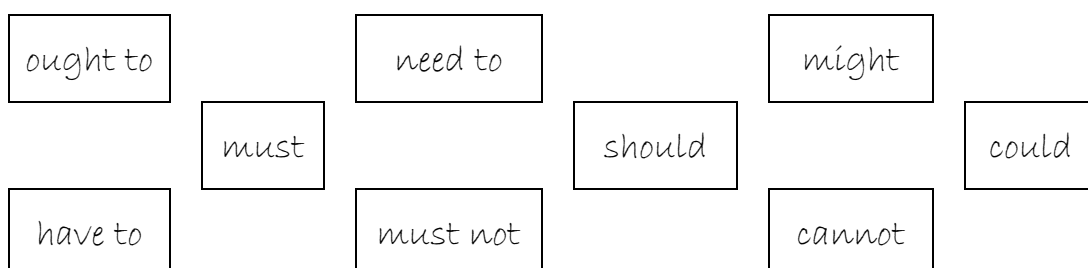
Point out some of the modal verbs in the text and do a quick concept check on modality – auxiliary verbs like *should* and *must* that change the mood or feeling rather than auxiliary verbs like *do* and *have* that change the tense or time.

Participants look at the table in activity 2, **worksheet 26A**. Show participants the example given for *should* and work through one more complete example, e.g. *ought to*, as a whole class. Participants complete the table and compare answers with a partner. Monitor and correct at pair or group level, not as a whole class, to keep things flowing.

Answer key

Function	Structure	Example
suggestion possibility	could might	... such networks could provide access to higher priced urban markets ... (active) Economic opportunities could be sought This in turn might provide incentives ... (active) A road maintenance fund could be established (passive)
recommendation advice	<i>should</i> ought to	<i>There should not be such a large discrepancy ... (active)</i> <i>Important roads should be rehabilitated (passive)</i> ... verge widths ought to comply with the national standard (active) ... C,D and E roads ought to be considered as the key ... (passive)
recommendation necessity	need(s) to	The RDA needs to cost in ferry ramps (active) A plan ... needs to be drawn up (passive) ... secondary roads need to be brought up ... (passive)
directive obligation	must has / have to	Local authorities must build ... (active) Temporary solutions must be followed up (passive) Repairs have to bring roads up to a standard ... (active) Maintenance has to be done ... (passive)
directive prohibition	cannot must not	Rehabilitation cannot be seen as a patch-up job (passive) Rehabilitation work must not stop there

Elicit the verbs again and put them on hand written cards on the pin board at random.



Ask participants to order them from soft to strong recommendation – from suggesting to directing.

Answer key

Suggestion (soft recommendation)	might	could	should	ought to	need to	have to	must	cannot	must not	Prohibition (strong recommendation)
--	-------	-------	--------	----------	---------	---------	------	--------	----------	---

Participants verify that this is the same order as the examples they have gathered and listed in the table in activity 2. Check the grammar, if necessary:

- *Should* and *ought to* are synonyms but *ought to* is less used so it has become a little more formal.
- *Ought not to* is seldom used because it is such a mouthful; encourage them to use *should not* for negatives.
- Discuss punctuation and point out that in writing it is better style not to use contractions (*cannot* not *can't*, *must not* not *mustn't*, etc).
- Point out the problem with these modals in the negative – the negative of *have to* is *cannot* or *must not*, not *don't have to* (*don't have to* is the negative of 'can'; it means *not obliged to*: 'you can if you like but you don't have to'; this is not prohibition but absence of obligation).

Part B Writing recommendations with modals

40 minutes

Step 1
10 minutes

Participants read the 'Do as you please' text on **worksheet 26B**. Contextualise it by explaining it is a cynical take on the concept of 'Do no harm'. Tell participants 'Do no harm' is a strategy for development first promoted by Mary Anderson and now widely practised in conflict transformation and development work. The 'Do no harm' message is that, at best, development interventions should create positive connections in the community or among beneficiaries and minimise 'divisions'. It follows that development interventions should, at least, *do no harm*. However, as seen in nearly all disaster relief contexts, where the need to act quickly in an emergency discourages proper planning, a great deal of harm is done. This can also happen in long-term development projects when foreign aid workers do not understand the context or culture in which they are working. The 'Do as you please' text on **worksheet 26B** typifies this uninformed attitude.

Step 2
30 minutes Participants complete the writing task, activity 1, changing the modal verbs and transforming the 'Do as you please' text into a 'Do no harm' text with some good advice and recommendations for international relief organisations. They separate their text into appropriate paragraphs (activity 2).

The suggested answer key is on **resource 26B**. It can be displayed as an OHT or duplicated for individual self-correction, if participants have to complete their writing for homework.

Session 27 Writing recommendations

Learner objectives

By the end of the session, participants will be able to:

- use modal verbs to change the mood in a written text;
- add conditional sentences to substantiate recommendations.

Time

90 minutes

Session overview

A	Using modals to change the mood	50 minutes
B	Justifying recommendations	40 minutes

Worksheets

Worksheet 27A	Could, should, need to or must?
Worksheet 27B	Justifying recommendations

Resources

A3 flip chart paper and poster pens

Part A Using modals to change the mood 50 minutes

Step 1 15 minutes

Participants turn to **worksheet 27A**. Participants read and discuss the recommendations.

Explain that they are a list of generalised ‘Do no harm’ strategies for everyone working in rehabilitation and development, but they have not been put into any order. Elicit a logical order for them – from suggestions to obligations (can do – must do). Check participants understand difficult vocabulary, for example – *amalgamate, incentives, interventions, grievance redressal, kick-backs*

Use checking questions to see if they understand difficult concepts, for example:

- *Follow international standards – For what?*
- *Preserve cultural values – Which ones are being lost? Why?*
- *Implemented at the lowest competent level – Why?*
- *Distributed equitably – To whom? Why?*
- *Carry out a baseline study – Why?*

Step 2 20 minutes

Participants go through the list and categorise the strategies as *could / might* (suggestions, possibilities), *should / ought to* (recommendations), *need to* (action required), *must / have to* and *must not / cannot* (duties and strong recommendations), by writing the modal verb in the margin next to the strategy. In pairs, they practice making and justifying recommendations, for example

Participant 1 We need to carry out more baseline studies.

Participant 2 Why?

Participant 1 Because we can't measure progress or impact without them.

Step 3
15 minutes

Put participants into four groups and distribute the handwritten modal verb cards from the pin board as follows:

- Group 1 – *could*;
- Group 2 – *should/ought to*;
- Group 3 – *need to*;
- Group 4 – *must, have to, must not, cannot*.

Participants write out the strategies that go with their modal verbs. Participants use the passive where the subject is not obvious, or should not be named or blamed for diplomatic reasons. Encourage them to use the active as well as the passive for variation, for example: *We must ...*, *We should ...*, *They need to ...*. When they have finished, cross-group participants and have them share their ideas and copy some of each other's sentences.

Suggested answers

Note: The use of modals in this exercise is a matter of opinion so allow for variation. Participants need to be able to justify their choice of modal, that's all. However, the majority will probably come out as *should*, *ought to* or *need to*.

Could

- We could publicise achievements in the press.
- They could follow International standards (if they wanted to).
- For big projects, funds could be amalgamated from different donors.
- Incentives could be used to encourage skilled workers to work in conflict areas.

Should / ought to

- Beneficiaries ought to contribute their own labour to the project.
- Cultural values should be preserved.
- The environment should be protected.
- We should provide what is needed, not what has been lost.
- We should insist on good governance for all interventions.
- Each activity should be implemented at the lowest competent level.
- Implementing authorities ought to be monitored.

Need to

- Communities need to participate in the decision making process.
- Interventions need to be distributed equitably.
- We need to carry out more baseline studies.
- We need to coordinate with other organisations.
- The public need to be provided with a grievance redressal system.

Must / have to

- Civil liberties and human rights must be observed.
- The most vulnerable people have to be dealt with first.
- The peace process must be strengthened.

Cannot / must not

- Kick-backs and incentives must not be accepted.
 - Men cannot be allowed to make all the decisions.
-

Part B
40 minutes

Justifying recommendations

Step 1
10 minutes

Participants look at **worksheet 27A** again and find the recommendation they wrote about community participation in the decision-making process – the first

one in the exercise. Write their recommendation on the board or a flip chart. For example:

Communities should participate in the decision-making process.

Then write the following sentence stub

If they participated more ...

And elicit some ideas for completing the sentence. Point to the *if* and the *participated* on the board and concept check the second conditional. Get them to complete the sentence stub clearly using *would*. Choose a good example from them and write it on the board. For example:

If they participated more, they would have a greater sense of ownership.

Again, take the end of this sentence and make it into a new stem:

If they had a greater sense of ownership ...

and have them complete it.

Participants sit in a large circle. Play ‘Second conditional chain game’. Participants keep a chain story going, taking the last phrase and turning it into the new stem:

P1: *Communities should participate in the decision making process.*

P2: *If they participated more, they would have a greater sense of ownership.*

P3: *If they had a greater sense of ownership, they would work harder.*

P4: *If they worked harder, they would become more successful.*

P5: *If they became more successful, ...*

Remind participants that when they take the result clause *would (do)* and change it into the conditional *if* clause of the next idea, they have to change the tense (*would work harder* becomes *if worked harder*).

Step 2
25 minutes

Explain that a recommendation is more powerful if it is substantiated, explained or justified to the reader. That way, the reader understands the issues behind the recommendation and is more likely to be persuaded.

Participants work in groups of three to complete one of the paragraphs on **worksheet 27B**. Assign each group one strategy from the list a–f. Have them copy out their recommendation with the modal verb that they wrote earlier (activity 1). Monitor and use Part A suggested answers above to keep them on track. Use the example given on the worksheet to explain that this now becomes their topic sentence. They then have to add a justification to it, using *if* or *unless*, with the second conditional, as in the example (activity 2). Point out that they don’t need a lot of if clauses, because they don’t need to stress the condition – the recommendation – but the result – the justification or rationale. So the *if* statement needs to be followed by more *would* clauses and sentences, as in the example.

Have them copy out their paragraphs onto A3 paper and stick them up on a poster or around the room with the title **Recommendations for development**.

Step 3
5 minutes

Participants mingle and read each other’s posters, share opinions and peer-correct where necessary.

Session 28 Substantiating ideas

Learner objectives

By the end of the session, participants will be able to:

- use modal verbs to recommend and justify ideas;
- recognise the need for substantiating arguments in order to persuade the reader.

Time

90 minutes

Session overview

A	Using modals and connectors	50 minutes
B	Substantiating ideas	40 minutes

Worksheets

Worksheet 28A	Supporting disabled children in Eastern Province
Worksheet 28B	Substantiating ideas
Worksheet 28C	Modifying with modals

Resources

Resource 28A	Answer key: Supporting disabled children in Eastern Province
Resource 28B	Answer key: Modifying with modals

Part A Using modals and connectors 50 minutes

Step 1 10 minutes

Put three sentence stubs on the board and have participants complete them individually.

If I were disabled I would ...

I would get help from ...

My family would

Participants share their ideas and discuss as a whole class how disabled children are treated at community level, what services are available for them and what problems exist. Elicit which provincial council departments are responsible for their welfare.

Step 2 40 minutes

Participants read **worksheet 28A** and complete activities 1–3 on **worksheet 28B**. For activity 2, distribute the answer key on **resource 28A** and have participants correct their own work.

Answer key

- 3 The report is written mostly for The Dept. of Social Services
- The report writer's main aim is to get organisations in disability to coordinate their activities
- To make the report more useful, the next section should be 'Next steps'.
-

Quiz participants on how many features they can recognise in the text:

connectors of result, addition, key nouns, synonyms, pronouns for text referring words, topic and supporting sentences, there is / are, use of modals for recommendations, active–passive use of modals, second conditional with if.

Part B Substantiating ideas

40 minutes

Step 1 20 minutes

Participants complete activities 4–6 on **worksheet 28B**. Monitor and make sure they answer activities 5 and 6 with summarised sentences, in their own words, using modals *could* for activity 5 and *would* for activity 6.

Check answers for activities 5 and 6 as a whole class to give participants a further opportunity to practise their modals.

Answer key

- 4**
- a** too many organisations for physical disability, too many based in Trinco
 - b** not enough organisations for mental health, and only based in Ampara
 - c** organisations monitor but don't integrate children affected by conflict
- 5**
- For 2.1** They could have monthly meetings, and share plans and best practice.
- For 2.2** Specialists in wheel chairs, psycho social care, and disability training services could be contacted.
- For 2.3** They could coordinate plans, be monitored by SSD, and circulate the calendar
- 6**
- a** Children ... would attend after school activities.
 - b** Disabled children would be seen as children first.
 - c** SSOs would be more inclusive.
 - d** Disabled children would have a better image.
 - e** Disability would become normal, not shameful.
 - f** More analysis and support would be possible.

Step 2 10 minutes

Participants do activity 7 and complete the table with examples from the text. If there isn't enough time, assign it for homework.

Answer key

Connector for examples	Followed by a		Example from the text
	noun / noun phrase	verb / verb phrase	
including	✓		several organisations including UNICEF monitor ...
These include	✓		These include HI, LC, UNICEF ...
Another example is		✓	Another example is even though ... very few offer ...
For instance,		✓	For instance, several organisations support children ...
like	✓		Local organisations like Shakthi ...

Step 3
10 minutes

Sum up by giving participants an overview of the objectives for this session.

Draw out the following points:

- 1 The writer has to substantiate arguments in order to persuade. In order to convince the reader that the recommendations and rationale of a proposal are valid, ideas have to contain believable detail, real examples, and evidence that the writer has thought about the issues in some depth. The vaguer, more generalised or impractical recommendations are, the less convincing they become.
- 2 They have studied two different uses of modal verbs. The first use was to make recommendations with *should*, *need to*, and *could*. The second use was to explain future potential or consequences using the second conditional – *if* + *would*, *could* or *might*. For this reason, *would* is used a lot in persuasive texts, and this is the text type they will study next.
- 3 Modal verbs like *could* have different meanings and uses. *Could* in this session is used both for recommendations and to convey future potential in second conditionals.
- 4 In the latter part of the rationale, *would* is modified to *could* or *might*, because these benefits are not so sure. Give them **worksheet 28C** (homework or consolidation) for further practice in using modals to modify statements and recommendations. **Resource 28B** is an answer key which allows participants to self-correct their work.
- 5 Particular attention should be paid to the way they have substantiated their ideas in **writing assignment 5**. They should use some of the connectors they have practised for introducing examples, and remember to include the level of detail they have seen in the text they have just studied when they come to do their second draft of ‘Living in Trincomalee’.

Session 29 Describing graphs and tables

Learner objectives

By the end of this session, participants will be able to:

- describe facts, figures and trends;
- recognise the role of statistics in substantiating ideas.

Time

90 minutes

Session overview

A	Describing facts and figures	45 minutes
B	Describing trends	45 minutes

Worksheets

Worksheet 29A	Describing facts and figures
Worksheet 29B	Describing trends

Part A Describing facts and figures 45 minutes

Step 1 10 minutes

Explain the aims of the session to the participants. Draw links between the previous sessions on substantiating ideas with ‘believable details’ and the power of statistics to persuade. However, because many readers do not know how to read graphic or non-textual information, it is not good enough to simply insert graphs and charts in a report without explaining them. The role of the writer is to describe the graph or chart, interpret it and draw conclusions. The writer uses statistics to substantiate or prove a need, a position, a trend, or an issue, and through this, persuade the reader.

Elicit that the two public service sectors which are often described through statistics are health and education. Elicit that this is because consistent records are kept through doctors and teachers, and because health and education are used as key indicators for development. Tell participants to scan the worksheets for Sessions 29 and 30 and say how many graphs and charts contain health data and how many education data.

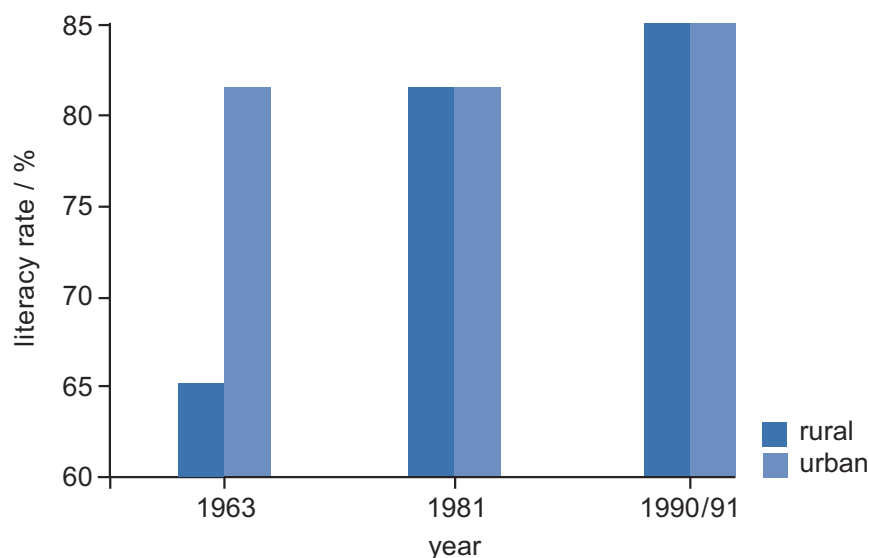
Step 2 35 minutes

Participants work through the activities on **worksheet 29A**. They compare answers with other people on their table. Monitor and correct if necessary at group level. Point out that the comprehension questions (activity 3) refer to the gap-filled text (activity 2) and the table (activity 1).

Answer key

- 1 Literacy rates for men and women in Sri Lanka, by economic / geographic area between 1963 and 2001.
- 2
 - a shows
 - b from
 - c overall / all island average
 - d was
 - e had
 - f to

- 3 a The table shows adult literacy rates by gender and residence from 1963 to 2001.
 b Details about 1990/91: all-island literacy rate, the gender difference, and the estate communities difference.
 c It is the only year with separate data for all four residential areas.
 d The Northern and Eastern Provinces were excluded
 e It could be because of falling standards of English teaching in schools. It might be because of the exclusion of data from the Northern and Eastern Provinces in that period. It could also be because the Estate worker's literacy rates, which are much lower than the rest of the country, have been factored in for the first time.
 f Although rural women's literacy was far behind urban women in 1963, by 1990/91, the gap has closed. Whereas the overall increase was slight for urban women between 1963 and 1990, it was much more dramatic for rural women.
 g



Based on material from Census of Population 1963, 1981, 2001;
 Household Income and Expenditure Survey 1990/1991

www.statistics.gov.lk/social/social%20conditions.pdf

This is a block graph but a line graph would also illustrate the steep increase in rural women's literacy rates and the closing gap between rural and urban women.

- h There is too much data to put on one graph using the same set of axes. Line graphs rather than block graphs show the movement more clearly. You could draw four graphs comparing men and women by sector (graph 1: all-island; graph 2: urban; graph 3: rural; graph 4: estate) or you could draw two graphs comparing geographical areas by gender (graph 1: women in urban, rural and estate; graph 2: men in urban, rural and estate).

4

To show similarities	To show differences
<i>From the text:</i> the same <i>From the box below:</i> likewise, similarly, in the same way, to have in common	<i>From the text:</i> while, Although, compared to <i>From the box below:</i> whereas, however, different from, in contrast to

Part B Describing trends

45 minutes

Step 1
40 minutes

Participants follow **worksheet 29B**. Tell participants the line graph shows data collected from the UK.

Answer key and suggested answers

- 1 Infant mortality rate (deaths per thousand births) over a period of years (1945 to 2000)
 - 2 The infant mortality rate decreased considerably between 1945 and 2000.
The graph shows a considerable decrease in the infant mortality rate between 1945 and 2000.
Using *considerably* or *considerable* makes the change much more dramatic or impressive. The reader notices it more.
 - 3 and 4
 - b a slight increase / it increases gradually
 - c a relatively stable situation (relative stability) / it remains relatively stable
 - d a sharp rise then a considerable fall / it rises sharply, reaches a peak then falls dramatically
 - e a dramatic increase / it increases sharply
 - f a slight drop / it decreases gradually
 - 5
 - bi Between 2006 and 2007, the inflation increased considerably.
 - bii The graph shows there was a considerable increase in the inflation rate between 2006 and 2007.
 - ci Land prices peaked around 2005 and then fell dramatically.
 - cii The graph shows a peak in land prices around 2005 and then a dramatic fall.
 - 6
 - a false
 - b true
 - c false
 - d true
 - e false
 - f true
 - 7 There has been free UK health service (since 1946). Medical skill and knowledge has improved. More mothers are giving birth in hospital. Mothers are in better physical condition (post-war improvements in diet and income). Birth control and changes in society have resulted in fewer babies being born; fewer babies means fewer risks.
-

Step 2
5 minutes

Sum up by doing a quick language check, using eliciting questions. For example:

What tense did you use to describe the graph of the infant mortality rate in the UK?

Simple past/present

What was the logical order for describing the graph?

Chronological

What kind of connectors have you learned in this session?

Connectors of comparison – similarities and differences

What are some of them?

Whereas, likewise, in the same way

*Look at the verbs and nouns on **worksheet 29B** activity 3. Is there any difference between the verb and the noun in most cases?*

No: a drop, to drop; a fall, to fall; an increase, to increase etc.

Elicit how facts and figures and the descriptions of facts and figures in reports and journals can be manipulated.

To make this point, check how many participants noticed from the start that the missing statistical data for Estate workers literacy rates, or for the Northern and Eastern Provinces (Table 2.1, **worksheet 29A**) skews the averages. This means it is difficult to rely on the all-island averages because different groups are accounted for at different times.

Session 30 Interpreting graphs and tables

Learner objectives

By the end of this session, participants will be able to:

- summarise information presented in tables, charts and graphs.

Time

90 minutes

Session overview

A Interpreting graphs and tables 90 minutes

Worksheets

Worksheet 30A Selecting the important information

Resources

Resource 30A Military expenditure

Resource 30B Workers in foreign employment by sex

Resource 30C Education

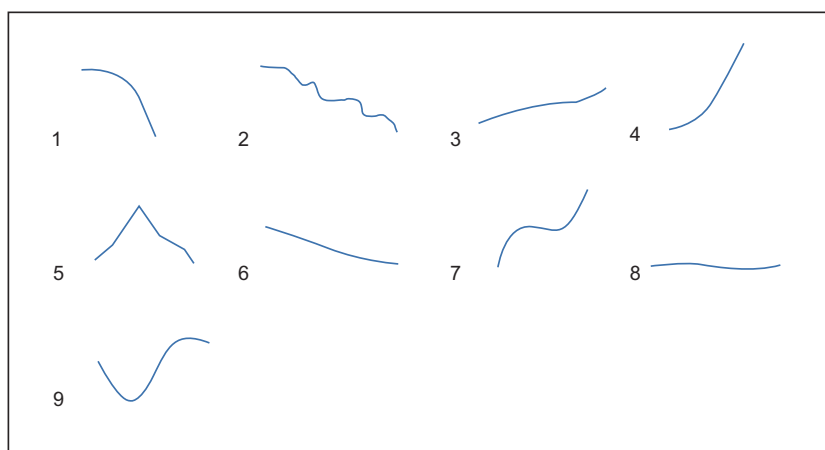
Part A Interpreting graphs and tables 90 minutes

Step 1 10 minutes

Participants play 'Noughts and crosses' in two teams. Put the noughts and crosses grid on the board with numbers only in the squares.

1	2	3
4	5	6
7	8	9

Participants choose a number and you draw on the board the corresponding line graph from the selection below. They have to describe the line accurately to win the square. For example, for square 4: *There is a sharp rise / It rises sharply.*



The first team with three in a row wins.

Step 2
40 minutes

Participants work their way through **worksheet 30A**, activities 1 and 2.
Encourage participants to generalise the information in the graphs and not get bogged down in detail.

Answer key

- 1 **a** The graph shows the number of deaths caused by alcoholic liver disease between the years 1991 and 1999.
 b Between 1991 and 1999 there was a dramatic increase in the number of deaths caused by alcoholic liver disease.
 - 2 **a** The graph shows the literacy gap between men and women from 1901 to 2001.
 or
 The graph shows how the gender gap in literacy levels closed in the 20th century.
 b Between 1901 and 2001 there was a gradual improvement in the literacy rates of men from around 40% to 90%.
 c Between 1901 and 2001 there was a considerable improvement in the literacy rates of women from under 10% to 90%.
 d In 1901, there was a wide gap between the literacy rates of men and women. Literacy rates for women dramatically improved and by 1981 the gap was small. By 2001, the literacy rates of men and women were almost the same.
-

Step 3
25 minutes

Divide participants into small groups. Distribute a different graph and table (**resources 30A, 30B and 30C**) to each group and have them prepare a simple description.

Participants should try to go beyond describing what is there and write texts which explain trends and interpret information given. Have participants use the guiding questions in **worksheet 30A** activity 3 to help them do this.

Suggested answers

Resource 30A

- a** 53 times
- b** \$55m in 1981; \$558m in 2004 – roughly ten times
- c** 1995; escalation of the war with the LTTE
- d** The Ranil government and the brokering of the ceasefire

Resource 30B

- a** Where Sri Lankan workers go to
- b** It's the 'remittances' market: Sri Lankan males work there as unskilled or semi-skilled labour in the construction and related industries; women go as housemaids; traditionally Arabs from the Middle East are wealthy and don't do these jobs themselves.
- c** Saudi Arabia, Kuwait, UAE, Lebanon, Jordan, Oman, Bahrain; probably because of the demand for housemaids
- d** UAE – let participants discuss and tell you what they think the reason for this is.
- e** There's a lot higher demand for Sri Lankan men than women; a lot of IT and computer-skilled Sri Lankan males are recruited for Qatar.
- f** Illegal immigration versus official statistics; Sri Lankans who become naturalised would no longer appear on Sri Lankan records.

Resource 30C

- a** Although the female literacy rate remains lower, they have both increased and females have increased more than males, narrowing the gap between boys and girls.

- b** More girls drop out than boys at primary level but this trend is not seen at secondary level; girls and boys are more or less the same in terms of secondary level completion, perhaps because once parents decide their girls will do secondary, there is no academic reason why they would drop out more than boys. Completion follows the same trend as literacy rates – fewer girls complete so their literacy rate is lower but the gap is closing between boys and girls.
 - c** Most Sri Lankan children go on to secondary education; in other developing countries, many children leave after primary school to do agricultural work (e.g. in Vietnam, Nepal).
-

Step 4
15 minutes Participants present their texts on posters, handouts or OHTs and have the other groups read and discuss the accuracy of their interpretation and peer-correct where necessary.

Session 31 Features of a persuasive text

Learner objectives

By the end of this session, participants will be able to:

- recognise the structure of a persuasive text.

Time

90 minutes

Session overview

A	From discursive to persuasive	40 minutes
B	Analysing a persuasive text	50 minutes

Worksheets

Worksheet 31A	A persuasive text
Worksheet 31B	Analysing a persuasive text

Resources

Resource 31A	Stages of a persuasive text (cut-ups)
Resource 31B	An offer you can't refuse (cut-ups)

Part A From discursive to persuasive 40 minutes

Step 1 10 minutes

Explain to participants they are about to look at the course's fourth main text type: persuasive. Elicit the progression in complexity and strategic thinking from factual recount to persuasive argument.

- In a factual recount, the logical order is chronological so all the writer really needs to do is recall events correctly.
- In a discursive text, the writer not only needs to select arguments for and against but also to present them in a balanced, neutral way. The responsibility of drawing a conclusion is mainly left up to the reader.
- In a persuasive text, the writer needs to select arguments and present them in an attractive way. The responsibility of arriving at the 'right' conclusion is the writer's.

This type of writing requires more skill than simply recording events accurately in the sequence in which they occurred.

Explain that a persuasive text is similar to a discursive text, and some of the same connecting phrases are used. However, the weighting shifts the balance: a persuasive text is not neutral. Ask participants the following questions.

How would you weight a list of advantages and disadvantages to make sure the advantages 'win'?

By putting more stress on the advantages than the disadvantages.

What happens if you only mention the advantages?

The reader will find it unduly biased and therefore not take it seriously.

How can you include disadvantages in your argument without destroying your own case?

By introducing a common objection and then refuting it.

Step 2
30 minutes

Elicit the different types of proposal that can be written: *financial proposals*, *business proposals*, *project proposals*, *marriage proposals*.

Distribute **resource 31A** (cut up) to each group. Participants order the stages of a persuasive text. Distribute **resource 31B**. Participants order the letter and label the stages with the first set of cut-ups.

Note: Alternatively, participants order the letter using contextual clues. Then they label the stages with the headings from **resource 31A**.

Ask participants if they think Anthony's advantages outweigh his disadvantages.

Part B
50 minutes

Analysing a persuasive text

Step 1
30 minutes

Participants read the persuasive text on **worksheet 31A**. They do activity 1, **worksheet 31B** to check comprehension. They then work through activities 2 to 6 and language focus activity 1 to discover the features of a persuasive text.

Answer key

- 1
 - a The report is written for the donors who funded the first phase of the Primary Maths Project.
 - b The purpose of the report is to persuade the reader to do something.
 - c By the end of the text, the writer wants the reader to commit a small amount of money to finance project follow-up activities in areas they have already worked in Jaffna and Trincomalee.
- 2 d, f, e, c, b, g, a
- 3 Persuasive texts don't have a balanced number of advantages and disadvantages. Any disadvantages mentioned are presented as 'weak' and then rejected. A lot more repetition to enforce key messages is allowed.
- 4
 - a *positive* phrases: impressive, positive change, very short period, valuable lesson
 - b *modest* phrases: very modest budget, very little extra cost, no large scale workshop, overheads would be low, if it were allowed to continue, minimal expenditure, not a large training budget
 - c *reasonable* phrases: reasonable to express, perhaps unrealistic to assume
- 5 These phrases modify the statements, and create positive reinforcement like advertising.
- 6 There are five phrases mentioning low cost in the text. It is not redundancy, it's positive reinforcement, a key component to advertising – repeating a slogan.

Language focus

- 1 The main tense is the future – will, last paragraph for future promises and certain outcomes and *would* for less certain outcomes because they are conditional on getting the money from the donor.
- 2
 - a Zonal directors would be able to target more remote areas and take responsibility for wider coverage.
 - b This small amount will not only protect the investment already made in Jaffna and Trincomalee but also ensure the long-term sustainability of the Primary Maths Project.

Step 2
20 minutes or consolidation

Participants make a poster of the features of a persuasive text and add any new points to their editing checklists. Posters should include:

- stages
- connectors
- modifiers
- repetition
- main tenses
- modals.

Session 32 Structuring an argument

Learner objectives

By the end of this session, participants will be able to:

- use the stages of a persuasive text to structure an argument;
- begin to use connecting phrases to link the stages of a persuasive text.

Time

180 minutes

Session overview

A	Structuring an argument	70 minutes
B	Group writing	110 minutes

Worksheets

Worksheet 31A	A persuasive text
Worksheet 32A	Persuade me!
Worksheet 32B	Structuring an argument
Worksheet 32C	Group writing: persuasive text

Resources

Resource 32A	'Persuade me' noughts and crosses
Poster paper and pens or OHTs and pens (one per group)	
5–6 colours of A4 paper	

Part A Structuring an argument 70 minutes

Step 1 20 minutes

Divide the participants into two teams. Within each team, have participants look at **worksheet 32A** and delegate squares to each other (some participants will need to take two squares). The squares contain the arguments they have to prepare to speak about. Remind them of the persuasive format they looked at with the marriage proposal and the project extension proposal for the Primary Maths Project (**worksheet 31A**) and why they need at least three arguments for their point of view: at least one argument for, one argument against and one counter-argument to reject the objection. Participants jot down notes under the headings a–d in activity 2 (**worksheet 31A**). Try to discourage them from writing complete sentences: explain that this is a speaking activity to get them to plan their thoughts strategically before writing. Monitor and feed in ideas if participants are stuck for supporting ideas.

Step 2 20 minutes

Play 'Noughts and crosses', using the grid on the OHT (**resource 32A**) and washable OHT pen. The team chooses a square and the team member responsible for preparing that square must speak about it, arguing in favour *or against* the idea. They must include all the stages they have made notes on. They win a nought or a cross if they are convincing enough to persuade you. The team with three in a row is the winner.

Step 3 30 minutes

Participants match the connecting phrases to the stages of a persuasive text, **worksheet 32B** (activities 1 and 2). They compare answers with a partner. Monitor and check they've put things in the right places – there is no need to

check answers as a whole class. Get them to go back over the persuasive text about the Primary Maths Project, **worksheet 31A**, underline the connecting phrases used there and add them to the table as well if they are different.

Answer key

1 Opening proposal	<i>This proposal is to recommend ... We therefore recommend that*</i>
2 Main argument	<i>The main reason (for ...+ ing) is (that) ... The main advantage of ... is that ... There are two main reasons why ...</i>
3 Supporting argument	<i>In addition, Another important benefit is ... [It] would also provide*</i>
4 Another supporting argument	<i>A third benefit is ... Another point in favour of this is ...</i>
5 Usual objection	<i>Some people might argue that ... A common objection to this is ... One of the main criticisms is that ... Many ... feel that it is ...*</i>
6 Counter-argument	<i>However, Although it is reasonable to assume that ..., Given the fact that ...*</i>
7 Summing up and reinforcing the proposal	<i>To sum up: if we could ..., we would ... In conclusion, the proposed course of action will not only ... but also ...</i>

* phrases from **worksheet 31A**, text on Primary Maths Project

Part B Group writing 110 minutes

Step 1
35 minutes Put the participants into four groups. They look at the topics on **worksheet 32C**. Assign one topic per group. Together they discuss and plan a persuasive text using the seven stages and some of the phrases collected in **worksheet 32B**.

Step 2
60 minutes Participants designate certain sections to certain members of the group (don't let participants work on the whole thing together in a linear way, there isn't time.). Each group member writes out their part of the text on a separate piece of coloured paper. Colour coding in this way emphasises the structure (supporting arguments can be the same colour). When they are ready, participants stick their pieces together. They go through the combined text, correct it, adjust the connectors (add more if there are not enough, cut out some if everyone has included them), and add text-referring words (there will be over-use of key nouns). They make a poster out of the second draft, labelling each section in the margin with the headings cut up from **resource 31A**.

Step 3
15 minutes Participants pin their posters around the class and move around looking at each other's, exhibition style. They discuss, clarify and comment.

Session 33 Writing a persuasive text

Learner objectives

By the end of this session, participants will be able to:

- recognise irrelevance, repetition and poor organisation of ideas in a persuasive text;
- write a persuasive text.

Time

180 minutes

Session overview

A	Editing a persuasive text	60 minutes
B	Writing a persuasive text	120 minutes

Worksheets

Worksheet 32B	Structuring an argument
Worksheet 33A	Editing a persuasive text
Worksheet 33B	Writing a persuasive text

Resources

Writing assignment 6 cover sheet and lines

Part A Editing a persuasive text 60 minutes

Step 1 15 minutes

Briefly introduce the topic of land records by asking

Which department is responsible for land records?

The Registrar of Lands in Colombo and his or her representatives in the Divisional Secretariats (DS).

What do you have to do, officially, when you buy or sell a piece of land?

The seller needs to produce the Land Deed and the Survey Plan and a Title Report has to be obtained from the Land Registry Office.

What land records problems did people face after the tsunami?

Those whose deeds were washed away had difficulty in replacing them; those who had no deeds lost their land or were moved inland, in many cases.

Participants skim the text on a computerised system of land records (activity 1 on **worksheet 33A**) and identify the purpose (to promote the computerisation of land records).

Step 2 20 minutes

Participants read the text in pairs and suggest changes (activity 2).

Participants compare the original text and the edited version and identify main changes (activity 3).

Answer key

The main changes are:

- removal of irrelevant information;
- removal of repetition;

- reorganisation of ideas under headings, topic sentences and supporting sentences;
 - inclusion of a workable stem and parallelism in the bullet points;
 - correction of grammar and punctuation (capitalisation).
-

Step 3
25 minutes

Participants consider activity 4: How could this revised text be made *more* persuasive? To help them answer this, remind participants about substantiating recommendations. Get them to look again at the rationale, part 3, **worksheet 28A** and discuss how it is substantiated with six ideas for improvement. Also get participants to look at **worksheet 28B** activity 7 to remind them how to use connectors to add examples to arguments. Then ask if they think the benefits are substantiated enough in this text. Remind participants of the framework of a persuasive text (**worksheet 32B** activity 1) and get them to identify the missing bits (the opening proposal statement, the main objection, the counter-argument to the objection, and the conclusion with a repetition of the proposed idea). Refer participants back to **worksheet 31B**, activity 4 and elicit the kind of phrases that could be used make this proposal sound more reasonable, achievable and affordable (modifiers).

Suggested answers

The text could be made more persuasive by:

- giving a clearer opening statement or problem statement;
 - ordering the benefits in a logical way;
 - substantiating the recommendations by giving examples to illustrate the benefits;
 - adding modifying words to make recommendations and examples sound affordable, reasonable, and easy to achieve;
 - predicting the main objection to computerisation of land records and thinking of a counter-argument;
 - summing up and reiterating the opening proposal in the conclusion.
-

Part B
120 minutes

Writing a persuasive text

Step 1
25 minutes

Use the ideas in the above answer key to lead into **worksheet 33B**.

Tell participants they work for the Registrar of Lands in the Divisional Secretariat. They must use the information from **worksheet 33A** and their own ideas to write a concept paper for the Registrar to persuade him or her to introduce the computerisation of land records.

Participants work through activities 1–6 with you. Expand each point separately and give them time to write down their own ideas before moving to the next activity.

Activity 1: Opening proposal

Have participants discuss the problems of non-computerised land records in pairs. Elicit key phrases and make notes on the board under ‘problems’.

Participants fill in the table in activity 1.

Suggested answer

Problems	Solution
Land resources not well managed	Computerisation of land records
Difficult for the public to access records	
Too many records	

Get participants to look at the filled-in table on **worksheet 32B** and choose an opening phrase. Have them write their opening proposals incorporating the phrase and the ideas in the table.

Example answers

- This proposal is to recommend that land records should be computerised for better planning, storage and public access.
- This proposal is to recommend the computerisation of land records to support the DS, the public and the administrative staff in land planning, land records and data storage.

Activity 2: Ordering the benefits

Stress the importance of logical order. Examples of ways in which material can be logically ordered include:

- benefits for the general public, benefits for the administrative system, benefits for office efficiency, benefits for responsiveness to the public;
- order of importance from most to least important;
- order of immediate impacts versus longer-term impacts.

Elicit that the order of paragraphs in the ‘background’ section is: general public first, administrative systems second.

In terms of good governance, this is the right way to look at things. In terms of persuading an administrative officer in the public service, however, it might be more effective to propose benefits for efficiency first, responsiveness second. Whichever way, it is better to focus on the main benefits rather than try to cover all the arguments listed.

Have participants choose and number their benefits, activity 2.

Activity 3: Substantiating the benefits

Have participants write down an example for each benefit they have chosen.

Example answers

Benefit	Example
Provide copies of land deeds to the holders quickly and in a legible form	Scan copies of Katchcheri records which can be computer printed
Minimise tampering with land records	Scan as images, not text so no changes can be made

Activity 4: Modifying words

Have participants identify the benefits and examples that need ‘selling’. Elicit some adjectives or adverbs to make them sound achievable and affordable.

Example answers

Benefits / examples	Modified
Scan copies of Katchcheri records which can be computer printed	<i>easily</i> scan copies of <i>existing</i> Katchcheri records which can be computer printed <i>at minimal cost</i>

Activity 5: Common objection

Elicit common arguments against computerisation of land records and have participants make a note of one main one on their worksheet. Ask participants to discuss the objections in pairs and find counter-arguments to refute them.

Example answers

Common objection	Counter-argument
Expensive to introduce	Main costs are in introducing the system. Once it has been introduced, costs of maintaining the system are low.
People in the land department don't have the skills to manage computerised records	They can easily be trained

Activity 6: Summing up:

Highlight the difference between the conclusion in a discursive text (a brief summary of arguments for and against) and the summary in a persuasive text (a brief summary of the arguments for *or* against with clearly weighted arguments, and repetition of the recommendation / opening statement so it is reinforced).

Elicit a connecting phrase for summing up (**worksheet 32B** activity 1 box 7) and a paraphrase of their opening proposal statement.

Example answers

Opening proposal	Closing statement
It is proposed that land records should be computerised for better planning, storage and public access.	To sum up, if land records were computerised they would not only support the DS in planning and data storage but also support the public in registering their land.

Step 2
5 minutes Revise the other phrases used for introducing the stages of a persuasive text (collected in the table on **worksheet 32B** activity 1).

Step 3
90 minutes Participants write their first draft for **writing assignment 6** ‘A concept paper on computerisation of land records’. Distribute cover sheets and lines.

Session 34 Consolidation

Learner objectives

By the end of the session, participants will be able to:

- quantify what they have learned on the course;
- put together an exhibition to show others what they have learned.

Time

180 minutes

Session overview

A Consolidation	60 minutes
B Preparing an exhibition	120 minutes

Worksheets

Worksheet 1B	Course outline
Worksheet 34A	Preparing an exhibition

Resources

Resource 34A	Blockbusters consolidation (OHT)
Poster paper, pens, glue, scissors, card, access to photocopying	

Part A Consolidation 60 minutes

Step 1 0–20 minutes

If time permits or if you are not going to play ‘Blockbusters’ (see below), participants play a series of warm-up games to review things they have learned on the course. For example,

- ‘Connectors pelmanism’

This time include pairs of connectors for giving examples (e.g. *for instance*, *including*) as well as the more familiar pairs *and*, *but*, *because*, *so*.

- ‘Bingo with connectors’

Brainstorm a list of all the connectors they know and write them on the board. Participants choose five and write them down. Call out the connectors in random order (from a pre-prepared list so that you can keep track of which words have already been called). The first participant who ticks off all five words on his or her list wins.

- ‘Noughts and crosses’ or a crossword for general reference words (*matter*, *issue*, *dilemma*, etc.)
- ‘Backs to the board’ or ‘Jumbled words’ for text types (descriptive, factual recount, discursive, etc.) or structure (topic sentences, headings, parallelism, logical order, tautology, etc.)

Step 2 40–60 minutes

Participants play ‘Blockbusters consolidation’ (**resource 34A**) in two teams.

Alternatively, a selection of the blockbusters questions can be used to play ‘Lucky numbers’ or ‘Find someone who ...’ (can work out the meaning of ...).

Blockbuster questions

SA	Something at the beginning of a report to describe what is happening now	Situational Analysis
TS	Written at the beginning of a paragraph to explain what the rest of the paragraph is about	Topic sentence
MV	May be used to soften the meaning	Modal verb
CO	The historical sequence of events	Chronological order
R	Using words or phrases that are not needed	Redundancy
BI	Describes events that the reader needs to know so they can understand, or put into context, the rest of the report	Background information
PR	To check writing for mistakes such as punctuation, tenses and article use.	Proof read
C ₄	If a piece of writing is c_____ it is easy to understand because it is clear and well linked.	Coherent
LO	A sensible sequence of ideas	Logical order
H	Connector to introduce a contrasting idea	However
C&R	One thing happens as a result of another	Cause and result
C1	A word or phrase that links ideas	Connector
IT	A piece of writing that gives the reader some facts	Informative text
DT	A piece of writing that gives arguments for and against a topic	Discursive text
PC	When colleagues help each other to improve their written work	Peer correction
PT	A piece of writing that tries to convince the reader that one argument is better than another	Persuasive text
SD	A piece of writing that has been rewritten after it has been proof read and edited	Second draft
BP	A clear way to present a list of ideas	Bullet points
P1	Something at the beginning of a report that outlines what the writer is asking for	Proposal
A&C	Things that have been well done and things that need to be sorted out in the future	Achievements and challenges
C ₂	What you should tick off before you hand over your writing to the reader	Checklist
S	Something at the end of a report that brings the ideas together	Summary
AIB	Phrase used to introduce an argument for	Another important benefit
TP	Used to introduce chronological events	Time phrase
P ₂	Something at the beginning of a report that briefly explains what it is about	Purpose
<i>continued</i>		

RW	These are used to point back to something earlier in the text. They help you to avoid repeating the same word	Referring words
SP	In a discursive text this adds to your main argument	Supporting point
C3	Connector to link cause and result	Consequently
A	Connector for extra information	Additionally
CA	In a persuasive text this 'counters' the common objection.	Counter-argument

Part B Preparing an exhibition

120 minutes

Step 1 50 minutes

Participants work in four groups. Assign each group one of the tasks on **worksheet 34A** activities 1–4. Each group produces a poster, a handout or a leaflet. Make sure they make a first draft and check it with you. These four outputs form the first part of the exhibition.

Step 2 50 minutes

Put participants into three groups and assign them one activity each using activities 5–7. Activities 6 and 7 may take longer or shorter depending on how much has already been done in terms of posters and consolidation on these themes in previous sessions. This time, they check their first draft with another group, and make any necessary corrections before producing their posters. These three outputs form the second part of the exhibition.

If more time is needed, this session may extend into the session writing assignment 6 second draft on the following day.

Step 3 20 minutes

Participants assemble their posters, make photocopies of the handouts and leaflets they have developed and arrange their exhibition.

They share and compare ideas and practise presenting their posters.

Writing Skills for Public Servants (WSPS)

Aim and objectives of the course

Aim

The course aims to improve participants' report-writing skills in terms of content, structure, and English language.

Objectives

By the end of the course participants will be able to:

- write for a purpose, keeping the reader in mind while writing;
 - use critical thinking to select and order information;
 - plan and structure text according to text type;
 - use cohesive devices, appropriate grammar and vocabulary to produce clear messages;
 - edit written texts and produce effective final drafts.
-

Household-size wind turbines, Sri Lanka

Project data

Name:	Small wind-energy systems for villages in Sri Lanka
Funding source:	Powergen Asia
Location:	Hambantota District, Southern Province, with planned clusters in other southern, eastern and north-western provinces.
Budget:	\$58 000
Start date:	March 2007
Beneficiaries:	18 households (pilot phase)

Background

Connectors pelmanism

Cut along the dotted lines.

and	but	so	because
also	however	therefore	due to the fact that

and	but	so	because of
in addition	although	as a result	due to

Text-referring words

Example 1: repetition of the key noun

Approximately 80% of Sri Lanka's population live in rural areas. The population is widely distributed across about 25 000 villages with an average of 500 inhabitants per village.

Example 2: variation of the key noun

Currently about 55% of Sri Lankan households have access to electricity, mostly in the Western Province. The eight remaining provinces, which are predominantly rural, have much lower rates of electrification.

Example 3: replace key noun with pronoun

According to research by the British Council, English has official or special status in at least 75 countries with a total population of over 2 billion. English is spoken as a native language by around 375 million and as a second language by around 375 million speakers in the world. Speakers of English as a second language will soon outnumber those who speak English as a first language. A further 750 million people are believed to speak English as a foreign language. This means that one in four of the world's population speak English to some level of competence.

State verbs

Cut along the dotted lines.

feel	hear	see	smell
notice	sound	hate	appreciate
care about	fear	like	love
(don't) mind	need	value	want
wish	realize	agree	appreciate
believe	feel sure	forget	know
mean	recall	recognize	remember

(continued)

suppose	trust	belong to	have
owe	own	possess	consist of
contain	appear	seem	signify
matter			

Linking ideas

Cut along the dotted lines.

many private language centres in Colombo ...

most staff studied English at school for more than
10 years ...

Sinhala and Tamil are the national languages ...

a few private language centres in the provinces ...

English used to be the language of education ...

English is still the language of management

(continued)

... the English taught in schools is not relevant to the needs of public servants

... the standard of teaching is poor

... the 1956 Sinhala Only Act discouraged the use of English in public life

... few private language centres outside the capital

... few people can speak or understand English

... English is the link language between speakers of Sinhala and Tamil

Older public servants are better at English than the new recruits

Criteria for successful writing

Clear purpose

Awareness of readership

Logical organisation

Relevant content

Correct grammar

Attention to cohesion

Good use of vocabulary

Correct punctuation

Accurate spelling

Attractive presentation

Writing assignment 1

Background text: English for public servants

Name Date Trainer

First draft

Skill	Comments
Language accurate grammar, (e.g. tenses, agreement, articles, prepositions); use of vocabulary; spelling and punctuation	
Content relevant information; appropriate length; use of topic and supporting sentences; ideas substantiated; purpose achieved	
Structure logically organised; use of text type features; good coherence; use of connectors and text-referring words	
Additional comments	

Second draft

Strengths	
Areas to improve	

☐ Unsatisfactory

☐ Pass

☐ Merit

☐ Distinction

Agreed

Participant Trainer Date

Topic and supporting sentences

Cut along the dotted lines.

Years of conflict have severely depleted natural resources in the marine and lagoon areas of the North and East of Sri Lanka.

In addition, access to many coastal areas has been denied by the armed forces.

This has led to the over-exploitation of the remaining accessible coastal ecosystems.

As a result, natural resources have disappeared along with the livelihoods that depended on them.

Environmentally destructive practices such as dynamite fishing, sand mining, coral harvesting, reef destruction, solid waste dumping, dune encroachment, and the removal of mangroves make the situation worse.

Although there are environmental laws prohibiting these practices, these laws are not enforced.

(continued)

The December 2004 tsunami caused extensive damage, reducing coral reefs to rubble.

There was greater damage in coastal areas which had already suffered from the environmentally destructive practices mentioned above.

In addition, significant pollution from tsunami-induced land run-off – solid waste, chemical pollutants, soil and organic matter – directly affected coastal marine ecosystems and resulted in the loss of marine life.

Fish, crab and lobster populations have not yet recovered.

Tsunami re-building initiatives have conflicted with coastline conservation.

Although a coastal preservation buffer zone was enforced after the tsunami, it was later revoked due to public pressure.

Environmental issues have taken second place to post-tsunami decisions about livelihoods, even though the two things are closely inter-linked.

Answer key: Connectors of contrast

- 1 Match the contrasting concepts and use them to predict what the text will say.

a 3

b 6 (1)

c 5

d 1 (6)

e 4

f 2

- 3 Read the text. Say what the contrast in each paragraph is.

were state heroes – now being evicted

traffic and noisy construction sites – small oasis of trees and vines

houses conserved for 800 years – now being rapidly destroyed

growing support for conservation – a losing battle

oldest squares being protected – too little, too late

end of the historical city – opponents can't stop it

modernization – conservation

residents willing to move out – some opposed to moving

petitions and court orders – powerful property developers

recognition of cultural heritage – unable to stop development

some of the old city will survive – only for tourists

- 4 Underline the connector *but* in the text.

The residents of Beijing's oldest neighbourhood were heroes of the Chinese revolution but they are now being evicted so that property developers can build high-rise residential blocks.

Beijing's old city is just a two-minute walk from the traffic-filled streets and noisy construction sites that pollute the capital. But you only have to pass under a narrow gateway to escape into a small oasis of trees and vines, where old people play chess, housewives hang their washing and schoolchildren sit doing their homework.

These walled compounds have been the heart of Beijing for nearly 800 years. But they are now being destroyed as the Chinese capital undergoes one of the most dramatic transformations in the history of urban planning.

The destruction of an ancient heritage is beginning to worry the Chinese government, but even with growing official support, conservationists are fighting a losing battle.

Some of the oldest squares are now being listed by the Beijing municipal council. But many fear it is too little, too late. The council says it will protect 200 homes but more than 10 000 others are being knocked down every year.

Beijing will cease to exist as a historical city but there is little that opponents of developers can do. With no ownership rights, residents have little legal redress when their homes are listed for demolition by property speculators. But the new properties are no substitute for the old ones they replace.

There are concerns but the priority of the municipal authorities is modernisation, not conservation. Beijing plans to spend \$22bn on beautifying the city in time for the 2008 Olympics.

As more new buildings go up, a growing number of residents from the old quarter are being moved into high-rise apartment blocks in the suburbs. Many go willingly but some attempt opposition. But their petitions and court orders are ignored by the powerful developers.

The central government is belatedly recognising that these homes are cultural treasures but it is no longer able to stop the development it has started. It says it has stopped the destruction of the old squares but the reality is that they are still being knocked down. Small areas will survive but the future of old Beijing is likely to be just for tourists.

Adapted from Jonathan Watts 'Old Beijing' 6 Sep 2003 *The Guardian*

- 5** Replace the connector *but* with synonyms *although*, *even though*, *however*, and *in spite of*, in the gaps provided. Pay attention to punctuation.

Note: *although* and *even though* can be used interchangeably.

The residents of Beijing's oldest neighbourhood were heroes of the Chinese revolution but they are now being evicted so that property developers can build high-rise residential blocks.

Beijing's old city is just a two-minute walk from the traffic-filled streets and noisy construction sites that pollute the capital. But you only have to pass under a narrow gateway to escape into a small oasis of trees and vines, where old people play chess, housewives hang their washing and schoolchildren sit doing their homework.

Even though these walled compounds have been the heart of Beijing for nearly 800 years, they are now being destroyed as the Chinese capital undergoes one of the most dramatic transformations in the history of urban planning.

The destruction of an ancient heritage is beginning to worry the Chinese government, but even with growing official support, conservationists are fighting a losing battle.

Some of the oldest squares are now being listed by the Beijing municipal council. But many fear it is too little, too late. **Although** the council says it will protect 200 homes, more than 10 000 others are being knocked down every year.

Beijing will cease to exist as a historical city. **However**, there is little that opponents of developers can do. With no ownership rights, residents have little legal redress when their homes are listed for demolition by property speculators, **even though** the new properties are no substitute for the old ones they replace.

In spite of concerns, the priority of the municipal authorities is modernisation, not conservation. Beijing plans to spend \$22bn on beautifying the city in time for the 2008 Olympics.

As more new buildings go up, a growing number of residents from the old quarter are being moved into high-rise apartment blocks in the suburbs. Many go willingly but some attempt opposition. **However**, their petitions and court orders are ignored by the powerful developers.

The central government is belatedly recognising that these homes are cultural treasures but it is no longer able to stop the development it has started.

Although it says it has stopped the destruction of the old squares, the reality is that they are still being knocked down. Small areas will survive but the future of old Beijing is likely to be just for tourists.

Correction code

Tense

Agreement

Countability

Preposition

Missing article / missing word

Too many words / cut out some words

Spelling

Punctuation

Wrong word / wrong connector

Vocabulary problem

Word order

Active / passive

Repetition / redundancy

Not clear

See note below

Good point

Shrimp farming

Cut along the dotted lines.

shrimp farming

shrimp farming is popular

the removal of mangroves

local fishermen encroach on
mangrove swamps

loss of marine life

many species are disappearing

Shrimp farmers use chemicals

Coastal access

Cut along the dotted lines.

years of conflict

the war has gone on for more than
20 years

depletion of natural resources

there are fewer natural resources

lack of coastal access

the armed forces control the
coastline

over fishing in accessible areas

Cause and result

Cut along the dotted lines.

because of	result(s) in
due to	cause(s)
as a result of	lead(s) to
Because	Consequently
due to the fact that	result(s) from
As a result,	is / are caused by

Writing assignment 2

Situational analysis: Post-tsunami update

Name Date Trainer

First draft

Skill	Comments
Language accurate grammar, (e.g. tenses, agreement, articles, prepositions); use of vocabulary; spelling and punctuation	
Content relevant information; appropriate length; use of topic and supporting sentences; ideas substantiated; purpose achieved	
Structure logically organised; use of text type features; good coherence; use of connectors and text-referring words	
Additional comments	

Second draft

Strengths	
Areas to improve	

☐ Unsatisfactory

☐ Pass

☐ Merit

☐ Distinction

Agreed

Participant Trainer Date

Answer key: Connectors and past tenses

- 1 Boats and equipment were given out. No-one really checked who needed what. [... but ...]

*Boats and equipment were given out **but** no-one **had really checked** who needed what.*

- 2 Fishermen were using their new boats for quite some time. They realised the boats were faulty. [... before ...]

*Fishermen **had been using** their new boats for quite some time **before** they realised the boats were faulty.*

- 3 The boat suppliers made too many boats too quickly. The fibreglass cracked. [Because ...]

***Because** the boat suppliers **had made** too many boats too quickly, the fibreglass cracked.*

- 4 Houses were built. Land rights were not properly secured. [... although ...]

*Houses were built **although** land rights had not been properly secured.*

- 5 They put in western-style toilets. The NGOs realised there was no budget for septic tanks. [After ...]

***After** they **had put in** western-style toilets, the NGOs realised there was no budget for septic tanks.*

- 6 No follow-up checks on building safety were made. NGOs already spent their donor money and left. [... because ...]

*No follow-up checks on building safety were made **because** NGOs **had already spent** their donor money and left.*

Events

Cut along the dotted lines.

interviews and staff appointments

meetings with local partners

identification of two villages
for pilot project

meeting with beneficiaries planned

tsunami

change to emergency relief

involvement in
tsunami-related activities

extra funding

project review

decision to focus on
female heads of households

Cut-up sequencers

Cut along the dotted lines.

First
Then
Following that
After that
But then
As a result
For the next few months
During this time
Four months later
Finally

Answer key: Local government revenue collection

- 1 Fill in the gaps with either the active or passive form of the verb in the relevant tense.

Revenue collection **is** a big challenge for local authorities. The provincial council **has reported** / **reported** that only a fraction of government revenue **was recovered** last year. Lack of funds **continues** to be an obstacle to implementing urban council development projects and **makes** sustainability difficult.

The real problem **comes** from inadequate information on rateable properties and businesses. In addition, the absence of electronic data **prevents** effective city management.

An electronic database system to facilitate the collection of revenue **was launched** last week. It **is hoped** that the new technology **will enable** the province to generate much needed revenue and to reduce the over dependence on donor project funds. If more revenue **is mobilised** / **were (was) mobilised** by local authorities, donor funds **can be used** / **could be used** for other things.

The database system is part of a project called Urban Management Revenue Information Systems, UMRIS. This year it **has been funded** by French International Aid through a grant of € 0.9 million. However, next year it **is expected** that the urban council **will take over** the funding.

As part of the initiative, local authorities **employ** revenue collectors, who **are paid** on a commission basis. It **is generally understood** that commissioned collectors **show** more commitment to mobilising revenue.

The project **is supported** by the Ministry of Local Government and Provincial Councils.

Establishing the Eastern Provincial Council

Purpose

The purpose of this paper is to provide an overview of local government in the East of Sri Lanka. It has been written for organisations working with the provincial authorities. The background section provides a brief history of how the Eastern Provincial Council was established. The information is organised chronologically and covers events from 1988 to the present day. The discussion section outlines some of the issues facing the newly elected authorities.

Background

Writing assignment 3

Factual recount: Establishing the Eastern Provincial Council

Name Date Trainer

First draft

Skill	Comments
Language accurate grammar, (e.g. tenses, agreement, articles, prepositions); use of vocabulary; spelling and punctuation	
Content relevant information; appropriate length; use of topic and supporting sentences; ideas substantiated; purpose achieved	
Structure logically organised; use of text type features; good coherence; use of connectors and text-referring words	
Additional comments	

Second draft

Strengths	
Areas to improve	

☐ Unsatisfactory

☐ Pass

☐ Merit

☐ Distinction

Agreed

Participant Trainer Date

Connectors word search

A	L	T	H	O	U	G	H
S	I	N	C	E	X	B	O
W	O	W	I	N	G	U	W
E	D	E	S	P	I	T	E
L	D	N	A	D	S	O	V
L	B	E	C	A	U	S	E
N	I	T	L	U	S	E	R

Answer key: Report on Education Development in South Asia

1 Purpose

This report describes progress towards achieving the MDGs related to education and the development of an education sector conducive to growth and poverty reduction in South Asia.

The report (i) describes the current status of education achievements in the region and the main challenges the region is facing; (ii) highlights how countries are developing programmes to address these challenges, and how the World Bank and other Development partners are supporting countries in this endeavour; and (iii) identifies remaining gaps and areas for possible support that would enhance the effectiveness of current programmes and scale up their impact.

2 Achievements and challenges

2.1 Achievements

- 1 *Increased access to education.* Progress towards the achievement of MDGs on access has been strong in most countries. As can be seen from Table 1 below, enrolment rates at the primary level in all countries rose rapidly between 1990 and 2000 and, with the possible exception of Pakistan, Bhutan and Afghanistan, enrolment rates are expected to reach 100 per cent by 2015. While enrolment rates at the secondary level are significantly lower, they have also shown a substantial increase.

Table 1: Net primary enrolment rates and participation rates among girls¹

	Bangladesh		Bhutan		Pakistan		India		Maldives		Nepal		Sri Lanka		Afghanistan	
	1990	2000	1990	2000	1990	2000	1990	2000	1990	2000	1990	2000	1990	2000	1990	2003
NER	64	81	50	60	N/A	42	70	82		95	65	83	94	96	27	67
% girls	45	49	42	47	N/A	42	40	44	41	49	34	45	50	50	N/A	33

¹ These numbers may not be strictly comparable as the definition of primary education varies across countries. For Afghanistan, the enrolment rates for 1990 are gross enrolment rates and the increase took place over the last two years.

- 2 *Building partnerships in the delivery of education.* The successful expansion of education opportunities in some of these countries has been achieved mainly through building partnerships with non-government providers – NGOs, communities, and the private sector. For example, in Nepal, schools are being transferred by the government to communities for day-to-day management. In Bangladesh, NGOs play an important role in the provision of primary education and the government subsidises an almost fully privately managed secondary education system. Recognising that governments are financially constrained, many countries have encouraged the private sector to take the lead in the expansion of educational opportunities at the tertiary level.
- 3 *Piloting interventions.* In their drive to increase access and quality, many of the countries have been piloting innovative interventions. Interventions include a move towards school-based management, scholarships to encourage enrolment of girls and grants to schools for quality improvements.

2.2 Challenges

- 4 *Lack of access for the poorest and the marginalised.* Although the region has made significant progress in enhancing access, a significant number of children still remain out of school. Many of these children come from disadvantaged backgrounds and/or districts. For example, India alone has 25 million children out of school, most of them concentrated in six states. In Bangladesh, 3 million children do not have access to primary education, while in Pakistan the number is probably closer to 8 million. Overall, the number of children out-of-school in south Asia is close to 40 million. A proportion of them – most likely more than 10 per cent – are children with disabilities.
 - 5 *Prevailing gender disparities.* While some countries in the region (Sri Lanka, Maldives, Bangladesh) have now reached gender parity at the primary level, others still lag behind. For example, in Afghanistan, girls account for only 34 per cent of the total enrolment. Moreover, wide regional disparities exist within the country with girls representing less than 15 per cent of total enrolment in southern provinces.
 - 6 *Ineffective governance.* Governance is a key constraint on improving the quality of education. Accountability and incentive mechanisms, and checks and balances for teachers and administrators are weak. Information about student and school performance, or the allocation of resources is rarely available to the public – denying stakeholders an important tool with which to monitor schools. For example, in Bangladesh, misgovernance in areas such as teacher recruitment, training, assignment to schools, salary payments and supervision are factors behind the low motivation on the part of the teachers and lead to high rates of absenteeism.
-

Corrected text: e-governance

Cut along the dotted lines.

In an effort to improve the delivery of public service in the district, Tiruvallur District has launched its own website (www.tiruvallur.pubserv.in).

The main objective of the website is to promote transparency in government services. By visiting the website, the public can get information about any government office in the district. It also has links to important State and Central Government websites.

Members of the public can use the website to obtain services provided by district government offices. For example, they can apply online for a Community Certificate, get an application form and list of documents that must be provided with it, or find the address of a government office. Forms are available in both Tamil and English.

In addition to information about government offices, the website also provides general information about Tiruvallur District, for example, geographical information, important places, tourist sites, pilgrim sites.

The website is designed and hosted by the National Informatics Centre.

Writing bullet points

The department is responsible for:

In the past five years we have:

Plans for the next five years include:

Fisheries sector analysis

As the second biggest economic activity in the North and East of Sri Lanka, the fisheries sector has a great deal of potential. It consists of 1055 km of coastal belt and 110 000 hectares of brackish water. If these areas were fully operational, they could provide 60% of Sri Lanka's catch.

However, the sector faces conflict-related and post-tsunami-related problems. These include:

- fishing bans
- displacement of fishermen
- encroachment of fishing grounds
- problems with the number, quality and registration of new boats.

There are also some public-service related problems. In addition to the Provincial Council not being in charge, there is a lack of capacity in the central system. Because of vacancies for ADFs and Fisheries Inspectors, there is inadequate administration in the sector.

Answer key: Connectors of addition

1 Use the connectors to join the information.

- A i NECORD has constructed culverts and provided tube wells. It has cleared bunds **as well**.
ii NECORD has constructed culverts and provided tube wells. It has **also** cleared bunds.
- B i NECORD has provided tube wells and rehabilitated tanks. **In addition**, it has installed water pumps in 420 villages.
ii NECORD has provided tube wells and rehabilitated tanks. **At the same time** it has installed water pumps in 420 villages.
- C i **As well as** rebuilding roads and community halls, NECORD has renovated pre schools.
NECORD has rebuilt roads and community halls **as well as** renovating pre schools.
ii **In addition to** rebuilding roads and community halls, NECORD has renovated pre schools.
NECORD has rebuilt roads and community halls **in addition to** renovating pre schools.
- D i NECORD has **not only** carried out reconstruction in the North and East successfully **but also** trained masons and carpenters.
ii NECORD has **neither** carried out reconstruction in the North and East successfully **nor** trained masons and carpenters.
-

- 2 Use the sentences you have just written to help you analyse the grammar of the connectors and fill in the table below.

Connector of addition	Sentence position	Formal, informal or neutral	Connecting ideas across two sentences?	Connecting ideas within one sentence?	with verb or verb phrase?	with noun or noun phrase?
as well	end	neutral	✓		✓	✓ with 'and ... as well.'
also	beginning, before the main verb or at end	neutral	✓		✓	✓ with 'and also ...'
at the same time in addition	beginning beginning	formal	✓		✓	
in addition to as well as	beginning or in the middle	formal neutral		✓		✓
not only ... but also neither ... nor	with main subject and then before the join	formal		✓	✓	✓

- 3 Now fill in the table with these new connectors of addition. Discuss why they are less common.

Connector of addition	Sentence position	Formal informal or neutral	Connecting ideas across two sentences?	Connecting ideas within one sentence?	with verb or verb phrase?	with noun or noun phrase?
furthermore moreover	beginning	formal	✓		✓	
what's more	beginning	informal	✓		✓	

Furthermore and **Moreover** are usually too formal or academic. It's more common to use **In addition ...**

What's more is used for spoken English rather than written English.

- 4 Which of these connectors require the use of commas?

At the same time, **In addition**, **Furthermore**, and **Moreover**, are all followed immediately by commas (like *However*).

In addition to ..., **As well as ...**, take a comma after the first idea (like *Although ...*)

- 5 Fill in the gaps with the phrases given to connect the paragraphs in the text below.
- a **One of the main issues is** implementing change in the education curriculum. This involves changing the exams as well as the textbooks, which is not an easy task because of the shortage of good writers.
 - b **At the same time** curriculum change involves training not only for teachers but also for school principals. Without the support of the school directors, reform cannot happen.
 - c **Another important point is that** once the new curriculum is introduced, teachers will need to be trained so that they can use it effectively. If not, the teachers will teach the new textbooks in the same old way.
 - d **It is also worth mentioning that** any education reform of this scale costs a lot of money. Education planners need to consider overall costs as well as the cost of individual interventions and then plan accordingly.
- 6 Discuss what the difference is between these phrases of addition and the connectors of addition above.

These phrases connect paragraphs in a longer text rather than ideas within a paragraph. *In addition*, *At the same time*, *Furthermore* and *Moreover* can also be used for this purpose.

Word search: Information texts

M	A	I	L	S	H	O	T	B
L	M	N	P	O	S	T	E	R
E	A	O	N	T	B	F	B	O
A	N	T	E	R	I	L	O	C
F	U	I	W	A	L	Y	O	H
L	A	C	S	C	L	E	K	U
E	L	E	T	T	E	R	L	R
T	B	A	N	N	E	R	E	E
P	A	M	P	H	L	E	T	S

London's water

Cut along the dotted lines.

More than a third of London's water mains are over 150 years old and need urgent attention.

Over the next five years, we will replace around 1000 miles of water mains in inner London.

This is part of a long-term programme to tackle leakage and meet the growing needs of a city which is predicted to have over 800 000 new residents by 2016.

In addition to serving existing customers, we plan to provide wastewater services for major new housing developments in our area.

Over £300 million will be invested to cut the number of households at risk from sewer flooding.

We will also be taking action to minimise the odours from sewage treatment works.

We are working on two new water treatment works and are developing plans for a major new storage reservoir to help meet increasing demands.

We also plan to continue to promote the benefits of water efficiency to our customers alongside encouraging wider take-up of water meters.

Thames Water leaflet

This leaflet is printed separately at full size.

Future costs

Plans for 2005 - 2010

Year	Water bill	Wastewater bill	Total
2004/5	£113	£98	£210
2005/6	£124	£100	£246
2006/7	£135	£101	£252
2007/8	£146	£101	£255
2008/9	£159	£102	£258
2009/10	£166	£104	£261

Before inflation, Thames Water's average water and wastewater bill has risen by around 17% from £210 to £246 - still around 9% below the average bill for England and Wales. Between 2006 and 2010 the rise will be around £4 per year.

Less than the cost of half a pint of beer per week, this will help us provide security of water supplies, maintain and renew our infrastructure, alleviate sewer flooding and meet tighter quality standards.

This investment is designed to finance essential improvements which will help us continue to deliver a safe and secure water system for the growing number of customers in our region.

Reflecting your views

Objectives for 2005 - 2010

- Cut leakage in London by installing new mains
- Carry out work to reduce inconvenience from sewer flooding to customers' properties and odour from sewage treatment works
- Plan new ways of storing and treating water
- Carry out environmental improvements decided by Government
- Maintain existing high quality of drinking water
- Invest in our plant and equipment to maintain good service

We have listened carefully to our customers to find out their views on where investment is most needed.

If you would like to add your comments please contact us on the number below:

Thames Water
Clearwater Court, Vastern Road, Reading,
Berkshire RG1 8DB
T +44 (0)845 9200 888
I www.thameswateruk.co.uk

0292 0342

Tackling the essentials

Plans for 2005 - 2010

Plans for 2005 - 2010

This leaflet outlines our plans for the next five years and explains how we will fund investment to help us make essential improvements to the water and sewage network.

Thames Water provides sewerage services to 13 million people and drinking water to eight million people in a supply area covering 5000 square miles across London and the Thames Valley.

The water industry regulator Ofwat has recently reviewed the prices we can charge in the five years 2005 - 2010.

Since privatisation in 1989 we have invested over £6 billion to improve quality standards for drinking water and sewage treatment.



In the last five years alone we have repaired around 300,000 leaks, replaced 100 miles of water mains, developed new water sources to deliver over 200 million litres a day, relieved almost 2000 homes from the risk of sewer flooding and built a completely new sewage treatment works for Reading.

Planning ahead

Water mains

More than one third of London's water mains are over 150 years old and need urgent attention. Over the next five years we will replace around 1000 miles of water mains in inner London. This is part of a long term programme to tackle leakage and meet the growing needs of a city which is predicted to have over 800,000 new residents by 2016.

Sewers

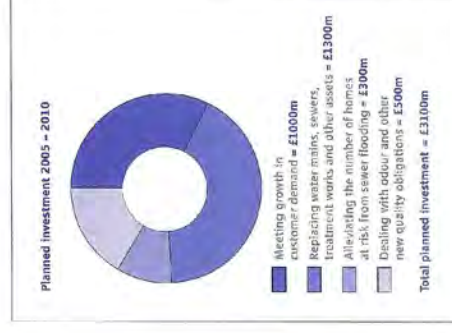
In addition to serving existing customers, we plan to provide wastewater services for major new housing developments in our area. Over £300 million will be invested to cut the number of households at risk from sewer flooding. We will also be taking action to minimise the odours from sewage treatment works.

Water resources

We are working on two new water treatment works and are developing plans for a major new storage reservoir to help meet increasing demands. We also plan to continue to promote the benefits of water efficiency to our customers alongside encouraging wider take up of water meters.



Spending plans



During the last 15 years, we have invested over £500 for every man, woman and child in our region.

Over the next five years we plan to invest over £3 billion which is a 40% increase compared to 2000 - 2005. This is our largest investment plan to date.

The money needed to pay for this programme comes from the increase in bills, new borrowing, and shareholders.

Features of an information text

- clear, relevant, practical information
 - reader-friendly short texts framed by boxes or headings that fit the page
 - plain English for the general public
 - consistency in the headings and sub-headings
 - personalised – *you, we*
 - appropriate use of present, present perfect and future tenses
 - appropriate use of modals
 - use of bullet points with appropriate stem, parallelism and punctuation
 - appropriate use of layout – margins, paragraph and line spacing
 - appropriate use of non-textual features – fonts, colour, highlighting
 - appropriate use of visuals – logos, photos, drawings, diagrams
-

Answer key: Tsunami leaflet

This is an example of how the leaflet could be improved by editing.
Edited text is shown by underlining.

What to do in a tsunami

Usually the sea is calm and pleasant ...

[pictures]

... but at times the sea can become extremely dangerous.

Tsunamis occur very rarely but when they do they can be very destructive. They can devastate the area from the coast to more than one kilometre inland. We cannot predict when they will happen. Because of these unusual factors, we need to take special care.

How does a tsunami occur?

A tsunami can be caused by:

- an earthquake on the sea bed
- an eruption of a volcano on an island
- a severe explosion, including nuclear testing, on the sea bed
- a meteorite or an asteroid hitting the sea bed
- an avalanche or landslide under the sea or from the coast into the sea.

Not every earthquake will trigger a tsunami, but most earthquakes have the potential to do so.

What did we know earlier about tsunamis?

We all know the legend of the sea surging inland during the reign of King Kelani Tissa which led to the sacrifice of Vihara Maha Devi to the sea. More recently, a tsunami occurred on 27 August 1883. It was reported that the ruins of ship wrecks could be seen in Galle Harbour when the sea receded from the coast.

How the sea monster surged inland ...

[pictures]

How can we recognise a tsunami?

The most significant characteristic is a massive outgoing tide which exposes the sea bed, followed by a very destructive incoming wave. People can get trapped by going out to investigate the strange sight of the outgoing tide and then being struck by the huge incoming wave that follows. This is what happened during the 26 December 2004 tsunami.

So we need to be prepared for:

- a visible change in the water level
- waves that are low in mid-sea but then immensely increase on approaching the land
- high-speed waves
- a very short warning time.

Tsunami wave approaching the land

People running to higher ground

[pictures]

How will we be warned?

As soon as a tsunami early warning is received in Sri Lanka, the Disaster Management Centre will use the police, the radio and the television to inform you. However, the best early warning system is being prepared. As soon as you recognise a tsunami is coming, tell everyone as quickly as possible and evacuate the area immediately.

What should we put in our emergency kits?

Each house on the coast should have an emergency supply kit with the following items:

- first aid kit (use and replace medicine in the kit to keep it up to date)
 - specific medicine and medical supplies for sick, elderly or disabled people
 - supplies for children including milk, food, medicine, and blankets
 - important documents including birth certificates, education certificates, deeds, and identity cards
 - cash, jewellery and other valuables
-

- essential clothing.

How else should we be prepared?

- Always be prepared to move away from low-lying coastal areas quickly.
- Plan out with neighbours several evacuation routes to higher ground. Have more than one route in case the main route is blocked.
- Educate your family and neighbours about how to avoid being caught in a tsunami.
- Tell your visitors about the evacuation routes and get them to keep emergency supply kits too.

A glimpse inside your emergency supply kit

[Pictures: first aid items, essential clothing, cash and valuables, important documents, bottled water and emergency food supplies, blankets, mosquito coils, matches]

Tsunami leaflet

This leaflet is printed separately at full size.

How to save yourself from the calamities of a Tsunami?

- Plan out with neighbours several evacuation routes to high ground. The main route might be damaged or blocked. In such a case, alternative routes may be used.
- Be always prepared to move out from low-lying coastal areas at once.
- Educate your family members, the neighbours about the adverse effects of the Tsunami and how to avoid it.

Your visitors who visit the coastal areas.

- Your visitors to coastal areas should also be educated about the evacuation routes.
- Emergency supply kits should also be kept by them in readiness to be used in case of an emergency.

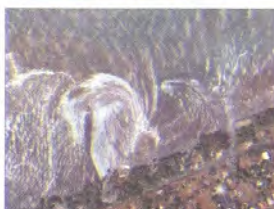
A glimpse of the vast destruction caused by the Tsunami.....



Published by the Disaster Management Centre, Presidential Secretariat
Leaflet No. 1
September 2005

Oh! Mighty sea We never thought that you will be so vicious Tsunami Disaster / Sea Surge

Usually the sea is calm. Very pleasing -----



----- But at times the sea could become extremely cruel.

Tsunami is a disaster that might occur very rarely. But it could be very destructive. Special steps must be taken in view of its peculiar characteristics. There is no specified time for Tsunami to occur. A Tsunami could devastate an area about a kilometer or more from the coast.

How does a Tsunami Occur ?

A Tsunami can be caused by

- An earthquake in the seabed
- Eruption of a volcano in an island
- A severe explosion including nuclear testing in the sea bed
- Disturbance or creation of a crater in the sea bed due to a meteorite or an asteroid hitting the sea bed
- A massive avalanche / slide occurring in the depth of the ocean or from the coastal area towards the sea

Every earthquake does not trigger off a Tsunami. However, most of the earthquakes could create a Tsunami, depending on the magnitude and nature of the earthquake.

What did we know earlier about a Tsunami ?

We all know the legend of the sea surging inland during the reign of King Kelani Tissa which led to the sacrifice of Vihara Maha Devi to the sea. More recently, a Tsunami had occurred on 27th August 1883. It had been reported that the ruins of ship wrecks could be seen in the Galle harbour when the sea recedes away from the coast.

How the sea monster surged inland....



Peculiar characteristics of a Tsunami:

- A change in the water level of the sea is visible.
- The most significant characteristic is the spectacular marked recession of normal water level as a massive outgoing tide exposing the sea bed, followed by a very destructive incoming Tsunami wave. People may get trapped by going to investigate the phenomenon of the outgoing tide and then being struck by the very destructive huge incoming wave that follows immediately. This had occurred during the 26th December 2004 Tsunami.



How water recedes into the sea

- Warning time can be very short.
- The velocity of the wave can be very high.
- The height of Tsunami waves which are low in mid-sea immensely increases on approaching the land.



Incoming Tsunami wave approaching the land



People running to high safe grounds



How is the Tsunami warning received?

Steps will be taken by the Disaster Management Centre to inform the general public, through the Police, Radio Broadcast and Rupavahini telecast, no sooner an early warning of a Tsunami is received in Sri Lanka.



However, in the meantime, the best early warning is vigilance by all concerned on the above characteristics and dissemination of information to all as quickly as possible and quick evacuation to safety.



What items should be included in the emergency supply kits in each house in coastal areas?

- Day-to-day medicinal requirements in case of patients requiring such medicine (Regularly old drugs could be used and replaced with new ones in the supply kit avoiding drugs getting wasted).
- Required medicines and other things for elderly and disabled persons.
- Requirements of children such as milk foods, drugs, blankets etc.
- Important documents such as birth and educational certificates, deeds, identity cards.
- Items of jewellery and other valuables.
- Cash.
- Essential clothing.

Writing assignment 4

Information text: Leaflet for my organisation

Name Date Trainer

First draft

Skill	Comments
Language accurate grammar, (e.g. tenses, agreement, articles, prepositions); use of vocabulary; spelling and punctuation	
Content relevant information; appropriate length; use of topic and supporting sentences; ideas substantiated; purpose achieved	
Structure logically organised; use of text type features; good coherence; use of connectors and text-referring words	
Additional comments	

Second draft

Strengths	
Areas to improve	

☐ Unsatisfactory

☐ Pass

☐ Merit

☐ Distinction

Agreed

Participant Trainer Date

Answer key: Repetition

Purpose of the report

The report presents a proposal from the Northern Provincial Administration for income generation for poor communities in the Vavuniya District. It (i) gives the background, (ii) outlines the project objectives and (iii) briefly describes the project.

Background

The Finance Commission has allocated a sum of nearly Rs.1.5 trillion under the Provincial Specific Development Grant (PSDG) to the Northern Province for the year 2008. 10% of the grant – Rs.150 million – is designated for special projects that reduce regional imbalances through the creation of employment opportunities. The Northern Provincial Administration has decided to invest this money in the Vavuniya District.

Since 1999 more than 30 000 families in the Vavuniya District have been displaced. Those who have resettled have done so on their own. Most of them are engaged in agriculture and agriculture related activities and many of them are Samurdhi beneficiaries.

Objective of the project

The main aim of the project is to reduce regional imbalances through the creation of employment opportunities in the Vavuniya District. This includes the following objectives:

- to rehabilitate small scale irrigation and agriculture infrastructure including waterways, wells, rice mills and animal production units;
 - to develop capacity, especially for women, in small scale entrepreneurship, with training for value-added production, technology transfer, and small enterprise start-up skills;
 - to strengthen community-based organisations so that they can continue training in the future.
-

Brief description of the project

Name: Reducing regional imbalances

Budget: Rs.150 million

Funding source: The Finance Commission through the PDSG

Location: Villages in the Vavuniya District

Beneficiaries: Villagers, farmers, CBOs, women

Dates: March 2008 to December 2009

Implemented by: The Provincial Planning Secretariat with the assistance of the Government Agent Vavuniya, and the Departments of Agriculture, Animal Production and Health, Irrigation, Industries, Cooperatives and Rural Development, Northern Province.

General reference words

the situation

these places

such problems

the same approach

Dear Mr Johnson,

Please can you explain why there are so many road works all around London with nobody working on them?

The situation seems to get worse each month. I agree that some road maintenance is necessary but it adds to congestion and spoils our beautiful city. I have travelled to Dubai, Singapore and New York and these places have men working around the clock to solve such problems. Why can't we adopt the same approach here in London?

Yours sincerely,

Liz Smith

(Ms) Liz Smith

Connectors

Cut along the dotted lines.

As well as	In addition
For instance	Although
This includes / These include	However
For example	Also
As a result	

Elected and non-elected local councils

Cut along the dotted lines

Elected councils are democratic.

Local elections ensure that people are involved in local governance.

People can choose who they want to be their mayor or their local councillor.

In this way they can participate in improving their own communities.

In non-elected councils, public servants do the job of elected councillors.

Although this is non-democratic, it can mean they are more impartial and party politics can be avoided.

Elected Municipal and Urban Councils and Pradeshiya Sabhas share power with the central line authorities.

This can be seen as a first step towards devolution.

Non elected local authorities, in contrast, have less power when it comes to dealing with the Government Agent or the Divisional Secretariat.

On the other hand, non-elected public servants may do a better job.

They may put in longer hours and they may have more experience.

Elected local politicians often come from the business community and do not always understand public service.

Many of them work only part time as local councillors while carrying on another job.

They may not be familiar with financial systems for local government.

As a result, more elected than non-elected councils are in arrears in accounting for their expenditure.

Even though non-elected public servants may be more accountable on paper, there is a danger that they become less service-oriented.

Public servants are not elected by the people, so they may forget to serve the people.

Elected authorities have more reason to be responsive to the people.

Answer key: Advantages and disadvantages

Advantages and disadvantages of non-elected local councils

A system of local authorities – Municipal Councils, Urban Councils, and Pradeshiya Sabhas – has been in place for many years in Sri Lanka. In the North the majority are non-elected, due to the conflict. Non-elected councils have both advantages and disadvantages.

In non-elected councils, public servants do the job of elected councillors. Although this is non-democratic, it can mean they are more impartial. Party politics can be avoided. Non-elected public servants may do a better job than elected councillors. They may put in longer hours and they may have more experience. As a result, fewer non-elected councils are in arrears in accounting for their expenditure.

However, non elected local authorities have less power when it comes to dealing with the Government Agent or the Divisional Secretariat. In addition, they may be less service-oriented. Public servants are not elected by the people, so they may forget to serve the people.

Public servants should support newly elected councillors. There should be a hand-over period for this.

Advantages and disadvantages of elected councils

A system of local authorities – Municipal Councils, Urban Councils, and Pradeshiya Sabhas – has been in place for many years in Sri Lanka. They are elected in most parts of the country and the number of elected local councils is growing, especially in the Eastern Province. Elected councils have both advantages and disadvantages.

Elected councils are democratic. Local elections ensure that people are involved in local governance. People can choose who they want to be their mayor or their local councillor. In this way, they can participate in improving their own communities. Elected authorities have more reason to be responsive to the people. Elected Municipal and Urban Councils and Pradeshiya Sabhas share power with the central line authorities. This can be seen as a first step towards devolution.

On the other hand, elected local politicians often come from the business community and do not always understand public service. Many of them work only part-time as local councillors while carrying on another job. They may not be familiar with financial systems for local government. As a result, more elected than non-elected councils are in arrears in accounting for their expenditure.

Elected local politicians should work together with public servants to strengthen local level development. This is particularly important when, as in the case of the 2006 local elections, non-elected councils become elected ones. There should be a hand-over period for this.

Writing assignment 5

Discursive text: Living in Trincomalee

Name Date Trainer

First draft

Skill	Comments
Language accurate grammar, (e.g. tenses, agreement, articles, prepositions); use of vocabulary; spelling and punctuation	
Content relevant information; appropriate length; use of topic and supporting sentences; ideas substantiated; purpose achieved	
Structure logically organised; use of text type features; good coherence; use of connectors and text-referring words	
Additional comments	

Second draft

Strengths	
Areas to improve	

☐ Unsatisfactory

☐ Pass

☐ Merit

☐ Distinction

Agreed

Participant Trainer Date

Answer key: Editing a concept paper

Concept paper:

Relocation of the Northern Provincial Council

1 Purpose

This concept paper provides a summary of the pros and cons of the Northern Provincial Council (NPC) moving to Vavuniya. It has been written on request of the Ministry of Nation Building. The *Background* section provides a brief overview of the NPC's current situation. The *Advantages* section looks at how the NPC will benefit from moving to Vavuniya. The *Challenges* section describes the issues the NPC faces if it is relocated to Vavuniya too quickly.

Comment [PGP1]: Topic sentence

Deleted: They

Deleted: have

Deleted: The Ministry of Nation Building is based in Colombo.

2 Background

In many respects, the NPC is different from the other eight Provincial Councils in Sri Lanka. It is non-elected and run by administrators rather than councillors. It was set up suddenly in late 2006 as a result of the de-merger of the North East Provincial Council and it is temporarily situated in Trincomalee. Since the Eastern Provincial Council elections, there is pressure on the NPC to move to its own province.

Comment [PGP2]: Modifying phrase

Comment [PGP3]: Topic sentence

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Deleted: Elections for the Eastern Province were held at short notice in May 2008. ↑

Comment [PGP4]: General text-referring words: 'these circumstances' refer to the reasons why the NPC is different in the paragraph above.

Comment [PGP5]: Topic sentence

Deleted: Because of this

Comment [PGP6]: Connector In Addition to + NP

Deleted: it has set up

Deleted: their

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Comment [PGP7]: Modifying modal

Comment [PGP8]: Parallelism: will have to ... will have to

Deleted: having

Deleted: However

Comment [PGP9]: Topic sentence

Despite these circumstances, the NPC has done well in the last two years. In addition to setting up new offices, it has consolidated its staff. It has:

- appointed officers to all key posts
- updated staff roles and responsibilities,
- installed IT networks and introduced a new system for e-governance.

Moving would be logistically complex and could reduce the Council's effectiveness in the short term. On the other hand, the NPC will have to be situated in the Northern Province and sooner or later it will have to go.

Therefore, it is worth considering the implications of shifting the NPC to Vauniya.

3 Advantages

3.1 Suitable location

The main advantage is that Vavuniya is well placed geographically. From there, the Provincial Council can operate in relative safety and have access to all five districts in the Northern Province. Currently, this location is preferable to Jaffna or Mullaitivu.

Another advantage is that the town has sufficient infrastructure to accommodate the NPC. Even though many buildings will need to be built or renovated, sufficient office space and staff quarters can be found. In addition, services and amenities exists.

3.2 Development potential

A third point in favour of relocation is that it would benefit Vavuniya. The influx of nearly 1000 government officers would boost the local economy in various ways. At the same time, it would create stability in a conflict-prone environment.

4 Challenges

4.1 Conflict

The main disadvantage of relocating to Vavuniya is the conflict. At the moment, Vavuniya is on the front line and may remain so for several months. Working 'under fire' would reduce the NPC's effectiveness. In addition, staff would be unwilling to leave the relative safety of Trincomalee.

4.2 Staff losses

A second disadvantage is that most of the NPC staff have families and homes in Trincomalee. Many of them have been based here for more than five years. A move to Vavuniya may result in the loss of good officers.

To sum up, although relocation to Vavuniya is inevitable, the time is not right. If the matter could be postponed for two years, there would be enough time for staff to prepare themselves and for the conflict to subside.

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Comment [PGP2]: Modifying word

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Comment [PGP3]: Modifying word

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Comment [PGP4]: Topic sentence

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Comment [PGP5]: Topic sentence

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Comment [PGP6]: Connector 'At the same time' + VP

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Deleted: Amenities include a good bus service, centrally located shops, a district hospital and several well known schools.

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¶

Comment [PGP7]: Topic sentence

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Comment [PGP8]: Modifying modal

Comment [PGP9]: Modifying time

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Comment [PGP10]: Topic sentence

Comment [PGP11]: Modifying g

Comment [PGP12]: Modifying g modal

Deleted: Transfers can be applied for through the Provincial Public Administration.

Comment [PGP13]: Topic sentence

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Comment [PGP14]: General reference word, referring to the NPC relocation to Vavuniya

Deleted: himself

Sections of a progress report

Progress on activities

Recommendations

Indications for the next quarter

Progress on outputs

Issues

Overview

Financial report

Inputs

Answer key: Do no harm

In the aftermath of a natural disaster, in-coming international relief organisations must register with the appropriate ministry or government department. They cannot simply begin working at community level. They have to draw up a government memorandum of understanding first.

As much as possible, international organisations should coordinate with other agencies working in the same field. Gaps and duplication in development assistance should be avoided.

Wherever possible, international organisations ought to channel their funds through the local authorities or local NGOs rather than making direct payments at community level. In addition, it is important for international organisations to support local businesses rather than bringing in commodities from abroad. They should try not to inflate the local market by paying too much for rents, goods and services.

Answer key: Supporting disabled children in Eastern Province

1 Situational analysis

There are more than 15 international organisations working on projects to support children with disabilities in the Eastern Province. **These include** Handicap International, Leonard Cheshire, UNCEF and Save the Children. Local organisations **like** Shakthi, Child Vision, and Sarvodaya are also involved.

At present, many of these organisations work in isolation. The resulting lack of coordination produces duplication of inputs in certain areas and gaps in others. **For instance**, several organisations support children with physical disabilities but coverage is uneven and too many are based in Town and Gravets. At the same time, only one organisation supports children with mental health problems, and they only work in Ampara. **Another example is** that even though several organisations **including** UNICEF monitor children affected by conflict, very few of them offer programmes to integrate these children into the community.

2 Recommendations

2.1 The Department of Social Services **should** take a lead role in coordinating projects and services for disabled children in Eastern Province. They **should** convene monthly meetings which all the organisations should attend. At these meetings, members **could** not only discuss plans for the month but also take it in turns to share best practices and lessons learnt.

2.2 A register of qualified local experts **needs to** be drawn up and disseminated to help organisations draw on qualified resource people for a range of services. These **could** include wheel chair measuring and building, psycho social counselling, learning disabilities training and disability awareness training.

2.3 A forward calendar **should** be compiled on a quarterly basis detailing relevant project activities. This **would** help organisations coordinate at operational level as well as help the Social Services Department to monitor activities. It **could** be circulated through the monthly meetings mentioned above.

3 Rationale

If projects were better coordinated, children with disabilities **would** benefit in several ways. A wider range of children in need **would** be included in after school projects. This **would** promote the idea that disabled children are people first and disabled second. Social service officers **could** then begin to operate a policy of inclusion for these youngsters. This in turn **would** raise the image of disabled children in the community. Rather than hiding their disabled children away, families **might** be encouraged to address disability as a more normal problem. This **would** lead to more open needs analyses and more targeted support for children in need.

Answer key: Modifying with modals

Softening a statement

- 1 a People who pass the SLAS exam do not have the skills to manage their departments – *Young SLAS officers might disagree!*
- b Young graduates working in public service are frustrated – *Managers who are short-staffed and give their recently recruited programme assistants plenty of work might disagree!*
- c The public service exam system is unfair – *Those who have successfully passed the exam might disagree!*
- d Young, ambitious public servants will leave if they do not get promoted quickly – *Senior managers might disagree!*
- 2 a People who pass the SLAS exam **may not have** the skills to manage their departments.
- b Young graduates working in public service **could be** frustrated.
- c The public service exam system **can be** unfair
- d Young, ambitious public servants **might leave** if they do not get promoted quickly.

Strengthening a recommendation

- 3 a The exam format **cannot** be changed. (*Exams should be updated and revised every few years*)
- b Exam questions **must** never be recycled. (*If questions are computerised they can be recycled randomly so security is preserved but work is reduced.*)
- c Candidates **have to** answer the exam questions in their mother tongue. (*Some candidates may do better in English than their mother tongue.*)

Softening a directive

- 4 a The exam format **should** not be changed on an ad hoc basis.
- b Exam questions **should** not be recycled too often.
- c Candidates **ought to** answer the exam questions in the language they read and write best.
-

Military expenditure

Institutions and policies: monetary and financial policy / exchange rate, 1981–2004

Item	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Defence expenditure Rs Mn	1051	1227	1772	2482	4614	4351	6001	4732	4593	6736	10 317	12 876
Military expenditure % of GDP	1.32	1.30	1.56	1.77	3.11	2.66	3.38	2.33	2.01	2.32	3.06	3.33
Military expenditure % of govt expenditure	3.78	3.14	3.86	5.12	8.36	7.26	9.16	6.40	5.07	6.86	8.86	10.80
Exchange rate per unit of US \$	19.25	20.81	23.53	25.44	27.16	28.02	29.44	31.80	36.05	40.06	41.37	43.83

Item	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Defence expenditure Rs Mn	15 413	19 415	43 139	33 579	42 124	42 496	40 071	38 442	48 161	46 650	46 116	56 447
Military expenditure % of GDP	3.40	3.71	7.21	4.82	5.24	4.65	4.03	3.42	3.87	3.32	2.95	3.14
Military expenditure % of govt expenditure	10.33	11.59	20.84	15.19	17.85	15.86	14.38	11.47	12.48	11.57	6.97	8.25
Exchange rate per unit of US \$	48.25	49.42	51.25	55.27	58.99	64.59	70.93	75.78	89.36	95.66	96.52	101.2

Source: Central Bank of Sri Lanka

Workers in foreign employment by sex

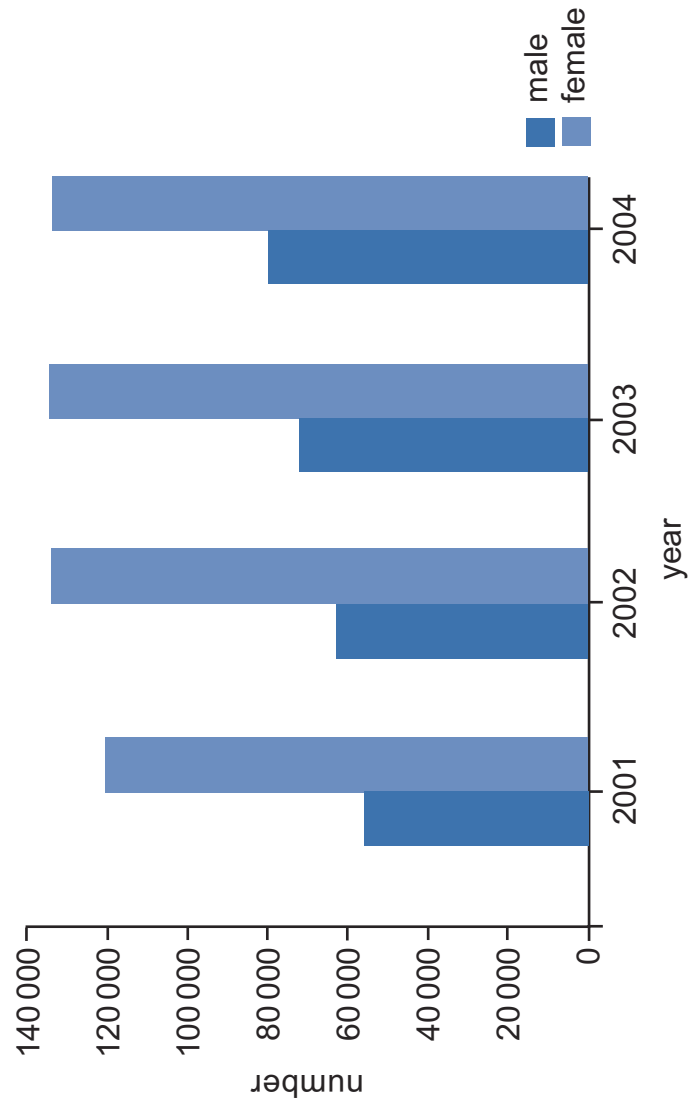
Number of workers in foreign employment by sex, 2001–2004

Name of country of destination	2001		2002		2003		2004 (provisional)	
	male	female	male	female	male	female	male	female
Saudi Arabia	26 672	40 013	27 622	43 868	25 812	50 283	23 893	46 998
Kuwait	6041	29 059	6686	35 156	6770	31 853	7039	29 494
UAE	9 169	19 122	12 538	20 355	14 362	17 955	15 468	17 243
Lebanon	442	14 993	423	12 269	356	12 851	376	17 442
Jordan	447	7629	388	6146	520	6562	1177	7722
Qatar	11 169	2884	17 153	3951	18 700	5098	24 877	4972
Oman	1266	2403	1335	2243	1546	2585	1618	1789
Bahrain	948	2790	948	3578	1179	2552	966	2833
Cyprus	639	2451	681	2412	625	2418	501	2622
Maldives	1727	665	1500	1395	2090	1103	2111	343
Singapore	229	1278	112	1158	85	984	123	855
South Korea	280	73	421	101	1798	248	1182	122
Hong Kong	12	370	3	267	6	222	8	154
Malaysia	185	151	99	282	30	209	30	211
Mauritius	26	78	46	113	73	112	57	296
Egypt	21	36	6	60	10	108	14	147
Israel	4	20	21	38	21	37	34	72
Greece	96	55	78	63	25	30	54	31
Kenya	21	5	14	18	21	3	8	3
UK	5	15	18	11	12	20	4	25

Name of country of destination	2001		2002		2003		2004 (provisional)	
	male	female	male	female	male	female	male	female
Syria	5	21	5	12	7	20	8	30
Seychelles	21	3	100	-	119	9	48	4
Pakistan	15	11	13	15	18	9	27	14
Ireland	16	4	39	8	25	6	9	1
Italy	22	6	6	1	1	5	15	1
North Yemen	1	3	3	3	11	5	6	-
South Yemen	13	6	8	4	35	3	6	8
South Africa	41	16	26	7	14	3	44	11
Libya	101	-	114	3	54	4	34	1
Brunei	10	4	1	2	5	5	4	1
United States	26	4	3	4	1	2	2	3
China	24	1	2	1	9	2	5	1
Thailand	-	1	2	2	1	1	1	2
Madagascar	21	-	2	-	13	-	2	-
Spain	7	8	1	1	-	-	-	,
France	2	-	1	1	-	-	1	-
Japan	20	3	-	2	1	-	3	-
Botswana	5	-	2	1	5	2	2	-
Vietnam	-	-	1	-	12	-	-	-
Uganda	-	1	4	-	16	6	-	-
Switzerland	-	-	-	-	1	-	12	-
Others	58	18	97	60	119	33	210	22
Totals	59 807	124 200	70 522	133 251	74 508	135 338	79 979	133 474

Source: Statistical Abstract Department of Census and Statistics

Number of workers in foreign employment by sex, 2001–2004



Source: Statistical Abstract Department of Census and Statistics

www.statistics.gov.lk/poverty/Time%20Trend%20of%20Poverty%20Indicators%20_cover_.pdf

Education

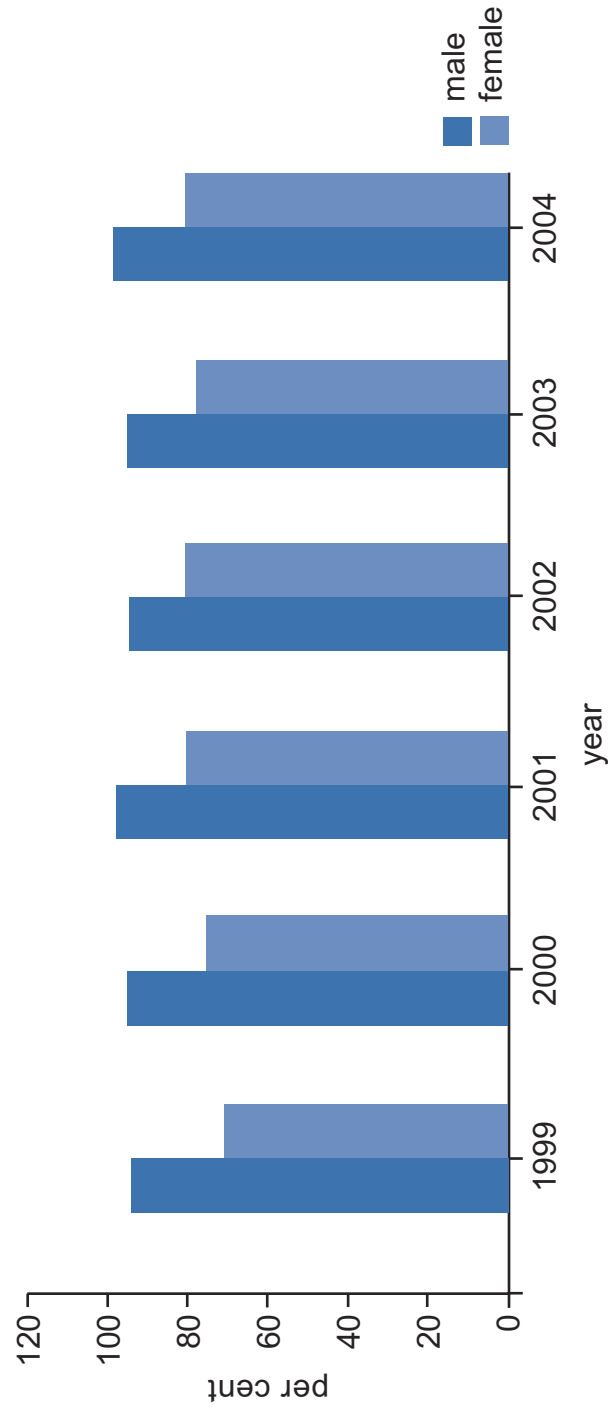
Gender and development: education

Item	1981	1987	1994	1996	1997	1998	1999	2000	2001	2002	2003	2004
male (10+ years) literacy rate / %	91.1	92.2	92.5*	–	94.3	–	–	–	92.2*	–	–	94.5
female (10+ years) literacy rate / %	83.2	85.2	87.9*	–	89.4	–	–	–	89.2*	–	–	90.6
male net primary school enrolment / %*	–	–	–	96.9	96.6	97.6	97.7	97.8	96.8	97.6	96.6	97.8
female net primary school enrolment / %*	–	–	–	96.3	97.4	97.0	97.3e	97.6	96.9	96.7	97.1	98.1
male net secondary school enrolment / %*	–	–	–	94.3	94.6	95.2	95.6	96.7	95.5	96.3	95.4	95.7
female net secondary school enrolment / %*	–	–	–	93.7	95.0	95.7	96.0	97.1	96.5	96.4	94.7	96.6
male primary school completion rate (% of relevant age groups)	–	–	–	–	–	–	94.2	95.8	97.5	95.6	95.6	97.0
female primary school completion rate (% of relevant age groups)	–	–	–	–	–	–	74.4	76.7	79.1	79.9	78.4	80.7

* excluding Northern and Eastern Provinces

Sources: The Consumer Finance and Socio-economic Survey Report – Central Bank of Sri Lanka;
Labour Force Survey – Department of Census and Statistics;
Annual School Census – Ministry of Education;
Annual Health Bulletin, 1981, 1994, 2001

Completion rate by sex, 1999–2004



Sources: The Consumer Finance and Socio-economic Survey Report – Central Bank of Sri Lanka;
Labour Force Survey – Department of Census and Statistics;
Annual School Census – Ministry of Education;
Annual Health Bulletin, 1981, 1994, 2001

Stages of a persuasive text

Cut along the dotted lines.

Opening proposal

Main argument

Supporting point 1

Supporting point 2

Common objection

Counter argument

Summing up by reinforcing
the proposal

An offer you can't refuse

Cut along the dotted lines.

My dearest Kumari

We have worked together in the same department for the past 15 years and I can no longer wait to declare my feelings for you.

I believe that I would make a very satisfactory husband and companion.

It is not just me who thinks this; my mother tells me that I am rather good at making conversation and so imagine the pleasure we would have, sharing stories about the office.

Additionally, I am an expert on Sri Lankan frogs and I would be delighted to pass my knowledge on to you. Imagine the thrilling hours we could spend together, collecting specimens and then with your wonderful ability for book-keeping, you could catalogue them for me.

I am aware that unkind people say that I am too fat and short, occasionally boring and that my personal hygiene can leave a bit to be desired.

However beneath my appearance lies a heart that is true and faithful and, if I may be honest, at your age you cannot afford to be too choosy.

So for these reasons, I ask you to marry me. If you say 'yes', you would make me a very happy man.

Truly yours,
Anthony

‘Persuade me’ noughts and crosses

Lift the fishing ban in Trincomalee district	Provide study tours to India for local government training	Create a recruitment scheme for programme assistants
Provide paternity leave, not just maternity leave	Encourage foreign investment	Allow administrative staff to work on flexitime
Subsidise petrol and basic food stuffs	Stop re-employing retired officers in the public service	Remove the checkpoints in Trincomalee town

Persuasive text: Computerising land records

Name Date Trainer

First draft

Skill	Comments
Language accurate grammar, (e.g. tenses, agreement, articles, prepositions); use of vocabulary; spelling and punctuation	
Content relevant information; appropriate length; use of topic and supporting sentences; ideas substantiated; purpose achieved	
Structure logically organised; use of text type features; good coherence; use of connectors and text-referring words	
Additional comments	

Second draft

Strengths	
Areas to improve	

☐ Unsatisfactory

☐ Pass

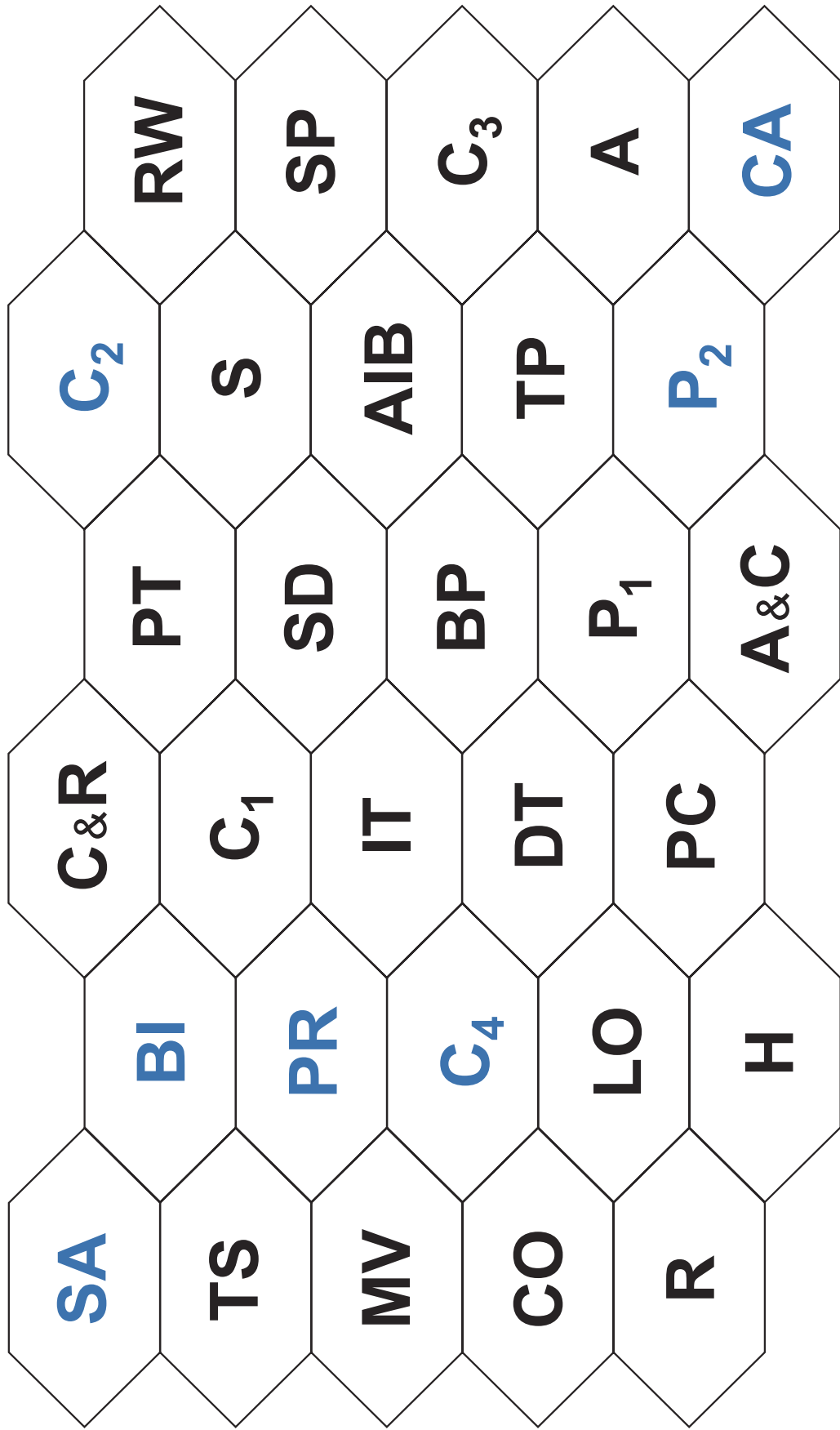
☐ Merit

☐ Distinction

Agreed

Participant Trainer Date

Blockbusters consolidation



Name Date Draft No

[illegible]

