

Programme Academic Skills Disorders

PASD™

Personal Programme for Improvement of Academic
Performance Rating.

Designed and Created by

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Academic Skills Build up & Essential Learning Skills

There are over 500,000(half a million) words in an average English Dictionary. Shakespear used about 25,000 of them. Most people are limited to the use of the English words by their education and environment to about 4000. With computers and technology developing, mass print technology meant that we can only accept one spelling, or at most two correct way of spelling. It is not surprising that many people find most words difficult to spell or cannot remember the *accepted* spelling.

Academic Skills Disorder enhancement Programme *PASD*TM is individually designed and created to help you in two ways:

1. Visual

By seeing the words frequently in the accurate format, writing it and seeing it with greater depth and glare free way, you are more likely to remember it than if it was hazy, blurred or has no “depth”

2. Intellectual

Using useful rules, grouping spelling and relating words form families, will make learning easier and whilst we may still have a common trap with some words, the majority should become easy to tackle.

*PASD*TM is divided into three programmes:

*PASD*TM **1-** This programme aims at the following English language topics:

- English Literature & Comprehension
- English Reading and word play
- Spelling and writing Skills
- Grammer and language rules
- Story writing and Ideas to improve mental English alertness
- Copying and writing at speed

*PASD*TM **2-** this programme aims at the following Mathematics topics:

- Numbers and tables
- Division and multiplication
- Lateral thinking and mental math
- Problem solving
- Estimation and fractions

*PASD*TM **3-** this programme is designed for General topics

There are 6 levels of *PASD*TM:

- | | | | |
|----|-----------------------------|----|---|
| 1. | Ages 5-7 yrs of age | 2. | Ages 7-9 yrs of age |
| 3. | Ages 9-11 yrs of age | 4. | Ages 11-15 yrs of age |
| 5. | Ages 16 and over | 6. | General Reading & writing Skills |

This exclusive study is based on 15 years of work with children and adults who have great inspiration and desire to succeed in their academic levels but either lacked the skills or the know how. My observation is based on over 4000 cases of *supposedly* late-comers and “*non-education material*” Kids. With **PASD™** it was possible to resolve the problem in over 91% of the cases. From children who were too “*disruptive to make sensible contribution in the class room*” to perfect pupils; or those children who were “*not suitable*” to undertake GCSE to university material, the transformation was joyful to all parties especially to the child and parents.

The programme is divided according to age of the child, however each age group is tested from below their chronicle to the maximum ability that can be reached above their age prior to going on to suitable level **PASD™**. There is no IQ testing through out **PASD™**

Further External Support:

Those who wish to receive more accurate details and deeper analysis of their ability and skills may do so by joining the **ES-PASD™** (*External Support Programme for Academic Skills Disorders*). You will receive supportive material from interactive CDs to work sheets and distance learning work, those are carried out at home in addition to **PASD™**.

Work will then be marked and returned within 15 working days with detailed report and further supportive work based on your weakness areas. The **ES-PASD™** will run for 12 months and its principal aim is identification of your weakness areas and subdividing them into separate programmes until the weak areas are fully covered and surpassed to above required standards of that age group. You can join this programme either by one annual payment (£180 pa) or by monthly Direct Debit payment of £15.00 per month. Once the specification and needs are identified more accurately, a private tutor who is specialist in the area found to require extra support whether in English or Mathematics, will help in designing an interactive programme to build up your confidence and ability in the areas concerned. This is known as: Tutor Support PASD™ = **TS-PASD™**

PASD™ modules are dedicated for the age group selected. Results will be monitored and reports will be issued periodically to evaluate progress. Once the level is achieved higher grade of **PASD™** will be issued. You can evaluate progress made by logging on using a password. There will also be a facility to compare your results with that of peers.



PASD[™] programmes are designed for all ages from 5 to 15 yrs of age and specially designed programmes for over 15 and adults who wish to improve their reading and writing skills without the need to undertake examination for their skills. The *PASD*[™] available in 6 modules and covers 51 topics of English language. It will also be available in Mathematics by September 04

***PASD*[™] Topics are:**

1. **Plurals** S /es / ves/ ies/ I
2. **Exceptions in plurals:**
3. **Vowels**
4. **The exceptions in spelling:** Words that sound the same:
 - i before e except C
 - ph and f
 - oo and u
 - ee and ea
 - eigh and a
 - ew and ue
 - au and aw
 - er and ear
 - er and ur
 - er and ea and u
 - ite and ight
 - ought, aut and aught and ot
5. **Ending words**
6. **Words ending with** et, el, al and le
7. **Silent letters** : K g t b w
8. **Super speller**
9. **Synonyms**
10. **Antonyms**
11. **Homophones**
12. **Homographs**
13. **Prefixes**
14. **Suffixes**
15. **Base words**
16. **Compound words**
17. **Dictionary Skills**

18.	Syllabication
19	Pronunciation
20	Definition
21	Colourful Adjectives
22	Adverts
23	Nouns
24	Common and Proper nouns
25	Action verbs
26	Linking verbs
27	Helping verbs
28	Verb tense
29	Subject and predicate
30	Simple subject and simple predicates
31	Compound subject and compound predicates
32	Subject and Object pronoun
33	Possessive Pronouns
34	Adjectives
35	Adjectives following linking verbs
36	Adjectives and Compare
37	More adjectives and Most adjectives
38	Adverbs and describe verbs
39	Adverbs and compare
40	Adjectives and adverbs
41	Building up words
42	Comprehension 7-9
43	Comprehension 9-11
44	Comprehension 11-15
45	Comprehension over 15
46	Comprehension non-academic
47	Writing Skills
48	Reading skills
49	Comprehension skills
50	Condensations and summary
51	Brain power/ Brain teaser and Feed your imagination

PASD™ General

How to write better.

1. Style & Structure

- a- The art of writing
- b- Style
- c- Patterns
- d- Editing
- e- Mechanics

2. The building Blocks of good English

- a. The use of words
- b. Vocabulary
- c. Mastering Grammar
- d. Secrets of punctuation
- e. Use of Dictionary

3. Writing at Home and work

- a. Writing reports
- b. Job applications and other formal letters
- c. Coping with exams
- d. Studying techniques
- e. Essay reading and skills of research

4. The skills of good writing

- a. The art of comprehension
- b. Using visual aids
- c. Negotiating spelling
- d. Use of references



What do we do at the PASD CLUB

Games and computer memory challenge to build up the skills of learning- We approach learning skills through a method of improving the following stages:

- *Academic Skills Build up techniques developed by Chaaban Zeidan*
- *Awareness of pitfalls of Dyslexia and other Specific Learning Skills*
- *Attention to details enriching memory and depreciating hyperactivity*
- *Building strategy to enhance Short-Term Memory*
- *Enhancing Sequential and Spatial Awareness techniques.*

The creation of *PASD*[™] (Programme for Academic Skills Disorders) is based on 21 years of observation research with case studies, evidence base notes and feed-back from sufferers who have shown unprecedented success in their academic skills. In *fact* we are probably the only institute *that has evidence of kept* copies of work carried out by individuals before and after the treatment to show success in over 91% of cases. (see **Testaments** on www.zeidan.co.uk)

Please feel free to explore our website and review the PDF (parts 1-4) [Academic Skills Disorders and the Myths of Dyslexia.](#)

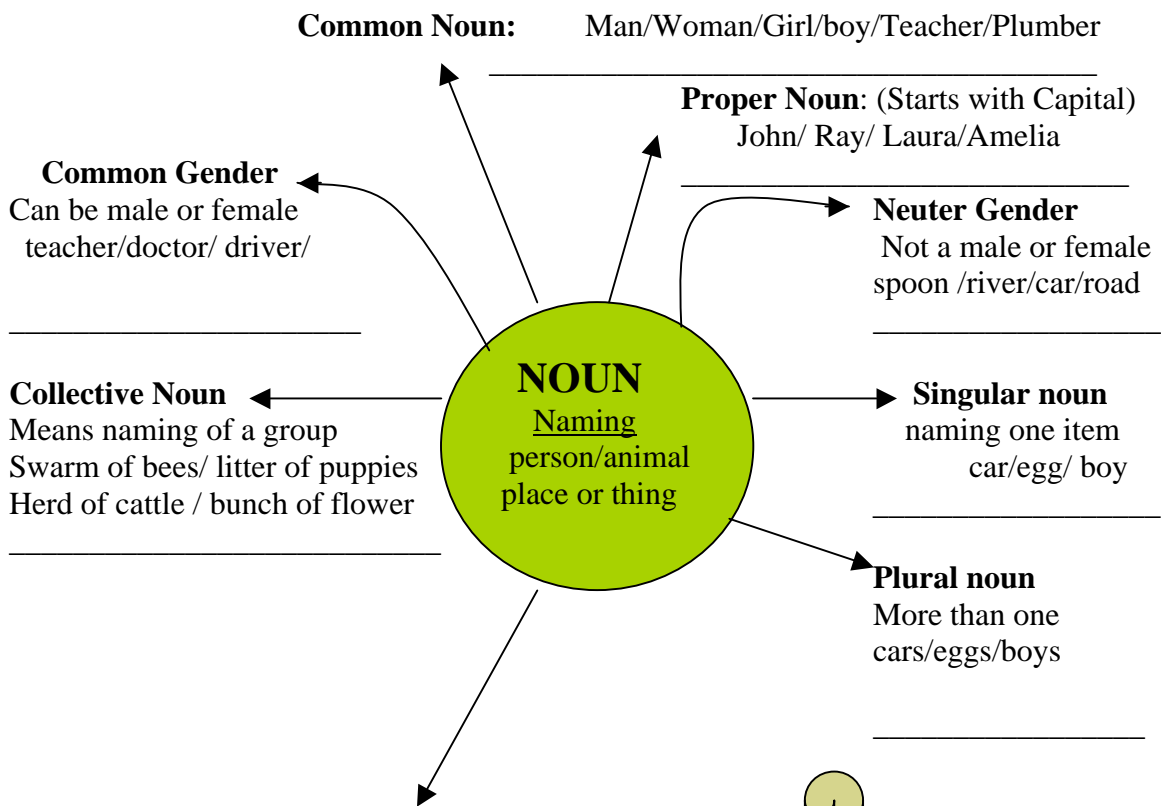
See below for samples of *PASD*[™] work

Thank you for your interest and we look forward to hearing from you in the near future.

Yours sincerely.

Chaaban Zeidan BSc. FCOptom. MSc.
Consultant Optometrist

NOUNS



EXCEPTIONS to the rule: f and y
Any word changing from singular to plural
(or collective) that ends with letter f or y

f :changes to **Ves** e.g. **one** leaf **many** leaves
y: changes to **ies** e.g. **one** hobby **many** hobbies

Other **exception**: child children
 Sheep Sheep

PRONOUNS

There are 6 sections in Pronouns: (DR.PPIP)

1. **D**efinite
2. **R**eflexive (owner)
3. **P**ersonal subjective (doer)
4. **P**ersonal objective (receiver)
5. **I**nterrogative
6. **P**ossessive

Personal (Subjective or doer)

I, you, he, she, it, we, they

My name is Amelia, I am called Amelia

I bought the pencil

Personal (Objective or receiver)

me, you, his, her, it us, them

This is me

It is my pencil

Possessive (Owner)

Mine, yours, his, hers, its, ours, theirs

The pencil is mine.

Pro= For

PRONOUN

We use pronoun in place of noun to make any sentence readable.

Reflexive (reflection of personal-add self)

*Myself, yourself, himself, herself, itself, ourselves *, themselves**

(* remember the exception :

f becomes ves)

I hurt myself, they did it themselves

Definite (answer to the question: Which?)

This, these, that, those

This is my book, that is yours

Interrogative (help to ask the question)

Who, whose, whom, which, what

Who did this?, which door should I go through?

ADJECTIVES

It tells you more about the noun or pronoun.

Adjective: It answers: “what is it like?” It is used to *describe* a noun or pronoun
Example: My brother has a large bag **OR** the bag my brother has is large

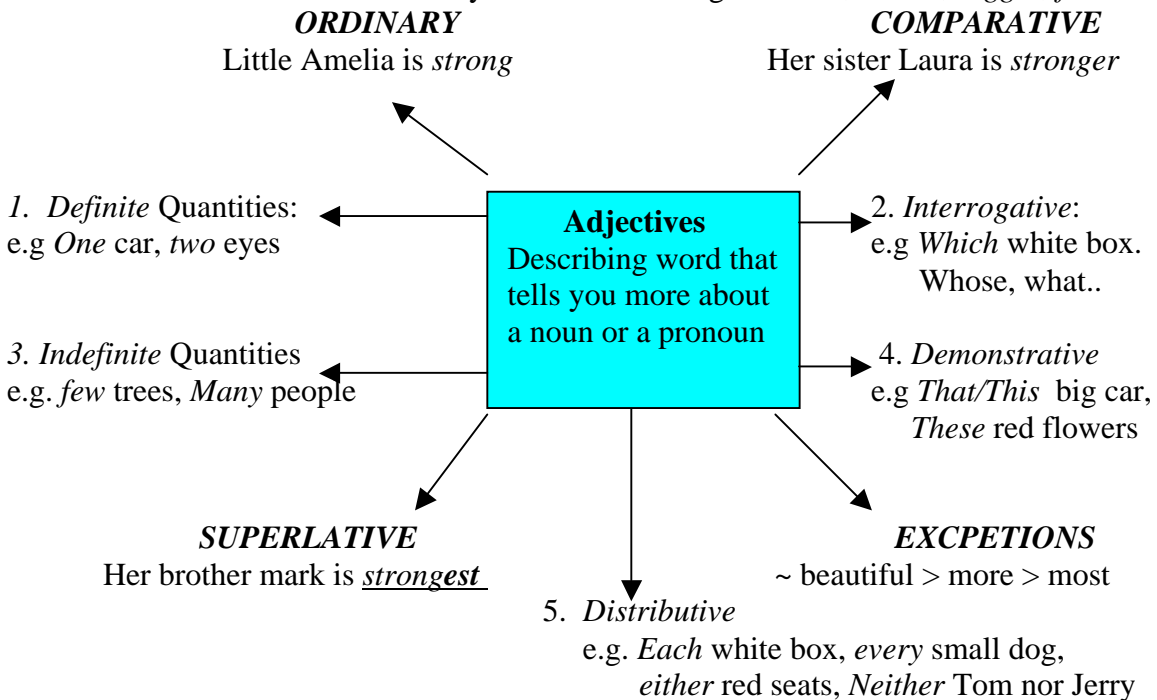
There are basically three forms of adjectives that describes a noun or pronoun and one exception:

- 1 **Ordinary:** when we describe one item
Example: our house is *small*
- 2 **Comparative** When we compare 2 items
Example: Our house is *smaller* than yours
- 3 **Superlative** When we compare 3 or more items
Example: Our house is the *smallest* in town
- 4 **Exception** This is mainly with superlative form when words are too large or more complex to use the above three rules.

For example: careless to become adjective it would become *Carelessest*, so we use the words: *More / most etc. .> Most careless*

With **comparative adjective:**

- You always add *er*. Example; small = smaller
- If the word ends with an *e*, then you only add *r*: large = larger
- If the last letter has a vowel before it, as with: *dim, trot, big, fat* etc. You must double the last letter before you add the *er/ r*. eg. *Dimmer, trotter, bigger, fatter*.



ADVERBS

Adverbs tells us more about *verbs*. *Something added to the verb = adverbs*.

Most Adverbs are adjectives with *-ly* added at the end of the word: e.g.

Amelia ran slowly, I can see clearly

Adjective ending with y ... becomes an Adverb... by adding *-il* before the y

Examples:

Steady

Ready

Quick

Busy

Heavy

Happy

Steadily

Readily

Quickly

Busily

Heavily

Happily

Comparative degree

Comparing 2-3 things

By adding -er

e.g. fast → faster

Treat Adverbs
As adjectives in
its simple forms:
Positive degree

Superlative degree

Comparing

3 things or more

e.g. fast → faster → fastest

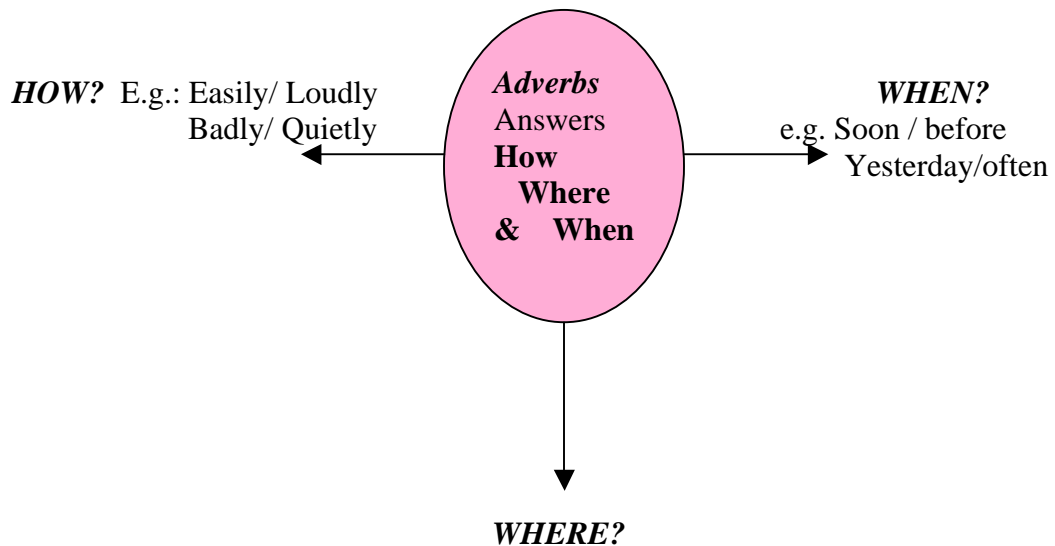
There are 2 exception rules:

If adverbs have more than 2 syllables it is for the Comparative by adding *more*

e.g. *beau-ti-ful* = 3 syllables : *add more* > *More Beautiful*

for the superlative by adding *most*

e.g. *beau ti ful* = 3 syllables: *add most* > *Most Beautiful*



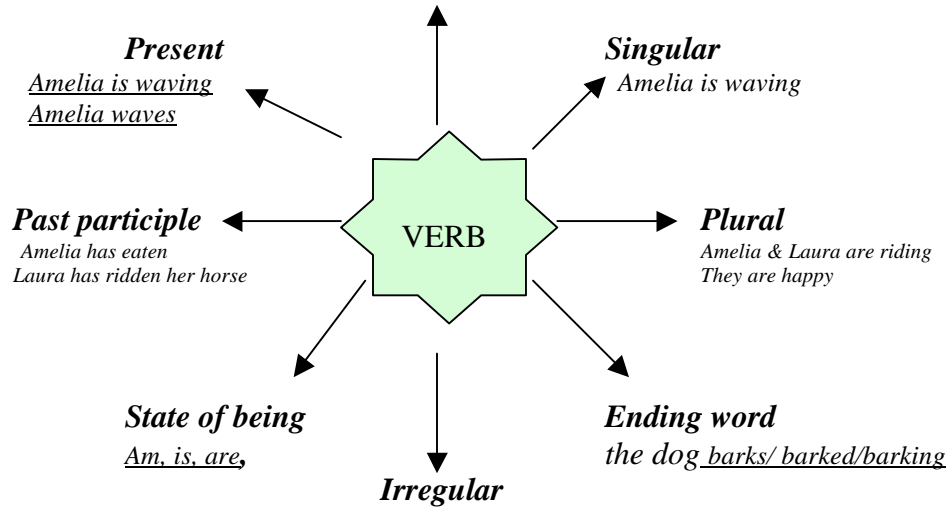
e.g. here/ there/below/ everywhere

VERBS

Doing word: Expressing an action-
Most sentences have one or more verbs

e.g. Laura Jumped up, Amelia sipped her juice

Past: Amelia waved/ Amelia was waving



Examples of verbs variations:

Present	Past	Past participle
<i>Eat</i>	<i>Ate</i>	<i>Eaten</i>
<i>Fly</i>	<i>Flew</i>	<i>Flown</i>
<i>Freeze</i>	<i>Froze</i>	<i>Frozen</i>
<i>Give</i>	<i>Gave</i>	<i>Given</i>
<i>Swim</i>	<i>Swam</i>	<i>Swum</i>
<i>Go</i>	<i>Went</i>	<i>Gone</i>
<i>Ride</i>	<i>Rode</i>	<i>Ridden</i>
<i>Am</i>	<i>Was</i>	<i>Been</i>
<i>Break</i>	<i>Broke</i>	<i>Broken</i>
<i>choose</i>	<i>Chose</i>	<i>Chosen</i>
<i>Do</i>	<i>Did</i>	<i>done</i>
<i>Draw</i>	<i>Drew</i>	<i>Drawn</i>

Rule in SPELLING: (remember your vowels: a,e,i,o,u.) I.O.U. Every Apple

Words end with – Vowel and Y : you add *s* e.g. *Pay* > *pays*

Words end with – Consonant and Y: you add- *ies* e.g. *cry* > *cries*

Words end with *ch, sh, s, x,o:* you add *-es* e.g.

_Church > *churches* *brush* > *brushes* *bus* > *buses*

Box > *Boxes* *echo* > *echoes*

We sometimes need 2 –3 words to complete a verb; **Auxiliary Verbs: e.g.** are, is was, shall should could would, shall, do did had have has can could, will might

This party **has been noisy**, The party **was noisy** when the speaker broke down

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You have three pages of letters and words. The size of the print is reduced. You must start with the largest print first. Start with the special glasses issued to you. You need to make sure you are sitting at a table comfortably with good light. The light must be correct and not faint or casting a shadow on your paper.

Take your time and answer the 5 questions below. Do not panic or cause your self any distress if you believe you do not know the words. Your parents will help you with your reading. You just read it as a word or letter a time. There is no wrong answer, just missed out letters. So do your best.

Here are the five questions:

1- Read the letters in the black area:

First go *second go* *third time*
lucky

<i>Correct No:</i>		
<i>Errors:</i>		

2- Read the letters on first line

First Go *Second Go* *Third*
time lucky

<i>Correct No:</i>		
<i>Errors:</i>		

3- Read the words only on the second line

First Go *Second Go*
Third time lucky

<i>Words No.</i>		
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<i>Missed Out:</i>		
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4- Read the Letters ONLY on third line

First go

second go

Third time

<i>No of letters read:</i>		
<i>No missed:</i>		

5- Read any / all words from the rest?

1

2

3

<i>No of words read</i>		
<i>Total No. of words 35</i>		

6- How many letters (not words) can you count in the last paragraph?

1

2

3

Letters seen		
Total No. 2		

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SCIENCE

Living Things:

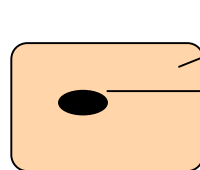
All Living creatures do eight things:

- 1- Move
- 2- Response
- 3- Sense the environment
- 4- Grow
- 5- Reproduce
- 6- Excrete Waste
- 7- Take nutrition
- 8- Die

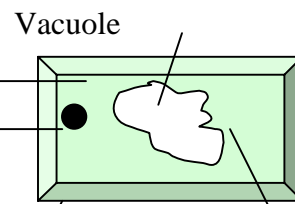
To do these eight things, they need cells that form tissues.

Tissues have specific job to make the cell adapt for the job they have to do.

Typical Animal cell



Plant cell



Cytoplasm

Nucleus

Cell membrane

Vacuole

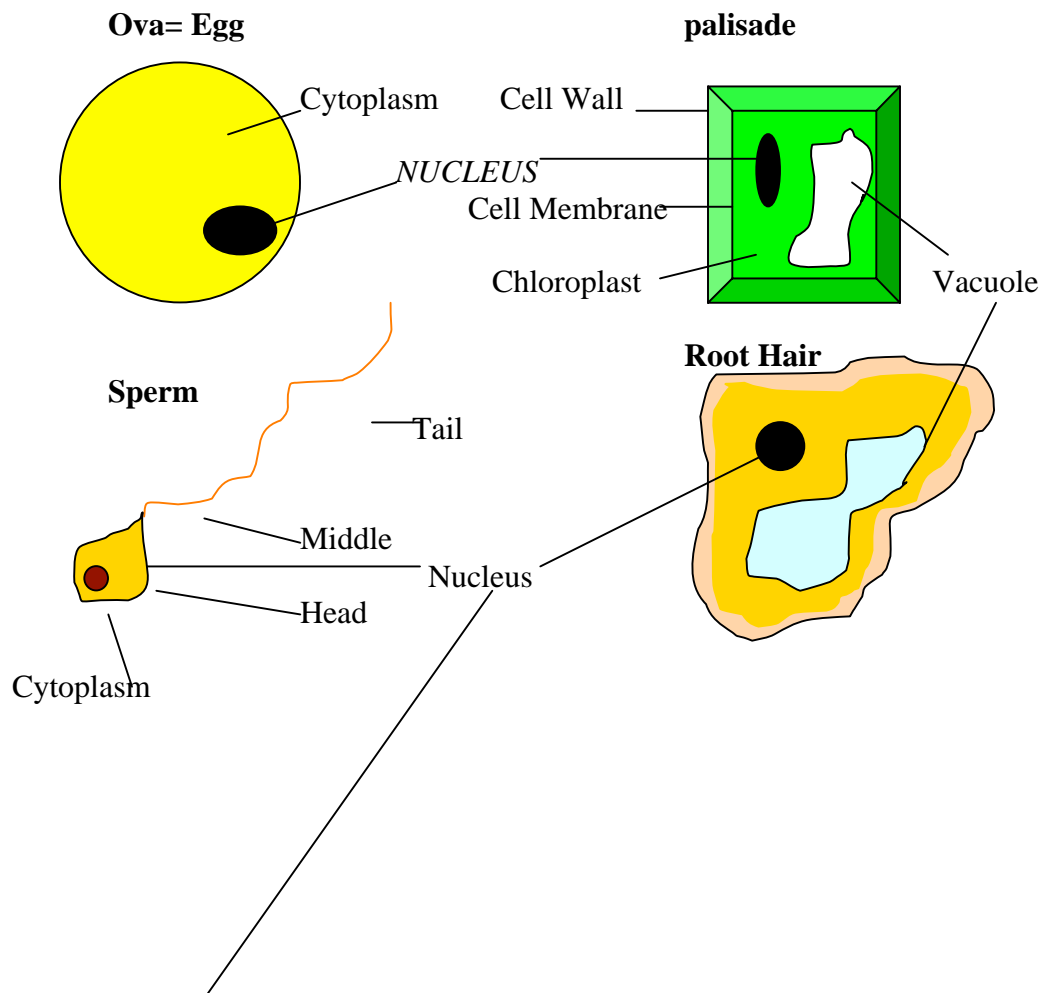
Cell wall

Chloroplasts

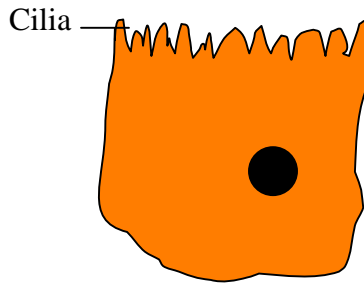
Nucleus:	Controls the cell
Cell Membrane	Allows substances in and out of the cell
Cell wall	Gives strength to the cell
Vacuole	Stores sugar and water
Chloroplasts	Pigment chlorophyll, which makes the plant green
Cytoplasm	liquid part; where chemical reactions take place
Molecules	* Always try to spread themselves evenly with in the available space
	* They move from area of higher concentration into the area of lower concentration; a process known as <u><i>DIFFUSION</i></u>
Diffusion:	Process where molecule move from higher concentration areas into lower concentration areas. Factors like temperature and concentration of molecules affect the rate of diffusion.

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Some Specialized Cells



Ciliated Epithelial Wall cell



Semicolons ;

To replace a full stop by linking similar sentences. Similar means in meaning and importance. Example:

I opened the door; a man walked into the room.
I telephone my brother; a woman answered
You said you wanted the coat; I bought it
It is Monday; it is very cold.

Semi colons are often used before words like: *Therefore, nevertheless, however, otherwise, besides*

Semicolons Link two independent sentences:

It's not going to work; however I will give it a go
Your sister will be late tonight; therefore you must wait for her
I understand you are able to do it; nevertheless I need to see some proof
You need to provide the method; otherwise we cannot understand the process
You have to finish this work tonight; besides you'll start a new project tomorrow

Colons :

Usually leads into something that is to follow; a list of names, duties, items etc.

Example:

The shopping list shows the items needed:

1 loaf of bread

2 tins of beans

6 Eggs

The camping list:

- 1 tent
- 1 sleeping bag
- 3 tops

Also colon is used to break sentences where second part often means the same thing but in different words. Example:

He was a man of stature: he was liked, honest and charitable.

You do not use capital letters after a colon.

COLONS & SEMICOLONS are like commas and full stops

The mark the place where you want to pause

A good idea but not to true value is when reciting or reading a story; use the “pause” technique :

Comma ----- 1/2 second

Colon ----- 1 second

Semicolon----- 1 1/2 seconds

Full stop 2 seconds

FRACTIONS

A **fraction**: is part of a whole item item.

Adding parts together will make a whole

Example: If a pizza is split into 4 pieces between 4 of us, we each will have one piece is 1/4



2 pieces = 1/4 + 1/4 = 1/2 half

1/2 + 1/2 = whole lot = 1 pizza



If you have 3 pieces = 3/4

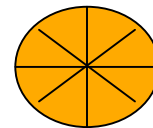
Now let us split it into 8 pieces = sixth = 1/8 each

So each 1/4 is now split into 2 pieces = 1/8 + 1/8 = 2/8

2/8 = 1/4

4/8 = 1/2

8/8 = 1



So 1/2 of any number is any number that can be divided by two

And 1/4 is any number that can be made into four; the same is for 1/3rd,

1/5th, 1/8th.

Imagine you have **1 £** this will be the same as: we write 100 = whole unit as % percent

When you see % this means 100 or the whole unit = 1 so whole pizza 100 = 1 unit = 100%

100 pennies 10 x 10p 5 x 20p 2x 50 p

This means all the 1£	This means 1 x 10 from the	This means 5x 20 p from 1£	This means	
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<p>= whole lot = 100% =1</p>	<p>1£ counted 10 times = 10% =10 from 100 =10/100 take away 0 from 10 and 100 equals to 1/10</p>	<p>counted 5 times= 20% = 20 from 100= 20/100 if we take away 0 from 20 and 0 from 100= 2/10 you can make this simpler as how many 2 in a 10= 5 Or 1/5</p> <p>So 20% = 20 from 100 20/100 or 2/10 or 1/5</p>	<p>2 x 50p from the 1£ counted 2 times= 50% =50/100 as we counted 50p twice this means we split the pound in half = 1/2</p> <p>So: 50% = 1/2</p>	
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If you think of a book or papers in file or beads and you link them up.

Each one paper = fraction of the whole book

So if the book is 100 pages: then every paper is 1 from 100 we write this 1%

So if we have

- 5 pages = 5%**
- 7 pages = 7%**
- 15 pages = 15%**
- 40 pages = 40%**
- and so on.....**

So if we have: 10 pages we write this as 10%

Or: 10 from 100 we write this as 10/100

If you remove: 0 from 10 and 0 from 100 we write this as 1/10

We call this fraction; when you have a number over another number. 1/10, 3/10. 5/10 etc.

So The fraction 1/10 from the book is the same as percentage 10%

Logic and Reason

There are 3 different shapes with different sizes and different shades



Can you tell the sequence that comes next?

