**Year 9 English PRACTICE Exam – Sem 2 2024**

**SECTION ONE: VOCABULARY & SENTENCES**

**1. Fractious**

A. To hang from above.

B. Irritable or quarrelsome; breaking into fights.

C. Something sent through the air by force.

D. Guess, estimate, throw thoughts or ideas together.

**2. Proprietary**

A. Doubtful; uncertain.

B. Relating to ownership.

C. Lack of energy or vitality; sluggishness.

D. To gain or receive.

**3. *Creed, cred***

A. To hang or weigh.

B. To do or make.

C. To hurl or throw.

D. To believe.

**4. Circumspect**

A. A piece of jewellery that hangs from a chain.

B. Downcast, depressed or in low spirits.

C. Hard to control or deal with; unable to be pulled.

D. Cautious; unwilling to take risks.

**5. Arbitrary**

A. To dry thoroughly; to dehydrate.

B. Random, based on chance rather than plan.

C. Loss of mental function or memory.

D. Rot, break down.

**6. *Grad, gred, gress***

A. Strengthen.

B. Send.

C. Hurl or throw.

D. Walk, step, go.

**7. Portage**

A. To stop, to prevent someone from doing something.

B. Carrying a boat or its cargo between two bodies of water

C. To grab hold of attention.

D. Behaviour; way of carrying yourself.

**8. Ruminate**

A. To attack suddenly and violently; to criticize strongly.

B. To officially forbid or put an end to.

C. To meditate or think deeply; to chew over

D. Lucky or favourable; promising success or a good outcome.

**9. *Spic, spec, spect***

A. To look.

B. To believe.

C. Strong.

D. To conquer.

**10. Chastening**

A. Showing firm determination.

B. Cheerful and full of energy.

C. Correction by punishment or suffering.

D. Suitable or right, perfect for a particular situation or need.

**11. *Tract***

A. Look, see.

B. Seize or hold.

C. Pull or drag.

D. Send.

**12. Versatile**

A. Something sent through the air by force.

B. Someone who is quiet, reserved, and thoughtful.

C. Able to be used for many different purposes or turned many ways.

D. Bad, harmful. Turning against.

**13. Imperious**

A. Relevant or pertinent; connected to the subject under consideration.

B. Arrogant, domineering; making demands in a haughty way.

C. A level; a rank of command or authority.

D. A possible result, effect or consequence.

**14. Belie**

A. Causing harm or damage.

B. To prove false; to contradict.

C. To cause or bring about; to bring into existence; to produce offspring.

D. Warlike or hostile, aggressive, willing to fight.

**15. *Voc***

A. Make or do.

B. Voice, to call.

C. Break or burst.

D. Strong.

**16. Seclusion**

A. Isolation or separation.

B. Cancer-causing.

C. Hatred or contempt for women and girls.

D. To make evident or certain by showing.

**17. Protracted**

A. To officially name someone as a candidate for a position or an election.

B. A rebel; someone who doesn’t conform to the usual in ideas or behaviour.

C. Lasting a long time; dragged out.

D. Helping to shape or develop; having a strong influence.

**18. *Vers, vert***

A. To call, voice

B. To believe.

C. To seize or take hold of.

D. To turn.

**19. Goad**

A. Causing harm or damage.

B. To provoke or annoy; to drive with a sharp stick.

C. Difference; lack of similarity or equality.

D. Acting like a dog.

**20. Advocate**

A. Weak and sluggish, lacking in energy or enthusiasm.

B. A person who speaks for or on behalf of someone, giving public support or recommendation.

C. To call on someone, or to quote or appeal to them

D. Ambiguous, two interpretations have equal voice or meaning

**21. *Form***

A. Conquer.

B. Turn.

C. Shape.

D. Break or burst.

**22. Monologue**

A. A long speech or dialogue by one person.

B. Having something added which makes it stronger.

C. Courage when in pain or bad times.

D. Irritable and quarrelsome, breaking into fights.

**23. Egress**

A. Going out or leaving a place.

B. A person who speaks for or on behalf of someone, giving public support or recommendation.

C. Ambiguous, two interpretations have equal voice or meaning.

D. To clear from accusation.

**24. *Pos, pon, posit***

A. To put or place.

B. Down, away from, remove.

C. Word, idea, reason.

D. Break.

**25. Recourse**

A. Causing sleep.

B. Isolation or separation; the state of being away from others in a sheltered or private place.

C. A muddy swamp; a situation characterised by no progress or activity.

D. A source of help; a way of dealing with a difficult situation.

**26. Nihilism**

A. A go-between; someone who settles disputes by acting as an impartial third party and helping both sides communicate.

B. Suitable or right, perfect for a particular situation or need.

C. The belief that nothing matters and life is pointless.

D. Massive or impressive; made from a single large block of stone.

**27. *Fract, frag***

A. To hurl or throw.

B. To break.

C. To hang or weigh.

D. To pull or drag.

**28. Coalesce**

A. A level; a rank of command or authority.

B. To imitate or copy, trying to do just as well or better.

C. To merge together, unite, or form into one.

D. Outstandingly bad; shocking; offensive.

**29. Proposition**

A. Asmall piece that’s broken off or separated from something.

B. Thebreaking of a rule or law.

C. Irritable and quarrelsome, breaking into fights.

D. To put forward an idea.

**30.*****Log***

A. Voice, to call.

B. Break or burst.

C. Name.

D. Word, idea, reason.

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1. Read the following sentences and annotate them as follows:

* Circle the verbs
* Underline the subjects
* Put a square around any coordinating conjunctions
* Put a squiggly line under any subordinating conjunctions
* After each sentence, write what type of sentence it is.

**NOTE:** In compound or complex sentences, make sure you identify BOTH subjects and BOTH verbs.

1. It wasn’t me who egged your car but I think I know who did it.

*Type of sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. A man may die, nations will rise and fall, yet ideas live on.

*Type of sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. The human brain never stops working until you stand up and try and speak in public.

*Type of sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. You had better take her to the hospital before she gets worse.

*Type of sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. Nobody wants to listen to that boring lecture about horticulture.

*Type of sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. The girls and boys were dancing at the party.

*Type of sentence: ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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2. Write a simple sentence:

3. Write a compound sentence:

4. Write a complex sentence:

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**SECTION TWO: PARODY**

1. What is a parody? How is it different from general comedy?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Explain what is being parodied in the image on the left. HINT: There is more than one thing.

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3. In the table below, list three of the key features of a parody and briefly explain what effect they are intended to have on the audience.

|  |  |
| --- | --- |
| Feature | Effect on audience |
| a) |  |
| b) |  |
| c) |  |

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**SECTION THREE: CHINESE CINDERELLA – STYLE & CULTURE**

1. Give a basic outline of the plot of *Chinese Cinderella.*

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2. List three of the main themes in *Chinese Cinderella*.

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3. An autobiography is subjective. Explain what this means and how it influences the descriptions of characters and events in the novel.

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4. Explain the importance or effect of the following components in a novel. **(NOTE: each answer here is worth 3 marks so you should aim to list 3 different points).**

|  |  |
| --- | --- |
| **Component** | **Importance or Effect** |
| Themes |  |
| Character |  |
| Setting |  |
| Writing style |  |

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5. Describe some differences between Chinese and Western culture that can be seen in *Chinese Cinderella*.

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6. Why is it valuable for us to study other cultures? On what basis should we judge other cultures? Consider personal and spiritual perspectives.

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**SECTION FOUR: INFORMATIVE TEXTS**

1. List three things you could look for to decide whether an internet source is reliable.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/6

2. The following sentences contain mistakes in academic language. Re-write them in formal language appropriate for an essay.

1. It’s stuff like this that makes technology super dangerous and like really unsafe for kids to use. They shouldn’t be sitting around staring at screens all day, it’s just bad for them.

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1. I believe that you can see from the evidence I have listed that the nutrients in leafy greens boost brain activity. This proves my point that healthy food improves mental health.

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3. Rephrase the following sentences, making them sound more academic by **nominalising**.

1. We lost the files so we couldn’t find the evidence we needed.

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1. Doctors assessed the patient and found two malignant tumours. They diagnosed her with lung cancer which means they will need to operate.

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4. What is the difference between a paraphrase and a summary?

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5. Read the paragraph below and **paraphrase** it in the lines below.

Wombats usually spend their days tucked away in their underground homes. However, they sometimes come out to sunbathe and warm up when the weather is cold. They spend their nights foraging for food, or digging new tunnels, entrances, or exits for their ever-expanding burrows. They are herbivores, so most of their time is spent grazing on native grasses. When threatened, a wombat will escape to the nearest burrow, where it can defend itself by crushing a predator’s head against the roof or wall of the burrow with its tough, thick-skinned backside. In the open, an adult wombat can usually hold its own against a single dog but can be overcome by a pair or a pack of dogs.

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6. Read the information below and **summarise** it on the lines beneath.

Seeing elite athletes like Simone Biles, Lionel Messi or LeBron James perform can leave us awestruck. People often refer to top performers as ‘prodigies’ or ‘naturals,’ suggesting they were born better at what they do. But the idea that people are born with special talents that they didn’t have to work for is a harmful myth. When we believe our skills are fixed at birth, we limit ourselves with thoughts like, “I could never do that” or “I’m just not good at this.” In almost every case, reaching an amazing level in any skill is about putting in thousands and thousands of hours of focused, hard work.

This isn’t to say genetics don’t matter at all. Everyone is born with a mix of physical and mental traits, and some of these might make us a little stronger in certain areas or weaker in others. But our environment has just as much, if not more, influence on who we become than our genes do. Innate characteristics don’t instantly create talent. Instead, they might give some people a slight head start when they’re beginning to learn a skill. What really makes someone excel is how much and how well they practice over time.

One reason that people put so much faith in the idea of ‘natural talent is because of famous prodigies, like Mozart, Picasso, or Tiger Woods, who appeared to pick up their skills extremely early or without any visible effort. It’s easy to look at them and think they had it in them from birth. But when you dig into their stories, you’ll find that they put in years of intense practice before they became great. Mozart, for example, started learning music before he was four years old. By the time he was fifteen, he’d been practicing for over a decade with the help of his father, who was also a well-known music teacher.

To challenge the idea of natural talent, scientists have studied skills that people often think of as ‘inborn’, like memory or perfect pitch (the ability to recognise a musical note without hearing a reference). In one study, college students practiced memorising random numbers. With an average of 250 hours of practice, they went from remembering 7 numbers to nearly 80. Another study trained kids to have “perfect pitch.” This ability has long been thought of as something you’re born with, but by the end of the study, all the kids had mastered it.

What does this tell us? It tells us that “gifts” aren’t handed out to a lucky few. Skills like these can be learned, built, and refined by anyone who is willing to put in the time and effort. Talent isn’t something you’re born with; it’s something you earn. So, don’t let the myth of “natural” talent hold you back. With practice, patience, and perseverance, you can get better at anything you set your mind to.

**Summary:**

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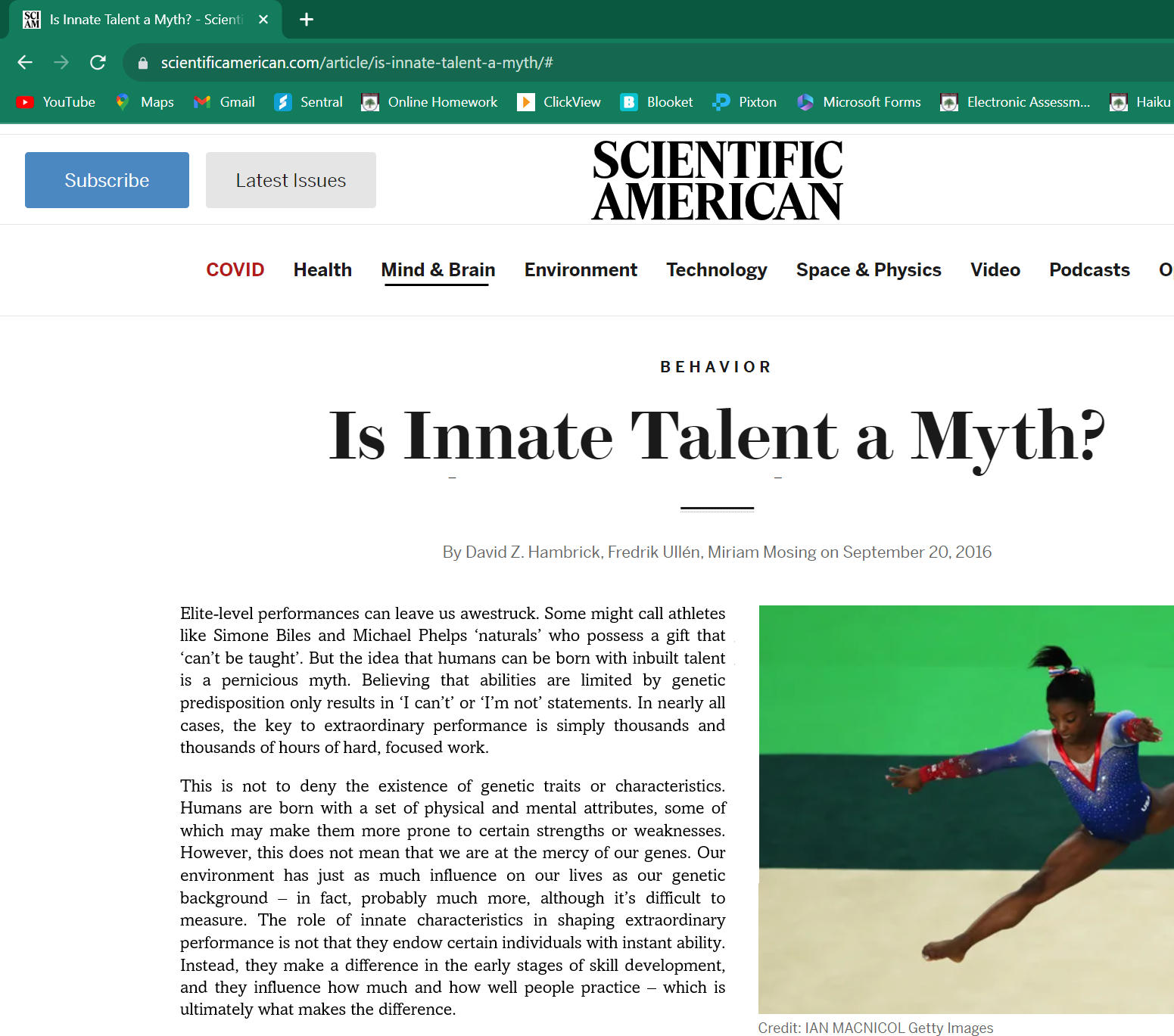
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7. Imagine that you are using the two online articles below as sources in an informative text. Use the table on the next page to help you cite these sources correctly in your bibliography and in-text referencing.





**🡨 Source 1:**

viewed 10 May 2022

**Source 2: 🡪**

viewed 9 July 2022

|  |  |  |
| --- | --- | --- |
| **Type of resource** | **Info needed** | **Example** |
| Website (with author) | Author’s last name (comma) first initial (NO comma) Year (comma) *Title of webpage in italics* (comma) URL (comma) date accessed | Crenshaw, M 2019, *Shoe Science*, http://famoushoesoftheworld.com, accessed 4 September 2019 |
| Website (no author) | Organisation or company name (NO comma) Year (comma) *Title of webpage in italics* (comma) URL (comma) date accessed | World Health Organization 2021, *WHO recommendations for routine immunization*, http://www.who.inmmunization/en, accessed 1 May 2021 |

**In-text referencing** (add the correct reference in the blanks)

Humans are born with genetic traits from their ancestors, but “the idea that humans can possess innate talents is a pernicious myth” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Scientific research including the study of the genetic backgrounds and early lives of many highly skilled individuals proves that “differences in early experiences, preferences, opportunities, habits, training and practice are the real determinants of excellence” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** /2

**Bibliography:**

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**SECTION FIVE: PERSUASIVE WRITING**

1. For the following six persuasive techniques, give a definition and an example.

|  |  |  |
| --- | --- | --- |
| **Technique** | **Meaning** | **Example** |
| Anaphora |  |  |
| Antimetabole |  |  |
| Hypophora |  |  |
| Metonymy |  |  |
| Extended metaphor |  |  |

/10

2. Read the persuasive speech below and label 5 persuasive techniques that have been used. /5

Imagine you’re building a house, brick by brick, each layer a foundation of your future. But instead of using solid bricks, you cheat – you use hollow ones, which are much lighter and easier to stack. Sooner or later, the house collapses. Cheating on schoolwork is like building a future on hollow bricks. It might look okay for a while, but eventually, it crumbles.

Cheating. Plagiarism. Using AI. Copying from a friend. They seem easy, right? They feel like shortcuts to get out of a tough assignment, a shortcut to dodge a failing grade, a shortcut to avoid hard work. But here’s the thing: shortcuts cut short your growth. You might pass a test, but you’ll fail yourself. Cheating feels tempting because it promises relief from stress, but it’s a false promise, an empty gift. It might make things easier for you in the short term, but in the long term, you’re making it harder for your future self. If you haven’t mastered the material, the next step will be twice as difficult. If you don’t understand the basic skills, you certainly won’t be able to understand the next, more complicated level. Every time you cheat, you tell yourself, “I don’t believe in my own ability.” You start to rely on shortcuts instead of strengthening your own skills. But, like a muscle, those skills weaken. You become less confident and less capable. You’ll have to either work twice as hard to catch up or be driven to cheat again. It’s a vicious cycle.

Think about the people you admire – artists, athletes, entrepreneurs. They didn’t succeed by taking shortcuts. They succeeded because they pushed through, made mistakes, tried again, and eventually triumphed. When you cheat, you miss out on that process of growth, and in missing out on that process, you miss out on the person you could become. Cheating doesn’t just impact your grades; it impacts your character, which is more valuable than any grade.

What’s worse, cheating doesn’t go away when high school ends. According to a 2020 study, cheating in small ways sets you up for a lifelong pattern of dishonesty. People who cheat in high school are more likely to cheat at university, more likely to cheat in their jobs, more likely to cheat in financial matters and more likely to cheat in relationships. Cheating forms habits that don’t go away. It’s a slippery slope, one bad habit leading to another until you lose sight of who you really are.

So, let me ask you: who do you want to be? Do you want to be someone who takes the easy way out? Or do you want to be proud of your hard work, own every success, and learn from every failure? True success comes not from cheating but from the grit and grind of honest effort. Instead of looking for shortcuts, find the strength to walk the path. Build your house brick by brick, layer by layer, knowing that every piece is solid and true. Remember: real success, real pride, real accomplishment, is never something you can cheat your way into.

3. Choose four persuasive techniques and explain what effect they have on the audience.

|  |  |
| --- | --- |
| **Persuasive Technique** | **Effect on audience** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

/4

4. In the table below, list three types of hooks and give an example of each.

|  |  |
| --- | --- |
| **Hook** | **Example** |
| 1. |  |
| 2. |  |
| 3. |  |

/6

5. What is modality? How is it used in persuasive writing?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. In the following list:

1. circle 3 words with HIGH modality
2. underline 3 words with LOW modality

must

may

would

unquestionably

potentially

has to

obviously

should

doubtful

never

totally

can

in all cases

apparently

impossible

could

/3

7. Explain the difference between a subjective and an objective claim. Which is more persuasive?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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8. Explain the difference between connotation and denotation.

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9. Read the following pairs of words and decide whether they have mostly positive or negative connotations. Put a “P” next to the word with POSITIVE connotations and “N” next to the word with NEGATIVE connotations. **(The first one has been done for you as an example)**

1. slim\_\_P\_\_\_

2. dirt cheap \_\_\_\_\_

3. old \_\_\_\_\_

4. use \_\_\_\_\_

5. chatterbox\_\_\_\_\_

6. determined \_\_\_\_\_

7. cunning \_\_\_\_\_

scrawny \_\_N\_\_\_

affordable \_\_\_\_\_

vintage \_\_\_\_\_

exploit \_\_\_\_\_

talkative\_\_\_\_\_

stubborn \_\_\_\_\_

clever \_\_\_\_\_

/3

10. Why are the connotations of words helpful in persuasive writing?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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11. In the table below, list the order of speakers in a debate and briefly outline what they should cover in their speech.

|  |  |
| --- | --- |
| **Who speaks** | **What they say** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |

/6

**TOTAL MARKS: /167**