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SKILLWORKS
SW3

AUSTRALIAN CURRICULUM EDITION

FORD // HAYWOOD

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AUSTRALIAN CURRICULUM EDITION

AMANDA FORD // ELIZABETH HAYWOOD

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ABOUT SKILLWORKS

Skillworks is a series of four homework activity books for the first four years of secondary school. It is designed to extend students' knowledge and skills in the areas of vocabulary, grammar, punctuation, spelling and comprehension consistent with Australian Curriculum guidelines.

The series highlights the vibrant multicultural society that is modern Australia and encourages awareness of the need for respect for others and an interest in different cultural beliefs. Ethical behaviour, environmental awareness and Australia's place in the world are other important values emphasised in the series.

Units have been designed to provide students with an insight into the history, political and legal systems of Australia, and activities are designed to encourage students to be critical consumers of information.

Each book is divided into units, with each unit organised around a particular theme, including multimodal texts. Each unit in *Skillworks 3* consists of three worksheets. The worksheets are detachable, making them easy to take home and easy to correct in class.

The worksheets include clear explanations of particular rules, followed by interesting and relevant exercises that challenge students to apply the rules. Revision exercises are included at regular intervals to improve students' retention of material.

The comprehension exercises gradually move beyond literal comprehension into the more advanced area of interpretation. Comprehension passages and other source materials have been placed in a separate section at the back of Books 3 and 4, and the relevant worksheets expanded. This allows for greater complexity of information at these levels in terms of source materials and the related exercises. Each worksheet includes an extension exercise, incorporating different modes of learning.

Answers are included in a tear-out section at the back of each book, and may be removed as required.

The themes in Book 1 deal with different aspects of life in a modern, multicultural Australia. The themes in Book 2 deal with subjects of interest to students at this year level, such as sport, pets and technology. The themes in Book 3 cover the arts and media, while Book 4 looks beyond school to the world of politics, the media and other important aspects of adult life.

The Australian Curriculum editions of *Skillworks* are accompanied by an obook for the first time. Each obook provides the complete *Skillworks* student workbook in an interactive format available anywhere, anytime, on any device. Students can fill in answers directly into the obook and use the built-in study tools. The built-in online assessment platform assess completes the obook. Each *Skillworks* unit has an accompanying test, available only through assess.

The *Skillworks* series is accompanied by a teacher obook that provides answers, tests, word lists, class and student record sheets and other useful information. The accompanying assess tool enables teachers to schedule tests, view class progress and results and create reports.

We hope that this series helps students learn the basics of English as painlessly (and thoroughly) as possible!

Amanda Ford and Elizabeth Haywood

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Amanda Ford and Elizabeth Haywood

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Worksheet 1: Extract from website www.allenandunwin.com, *The Happiest Refugee*, Anh Do, Allen & Unwin. **Worksheet 4:** *Log in, tune out: is technology driving us crazy?*, Jill Stark, *The Sydney Morning Herald*, October 14, 2012. **Worksheet 13:** *Dog owners on the leash*, editorial, *Herald Sun*, July 8, 2013. **Worksheet 16:** Extract from *National Reconciliation fact sheet*, Reconciliation Australia. **Worksheet 25:** *Plug in Judges*, Wes Hosking, *Herald Sun*, www.heraldsun.com.au. **Worksheet 34:** *Despicable Me 2* film review, Caris Bizacca, *The Cairns Post*, www.cairnspost.com.au

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Name: _____ Class: _____ Date: _____

Source material for this worksheet 'Book review: *The Happiest Refugee*' can be found on page 73.

1.1 Answer the following questions based on the book review of *The Happiest Refugee*.

a Where does Anh Do's family come from and how do they travel to Australia?

_____ /2

b List four dangers Anh Do and his family have to overcome on their boat trip.

_____ /4

c List three hardships Anh Do and his family endure after their arrival in Australia.

_____ /3

d The review mentions three positive things that helped Anh Do's family get through the difficulties of their new life in Australia. What are they?

_____ /3

e Why does Anh Do decide to become a comedian?

_____ /2

f How many awards does the book review state *The Happiest Refugee* has won?

LOOKING DEEPER

g What do you understand by the term 'make-do everything'?

_____ /2

h What does Australia mean to Anh Do and his family?

_____ /2

i How do you think the sacrifices Anh Do's mother made inspired him?

_____ /2

j Do you think he is serious when he gives his reason for becoming a comedian? Explain your response.

_____ /2

k Why do you think *The Happiest Refugee* has won so many awards?

/2 /25

1.2 Complete the cloze passage below with appropriate words from the following word list.

| | | | |
|-------------|------------|------------|----------|
| best-seller | first-hand | humour | plight |
| emerging | free | government | troubled |

There are many _____ stories about refugees who risk their lives
to come to a _____ country such as Australia. They come from many different
_____ countries and sometimes lose their lives on dangerous boat journeys.
The _____ has a difficult job in deciding how to treat the refugees when they
near our shores. Anh Do gives the reader a _____ account of the way it feels to
be a refugee as he describes his family's escape from Vietnam.

Anh Do's book has been a _____ because of his sense of
_____ and interesting way of telling stories. His story helps the reader
understand the _____ of refugees because it is written from their viewpoint
and introduces us to a great character.

/8

1.3 Match each idiomatic 'bookish' expression in the list below with its meaning.

- | | |
|---------------------------------|--|
| • to do something by the book | • a closed book |
| • to be in someone's good books | • someone who is an open book |
| • to bring to book | • to take a leaf out of someone's book |
| • to throw the book at someone | |

- a to copy someone _____
- b to punish someone severely, with the maximum penalty _____
- c to bring to account _____
- d to do something correctly _____
- e someone whose feelings are obvious _____
- f to be in favour with someone _____
- g incomprehensible, not knowable _____

/7

TOTAL /40

EXTENSION

Write a review of your favourite book, explaining what makes it special for you. Include a brief description of the plot and characters and discuss the theme (the idea behind the story). What makes this book so special? Then, in pairs, discuss your reviews and try to persuade your partner to read your favourite book.

Name: _____

Class: _____

Date: _____

Word list

| | | | | |
|--------------|------------|-----------|--------------|------------|
| alliteration | fables | genres | myths | similes |
| ballad | farce | irony | novellas | sonnet |
| clichés | flashbacks | metaphors | onomatopoeia | stereotype |

2.1

Choose a word from the word list to fill each space. You might need to change the form of the word to achieve correct subject–verb agreement. You may need to use a dictionary.

Just as a painter uses paint and canvas and a sculptor uses clay, a writer’s tools are words. A writer may make use of _____ and _____ to make their descriptions more vivid. Writers can also use words that imitate the sound the word is describing; this is known as _____. Sometimes writers string together groups of words that begin with the same consonant to create a particular effect. This is known as _____.

A writer may choose to write fiction or non-fiction, poetry, plays, novels, shorter novels (known as _____) or short stories. Novelists may write fantasies, romances, adventure stories, mysteries or science fiction. All these different forms of writing are known as _____.

Poets can choose different structures when they create their poetry. Two of the most well known are the _____, which tells a story and usually has a repetitive rhythm; and a _____, which has fourteen lines divided into three quatrains and concludes with a rhyming couplet.

Writers often employ the writing device of _____, which creates a difference between what the audience expects and what actually takes place. They may also use _____, which is a typical representation of a person or group, such as a nagging wife. Stories do not always unfold in a straightforward manner. Sometimes the writer will use _____ to loop back in time.

People have always felt the need to tell stories, as ancient _____ and _____ show. Above all, writers aim to be fresh and striking and avoid _____.

Similes

A simile is a figure of speech where a comparison is made between two things using the words ‘like’ and ‘as’ to create an effective image for the reader.

Her eyes sparkled **like** diamonds.

The word ‘like’ tells us that her eyes were not really diamonds, but they were sparkling in the manner of diamonds.

2.2 Choose words from the following list to complete the following common expressions.

| | | | | |
|-------|------|-------|---------|-------|
| snow | lion | daisy | silk | fox |
| pitch | back | ice | thieves | grass |

- | | | |
|------------------------------|--|--|
| a as cold as _____ | f as cunning as a _____ | <input type="text" value="/2"/> |
| b as white as _____ | g as green as _____ | <input type="text" value="/2"/> |
| c as smooth as _____ | h as brave as a _____ | <input type="text" value="/2"/> |
| d as black as _____ | i like water off a duck's _____ | <input type="text" value="/2"/> |
| e as fresh as a _____ | j as thick as _____ | <input type="text" value="/2"/> <input type="text" value="/10"/> |

Metaphors

Metaphors compare things by saying one thing *is* the other, without using the words 'like' or 'as'. They are a type of figurative language and are used for special effect.

You are **fishing** for compliments.

The example does not refer to actual fishing. It presents the image of someone throwing out hints in the manner of someone casting a fishing line.

2.3 Highlight the metaphor in each of the following sentences.

- | | |
|--|--|
| a The teacher was boiling with anger as she walked into the room. | <input type="checkbox"/> |
| b 'There's no need to snap my head off,' Harper said. | <input type="checkbox"/> |
| c The teacher was full of fire about the torn book. | <input type="checkbox"/> |
| d The students feared that heads would roll when she found the culprit. | <input type="checkbox"/> |
| e Harper protested that she wasn't the ringleader. | <input type="checkbox"/> |
| f The culprit stood up and saved the day for Harper. | <input type="checkbox"/> <input type="text" value="/6"/> |

2.4 Often characters in books are stereotypes; that is, they are predictable and typical of their kind. Match the following characters with their stereotype by placing the correct number in the middle column.

| | | | |
|---------------------------|----------------------|------------------------|--|
| a professor | <input type="text"/> | 1 a witch | <input type="text" value="/2"/> |
| an old woman | <input type="text"/> | 2 a jock | <input type="text" value="/2"/> |
| a large but kind man | <input type="text"/> | 3 sidekick | <input type="text" value="/2"/> |
| a male athlete | <input type="text"/> | 4 absent-minded | <input type="text" value="/2"/> |
| the companion of the hero | <input type="text"/> | 5 gentle giant | <input type="text" value="/2"/> <input type="text" value="/10"/> |

TOTAL

EXTENSION

Using your class list of favourite books from the worksheet 1 extension exercise, devise a quiz that matches books with their authors. Divide into teams and test each other on the authors.

Name: _____

Class: _____

Date: _____

3.1 Revise your knowledge of the parts of speech. Change each of the following nouns to adjectives.

- a allegory _____
- b autobiography _____
- c mystery _____
- d myth _____
- e irony _____

Change each of the following nouns to verbs.

- f publisher _____
- g reference _____
- h suspense _____
- i description _____
- j summary _____

 /10

Pronouns that take singular verbs

The following pronouns take singular verbs: everybody, each, everyone, anybody, no one, anyone, nobody.

Everyone **is** going to the library. Each student **is** borrowing a book.

3.2 Highlight the correct verb in each of the following sentences.

- a There will be a seat for everyone who (has/have) a ticket to the authors' discussion.
- b At the moment anyone (are/is) able to purchase a ticket.
- c Nobody (were/was) surprised by the number of seats available.
- d Everybody (is/are) asked to be on time.
- e Each of the authors (are/is) an expert in a particular genre.

 /5

Pronouns: First, second and third person

Sentences can be written in the first, second or third person.

| PERSON | SINGULAR PRONOUN | PLURAL PRONOUN |
|---|------------------|----------------|
| The <i>first person</i> is the person speaking. | I | we |
| The <i>second person</i> is the person spoken to. | you | you |
| The <i>third person</i> is the person spoken about. | he, she, it | they |

3.3 Rewrite each sentence according to the instructions.

- a I wanted to go to the book reading. (change to third person plural)
- b She wanted to go as well. (change to first person singular)
- c We had to run to catch the train. (change to second person singular)
- d I suggest planning ahead next time. (change to first person plural)
- e She would love to meet a writer. (change to third person plural)

Revision: Capital letters

Use capital letters:

- at the beginning of sentences
- at the beginning of names of particular people, places and things
- as the first letter when writing the days of the week, months of the year and names of special festivals, and when writing the main words in the titles of books and films.

3.4 Rewrite each sentence and insert capital letters where necessary.

- a i have just read the best book ever. it is called *the lord of the rings*.
- b he was going to the sydney book fair.
- c antonia bought tickets to john marsden's talk.
- d many of our books come from america, but *red dog* was a popular australian book and film.
- e i'm going to brisbane for the holidays with theo.

TOTAL

EXTENSION

Copy a paragraph from a book, leaving out the capital letters and punctuation marks. Ask a friend to replace them and discuss the results. Is the paragraph easier to understand with the capital letters? Do the punctuation marks make it easier to understand? What did this exercise teach you about the reasons for using punctuation marks?

Name: _____

Class: _____

Date: _____

Source material for this worksheet 'Log in, tune out: Is technology driving us crazy?' can be found on page 74.

4.1 Choose a word from the word list and match it to its correct meaning.

| | | | | |
|-------------|--------------------|----------------------|------------|------------|
| cacophony | digital native | frenetic | ironically | resilience |
| clickstream | digital revolution | interpersonal skills | meditation | voracious |

- a a loud, unpleasant mixture of sound _____
- b deep and quiet reflection _____
- c the skills of being able to relate to people _____
- d having an enormous appetite for an activity _____
- e someone who has used digital technology all their life _____
- f the ability to recover from a difficult situation _____
- g a series of mouse clicks made by a user when accessing the internet or social media _____
- h wildly excited, in a frenzy _____
- i an oddly contradictory situation _____
- j the advancement of technology leading to today's widespread use of digital technology _____ /10

4.2

- a The article lists three examples of our constant use of digital technology in our everyday lives. What are they?

_____ /3
- b Why are some experts worried about the effects of digital technology on the 'always on' generation?

_____ /2
- c Professor George Patton is worried that kids may be 'wired differently in the future' and may have difficulty with real relationships. Why does he think this could happen?

_____ /3
- d What are two suggested benefits of the internet?

_____ /2

e It is predicted that 80 per cent of the world's population will own a smartphone, tablet or laptop by 2015. Provide two examples of how this could change the way we relate to each other.

| |
|----|
| /3 |
|----|

f Why do you think that an app such as Smiling Mind has been created? What does the app offer to people?

| |
|----|
| /3 |
|----|

g What, according to Richard Chambers, is the aim of the mindfulness meditation?

| |
|----|
| /2 |
|----|

h After reading this article, what is your opinion? Do you think our brains are being affected by the constant exposure to electronic media? Give one reason for your answer.

| |
|----|
| /2 |
|----|

LOOKING DEEPER

i This article begins with a question: 'Could being plugged in to social media be rewiring kids' brains?' What is the article trying to persuade the reader?

| |
|----|
| /5 |
|----|

j Taylah Armitage's feedback about the mindfulness program is included to convey a teenager's response. Do you think that using a young person's response is an effective way to convince the reader of the value of the program? Do you think mindfulness programs could help a teenager break away from their dependence on electronic media?

| | |
|----|-----|
| /5 | /30 |
|----|-----|

| | |
|--------------|-----|
| TOTAL | /40 |
|--------------|-----|

EXTENSION

Have a class debate on the topic: 'Does being plugged in to social media cause young people to be anxious, depressed and lack interpersonal skills?' Choose three speakers for each side of the debate and decide on the main points to be argued. Write the speeches at home. Discuss the winning arguments and why they worked.

Name: _____

Class: _____

Date: _____

Verbosity

The term 'verbosity' comes from the Latin *verbosus*, meaning 'to use too many long words to express yourself'. Senders of SMS messages do the opposite – they try to use as few words and letters as possible to get the message across quickly. The abbreviations they use are also helpful when chatting on the internet.

5.1 Match each verbose statement with its simpler meaning by placing the correct number in the middle column.

| | | | |
|---|--|---|--------------------------|
| Cease and desist immediately! | | 1 You have fallen because you were running too fast. | <input type="checkbox"/> |
| Peruse this tome diligently. | | 2 This evil criminal must be imprisoned. | <input type="checkbox"/> |
| Your impetuous dash precipitated a gargantuan tumble. | | 3 They spoke angrily with each other. | <input type="checkbox"/> |
| They engaged in an incensed and indignant discussion. | | 4 Stop now! | <input type="checkbox"/> |
| Her antiquated visage was furrowed and ridged. | | 5 Read this book carefully. | <input type="checkbox"/> |
| This iniquitous felon must be incarcerated. | | 6 Her elderly face was wrinkled. | <input type="checkbox"/> |

/6

5.2 Here are some abbreviations used in text messages. New ones are created frequently and there will be many new ones by the time you do this. Write the meanings of the following abbreviations. Look online if you don't know them.

| | | |
|---------------|-------|--------------------------|
| a sup | _____ | <input type="checkbox"/> |
| b idk | _____ | <input type="checkbox"/> |
| c YOLO | _____ | <input type="checkbox"/> |
| d wut | _____ | <input type="checkbox"/> |
| e ttyl | _____ | <input type="checkbox"/> |
| f brb | _____ | <input type="checkbox"/> |
| g lol | _____ | <input type="checkbox"/> |
| h bff | _____ | <input type="checkbox"/> |
| i btw | _____ | <input type="checkbox"/> |
| j imho | _____ | <input type="checkbox"/> |
| k B4N | _____ | <input type="checkbox"/> |
| l CU | _____ | <input type="checkbox"/> |
| m 4eva | _____ | <input type="checkbox"/> |
| n MYOB | _____ | <input type="checkbox"/> |

/14

Prefixes

A prefix is a group of letters placed at the beginning of a word that affects its meaning. In the word 'unbelievable', the prefix 'un-' changes the words meaning to give us the opposite of 'believable'.

The prefix 'inter-' comes from a Latin word and means 'between' or 'among'.

'intercontinental' means 'between continents'

5.3 Match each 'inter' word with its meaning.

| | | | | |
|-----------|-------------|---------------|--------------|---------------|
| interact | intercity | intergalactic | intermediate | interpersonal |
| intercept | interdental | interject | internet | interview |

- a between cities _____
- b to act on each other _____
- c to interrupt a conversation _____
- d relations between people _____
- e a computer-based information network _____
- f between galaxies _____
- g between two points or stages _____
- h to come between, seize _____
- i structured conversation, often face-to-face _____
- j between the teeth _____ /10

5.4 Use the words in exercise 5.3 to complete each sentence with the most appropriate word.

- a The new smartphone was at an _____ stage – it was ready to be trialled
but not ready for sale.
- b The _____ is the most popular source of information globally.
- c The talkback radio announcer was forced to _____ in order to prevent a caller
from compromising a court case.
- d The employment agency specialised in _____ relations.
- e The police had to _____ the suspicious package before it reached the
politician.
- f These two chemicals will _____ and cause an explosion.
- g The new computer game was about _____ warfare.
- h Liu had _____ decay, but he refused to go to the dentist.
- i Soon after she applied for the IT job, Meilin was asked to go for an _____.
- j The _____ train travels from Melbourne to Sydney. /10

TOTAL /40

EXTENSION

Write a text message to a friend, using abbreviations, suggesting a trip to the movies. Now write a letter to your grandmother or aunt thanking her for a gift. How are the two messages different in language? Write a short explanation of the differences.

- h They were forced to draw back from the edge of the fire. (make a sketch/retreat)
- i He was not cut out for life behind a desk. (not suited to/perfectly suited to)
- j Josie felt really let down when she didn't get an invitation to the party. (happy/disappointed) /10

6.3 The following sentences all contain idioms, which are in italics. At the end of each sentence, write out the preposition that the idiom contains.

- a The CEO of the computer company *passed away* last year. _____
- b What do these letters *stand for*? _____
- c Marco was really *taken in* by the salesman. _____
- d You should *stick by* your friends. _____
- e Don't be tempted to *throw in* the towel when things get tough. _____
- f How many components can the factory *turn out* in a day? _____
- g You need to *work off* some of that anger. _____
- h The students were really *run down* at the end of the year. _____
- i She could *see through* his charming exterior. _____
- j I think I'm going to *pass out*. _____ /10

The apostrophe

One important use of the apostrophe is to show possession.

the speed of the modem → the modem's speed

6.4 Rewrite these phrases using apostrophes.

- a the ringtone of the phone _____
- b the sparking of the leads _____
- c the intricacy of the motherboard _____
- d the beauty of the design _____
- e the noise of the printers _____
- f the laughter of the children _____
- g the clicking of the keyboards _____
- h the anger of the teacher _____
- i the fun of the new games _____
- j the screams of the audience _____ /10

TOTAL /40

EXTENSION

Different social groups use different idioms. Make a list of five common idioms used by your social group and give their meanings. Do the same for a group of adults, such as your parents. How do the lists differ? What is your explanation for the differences?

Name: _____

Class: _____

Date: _____

Source material for this worksheet, 'Clancy of The Overflow', can be found on page 75.

7.1 The following words and expressions are taken from the poem 'Clancy of The Overflow' which was first published in 1889. Work out the context of the words and match each with its meaning.

| | | | | |
|-------|----------|--------|---------|----------|
| daunt | drover | foetid | on spec | verbatim |
| dingy | fiendish | lowing | pallid | wondrous |

- | | | |
|---|--|--|
| a someone who drives cattle or sheep over long distances _____ | f sound made by cattle _____ | <input type="text" value="/2"/> |
| b marvellous _____ | g make fearful _____ | <input type="text" value="/2"/> |
| c speculating, hoping _____ | h pale _____ | <input type="text" value="/2"/> |
| d dark, dull _____ | i in exactly the same words _____ | <input type="text" value="/2"/> |
| e stinking _____ | j devilish _____ | <input type="text" value="/2"/> <input type="text" value="/10"/> |

7.2 Answer the following questions based on 'Clancy of The Overflow'.

- a** Why did the writer address the letter to 'Clancy, of The Overflow'?
- _____
- b** The answer looked as though it had been written by a 'thumb-nail dipped in tar'. What does this mean?
- _____
- c** 'Clancy's gone to Queensland droving, and we don't know where he are.' What does the grammar in this line suggest?
- _____
- d** Where is the writer sitting?
- _____
- e** How are the gutter children speaking?
- _____
- f** What is the 'round eternal of the cash-book and the journal'?
- _____

LOOKING DEEPER

g This poem is about life in the Australian bush in the late nineteenth century. Why do you think the poem has remained popular for over a century?

- h The language in this poem is from a time long past. Is it easy to follow? Give reasons for your answer.

| | |
|----|-----|
| /2 | /20 |
|----|-----|

Rhyme

In ‘Clancy of The Overflow’, rhyme is an important technique that sweeps the listener up into the narrative. The first and third lines of each stanza (verse) have an *internal rhyme*; that is, there are words (shown in bold below) within the lines that rhyme with each other. The words at the end of lines two and four of each verse also rhyme.

- 1 I had written him a **letter** which I had, for want of **better**
- 2 Knowledge, sent to where I met him down the Lachlan, years **ago**;
- 3 He was shearing when I **knew him**, so I sent the letter **to him**
- 4 Just on spec, addressed as follows, ‘Clancy, of The **Overflow.**’

7.3 Highlight the two words that rhyme with each other in each line from the poem.

- a ‘And he sees the vision splendid of the sunlit plains extended’

- b ‘And the language uninviting of the gutter children fighting’

List the words that rhyme with each other at the end of lines 2 and 4 in the following stanzas.

- c verse two _____

- d verse four _____

| |
|----|
| /4 |
|----|

Structure

Poems can be structured in many different ways, which is reflected in the selection of language, line length, rhyme schemes and rhythm. ‘Clancy of The Overflow’ has a clear linear development – the story unfolds in a distinct order. The first stanza sets up the story in a conversational manner, with the narrator telling the reader about a letter he sent to Clancy. The following stanzas continue the story, which moves from the bush to the city.

7.4 In your own words, describe the main point of the following stanzas.

- a Stanza 3 _____

- b Stanza 5 _____

- c Stanza 8 _____

- d How effective do you find the structure of this poem?

| | |
|----|----|
| /2 | /6 |
|----|----|

| | |
|--------------|-----|
| TOTAL | /40 |
|--------------|-----|

EXTENSION

Although this poem is well over one hundred years old, its sentiments are still valid. Many people want to leave the city for the freedom and beauty of the bush. Write your own rhyming poem about someone’s desire to move to the country. Decide where the rhyming words will be placed. You could also include an internal rhyming scheme.

Name: _____

Class: _____

Date: _____

Word list

| | | | | |
|--------------|----------|-----------------|--------|--------|
| alliteration | doggerel | metaphor | rhyme | sonnet |
| allusion | elegy | onomatopoeia | rhythm | symbol |
| ballad | haiku | parody | satire | theme |
| blank verse | imagery | personification | simile | tone |

Poetic devices

Poets use special patterns and techniques of language to create particular effects.

- **Rhyme** takes place when the endings of two or more words have similar sounds – for example, ‘sorrow’ and ‘tomorrow’. In poetry, the rhyming words are often at the ends of the lines. Rhyme can also help create the rhythm of a poem.
- **Rhythm** refers to the beat or pattern of stresses in a poem or a piece of music. It helps create the mood and sense of movement.
- **Alliteration** is a device in which the poet situates words that share the same initial consonant close together in a line for poetic effect– for example, ‘the white foam flew’; ‘they sat in sullen silence’.
- **Onomatopoeia** refers to the formation of words that imitate the sounds they describe. Some examples are ‘quack’, ‘cackle’ and ‘click’.

8.1

Below are some examples of the use of poetic devices. Highlight the correct definition for each one.

- a And the highwayman came riding – / Riding – riding – /
The highwayman came riding, up to the old inn-door.’ (Alfred Noyes) rhyme/rhythm
- b ‘Willows whiten, aspens quiver, /Little breezes duck and shiver’
(Alfred, Lord Tennyson) rhyme/rhythm
- c ‘only the stuttering rifle’s rapid rattle’ (Wilfred Owen) alliteration/onomatopoeia
- d ‘the crack of the rifle’ alliteration/onomatopoeia
- e ‘Doubting, dreaming dreams no mortal ever dared to dream
before’ (Edgar Allen Poe) onomatopoeia/alliteration
- f It shushes/It hushes/The loudness in the road.
(Gwendolyn Brooks) onomatopoeia/alliteration /6

8.2

Revise your knowledge of similes and metaphors by highlighting the correct name for each of the following figures of speech.

- a as sleek as a seal simile/metaphor d to turn a blind eye simile/metaphor /2
- b like a bull in a china shop simile/metaphor e as white as snow simile/metaphor /2
- c the long arm of the law simile/metaphor f to blow your top simile/metaphor /2 /6

Forms of poetry

- An **elegy** is a sorrowful poem for the dead.
- A **ballad** is a poem or song that tells a story.
- **Blank verse** is poetry that does not rhyme but still has clear rhythmic qualities.
- **Doggerel** is poor or trivial verse that is not highly regarded.

8.3 Highlight the correct answer from the choice in brackets.

- a A song that tells us about the life of Ned Kelly would be (a ballad/an elegy). /2
- b A poem lamenting and mourning the death of Ned Kelly would be (a ballad/an elegy) /2
- c Some people do not think (blank verse/doggerel) is real poetry because it does not rhyme. /2
- d A good poet should not be guilty of writing (blank verse/doggerel). /2 /8

Clichés

A cliché is a phrase that has lost its original power because it has been used too often. It can be a sign of a lazy speaker or writer. Clichés are often idioms that have been overused.

8.4 Match each cliché below with its meaning by placing the correct number in the middle column.

| | | | |
|--------------------------------|--|--|------------------------------|
| a storm in a teacup | | 1 receiving no news means that nothing bad has happened | <input type="checkbox"/> |
| easy come, easy go | | 2 difficult to accept | <input type="checkbox"/> |
| no news is good news | | 3 my wife or husband | <input type="checkbox"/> |
| too many cooks spoil the broth | | 4 she has the experience | <input type="checkbox"/> |
| my better half | | 5 a few people generally do a better job than many people | <input type="checkbox"/> |
| you're skating on thin ice | | 6 to take a stand | <input type="checkbox"/> |
| to put your foot down | | 7 a happy conclusion | <input type="checkbox"/> |
| a bitter pill to swallow | | 8 it will disappear as quickly as it came | <input type="checkbox"/> |
| a fairytale ending | | 9 a small problem that has been exaggerated | <input type="checkbox"/> |
| she has the runs on the board | | 10 you're about to get into trouble | <input type="checkbox"/> /10 |

8.5 Use the word list at the start of this worksheet to help you unscramble the following words that relate to poetry.

- | | | |
|----------------|----------------------|--|
| a lisemi _____ | f yelge _____ | <input type="checkbox"/> /2 |
| b dablla _____ | g ggoldeer _____ | <input type="checkbox"/> /2 |
| c tesonn _____ | h adyrop _____ | <input type="checkbox"/> /2 |
| d ukhia _____ | i llitaaerntio _____ | <input type="checkbox"/> /2 |
| e myrhth _____ | j rimayge _____ | <input type="checkbox"/> /2 <input type="checkbox"/> /10 |

TOTAL /40

EXTENSION

Write a poem on a topic of your choice in the form of elegy, ballad, doggerel or blank verse. Briefly explain why you chose that particular form for your topic.

Name: _____

Class: _____

Date: _____

Source material for this worksheet 'All the world's a stage' can be found on page 76.

9.1

a Below are the seven ages of man that Shakespeare refers to in 'All the world's a stage'. Number them in the order in which they appear in the extract.

- ___ early old age ('With spectacles on nose and pouch on side')
- ___ the soldier ('sudden and quick in quarrel')
- ___ old age ('second childishness')
- ___ the infant ('Mewling and puking')
- ___ the lover ('with a woeful ballad/Made to his mistress' eyebrow')
- ___ the judge ('With eyes severe')
- ___ the whining schoolboy ('creeping like snail/Unwillingly to school')

b Shakespeare lived in the sixteenth century. Do you think the seven phases of life are the same in the twenty-first century? Give two reasons for your answer.

Syllables

Most of the lines in 'All the world's a stage' have 10 syllables. They are in five pairs – one unstressed and one stressed in each pair. This is called **iambic pentameter**. *Pent* means five, so a line of iambic pentameter consists of five sets of unstressed syllables followed by stressed syllables.

'With/**e**yes/**s**e/**v**ere/**a**nd/**b**eard/**o**f/**f**or/**m**al/**c**ut/.'

When you read this aloud you will notice that every second syllable is stressed. The bold letters are the stressed syllables.

9.2

Mark the syllables in the following lines with a forward slash (/) and highlight the stressed syllables.

- a** 'And one man in his time plays many parts,' **c** 'With spectacles on nose and pouch on side,'
- b** 'In fair round belly with good capon lined,' **d** 'That ends this strange eventful history,'

9.3

Which adjectives are used with these nouns in 'All the world's a stage'?

- a** _____ schoolboy **d** _____ morning face
- b** _____ oaths **e** _____ oblivion
- c** _____ hose

9.4 *Sans* means 'without' in French. It is pronounced *sons*, which rhymes with *dons*. Name the three things the old man in 'All the world's a stage' is without.

/3

9.5

a State whether the following figures of speech, taken from the extract 'All the World's a Stage', are similes or metaphors. Refer to worksheet 2 if you need to refresh your memory.

- i** 'creeping like snail' _____
- ii** 'Sighing like furnace' _____
- iii** 'All the world's a stage' _____
- iv** 'bearded like the pard' _____
- v** 'the cannon's mouth' _____

b How effective did you find Shakespeare's use of such unusual and original figures of speech? Explain your response. Some of them have since become clichés, but they were fresh at the time of writing.

 /2

c Which one did you find most interesting? Why?

 /2 /12

Revision: Abstract nouns

Abstract nouns name things we cannot see, hear or touch.

honour justice courage knowledge fear love hunger

9.6 Complete each sentence by adding an abstract noun.

- a** to be tolerant is to have _____
- b** to conclude is to come to a _____
- c** to imagine is to use your _____
- d** to look amazed is to show _____
- e** to be satisfied is to have _____ /5

TOTAL /40

EXTENSION

Make up your own poem of about ten lines describing one or more 'ages' of people today. Try to use ten syllables per line and include some appropriate adjectives. Avoid clichés!

Name: _____

Class: _____

Date: _____

Source material for this worksheet, 'Race to Dakar', can be found on page 77.

- 10.1** The following words have been taken from the review of the television show 'Race to Dakar'. Match each word with its meaning by placing the correct number in the middle column.

| | | | |
|------------|--|--|--------------------------|
| endure | | 1 sulky | <input type="checkbox"/> |
| ludicrous | | 2 withstand, persevere | <input type="checkbox"/> |
| cliché | | 3 wild, untamed | <input type="checkbox"/> |
| petulant | | 4 insane | <input type="checkbox"/> |
| brazen | | 5 endorsement on passport to allow entry to a country | <input type="checkbox"/> |
| deranged | | 6 meeting | <input type="checkbox"/> |
| narrator | | 7 well-worn phrase | <input type="checkbox"/> |
| visa | | 8 organisational | <input type="checkbox"/> |
| rendezvous | | 9 ridiculous | <input type="checkbox"/> |
| logistical | | 10 make up | <input type="checkbox"/> |
| fabricate | | 11 cheeky | <input type="checkbox"/> |
| feral | | 12 story teller | <input type="checkbox"/> |

/12

- 10.2** Complete the following sentences using information from the review of 'Race to Dakar'.

- a The Dakar Rally is regarded as the most _____ in the world.
- b The rally covers _____ kilometres and crosses the _____ desert.
- c Only _____ per cent of drivers finish.
- d Charley Boorman's previous motorcycling film was entitled _____.
- e Boorman fails to finish the practice races in _____.

/2

/6

- 10.3** Answer to each question, based on the review of 'Race to Dakar'.

- a Why does the reviewer suggest that the Dakar Rally is for 'crazy people'?

- b What effect might the unsealed roads have on safety?

- c What sort of person does Charley seem to be, according to the reviewer?

- d What percentage of competitors actually finishes? What does this tell us about the race?

- e Why does the reviewer think Charley makes the show great viewing?

LOOKING DEEPER

f 'So many near disasters ... can't all be fabricated.' What does this mean?

g The reviewer suggests that 'Race to Dakar' is a 'comedy of errors'? What does this mean?

h What is an anti-hero?

i In what ways do you think Charley might be described as an anti-hero?

 /2 /10

'Imply' and 'infer'

To imply something is to suggest it in a subtle or indirect way – that is, to suggest something without really saying it.

The writer of this review **implies** that the personality of Charley Boorman makes the show worth watching.

To infer something is to come to a conclusion using information and reasoning.

If the Dakar Rally is as torturous as the writer Natalie Craig suggests, we can **infer** that it was a difficult television series to make.

10.4 Highlight the correct word from the pair in brackets in each of the following sentences.

a By the number of reality shows on television these days, we can (infer/imply) that they are popular.

 /2

b The critic (infers/implies) that the television series is boring, but doesn't actually say so.

 /2

c When you asked me whether I was going to the hairdresser before I appeared on the reality show, were you trying to (infer/imply) that my hair was a mess?

 /2 /6

10.5 What is being implied in the following statement from the review of 'Race to Dakar'?

a 'There are so many near disasters they can't all be fabricated'.

 /3

b What can be **inferred** about Charley's success in the rally if he is as lazy as the reviewer suggests?

 /3 /6

TOTAL /40

EXTENSION

'Race to Dakar' was aimed at an audience of older people who are interested in car rallies, travel and humour. What sort of program might appeal to teenagers? Write a short outline of about 150 words about a new show for teenagers. Present your idea to the class and discuss its chances of success.

Name: _____

Class: _____

Date: _____

Word list

| | | | | |
|------------------|--------------------|-------------|--------------|---------------|
| adaptation | contemporary drama | lacklustre | period drama | reality |
| audition | documentary | lampoon | pilot | retrospective |
| black comedy | dramatisation | miniseries | potboiler | spin-off |
| cameo appearance | infotainment | penultimate | ratings | telemovie |

11.1 Fill each space below with the correct word or phrase from the word list.

- a A _____ television show films people’s actual daily lives.
- b An _____ show hides its educational purpose because it has an entertaining format.
- c A trial episode of a proposed new television series is called a _____.
- d A show that has been adapted from a book is known as an _____.
- e A _____ has its characters and episode plots set in the past.
- f A _____ is a comedy about a serious issue, such as death or illness.
- g A _____ is set in the present time with contemporary themes.
- h A _____ is an inferior drama, made simply for financial gain.
- i Some comedy shows _____ (make fun of) politicians and other famous figures.
- j A _____ is a secondary show that is based on a character(s) from a popular original show.
- k a test to see whether a performer is suitable for a job _____.
- l a fictional re-enactment of an event that actually took place (e.g. a crime) _____.
- m second last _____.
- n determining the popularity of a television show by surveying the number of viewers _____.
- o a looking back at past events _____.
- p a small part in a film taken by a famous actor _____.
- q weak, inadequate, lacking brilliance _____.
- r a movie made especially for television _____.
- s a film or program documenting (giving an account of) a past or current event _____.
- t a television drama that is shown in a limited number of episodes _____.

/20

Word origins: ‘tele-’

The prefix ‘tele-’ comes from the Greek and means ‘distant’ or ‘afar’.

11.2 Complete the ‘tele-’ words below with the help of the definitions that follow. Then find the words in the wordsearch.

- a communication over a distance using cable and satellite _____
- b the device next to a television camera that prompts a performer _____

- c communication between minds by some means other than normal senses _____
- d an optical instrument for making distant objects appear closer and larger _____
- e transmits sound or speed over a distance _____
- f broadcasts images over long distances _____
- g a long-distance lens used in photography _____
- h a lengthy television program aired to support a charity or cause _____

N N I R E T T C A T N O A V N F T
 O O E F W E N E E O E Y T E T R L
 I H B E V P L L I B I E T A T E I
 T T C M U D E S O R W Y O F I T I
 A E E B Y S I Y E E T E N E A P I
 C L M L C V L S M S B P O T V M E
 I E T O E T E L E P H O N E O O I
 N T P L T P H O E T L O O L T R Y
 U E E G C B H E A Q R E E E N P C
 M T R T N T Y O S O E N R P L E E
 M E Y S O C R H T M A T N A I L F
 O H F W I A S F G O S C O T P E T
 C H E S N S U A O N W I U H C T E
 E T G O A O I V F L L F U Y R G U
 L R N S E C S E U M N G N P S H I
 E N E E H A I I E E E E C V G P O
 T N I A G O T S H F O O T R I E T

/8

11.3 Television reviewers give positive or negative criticism of programs. Categorise the following list of words according to whether each is a word of praise or condemnation.

| | | | |
|-------------|------------|------------|------------|
| appalling | phenomenal | abysmal | first-rate |
| sensational | superb | disastrous | offensive |
| atrocious | impressive | lacklustre | sparkling |

| WORDS OF PRAISE | WORDS OF CONDEMNATION | | |
|-----------------|-----------------------|--------------------------|-----|
| | | <input type="checkbox"/> | /2 |
| | | <input type="checkbox"/> | /12 |
| TOTAL | | <input type="checkbox"/> | /40 |

EXTENSION

This activity can be done in with a partner or in groups. Find two reviews of a new television program. One review is to have a favourable response to it; the other is to be negative. Give examples of the negative and positive language used in each review. Which review did you find most satisfactory? Why?

Name: _____

Class: _____

Date: _____

Dashes

A dash (–) marks a break in a sentence. It can also be used:

- to enclose extra information instead of using brackets or commas

This film – the latest in the series – is the best by far.

- to emphasise, repeat or explain an idea

She looked at the television – a television that had broken down.

- to indicate interruptions or breaks in speech

‘I – I – I would like to leave the room, please,’ said the desperate little boy.

- to show that a speaker has been interrupted

‘Get back here at once, or I’ll –’

- to note a change of tone or thought.

I bought a new pair of shoes – I just couldn’t help myself.

12.1 Place a forward slash (/) to show where a dash should be included in each of these sentences.

- a It was rumoured that the show was to be axed a decision that was final.
- b The actor disliked everything about the script the sloppy language, the lack of story and the pathetic characters.
- c I can tell you this you will never hear from me again.
- d She remembered there was a similar series she couldn’t remember its title.
- e Computers, digital cameras and mobile phones all these are products of the technological age.
- f All of my schoolwork essays, tests, notes and reports was lost when the power failed.
- g John Waters a very experienced local actor is not seen on TV very much these days.
- h The present run of home renovation shows some say they cause terrible accidents among do-it-yourself builders is sure to come to an end soon. /8

Antonyms

An antonym is a word that has the opposite meaning to another word.

unexciting is the antonym of **exciting**

Sometimes antonyms are formed by adding a prefix (happy/*un*happy) but often the antonym is a completely different word with an opposite meaning.

poor is an antonym of **rich**

12.2 Write the antonyms of the following adjectives.

- a possible _____ e regular _____ /2
- b visible _____ f honest _____ /2
- c exciting _____ g definite _____ /2
- d legal _____ h responsible _____ /2

| | | | | | | |
|---|-----------------|---|-------------|----------------------|----------------------|-----|
| i | conscious _____ | m | cheap _____ | <input type="text"/> | <input type="text"/> | /2 |
| j | literate _____ | n | early _____ | <input type="text"/> | <input type="text"/> | /2 |
| k | wide _____ | o | rough _____ | <input type="text"/> | <input type="text"/> | /2 |
| l | near _____ | | | <input type="text"/> | <input type="text"/> | /15 |

12.3 Change the meaning of the following sentences by replacing each of the words in bold with an appropriate antonym.

- a The Dakar Rally is a very **dangerous** _____ car rally.
- b Charley Boorman is a **lazy** _____ person.
- c Charley is very **unfit** _____ as well.
- d He seems certain to **fail** _____.
- e The story is a **straightforward** _____ adventure story.
- f The new film is a **comedy** _____.
- g The roads across the Sahara are very **rough** _____.

Adjectives of degree

Positive, comparative and superlative adjectives are called adjectives of degree, and are used to make comparisons.

- Positive adjectives describe only one person or object: 'hot'.
- Comparative adjectives compare two people or objects: 'hotter'.
- Superlative adjectives compare more than two people or objects: 'hottest'.

12.4 Complete the table by inserting the correct adjective into each space.

| | POSITIVE | COMPARATIVE | SUPERLATIVE | |
|---|-----------|------------------|------------------|----------------------|
| a | much | more | | <input type="text"/> |
| b | | less | least | <input type="text"/> |
| c | bad | | worst | <input type="text"/> |
| d | happy | | happiest | <input type="text"/> |
| e | | faster | fastest | <input type="text"/> |
| f | | more interesting | most interesting | <input type="text"/> |
| g | beautiful | | most beautiful | <input type="text"/> |
| h | | brighter | brightest | <input type="text"/> |
| i | high | higher | | <input type="text"/> |
| j | | more unusual | most unusual | <input type="text"/> |

TOTAL /40

EXTENSION

The reviewer of 'Race to Dakar' has written a lively piece using interesting and unexpected words (such as lunatics, lazy, whinging, petulant, deranged, feral) to create a clear image for the reader. Write a review of a television show you know well, and include as many vivid and unusual descriptive words as you can. Ask another student to read it and comment on its effectiveness.

Name:

Class:

Date:

Source material for this worksheet, 'Dog owners on the leash', can be found on page 78.

13.1 'Dog owners on the leash' is an editorial from the *Herald Sun*. An editorial gives a newspaper's view on a current news event, in this case the proposal to bring in tougher laws for dangerous dogs in Victoria.

a The editorial begins with a statement of opinion. What is this opinion?

b What is the problem with labelling specific dog breeds as dangerous?

c 'These laws have teeth'. Explain this metaphor.

d Why might children under the age of five years be at greatest risk of dog attack?

e What percentage of dog attacks happen at home?

f What sort of people, according to the editorial, have resisted the changes to the laws?

g The final sentence echoes the headline of this article. It is a pun. Explain how the words have been used to suggest two different meanings.

h What is the main point of this editorial?

LOOKING DEEPER

i Why do you think the number of dog attacks seems to be increasing?

j Suggest three new laws that you think would help prevent dog attacks.

13.2 Below are some responses to the proposed changes to the dog laws.

This is an excellent idea. Irresponsible owners should never be allowed to own a dog. – *Max*

Not fair! What if your Chihuahua nips an annoying child! These laws could get out of hand. – *Li'l Abner*

I own an American Staffordshire Terrier. He is the sweetest dog in the world and wouldn't hurt a fly. It is terrible to suggest that a dog is vicious just because of the way it looks. – *Marina*

My dear little dog Topsy was mauled to death by a large mixed-breed dog. Let's hope the new laws keep deadly dangerous dogs off the street. – *Ethel*

The sort of people who own vicious dogs wouldn't pay any attention to the laws anyway. – *Taj*

Dog owners should have to pass a test on responsible ownership before getting a dog. – *Denise*

a Would you describe the tone of Max's response as reasonable or exaggerated?

b Would you describe the tone of Li'l Abner's response as indignant or calm?

c Which two groups of words or phrases suggest that Li'l Abner has an extreme view? /2

d What is Marina's main point about dangerous dogs?

e Ethel is very upset. Suggest three phrases she uses that show how she feels. /3

f Taj takes a more pessimistic view. What is his point?

g Denise makes a reasonable point. Why might her idea fail?

h Which comment did you find most persuasive: the editorial or one of the responses? Explain your answer, and comment on the actual language you found most persuasive. /5 /15

TOTAL /40

EXTENSION

Write a letter to the editor of a newspaper giving your opinion on the proposed new dog laws. You might choose to write from the point of view of a dog owner or of someone who is afraid of dogs. Use language appropriate to the person you pretend to be.

Name: _____

Class: _____

Date: _____

Source material for this worksheet, 'Newspaper items: A glossary' can be found on page 79.

14.1 Fill the spaces below using words from the newspaper items glossary.

- a A news item that relies on a photograph to tell the story is known as a _____
- b You should look in the _____ to find out the name of your friend's new baby.
- c If you have a strong opinion on an issue you should write a _____
- d A cartoon that mocks the prime minister is called a _____
- e To find out how your shares are going, you need to look at the _____
- f A journalist who is a mother might write an _____ on new provisions for maternity leave.
- g _____ are generally more difficult than simple, straightforward crosswords.
- h The opinion of the editor and/or senior journalists can be found in the _____
- i Newspapers need _____ to help pay for their production costs.
- j To find out what is happening in the Middle East, you will need to find a _____ /10

14.2 Using words from the newspaper items glossary, name the type of item each of the following headlines would represent.

MAN FALLS DOWN POTHOLE IN HIGH STREET → local news report

- a Political Chaos in Eastern Europe _____
- b Buy Your New Holden at Smith's Motors _____
- c Football Ground Under Water – Game Cancelled _____
- d New TV Show a Hit _____
- e It's a Boy! Welcome Christos Anastasiades! _____
- f Mining Shares Down _____
- g Australian Prime Minister Visits Disaster Site _____
- h Comics: page 51 _____
- i 6 pm Monday SBS World News _____
- j Neighbourhood Shop To Close _____ /10

14.3 Newspapers are rapidly becoming available in digital format, and the circulation of hardcopy newspapers is dropping. The vocabulary used to describe the layout is also changing because the digital newspapers are different from the hardcopy newspapers.

These phrases describe some layout details for a digital newspaper. Match each with its definition.

sidebar and header banners navigation menu tabbed content areas colour schemes

- a Advertisements are placed in _____
- b The _____ may be found on the left sidebar for easy navigation.
- c _____ show different content and links for easy navigation.
- d The _____ are important for readability. They are using dark-coloured print on a light background. /4

14.4 Explain each of these advantages of digital newspapers compared with hardcopy newspapers.

- a constant updates /2
- b speed of navigation /2
- c printing paper /6

14.5 Highlight the correctly spelt word out of the following pairs.

- | | | |
|------------------------------|-------------------------|---|
| a artical/article | f publisher/publihor | <input type="checkbox"/> /2 |
| b opinoin/opinion | g photograph/photagraph | <input type="checkbox"/> /2 |
| c editor/editer | h sentance/sentence | <input type="checkbox"/> /2 |
| d advertisment/advertisement | i review/reveiw | <input type="checkbox"/> /2 |
| e comick/comic | j polititian/politician | <input type="checkbox"/> <input type="checkbox"/> /10 |

TOTAL /40

EXTENSION

Controversial news items now gain an instant public reaction on social media websites such as Twitter and Facebook. These reactions are usually short and express an individual's viewpoint. Select a controversial news item and share your opinion on Twitter or Facebook. Bring it to class and share it with a partner. How does the language differ in a news item and an online response? Make a list of the differences in the language used.

15.3 Highlight the noun to which the possessive adjective refers in each sentence.

- a Anita found her book under the bed.
- b She was pleased because her mother was becoming angry.
- c 'My time is limited,' Anita's mother said.
- d 'It's your fault,' replied Anita. 'You're always rushing me.'

| |
|-----------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> /4 |

15.4 Fill each of the spaces in the table below with the correct adjective of comparison.

| | | | |
|----------|------------|---------|-----------------|
| a | attractive | | most attractive |
| b | | smaller | smallest |
| c | quiet | quieter | |
| d | unusual | | most unusual |

| |
|-----------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> /4 |

15.5 Change each of the following words to adjectives. (There might be more than one right answer!)

- | | |
|----------------------------|---------------------------|
| a controversy _____ | f difference _____ |
| b accept _____ | g law _____ |
| c protect _____ | h sensation _____ |
| d caution _____ | i number _____ |
| e consider _____ | j danger _____ |

| |
|------------------------------|
| <input type="checkbox"/> /2 |
| <input type="checkbox"/> /10 |

Brackets

We use brackets (also called parentheses) when we want to include something extra in a sentence, such as an explanation, an example or a comment.

Two of the students (Danny and Jordan) finished the test early.

If the brackets, and the text within them, are removed, the sentence should still make sense.

15.6 Insert brackets where required into each of the following sentences.

- a The writer referred to a quote found in another book that she said was useful.
- b The editor after receiving new information decided to leave out the article.
- c Adriana shut the shop early it was Christmas Eve after all.
- d They drove straight past the 'Stop' sign the trees had hidden it.
- e It is dangerous because of strong rips to swim here.

| |
|------------------------------|
| <input type="checkbox"/> /2 |
| <input type="checkbox"/> /10 |

| | |
|--------------|------------------------------|
| TOTAL | <input type="checkbox"/> /40 |
|--------------|------------------------------|

EXTENSION

Copy a paragraph from a newspaper and underline all the adjectives. Then categorise them under the following headings: demonstrative adjectives, adjectives of quantity, adjectives of number, possessive adjectives and adjectives of degree. Does the paragraph use a large number of adjectives? If so, why? If not, why not?

Name:

Class:

Date:

Source material for this worksheet 'National Reconciliation Week' can be found on page 80.

16.1

a Why is 27 May considered an important date in Australia's history?

/2

b What was the Mabo decision?

/2

c How does 'Closing the Gap' help achieve equality for all Australians?

/2

d Outline four ways you can get involved in National Reconciliation Week.

/4

e List three things you learnt about National Reconciliation Week.

/3

f What is the role of Reconciliation Australia?

/2

LOOKING DEEPER

g What is your opinion of the question/answer format? Is it an effective way to present this information? Give reasons for your response.

/4

h What is meant by ‘the Stolen Generations’? Use the internet to your research (choose reputable sites).

i What is National Sorry Day? You might need to do some research on the internet.

j Where are the Torres Strait Islands? Use the internet to help you find out.

k Many organisations incorporate a ‘Welcome to Country’ ceremony at important events. What is this ceremony and why is it held? (You will need to research this yourself).

16.2 National Reconciliation Week is one way to raise awareness of the need for all Australians to work together. Australia is a multicultural nation, and we all need to recognise each other in a positive way.

a Describe a time when you have been recognised for doing something helpful or outstanding. How did you feel?

b How do you think recognition of various groups in Australian society leads to reconciliation and the building of respectful relationships?

| | |
|--------------|----------------------------------|
| TOTAL | <input type="text" value="/40"/> |
|--------------|----------------------------------|

EXTENSION

Imagine that you are on a committee to promote multiculturalism in Australia. Design an information sheet (similar to the National Reconciliation Week flyer) that outlines the idea of multiculturalism and contains suggestions about actions that can help raise awareness of the need for all Australians to work together.

Name: _____

Class: _____

Date: _____

Word list

| | | | | |
|--------------|----------------|-----------------|----------------|---------------------|
| ceremony | culture | heritage | multicultural | sacrifice |
| colleagues | custodian | inequality | recognition | <i>terra nullis</i> |
| colony | discrimination | justice | reconciliation | Torres Strait |
| constitution | exclusion | life expectancy | referendum | triumph |

17.1 Match each term with its correct meaning.

- a a lack of equality _____
- b agreed-upon principles that state how a country is to be organised and governed _____
- c to give up something of value _____
- d to be left out _____
- e people you work with _____
- f the average number of years a person may expect to live _____
- g a great success or victory _____
- h customs and traditions _____
- i the formal actions carried out on an important occasion _____
- j a nation's historic buildings, countryside or culture regarded as worthy of preservation _____
- k a guardian or keeper (e.g. of cultural heritage) _____
- l an area of land that people from another country settle and control _____
- m when a country's population votes to approve or reject a legislative issue _____
- n a Latin phrase meaning empty land _____
- o to treat people differently or unfairly _____
- p a body of water between Cape York and New Guinea _____
- q made up of various ethnic and cultural groups _____
- r to show appreciation of someone _____
- s fair treatment _____
- t building positive, respectful relationships _____

/20

Word origins

In Latin, 're-' or 'retro-' means 'back' or 'again'.

Reconcile means to bring into agreement or harmony.

17.2 Select the correct words from the word list to complete each of the definitions.

| | | | | |
|---------|------------|---------|------------|----------|
| retell | retrograde | relapse | retrospect | reappear |
| reprise | recycle | reunion | rehearse | retrace |

- | | | | |
|---|---|----------------------|----------------------|
| a to appear again _____ | f to sing or perform something again _____ | <input type="text"/> | <input type="text"/> |
| b going backwards _____ | g to practise a performance _____ | <input type="text"/> | <input type="text"/> |
| c to get together again _____ | h to contemplate the past _____ | <input type="text"/> | <input type="text"/> |
| d to go back over your steps if you've misplaced something _____ | i to tell something again _____ | <input type="text"/> | <input type="text"/> |
| e to prepare something for a second use _____ | j to fall back into a former state _____ | <input type="text"/> | <input type="text"/> |

Connectives

Connectives are words that link paragraphs and sentences in a variety of logical relationships: to show time (first, second, third); to show cause and effect (because, for); for comparison (rather, alternatively); as words to introduce an addition to a piece of writing (for example, yet, although). Connectives are important for creating cohesion in texts.

17.3 Choose an appropriate connective from the word list to complete each sentence.

| | | | | |
|-------------|---------------|---------|-------------|---------|
| next | first | because | furthermore | yet |
| for example | alternatively | also | in fact | finally |

- | | |
|--|----------------------|
| a The National Reconciliation kit can be read on a website. _____, you can find it on Facebook. | <input type="text"/> |
| b _____ you need to decide on your response, then you need to take action. _____ you will need to write a report. | <input type="text"/> |
| c Reconciliation is important _____ many people don't know anything about it. | <input type="text"/> |
| d You could talk to your friends about it. _____ you could talk to the whole school. | <input type="text"/> |
| e You could _____ post on Facebook to encourage people to take action. | <input type="text"/> |
| f _____ you need to invite a speaker to come to school. You could _____ encourage other students to take part. | <input type="text"/> |
| g _____, other students could interview indigenous people about their family histories. | <input type="text"/> |
| h It could be a very moving learning experience _____ many of the stories of the Stolen Generation are very sad. | <input type="text"/> |

TOTAL

EXTENSION

Find out what the British colonists meant when they called Australia *terra nullis*. What did it mean for the indigenous people who already lived there? Write an informative piece explaining the term using at least four of the connectives from exercise 17.3. Conclude with a comment on the way the connectives help the reader make sense of the piece.

Name:

Class:

Date:

Clauses

A clause usually contains a subject and an object.

We (subject) voted in the **referendum** (object).

A main clause must make sense on its own.

We voted in the referendum.

A subordinate clause depends on a main clause for its meaning.

We voted in the referendum (MAIN CLAUSE) because we wanted to change the law (SUBORDINATE CLAUSE).

The referendum, which was held on Monday (SUBORDINATE CLAUSE), was not passed.

18.1 Highlight the subordinate clauses in the following sentences.

- a The Welcome to Country Ceremony, which was held in the community hall, was very moving.
- b The ceremony was held indoors because of the rain.
- c I thanked the participants before they left.
- d The hall where the ceremony took place became quite heated.
- e The bus, which had been waiting outside, took everyone home.

| |
|-----|
| /2 |
| /2 |
| /2 |
| /2 |
| /2 |
| /2 |
| /10 |

The colon

A colon (:) is a punctuation mark used to separate a general statement from one or more statements that provide additional information, explanation or illustration. The statements that follow colons do not have to be complete sentences.

David had only one thing on his mind: dinner.

Here is your list of things to take to the test: pens, pencils, working paper.

18.2 Insert a colon into each sentence where required.

- a Ali needed to rush to the shops he needed more ink for his printer.
- b He was planning to make copies of his speech twenty should be enough.
- c His teacher was waiting impatiently the principal was, too.
- d The judging panel consisted of the following people the principal, a parent and a class member.
- e In the end the speech was excellent the printing was, too!

| |
|-----|
| /2 |
| /2 |
| /2 |
| /2 |
| /2 |
| /2 |
| /10 |

The semicolon

A semicolon is a punctuation mark that can be used instead of a conjunction to join clauses that stand alone as sentences. In this way, clauses that have a close relationship with one another may be linked together in a single sentence.

Come and see me tomorrow; I will give you an answer then.
(the semicolon takes the place of a conjunction such as 'and')

18.3 Insert a semicolon into each sentence where required.

- a I set up a meeting to decide on our plans for reconciliation I only saw two people there.
- b The meeting began slowly I didn't think we would achieve anything.
- c I was embarrassed about the agenda it was very confusing.

| | |
|----|----|
| /2 | |
| /2 | |
| /2 | /6 |

Verb tenses

The verb in a sentence tells us when an action takes place. This is called the verb's *tense*. The simple past, simple present and simple future tenses are the most common tenses.

National Reconciliation Week **took place** last month. (simple past)

National Reconciliation Week **takes place** every year. (simple present)

National Reconciliation Week **will take place** next year. (simple future)

18.4 Highlight the verb in each sentence. It may consist of more than one word.

- a The meeting closed after one hour.
- b It concluded on a positive note.
- c We were pleased with the outcome.
- d The speakers announced next week's topic.

| | |
|----|----|
| /2 | |
| /2 | /4 |

18.5 Rewrite each sentence and change it into the tense given in brackets.

- a My mentor liked to help others. (present)

_____ /2

- b Daniel's cat sleeps on the bed. (past)

_____ /2

- c They left the meeting at 4 pm. (future)

_____ /2

- d Ruby will audition for the show. (past)

_____ /2

- e She did not get the part. (future)

_____ /2 /10

| | |
|--------------|-----|
| TOTAL | /40 |
|--------------|-----|

EXTENSION

Write a paragraph in the future tense about a multicultural lunch that you will be attending with a group from your local community to celebrate Harmony Week. What expectations do you have of the event? What will the food and people be like?

Now write a paragraph in the past tense after you have attended the lunch. Did it meet your expectations. Who did you meet? What did you eat?

Name: _____

Class: _____

Date: _____

Source material for this worksheet can be found on page 82.

19.1 Write the meanings of the following words as they have been used in the ‘Gettysburg Address’ and in ‘Blood, toil, tears and sweat’. You might like to use a dictionary.

- a score (as a unit of measurement) _____
- b conceived _____
- c proposition _____
- d civil war _____
- e fitting _____
- f toil _____
- g ordeal _____
- h grievous _____
- i policy _____
- j wage war _____ /10

19.2 Write the correct response to each question based on ‘Gettysburg Address’.

- a How many years make up ‘four score and seven’? _____
- b What was the central proposition of the new nation? _____ /2
- c What is a synonym for ‘liberty’? _____
- d What did Lincoln believe that the civil war tested? _____ /2
- e What was ‘the great task remaining’? _____ /2
- f Is Lincoln’s speech written in the first, second or third person? Is it singular or plural? _____

Highlight the correct response to each question based on ‘Blood, Toil, Tears and Sweat’.

- g One vital word that Churchill repeats in his speech is:
 - i freedom ii victory iii slavery /2
- h What human emotion is Churchill referring to when he says ‘let us go forward together’?
 - i comradeship ii happiness iii misery /2
- i When Churchill says that defeat will result in ‘no survival for the British Empire’ he is appealing to the British people’s sense of:
 - i hope ii confidence iii patriotism /2

j Churchill's speech is written in the:

- i first person singular ii second person singular iii third person plural

k Churchill said that he has nothing to offer but 'blood, toil, tears and sweat'. These are very personal, basic emotions. What is he suggesting by this offer?

 /4 /20

Successful speeches

There are many factors that make a speech memorable. They include the following:

- the repetition of key words for powerful effect
- the rhythm of the speech can make the speech easier to remember
- some humour usually makes a speech more interesting
- the expression of emotion can be important: does the speaker sound sincere?
- an appeal to the listeners; a speech could appeal to the listeners' sense of fair play or patriotism in order to persuade them.

19.3

a Find and list three examples in the Gettysburg Address where Lincoln uses repetition for stylistic effect in order to make his speech more powerful.

 /3

b Lincoln spoke in the first person plural and repeatedly used the personal pronoun 'we'. This helps to make the listener feel personally involved and part of the community. Do you think this is an effective way to address a crowd? Give one reason for your response.

 /2 /5

LOOKING DEEPER

Here is a short extract from a speech made by modern freedom fighter, Aung San Suu Kyi of Burma who was a political prisoner under house arrest for 15 years while her country was under military rule.

'It is not power that corrupts but fear. Fear of losing power corrupts those who wield it and fear of the scourge of power corrupts those who are subject to it ... With so close a relationship between fear and corruption it is little wonder that in any society where fear is rife corruption in all forms becomes deeply entrenched.'

c List three key words which are repeated in this extract.

 /3

d Why might powerful tyrants be fearful, according to Aung San Suu Kyi?

 /2 /5

TOTAL /40

EXTENSION

You want to be on the school's Students' Representative Council. Using the factors for successful speeches on this page write a speech to the class, persuading them that you are the best candidate.

Name: _____

Class: _____

Date: _____

Word list

| | | | | |
|------------|-------------|---------|---------------|-------------|
| articulate | enunciation | homily | pronounce | sermon |
| diction | harangue | lectern | pronunciation | soliloquy |
| discourse | heckle | lecture | pulpit | tirade |
| eloquent | hector | orator | rhetoric | valedictory |

20.1 Match each word with its meaning by placing the correct number in the middle column.

| | | | |
|---------------|--|--|--------------------------|
| orator | | 1 to harass a speaker with interruptions and questions | <input type="checkbox"/> |
| tirade | | 2 a platform for the preacher in a church | <input type="checkbox"/> |
| lectern | | 3 the way a word is pronounced | <input type="checkbox"/> |
| pronunciation | | 4 a person who makes speeches | <input type="checkbox"/> |
| sermon | | 5 speaking fluently and expressing ideas vividly | <input type="checkbox"/> |
| soliloquy | | 6 a long, loud and angry speech | <input type="checkbox"/> |
| heckle | | 7 a talk given by a religious figure, especially in a church | <input type="checkbox"/> |
| valedictory | | 8 a stand to hold notes or a large book, used for public speaking | <input type="checkbox"/> |
| pulpit | | 9 the act of talking when alone or as if alone | <input type="checkbox"/> |
| eloquent | | 10 saying farewell | <input type="checkbox"/> |

/10

20.2 Fill the spaces in the sentences below with the most appropriate word from the word list.

- a The preacher gave a rousing _____ in church on Sunday.
- b The little boy could not _____ his words properly yet.
- c Dimitri gave the _____ speech on the last day of school.
- d The speaker requested a _____ to place her notes on.
- e The professor gave his students a _____ on the American Civil War.
- f Bianca's _____ was excellent – every word could be clearly heard.
- g My grandfather would often give us a _____ on how we should behave.
- h The bully was told not to _____ his classmates.
- i A character's _____ in a play tells the audience what they are thinking.
- j The soccer coach launched into a _____ after the dismal performance of his team.

/10

Connotations

In English, many words have positive, negative or neutral connotations. A connotation is an implied or secondary meaning.

There was a young man in the audience who repeatedly **heckled** the guest speaker.

The verb ‘heckled’ has a negative connotation – most speakers do not enjoy hecklers.

The guest speaker gave his speech before lunch.

The word ‘speech’ does not necessarily imply that the speech was good or bad.

Critics of a piece of writing, music, theatre, sport, or art can offer positive, negative or neutral criticism. Therefore, their choice of language will have differing connotations.

20.3 Place the following words in the correct columns below according to whether they have positive, negative or neutral connotations. You might need to use a dictionary.

| | | | | |
|------------|--------------|-------------|---------|--------|
| admire | compliment | disparaging | hector | rebuke |
| admonish | condemn | eloquent | judge | review |
| analyse | denunciation | fluent | lecture | sermon |
| articulate | discourse | harangue | praise | tirade |

| POSITIVE | NEUTRAL | NEGATIVE |
|----------|---------|----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

/20

TOTAL /40

EXTENSION

You are angry about a fast-food chain’s proposal to build one of their restaurants in your community. Write a 200-word speech to be given at a community meeting, expressing either your resistance to or acceptance of the plan.

Name: _____ Class: _____ Date: _____

21.1 Complete the following table by inserting the appropriate part of speech: noun, verb, adjective or adverb.

| | NOUN | VERB | | ADJECTIVE | ADVERB | |
|----------|---------|-----------|----------|------------|------------|--|
| a | | enunciate | f | | eloquently | <input type="text" value="/2"/> |
| b | | pronounce | g | articulate | | <input type="text" value="/2"/> |
| c | | heckle | h | arrogant | | <input type="text" value="/2"/> |
| d | lecture | | i | | fluently | <input type="text" value="/2"/> |
| e | sermon | | j | halting | | <input type="text" value="/2"/> <input type="text" value="/10"/> |

Gerunds

A word ending that ends in ‘-ing’ may be used as a noun as well as a verb. When it is used as a noun it is called a gerund (or verbal noun).

Exercises such as **swimming** have many benefits.

In this sentence ‘swimming’ works as a noun. The verb in this sentence is ‘have’.

21.2 Highlight the gerund in each sentence.

- | | | |
|---|--|--|
| a Public speaking is easier when you are relaxed. | f Working in these conditions is terrible. | <input type="text" value="/2"/> |
| b My mother likes me to help with the washing. | g I am hopeless at running. | <input type="text" value="/2"/> |
| c The clapping could be heard for ten minutes. | h Searching for a new car can take ages. | <input type="text" value="/2"/> |
| d Recently, knitting has become popular again. | i Waiting to go on stage is no fun. | <input type="text" value="/2"/> |
| e The crying of the babies drowned out the speeches. | j Sarah always made Ravi help with the cooking. | <input type="text" value="/2"/> <input type="text" value="/10"/> |

Revision: Adverbs

Adverbs give us more information about verbs.

- Adverbs of manner tell us *how* a thing is done.

He waited **impatiently**.

The adverb ‘impatiently’ tells us more about the verb ‘waited’.

- Adverbs of time tell us *when* a thing is done.

He **always** ate his lunch in the library.

The adverb ‘always’ tells us more about the verb ‘ate’.

- Adverbs of place tell us *where* an action occurs.

She looked **everywhere** for her glasses.

The adverb ‘everywhere’ tells us more about the verb ‘looked’.

21.3 Highlight the adverb of manner in each of these sentences.

- a We waited anxiously for the band.
- b The lecture began disastrously.
- c The model walked elegantly down the catwalk.
- d The children moved restlessly in their seats.
- e The student stared moodily out of the window.

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> |

21.4 Highlight the adverb of time in each of these sentences.

- a We never go to the theatre.
- b The lecture seemed to last forever.
- c The speaker arrived late because of the rain.
- d I will be going to the city tomorrow.
- e Caterina is going to the audition today.

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

21.5 Highlight the adverb of place in each of these sentences.

- a The orchestra sat below the stage.
- b I am going up the street.
- c The audience waited outside while the theatre was searched.
- d Don't go down there!
- e They could see the screen when they looked above the stage.

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> |

Revision: The comma

The comma has many functions. It is used:

- to mark a brief pause in a sentence

The mayor rose to speak, and moved towards the lectern.

- after a phrase or word that opens a sentence

Looking uncomfortable, the mayor rose to speak.

- to mark off an explanation or added information

The mayor, who had been looking bored, rose to speak.

21.6 Insert *one* comma only into each of these sentences.

- a The violinist played beautifully although she had a bandaged hand.
- b However no one heard her play.
- c The valedictory speech was brilliant although the sound system was poor.
- d Unfortunately it rained every day of the holidays.
- e The magician stepped onto the stage followed by his helpers.

| |
|--------------------------|
| <input type="checkbox"/> |

| | |
|--------------|--------------------------|
| TOTAL | <input type="checkbox"/> |
|--------------|--------------------------|

EXTENSION

Exercise 21.6 only gives a few uses for commas. Research the other uses for commas (using a grammar book or the internet) and make up some sentences of your own to show the correct placement of the comma. Do you find it a useful punctuation mark? Why/why not?

Name: _____ Class: _____ Date: _____

Source material for this worksheet, 'Soundtracks of a generation', can be found on page 83.

22.1 'Each generation is defined by its own soundtrack'. According to the article, what is the typical soundtrack of each of the following decades?

- a 1950s _____
- b 1960s _____
- c 1970s _____
- d 1980s _____
- e 1990s _____

f Since the year 2000, what has changed about the way we listen to music?

_____ /2

g List three obsolete (out of date) methods of listening to music.

_____ /3

h Why, according to the article, is it harder than ever for musicians to make money these days?

_____ /2

i How has reality TV changed the way artists are discovered?

_____ /2

j Live music, however, is still popular. Why do you think that is so?

_____ /2

k What example is given to show that 'some things never change'?

l What is your favourite sort of music?

m Who are your favourite artists?

n Do you think your taste in music will change as you get older? Give reasons for your response.

_____ /20

22.2

a What is the main point of this article?

b Look up the meaning of the word 'juggernaut'. What does this word mean in the context of the article?

 /2

c 'Wonder if your parents know who any of them are'. Who is the intended audience for this article?

LOOKING DEEPER

d What do you think is meant by the term 'iGeneration'?

 /3

e We can now create our own playlists and change them whenever we want to. In the days of CDs this would not have been possible. How do you think this has changed music we choose?

 /3 /10

22.3

Match each word with its meaning in the context of the source material. Place the correct number in the middle column.

| | | | |
|-----------------|--|--|------------------------------|
| distinctive | | 1 out of date | <input type="checkbox"/> |
| gramophone | | 2 ten years | <input type="checkbox"/> |
| savvy | | 3 to transmit a digital form of media | <input type="checkbox"/> |
| decade | | 4 a device for playing old records | <input type="checkbox"/> |
| revolutionary | | 5 an analogue audio recording pressed in vinyl | <input type="checkbox"/> |
| stream | | 6 an overwhelming force | <input type="checkbox"/> |
| juggernaut | | 7 a device for playing music recorded on tapes | <input type="checkbox"/> |
| obsolete | | 8 stands out as being different | <input type="checkbox"/> |
| vinyl records | | 9 knowledgeable | <input type="checkbox"/> |
| cassette player | | 10 involving a big change | <input type="checkbox"/> /10 |

TOTAL /40

EXTENSION

Choose one of the decades from exercise 22.1 and research the music style from that decade. Why was it popular? What sort of words were fashionable in songs at that time? Make a list of ten of these words and their definitions. Present your information to a small group in class and discuss the way words have changed over the decades.

Name: _____

Class: _____

Date: _____

Word list

| | | | | |
|-----------|--------------|-----------|------------|-------------|
| acoustic | ballet | composer | percussion | symphony |
| amplifier | celebrity | conductor | rehearsal | traditional |
| aria | choir | discord | repertoire | venue |
| audience | choreography | musician | rhythm | waltz |

23.1 Fill each space below with the correct word from the word list.

- a a style of dancing using elaborate and formal techniques _____
- b a famous person _____
- c the design of dances, including ballets _____
- d a person who directs an orchestra _____
- e the location for a concert _____
- f a group of singers _____
- g music handed down from previous generations _____
- h music made by striking instruments with sticks (drums, for example) _____
- i describes instruments whose sound is not electronically amplified _____
- j musical composition in several movements composed for a full orchestra _____
- k a device for increasing sound _____
- l a song for one voice in opera _____
- m the body of work known and performed by a group or singer _____
- n a dance that originated in Vienna _____
- o a person who writes music _____
- p a group of listeners or spectators _____
- q the beat of the music _____
- r trial performance or practice _____
- s harsh sounds, lack of harmony _____
- t a person skilled in the practice of music, especially the player of an instrument _____ /20

23.2 Fill each space with the most appropriate word from the music word list.

- a The _____ had written many popular songs.
- b He was a wonderful _____ and could play three different instruments.
- c The audience burst into rapturous applause when the singer completed her _____.
- d The band needed a better _____ as they could not be heard properly.
- e The group could not find a suitable _____ so it was forced to play in the school hall. /5

23.3 Give the name for a group of singers or musicians made up of:

- a one person _____
- b two people _____
- c three people _____
- d four people _____
- e five people _____

| | |
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| | /5 |

Syllables

Breaking a written word into syllables, which is how they sometimes appear in dictionary entries, helps you to understand spelling and pronunciation. It is also useful if you are deciding where to put a hyphen when a word needs to be broken at the end of a line.

A syllable is a unit of pronunciation that contains one vowel sound, with or without consonants. Note: the letter ‘-y’ can act as a vowel sound when you count syllables.

tra/di/tion/al (four syllables) sym/pho/ny (three syllables)

23.4 Use a forward slash (/) to divide each word into its syllable parts.

- a rehearsal _____
- b acoustic _____
- c composer _____
- d venue _____
- e choreography _____

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| | |
| | /5 |

23.5 Highlight the correct word in each of the following sentences.

- a The visit of the (eminent/imminent) conductor was greatly anticipated.
- b The (eminent/imminent) visit of the great conductor was greatly anticipated.
- c The singer came back onto the stage to (accept/except) flowers.
- d The conductor decided to (emit/omit) the final movement as the concert was too long.
- e That’s (quite/quiet) a large stage for such a small orchestra.

| | |
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| | |
| | /5 |

| | |
|--------------|-----|
| TOTAL | /40 |
|--------------|-----|

EXTENSION

Using exercise 23.5 as a guide, write a sentence that correctly uses each of the following confusing words. There should be eight sentences in total.

- allowed/aloud
- confirm/conform
- momentary/momentous
- complement/compliment

Test them on your classmates and discuss the answers.

Name:

Class:

Date:

Pronouns

Pronouns are words that stand in the place of nouns. They can take many forms.

- Personal pronouns refer to people, animals or things. **I, me, we, us, you, he, she, him, her, it, they**
- Possessive pronouns show ownership. **mine, ours, yours, his, hers, its, theirs**
- Relative pronouns join two clauses by referring to the noun in the first clause of a sentence. They help create cohesion and unity in a text. **who, which, that**
- Interrogative pronouns are used at the start of questions. **who, which, what**
- Demonstrative pronouns refer to something or someone. **that, these, those**
- Indefinite pronouns do not refer to a specific person or thing.
everyone, anyone, someone, nothing, each, some, none, few, all, many, both, most, more, another, much, several
- Emphatic pronouns are used for emphasis. **myself, himself, herself, itself, yourselves, themselves**
- Reflexive pronouns are the same as emphatic pronouns, but they refer back to a subject.
myself, herself, themselves

24.1 Highlight the personal pronouns in the following sentences.

- a Li's mother really wanted to buy him a new guitar.
- b You must buy Alex a new guitar.
- c The music shop was closing early so they had to hurry.
- d I left the car at the station.

| | |
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| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> |

24.2 Highlight the possessive pronouns in the following sentences.

- a Yours is the best outfit in the room.
- b Ling wished that the guitar were his.
- c Ours is the car with the dent in it.
- d The prize was mine.

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> |

24.3 Highlight the relative pronouns in the following sentences.

- a This is the person who has the best tickets.
- b The band that wins goes on to the next heat of the competition.
- c The guitar, which Zhen had chosen carefully, was faulty.

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> |

24.4 Highlight the interrogative pronouns in the following sentences.

- a Which CD did you decide to buy?
- b What are you doing during the holidays?
- c Who was that girl I saw you with last night?

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|--------------------------|--------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> |

24.5 Highlight the demonstrative pronouns in the following sentences.

- a That was a really terrible band last night.
- b This is the dress I wore to the concert.
- c Are these the tickets you bought?

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> |

24.6 Highlight the indefinite pronouns in the following sentences.

- a Many people enjoy both pop and classical music.
- b We told everyone to meet at the station at 6 pm.
- c Something is wrong with my car, but I'm not sure what it is.
- d Ms Clairmont told the class that no one had failed the test.

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> |

24.7 Highlight the emphatic pronouns in the following sentences.

- a Shen found his way there himself.
- b The boys themselves cooked all the meals at the camp.
- c She herself went all the way to Sydney to watch the show.

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> |

24.8 Highlight the reflexive pronouns in the following sentences.

- a Carmen cut herself with the sharp knife.
- b Dezi bought himself a new motorbike.
- c They let themselves into the house.

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> |

24.9 Revise your knowledge of punctuation by punctuating the following passage using six full stops, five commas and two apostrophes. Cross off each mark as you use it.

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| . | . | . | . | . | . | , | , | , | , | , | , | ' | ' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

We decided we would learn to play the drums together Bryce had his own drum kit so I had to go to his place to practise Bryces drums were in his garage but we could still be heard all around the neighbourhood There were so many complaints that we had to stop playing the drums altogether Luckily however my mum said we could use the shed in our back paddock so we moved the kit there Mums idea has worked really well

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| <input type="checkbox"/> |
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| TOTAL | <input type="checkbox"/> |
|--------------|--------------------------|

EXTENSION

Copy a paragraph from a website or a music magazine and be sure to include all the punctuation. Then copy it without punctuation and ask a classmate to put in the punctuation where necessary. Compare the two paragraphs and discuss the differences. How important is punctuation? Explain your answer.

Name: _____

Class: _____

Date: _____

Source material for this worksheet 'Cyber bullying' can be found on page 84 and page 86.

25.1 Look up and write out the definitions of the following words.

- a revert _____
- b mock _____
- c seep _____
- d relentless _____
- e malicious _____
- f trolls (in this context) _____
- g provoke _____
- h privacy _____ /8

25.2 Answer the following questions basing your answers on the letters between Anna and Bridie.

- a Why has Anna chosen to use 'snail mail' (an old-fashioned letter) to contact Bridie?
_____ /2
- b Why did Anna close her Facebook page?

- c Did the bullying start online?

- d How does Anna feel about the malicious texts?

- e How did the bullying escalate (get worse)?
_____ /2
- f What does Anna say is the worst thing about the bullying?

- g Do you agree with the saying 'sticks and stones may break my bones but words will never hurt me'?

_____ /2
- h List four suggestions that Bridie makes to Anna to deal with the bullying.

_____ /4

i What is your opinion of these suggestions? Which one do you think would work best? Why?

| | |
|----|-----|
| /3 | /17 |
|----|-----|

25.3 Read 'Plug in judges' on page 86 and answer the following questions.

a Explain the play on words in the headline 'Plug in judges'.

| |
|----|
| /2 |
|----|

b What is the main suggestion of the conference of law and education experts?

| |
|----|
| /2 |
|----|

c Judge Becroft states that 'Technology is changing ... at a rate faster than our legislative capacity has kept up with'. What does he mean by this? Do you agree? Give one reason.

| |
|----|
| /4 |
|----|

LOOKING DEEPER

d Why does Michael Phelan (AFP Deputy Commissioner) urge parents to keep up with changing technology?

| |
|----|
| /2 |
|----|

e What is your opinion of the call to 'Plug in judges'? Do you think it will help catch and punish cyberbullies?

| |
|----|
| /3 |
|----|

f The article says that the generation gap has caused a 'digital divide'. What do you think this means?

| | |
|----|-----|
| /2 | /15 |
|----|-----|

| | |
|--------------|-----|
| TOTAL | /40 |
|--------------|-----|

EXTENSION

Write a letter from Bridie to Anna's parents, telling them about the bullying Anna is suffering and suggesting how they can help. You could also write the reply.

Name: _____

Class: _____

Date: _____

Tech talk

New words are being coined every day to describe advances in social media, computer technology and usage. Many of these terms will not yet be found in a dictionary, although you will find them on the internet.

26.1 Here are some current terms used in relation to social media and computers. Match each term with its meaning.

| | | | |
|--------------|-------------|----------|-----------|
| blog | emoticon | password | the cloud |
| cyberspace | going viral | pixel | trending |
| e-book/ebook | hashtag | tag | |

- a file storage on the internet _____
- b a secret series of characters to enable a user access _____
- c a book that is published in digital format _____
- d a topic that is popular on Twitter at any given time _____
- e picture element – a single point in a graphic image _____
- f a general term for the internet or the world wide web _____
- g short for ‘weblog’, an online journal _____
- h indicates what content is about _____
- i a symbol (#) that identifies the topic of a tweet or comment _____
- j a topic on social networks that is passed on rapidly to many people _____
- k a combination of symbols representing a face for an emotion :’-(_____ /11

26.2 Each of the clues has a new meaning when applied to the world of computers. Solve each of them and then find the words in the wordsearch.

- a a _____ will help you to not lose your place! /2
- b let’s get together in a group and communicate _____ /2
- c it is good for the environment to _____ /2
- d use _____ instead of paint /2
- e an _____ is an image of a sacred person /2
- f look on the _____ for a list of sports teams /2
- g this can frighten an elephant _____ /2
- h you can’t get into the clubhouse without one _____ /2
- i the house would be dark without _____ /2
- j if it’s too messy you won’t be able to do your homework easily _____ /2 /20

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | K | U | F | Y | O | B | Q | X | K | A | I | B | P | O |
| O | V | V | U | R | Q | U | K | E | P | C | X | F | W | P |
| U | C | K | L | V | R | L | E | R | O | Z | C | W | D | R |
| S | I | E | D | E | R | L | R | N | A | B | C | R | D | W |
| E | W | F | S | C | D | E | I | U | R | M | X | O | A | R |
| R | N | G | L | J | O | T | C | Y | I | A | K | L | S | Z |
| Z | L | D | R | C | U | I | K | Y | D | D | L | O | W | R |
| S | I | L | J | H | A | N | B | Q | C | P | K | E | O | L |
| D | Y | P | K | Q | M | B | P | B | A | L | E | O | D | B |
| R | F | T | S | O | K | O | S | P | R | P | E | B | N | X |
| U | I | V | T | X | T | A | E | A | S | O | H | V | I | P |
| D | M | Y | T | K | D | R | O | W | S | S | A | P | W | S |
| T | D | A | S | D | T | D | N | E | T | W | O | R | K | O |
| Z | F | E | E | T | F | G | Z | U | F | E | O | B | H | M |
| O | D | S | Q | Q | L | A | A | W | U | E | I | X | K | L |

Compound words

Compound words are words that are made up of two or more smaller words.

Facebook = face + book skateboard = skate + board

26.3 Complete each sentence by adding the correct compound adjective from the list below. (Many compound adjectives are divided by a hyphen.)

| | | | | |
|------------|---------------|--------------|------------|--------------|
| widespread | old-fashioned | five-star | well-known | trouble-free |
| overused | lead-free | cold-blooded | superhuman | |

- a Many cars now run on _____ petrol to help the environment.
- b It takes _____ effort to lift a car off the ground.
- c Many _____ computer monitors wind up on the footpath.
- d The _____ use of antibiotics has caused some new resistant strains of bacteria.
- e It is a real treat to stay in a _____ hotel.
- f Reptiles are _____ and require external heat to warm up.
- g The term 'at the end of the day' has been _____ and has become a cliché.
- h Bill Gates is a _____ philanthropist.
- i The new computer was _____. /9

| | |
|--------------|--------------------------|
| TOTAL | <input type="text"/> /40 |
|--------------|--------------------------|

EXTENSION

English is a living language that is constantly evolving. The widespread use of the internet has introduced many new words to our modern language, and more are added daily. Make a list of 20 words (and their meanings) that were in use in Australia in 1950 and are no longer used in daily conversation. Use the internet or ask a selection of older people. Why do you think these words are no longer in use?

- e The computer broke down after the warranty had run out.
- f I wish we had spoken to you before we bought the new printer.
- g Many of my friends like going to the movies, whereas I prefer to play video games.
- h I have to stay home today because I have a bad cold.

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| |
| /8 |

27.4 Revise your knowledge of verb tenses by completing the following table. An example has been provided.

| | PAST | PRESENT | FUTURE | |
|----------|--------------|--------------|-------------------|-----|
| | I ran | I run | I will run | |
| a | I spoke | | | /2 |
| b | | | he will watch | /2 |
| c | | they think | | /2 |
| d | | he has | | /2 |
| e | | | she will study | /2 |
| f | | we laugh | | /2 |
| g | | | they will surf | /2 |
| | | | | /14 |

Revision: Brackets

Brackets () are used to show that additional information has been inserted into a sentence. The sentence should also make sense without the brackets and the information they contain. Brackets can be used to enclose an explanation, an example or a comment.

Our car (the one that was involved in the accident) was finally sold to a wrecker.

Brackets are also used to enclose further information, such as chapter or page numbers.

Look at the third chapter (page 45).

27.5 Add brackets to the following sentences. Each pair of brackets is worth one mark.

- a When you see her probably at school tell her I am waiting for her to send me a message.
- b Pip learns in chapter 1 that he is an orphan.
- c My parents the best parents in the world said that they would pay for my new mobile phone.
- d In the following year 2012 we turned the study into a computer room.
- e That night the really hot one we left all the windows and doors open to catch the breeze.
- f Paul's computer top of the range was the envy of all his friends.
- g Read the explanation at the end of the book page 153.
- h Tinned food fruit, vegetables and pulses are needed for the relief effort.

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| |
| /8 |

| | |
|--------------|-----|
| TOTAL | /40 |
|--------------|-----|

EXTENSION

Write a paragraph in the present tense outlining your thoughts about social media. Is it a good thing or does it encourage bullying? Write a second paragraph in the future tense about the role of social media 20 years from now. How do you think it will have changed?

Name: _____

Class: _____

Date: _____

Source material for this worksheet, 'Magazines in the marketplace', can be found on page 87.

28.1 Find the meanings of the following words and expressions as they are used in 'Magazines in the marketplace'.

- a target audience _____
- b feature article _____
- c layout _____
- d jargon _____
- e slang _____
- f enthusiast _____
- g editor _____
- h reviewer _____
- i focus _____
- j publicity _____ /10

28.2 Respond to the following questions based on the article 'Magazines in the marketplace'.

- a Why is it important for advertisers to know the target audience of a magazine?
_____ /3
- b Suggest two types of possible target audiences.
_____ /2
- c How might a magazine check to see whether it is reaching its target audience?

- d What sort of magazine might appeal to teenage boys?
_____ /2
- e What sort of magazine would be appropriate for the advertising of school textbooks?

LOOKING DEEPER

- f How might you identify the target audience by looking at a magazine?
_____ /3
- g Why would particular jargon or slang be used by a magazine?
_____ /3 /15

Tone

Magazines must strike the right tone for their audience. The tone of a piece of writing is set by the language and images that it contains. The tone reflects the attitude of the writer towards the subject matter and the audience.

28.3 The following list of words describes the tone of a piece of writing. Match each term with its meaning by placing the correct number in the middle column.

| | | | |
|-----------------|--|------------------------------|--------------------------|
| passionate | | 1 superior | <input type="checkbox"/> |
| sarcastic | | 2 not supporting either side | <input type="checkbox"/> |
| arrogant | | 3 mocking, insincere | <input type="checkbox"/> |
| hostile | | 4 intended to be amusing | <input type="checkbox"/> |
| neutral | | 5 criticising negatively | <input type="checkbox"/> |
| tongue-in-cheek | | 6 intensely serious | <input type="checkbox"/> |
| earnest | | 7 mocking, scornful | <input type="checkbox"/> |
| disparaging | | 8 oddly contradictory | <input type="checkbox"/> |
| ironic | | 9 unfriendly, aggressive | <input type="checkbox"/> |
| facetious | | 10 strongly emotional | <input type="checkbox"/> |

/10

Slang

Magazines for young people often use slang, which is informal language that is different from standard English – it is often considered ‘incorrect’ English.

28.4 Fill the gaps in the following sentences with an appropriate slang term from the list.

| | | | | |
|-----------|--------------|---------|----------|--------|
| a big ask | frenemy | rellies | unfriend | wicked |
| faking it | quality time | telly | whatever | YOLO |

- a Tiffany wanted to spend some _____ with her brother.
- b It is _____ to expect that newborn babies will sleep all night.
- c Madison saw a _____ poster of her favourite pop star.
- d If you want to give a rude answer to your mum, just say ‘_____’.
- e If you are being bullied you should _____ the bully as quickly as possible.

/5

TOTAL

/40

EXTENSION

Write two descriptions of your school sports day, one for the school magazine (about 200 words) and one for your friends on Facebook (about 100 words). How are the two descriptions different? How would you describe the tone of each description? Explain your answer.

Name: _____

Class: _____

Date: _____

Star gazing

Many magazines have an astrology section, which gives predictions about the near future according to the twelve signs of the zodiac. The signs of the zodiac are based on what ancient astronomers knew of the positions of the celestial bodies, divided into twelve equal parts. Each sign of the zodiac has its own symbol. The signs of the zodiac change as the sun enters the different constellations in the sky. There is, however, no scientific basis for astrology – it is just a bit of fun!

29.1 Match these star signs with their symbols by placing the correct number in the middle column.

| | | | |
|-------------|--|-----------------------|--------------------------|
| Aries | | 1 bull | <input type="checkbox"/> |
| Cancer | | 2 fish | <input type="checkbox"/> |
| Libra | | 3 goat | <input type="checkbox"/> |
| Capricorn | | 4 scales | <input type="checkbox"/> |
| Taurus | | 5 crab | <input type="checkbox"/> |
| Leo | | 6 twins | <input type="checkbox"/> |
| Scorpio | | 7 lion | <input type="checkbox"/> |
| Aquarius | | 8 water-bearer | <input type="checkbox"/> |
| Gemini | | 9 ram | <input type="checkbox"/> |
| Virgo | | 10 scorpion | <input type="checkbox"/> |
| Sagittarius | | 11 virgin | <input type="checkbox"/> |
| Pisces | | 12 archer | <input type="checkbox"/> |

/12

Word origins

The prefix ‘astro-’ is derived from the Greek word for ‘star’. The prefix ‘aqua-’ is derived from the Latin word for ‘water’.

29.2 Below is a list of ‘astro-’ and ‘aqua-’ words. Choose a word from the word list to complete each sentence correctly.

| | | | |
|--------------|--------------|----------------|------------|
| astrobiology | astrocompass | astrocyte | astronaut |
| astrology | astrophysics | astronomy | aquaphobia |
| aqueduct | aqualung | aquatic sports | aquarium |

- a** An _____ is a trained space pilot who takes part in the flight of a spacecraft.
- b** The science of the celestial bodies is known as _____.
- c** _____ is the exploration of living things within the universe.
- d** _____ professes to interpret the influence of the stars and planets on human affairs.

- e An _____ is a compass for indicating directions relative to the stars.
- f A branch of physics relating to celestial bodies is _____.
- g In human physiology, an _____ is a star-shaped cell.
- h A pond or tank for aquatic plants and animals is an _____.
- i An _____ is an artificial channel for carrying water over distances.
- j Some people experience _____, which is an irrational fear of water.
- k Scuba diving is impossible without a portable underwater breathing apparatus, also known as an _____.
- l _____ are practised in or on the water. /12

29.3 Highlight the appropriate word from the pair in brackets to ensure each sentence is correct.

- a It is not easy to (rite/write) an interesting magazine article.
- b The old man had a strange (gait/gate), probably caused by his arthritis.
- c The (principle/principal) of the school banned magazines on campus.
- d The staff all paid (difference/deference) to the editor.
- e The features editor did not know (weather/whether) or not to publish the controversial article.
- f The letter was (personnel/personal). No one else was allowed to read it.
- g Many magazines are (loosing/losing) readers these days.
- h Some magazines have a long-running (serial/cereal).
- i Do not (accept/except) anything less than a large pay rise.
- j The journalist (bought/brought) her boyfriend along to the filming of the documentary.
- k We will (definitely/definatly) buy the new computer magazine.
- l We had a (burgular/burglar) in our house while we were away.
- m Kimi reads (a lot/allot) of magazines.
- n Try not to be (predjudiced/prejudiced) against him before you meet him.
- o Kuro wanted to be a (soldier/solider) so he bought military magazines.
- p The two classes are housed in (seperate/separate) buildings. /16
- TOTAL** /40

EXTENSION

Look through some women’s magazines to see what an astrology section looks like. Then, write a letter to a magazine to make a complaint about the astrology section. You could be complaining because the magazine got your stars wrong or because you do not approve of astrology. Include at least two reasons for your point of view.

Name: _____

Class: _____

Date: _____

Phrases

A phrase is a group of words that does not contain a verb.

- An adjectival phrase gives information about a pronoun or noun.

The desk **with the photos** is mine.

The adjectival phrase ‘with the photos’ tells us which desk (noun) the speaker is talking about.

- An **adverbial phrase** gives more information about a verb.

The journalist ran **towards the riot**.

The adverbial phrase ‘towards the riot’ gives us more information about where the journalist ran (verb).

30.1 Use two different colour highlighters to highlight the adjectival phrase in each of these sentences (one mark); then the noun (or nouns) that relate(s) to the phrase (one mark).

- The library across the river has computers.
- The newspaper carried a story about the drought.
- The reporter with the camera was not admitted to the conference.
- The weather report on page nine had been left out.
- The advertisement for the new sportscar was very eye-catching.

| |
|-----|
| /2 |
| /2 |
| /2 |
| /2 |
| /2 |
| /2 |
| /10 |

30.2 Use two different colour highlighters to highlight the adverbial phrase in each of these sentences (one mark); then the verb that relates to the phrase (one mark).

- The photographer raced towards the fire zone.
- The editor shouted at his staff.
- The new cadet journalist cried about the conditions in the office.
- The article criticised the government’s new laws.
- The newspaper closed the next day.

| |
|-----|
| /2 |
| /2 |
| /2 |
| /2 |
| /2 |
| /2 |
| /10 |

30.3 State whether each of the phrases in *italics* is adjectival or adverbial.

- The girls ran *away from the shop*. _____
- The girl *who had stolen some clothes* ran away too. _____
- The manager shouted *over the PA system*. _____
- The customers *in the shop* looked up. _____
- The detective *in the next street* was called in. _____
- The girls jumped *onto a passing bus*. _____
- The driver *in the cabin* did not see them. _____
- One of the passengers yelled *out of the bus window*. _____

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |

- i The detective ran *onto the road*. _____
- j The manager returned *to the store*. _____ /10

Revision: Direct and indirect speech

Direct speech is used to give a sense of immediacy and interest to writing. It is often used in creative writing. Indirect speech is more often used in formal writing such as in reports or essays.

30.4 Change the following sentences from direct into indirect speech.

‘Don’t buy the new book,’ Chloe told Marina. → Chloe told Marina not to buy the new book.

- a ‘Why don’t you want me to buy the book?’ Marina asked Chloe. _____
- b Chloe replied, ‘Because it is really boring.’ _____
- c ‘I really want it for the photographs,’ explained Marina. _____
- d ‘They’re pretty boring, too,’ Chloe said. _____
- e ‘Well, I don’t care what you think, Chloe!’ snapped Marina. _____ /5

30.5 Revise your knowledge of apostrophes by rewriting each of the following phrases so that each includes apostrophes.

- a the rage of Chloe _____
- b the envy of the other classmates _____
- c the deliciousness of the food _____
- d the stories in the magazines _____
- e the headline on the page _____ /5

TOTAL _____ /40

EXTENSION

Most magazines can now be read online. Write a dialogue, using direct speech, between two teenagers, one of whom prefers to read a hardcopy magazine, and the other, who likes the digital version. List both sides of the argument and then write the dialogue between the teenagers.

Name:

Class:

Date:

Source material for this worksheet, 'The power of advertising', can be found on page 88.

31.1 The following words and phrases have been taken from the article 'The power of advertising'.

a Explain the meaning of 'advertising does gradually shape our perceptions of a brand'.

b Describe 'brand identity' in your own words.

c How might music 'help build an emotional connection with a brand'?

d Do you think advertising on social media is effective? Give at least one reason for your response.

e 'Tech heads' claim that Apple products are no better than other similar technology products. How do they explain Apple's dominance?

f 'Perhaps, in some instances, advertisers know us better than we know ourselves.' Do you agree with this statement? Why or why not?

LOOKING DEEPER

g Newspapers used to contain a lot more advertising. With the decreased circulation of newspapers, advertisers have had to find other ways of getting their message across, such as using social media, games or other websites. How do ads on social media differ from newspaper ads? Do you think they are effective?

h Big companies sponsor sporting events to get their message across to as many potential customers as possible. For example, currently Toyota sponsors Cricket Australia and ANZ sponsors Netball Australia. Do you think sporting events present an effective way to advertise? Give reasons for your answer.

i Should alcohol companies be allowed to advertise at sporting events? Give reasons for your answer.

The language of persuasion

Advertising is all about persuasion – effective language is used to persuade people to buy products or services. Advertisers aim to appeal to their target market. In doing so, they take into account the fears and desires that the members of their target market might have.

31.2 Rule a line to match each fear with its related desire. An example has been done for you.

| | FEAR OF ... | DESIRE TO ... | | |
|---|---------------------------|-----------------------|--------------------------|-----------------------------|
| a | loneliness | save the environment | | |
| b | being burgled or attacked | be financially secure | <input type="checkbox"/> | |
| c | poor parenting | be safe | <input type="checkbox"/> | |
| d | illness | be popular | <input type="checkbox"/> | |
| e | poverty | be a good parent | <input type="checkbox"/> | |
| f | global destruction | be healthy | <input type="checkbox"/> | <input type="checkbox"/> /5 |

Euphemisms

The word euphemism – from the Greek word for ‘good speaking’ – means to use a mild, indirect or vague expression rather than a harsh or blunt one. Advertisers often use euphemisms to make their products sound more enticing.

In the advertisement for her apartment, Zena decided it was better to describe it as *cosy* rather than *small*.

31.3 Match each euphemism with its meaning by placing the correct number in the middle column.

| EUPHEMISM | | MEANING | | |
|------------------------|--|------------------------------------|--------------------------|------------------------------|
| character lines | | 1 for large people | <input type="checkbox"/> | |
| gone to a better place | | 2 lost their job | <input type="checkbox"/> | |
| the dole | | 3 died | <input type="checkbox"/> | |
| senior citizens | | 4 drunk | <input type="checkbox"/> | |
| collateral damage | | 5 second-hand | <input type="checkbox"/> | |
| tired and emotional | | 6 unemployment benefits | <input type="checkbox"/> | |
| sacked | | 7 wrinkles | <input type="checkbox"/> | |
| for the fuller figure | | 8 old people | <input type="checkbox"/> | |
| pre-loved | | 9 a house in very bad repair | <input type="checkbox"/> | |
| a renovator’s delight | | 10 the killing of civilians in war | <input type="checkbox"/> | <input type="checkbox"/> /10 |
| TOTAL | | | <input type="checkbox"/> | <input type="checkbox"/> /40 |

EXTENSION

Write an advertisement for a ‘renovator’s delight’. Use as many euphemisms as possible to describe it and its potential in order to convince house buyers to look at the house.

Name: _____

Class: _____

Date: _____

Word list

| | | | | |
|---------------|-----------|-------------|-----------|-----------|
| advertisement | consumer | market | publicity | slogan |
| assurance | endorse | merchandise | pun | technique |
| campaign | guarantee | obligation | receipt | vendor |
| commercial | jingle | promotion | retail | wholesale |

32.1 Use a dictionary to find and then write out the meanings of each of the following words, which are related to advertising and merchandising.

- a receipt _____
- b retail _____
- c endorse _____
- d pun _____
- e merchandise _____
- f vendor _____
- g discount _____
- h guarantee _____
- i jingle _____
- j marketing campaign _____ /10

32.2 Fill each space in the cloze passage using words from the word list above.

Jasmine responded to the _____ in the paper and bought the car. It came with a three-year _____ and she was under no _____ to buy any extras. The advertisement was part of a special _____. Jasmine had been lured by its catchy _____.

/2

/5

32.3 The following English words are derived from the Latin word *vertere*, which means 'to turn'. Match each word with its meaning by placing the correct number in the middle column.

| | | | |
|-----------|--------------------------|--|-----------------------------|
| advertise | <input type="checkbox"/> | 1 to turn aside | <input type="checkbox"/> |
| divert | <input type="checkbox"/> | 2 to turn upside down | <input type="checkbox"/> |
| revert | <input type="checkbox"/> | 3 to turn easily from one subject to another | <input type="checkbox"/> |
| versatile | <input type="checkbox"/> | 4 to turn back to | <input type="checkbox"/> |
| invert | <input type="checkbox"/> | 5 to make a product known in order gain people's interest towards it | <input type="checkbox"/> /5 |

Suffixes

A suffix is a group of letters attached to the end of a word that affect its meaning. Two common suffixes are ‘-ant’ and ‘-ent’. They can refer to ways of being, someone’s characteristics, or people or things who perform particular tasks.

expectant arrogant president

32.4 Add either the suffix ‘-ant’ or ‘-ent’ to the following words and provide a definition for each.

- | | | | | | | |
|---|-----------------|-------|----------------------|----|----------------------|-----|
| a | consult_____ | _____ | <input type="text"/> | /2 | | |
| b | correspond_____ | _____ | <input type="text"/> | /2 | | |
| c | repent_____ | _____ | <input type="text"/> | /2 | | |
| d | persist_____ | _____ | <input type="text"/> | /2 | | |
| e | inform_____ | _____ | <input type="text"/> | /2 | <input type="text"/> | /10 |

‘Affect’ and ‘effect’

Affect is a verb that means ‘to change or move something’.

The shocking advertisement did not **affect** the viewers.

Effect is usually a noun that means ‘a result or consequence’.

The **effect** of the shocking advertisement was immediate.

32.5 Insert either ‘affect’ or ‘effect’ into each sentence.

- | | | | |
|---|--|----------------------|-----|
| a | The heat will not _____ this new material. | <input type="text"/> | |
| b | The heat has a bad _____ on the vinyl. | <input type="text"/> | |
| c | Do not allow him to _____ your performance. | <input type="text"/> | |
| d | The celebrity endorser’s shenanigans will have an _____ on the sponsors. | <input type="text"/> | |
| e | The final _____ of the animation was brilliant. | <input type="text"/> | |
| f | Lloyd did not feel the _____ of the injection. | <input type="text"/> | |
| g | The new office furniture had a positive _____ on the workers. | <input type="text"/> | |
| h | The price might _____ your decision. | <input type="text"/> | |
| i | The _____ of the cyclone was minimal as it missed the mainland. | <input type="text"/> | |
| j | The sponsor’s mascot’s behaviour did not _____ the result. | <input type="text"/> | /10 |

| | | |
|--------------|----------------------|-----|
| TOTAL | <input type="text"/> | /40 |
|--------------|----------------------|-----|

EXTENSION

Imagine you have bought and had delivered a product from an online business (the type of product is up to you). However, it is inferior and has not met your expectations. Using as many words as possible from the advertising word list, compose an email to the company explaining why it is unsatisfactory and ask for a refund.

Name:

Class:

Date:

Revision: Clauses

A clause is a group of words that contains a verb. A clause that can stand alone is called a main or independent clause. A clause that does not make sense on its own is called a subordinate or dependent clause. A subordinate clause always needs to appear with a main clause in order for it to make sense.

The marketing manager resigned (main clause) because he had failed to get a contract (subordinate clause).

33.1 Use two different colour highlighters to highlight the main and subordinate clauses in each sentence. Devise a colour key to show the code.

- a The model fainted because she hadn't eaten all day.
- b The new shampoo didn't sell as it had a horrible smell.
- c Unless a caravan was provided the actor refused to work.
- d While the singer rested the show stopped.
- e Jane bought a new pair of shoes after she had seen them in a magazine.

| | |
|----|-----|
| /2 | |
| /2 | |
| /2 | |
| /2 | |
| /2 | /10 |

Adjectival clauses

An adjectival clause gives information about the noun it refers to. Adjectival clauses are usually introduced by relative pronouns such as: who, which, that, when and where.

My friend, **who works in a shop**, can get a discount.

In this example, 'who works in a shop' is the adjectival clause that describes the noun 'friend'.

33.2 Highlight the adjectival clauses in each sentence.

- a The advertisement, which was in bad taste, was taken out of the magazine.
- b My manager, whom you have already met, has given me a promotion.
- c The office where I work is undergoing renovations.
- d The cover girl who won the competition is going to New York.
- e Your new phone, which fell in the toilet, is ruined.

| | |
|--|----|
| | |
| | |
| | |
| | |
| | /5 |

Adverbial clauses

An adverbial clause takes the place of an adverb. There are many different types of adverbial clause. An adverbial clause can indicate:

- *how* an action was performed (starting with phrases such as: 'as if' and 'as though')
- *when* an action was performed (starting with words such as: when, while, since, after, before, until)
- *where* an action was performed (starting with words such as: where, wherever)
- *why* an action was performed (starting with words such as: because, since)

I set the burglar alarm **before I left the house**.

In this example, 'before I left the house' is the adverbial clause that explains *when* the action of setting the alarm was performed.

33.3 Highlight the adverbial clauses in the following sentences.

- a She ran as if her life depended on it.
- b As Luca walked home he thought of Caterina.
- c He put the photo where everyone could see it.
- d We played in the yard so that we would be safe.
- e We went to bed early because we were tired. /5

33.4 Rewrite the following sentences as indirect speech.

- a 'Have you read the new magazine, Anika?' asked Paula. /2

- b 'No, I haven't had time yet,' replied Anika. /2

- c 'There is a great ad for a new ice cream,' explained Paula. /2

- d 'I have already seen the ad on television,' said Anika. /2

- e 'Do you want to buy one after school?' asked Paula. /2 /10

33.5 Below is a list of adjectives used to describe products in advertisements. Match each adjective with its most-likely product by placing the correct number in the middle column.

| | | | |
|----------------------------------|--|---------------------|------------------------------|
| luscious | | 1 vitamin tablets | <input type="checkbox"/> |
| chilling | | 2 party decorations | <input type="checkbox"/> |
| underarm protection | | 3 moisturiser | <input type="checkbox"/> |
| powerful motor | | 4 mascara | <input type="checkbox"/> |
| velvety skin | | 5 hot sauce | <input type="checkbox"/> |
| monumentally thicker and curlier | | 6 ice cream | <input type="checkbox"/> |
| festive | | 7 hair colour | <input type="checkbox"/> |
| bold, dramatic blonde | | 8 new horror movie | <input type="checkbox"/> |
| sustained release | | 9 deodorant | <input type="checkbox"/> |
| tangy and spicy | | 10 chainsaw | <input type="checkbox"/> /10 |

TOTAL /40

EXTENSION

Using direct speech, write about 250 words of dialogue between you and a friend about a new smart phone that is coming on to the market. Then write the same dialogue using indirect speech. Which piece of writing is most effective? Why?

Name:

Class:

Date:

Source material for this worksheet 'Film review: *Despicable Me 2*' can be found on page 90.

34.1 Find the meaning of the following words and phrases as they are used in the context of the film review of *Despicable Me 2*.

- a wacky _____
- b flings it at you in spades _____
- c gibberish _____
- d humiliating secret _____
- e the cute factor is in overdrive _____
- f quirky _____
- g zany _____
- h fight-fire-with-fire tactic _____
- i the baddies are exuberant _____
- j Dr Nefario gets dealt a pretty lame story arc _____ /10

34.2 Answer the following questions based on the review of *Despicable Me 2*.

- a The minions cause chaos in the film. Using a dictionary, find the original meaning of the word 'minion' and write it here, in your own words.
- b Why does the reviewer suggest that parents are likely to empathise with Gru? /2
- c Does the reviewer think that adults will find the film funny? Use a quote from the review to explain your answer. /2

LOOKING DEEPER

- d Sequels can sometimes be disappointing. *Despicable Me 2* is a sequel to the film *Despicable Me*. What comparison does the reviewer make between the two films? Include a quote from the review to back up your response. /2
- e Do you think this is a positive or a negative review? Include a quote from the review to back up your answer. /3

- f *Despicable Me 2* was co-directed by Pierre Coffin and Chris Renaud. The screenwriters were Ken Daurio and Cinco Pau and the hip-hop music was composed by Pharrell Williams. The review does not include this information. Do you think a film review should include the names of the director, screenwriter and composer? Give a reason for your answer.

/2 /12

34.3

- a Look at the film review again and highlight five words in the word box below that could be used to describe the writer's tone.

| | | | |
|-----------|----------------|----------|------------|
| amused | conversational | friendly | serious |
| approving | encouraging | negative | unfriendly |
| arrogant | formal | positive | warm |

/6

- b Choose two of the tone words you selected to describe the *Despicable Me 2* review and explain why you chose them.

/4 /10

Colloquial language

Colloquial language is informal, conversational language you might use when talking to or texting your friends. Many film reviews use colloquial language to make the reader feel involved and relaxed. The review of *Despicable Me 2*, for example, refers to the reader as 'you' and says 'Gru has thrown himself into full-time daddy patrol instead of criminal masterminding.' 'Daddy patrol' is informal, colloquial language.

- 34.4 The table below contains some of the less-formal expressions used in film reviews. Match each with its meaning by placing the correct number in the middle column.

| | | | |
|-----------------|----------------------|--|-------------------------|
| rom com | <input type="text"/> | 1 a not-funny character whom a funny character plays off | <input type="text"/> |
| chick flick | <input type="text"/> | 2 computer generated images | <input type="text"/> |
| buddy film | <input type="text"/> | 3 movie aimed at young women | <input type="text"/> |
| straight man | <input type="text"/> | 4 a film that tells what happened before the main film | <input type="text"/> |
| family friendly | <input type="text"/> | 5 the main characters will become best friends | <input type="text"/> |
| CGI | <input type="text"/> | 6 suitable for young and old | <input type="text"/> |
| prequel | <input type="text"/> | 7 an unconvincing or boring plot | <input type="text"/> |
| lame story | <input type="text"/> | 8 romantic comedy | <input type="text"/> /8 |

TOTAL /40

EXTENSION

Write a review (about 250 words) of a film or TV show you have seen recently. Include a clever headline and use informal language. You could include details of the plot, main characters and theme and a recommendation on who would be the most appropriate audience.

Name: _____

Class: _____

Date: _____

Word list

| | | | | |
|-----------------|------------------|-----------------|--------------|------------------|
| animal wrangler | boom operator | cinematographer | editor | location manager |
| armourer | camera operator | continuity | foley editor | producer |
| best boy | casting director | director | gaffer | scriptwriter |

35.1

There is a whole field of occupations in the film industry. Below is a list of some of the jobs on a film set. See whether you can match the job description with the actual title of the person who performs the task.

- a a weapons expert who oversees the weapons on the set (usually replicas) _____
- b a technician, not necessarily male, who adjusts the lights _____
- c operates the long-handled overhead microphone _____
- d operates the camera _____
- e oversees the auditions and chooses the actors _____
- f directs film photography _____
- g ensures all the details between shots and scenes are consistent _____
- h directs the whole film _____
- i assembles the film with help from the director _____
- j responsible for sound effects _____
- k responsible for electrical work and lighting _____
- l researches the best places for a film's location _____
- m organises the finances for a film _____
- n writes the screenplay _____
- o trains animals for a film _____ /15

Suffixes

As you learnt in worksheet 11, a suffix is a group of letters added to the end of a word that change its meaning.

Someone who reports news is called a **reporter**.

The suffixes '-or' and '-er' are often used to describe a person who does a particular job.

35.2

Complete the following words by adding the correct '-or' or '-er' suffix.

- a train ___
 - b act ___
 - c invent ___
 - d operat ___
 - e visit ___
- /5

Allusion

Allusion is a language device used by writers to refer to another text or situation indirectly. For example, the review of *Despicable Me 2* alludes to *Despicable Me* in order to make a comparison with it.

35.3 How effective do you find the use of allusion in order to compare these two films? Explain your answer.

/5

35.4 Write the following words and phrases in the correct spaces in the sentences that follow. You might need to use a dictionary.

| | | | | |
|----------------|--------------|----------------|-----------------|------------|
| conformist | formula | juxtaposed | point of view | stereotype |
| discrimination | hypocrite | low-angle shot | rite of passage | tilt |
| eccentric | incarcerated | pan | rivals | tracking |

- a A _____ tries to fit in with others and not stand out from the crowd.
- b To be _____ means to have odd or bizarre behaviour.
- c If you are in prison you have been _____.
- d Many films pit the two main characters against each other. These characters are said to be _____.
- e A character who is typical of their type is called a _____.
- f Two different scenes set against each other to show their differences are said to be _____.
- g A _____ is someone who pretends to be something they are not.
- h A person treated unfairly due to their race or sex is said to be the victim of _____.
- i A _____ is an event that marks a change in life as a person moves onto the next stage, for example from childhood to adolescence.
- j Some films are made to a _____. You know exactly what they will be like even before you see them.
- k Slow camera movement from one side to another. _____
- l A camera moves on tracks to keep the subject in view. This is known as _____.
- m The _____ of the camera, and its angle, is able to suggest horror or tension.
- n The camera shows a character's _____.
- o If the camera is positioned below a figure or object to create a _____ it makes a character look large and powerful.

/15

TOTAL /40

EXTENSION

Write a job advertisement of about 100 words for an animal wrangler for a new film about a dog. Include the skills required and the type of dog to be used. You will need to research the details of this occupation and look at job advertisements to see how they are written.

Name: _____

Class: _____

Date: _____

Revision: Conjunctions

Conjunctions are joining words. Here are some common conjunctions.

| | | | | |
|----------|---------|-----|-------|----------|
| after | as | but | since | whenever |
| although | because | for | so | where |
| and | before | or | than | while |

36.1 Highlight the conjunction in each of the following sentences.

- a I go to the movies whenever I can.
- b It is not always easy to get there as I live so far away.
- c I feel very disappointed because I have missed some great movies.
- d Most kids have been going since they were toddlers.
- e I missed the film I most wanted to see while I was studying for an exam.

/2

/2

/2

/2

/2

/10

Simple and compound sentences

Good writers use a variety of sentence types to add interest and create particular effects. Sentences can be simple or compound, depending on the clauses they contain.

- A simple sentence is made up of one main (or independent) clause.

I really like that new film review show.

- A compound sentence is made up of two main clauses joined by a conjunction

I really like this new magazine, but it is rather expensive.

Complex sentences

A complex sentence consists of a main clause and one or more subordinate clauses.

The film director had to leave the set (main clause) because she had broken her ankle (subordinate clause).

36.2 Join each pair of sentences with a suitable conjunction to make one compound sentence.

- a She had finished her homework. She went to the movies.

/2

- b I would like to go to the movies every week. It is too expensive.

/2

- c He had trained hard. He feared he would lose the race.

/2

- d Amanda took her daughter out for a celebratory dinner. She spent a lot of money.

/2

- e It was raining. They stayed at home.

/2

/10

36.3 Label the following sentences as either simple, compound or complex.

- a We will drive to Adelaide tomorrow. _____
- b We must take the train and then we must get on the bus. _____
- c Juan wanted to go home but he didn't have the plane fare. _____
- d Don't go near the edge! _____
- e There are lots of silly movies on now so we'll have to choose a film carefully. _____
- f You may go to the beach if it stops raining. _____
- g I'd like to go to the beach, too, but I've too much work to do at home. _____
- h Some Hollywood actors use drugs to cope with their fame. _____
- i We couldn't decide which film to see so we flipped a coin. _____
- j My mobile phone rang while I was watching television. _____ /10

Italics

Italics are a style of printing in which the letters slope to the right. In word-processing programs, italics are generally used for:

- the titles of films, books, long poems, television shows and plays

We went to see *The Lord of the Rings*.

She really enjoyed watching *Frozen Planet*; she was a big David Attenborough fan.

- foreign words

Pas devant les enfants!

- names of ships and planes

HMAS Tobruk, Wild Thing

- placing special emphasis on something

You aren't going out with *him*!

36.4 Highlight the words that should be in italics in each of the following sentences.

- a Finding Nemo is my favourite film.
- b I have always wanted to read The Hobbit.
- c The new ship was named the Endeavour.
- d Hiawatha was a very popular poem.
- e 'She actually dies her hair green!' shrieked Anna.
- f The girl exhibited a great joie de vivre. /2
- g The view was superb from my seat on the Skybird. /2
- h Peter Pan was being put on for the holidays. /2
- i Don't watch Buffy late at night! /2
- j They spoke sotto voce while the film was on. /2 /10

EXTENSION

Find a film review in a newspaper or magazine. Copy out a paragraph and highlight the colloquial language. Rewrite the paragraph in more formal English, including some compound and complex sentences. Which paragraph is the most effective? Why? Do you think it is more appropriate to use informal language in a film review?

BOOK REVIEW: *THE HAPPIEST REFUGEE*

The bestselling, laugh-out-loud, reach for your hanky story of one of Australia's best-loved comedians – now in hard cover gift edition.

Anh Do nearly didn't make it to Australia. His entire family came close to losing their lives on the sea as they escaped from war-torn Vietnam in an overcrowded boat. But nothing – not murderous pirates, nor the imminent threat of death by hunger, disease or dehydration as they drifted for days – could quench their desire to make a better life in a country where freedom existed.

Life in Australia was hard, an endless succession of back-breaking work, crowded rooms, ruthless landlords and make-do everything. But there was a loving extended family, and always friends and play and something to laugh about for Anh, his brother Khoa and their sister Tram. Things got harder when their father left home when Anh was thirteen – they felt his loss very deeply and their mother struggled to support the family on her own.

His mother's sacrifice was an inspiration to Anh and he worked hard during his teenage years to help her make ends meet, also managing to graduate high school and then university.

Another inspiration was the comedian Anh met when he was about to sign on for a 60-hour a week corporate job. Anh asked how many hours he worked. 'Four,' the answer came back, and that was it. He was going to be a comedian!

The Happiest Refugee tells the incredible, uplifting and inspiring life story of one of our favourite personalities. Tragedy, humour, heartache and unswerving determination – a big life with big dreams. Anh's story will move and amuse all who read it.

Awards

- Overall Winner, Indie Book of the Year Award 2011
- Winner, Non-fiction Indie Book of the Year 2011
- Winner, The 2011 Nielsen BookData Booksellers' (ABA) Choice Award
- Winner, ABIA (Australian Book Industry Awards) Book of the Year
- Winner, ABIA Newcomer of the Year 2011
- Joint winner, ABIA Biography of the Year 2011
- Shortlisted, 2011 NSW Premier's Literary Awards, Community Relations Commission Award

www.allenandunwin.com

LOG IN, TUNE OUT: IS TECHNOLOGY DRIVING US CRAZY?

Could being plugged in to social media be rewiring kids' brains?

There is no down time for the digital native. Meals are photographed and shared online before the first bite is taken. A lull in conversation or a pause at the traffic lights are opportunities to check texts and emails. At home, with one eye on the TV, the other scanning Facebook, Twitter and Google, life in the clickstream is frenetic.

But some experts are starting to worry that the digital revolution transforming the way we live is also making us ill. For the 'always on' generation, this constant overload of information could be triggering mental health problems ...

'I see kids clinically who spend the whole day engaged with electronic media and it's clearly a problem,' said Professor George Patton from the Royal Children's Hospital's centre for Adolescent Health. 'During those teenage years when the brain is in a very active phase of development and learning to process information about relationships and emotions, there's a concern that these kids are actually going to be wired differently in the future ... They may grow accustomed to, and be more comfortable with, the kinds of relationships that happen in this electronic space.' ...

[However] many believe the benefits of the internet – the ability to connect with geographically distant loved ones, or promote rapid social and political engagement – are too significant to condemn technology ...

Australia's appetite for technology is voracious. There are 16 million mobile phones in circulation ... By 2015, it is estimated 80 per cent of the world's population will own a smartphone, tablet or laptop ...

This cacophony of electronic noise has prompted calls for schools to start teaching students how to switch off. Melbourne-based non-profit group Smiling Mind has created a mindfulness meditation program – delivered, somewhat ironically, via a website and app – which is being piloted in 20 schools across Australia ...

Fourteen-year-old Taylah Armitage from pilot school Elwood College hopes the classes, in which students sit with eyes closed as they are taken through a guided meditation, will help her focus more and become less dependent on her iPhone ...

Richard Chambers, a headspace psychologist who helped develop Smiling Mind, says mindfulness improves our ability to concentrate and be present in the moment, which is protective against anxiety and depression, and can improve interpersonal skills and resilience.

The Sydney Morning Herald

CLANCY OF THE OVERFLOW

I had written him a letter which I had, for want of better
Knowledge, sent to where I met him down the Lachlan, years ago;
He was shearing when I knew him, so I sent the letter to him
Just on spec, addressed as follows, 'Clancy, of The Overflow.'

And an answer came directed in a writing unexpected
(And I think the same was written with a thumb-nail dipped in tar);
'Twas his shearing mate who wrote it, and verbatim I will quote it:
'Clancy's gone to Queensland droving, and we don't know where he are.'

In my wild erratic fancy visions come to me of Clancy
Gone a-droving 'down the Cooper' where the Western drovers go;
As the stock are slowly stringing, Clancy rides behind them singing,
For the drover's life has pleasures that the townsfolk never know.

And the bush has friends to meet him, and their kindly voices greet him
In the murmur of the breezes and the river on its bars,
And he sees the vision splendid of the sunlit plains extended,
And at night the wondrous glory of the everlasting stars.

I am sitting in my dingy little office, where a stingy
Ray of sunlight struggles feebly down between the houses tall,
And the foetid air and gritty of the dusty, dirty city
Through the open window floating, spreads its foulness over all.

And in place of lowing cattle, I can hear the fiendish rattle
Of the tramways and the buses making hurry down the street;
And the language uninviting of the gutter children fighting
Comes fitfully and faintly through the ceaseless tramp of feet.

And the hurrying people daunt me, and their pallid faces haunt me
As they shoulder one another in their rush and nervous haste,
With their eager eyes and greedy, and their stunted forms and weedy,
For townsfolk have no time to grow, they have no time to waste.

And I somehow rather fancy that I'd like to change with Clancy,
Like to take a turn at droving where the seasons come and go,
While he faced the round eternal of the cash-book and the journal—
But I doubt he'd suit the office, Clancy of The Overflow.

A.B. ('Banjo') Paterson

SOURCE MATERIAL

Worksheet 9 (exercises relating to this material can be found on page 17)

This famous speech is taken from the play *As You Like It* by William Shakespeare. It is written as an extended metaphor, with the stages of life being compared with the acts in a play.

ALL THE WORLD'S A STAGE

All the world's a stage,
And all the men and women merely players.
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling¹ and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard²,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws³ and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloons⁴,
With spectacles on nose and pouch on side;
His youthful hose⁵ well saved, a world too wide
For his shrunk shank⁶, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans⁷ teeth, sans eyes, sans taste, sans everything.

From *As You Like It* by William Shakespeare

1 crying feebly

2 panther

3 sayings

4 a foolish old man

5 the breeches he had when he was young

6 leg

7 without

TELEVISION

SOURCE MATERIAL

Worksheet 10 (exercises relating to this material can be found on page 19)

RACE TO DAKAR

ABC 8:30 p.m. (series premiere)

The Dakar Rally is a race for certified lunatics. This off-road endurance test is regarded as the most dangerous in the world, and claims at least one life a year. It covers 11 000 kilometres and seven countries, from Lisbon, Portugal, to Dakar, Senegal, across sand dunes, mud, camel grass, rocks, riverbeds and potholed roads. Getting lost in the shifting Sahara sands is easy, and only 40 per cent of competitors finish. British actor Charley Boorman hopes to be one of them, and employs a team of experts to help him achieve his ludicrous goal. But this is not one of those shows about an extraordinarily motivated, well-balanced person attempting to put mind over matter – to push the boundaries of adventure and show us what amazing feats the human body is capable of and what the human spirit can endure. No, no – too many clichés. Charley is a lazy, slightly petulant lad who lacks willpower, whinges a lot and expects other people to motivate him. Which makes him a character we can all identify with. He brazenly claims he can finish the Dakar in his book about

his previous motorcycling film, *Long Way Round*, in which he and best friend Ewan McGregor travel from London to New York. But the Dakar is different – and watching Charley persist despite being totally unfit for the race makes for great television. He’s a lot like an undergraduate who hasn’t prepared for his exams – cramming in information and training, swearing a lot and looking slightly deranged. He seems doomed to failure but the narrator promises he’ll get there, even though he hasn’t been able to finish any of the much shorter practice races in England. We see crashes, broken bones, hospital visits, visa problems and a frantic rendezvous on a London motorway – all before the team has even left the country. The director knows snags and logistical dramas will add to the show’s appeal, but there are so many near disasters that they can’t all be fabricated. Charley is a downright anti-hero and it’s a miracle he’s still alive, but he’s also what makes an otherwise straightforward adventure story into a feral comedy of errors.

Natalie Craig

DOG OWNERS ON THE LEASH

Serious injuries are likely to be avoided and even lives saved under new laws governing dangerous dogs.

The Victorian Government has fought a legal battle with some dog owners following the death of four-year-old Ayen Chol who was mauled by a pit bull in Melbourne in 2010.

Restrictions on certain breeds were challenged in the courts with council officers and police often unable to prove that a dog involved in an attack was not a cross breed. This led to seven prosecutions being dismissed.

New laws carry heavy penalties for owners or those in charge of dogs that have attacked someone, no matter what breed the dog might be.

These laws have teeth. People can be banned from owning dogs or being in control of dogs for up to 10 years and can be jailed for two years or fined \$34 600 if they break such a ban.

The penalties may be harsh but something had to be done to protect the public, particularly children, from being bitten by dogs.

As reported in today's *Herald Sun*, the number of dog-attack victims with serious wounds has doubled in the past 10 years.

Almost 5000 people have been admitted to the state's hospitals with dog-bite injuries and another

16 600 were treated for less serious injuries in hospital emergency departments.

More than one-in-four dog-attack victims are aged nine or younger, with children under five at greatest risk.

Dangerous dogs will be seized by council officers and put down after attacks. This should discourage people from buying dangerous breeds. The owners of guard dogs can also be prosecuted under new laws if their dog kill someone or endangers life.

The Victorian Government has also introduced a program to educate primary school and kindergarten children in dog safety. Almost half of dog attacks happen in homes with children most at risk.

There should be no doubt that strong action is needed against dangerous dog attacks. The death of little Ayen Chol, who was attacked by a pit bull that ran into her parents' home and mauled her as she clung to her mother's leg, shocked families who called for changes to the law.

These changes have met with resistance from some irresponsible owners who believe they have a right to keep dangerous breeds, without considering the risk if these dogs become loose on the streets.

The new laws put the owners on a leash.

Herald Sun

NEWSPAPER ITEMS: A GLOSSARY

Advertisements: help pay for the production of the newspaper. Advertisers pay for space in the newspaper to advertise their goods or services. They have to ensure that their products will be of interest to the readers of a particular paper.

Business news report: a report on some activity in the business world, such as a takeover or the bankruptcy of a large business.

Classifieds: give information on births, deaths and marriages, goods for sale (such as a house or car), or job vacancies.

Comic strips: most papers contain a section where regular comic strips appear. These provide some light entertainment to offset the often depressing news of the day.

Crosswords: a word puzzle to be solved by answering clues. These also provide light relief. Crosswords may be simple or cryptic (more difficult).

Editorial: the opinion of the editor and/or senior journalists on a current news issue.

Feature article: a long article that gives background information about a sometimes controversial issue and usually contains the journalist's point of view.

Film and music reviews: reviews of current films and music.

Index or contents section: this is generally located near the start of the paper and tells you on which page you can find its various sections.

Letters to the editor: these are written to the editor by readers wishing to comment on current issues.

Local news report: a report of an event that has happened in the local neighbourhood that will be of interest to people living there.

National news report: this is a report of an important event that has happened in Australia and that will be of interest to most Australians.

Opinion piece: an article that gives a clear opinion on an issue, often written by a senior journalist or someone who has some involvement with the issue.

Photo story: a photograph that tells a story and is generally accompanied by a two- or three-line caption.

Political cartoon: this makes fun of some aspect of current politics. It is often presented on the same pages as the editorial and letters to the editor.

Sports news report: a report on a recent sporting event or a sportsperson.

Stock exchange report: a report of the day's trading on the stock market, telling readers which shares have gained or lost value.

Television guide: provides times and details of programs to be shown on different channels in the immediate future.

Television review: a review of a recent or forthcoming television show. The reviewer gives a personal opinion of the show and a brief description of it.

Weather forecast: a report on weather conditions for the next day or two. It often includes graphs and maps.

World news report: a report of an important event that has happened somewhere in the world.

SOURCE MATERIAL

Worksheet 16 (exercises relating to this material can be found on page 31)

This document is part of a National Reconciliation Week kit. It explains the history and significance of the week and defines the term ‘reconciliation’ in this context. It is set out as a series of questions and answers.

NATIONAL RECONCILIATION WEEK 27 MAY – 3 JUNE

1 What is National Reconciliation Week?

Each year from 27 May to 3 June, National Reconciliation Week celebrates and builds on the respectful relationships shared by Aboriginal and Torres Strait Islander peoples and other Australians. The week-long celebration is an ideal opportunity for all Australians to explore ways to join the national reconciliation effort.

2 When did it begin?

The Week of Prayer for Reconciliation began in 1993 and was supported by Australia’s major religious groups. Three years later it evolved into National Reconciliation Week under the guidance of the Council for Aboriginal Reconciliation (now Reconciliation Australia).

3 What is the significance of 27 May and 3 June?

May 27 and June 3 are important dates in Australia’s history. May 27 marks the anniversary of the 1967 referendum when Australians voted to remove clauses in the Australian Constitution that discriminated against Aboriginal and Torres Strait Islander peoples. The day before National Reconciliation Week, 26 May, is National Sorry Day, which was first held in Sydney in 1998 and is now commemorated nationally to remember and honour the Stolen Generations.

June 3 marks the historic 1992 *Mabo* decision in which the High Court of Australia recognised native title – the recognition that Aboriginal and Torres Strait Islander peoples’ rights over their lands did survive British colonisation. 2012 marked the 20th anniversary of the *Mabo* decision and the 45th anniversary of the 1967 referendum.

4 What does ‘reconciliation’ mean in the context of National Reconciliation Week?

Reconciliation involves building positive, respectful relationships between Aboriginal and Torres Strait Islander peoples and other Australians; enabling us to work together to close the gaps, and to achieve a shared sense of fairness and justice. The ultimate goal of reconciliation is to build strong and trusting relationships between Aboriginal and Torres Strait Islander peoples and other Australians, as a foundation for success and to enhance our national wellbeing.

Closing the Gap describes the actions that schools, governments, businesses and the community can take to help achieve equality of life expectancy, education and employment for all Australians.

5 Why is National Reconciliation Week important?

National Reconciliation Week is an ideal time for organisations, schools, universities and workplaces to join the reconciliation conversation. It is a chance to work towards the goal of building respectful relationships between Aboriginal and Torres Strait Islander peoples and other Australians, and to create a fair and equal society.

6 Who organises National Reconciliation Week?

National Reconciliation Week is organised by Reconciliation Australia; an independent, not for-profit organisation established in 2000. It is the national organisation responsible for building and promoting reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians. Reconciliation Australia also works with state reconciliation councils in New South Wales, Queensland, Victoria, Western Australia and South Australia to organise local events and activities for National Reconciliation Week.

How can I get involved?

During National Reconciliation Week, you can participate in lots of activities and events that focus on the value of recognition. For example, cultural institutions in most capital cities hold recognition events. You can think about hosting an event at your school, organisation or workplace – it can be as simple as flying an Aboriginal or Torres Strait Islander flag, writing a blog, or posting something on Facebook or Twitter.

On a personal level, you can think about recognising someone in your life or take the time to learn about the rich Aboriginal and Torres Strait Islander culture that exists in Australia. And, importantly, find the time to talk with your family and friends about why it's important for all Australians to build respectful relationships with each other, and especially with Aboriginal and Torres Strait Islander peoples.

While National Reconciliation Week is a great time to think about these issues, you can still take action through the year to work towards reconciliation. Visit the Reconciliation Australia website for more information and to discover what activities and events are taking place in your local area during National Reconciliation Week and throughout the year.

Reconciliation Australia

PUBLIC SPEAKING

SOURCE MATERIAL

Worksheet 19 (exercises relating to this material can be found on page 37)

During the first three days of July 1863, Gettysburg, Pennsylvania, was the site of one of the bloodiest battles of the American Civil War. On 19 November 1863, American president Abraham Lincoln gave the following address at the dedication of the Soldiers' National Cemetery at Gettysburg.

GETTYSBURG ADDRESS

Four score and seven years ago our fathers brought forth upon this continent a new nation conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate – we cannot consecrate – we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus so far nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honoured dead we take increased devotion to the cause for which they here gave the last full measure of devotion – that we here highly resolve that the dead shall not have died in vain – that the nation shall, under God, have a new birth of freedom – and that the Government of the people, by the people, and for the people, shall not perish from the earth.

Abraham Lincoln

Winston Churchill, grim but undaunted, made his famous speech about the Second World War to the House of Commons on 13 May 1940.

BLOOD, TOIL, TEARS AND SWEAT

I would say to the House, as I have said to those who have joined this Government: 'I have nothing to offer but blood, toil, tears, and sweat.' We have before us an ordeal of the most grievous kind. We have before us many, many long months of struggle and suffering. You ask what is our policy? I can say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us; to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, What is our aim? I can answer in one word: It is victory, victory at all costs, victory in spite of terror, victory, however long and hard the road may be; for without victory, there is no survival. Let that be realised: no survival for the British Empire; no survival for all that the British Empire has stood for; no survival for the urge and the impulse of the ages, that mankind will move forward towards its goal. But I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all, and I say, 'Come, then, let us go forward together with our united strength.'

Winston Churchill

SOURCE MATERIAL

Worksheet 22 (exercises relating to this material can be found on page 43)

SOUNDTRACKS OF A GENERATION

Beyoncé. One Direction. P!nk. Psy. Kanye. Snoop Dog. Rihanna. Cold Play. Lady GaGa. Wonder whether your parents would know who any of them are? Similarly, do the names Janis Joplin, The Rolling Stones, The Eagles, Bruce Springsteen, David Bowie or Fleetwood Mac mean anything to you? If you ever need a gauge to show you how rapidly the world changes, look no further than the wonderful world of music. Every generation is defined by its own soundtrack: the 1950s and the revolutionary sound of Elvis Presley; folk music of the 1960s peace movement; the 1970s and disco; the pop explosion of the 1980s; bands such as Nirvana leading the 1990s Seattle grunge movement to now, nearly fifteen years into the 21st century. But what is the soundtrack of your generation? Most likely it will go down as the era of hip hop and R&B. However, rather than the sort of music you've listened to, it will probably be the *way* you've listened to it which is noteworthy.

Welcome to the 'iGeneration', where everyone's favourite artists are available to download, at the tap of a finger, on their trusty smart phone. No longer will towers of CDs fill lounge rooms across Australia. They will go the way of the cassette player, vinyl LP record players and the gramophone before it. People increasingly store their music on their MP3 players or computers, or they stream it directly from the internet and sync it to their smart phone.

This is also the decade in which the music industry has suffered the most. Although fans are as adoring of their musical heroes as ever, they are also savvy enough to know you don't always have to pay for the music you listen to, with illegal downloading and free music zones making it harder for artists to make royalties on their music.

Another trend significant to the music industry is the rise and influence of reality television shows such as *The X Factor*, *Australia's Got Talent*, and *Australian Idol*, which have turned aspiring singers and groups into international juggernauts. The boy group 'One Direction' found fame and fortune on the back of *The X Factor*. Indeed, not only has reality TV made stars out of the musicians themselves but judges/producers such as Simon Cowell are almost as famous as the stars they create.

So while the styles of music we listen to and the way we listen to music changes, what stays the same? Enjoyment of live music seems to be a constant in the ever-changing world of music, whether it be the music festivals of the sixties such as Woodstock, festivals of today such as Good Vibrations, The Big Day Out, or the large stadium shows of Beyoncé and P!nk to U2 and Cold Play.

You may also say that fan behaviour has probably not changed that much across the generations. Have you ever seen the footage of the screaming girls welcoming The Beatles into Australia? Now think of the reaction Justin Bieber gets when he is in town. Some things really do never change do they?!

COMPUTERS

SOURCE MATERIAL

Worksheet 25 (exercises relating to this material can be found on page 49)

CYBER BULLYING

'Cyber bullying' is a relatively new phenomenon that refers to harassment through social media such as Facebook, Twitter or Instagram. It can be very upsetting for the person being bullied and has had serious consequences.

Hi Bridie,

I bet it's been a while since you have received a good old-fashioned letter in the mail? I reckon it's much more exciting than a text, an email or a Facebook post, it's just taking my hand a while to get used to writing this much!

The reason I have reverted to this ancient form of correspondence is that I am no longer on Facebook – not sure if you had noticed I had disappeared?

The reason I closed down my page was that I was continually being mocked by a group of girls from my school. I guess you could call it cyberbullying really. The bullying started face to face at school but then seeped into the cyber world, including text messages. On either text or FB, it was relentless teasing and the girls said completely hurtful and untruthful things which has left me feeling really shattered and really alone.

It began with one of the girls saying something ridiculous – that I am the teacher's pet. And once this one girl started, all of her friends took it in turns to hurl abuse my way, whether it was name calling or picking on my appearance.

The worst thing is, all of these mean things are there for anyone to read. Did you see them too Bridie? I feel like I can't escape. Even when I leave school for the day I can't stop worrying about what will happen the next day.

I feel like I have nobody to turn to. What should I do?

Lots of love,

Anna

Here is Bridie's reply:

Dear Anna,

I was so excited when I saw an old-fashioned letter from you in the mail box but soon that feeling gave way to one of sadness. I really am so sorry to hear about what you have been going through.

You know the old saying 'sticks and stones may break my bones but words will never hurt me'? Well I don't know who wrote that but it isn't true, words can be terribly hurtful as you know well and good by now.

I think the thing with cyberbullying is that it does feel like the bullying is so public. But think about it Anna, if you read mean things about me on my Facebook page would you believe them or just think they were idiots with nothing better to do than spend their time being trolls?

I googled cyberbullying and found some really useful tips for dealing with it. One of the best things to do is to not respond, don't get caught up in the name calling as the bully is trying to provoke a response. Another good tip is to set some tighter privacy settings around your Facebook page, that way only your true friends can reach you and vice versa.

The other thing you could do is document all of these messages and report it to your school. Would you feel comfortable doing this? I understand it would be hard to speak out but I am sure the school would be very swift to act on this and they could give you lots of support. Similarly, your parents would no doubt be really keen to help, perhaps you should take them through what has been going on?

Keep me posted my gorgeous friend, and remember you are such a fun, loving, clever and wonderful person!

Lots of love,
Bridie

COMPUTERS

SOURCE MATERIAL

Worksheet 25 (exercises relating to this material can be found on page 50)

PLUG IN JUDGES

The generation gap has left courts ill-equipped to deal with cyber bullying, a senior judge says.

And a top cop says parents must match their children's cyber skills to stay a step ahead of online predators.

A conference of law and education experts in Melbourne next week will be told judges and magistrates must be trained on technology to gain a better understanding of cyber bullying.

Judge Andrew Becroft, principal judge of the New Zealand Youth Court said: 'Cyber bullying is outside the experience of many in the justice system, some judges included.

'We have all been teenagers and have all witnessed bullying,' he said.

'But growing up with different technology means many in the justice system have not been directly exposed to the pernicious nature of cyber bullying, and its potential to be spread worldwide.

'Technology is changing all the time and at a rate faster than our legislative capacity has kept up with.'

Judge Becroft said he too had been ignorant of the problem.

'Most of us involved in youth justice are a generation removed from cyber bullying, and that's one of the challenges we face every day,' he said.

'We must be trained to deal with the issues. We must do it. It is a non-negotiable part of our training.'

Australian Federal Police Deputy Commissioner (operations) Michael Phelan, who will also speak at the two-day conference on Thursday, urged parents to ward off trolls and stalkers on social media.

'The digital divide between what children know and what their parents know can mean that we may be one step behind children and, subsequently, one step behind the offenders,' he said.

It is estimated almost a third of young Australians have been bullied at least fortnightly.

*Wes Hosking
www.heraldsun.com.au*

MAGAZINES

SOURCE MATERIAL

Worksheet 28 (exercises relating to this material can be found on page 55)

MAGAZINES IN THE MARKETPLACE

All magazines are aimed at a target audience, which is a particular group of people who share similar tastes and interests. Magazines sometimes survey their readers to see whether their content appeals to their interests, and therefore their target audience. Advertisers also need to know about what kind of audience a magazine targets so that they can choose the most appropriate magazine in which to advertise their products. An advertisement for a retirement home would not be relevant to a target audience of teenage girls and it would be a waste of the advertising dollar to place it in such a magazine.

There are a number of ways you can identify the target audience of a particular magazine. The front cover photograph, headlines and list of contents all give clues. The type of feature articles, film or music reviews, advertising and language used will point to the age, interests and gender of the audience. Car-obsessed boys, for example, will not want to know about the latest lip gloss!

The layout of the pages of the magazine will also be linked to the readership. A surfing magazine will probably contain many exciting photographs and a small amount of text. The magazine will use surfing jargon and slang, which will only be understood by surfing enthusiasts.

Every magazine relies on a team of staff to coordinate the different aspects of the magazine. These may include the following:

- The editor has the final say on the content and layout of the magazine. They often write an editorial piece that appears at the start of each issue. The editor is responsible for the overall ‘feel’ of the magazine.
- The deputy editor assists the editor.
- The features editor is responsible for coordinating the magazine’s feature articles.
- The writers actually research and write the articles.
- Fashion and/or beauty editors are responsible for coordinating the fashion and beauty photographic spreads and articles, and for searching out new products and clothing.
- Sports editors research and coordinate stories on different sportspeople and aspects of different types of sport.
- Reviewers may be employed to write reviews of books, art, music and films.
- The production team is responsible for the layout, printing and distribution of the magazine.
- There may be a number of other people involved in the production of any magazine, depending on its focus. The producers of the magazine also need to ensure that it gets plenty of publicity, which they hope will result in more copies being sold.

ADVERTISING

SOURCE MATERIAL

Worksheet 31 (exercises relating to this material can be found on page 61)

THE POWER OF ADVERTISING

Did you know that the famous ‘golden arches’ of McDonald’s fast-food restaurants are the most recognised symbol in the world? Such is the power of advertising.

Many people say advertising doesn’t influence them. And while many of the advertisements we see or hear are forgettable or downright annoying, advertising does gradually shape our perceptions of a brand.

Businesses work hard to create a strong and positive identity for their brands, which both appeals to their customers and gives them the edge over their competitors.

In advertising terms, this is called your ‘brand identity’. In normal terms, it is simply your personality. For example, Mercedes Benz likes to have a sophisticated, stylish brand identity. They wouldn’t commission ads saying ‘prices are going down, down, DOWN!’ A brand aimed at teenagers would have a youthful, fun, quirky image to help it appeal to a younger audience. Such a brand would not use older, serious voice-overs to sell their products.

Marketers are very careful about how they shape their brand identity and they use a lot of different tactics to try to influence what products you buy. Ever noticed that most take-away food outlets use red in their logos? It’s not a coincidence: red has been proven to be the colour that makes people feel hungry.

Advertisers also carefully choose where and when they advertise their products. Lots of food ads appear before dinner time to make you crave their products. If you are driving into the city you may notice billboards advertising radio stations, which might persuade you to change the radio station you’re listening to.

Music is another tool of persuasion used by advertisers. Whether it be jingles that you can’t get out of your head or the licensing of a famous song and re-writing the lyrics, music helps build an emotional connection with a brand.

These days, advertising is not just confined to TV, radio and press advertisements. Brands use various other channels to reach their audience. Social media is a very popular new platform, with brands setting up Facebook or Twitter pages so they can speak to their audience in a more direct, personal manner. Internet pages are littered with advertising and pop-ups.

Another popular way for advertisers to reach their audience is by sponsoring the events that their target market likes to attend, such as the football or a music festival.

Celebrity endorsements, too, have long been popular, where brands try to find a popular personality that fits with their brand. These endorsements can be incredibly successful however they can also backfire if the celebrity gets in trouble.

Marketers are always thinking up different and interesting ways to reach their audiences and it seems nothing is spared these days. Brands might use sky writing, 'flash mobs' or even use product placement in your favourite television shows or movies.

No doubt the biggest brand on the planet today is Apple. Many 'tech heads' claim Apple products aren't any better than any of the other technologies going around, but that people are seduced by the Apple brand, which ultimately comes down to clever marketing. Their use of public relations (PR) to market new Apple products and create a media frenzy is very effective. Apple also has a massive advertising budget and is able to promote itself endlessly. Think about how the launch of any new Apple product makes news itself – the queues that form for miles as people line up to buy the latest Apple offering – this isn't just a coincidence.

So next time you think that advertising doesn't 'work' on you, have a look at what you own and think about why you chose that particular brand. Was it because it was a good price? Did a celebrity tell you it will make your pimples go away? Is it just 'cool'? Perhaps, in some instances, advertisers know us better than we know ourselves.

SOURCE MATERIAL

Worksheet 34 (exercises relating to this material can be found on page 67)

FILM REVIEW: *DESPICABLE ME 2*

IF you were a fan of Steve Carell's wacky animated film *Despicable Me* then you are sure to love its sequel, which takes everything that was charming about the first film and flings it at you in spades.

Yes, there are more gibberish-speaking minions causing gleeful chaos, more of Carell's heavily accented mega-villain Gru, and more of the three little girls he adopted.

But the film nicely builds on what we already know, delving again into Gru's background to reveal a humiliating secret that explains a lot about his fears today. Naturally picking up where the story left off, Gru has thrown himself into full-time daddy patrol instead of criminal masterminding.

That means princess birthday parties and getting the minions to make jams instead of stealing the moon. The 'cute factor' is in overdrive, particularly any parts with the minions or Gru's youngest daughter Agnes (voiced by Elsie Fisher), who's realising there's still something missing from their quirky family.

Kids will love the zany humour and for adults, it's that kind of entertainment where you laugh a lot, but can't remember a huge amount a week later.

It's also got the added bonus of featuring Kristen Wiig in a starring role (she played the small part of Miss Hattie in the first). Wiig's leggy character Lucy is an agent at the Anti-Villain League, who pull Gru out of retirement to hunt down a new baddie in a kind of a 'fight fire with fire' tactic.

Lucy and Gru's working relationship is highly entertaining and don't be surprised if you walk out wanting to mimic her signature catchphrase, 'lipstick taser!'.

Parents out there are likely to empathise with Gru, as he struggles with the idea that his eldest daughter, Margo (Miranda Cosgrove), is catching the eye of a Harry-Styles-haired boy.

But while Gru's got his hands full with a new job and the girls, he isn't noticing unusual disappearances and danger at home. The new baddies are exuberant and fun, however Gru's mad scientist friend Dr Nefario (voiced by Russell Brand) gets dealt a pretty lame story arc.

You get the feeling they just didn't have the time to spend on him.

Much like the first film, *Despicable Me 2* combines random humour and lots of laughs with a sweet storyline for a winning result.

The Cairns Post

CREATE YOUR OWN WORKSHEET

Working in pairs, or a small group, choose a word list and design your own worksheet. Use the worksheets in your book for ideas. Once you have designed a worksheet, use it to test your class.

Books word list

(worksheet 2)

| | | | | |
|--------------|-----------|----------|--------------|------------|
| alliteration | fable | genre | myth | simile |
| ballad | farce | irony | novella | sonnet |
| cliché | flashback | metaphor | onomatopoeia | stereotype |

New technology word list

(worksheet 5)

| | | | | |
|-----------|-------------|---------------|--------------|---------------|
| interact | intercity | intergalactic | intermediate | interpersonal |
| intercept | interdental | interject | internet | interview |

Poetry word list

(worksheet 8)

| | | | | |
|--------------|----------|-----------------|--------|--------|
| alliteration | doggerel | metaphor | rhyme | sonnet |
| allusion | elegy | onomatopoeia | rhythm | symbol |
| ballad | haiku | parody | satire | theme |
| blank verse | imagery | personification | simile | tone |

Television word list

(worksheet 11)

| | | | | |
|------------------|--------------------|-------------|--------------|---------------|
| adaptation | contemporary drama | lacklustre | period drama | reality |
| audition | documentary | lampoon | pilot | retrospective |
| black comedy | dramatisation | miniseries | potboiler | spin-off |
| cameo appearance | infotainment | penultimate | ratings | telemovie |

Reconciliation word list

(worksheet 17)

| | | | | |
|--------------|----------------|-----------------|----------------|---------------------|
| ceremony | culture | heritage | multicultural | sacrifice |
| colleagues | custodian | inequality | recognition | <i>terra nullis</i> |
| colony | discrimination | justice | reconciliation | Torres Strait |
| constitution | exclusion | life expectancy | referendum | triumph |

Public speaking word list

(worksheet 20)

| | | | | |
|------------|-------------|---------|---------------|-------------|
| articulate | enunciation | homily | pronounce | sermon |
| diction | harangue | lectern | pronunciation | soliloquy |
| discourse | heckle | lecture | pulpit | tirade |
| eloquent | hector | orator | rhetoric | valedictory |

Music word list

(worksheet 23)

| | | | | |
|-----------|--------------|-----------|------------|-------------|
| acoustic | ballet | composer | percussion | symphony |
| amplifier | celebrity | conductor | rehearsal | traditional |
| aria | choir | discord | repertoire | venue |
| audience | choreography | musician | rhythm | waltz |

Computers word list

(worksheet 26)

| | | | |
|--------------|-------------|----------|-----------|
| blog | emoticon | HTML | tag |
| cyberspace | going viral | password | the cloud |
| e-book/ebook | hashtag | pixel | trending |

Advertising word list

(worksheet 32)

| | | | | |
|---------------|-----------|-------------|-----------|-----------|
| advertisement | consumer | market | publicity | slogan |
| assurance | endorse | merchandise | pun | technique |
| campaign | guarantee | obligation | receipt | vendor |
| commercial | jingle | promotion | retail | wholesale |

1.1

- a The family comes from Vietnam and travels on an overcrowded boat.
- b Anh Do's family has to overcome pirates, death by hunger, disease and dehydration.
- c The family has to endure back-breaking work, crowded rooms, ruthless landlords/and making do with everything.
- d Anh Do has a loving extended family, lots of friends, time for play and always something to laugh about.
- e Anh Do decides to become a comedian when he finds out that comedians only work four hours a week!
- f The book review lists seven awards.

LOOKING DEEPER

- g Answers will vary. The review lists the hard times Anh Do's family had to endure, there was no money to buy things so they had to 'make do' and improvise.
- h Answers will vary. Anh Do and his family escaped their home country of Vietnam to seek an opportunity to have a better life in Australia with the freedom they desired.
- i Answers will vary. Anh Do worked hard to complete high school and graduate from university. He wanted to be sure he could make his mother proud of his academic accomplishments because he knew that she had struggled to keep the family together, especially after his father left.
- j Answers will vary. The review doesn't go into the details of the reasons why Anh Do decides to become a comedian, but the comparison between working a 60-hour-a-week corporate job to working a 4-hour-a-week non-corporate job is humorous and makes Anh Do's story more appealing to potential readers.
- k Answers will vary. *The Happiest Refugee* is a book that has a universal message of triumph over adversity. Anh Do's family suffered greatly on their boat trip to Australia and then had other domestic difficulties to overcome. Anh Do uses humour to provide a light touch and play down the tragedy. Many people would be interested to read about experiences of a refugee coming to Australia.

1.2

emerging, free, troubled, government, first-hand, best-seller, humour, plight

1.3

- a to take a leaf out of someone's book
- b to throw the book at someone
- c to bring to book
- d to do something by the book
- e someone who is an open book
- f to be in someone's good books
- g a closed book

2.1

similes, metaphors, onomatopoeia, alliteration, novellas, genres, ballad, sonnet, irony, stereotype, flashbacks, myths, fables, clichés

2.2

- | | | |
|---------|---------|-----------|
| a ice | e daisy | i back |
| b snow | f fox | j thieves |
| c silk | g grass | |
| d pitch | h lion | |

2.3

- | | |
|-----------------------|--------------------|
| a boiling with anger | d heads would roll |
| b to snap my head off | e ringleader |
| c full of fire | f saved the day |

2.4

| | | |
|---------------------------|---|---------------|
| a professor | 4 | absent-minded |
| an old woman | 1 | a witch |
| a large but kind man | 5 | gentle giant |
| a male athlete | 2 | a jock |
| the companion of the hero | 3 | sidekick |

3.1

- | | |
|--------------------|-------------|
| a allegorical | f publish |
| b autobiographical | g refer |
| c mysterious | h suspend |
| d mythical | i describe |
| e ironic | j summarise |

3.2

- | | |
|-------|------|
| a has | d is |
| b is | e is |
| c was | |

3.3

- a They wanted to go to the book reading.
- b I wanted to go as well.
- c You had to run to catch the train.
- d We suggest planning ahead next time.
- e They would love to meet a writer.

3.4

- a I have just read the best book ever. It is called *The Lord of the Rings*.
- b He was going to the Sydney Book Fair.
- c Antonia bought tickets to John Marsden's talk.
- d Many of our books come from America, but *Red Dog* was a popular Australian book and film.
- e I'm going to Brisbane for the holidays with Theo.

4.1

- | | |
|------------------------|----------------------|
| a cacophony | g clickstream |
| b meditation | h frenetic |
| c interpersonal skills | i ironically |
| d voracious | j digital revolution |
| e digital native | |
| f resilience | |

4.2

- a** Meals are photographed and shared online; we check emails and text messages at every opportunity; we constantly scan social media while watching television at home.
- b** Experts are worried that the constant overload of information could be triggering mental health problems, and interferes with teenage brain development.
- c** This could happen because kids spend the whole day engaged with electronic media and because their brains are not fully developed. The impact is unknown.
- d** The internet allows people to connect with their distant loved ones and it promotes rapid social and political engagement.
- e** Answers will vary. The spread of technology could increase understanding between individuals in different countries but it could also contribute to a rise in international terrorism.
- f** The overuse of electronic media (the cacophony of electronic noise) has led to people having short attention spans and an inability to focus on things in a meaningful way. The Smiling Mind app gives an opportunity to engage in a mindful meditation.
- g** Mindfulness meditation improves our ability to concentrate and be present in the moment. This protects against anxiety and depression, and can improve interpersonal skills and resilience.
- h** Answers will vary.

LOOKING DEEPER

- i** Answers will vary. The articles suggests that the overuse of electronic media is bad for children and teenagers and could actually be changing the wiring of their not-fully-developed brains.
- j** Answers will vary.

5.1

| | | |
|---|---|--|
| Cease and desist immediately! | 4 | Stop now! |
| Peruse this tome diligently. | 5 | Read this book carefully. |
| Your impetuous dash precipitated a gargantuan tumble. | 1 | You have fallen because you were running too fast. |
| They engaged in an incensed and indignant discussion. | 3 | They spoke angrily with each other. |
| Her antiquated visage was furrowed and ridged. | 6 | Her elderly face was wrinkled. |
| This iniquitous felon must be incarcerated. | 2 | This evil criminal must be imprisoned. |

5.2

- a** what's up? **c** you only live once
b I don't know **d** what

- e** talk to you later **j** in my humble opinion
f be right back **k** bye for now
g laugh/laughing out loud **l** see you
h best friends forever **m** forever
i by the way **n** mind your own business

5.3

- a** intercety **f** intergalactic
b interact **g** intermediate
c interject **h** intercept
d interpersonal **i** interview
e internet **j** interdental

5.4

- a** intermediate **f** interact
b internet **g** intergalactic
c interject **h** interdental
d interpersonal **i** interview
e intercept **j** intercety

6.1

- a** between **e** into **i** for
b until **f** from **j** from
c from **g** with
d with **h** against

6.2

- a** not working properly **f** regain consciousness
b vomited up **g** renovate
c achieve success with **h** retreat
d cancel **i** not suited to
e found, discovered **j** disappointed

6.3

- a** away **e** in **i** through
b for **f** out **j** out
c in **g** off
d by **h** down

6.4

- a** the phone's ringtone **f** the children's laughter
b the leads' sparking **g** the keyboards' clicking
c the motherboard's intricacy **h** the teacher's anger
d the design's beauty **i** the new games' fun
e the printers' noise **j** the audience's screams

7.1

- a** drover **e** foetid **i** verbatim
b wondrous **f** lowing **j** fiendish
c on spec **g** daunt
d dingy **h** pallid

7.2

- a** This was the last-known address for Clancy. The writer had not been in contact with clancy for many years.

- b** It tells us that the writing is messy, hard to read and written by someone who probably doesn't write letters very often.
- c** The grammar tells us that the writer is an uneducated man who is unused to writing.
- d** The writer is sitting in a dark, dingy little office in the city.
- e** The children are swearing ('in language uninviting').
- f** This refers to the repetitive nature of office work.

LOOKING DEEPER

- g** Answers will vary. Banjo Paterson offers a timeless picture of the bush and a vision of a life of freedom there. As Australians live in increasingly urbanised environments, the life away from the grime and pressures of city life is a beautiful dream.
- h** Answers will vary. Although the language of the poem offers words not always used today, once the reader gets into the rhythm of the poem, it becomes easier to understand. The language gives very clear visual imagery of the bush contrasted against the dust and dirt of the city.

7.3

- a** splendid/extended **c** tar/are
b uninviting/fighting **d** bars/stars

7.4

- a** The poet imagines Clancy droving his cattle and enjoying his life in the bush.
- b** The poet describes his small, dark office and the dirty city where he works.
- c** The poet expresses his wish to change lives with Clancy and go droving.
- d** Answers will vary.

8.1

- a** rhythm **d** onomatopoeia
b rhyme **e** alliteration
c alliteration **f** onomatopoeia

8.2

- a** simile **d** metaphor
b simile **e** simile
c metaphor **f** metaphor

8.3

- a** a ballad **c** blank verse
b an elegy **d** doggerel

8.4

| | | |
|--------------------------------|---|---|
| a storm in a teacup | 9 | a small problem that has been exaggerated |
| easy come, easy go | 8 | it will disappear as quickly as it came |
| no news is good news | 1 | receiving no news means that nothing bad has happened |
| too many cooks spoil the broth | 5 | a few people generally do a better job than many people |

| | | |
|-------------------------------|----|----------------------------------|
| my better half | 3 | my wife or husband |
| you're skating on thin ice | 10 | you're about to get into trouble |
| to put your foot down | 6 | to take a stand |
| a bitter pill to swallow | 2 | difficult to accept |
| a fairytale ending | 7 | a happy conclusion |
| She has the runs on the board | 4 | she has the experience |

8.5

- a** simile **f** elegy
b ballad **g** doggerel
c sonnet **h** parody
d haiku **i** alliteration
e rhythm **j** imagery

9.1

- a** 1 the infant ('Mewling and puking')
2 the whining schoolboy
3 the lover
4 the soldier
5 the judge
6 early old age
7 old age ('second childishness')
- b** Answers will vary.

9.2

- a** 'And/ one/ man /in /his/ time/ plays/ ma/ ny/ parts/,'
b 'In/ fair/ round/ be/lly with/ good /ca/pon/ lined/,'
c 'With/ spe/cta/cles /on /nose /and /pouch/ on/ side/,'
d 'That/ ends/ this/ strange/ e/vent/ful/ hi/sto/ry/,'

9.3

- a** whining **d** shining
b strange **e** mere
c youthful

9.4

teeth, eyes, taste

9.5

- a** i simile **iv** simile
ii simile **v** metaphor
iii metaphor
- b** Answers will vary.
c Answers will vary.

9.6

- a** tolerance **d** amazement
b conclusion **e** satisfaction
c imagination

10.1

| | | |
|------------|----|---|
| endure | 2 | withstand, persevere |
| ludicrous | 9 | ridiculous |
| cliché | 7 | well-worn phrase |
| petulant | 1 | sulky |
| brazen | 11 | cheeky |
| deranged | 4 | insane |
| narrator | 12 | story teller |
| visa | 5 | endorsement on passport to allow entry to a country |
| rendezvous | 6 | meeting |
| logistical | 8 | organisational |
| fabricate | 10 | make up |
| feral | 3 | wild, untamed |

10.2

- a** dangerous **d** *Long Way Round*
b 11 000, Sahara **e** England
c forty

10.3

- a** Answers will vary. The race is too dangerous for sane people to attempt.
b Unsealed roads could cause the cars or motorbikes to skid on the gravel or overturn on the slippery surfaces.
c Charley seems to be lazy and unmotivated and doesn't have the commitment to the preparation or endurance of the race.
d Only 40 per cent of competitors finish. This tells us that the race is very dangerous and difficult.
e Answers will vary. Charley seems doomed to failure but he makes the show interesting because of this and because of his character flaws.

LOOKING DEEPER

- f** It means that the disasters Charley experienced were real and not just set up for the reality television show. This makes the show more exciting.
g The show is funny because of all the mistakes and disasters, and because of Charley's reaction to them.
h An anti-hero is a central character who conspicuously lacks the qualities of a hero.
i Answers will vary. Charley's Laziness and unmotivated attitude are definitely not heroic qualities. In fact, it's hard to see that he has any of the qualities we would expect in a hero.

10.4

- a** infer **d** infer
b implies **e** implies
c imply **f** infer

10.5

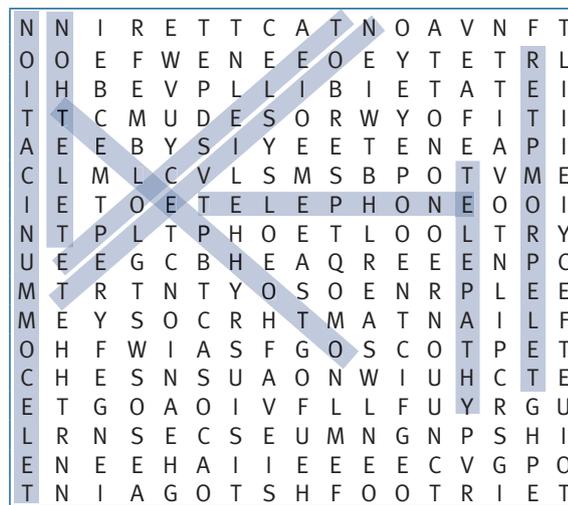
- a** This implies that some other television shows are not real. The disasters and dramas are made up.
b Readers can infer that Charley is unlikely to be successful.

11.1

- a** reality	**k** audition
b infotainment	**l** dramatisation
c pilot	**m** penultimate
d adaptation	**n** ratings
e period drama	**o** retrospective
f black comedy	**p** cameo appearance
g contemporary drama	**q** lacklustre
h potboiler	**r** telemovie
i lampoon	**s** period drama
j spin-off	**t** mini series

11.2

- a** telecommunication	**e** telephone
b teleprompter	**f** television
c telepathy	**g** telephoto
d telescope	**h** telethon



11.3

| WORDS OF PRAISE | WORDS OF CONDEMNATION |
|-----------------|-----------------------|
| superb | appalling |
| impressive | atrocious |
| sensational | abysmal |
| phenomenal | disastrous |
| first-rate | lacklustre |
| sparkling | offensive |

12.1

- a** It was rumoured that the show was to be axed – a decision that was final.
b The actor disliked everything about the script – the sloppy language, the lack of story and the pathetic characters.
c I can tell you this – you will never hear from me again.
d She remembered there was a similar serial – she couldn't remember its title.
e Computers, digital cameras and mobile phones – all these are products of the technological age.

- f** All of my schoolwork – essays, tests, notes and reports – was lost when the power failed.
- g** John Waters – a very experienced local actor – is not seen on TV very much these days.
- h** The present run of home renovation shows – some say they cause terrible accidents among do-it-yourself builders – is sure to come to an end soon.

12.2

- | | |
|------------------------|----------------------|
| a impossible | i unconscious |
| b invisible | j illiterate |
| c unexciting | k narrow |
| d illegal | l far |
| e irregular | m expensive |
| f dishonest | n late |
| g indefinite | o smooth |
| h irresponsible | |

12.3

Answers will vary.

- | | |
|------------------|---------------------------------|
| a safe | e complicated, contrived |
| b active | f tragedy |
| c fit | g smooth |
| d succeed | |

12.4

| | POSITIVE | COMPARATIVE | SUPERLATIVE |
|----------|-------------|------------------|------------------|
| a | much | more | most |
| b | little | less | least |
| c | bad | worse | worst |
| d | happy | happier | happiest |
| e | fast | faster | fastest |
| f | interesting | more interesting | most interesting |
| g | beautiful | more beautiful | most beautiful |
| h | bright | brighter | brightest |
| i | high | higher | highest |
| j | unusual | more unusual | most unusual |

13.1

- a** The editorial states that serious injuries are likely to be avoided under the new laws governing dangerous dogs.
- b** It is difficult to prove that a dog involved in an attack is not a cross breed.
- c** The metaphor is a play on words that links the strong and sharp teeth of a dog to the severity of the new laws. (or similar)
- d** Answers will vary. Young children do not always know to be wary around dogs and are unable to interpret a dog's 'warning' signs. They can also treat dogs inappropriately and this could lead to attacks.
- e** Almost 50 per cent of dog attacks take place at home.
- f** Irresponsible dog owners have resisted the changes because they think they have the right to keep dangerous breeds.

- g** Answers will vary. The pun presents the idea of dog owners being leashed instead of the dogs, which presents an ironic picture – the opposite of what is expected.
- h** The editorial praises the government for introducing stricter laws for the owners of dangerous dogs. (or similar response)

LOOKING DEEPER

- i** Answers will vary. There are more large dangerous dogs living in the community. People do not know how to train their dogs or will not train them. Young children are not taught about the dangers of dogs.
- j** Answers will vary. Harsher jail terms for the owners of dangerous dogs; ban more dangerous dog breeds; enforce strict licensing of dog breeders.

13.2

- a** reasonable
- b** indignant
- c** 'Not fair!' or 'Your Chihuahua nips an annoying child' or 'laws out of hand.'
- d** She owns a dangerous-looking dog with a sweet nature. She is writing from personal experience.
- e** 'My dear little dog Topsy', 'mauled to death'
- f** Taj thinks that owners of dangerous dogs would not pay any attention to the laws.
- g** Answers will vary. People who own dangerous dogs often don't have licences and could be unlikely to follow the new laws.
- h** Answers will vary. Should include comments on language used and reason for finding the piece persuasive.

14.1

- | | |
|--------------------------------|-----------------------------|
| a photo story | f opinion piece |
| b classifieds | g Cryptic crosswords |
| c letter to the editor | h editorial |
| d political cartoon | i advertisements |
| e stock exchange report | j world news report |

14.2

- | | |
|----------------------------|------------------------------------|
| a world news report | f stock exchange report |
| b advertisement | g national news report |
| c sports report | h index or contents section |
| d television review | i television guide |
| e classifieds | j local news |

14.3

- a** sidebar and header banners
- b** navigation menu
- c** Tabbed content areas
- d** colour schemes

14.4

- a** Digital news can be updated as news 'breaks', whether it is day or night. Digital news is not reliant upon the printing or distribution of newspapers, which is usually once, at most twice a day.

- b** The reader can navigate around the paper at the click of a mouse without the effort of turning the actual pages.
- c** The reduced need for printing paper will benefit the environment.

14.5

- | | |
|------------------------|---------------------|
| a article | f publisher |
| b opinion | g photograph |
| c editor | h sentence |
| d advertisement | i review |
| e comic | j politician |

15.1

- | | |
|----------------|----------------|
| a those | c that |
| b this | d these |

15.2

- | | |
|-----------------|------------------|
| a many | e seventh |
| b much | f three |
| c fewer | g twice |
| d enough | h third |

15.3

- | | |
|-----------------|----------------|
| a book | c time |
| b mother | d fault |

15.4

- | | |
|--------------------------|-----------------------|
| a more attractive | c quietest |
| b small | d more unusual |

15.5

- | | |
|------------------------------|----------------------|
| a controversial | f different |
| b acceptable | g legal |
| c protective | h sensational |
| d cautious/cautionary | i numerous |
| e considerable | j dangerous |

15.6

- a** The writer referred to a quote (found in another book) that she said was useful.
- b** The editor (after receiving new information) decided to leave out the article.
- c** Adriana shut the shop early (it was Christmas Eve after all).
- d** They drove straight past the 'Stop' sign (the trees had hidden it).
- e** It is dangerous (because of strong rips) to swim here.

16.1

- a** This date marks the anniversary of the 1967 referendum when Australians voted to remove the clauses in the Constitution that discriminated against Aboriginal and Torres Strait Islander people.
- b** The Mabo decision, named for the plaintiff Eddie Mabo, was the High Court's recognition of native title and that Aboriginal and Torres Strait Islanders had rights over their lands.
- c** 'Closing the Gap' describes the actions that schools, governments, businesses and the community can take to help achieve equality.

- d** The information sheet encourages people to take part in activities that focus on the value of recognition; to host an event at your school; to talk with your family and friends about building respectful relationships; to think about recognising someone in your life.

e Answers will vary.

- f** Its role is to build and promote reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians.

LOOKING DEEPER

g Answers will vary.

- h** The phrase 'the Stolen Generations' refers to the Indigenous Australians, usually children, who were forcibly removed from their families and communities as part of a government policy. (or similar response)

i National Sorry Day is an Australia-wide observance held on 26 May each year. This day gives people the chance to come together and be part of the healing process for the Stolen Generations, their families and communities.

j The Torres Strait Islands lie in the Torres Strait, which separates northern Australia's Cape York Peninsula and the island of Papua New Guinea.

k Welcome to Country is a ceremony performed by an Aboriginal or Torres Strait Islander custodian or elder from the local region that welcomes people to their land. It may be in the form of a speech, song, dance or ceremony.

16.2

- | | |
|-----------------------------|-----------------------------|
| a Answers will vary. | b Answers will vary. |
|-----------------------------|-----------------------------|

17.1

- | | |
|--------------------------|------------------------------|
| a inequality | k custodian |
| b constitution | l colony |
| c sacrifice | m referendum |
| d exclusion | n <i>terra nullis</i> |
| e colleagues | o discrimination |
| f life expectancy | p Torres Strait |
| g triumph | q multicultural |
| h culture | r recognition |
| i ceremony | s justice |
| j heritage | t reconciliation |

17.2

- | | |
|---------------------|---------------------|
| a reappear | f reprise |
| b retrograde | g rehearse |
| c reunion | h retrospect |
| d retrace | i retell |
| e recycle | j relapse |

17.3

Answers will vary.

- | | |
|---------------------------|----------------------|
| a Alternatively | e also |
| b Firstly, Finally | f Next, also |
| c yet | g For example |
| d In fact | h because |

20.3

| POSITIVE | NEUTRAL | NEGATIVE |
|------------|-----------|--------------|
| articulate | lecture | harangue |
| fluent | sermon | tirade |
| eloquent | discourse | denunciation |
| praise | analyse | hector |
| compliment | judge | disparaging |
| admire | review | rebuke |
| | | admonish |
| | | condemn |

21.1

| | NOUN | VERB |
|---|---------------|--------------|
| a | enunciation | enunciate |
| b | pronunciation | pronounce |
| c | heckler | heckle |
| d | lecture | lecture |
| e | sermon | sermonise |
| | ADJECTIVE | ADVERB |
| f | eloquent | eloquently |
| g | articulate | articulately |
| h | arrogant | arrogantly |
| i | fluent | fluently |
| j | halting | haltingly |

21.2

- a speaking f working
 b washing g running
 c clapping h searching
 d knitting i waiting
 e crying j cooking

21.3

- a anxiously d restlessly
 b disastrously e moodily
 c elegantly

21.4

- a never d tomorrow
 b forever e today
 c late

21.5

- a below d down
 b up e above
 c outside

21.6

- a The violinist played beautifully, although she had a bandaged hand.
 b However, no one heard her play.
 c The valedictory speech was brilliant, although the sound system was poor.

- d Unfortunately, it rained every day of the holidays.
 e The magician stepped onto the stage, followed by his helpers.

22.1

- a Elvis Presley
 b folk music
 c disco
 d pop music
 e Seattle grunge
 f People download their favourite music and store it on their mobile phones and MP3 players or stream it from the internet instead of listening to CDs.
 g LP records, the gramophone, cassette player
 h Illegal downloading and free music zones prevent musicians from collecting royalties for their music and they lose sales. (or similar)
 i It has helped unknown artists to become famous overnight. (or similar response)
 j Answers will vary. Could include the thrill of seeing artists in the flesh and hearing original music live. Maybe the crowds make it exciting as well.
 k The example of fans screaming at the Beatles many years ago and the fans screaming at Justin Bieber today.
 l Answers will vary.
 m Answers will vary.
 n Answers will vary.

22.2

- a Answers will vary. People of every age love the music of their generation but the methods of accessing the music have changed over the last 60 years or so.
 b A juggernaut is anything that requires blind devotion or extreme sacrifice; or something that proceeds relentlessly. In the context of the article, the reality TV shows' contestants and judges require the devotion and the television program can take over their devoted viewers' lives.
 c Teenagers are the intended audience.

LOOKING DEEPER

- d 'iGeneration' is a clever term that refers to young people whose lives are dominated by technology and social media. It is an ironic name and alludes to the names of Apple products such as iPhones, iPads, iPods etc.
 e Answers will vary. We now have a much greater range of music to choose from and we can experiment with new and unknown music as we do not have the expense of buying CDs. We can also share music more easily, whether legally or illegally, and we can share our opinions about music on social media.

22.3

| | | |
|-------------|---|----------------------------------|
| distinctive | 8 | stands out as being different |
| gramophone | 4 | a device for playing old records |

| | | |
|-----------------|----|--|
| savvy | 9 | knowledgeable |
| decade | 2 | ten years |
| revolutionary | 10 | involving a big change |
| stream | 3 | to transmit a digital form of media |
| juggernaut | 6 | an overwhelming force |
| obsolete | 1 | out of date |
| vinyl records | 5 | an analogue audio recording pressed in vinyl |
| cassette player | 7 | a device for playing music recorded on tapes |

23.1

- | | |
|----------------|--------------|
| a ballet | k amplifier |
| b celebrity | l aria |
| c choreography | m repertoire |
| d conductor | n waltz |
| e venue | o composer |
| f choir | p audience |
| g traditional | q rhythm |
| h percussion | r rehearsal |
| i acoustic | s discord |
| j symphony | t musician |

23.2

- | | |
|------------|-------------|
| a composer | d amplifier |
| b musician | e venue |
| c aria | |

23.3

- | | |
|------------|-----------|
| a solo | d quartet |
| b duo/duet | e quintet |
| c trio | |

23.4

- | | |
|---------------|--------------------|
| a re/hear/sal | d ven/ue |
| b a/cou/stic | e cho/re/o/graph/y |
| c com/pos/er | |

23.5

- | | |
|------------|---------|
| a eminent | d omit |
| b imminent | e quite |
| c accept | |

24.1

- | | |
|-------|--------|
| a him | c they |
| b You | d I |

24.2

- | | |
|---------|--------|
| a Yours | c Ours |
| b his | d mine |

24.3

- | | | |
|--------|--------|---------|
| a This | b that | c which |
|--------|--------|---------|

24.4

- | | | |
|---------|--------|-------|
| a Which | b What | c Who |
|---------|--------|-------|

24.5

- | | | |
|--------|--------|---------|
| a That | b This | c these |
|--------|--------|---------|

24.6

- | | |
|------------|-------------|
| a Many | c something |
| b everyone | d no one |

24.7

- | | | |
|-----------|--------------|-----------|
| a himself | b themselves | c herself |
|-----------|--------------|-----------|

24.8

- | | | |
|-----------|-----------|--------------|
| a herself | b himself | c themselves |
|-----------|-----------|--------------|

24.9

We decided we would learn to play the drums together. Bryce had his own drum kit, so I had to go to his place to practise. Bryce's drums were in his garage, but we could still be heard all around the neighbourhood. There were so many complaints that we had to stop playing the drums altogether. Luckily, however, my mum said we could use the shed in our back paddock, so we moved the kit there. Mum's idea has worked really well.

25.1

- a to return to a former condition or habit
- b to make fun of
- c move slowly through something
- d unceasing
- e with evil intent
- f people who intentionally post provocative messages to upset people and create conflict
- g to make a person angry
- h freedom from unauthorised intrusion

25.2

- a Anna has chosen to use 'snail mail' because she has taken herself off Facebook so that the bullies cannot have access to her page and read what she has written. (or similar response)
- b She closed her Facebook page because a group of girls at school had been bullying her online (or similar)
- c No, the bullying started face-to-face at school and then carried across social media.
- d She feels shattered and alone.
- e One girl called Anna a teacher's pet and then other girls joined in with further criticism of Anna's appearance. (or similar response)
- f The fact that everyone can read the bullying and it continues 24 hours a day.
- g Answers will vary.
- h Do not respond; set tighter privacy settings on your social media pages; report it to school; tell your parents
- i Answers will vary. Must include reasons.

25.3

- a It refers to the idea that judges are not 'plugged in' to social media and therefore don't know about cyberbullying. It's also a pun that means they are not switched on either!
- b Judges and magistrates must be trained in technology in order to understand cyberbullying.

- c It means that the law does not understand the new technology and therefore cannot deal with it adequately in the courts. The rest of the answer will vary.

LOOKING DEEPER

- d Parents need to know what their children are getting up to when they are online and on social media. They need to know whether their children are stalkers or bullies or being stalked or bullied.
- e Answers will vary. Must include reason.
- f Answers will vary. Adults don't always have a comprehensive understanding of digital media and not only don't know how to interact on social media but don't have any idea what their kids are doing.

26.1

- | | |
|----------------|---------------|
| a the cloud | g blog |
| b password | h tag |
| c e-book/ebook | i hashtag |
| d trending | j going viral |
| e pixel | k emoticon |
| f cyberspace | |

26.2

- | | |
|-------------|------------------|
| a bookmark | f bulletin board |
| b network | g mouse |
| c recycle | h password |
| d wallpaper | i windows |
| e icon | j desktop |



26.3

- | | |
|-----------------|----------------|
| a lead-free | f cold blooded |
| b superhuman | g overused |
| c old-fashioned | h well-known |
| d widespread | i trouble-free |
| e five-star | |

27.1

- | | |
|-------|-------|
| a and | d and |
| b so | e yet |
| c but | |

27.2

- a **Not only** Aaron **but also** Hamish and Ravi wanted a new DVD player.
- b Carys, **as well as** Bindy, wanted to go to the shops.
- c Ilana could **neither** run **nor** jump for six weeks after the operation.
- d **Both** Carl **and** Ali wanted to buy new smartphones.
- e **Either** you give me the money **or** I will tell your dad what happened.

27.3

- | | |
|------------|-----------|
| a whenever | e after |
| b once | f before |
| c as | g whereas |
| d since | h because |

27.4

| | PAST | PRESENT | FUTURE |
|---|--------------|-------------|-----------------|
| a | I spoke | I speak | I will speak |
| b | he watched | he watches | he will watch |
| c | they thought | they think | they will think |
| d | he had | he has | he will have |
| e | she studied | she studies | she will study |
| f | we laughed | we laugh | we will laugh |
| g | they surfed | they surf | they will surf |

27.5

- a When you see her (probably at school) tell her I am waiting for her to send me a message.
- b Pip learns (in chapter 1) that he is an orphan.
- c My parents (the best parents in the world) said that they would pay for my new mobile phone.
- d In the following year (2012) we turned the study into a computer room.
- e That night (the really hot one) we left all the windows and doors open to catch the breeze.
- f Paul's computer (top of the range) was the envy of all his friends.
- g Read the explanation at the end of the book (page 153).
- h Tinned food (fruit, vegetables and pulses) is needed for the relief effort.

28.1

- a the particular group of people that a magazine is aimed at
- b an article that examines an issue in some detail
- c the way pictures and text are set out on the page
- d language that is specific to a particular group, trade or profession

- e language that is different from standard English, it is often considered 'incorrect' English
- f someone who is passionate about a hobby or subject
- g someone who oversees the content and layout of a publication
- h someone who writes critical articles about a subject area, such as books, films or music
- i the central point of attention
- j advertising or events designed to attract the notice of the public

28.2

- a The advertisers need to know whether they are pitching their product to the right group so they can get the most out of the money they spend on advertising space. It would be a waste of time and money to advertise something that is of no interest to the target audience.
- b Answers will vary. Could include computer buffs, middle-aged women, teenage girls etc.
- c A magazine could conduct surveys.
- d Answers will vary. E.g. motor cycle magazine, car magazine, surfing magazine, computer magazine.
- e an educational magazine (or similar)

LOOKING DEEPER

- f The front cover images, headlines and contents list will give you a clear indication of the target audience of the magazine.
- g To appeal to its target audience.

28.3

| | | |
|-----------------|----|----------------------------|
| passionate | 10 | strongly emotional |
| sarcastic | 7 | mocking, scornful |
| arrogant | 1 | superior |
| hostile | 9 | unfriendly, aggressive |
| neutral | 2 | not supporting either side |
| tongue-in-cheek | 3 | mocking, insincere |
| earnest | 6 | intensely serious |
| disparaging | 5 | criticising negatively |
| ironic | 8 | oddly contradictory |
| facetious | 4 | intended to be amusing |

28.4

- a quality time d whatever
- b a big ask e unfriend
- c wicked

29.1

| | | |
|-----------|---|--------|
| Aries | 9 | ram |
| Cancer | 5 | crab |
| Libra | 4 | scales |
| Capricorn | 3 | goat |
| Taurus | 1 | bull |
| Leo | 7 | lion |

| | | |
|-------------|----|--------------|
| Scorpio | 10 | scorpion |
| Aquarius | 8 | water-bearer |
| Gemini | 6 | twins |
| Virgo | 11 | virgin |
| Sagittarius | 12 | archer |
| Pisces | 2 | fish |

29.2

- a astronaut g astrocyte
- b astronomy h aquarium
- c astrobiology i aqueduct
- d astronomy j aquaphobia
- e astrocompass k aqualung
- f astrophysics l aquatic sports

29.3

- a write i accept
- b gait j brought
- c principal k definitely
- d deference l burglar
- e whether m a lot
- f personal n prejudiced
- g losing o soldier
- h serial p separate

30.1

- a The library across the river has computers.
- b The newspaper carried a story about the drought.
- c The reporter with the camera was not admitted to the conference.
- d The weather report on page nine had been left out.
- e The advertisement for the new sportscar was very eye-catching.

30.2

- a The photographer raced towards the fire zone.
- b The editor shouted at his staff.
- c The new cadet journalist cried about the conditions in the office.
- d The article criticised the government's new laws.
- e The newspaper closed the next day.

30.3

- a adverbial f adverbial
- b adjectival g adjectival
- c adverbial h adverbial
- d adjectival i adverbial
- e adjectival j adverbial

30.4

- a Marina asked Chloe why she didn't want her to buy the book.
- b Chloe replied that it was really boring.
- c Marina explained that she really wanted it for the photographs.
- d Chloe said that they were pretty boring, too.
- e Marina snapped that she didn't care what Chloe thought.

30.5

- a Chloe's rage
- b the other classmates' envy
- c the food's deliciousness
- d the magazine's stories
- e the page's headline

31.1

- a Answers will vary. It implies that over time we are influenced by advertising even if we do not think it affects us.
- b 'Brand identity' is the particular 'personality' of a brand that immediately identifies it in the eyes of its customers.
- c Answers will vary. Advertisers choose music that is catchy, easy to remember and hard to get out of your head. For example, a particular song might be used in an advertisement that reminds you of your childhood.
- d Answers will vary. Must include at least one reason.
- e Apple's use of public relations is masterful when it comes to the launch of their new products. Their massive advertising budgets have produced advertising that has penetrated the world's consciousness.
- f Answers will vary.

LOOKING DEEPER

- g Answers will vary. Social media ads need to have some attention-grabbing animation and catchy sounds to make them memorable and interesting.
- h Answers will vary. Many people regularly watch their favourite sport, allowing plenty of time for the viewer to make positive associations of the company.
- i Answers will vary. Many people regularly watch their favourite sport, allowing plenty of time for the viewer to form-positive associations of the company.

31.2

| | FEAR OF ... | DESIRE TO ... |
|---|---------------------------|-----------------------|
| a | loneliness | be popular |
| b | being burgled or attacked | be safe |
| c | poor parenting | be a good parent |
| d | illness | be healthy |
| e | poverty | be financially secure |
| f | global destruction | save the environment |

31.3

| | | |
|------------------------|---|-----------------------|
| character lines | 7 | wrinkles |
| gone to a better place | 3 | died |
| the dole | 6 | unemployment benefits |
| senior citizens | 8 | old people |

| | | |
|-----------------------|----|---------------------------------|
| collateral damage | 10 | the killing of civilians in war |
| tired and emotional | 4 | drunk |
| sacked | 2 | lost their job |
| for the fuller figure | 1 | for heavier people |
| pre-loved | 5 | second-hand |
| a renovator's delight | 9 | a house in very bad repair |

32.1

- a written acknowledgment of payment received
- b sale of goods to the public, usually in small quantities
- c to approve or authorise a product
- d a humorous word play in which words have more than one meaning
- e goods for sale
- f person who sells something
- g an amount deducted from the normal price
- h formal or legal promise or assurance
- i short, catchy verse set to music and used in advertising
- j organised course of action to gain publicity

32.2

advertisement, guarantee, obligation, promotion, jingle.

32.3

| | | |
|-----------|---|--|
| advertise | 5 | to make a product known in order gain people's interest towards it |
| divert | 1 | to turn aside |
| revert | 4 | to turn back to |
| versatile | 3 | to turn easily from one subject to another |
| invert | 2 | to turn upside down |

32.4

- a consultant; a person who is qualified to give expert advice
- b correspondent; a person who writes letters to another or who gathers news and sends reports to a newspaper or television station
- c repentant; to be sorry for something that you have done
- d persistent; to continue firmly
- e informant; someone who informs or gives information

32.5

- a affect
- b effect
- c affect
- d effect
- e effect
- f effect
- g effect
- h affect
- i effect
- j affect

33.1

- main clause;
- subordinate clause
- a The model fainted because she hadn't eaten all day.
- b The new shampoo didn't sell as it had a horrible smell.
- c Unless a caravan was provided the actor refused to work.
- d While the singer rested the show stopped.
- e Jane bought a new pair of shoes after she had seen them in a magazine

33.2

- a which was in bad taste
- b whom you have already met
- c where I work
- d who won the competition
- e which fell in the toilet

33.3

- a as if her life depended on it
- b As Luca walked home
- c where everyone could see it
- d so that we would be safe
- e because we were tired.

33.4

- a Paula asked Anika whether she had read the new magazine.
- b Anika replied that she had not had time yet.
- c Paula explained that there was a great ad for a new ice cream.
- d Anika said that she had already seen the ad on television.
- e Paula asked Anika if she wanted to buy one after school.

33.5

| | | |
|----------------------------------|----|-------------------|
| luscious | 6 | ice cream |
| chilling | 8 | new horror movie |
| underarm protection | 9 | deodorant |
| powerful motor | 10 | chainsaw |
| velvety skin | 3 | moisturiser |
| monumentally thicker and curlier | 4 | mascara |
| festive | 2 | party decorations |
| bold, dramatic blonde | 7 | hair colour |
| sustained release | 1 | vitamin tablets |
| tangy and spicy | 5 | hot sauce |

34.1

- a crazy, weird
- b provides more charm for the viewer than *Despicable Me*

- c meaningless nonsense
- d a secret that makes Gru feel disgraced and embarrassed
- e the film is cute in the extreme, particularly with the minions and the character of Agnes
- f strange, peculiar
- g crazily funny
- h use the same tactics that your enemy has used on you
- i the bad guys are very lively
- j Dr Nefario does not have a good part in the story

34.2

- a A minion is an obedient assistant, servant or slave.
- b Parents of teenagers will feel sympathy for the way Gru feels when his daughter catches the eye of a boy and understand his protective behaviour.
- c The reviewer thinks adults will find the film funny in the short term 'for adults, it's that kind of entertainment where you laugh a lot, but can't remember a huge amount a week later.'

LOOKING DEEPER

- d Answers will vary. The reviewer finds the sequel even better than the original, especially if you are a fan of Steve Carell. Possible quotes below:
'If you were a fan of Steve Carell's wacky animated film *Despicable Me* then you are sure to love its sequel, which takes everything that was charming about the first film and flings it at you in spades.'
'the film nicely builds on what we already know'
- e Answers will vary. Must include a quote. Possibly a positive review. 'combines random humour and lots of laughs with a sweet storyline for a winning result.'
- f Answers will vary.

34.3

- a warm amused friendly positive encouraging conversational
- b Answers will vary.

34.4

| | | |
|-----------------|---|--|
| rom com | 8 | romantic comedy |
| chick flick | 3 | movie aimed at young women |
| buddy film | 5 | the main characters will become best friends |
| straight man | 1 | a not-funny character whom a funny character plays off |
| family friendly | 6 | suitable for young and old |
| CGI | 2 | computer generated images |
| prequel | 4 | a film that tells what happened before the main film |
| lame story | 7 | an unconvincing or boring plot |

35.1

- | | |
|---------------------------|---------------------------|
| a armourer | i editor |
| b best boy | j foley editor |
| c boom operator | k gaffer |
| d camera operator | l location manager |
| e casting director | m producer |
| f cinematographer | n scriptwriter |
| g continuity | o animal wrangler |
| h director | |

35.2

- | | |
|-------------------|-------------------|
| a trainer | d operator |
| b actor | e visitor |
| c inventor | |

35.3

Answers will vary.

35.4

- | | |
|-------------------------|--------------------------|
| a conformist | i rite of passage |
| b eccentric | j formula |
| c incarcerated | k pan |
| d rivals | l tracking |
| e stereotype | m tilt |
| f juxtaposed | n point of view |
| g hypocrite | o low-angle shot |
| h discrimination | |

36.1

- | | |
|-------------------|----------------|
| a whenever | d since |
| b as | e while |
| c because | |

36.2

- a** She had finished her homework, **so** she went to the movies.
- b** I would like to go to the movies every week, **but** it is too expensive.
- c** He had trained hard, **but** he feared he would lose the race.
- d** Amanda took her daughter out for a celebratory dinner **and** she spent a lot of money.
- e** It was raining, **so** they stayed at home.

36.3

- | | |
|-------------------|-------------------|
| a simple | f complex |
| b compound | g compound |
| c compound | h compound |
| d simple | i compound |
| e compound | j complex |

36.4

- | | |
|------------------------------|-------------------------------|
| a <i>Finding Nemo</i> | f <i>joie de vivre</i> |
| b <i>The Hobbit</i> | g <i>Skybird</i> |
| c <i>Endeavour</i> | h <i>Peter Pan</i> |
| d <i>Hiawatha</i> | i <i>Buffy</i> |
| e <i>green</i> | j <i>sotto voce</i> |

SKILLWORKS 3

Skillworks: Australian Curriculum edition is a complete weekly homework program. Each week, students complete a thematically based, double-sided worksheet, and build their knowledge and skills in comprehension, grammar, punctuation, spelling and vocabulary. Each worksheet contains a clear explanation of a particular rule, a text extract or a word list supported by engaging and relevant exercises.

Highlights of this Australian Curriculum edition include:

- Updated content and themes related to the Australian Curriculum
- obook: cloud-based web-book available anywhere, anytime, on any device, which combines a digital version of the text with study tools
- assess: built-in online assessment program available via the obook
- Answers provided in a tear-out section at the back of each book and via the obook

The student book is accompanied by a teacher obook that provides answers, tests, word lists, class and student record sheets and other useful information. The accompanying assess tool enables teachers to schedule tests, view class progress and results and create reports.

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