



Our Students. Our Passion

# NAM QUANG TUITION

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# VCE English Unit 3

## Week 1

Each week, there's a cover sheet that outlines what the week's topics will be

*Overview of English Year 12 Units 3 & 4*

Area of Study 1: Reading & Responding

Reading text: George Orwell's "Nineteen eighty-four"

Predicting text: Larry Watson's "Montana 1948" (prologue)

**HOMEWORK BONUS MATERIAL:**

Revision Worksheets Week 1 of 4

Revision of grammar

Revision of vocabulary

Proofreading

Student's name: \_\_\_\_\_

Student ID: \_\_\_\_\_

NQT tutor: \_\_\_\_\_ Centre: \_\_\_\_\_



## Unit 3

[VCE English Unit 3 Week 1: Key points of Units 3 & 4]

There are three Outcomes you need to satisfactorily complete in order to complete Unit 3:

### AREA OF STUDY 1

#### Reading and responding

##### Outcome 1

On completion of this unit you should be able to analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

### AREA OF STUDY 2

#### Creating and presenting

##### Outcome 2

On completion of this unit you should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

### AREA OF STUDY 3

#### Using language to persuade

##### Outcome 3

On completion of this unit you should be able to analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Outcomes	Marks allocated	Assessment tasks
<b>Outcome 1</b> Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.	30	<ul style="list-style-type: none"><li>a response to a selected text, either orally or in writing.</li></ul>
<b>Outcome 2</b> Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.	30	<ul style="list-style-type: none"><li>at least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context</li><li>or</li><li>three to five shorter texts created for a specific audience/s and context/s with a written explanation of decisions about form, purpose, language, audience and context.</li></ul>
<b>Outcome 3</b> Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.	20	<ul style="list-style-type: none"><li>writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media</li></ul>
	20	<ul style="list-style-type: none"><li>a sustained and reasoned point of view on the selected issue in written or oral form.</li></ul>
<b>Total marks</b>	<b>100</b>	

At the commencement of each semester there's an outline of the Unit's key areas of study, as in line with VCAA Study Designs.

# Area of Study 1 – Reading and responding

## Outcome 1

On completion of this unit you should be able to analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

## Area of Study 1: Text List 1

### Novels

Amsterdam, Steven, *Things We Didn't See Coming*  
 Brooks, Geraldine, *Year of Wonders*  
 Dickens, Charles, *A Christmas Carol*  
 Goldsworthy, Peter, *Maestro*,  
 Hamid, Mohsin, *The Reluctant Fundamentalist*  
 Hemingway, Ernest, *A Farewell to Arms*  
 Malouf, David, *Ransom*  
 Martel, Yann, *Life of Pi*

### Short stories

Lahiri, Jhumpa, *Interpreter of Maladies*  
 Poe, Edgar Allan, (ed. G R Thompson) *Great Short Works*

### Poetry/Songs

Slessor, Kenneth, *Selected Poems*  
 Wright, Judith, *A Human Pattern – Selected Poems*

### Film texts

*The Old Man Who Read Love Stories*, (Director: Rolf de Heer)  
*On the Waterfront*, (Director: Elia Kazan)

### Non-fiction texts

Edelman, Bernard, *Dear America – Letters Home from Vietnam*  
 McGirr, Michael, *Bypass: the story of a road*  
 Obama, Barack, *Dreams from My Father*

### Plays

Nowra, Louis, *Cosi*  
 Rose, Reginald, *Twelve Angry Men*  
 Shakespeare, William, *Richard III*

## Task 1: Reading Text

The following reading text is designed to evaluate your general comprehension skills. The test is based on the first few pages of George Orwell's famous book, *1984*, which is a past studied year 12 text. The term "Big Brother" actually originated from this seminal text and *1984*. Read the following extract and answer the questions. Your tutor will then go through the answers as a class – see how you score.

**Before you commence reading, you will need to understand the definitions of the following words – you may need a dictionary to find the definitions of some of these words:**

a) vile	
b) pig-iron	
c) meagre	
d) sanguine(of complexion)	
e) a bluebottle	
f) simultaneously	
g) scrutinise	
h) sordid	
i) tableaux	
j) unintelligible	

There are a variety of tasks to complete each week and they could be related to reading texts that are popular in schools. It is not imperative that the sheets use texts ALL students may study as the skills being developed will translate to ANY text.

The following questions are worth two marks each based on George Orwell's Nineteen-eighty Four.

Q9. From this passage, what is the reader meant to *feel* towards the character of Winston? Use brief examples to support your answer.

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.....

Q10. Do you think the comparison of the police helicopter with a bluebottle is effective? Explain.

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.....

Q11. Describe how the "Thought Police" can maintain surveillance of individual citizens.

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<<<<SAMPLE QUESTIONS ONLY >>>>

**Total marks: /20**

**If you were able to score above 16, well done! If you found the task a little difficult, you might require further reading practice.**



It is recommended strongly that you read your English texts before you commence studying. Subsequent re-reads will help consolidate key ideas and themes. It is not recommended you read the texts for the first time whilst studying the text!

As NQT English worksheets feature real life VCE texts, the comprehension questions are designed to test your understanding and develop your skills.

**HOMEWORK — BONUS MATERIAL:** To best prepare you for year 12 English studies, in the next 4 weeks, NQT has provided extra revision worksheets for you to complete on your own to help hone your skills!

## Part 1: Revision of grammar

### Nouns

**Q1. a) What is a common noun?**

b) List 5 common nouns that you can currently see in the classroom

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

**Q2. a) What is a proper noun?**

b) List any 5 proper nouns that spring to mind.

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

**Q3. Abstract nouns are things that can't be seen or touched (i.e. intangible things) such as ideas, emotions, feelings, qualities.**

a) List any 5 abstract nouns, e.g. think of qualities you look for in a good friend.

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

There are also bonus activities designed to refresh your English skills!

### Idioms



An idiom is an expression whose meanings cannot be inferred from the meanings of the words that make it up. They are specific to a certain people, region, or class.

Choose the correct common noun from the list on the following page to complete the idiom below. Then define the idiom in your own words to check you understand what it literally means. **(Activity on following page)**