 **NARROGIN SENIOR HIGH SCHOOL** 

**Task 6**

**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** |  |  |
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| **18** |  |  |
| **19** |  |  |
| **20** |  |  |
| **/10** | | |

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

**Punctuation – Punctuate the following passage.**

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| 1. **“**They stayed in that house**,"** Jack said to me as he pointed towards one of the charred houses. The fire had consumed all the door and window frames**,** and the mud that had been pushed in between the sticks was falling off**,** revealing the ropes through which the remaining fire was making its way**.** The floors were filled with heaps of ashes**;** no solid forms were inside**.** **“**I have looked around for them but I can’t see them anywhere**,** can you**?”** Jack asked quietly as we stood silently**.** | 6 marks |
|  |

**Audience and Purpose – Identify the audience and purpose of the following passages.**

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| 1. The changes in the new legislation will not mean major changes for the general public. | Audience: \_\_\_**Newspaper readers**\_\_\_\_\_\_\_\_\_  Purpose: \_\_\_**Inform**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 1. The new mobile service from Telstra will outperform all others – upgrade your plan now! | Audience: \_\_**Customers**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Purpose: \_\_\_**Persuade**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

**Figures of Speech – Highlight the figure of speech and circle whether it is a simile (s), metaphor (m) or personification (p).**

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| 1. A fresh **blanket of snow** covered the sleeping city. | **s / m / p** |  |
| 1. The **cave mouth yawned**, presenting a hint of its depths to the visitors. | **s / m / p** |  |
| 1. All **the world’s a stage**, and all the men and women merely players. | **s / m / p** |  |

**Sounds – Highlight the sound and identify whether it is alliteration (a) or onomatopoeia (o).**

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| 1. **From forth the fatal** loins of these two foes… | **a / o** |  |
| 1. Oh the bells! How they **clang** and **clash** and **roar**! | **a / o** |  |

**Apostrophes – Put apostrophes into each sentence where needed. Cross out those that are not needed.**

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| --- | --- |
| 1. It**’**s so hot in the desert that a car**’**s radiator can boil in a few minutes. |  |
| 10. Kangaroos rest where there**’**s some shade during the day’s heat. |  |

**Objective and Subjective Stance – Label the following statements as either objective (o) or subjective (s).**

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| --- | --- | --- |
| 1. On 11 November, 1918 the armistice was signed. | **o / s** |  |
| 1. I am certain that the team will win the flag this year. | **o / s** |  |
| 1. We believe that the best strategy is to proceed as normal. | **o / s** |  |
| 1. The Tyrannosaurus Rex is my favourite dinosaur. | **o / s** |  |
| 1. Job seekers can be unfairly discriminated against based on their past employment history. | **o / s** |  |
| 1. All students should exercise, not just because exercise is fun, but also because it is good for the brain. | **o / s** |  |

**Sentence Construction – Divide this paragraph into five sentences.**

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| 1. 17. It is nice at high tide but when the tide is out it shoals away to nothing and there is merely the stream of the Esk running between banks of sand, with rocks here and there**.** outside the harbour on this side there rises for about half a mile a great reef the sharp edge of which runs straight out from behind the south lighthouse**.** at the end of it is a buoy with a bell which swings in bad weather and sends in a mournful sound on the wind**.** they have a legend here that when a ship is lost bells are heard out at sea**.** I must ask the old man about this he is coming this way | 2 marks |
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**Sentence Construction – Use one conjunction and one pronoun to join the three sentences into one.**

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| 1. He left early for the soccer. He had to pick up his teammates. They couldn’t drive. |  |
| **He left early for the soccer because he had to pick up his teammates who couldn’t drive.** |  |

**Semicolons – Place semicolons where needed in these sentences.**

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| 19. There was an assignment to be completed**;** several other students had to be contacted  and then some time set aside to study for the exam. |  |
| 1. 20. I haven’t done a lot of study**;** nevertheless, I think I will pass my tests. |  |

**Vocabulary Extension – Use the words to complete the sentences.**

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| anecdote narrative indirect freelance transcript | |
| 1. Tien’s source was \_\_\_**indirect**\_\_\_\_\_\_, but reliable. |  |
| 1. The \_\_\_**narrative**\_\_\_\_ was written from the main character’s point of view. |  |
| 1. A \_\_\_**transcript**\_\_\_\_\_ of the interview was made available to the press. |  |
| 1. It was the same \_\_**anecdote**\_\_\_\_ that Murray had told last birthday. |  |
| 1. For a year Maddy worked as a \_\_\_\_\_\_**freelance**\_\_\_\_\_\_ journalist in Asia. |  |

**Similes – Choose the animal that best fits the simile.**

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| --- | --- |
| sloth kangaroo porcupine eagle antelope | |
| 1. The \_\_\_**porcupine**\_\_\_\_\_\_ looked like a moving quiver of arrows. |  |
| 1. The \_\_\_\_**antelope**\_\_\_\_\_\_\_ leapt as gracefully as a ballerina. |  |
| 1. The \_\_\_**eagle**\_\_\_\_\_\_\_\_\_\_\_ soared like a kite released on a windy day. |  |
| 1. The \_\_\_\_**kangaroo**\_\_\_\_\_\_\_ bounded along like a leaping whirlwind. |  |
| 1. The \_\_\_\_**sloth**\_\_\_\_\_\_\_\_\_\_\_ was as active as a deflated balloon. |  |

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| 1. 31. Her ideas for the tower were big**,** bright**,** modern**,** exciting and expensive. |  |
| 1. 32. The first building he designed**,** an art gallery**,** later became famous. |  |

**Commas – Place the commas where needed in each of these sentences.**

**Paragraphing – Divide the following excerpt into four paragraphs. Use // to indicate where the paragraph breaks should be.**

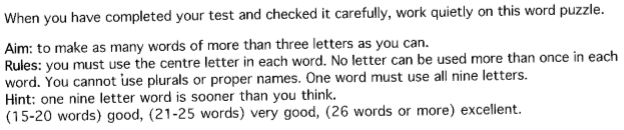
2 marks

33. When I was young, I thought my dad’s job was to make money so he could help other people, and I thought that when I grew up that would be my job too, that this was what I was meant to do. I always liked doing things for others. When my dad was away travelling, I would bring home the poor kids from the street, bathe them and give them clean clothes – my own clothes that Papa had bought for me in Europe. I think it concerned my dad a bit; he thought I put everyone else before myself and he worried I might be taken advantage of, but that is happiness to me and it is what gives my life meaning. From a young age I really believed that my destiny was to be of service to others. I don’t know if it was because my dad protected me in our big yellow house on the hill and provided everything we needed, but money never came into my dreams, nor did status or power or any of those things that some people seek. **//** Although Pa was clearly a man of consequence – he was always very well dressed with beautifully crisp ironed shirts and trousers; to look at him you would think he had all the degrees in the world, which he didn’t – he was exceptionally well-mannered and respected every single person, from the people he did business with to the people who worked for him, the people who cooked for us, and the poor people in the streets. He taught us all the importance of respect for others, and I still live by that credo. **//** My father had a mantra: The world is a circle. He said, ‘You have to be careful how you treat people. When you treat people unkindly, you have to remember that you’re going to come back and bump into them. So are you going to look them in the eyes or are you going to bend your head down?’ **//** That was a big lesson for us, his children, and more than anything he wanted us to have that principle to guide us through life. Looking back, it feels as if he knew that we would never grow up with him; that in the future we would all live in different parts of the world. If you’re not kind to people – Papa was really kind to a fault – it will hurt you the most. That was what he taught us and I believe that with all my heart. He was my ultimate role model.

**/40**

**EXTRA TIME**

**Word Game**

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