

# Sigma English Workbook

## NCEA Achievement Standard 1.3 Unfamiliar Written Texts

S. Battye and D. J. Wort

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# 1 Understanding the Standard

## Achievement Standard 1.3 - Unfamiliar Written Texts AS90851

**Title :** Show understanding of specified aspects of unfamiliar written text(s) through close reading, using supporting evidence

**Assessment :** External      **Credits :** 4      **Subfield :** English      **Domain :** English Written Language

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Show convincing understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Show perceptive understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</li> </ul>

To pass this Standard in the external examination you will need to read a number of short extracts very carefully (close reading) and respond to these extracts by writing answers to questions. The extracts are usually half a page to a page long. There will probably be **three extracts** in the exam paper, **one prose, one poetry or drama and one non-fiction** piece. You are advised to take **an hour** to finish the entire paper. For each extract there will be questions about the **ideas** in the text and questions about the **structure** and **language** used.

### Skills Required for Success in this Achievement Standard

- Close Reading** : involves *identifying and considering significant aspects* of the text. These aspects can include, the *purpose* of the author in writing the text, who is the *audience*, what *ideas* are used (e.g. character, theme, setting), what *language features* are used (e.g. vocabulary, style, symbolism), what *structures* are used (e.g. narrative, part text, whole text) and *text conventions* (e.g. spelling, punctuation, grammar).
- Showing Understanding** : involves *making statements about the significant aspects* listed above that *explain* the meanings and effects the author creates by using these aspects.
- Showing Convincing Understanding** : involves *explaining how the significant aspects* listed above *work together* to create the meaning the author wishes to communicate.
- Showing Perceptive Understanding** : involves *explaining how the significant aspects* listed above work together to communicate the writer's meaning and place these *ideas in the wider context* of how they relate to society and the wider world.
- Using Supporting Evidence** : involves *using specific and relevant details* from the text that *support your understanding* of the text.

## Determining Your Grade - Levels of Thinking

The grades Achievement, Merit and Excellence represent different levels of thinking. Consider the following questions :

Question 1 : *Identify ONE example of an aspect of language the writer uses to show what the shopping mall or the people within it are like.*

Question 2 : *Explain how and why the writer helps us to understand what the shopping mall and the people within it are like.*

These questions can be answered showing a simple understanding or a deep understanding. For questions like this the full range of grades (Achievement, Merit and Excellence) are available and your awarded grade will depend on the level of understanding you display in your answer. The key words in the achievement criteria are 'Show understanding' and 'using supporting evidence'. The key words in the questions are 'Identify ONE example. . .' and 'Explain how and why . . .'

### Achievement Level Thinking

First you need to show that you understand the meaning of the terms, an *aspect of language* and *example*. Then you need to identify a specific example of an aspect of written *language*. (included in each of the THREE contrasting texts provided in the examination resource booklet). Finally you need to show some understanding of each text and the purpose of the language features in those texts.

### Merit Level Thinking

As well as doing all tasks identified for Achievement Level Thinking (above) you will need to demonstrate that you have taken note of precise instructions such as '*Explain how the writer shows...*'. You need to select two or more relevant features and examples and explain these in some depth and detail. Your answer will need to show an understanding of the writer's *intention* and *purpose* and you will need to support the points that you make by using relevant quotations or examples, selected from the piece of unfamiliar text provided.

### Excellence Level Thinking

As well as doing all tasks identified for Achievement and Merit Levels of Thinking (above) you will need to answer at some length and in depth, showing *insight* and *perception*. To demonstrate these two qualities your answer must show a thorough knowledge of the unfamiliar text based on analysis of the language features. You will need to identify more than one feature, detailing how they are used and including a range of examples. You need to engage with the text at a personal level, understanding that 'how' questions require a comment about the writer's craft. Your writing must be fluent and coherent and show that you understand the connection between the writer's craft and purpose.

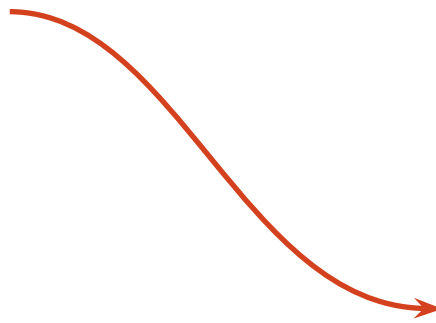
## 7 Aspects of Language - Tasks

### Task 3 Antonym

1 Antonyms are words of opposite meaning. Draw lines to connect a word with its antonym on the right. One is done for you.



inside  
frequent  
recent  
dirty  
familiar  
wealthy  
solid  
stupid  
willing  
decent



unfamiliar  
indecent  
intelligent  
poor  
fluid  
infrequent  
reluctant  
outside  
clean  
past



2 Knowing antonyms of words can help you form other language features such as the contrast of words and ideas. Reread the definitions and examples of **irony** and **sarcasm** (pages 3 and 4). Now choose three pairs of words from the list and write a sentence to show irony or sarcasm. You need to clearly signal to the reader that they should take the opposite meaning from what is written. Example : [Open / Closed] *"My door is always open to complaints from people like you," said the manager as he shut the door in the customer's face.*

Here the irony is that the Manager is clearly not interested in meeting with the upset customer. He closes the door while he's saying his door is always open. The likely effect of the use of this irony is that the reader will see the story as being humorous.

a) Chosen words :

Sentence :

b) Chosen words :

Sentence :

c) Chosen words :

Sentence :

3 Choose an example from Exercise 2 above. Explain in a sentence, your **intended effect** on the reader of using an antonym.

# 11 Aspects of Language - Tasks

## Task 8 Compound and Complex Sentences - continued

A **compound sentence** can also be joined together by a semi-colon [ ; ]. By using a semi-colon the writer is showing that the two parts of the sentence are related to one another.

Example : *We enjoyed the tour of the South island; the scenery was spectacular.*

- 2 Decide whether or not these sentences can be joined using a semi-colon. If so, make a new compound sentence by placing a semi-colon in the correct place.
- a) Biking is not just a sport for the young. It is for the whole family.
  - b) I'm no good at tongue twisters. I keep tripping over my tongue.
  - c) James wore a clean tee-shirt every day. He wanted to impress the girls.
  - d) The hut eventually came in sight. The exhausted trampers were glad to see it.
  - e) The Hercules aircraft touched down at Scott Base. The cook was making lunch.

### 3] Complex Sentence

This is a sentence consisting of one independent clause that can stand alone as a simple sentence, together with at least one dependent clause.

Example : *I ate the cake that you made.*

*I ate the cake* (main clause) - this can stand alone as a complete simple sentence

*that you made* (subordinate clause) - this cannot stand alone as a complete sentence.

Together they make a complex sentence.

- 3 Decide whether or not the following sentences can become **complex** by inserting *that* between the clauses.  
Y / N

- a) Alex weeded the garden                      had become overgrown.
- b) The policeman directed the traffic      it was heading to the rugby game.
- c) The birds flocked to the field            held acres of ripe wheat.
- d) No one expected the outcry              it resulted from the cancellation of the dance.



**Complex sentences** often use a structure where the main clause comes second and the subordinate clause comes first. Notice the comma between the two clauses in this example.

Example : *While I was visiting the marine reserve, I snorkelled with giant fish.*

In this case the conjunction *while* is joining the two clauses together to form the complex sentence. Other conjunctions that you can use at the beginning of the sentence to form complex sentences include : *when, after, although, if, because.*

- 4 Complete these **complex sentences** using these starters.
- a) When it started raining,
  - b) While the orchestra was playing,
  - c) After the birthday party finished,
  - d) Although my exam results were disappointing,
  - e) If I can save enough money,
  - f) Because my key broke in the door lock,

# 18 Aspects of Language - Tasks

## Task 20 Innuendo

An **innuendo** is a form of 'put down'. It can be a sexually suggestive, disparaging or derogatory remark, statement or question. It is intended to suggest or insinuate that there is something wrong with the other person. However, the words themselves can appear innocent on the surface.

Example : Referring to a family with six children a person might say, - "They breed like rabbits."

The innuendo is negatively comparing something innocent (rabbits and the way they easily reproduce) with the way these parents have chosen to have a large family.

Innuendo often uses *like* or *as* to make the comparison.

- 1 Examine these sentences. Decide whether or not the sentence contains an **innuendo**. Tick the box if it does.
- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| a) <i>She's got a face that could make an onion cry.</i> | <input type="checkbox"/> | d) <i>For an unemployed guy he drives a fancy car.</i> | <input type="checkbox"/> |
| b) <i>You can take that with a grain of salt.</i>        | <input type="checkbox"/> | e) <i>He's as cheap as a 2¢ stamp.</i>                 | <input type="checkbox"/> |
| c) <i>The pen is mightier than the sword.</i>            | <input type="checkbox"/> | f) <i>My Dad's as tight as a drum with money.</i>      | <input type="checkbox"/> |
- 2 Carefully read these innuendos and explain what the put down or disparaging remark **relates to** and what the **effect** would be on the person who hears it.
- a) *"Is the Mayor being honest about the expenditure; well I'll let you be the judge."*
- b) *"All I'm saying is that Jasmine is very fond of chocolate cake - with lots of cream on top!"*

## Task 21 Irony

People use **verbal irony** when they express the opposite of what they really mean for humorous effect.

Example : An article in the newspaper reads : *Yesterday Tiny, the largest squid found in New Zealand water, was put on display.*  
The irony is that the squid is huge but his name suggests otherwise.

People use **situational irony** to describe a mismatch between the actual result of a sequence of events and the normal or expected result.

Example : Newspaper headline reads : *Fireman Answers Call To Own Home*  
The irony is that a fireman should be able to protect his own home from fire, not be called out to his own home.

Film or Play writers use **dramatic irony** to gain greater involvement from the audience. It occurs when the audience is allowed to know something that one or more of the characters in the story doesn't.

Example : The audience sees a girl discussing how she wants to drop her boyfriend and in the next scene he is shown in a jewellery shop buying her an engagement ring.

- 1 Examine these sentences. Decide whether or not the sentence contains any type of **irony**. Tick the box if it does.
- |   |                          |
|---|--------------------------|
| a) <i>In the play, 'Romeo and Juliet', at the moment when Romeo believes that Juliet is dead, she is alive.</i>       | <input type="checkbox"/> |
| b) <i>My friend told me that everything was as good as gold.</i>  | <input type="checkbox"/> |
| c) <i>Headline : School Board Runs Out Of Time To Discuss Shorter Meetings</i>  | <input type="checkbox"/> |
| d) <i>A bus runs off the road and kills a cow in a paddock.</i>   | <input type="checkbox"/> |
| e) <i>A lawyer is arrested for supplying drugs to her client when she visits him in prison.</i>                       | <input type="checkbox"/> |
| f) <i>A gambler steals from his mother as he tries to make enough money to take her on a once in a lifetime trip.</i> | <input type="checkbox"/> |



## 25 Aspects of Language - Tasks

### Task 30 Personification

**Personification** is used when you give the qualities of a person to something that is not human or, in some cases, something that isn't even alive.

Example : *The Oracle Team USA catamaran **knocked out** Team New Zealand in the 34th America's cup.*

The **quality** of a person is being applied to the catamaran, in this case is a person's ability to **punch someone unconscious**.

Note that the word or words identified are verbs. The **intended effect** of the use of personification in this case is to capture the excitement of the yachting event.

- Identify the word or words in each example that give human qualities to inanimate objects. (Underline the relevant words.)  
The first one has been done for you.
  - The excavator devoured every tree and bush in its path.
  - The first rays of morning sun tiptoed through my window.
  - The cold wind howled its rage.
  - The lake swallowed a field of corn as the rain continued.
  - The exam raced by me in a blur.
  - When opportunity knocks you seize it with both hands.
  - The woman tripped on the curb that jumped out in front of her.
  - The muffin did a backward flip out of the toaster.
  - A chocolate sundae called to me from the fridge.
  - When Xbox first went on sale, it flew off the shelves.
  - The fire leapt across a gap in the forest.
  - Yellow daffodils waltzed in the spring breeze.
- Choose two examples of **personification** in Exercise 1 above. For each example explain what human quality is being used to **describe** the action and also the **intended effect** of the personification.

a)

b)

### Task 31 Proverb

**Proverbs** are short, pithy sayings that express some traditionally held truth. They are usually metaphorical and often alliterative.

Example : '*A house is not a home.'* The meaning of this proverb is that while a house is a building, a home is more than that. People make a home out of a house when it is a comfortable and safe place to live.

- Match the following **proverbs** with their relevant definitions by drawing an arrow between the two.
 

<p>A picture paints a thousand words. a)</p> <p>A little knowledge is a dangerous thing. b)</p> <p>A problem shared is a problem halved. c)</p> <p>Actions speak louder than words. d)</p> <p>Do unto others as you would have them do unto you. e)</p> <p>Seize the day. f) (Often said in Latin - <i>Carpe diem</i>)</p>	<p>1) Behave towards other people as you would want them to behave towards you and you will be rewarded in life.</p> <p>2) If we tell a friend what is troubling us we will be less troubled.</p> <p>3) One picture will often describe an event more clearly than a large number of words.</p> <p>4) People judge one another by what they do, rather than what they say.</p> <p>5) Each day, make the most of the time that is given to you.</p> <p>6) A small amount of knowledge can make a person think they are an expert.</p>
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## 27 Aspects of Language - Tasks

### Task 33 Repetition - continued

2 Pop songs often use **repetition** in their lyrics for impact. It helps listeners to quickly understand core messages of the song and imprints the song in our minds.

- a) In this chorus of *Love on Top* how many times is the word *top* heard?
- b) Find a song where the chorus is repeated and write down the lyrics :

'Love on Top' - Beyonce Knowles

*Oh! Baby.*  
*You put my love on top, top, top, top, top.*  
*You put my love on top.*  
*Oh Oh! Come on baby.*  
*You put my love on top, top, top, top, top.*



- c) Suggest a **reason** why these lyrics are repeated and what **impact** the lyricist intended by using repetition.

### Task 34 Rhyme

The two types of **rhyme** commonly found in poetry and song lyrics are **internal rhyme** where the rhyme comes in the middle of the line and **end rhyme** where it comes at the end of the line.

Note : It is the **vowel sound** of a word rather than its spelling that creates the rhyme. Rhyming couplets are often used to emphasize a point. Poetry which does not employ a rhyme pattern is called **free verse**. When analysing a poem look at the last word in each line and give the final sound a letter in the alphabet e.g. **a** for the first sound you hear, **b** for the second and so on. This pattern is called the **rhyme scheme**.

#### internal rhyme

*In this water, clear as air.* (rhyme : **aa**)

*Lurks a lobster in its lair.* (**aa**)

(*'The Pool in the Rock'* - Walter de la Mare)

Note : The sound of the words as spoken is what creates the rhyme - not the spelling. The example above is also an example of the use of rhyming couplets. Rap music frequently uses rhyming couplets.

#### end rhyme

*The flower-fed buffaloes of the spring* (a)

*In the days of long ago,* (b)

*Ranged where locomotives sing,* (a)

*And the prairies flowers lie low,* (b)

(*'The flower-fed Buffaloes'* - Vachel Lindsay)

The rhyme scheme in this poem is **abab**.

- 1 Write an 8-10 line poem using one of the **rhyme patterns** above.  
Title :
- 2 What **rhyme type** does your poem use?
- 3 Identify the **rhyme scheme** you have used in your poem.
- 4 Explain what you think is the **effect** of using rhyme in poetry.



## 31 Aspects of Language - Tasks

### Task 39 Spelling

Generally speaking, good **spelling** is required in all written documents. It shows a person is well educated and it also achieves clear communication with the reader. It is not possible to rely entirely on a spell checker to provide error free writing. You must proof read your work.

However, there are instances in creative writing where the author will misspell words to gain an effect. For instance, they may be quoting a conversation or may choose to imitate the way people speak, using misspelt words to give the flavour of the time or place or cultural differences in the story.

- 1 Proof reading requires a trained eye. Very carefully read and reread this first draft. Circle the spelling errors (there are nine).

*Youth problems have become nationwide news. Storys have constently circulated, highlighting concerns over the irresponsible behaviour of some young people. The articals have claimed that children as young as ten have had there stomachs pumped out after weekends of drinking and drug-taking. Police say the problems being caused by the young teenagers include fighting, crimminal damage, smashing bottles, litering and drunk and disorderley behaviour. It is hoped an increased police presense will be a deterrant to future misbehaviour.*

- 2 This playwright has deliberately used misspelt words to give a sense of place and culture to the scene.

Boy 1 : *Ow she hard out likes you cuz!*

1a) Which words have been misspelt? Spell them correctly

Boy 2 : *Not even Ow!*

Boy 1 : *Bro open your eyes. She's mean as!*

Boy 2 : *Tu meke. Nek minute you'll be sayin' she loves me or sumfin.*

Boy 1 : *Boy you wanna wake up and smell the coffee.*

b) What is your guess as to the time, place and cultural flavour the playwright was going for?

Boy 2 : *You reckon?*

Boy 1 : *Be quick or some other fulla will be talkin' to that.*

Boy 2 : *Chur Bro.*

### Task 40 Vocabulary

Formal Language uses **formal vocabulary** rather than informal slang or colloquial language (informal language).

Examples : Formal Language : *The **children** were invited to the birthday party.*

Informal Language : *The **kids** were invited to the birthday party.*

**Literal vocabulary** expresses what is real. The words are **neutral**.

Example : *A **dead dog** was tied to a raft which the boys set on fire and pushed into the sea.*

The **denotation** of these words is that a dead dog was pushed out to sea on a burning raft by some boys.

**Metaphorical vocabulary** makes imaginative comparisons. The words are **emotive**.

Example : *The boys gave the heroic **dead dog** a funeral **fit for a viking**.*

The **connotation** of the underlined words is that the dead dog deserved a good funeral by being sent to sea in a burning vessel in the Viking tradition because it was a hero.

- 1 Consider the underlined words in these sentences. Decide if they have a **neutral** connotation (N), an **emotive and positive** connotation (EP), or an **emotive and negative** connotation (EN). Write your decision in the sentence's box.

a) The bank is economical with my money.

e) I was devastated when I lost my cell phone.

b) He was busted when a locker inspection took place.

f) The meal was served in the dining room

c) She returned to school on Thursday.

g) She wore a beautiful gown to the ball.

d) Our esteemed Prime Minister made a speech.

h) Facebook absorbs me most days.



## 45 Exam Practice - Tasks

### Poetry 1 - 'Uncle Tu' - continued

3 Explain how and why the poet helps us to understand what the character of Uncle Tu is like throughout the text.

Support your answer with reference to techniques, including aspects of language, that the poet uses to show :

- what Uncle Tu is like.
- the nephew's point of view of his uncle.
- what the poem tells us about the Māori view of the land.