 **NARROGIN SENIOR HIGH SCHOOL** 

**Task 14**

**English Year 10.1**

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| **Student: Teacher: Date Due:** | | |
| **Assessment Type:** Reading and Viewing  **Weighting:** 2.5%  **Task:** Spelling and Grammar Test  **Mark: ( / 50 x 2)**  **= /100** | | |
|  | | |
| **Spelling Test** | | |
| **Word** | **Correction** | **½ mark each** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **8** |  |  |
| **9** |  |  |
| **10** |  |  |
| **11** |  |  |
| **12** |  |  |
| **13** |  |  |
| **14** |  |  |
| **15** |  |  |
| **16** |  |  |
| **17** |  |  |
| **18** |  |  |
| **19** |  |  |
| **20** |  |  |
| **/10** | | |

**Answer the questions below. Make sure to complete all parts of the question.**

**Quotation Marks – Punctuate these conversations using quotation marks and commas where they are needed. Use // to indicate where a new line should be started.**

|  |  |
| --- | --- |
| 1. **“**Hey, Evan**, ”** said Bryan. **“**Do we really have to get up at 4:30?**”** **// “**You get used to it**, ”** Evan told him. | 4 marks |
| 1. **“**Hey!**”** shouted Evan. **//** Bryan turned the key and stepped on the gas pedal. The engine revved. | 2 marks |

**Direct and Indirect Speech – Identify whether direct (d) or indirect (i) speech is being used in the sentences and add quotation marks where needed to the examples of direct speech.**

|  |  |  |
| --- | --- | --- |
| 1. The new principal, Ms. Smith, said, **“**I am very excited about this school year.**”** | **d / i** |  |
| 1. Ms. Smith said that she was excited about the school year. | **d / i** |  |

**Informative Writing – Determine whether the following sentences are from a hard news story (h) or a soft news story (s).**

|  |  |  |
| --- | --- | --- |
| 1. With the botanic gardens in full bloom, staff are hoping to inspire home gardeners to reconsider everything they have ever thought about native plants. | **h / s** |  |
| 1. Jan Cooper was told she couldn’t play football because she was a girl. But she has helped transform the AFLW from a dream to a reality. | **h / s** |  |
| 1. From tomorrow, Melburnians can meet up to five vaccinated adults from two households outdoors, spend four hours exercising and travel 10 km from home. | **h / s** |  |

**Feature Articles – Match the sentences on the left to the introductory techniques on the right.**

|  |  |  |
| --- | --- | --- |
| 1. Allanna Capitano knows all too well the importance of wearing a seatbelt. | **Anecdote** |  |
| 1. You might not think you need to wear a seatbelt every time you’re in the car, but you might think twice after learning about new research on the topic. | **Case Study** |  |
| 1. Screeching tires. Crunching metal. Spinning wheels. | **Description** |  |
| 1. When I was in high school, every year the school held an assembly about safe driving. | **Second person narrative** |  |

**Connotations – Replace the underlined word, which has a positive connotation, with a word that has a negative connotation.**

|  |  |  |
| --- | --- | --- |
| 1. My parents are always so interested in what I’m doing. | \_\_\_\_\_**nosy**\_\_\_\_\_\_\_ |  |
| 1. She’s frugal with her money because she’s saving for her first car. | \_\_\_\_\_**stingy**\_\_\_\_\_\_ |  |
| 1. They have a lot of confidence in their abilities. | \_\_\_\_**arrogance**\_\_\_ |  |

**Sentence Building – Using brackets, label the simple sentence (s), clause (c) and phrase (p) in each sentence.**

**C**

**P**

**S**

|  |  |  |
| --- | --- | --- |
| 1. **(The launch was delayed)** for several months (*because the engine failed)*. |  | 2 marks |
| 1. (*When the astronauts arrived)*, (**they took a space walk)** for the first time.   **P**  **S**  **C** |  | 2 marks |
| 1. After a long journey, **(the satellite went into orbit)** (*when it arrived at Pluto)*.   **P**  **C**  **S** |  | 2 marks |

**Generalisation – Determine if the generalisation is valid (v) or defined vaguely (d).**

|  |  |  |
| --- | --- | --- |
| 1. 18. Dogs are smarter than cats. | **v / d** |  |
| 1. 19. Doctors complete a lot of education and training to do their job. | **v / d** |  |

**Generalisation – Add qualifying words like ‘some’, ‘sometimes’, ‘most’, ‘mostly’ or ‘many’ to make these generalisations acceptable.**

|  |  |
| --- | --- |
| 1. **Some** cats are smarter than dogs. |  |
| 1. Teenagers are **sometimes** addicted to their phones. |  |

**Language of the Critic – Match the words at the top to the word with a similar meaning but a neutral connotation. Put the word in the correct column, depending on whether it has a positive or negative connotation.**

|  |  |  |  |
| --- | --- | --- | --- |
| Decrepit Peculiar Interested Conceited Nosy Courageous Unique Vintage | | | |
| **Neutral** | **Positive** | **Negative** |  |
| 1. Curious | **Interested** | **Nosy** |  |
| 1. Confident | **Courageous** | **Conceited** |  |
| 1. Different | **Unique** | **Peculiar** |  |
| 1. Old | **Vintage** | **Decrepit** |  |

**Language – Determine whether the following are examples of tautology (t), verbosity (v) or ambiguity (a).**

|  |  |  |
| --- | --- | --- |
| 1. A divine, shining white swan was swiftly, gently swimming on the pond. | **t / v / a** |  |
| 1. In my opinion, they’re the best – better than all the other ones. | **t / v / a** |  |
| 1. A good life depends on the liver. | **t / v / a** |  |

**Analogies – Choose the word from the list that best completes the analogy.**

|  |  |  |
| --- | --- | --- |
| 1. **Clumsy** is to **botch** as **lazy** is to | heed / insinuate / pamper / **shirk** |  |
| 1. **Fugitive** is to **flee** as **braggart** is to | stifle / **boast** / foster / quibble |  |
| 1. **Author** is to **literate** as **judge** is to | **impartial** / prudent / gullible /notorious |  |
| 1. **Entice** is to **repel** as **flourish** is to | sprout / **fade** / preside / entreat |  |

**/40**

**EXTRA TIME**

|  |  |  |  |
| --- | --- | --- | --- |
| **T** | **D** | **O** | **M** |
| **N** | **R** | **O** | **S** |
| **A** | **E** | **G** | **T** |
| **R** | **I** | **E** | **Y** |

Find as many words as possible in the grid of 16 letters. Letters can only be used once per word, and words must be 3 letters or longer.

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