

Practice Reading and Writing Tasks for

# **CERTIFICATE III IN SPOKEN AND WRITTEN ENGLISH**

*A photocopiable resource for teachers*

By Shirley Haak and Katherine Seal



This book was produced by Shirley Haak and Katherine Seal, Lecturers, Adult Migrant English Program at North Metropolitan TAFE.

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Module G Learning Outcome 1: Write a formal letter/email

Model Email: **Lost Certificate**

**From:** Han Yu ling  
**To:** Results Office Southern College 'results@southern.com.au'  
**Subject:** Certificate of Spoken and Written English II – Student number 0113546

Dear Mr Parkes

I am writing to inform you that I have not received my Certificate of Spoken and Written English II (CSWE II), which I completed last year in December.

My teacher informed me that the certificate would be sent to me by mail within two months. I moved house in late December, and on December 28th I contacted your office to give you my new address. I was told that the certificate would be sent to my new address some time in January but I have not received it yet. My new address is:

29 Hudson Ave  
Joondalup  
WA 6027

Please can you send me the certificate as soon as possible as I need it for a job application?

Thank you.

Regards  
Han Yu Ling  
Mobile: 0433 456 789

Module G Learning Outcome 1: Write a formal letter/email

Practice Task 1: **Problem with a Neighbour**

You have a problem with a neighbour. Something they do has been causing a disturbance. You have discussed this with them but they have not changed the situation. Examples could be an annoying dog, rubbish left outside your house or damage to a tree/fence on your property.

Write a letter or email to the local council to complain about the problem. Explain what has happened, what you have done already and what you want the council to do.

Use the Internet to find the correct address.

Remember:

- You need to use the correct layout.
- Your letter/email must contain at least two paragraphs, which contain all the necessary information.
- You need to provide information and request action.
- You need to use appropriate vocabulary and correct punctuation and spelling.
- You can make errors but these must not interfere with the meaning.
- You may use a dictionary and/or spell-check.



## Module G Learning Outcome 1: Write a formal letter/email

### Practice Task 2: **Train Fine**

You recently received a fine from a Trainlink Officer while travelling on the train to your English class. You had bought a concession ticket but did not have your concession card with you.

Write a letter to the Trainlink Office explaining the situation and why you did not have your concession card.

The address is:

Trainlink Office  
Level 2, 29 King Street  
Gosnells  
WA 6129

Remember:

- You need to use the correct layout.
- Your letter must contain at least two paragraphs, which contain all the necessary information.
- You need to provide information and request action.
- You need to use appropriate vocabulary and correct punctuation and spelling.
- You can make errors but these must not interfere with the meaning.
- You may use a dictionary and/or spell-check.



Module G Learning Outcome 2: Complete a complex formatted text

Practice Task 1: **Work Skills Application**

You must correctly provide 16 pieces of information including numerical information and correct spelling.

**Work Skills Course Application**

The Work Skills Course is sponsored by the Department of Employment to provide information to migrants about finding work in Australia. It will address how to find and apply for jobs in the current market.

**Name and Details** (Please print in block letters)

Family name \_\_\_\_\_

First name \_\_\_\_\_

Preferred name \_\_\_\_\_

Date of birth \_\_\_\_\_

Gender \_\_\_\_\_

Email address \_\_\_\_\_

Confirm email \_\_\_\_\_

**Nationality and status**

Birth Country \_\_\_\_\_

Do you have an Australian visa?      Yes ☐      No ☐

Visa type/number \_\_\_\_\_

Length of time in Australia \_\_\_\_\_

**Study and work history**

Years of schooling (Primary and Secondary) \_\_\_\_\_

Other studies (After secondary school – subject and length of study) \_\_\_\_\_

Current studies (Provide name of qualification and provider) \_\_\_\_\_

Module G Learning Outcome 2: Complete a complex formatted text

Practice Task 1: **Work Skills Application**

**Work history** (three most recent jobs – if applicable)

Position	Employer	Time period
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

What kinds of jobs are you interested in? 

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Why would you like to attend the Work Skills Course? (Write a short paragraph)

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**Other**

Family responsibilities (children under 16) 

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How will you travel to this course? 

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Do you have any special food preferences?      Yes ☐      No ☐

Give details 

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Module G Learning Outcome 2: Complete a complex formatted text

Practice Task 2: **Rental Property Application**



You must correctly provide 16 pieces of information including numerical information and correct spelling.

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## **Rental Property Application**

(All sections are mandatory)

### **Personal details** (Please print in block letters)

Name of applicant \_\_\_\_\_

Age \_\_\_\_\_ Gender \_\_\_\_\_

Nationality \_\_\_\_\_

### **Property details**

Type of property (house, unit, flat) \_\_\_\_\_

Address \_\_\_\_\_

Suburb \_\_\_\_\_ Postcode \_\_\_\_\_

### **Residents**

Name	Age	Relationship to applicant	Smoker Yes/No

Pets: (Please circle)      Yes                  No

Give details \_\_\_\_\_



Module G Learning Outcome 2: Complete a complex formatted text

Practice Task 2: **Rental Property Application**

**Previous rental**

Type \_\_\_\_\_

Address \_\_\_\_\_

Suburb \_\_\_\_\_ Postcode \_\_\_\_\_

Landlord/managing agent \_\_\_\_\_

Period of rental (months) \_\_\_\_\_

Reason for moving to a new property: (Write a short paragraph to explain)

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**Financial details** (Please tick)

Employed: Full-time ☐ Part-time ☐ Self-employed ☐ Unemployed ☐

If applicable

Employer \_\_\_\_\_

Type of employment: Permanent ☐ Contract ☐ Casual ☐

Period of employment (months) \_\_\_\_\_

Other means of support (eg Age Pension, Newstart Allowance, Youth Allowance)

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## Module H Learning Outcome 1: Demonstrate understanding of a complex written information text

### Practice Task 1: **Beach Safety**

Australian beaches, which are very popular with both Australians and overseas visitors, are among the most beautiful but the most dangerous in the world. In order to get maximum enjoyment from our beaches and to remain safe, there are some basic rules to follow.



#### CHOOSE A BEACH WITH A LIFEGUARD

Most of the major beaches in Australia are patrolled by lifeguards who monitor the beaches and help when swimmers get into difficulties. They are instantly recognisable by their red and yellow clothes, particularly their cloth hats. According to the Surf Lifesaving Beach Safety website, they rescue about 15,000 swimmers every year.

#### SWIM BETWEEN THE FLAGS

Most supervised beaches in Australia use a system of red and yellow flags to indicate the safe swimming areas. Look out for the flags and always swim between them. If there are no red and yellow flags, your choice is simple. Just do not swim.

#### READ THE SIGNS

You will notice there are usually large signs at the entrance of most beaches with important safety information. This information is accompanied by symbols which explain beach conditions and dangers. Familiarise yourself with the symbols and the conditions where you swim so that you stay safe.

#### BE CAREFUL OF MARINE ANIMALS

While Australian beaches are full of the most beautiful, brightly coloured and exotic marine life, there are some creatures you should look out for. Of course the most feared ones are sharks. While there are not nearly as many deaths per year from sharks as there are from drowning, it is good to take care. Try not to swim at dawn or dusk or where people are fishing with bait in the water. Also look out for stingers such as the south western stinger and the blue bottle stinger, which can cause intense discomfort. Wearing a rash vest or wet suit will help prevent your body coming into contact with them.

#### LOOK OUT FOR RIPS AND CURRENTS

A rip or a current occurs when there is a strong pull in the water which is difficult for swimmers to swim against. Rips and currents are the top cause of drowning deaths in Australia, accounting for approximately 21 deaths a year. To avoid getting into trouble, swim close to shore where the current will be a little weaker. If you do get caught in a current, try not to swim against it as you will get very tired. Try to swim left or right, parallel to the beach and out of the rip. If you need help, raise your hand and wait for rescue.

A final bit of advice, never swim alone. That way there will be someone who can go for help if necessary. Swim safe and stay safe.

*Reference: Surf Life Saving Western Australia. (n.d.) Coastal Safety. Retrieved from <http://surflifesavingwa.com.au>*

Module H Learning Outcome 1: Demonstrate understanding of a complex written information text

Practice Task 1: **Beach Safety**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. What are three basic rules you should follow to stay safe at Australian beaches?

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2. How can you identify an Australian lifeguard? \_\_\_\_\_

---

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3. How can the symbols on beach signs help you stay safe? \_\_\_\_\_

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4. Circle the correct statement:

- a) Unsupervised beaches are fine to swim at if there are red and yellow flags.
- b) If the beach is supervised, you can swim outside the red and yellow flags.
- c) Always swim between the red and yellow flags.

5. What are two things you can do to protect yourself from a shark attack?

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6. How can you prevent a stinger attack? \_\_\_\_\_

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7. What is one thing you can do to be safe when there is a rip? \_\_\_\_\_

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8. Circle the correct answer. This reading is mainly about:

- a) Recognising an Australian lifeguard
- b) Safety information at Australian beaches
- c) How to avoid sharks
- d) Advice for being safe in Australia

Module H Learning Outcome 1: Demonstrate understanding of a complex written information text

Practice Task 1: **Beach Safety**

**Answers**

Students must correctly answer Q1 (1.1 main information) and Q7 (1.2 topic) and four other questions (1.3 supporting facts) - a total of 6/8.

1. What are three basic rules you should follow to stay safe at Australian beaches?

*Any three of the following: choose a beach with a lifeguard / swim between the flags / read the signs / be careful of marine life / look out for rips and currents*

2. How can you identify an Australian lifeguard?

*By their red and yellow clothes, cloth hats – either answer although the first is the ideal one*

3. How can the symbols on beach signs help you stay safe?

*The symbols on beach signs explain beach conditions and dangers.*

4. Circle the correct statement:

- a) Unsupervised beaches are fine to swim at if there are red and yellow flags.
- b) If the beach is supervised, you can swim outside the red and yellow flags.
- ☒ c) Always swim between the red and yellow flags.

5. What are two things you can do to protect yourself from a shark attack?

*Try not to swim at dawn or dusk , do not swim if people are fishing (with bait in the water)*

6. How can you prevent a stinger attack? *Wear a rash vest or wet suit*

7. What is one thing you can do to be safe when there is a rip?

*Any of the following: swim next to the shore / don't swim against the rip / if you get caught / swim left or right of the rip parallel to the shore / raise your hand and wait for rescue*

8. Circle the correct answer. This reading is mainly about:

- a) Recognising an Australian lifeguard
- ☒ b) Safety information at Australian beaches
- c) How to avoid sharks
- d) Advice for being safe in Australia

## Module H Learning Outcome 1: Demonstrate understanding of a complex written information text

### Practice Task 2: **Saving Water**

Water is the second most used natural resource in the world, second only to air and it is vital for survival. In Australia, the driest continent in the world, water is increasingly precious as our climate gets warmer and drier, our population increases and our water supply reduces. Therefore it is very important to consider water saving measures to conserve our water supply. In our households only about 1% of the water we use is actually for drinking. What can we do to save water in our homes?

First limit the length of your shower or have a bath instead. Do you know that nearly 30% of household water is used in showers or baths? An average shower lasts about seven minutes and can use up to 250 litres of water depending on duration and nozzle flow. However, an average bath uses less water. If you install a water-saving shower head or use a timer for your showers, you could reduce water use to about 50 litres per bath or about the same in a short shower.

Another way of saving water inside your house is to make sure you have a dual flush system for your toilet. Typically households flush nearly 20% of their household water a day down the toilet. However, a dual flush system means you can control the amount of water better when you flush the toilet. Old fashioned toilets may use as much as 12 litres per flush, while new dual flush toilets can use as little as six litres for full flush and three litres for a half.

There are several other measures you can take too. Leaking taps are a hidden problem as they can use up to 150 litres of water a day without the leak being noticed. You can identify a leak by checking your water meter at night and then checking again in the morning before any water has been used. Using water efficient dishwashers and washing machines will also save water. Another good way of saving water is to brush your teeth without the tap running. This simple action could save as much as five litres of water each time you brush your teeth.

Our gardens also create another water hungry environment. A big garden with an irrigation system of six stations can use as much as 1,000 litres per hour. Do you know that if you reduce your watering time by just two minutes per station, you could save up to 70 litres of water per station? Also consider planting native plants that need less water to survive.

All of these actions will add up to a reduction in the amount of water your household uses, and of course an added benefit is that your water bill will be less. If we all work together, we can make a difference.



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Module H Learning Outcome 1: Demonstrate understanding of a complex written information text

Practice Task 2: **Saving Water**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. How can you control the amount of water you use in your bathroom? (List three things)

\_\_\_\_\_

2. How can you check whether or not you have a water leak? \_\_\_\_\_

\_\_\_\_\_

3. What does water usage in your shower depend on? (List two things) \_\_\_\_\_

\_\_\_\_\_

4. Circle the correct statement.

- a) Dual flush toilets use less water than standard toilets
- b) Old fashioned toilets use 20 litres of water a day
- c) It is easier to control water use in your toilet with an old fashioned toilet

5. What is the benefit of brushing your teeth without the tap running? \_\_\_\_\_

\_\_\_\_\_

6. What are two things you can do to save water in your garden? \_\_\_\_\_

\_\_\_\_\_

7. Circle the correct answer. This reading is mainly about:

- a) The amount of drinking water that is used in Australia
- b) Tips for reducing water usage in Australian households
- c) The importance of saving resources in Australia
- d) Reducing your water bill



Module H Learning Outcome 1: Demonstrate understanding of a complex written information text

Practice Task 2: **Saving Water**

**Answers**

Students must correctly answer Q7 (1.1 topic), one of Q1, Q2 or Q6 (1.2 main information), one of Q3, Q4 or Q5 (1.3 supporting main information), plus three other questions - a total of 6/7.

1. How can you control the amount of water you use in your bathroom? (List three things)  
Any three of the following: limit length of shower / have a bath instead / water saving shower head / timer for shower / dual flush toilet / fix leaking taps
2. How can you check whether or not you have a water leak? Check your water meter at night and then check again in the morning before any water has been used.
3. What does water usage in your shower depend on? (List two things) Any two of the following: time or duration of shower / nozzle flow or type of shower head / length of shower
4. Circle the correct statement.
  - ☒ a) Dual flush toilets use less water than standard toilets
  - ☐ b) Old fashioned toilets use 20 litres of water a day
  - ☐ c) It is easier to control water use in your toilet with an old fashioned toilet
5. What is the benefit of brushing your teeth without the tap running?  
You can save up to five litres of water each time you brush your teeth.
6. What are two things you can do to save water in your garden?  
Reduce watering time and plant native plants
7. Circle the correct answer. This reading is mainly about:
  - ☐ a) The amount of drinking water that is used in Australia
  - ☒ b) Tips for reducing water usage in Australian households
  - ☐ c) The importance of saving resources in Australia
  - ☐ d) Reducing your water bill

Module H Learning Outcome 2: Write a report

Model Report: **The Olympic Games**



## **The Olympic Games**

The Olympic Games are one of the most important athletic events in the world. They are held every four years in different host cities. The games have three stages, the opening ceremony, the competition itself and the closing ceremony.

### **The Opening Ceremony**

The opening ceremony usually begins the games and happens on the night before the competition begins. The evening begins with the lighting of the Olympic flame with the Olympic torch. The host country provides a spectacular and often very expensive show of dancing, music, acting and fireworks. After about an hour and a half, all the competing

countries enter the stadium in alphabetical order. This order depends on the names of the countries according to the host country. Greece enters first. One person from each country carries their nation's flag.

### **The Competition**

The competition is the most important part of the Olympics. About 200 countries take part in a competition which lasts about 16 days. There are about 30 sports. These include swimming, diving, gymnastics, athletics and many more. The winner of each event gets a gold medal, the runner up gets a silver medal and the third one gets a bronze medal. These medals are awarded by an Olympic official and the national anthem of the winner's country is always played. This can be very emotional.

### **The Closing Ceremony**

The closing ceremony happens on the last day of competition. All the athletes gather to celebrate the achievements of the games. The host country provides entertainment and so does the country which is hosting the next Olympic Games. There are usually lots of speeches. The final act is to extinguish the Olympic Flame which will only be relit for the next Olympic Games, four years later.

In conclusion as you can see, the Olympic Games are a very well planned and exciting event. They are an inspiring spectacle.

## Module H Learning Outcome 2: Write a report

### Practice Task 1: **A Significant Event in Australia**

Write a report on a significant event in Australia such as one of the following:

- Australia Day
- Harmony Day
- Anzac Day
- The Royal Show
- The Melbourne Cup
- The AFL Grand Final

Possible headings could be:

- History
- How to get there
- What happens on the day/Celebrations
- Ceremonies
- Prizes/Awards

Note: These headings have been suggested as a guide only. However you can choose any heading which suits your topic.

Remember:

- You should write a plan with the main points and supporting ideas.
- You need to write at least 300 words.
- You can make some errors but these must not interfere with the meaning.
- You need to write an introduction with general statements about your topic.
- You need to write three or four headings in your body with clearly organised supporting information.
- You need to write about facts, not opinions and use an impersonal tone.
- You need to link your ideas using reference and conjunctions.
- You need to use appropriate grammar (eg present tense, some passive, relative clauses).
- You need to use appropriate vocabulary and correct punctuation and spelling.
- You need to include a visual element.
- You need to include some mathematical information.
- You can research using the internet and other sources but you must use your own words in your writing.
- Your report should be typed.
- You can use a dictionary or spell-check.

Module H Learning Outcome 2: Write a report

Practice Task 2: **Your Educational Institution**

Write a report on the following topic:

**The Facilities of Your Educational Institution**

Possible headings could be:

- The library
- The cafeteria
- The bookshop
- Recreational facilities (gym etc)
- Computer access
- Other facilities (ATMs, parking, public phones, prayer rooms, student kitchen facilities)

Note: These headings have been suggested as a guide only. However you can choose any headings which suit your report.

Remember:

- You should write a plan with the main points and supporting ideas.
- You need to write at least 300 words.
- You can make some errors but these must not interfere with the meaning.
- You need to write an introduction with general statements about your topic.
- You need to write three or four headings in your body with clearly organised supporting information.
- You need to write about facts, not opinions and use an impersonal tone.
- You need to link your ideas using reference and conjunctions.
- You need to use appropriate grammar (eg present tense, some passive, relative clauses).
- You need to use appropriate vocabulary and correct punctuation and spelling.
- You need to include a visual element.
- You need to include some mathematical information.
- You can research using the internet and other sources but you must use your own words in your writing.
- Your report should be typed.
- You can use a dictionary or spell-check.

## Module I Learning Outcome 1: Demonstrate understanding of a narrative

### Practice Task 1: **A Helpful Stranger**

As Alex weaved his way through the crowds in Fremantle, he was thinking dreamily about the day ahead. Today he was going to a concert with his friends. The concert was in a park in Claremont, just a short train ride from his home. He checked his watch and relaxed because he had plenty of time to get to Claremont. A gentle breeze was blowing as he entered the Fremantle Station.

'The weather is just perfect,' he thought. It was going to be a great day!

Alex waved his Smartrider across the scanner and followed the crowd across the platform to the train. A couple of younger teenagers brushed against him as they pushed their way onto the train. Before the train left, he reached into his pocket to put his Smartrider away into his wallet, but the pocket was empty. A feeling of alarm grew as he continued to check the other pockets. The wallet was gone!

Alex knew his wallet had been in his pocket, for he had checked the ticket was there as he walked down Market Street. He must have lost it somewhere between there and the station – maybe it had slipped out of his pocket while he was walking or... the unpleasant thought worked its way into his mind.... maybe someone had picked his pocket. He glanced around the crowded carriage and saw a dozen or more suspects.

Soon after he got off the train in Claremont, his friends leapt off the train from Perth and there was an enthusiastic reunion. There was excitement amongst the group as the music festival would be a fun day. Alex explained his problem and his friends expressed their concern – no wallet, no ticket, no concert. Someone brightly suggested that they might be able to put together the money for a new ticket.

While they wandered down the path to the park, Alex noticed several people he had observed on the train from Fremantle. 'One of them could be a thief,' he thought. One lone character with thick dark hair and slightly oversized clothes caught his attention. This young man was definitely walking towards the concert but somehow didn't quite look right. He was dressed too warmly for a long day in the sun at a concert.

The group of friends gathered a short distance from the box office. Susie was busy collecting money for a new ticket for Alex. Alex noticed the dark-haired young man, who was glancing in his direction and he quickly turned his back. He knew he couldn't accuse him.

Moments later he heard a voice, 'You lose wallet?' He turned around and saw the young man holding his wallet out to him.

'I find wallet in Fremantle. Come to concert to find owner,' he said. Alex felt surprised. 'Yes, it's mine. Thank you so much. Are you coming to the concert?'

'No. Is good music?' the young man asked. 'How much is?' Alex was surprised by the questions but had realised from the way he spoke that the young man was a foreigner. As they continued talking, Alex's friends moved away to the box office and he signalled to the foreigner to follow him. He introduced him to his friends, 'This is Samir. He has just returned my wallet. Could we buy him a ticket as a reward?' Everyone cheered and they happily agreed to invite Samir.

Module I Learning Outcome 1: Demonstrate understanding of a narrative

Practice Task 1: **A Helpful Stranger**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. Where was Alex at the beginning of the story? \_\_\_\_\_
2. Why was Alex catching the train to Claremont? \_\_\_\_\_  
\_\_\_\_\_
3. What did he discover on the train? \_\_\_\_\_  
\_\_\_\_\_
4. Who decided to buy another ticket for Alex? \_\_\_\_\_
5. Where was the stranger going? \_\_\_\_\_
6. What was unusual about the clothes of the dark haired young man? \_\_\_\_\_  
\_\_\_\_\_
7. What did Alex's friends do at the end of the story? \_\_\_\_\_  
\_\_\_\_\_

8. Match the following stages of the narrative with the events in the story:

Orientation	
Complication	
Resolution	

- a) The foreigner returned the ticket.
- b) Alex lost his ticket.
- c) Alex was on his way to Claremont.

9. Match these words in the story with their meanings on the right:

- |           |                                     |
|-----------|-------------------------------------|
| 1. weave  | a) look quickly                     |
| 2. brush  | b) move around things as you go     |
| 3. glance | c) touch someone gently as you pass |

10. What is the story mainly about? Circle the best answer.

- a) Alex making friends with the foreigner
- b) Losing a wallet and someone returning it
- c) Going to a concert
- d) Buying a ticket to a concert for a foreigner



Module I Learning Outcome 1: Demonstrate understanding of a narrative

Practice Task 1: **A Helpful Stranger**

**Answers**

Students must correctly answer Q4 (1.3 characters), Q8 (1.2 stages of narrative and 1.5 complication and resolution), Q9 (1.6 vocabulary), Q10 (1.1 topic) and four other questions - a total of 8/10.

1. Where was Alex at the beginning of the story? In Fremantle
2. Why was Alex catching the train to Claremont? He was going to a concert.
3. What did he discover on the train? He had lost his wallet. / His pocket was empty.
4. Who decided to buy another ticket for Alex? His friends / Susie / someone
5. Where was the stranger going? To the concert / trying to find the owner of the wallet
6. What was unusual about the clothes of the dark haired young man? He was wearing slightly oversized clothes. / He was dressed too warmly for the concert.
7. What did Alex's friends do at the end of the story?  
They bought a ticket to the concert for the foreigner.

8. Match the following stages of the narrative with the events in the story:

Orientation	<i>c</i>
Complication	<i>b</i>
Resolution	<i>a</i>

- a) The foreigner returned the ticket.
- b) Alex lost his ticket.
- c) Alex was on his way to Claremont.

9. Match these words in the story with their meanings on the right:

- |           |  |
|-----------|--|
| 1. weave  | <i>b) move around things as you go</i>     |
| 2. brush  | <i>c) touch someone gently as you pass</i> |
| 3. glance | <i>a) look quickly</i>                     |

10. What is the story mainly about? Circle the best answer.

- a) Alex making friends with the foreigner
- ☒ b) Losing a wallet and someone returning it
- c) Going to a concert
- d) Buying a ticket to a concert for a foreigner

Module I Learning Outcome 1: Demonstrate understanding of a narrative

Practice Task 2: **A Lucky Accident**

It was summer. The car was packed, the bikes were loaded on the bike carrier at the back of the car and my daughter Tess and I were ready to go. We were going to Rottnest Island for the weekend and we were very excited. My husband was coming too, after work on the late ferry. My daughter kept jumping up and down impatiently and saying 'Come on Mum, let's go!'

We got in the car and started driving to Fremantle where we were going to catch a ferry to Rottnest. As we were driving along Leach Highway, I heard a noise at the back of the car. I couldn't see anything so I drove on. Suddenly a truck drew up beside me and shouted at me to stop. I was shocked and pulled over to the side of the road.

'Your bikes are coming off,' he yelled. He drove off. I looked back. The bikes were dragging on the road. Oh dear. The bike carrier had snapped. I panicked and looked at my watch. We had 20 minutes to get to that ferry. Frantically I tried to put the bikes into the back of the car. Of course they wouldn't fit and I started shaking. My daughter was crying beside me. I couldn't think what to do.



At that moment, a tall man came up to me. 'Let's get these bikes off the road,' he said kindly. 'But I have to get to the ferry! I'm already late!' I said. 'Well they won't fit in your car,' he said, smiling at me. 'Don't worry. I'll sort something out for you.'

Feeling a little better, I let him help me to get the bikes off the road. As we were doing that, a van drove into the parking area. The man waved to the driver and said, 'Hey, do you feel like being a Good Samaritan, Dave? This lady needs some help!'

And without further question, Dave, who was a gas plumber in the shop where the man worked, strapped the bikes to the top of his van and said 'Follow me!' As I said goodbye to the tall man, I said, 'How can I thank you?' He said, 'Just say *Happy birthday* to me. I'm 60 years old today!!'

I followed Dave in the car with my wide-eyed daughter who couldn't believe what was happening. She was worried that the bikes were being stolen! We drove all the way to the ferry at Fremantle. Then Dave unstrapped the bikes and wheeled them to the ferry. Before he left, he asked me to leave the broken bike carrier for him.

'I will weld it for you and leave it on the veranda of the gas shop for you. Your husband can pick it up for you tonight! Then you can get the bikes home again.'

And that's just what he did. What a good man. He was a stranger and he went out of his way to help me. I felt very lucky and grateful that my holiday wasn't spoiled. It made me determined to help the next person I saw in distress!

Module I Learning Outcome 1: Demonstrate understanding of a narrative

Practice Task 2: **A Lucky Accident**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. Match the characters and the people. Who is who?

- |                    |                        |
|--------------------|------------------------|
| 1. The gas plumber | a) Tess                |
| 2. The mother      | b) The 60 year old man |
| 3. The daughter    | c) The writer          |
| 4. The tall man    | d) Dave                |

2. Who was going to Rottnest Island? \_\_\_\_\_

3. Why did the truck driver tell the mother to stop the car? \_\_\_\_\_

4. Why did the mother panic? \_\_\_\_\_

5. How did the tall man help with the bikes? \_\_\_\_\_

6. Why was Tess worried? \_\_\_\_\_

7. How did Dave help? (Write down one thing) \_\_\_\_\_

8. Match the following stages of the narrative with the events in the story:

Orientation	
Complication	
Resolution	

- a) We drove all the way to the ferry at Fremantle.  
b) We were going to Rottnest Island for the weekend.  
c) The bike carrier had snapped.

9. Match these words from the story with their meaning

- |                |                            |
|----------------|----------------------------|
| 1. yelled      | a) rapidly and nervously   |
| 2. frantically | b) fastened with a tie     |
| 3. strapped    | c) shouted in a loud voice |

10. Circle the best answer. The story is mainly about:

- a) A trip to Rottnest Island  
b) A 60th birthday celebration  
c) Solving the problem of the broken bike carrier  
d) A daughter worrying about bikes being stolen

Module I Learning Outcome 1: Demonstrate understanding of a narrative

Practice Task 2: **A Lucky Accident**

**Answers**

Students must correctly answer question Q1 (1.3 main characters), Q8 (1.2/1.5 stages), Q9 (1.6 vocabulary), Q10 (1.1 topic) and four other questions (1.4 events and details) – a total of 8/10.

1. Match the characters and the people. Who is who?

- |                    |                        |
|--------------------|------------------------|
| 1. The gas plumber | d) Dave                |
| 2. The mother      | c) The writer          |
| 3. The daughter    | a) Tess                |
| 4. The tall man    | b) The 60 year old man |

2. Who was going to Rottnest Island? Tess, the writer (mother), and husband

3. Why did the truck driver tell the mother to stop the car?

Because the bikes were coming off the car.

4. Why did the mother panic? Any of the following: Because the bike carrier had

snapped / they didn't have much time to get to the ferry / they had to catch the ferry in 20 minutes

5. How did the tall man help with the bikes? He helped to get the bikes off the road.

/ He asked Dave to help.

6. Why was Tess worried? She thought the bikes were being stolen.

7. How did Dave help? (Write down one thing) He put (or strapped) the bikes on his

van / unstrapped the bikes and wheeled them to the ferry / offered to weld the bikes

8. Match the following stages of the narrative with the events in the story:

Orientation	b
Complication	c
Resolution	a

a) We drove all the way to the ferry at Fremantle.

b) We were going to Rottnest Island for the weekend.

c) The bike carrier had snapped.

9. Match these words from the story with their meaning

- |                |                            |
|----------------|----------------------------|
| 1. yelled      | c) shouted in a loud voice |
| 2. frantically | a) rapidly and nervously   |
| 3. strapped    | b) fastened with a tie     |

10. Circle the best answer. The story is mainly about:

- a) A trip to Rottnest Island
- b) A 60th birthday celebration
- ☒ c) Solving the problem of the broken bike carrier
- d) A daughter worrying about bikes being stolen

Module I Learning Outcome 2: Write a narrative

Model Narrative: **Getting into Trouble**

### Getting into Trouble

When I was about six years old I lived in Mt Lawley with my younger sister and my parents. One day I had a frightening experience. My mother gave my sister and me some pocket money to spend at the corner shop which was not very far from our house. We set off for the shop. My sister was standing on the little platform at the back of my tricycle and she was holding on to my shoulders.

On the way to the shop I had a good idea. We could buy some really good lollies if we went to another shop on the other side of the main street. However I had never crossed that street before so I was a little nervous.

When we got to the main street I looked up and down. It was very busy and the cars all seemed to be going very fast. I put my feet on my pedals and pedalled quickly across the street. My frightened sister clung on to my shoulders. Fortunately, we got to the other side of the street and we climbed off the tricycle. I was very proud of myself.



Suddenly a motor bike pulled up next to me. It was a policeman.

'I nearly hit you,' he said. 'What's your name?' I was so frightened that he would tell my mother that I said in a small voice, 'I don't know!'

'Where do you live?' he asked.

'I don't know,' I repeated stubbornly.

He looked at me for a short time and then took my sister and me back across the road.

'Go home,' he said 'and don't let me see you crossing such a busy street again until you are MUCH older.'

My sister and I rode home very sadly without our lollies. And do you know what? I never told my mum what had happened until I was an adult.

## Module I Learning Outcome 2: Write a narrative

### Practice Task 1: **A Childhood Memory**

Write a narrative on the following topic:

#### **A Childhood Memory**

Write a story about a small problem that you had when you were a young child or a teenager. The story could also be about your friend or sibling. It does not need to be true but it is often easier to write about something which really happened.

Examples - A time you got into trouble with a parent or teacher, a time when you did something naughty or had a small accident.

Make sure there is a problem (complication) and that you describe how people reacted to the problem.

Remember:

- You should write a plan with the key words for each stage.
- You need to write at least 300 words.
- You can make some errors but these must not interfere with the meaning.
- You need to include:
  - an orientation (who, where, when, doing what?)
  - a complication (problem)
  - an evaluation (reactions to the problem)
  - a resolution (conclusion to the story)
- You need to write four to six paragraphs.
- You need to use correct past tenses.
- You need to link the story with time words and phrases.
- You need to use some conjunctions.
- You need to use adjectives and adverbs to describe events, people and feelings.
- You need to use appropriate vocabulary and correct punctuation and spelling.
- You can use a dictionary.



Module I Learning Outcome 2: Write a narrative

Practice Task 2: **An Embarrassing Day**

Write a narrative on the following topic:

**An Embarrassing Day**

Write a story about a problem that made you feel embarrassed. The story could also be about your friend or sibling. It does not need to be true but it is usually easier to write about something which really happened.

Examples - A time you did something silly, said the wrong thing, wore the wrong thing or caught the wrong bus/train.

Make sure there is a problem (complication) and that you describe how people reacted to the problem.



Remember:

- You should write a plan with the key words for each stage.
- You need to write at least 300 words.
- You can make some errors but these must not interfere with the meaning.
- You need to include
  - an orientation (who, where, when, doing what?)
  - a complication (problem)
  - an evaluation (reactions to the problem)
  - a resolution (conclusion to the story)
- You need to write four to six paragraphs.
- You need to use correct past tenses.
- You need to link the story with time words and phrases.
- You need to use some conjunctions.
- You need to use adjectives and adverbs to describe events, people and feelings.
- You need to use appropriate vocabulary and correct punctuation and spelling.
- You can use a dictionary.

Module J Learning Outcome 1: Critically read a discussion

Practice Task 1: **Children and Technology - Is it a Good Combination?**

Technology is developing so rapidly these days and it provides us with so many opportunities for entertainment and keeping ourselves organised and connected. Mobile phones, tablets and computers are all essential items in almost every household. They help us with many tasks which previously took a lot of time. Children are also becoming dependent on these forms of technology, but is this really valuable for their developing brains and bodies?

Many educational experts have written about the value of technology and its importance for children. There are many educational programs and applications, which parents and teachers can use to teach co-ordination skills, literacy and general knowledge. These often have pictures, videos and games, so they interest children and make learning fun. Spare time can easily be used to provide learning opportunities with just a mobile phone or a tablet.

Easy communication can be another benefit of technology for children. When they are out with friends, a quick text or phone call can inform parents about where they are and if they are safe. If they experience difficulties with transport, they can easily contact parents and be rescued. This may help children to feel independent without feeling lost and alone. Children can also stay in close contact with parents who are travelling or working away from home using programs such as Skype or Facebook.

While there are many positive aspects of technology for children, many people are worried about children's overuse of technology. It is a fact that in 2012 nearly a third of all 5-14 year old Australian children had their own mobile phones. So many children can spend hours each day playing games on phones or other mobile devices. This can become an addiction which takes them away from social activities, and they may prefer to use technology rather than communicating face-to-face with friends or family. This dependence on technology for pleasure may result in various social problems.

Frequent use of technology can also have physical effects. Children who spend long hours using computer games and applications rarely get outside to run around and play sport. They not only lose strength, but may also become unhealthy and overweight. In addition, these children may have problems with back and neck muscles as they sit badly while playing games. Eyesight can also be negatively affected by long term use of technology.

Thus there are clear advantages of technology for children in education and communication. However overuse of these technologies can have negative social and physical impacts. It seems that a carefully controlled use of modern technology by children should be recommended. It is the role of adults to manage this use and teach children the limits.

Module J Learning Outcome 1: Critically read a discussion

Practice Task 1: **Children and Technology - Is it a Good Combination?**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. What is the topic of this discussion? (Circle the correct answer)
  - a) The best way to educate children is through technology.
  - b) Children really enjoy using technology.
  - c) Technology can have some value and some disadvantages for children.
  - d) Supervision of technology by adults is very important.
2. According to the text, what are two things that can be taught with technology?  
\_\_\_\_\_
3. What is the main idea in paragraph three? \_\_\_\_\_  
\_\_\_\_\_
4. What fraction of Australian children from ages 5-14 years owned a mobile phone in 2012? \_\_\_\_\_
5. Give two negative words or phrases used in paragraph four. \_\_\_\_\_  
\_\_\_\_\_
6. Why do children sometimes develop back and neck problems from playing computer games? \_\_\_\_\_
7. Find words in the text with these meanings:
  - a) Using different body parts together \_\_\_\_\_
  - b) Managing on your own without help \_\_\_\_\_
  - c) A strong desire or need for something \_\_\_\_\_
8. What does the author recommend on the topic? \_\_\_\_\_  
\_\_\_\_\_

Module J Learning Outcome 1: Critically read a discussion

Practice Task 1: **Children and Technology - Is it a Good Combination?**

**Answers**

Students must correctly answer Q1 (1.1 topic), Q3 or Q8 (1.2 viewpoints) and four other questions correctly (Q2, Q4, Q6 – 1.3 supporting evidence; Q5, Q7 – language features) – a total of 6/8.

1. What is the topic of this discussion? (Circle the correct answer)
  - a) The best way to educate children is through technology.
  - b) Children really enjoy using technology.
  - ☒ c) Technology can have some value and some disadvantages for children.
  - d) Supervision of technology by adults is very important.
2. According to the text, what are two things that can be taught with technology?  
Any two of the following: co-ordination / literacy / general knowledge
3. What is the main idea in paragraph three? Easy communication is another benefit of technology for children.
4. What fraction of Australian children from ages 5-14 years owned a mobile phone in 2012? one third
5. Give two negative words or phrases used in paragraph four.  
Any two of the following: worried / overuse / addiction / social problems
6. Why do children sometimes develop back and neck problems from playing computer games? Because they sit badly
7. Find words in the text with these meanings:
  - a) Using different body parts together co-ordination
  - b) Managing on your own without help independent
  - c) A strong desire or need for something addiction
8. What does the author recommend on the topic? Controlled use of technology / adults should monitor use and teach children limits

## Module J Learning Outcome 1: Critically read a discussion

### Practice Task 2: **Teenagers – An Interesting Challenge**

Most parents would agree that having teenage children is both a challenging and very rewarding time of life. The teenage years are when children reach adolescence so both their bodies and minds are going through a transition into adulthood. It can be a difficult time for the children as they struggle with puberty and to develop their own ideas, beliefs and values. Eventually they need to learn to operate in the adult world. Parents must guide their children during this time as they move towards independence. However, there is often heated discussion about how much parents should control their children and how much independence they should be given.

Recent research has suggested that clear rules are helpful for children as they learn about boundaries. If children know exactly what is expected of them, they will often change their behaviour to fit the expectations. Since it is normal for teenagers to rebel against authority, it is essential that they have rules which will prepare them for the real world. These rules must have negative results if they are broken.

Another argument for careful control of teenagers is the fact that their brains are not fully developed at this age. The problem-solving and decision-making part of the brain – the prefrontal cortex – develops last. Thus teenagers often take risks. For example, statistics show that high-risk drinking is a regular behaviour for about 19% of older teenage boys while only 8% of men over 25 show the same high risk behaviour. If teenage boys are banned from drinking, this behaviour is less likely to occur.

A very different view is that teenagers need to be given freedom to make their own choices. This allows them to fully develop their own ideas and independence. Parents need to provide them with information but respect their opinions. If young people make mistakes, this will help them to develop as human beings.

In addition, less rules leads to better relationships and greater trust. If teenagers do not need to lie to their parents, they are more likely to seek parents' advice and support in difficult situations. Some people believe it is the role of parents to provide unconditional love, which enables their children to grow up as self-confident individuals.

In conclusion there are very different approaches to bringing up teenagers. Some people believe in clear rules and tight control whereas others recommend simply love and respect. Most experts suggest that each individual teenager needs a different level of independence and that there is no prescription for all. It is usually agreed that young people need to make some of their own decisions but that discussions with parents are valuable.

Module J Learning Outcome 1: Critically read a discussion

Practice Task 2: **Teenagers – An Interesting Challenge**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. What is the topic of this discussion? (Circle the correct answer)
  - a) Teenage years are a wonderful time of life.
  - b) The development of teenage brains.
  - c) Parents must always control their children throughout their lives.
  - d) Teenage independence and control.
2. What is the opinion argued in paragraph two? \_\_\_\_\_  
\_\_\_\_\_
3. What part of the brain develops last? \_\_\_\_\_  
\_\_\_\_\_
4. What percentage of older teenage boys regularly drink in a dangerous way?  
\_\_\_\_\_
5. Which two paragraphs develop the opposite opinion to paragraph two? \_\_\_\_\_  
\_\_\_\_\_
6. Give two words or phrases which support the viewpoint that teenagers need freedom.  
\_\_\_\_\_  
\_\_\_\_\_
7. What result of unconditional love is mentioned? \_\_\_\_\_  
\_\_\_\_\_
8. What is one of the suggestions from experts about bringing up teenagers?  
\_\_\_\_\_  
\_\_\_\_\_

Module J Learning Outcome 1: Critically read a discussion

Practice Task 2: **Teenagers – An Interesting Challenge**

**Answers**

Students must correctly answer Q1 (1.1 topic), Q2 or Q5 (1.2 viewpoints), Q6 (1.4 language features) and three other questions correctly – a total of 6/8.

1. What is the topic of this discussion? (Circle the correct answer)
  - a) Teenage years are a wonderful time of life.
  - b) The development of teenage brains.
  - c) Parents must always control their children throughout their lives.
  - ☒ d) Teenage independence and control.
2. What is the opinion argued in paragraph two? Teenagers need clear rules (and consequences for breaking them).
3. What part of the brain develops last? The prefrontal cortex
4. What percentage of older teenage boys regularly drink in a dangerous way? 19%
5. Which two paragraphs develop the opposite opinion to paragraph two?  
Paragraphs four and five
6. Give two words or phrases which support the viewpoint that teenagers need freedom.  
Any two of the following: own choices / own ideas / independence / develop as human beings
7. What result of unconditional love is mentioned? Children grow up as self-confident individuals
8. What is one of the suggestions from experts about bringing up teenagers?  
Any of the following: Individual teenagers need different levels of independence. / There is no prescription. / Young people need to make some of their own decisions. / Discussions with parents are valuable.



## **The Advantages and Disadvantages of Living in the City**

All over the world more and more people are moving to the cities. Many people are leaving their farms and country lifestyles to try their luck in cities. They often find a better life but there are some drawbacks too. In fact, there are advantages and disadvantages of living in the city.

First there are many facilities in the city. For example, there are many good shops, educational facilities and good transport in the cities. People have a huge choice of things to buy and places to study. In addition, medical facilities and entertainment tend to be better in the city than in the country.

Moreover, there are good employment opportunities in the city. People can choose from a variety of jobs because there are simply more jobs to choose from. As a result, people can often choose jobs that suit them well. These jobs are often better paid than in the country too.

On the other hand there are also disadvantages of living in the city. First cities tend to be very polluted. The more cars there are in the city, the more air pollution results. Also cities can be very noisy and dirty as a result of industries and human activity. This can cause some people to suffer from health problems.

In addition, crime is often much worse in cities. As the population of cities grows, so does the crime rate. Many people do not know their neighbours well and cities often feel much less safe than the country.

In conclusion there are both positives and negatives of living in the city. In my opinion, living in the city is better because of the good job and study opportunities. However, frequent visits to the clean air of the country are probably a very good idea.

Module J Learning Outcome 2: Write a discussion

Practice Task 1: **Fast Food**

Write an essay on the following topic:

**The Advantages and Disadvantages of Fast Food**

Some points that might be helpful:

**Positive**

Fast food:

- is quick and easy
- is tasty
- is cheap

**Negative**

Fast food:

- is unhealthy
- encourages bad eating habits
- makes people lazy



Remember:

- You should write a plan with the main points and supporting ideas.
- You need to write at least 300 words.
- You can make errors but these must not interfere with the meaning.
- You need to write an introduction with general statements and a thesis statement.
- You need to write four to five body paragraphs with arguments for and against (2-3 for and 2-3 against). These should have topic sentences and supporting sentences.
- You need a conclusion summarising the main points for and against and ending with final thoughts.
- You need to use linking words and phrases.
- You need to use conjunctions and complex grammar to develop the discussion.
- You need to use appropriate vocabulary and correct punctuation and spelling.
- You can use a dictionary.

Module J Learning Outcome 2: Write a discussion

Practice Task 2: **Homework**

Write an essay on the following topic:

**The Advantages and Disadvantages of Doing Homework**

Some points that might be helpful:

**Positive**

Doing homework:

- is good to revise classwork
- lets students work at their own pace
- provides time for projects and research
- helps students learn to manage time
- teaches students to work independently

**Negative**

Doing homework:

- takes too much time
- can make students too tired
- puts pressure on parents



Remember:

- You should write a plan with the main points and supporting ideas.
- You need to write at least 300 words.
- You can make errors but these must not interfere with the meaning.
- You need to write an introduction with general statements and a thesis statement.
- You need to write four to five body paragraphs with arguments for and against (2-3 for and 2-3 against). These should have topic sentences and supporting sentences.
- You need a conclusion summarising the main points for and against and ending with final thoughts.
- You need to use linking words and phrases.
- You need to use conjunctions and complex grammar to develop the discussion.
- You need to use appropriate vocabulary and correct punctuation and spelling.
- You can use a dictionary.

## Module K Learning Outcome 1: Critically read an exposition

### Practice Task 1: **A New Way of Thinking about the Sun**

Over the past 50 years in Australia, there has been a big change in the way people view spending time in the sun. In the seventies and eighties, sun worshippers oiled their bodies and lay in the sun in order to tan their bodies. Nowadays, with the huge increase in skin cancers, most people have become much more careful about how much sun exposure they get. However, I think this has caused its own problems because we actually need sunshine on our bodies for many reasons.

First a little bit of sun helps with the production of Vitamin D in our bodies. Vitamin D is extremely important to help build strong bones. As little as 20 to 25 minutes of exposure a day is sufficient for our needs. If our bodies don't get enough Vitamin D they are more likely to suffer from immune problems and find it difficult to fight off infection. So sunlight can actually support a healthy immune system.

Not only does sun help with vitamin D but it also encourages a good night's sleep. Our bodies need a certain amount of sun to stimulate the sleep-wake cycle. Sunlight in the morning tells our bodies that it is daytime and alerts us to the fact that we need to be awake. Research shows that people who stay in a dimly lit environment during the day often have trouble going to sleep at night.

Another advantage of sunlight is that it helps to make our mood better. Sunlight aids in the production of a 'happy' chemical in our bodies called serotonin. Lack of serotonin can often produce depression and it is a well known fact that, in some countries where there is little winter sunlight, there is an increase in levels of depression. Research suggests that exposure to summer sunlight encourages our bodies to store serotonin and therefore helps in the prevention of depression. Fortunately Australians do not suffer unduly from depression as a result of reduced winter sunlight!

A final little known advantage of sunlight on our bodies is that it has an effect on blood pressure. Exposure to ultraviolet rays leads to a release of nitric oxide in our bodies, which in turn helps to lower blood pressure. A recent survey at a leading British university showed a significant drop in blood pressure measured after carefully controlled sun exposure.

So, should we spend time in the sun? Well I would cautiously say yes. Of course it would be foolish to rush out and spend hours in the sun. However, if our exposure to the sun is for a short time and early or late in the day when the sun's rays are not so intense, there are many benefits. Who doesn't want a better mood, lower blood pressure, a better immune system or strong bones?

Module K Learning Outcome 1: Critically read an exposition

Practice Task 1: **A New Way of Thinking about the Sun**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. What has been the big change in Australia over the past 50 years? \_\_\_\_\_  
\_\_\_\_\_
2. What phrase tells you that Australians used to love lying in the sun? \_\_\_\_\_  
\_\_\_\_\_
3. What are two effects of lack of vitamin D in our bodies? \_\_\_\_\_  
\_\_\_\_\_
4. Why does the author think Australians are fortunate? \_\_\_\_\_  
\_\_\_\_\_
5. Why are our moods better after exposure to sunlight? \_\_\_\_\_  
\_\_\_\_\_
6. How does sunlight affect blood pressure? \_\_\_\_\_  
\_\_\_\_\_
7. What words does the author use to suggest that people don't realise that sunlight is good for blood pressure? \_\_\_\_\_  
\_\_\_\_\_
8. What is the topic of this text? (Circle the correct answer)
  - a) Preventing skin cancer
  - b) Increasing our vitamin D supply
  - c) The benefits of sun exposure
  - d) How to stay healthy

Module K Learning Outcome 1: Critically read an exposition

Practice Task 1: **A New Way of Thinking about the Sun**

**Answers**

Students must correctly answer Q8 (1.1 topic), Q4 (1.2 viewpoint), one of Q1, Q3, Q5, Q6 (1.3 supporting information), and Q2 or Q7 (1.4 language features), plus two other questions – a total of 6/8.

1. What has been the big change in Australia over the past 50 years?

*The way people view spending time in the sun / Most people have become much more careful about how much sun exposure they get.*

2. What phrase tells you that Australians used to love lying in the sun?

*sun worshippers*

3. What are two effects of lack of vitamin D in our bodies? *Weak bones, immune problems (Also acceptable is 'difficulty in fighting off infection'.)*

4. Why does the author think Australians are fortunate? *Because Australians don't generally suffer depression as a result of lack of winter sunlight. (Last part of answer is important as the answer is not correct without it.)*

5. Why are our moods better after exposure to sunlight?

*Body creates a 'happy chemical' / serotonin*

6. How does sunlight affect blood pressure? *It lowers blood pressure*

7. What words does the author use to suggest that people don't realise that sunlight is good for blood pressure? *little known advantage*

8. What is the topic of this text? (Circle the correct answer)

- a) Preventing skin cancer
- b) Increasing our vitamin D supply
- ☒ c) The benefits of sun exposure
- d) How to stay healthy



## Module K Learning Outcome 1: Critically read an exposition

### Practice Task 2: **Learning English in the Work Place**

Many students learning English begin their English journey in an ESL classroom. While this is usually a supportive and structured environment, it may also be quite time-consuming and ineffective. For students who already have a reasonable level of English, learning in the work place is often faster and more useful for many reasons.

First, the English you learn in the work place is real, practical English. In the classroom teachers have to guess what will be useful. However everything is relevant at work because it is used in real life situations. If you are actually using English to communicate and operate, you are much more likely to remember what you learn and retain it. In a survey conducted last year by the Department of Industry, 72% of those interviewed, reported a marked increase in their levels of comprehension within their first year of work.

There is also a far greater motivation to learn if your daily work depends on your understanding and using English well. Real exchanges at work, whether they are informal chats such as a quick hello next to the photocopier, or formal such as a phone call to a client, have an importance that class work does not have. This importance pushes a learner to work hard to learn the language they need most.



It is widely known that people learn English faster when they mix with native speakers. Since a typical work place is more likely to have greater numbers of native speakers than a language classroom, the language learners are exposed to more real conversation models and the opportunity of feedback. At work people often spend up to 40 hours a week with native speakers whereas in an ESL class, the time spent is much less.

Finally if English learners are in the work place, they may feel more settled and more receptive to learning. Feeling more settled means that there is less energy wasted on worrying about the future, and worrying about fitting into a new society. As a result language learners may be able to concentrate better on their English.

As you can see, there are many reasons why it is a good idea for English language learners to aim to get into the work place as soon as possible. If they can, they are likely to have more opportunity to improve their practical English, quickly and easily.



Module K Learning Outcome 1: Critically read an exposition

Practice Task 2: **Learning English in the Work Place**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. Give three reasons why, according to the author, it is better to learn English in the work place rather than in the classroom? \_\_\_\_\_  
\_\_\_\_\_
2. Find two negative words or phrases in the first paragraph. \_\_\_\_\_  
\_\_\_\_\_
3. Why does the author say everything is relevant at work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What percentage of people thought their English improved a lot in their first year of work? \_\_\_\_\_
5. Give two examples of real language exchanges at work. \_\_\_\_\_  
\_\_\_\_\_
6. Why is it useful to engage with native speakers on a regular basis? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What is a positive result of feeling more settled? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What is the topic of this text? (Circle the correct answer)
  - a) Learning a language
  - b) Tips for migrants to feel more settled in Australia
  - c) How to improve your English grammar
  - d) The advantages of learning English in the work place

Module K Learning Outcome 1: Critically read an exposition

Practice Task 2: **Learning English in the Work Place**

**Answers**

Students must correctly answer Q8 (1.1 topic), one of Q3 or Q7 (1.2 viewpoint), one of Q1, Q4, Q5, Q6 (1.3 supporting information), and Q2 (1.4 language features), plus two other questions – a total of 6/8.

1. Give three reasons why, according to the author, it is better to learn English in the work place rather than in the classroom? Any three of the following: real English / useful / everything is relevant / more likely to remember / increased comprehension / greater motivation / real exchanges / mix with native speakers / real conversation models, opportunity of feedback / more settled, more receptive to learning / concentrate better / more time spent with native speakers
2. Find two negative words or phrases in the first paragraph. Time consuming, ineffective
3. Why does the author say everything is relevant at work?  
Because it is used in real life situations
4. What percentage of people thought their English improved a lot in their first year of work? 72%
5. Give two examples of real language exchanges at work Informal chat OR quick hello next to the photocopier AND phone call to a client - both answers required
6. Why is it useful to engage with native speakers on a regular basis? Any of the following: because they learn English faster / are exposed to more real conversation models / have the opportunity of feedback
7. What is a positive result of feeling more settled? Any of the following: more receptive to learning / less energy wasted / concentrate better
8. What is the topic of this text? (Circle the correct answer)
  - a) Learning a language
  - b) Tips for migrants to feel more settled in Australia
  - c) How to improve your English grammar
  - ☒ d) The advantages of learning English in the work place

Module K Learning Outcome 2: Write an exposition

Model Exposition: **Valentine's Day**

### Valentine's Day



Valentine's Day is a special day which is celebrated in many countries of the world. Some couples mark it by giving each other presents or going out for romantic dinners. However there are many reasons why Valentine's Day can cause problems.

First, it can be expensive. For example, many men are expected to give a present as well as flowers. These men expect their partners to give them a gift too. In addition going out to dinner costs a lot of money even if the couple chooses

a reasonably priced restaurant. So when people do not have a lot of money to spare, it can be extremely difficult.

Secondly Valentine's Day can cause great embarrassment. If a man or woman declares his or her love for someone and that love is not returned, then the man or woman can feel very upset. For example, sometimes people send a card or gift to their loved one and then wait anxiously for a card or gift to arrive in return. When it does not arrive, they can feel rejected and perhaps a little ashamed.

In addition some people think that Valentine's Day is just commercial rubbish. They argue that shops promote Valentine's Day because they want people to spend a lot of money. The shops have huge displays of very expensive items and they spend a lot of money on advertising campaigns to make people feel so guilty that they go out and spend more money than they should.

Finally some people say that it is a bad idea to force people to love each other on a particular day! These people say that you should love your partner every day and not just on the 14th February. These people would rather celebrate on ANY day but Valentine's Day.

In conclusion not everyone is happy to celebrate Valentine's Day. In my opinion, the couple should discuss this day well in advance and make a decision together whether they should or should not celebrate it.

Module K Learning Outcome 2: Write an exposition

Practice Task 1: **Elderly Care**

Write an essay on one of the following topics:

**Elderly people should be cared for by their families**

Or

**Elderly people should be cared for in professional care facilities**

Some points that might be helpful:

**Care by families:**

- loving care
- less lonely
- good food – culturally appropriate
- valuable life experience
- can help at home

**Professional care facilities:**

- trained staff
- comfortable buildings and rooms
- surrounded by similar people
- organised activities
- families often too busy

Remember:

- You should write a plan with the main points and supporting ideas.
- You need to write at least 300 words.
- You can make errors but these must not interfere with the meaning.
- You need to write an introduction with general statements and a thesis statement.
- You need to write three to four body paragraphs with arguments to support your thesis. These paragraphs should have topic sentences and supporting sentences.
- You need a conclusion summarising the main points and ending with final thoughts.
- You need to use linking words and phrases.
- You need to use conjunctions to show reasons and conditions and other complex grammar to develop the essay.
- You need to use persuasive language and appropriate vocabulary.
- You need to use correct punctuation and spelling.
- You can use a dictionary.

Module K Learning Outcome 2: Write an exposition

Practice Task 2: **Watching TV - Learning English**

Write an essay on the following topic:

**Watching TV is a great way to learn English**

Some points that might be helpful:

**Watching TV:**

- visual input
- easily available (24/7)
- natural Australian English
- enjoyable – variety of programs
- special programs, subtitles

Remember:

- You should write a plan with the main points and supporting ideas.
- You need to write at least 300 words.
- You can make errors but these must not interfere with the meaning.
- You need to write an introduction with general statements and a thesis statement.
- You need to write three to four body paragraphs with arguments to support your thesis. These paragraphs should have topic sentences and supporting sentences.
- You need a conclusion summarising the main points and ending with final thoughts.
- You need to use linking words and phrases.
- You need to use conjunctions to show reasons and conditions and other complex grammar to develop the essay.
- You need to use persuasive language and appropriate vocabulary.
- You need to use correct punctuation and spelling.
- You can use a dictionary.

Module L Learning Outcome 1: Identify the features of a narrative image

Practice Task 1: **Saying Goodbye**

Look at the picture below and read the accompanying text.



When a colleague leaves their place of work, it is common practice in Australia to gather together informally to say goodbye. This can take place at the work place, in a restaurant or even in someone's home. People share food and drinks and someone usually makes a speech to acknowledge the departing colleague. Often a thoughtful colleague collects money for a gift for the person who is leaving – a gift voucher, an item known to be special, or even a photo book of shared memories.

Use the questions below to write a description of the picture that is at least 200 words long. Your answer does not need to be grammatically correct or in sentence form.

1. Why is this picture used with this text?
2. Is this a realistic picture?
3. What is the important part of the picture? Where is this placed in the picture?
4. What is happening in the picture?
5. Where is the woman looking? What does this show?
6. How do you think the people around the woman feel?
7. Why do you think no one is looking at the camera?
8. Do you feel connected to the people in this picture? Explain your answer.
9. What symbols of a party can you see in this picture?
10. Do the colours of the picture add anything to its meaning?

Module L Learning Outcome 1: Identify the features of a narrative image

Practice Task 1: **Saying Goodbye**

**Suggested answers**

Markers use your **own** professional judgment when marking this. There are sure to be **many** other observations which students make. Responses may be **spoken** or **written**.

The text is about saying goodbye to a work colleague and the picture shows a group of women who are standing around a woman who is probably leaving her work.

It's a realistic picture. The important part of the picture is the woman and she is placed in the centre within a semi-circle of other women.

In the picture the woman is looking at a book which has an image in the top left corner. All the women in the picture are concentrating quite hard and look very absorbed in what they are looking at. There are glasses in the foreground so maybe they have been having a glass of wine or champagne. One woman is holding a plate.

The women around the woman in the centre look relaxed and interested in what they are looking at.

No one is looking at the camera because they are concentrating on what they are doing and the camera doesn't matter.

I don't feel very connected to the people in the picture because they are not looking at me but I am curious to see what they are looking at. / I feel connected because they're sharing a nice experience.

There are several symbols of a party in this picture. There's a group of people enjoying themselves. There are glasses, a plate which may have had food on it and a possible gift.

(230 words)



Module L Learning Outcome 1: Identify the features of a narrative image

Practice Task 2: **Train Travel**

Look at the picture below and read the accompanying text.



Travelling by train in Perth is relatively smooth and efficient in modern, comfortable trains. However the number of people travelling by train is increasing and this puts pressure on the whole system. There are also occasional disruptions due to bad weather and because of track maintenance. When trains are delayed, commuters tend to get frustrated and a little impatient which is understandable. Fortunately the inconvenience is not usually lengthy.

Use the questions below to write a description of the picture that is at least 200 words long. Your answer does not need to be grammatically correct or in sentence form.

1. Why is this picture used with this text?
2. Is this a realistic picture?
3. What is the important part of the picture? Where is this placed?
4. What is happening in the picture? What does this show?
5. How do you think the people feel?
6. How do you know that this picture is a train station?
7. Why do you think no one is looking at the camera?
8. Do you feel connected to the people in this picture? Explain your answer.
9. Do the colours of the picture add anything to its meaning

Module L Learning Outcome 1: Identify the features of a narrative image

Practice Task 2: **Train Travel**

**Suggested answers**

Markers use your **own** professional judgment when marking this. There are sure to be **many** other observations which students make. Responses may be **spoken** or **written**.

The text is about train travel in Perth and the picture shows a crowd of commuters waiting for a train.

It's a realistic picture.

The important part of the picture is the crowd which takes up a large part of the picture and is placed on the left hand side.

In the picture there is quite a big crowd of people on a platform at a train station. You can see an escalator in the background with someone coming down and train tracks on the right. There are people doing all sorts of activities. Some are chatting, some are looking in the direction of the train, some are using their mobile phones and some are simply standing. One person has his hands on his hips. The size of the crowd shows that the people have been waiting for a while.

Some of the people seem to be indifferent; others seem to be a bit frustrated. Those looking down the train track may be hopeful that it will not be too long before the train arrives.

It is clear that this is a train station because there is a platform, a train, train tracks, a clock and signs indicating departure times.

No one is looking at the camera because the photographer is too far away to be noticed.

I do not feel very connected to this picture because the action is a long way away. However, I do feel some connection as I have been in the same situation as these commuters, waiting a long time for a train to come.

The colours in this picture are soft greys and dark colours which suggest a quiet or flat mood.

(278 words)

Module L Learning Outcome 2: Identify the features of a non-narrative image

Practice Task 1: **Holidays**

Look at the picture and read the accompanying text.

Going on holiday is a very enjoyable activity that needs careful planning. If you want to have a good time, you need to make a list of the things that you will need while you are away. Of course if you are going overseas, it is essential to have your passport. It is also important to have your mobile phone charger if you are planning to take your phone. For relaxation a book is a must and for physical comfort, sunglasses are essential. Other necessary items include toiletries such as your toothbrush and comfortable footwear. A lot of things can be purchased while you are away but why not be prepared so that your holiday is not stressful.



Use the questions below to write a description of the picture that is at least 200 words long. Your answer does not need to be grammatically correct or in sentence form.

1. What is the purpose of this picture and how does the picture support the text?
2. What can you see in this picture?
3. Have the elements in the picture been arranged in any particular way? Is there any classification of images in the picture?
4. Are any of the objects more important than the others? Explain your answer.
5. Are there any icons or symbols in this picture?
6. Can you give this picture a title?

## Module L Learning Outcome 2: Identify the features of a non-narrative image

### Practice Task 1: **Holidays**

#### **Suggested answers**

Markers use your **own** professional judgment when marking this. There are sure to be **many** other observations which students make. Responses may be **spoken** or **written**.

The purpose of the picture is to show the things that people need to take when they go on holiday and the text gives some useful advice about these things. The picture shows a collection of clothes, leisure items, toiletry items, and other important things like passport, credit card, money, phone and air ticket. The items have been arranged in clear and logical groups. All the clothes are together and so are the leisure items like the book, mask and snorkel. In addition all the toiletries are grouped and so are the chargers, camera, adaptors and phone. In the middle are the essential things for travel, which are a passport, credit card, money and ticket. The focus of the picture is on the items in the centre which are the most important travel items, the ones we cannot do without and should not forget to take.

There are some symbols in the picture. The emblem on the passport shows it's an Australian passport and there's a Qantas symbol at the top of the e-ticket showing that it's an airline. The pictures on the bank notes could also be considered symbols.

A suitable title for this picture could be 'Going on Holiday.'

(201 words)



Module L Learning Outcome 2: Identify the features of a non-narrative image

Practice Task 2: **Healthy Eating**

Look at the picture below and read the accompanying text.

Good health depends on a number of things such as amount of sleep, having a good work/leisure balance, doing regular exercise and eating a good diet. Good diet can make a significant difference to our health. An added benefit is that if we are careful about what we eat, we can protect our bodies from some diseases such as diabetes, heart disease and some cancers. Most people are familiar with the healthy food pyramid which suggests we should minimise our daily intake of fat and sugar and increase our intake



of food such as bread, pasta, rice and cereal, as well as fruit and vegetables. Most health professionals suggest on average our daily diet should consist of two to four servings of fruit and three to six servings of vegetables. When fruit and vegetables look so good and the benefits are so clear, why wouldn't we eat more of them?

Use the questions below to write a description of the picture that is at least 200 words long. Your answer does not need to be grammatically correct or in sentence form.

1. What is the purpose of this picture and how does the picture support the text?
2. What can you see in this picture?
3. Have the elements in the picture been arranged in any particular way? Is there any classification of images in the picture?
4. Are any of the objects more important than the others? Explain your answer.
5. Are there any icons or symbols in this picture?
6. Can you give this picture a title?

Module L Learning Outcome 2: Identify the features of a non-narrative image

Practice Task 2: **Healthy Eating**

**Suggested answer**

Markers use your **own** professional judgment when marking this. There are sure to be **many** other observations which students make. Responses may be **spoken** or **written**.

The purpose of the picture is to show a selection of some of the fruit and vegetables that are important for a healthy diet and the text gives some information about keeping healthy. The picture shows a collection of different kinds of fruit and vegetables such as apples, strawberries, capsicums, tomatoes, oranges, carrots, pumpkins, bananas, lemons, red onions and grapes. Some of them have been cut into pieces and some are whole. The picture illustrates one small section of the text and gives examples of fruit and vegetables. However the text doesn't give the names of any fruit or vegetables, probably because most people are familiar with them.

The picture is arranged logically according to colour with the red, orange and yellow shades arranged on the left and the darker colours of green and purple on the right. The vegetables and fruit are mixed up rather than grouped together. In addition, the whole picture has been arranged into a heart which is a good symbol to demonstrate these food items are worth loving and that they are good for a healthy heart. There is no special focus on anything in particular, which suggests that all fruit and vegetables are equally important in our diet and that it does not matter which ones we choose to eat. A suitable title for this picture might be 'It Looks Good Enough to Eat.'

(230 words)



Module L Learning Outcome 3: Create an image to accompany a narrative or informational text

Practice Task 1: **The Cafeteria**

Generally cafeterias which are attached to educational institutions are very functional but not really inviting places to be. They usually offer a range of hot food such as chips, pies, sausage rolls, some hot dishes like curries or pasta dishes, and a 'soup of the day'. They also offer cold food like salads and sushi as well as sweet food such as muffins or cakes and biscuits. In addition, you can usually buy tea, coffee and a range of cold drinks.

Cafeterias may also have vending machines which dispense hot and cold drinks as well as potato chips and chocolate bars. These are useful if students are hungry or thirsty when the cafeteria is closed.

There are often areas in cafeterias with tables that can be grouped together for large numbers if groups of students want to sit together during their breaks or before and after classes. It is a common sight to see students sprawled in their chairs chatting or looking at their mobile phones.

Does anyone ever praise the cafeteria attached to the educational facility they attend? I don't think so. Cafeterias never seem to get the choice, cost, or type of food just right. I wonder why?

1. Read the text above.
2. Create a narrative image (ie with people in it) or non-narrative image (with groups of items) that could accompany this text. You could take a photo, create a poster or collage, or draw a picture.
3. Write a description of your image that is at least 150 words long. Your writing need not be grammatically correct or in sentence form but your errors must not interfere with meaning. Use the questions below to help you write about how your image relates to the text above.
  1. Is your image a narrative or a non-narrative image?
  2. Why did you create this image to go with this text?
  3. Write about what is in your image.
  4. How have you used colour, placement and distance in your image?
  5. Are any of the elements in your image connected to each other in any way?
  6. Give your image an appropriate title.

Module L Learning Outcome 3: Create an image to accompany a narrative or informational text

Practice Task 1: **The Cafeteria**

**Sample Answer**

Students should create their own image for this learning outcome. Any image that relates to a cafeteria would be suitable – a bowl of food, a row of tables, a close up on the vending machine or food cabinet as well as an image that includes a person/people.

The image and text below are provided as an example only.



The image I have created is a narrative image. I chose it to go with the text to show a typical group of people, possibly students, enjoying a break in the alfresco area of a café. In the foreground there are a group of people sitting around a table. Two of them are eating apples and another has a bucket of hot chips. The people in the picture seem to be a mix of different nationalities. They are the focus of the picture and the most important part. In the background and slightly out of focus is a colourful wall mural which is in the centre at the back. Colour is used very effectively. The blue colour worn by the two men in the foreground of the picture is nicely balanced on the right and left with the checks and stripes making a contrast. This blue is connected to the blue of the mural. Our eyes are drawn also to the splashes of red in the chairs, the girl's shirt, the mural and the apples. Sunlight and shadows create patterns in the background and one of the men is reflected on the table. A possible title for this image is 'Uni Cafeteria – A Good Place to Relax'.

(207 words)

Module L Learning Outcome 3: Create an image to accompany a narrative or informational text

Practice Task 2: **Student's Own Writing Selection**

1. With the help of your teacher, choose a piece of your own writing such as a narrative (I2), an information report (H2), a discussion essay (J2), or an expository essay (K2) that you have written in your class, or an oral presentation (E2) delivered to your class.
2. Create a narrative image (ie with people in it) or non-narrative image (with groups of items) that could accompany this text or oral presentation. You could take a photo, create a poster or collage, or draw a picture.
3. Write a description of your image that is at least 150 words long. Your writing need not be grammatically correct or in sentence form but your errors must not interfere with meaning. Use the questions below to help you to write about how your image relates to the text above.
  1. Is your image a narrative or a non-narrative image?
  2. Why did you create this image to go with this text?
  3. Write about what is in your image?
  4. How have you used colour, placement and distance in your image?
  5. Are any of the elements in your image connected to each other in any way?
  6. Give your image an appropriate title.

Refer to Module L Learning outcome 3: Create an image to accompany a narrative or information text, Practice Task 1: **The Cafeteria** (page 53) for a sample answer to this task.

Module M Learning Outcome 1: Demonstrate understanding of a news article

Practice Task 1: **Locked In**

# Locked in



A mother and her daughter had a difficult evening at the Perth Museum last night when they were locked in after closing time.

The family were on the top floor of the museum late yesterday afternoon and somehow missed the announcements for closing time. The young girl was absorbed looking at the sea creatures, and her mother, Janine, was talking on the telephone, so she missed the announcements on the loud speaker.

The museum security guard checked the floor but did not go into the last room because there was no sign of anyone. Only minutes after he left, Janine rushed to the door with her daughter, but found it locked.

“It all happened so quickly. My daughter didn’t really understand what was happening but she got a little worried as the room became darker. She was scared of the large stuffed animals around the room.” Janine told her rescuers later. “Luckily she hasn’t seen the

movie, *Night at the Museum*, but I was sure something very strange was about to happen. I quickly called the police to try to get help, but then we waited quite a while before anyone arrived. During this time I tried to keep calm and to entertain my little girl, but to be honest the place really gave me the creeps.”

The police immediately contacted the security patrol, but it took over 30 minutes for the patrol to arrive at the front door of the museum. They phoned Janine and she was relieved to hear that help was close. It then took the patrol guards another half an hour to get into the building and get access to the keys for the individual galleries. When they finally opened the door, Janine Hayes hugged the security patrol with tears in her eyes. She complained that the doors had been locked without checking if anyone was still there.

A spokesperson for the museum said he believed the mother should have been more aware of the time and that she wasn’t taking good care of her daughter. He didn’t think the experience had affected the little girl much, but the mother was visibly upset. “I hope she will be more careful next time.”



Module M Learning Outcome 1: Demonstrate understanding of a news article

Practice Task 1: **Locked In**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. What happened to the woman and her daughter? \_\_\_\_\_  
\_\_\_\_\_
2. Who checked the top floor of the museum? \_\_\_\_\_
3. What frightened the young girl? \_\_\_\_\_  
\_\_\_\_\_
4. Write a phrase which tells you the woman was frightened or unhappy.  
\_\_\_\_\_
5. How long did it take before the door was opened for Janine? \_\_\_\_\_
6. Identify one person who gives an opinion in the article. \_\_\_\_\_
7. What was the opinion of this person (Q6) about the cause of the incident?  
\_\_\_\_\_  
\_\_\_\_\_
8. The writer's point of view was: (Choose the best answer)
  - a) The young girl caused the problem.
  - b) The security guard was lazy.
  - c) It was a difficult evening for the family.
  - d) The museum should open later.
9. What did Janine do when the door was finally unlocked? \_\_\_\_\_  
\_\_\_\_\_
10. What does the picture show and how does it support the article? \_\_\_\_\_  
\_\_\_\_\_

Module M Learning Outcome 1: Demonstrate understanding of a news article

Practice Task 1: **Locked In**

**Answers**

Students must correctly answer one of Q3, Q5 and Q9 (1.5 details) and all other questions correctly – a total of 8/10. This is necessary to address all criteria. (Note: Criterion 1.1 is not addressed in this task.)

1. What happened to the woman and her daughter? *They got locked in the museum.*
2. Who checked the top floor of the museum? *The museum security guard*
3. What frightened the young girl? *The large stuffed animals*
4. Write a phrase which tells you the woman was frightened or unhappy.  
*Sure something very strange was about to happen/ the place really gave me the creeps/ visibly upset*
5. How long did it take before the door was opened for Janine? *about one hour*
6. Identify one person who gives an opinion in the article. *Either of the following: Janine / a museum spokesperson*
7. What was the opinion of this person (Q6) about the cause of the incident?  
***Janine** – the doors had been locked without checking if anyone was still there.*  
***Spokesperson** – the mother should have been more aware of the time/wasn't taking care of her daughter.*
8. The writer's point of view was: (Circle the best answer)
  - a) The young girl caused the problem.
  - b) The security guard was lazy.
  - ☒ c) It was a difficult evening for the family.
  - d) The museum should open later.
9. What did Janine do when the door was finally unlocked?  
*She hugged the security patrol*
10. What does the picture show and how does it support the article? *It shows the young girl/ daughter looking at sea creatures/enjoying the museum.*

# SYDNEY DAILY NEWS

THE CITY'S FAVOURITE NEWSPAPER

WEDNESDAY 29 APRIL 2015

## Storm Damage

KATE OLIVER

Yesterday a massive storm hit New South Wales bringing torrential rain and strong winds to a wide area. Sydney suffered from the weather, but it was rural areas north of the city which were the worst affected.

The Bureau of Meteorology said last night that the weather was unseasonal, and it was the worst storm in about 100 years. Winds of up to 130km per hour were registered, and the heavy rainfall caused flooding in some areas. They suggested that conditions are not likely to improve significantly in the next 24 hours. 'Later in the week the weather should stabilise a little, but there are strong signals of a further east coast low next weekend,' Duke Elfin, the Bureau forecaster said.

The City of Wollongong was the worst hit urban area. Many homes had no power all night, and flash flooding was affecting low-lying areas.

The mayor, Joan Winchester, said this morning, 'We haven't seen this kind of weather for many



years, and it has severely disturbed services and even put lives at risk. I think it is a real tragedy for the city.' The State Emergency Service (SES) in Wollongong was flat out all night with calls from distressed home owners whose houses had suffered damage from winds or flood waters. Their spokesman reminded people that only emergency calls should be made to their number. Many elderly people were very concerned about their own safety and the mayor encouraged residents to look out for others in their neighbourhood.

Residents in Wollongong and surrounding areas were advised to

remain in their homes where they would be safest.

In Sydney, there is a risk of hailstorms and further strong winds. Residents have been advised to secure large objects in gardens and take extreme care on the roads. Train services have been suspended in some areas after rain affected the power supply. SES crews in Sydney have restored most residential power services. A spokesman said, 'Most of our work is now clearing damage to homes from fallen trees. If homeowners would keep up to date with garden maintenance, it would make our job much easier.'



Module M Learning Outcome 1: Demonstrate understanding of a news article

Practice task 2: **Storm Damage**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and then answer the questions.

1. Which newspaper is the article from and who wrote it? \_\_\_\_\_  
\_\_\_\_\_
2. Look carefully at the headline and find two examples of the 'damage' in the text.  
\_\_\_\_\_
3. What is the article about? \_\_\_\_\_  
\_\_\_\_\_
4. What was the speed of the strongest winds? \_\_\_\_\_
5. Give two other specific details from the story. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Name one organisation referred to in the article? \_\_\_\_\_
7. Give one piece of information given by this organisation. \_\_\_\_\_  
\_\_\_\_\_
8. What is the opinion of the mayor? \_\_\_\_\_  
\_\_\_\_\_
9. Give an adjective from the article which tells us how the people of Wollongong felt.  
\_\_\_\_\_
10. What does the picture show and how does it support the article? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Module M Learning Outcome 1: Demonstrate understanding of a news article

Practice task 2: **Storm Damage**

**Answers**

Students must correctly answer question Q4 or Q5 (1.5 details) and all other questions correctly - a total of 9/10. This is necessary to address all criteria. Criterion 1.1 is not fully addressed in this task but gives students some practice relevant to 1.1.

1. Which newspaper is the article from and who wrote it?  
*Sydney Daily News, Katie Oliver*
2. Look carefully at the headline and find two examples of the 'damage' in the text.  
*Any two of the following: flooding / no power / disturbed services / damaged houses / train services suspended / fallen trees*
3. What is the article about? *A storm in NSW (and its effects)*
4. What was the speed of the strongest winds? *130km per hour*
5. Give two other specific details from the story. *Examples - rural areas north of the city were the worst affected / it was the worst storm in about 100 years / many homes in Wollongong had no power all night - or any other details*
6. Name one organisation referred to in the article? *Either of the following: The Bureau of Meteorology / the State Emergency Service (SES)*
7. Give one piece of information given by this organisation. *Any of the following: **BOM** - the weather was unseasonal / it was the worst storm in about 100 years / conditions are not likely to improve in the next 24 hours / the weather should stabilise later in the week / there are strong signals of a further low next weekend **SES** - they were flat out all night / only emergency calls should be made to their number / most work is now clearing damage to homes from falling trees / homeowners should keep up with garden maintenance*
8. What is the opinion of the mayor? *It is a real tragedy or residents need to look out for others*
9. Give an adjective from the article which tells us how the people of Wollongong felt.  
*distressed / concerned*
10. What does the picture show and how does it support the article?  
*It shows a tree which has fallen as a result of the storm. (This shows how bad the storm was.)*

Module M Learning Outcome 2: Interpret an advertisement

Practice Task 1: **Careers Expo**

# PERTH CAREERS EXPO

Are you wondering  
what to do with  
your life?

Get started and find  
your FUTURE!



In today's complex world there are so many choices in careers and employment. The FREETOWN Careers Expo brings you a wealth of information about study and work options. High school students, young adults, parents and people of all ages who are looking for a change of career are invited to attend this event to help them find their pathway.

**On:** 23<sup>rd</sup> - 26<sup>th</sup> March 2016

**Times:** Thursday 23<sup>rd</sup> March, 9am-4pm  
Friday 24<sup>th</sup> March, 9am-4pm  
Saturday 25<sup>th</sup> March, 10am-4pm  
Sunday 26<sup>th</sup> March, 10am-3pm

**At:** Riverview Exhibition Centre

**There is no cost to attend this event.**

## Exhibitors

Many diverse career employment pathways will be represented including universities, further education providers, government departments and employers. Representatives will be available to answer any questions and provide you with the information you need to plan your future.

## About the Venue

The Riverview Exhibition Centre has modern facilities with a large exhibition hall and two comfortable lecture theatres so wherever you stop there will be a career option just waiting for you.

There is also an inviting café where you can relax, take a break and discuss all the interesting possibilities. Toilets are available at each end of the Centre.

Transport is no problem with a large public car park, easy access to the train station and just a short stroll to the main bus station.

**FR** **TOWN**

RIVERVIEW  EXHIBITION CENTRE

 **Green Printers**

Module M Learning Outcome 2: Interpret an advertisement

Practice Task 1: **Careers Expo**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. What is the purpose of the advertisement? \_\_\_\_\_  
\_\_\_\_\_
2. Who is invited to attend the expo? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What is the venue for the expo? \_\_\_\_\_
4. What will the exhibitors provide? \_\_\_\_\_  
\_\_\_\_\_
5. List three types of organisations that will be represented at the exhibition?  
\_\_\_\_\_  
\_\_\_\_\_
6. What are two easy transport options? \_\_\_\_\_
7. Write two words or phrases which describe positive features of the exhibition centre.  
\_\_\_\_\_  
\_\_\_\_\_
8. How much does the expo cost? \_\_\_\_\_

Module M Learning Outcome 2: Interpret an advertisement

Practice Task 1: **Careers Expo**

**Answers**

Students must correctly answer Q1 (2.1 intention) and Q7 (2.3 persuasive devices) and four others – a total of 6/8.

1. What is the purpose of the advertisement? To encourage people to visit the expo / to advertise the expo / to invite people to the expo
2. Who is invited to attend the expo? High school students, young adults, parents, people of all ages (who want a career change) - need all 4
3. What is the venue for the expo? Riverview Exhibition Centre
4. What will the exhibitors provide? Any of the following: the information you need to plan your future / answers to questions / diverse career employment pathways
5. List three types of organisations that will be represented at the exhibition?  
Any three of the following: universities / further education providers / government departments / employers
6. What are two easy transport options? Any two of the following: car / bus / train
7. Write two words or phrases which describe positive features of the exhibition centre.  
Any two of the following: modern (facilities) / comfortable (lecture theatres) / large (exhibition hall) / inviting (café)
8. How much does the expo cost? It is free



# Jamestown FESTIVAL 2015

**14 - 21  
April**

**This vibrant area is celebrating a weeklong festival of fun and entertainment.**

**The festival showcases a variety of local and interstate performers. There are fantastic events for the whole family. It features involvement from many community organisations and local businesses.**



## Food

The James Street food market kicks off the festival on Saturday 14<sup>th</sup> April with food from many corners of the world and free live music. This event celebrates the multicultural diversity of our community - 4pm - 10pm in front of the Town Hall.



## Theatre

There are theatre events for all ages. For children there are performances of Peter Pan at the community theatre and the Pink St Theatre presents a new comedy by local writer - Marlene Deter - In the Deep Blue.

## Art

The Art of Jamestown exhibition will be held in the Community Centre in James Street. The exhibition is open all week 10am - 4pm and prizes will be awarded on Saturday 21<sup>st</sup> April at 6pm.

The James Stuart Arts Centre has an exhibition of paintings by new talent, which is likely to challenge your concept of art. Open 10am - 5pm Tuesday to Saturday.

## Workshops

Come along and learn a new skill to get your fingers working or your body active. Locals are teaching circus skills, skateboarding and basket making at the community centre from Sunday 15<sup>th</sup> to Wednesday 18<sup>th</sup> April. See the website for more details of times and costs.

## Children's Fiesta

**Sunday 15th April,  
Walker Street Park, 11am - 5pm**

There will be heaps of fun and entertainment for children of all ages and food and community stalls for the parents too. Many hands on activities will keep children busy for hours - circus skills, face painting, rock climbing and many more.

## Music

After a free concert at the James Street market, music will continue to liven up our streets and our community. The three main venues - The Old Bakery Cellar, the Whisper Bar and the Community Centre - will present a variety of acts to suit different music tastes. There will be a final concert on Friday 20<sup>th</sup> with the very popular band, Dancing Pumpkins, and a variety of support acts.

Module M Learning Outcome 2: Interpret an advertisement

Practice Task 2: **Jamestown Festival**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. What is the purpose of the flyer? \_\_\_\_\_  
\_\_\_\_\_
2. Give two words from the text, which describe the festival in general. \_\_\_\_\_  
\_\_\_\_\_
3. Where will the food market be held? \_\_\_\_\_  
\_\_\_\_\_
4. List two activities for children, which are included in the festival. \_\_\_\_\_  
\_\_\_\_\_
5. Find a word or phrase which is used to persuade people to go to music events?  
\_\_\_\_\_
6. What will be exhibited at the James Stuart Arts Centre? \_\_\_\_\_  
\_\_\_\_\_
7. Describe one picture and explain why it is included in the advertisement? \_\_\_\_\_  
\_\_\_\_\_



Module M Learning Outcome 2: Interpret an advertisement

Practice Task 2: **Jamestown Festival**

**Answers**

Students must correctly answer Q1 (2.1 intention), Q5 or Q7 (2.3 persuasive devices) and three other questions – a total of 5/7.

1. What is the purpose of the flyer? To tell people about the festival / to encourage people to go to the festival / to advertise the festival
2. Give two words from the text, which describe the festival in general.  
Any two of the following: weeklong / fun / entertainment / fantastic / local
3. Where will the food market be held? James St / in front of the Town Hall
4. List two activities for children, which are included in the festival. Any two of the following - Peter Pan / Children's Fiesta / circus skills / rock climbing / face painting / skateboarding / workshops
5. Find a word or phrase which is used to persuade people to go to music events?  
Free / liven up our streets / suit different musical tastes / popular / variety
6. What will be exhibited at the James Stuart Arts Centre? Paintings (by new talent)
7. Describe one picture and explain why it is included in the advertisement?  
One picture shows a street food market, which is part of the festival.  
One picture shows a boy skateboarding because you can learn this in a workshop.  
One picture shows a girl with some face painting. This will be available at the Children's fiesta.

## Module N Learning Outcome 3: Demonstrate understanding of complex written instructions

### Practice Task 1: **Creating a Unique Student Identifier**

Currently in Australia, you cannot enrol in a course in an Australian training organisation if you do not have a Unique Student Identifier.

#### **What is a USI?**

It's a special code which is made up of a mixture of 10 letters and numbers. Here is an example. 4BC99XP7RT

#### **Why do you need a USI?**

- It prevents confusion. For example there may be someone who has the same name as you in the same city with the same date of birth. If you have a USI, you can be positively identified.
- All your records and results are stored in one place for ALL recognised courses.
- It is a national code and can be used wherever you are in Australia.

#### **What ID do you need to set up a USI?**

When you are ready to create your USI, you should have one of the following types of ID:

- Driver's licence
- Medicare card
- Australian passport
- Non-Australian Passport (with Australian visa)
- Birth certificate (If you only have a birth certificate extract, you must use a different form of ID)
- Certificate of Registration By Descent
- Citizenship Certificate
- Immicard

#### **How do you create a USI?**

1. You must have your ID and access to a computer with internet
2. Go to <http://www.usi.gov.au/>
3. Click on 'Student Entry'
4. Click on 'Create your own USI'
5. Check you have acceptable ID and click 'Continue'
6. Agree to 'Terms and Conditions' by checking the box and click 'Next'
7. Click on 'Create USI', enter personal details and click 'Next'
8. Enter details of ID used and click 'Next'
9. Set up security question and click 'Next'
10. Now you have your own USI. You must write this number down and store it in a safe place.

If you forget your USI, go to the USI website Homepage, click on 'Student Entry' and follow the prompts.

Module N Learning Outcome 3: Demonstrate understanding of complex written instructions

Practice Task 1: **Creating a Unique Student Identifier**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. What are these instructions for? \_\_\_\_\_
2. Number these actions for creating a USI in the correct order.  
☐ Type in your personal details  
☐ Have your ID ready  
☐ Type in ID details  
☐ Create a security question  
☐ Click on 'student entry' on the USI website
3. Why is a USI useful if you have the same name and birthdate as someone else?  
\_\_\_\_\_
4. What is the benefit of a USI for your records and results? \_\_\_\_\_  
\_\_\_\_\_
5. Is a credit card acceptable ID for creating your USI? \_\_\_\_\_
6. What is the next step after clicking on 'Create USI'? \_\_\_\_\_  
\_\_\_\_\_
7. Tick the statements which are correct.  
☐ You must change your USI if you move to another state.  
☐ If you do not have an Australian passport you can use a non-Australian passport (with Australian visa).  
☐ Your USI number can be made up of either letters or numbers.  
☐ You must agree to Terms and Conditions before you can create your USI.
8. If you only have a birth certificate extract as your ID what should you do? \_\_\_\_\_  
\_\_\_\_\_
9. What should you do if you forget your USI? \_\_\_\_\_  
\_\_\_\_\_

Module N Learning Outcome 3: Demonstrate understanding of complex written instructions

Practice Task 1: **Creating a Unique Student Identifier**

**Answers**

Students must answer Q1 (3.1 topic), one of Q2 or Q6 (3.2 understanding actions and sequence), one of Q3, Q5, Q8 or Q9 (3.3 grammar signalling action), one of Q4 or Q7 (3.4 technical vocabulary) correctly and three other questions - a total of 7/9.

1. What are these instructions for? Creating a unique student identifier
2. Number these actions for creating a USI in the correct order.

3

 Type in your personal details

1

 Have your ID ready

4

 Type in ID details

5

 Create a security question

2

 Click on 'student entry' on the USI website
3. Why is a USI useful if you have the same name and birthdate as someone else?  
Because you can be positively identified with a USI
4. What is the benefit of a USI for your records and results?  
All your results and records are stored in one place
5. Is a credit card acceptable ID for creating your USI? No
6. What is the next step after clicking on 'Create USI'?  
Enter personal details (and click 'next')
7. Tick the statements which are correct.

You must change your USI if you move to another state.

✓

If you do not have an Australian passport you can use a non-Australian passport (with Australian visa).

Your USI number can be made up of either letters or numbers.

✓

You must agree to Terms and Conditions before you can create your USI.
8. If you only have a birth certificate extract as your ID what should you do?  
You must use a different type of ID
9. What should you do if you forget your USI? Go to the USI website Homepage, click on 'Student Entry' and follow the prompts.

Module N Learning Outcome 3: Demonstrate understanding of complex written instructions

Practice Task 2: **Post Surgery Instructions**

The following instructions are provided to patients on the day of their surgery.

**DR JAMES HANSEN**  
**Oral Surgeon**

**What to do after you have had your wisdom teeth removed**

1. You may have been given a prescription for antibiotics and/or an anti-inflammatory painkiller. Both should be started today. Please follow the directions on the packet and take with food.
2. You should also buy a bottle of mouthwash from the chemist and start using it the day **AFTER** surgery, 4 times a week for approximately 4 weeks.
3. To reduce bleeding, **do not eat or drink anything hot today** and when lying down put one or two pillows behind your head to keep your head higher than your heart.
4. You may eat something soft later today but try to keep food away from the wound.
5. The stitches in your mouth are dissolvable and will fall out in 3 to 10 days time.
6. For pain relief take Panadol every four hours in addition to your anti-inflammatory if required. If this does not control the pain use stronger painkillers like Panadeine Forte but remember that these may make you sleepy and a bit nauseous.
7. Do not drive or handle heavy machinery for 24 hours after your surgery.
8. **DO NOT SMOKE FOR ONE WEEK AFTER SURGERY AS THIS MAY CAUSE AN INFECTION**
9. Please make an appointment to see Dr Hansen in approximately two weeks.
10. In the event of an emergency, you can contact Dr Hansen after hours on 0428 674 223.

Module N Learning Outcome 3: Demonstrate understanding of complex written instructions

Practice Task 2: **Post Surgery Instructions**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the following questions.

1. What are these instructions for? Circle the correct answer.
  - a) Keeping your mouth healthy
  - b) Antibiotics instructions
  - c) Procedure following an operation
  - d) Pain relief after surgery
2. What prescriptions might your oral surgeon give you? \_\_\_\_\_  
\_\_\_\_\_
3. Why shouldn't you eat or drink anything hot immediately after surgery? \_\_\_\_\_  
\_\_\_\_\_
4. Should you go to the doctor to remove the stitches in your mouth? \_\_\_\_\_
5. If you still have pain after taking Panadol and an anti-inflammatory, what should you do? \_\_\_\_\_
6. Why should you put one or two pillows behind your head when lying down? \_\_\_\_\_  
\_\_\_\_\_
7. How can Panadeine Forte affect you? \_\_\_\_\_  
\_\_\_\_\_
8. How long should you avoid smoking? \_\_\_\_\_
9. Tick the two statements which are correct.  
☐ Take your antibiotic before you have food.  
☐ Try to keep food away from the wound when you are eating.  
☐ Wait 24 hours before handling heavy machinery.  
☐ Phone Dr Hansen any time if you have any problems at all.
10. Number these actions in the correct order.  
☐ See Dr Hansen  
☐ Start using mouthwash  
☐ Begin taking antibiotics  
☐ The stitches in your mouth will dissolve  
☐ Stop using mouthwash

Module N Learning Outcome 3: Demonstrate understanding of complex written instructions

Practice Task 2: **Post Surgery Instructions**

**Answers**

Students must answer Q1 (3.1 topic), one of Q2, Q5, Q8 or Q10 (3.2 understanding actions and sequence), one of Q3 or Q9 (3.3 grammar signalling action), one of Q4 or Q7 (3.4 technical vocabulary) and three other questions correctly - a total of 7/10.

1. What are these instructions for? Circle the correct answer.
  - a) Keeping your mouth healthy
  - b) Antibiotics instructions
  - ☒ c) Procedure following an operation
  - d) Pain relief after surgery
2. What prescriptions might your oral surgeon give you? Antibiotics, anti-inflammatory painkiller (and accept Panadeine Forte)
3. Why shouldn't you eat or drink anything hot immediately after surgery?  
To reduce bleeding
4. Should you go to the doctor to remove the stitches in your mouth? No
5. If you still have pain after taking Panadol and an anti-inflammatory, what should you do? Take a stronger painkiller / Panadeine Forte
6. Why should you put one or two pillows behind your head when lying down?  
To keep your head higher than your heart (accept reduce bleeding as well)
7. How can Panadeine Forte affect you? May make you sleepy and nauseous
8. How long should you avoid smoking? One week
9. Tick the two statements which are correct.

<input type="checkbox"/>	Take your antibiotic before you have food.
<input checked="" type="checkbox"/>	Try to keep food away from the wound when you are eating.
<input checked="" type="checkbox"/>	Wait 24 hours before handling heavy machinery.
<input type="checkbox"/>	Phone Dr Hansen any time if you have any problems at all.
10. Number these actions in the correct order.

<input type="text" value="4"/>	See Dr Hansen
<input type="text" value="2"/>	Start using mouthwash
<input type="text" value="1"/>	Begin taking antibiotics
<input type="text" value="3"/>	The stitches in your mouth will dissolve
<input type="text" value="5"/>	Stop using mouthwash



Module O Learning Outcome 1: Analyse a job advertisement

Practice Task 1: **Job Advertisement**

The following advertisement is from the SEEK website.

Listed: 18 December 2015



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## **Cleaner – Casual – Perth CBD**

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We are looking for a hard working person to join our office cleaning team.

We need someone who can work with a team in a variety of city locations. The job will be varied and includes mopping and vacuuming floors, carpet cleaning, collecting rubbish and other duties.

You must be fit, active and willing to learn. Good English communication skills are essential. You must also be flexible and able to work independently.

Experience with cleaning equipment would be valuable but full training will be provided. A local driver's licence is desirable and a Police Clearance is essential.

Available to work min 10hrs per week. Award rates will be paid.

Send your resume to Jane Carter at [jcarter@cleanbetter.com.au](mailto:jcarter@cleanbetter.com.au)

Applications close 24/12/15

A cluster of four overlapping circles of different sizes, similar to the ones in the logo, is positioned in the bottom right corner of the advertisement area.

[cleanbetter.com.au](http://cleanbetter.com.au)

Module O Learning Outcome 1: Analyse a job advertisement

Practice task 1: **Job Advertisement**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the advertisement and answer the questions. If the information is not available write **Not Stated** or **N/A** (Not Applicable).

1. Where does the advertisement come from? \_\_\_\_\_
2. When was the job advertised? \_\_\_\_\_
3. Complete this information:  
Job title: \_\_\_\_\_  
Type of position (eg full time/casual): \_\_\_\_\_  
Name of employer: \_\_\_\_\_  
Place of work: \_\_\_\_\_
4. What are two duties of this job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. List three personal qualities which are mentioned? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What skill is essential? \_\_\_\_\_
7. What desirable training is mentioned? \_\_\_\_\_  
\_\_\_\_\_
8. What is the rate of pay? \_\_\_\_\_
9. How should you apply for the job? \_\_\_\_\_
10. Give one abbreviation used in the advertisement and its meaning. \_\_\_\_\_  
\_\_\_\_\_

Module O Learning Outcome 1: Analyse a job advertisement

Practice task 1: **Job Advertisement**

**Answers**

Students must answer a total of 8/10 questions.

1. Where does the advertisement come from? The SEEK website
2. When was the job advertised? 18 December 2015
3. Complete this information:  
Job title: Cleaner  
Type of position (eg full time/casual): Casual  
Name of employer: Cleanbetter  
Place of work: Perth CBD
4. What are two duties of this job? Any two of the following: mopping floors / vacuuming floors / carpet cleaning / collecting rubbish
5. List three personal qualities which are mentioned? Any three of the following: hardworking / fit / active / willing to learn / flexible / able to work independently
6. What skill is essential? good English communication
7. What desirable training is mentioned? local driver's licence / experience with cleaning equipment
8. What is the rate of pay? Award / not stated
9. How should you apply for the job? Send a resume to Jane Carter
10. Give one abbreviation used in the advertisement and its meaning. Any of the following: CBD - Central Business District / hrs - hours / min - minimum

# Zahra Ibrahim

24 Woodgum Way  
Mirrabooka, WA 6061  
M: 0405 334 251  
E: zahraibrahim@hotmail.com

**Profile** I am currently studying at Central Institute of Technology and seeking a part time cleaning position. I am keen to gain some local work experience and make a contribution to an Australian workplace. This will allow me to earn some money while I am studying. My long term goal is to work in the Health Services sector.

**Key Skills & Attributes**

- effective communication skills
- good at working in a team
- able to work independently
- flexible and able to respond to change
- physically fit
- enthusiastic and hardworking
- well organised

**Education**

Central Institute of Technology	
<b>Certificate III in Spoken and Written English</b>	July 2015 - current
Central Institute of Technology	
<b>St John Ambulance First Aid Course</b>	Sept 2015
University of Tehran	
<b>Bachelor of Social Work</b>	Sept 2008 – July 2011

**Professional Experience / Work Experience**

Kasra General Hospital, Iran	
<b>Social Worker</b>	Jan 2012 – Nov 2014

## Module O Learning Outcome 2: Write a resume/CV

### Model Resume

**Volunteer Work** Volunteer at Red Cross Perth Oct 2015 - current

- Serve refreshments to blood donors
- Wash tea cups and plates
- General tidying of kitchen and volunteer lounge

**IT Skills** Advanced proficiency in:

- MS Word
- Excel

**Additional Information** Licences: C Class Driver's Licence, own car

**Referees** Peter Timmins

Volunteer Co-ordinator  
Red Cross Perth  
Phone: 08 9245 3489  
Email: timminsp@redcross.org

**Susan Lee**

Lecturer  
Central Institute of Technology  
Phone: 08 9427 5562  
Email: leesu@central.wa.edu.au

Module O Learning Outcome 2: Write a resume/CV

Practice Task 1: **Resume for a cleaning job**

Imagine you want a part time job while you are studying. A cleaning job often has hours which are suitable for this.

Write a resume for yourself to apply for the cleaning job advertised on page 73.

Remember

- Choose an appropriate resume format and word process your resume.
- Describe yourself accurately for this job.
- Use consistent date format and grammar.
- Check technical and work-related vocabulary.
- Use correct spelling.







