



# English Workbook

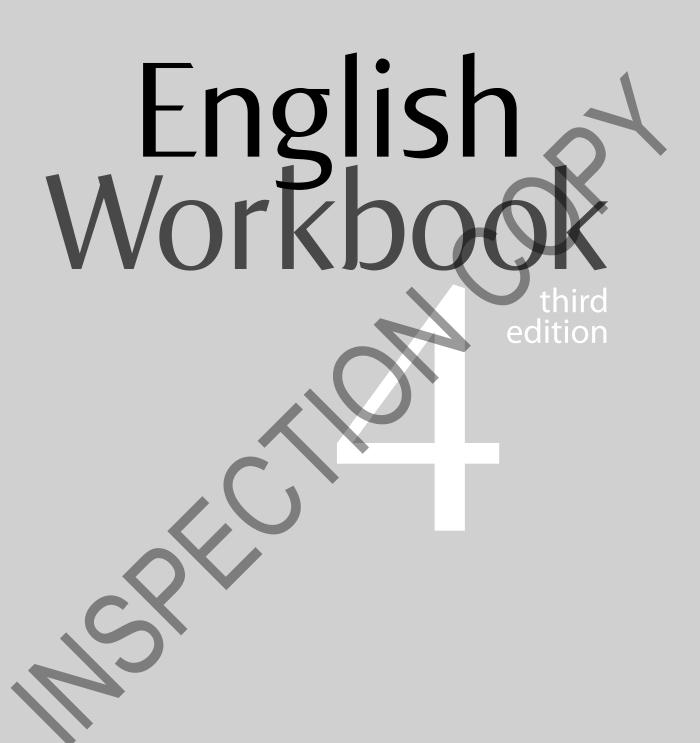
third edition

**Anne Mitchell** 









Anne Mitchell

#### **Dedication**

For my family and friends, especially Bob With love

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# Australian Curriculum: English Year 10



## Language

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Lar	nguage variation and change		
1	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)  History of English Evolution of Standard Australian English Languages of the first Australians		39 51 57
Lar	nguage for interaction		
2	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)	Language can include and exclude 'Migrant woman on a Melbourne tram'	55 57
3	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	Review of <i>The Hunger Games</i> Individual interpretations	103 129
Tex	t structure and organisation		
4	Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)	Citizen journalism Workplace communication Various text extracts Analysing poetry	63 66 All units 132
5	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)	Structure Signposting Still from <i>Rabbit-Proof Fence</i> Structure of text essay Assessment task 5.1—Team magazine	97 100 121 140 151
6	Understand conventions for citing others, and how to reference these in different ways (ACELA1568)	Bibliography Quoting conventions	101 141
Exp	pressing and developing ideas		
7	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)	Effective sentences and word choices Homework task—Creating suspense Revision of language devices Structure	29 33 78 97
8	Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)	Assessment task 3.1—Language analysis essay Assessment task 4.2—Analyse a poem	96 135
9	Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)	The power of images Still from Rabbit-Proof Fence	88 121
10	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)	Homework task—Creating suspense Tone Appeals Language choices Homework task—Persuasive language Sample analysis of a poem	33 81 82 84 104 133

11	Understand how to use knowledge of the spelling system to spell unusual and technical words	Build your vocabulary Latin	All units	
	accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)	Greek Horace's Ode 1.11	47 128	

#### Literature

Co	ntent description	Topic	Page
Lit	erature and context		
1	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)	All text extracts Extract from <i>Pride and Prejudice</i> 'Migrant woman on a Melbourne tram' Socio-historical contexts Text extracts on themes	All units 29 57 111 Unit 5
Re	sponding to literature		
2	Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)	Review of <i>The Hunger Games</i> Individual interpretations Reviews of <i>Dead Poets Society</i>	103 129 130
3	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)	Revision of language devices All text extracts in the workbook Assessment task 3.1—Language analysis essay Sample analysis of a poem	78 All units 96 133
4	Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	Extract from Machiavelli's <i>The Prince</i> Discussion about values Extracts from <i>To Kill a Mockingbird</i> Extract from 'A modest proposal' Extract from <i>A Christmas Carol</i> Extracts from <i>Macbeth</i> Walt Whitman's message Views and values in films Poems from <i>Dead Poets Society</i> Sample analysis of a poem Poetry of William Blake Text extracts on themes	70 108 111 112 114 115–118 119 120 126 133 134 Unit 5
Ex	amining literature		
5	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)	Plot Characterisation Setting Extract from <i>The Office</i> Extract from 'A modest proposal' Sample analysis of a poem	24 25 25–28 66 112 133
6	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)	Poem from Macbeth 'O me! O life!' Walt Whitman Poems from Dead Poets Society 'Barn owl' Sample analysis of a poem Poetry of William Blake Assessment task 5.1—Team magazine	118 119 126 132 133 134 151

7	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)	Fictional narratives Homework task—Creating suspense Film terms Assessment task 4.1—Analyse the opening sequence of a film Poems from <i>Dead Poets Society</i> Sample analysis of a poem Assessment task 4.2—Analyse a poem Assessment task 4.3—Analytical text response Examining texts about different themes	22 33 120 124 126 133 135 143 Unit 5
Cre	eating literature		
8	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)	Personal writing Appealing to the senses Recounts Creating texts for Assessment task 5.1— Team magazine	15 17 19 Unit 5
9	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)	Appealing to the senses Presenting your point of view Assessment task 5.1—Team magazine	17 97 151
10	Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)	Creative responses to texts Assessment task 5.1—Team magazine	143 151

## Literacy

Co	ontent description	Topic	Page
Те	xts in context		
1 In	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)  teracting with others	All text extracts Articles and cartoons about technology Language analysis Assessment task 3.2—Language analysis and point of view Text extracts on themes	All units 60 78–96 102 Unit 5
2	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)	Two maiden speeches to parliament Job interview role-play Speech from Julius Caesar Speech—'Is nuclear energy the way to go?' Tips for successful speeches The 'magic moment' Extract from 'Sorry' speech	51, 53 71 79 98 100 101 158
3	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)	Speaking test Assessment task 2.1—Point of view Assessment task 3.2—Language analysis and point of view	5 65 102

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4	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)	Assessment task 1.2—Extended project Assessment task 2.2—Multimodal presentation Assessment task 3.2—Language analysis and point of view In all units there are opportunities for students to interact with others in whole class, pair and group discussions.	31 65 102 All units
Int	erpreting, analysing, evaluating		
5	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)	Discussion about values Socio-historical contexts Extracts from <i>To Kill a Mockingbird</i> Values and messages through characters Views and values in films Text extracts about themes	108 111 111 114 120 Unit 5
6	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)	Reading test Language, purpose, text type Assessment task 4.1—Analyse the opening scene of a film All text extracts in the workbook enable students to practise their reading techniques.	4 89 124 All units
7	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)	There are text extracts in all units, which develop comprehension strategies.	All units
Cre	eating texts		
8	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)	Assessment task 1.2—Extended project Assessment task 2.1—Point of view Assessment task 2.2—Multimodal presentation Assessment task 2.3—Brochure about a workplace Presenting your point of view Assessment task 3.2—Language analysis and point of view Assessment task 4.1—Analyse the opening sequence of a film Assessment task 4.2—Analyse a poem Analytical essays on text Assessment task 4.3—Analytical text response Assessment task 5.1—Team magazine	31 65 65 73 97 102 124 135 138 143 151
9	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)	Structure of text essay There are opportunities throughout the workbook for students to review their own and each other's work.	140 All units
10	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)	There are opportunities throughout the workbook for students to use a range of software.  Assessment task 1.2—Extended project Assessment task 2.2—Multimodal presentation	All units 31

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Cross-curriculum priorities	Topic	Page
Aboriginal and Torres Strait Islander histories	Maiden speech of Nova Peris	53
and cultures	Languages of the first Australians	57
	Still from Rabbit-Proof Fence	121
	Biography of Eddie Mabo	156
	Poem about the Stolen Generations	157
	Extract from 'Sorry' speech	158
	Recount about Jandamarra	173
Asia and Australia's engagement with Asia	The landscape of childhood (Sri Lanka)	28
	Reporting the Mumbai attacks	63
	Poem about Vietnam	171
Sustainability	Letter to the editor about dredging	90
	Speech—'Is nuclear energy the way to go?'	98
	Editorial—'Dealing with a load of old rubbish'	104

General capabilities	Topic	Page
Literacy	All exercises and assessment tasks are designed to improve students' literacy. English questionnaire Assessment task 1.1—Test your basic skills	All units 4 6
Numeracy	The workbook does not include exercises related to numeracy.	
ICT capability	Many assessment tasks in the workbook include a digital component. Technology and communication Assessment task 2.2—Multimodal presentation	All units 60 65
Critical and creative thinking	Technology and communication Discussion circles about technology Revision of language devices Thinking about themes	60 64 78 Unit 5
Personal and social capability	Setting goals Assessment task 1.2—Extended project Technology and communication Workplace communication Leadership and management Job interview role-play Homework task—Design your CV	14 31 60 66 70 71 73
Ethical understanding	Discussion about values Extracts from To Kill a Mockingbird Extract from 'A modest proposal' Extract from A Christmas Carol Extract from Macbeth Study of various themes	108 111 112 114 115 Unit 5
Intercultural understanding	The landscape of childhood (Sri Lanka) 'Migrant woman on a Melbourne tram' Reporting the Mumbai attacks 'Sound of the future' Poem about Vietnam	28 57 63 167 171

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# **Preface**



This is the fourth and final book in a series of English workbooks for students in the junior and middle years of secondary school. This workbook builds on the skills and knowledge introduced in Workbooks 1–3 and prepares students for senior English studies. In this workbook more emphasis is placed on students taking control of their own learning, assessing their strengths and weaknesses, and setting goals for improvement. 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 pages v–ix 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 polished 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 English skills and knowledge that will be useful for senior studies.

#### To the teacher

English Workbook 4 contains five substantial units of work—the first unit provides students with an opportunity to evaluate their skills and set academic goals for the year. This also allows teachers to identify the needs of individual students. Subsequent units develop areas of study that link to senior English courses, with an emphasis on various kinds of texts and responses to them. 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 material for teachers. You will notice in the table on pages v—ix that the Australian Curriculum content descriptions are numbered, and these numbers correspond to the numbers on the opening page of each unit, indicating the links to the AC. There are also references to the specific assessment requirements in Victoria and New South Wales. Links to the Cross-Curriculum Priorities and General Capabilities can be found throughout the workbook. Support material for teachers is available free on the Macmillan website, which includes assessment rubrics, the weblinks list 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>

Teachers should note: Assessment task 1.2 (in Unit 1) and Assessment task 5.1 (in Unit 5) are extended tasks and could go for a whole term or even a semester. Teachers might like to take a look at those tasks now.

# UNIT 1

# Evaluating your skills

By this stage in your schooling, you should have a good idea of your strengths and weaknesses in English. This unit will give you an opportunity to take ownership of your learning and formally assess the skills of reading, writing, speaking and listening, and technology use. This will help you to identify which areas you might need to develop further in preparation for senior English. There will be an opportunity for you to set some academic goals for the year and begin an extended project, involving research and a report on an area of interest to you connected with reading, viewing or writing. The links between this unit and the Australian Curriculum: English can be seen in the boxes below.

#### **LANGUAGE**

In this unit you will:

- » Understand how sentence and clause structures can be used for different purposes
- » Develop your vocabulary and practise spelling correctly

AC Language content descriptions 7, 10 and 11

#### **LITERATURE**

In this unit you will:

- » Read a variety of extracts from literary texts
- » Create imaginative texts, experimenting with sensory writing
- » Revise the importance of setting
- » Present a recount orally

AC Literature content descriptions 1, 5, 7, 8 and 9

#### LITERACY

In this unit you will:

- » Evaluate your literacy skills
- » Practise listening effectively
- » Test yourself in the four levels of reading comprehension
- Present an impromptu speech
- » Practise proofreading
- » Set goals for learning

AC Literacy content descriptions 1, 3, 4, 6, 8, 9 and 10



# **Build your vocabulary**



The following words can be found in the extracts and exercises in this unit. 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.

cathartic	derision	dialect	dread	edifice	elation
flimsy	gerund	homogeneity	idyllic	implacable	kamikaze
litany vulnerability	maelstrom yuppie	makeshift	taunts	timid	torrential

**1.** We used our raft to sail from one side of the river to the other.

#### **EXERCISE 1**

	Surviving a life-threatening ordeal must leave you with a feeling of
3.	The Japanese pilots of World War II deliberately crashed their planes into enemy targets.
4.	A is usually associated with wealth and luxuries such as an SUV or a holiday house on the coast.
5.	The material meant that the costume fell apart too easily.
6.	Because of the rain they decided to cancel the cricket match.
7.	The for the church ceremony was printed and distributed to the congregation.
8.	The party turned into a of lights, music, singing and dancing.
9.	The cliff top at sunset was an setting for the wedding.
	A high camera angle can be used to suggest a character's
11.	With a feeling of he stepped into the cell where he was to spend the next five years.
12.	He tried to not allow the bowler's to get to him and smacked the ball for a six.
13.	The plan to build a huge in the centre of town divided the community.
	The little kitten remained hidden behind the couch until coaxed out by the smell of food.
15.	The politician's promises were greeted with by the protesters at the rally.
`	Refusing all attempts at negotiation, the general ordered his army to attack.
	Some people say that writing down your feelings of anxiety before an exam can have a effect.
18.	A is a verb ending in <b>ing</b> that acts as a noun, such as ' <b>Reading</b> is a pleasurable and edifying activity.'
19.	A is a form of language that is different from the standard language in areas such as accent, grammar and lexicon.
20.	The of the English language in Australia can be explained by the fact that the
	population was highly mobile in the early years of settlement.
	<b>\</b>

1

....../20

# **English questionnaire**



Introduce yourself to your English teacher and reflect on your strengths and weaknesses as an English student by completing the questionnaire below. Write or type your answers in full sentences and give as much detail as possible.

#### Reading

1.	Do you read in your spare time? Why/why not? If so, what kinds of texts do you like to read?
2.	Do you read newspapers? If so, which one/s and how often?
3.	Do you read magazines? If so, which one/s and how often?
4.	Of the texts you have read in previous English classes, which has been your favourite? Explain why.
5.	Do you enjoy reading aloud in class? Why/why not?
6.	Are you a strong reader or do you have trouble comprehending what you read?
7.	What is your favourite book? Explain why.
4	

#### Writing

- 1. Of the following kinds of writing, which ones do you most enjoy creating and which ones do you least enjoy creating? Give reasons for your choices.
  - » narratives/imaginative stories
  - » recounts about personal experiences
  - » persuasive pieces/expositions about an issue
  - » text analysis essays
  - » reflecting on and writing about a theme
- » biographies
- » plays
- » poetry
- » newspaper reports
- » research reports

	Do you write for any other purposes apart from school purposes? Explain.
	Have you ever had writing published? Give detail.
•	What was the best piece of writing you created last year? Why did you like it?
	Do you have trouble with the legibility of your handwriting? If so, explain what the problem i
•	Comment on your basic language skills: grammar, spelling and punctuation.
	eaking and listening  Do you volunteer answers and comments during class discussions? Why/why not?
•	
	Do you volunteer answers and comments during class discussions? Why/why not?  Do you listen respectfully when others are talking? Explain.
	Do you volunteer answers and comments during class discussions? Why/why not?  Do you listen respectfully when others are talking? Explain.  What was the topic of the best oral presentation you gave last year and what score did you
	Do you volunteer answers and comments during class discussions? Why/why not?  Do you listen respectfully when others are talking? Explain.  What was the topic of the best oral presentation you gave last year and what score did you receive for it?
	Do you volunteer answers and comments during class discussions? Why/why not?  Do you listen respectfully when others are talking? Explain.  What was the topic of the best oral presentation you gave last year and what score did yo receive for it?  Have you ever participated in debating or public speaking competitions? Why/why not?

3.	Do you use social media? How often? Give detail.	
4.	Do you play computer games? If so, which is your favourite and why?	
5.	Do you think technology could be better used in your English classes? How?	

### > Assessment task 1.1—Test your basic skills

The tests that follow are designed to assess your basic skills in punctuation, spelling, vocabulary, reading comprehension, writing, proofreading, and speaking and listening. After you have completed each test and determined your scores, set some goals for your future learning in those areas using the table on page 14.

#### **Punctuation test**

Below is an extract from Ned Kelly's famous 'Jerilderie Letter', which contains very little punctuation. As you read the extract, correct the punctuation. You will need:

- » three capital letters
- » three full stops
- » one question mark
- » 13 commas
- » one colon
- » one set of quotation marks
- » four hyphens.

Certainly wives and children are to be pitied but they must remember those men came into the bush with the intention of scattering pieces of me and my brother all over the bush and yet they know and acknowledge I have been wronged and my mother and four or five men lagged innocent and is my brothers and sisters and my mother not to be pitied also who has no alternative only to put up with the brutal and cowardly conduct of a parcel of big ugly fat-necked wombat headed big bellied magpie legged narrow hipped splaw-footed sons of Irish Bailiffs or English landlords which is better known as Officers of Justice or Victorian Police who some calls honest gentlemen but I would like to know what business an honest man would have in the Police as it is an old saying It takes a rogue to catch a rogue

...... /25

#### Spelling test

Your teacher will test you on your ability to spell some words that will be useful for you in your studies this year and in the future. They are words that you should know. Write them here. Good luck!



#### Vocabulary test

Circle the correct definition for the words below. You are not allowed to use a dictionary.

1.	homogeneity	uniformity	cleanliness
2.	gnarled	twisted	old
3.	indispensable	superfluous	essential
4.	allegiance	honour	loyalty
5.	affectation	fondness	pretence
6.	affluence	wealth	waste products
7.	pretentious	showy	dishonest
8.	innocuous	harmless	vaccination
9.	ambivalent	unclear	in two minds
10.	conscience	moral compass	awake
11.	deter	stop	discourage
12.	apathy	indifference	objection
13.	indomitable	unbeatable	determined
14.	pecuniary	greedy	of money
15.	transitory	ephemeral	mobile
16.	negligent	always late	careless
17.	nepotism	favouring relatives	corruption
18.	solecism	incorrect grammar	incorrect spelling
19.	vigilant	careful	watchful
20.	belligerent	aggressive	wrathful

...../20



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#### Reading test

Read the following essay on the development of Australian English and answer the questions that follow.

#### **Development of Australian English**

Towards the end of eighteenth century, the population of the British Isles was only about 15 million. As many as one third of these people spoke their own Celtic languages and little or no English. And not all the native English speakers spoke the standard language either. A good many spoke only their regional dialects and the dialect differences could be striking. This was a time when most people lived and died without travelling further than a few miles.

This was roughly the state of the language when exploration southwards established the first English-speaking settlers in the Antipodes. For Australia, the date coincides with the arrival of Captain Cook in 1770. Over the course of the next 20 years or so, Britain established its first penal colony in Sydney. The first arrivals were largely prisoners, prison officers and their families. Non-convicts, or free settlers, as they were known, did not really reach significant numbers until the middle of the nineteenth century.

One striking feature of Australian English is its geographical uniformity. Although there is some socially marked variation, there is remarkably little in the way of regional variation, especially given a country that is some 30 times the size of Britain. You see when dialects come together, a kind of melting pot effect is usual and it's likely that this uniformity grew out of a blending of the original dialects which first came into Australia; that is, from southeast England, Ireland and Scotland. In a short period of time, all the different varieties spoken by convicts and free settlers underwent a general levelling process to produce what we now know as Australian English. We can look to the homogeneity of Canadian English too to see similar results from this kind of melting pot effect.

This uniformity of the language was increased by the high mobility of the population during the early years of settlement. With New South Wales as the point of departure, settlement was largely by sea and the rapid spread meant the language was able to remain quite uniform. You might compare this to the United States, where people spread out more gradually by land, producing much greater diversity.

Over time, however, both physical and social distance will have an increasing effect on the development of regional differences in Australia. And as there is no single prestige regional variety of the language, if groups want to be defined regionally, varieties are freer to go their separate ways.

#### Literal comprehension

1.	What was the population of the British Isles at the end of the 18th century?
2.	What kind of people were the first English speakers to arrive in Australia?
3.	When did free settlers reach significant numbers in Australia?

**4.** Which British dialects were blended to form Australian English?

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6.	Why was the spread of English in Australia so rapid?
,	Why will Australian English continue to evolve?
•	with Mustralian English continue to evolve:
n	ferential comprehension
	Why were there so many regional dialects of English in Britain towards the end of the 18th century?
2.	What is another name in the essay for faraway countries like Australia and New Zealand, derived from the Greek for 'feet opposite'?
3.	What was one of the effects on Australian English of people moving around the country boat?
ŀ.	Why is there such diversity of English accents in America?
j.	Without using a dictionary, find two synonyms from the passage for the following words:
	<ul><li>a. sameness</li><li>b. difference</li></ul>
<b>)</b> .	Rewrite the following in your own words: 'There is no single prestige regional variety of Australian English.'
	/
Ē	itical comprehension
	The essay does not mention the influence of the languages of the first inhabitants of Australia. Can you name five words that come to us from Aboriginal languages?

Fir	nd the following linguistic features:
a.	Two examples of connectives in topic sentences
b.	Two examples of internal connectives (within the paragraphs)
C.	Three examples of nominalisation (apart from the words you used for answer 5 above)
d.	Give one example of an adverbial phrase of time
e.	Give one example of a subordinate clause that begins a sentence and is marked off with a comma.
_	The words 'blending' and 'levelling' are called gerunds—words that are verbs used as nouns.
Creat They AND Creat They	tive comprehension the a short dialogue between two convicts (male or female) from the late 18th century, are on a ship bound for the Antipodes.  The a short dialogue between two prisoners (male or female) from the late 21st century, are working out in the prison gym.  The but will be marked on the following;
» )	your ability to show how Standard Australian English has evolved and continues to evolve your expressiveness, spelling, vocabulary, grammar and punctuation the interest level of your piece of writing.
<u>18t</u>	h century:
21s	st century:

..... /5

#### Writing test

Write for 10 minutes on one of the following topics and then swap your writing with a partner for correction and assessment.

The topics are:

- \* Should Australia accept more refugees?
- \* Should same-sex marriage be legal in Australia?
- \* Should school start and end later in the day?
- \* Is war ever justified?
- \* Should public transport be free?

Partners should allocate marks as follows:

Depth of thinking and quality of arguments /3
Logical structure, paragraphing, adequate length /2
Expressiveness, grammar, spelling, punctuation /3
Overall interest level of the piece /2

...../10

#### Proofreading test

Here is an example of a work experience application containing several errors in spelling and punctuation. Correct the mistakes as you read it. You should be able to find 20.

The Manager Heritage Veterinary Clinic Main Road BRUNSWICK VIC 3058 27 Micheal Street CARLTON VIC 3053 Thursday 6 June 2013

Dear Sir/Maddam,

I am writting to apply for a two-week work experience placement at the Heritage Veterinary Clinic during the coming school hoildays in July.

I love animals and I have many pets it is like a zoo at my place I have two dogs, Milly and Molly, that I rescued from the Lost Dog's Home, both are bitzers but I think Milly might have some Golden Retreiver and Molly might be a Labrador cross. I'm not shore. I also have a cat four budgies three goldfish and a guinea pig I love them all.

I have always wanted to be a vet ever since I can remember and I would really appreciate the oppertunity to do work experience at you're clinic.

I am in Year 10 at Parkland Secondary College and I am a hardworking
student. I work well as part of a team I am honest, reliable and I keep up
to date with all my work. Mr Flanagan is the Careers Teacher and he has
agreed to be a referee for me his number is 0407993425.

Thank you.

Yours sincerley,

Amelia Taylor

...... /20

#### Speaking test

Test your speaking skills by speaking for one minute without pausing. Your teacher will give you a number, and then your topic. You will have a minute to jot down some ideas before you speak. You will score 20 points for speaking for one minute without stopping and lose a mark for every pause or 'filler' such as 'er', 'ah' or 'um'.

...../20

#### Listening test

Test your listening skills by listening carefully to the questions your teacher will read to you. You are not allowed to take notes—just listen and remember.

#### Listening test: Concentration

This is a test of your ability to concentrate. Listen carefully as your teacher reads each question and write down your answer in the space provided.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
0.	

...../10

TOTAL MARKS: ...../



**English Workbook 4** is the third in a series of fully revised and updated workbooks for junior and middle secondary students. The series has been revised for the Australian Curriculum.

#### **Kev features**

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- Homework tasks and other activities encourage students to reflect on and evaluate their own work and that of their peers

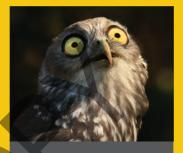
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- Homework tasks also available as separate documents for students to use

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