Throughout this WORKBOOK, you will find boxes like this one with some clear and simple examples of Australian values, profiles of well-known Australians AND some tips on life in Australia. This will help you to understand Australian people in the context of Australian culture.

Many ‘Australian’ values are shared by other countries around the world. If your teacher is not Australian, ask them about the country they identify with, what their values are, and their opinions about the ideas expressed in these boxes.

‘I’m a big fan of tea towels and I’m always on the lookout for a good one’.

Nick Cave
Australian songwriter, novelist, actor & musician

IMPORTANT: The characteristics and values we mention are common to many Australians, BUT because Australia is made up of INDIVIDUALS from diverse backgrounds & cultures there are also many Australian people with a range of different characteristics and values.

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Young Australian of the Year 2014
Jacqueline Freney

Paralympic champion

Being born with cerebral palsy has not stopped Jacqueline Freney from achieving greatness in the sporting arena. Following in the footsteps of her swimming family, Jacqueline set herself the goal to become a competitive swimmer. In 2012, Jacqueline won a remarkable eight gold medals at the London 2012 Paralympic Games, becoming Australia’s most successful Paralympian at a single Games. Two of Jacqueline’s performances were under world record time. She won a gold medal for every event in which she competed and her gold medal haul was greater than any other competitor from any country. Her success earned her the crown of Australia’s 2012 Paralympian of the Year. Jacqueline’s indomitable spirit is not confined to the swimming pool. She is actively involved in the wider community, working with Swimming Australia as a motivational speaker to help other people with disabilities reach their potential. Jacqueline is an inspirational role model and positive proof that, with hard work and determination, anything is possible.

WHAT’S IN THIS WORKBOOK?

**PART 1** of this WORKBOOK guides you through the TEXTBOOK – *Introduction to Academic Writing (TB)*. It will tell you which pages to **READ** and which practice activities to **complete**. We have also included some extra learning activities and some extension tasks which your teacher may ask you to complete.

Part 1 also provides lined pages for you to respond to some of the **TB** practice tasks. When there is not enough room in your **TB** to write your answers you can write them here. How nice!

In addition, it has detailed information on the EAP 3 **writing tasks** including the criteria and steps in the writing process. You will complete all of the steps in preparation for your final writing tasks in this workbook.

**PART 2** contains **answers** to the extension activities

**PART 3** contains some extra quizzes, activities and vocabulary lists. Your teacher may ask you to complete some or all of the tasks.
A TYPICAL AUSTRALIAN?

Given the diverse nature of today’s Australia, some people question whether there is a ‘typical’ Australian. There is, of course, no shortage of popular stereotypes, some of which contradict each other.

For example, some people see Australians as egalitarian, irreverent people with a deep suspicion of authority while others regard them as mostly law-abiding and even conformist.

Some people, particularly those living overseas, believe Australians live mainly in country areas, the Australian outback or the bush. In fact, more than 75% of Australians live a cosmopolitan lifestyle in urban centres, mainly in the capital cities along the coast.

Others see Australians as people who live in a ‘lucky country’ who love their leisure, particularly sport, both as spectators and as participants. In fact, Australians are among the hardest-working people in the world with some of the longest working hours in the developed world.

Another common perception of Australians is that they are informal, open and direct and say what they mean. They are also seen as people who believe in the principle of giving people a fair go and standing up for their mates, the disadvantaged and the underdog.

PART 1

Guide to Textbook & Assessment Tasks
CELEBRATIONS AND HOLIDAYS

Most workers in Australia have around 12 national and state public holidays throughout the year, in addition to their annual holidays. These include:

**New Year’s** (1st of January every year). The most common time for people in Australia to take their annual leave is between mid-December and the end of January.

**Christmas and Easter**, two of the most important dates in the Christian calendar. Christmas Day is on 25 December every year, while Easter is observed at some point between late March and late April each year.

**Boxing Day**, the day after Christmas Day, is also a public holiday.

**Australia Day**, on 26 January, is the day many Australians celebrate the founding of the first European settlement in Australia in 1788.

**Anzac Day**, on 25 April, is the day the Australian and New Zealand Army Corps (Anzac) landed at Gallipoli in Turkey in 1915 during World War I. This day is set aside in memory of those who fought for Australia and those who lost their lives in war. The day is a national public holiday and is commemorated with ceremonies, the laying of wreaths and military parades.

There are also a number of other non-national holidays which are celebrated only in specific states and territories (or celebrated in all states, but at different times of the year). These include Labour (or Eight-Hour) Day and the official birthday of Queen Elizabeth.

**Melbourne Cup Day**, which occurs on the first Tuesday of November each year, is a public holiday in metropolitan Melbourne. The Melbourne Cup is a world-famous horse race which brings Australia almost to a standstill. For a few minutes, most people, whether at work, school or home, stop to watch the race on television.

CHAPTER 1: PARAGRAPH FORMAT

READ TB p.2
READ TB p.3: What is Academic Writing? & Organisation (first paragraph only)

READ: Formatting requirements vary from course to course and from teacher to teacher. Always check with your teacher or lecturer before handing in an assignment. For the ELICOS course the following models are provided.

MODEL #1: Word processed (written using a computer)

ASSessment hot tip!
Check out the criteria for T3 on p.114

Styles of Popular Music

Music is truly the one universal language. Although all cultures have music, each culture develops its own musical forms and styles. In particular, popular music varies from culture to culture and from generation to generation. In the past 100 years or so, there has been an explosion of popular music styles in the West. Three of the more successful styles are reggae, punk, and rap.

One successful style of popular music is reggae, which was born on the Caribbean island of Jamaica in the 1960s and then spread throughout the world in the 1970s. Reggae developed from a kind of Afro-Caribbean music called mento, which was
For your handwritten assignments your teacher will provide you with lined paper with the details of the assignment.

**EAP 3: DESCRIPTIVE PARAGRAPH FINAL**

<table>
<thead>
<tr>
<th>NAME:</th>
<th>Li Wang</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE:</td>
<td>22/02/2014</td>
</tr>
</tbody>
</table>

**Title:** Styles of Popular Music

Music is truly the one universal language. Although all cultures have music, each develops its own musical forms and styles. In particular popular music varies from culture to culture and from generation to generation. In the past 100 years or so, there has been an explosion of popular music styles in the West. Three of the more successful styles are reggae, punk, and rap.

One successful style of popular music is reggae, which was born on the Caribbean island of Jamaica in the 1960s and then spread throughout the world in the 1970s. Reggae developed from a kind of Afro-Caribbean music called mento, which was...

**COMPLETE: TRY IT OUT! (TB p.6) INTRODUCE YOURSELF**

---

**READ TB pp. 6 – 8: Capitalisation**

Complete Practice 1 in TB.
READ TB pp. 10 – 12: Sentence Structure
Complete Practice 2 & 3 in TB

EXTENSION #1: SENTENCES

To make a sentence you need to be aware of the following three points:

1. **A sentence is a group of words that makes sense on its own.**
   - Cheese car house table on Tuesday.
     This isn’t a sentence - it doesn’t make sense.
   - I parked my car next to my house.
     This is a sentence. You can understand what it means. It makes sense on its own.

2. **When writing, you must use the correct punctuation.**

   Correct punctuation will show the reader where the sentences begin and end.
   A sentence must:
   - Begin with a capital letter.
   - End with a full stop (.), a question mark (?), or an exclamation mark (!).

   **NOTE:** People sometimes confuse the punctuation to use at the end of a sentence. You can use commas (,), colons (:) or semicolons (;) in your writing, but they should never be used instead of a full-stop.
3. A sentence should always include a verb and a subject.

A sentence must contain:

- A **verb** - this is often a ‘doing’ word but it can also be a ‘state’: e.g. like, is, cooking, walked, need.

- A **subject** - this is the person, or the thing, that is doing the verb: e.g. I, Beppe, Tuesday, dog, you, table, the weather.

Examples of sentences showing verbs and subjects:

- Last week Peggy redecorated the pub.
  
  | S     | V 
  |-------|---
  | Peggy | redecorated |

- Are you hungry yet?
  
  | V     | S 
  |-------|---
  | Are   | you |

- Tuesday was very rainy and cold.
  
  | S     | V 
  |-------|---
  | Tuesday | was |

If the sentence is an instruction or a request, you sometimes don’t need a subject:

- Be quiet.
- Please sit down.

More information about sentences:

Sentences can be short, or long: there’s no correct number of words it should be. The length of the sentence depends on what you want to say and the effect you want to achieve.

NOTE: If your sentences go on for many lines, check you haven’t put several sentences together as one sentence.

**Exercise 1:** Add words to make clear sentences.

1. I heard a crash ________________________________

2. When she got home ______________________________

3. At the airport ________________________________

4. After a long day at work ______________________________

5. Jim was so scared that ______________________________

6. The judge stood up and ______________________________

7. In my dream I ______________________________

8. The rain was pounding down, so ______________________________

9. Although Asha liked the film, she ______________________________

10. If I had the time and money ______________________________

**Assessment hot tip!**

Check out the criteria on p.44 (row I) and p.76 (row J).

Answers on p. 133
EXTENSION #2: WORD ORDER

1.1 In a normal (declarative) sentence, the **subject (S)** of a sentence comes directly in front of the **verb (V)**. The **direct object (O)** (when there is one) comes directly after it:

**Examples:**
The man  wrote  a letter.  
**S**   **V**   **O**  
People who live in glasshouses  shouldn't throw  stones.  
**S**   **V**   **O**  
The president  laughed.  
**S**   **V**

1.2. Note that by *the subject*, we mean not just a single word, but the subject noun or pronoun plus *adjectives or descriptive phrases* that go with it. The rest of the sentence - i.e. the part that is not the subject - is called *the predicate*.

**Examples:**
People who live in glasshouses  *shouldn't throw stones.*  
**S**   **predicate**  
I  *like playing football with my friends in the park.*  
**S**   **predicate**  
The child who had been sleeping all day  *woke up.*  
**S**   **predicate**

1.3. If a sentence has any *other parts* to it - **indirect objects, adverbs or adverb phrases** - these usually come in specific places:

**1.3.1 The position of the indirect object**

The indirect object follows the **direct object** when it is formed with the preposition **to**. The indirect object comes in front of the direct object if **to** is omitted.

**Example:**
The doctor  gave  some medicine  *to the child.*  
**S**   **V**   direct object   indirect object  
The doctor  gave  the child  some medicine.  
**S**   **V**   indirect object   direct object

**1.3.2 The position of adverbs or adverb phrases.** These can come in three possible places:

a) **Before the subject** (Notably with common adverbs or adverb phrases)

**Example:**
Yesterday  the man  wrote  a letter  
**Adverb**  **S**   **V**   **O**
b1) **After the object** (virtually any adverb or adverb phrase can be placed here)

**Example:**
The man **wrote** a letter **on his computer on the train.**

S  V  O  **adverb phrase**

b2) or with intransitive verbs **after the verb.**

**Example:**
The child **was sleeping** on a chair in the kitchen.

S  **Intransitive verb**  **adverb phrase**

c) In the middle of the verb group. (Notably with short common adverbs)

**Example:**
The man **has already written** his letter

S  V  **adverb**  V  O

► 1.4 In standard English, nothing **usually** comes between the subject and the verb, or between the verb and the object.

There are a few exceptions. The most important of these are **adverbs of frequency** and **indirect objects without to**.

**Example:**
The man **often wrote his mother a letter.**

S  **Adverb of frequency**  V  **indirect object without to**  O

I **sometimes give my dog a bone.**

S  **Adverb of frequency**  V  **indirect object without to**  O

If you **always apply these few simple rules**, you will not make too many word order mistakes in English. The examples above are deliberately simple - but the rules can be applied even to complex sentences, with subordinate and coordinated clauses.

**Example:**
The director, who often told his staff to work harder, **never left the office before he had checked his email.**

The director, [who **often told his staff** *(to work)* **harder,*]** never left the office before he **had checked** his email.

The director, **[who Adverb of frequency told his staff indirect object without to verb(1) verb(2)]** never left the office before he **had checked** his email.

Adapted from source: [http://linguapress.com/grammar/word-order.htm](http://linguapress.com/grammar/word-order.htm)
Exercise 1: Look at each sentence and decide where the object of the sentence – the word or phrase on the right – should go. Then write the letter in the rule box below to discover a useful grammar rule.

Example: I left _d_ on Tuesday _n_.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did he lend you <em>b</em> last weekend <em>n</em>?</td>
<td>Moscow, very much money, St Paul's Cathedral, holidays by the sea, his bicycle, the train, a letter, my uncle, tennis, your parents, the time we spent in London, a hotel, her new bicycle, walking in the rain, dinner, English</td>
</tr>
<tr>
<td>2. Have you <em>o</em> seen <em>v</em> before <em>t</em>?</td>
<td></td>
</tr>
<tr>
<td>3. Doesn't she like <em>e</em> very much _?</td>
<td></td>
</tr>
<tr>
<td>4. He <em>a</em> always <em>c</em> rides <em>b</em> to work.</td>
<td></td>
</tr>
<tr>
<td>5. He <em>o</em> missed <em>i</em> again <em>a</em> this morning.</td>
<td></td>
</tr>
<tr>
<td>6. I sent <em>c</em> yesterday <em>n</em> to my daughter.</td>
<td></td>
</tr>
<tr>
<td>7. I <em>g</em> visit <em>t</em> every year <em>a</em>.</td>
<td></td>
</tr>
<tr>
<td>8. We never <em>w</em> play <em>j</em> on Sundays <em>r</em> because we usually go out.</td>
<td></td>
</tr>
<tr>
<td>9. Don't you <em>u</em> telephone <em>r</em> every week <em>e</em>?</td>
<td></td>
</tr>
<tr>
<td>10. I didn't enjoy <em>e</em> very much <em>o</em>.</td>
<td></td>
</tr>
<tr>
<td>11. He couldn't <em>d</em> find <em>r</em> at once <em>o</em>.</td>
<td></td>
</tr>
<tr>
<td>12. She's learnt to ride <em>o</em> very well.</td>
<td></td>
</tr>
<tr>
<td>13. Do you <em>t</em> enjoy <em>e</em> very much <em>r</em>?</td>
<td></td>
</tr>
<tr>
<td>14. My husband doesn't <em>g</em> cook <em>t</em> often.</td>
<td></td>
</tr>
<tr>
<td>15. Are we <em>t</em> learning <em>c</em> quickly <em>a</em>?</td>
<td></td>
</tr>
</tbody>
</table>

The Rule Box

<table>
<thead>
<tr>
<th>The Rule Box</th>
<th>Example 12 1 8 10 6 14</th>
<th>5 11 3 15 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not separate the</td>
<td>11 9 4</td>
<td></td>
</tr>
<tr>
<td>from the</td>
<td></td>
<td>2 13</td>
</tr>
</tbody>
</table>

Answer on p. 133
Exercise 2: This student has left out all her adverbs because she does not know where to put them. Use the editing symbol for missing word (TB p. 184) to show where each one goes. If it can go in more than one place, show all the possible positions.

1. I don't enjoy cycling. (at all)
2. I left Beijing. (on Tuesday)
3. I'll love you. (forever)
4. Don't you get tired of studying? (sometimes)

Exercise 3: Rearranging jumbled words to make sentences

Each set of words is a jumbled sentence with one extra word. The sentences make up a letter of complaint. Rearrange each set of words to form a sentence, adding any punctuation necessary. In each sentence there is an unused word. Identify each of the unused words.

1. writing/ system/ telephone/ am/to/ l/about/banking/ your/ and/complain

Extra word: _____________________

2. I/ tried/ four/details/ this/ week/to/system/access/ feel/to/account/my/times/have/use the

Extra word: _____________________

3. crashed/on/l/the/system/ been/ that/ each/ informed/ this/ computer/ has/ have/ occasion

Extra word: _____________________

4. branch/day/person/unable/to/working/l/a/am/l/bank/my/as/during/the/visit

Extra word: _____________________

5. l/access/do/addition/service/have/so/internet/use/cannot/great/the/to/in/your/not/online

Extra word: _____________________

6. advertise/use/convenient/have/telephone/you/as/to/banking/your/service/and/easy

Extra word: _____________________
7. afraid/ not/ of/ work/ evidence/ have/ I/ features/ seen/ am/ I/ either/ yet/ these/ of

Extra word: ___________________________

8. grateful/ will/ problems/ I/ as/ would/ that/ be/ soon/ finished/ for/ have/ I/ described/ an/ the/ possible/ as/ assurance/ out/ be/ sorted

Extra word: ___________________________

Can you make one last sentence from all the extra words?

Source: Adapted from source: bbc.co.uk/skillwise

Complete Practice 4A in TB
Complete Practice 4B: Rewrite the paragraph
READ & Complete: MORE ABOUT SENTENCE FRAGMENTS

A fragment resembles a sentence in a number of ways. Both are groups of words that begin with a capital letter and conclude with an end mark—usually a full stop [. ] but sometimes a question mark [?] or an exclamation point [!].

There are a range of different fragment types. In your TB you have already learnt that when you analyse a group of words looking for the main clause, you have to find three things:

1. a **subject**,
2. a **verb**, (and **predicate**) 
3. a complete thought.

If one of these is missing, you have a fragment.

**Example:** Saw that it was time to leave. (Lacks a **subject**)
**Example:** The king and all his men. (Lacks a verb & predicate)
**Example:** And yawned loudly enough to make everyone in class turn around. (Lacks a **subject**)

Here we will be looking at another kind of sentence fragment: 

➤ **Subordinate Clause Fragments**

A subordinate clause fragment [sometimes called a dependent clause fragment] will begin with a **subordinate conjunction**, a **relative pronoun**, or a **relative adverb**. It will also contain a subject and a verb. Unfortunately, this combination of words will not express a complete thought by itself.

Think of the problem like this: In the workplace, there are bosses and their employees. Employees are also known as subordinates. When the bosses aren't watching, many subordinates stop working. In a sentence, the main clause is the boss. If the boss is not there, the subordinate clause stops working and the work doesn't get done.

Here are the words that might begin a subordinate clause fragment. Be careful when you use these words. These words are your **markers** for this type of fragment.

<table>
<thead>
<tr>
<th>after</th>
<th>although</th>
<th>as</th>
<th>because</th>
<th>before</th>
<th>even if</th>
<th>even though</th>
<th>if</th>
<th>in order that</th>
<th>once</th>
<th>provided that</th>
</tr>
</thead>
<tbody>
<tr>
<td>since</td>
<td>so [that implied]</td>
<td>so that</td>
<td>than</td>
<td>that</td>
<td>though</td>
<td>unless</td>
<td>until</td>
<td>when</td>
<td>whenever</td>
<td>where</td>
</tr>
<tr>
<td>whereas</td>
<td>wherever</td>
<td>whether</td>
<td>which</td>
<td>whichever</td>
<td>while</td>
<td>who</td>
<td>whoever</td>
<td>whom</td>
<td>whomever</td>
<td>whose</td>
</tr>
</tbody>
</table>
EXAMPLES:

1. **Because** *Michael caught the eye of the beautiful brunette in algebra.*

   **Because** = subordinate conjunction;
   **Michael** = subject;
   **caught** = verb.

   What happened? Was he able to cheat on the test? Did he quickly ask her for a date? We don’t know because the thought is incomplete.

2. **Until** *Rachel notices the toilet paper stuck to her shoe.*

   **Until** = subordinate conjunction;
   **Rachel** = subject;
   **notices** = verb.

   What will happen? Will she embarrass her date? Will people at the restaurant stare? We don’t know because this is another incomplete thought.

3. **Even though** *Fred stuck straws up his nose.*

   **Even though** = subordinate conjunction;
   **Fred** = subject;
   **stuck** = verb.

   What happened? Could he still not make a walrus friend? Did the McDonald’s manager offer him a job anyway? We don’t know because this thought is incomplete!

4. **Before** *we went to our English class.*

   **Before** = subordinate conjunction;
   **we** = subject;
   **went** = verb.

   What happened? Did you play table tennis? Did you see lady Gaga having a cup of tea in the campus cafeteria?

   We don’t know because this thought is incomplete!
5. **While** Gabriel ate half a pack of Tim Tams.

*While* = subordinate conjunction;

*Gabriel* = subject;

*ate* = verb.

What happened at the same time? Did he think about his holiday in Australia? Did drink a hot chocolate?

We don’t know because this thought is *incomplete* too!

**Fixing Subordinate Clause Fragments**

When you have a subordinate clause fragment, removing one thing—the subordinate conjunction—will give you the necessary main clause. Look at this fragment again:

- Because Michael caught the eye of the beautiful brunette in algebra.

Removing *because* makes the thought complete. *Michael* is the subject, *caught* the verb. Now you have a sentence!

- Michael caught the eye of the beautiful brunette in algebra.

If, however, you need the subordinate conjunction because of the meaning it provides, then you must fix the fragment by connecting it.

If you attach the fragment *after* a main clause you do not need to use a comma:

**EXAMPLE:**

- We will continue giggling *Ø until Rachel notices the toilet paper stuck to her shoe.*

If you attach the fragment *in front of* a main clause include a comma:

**EXAMPLE:**

- *Even though Fred stuck straws up his nose,* Melissa ate her tuna fish sandwich and continued to ignore him.

Adapted from Source: [http://www.chompchomp.com/rules/fragrules.htm](http://www.chompchomp.com/rules/fragrules.htm)
Exercise 1: Decide whether each group of words is a sentence (S) or a fragment (F).

Example:
Don’t think I can do it.  

F

<table>
<thead>
<tr>
<th>1) Daniel can come.</th>
<th>11) Annie and her best friend Julia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) I didn’t know that.</td>
<td>12) I am very tired, but I cannot sleep.</td>
</tr>
<tr>
<td>3) Went to the store.</td>
<td>13) Five slices of pizza.</td>
</tr>
<tr>
<td>4) Singing loudly all day long.</td>
<td>14) Until 2:30 in the morning!</td>
</tr>
<tr>
<td>5) Once they get here.</td>
<td>15) While Thomas was making dinner.</td>
</tr>
<tr>
<td>6) What time will they be here?</td>
<td>16) Didn’t have a care in the world.</td>
</tr>
<tr>
<td>7) Went to the beach and it was fun.</td>
<td>17) All of the guards at the castle.</td>
</tr>
<tr>
<td>8) Without increasing his test scores.</td>
<td>18) “Ahhh,” she yawned, “I am getting tired.”</td>
</tr>
<tr>
<td>9) A high quality car</td>
<td>19) They were married that afternoon.</td>
</tr>
<tr>
<td>10) The thunder scared us all.</td>
<td>20) Any day they want to come.</td>
</tr>
</tbody>
</table>
SHARED VALUES

The defining feature of today’s Australia is not only the cultural diversity of its people, but the extent to which they are united by an overriding and unifying commitment to Australia.

Within the framework of Australia’s laws, all Australians have the right to express their culture and beliefs and to participate freely in Australia’s national life.

At the same time, everyone is expected to uphold the principles and shared values that support Australia’s way of life. These include:

- respect for equal worth, dignity and freedom of the individual
- freedom of speech and association
- freedom of religion and a secular government
- support for parliamentary democracy and the rule of law
- equality under the law
- equality of men and women
- equality of opportunity
- peacefulness
- a spirit of egalitarianism that embraces tolerance, mutual respect, and compassion for those in need.
- Australia also holds firmly to the belief that no one should be disadvantaged on the basis of their country of birth, cultural heritage, language, gender or religious belief.

This is not a graded or pass/fail task. It is not part of your formal assessment but provides your teacher with a snapshot of your English writing abilities at the very beginning of the course. The task will help your teacher to identify whether you are at risk*. It will also give them a chance to identify your strengths and weaknesses so that they can support you more effectively.

You will complete this task in class under test conditions. This means that you should not talk to your classmates, use your smartphone or remove anything from the room during the writing task. You are allowed to refer to your TB.

LENGTH: 200 words
TIME: 1 hour 20 minutes

*For more information about Students @ Risk please see p. 10 of your STUDY GUIDE.

DIAGNOSTIC TASK: STEPS

Write a paragraph of 200 words. Follow all the steps of the writing process.

STEP 1: Prewrite to get ideas

STEP 2: OUTLINE
STEP 3: Write rough draft

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**STEP 4a:** Polish the rough draft

**STEP 4b:** Write 2nd draft

**STEP 4c:** Use Self-Editing Worksheet 1 (TB p. 199) to check your 2nd draft for grammar, punctuation and sentence structure.

**STEP 5:** Write a final copy and submit it to your teacher.

OUR TEACHER WILL PROVIDE A HANDOUT FOR YOUR FINAL COPY.
AUSTRALIANS AND THEIR PETS

A new report has found owners trust their pets more than their friends. And Australia is officially pet crazy, with about 2 million more pets than people.

Nearly 90 per cent of pet owners regard their dog or cat as part of the family, and often treat them better, said the survey of 1734 pet people and non-pet people.

In an industry worth $8 billion a year, Australians are showering their pets with gourmet food, protecting them with insurance and pampering them with reflexology, acupuncture and hydrotherapy. Australia also has one of the highest rates of pet ownership in the world, trailing New Zealand, with approximately 25 million pets in about 63 per cent of the nation’s homes.

READ TB pp. 29 & 30: Sentence Structure

Complete Practice 2A/B/C in TB

Complete Practice 2 D:

___________________________________________________________________________
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Complete TRY IT OUT! (TB p.32)

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Assessment hot tip!
Check out the criteria on p.44 (row H) & p. 76 (row I)
READ TB p. 33: Punctuation
Complete Practice 3 in TB

Assessment hot tip!
Check out the criteria on pp. 44 & 76 (row M)
CHAPTER 3: PARAGRAPH STRUCTURE

READ TB pp. 37 – 39 & 43: Organisation & Developing Topic Sentences
Complete Practice 1 & 2 in TB

EXTENSION #3: TOPIC SENTENCES

As you know, the first sentence of a body paragraph is called a topic sentence, and the topic sentence does two things.

1) Tells the reader what the paragraph will be about (topic)
2) Tells the reader the author’s opinion about the topic (controlling idea)

Here is an example topic sentence: Lyle has a lovely personality.

1) The topic of the sentence is: Lyle’s personality
2) The controlling idea “lovely”

All the other sentences in the paragraph must be about Lyle’s personality, and they must support the controlling idea that Lyle’s personality is lovely.

Exercise 1: Read the following topic sentences and find the topic and the controlling idea.

1) Many unique customs are associated with the Spring Festival
   Topic:                                  Controlling Idea:

2) London, England has one of the most culturally rich populations of any city on earth.
   Topic:                                  Controlling Idea:

3) The Chinese economy is expanding at a phenomenal rate.
   Topic:                                  Controlling Idea:

4) Julia Roberts is a famous symbol of American beauty.
   Topic:                                  Controlling Idea:

5) Australia is the source of some of the world’s most exotic natural scenery.
   Topic:                                  Controlling Idea:

6) Lu Xun, grandfather of modern Chinese literature, is one of the most profound Chinese writers of the 20th century.
   Topic:                                  Controlling Idea:

7) Lei Feng had the character of a true patriot.
   Topic:                                  Controlling Idea:

Answers on p. 135

Assessment hot tip!
Check out the criteria on p.44 (row B)
& p. 76 (row C)
REMEMBER YOUR CONTROLLING IDEAS

Remember that a good topic sentence must state the topic AND the controlling idea. A common mistake that students make in writing topic sentences is given in the following:

The next thing that I would like to discuss is Sarah's personality.

From this sentence we know that the topic of the paragraph will be Sarah's personality but we do not know what the author thinks about the topic.

WRITING GOOD CONTROLLING IDEAS

Exercise 2: Write a good controlling idea for each of the following topics, and then write a topic sentence that introduces the topic and states the topic sentence.

1. Topic: Western Food
   Controlling Idea: ___________________________
   Sentence: ________________________________________________________________________

2. T: Mao Ze Dong’s Personality
   S: _______________________________________________________________________________
   CI: ___________________________

3. T: American culture
   S: _______________________________________________________________________________
   CI: ___________________________

4. T: Japanese Horror Movies
   S: _______________________________________________________________________________
   CI: ___________________________

5. T: Western classical music
   S: _______________________________________________________________________________
   CI: ___________________________

6. T: Your best friend’s interests & hobbies
   S: _______________________________________________________________________________
   CI: ___________________________

7. T: Ping Pong
   S: _______________________________________________________________________________
   CI: ___________________________

8. T: Yao Ming’s Appearance
   S: _______________________________________________________________________________
   CI: ___________________________

9. T: Your Favourite Author’s Writing Style
   S: _______________________________________________________________________________
   CI: ___________________________

10. T: Cats’ Personality
    S: _______________________________________________________________________________
    CI: ___________________________
**Exercise 3:** After you have finished writing your topic sentences, work with a partner to do the following activity.

Read one of your topic sentences to your partner and then give 2 or 3 reasons why you believe your sentence is true.

Then your partner will make a topic sentence that gives an opposite controlling idea to your sentences and 2 or 3 reasons why the opposite sentence might also be true.

If your partner can do so, then it means that you have chosen a good controlling idea. Here is an example of the kinds of dialogues that you could have.

**Partner #1**

*My first topic sentence is:*

**Golf is an exciting sport.**

One reason I think this is that it is very challenging. You have to hit a very small ball into a very small hole starting from very far away. The other reason it is exciting is Tiger Woods, who was recently called the most talented athlete in any sport. It is always fun to watch a sport when you know you are watching the best.

**Partner #2**

Alright, well, my opposing topic sentence is:

**Golf is a boring sport.**

First of all, the pace of the game is too slow. It takes one second to hit the ball, and then afterwards you have to walk for like ten minutes before you can hit it again. Every time I watch golf on TV I fall asleep. The other reason it is boring is that you don’t need to be in very good shape to play the game well. Many golfers are fat, old, or both, they can’t move very well, and they are not strong.

If you find that it is difficult to think of an opposing topic sentence to your partner’s topic sentence, it probably means that your partner’s controlling idea is a fact, not an opinion.
TOO NARROW OR TOO GENERAL?

When you are writing topic sentences, it is important your sentences be neither too narrow nor too general. What does a topic sentence that is too narrow look like?

Here is an example:  
*China has a large population.*

The reason this topic sentence is too narrow is that you cannot possibly write an interesting paragraph of 5-8 sentences supporting it. How can you support the idea that China has a large population? Well, by giving a number. Next you might write: More than 1.3 billion people live in China. After that, there is nothing else to say. A paragraph that is 2 sentences long is too short. What does a topic sentence that is too general look like?

Here is an example:  
*Tabitha is interesting.*

This sentence is too general because it is not specific enough. To prove that this is true you would have to write about her personality, her appearance, her life history, things she has done, her grades in school et cetera. You cannot write about all of these things well in 5-8 sentences. Each of these things needs its own paragraph, so this sentence is too general.

Exercise 4:

Let’s do an activity to practice identifying topic sentences that are too narrow, too general, or just right. Read the following topic sentences and decide if you could write a paragraph of 5-8 sentences about it. If not, decide whether the paragraph is too general or too narrow. The best way to decide if a topic sentence is too narrow or general is to ask a simple question: how many ideas can I think of to support this? If you can only think of 1 or 2, then it is probably too narrow. If you can think of hundreds, then it is probably too broad.

1) Beijing has made important contributions to the Chinese economy.

2) The Chinese population has more men than women.

3) Todd doesn’t have any hobbies or interests.

4) There are a lot of Chinese immigrants living in Australia.

5) Human history is long and fascinating.

6) There are some good things and some bad things about all countries.

7) When Bill Clinton was president, he fought for equal rights for homosexuals.

8) Jackie Chan has become one of the most successful Hollywood actors in the 21st century.

9) Nathan Hale was a coward.

10) The weather in Northern India is hot.

Adapted by MH from source: Micah Tolman VUE teacher

Answers on p. 135
Complete TRY IT OUT! (TB p.43)

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

4. ______________________________________________________________________

5. ______________________________________________________________________

EXTENSION #4: JUMBLED SENTENCES

Instructions: Can you unjumble these sentences about topic sentences?

1. sentence /the /the/ usually/ sentence/ first /in/ is/ the/ a/ topic/ paragraph/.

2. about/ topic/ the/ the/ tells /what/ reader/ sentence/ paragraph/ is /the.

3. parts /topic /two/ good /sentence/ a /has.

4. contains /first/ the /of/ sentence/ the/ topic /part /topic /and /part /a /comment /makes /the /the /the/ topic /second/ about.

5. called/ second/ the /topic/ the /sentence/ is /part /the/ idea/ of /controlling.

6. one/ be/ controlling /can /word /idea /a /phrase/ the/ or.

7. about/ says /the /idea /the/ of /what/ the/ rest/ paragraph/ controlling/ is.

READ TB pp. 44- 45
Complete Practice 3 in TB
EXTENSION #5: SUPPORTING POINT SENTENCES

THE SECOND SENTENCE

After you have a good topic sentence, it is time to begin to support that sentence. We support that sentence by showing the reader how and why our topic sentence is true. Let’s look at the following sentence and make some examples:

*Lyle has a lovely personality.*

First of all, what does our second sentence have to support? It has to support both the topic and the controlling idea of the topic sentence. That means that the second sentence for this paragraph must be about Lyle’s personality, AND it must show how or why Lyle’s personality is lovely.

The second sentence of your body paragraphs should answer a question about the topic sentence: How or Why is Lyle’s personality lovely? Here is a possible answer:

One reason for this is that he is very generous with his time and will do whatever it takes to help both his students and his friends.

**Exercise 1:** The first sentence for each question is a topic sentence. The four sentences under it are supporting ideas (2nd sentences). Read the topic sentence. Find the topic and the controlling idea. Think of a How or Why question for that topic sentence. Then read the four supporting ideas and decide whether or not they really support the topic sentence.

1) **Topic Sentence: Alvin is a brutal thug and a threat to public safety.**

a) He has a very short temper and often acts violently toward others when he cannot get what he wants.

b) He does not listen to other peoples’ advice because he thinks that people are just trying to make him feel bad, even when they are really just trying to help.

c) He takes pleasure in destructive and violent behaviour and does not show respect for other people’s feelings or their things.

d) He has a lot of respect for old people and spends his free time doing things to help the poor and the weak.

2) TS: *Mary is endowed with a very attractive appearance:*

a) She has a very keen sense of style and always wears the most modern and fashionable clothing.

b) She has very ordinary facial features that make her very easy to forget.

c) For one, she is always making her friends laugh with her wild hair and strange faces.

d) She has the kind of body that other women would die for and she wins the eyes of men wherever she goes.

3) TS: *Another reason to visit Boring, Oregon is that it has some of the strangest architecture in the world.***

a) Over the past 30 years Boring has gained a great reputation for its manufacturing.

b) Boring has produced some of the world’s most famous artists, and they have left their mark on the city with some wild and weird sculptures and statues.

c) The city center, with its abundance of office complexes and high rises, reflects a unique blend of Indian, Chinese, and Italian architectural designs.

d) The suburban district is a model example of the most popular housing styles in America today.
4. **TS: The origins of Christmas are spiritually profound.**

a) Many of the original meanings of Christmas have been lost and it is now mainly a commercial holiday.
b) The holiday was first intended to celebrate the birth of Jesus Christ, who according to believers is the son of God.
c) Santa Claus, Father Christmas, or Old Saint Nick, is based on the legend of a kind and loving man named Saint Nicholas.
d) Jesus Christ symbolizes the spiritual perfection of man and his life has served as an example of love, selflessness, and helping the needy ever since.

**Exercise 2:**
Go back to the topic sentences that you wrote in the **WRITING GOOD CONTROLLING IDEAS ACTIVITY** on p. 26. For five of those sentences, write a second sentence. Make sure that each of your second sentences answers a **How** or **Why** questions about the topic sentence.

1. ____________________________________________________________________________

2. ____________________________________________________________________________

3. ____________________________________________________________________________

4. ____________________________________________________________________________

5. ____________________________________________________________________________

Share your answers with a partner. Read your partners’ sentences and make sure that the second sentence supports the topic sentence. Correct your partners’ work and tell them if there are any problems.

**READ TB p 45**

**Complete Practice 4 & 5 in TB**
EXTENSION #6: SUPPORTING SENTENCES - EXAMPLES

THE THIRD SENTENCE - Getting Specific with EXAMPLES

So far we have learned how to write a topic sentence, which tells the reader the topic of the paragraph and what you (the writer) think about that topic. Then you have written a second sentence that answers a How or Why question about the topic sentence. So far we have:

Lyle has a lovely personality. One reason for this is that he is very generous with his time and will do whatever it takes to help both his students and his friends.

The next thing that we need to do is to give a specific example or detail to support the idea or ideas given in the 2nd sentence. In the 2nd sentence, we have two ideas:

1) Lyle is giving of his time in helping students, and
2) Lyle is giving of his time in helping friends.

How can we make sure that we write a 3rd sentence that will really support the 2nd sentence? Again, we can ask another How or Why question: How / Why is Lyle giving his time helping students? Here is one possible answer to that question:

For example, each day after class Lyle will stay for an extra half hour giving additional help to students by answering their language questions.

Now we also need to ask another How or Why question for the second sentence: How / Why is Lyle giving of his time in helping friends?

Also, when his best friend got very sick, every night Lyle would come to the hospital and he would bring fruit and flowers and play songs until his friend would go to sleep.

We have now learned all you need to know to write a good body paragraph. After you finish with the 3rd sentence, you need to write a second supporting idea and give examples / details to support that. For the size and length of the essay that you will be writing in EAP 3, a topic sentence, and 3 main ideas supported by specific facts / examples is the most that you will need for one paragraph.

Exercise 3: Now that we have looked at a couple of examples of 3rd sentences, it is time for you to get some practice of your own. The following questions contain two sentences; the first is a topic sentence, and the second is a supporting sentence. In the space below, write your own 3rd specific example sentence. You can write anything you want as long as it answers a How or Why Question about the 2nd sentence.

1) Topic Sentence: Donald is a responsible father and a loving husband.
   a) Firstly, he shares the household duties with his wife.
      Example:
   b) He devotes regular time and energy to his children.
      Example:
   c) He sets a good example for his children.
      Example:
2) **The Whiz-bang Festival offers interesting activities for people of all ages.**

   a) There are several quiet, simple, activities for old people that do not require a lot of energy.  
      Example: 

   b) For people who like to play rough, there are dangerous and violent sports also available.  
      Example: 

   c) There are activities suitable for children as well.  
      Example: 

3) **China has one of the most diverse geographical landscapes on earth.**

   a) For those who like rock-climbing, China has some of the world’s highest peaks.  
      Example: 

   b) Opportunities also exist to catch a glimpse of places both flat and dry.  
      Example: 

   c) If you love green rolling hills and strange rock formations, China also has something in store for you.  
      Example: 

Compare your answers to the questions with your partner and make sure that your partner’s examples really support the second sentences. If they do not, tell your partner why.

Some of you may be asking, do we really have to write every body paragraph in English this way? Isn’t it possible to put the 2nd sentence and the example sentence together? Of course the answer is yes. In many situations, your 2nd and 3rd sentences can be put together into one longer sentence. Let’s take a look at how we might do this for one of the sentences in the preceding activity:

1) a: *Firstly, he shares the household duties with his wife, including taking out the garbage, washing the laundry, and cooking dinner.*

The important thing to remember in writing body paragraphs is that you have to include lots of good details to support your ideas. As long as in your writing you are answering How and Why questions, you should be able to succeed in writing body paragraphs.

Adapted by MH from source: Micah Tolman VUE teacher

**READ TB pp. 47 – 50**

**Complete Practice 6 & 7 in TB**
QUEUING IN AUSTRALIA

In situations such as paying for groceries at the supermarket, waiting for the bus, or visiting your School or Faculty Office you are expected to wait in line (queue) so that the people in front of you can be served first. It is considered extremely rude and impolite to walk or push past other people who are waiting; this is referred to as 'jumping the queue'.

You will find formal waiting lines in banks or government offices and again, you are expected to join the back of the line and wait to be served. In places like coffee shops or food outlets queues are less formal. In situations like this the person working behind the counter may ask: “Who is next please?” You are expected to have noticed who was waiting before you, and wait for your turn.

READ TB pp. 51 – 55:
Complete Practice 8 & 9A in TB
Complete Practice 9 B: Outline

READ TB p. 56: REVIEW

WHATS ON IN VICTORIA:

The Melbourne International Comedy Festival (MICF) is the third-largest international comedy festival in the world and the largest cultural event in Australia. Established in 1987, it takes place annually in Melbourne over four weeks in April typically opening on or around April Fool’s Day (1 April). The Melbourne Town Hall has served as the festival hub since the early 1990s, but performances are held in venues throughout the city.
CHAPTER 4: DESCRIPTIVE PARAGRAPHS

READ TB pp. 60 – 62: Organisation
Complete Practice 1-2 in TB
Complete TRY IT OUT! (TB p.64)

READ TB pp. 65- 67: Supporting Sentences for Descriptive paragraphs & Paragraph Unity
Complete Practice 3-4 in TB
Complete TRY IT OUT! (TB p.68)
EXTENSION #7: TENSES

BASIC TENSES

By the end of EAP 3 you should be able to use these tenses accurately and with confidence.

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Simple Past</th>
<th>Simple Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>John studies every day.</td>
<td>Mary studied yesterday.</td>
<td>John will help you tomorrow.</td>
</tr>
<tr>
<td>They study every day.</td>
<td></td>
<td>Mary is going to help you tomorrow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Continuous</th>
<th>Past Continuous</th>
<th>Future Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>John is studying now.</td>
<td>John was studying yesterday.</td>
<td>Mary will be studying tomorrow.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mary is going to be studying tomorrow.</td>
</tr>
</tbody>
</table>

MORE COMPLEX TENSES

Practise using Perfect tenses in your writing. In EAP 3 you will not be penalised for making mistakes with these complex tenses, so it is a good idea to have a go!

<table>
<thead>
<tr>
<th>Present Perfect</th>
<th>Past Perfect</th>
<th>Future Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>John has studied for three years.</td>
<td>She had studied English before coming here.</td>
<td>By December, she will have studied for three years.</td>
</tr>
<tr>
<td>Present Perfect Continuous</td>
<td>Past Perfect Continuous</td>
<td>Future Perfect Continuous</td>
</tr>
<tr>
<td>She has been studying for three years.</td>
<td>Mary had been studying for three days when she got sick.</td>
<td>By midnight, John will have been studying for over three hours.</td>
</tr>
</tbody>
</table>

EXTENSION #8: WORD CATEGORIES

In your writing, you need to pay attention to how you choose the category of each word. Recognising and understanding word categories (wc) (also called word types or parts of speech) in English sentences is very important.

Exercise 1: Match these English ‘grammar words’ with their use in an English sentence:

<table>
<thead>
<tr>
<th>WORD CATEGORY</th>
<th>USE OR PURPOSE IN ENGLISH SENTENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Article</td>
<td>i. names a place/object/purpose</td>
</tr>
<tr>
<td>b. Noun</td>
<td>ii. names an action</td>
</tr>
<tr>
<td>c. Adjective</td>
<td>iii. introduces place or position (‘where’)</td>
</tr>
<tr>
<td>d. Verb</td>
<td>iv. introduces a noun</td>
</tr>
<tr>
<td>e. Adverb</td>
<td>v. adds information about the verb</td>
</tr>
<tr>
<td>f. Preposition</td>
<td>vi. adds information about the noun</td>
</tr>
</tbody>
</table>

Exercise 2: OK - What is ‘special’ about the English sentence below? Can you work it out?

The quick brown fox jumped swiftly over the lazy dog.

Now identify the different word categories in the sentence (Use the list above to help you). The first one has been done for you.

The **article** quick _______ brown _______ fox _______ jumped _______
over _______ the _______ lazy _______ dog _______.

Exercise 3: Complete the gaps in these paragraphs by putting the words in the box into the correct category. (The words are in the correct order).

<table>
<thead>
<tr>
<th>crowd</th>
<th>particular</th>
<th>drive</th>
<th>delay</th>
<th>waste</th>
<th>few</th>
</tr>
</thead>
<tbody>
<tr>
<td>expense</td>
<td>increase</td>
<td>manufacture</td>
<td>cheapen</td>
<td>charge</td>
<td></td>
</tr>
</tbody>
</table>

Beijing is a very **crowded** city and traffic jams are common, (a) ______________________ at peak travel times. Between six and seven in the evening, (b) ______________________ know that the traffic will be bad and that they will have to expect (c) ______________________ on their journeys. Everyone has got used to this, although no-one likes (d) ______________________ time stuck in traffic.

In the past, there were far (e) ______________________ cars in Beijing because they were too (f) ______________________ to buy, but nowadays an (g) ______________________ number of citizens can afford one because the car (h) ______________________ industry in China is booming. In addition to this, petrol is relatively (i) ______________________ compared to the prices (j) ______________________ in many other countries.

Answers on p. 137
Exercise 4: Correct the word category (and spelling errors) in the following paragraph: Underline the mistake, and write the correct word above the error. (There are 10 errors)

many countrys students have to competition to get into collages and universtiys when they leave school. For this reason, some parent decision to payment for extra lessons to help their children be more success. This takes up a lot of the students’ free time, and is very expense for family. Overall however, I feel that this is a good idea, despite some of the disadvantageous of privately tuition.

Source: Adapted from Jakeman & McDowell 2006 Action Plan for IELTS, Cambridge University Press

Exercise 5: Put the words that are underlined into the correct column:

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
<th>PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A UNIVERSITY OR A BUILDING SITE?

Seventeen-year-old Hugh comes from a family of builders and plumbers. His dad left school when he was 15 and everyone expected Hugh to do the same. But the sixth-former is clearly a bright boy and did well in his GCSEs.

“I surprised myself a little. I got three As, five Bs, and two Cs”, he says shyly.

“When I got that, I thought maybe I could challenge myself a little, and now I would like to study biology at university.”

But like many others at his school there is pressure on him to leave and start work before completing his A-levels.

Hugh admits: “It is tempting to drop out. You can earn a lot of money. I could go out this weekend and earn £250 on a building site.”

“But I think it is better to get a degree.”

In some ways Hugh, like other members of the boys’ school’s small but growing sixth-form, is lucky.
Exercise 6: Verb or Noun?

Sometimes the same word can be used as either a verb or a noun. For example: run

- I usually have to run for the bus. (verb).
- Tom goes for a long run every Sunday morning. (noun).

Write two sentences using each of the following words. In the first sentence the word should be a verb and in the second it should be a noun.

increase
1.

2.

shop
1.

2.

whisper
1.

2.

drive
1.

2.

kick
1.

2.

Adapted from source: bbc.co.uk/skillswise
DESCRIPTION:
Based on what you have learnt in Chapters 1 - 4 of your textbook, you will write, polish, and edit a draft descriptive paragraph. You will submit the draft for teacher feedback before rewriting and submitting a final paragraph.

TOPICS: Your teacher will advise

A SATISFACTORY COMPLETION OF ASSIGNMENT REQUIRES THAT:
You meet all the criteria in column A for this assessment.

MARKS: You will receive a mark out of 50
DUE: Teacher to advise
LENGTH: 100 - 150 words

ASSESSMENT TASK 5: CRITERIA INFORMATION
You can see the criteria for this assessment on p.44. Your teacher will explain the process to you. Ensure that you refer to (look at) the criteria at all stages of your preparation. Your teacher will apply the correction code (TB pp.184 – 186) to your paragraph.

You must meet all the requirements in column A (Rows A – O) to attain a passing grade of 25/50. If you meet the requirements in columns B & C you will be awarded additional marks.

If you are not successful on your first attempt you will be able to redo the assessment, but you will lose some points. The feedback sheet will show you which elements (criterion) in column A you did not achieve. It is your responsibility to ensure that you meet ALL the requirements in Column A to achieve a passing grade for this task.

NOTE: A resubmit does not mean that you have failed; it simply means that there are some aspects of your paragraph that need to be improved before you are given a final grade.

ASSESSMENT TASK 5: LEARNING OUTCOMES

Writing Outcome 2: Complete a range of forms for everyday purposes
Writing Outcome 4: Write a text about a familiar situation event or experience
Speaking Outcome 1: Engage in a range of conversations
Speaking Outcome 2: Make requests and enquiries in a range of transactions
Study Skills Outcome 4: Participate in an informal group discussion

Course code: VNEAP
Unit code: VNUEAP3
ASSESSMENT TASK 5: EXTRA NOTES

Why William Shakespeare Would Fail This Class

In this unit you have been learning how to write a descriptive paragraph. To succeed you need to think about your writing in the same way that teachers think about your writing. When your teachers read your final paragraph, they will be giving you a grade using the criteria that tells the teachers how to grade each paragraph.

The most common reason that students fail their writing tasks is not that their English level is low, but rather that their writing doesn’t have the things that their teachers are looking for, AND their English level is low. William Shakespeare would fail this class because even though he wrote some of the most beautiful English ever, his writing would not satisfy the requirements of the task criteria.

But just because Shakespeare would fail does not mean that you have to. In fact, if you understand what your teachers are looking for, and you include those things in your writing, it is very difficult to fail, even if your English is not as good as Shakespeare’s.

The most important part of your writing is the quality of your language. The best way to make sure that you pass your final writing tasks is to work hard every day to improve your English ability.

Adapted by MH from source: Micah Tolman VU Offshore coordinator & teacher

ASSESSMENT T5: STEPS

STEP 1: Prewrite to get ideas.
STEP 2: Organise the ideas.
STEP 3: Write a rough draft.
STEP 4: PEER REVIEW
STEP 5: Write 2nd draft
STEP 6: SELF EDIT & SUBMIT 2nd draft to your teacher.
STEP 7: Your teacher will check your draft, apply the correction symbols and return to you.
STEP 8: Rewrite your paragraph & submit a FINAL COPY for your teacher to mark.
STEP 9: If you did not achieve all the elements in column A, you will need to rewrite part or all of your paragraph and resubmit.
# ASSESSMENT T5: CRITERIA

## STRUCTURE AND CONTENT

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A: BASIC</th>
<th>B: GOOD</th>
<th>C: EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A There is 1 relevant paragraph only</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B Paragraph begins with a complete topic sentence</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C Paragraph includes at least 2 supporting point sentences &amp; 1 example introduced with a signal phrase</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>D All sentences in the paragraph relate to the topic</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>E The paragraph includes 1 correct spatial prepositional phrase of time, place or possession at the beginning of a sentence.</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>F The description appeals to 1 sense</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

## COHERENCE

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A: BASIC</th>
<th>B: GOOD</th>
<th>C: EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>G Includes 1 correct spatial order expression (not at the beginning of a sentence)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>H Includes 1-2 correct compound sentences</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

## LANGUAGE

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A: BASIC</th>
<th>B: GOOD</th>
<th>C: EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I No more than 3 errors (including sva) in basic tenses</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>J No more than 8 word category, word form, missing word, wrong word, word order, or article errors</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>K There is no more than 1 sentence fragment</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>L No more than 5 spelling errors</td>
<td>1</td>
<td>No spelling errors</td>
<td>1</td>
</tr>
<tr>
<td>M No more than 5 punctuation errors</td>
<td>1</td>
<td>No punctuation errors</td>
<td>1</td>
</tr>
<tr>
<td>N The sentences are the writer's own</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>O Within word limit (150 – 200 words) 10% margin</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

## COLUMN TOTALS

- **25** is a Pass
- **25** is a Pass
- **13**
- **12**
### ASSESSMENT T5: CRITERIA KEY

<table>
<thead>
<tr>
<th>#</th>
<th>Element</th>
<th>Textbook</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Relevant) paragraph</td>
<td>37 – 39 NOTE: <strong>Relevant</strong> means that the paragraph is about the given topic and not a different topic</td>
<td>71</td>
</tr>
<tr>
<td>2</td>
<td>Complete topic sentence</td>
<td>39 - 43 / 49 - 50 NOTE: To be complete your topic sentence must have a topic &amp; a controlling idea</td>
<td>25 - 29</td>
</tr>
<tr>
<td>3</td>
<td>Supporting point sentences</td>
<td>44 / 46 / 49 - 50</td>
<td>30 - 31</td>
</tr>
<tr>
<td>4</td>
<td>Example</td>
<td>45 / 46 / 49 - 50</td>
<td>32 - 33</td>
</tr>
<tr>
<td>5</td>
<td>Signal phrase for examples</td>
<td>45 - 46 / 49 - 50 &amp; APPENDIX E</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Paragraph unity</td>
<td>67 - 68</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Correct</td>
<td>This means that you have chosen a phrase which <strong>fits with the meaning</strong> of the sentence. EXAMPLE: Inside the lamp is a television X ☒ Next to the lamp is the television ☑ It also means that the phrase is <strong>grammatically</strong> correct. EXAMPLE: Next the lamp is the television X ☒ Next to the lamp is the television ☑</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Spatial prepositional phrase of time, place or possession</td>
<td>70 - 71</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Appeals to senses</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Spatial order expressions</td>
<td>62 - 64</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Cannot be the same as row E</td>
<td>This means that you also need to include some <strong>spatial order expressions</strong> in the middle or the end of sentences.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Compound sentences</td>
<td>29 - 32 / 68 - 70</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Coordinating conjunctions</td>
<td>30, 69 &amp; APPENDIX D</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Complex sentences</td>
<td>99 - 104 / 129 - 140</td>
<td>62/65/70</td>
</tr>
<tr>
<td>15</td>
<td>Subject-verb agreement</td>
<td>11 - 14</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>Basic tenses</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>17</td>
<td>Complex tenses</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>18</td>
<td>Word category</td>
<td>(The correction symbol for word category is wc)</td>
<td>39 - 41</td>
</tr>
<tr>
<td>19</td>
<td>Word form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Missing word</td>
<td>APPENDIX B</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Wrong word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Word order</td>
<td></td>
<td>9 - 13</td>
</tr>
<tr>
<td>23</td>
<td>a/an/the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Sentence fragments</td>
<td>14 - 15 &amp; APPENDIX B</td>
<td>14</td>
</tr>
<tr>
<td>25</td>
<td>Punctuation</td>
<td>6 - 8, 33 &amp; 51 - 52 &amp; APPENDIX C</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>The sentences are the writer's own</td>
<td>Unit Guide: p.11 &amp; WB pp. 169 – 173 NOTE: Use new vocabulary &amp; create your own sentences. <strong>DO NOT</strong> copy from TB or from a friend!</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>10% margin</td>
<td>At most universities when you write essays, lecturers allow for 10% on either side of the word limit e.g. for this paragraph you <strong>must</strong> use between 135 words and 220 words.</td>
<td></td>
</tr>
</tbody>
</table>
**EASY GOING PEOPLE**

The ideals of individuality and equality allow for open discussion between people about ideas, issues and events. This is considered normal and encouraged within Australian culture.

Your first exposure to this practice may come from attending a tutorial, or someone may start talking to you on the bus, train or tram about a specific political or social event. If you are approached about an issue that you consider to be sensitive, rude or challenging, try to view the approach within its cultural context.

While it is important to think about these issues in context, as in any country it is also important to be mindful that not everyone who approaches you has your best interests at heart. With this in mind it is also acceptable to politely say to somebody who approaches you that you would prefer not to talk or comment about an issue that you are uncomfortable with.

**STEP 1:** Prewrite to get ideas. Use the clustering method (TB p.72).

**STEP 2:** Organise the ideas. Decide what kind of spatial or time order you will use. Make an outline. Include as many descriptive details as you can think of.
STEP 3: Write rough draft
# ASSESSMENT T5: SELF & PEER REVIEW

## A: BASIC

### STRUCTURE AND CONTENT

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
</table>
| SELF | The paragraph begins with a topic sentence that has both a topic and a controlling idea. Write the topic here:  
Write the controlling idea here:  
The paragraph contains supporting point sentences & includes 1 example introduced with a signal phrase. Write the signal phrase here:  
Write the example here:  
All the ideas in the paragraph are about the topic. Highlight any ideas in the paragraph which are not about the topic:  
There is at least 1 spatial prepositional phrase of time, place or possession at the beginning of a sentence. Write the phrase here:  
There is an appeal to at least 1 sense. Write the sentence here:  |
| PEER |  |

### COHERENCE

<table>
<thead>
<tr>
<th></th>
<th>G</th>
<th>H</th>
</tr>
</thead>
</table>
| SELF | There is at least 1 spatial order expression which is not at the beginning of a sentence. Write the expression here:  
There is at least 1 correct compound sentence. Write the sentence here:  |
| PEER |  |

### LANGUAGE

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
</table>
| SELF | There are no errors (including subject-verb agreement) in basic tenses  
There are no word category, word form, missing word, wrong word, word order, or article errors  
There are no sentence fragments  
There are no spelling errors  
There are no punctuation errors  
The words are the writer’s own  
The paragraph is between 150 – 200 words. Write the number of words here: |
| PEER |  |

### STEP 4:

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
</table>
| SELF | Fill in the spaces with examples from your paragraph.  
Give your Workbook to a study team member and ask them to read your paragraph & complete the PEER column. If they think you have achieved each of the criterion they put a (√). If they don’t think so, they put a (X).  
When your workbook is returned, check for any rows with a (X).  
Discuss with your PEER but fix the mistakes yourself. |
| PEER |  |

---

49
STEP 5: Write a final draft.
<table>
<thead>
<tr>
<th>EAP 3: DESCRIPTIVE PARAGRAPH DRAFT</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>No dictionaries</td>
<td>DATE</td>
</tr>
<tr>
<td>No mobile phones</td>
<td></td>
</tr>
<tr>
<td>No talking!</td>
<td></td>
</tr>
</tbody>
</table>

Title: __________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

51
STEP 6: EDIT - Review the column A criteria. Have you now met all the requirements? When you have done this (✓) the SELF column. Submit the draft to your teacher.

STEP 7: Your teacher will apply the correction symbols and return the paragraph

STEP 8: Make corrections to your paragraph and submit a FINAL COPY. YOUR TEACHER WILL PROVIDE YOU WITH A HANDOUT
CHAPTER 5: LOGICAL DIVISION OF IDEAS

READ TB pp. 76 – 78: Organisation
Complete Practice 1 in TB.

Complete TRY IT OUT! (TB p. 79) OUTLINE

READ TB pp. 79-88
Complete Practice 2 – 4 in TB
READ TB p. 90 REVIEW
Complete Skill sharpeners: Exercise 1 in TB

Assessment hot tip!
Check out the criteria on & p. 78 (row G)
READ & Complete UNDERSTANDING ACADEMIC REGISTER

If you had a meeting with your university president, would you speak to them in the same way you would with your best friend? Probably not. You might speak more formally and be more careful with your words. Similarly, if you were writing to your bank manager you would probably not begin the email with Hi! or finish with CU L8R.... it is more likely that you would begin with Dear Sir, Madam and finish with Kind regards.

We say that you use a different register depending on who you are writing to and for what purpose. At university we use an academic register when we write essays. This means that we are formal and careful with our use of language.

Up to this point in EAP 3 you have been practising your paragraph writing and sentence structure skills. You have written some paragraphs about yourself and about a classmate, you have also written about a memorable event in your life. These paragraphs may have been quite personal and you may have written about how you felt and included your personal opinions. Some of what you wrote may have been from your imagination and was not based in fact.

From now on you are going to start writing in a more formal or academic way and you will start to think more carefully about register and style. Most university essays require you to adopt (use) an academic register.

<table>
<thead>
<tr>
<th>Register</th>
<th>Text types</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMAL</td>
<td>Academic writing</td>
<td>1. Many longer, complex sentences</td>
<td>1. Precise word choice (no slang or colloquial language)</td>
</tr>
<tr>
<td></td>
<td>Business writing</td>
<td>2. Mostly third person pronouns</td>
<td>2. One-word verbs rather than phrasal verbs</td>
</tr>
<tr>
<td></td>
<td>Journalism</td>
<td>3. Frequent use of passive voice</td>
<td>3. Longer words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Sentences can’t start with and, but or so</td>
<td>4. No abbreviations or contractions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Objective words, not showing the author’s opinions or feelings</td>
</tr>
<tr>
<td>INFORMAL</td>
<td>Emails to close friends</td>
<td>1. Many short, simple sentences</td>
<td>1. Colloquial words and idioms, slang, jargon</td>
</tr>
<tr>
<td></td>
<td>SMSs to friends</td>
<td>2. First, second or third person pronouns</td>
<td>2. Phrasal verbs common</td>
</tr>
<tr>
<td></td>
<td>Blogs</td>
<td>3. Passive voice not often used. Pronouns we, you, they (with general meaning) used as subjects to avoid using passive</td>
<td>3. Shorter words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Sentences can start with and, but or so</td>
<td>4. Abbreviated words and contractions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Subjective words showing the author’s opinions or feelings, superlatives, strongly descriptive adverbs and adjectives</td>
</tr>
</tbody>
</table>
HOW DO I WRITE USING AN ACADEMIC REGISTER?

Just follow these simple rules and you will be on your way to academic success!

1. **Don't make first person statements (don't use I) and don't write about your feelings.**

   Example: *I really like living on campus.* ✗

   **Academic:** Many students state that they enjoy living on campus. ✓

2. **Don't use contractions, slang and idioms.**

   Example: *Some newbies aren't very successful in the beginning but as time flies...* ✗

   **Academic:** Some students who are new to university are not very successful in the beginning, but eventually many of them... ✓

3. **Don't ask questions. Your essay is not a conversation.**

   Example: *Do you want to know more about badminton? Well I am going to tell you something interesting.* ✗

   **Academic:** This essay will explore some of the more interesting aspects of the sport of badminton. ✓

4. **Don't use exclamation marks.**

   Example: *What an interesting company!* ✗

   **Academic:** The company is considered by some to provide an interesting example of corporate mismanagement. ✓

5. **Don't generalise. Try to use facts only.**

   Example: *All students who live on campus enjoy going to the cafeteria.* ✗

   **Academic:**
   According to a recent study, 75% of students enjoy going to the cafeteria. ✓
   or
   Anecdotal evidence suggests that the majority of students enjoy going to the cafeteria. ✓
Exercise 1: Place the underlined words in the appropriate boxes. Use your dictionary to find out the meaning of unknown words.

**FORMAL OR INFORMAL**

**Formal:** objective  
(no feelings or opinions of the writer)  
*Checkout till*

**Informal:** subjective  
(show feelings & opinions of the writer)  
*Foolishly*

**Informal:** phrasal verbs  
*looked over*

**Informal:** slang  
*cops*

The cashier was standing next to the **checkout till**.  
He stuffed his clothes into a bag.  
The bottle of **Scotch** fell off the **shelf**.  
He **foolishly** locked his keys in the car.  
She quickly **looked over** the paper before signing it.  
I have a whole load of homework to do.  
I think you are very **clever**.  
He **took off** in a hurry.  
**Hand over** your money!  
The **cops** caught the robber.
Exercise 2: IDENTIFY REGISTER

I’m going to tell you a cool story I found on the net the other day.

A guy walked into a shop with a gun and told the cashier to hand over all of the cash from the checkout till. The nervous cashier quickly stuffed a whole load of cash into a bag.

Then the robber saw a bottle of Scotch whiskey on the shelf behind the checkout. He told the cashier to put the Scotch in the bag as well. But the cashier refused, saying, ‘No, because I don’t believe you’re over 18.’ Annoyed, the robber said that he was 23. But the checkout girl still refused to give it to him, saying she didn’t believe him.

At this point, the robber foolishly took his driver’s licence out of his wallet and gave it to the girl. She looked it over and agreed that the man was in fact over 18. So she put the Scotch in the bag and handed it over. The robber then took off with the bag under his arm.

Of course, the clever cashier quickly called the cops. She gave them the name and address of the robber that she’d seen on the licence. They arrested him two hours later.

a. What register is this story written in?
   - [ ] formal
   - [ ] informal

b. Study the table on p. 54.
   In the Found column of this table, tick the features of this register that you can find in the text. In the final column, give one example of each.

<table>
<thead>
<tr>
<th>FEATURE</th>
<th>FOUND</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>First and second person pronouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slang, idioms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrasal verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructions or abbreviations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words showing the author’s opinion or feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences starting with and, but, so</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 3: Read the following text.

I think impossible is nothing and due to the increasingly globalised business environment all companies are more than ever before finding it necessary to communicate with people and organisations from other countries. This isn’t a piece of cake and can cause a lot of problems! Traditionally, people in English-speaking countries have relied on English as a language of communication, but the awesomeness of knowing other languages is rapidly becoming better known to everyone in the world. I hope that we will all be able to understand each other and be good friends in the future, don’t you?

Can you identify the parts of the text which are in the wrong register?

Rewrite the text here using an academic/formal register:

MOTHERS, FATHERS & BABIES

It is generally encouraged and acceptable for babies to be breast-fed in public. You will also notice parent’s rooms (or baby change rooms) in major shopping centres, and also in or next to the toilets of government and public buildings. These areas provide facilities for changing nappies and they also provide a space for feeding babies; it is commonly accepted that both mothers and fathers will use these facilities.

CHAPTER 6: PROCESS PARAGRAPHS (*pp. 99 – 106 only*)

READ TB pp. 99 – 101
Complete Practice 3 A&B in TB
Complete Practice 3 C:

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

4. __________________________________________________________________________
   __________________________________________________________________________

5. __________________________________________________________________________
   __________________________________________________________________________

Complete Practice 3D:

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

4. __________________________________________________________________________
   __________________________________________________________________________

5. __________________________________________________________________________
   __________________________________________________________________________

6. __________________________________________________________________________
   __________________________________________________________________________
Complete TRY IT OUT! (TB p.103)

STEP 1:

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________

3. __________________________________________________________________________
   __________________________________________________________________________

4. __________________________________________________________________________
   __________________________________________________________________________

5. __________________________________________________________________________
   __________________________________________________________________________

6. __________________________________________________________________________
   __________________________________________________________________________

7. __________________________________________________________________________
   __________________________________________________________________________

8. __________________________________________________________________________
   __________________________________________________________________________

9. __________________________________________________________________________
   __________________________________________________________________________

10. __________________________________________________________________________
    __________________________________________________________________________

11. __________________________________________________________________________
    __________________________________________________________________________
**Complete Skill sharpeners**

**Exercise 1 in TB**

**Exercise 2 in TB** and use editing symbols from **TB p. 184 – 186**

**Exercise 3 in TB**

**READ: REVIEW of COMPLEX SENTENCES**

A complex sentence has an independent clause joined by one or more dependent clauses.

A complex sentence always has a *subordinator* such as *because, since, after, although,* or when or a relative pronoun such as *that, who, or which.*

In the following complex sentences, subjects are in *underlined,* verbs are *highlighted,* and the subordinators and their commas (when required) are in *black.*

A. When he **handed** in his homework, he **forgot** to give the teacher the last page.

B. The **teacher returned** the homework after he **noticed** the error.

C. The **students are studying** because they **have** a test tomorrow.

D. After they **finished** studying, **Juan and Maria went** to the movies.

E. **Juan and Maria went** to the movies after they **finished** studying.

When a complex sentence begins with a subordinator such as sentences A and D, a comma is required at the end of the dependent clause.

When the independent clause begins the sentence with subordinators in the middle as in sentences B, C, and E, no comma is required.

If a comma is placed before the subordinators in sentences B, C, and E, it is wrong.

Note that sentences D and E are the same except sentence D begins with the dependent clause which is followed by a comma, and sentence E begins with the independent clause which contains no comma.

The comma after the dependent clause in sentence D is required, and experienced listeners of English will often hear a slight pause there.

In sentence E, however, there will be no pause when the independent clause begins the sentence.
CHAPTER 8: DEFINITION PARAGRAPHS (pp. 128 – 143 only)

READ TB pp. 128- 140
Complete Practice 2 - 7 in TB
Complete TRY IT OUT! (TB p.140)

Complete Skill sharpeners Exercise 1B & 2 in TB
Marita Cheng: Young Australian of the Year 2012

Engineering visionary

While still a university student, Marita Cheng has demonstrated vision and leadership well beyond her years and is dedicated to encouraging young women to become interested in a career in engineering. The daughter of Chinese parents, Marita was born and raised in far north Queensland and now studies at the University of Melbourne. She founded Robogals Global in 2008, as a response to the traditionally low levels of participation by women in engineering and technology. Robogals uses fun and educational activities to teach schoolgirls about engineering and the difference that engineers make to our lives. Already Robogals has run robotics workshops for 3,000 girls across 80 schools in Australia and now has 17 chapters across Australia, New Zealand and the United Kingdom.

Marita plans to start a robotics company, creating robots that will take care of many everyday tasks. Already she has changed the way that girls view their capacity to contribute to engineering and technology.

Marita Cheng’s favorite quote:
“The master in the art of living draws no sharp distinction between his labor and his leisure, his mind and his body, his work and his play, his education and his recreation. He hardly knows which. He simply pursues his vision of excellence through whatever he is doing and leaves others to determine whether he is working or playing. To himself, he is always doing both.”

– Michael Scott Karpovich

READ & Complete: MORE COMPLEX SENTENCES/ADJECTIVE CLAUSES

Sentences containing adjective clauses (or dependent clauses) are also complex because they contain an independent clause and a dependent clause. The subjects, verbs, and subordinators are marked the same as in the sentences on p. 62, but in these sentences, the independent clauses are also underlined (dotted).

A. The woman whom my mom talked to sells cosmetics.
B. The book that Jonathan read is on the shelf.
C. The house which Abraham Lincoln was born in is still standing.
D. The town where I grew up is in the United States.

Exercise 1:

Choose the best conjunction (joining word) from the list below to join together the following short sentences. Use a variety of conjunctions and watch out for meaning!

where  |  before  |  after  |  until  |  since  |  when
whenever  |  while  |  although  |  though  |  whether  |  as

For example:
I want to go to the cinema. I am quite tired.
I want to go to the cinema, although I am quite tired.

1. He checked that the road was clear. He drove away.
2. It was extremely dark. The lights were switched off.
3. I can’t be certain. We may change our plans if the weather is good.
4. The girls were eating burgers. We saw them at lunchtime.
5. I thought that he was the thief. I can’t really be sure.
6. They have been much happier. They won the lottery last year.

Adapted from source: bbc.co.uk/skillswise
CHAPTER 9: ESSAY ORGANISATION

READ TB pp. 146 – 152

Complete Practice 1:

1. ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

2. ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________

3. ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
   ______________________________________________________________________________
Complete Practice 2– 6B in TB

Complete Practice 6C: KINDS OF LIES

Complete Practice 7A: Outline

DIFFERENT KINDS of SPORTS
Complete Practice 7B: Outline

DIFFERENT KINDS of LIES

READ TB p. 164: Review

Complete Skill sharpeners exercise: Correct and rewrite the essay here:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
WHERE 2% OF AUSTRALIA’S POPULATION LIVES

THE OTHER 98%
READ & Complete: IMPROVING SENTENCE STRUCTURE

By the end of EAP 3 you need to show that you can write a range of sentence types, and that you can use grammar and tenses accurately. You also need to punctuate your writing well.

You should include simple, compound and complex sentences in your writing.

Look at this paragraph from a student’s essay. The sentences are all simple, so the teacher cannot give a high mark for grammar, even though the meaning is clear.

Nearly all countries have traffic problems. They can be hard to solve. Local people can reduce some of the problems. They can choose to walk rather than drive. But this is often not a popular option. So the number of vehicles on the roads rises. However, sometimes there are poor road or traffic conditions. There is not much the public can do about this. Governments must take steps to reduce congestion. This means imposing laws.

Here is the same paragraph, re-written with a wider range of sentence types. This will get a better mark.

Nearly all countries have traffic problems, which can be hard to solve. Local people can reduce some of the problems by choosing to walk rather than drive, but this is often not a popular option. Therefore the number of vehicles on the roads rises. If there are poor roads or traffic conditions, however, there is not much the public can do. Either way, governments clearly need to take steps to reduce congestion and this may mean imposing laws.

Let’s have a closer look at the sentences the student has used in the second paragraph above. (Compare the sentences with those used in the first paragraph)

<table>
<thead>
<tr>
<th>PARAGRAPH 1:</th>
<th>PARAGRAPH 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly all countries have traffic problems. They can be hard to solve.</td>
<td>Nearly all countries have traffic problems, which can be hard to solve.</td>
</tr>
<tr>
<td>Local people can reduce some of the problems. They can choose to walk rather than drive. But this is often not a popular option.</td>
<td>Local people can reduce some of the problems by choosing to walk rather than drive, but this is often not a popular option.</td>
</tr>
<tr>
<td>So the number of vehicles on the roads rises.</td>
<td>Therefore the number of vehicles on the roads rises.</td>
</tr>
<tr>
<td>However, sometimes there are poor road or traffic conditions. There is not much the public can do about this.</td>
<td>If there are poor roads or traffic conditions, however, there is not much the public can do.</td>
</tr>
<tr>
<td>Governments must take steps to reduce congestion. This means imposing laws.</td>
<td>Either way, governments clearly need to take steps to reduce congestion, and this may mean imposing laws.</td>
</tr>
</tbody>
</table>

If you want to write a great essay, the first thing that you must make sure to do is respond to the essay topic directly and completely. If you only respond to part of the topic, or write about something totally different from the topic, even if you write beautiful English, you will receive a very low grade. This may seem obvious and simple, but one of the most common reasons students fail their essay is because they are not careful and they do not ‘stay on topic’.

**Task 1:** Let’s do a practice activity. Your teacher gives you the following essay topic:

*Describe a real life hero that you wish you could be like.*

Below are a number of essays that students wrote in response to the topic. Read essay descriptions carefully and decide whether or not the student essay directly and completely responded to the topic.

1) An essay describing Matthew (a cat)
2) A lyric poem in praise of Adolf Hitler
3) An essay about Harry Potter
4) An essay describing your mother and father
5) An essay describing yourself
6) An essay explaining why you have no heroes
7) An essay complaining about some of Martin Luther King’s accomplishments
8) An essay describing the qualities you think all heroes should have

Although it seems very simple and obvious that your essay should be ‘on topic’, it is still very important to remember. Be sure to read the topic carefully and make sure you understand what the topic is asking you to do before writing your essay. If you have a question about the topic, ask.

**EXTENSION #10: QUALITY OF IDEAS**

The second thing you must do is provide ideas that are of high quality. How do you know if the ideas in your essay are of high quality? High quality ideas all have these four things in common:

**Clarity:** If other people can read and understand your meaning then your ideas are clear.

**Detailed:** If you give specific examples, facts, and information to support all of your ideas, your writing is detailed.

**Thoughtful:** If your words make other people think. The best rule is: don’t tell people things that they already know. “Sometimes people eat food,” or “The key to walking is putting one foot in front of the other.” And avoid saying things that are obviously not true. “You can’t learn anything from a child,” and “You can’t be happy unless you have a lot of money.”

**Interesting:** Interesting writing is surprising, funny, unpredictable, and different. Writing is interesting when it makes people think about something in a new way or from a different perspective. You are your own best judge. If you think your writing is interesting, others will too. If you think your writing is boring, so will others. This is why when you write, it is important that you choose a topic that you are interested in and passionate about.

Similarly, ideas that are not clear, or detailed, or thoughtful, or interesting, are not of high quality.
Exercise 1: Below are sentences taken from student essays and all of them have at least one problem: 1) not clear, 2) not detailed, 3) not thoughtful, or 4) not interesting. Write the correct number(s) next to each sentence. If you finish early compare your answers with a partner.

1. China is a large country. ___
2. The truth is, three people walking, one must be my teacher. ___
3. I do not like Obama because he is a bad man. He makes America bad. He makes America worse than before. ___
4. If there were no people, our problems would be less. ___
5. The best way to solve a problem is to solve it, not talk. ___
6. There are many things to see in Beijing including buildings, famous streets, museums, and historical sites. ___
7. She is the horse that hurts the group of horses. ___
8. Eric has a unique appearance, and he has two arms, a regular stomach, and a nose exists on his face. ___
9. The Chinese Spring Festival is a Chinese festival that is celebrated in China in the spring. ___
10. Derrick is very helpful. He has helped me many times. He has helped me in school. He has helped me in sports. He has also helped me in life. ___

BYO (BRING YOUR OWN)

Unlike many cultures, if you are invited to a party in Australia it is often BYO—Bring Your Own. This means that you are expected to bring your own drinks such as soft drinks or alcohol. If you are invited to a party and you are unsure if it is BYO, ask the person who invited you to clarify this.

There is an Australian adage that when hosting a barbecue, a knock on the door should never be answered as it means the guest isn’t carrying the required case of beer. (One should only answer a kick on the door.)

Many restaurants are also BYO and it is acceptable to bring your own alcohol, such as wine or beer. If you BYO to a restaurant you will have to pay a service fee called ‘corkage’.

Non-alcoholic drinks, such as juice or soft drink, are usually available.

"Feelings or emotions are the universal language and are to be honoured. They are the authentic expression of who you are at your deepest place."

Judith Wright
(31 May 1915 – 25 June 2000)
was an Australian poet, environmentalist and campaigner for Aboriginal land rights.

The Surfer

He thrust his joy against the weight of the sea;
climbed through, slid under those long banks of foam--
(hawthorn hedges in spring, thorns in the face stinging).
How his brown strength drove through the hollow and coil
of green-through weirs of water!
Muscle of arm thrust down long muscle of water;
and swimming so, went out of sight
where mortal, masterful, frail, the gulls went wheeling
in air as he in water, with delight.

Turn home, the sun goes down; swimmer, turn home.
Last leaf of gold vanishes from the sea-curve.
Take the big roller’s shoulder, speed and serve;
come to the long beach home like a gull diving.

For on the sand the grey-wolf sea lies, snarling,
cold twilight wind splits the waves’ hair and shows
the bones they worry in their wolf-teeth. O, wind blows
and sea crouches on sand, fawning and mouthing;
drops there and snatches again, drops and again snatches
its broken toys, its whitened pebbles and shells.

Source: http://judithwrightcentre.com/who-was-judith-wright
ASSESSMENT TASK 6: ESSAY

DESCRIPTION: Based on all that you have learnt over the semester, you will write, polish and edit a draft essay before rewriting and submitting a final copy.

TOPICS: Your teacher will advise

MARKS: You will receive a mark out of 100
DUE: Teacher to advise
LENGTH: 600 – 700 words

ASSESSMENT T6: CRITERIA INFORMATION

A SATISFACTORY COMPLETION OF ASSIGNMENT REQUIRES THAT you meet all the criteria in column A for this assessment.

You can see the criteria for this assessment on p. 76. Your teacher will explain the process to you. Ensure that you refer to (look at) the criteria at all stages of your preparation.

When you submit your essay to your teacher they will check first that you have met all of the requirements in column A. You must meet all the requirements in column A (Rows A – P) to attain a passing grade of 50/100.

Columns B & C are bonus points. By achieving points in these columns you are demonstrating that not only do you enjoy a challenge, but you are really working hard to develop your academic English skills.

If you are not successful on your first attempt you will be able to redo the assessment but you will lose some points. Your teacher will apply the correction symbols (TB pp. 184 – 186) and provide comprehensive feedback so you will know exactly which aspects of your essay need to be improved.

NOTE: A resubmit does not mean that you have failed, it simply means that there are some aspects of your essay that need to be improved before you are given a final grade.

ASSESSMENT T6: LEARNING OUTCOMES

By meeting all the requirements of column A you are demonstrating the following to your teacher and, more importantly, to yourself:

1. You are at an intermediate level of English (at least).
2. You have an understanding of how to structure an essay.
3. You have an understanding of how to write compound sentences, use transition signals, and sentence connectors.
4. You are able to identify grammatical errors and correct them.
5. You have paid attention in class and completed the steps of the writing process.

Writing Outcome 2: Compete a range of forms for everyday purposes.
Writing Outcome 4: Write a text about a familiar situation event or experience.
Speaking Outcome 1: Engage in a range of conversations.
Study skill Outcome 4: Participate in an informal group discussion
**STEP 1:** Prewrite to get ideas.

**STEP 2:** Organise the ideas by making an outline.

**STEP 3:** Write a rough draft.

**STEP 4:** Polish the rough draft.

**STEP 5:** Complete self & peer review.

**STEP 6:** Write FINAL essay

**STEP 7:** SUBMIT essay to your teacher.

**STEP 8:** Your teacher will grade your essay.

**STEP 9:** If you did not achieve all the elements in column A, you will need to rewrite part or all of your essay and resubmit.

---

**DID YOU KNOW?**

More than 6.5 million migrants have settled in Australia since 1945. English is the national language but other languages are valued.

Australia is predominantly Christian but people are free to practise any religion they choose. About 21% of Australians have no religion.

Around 88 per cent of Australians go to at least one cultural event each year. More than 11 million Australians aged 15 or over take part in sport or other physical activity.

Australia has one of the most diverse cuisines in the world but has no national dish.

*The thing I do best is laugh*.  

Catherine "Cathy" Freeman.  
Australian Olympic champion for the women's 400 metres at the 2000 Summer Olympics.

<table>
<thead>
<tr>
<th>ASSESSMENT T6: CRITERIA</th>
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</thead>
<tbody>
<tr>
<td><strong>STRUCTURE &amp; CONTENT</strong></td>
</tr>
<tr>
<td><strong>A. 50% BASIC</strong></td>
</tr>
<tr>
<td>A. Introduction begins with 2 or more <em>general sentences</em></td>
</tr>
<tr>
<td>B. Introduction includes an <em>accurate</em> thesis statement</td>
</tr>
<tr>
<td>C. There are at least 3 Body Paragraphs (BP) each beginning with a <em>complete topic sentence</em></td>
</tr>
<tr>
<td>D. Each BP discusses a new point &amp; supports the thesis statement.</td>
</tr>
<tr>
<td>E. Each BP has at least 2 <em>supporting point sentences</em> &amp; 1 example</td>
</tr>
<tr>
<td>F. The conclusion restates the thesis statement in different words</td>
</tr>
<tr>
<td><strong>COHERENCE</strong></td>
</tr>
<tr>
<td>G. There are 2 transition signals to link paragraphs</td>
</tr>
<tr>
<td>H. There is at least 1 <em>sentence connector</em> (not FANBOYS) used within every BP</td>
</tr>
<tr>
<td>I. There are 3 correct <em>compound sentences</em> (with 3 different coordinating conjunctions)</td>
</tr>
<tr>
<td><strong>LANGUAGE</strong></td>
</tr>
<tr>
<td>J. No more than 10 errors (including sva) in basic tenses</td>
</tr>
<tr>
<td>K. No more than 20 <em>word category</em>, word form, missing word, wrong word, word order, or article errors</td>
</tr>
<tr>
<td>L. There are no more than 4 <em>sentence fragments</em>, comma splices or run-on sentences in total</td>
</tr>
<tr>
<td>M. Spelling &amp; Punctuation are correct in 80% of sentences</td>
</tr>
<tr>
<td>N. No more than 2 instances of informal <em>register</em></td>
</tr>
<tr>
<td>O. All the sentences are the writer's own</td>
</tr>
<tr>
<td>P. Within word limit (600 – 700 words) with 10% rule</td>
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<tr>
<td><strong>COLUMN TOTALS</strong></td>
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</table>
# ASSESSMENT T6: CRITERIA KEY

<table>
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<th>#</th>
<th>Element</th>
<th>Textbook</th>
<th>Workbook</th>
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<td>Introductory paragraph</td>
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<td>2</td>
<td>General sentences</td>
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<td>83</td>
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<td>3</td>
<td>Funnel style</td>
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<td></td>
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<tr>
<td>4</td>
<td>Thoughtful &amp; interesting</td>
<td></td>
<td>71 - 72</td>
</tr>
<tr>
<td>5</td>
<td>Accurate thesis statement</td>
<td>150-151</td>
<td></td>
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<tr>
<td>6</td>
<td>lists subtopics</td>
<td>150</td>
<td></td>
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<td>7</td>
<td>Body paragraphs</td>
<td>152</td>
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<tr>
<td>8</td>
<td>A complete topic sentences must have a topic and a controlling idea</td>
<td>39-43 / 49 - 50</td>
<td>25 - 29</td>
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<td>9</td>
<td>Supporting point sentences</td>
<td>44 / 46 / 49 - 50</td>
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<td>Examples</td>
<td>45 / 46 / 49 - 50</td>
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<td>11</td>
<td>Concluding paragraph</td>
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<td>12</td>
<td>In different words</td>
<td>153 - 156</td>
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<tr>
<td>13</td>
<td>Final comment</td>
<td></td>
<td></td>
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<td>14</td>
<td>Summarise</td>
<td></td>
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<td>15</td>
<td>Coherence</td>
<td>79 - 81</td>
<td></td>
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<tr>
<td>16</td>
<td>Transition signals to link paragraphs</td>
<td>156-159 / 47</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>You must use sentence connectors other than For, And, Nor, But, Or, Yet. (FANBOYS)</td>
<td>81-87 &amp; APPENDIX E</td>
<td></td>
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<tr>
<td>18</td>
<td>Compound sentences</td>
<td>29-32 / 68 - 70</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>Coordinating conjunctions (c/c)</td>
<td>30/69 &amp; APPENDIX D</td>
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<td>20</td>
<td>Complex sentences</td>
<td>99-104/129-140</td>
<td>62/65/70</td>
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<tr>
<td>21</td>
<td>Subject – verb agreement</td>
<td>11-14</td>
<td>8</td>
</tr>
<tr>
<td>22</td>
<td>Complex tenses</td>
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<td>38</td>
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<tr>
<td>23</td>
<td>Passive voice</td>
<td></td>
<td>Unit Guide: 65</td>
</tr>
<tr>
<td>24</td>
<td>Word category</td>
<td></td>
<td>39 - 41</td>
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<tr>
<td>25</td>
<td>Word form</td>
<td>APPENDIX B</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Missing word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Wrong word</td>
<td></td>
<td>9 - 13</td>
</tr>
<tr>
<td>28</td>
<td>Word order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Articles = a/an/the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Fragments</td>
<td>14-15 &amp; APPENDIX B</td>
<td>14</td>
</tr>
<tr>
<td>31</td>
<td>Comma splices</td>
<td>87-90 &amp; APPENDIX B</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Run ons</td>
<td>87 &amp; APPENDIX B</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Spelling &amp; Punctuation</td>
<td>6-7/33/51 – 52 &amp; APPENDIX C</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Academic register</td>
<td></td>
<td>54 - 58</td>
</tr>
<tr>
<td>35</td>
<td>Unit Guide: p.11 &amp; WB pp. 169 – 173 NOTE: Use new vocabulary &amp; create your own sentences. DO NOT copy from TB or from a friend!!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ESSAY EXAMPLE

Before you begin writing your essay you need to understand the correction symbols and the criteria. Have a look at a student’s essay below. There are some problems with the essay which you need to identify...

- Find errors in the essay, practise applying the correction symbols (TB pp. 184 - 186), and then check your corrections (ANSWERS p. 140).
- Refer to the CRITERIA on p. 76. Discuss with your study team and decide whether the student has met all the requirements of column A.

STYLES OF POPULAR MUSIC

Music is truly the one universe language. Although all cultures have music, each culture develops its own musical forms and styles. In particular, popular music varies from culture to culture and from generation to generation. In the past 100 years or so, there has been an explosion of popular music styles in the West. Three of the more successful styles are reggae, punk, and rap.

One successful style of popular music is reggae, which was born on the Caribbean island of Jamaica in the 1960s and then spread throughout the world in the 1970s. Reggae developed from a kind of Afro-Caribbean music called mento, which was sung and played on guitars and drums. Some musicians changed mento into a music style called ska, and reggae was born. Reggae's special sound comes from reversing the roles of the instruments: The guitar plays the rhythm and the bass plays the melody. This role change seemed unlikely to succeed, so the new sounds it produced quickly grew in popularity. An important influence on reggae music was the Rastafarian cult. The Rastafarians added unusual sound mixes, extra slow tempos, strange lyrics and mystical – political themes. The best known reggae musician was the late Bob Marley. Well-known groups are Toots & the Maytals, Burning spear, and Steel Pulse. As a result of its unique sound reggae have influenced later styles of popular music, including punk and rap.
A second successful style of popular music is punk. Punk is a style of rock music that began in the mid-1970s as a reaction against previous forms of rock. Punks felt that rock music no longer represented the counterculture from which it had sprung and had, in fact, sold out to the mainstream culture. Punks wanted to challenge this reality, so with its music, clothing and hairstyles, punks intended to shock society. The ‘punk look’ included spike hairdos, theatrical makeup, ripped clothing, body piercings, and jewellery made from objects such as razor blades and safety pins. The onstage behaviour of punks was aggressive and provocative.

Similarly, at concerts, fighting and other violent behaviour by the fans common occurrences. The punk music itself is simple (often just three chords). Its songs are short (rarely more than three minutes long). Its songs are anti-government, anti-authority and anti-conformity. The first bands to popularise punk were the Sex Pistols and Clash in Great Britain and the Ramones in the United States. As with all music styles punk has evolved into other styles. For instance, groups such as the Dead Kennedys and Black Flag play hard-core punk, which is a faster and louder punk style. The band Fall Out Boy plays emo, a style in which the musicians became so emotional during a performance that they scream and cry. Pop punk, made popular by the group Green Day, is another new punk style.
A third successful style of popular music is rap, which is also called hip-hop. Rap are a type of
dance music in which the singers – rappers - speak in rhythm and rhyme rather than sing. The art
of rapping originated Africa and probably travelled to the United States via Jamaica, where it was
known as toasting. In United States, rap first appeared in the mid-1970s in the discos of New York
City’s black neighbourhoods. Disco DJs teamed up with rapper to play song for dancer at parties.
The role of the rapper was to keep the beat going with hand claps while the DJ changed the
records. Soon, rappers added lyrics, slogans, rhymes, and call-and-response exchanges with the
audience, and thus rap was born. Early rap songs were mainly about dancing, partying and the
romantic adventures of the rappers, but politics became an important theme in the late 1980s and
1990s in rap. Most rappers are young black males there are plenty of female rappers such as
Queen Latifah and white rappers such as the Beastie Boys and Eminem.

To sum up, the popular music changes constantly. New styles are born, grow, change, and
produce offshoots, which in turn grow, change, produce offshoots. Some styles enjoy lasting
popularity, others disappear rather quick. However, all contribute to the power and excitement
of popular music in our time.
Now you are ready to write your essay.

**STEP 1:** Prewrite to get ideas.
STEP 2: Organise the ideas by making an outline
**STEP 3: Write rough draft**

**INTRODUCTORY PARAGRAPH**

Your introductory paragraph must **begin** with at least 2 general statements and **end** with a thesis statement.

**General Statement #1:** 

_______________________________________________________

_______________________________________________________

**General Statement #2:**

_______________________________________________________

_______________________________________________________

**Thesis Statement:**

_______________________________________________________

_______________________________________________________

Assessment hot tip!

- Remember to make your general sentences thoughtful & interesting!
- *Have you listed the subtopics?*

Source: Elliot Boutin – VU Teacher 2013
Assessment hot tip!
* Remember to include a topic and a controlling idea in your topic sentences!
* Don’t forget to include at least one example in each BP.
**BODY PARAGRAPH 3:**

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**CONCLUDING PARAGRAPH**

**PART A: Concluding Sentence 1**

(A) Write your thesis statement from your introductory paragraph here:

Thesis Statement:
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Look at the words from your thesis statement that you did not cross out. Write them here, but express the idea in different words!

[Concluding Phrase from (C)], ____________________________________________________________
__________________________________________________________________________________

**Example:**  All in all, compared to men, women have more power in China today.

**PART B**
Now you need to restate the main points of your essay (summarise). To do this, rewrite the topic sentence from each body paragraph in new words.

**Concluding Sentence 2**

Body Paragraph 1 Topic Sentence:
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______________________________________________________________________.

Body Paragraph 1 Topic Sentence in Different Words:
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_________________________________________________________________________________
______________________________________________________.

**Concluding Sentence 3**

Body Paragraph 2 Topic Sentence:
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Body Paragraph 2 Topic Sentence in Different Words:
_________________________________________________________________________________
_________________________________________________________________________________
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**Concluding Sentence 3**

Body Paragraph 1 Topic Sentence:
_________________________________________________________________________________
_________________________________________________________________________________
______________________________________________________________________.

Body Paragraph 1 Topic Sentence in Different Words:
_________________________________________________________________________________
_________________________________________________________________________________
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PART C

Concluding Sentence 4
End your concluding paragraph by making an additional general (and on topic) comment about the topic.

Comment:_______________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
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Example:
Because women will always play the most important role in the family, they will always be the most powerful people in Chinese society.
or
While power comes in many forms, it is safe to say that in China, women will always have the greatest influence.

Source: Elliot Boutin – Teacher 2013

Now put it all together:

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STEP 4: Polish the rough draft
STEP 5: Complete self & peer review on the following pages
PEER REVIEW

PEER REVIEWER’S NAME: ____________________  Writer’s name: __________

A. Look at the introduction paragraph. Are there 2 general sentences?  YES / NO
Write them here:

i). ______________________________________________________________________________

ii). ______________________________________________________________________________

B. Look at the introduction paragraph. Is there a thesis statement?  YES / NO
Does it tell you what the essay is about?  YES / NO
Write it here:

________________________________________________________________________________

C. Are there 3 body paragraphs?  YES / NO
Does each body paragraph begin with a topic sentence that has a topic and a controlling idea?  YES / NO

What are they?

BP1: Topic: ________________ Controlling idea:_________________________________________

BP2: Topic: ________________ Controlling idea:_________________________________________

BP3: Topic: ________________ Controlling idea:_________________________________________

D. Look at the thesis statement again and then read the body paragraphs. Do all the body paragraphs support the thesis statement?  YES / NO

BP1: ___  BP2: ___  BP3: ___

Does each body paragraph talk about a new point?  YES / NO

BP1: ___  BP2: ___  BP3: ___

E. Does each body paragraph have supporting point sentences that explain or prove the topic sentence & include 1 example.  YES / NO

BP1: ___  What is the example? ________________________________________________

BP2: ___  What is the example? ________________________________________________

BP3: ___  What is the example? ________________________________________________

F. Look at the thesis statement in the introduction again. Now look at the conclusion paragraph. Is the thesis statement restated using different words?  YES / NO

What is the restated thesis statement? Write it here:

________________________________________________________________________________
SELF REVIEW

G. Are there transition signals to link paragraphs? Look at the beginning of your paragraphs.

BP1: YES / NO  What is the transition signal? ____________________________

BP2: YES / NO  What is the transition signal? ____________________________

BP3: YES / NO  What is the transition signal? ____________________________

Concluding P: YES / NO  What is the transition signal? ____________________________

H. Have you used (at least) 1 sentence connector in each BP?

BP1: YES / NO  What is the sentence connector? ____________________________

BP2: YES / NO  What is the sentence connector? ____________________________

BP3: YES / NO  What is the sentence connector? ____________________________

I. Did you write 3 compound sentences with 3 different coordinating conjunctions? YES / NO

Write them here and highlight the coordinating conjunctions

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

J. Have you checked your essay to make sure there are no errors in basic tenses? YES / NO

Look at every verb. Is it in the correct tense? Does the verb agree with its subject?

K. Have you checked your essay to make sure there are no word category, word form, missing words, wrong words, word order, or article errors? YES / NO

L. Have you checked your essay to make sure there are no sentence fragments, comma splices and run-on sentences? YES / NO

M. Have you checked your essay to make sure there are no spelling, punctuation errors? YES / NO

N. Have you checked register? YES / NO

O. Are all the sentences your own sentences? YES / NO

P. How many words are there in your essay? ______

Have you written the number of words at the end of your essay? YES / NO

PEER & SELF REVIEW COMPLETED  TEACHER’S SIGNATURE: _________________________

NOTE: If this review is not fully completed, you will not be allowed to submit your essay!
STEP 6: Write 2nd draft
**STEP 7:** WRITE FINAL COPY. Your teacher will provide you with a handout for this task
Journal writing is a great way to improve your writing. Writing regularly will help you become more confident and more fluent.

There is space for your journal writing on the following pages. Try to write ‘freely’, without stopping. Just write down sentences as you think of them without worrying about whether your sentences are correct or not.

You will complete this task both in class and in your own time.

Topics:
The topics will vary. Sometimes you can choose your own topics and other times your teacher may ask you to write about something in particular. You can write about topics that are interesting and relevant to your life. You are practising expressing your ideas and feelings in your journal. You can also use it to develop ideas that you can use later in your paragraphs or extended writing. If you can’t think of anything to write about, tell your teacher and they will give you some suggestions.

Marks: Ungraded
Due: Your teacher will advise you about the number of journal entries you need to make every week.
Length: See how much you can write in 10 minutes.

Assessment T2: Criteria Information
To achieve a PASS for this task your teacher only needs to see that you have made regular entries. After every 6 journal entries your teacher will ask to see your workbook. They will sign your book only if you have made an effort to write the correct number of entries.

Assessment T2: Learning Outcomes
Writing Outcome 4: Write a text about a familiar situation event or experience.

Assessment T2: Steps

**Step 1:**
Think about your life, your hopes, your friends, your feelings, your dreams etc.

**Step 2:**
Start writing down your thoughts. Don’t worry about mistakes. Write for about 10 minutes each time.

**Step 3:**
After you have written 6 separate journal entries, show your teacher and ask them to sign your workbook.
Start a Journal

**Benefits**

- Improves your health
  - Studies show self-expression can improve psychological and physical health.

- Improves test scores
  - Students who wrote about exam anxiety scored higher grades.

- Reduces emotional pain
  - Writing about your bad feelings makes them less intense.

- Better quality of life
  - Taking the time to describe good experiences makes them more fulfilling.

- Practice being thankful
  - Writing 3 things you’re thankful for per day improves your mood and makes you feel better.
Better relationships

studies show writing about romantic relationships can make them last longer.

Get a new job faster

senior professionals laid off got new jobs more quickly when they wrote about their feelings.

EXAMPLES

Capture your life story

Imagine Anne Frank didn’t have a diary!

Live long and prosper

Start a captain’s log for your own life!

Learn from your experiences

write about travel, work, food, music, dreams, personal fitness, hobbies, and more...

reference list: feelingaware.com/help/research/
JOURNAL ENTRY #6

If you have any comments or questions for your teacher you can write them here.

TEACHER SIGNATURE
Your teacher will sign here when you have completed your journal entries #1 - 6

If you have any comments or questions for your teacher you can write them here.
You can use this space to illustrate your journal entry
If you have any comments or questions for your teacher you can write them here.
If you have any comments or questions for your teacher you can write them here.
You can use this space to illustrate your journal entry
If you have any comments or questions for your teacher you can write them here.
**DESCRIPTION:**

1. You will be completing 3 extended writing compositions in class and in your own time based on the chapters in your TB. You should focus on practising the new skills you have learnt.

2. You will also complete 2 extended writing compositions related to units you study in your READING classes. This is a good way to practise using some of the new vocabulary, expressions and ideas you come across in your reading classes.

**TOPICS:**

1. A memorable event or a memorable experience in your life.
2. See TB p. 43
3. See TB p. 78
4. Teacher to advise
5. Teacher to advise

**MARKS:**

This task is a pass/fail task only

**DUE:**

Your teacher will advise

**LENGTH:**

Each composition should be between 150 and 200 words but you can write more if you wish.

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**ASSESSMENT T3: CRITERIA INFORMATION**

To achieve a PASS for this task you need to:

**a.** Complete extended writing tasks 1 – 5 on pp. 116-130

**b.** Submit one of the extended writing tasks to your teacher electronically i.e. emailed as an attachment. Ensure that:

- Formatting is correct in all aspects. See example p. 5
- You submit your extended writing to your teacher electronically i.e. emailed as attachments
- The task is submitted by the due date - your teacher will advise
- The subject line follows conventions – please ask your teacher
- You have written between 150 -200 words
- There is no evidence of plagiarism!

Your teacher will provide some written (or oral) feedback.

**NOTE:** If you are unable to submit your work electronically your teacher may accept handwritten submissions.

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**ASSESSMENT T3: LEARNING OUTCOMES**

**Writing Outcome 4:** Write a text about a familiar situation event or experience.
STEP 1: Prewrite to get ideas.

STEP 2: Organise the ideas.

STEP 3: Write a rough draft.

STEP 4: Peer review

STEP 5: Write 2nd draft

STEP 6: Self review 2nd draft

STEP 7: Word process your final copy*

STEP 8: Submit your extended writing electronically*

*Remember you only have to complete STEPS 7 & 8 for one of your extended writing drafts.

LIFE TIPS!

When Tim Minchin delivered the Occasional Address (guest speech) at his alma mater, The University of Western Australia, he gave some advice to graduates on how “to be”. To sum it up very, very simply, he says:

1. You don’t have to have a dream.
2. Don’t seek happiness.
3. Remember, it’s all luck.
4. Exercise.
5. Be hard on your opinions.
7. Define yourself by what you love.
8. Respect people with less power than you.
9. Don’t rush.

“If you open your mind too much, your brain will fall out.”

Tim Minchin (born 7 October 1975) is an Australian musician, composer, song writer, comedian, actor, and writer.

Source: http://www.huffingtonpost.com/2013/09/30/tim-minchin-occasional-address-uwa_n_4017677.html?ir=College
Topic: Write a paragraph about a memorable event or a memorable experience in your life. Follow the steps in the writing process.

STEP 1: Freewrite about the topic. It might be a happy day, a sad event, an embarrassing moment, an interesting trip, or a frightening experience. Write for about 5 minutes without stopping.

STEP 2: Organise the ideas. Put the events into time order: Make a list of the events or number them in your freewriting. Use your list to guide you as you write.
STEP 3: Write rough draft

➢ Begin your paragraph with a sentence that tells what event or experience you are going to write about.

EXAMPLES:

I’ll never forget the day I first met my foreign teacher.
The most memorable holiday I ever had was a bicycle trip across Inner Mongolia.

➢ Use time order to organise your paragraph. Use time order signals, and punctuate them correctly.

➢ Pay attention to your sentence structure. Write both simple and compound sentences, and punctuate them correctly.
**STEP 4a:** Polish the rough draft. Exchange papers with a Study Team member and ask them to check your rough draft using Peer-Editing Worksheet 2 (TB p. 200). Then discuss the completed worksheet and decide what changes you should make.

**STEP 4b:** Write 2nd draft

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**STEP 4c:** Use Self-Editing Worksheet 2 (TB p. 201) to check your second draft for grammar, punctuation and sentence structure.
STEP 5: Write a final copy here or word process your paragraph and submit to your teacher.
EXTENDED WRITING #2

Topic: Choose one of the topic sentences from Practice 2 on TB p. 40 and write a paragraph. Follow the steps in the writing process. You may use the topic you have worked on in the TRY IT OUT! exercise on TB p. 43, or you may use a different topic sentence.

STEP 1: Prewrite to get ideas

STEP 2: Organise the ideas by making an outline
**STEP 3:** Write rough draft  
- Begin your paragraph with a clear topic sentence  
- Write several supporting sentences. Include some specific examples  
- End with a good concluding sentence  

---  

**STEP 4a:** Polish the rough draft. Exchange papers with a Study Team member and ask them to check your rough draft using Peer-Editing Worksheet 3 (*TB* p. 202). Then discuss the completed worksheet and decide what changes you should make.
STEP 4b: Write 2nd draft

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STEP 4c: Use Self-Editing Worksheet 3 (TB p. 203) to check your second draft for grammar, punctuation and sentence structure.
STEP 5: Write a final copy here or word process your paragraph and submit to your teacher
EXTENDED WRITING #3

Use the outline you prepared for the Try it Out! exercise (TB p. 79) and write a paragraph. Use logical division of ideas as a pattern of organisation. You have already completed STEPS 1 & 2 of the writing process.

STEP 3: Write rough draft

➢ Begin your paragraph with a topic sentence for a logical division of ideas similar to the examples on p. 78 of your TB.
➢ Use examples or other kinds of details to support your points.
➢ Use transition signals to show the divisions of your topic.
➢ Pay attention to your sentence structure. Write both simple and compound sentences and punctuate them correctly.
STEP 4a: Polish the rough draft. Exchange papers with a peer and ask them to check your rough draft using Peer-Editing Worksheet 5 (TB p. 206). Then discuss the completed worksheet and decide what changes you should make.

STEP 4b: Write 2nd draft
**STEP 4c:** Use Self-Editing Worksheet 5 (TB p. 207) to check your second draft for grammar, punctuation and sentence structure.

**STEP 5:** Write a final copy here or word process your paragraph and submit to your teacher
EXTENDED WRITING #4

For this task your teacher may refer to the READING textbook you use in your Chinese teacher’s reading class. This is a good way to practise using some of the new vocabulary, expressions and ideas you come across in your reading classes.

Topic: ____________________________________________
STEP 3: Write rough draft

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STEP 4: Polish the rough draft
**STEP 5:** Write a final copy here or word process your paragraph and submit to your teacher

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EXTENDED WRITING #5

For this task your teacher may refer to the READING textbook you use in your Chinese teacher’s reading class. This is a good way to practise using some of the new vocabulary, expressions and ideas you come across in your reading classes.

Topic: __________________________________________________________

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PART 2
ANSWERS
(Extension exercises)
Josh Thomas (born 26 May 1987) is an Australian comedian.

In 2005, at the age of 17, he became the youngest ever winner of the Melbourne International Comedy Festival’s Raw Comedy Competition.

In 2013 the show he wrote and starred in, Please Like Me, was received with critical acclaim when it premiered on Australian & US TV.

@joshthomas87
Josh thomas

#IfIWasKingOfTheWorld I remove a lot of the restrictions on owning chickens in the inner suburbs of Melbourne.
EXTENSION #1: SENTENCES

Exercise 1:
There are so many different sentences that could be made with these words that it’s not possible to give ‘right answers’. Here are some suggestions for the kinds of sentences you could have made:

Here are some possible ways to complete the sentences. Your answers will be different.

1. I heard a crash as we left the road.
2. When she got home she could smell burning.
3. At the airport the plane was ready to take off.
4. After a long day at work he fell asleep on the sofa.
5. Jim was so scared that he raced across the road without looking.
6. The judge stood up and took a deep breath.
7. In my dream I flew like a bird.
8. The rain was pounding down, so I ran to the nearest shop.
9. Although Asha liked the film, she did not like some of the violence.
10. If I had the time and money I would leave tomorrow.

Some of these sentences are very short and simple. Some of them are longer.
What range of sentences have you made? Compare your work with a friend’s work.

EXTENSION #2: WORD ORDER

Exercise 1:

1. Did he lend you very much money last weekend?
2. Have you seen St Paul’s Cathedral before?
3. Doesn’t she like holidays by the sea very much?
4. He always rides his bicycle to work.
5. He missed the train again this morning.
6. I sent a letter yesterday to my daughter.
7. I visit my uncle every year.
8. We never play tennis on Sundays because we usually go out.
9. Don’t you telephone your parents every week?
10. I didn’t enjoy the time we spent in London very much.
11. He couldn’t find a hotel at once.
12. She learnt to ride her new bicycle very well.
13. Do you enjoy walking in the rain very much?
14. My husband doesn’t cook dinner often.
15. Are we learning English quickly?

The Rule Box

Example 5 11 3 15 7
5 11 3 15 7

12 1 8 10 6 14
12 1 8 10 6 14

Do not separate the
d i r e c t
2 13 9 4

from the
v e r b
2 13 9 4
Exercise 2:

1. I don't enjoy cycling at all. OR I don't at all enjoy cycling.
2. I left Beijing on Tuesday.
3. I'll love you forever. OR I'll forever love you.
4. Don't you sometimes get tired of studying? OR Don't you get tired of studying sometimes?

Exercise 3:

1. writing system telephone am to I about banking your and complain
   Correct answer: I am writing to complain about your telephone banking system.
   Extra word: and

2. I tried four details this week to system access feel to account my times have use the
   Correct answer: I have tried four times this week to use the system to access my account details.
   Extra word: feel

3. crashed on I the system been that each informed this computer has have occasion
   Correct answer: On each occasion, I have been informed that the computer system has crashed.
   Extra word: this

4. branch day person unable to working I a am I bank my as during the visit
   Correct answer: As a working person, I am unable to visit my branch during the day.
   Extra word: I

5. I access do addition service have so internet use cannot great the to in your not online
   Correct answer: In addition, I do not have access to the internet so cannot use your online service.
   Extra word: great

6. advertise use convenient have telephone you as to banking your service and easy
   Correct answer: You advertise your telephone banking service as easy to use and convenient.
   Extra word: have

7. afraid not of work evidence have I features seen am I either yet these of
   Correct answer: I am afraid I have not yet seen evidence of either of these features.
   Extra word: work

8. grateful will problems I as would that be soon finished for have I described an the possible
   as assurance out be sorted
   Correct answer: I would be grateful for an assurance that the problems I have described will be sorted out as soon as possible.
   Extra word: finished

Sentence made from the extra words: I have finished this work and feel great!
EXTENSION #3: TOPIC SENTENCES

Exercise 1:
1. T: Spring Festival  CI: Many unique customs are associated with it
2. T: London, England  CI: has one of the most culturally rich populations of any city on earth
3. T: The Chinese economy  CI: is expanding at a phenomenal rate
4. T: Julia Roberts  CI: is a famous symbol of American beauty
5. T: Australia  CI: is the source of some of the world’s most exotic natural scenery.
6. T: Lu Xun, grandfather of modern Chinese literature  
   CI: is one of the most profound Chinese writers of the 20th century.
7. T: Lei Feng  CI: had the character of a true patriot.

Exercise 4:
1. OK. You could write 2 or 3 good examples to show how this sentence is true. It is specific but not too specific.
2. Too narrow: the only thing you could write to show that this is true is 1 sentence that says how many men and women are in China.
3. Too narrow: This is very difficult to write about and frankly, impossible to believe that a living person is not interested in anything. You can’t write about nothing.
4. Too narrow: You could only write a sentence, maybe two, giving statistics about the number of Chinese immigrants living in Australia. A better sentence might be: Chinese immigrants have made an important impact on Australian culture.
5. Too general: You could list millions of examples to prove this. You need to be much more specific.
6. Too general: This sentence is not only too general, but also very boring. It tells us nothing we don’t already know.
7. OK. Next you would write 5-8 sentences giving examples of what Bill Clinton did to fight for the rights of homosexuals.
8. OK. It would be possible to write 5-8 sentences that provide examples of Jackie Chan’s great success as an actor.
9. OK. This is a short simple little sentence, but it works, as long as you can give 5-8 sentences worth of evidence showing how Nathan Hale was a coward. If you only have one example, then the sentence is too narrow.
10. Too narrow: To support this sentence your just need to tell us a couple of statistics about the weather. It would be difficult to write a whole paragraph about this, and also, the controlling idea is a fact, not an opinion.
EXTENSION # 4: JUMBLED SENTENCES

1. The first sentence in / of a paragraph is the topic sentence.
2. The topic sentence tells the reader what the paragraph is about.
3. A good topic sentence has two parts.
4. The first part of the topic sentence contains the topic, and the second part makes a comment about the topic.
5. The second part of the topic sentence is called the controlling idea.
6. The controlling idea can be one word or a phrase.
7. The controlling idea says what the rest of the paragraph is about.

EXTENSION #5: SUPPORTING POINT SENTENCES

Exercise 1:
1) Topic Sentence: Alvin is a brutal thug and a threat to public safety.
   a) He has a very short temper and often acts violently toward others when he cannot get what he wants
   b) He does not listen to other peoples’ advice because he thinks that people are just trying to make him feel bad, even when they are really just trying to help
   c) He takes pleasure in destructive and violent behaviour and does not show respect for other people’s feelings or their things
   d) He has a lot of respect for old people and spends his free time doing things to help the poor and the weak

2) TS: Mary is endowed with a very attractive appearance:
   a) She has a very keen sense of style and always wears the most modern and fashionable clothing.
   b) She has very ordinary facial features that make her very easy to forget.
   c) For one, she is always making her friends laugh with her wild hair and strange faces.
   d) She has the kind of body that other women would die for and she wins the eyes of men wherever she goes.

3) TS: Another reason to visit Boring, Oregon is that it has some of the strangest architecture in the world.
   a) Over the past 30 years Boring has gained a great reputation for its manufacturing.
   b) Boring has produced some of the world’s most famous artists, and they have left their mark on the city with some wild and weird sculptures and statues.
   c) The city center, with its abundance of office complexes and high rises, reflects a unique blend of Indian, Chinese, and Italian architectural designs.
   d) The suburban district is a model example of the most popular housing styles in America today.
4. TS: The origins of Christmas are spiritually profound.

a) Many of the original meanings of Christmas have been lost and it is now mainly a commercial holiday.
b) The holiday was first intended to celebrate the birth of Jesus Christ, who according to believers is the son of God.
c) Santa Claus, Father Christmas, or Old Saint Nick, is based on the legend of a kind and loving man named Saint Nicholas.
d) Jesus Christ symbolizes the spiritual perfection of man and his life has served as an example of love, selflessness, and helping the needy ever since.

EXTENSION # 8: WORD CATEGORIES

Exercise 1:

<table>
<thead>
<tr>
<th>WORD TYPES</th>
<th>USE OR PURPOSE IN ENGLISH SENTENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Article</td>
<td>iv. introduces a noun</td>
</tr>
<tr>
<td>b. Noun</td>
<td>i. names a place/object/purpose</td>
</tr>
<tr>
<td>c. Adjective</td>
<td>vi. adds information about the noun</td>
</tr>
<tr>
<td>d. Verb</td>
<td>ii. names an action</td>
</tr>
<tr>
<td>e. Adverb</td>
<td>v. adds information about the verb</td>
</tr>
<tr>
<td>f. Preposition</td>
<td>iii. introduces place or position (‘where’)</td>
</tr>
</tbody>
</table>

Exercise 2:
The sentence uses every letter of the English alphabet

The article quick adjective brown adjective fox noun jumped verb
swiftly adverb over preposition the article lazy adjective log noun

Exercise 3:
Beijing is a very crowded city and traffic jams are common, (a) particularly at peak travel times. Between six and seven in the evening, (b) drivers know that the traffic will be bad and that they will have to expect (c) delays on their journeys. Everyone has got used to this, although no-one likes (d) wasting time stuck in traffic.
In the past, there were far (e) fewer cars in Beijing because they were too (f) expensive to buy, but nowadays an (g) increasing number of citizens can afford one because the car (h) manufacturing industry in China is booming. In addition to this, petrol is relatively (i) cheap compared to the prices (j) charged in many other countries.

Exercise 4:
In many countries students have to compete to get into colleges and universities when they leave school. For this reason, some parents decide to pay for extra lessons to help their children be more successful. This takes up a lot of the students’ free time, and is very expensive for families. Overall however, I feel that this is a good idea, despite some of the disadvantages of private tuition.
Exercise 5:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
<td>comes</td>
<td>thought</td>
<td>bright</td>
<td>he</td>
</tr>
<tr>
<td>builders</td>
<td>left</td>
<td>challenge</td>
<td>tempting</td>
<td>that</td>
</tr>
<tr>
<td>school</td>
<td>expected</td>
<td>leave</td>
<td>well</td>
<td>him</td>
</tr>
<tr>
<td>university</td>
<td>surprised</td>
<td>admits</td>
<td>a little</td>
<td></td>
</tr>
<tr>
<td>pressure</td>
<td>got</td>
<td>earn</td>
<td>growing</td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
<td>lucky</td>
<td></td>
</tr>
<tr>
<td>money</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 6:

increase
The government has increased the income tax for higher earners.
There has been a recent increase in the cost of petrol.

shop
I haven’t got time to shop today.
I’ve been to the shop three times today and still not got everything!

whisper
Everyone was asleep so we had to whisper.
Because of a cold, Max’s voice was reduced to a whisper.

drive
My brother didn’t learn to drive until he was 40 years old.
It was a lovely day so we took my mother for a drive to the coast.

kick
I’m no good at football because I can’t even kick the ball straight.
That was the best kick of the match!

EXTENSION #9: RESPOND TO THE TOPIC

If you said that any of these essays directly and completely answered the essay question you need to read the question more carefully. All of these essays would have to be rewritten because they do not really answer the question.

1) A cat is something, not someone. A hero is almost always a person, someone that we admire for their courage, strength, or accomplishments. It is difficult to imagine how any animal, especially a cat, could behave heroically.

2) First of all, a lyric poem is not an essay, it is a lyric poem. Secondly, Adolf Hitler, as the 20th century’s most notable mass-murderer, is not an appropriate hero.

3) Harry Potter is a character from a book. He is not a real life hero.

4) Your mother could be a hero. Your father could be also a hero. But the essay question asks you to write about one hero, not two.
5) If you wish you were more like yourself then you are somebody else to begin with.

6) The question asks you to describe someone, not explain your opinion about a topic. Even if it is true that you really don't have any heroes, if this is the question you are given, you have to answer it.

7) Martin Luther King is a great topic for a hero. A hero is a good thing. If you complain about someone, it means you think they are not good. If Martin Luther King is your topic, you need to describe him and show us why he is a hero.

8) This essay does not describe a particular person. It describes the qualities that all heroes should have.

EXTENSION #10: QUALITY OF IDEAS

1. 3 + 4: Everyone over the age of 4 knows this is true.

2. 1: This is a classical Chinese idiom from Confucius. 三人同行必有我师, san ren tong xing bi you wo shi. The basic meaning is, you can learn something from everyone. In English, this saying is not clear, and we have to express it differently.

3. 2: Criticizing a political leader is interesting and often deserved, but you need to give specific reasons and examples to support your views. Otherwise no one will listen to you.

4. 3: If the writer were a polar bear or a spotted owl this would be true, but alas, the writer is a human being. If we weren't alive we wouldn't have so many problems. If this is the author's meaning, we do not need to be reminded of something so obvious. If the meaning is, people cause too many problems and so we should make the world a better place by killing ourselves, then the author is just being ridiculous.

5. 3+4: The best way to do something is to do it. This is obvious. But the author also says that in problem-solving talk is unnecessary and pointless. The first step to solving any problem is recognizing that a problem exists and this often, if not always involves talking. Brainstorming and exchanging ideas can also be useful.

6. 2: The author needs to give a couple of specific examples and describe them in detail.

7. 1: This is another direct translation of a common Chinese idiom: 害群之马 or hai qun zhi ma. In English the author should say “bad apple,” or “black sheep.”

8. 2+3+4: Eric may have a unique appearance, but it is not because he has a stomach, two arms, and a nose on his face. Most people are just like Eric in these ways. What does it mean to have a regular stomach? This sentence tells me nothing meaningful about Eric’s appearance.

9. 4: This is something that everyone knows from the name of the festival. It is unnecessary to provide this information.

10. 2: We need more details. How did Derrick help you in school, in sports, in life?
Styles of Popular Music

Music is truly the one universe language. Although all cultures have music, each culture develops its own musical forms and styles. In particular, popular music varies from culture to culture and from generation to generation. In the past 100 years or so, there has been an explosion of popular music styles in the West. Three of the more successful styles are reggae, punk, and rap.

One successful style of popular music is reggae, which was born on the Caribbean island of Jamaica in the 1960s and then spread throughout the world in the 1970s. Reggae developed from a kind of Afro-Caribbean music called mento, which was sung and played on guitars and drums. Some musicians changed mento into a music style called ska and reggae was born. Reggae's special sound comes from reversing the roles of the instruments: The guitar plays the rhythm and the bass plays the melody. This role change seemed unlikely to succeed, so the new sounds it produced quickly grew in popularity. An important influence on reggae music the Rastafarian cult. The Rastafarians added unusual sound mixes, extra slow tempos, strange lyrics and mystical -political themes. The best known reggae musician was the late Bob Marley. Well-known groups are Toots & the Maytals, Burning spear, and Steel Pulse. As a result of its unique sound reggae have influenced later styles of popular music, including punk and rap.
A second successful style of popular music is punk. Punk is a style of rock music that began in the mid-1970s as a reaction against previous forms of rock. Punks felt that rock music no longer represented the counterculture from which it had sprung and had, in fact, sold out to the mainstream culture. Punks wanted to challenge this reality, so with its music, clothing and hairstyles, punks intended to shock society. The ‘punk look’ included spike hairdos, theatrical makeup, ripped clothing, body piercings, and jewellery made from objects such as razor blades and safety pins. The onstage behaviour of punks was aggressive and provocative. Similarly, at concerts, fighting and other violent behaviour by the fans common occurrences. The punk music itself is simple (often just three chords). Its songs are short (rarely more than three minutes long). Its songs are anti-government, anti-authority and anti-conformity. The first bands to popularise punk were the Sex Pistols and Clash in Great Britain and the Ramones in United States. As with all music styles punk has evolved into other styles. For instance, groups such as the Dead Kennedys and Black Flag play hard-core punk, which is a faster and louder punk style. The band Fall Out Boy plays emo, a style in which the musicians became so emotional during a performance that they scream and cry. Pop punk, made popular by the group Green Day, is another new punk style.

A third successful style of popular music is rap, which is also called hip-hop. Rap are a type of dance music in which the singers – rappers - speak in rhythm and rhyme rather than sing. The art of rapping originated Africa.
and probably travelled to the United States via Jamaica, where it was known as toasting. In United States, rap first appeared in the mid-1970s in the discos of New York City’s black neighbourhoods. Disco DJs teamed up with rapper to play song for dancer at parties. The role of the rapper was to keep the beat going with hand claps while the DJ changed the records.

Soon, rappers added lyrics, slogans, rhymes, and call-and-response exchanges with the audience, and thus rap was born. Early rap songs were mainly about dancing, partying and the romantic adventures of the rappers, but politics became an important theme in the late 1980s and 1990s in rap.

Most rappers are young black males there are plenty of female rappers such as Queen Latifah and white rappers such as the Beastie Boys and Eminem. To sum up, the popular music changes constantly. New styles are born, grow, change, and produce offshoots, which in turn grow, change, produce offshoots. Some styles enjoy lasting popularity, others disappear rather quick. However, all contribute to the power and excitement of popular music in our time.
SOCIAL INVITATION

If you receive a formal written invitation or an informal invite from a new friend by phone or text, they will expect you to reply quickly.

Many written invitations have the letters ‘RSVP’ and a date on them. In this case it is expected that you will need to advise them if you are able to attend or not by the date; ‘RSVP’ simply means ‘Please reply’.

If you have a formal appointment with a Doctor, Tutor, Lecturer or Student Advisor you are expected to be present at the arranged time. If you arrive late it is unlikely that you will be able to attend the appointment because you have missed the agreed time and other people may be booked in after you.

Appointments for social activities are more flexible, but it is important to arrive as close to the appointed time as you possibly can, especially for dinner invitations.

If you are delayed it is considered good manners to phone the person before the agreed time and inform them when you expect to arrive. It is also often customary to pay for your share of the cost when you are invited to a restaurant, movie or theatre.

Dawn...

Every day, people of Verbo city face new problems.

Spelling errors, incorrect tenses, poor punctuation, missing articles...

What on earth...?!?

Arr! How can I possibly understand that badly written report?

Thanks goodness for... Grammarman!

The mysterious hero who defends Verbo city...

...and fight those responsible for bad English.

With the help of his genius android, Alpha-bot...

Bzzt - present perfect... has / have plus the past participle - Bzzt

...and his friend, Syntax, an alien visitor from a distant galaxy.

Mmm... this language is such difficult to learning.

Bzzt - what do you think, Grammarman? Your first TV show - Bzzt

Do you like it?

Ha ha! Very impressive, Alpha-bot... and it also teaches us an important lesson...

Bzzt - what? - Bzzt

How? - Bzzt

Bzzt - never takes a holiday!

That's right, reader! My powers detect eight errors in the innocent-looking TV show above. Can you find and correct all of them?

one-stop-english.com

www.grammarmancomic.com

© Brian Boyd
EXPLORER, CLAUDE BOTTOM, HAS BROUGHT AN AMAZING ANIMAL TO VERBO CITY...

DON'T BE SHY, FOLKS! TAKE A LOOK!

GASPS! IT'S SO... UGLY! ...AND IT LOOKS SO STUPID!

GRAHHH! KING WRONG NO WANT BE HERE!

HA! DID YOU HEAR THAT? IT REALLY IS A STUPID ANIMAL!

SUCH AWFUL GRAMMAR!

IN THE VOCAB-U-LAIR, HOME OF THE ACCURATE AVENGER, GRAMMAR MAN - WE SHOULD GO TO THAT THEATRE. IT'S GOING TO TURN BAD.

SURE ENOUGH - RAAR! KING WRONG HAVE BROKEN CHAIN!

SOMEBODY SAVE US!

IT'S OK! HERE COMES GRAMMAR MAN WITH SYNTAX AND ALPHA-BOT!

YARG! ME WILL EATING ALL PEOPLE!

BZZT - I WILL BENT KING WRONG WITH THE ART OF ROBO-FUL - BZZT

BZZT - OH DEAR - BZZT

OH NO!

RUN!

SHUT UP!

NO, ALPHA-BOT? IT'S TOO DANGEROUS!

AND - GRUUH! NO COME NEAR OR KINGS WRONG SMASH METAL MAN!

SRR! EVERY PEOPLE NO FOLLOW KING WRONG!

BZZT - THIS IS THE END - BZZT

DON'T WORRY! WE'LL THINK OF A PLAN TO SAVE YOU.

READER - EVEN IN A CRISIS I HATE TO SEE BAD ENGLISH. LOOK AT WHAT KING WRONG WAS SAYING. CAN YOU CORRECT HIS BAD GRAMMAR? TRY TO WORK OUT WHAT HE REALLY SHOULD HAVE SAID.

I BET ALPHA-BOT KNOWS THE ANSWERS...
Drama at Verbo City's Library!

Bzzt! Help me! Grammarman save me! Bzzt

Syntax! We've got to save Alpha-Bot!

Maybe it was a bad idea to bring a monster to Verbo City...

The Air Force arrives.

Bar! King Wrong fall down now.

Destroy the beast!

Alpha-Bot! Are you all right?

Urrr... He looks damaged.

Suddenly...

Look out!

Alpha-Bot has got a screw loose. We must stop him before he hurts somebody!

Bzzt—City I'm in everyone going kill to Verbo-Bzzt

Alpha-Bot had more energy to need — Bzzt

Bzzt—find!

Bzzt—enough again.

Running isn't my best skill.

Flurr...

Help me catch him, Syntax. I've got an idea.

I'll hold his arm.

Escape have power don't to it—Bzzt

Bzzt—save!

I'll take these.

Phew! Let's get him to a lab and uncross his wires!

I'll help carry him...

Foof!

Later...

I think we can switch him back on now, Syntax.

Welcome back, Alpha-Bot!

Klarf!

Alpha-Bot was saying some mixed-up things, reader. Can you unscramble his crazy sentences and work out what he was trying to say?
Panel 1. The correct sentence is, I think, I want to have a nap.
Panel 7. He was trying to say, 'Alright! I don't have enough power to escape.'
Panel 6. He meant, I need to find more energy.
Panel 5. He wanted to say, 'I'm going to kill everyone in Verbo City.'
Panel 4. Alpha-Bot was trying to say, 'I landed on my head.'

Panel 11. The correct line is, 'Grr! Nobody follow me!'
Panel 10. He's trying to say, 'Grrr! I've broken the chain.'
Panel 7. King Wrong should have said, 'Varg! I'll eat everybody!'
Panel 6. He means, 'Grr! I've broken the chain.'
Panel 5. He wanted to say, 'Grr! I don't want to be here!'
Panel 3. King Wrong is trying to say, 'Grr! I don't want to be here!'
Panel 4. Alpha-Bot was trying to say, 'I landed on my head.'
Panel 5. He meant to say, 'I'm going to kill everyone in Verbo City.'
Panel 6. He was trying to say, 'I need to find more energy.'
Panel 7. He was trying to say, 'Argh! I don't have enough power to escape.'
Panel 8. 'Genius' is misspelled.
Panel 9. This has two errors: Syntax should say, 'This language is so difficult to learn.'
A summary of the findings of Paul Nation et al, University of Wellington, NZ

Educated native speakers have about 20,000 words at their disposal
3000-5000 words are needed to survive a university course in English

If the 2000 most frequent words are known then 90% of most texts can be understood. However, the last 10% is a very large number of words – infrequent words, and these often hold the key to texts.

New words need to be ‘met’ 7-10 times each to be remembered.

Although a fairly limited way to LEARN words, learning them from a list, then revising and revising is a good start!

How many of the 2000 do you know already?
| a | det | ability | n | again | adv | appeal | n |
| able | adj | against | prep | appeal | v |
| about | adv | age | n | appear | v |
| about | prep | agency | n | appearance | n |
| above | adv | agent | n | apply | v |
| above | prep | ago | adv | appointment | n |
| absence | n | agree | v | approach | n |
| absolutely | adv | agreement | n | approach | v |
| academic | adj | ahead | adv | appropriate | adj |
| accept | v | aid | n | approve | v |
| access | n | aim | n | area | n |
| accident | n | air | n | argue | v |
| accompany | v | aircraft | n | argument | n |
| according to | prep | all | adv | arise | v |
| account | n | all | det | arm | n |
| account | v | allow | v | army | n |
| achieve | v | almost | adv | around | adv |
| achievement | n | alone | adj | around | prep |
| acid | n | alone | adv | arrange | v |
| acquire | v | along | adv | arrangement | n |
| across | prep | along | prep | arrive | v |
| act | n | already | adv | art | n |
| act | v | alright | adv | article | n |
| action | n | also | adv | artist | n |
| active | adj | alternative | adj | as | adv |
| activity | n | alternative | n | as | conj |
| actual | adj | although | conj | as | prep |
| actually | adv | always | adv | ask | v |
| add | v | among | prep | aspect | n |
| addition | n | amongst | prep | assembly | n |
| additional | adj | amount | n | assess | v |
| address | n | an | det | assessment | n |
| address | v | analysis | n | asset | n |
| administration | n | ancient | adj | associate | v |
| admit | v | and | conj | association | n |
| adopt | v | animal | n | assume | v |
| adult | n | announce | v | assumption | n |
| advance | n | annual | adj | at | prep |
| advantage | n | another | det | atmosphere | n |
| advice | n | answer | n | attach | v |
| advise | v | answer | v | attack | n |
| affair | n | any | det | attack | v |
| affect | v | anybody | pron | attempt | n |
| afford | v | anyone | pron | attempt | v |
| afraid | adj | anything | pron | attend | v |
| after | conj | anyway | adv | attention | n |
| after | prep | apart | adv | attitude | n |
| afternoon | n | apparent | adj | attract | v |
| afterwards | adv | apparently | adv | |
circumstance n

citizen n
city n
civil adj

claim n
claim v
class n

claim adj
claim v

clear adj
clear v
clearly adv

client n

climb v
close adj
close adv
close v
closely adv
clothes n

club n

colour n

collection n

college n

comparison n

complete adj
complete v
completely adv
complex adj

component n

counter v
country n
county n
couple n
course n
court n
cover n

cover v
create v
creation n
credit n
crime n

criminal adj


crisis n
criterion n
critical adj
criticism n
cross v
crowd n
cry v

cultural adj
culture n
cup n
current adj
currently adv

curriculum n
customer n
cut n
cut v
damage n
damage v
danger n
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C: THINKING DIFFERENTLY: ‘EAST’ & ‘WEST’?

According to some, the following questions receive very different answers when asked in ‘the East’ (China, Korea, Japan) and ‘the West’ (Australia, North America, the U.K.). How will you answer these questions?

**Question #1:** Which group does this flower belong to? YOUR ANSWER: _____

![Flower drawings](image)

**Question #2:** Does the boy in the center of these pictures look happy? YOUR ANSWER: _____

![Boy images](image)

**Question #3:** Look at the pictures below. Pick the two that belong together. YOUR ANSWER: _____

![Animal images](image)
Results

Here are the results for each question.

Question #1: If you answered group A, you think like an Asian! Most Asians interviewed picked group A, while most Westerners picked group B. Westerners wanted all of the flowers in a group to have a common feature (in this case, the stem).

Question #2: If you picked "he only looks happy in picture #1," you think like an Asian! Most Asians interviewed picked that answer, while most Westerners picked the "he looks happy in both pictures" option. According to an expert, this is because Asians actually spend more time examining the background of images, while Westerners only focus on the major point of interest.

Question #3: If you thought the monkey and the banana went together, you think like an Asian! Most Asians interviewed picked that option, while most Westerners picked the monkey and the panda. Asians framed it as "the monkey likes bananas." Westerners, who seek to analyze things, selected their answer based on categories (animal / non-animal).

Theorists speculate that much of this can be explained by a major difference between Western and Eastern philosophy. In Ancient Greek thinking, atoms exist in a void. Ancient Chinese thinking believed there was no empty space or void between objects; an entity known as "Qi." according to an expert, this is because

Westerners, who seek to analyze things, selected their answer based on categories. Asians actually spend more time examining the background of images, while Westerners only focus on the major point of interest. According to an expert, this is because

Westerners picked the monkey and the panda, while most Asians picked the monkey and bananas. Asians framed it as "the monkey likes bananas." Westerners, who seek to analyze things, selected their answer based on categories (animal / non-animal).

D: AUSTRALIAN & URBAN SLANG QUIZ

1. If someone offers you a **cuppa**, say yes and you'll get ...
   
   a) a punch in the nose  
   b) an Australian cake  
   c) a cup of tea  

2. If someone says they are **aggro**, what are they?
   
   a) a gardener  
   b) tired  
   c) upset  

3. If someone calls you a **galah**, what are they saying about you?
   
   a) you are a silly person  
   b) you are a great friend  
   c) you are a criminal, headed for jail  

4. If someone asks you to come over this **arvo**, when should you arrive?
   
   a) this morning  
   b) this weekend  
   c) this afternoon  

5. If someone says you are from **Generation Xerox** it means you
   
   a) are always doing interesting things  
   b) are following the same path in life as your parents (same career & interests etc..)  
   c) never answer the phone  

6. If you are **nocialising** what are you doing?
   
   a) staying at home to play computer games instead of meeting friends in a social public setting (i.e. Restaurant, Cocktail Bar, Cafe)  
   b) always saying ‘no’  
   c) You’re out in a social public setting (i.e. Restaurant, Cocktail Bar, Cafe) and only spending time on your mobile phone; not the people around you.  

7. If someone says you are in a **bromance**, what is happening?
   
   a) You are in a car with a sun roof  
   b) You are in trouble with your brother  
   c) You have an extremely close friendship with another straight male  

8. If someone asks you where the **dunny** or the **loo** is, what are they looking for?
   
   a) the pub  
   b) the boss  
   c) the toilet
9. If someone exclaims, ‘**Shut the front door!**’ what has just happened?

a) They have seen or heard something which really surprised them  
b) The front door has been left open  
c) Someone is talking very loudly  
d) both a & b

10. If someone says they are **fair dinkum**, they mean ...

a) they know how to swim a little  
b) they are telling you the truth  
c) they were born in Australia

11. When would somebody exclaim ‘**Sprung!**’ to you?

a) When they were borrowing your pogo stick  
b) When they’d caught you doing something you shouldn't have been doing  
c) When they'd just realised that spring had begun and winter was finally over  
d) None of these answers are correct

12. If I were to say somebody was **not the full quid**, what would I mean?

a) They're not very intelligent  
b) They don't weigh enough to participate in certain sports  
c) They have no money  
d) They weren't being completely honest

13. I've been told I've got **Buckley's**. What does this mean?

a) I've got a lot of money  
b) I've caught a virus common in Australia and New Zealand  
c) I've got no chance  
d) I've got good luck

14. Can you translate this slang? What do you think it means?

I went down to Maccas after having a blue with Mum about my annoying relos, met my hunny and had a D & M and a pash. When I got home late Dad had a go at me so I told him to rack off then I watched Home & Away.
1. If someone offers you 'a cuppa', say yes and you'll get:
   a) a glass of water
   b) a cup of tea
   c) a cup of coffee

2. If someone says they are 'aggro', what are they?
   a) happy
   b) angry
   c) angry & upset

3. If someone calls you a 'galah', what are they saying about you?
   a) You are a silly person
   b) You are from a wealthy family
   c) You are a funny person

4. If someone asks you to come over this 'arvo', when should you arrive?
   a) ten minutes ago
   b) this afternoon
   c) this evening

5. If someone says you are from Generation Xerox it means you:
   a) are following the same path in life as your parents (same career & interests etc.)
   b) are following a different path in life
   c) are following the same path in life as your parents (different career & interests etc.)

6. If you are nocialising what are you doing?
   a) You are out in a social public setting (e.g. restaurant, cocktail bar, cafe) and only spending
time on your mobile phone; not the people around you.
   b) You are in a social public setting (e.g. restaurant, cocktail bar, cafe) and only spending
time with other people.
   c) You are telling the truth

7. If someone says you are in a 'bromance', what is happening?
   a) You have an extremely close friendship with another straight male
   b) You have an extremely close friendship with another straight female
   c) You are part of a group of friends

8. If someone asks you where the dunny or the loo is, what are they looking for?
   a) a bathroom
   b) a toilet
   c) a diaper

9. If someone exclaims 'shut the front door!' what has just happened?
   a) something surprising has happened
   b) something frightening has happened
   c) both a & b

10. If someone says they are 'fair dinkum', they mean ...
    a) they are telling the truth
    b) they are very serious
    c) they are very honest

11. When would somebody exclaim “Sprung!” to you?
    a) When they've caught you doing something you shouldn't have been doing
    b) When they've caught you doing something you shouldn't have been doing
    c) When they've caught you doing something you shouldn't have been doing

12. If I were to say somebody was not the full quid, what would I mean?
    a) They're not very intelligent
    b) They're not very funny
    c) They're not very intelligent & not very funny

13. I've been told I've got Buckley's. What does this mean?
    a) I've got no chance
    b) I've got no heart
    c) I've got no chance

14. I went down to McDonald's after having an argument with Mum about my
    annoying relatives, met my boyfriend, had a deep and meaningful conversation
    with him about my future, and only spending time on my mobile phone; not the relatives
    around me.

15. When I got home late Dad was angry and reprimanded me so I told him to
    go away then I watched Home & Away (a very popular Australian soap opera on TV).