



# English Workbook

third  
edition

Anne Mitchell

2

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third  
edition

# 2

Anne Mitchell

# Dedication

For Alan Jordan  
Rest in peace, my friend.

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Warning: It is recommended that Aboriginal and Torres Strait Islander peoples exercise caution when viewing this publication as it may contain images of deceased persons.



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# Australian Curriculum: English Year 8



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# Literacy

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Texts in context		
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<b>2</b> Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)	Gough Whitlam's Gurindji speech	19
	Malala Yousafzai's speech to the United Nations	35
	Language for inspiring and motivating—Churchill	88
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	Tone	78
	High, medium and low modality words	79
	Assessment task 3.1—Language analysis test	80
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	Language for inspiring and motivating—Churchill	88
	Language for informing and reporting	98
	Typical features of news reports	101
	Non-fiction	137
<b>6</b> Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)	An ideal school	37
	Homework task—Four levels of comprehension	67
	Assessment task 3.1—Language analysis test	80
	Language for informing and reporting	98
	Typical features of news reports	101
	Language for description	104
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<b>7</b> Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)	Assessment task 1.1—Reading test	7
	An ideal school	37
	<i>Boy</i>	51
	Homework task—Four levels of comprehension	67
	Assessment task 3.1—Language analysis test	80
	Writing an analytical response to text	143
<b>8</b> Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/ listener (ACELY1735)	Assessment task 5.1—Reading and vocabulary test	172
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	Characters	121
	Cinematic techniques	128
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Creating texts		
<b>9</b> Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)	All assessment tasks	Units 1–4
<b>10</b> Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)	All assessment tasks	Units 1–4
	Proofreading	84
	Typical features of news reports	101
<b>11</b> Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)	All assessment tasks and some exercises	Units 1–4

Cross-curriculum priorities	Topic	Page
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	Aboriginal land rights	19
	'How the birds got their colours'	19
	Stolen Generations' testimonies	27
Asia and Australia's engagement with Asia	Assessment task 1.1—Reading test	7
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Sustainability	Home and your environment	4
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	Assessment task 3.3—News report	103

General capabilities	Topic	Page
Literacy	All units are designed to develop students' literacy.	All units
Numeracy	The workbook does not include exercises related to numeracy.	
ICT capability	Homework task—Reflection and interview All assessment tasks and some exercises require and develop ICT capability.	28
Critical and creative thinking	Homework task—Reflection and interview An ideal school The impact of teachers Computer games in the English classroom Reflection The language of advertising	28 37 43 46 51 82
Personal and social capability	Home and your environment Stay or move? You as a learner Learning in teams Many exercises in the workbook invite students to work in pairs or groups.	4 5 32 33
Ethical understanding	Displacement Stolen Generations' testimonies Malala Yousafzai's speech to the United Nations	21 27 35
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# Preface



This is the second in a series of English workbooks for students in the junior and middle years of secondary school. The units are designed so that there is a logical and sequential development of skills and knowledge throughout the year, as well as throughout the workbook series. Text extracts within units are from both classic texts and popular fiction for teenagers, with an emphasis on modern Australian texts and texts that address the Cross-Curriculum Priorities. Activities and assessment tasks cater for differentiation in the English classroom. Links to the Australian Curriculum are indicated in the table on previous pages and at the start of each unit.

## To the student

As this is a workbook, you are encouraged to record your answers in the spaces provided. Sometimes this is an opportunity to draft your work before you hand up a good copy for assessment. You are encouraged to keep the workbook as an English reference for the future, and for this reason there is a strong emphasis on the development of your English language skills.

## To the teacher

*English Workbook 2* contains five substantial units of work—the first four are intended to reflect a typical English program in the second year of secondary study, and the final unit focuses on the development of word knowledge, spelling and vocabulary, to help students with their work, not only in English but also in all other subjects. The Teacher Book contains answers, suggestions about different approaches and extension activities, and references to online materials. There is a list of weblinks in the digital support. You will notice in the table on pages v–viii that the Australian Curriculum content descriptions are numbered and these numbers correspond to the numbers on the front page of each unit, indicating the links to the AC. Links to the Cross-Curriculum Priorities and General Capabilities are also indicated in the Teacher Book, as well as references to the assessment requirements in your particular state or territory. Support material for teachers is available free on the Macmillan website, which includes assessment rubrics, the weblinks and a list of recommended novels for wider reading that are suitable for students at this level.

To access the teacher support material, go to <[www.onestopdigital.com.au](http://www.onestopdigital.com.au)>.

# UNIT 1

## Connections with place

The focus of this unit is the connections we have with our home and our country. You will discuss issues to do with migration and explore the concept of displacement. You will investigate links between language, places and communities, and learn about how English has influenced and has been influenced by other languages. The links between this unit and the Australian Curriculum: English can be seen in the boxes below.

### LANGUAGE

*In this unit you will:*

- » Discuss the concepts of home and migration
- » Explore the influences of and on the English language
- » Learn about 'Strine', the vernacular and idioms
- » Think about how language is connected to culture and place
- » Investigate visual and multimodal texts

*AC Language content descriptions 1 and 2*

### LITERATURE

*In this unit you will:*

- » Explore the interconnectedness of Country and Place, People, Identity and Culture through reading a variety of personal, informative and imaginative texts
- » Create informative and imaginative texts
- » Read and comprehend various texts

*AC Literature content descriptions 1, 2, 4, 5 and 9*

### LITERACY

*In this unit you will:*

- » Use comprehension strategies to interpret and evaluate texts
- » Interact with your classmates in pairs and small groups
- » Give informal and formal oral presentations
- » Use a range of software, including word processing programs, to create, edit and publish texts imaginatively

*AC Literacy content descriptions 1, 2, 4, 6, 7, 9, 10 and 11*





# Build your vocabulary



The following words are connected with place. Use a dictionary to look up the definitions of any words you don't know and then use the words to complete the sentences below.

assimilation	asylum	devastated	development	displaced
environment	immigration	inhabitants	landscape	neighbourhood
pristine	protection	refugees	rural	sanctuary
sustainability	terrain	urban	utopia	wilderness

## EXERCISE 1

1. People can have different views on what makes a perfect world or \_\_\_\_\_.
2. After the Vietnam War many Vietnamese \_\_\_\_\_ arrived on Australia's shores.
3. The \_\_\_\_\_ laws of this country allowed my grandmother to join us.
4. If we allow uncontrolled \_\_\_\_\_ of city skyscrapers, we risk having no more sunshine at street level.
5. Many Australian communities would welcome \_\_\_\_\_ seekers and offer them a place to live and work.
6. The forest was \_\_\_\_\_ as a result of the fire.
7. Many people are \_\_\_\_\_ as a result of conflict in their country.
8. About one-fifth of Tasmania is listed as a \_\_\_\_\_ World Heritage area.
9. Do you know all the people in your \_\_\_\_\_?
10. Are there any \_\_\_\_\_ areas left in the world?
11. Farming communities in \_\_\_\_\_ areas of Australia struggle during periods of drought.
12. The walk took a longer time because of the mountainous \_\_\_\_\_.
13. \_\_\_\_\_ involves becoming a part of the dominant culture, but it should not mean denying your own cultural background.
14. The artist Jeffrey Smart liked to paint \_\_\_\_\_ landscapes.
15. The Healesville \_\_\_\_\_ in Victoria is a great place to see and learn about Australian animals.
16. \_\_\_\_\_ of the \_\_\_\_\_ is everyone's responsibility.
17. The ultimate goal of \_\_\_\_\_ is ensuring that economic, social and ecological goals are met simultaneously.
18. The Inuit people are among the earliest \_\_\_\_\_ of Alaska.
19. The director chose the arid \_\_\_\_\_ of the Registan Desert of Afghanistan for the setting of his film.



..... /20

# Home and your environment



Think about your home and the environment in which you live as you answer the following questions.

## EXERCISE 2

Discuss the following questions with your classmates and then record your answers in the spaces provided.

1. They say that 'home is where the heart is'. What does this mean?

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2. Where do you live: in an urban or rural environment? On the coast or inland? Near mountains or sea? Are you happy there or would you rather be living somewhere else? Explain.

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3. Have you ever moved house? Describe the experience.

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4. If you live in an urban environment, do you visit the countryside often? If you live in an outer suburban or a rural area, do you visit the city often? Explain.

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5. What are the advantages and disadvantages of living in your area?

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6. Are you an outdoors person? Have you been camping, bushwalking, rock climbing, fishing, skiing or diving? Was it fun? Explain.

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7. Did you have a special place outdoors where you played as a child? Describe it and say why it was special.

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8. In what ways can the natural environment be threatening for humans? Explain.

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9. Are you concerned at the moment about any aspects of the natural environment, such as climate change, biodiversity, endangered species, sustainability, natural disasters or resource management? Explain.

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## Stay or move?



Some families have lived in one place for generations; some have moved from place to place within one state or country; some people have migrated from one country to another, and some have needed to flee from their homeland as refugees seeking asylum.

### EXERCISE 3

Write a brief response (about 150 words) to the following question. Give reasons for your views. Share your reflection with a partner. A selection of the best writing could be shared with the rest of the class.

- » What would you rather do: stay in one place or move around?

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*continued*

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## EXERCISE 4

Discuss the following questions with your classmates and then record your answers in the spaces provided.

1. Have you and your family moved from one country to another or do you know anyone who has? Give detail.

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2. For what reasons do people leave their home country and migrate to another?

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3. What are the difficulties faced by people who, either by force or by choice, leave the place they call home?

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4. What is the best thing about Australia's multicultural society?

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## ➤ Assessment task 1.1—Reading test

You may have seen a cooking show on SBS featuring the Vietnamese chef Luke Nguyen. Read the extract below, which tells of his journey to Australia as a refugee in 1978, and answer the questions that follow.

Thirty-three years after arriving in Australia, Nguyen owns Red Lantern restaurant in Sydney, presents *Luke Nguyen's Vietnam* on SBS TV and has written four books about his connection with Vietnamese food.

He has a strong interest in the history and culture of the country his parents fled in 1978, and now tells his family's story as he prepares to host 28 people on a gastronomic tour of his parents' homeland.

Nguyen's father was a high-ranking officer fighting against the North Vietnamese. When the south fell to the north, he knew he faced being sent to a re-education camp, tortured and killed. He had no choice but to try to escape by boat.

Many others were planning to flee the same way, and faced enormous danger. 'When you escape Vietnam you have to have a bit of money,' Nguyen says. 'To get on the boat you have to pay people. And when you get on that boat you're not going to carry Vietnamese dong—worth nothing in Australia or Malaysia or Thailand—so you exchange all your money, you sell all your belongings into gold bars that you'll carry on you. These are worth a lot of money anywhere in the world.'

'The owner of the boat will think, "I've got 800 people on board, all with gold bars. What am I going to do?" So he would work in conjunction with Thai pirates. And the Thai pirates would come and take over the boat and kill everybody and rape the women and steal everything. And that's what was happening throughout the '70s.'

Nguyen's parents arranged to escape with another family. 'We had to dodge the Communists, of course. Dad decided not to go on one of those boats because of that, so he built his own boat. A little fishing boat. They would pretend to be fishermen. They built a bottom decking where the wives and children hid.'

'Dad and his army buddy would be fishing, shirts off. They escaped right under the noses of the Communists, on the Saigon River. Sailed off in full view of them.'

It was a dangerous trip on a small boat. 'It was do or die. You don't think about anything else. You don't just risk the natural environment around you, being sunk or big waves or whatever. There's also the Thai pirates.'

After a 2½-week journey, the family arrived safely in Malaysia. Nguyen's mother was heavily pregnant with him during their family's escape. 'The Malaysian Government said there were too many boat refugees, so keep going,' he says. They sailed on to Thailand where they were sent to a refugee camp. Nguyen was born at the camp 'pretty much straight off the boat'. They stayed there for a year.

'We arrived in Australia with three children with nothing but the singlets on their backs. Three kids on the boat. I was (aged) one, my sister was four, my brother was three. A fourth child was born in Australia.'

In Australia they went to Villawood in Sydney, which was then a hostel, not a detention centre. 'We stayed there for a year before getting a little government house in Cabramatta where my parents still live.'

It was not an easy life in Cabramatta, as the recent SBS series *Once Upon a Time in Cabramatta* has shown. 'There was a lot of fighting, a lot of racism around back then,'



Nguyen says. 'Australia goes through these phases—let's pick on the Vietnamese because they've just arrived and they look different and they're cramping our style. Twenty years on, the Vietnamese kind of got accepted. What's next? OK, let's pick on the Arabs because they're different, different religions, eat different food. And then what's next? We went to schools that would fight against other schools because of different racial groups. Through primary years it was hard, but in my high school years we kind of got accepted and it was more the Islamic and Lebanese who copped it. But then the Islamic and Lebanese would hang out with the Asians and we would be one force fighting against everyone else.

'Western Sydney was a very multicultural area. I thought it was wonderful. I always connect things back to food. Without multiculturalism what would Australian cuisine be now? It would be bloody boring, wouldn't it?'

Peter Wilmoth, *Herald Sun*



**Literal comprehension: these questions ask about the facts given in the text**

1. What evidence is there of Luke's success in Australia?

---



---

2. What kind of tour is Luke taking 28 people on?

---

3. What attracted Thai pirates to the boats of refugees fleeing Vietnam?

---

4. What did Luke's father and his friend build for their escape from Vietnam?

---

5. Why could they not stay in Malaysia?

---

6. Where was Luke born?

---

7. At which point in his schooling did Luke finally feel that he was accepted?

---

8. What does Luke always connect things back to?

---

..... /8

**Inferential comprehension:** these questions invite you to 'read between the lines' or make inferences. You are meant to think about what the information in the text suggests or implies.

1. Which army did Luke's father fight for?

---

2. How can you tell that some of the owners of the boats were corrupt?

---

3. How can you tell that Luke had a difficult time at school?

---

..... /3

**Critical comprehension:** these questions ask you about the stylistic features of the text

1. What features in the article indicate that Luke is speaking?

---

---

---

2. Did you find the text interesting? Give reasons to support your answer.

---

---

---

..... /4

**Creative comprehension: in creative reading, the reader moves beyond the world of the text to think about related ideas and to gain additional insights, thinking about life, people and important issues**

Create a short response to this text in a message to Luke Nguyen. You could create a letter or an email, on paper or a computer. Tell him about yourself, what you learnt from reading this article, what you think of food, and your views on multicultural Australia. Plan your paragraphs in the space below.

---

---

---

---

..... /5

Total marks: ..... /20



## The language barrier

One of the main difficulties faced by immigrants is the language barrier. Imagine how hard it would be trying to make sense of 'bought', 'taught', 'sort' and 'distracted', or 'through', 'thorough', 'thought' and 'though', not to mention 'cough', 'rough' and 'tough'. Enough!

### EXERCISE 5

Read the following amusing anecdote that a student wrote about the difficulty her mother had with English when she first arrived in Australia.

#### Asking for a 'kiss'

Our house is a perfect example of the cultural chaos that comes with being a Lebanese Aussie. The welcome mat at the front door features an emu and a kangaroo, while an intricately carved antique water-pipe sits on the mantelpiece. My mother is also a unique mixture of cultures. She claims to be a 'dinkie-di Aussie', but she still says 'mouse', instead of 'mouth' and insists on wearing clothes that look like men's pyjamas.

My mother left her homeland almost 31 years ago to join my Dad, who had already settled in Sydney. All she could afford was the \$550 for a one-way plane ticket, so there was no turning back, and all she brought with her was a single suitcase containing a few personal belongings, a couple of her favourite books and my father's love letters. She left behind her family, her friends and her beloved country to start a new life in Australia with my father.

Learning English was my mother's greatest difficulty. A simple task, such as doing the weekly shopping became a huge problem because of the language barrier. For example, 'kiss' in Arabic means a plastic bag, so imagine the surprise my (attractive) mother got when she asked for a kiss and the young man behind the counter at the supermarket leant over and placed a big kiss on her cheek!

Nada Mansour

## Strine

Australian English would be especially difficult for migrants to understand, not only because of the strange idioms, such as 'I'm flat out', 'I'm broke' and 'I'm gob-smacked', but also because of the unique Aussie pronunciation and tendency to abbreviate, adding 'o' or 'ie' to words, such as names like 'Johnno', and slang words, such as 'garbo' (someone who drives a garbage truck) and 'moszie' (mosquito). And imagine trying to make sense of 'avagoodweegend' if your knowledge of English is limited!

In 1965, a humorous book was published called *Let Stalk Strine* by Afferbeck Lauder, which was a list of Australian terms written phonetically. Say the title and author's name out loud and run the words into each other. What do they mean?

phonetically: spelt as it would sound

### EXERCISE 6

Here are some more examples of 'Strine'. See if you can work out what they mean. Remember to say the words aloud quickly.

1. Gonnynews? \_\_\_\_\_
2. Jeer that noise? \_\_\_\_\_
3. With air choo... \_\_\_\_\_
4. Jegoda the footy? \_\_\_\_\_
5. Nar dingo. \_\_\_\_\_
6. Icon ardly wait. \_\_\_\_\_
7. Idney great? \_\_\_\_\_
8. Egg nishner. \_\_\_\_\_
9. Spewffle climber treely. \_\_\_\_\_
10. Emma chisit? \_\_\_\_\_

<http://users.tpg.com.au/users/bev2000/strine.htm>  
and [http://en.wikipedia.org/wiki/Afferbeck\\_Lauder](http://en.wikipedia.org/wiki/Afferbeck_Lauder)

..... /10

## Idioms

'She'll be apples' is an example of an idiom. As you probably know, idioms are sayings that have a different meaning from the stated one, and the English language has plenty of them, which is why English is so difficult for people to learn. For example, when you ask your mum or dad for permission to go camping for the weekend with a group of friends and they say 'over my dead body!' they don't mean this literally. What do they mean?

### EXERCISE 7

How many of these idioms do you know? Write the meanings and then check your answers with your classmates.

1. To read between the lines \_\_\_\_\_
2. To speak off the cuff \_\_\_\_\_
3. To keep something under your hat \_\_\_\_\_
4. To get into hot water \_\_\_\_\_
5. To keep something in mind \_\_\_\_\_
6. To be on the money \_\_\_\_\_
7. To have a plan up your sleeve \_\_\_\_\_
8. To drive someone up the wall \_\_\_\_\_
9. To stay in touch \_\_\_\_\_
10. To beat around the bush \_\_\_\_\_
11. To feel off colour \_\_\_\_\_
12. To say something under your breath \_\_\_\_\_
13. To learn something off by heart \_\_\_\_\_
14. To keep something to yourself \_\_\_\_\_
15. To get on someone's nerves \_\_\_\_\_
16. To know someone by sight \_\_\_\_\_



17. To be in the clear \_\_\_\_\_
18. To go off the deep end \_\_\_\_\_
19. To be on time \_\_\_\_\_
20. To be at a loss \_\_\_\_\_

1/20

## EXERCISE 8

The idioms in Exercise 7 all contain a prepositional phrase. Underline each prepositional phrase and circle each preposition.

## EXERCISE 9

Work with a partner to create a short dialogue using the vernacular, slang and idioms of modern teenagers. Try to write the conversation exactly as it would be spoken, even including foreign words if appropriate (with an English translation in brackets).

Perform your dialogue for the whole class.

INSPECTED

# Influences of and on English



English has influenced other languages, sometimes in amusing ways, such as a road sign in Sri Lanka that says: 'Drive dead slow' and a sign in a Chinese park that says 'Caring the flowers and the trees'. These examples reflect the difficulty of translation. One little preposition would make the park sign grammatically correct. What is it and where should it go?

Creole languages based on the English language arose as a result of British expansion and trade during the 17th, 18th and 19th centuries. For example, English-based Creole spoken in Malaysia includes expressions such as:

- » They got sell Nasi Lemak lah, Roti Canai lah, Chapatti lah; Everything got lah!
- » Gimme lah, ok or not? (Give it to me, OK?)

Singlish is a mix of all the languages spoken in Singapore, particularly drawn from British English. Some examples of Singlish are:

- » Can can! (Yes, definitely!)
- » Double confirm (confirm and reconfirm)

Can you think of other examples of the influence of English on other languages?



## EXERCISE 10

With a partner, do some research and find 10 examples of Singlish (with their meanings), and then share them with the rest of the class. Score one point if no other pair has your example. The winners are those with the most points out of 10.

Singlish	Meaning

..... /10

## Multicultural food words

Surely one of the best things about multicultural Australia is the variety of cuisines that are now available to us, especially in the major cities. Several new words have joined the English language as a result of this. For example, a few years ago, unless you were an Australian with an Asian background, it is possible that you would not have heard of *bok choy* or *sushi*. Even foods such as *zucchini* and *capsicum* were new for Australians a few decades ago.

## EXERCISE 11

Other words that originate from multicultural cuisine include: *kebabs*, *croissants*, *tacos*, *lasagne* and *cappuccino*. How many more can you think of? Write them in the box.



## American English

American English has had a huge influence on the English that is spoken around the world, including here in Australia, especially as a result of television and technology. The default spelling on our writing software, for example, is American spelling, which can cause some confusion.

### EXERCISE 12

Write the American spellings for the following words. Then discuss with your classmates the following question: Do you think we should use the American spelling or stick to Australian spellings? Why?

- |                    |                    |
|--------------------|--------------------|
| 1. colour _____    | 5. humour _____    |
| 2. organise _____  | 6. centre _____    |
| 3. honour _____    | 7. defence _____   |
| 4. favourite _____ | 8. recognise _____ |

..... /8

### EXERCISE 13

Complete this table of Australian/British English and American English.

Australian/British English	American English	Australian/British English	American English
biscuits			fall
	sidewalk	lollies or sweets	
	ketchup		gas
	the car trunk	rubbish	
holiday			elevator

..... /10



## Words derived from other languages

English is a rich and complex language. Its lexicon is vast because it has borrowed many words from many other languages, both ancient and modern.

It is useful to know the names of the languages spoken in different countries. The languages in the following exercise have all contributed words to the English lexicon.

lexicon: all the words in a particular language

### EXERCISE 14

Choose a language from the box that is the language spoken by people who live in the following countries.

Swahili  
French

Dutch  
Persian

Hebrew  
Spanish

Mandarin  
Hindi

Portuguese  
Urdu

1. The Netherlands \_\_\_\_\_

6. Brazil \_\_\_\_\_

2. Senegal \_\_\_\_\_

7. Argentina \_\_\_\_\_

3. Kenya \_\_\_\_\_

8. Israel \_\_\_\_\_

4. Pakistan \_\_\_\_\_

9. China \_\_\_\_\_

5. Iran \_\_\_\_\_

10. India \_\_\_\_\_

..... /10

### EXERCISE 15

Each word below is derived from another language. Write the language for each word. Use a dictionary that shows etymology (word origins) if you need to.

1. caravan \_\_\_\_\_

6. hallelujah \_\_\_\_\_

2. berserk \_\_\_\_\_

7. banana \_\_\_\_\_

3. kangaroo \_\_\_\_\_

8. tea \_\_\_\_\_

4. bungalow \_\_\_\_\_

9. kindergarten \_\_\_\_\_

5. molasses \_\_\_\_\_

10. cockatoo \_\_\_\_\_

..... /10



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