

OXFORD



SKILLWORKS  
SW4+

AUSTRALIAN CURRICULUM EDITION

FORD // HAYWOOD



OXFORD



SKILLWORKS  
SW4

AUSTRALIAN CURRICULUM EDITION

AMANDA FORD // ELIZABETH HAYWOOD

**OXFORD**  
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trademark of Oxford University Press in the UK and in certain other countries.

Published in Australia by  
Oxford University Press  
253 Normanby Road, South Melbourne, Victoria 3205, Australia

© Amanda Ford and Elizabeth Haywood 2014

The moral rights of the author have been asserted

First published 2003  
Third edition first published 2014

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence, or under terms agreed with the reprographics rights organisation. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

Skillworks 4  
ISBN 978 019 558902 3 (pbk plus ebook)  
ISBN 978 019 558904 7 (pbk plus ebook/MULTI)  
ISBN 978 019 558903 0 (ebook)

#### **Reproduction and communication for educational purposes**

The Australian *Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.



For details of the CAL licence for educational institutions contact:

Copyright Agency Limited  
Level 15, 233 Castlereagh Street  
Sydney NSW 2000  
Telephone: (02) 9394 7600  
Facsimile: (02) 9394 7601  
Email: [info@copyright.com.au](mailto:info@copyright.com.au)

Edited by Kylie Cockle  
Cover design by Kim Ferguson  
Text design by Caitlin Ziegler  
Typeset by diacriTech  
Proofread by Kirstie Innes-Will  
Printed by Golden Cup Printing

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

# CONTENTS

<i>About Skillworks</i> .....	v
<i>Acknowledgements</i> .....	vi

## UNIT 1 THE LAW

Worksheet 1	<b>Comprehension</b> ‘Buying things’ .....	1
Worksheet 2	<b>Vocabulary and Spelling</b> Tautology, Word list .....	3
Worksheet 3	<b>Grammar and Punctuation</b> Active and passive voice, Direct and indirect speech .....	5

## UNIT 2 THE MEDIA

Worksheet 4	<b>Comprehension</b> ‘Text types in newspapers’, Contention .....	7
Worksheet 5	<b>Vocabulary and Spelling</b> Persuasive language, Word list.....	9
Worksheet 6	<b>Grammar and Punctuation</b> Demonstrative pronouns, Demonstrative adjectives, Indefinite pronouns, Indefinite adjectives .....	11

## UNIT 3 LANGUAGE

Worksheet 7	<b>Comprehension</b> ‘Chillax, dudes, the kids talk all right’ .....	13
Worksheet 8	<b>Vocabulary and Spelling</b> Word list, Neologisms, Silent letters.....	15
Worksheet 9	<b>Grammar and Punctuation</b> Auxiliary verbs, Modal verbs, Possessive adjectives, Its and it’s .....	17

## UNIT 4 TRAVEL

Worksheet 10	<b>Comprehension</b> ‘A world apart’ .....	19
Worksheet 11	<b>Vocabulary and Spelling</b> Word list, Clichés, Plural nouns .....	21
Worksheet 12	<b>Grammar and Punctuation</b> Possessive pronouns, Parenthesis .....	23

## UNIT 5 FASHION

Worksheet 13	<b>Comprehension</b> ‘Confessions of a fashion tragic’, Context, Allusions .....	25
Worksheet 14	<b>Vocabulary and Spelling</b> Word list, Idioms .....	27
Worksheet 15	<b>Grammar and Punctuation</b> Adjectives of degree, Adverbs of degree .....	29

## UNIT 6 POLITICS

Worksheet 16	<b>Comprehension</b> ‘Women in politics’ .....	31
Worksheet 17	<b>Vocabulary and Spelling</b> Word list, Verbosity, Word endings .....	33
Worksheet 18	<b>Grammar and Punctuation</b> Revision: Verbs, Simple and compound sentences, Coordinating and subordinating conjunctions, Transitive and intransitive verbs.....	35

## UNIT 7 SPORT

Worksheet 19	<b>Comprehension</b> ‘The sporting arena’ .....	37
Worksheet 20	<b>Vocabulary and Spelling</b> Word list, Antonyms and synonyms, Ambiguity, Homophones .....	39
Worksheet 21	<b>Grammar and Punctuation</b> Revision: Prepositions, Prepositions and adverbs, Revision: Quotation marks, Commas.....	41

## UNIT 8 MEDICINE

Worksheet 22	<b>Comprehension</b> ‘Resistance is futile’ .....	43
Worksheet 23	<b>Vocabulary and Spelling</b> Word list, Medical words, Synonyms, Word origins.....	45
Worksheet 24	<b>Grammar and Punctuation</b> Clauses .....	47

## UNIT 9 WORLD ISSUES: REFUGEES

Worksheet 25	<b>Comprehension</b> ‘Asylum seekers’ .....	49
Worksheet 26	<b>Vocabulary and Spelling</b> Word list, Dictionary discovery, Shades of meaning .....	51
Worksheet 27	<b>Grammar and Punctuation</b> Phrases, Hyphens.....	53

## UNIT 10 CAREERS

Worksheet 28	<b>Comprehension</b> ‘The employment agency’ .....	55
Worksheet 29	<b>Vocabulary and Spelling</b> Word list, Changing adjectives to adverbs .....	57
Worksheet 30	<b>Grammar and Punctuation</b> Finite and infinite verbs, Participles, Compound verbs, Gerunds .....	59

## UNIT 11 THE ENVIRONMENT

Worksheet 31	<b>Comprehension</b> ‘Evidence is there, so what are we waiting for?’ .....	61
Worksheet 32	<b>Vocabulary and Spelling</b> Word list, Using a thesaurus.....	63
Worksheet 33	<b>Grammar and Punctuation</b> Revision: Simple and compound sentences, Complex sentences, Fewer and less, Like and as, Lay and lie .....	65

## UNIT 12 AUSTRALIA: PAST, PRESENT AND FUTURE

Worksheet 34	<b>Comprehension</b> ‘Diversity is Australia’s strength and that’s worth celebrating together’ .....	67
Worksheet 35	<b>Vocabulary and Spelling</b> Australianisms .....	69
Worksheet 36	<b>Grammar and Punctuation</b> Subject–verb agreement, Verb tenses .....	71

<i>Source material</i> .....	73
------------------------------	----

<i>Create your own worksheet</i> .....	101
--	-----

<i>Answers</i> .....	103
----------------------	-----

# 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 4* 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 which 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

# ACKNOWLEDGEMENTS

Thanks to the following people: Peter and Alan, Alanna Deering, Kylie Cockle, and our dogs, who love sleeping at our feet while we work.

Amanda Ford and Elizabeth Haywood

The author and the publisher wish to thank the following copyright holders for reproduction of their material.

**Worksheet 1:** *Am I Old Enough? Common legal issues for young people*, Victoria Legal Aid, [www.legalaid.vic.gov.au](http://www.legalaid.vic.gov.au). **Worksheet 4: Text type 1,** *Don't Speed Stay Alive*, Editorial, *Herald Sun*, September 7, 2013; **Text type 2,** *Policy Shame*, Nicola Philip, *Herald Sun*, 1 September 2013; **Text Type 3,** *Cereal Offender*, Margaret Sanderson, *Herald Sun*, 1 September 2013; **Text Type 4,** *Thousands in Morsi march*, Editorial, *Herald Sun*, 1 September 2013; **Text Type 5,** Cartoon by Nicholson from *The Australian*, [www.nicolsoncartoons.com.au](http://www.nicolsoncartoons.com.au). **Worksheet 7:** *Chillax Dude the Kids Talk Alright*, Amanda Dunn, *The Age*, 14 September 2014. **Worksheet 10:** *A World Apart*, Jamie Lafferty, *The Age*, 7 September 2013. **Worksheet 16: Text Type 1,** *Abbott's false step in keeping women at bay*, *The Age* website, 18 September 2013; **Text Type 2,** *Time Men Stepped up*, Nhi Hoang, *The Age*, 21 September 2013; **Text Type 3,** *Gender Shouldn't Dictate*, D. Thompson, *Herald Sun*, 18 September 2013; **Text Type 4,** Cartoon, *Another Woman that didn't make it to Tony's cabinet*, Matt Golding, *The Sunday Age*, 22 September 2013. **Worksheet 19: Text Type 1,** *Our female athletes must have a level playing field*, Justin Quill, *Sunday Herald Sun*, 22 September 2013; **Text Type 2,** *Ugly parents bad for the game*, Editorial, *Sunday Herald Sun*, 15 September 2013; **Text Type 3,** *Heroes save lives*, John Circosta, *Herald Sun*, 1 October 2013. **Worksheet 22:** *Resistance is Futile*, Andrew Turner, *Wellplan Magazine*, issue 23, spring 2013, Australian Unity Health Limited, [Edgecustom.com.au](http://Edgecustom.com.au). **Worksheet 28:** *Evidence is there, so what are we waiting for?*, Tom Arup, *Sydney Morning Herald*, 28 September 2013. **Worksheet 34:** *Diversity is Australia's strength and that's worth celebrating together*, Rauf Soulio, *Herald Sun*, 26 January, 2013.

Every effort has been made to trace the original source of copyright material contained in this book. The publisher will be pleased to hear from copyright holders to rectify any errors or omissions.

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

Class: \_\_\_\_\_

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

Source material for this worksheet 'Buying things' can be found on page 73.

### 1.1 Select a word from the word list to match each definition.

authority	contract	guarantor	reality	subscription
carrier	credit check	ombudsman	receipt	technically
Consumer Affairs	dodgy	oral	SIM card	

- a** assessment of your ability to repay a loan \_\_\_\_\_
- b** telecommunications provider \_\_\_\_\_
- c** according to a rigid interpretation of the rules \_\_\_\_\_
- d** regular payments made to obtain a product \_\_\_\_\_
- e** spoken \_\_\_\_\_
- f** tricky, awkward, not quite right \_\_\_\_\_
- g** a personalised memory chip in a mobile phone \_\_\_\_\_
- h** government body that protects the rights of those who buy goods and use services  
\_\_\_\_\_
- i** a person over 18 who makes a guarantee to a loan provider, on behalf of a minor, that a loan  
contract will be adhered to and paid \_\_\_\_\_
- j** a written statement that acknowledges payment \_\_\_\_\_
- k** a business agreement for the supply of goods or the completion of work \_\_\_\_\_
- l** an official appointed to investigate complaints made by individuals against the government or  
private-service providers \_\_\_\_\_
- m** right to control, command or determine \_\_\_\_\_
- n** what is real, the state of being real \_\_\_\_\_   /14

### 1.2 Highlight the correct answer to each of the following statements.

- a** Contracts have to be in writing. TRUE/FALSE
- b** If you are buying a car, you must sign a written contract. TRUE/FALSE

- c If you are under the age of 18 you might not be issued with a credit card or allowed to borrow without a guarantor. TRUE/FALSE
- d Shops are entitled to display a sign saying 'No refunds'. TRUE/FALSE
- e If you buy stolen goods, knowingly or unknowingly, the original owner can claim them back. TRUE/FALSE
- f If your parents sign a mobile phone contract on your behalf, it is easy to have the contract transferred into your name once you are eighteen. TRUE/FALSE
- g You must be eighteen to be eligible for a pre-paid phone. TRUE/FALSE
- h If your phone is lost or stolen, you don't have to pay out the rest of your contract. TRUE/FALSE
- i It's always free to have your sim card unlocked. TRUE/FALSE
- j Locate and list the contact details and email address for consumer affairs in your state.

---



---

/4

### LOOKING DEEPER

**l** I bought a new top that was on sale. At home, I noticed a small hole in it. When I tried to return it, the shop assistant said that the shop had a policy of no refunds on sale items. Is the shop assistant right? What can I do?

---



---

/2

**m** I bought an Xbox from my mate but it doesn't work properly. What are my rights?

---



---

/2

**n** My mobile phone provider says I didn't pay my bill last month, but I did. What can I do?

---



---

/2

**o** I lent my friend my phone for two weeks. She had lots of long conversations with her friend in Queensland. Can I make her pay? Why or why not?

---



---

/2

/21

### 1.3 Find five synonyms for the word 'consumer'. You might need to use a dictionary.

<p><b>a</b> _____</p> <p><b>b</b> _____</p> <p><b>c</b> _____</p>	<p><b>d</b> _____</p> <p><b>e</b> _____</p>	<div style="border: 1px solid black; padding: 2px;">/2</div> <div style="border: 1px solid black; padding: 2px;">/2</div> <div style="border: 1px solid black; padding: 2px;">/5</div>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>TOTAL</b> </div>		<div style="border: 1px solid black; padding: 2px;">/40</div>

### EXTENSION

Using 'Buying things' as your model, produce a brochure for teenagers entitled 'Mobile phone etiquette'. Your brochure should have sub-headings and may make use of dot points. Share your brochures with your classmates and discuss which are the most effective and why.

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

Class: \_\_\_\_\_

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

### Word list

action	civil	jury	prosecuted	testimony
affidavit	court	legal	solicitor	trial
barrister	enact	liability	statute	verdict
charges	judiciary	negligent	subpoena	writ

### Tautology

Tautology is the use of a word or phrase repeating an idea that has previously been stated.

The twin girls were identical **and looked exactly the same.**

In this example, there is no need to say that the girls looked exactly the same, as this is implied in the word 'identical'.

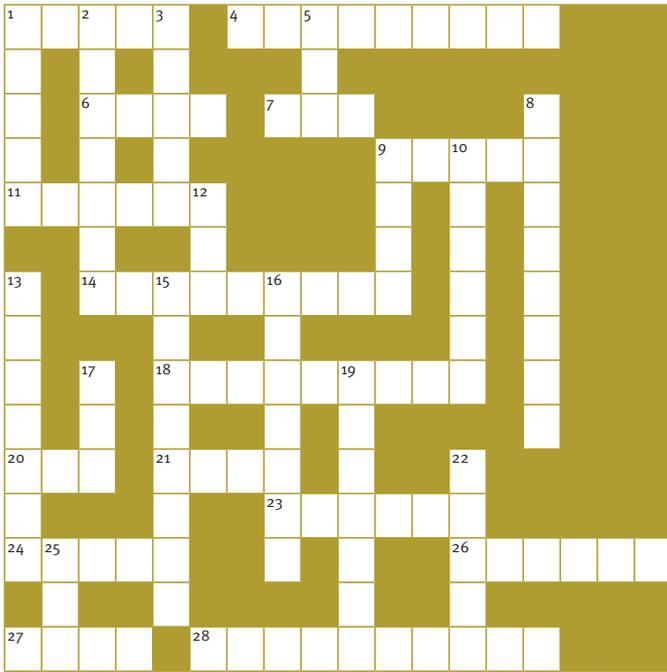
#### 2.1 Highlight the tautology in each sentence.

- a 'Please repeat that name again for the court,' thundered the barrister.
- b The accused had changed his mind about dividing the profits of the robbery into two halves.
- c 'The court will now adjourn,' said the judge, 'as it is just exactly four o'clock.'
- d The judge dismissed three members of the jury, because she believed one-quarter of the jury had already made up their minds on the verdict.
- e 'Everybody in the court all rise,' said the Clerk of Courts.   /5

#### 2.2 Answer the clues to complete the crossword. Some of the words are in the word list above.

##### Across

- 1 the branch of the law that does not deal with crime \_\_\_\_\_
- 4 lawyer who advises clients on legal issues \_\_\_\_\_
- 6 road \_\_\_\_\_ is a modern crime
- 7 every case has \_\_\_\_\_ sides
- 9 a \_\_\_\_\_ is a public officer appointed to administer justice in a court of law
- 11 legal cases heard in court \_\_\_\_\_
- 14 \_\_\_\_\_ is evidence given in a court of law
- 18 a \_\_\_\_\_ represents clients in court
- 20 something you need a licence to own \_\_\_\_\_
- 21 a sworn promise to tell the truth \_\_\_\_\_
- 23 a legal proceeding \_\_\_\_\_
- 24 affidavits must be \_\_\_\_\_
- 26 those over the age of 18 are legally \_\_\_\_\_
- 27 a court order \_\_\_\_\_
- 28 took legal action against \_\_\_\_\_



### Down

- 1 where legal cases are heard
- 2 judgement made by a judge or jury
- 3 adjective of 'law'
- 5 a rule that results in a penalty if not obeyed
- 8 taking too little care
- 9 a group of people summoned to hear and make a decision on a case

- 10 the person in a car who would be responsible for a motor vehicle offence
- 12 what courts do when in session
- 13 formal accusations laid by police
- 15 a court order to appear as a witness
- 16 American word starting with 'm' that means sheriff
- 17 a slang term for gaol
- 19 a law made by parliament
- 22 to bring in a new law: to
- 25 soldiers can be charged with  crimes  /30

### 2.3 Highlight the errors in the following passage and write out the correct spelling of each word.

Yesterday Mr Justice Fairminded sentensed the self-styled werewolf slayer Dalbert Dogdisliker to one year's community service at the Lost Dogs' Home. The accused claimed that his nieghbour's pugs were werewolves. He was charged with niusance after standing on his back fence at midnight for five consecutive nights and trying to shoot them with a cap gun.

Mr Dogdisliker's barista said his client had been under a lot of stress in his job as a teacher. He will receive councilling.

---



---

/5  
**TOTAL**  /40

### EXTENSION

Write a 250-word story that uses at least ten tautologies. Get two classmates to read the story and highlight each tautology.

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

Class: \_\_\_\_\_

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

### Active and passive voice

Verbs can be divided into the active and passive ‘voice’. The voice of the verb tells you whether the subject of a sentence does the action (active) or whether the action is done to the subject (passive).

The active voice is direct, confident and engages your reader. Use it when you want your reader to feel they are part of the scene you are describing.

The judge **sentenced** the defendant. (active verb)

The defendant **was sentenced** by the judge. (passive verb)

The passive voice is used when the subject does not perform the action, but receives it. The passive voice distances the writer or speaker from an action, and is used in report writing and some formal writing.

**3.1** Identify whether each of the following sentences is written in the active or the passive voice and highlight your answer.

- |          |  |                |  |
|----------|--|----------------|--|
| <b>a</b> | The police pursued the stolen car.   | ACTIVE/PASSIVE | <input type="text"/> /2                          |
| <b>b</b> | An oath was sworn by the witness.  | ACTIVE/PASSIVE | <input type="text"/> /2                          |
| <b>c</b> | The famous fictional barrister, Rumpole of the Bailey, was played by Leo McKern. | ACTIVE/PASSIVE | <input type="text"/> /2                          |
| <b>d</b> | We won the case.   | ACTIVE/PASSIVE | <input type="text"/> /2                          |
| <b>e</b> | In the film <i>The Castle</i> , Darryl Kerrigan sues the Airlink Corporation.    | ACTIVE/PASSIVE | <input type="text"/> /2                          |
| <b>f</b> | The criminal denied all knowledge of the robbery.                                | ACTIVE/PASSIVE | <input type="text"/> /2 <input type="text"/> /12 |

**3.2** Rewrite each sentence to change the active voice into the passive voice.

- a** The jury delivered its verdict.  /2
- 
- b** The barrister cross-examined the witness.  /2
- 
- c** Your company’s negligence caused the accident.  /2  /6
- 

**3.3** Rewrite each sentence to change the passive voice into the active voice. You may need to add a subject.

- a** The suspect was apprehended.  /2
- 
- b** The dinner was cooked by the boys.  /2
- 
- c** The judge was displeased by the surly behaviour of the defendant.  /2  /6
-

## Direct and indirect speech

Direct speech uses the exact words of the speaker, within quotation marks.

‘Ms Elias, did you hear anything unusual on the night in question?’ the barrister asked.

Indirect speech reports what a person has said. The verbs in indirect speech are usually in the past tense because the action has been completed. Quotation marks are therefore not required.

The barrister asked Ms Elias whether she had heard anything unusual on the night in question.

### 3.4 Change the following sentences from direct to indirect speech.

a ‘Hand over the money,’ the armed man screamed at the cashier.

/2

b ‘Would you like to come over for a swim?’ Idun asked his friend.

/2

c ‘The defendant was travelling at approximately 110 kilometres an hour,’ the police officer testified.

/2

d ‘Are you doing anything useful, Josh?’ the teacher asked.

/2  /8

### 3.5 Choose whether each of these sentences is an example of direct or indirect speech and highlight the correct answer.

a ‘What are you smiling about?’ my sister whispered.

DIRECT/INDIRECT  /2

b I replied that the barrister’s wig was crooked.

DIRECT/INDIRECT  /2

c ‘Please speak up, Mr Sumatri,’ the barrister said to the witness.

DIRECT/INDIRECT  /2

d The witness told the court that she recognised the defendant.

DIRECT/INDIRECT  /2  /8

**TOTAL**  /40

### EXTENSION

Write two brief accounts of a traffic accident, incorporating eyewitness statements. The first account should use the active voice and the second the passive voice. Which form was the most suitable for this situation and why?

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

Class: \_\_\_\_\_

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

Source material for this worksheet 'Text types in newspapers' can be found on pages 75–7.

**4.1** Select a word from the following word list to match each definition.

asylum	congregating	fragmented	persecution	revenue	unwary
conforming	ethics	humane	rehabilitation	trauma	vaccine

- a a substance used to immunise a person against a disease \_\_\_\_\_
- b broken into small parts \_\_\_\_\_
- c standards of right behaviour \_\_\_\_\_
- d refuge and safety \_\_\_\_\_
- e gathering together \_\_\_\_\_
- f keeping to accepted rules \_\_\_\_\_
- g not cautious \_\_\_\_\_
- h restoring a person to a normal life \_\_\_\_\_
- i income, especially in large amounts \_\_\_\_\_
- j a bodily injury or wound \_\_\_\_\_
- k kind-hearted, merciful \_\_\_\_\_
- l cruel treatment of someone whose beliefs you disagree with \_\_\_\_\_   /12

## Contention

A contention is the argument or the point of view asserted by the writer or speaker.

**4.2** Answer these questions based on the text types on pages 75–7.

- a Identify each of the text types and state its contention.
  - i text type 1 \_\_\_\_\_  /2
  - ii text type 2 \_\_\_\_\_  /2
  - iii text type 3 \_\_\_\_\_  /2
  - iv text type 4 \_\_\_\_\_  /2
- b How many people disobeyed the speed limit between Frankston and Moorooduc over a two-week period? \_\_\_\_\_
- c Who is the expert quoted in text type 1 and what professional position does he occupy? \_\_\_\_\_

d How does the 'trauma vaccine' work?

\_\_\_\_\_

e What substance did M. Sanderson try to reduce in her diet? \_\_\_\_\_

f Which two products did M. Sanderson cut out of her diet? \_\_\_\_\_

**LOOKING DEEPER**

g Who is depicted in text type 5? \_\_\_\_\_

h What is each character doing and saying? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

i Identify the way in which the cartoonist plays with words in this cartoon. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

j What is the cartoonist commenting on and what comment is he making? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

k Tone is the attitude a writer takes in their writing. From the following word list, choose the most appropriate word to describe the tone in each of text types 1, 2 and 3.

aggressive	arrogant	commonsense	outraged	strident
appalled	authoritative	humorous	sarcastic	

i text type 1 \_\_\_\_\_

ii text type 2 \_\_\_\_\_

iii text type 3 \_\_\_\_\_

l Sometimes headlines use puns or play with words to catch our attention. The headline of one of these articles does this. Which headline is it and how does the pun work?

\_\_\_\_\_

\_\_\_\_\_

m Rhetorical questions do not require an answer. They are a device that a writer or speaker uses to invite the reader or listener to agree with the argument being put forward. List examples of rhetorical questions in any of text types 1, 2 or 3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TOTAL**

**EXTENSION**

Find a political cartoon that you think makes its point very effectively. Present it to the class, explaining how it works. Use all the questions in the Looking Deeper section to help structure your presentation.

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

Class: \_\_\_\_\_

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

### Word list

advertisement	edited	influence	online	quotes
article	editorial	information	opinion	social media
banner headline	electronic media	interview	persuade	subheadings
bias	emotive	journalist	print media	
column	headlines			

### Persuasive language

Writers use a range of strategies to persuade readers to agree with their point of view and to undermine their opponents' views. Skilled writers judge the kind of audience for whom they are writing and use the kind of persuasive devices that they think will have the strongest effect on this audience.

#### 5.1

Fill in each space in the following cloze passage with the most appropriate word or phrase from the word list above.

The media has enormous \_\_\_\_\_ on our lives today. The term 'media' includes \_\_\_\_\_, which consists of hardcopy newspapers and magazines and \_\_\_\_\_, which comprises television, radio and the internet. Recently, there has been a marked decline in the sales of newspapers, as people increasingly go \_\_\_\_\_ to access news. We have also seen \_\_\_\_\_ become an important source of news. This does not always mean that information supplied by social media is accurate or factual. The media constantly bombards us with \_\_\_\_\_ but also tries to \_\_\_\_\_ us to see things the way it does. To be intelligent consumers of information, we need to be able to distinguish between fact and \_\_\_\_\_, to identify \_\_\_\_\_ and to be wise to the various techniques the media uses to shape our views.

The most powerful expression of a newspaper's views on current issues is contained in its \_\_\_\_\_. This is written by the editor or senior \_\_\_\_\_. It is easily identified because the paper's \_\_\_\_\_ will usually appear at the top of it and it is often written in a single-\_\_\_\_\_ format. Often, however, the newspaper can express its views more indirectly. \_\_\_\_\_ of an \_\_\_\_\_ can signal the writer's view very quickly. We also need to read the \_\_\_\_\_, which appear in larger typeface than the rest of the article, carefully.

Newspaper articles also sometimes use \_\_\_\_\_ language to influence readers. Referring to a large crowd holding a demonstration as an 'unruly mob' is an example of this. Accounts of \_\_\_\_\_ can be distorted, too. \_\_\_\_\_ can be \_\_\_\_\_ so that the full context in which something is said is not revealed. Even the positioning of an article next to a particular \_\_\_\_\_ can have an effect on the reader.

The media is certainly invaluable but we need to become critical consumers of its messages.

**5.2** The following statements are examples of persuasive writing. With a partner, discuss and identify the persuasive technique used.

- a It's like living in Nazi Germany. \_\_\_\_\_
- b You cannot ignore the simple facts of the matter. \_\_\_\_\_
- c Professor Cheung supports this view. \_\_\_\_\_
- d I am appalled to see young people forced into this situation. \_\_\_\_\_
- e How much longer can we treat our elderly citizens in this way? \_\_\_\_\_
- f Is this the kind of Australia we want our children to grow up in? \_\_\_\_\_
- g Treatment such as this makes one start to lose heart. \_\_\_\_\_
- h As taxpayers we can see that this is a poor use of public money. \_\_\_\_\_
- i Fifteen per cent of those surveyed disagreed. \_\_\_\_\_
- j Those interfering busybodies should be kept out. \_\_\_\_\_   /10

**5.3** Highlight the correct word from the pair in brackets in each of the sentences below.

- a The children have been suspiciously (quite/quiet) this afternoon.
- b I was (quiet/quite) exhausted by their wild behaviour yesterday.
- c Those shoes really (complement/compliment) your outfit.
- d The winner was (complimented/complemented) on his victory.
- e The rain (effected/affected) the results of the tennis grand slam.
- f The drink produced a strange (effect/affect).
- g The boys liked to have (serial/cereal) for breakfast.
- h A (cereal/serial) is a story that is presented in separate parts.
- i The train was (stationery/stationary) when the fire started.   /9

**TOTAL**  /40

**EXTENSION**

- Write an editorial for an online magazine for teenagers on the topic 'my generation'.

OR

- Write an editorial for a daily newspaper on one of the following topics:
  - all students should be required to complete Year 12
  - professional sport has lost its way

Use at least four of the persuasive techniques you have learnt about, and annotate each of the techniques you use.

Name:

Class:

Date:

### Demonstrative pronouns

Demonstrative pronouns are used to point out something or someone ('to demonstrate'). The English language uses 'this' or 'these' to refer to people or objects close to us. We use 'that' or 'those' to refer to people or objects further away in time or space,

**This** is my first job as a reporter.

**These** are my favourite sneakers.

**That** skyscraper is the Chongqing Poly Tower.

**Those** were the days.

A demonstrative pronoun may look like a demonstrative adjective but is used differently in a sentence: it acts as a pronoun taking the place of a noun or a noun phrase.

### Demonstrative adjectives

Demonstrative adjectives are always followed by a noun, while demonstrative pronouns are not.

'This' and 'that' are used to describe singular nouns, while 'these' and 'those' are used with plural nouns. As is the case with demonstrative pronouns, 'this' and 'these' are used to describe people or objects which are close, while 'that' or 'those' describe objects which are further away.

**These** boys to my right found the missing bushwalker.

**That** house down by the river is supposed to be haunted.

#### 6.1

Assess whether each sentence contains a demonstrative pronoun or a demonstrative adjective. Highlight the correct answer.

**a** These are my neighbours' boys.

DP/DA

**d** That is my dog.

DP/DA

/2

**b** These boys are from the neighbourhood.

DP/DA

**e** These are the keys we found.

DP/DA

/2

**c** That dog is blind.

DP/DA

/5

### Indefinite pronouns

An indefinite pronoun does not refer to a specific person, amount or thing.

something anybody each some many all several

### Indefinite adjectives

Adjectives of quantity are sometimes referred to as indefinite adjectives. They are always followed by a noun and they refer to amounts of a whole, rather than as numbers of single units.

a **whole** watermelon

**some** money

**more** pasta

There are two types of adjectives of number. Definite adjectives of number describe things that can be counted.

three five third fifth

Indefinite adjectives of number refer to a number that is not specified.

all several many few

'All' is an adjective of quantity when it refers to an amount and an adjective of number when it can be counted.



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

Class: \_\_\_\_\_

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

Source material for this worksheet 'Chillax, dudes, the kids talk all right' can be found on pages 78–9.

**7.1** Select a word from the following word list to match each definition.

acronyms	clarity	evolves	laments	tedious
alpha female	clunkiness	impede	lexicon	vernacular
articulation	corrupting	infiltration	satire	
civility	ennui	ironic	take umbrage	

- a saying the opposite of what is meant in order to emphasise it \_\_\_\_\_
- b expresses grief or regret about something \_\_\_\_\_
- c feeling of weariness, discontent, boredom \_\_\_\_\_
- d awkwardness, clumsiness \_\_\_\_\_
- e words or names formed from the initial letters or components of other words \_\_\_\_\_
- f the act of getting into a place or organisation gradually without being noticed \_\_\_\_\_
- g politeness \_\_\_\_\_
- h the informal language of a country or district \_\_\_\_\_
- i develops gradually or naturally \_\_\_\_\_
- j clearness \_\_\_\_\_
- k dominant female in a group \_\_\_\_\_
- l the vocabulary of a person, language or group \_\_\_\_\_
- m a text that uses humour to make fun of a person or thing \_\_\_\_\_
- n hinder \_\_\_\_\_
- o spoiling, tainting \_\_\_\_\_
- p boring \_\_\_\_\_
- q clear speech \_\_\_\_\_
- r take offense \_\_\_\_\_

/18

**7.2** Answer the following questions based on the article 'Chillax, dudes, the kids talk all right'.

- a Who created the character of Ja'mie King? \_\_\_\_\_
- b According to the writer Amanda Dunn, what kind of girl is Ja'ime? \_\_\_\_\_
- c How does the writer feel about the commonly expressed view that young people are corrupting the English language? \_\_\_\_\_

d Which other groups' language is she critical of?

e What example does the writer provide of an ironic phrase used by young people?

f Why do new words and phrases spread so quickly nowadays?

g What does the writer identify as a danger of adults trying to use 'kid-speak'?

h Who is the university expert quoted in this article? What professional position does she hold?

**LOOKING DEEPER**

i How does Kate Burridge support her view that changes in our language have always been criticised? To help you answer this question you should find out who Johnson and Swift were and what contributions they made to the English language.

---

---

---

---

j What reason does the writer suggest for why many older people are critical of the language used by young people?

---

---

---

k Why do you think the writer describes slang as 'tribal'?

l What kind of article is this?

m How has the meaning of the term alpha female changed over time? What are the dangers of categorising someone in this way?

---

---

---

**TOTAL**

**EXTENSION**

Write a letter to the editor in 'kid-speak' arguing that those who criticise the language used by young people are wrong. Your letter should be about 250 words in length and you may draw on the ideas raised in the article. Please note: your letter must not include any offensive terms!

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

Class: \_\_\_\_\_

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

### Word list

accent	context	dialect	linguistics	register
colloquial	diction	jargon	neologism	slang

#### 8.1 Select a word from the word list to complete each definition.

- a** A new word or expression is a \_\_\_\_\_
- b** The term for the special words used by a group of people is \_\_\_\_\_
- c** The range of a voice or musical instrument is its \_\_\_\_\_
- d** A person's way of speaking words is known as \_\_\_\_\_
- e** The study of language is \_\_\_\_\_
- f** Informal language that differs from standard speech and adds vividness or humour is called \_\_\_\_\_
- g** \_\_\_\_\_ language is suitable for conversation but not for formal speech or writing.
- h** The words and pronunciations used by people in one district but not in the rest of the country are called a \_\_\_\_\_
- i** The way a person pronounces words is their \_\_\_\_\_
- j** The words that come before and after a particular word or phrase and help to fix its meaning are its \_\_\_\_\_   /10

### Neologisms

As society changes, new technologies, industries and occupations emerge. The way we live alters and new words emerge to express new realities. We call these words neologisms. Some neologisms are entirely new ('bling'). Others are blends of existing words ('sitcom'), or words whose meanings have broadened or changed ('green') while still others have come to us from the world of technology ('skype').

blog	emoticon	post	text	tweet
carjack	google	shopaholic	travelator	viral
chillax	hot			

#### 8.2 Find five neologisms from the word list which are formed by blending two existing words.

- a** \_\_\_\_\_ **d** \_\_\_\_\_  /2
- b** \_\_\_\_\_ **e** \_\_\_\_\_  /2
- c** \_\_\_\_\_  /5

**8.3** Find five words from the word list whose meanings have broadened or changed.

a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_

d \_\_\_\_\_  
e \_\_\_\_\_

	/2
	/2
	/5

**8.4** Find words from the word list to complete the following activities.

a Find four words whose meanings have broadened or changed over time.

\_\_\_\_\_ 

/4
----

b Find five words used in the language of technology.

\_\_\_\_\_ 

/5
----

c Find a word that is a combination of two existing words.

\_\_\_\_\_ 

	/10
--	-----

d Choose two of the blended words from the word list and identify the two words or phrases which it has been formed from.

\_\_\_\_\_ 

/2
----

e Choose three of the words from the word list whose meanings have broadened or changed over time. Provide the original and modern definitions for each.

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

/3	/5
----	----

## Silent letters

Some words are difficult to spell because they contain a letter that is not pronounced. This is called a silent letter. In the past, some of these letters were pronounced; however, the word has changed over time so that although the letter is no longer sounded in speech it has been retained in the written word.

Note the following:

- The silent ‘-k’ is usually found at the beginning of a word and followed by the letter ‘-n’, for example ‘knife’.
- In nearly all cases, the silent ‘-b’ follows the letter ‘-m’ and (unless a suffix is added) is positioned at the end of a word, for example ‘climb’.
- In most cases, the silent ‘-w’ begins the word, and is followed by the letter ‘-r’, for example ‘wreath’.
- The silent letter ‘-g’ is followed by the letter ‘-n’, for example ‘gnaw’.

**8.5** Highlight the silent letter in each of the following words:

a wrath  
b knowledge  
c doubt  
d dumbfounded  
e resigned

	/2
	/2
	/5

<b>TOTAL</b>	/40
--------------	-----

### EXTENSION

- Find twenty more neologisms and explain the origin of each.
- Then, research ten words that have fallen out of everyday usage. An example would be ‘balderdash’, which means nonsense. What are your conclusions?

Present your findings to the class.

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

Class: \_\_\_\_\_

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

### Auxiliary verbs

Auxiliary (or helping) verbs such as ‘am’, ‘have’, ‘will’, and ‘was’ precede the main verb and add information about when an action happened and whether it has been completed or not.

I **will** write my novel next year. (**will** is the auxiliary verb that adds information about a future action and forms the future tense.)

I **was** speaking to my friend when the line dropped out. (**was** is the auxiliary verb that forms the past tense.)

**9.1** Highlight the auxiliary verb in each sentence and indicate whether it is written in the past, present or future tense.

- |   |  |                     |                      |                      |
|---|--|---------------------|----------------------|----------------------|
| a | I will phone my sister next month.             | PAST/PRESENT/FUTURE | <input type="text"/> | <input type="text"/> |
| b | I was trying to call her yesterday.            | PAST/PRESENT/FUTURE | <input type="text"/> | <input type="text"/> |
| c | I am getting a new phone right now.            | PAST/PRESENT/FUTURE | <input type="text"/> | <input type="text"/> |
| d | We were waiting for a bargain.                 | PAST/PRESENT/FUTURE | <input type="text"/> | <input type="text"/> |
| e | We will be talking about it for years to come. | PAST/PRESENT/FUTURE | <input type="text"/> | <input type="text"/> |

### Modal verbs

Modal verbs express a degree of probability or a degree of obligation. These verbs include: ‘can’, ‘might’, ‘must’, ‘will’, ‘would’ and ‘may’.

I **might** go out tonight’. (**might** is the modal verb or a degree of obligation)

You **must** visit you grandmother tonight. (**must** is the modal verb, expressing obligation)

**9.2** Highlight the modal verb in each sentence and indicate whether it expresses a degree of probability or a degree of obligation.

- |   |   |                      |                      |
|---|---|----------------------|----------------------|
| a | I will learn a new language this year. _____        | <input type="text"/> | <input type="text"/> |
| b | You should do homework every night. _____           | <input type="text"/> | <input type="text"/> |
| c | There may be a problem with the course times. _____ | <input type="text"/> | <input type="text"/> |
| d | He must go to soccer training tonight. _____        | <input type="text"/> | <input type="text"/> |
| e | I might take the dog for a walk tomorrow. _____     | <input type="text"/> | <input type="text"/> |

### Possessive adjectives

Possessive adjectives are adjectives that describe ownership.

**his** speech      **my** language      **their** vocabulary

**9.3** Complete the space in each sentence with the correct possessive adjective from the word list. Then highlight the noun that the possessive adjective describes.

my	his	her	its	our	their	your
----	-----	-----	-----	-----	-------	------

- a \_\_\_\_\_ teacher said I need to use more precise verbs. /2
- b ‘Mum, is it okay if I borrow \_\_\_\_\_ charger?’ asked Mei Lin. /2
- c Charlie told \_\_\_\_\_ Dad that he needed to sign the excursion form. /2
- d Aisha and Idun told us that Croatian is \_\_\_\_\_ first language. /2
- e We have decided to work on \_\_\_\_\_ assignments together. /2
- f Jess left \_\_\_\_\_ phone at the cafe. /2
- g ‘You need to proofread \_\_\_\_\_ work carefully,’ the teacher told the class. /2 /14

### Its and it’s

‘Its’ is a possessive adjective and does not have an apostrophe.

‘It’s’ represents the contraction (shortening) of two words, ‘it’ and ‘is’; it therefore needs an apostrophe.

**9.4** Fill in the space(s) in each sentence with ‘its’ or ‘it’s’.

- a ‘\_\_\_\_\_ a slang expression,’ said Mum, ‘so you shouldn’t use it in your history essay.’ /2
- b \_\_\_\_\_ often said that every language has \_\_\_\_\_ own idiomatic expressions. /2
- c I think \_\_\_\_\_ a complex sentence but George disagrees. /2
- d The pool is closed as \_\_\_\_\_ having \_\_\_\_\_ annual maintenance carried out. /2 /6

<b>TOTAL</b>	<b>/40</b>
--------------	------------

### EXTENSION

Research moves to ban the apostrophe. Have a class debate about whether or not the apostrophe should be banned.

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

Source material for this worksheet 'A world apart' can be found on pages 80–1.

**10.1** Select a word from the following word list to complete each definition.

accumulating	canine	fermented	ingenuity	plethora
aesthetic	culinary	flawless	mundane	vehemently

- a perfect \_\_\_\_\_
- b changed chemically by the action of a substance such as yeast \_\_\_\_\_
- c cleverness at inventing things \_\_\_\_\_
- d artistic, tasteful \_\_\_\_\_
- e an overabundance \_\_\_\_\_
- f of, or for cooking \_\_\_\_\_
- g ordinary, not exciting \_\_\_\_\_
- h showing strong feeling \_\_\_\_\_
- i collecting \_\_\_\_\_
- j of dogs \_\_\_\_\_  /10

**10.2** Many of our English words have come to us from Latin and Ancient Greek. Use the word list above to find two words that have Latin origins and two with Ancient Greek origins. You may need to research this on the internet or in a dictionary.

ANCIENT GREEK	_____	<input type="checkbox"/>
LATIN	_____	<input type="checkbox"/>

**10.3** Answer the following questions based on the article 'A world apart'.

- a The article uses a number of Japanese words and supplies definitions for them. Complete each definition with a Japanese word.
  - i The bullet train is known as the \_\_\_\_\_
  - ii The seventeenth-century policy that forbade foreigners to enter Japan or the Japanese to leave was known as the \_\_\_\_\_ policy.
  - iii Adults pretend to be ogres called \_\_\_\_\_ to frighten children into behaving better.
  - iv Cartoon town mascots are \_\_\_\_\_
  - v Grilled chicken is \_\_\_\_\_
  - vi Buckwheat noodles are \_\_\_\_\_
  - vii Japan's culture of hospitality is \_\_\_\_\_

**b** Is it fair to claim that Japan's train system is superior to Switzerland's? Why?

---

---

---

/2

**c** What does the writer identify as Japan's two obsessions? \_\_\_\_\_

---

/2

**d** Find out what a prefecture is and how many there are in Japan.

---

---

/2

**e** What was the effect of the Sakoku policy on Japanese culture?

---

---

/2

**f** What does Imabari City's mascot, a fat chicken, wearing a bridge on its head for a tiara represent?

---

---

/2

**g** Why does the writer only refer to two of the more traditional aspects of Japanese culture?

---

### LOOKING DEEPER

**h** Should we rely on the writer's insights into Japan?

---

---

/2

**i** What does the writer's use of the phrase 'pink, fluffy logic' suggest about the writer's attitude to the puppy cafes?

---

---

/2

**j** What is your opinion of this article's title?

---

---

/2

**k** The writer describes the city mascots as 'cutesy' rather than 'cute'. What is the difference? What does this reveal about the writer's attitude to them?

---

---

/4

/28

**TOTAL** /40

### EXTENSION

Using 'A world apart' as your model, write a review of your state or city as a holiday destination. Try to focus on some unusual features of life in this state or city and devise a headline that captures what is unique or different about it. Remember to include some 'must do' attractions.

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

Class: \_\_\_\_\_

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

### Word list

accommodation	health	language	national leaders	terminals
air travel classes	itinerary	money	political system	travel protocol

Where is the rest of this word list? You will uncover more travel words when you successfully complete activity 11.1.

**11.1** Each of the following sets of words contains a word that does not belong. Highlight this word. Then, choose a word from the word list above to (generally) categorise each set of words and write it in the space provided.

- a debate, witness, pronunciation, translation \_\_\_\_\_
- b DDT, dehydration, inoculation \_\_\_\_\_
- c cargo, domestic, international, luggage \_\_\_\_\_
- d currency, duty-free, Euro, exchange rate \_\_\_\_\_
- e destination, longitude, connection, time zone \_\_\_\_\_
- f chief executive, dictator, president, prime minister \_\_\_\_\_
- g consulate, embassy, loyalty card, visa \_\_\_\_\_
- h bed and breakfast, cathedral, hostel, pension \_\_\_\_\_
- i democracy, diplomacy, monarchy, republic \_\_\_\_\_
- j business, economy, Eurailpass, first \_\_\_\_\_

**11.2** The word list above is incomplete, after you complete activity 11.1, insert any other appropriate and relevant travel words of your own choice into the space provided.

### Clichés

Clichés (pronounced *klee-shays*) are expressions that have been used so repeatedly that they have become stale and lost their original effectiveness.

Her eyes **shone like diamonds**.

While it is fine to use clichés in casual conversations with friends, avoid them in your writing. You should aim for fresh and imaginative expression.

Avoid overused adjectives such as ‘a breathtaking view’ and tired old similes such as ‘you need to be as fit as a fiddle to compete in a pentathlon’. Many modern clichés such as ‘pumped-up’ and ‘moving forward’ have come to us from the worlds of sport and business.

**11.3** Highlight the cliché in the each sentence.

- a We had to wake at the crack of dawn to catch our connecting flight.
- b The security alert was a wake-up call for all Australians.
- c We were scared out of our wits on the advanced ski run.
- d The football team was under the pump at half time.
- e Our trip to Italy was the experience of a lifetime.
- f 'I need to know that we are all on the same page', the coach said angrily.
- g There are too many inequalities. We need a level playing field.
- h Georgie didn't know what to do. It was a real catch-22 situation.
- i Nadal left the court accompanied by thunderous applause.
- j The bed and breakfast we stayed at was as pretty as picture.

<input type="checkbox"/>	
<input type="checkbox"/>	/10

## Plural nouns

We usually change singular nouns to plural nouns by adding the letter '-s'.

airport + s = airports

However, if the singular noun ends in '-s', '-x', '-sh' or '-ch' we must add '-es' to create the plural. The addition of the letter '-e' allows us to hear the sound of the final '-s'.

**11.4** Change the following nouns from singular to plural.

- a couch \_\_\_\_\_
- b arrival \_\_\_\_\_
- c address \_\_\_\_\_
- d watch \_\_\_\_\_
- e flight \_\_\_\_\_
- f tax \_\_\_\_\_
- g carousel \_\_\_\_\_
- h gas \_\_\_\_\_
- i taxi \_\_\_\_\_
- j grass \_\_\_\_\_

<input type="checkbox"/>	
<input type="checkbox"/>	/10

<b>TOTAL</b>	/40
--------------	-----

### EXTENSION

Using activity 11.1 as your model, devise your own sets of common categories. Prepare six to eight categories, and include one word in each that does not belong. Test it on your classmates.

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

Class: \_\_\_\_\_

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

## Possessive pronouns

In worksheet 9 you learnt about possessive adjectives (my, his, her, its, our, their, your). Possessive adjectives always come before a noun and they show possession (ownership).

Possessive pronouns also tell us who or what owns something, but they take the place of a noun rather than accompanying it.

‘This itinerary is **mine**’ instead of ‘This is **my itinerary**’.

In this example, the word ‘mine’ stands for ‘my’ plus the noun ‘itinerary’.

Remember: The possessive pronouns ‘his’ and ‘its’ don’t change when they become possessive adjectives.

### 12.1 Place the correct possessive pronoun in the space in each sentence.

- a ‘My visa for the US has finally arrived. Has \_\_\_\_\_?’ shouted Nick.
- b I wanted to visit Spain but Liana wanted to go to Turkey, so I’m going my way and she’s going \_\_\_\_\_.  
\_\_\_\_\_
- c ‘Are these bags all \_\_\_\_\_?’ the porter asked us.
- d We met up with some kids from Sydney. These photos are \_\_\_\_\_.  
\_\_\_\_\_
- e We have decided that these bags of \_\_\_\_\_ need to be replaced.
- f Is your backpack full? I haven’t got any more room in \_\_\_\_\_.  
\_\_\_\_\_
- g Alex and I both own trail bikes. This is mine and that is \_\_\_\_\_.  
\_\_\_\_\_
- h I heard my parents talking about me. Dad said, ‘I don’t know what’s wrong with that son of \_\_\_\_\_.’   /8

### 12.2 Josie has sent an email home from overseas. Read through it and highlight five possessive pronouns, seven possessive adjectives and their nouns, and then categorise each into the following table. Make sure you set up a colour-code for your teacher.

Hi Family,

Europe is awesome. I’ve attached some photos. I lost my camera yesterday but fortunately Flicka has hers. It’s a much better camera than mine was. When we were in Barcelona we were robbed. Antonio’s bag was grabbed and unfortunately his wallet was in it. Ansuya also lost her passport.

Mum can you send me your cousin’s address in London? Flicka’s mum has some family in Scotland and she’s sent us theirs.

London’s weather hasn’t been too bad but I still prefer ours. Our flat is pretty comfortable but crowded. Its bathroom is tragic compared with the bathrooms at home.

All my love and Antonio sends his too,

Josie xx

 /12

## Parenthesis

A parenthesis is a word, phrase or clause that interrupts a sentence by giving an explanation or extra information. Parenthesis can be enclosed by a pair of commas, a pair of dashes or a pair of round brackets.

### Parenthesis using commas or brackets

A pair of commas is the most commonly used form of parenthesis when the additional yet separate material is quite close to the main meaning of the sentence. Commas make for a more normal-looking sentence.

The hotel is quite close to Stonehenge, an ancient Druid site of worship, as well as the train station and tourist information bureau.

Writers may choose to use brackets, particularly when there are already a number of commas in a sentence.

**12.3** Highlight the parenthesis in each sentence, then, where appropriate, insert a pair of commas for parenthesis in three of the following sentences and a pair of brackets in the remaining two.

- a We visited the Sistine Chapel which has the famous ceiling painted by Michelangelo and many other locations.  /2
- b At midnight last night, *Princessa Vittoria* a cruise ship on its first voyage was boarded by pirates off the Somalian coast.  /2
- c Prague the capital city of the Czech Republic is very popular with young travellers.  /2
- d We decided having carefully considered the situation to postpone our trip to Indonesia.  /2
- e Just before we reached Machu Picchu, Julio our amazing tour guide twisted his ankle.  /2  /10

### Parenthesis using dashes

If the parenthesis you want to separate is not closely related to the meaning of the main sentence, or if you want to place greater emphasis on the additional information, use a pair of dashes rather than a pair of commas or brackets. Dashes are not used as frequently as commas or brackets.

Last Christmas – we were staying at Lorne – my family gave me a mountain bike.

**12.4** Highlight the parenthesis in each sentence, then rewrite it in the space provided, inserting dashes at the appropriate point.

- a Lee said and I hope he is right that the trains in China are very comfortable.  /2
- b Scented plants jasmine, gardenia and frangipani are very popular.  /2
- c Before Christopher Columbus sailed to the New World many people believed incorrectly as we now know that the earth was flat.  /2
- d This tour guide more than any other we've met has the knack of telling a really interesting story.  /2
- e Angkor Wat the stunningly beautiful Hindu and later Buddhist temple complex is near Siem Reap in Cambodia.  /2  /10
- TOTAL**  /40

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

Class: \_\_\_\_\_

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

Source material for this worksheet 'Confessions of a fashion tragic' can be found on page 82.

**13.1** Select a word from the following word list to match each definition.

abysmally	chic	decipher	innate	mortified	tangerine
cashmere	classic	faux pas	polyester	replicate	velour

- a** an embarrassing mistake or blunder (from the French meaning *false step*) \_\_\_\_\_
- b** to decode, work out the meaning of something difficult to read \_\_\_\_\_
- c** inborn \_\_\_\_\_
- d** colour of small orange fruit of the same name \_\_\_\_\_
- e** French word meaning stylish and elegant \_\_\_\_\_
- f** a thick velvety material \_\_\_\_\_
- g** something that has enduring worth \_\_\_\_\_
- h** very fine soft wool made from the hair of goats from Kashmir \_\_\_\_\_
- i** a synthetic substance \_\_\_\_\_
- j** extremely badly \_\_\_\_\_
- k** to copy exactly \_\_\_\_\_
- l** humiliated \_\_\_\_\_   /12

**13.2** Answer the following questions based on the article 'Confessions of a fashion tragic'.

- a** Highlight the two fashion trends that the writer is able to tie exactly to a year and season.
- cigarette pants
  - fluorescent skinny jeans
  - two-tone black and white jeans
  - ballet flats
  - combat military jacket
- 
- b** Identify the two suggestions that magazines make for building an effective and affordable wardrobe.
- \_\_\_\_\_
- \_\_\_\_\_  /2
- c** Why is the writer unable to put the magazines' advice into practice?
- \_\_\_\_\_
- d** What does the writer plan to do in the coming season?
- \_\_\_\_\_
- e** What positive side effect does the writer identify as a result of this plan?
- \_\_\_\_\_

## LOOKING DEEPER

**f** As you know, the tone of a piece of writing reflects the attitude of the writer to the subject. Highlight the two words or phrases from the list that follows that best describe the tone of this article.

despondent      bitter      light-hearted      tongue-in-cheek      humorous

/2

**g** How would not buying new clothing help the environment?

---

---

/2

**h** The writer's closing statement ends in ellipsis points. Highlight the word from the following list that suggests how we evaluate the writer's closing statement as a result.

delighted      depressed      dubious      undecided

/2

**i** How does the writer attempt to interest males in this article. Is she successful?

---

/4     /16

## Context

The dictionary doesn't always help! The context or setting in which a word is used is important in determining its meaning. In some areas, such as fashion, the meaning of a word is different to its meaning in normal usage.

**13.3** Use the internet to find out the meaning of these terms and complete each definition.

**a** Distressed denim is \_\_\_\_\_.

**b** Flares are \_\_\_\_\_.

**c** Puff sleeves are \_\_\_\_\_.

**d** Cigarette pants are \_\_\_\_\_.

**e** Ballet flats are \_\_\_\_\_.

**f** Harem pants are \_\_\_\_\_.

/6

## Allusions

In the extract, the writer makes allusions to add humour to her writing. An allusion is a casual reference to something either directly or by implication.

**13.4** Re-read the article to find three allusions, and then use the internet to find out more information about each.

**a** Allusion 1

---

/2

**b** Allusion 2

---

/2

**c** Allusion 3

---

/2     /6

**TOTAL**  /40

## EXTENSION

Write a blog entitled 'My biggest fashion mistake'. This mistake may have been made at any stage of your life and may have involved an outfit, a hairstyle or even both! You may illustrate it by posting photographs. Be brave and share this piece of writing with your classmates.

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

Class: \_\_\_\_\_

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

### Word list

à la mode	elegant	haute couture	mannequin	runway
chic	flair	hip	panache	vintage
collections	funky	indie	retro	vogue
craze	glamour	lingerie		
edgy	groovy			

Paris was once, and many would argue still is, the fashion capital of the world. As a result, many of the words that relate to fashion come from the French language.

**14.1** Find six French words or terms from the word list above to complete the sentences below. You might need to use a dictionary.

- a An old-fashioned word meaning a fashion model is \_\_\_\_\_
- b To be stylish or elegant in the way you dress is to be \_\_\_\_\_
- c Women's underwear is known as \_\_\_\_\_
- d The most painstakingly produced garments made by French couturiers are said to be \_\_\_\_\_
- e A popular style or fashion is said to be \_\_\_\_\_
- f Another word for style is \_\_\_\_\_  /6

**14.2** Find six words or terms from the word list that are terms used to describe fashions.

- a independent fashion (from lesser known brands or second-hand clothing stores) \_\_\_\_\_
- b exciting fashion that is fun as well as being a bit off-beat or eccentric \_\_\_\_\_
- c up-to-date with current styles in a way that is ahead of the crowd \_\_\_\_\_
- d vintage \_\_\_\_\_
- e excellent or exciting is \_\_\_\_\_
- f making a controversial statement \_\_\_\_\_  /6

**14.3** Complete these sentences with the remaining words from the word list.

- a A natural talent or ability is \_\_\_\_\_
- b To have an alluring charm or fascination is to have \_\_\_\_\_
- c A popular fashion is a \_\_\_\_\_
- d Something that is in fashion is said to be in \_\_\_\_\_
- e The fashions that are revealed by designers at the start of the seasons are known as \_\_\_\_\_

- f A tasteful and refined style of dressing is also known as \_\_\_\_\_
- g Fashions from another period of time are sometimes described as \_\_\_\_\_
- h The platform on which fashion models parade clothes is sometimes called a catwalk or \_\_\_\_\_   /8

## Idioms

Idioms are words and phrases with different meanings from their literal one. They do not translate into other languages but only make sense in their language of origin.

**14.4** The following idioms are taken from the world of clothes and fashion. Match each one with its correct meaning.

- |                                    |   |
|------------------------------------|---|
| • a wolf in sheep's clothing       | • beauty is in the eye of the beholder      |
| • beauty is only skin deep         | • to hang onto somebody's coat-tails        |
| • a stuffed shirt                  | • to cut your cloth according to your means |
| • to give somebody a dressing-down | • to put yourself in someone else's shoes   |
| • after a fashion                  | • no frills                                 |

- a plain, basic \_\_\_\_\_
- b a humourless, pompous person \_\_\_\_\_
- c to do and buy only what you have the resources to afford \_\_\_\_\_
- d somebody who appears harmless but is in fact dangerous \_\_\_\_\_
- e to a certain extent, but not perfectly \_\_\_\_\_
- f to associate with a successful colleague or friend in order to further your own progress \_\_\_\_\_
- g different people will find different things attractive and appealing \_\_\_\_\_
- h to give someone a severe reprimand \_\_\_\_\_
- i to try to empathise with someone else or understand how they feel \_\_\_\_\_
- j something that is superficially attractive is not necessarily all good \_\_\_\_\_   /10

**14.5** Add '-cy' or '-sy' to the following words. Then provide a definition for each word in the space provided.

- a courte\_\_\_ \_\_\_\_\_  /2
- b idiosyncra\_\_\_ \_\_\_\_\_  /2
- c falla\_\_\_ \_\_\_\_\_  /2
- d epilep\_\_\_ \_\_\_\_\_  /2
- e democra\_\_\_ \_\_\_\_\_  /2  /10

**TOTAL**  /40

## EXTENSION

Use activity 14.2 as a model to devise a quiz to test your classmates' knowledge of words related to clothing and fashion. Write clues for at least twenty items. You could include topics with words that relate to: hairstyles (e.g. mullet); textile design (e.g. tartan); clothing from other cultures (e.g. sari)

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

Class: \_\_\_\_\_

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

### Adjectives of degree

Adjectives of degree are adjectives that compare nouns. The positive degree is the basic form of the adjective. We use the comparative degree when comparing two things and the superlative degree when comparing more than two things.

- Comparative adjectives of only one syllable are formed by adding ‘-er’ to the positive form of the adjective.

great → greater

- Superlative adjectives of only one syllable are formed by adding ‘-est’ to the end of the word.

lovely → loveliest

- Comparative and superlatives adjectives of more than one syllable are formed by added ‘more’ and ‘most’ respectively.

terrible    more terrible    most terrible

- Irregular adjectives do not follow a prescribed pattern and have a different word for each of the comparative and superlative degrees.

good    better    best

#### 15.1 Insert the correct comparative and superlative adjectives into the spaces provided.

	POSITIVE	COMPARATIVE	SUPERLATIVE	
<b>a</b>	scruffy			<input type="text"/> /2
<b>b</b>	bad			<input type="text"/> /2
<b>c</b>	sophisticated			<input type="text"/> /2
<b>d</b>	bold			<input type="text"/> /2
<b>e</b>	innovative			<input type="text"/> /2
<b>f</b>	stunning			<input type="text"/> /2
<b>g</b>	youthful			<input type="text"/> /2
<b>h</b>	graceful			<input type="text"/> /2 <input type="text"/> /6

#### 15.2 Rewrite the following sentences using the correct adjective of degree.

- a** Anjali is the friendlier of the three sisters.

\_\_\_\_\_  /2

- b** Of the two tops, I like this one the best.

\_\_\_\_\_  /2

- c** Which dress is more beautiful: the silver, the gold or the black?

\_\_\_\_\_  /2

- d** The girls looked more admiringly at the second outfit of the three.

\_\_\_\_\_  /2     /8

## Adverbs of degree

We also use adverbs to make comparisons. These adverbs are called adverbs of degree. The positive is the basic form of the adverb. We use comparative degree when comparing two things and the superlative degree when comparing more than two things.

- Some adverbs of manner, place and time form their own comparative and superlative degrees by adding ‘-er’ and ‘-est’ to the positive.

I ran fast (positive). You ran **faster** (comparative). She ran **fastest** (superlative).

- However, most adverbs that end in ‘-ly’ form their comparative and superlative degrees by adding the words ‘more’ and ‘most’ to the positive.

I speak softly. (positive) You speak **more** softly (comparative) She speaks the **most** softly. (superlative)

- Irregular adverbs do not follow a prescribed pattern and have a different word for each of the comparative and superlative degrees.

I performed well. You performed **better**. She performed **best**.

### 15.3 Give the comparative and superlative degrees for the positive adverb in each of the following sentences.

- a** *Positive:* I studied hard for the test.   
*Comparative:* You \_\_\_\_\_   
*Superlative:* She \_\_\_\_\_
- b** *Positive:* I travel frequently   
*Comparative:* You \_\_\_\_\_   
*Superlative:* She \_\_\_\_\_
- c** *Positive:* I dress stylishly.   
*Comparative:* You \_\_\_\_\_   
*Superlative:* He \_\_\_\_\_  /6

### 15.4 Place either a full stop, question mark or exclamation mark at the end of each sentence.

- |   |                                    |  |
|---|------------------------------------|--|
| <b>a</b> Where was Hannah going               | <b>f</b> You’ve got to be joking   | <input type="text"/> /2                          |
| <b>b</b> How stupid of me                     | <b>g</b> I’m sure it will work out | <input type="text"/> /2                          |
| <b>c</b> I wondered whether or not to ask him | <b>h</b> Are you okay              | <input type="text"/> /2                          |
| <b>d</b> Oh my God                            | <b>i</b> Stop that                 | <input type="text"/> /2                          |
| <b>e</b> Where did you buy those shoes        | <b>j</b> Go away                   | <input type="text"/> /2 <input type="text"/> /10 |

**TOTAL**  /40

### EXTENSION

A fashion parade usually involves an mc (master of ceremonies) providing commentary for each outfit that a model parades down the catwalk. Using a humorous tone, write the script for a fashion parade demonstrating your school uniform.

Make use of as much of the vocabulary you’ve covered in this section as possible and highlight each of the words you use. Share your scripts with your classmates.

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

Source material for this worksheet 'Women in politics' can be found on pages 83–4.

**16.1** This time you get to do the work! Find seven words in the articles for which you do not know the meaning. Look up the meaning of these words and then use each one correctly in a sentence.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

g \_\_\_\_\_   /7

**16.2** Undertake some research on the internet to complete the following questions.

a From which activity does the expression 'at bay' come? \_\_\_\_\_

b What is a famous myth about the origin of the word 'lobbyist'?

\_\_\_\_\_   /2 /3

\_\_\_\_\_

**16.3** The inclusion of only one woman in Prime Minister Abbott's first Cabinet sparked debate in the media. Answer the following questions based on the source material.

a What does text type 1 believe is the best method of overcoming gender discrimination? \_\_\_\_\_

b Name three low-paid areas of work identified by the writer of text type 2. \_\_\_\_\_

c In text type 4, what do you think Mother Nature is representing and why is she depicted as standing outside Parliament House?

\_\_\_\_\_

\_\_\_\_\_

d What text appears in the cartoon? \_\_\_\_\_

\_\_\_\_\_

## LOOKING DEEPER

- e** Assess whether each of the text types that accompany this worksheet is a news report, a letter to the editor, a feature article, a political cartoon or an opinion piece/news comment and write your answer in the space provided.

text type 1: \_\_\_\_\_

text type 2: \_\_\_\_\_

text type 3: \_\_\_\_\_

text type 4: \_\_\_\_\_

- f** What is the contention of each of the following articles?

text type 1: \_\_\_\_\_  /2

text type 2: \_\_\_\_\_  /2

text type 3: \_\_\_\_\_  /2

- g** Choose the most appropriate word from the following list to best describe the tone in each of the following articles: matter-of-fact, measured, scathing.

text type 1: \_\_\_\_\_

text type 2: \_\_\_\_\_

text type 3: \_\_\_\_\_

- h** Why do you think that text type 1 quotes Alfred Deakin and Robert Menzies?

\_\_\_\_\_  
\_\_\_\_\_  /3

- i** What expression is repeated by the writer of text type 2? What does it suggest?

\_\_\_\_\_  
\_\_\_\_\_  /2

- j** Why does the writer of text type 3 say 'I have long been a supporter of equal opportunity'?

\_\_\_\_\_  
\_\_\_\_\_  /2

- k** At what time of day is the cartoon (text type 4) set? What effect does this have?

\_\_\_\_\_  
\_\_\_\_\_  /2

- l** What issue is the cartoonist commenting on and what comment is he making?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  /4

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

## EXTENSION

Write an opinion piece that expresses your point of view on this issue. Your piece should have a clever headline, an easily identifiable tone and make use of at least four different persuasive techniques.

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

Class: \_\_\_\_\_

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

### Word list

backbencher	federal	House of Representatives	majority	politics
Cabinet	front bench	Labor	minister	portfolio
candidate	government	legislation	opposition	pre-selection
electorate	Governor-General	Liberal	parliament	The Lodge

**17.1** People often enjoy telling us what they would do if they were Prime Minister of Australia – but how do you become Prime Minister? To find out, fill in the spaces in the following passage, using the appropriate words or terms from the word list. You might have to change the form of the word.

In the world of \_\_\_\_\_, to become prime minister you first need to become \_\_\_\_\_ a \_\_\_\_\_ for a \_\_\_\_\_ seat in the \_\_\_\_\_, the lower house of \_\_\_\_\_.

For the major parties, the \_\_\_\_\_ Party of Australia and the Australian \_\_\_\_\_ Party, you are chosen through a \_\_\_\_\_ process.

After a federal election, your party will either be in \_\_\_\_\_ or in \_\_\_\_\_. If your party is in power, you will usually start as a \_\_\_\_\_, representing your \_\_\_\_\_.

If your party is in the \_\_\_\_\_ you might eventually be promoted to the position of \_\_\_\_\_ in charge of a \_\_\_\_\_. You might also be part of the \_\_\_\_\_, which is responsible for framing \_\_\_\_\_. You will now sit on the \_\_\_\_\_.

If your colleagues vote you in as leader you will be formally appointed by the \_\_\_\_\_, and then you will move into the official Prime Minister's residence in Canberra, called \_\_\_\_\_.

### Verbosity

Sometimes people accuse politicians of being verbose – that is, of using too many words or using long words when something short and direct would be far more effective.

My doctor warned me to avoid consuming excessive sodium chloride. (verbose)

My doctor warned me to avoid eating too much salt. (clear, plain English)

Writing concisely (expressing much in a few well-chosen words) does not mean your writing should lack flair, individuality and imagination. Select your nouns and verbs carefully.

**17.2** Rewrite each sentence and replace the verbose language (in *italics*) with clear, natural English.

- a I *am of the opinion* that I will take a *leisurely, relaxed post-prandial perambulation*. /2
- 
- b I *have reached the decision* that it will be *conducive to my health and wellbeing*. /2
- 
- c It clears the head better than taking *some processed acetylsalicylic acid*. /2
- 
- d A walk also makes it easier to fall *into that state during which the mind and body rest and voluntary movements and full consciousness are suspended*. /2
- 
- e I enjoy the *gentle zephyrs emanating from the ocean*. /2 /10
- 

## Word endings

The suffixes ‘-ible’ and ‘-able’ are attached to words to form adjectives. They both mean ‘having the ability’.

- ‘-able’ is the more common suffix of the two; words that have been more recently incorporated into the English language rarely end in ‘-ible’

network → networkable

- If you remove ‘-ible’ from a word, you will still be left with a complete word. The notable examples are: contemptible, digestible, flexible and suggestible.
- Adjectives that contain a hard ‘-c’, such as amicable, or a hard ‘-g’, such as navigable, always have an ‘-able’ ending.

**17.3** Complete the following words using either ‘-ible’ or ‘-able’.

- |                     |                  |
|---------------------|------------------|
| a collect _____     | f miser _____    |
| b implac _____      | g memor _____    |
| c impass _____      | h hospit _____   |
| d leg _____         | i irresist _____ |
| e circumnavig _____ | j respons _____  |

/2
/2
/2
/2
/2
/10
/40

**TOTAL** /40

## EXTENSION

Write an amusing dialogue between two characters, one of whom is inclined to be verbose while the other is very concise. Ask your teacher if the class can have some time to perform these dialogues.

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

Class: \_\_\_\_\_

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

### Revision: Verbs

Using precise verbs helps you improve your writing. Here are some verbs that relate to the political process.

**18.1** Highlight the ten 'political' verbs in the wordsearch and then write each in the space provided. The words may be vertical, horizontal, diagonal or backwards.

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

a	_____	<input type="text" value="/2"/>
b	_____	<input type="text" value="/2"/>
c	_____	<input type="text" value="/2"/>
d	_____	<input type="text" value="/2"/>
e	_____	<input type="text" value="/2"/>
f	_____	<input type="text" value="/2"/>
g	_____	<input type="text" value="/2"/>
h	_____	<input type="text" value="/2"/>
i	_____	<input type="text" value="/2"/>
j	_____	<input type="text" value="/2"/> <input type="text" value="/20"/>

### Simple and compound sentences

A simple sentence has only one subject and one predicate.

The dog (subject) **jumped onto the couch** (predicate).

A compound sentence is made up of two or more simple sentences of equal importance joined by a conjunction (such as and, but, although, if, as) or separated by a semicolon.

Mum **left** for her run. (one verb)

Mum left for her run; however, she came back (semicolon)

Mum **left** for her run **but** she **came** back. (coordinating conjunction; two verbs)

### Coordinating and subordinating conjunctions

Coordinating conjunctions are words that link words, groups or phrases in such a way that each of these elements has equal grammatical status. They include the conjunctions 'and', 'or', 'but'.

Subordinating conjunctions introduce certain kinds of subordinate clauses. They include the conjunctions 'after', 'when', 'because', 'if', 'that'.

**18.2** Form compound sentences from the following pairs of simple sentences.

a These junior players train hard. The seniors are lazy.

\_\_\_\_\_

b Nana served the dinner. I set the table.

/2  /4

**18.3** Highlight the sentences below that are compound sentences.

- a Anwar sings and he acts as well.
- b Toby sings in a band too.
- c Nadal is a fantastic tennis player.
- d Swimming is great but I prefer running.
- e He is a great player and a wonderful sportsman too.
- f I am going to the shops but I'd rather go for a swim.

/3

### Transitive and intransitive verbs

A transitive verb links the subject of a sentence to its object.

The speaker (subject) **reprimanded** (transitive verb) the disorderly politicians (object).

An intransitive verb is one that has no object.

The Prime Minister (subject) **laughed** (intransitive verb).

**18.4** Complete each sentence with an appropriate transitive verb.

- a The MP stood to \_\_\_\_\_ her speech.
- b Dad \_\_\_\_\_ 'Insiders' every Sunday morning.
- c The Opposition \_\_\_\_\_ the election with an impressive majority.
- d The Speaker \_\_\_\_\_ the unruly politician out of the chamber.
- e The police \_\_\_\_\_ the demonstrator.  /5

**18.5** Complete each sentence with an appropriate intransitive verb.

- a The cat \_\_\_\_\_ softly.
- b A shark is not a mammal but a whale \_\_\_\_\_.
- c When the leopard heard the hunter it \_\_\_\_\_ in the bushes.
- d Nocturnal animals \_\_\_\_\_ during daylight hours.  /4

**18.6** Many verbs can be either transitive or intransitive, depending on how they are used. Highlight whether the verbs in these sentences are transitive or intransitive.

- a The teacher separated the fighting children. TRANSITIVE/INTRANSITIVE
- b Suzy's parents separated. TRANSITIVE/INTRANSITIVE
- c Macca played skilfully. TRANSITIVE/INTRANSITIVE
- d We played the game for hours. TRANSITIVE/INTRANSITIVE  /4

**TOTAL**  /40

### EXTENSION

Prepare the campaign speech you would give if you were standing to be president of your school's student representative council.

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

Source material for this worksheet 'The sporting arena' can be found on pages 85–6.

**19.1** Select a word from the following word list to match each definition.

berating	hard-line	motivation	prime	status
elite	meddling	overbearing	stance	unsolicited

- a a group of people who are given privileges not available to others \_\_\_\_\_
- b not asked for \_\_\_\_\_
- c domineering \_\_\_\_\_
- d first \_\_\_\_\_
- e scolding \_\_\_\_\_
- f interfering \_\_\_\_\_
- g attitude \_\_\_\_\_
- h incentive to do something \_\_\_\_\_
- i not prepared to turn away from a set idea \_\_\_\_\_
- j high rank \_\_\_\_\_   /10

**19.2** Answer the following questions based on the text types on pages 85–6.

- a What are the two major problems Justin Quill identifies in Australian sport?  
\_\_\_\_\_  /2
- b Which famous Australian female athlete has had trouble attracting sponsorship?  
\_\_\_\_\_
- c Which sport has the highest participation rate in Australia? \_\_\_\_\_
- d Which two strategies does Quill believe would make things fairer for women's sport?  
\_\_\_\_\_  
\_\_\_\_\_  /2
- e Identify three areas of gender inequality described in Justin Quill's article.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  /3
- f Who was Bernard Tomic's hitting partner? \_\_\_\_\_
- g Which league banned an AFL coach for four rounds in 2013?  
\_\_\_\_\_
- h What does John Circosta claim sets real 'heroes' apart from sporting champions?  
\_\_\_\_\_  
\_\_\_\_\_

## LOOKING DEEPER

i Why is the reader inclined to accept Quill's point of view and his idea for a solution?

---

---

j Writers often use humour to make the reader more inclined to accept their argument. Find two examples of humour in this article and explain who you think Quill is trying to appeal to and why.

---

---

k Why do you think Quill makes a point of mentioning how much Andrew Bogut earns each year?

---

---

l Provide an example of two rhetorical questions; one from text type 1 and one from text type 3.

---

---

**19.3** Which famous sporting idiom is given prominence in one of these articles?

---

---

**19.4** Identify the contention in each of the text types.

a Text type 1

---

---

b Text type 2

---

---

c Text type 3

---

---

**19.5** Identify each type of article.

a Text type 1: \_\_\_\_\_ c Text type 3: \_\_\_\_\_

b Text type 2: \_\_\_\_\_

**TOTAL**

## EXTENSION EXERCISE

Write an online post in response to one of the text types linked to this worksheet (see page 85–6). Be sure to use a rhetorical question and try to use humour to be as persuasive as possible.

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

Class: \_\_\_\_\_

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

## Word list

ability	coach	individual	rank	spectator
amateur	eliminate	judiciary	record	talent
association	federation	league	referee	team
athlete	fixture	premiership	relegation	tribunal
champion	forfeit	professional	rules	umpire
club	heat	qualify	score	walk over

**20.1** Many words commonly used to discuss sport have more than one meaning. Search the word list above to find the words that match the clues given.

- |                                    |                                    |                      |                      |
|------------------------------------|------------------------------------|----------------------|----------------------|
| <b>a</b> a caveman's weapon _____  | <b>f</b> offensively smelly _____  | <input type="text"/> | <input type="text"/> |
| <b>b</b> permanent component _____ | <b>g</b> support a cause _____     | <input type="text"/> | <input type="text"/> |
| <b>c</b> twenty _____              | <b>h</b> nautical measure _____    | <input type="text"/> | <input type="text"/> |
| <b>d</b> temperature _____         | <b>i</b> set down in writing _____ | <input type="text"/> | <input type="text"/> |
| <b>e</b> bus _____                 | <b>j</b> oversees rules _____      | <input type="text"/> | <input type="text"/> |

## Antonyms and synonyms

Antonyms and synonyms help enrich our vocabularies and enable us to find just the right word. An antonym is a word that has an opposite meaning to another word. A synonym is a word that has the same, or a similar meaning, to another word.

**20.2** From the word list find antonyms or synonyms for the following words.

### Antonyms

- a** amateur \_\_\_\_\_
- b** individual \_\_\_\_\_
- c** to be eliminated \_\_\_\_\_
- d** premiership \_\_\_\_\_
- e** spectator \_\_\_\_\_

### Synonyms

- f** association \_\_\_\_\_
- g** ability \_\_\_\_\_
- h** forfeit \_\_\_\_\_
- i** referee \_\_\_\_\_
- j** tribunal \_\_\_\_\_

## Ambiguity

Ambiguity occurs when a word, phrase or sentence conveys more than one meaning. If an author is attempting to be humorous, the ambiguity may be deliberate; but too often it is the product of careless writing and results in confusion for the reader. The main causes of ambiguity are as follows:

**Type A** The incorrect positioning of a word, phrase or clause.

Could I try those bathers on in the window?

**should be:** Could I try on those bathers that are in the window?

**Type B** Inaccurate punctuation.

His girlfriend is a pretty talented girl. *should be:* His girlfriend is a pretty, talented girl.

**Type C** Placing the pronoun where it is not clear to whom the pronoun refers.

If the dog doesn't eat its lunch, throw it away. *should be:* If the dog doesn't eat its lunch, throw the food away.

**Type D** The use of words that have more than one meaning.

If you eat that burger, you'll never get better. *should be:* You'll never get a better burger to eat than that one.

**20.3** Each of the following sentences is ambiguous. Decide whether its ambiguity is type A, B, C or D and then rewrite each sentence so the meaning is unambiguous.

a Rosie asked me to do her maths problem but I said it wouldn't be right.

/2

b There is a woman at the door wearing glasses called Anna.

/2

c The racehorses were caught before any damage could be done by the stewards.

/2

d I want you to get that dog off the couch because it is full of fleas.

/2

e If the cat doesn't drink its milk, tip it down the sink.

/2  /10

## Homophones

Homophones are pairs or groups of words that sound the same but have different meanings and spellings.

**20.4** Choose the correct word to fill in each space from the selection in brackets.

a The farmer wondered \_\_\_\_\_ the \_\_\_\_\_ would help \_\_\_\_\_ the \_\_\_\_\_. (weather/wether/whether)  /3

b This is my dog Fred, \_\_\_\_\_ coming to dinner with us. \_\_\_\_\_ dog is that? (who's/whose)  /2

c \_\_\_\_\_ annoyed that we are sitting in \_\_\_\_\_ spot and \_\_\_\_\_ now they have moved over \_\_\_\_\_. (there/their/they're)  /3

d The pig \_\_\_\_\_ house was built of bricks sang, ' \_\_\_\_\_ afraid of the big bad wolf? (whose/who's)  /2  /10

**TOTAL**  /40

## EXTENSION

Compile a glossary of at least fifteen words and terms that are specific to a game or sport you play. Did your sport originate in another country? Is this evident in the words and phrases you have selected? If it is, explain how.

Name:

Class:

Date:

## Revision: Prepositions

Prepositions connect nouns and pronouns with other words in a sentence. They tell us *when* something happens, *where* something is located and *how* something happens.

I threw the ball **across** the court.

Common prepositions include: on, in, from, above, along, through and beside.

### 21.1 Highlight the preposition in each of the following sentences.

- a She is studying at The Australian Institute of Sport.
- b The defender tackled the full-forward from the left-hand side.
- c The bowler sustained a shoulder injury early in the match.
- d Serena Williams walked slowly into the arena.
- e The golf course was beside the ocean, just before the town.
- f He hit the ball across the court towards his opponent

/2

/2

/2

/9

## Prepositions and adverbs

Some words may be used as either adverbs or prepositions depending on the context, so you need to be alert. Remember that adverbs tell us more about a verb, an adjective or another adverb.

Mariam **left** (verb) the bike **outside** (adverb).

In this example, the word 'outside' has been used as an adverb to link to the verb 'left'. But the same word, 'outside' can also function as a preposition.

Mariam left the **bike** (noun) **outside** (preposition) the **garage** (noun).

In this example, the word 'outside' has been used as a preposition to link 'bike' and 'garage'.

### 21.2 Read the following passage. Highlight the prepositions and then classify each into the correct column in the following table.

What a game! My team burst through the banner. The opposition milled about. The ball was bounced and the big players flew up. We won because we played hard until the final siren went. The opposition, looking dejected, trudged from the ground.

PREPOSITION	ADVERB

/5

## Revision: Quotation marks

- Single quotation marks or inverted commas are used to enclose direct speech.
- Punctuation that is part of the direct speech is placed inside the quotation marks but punctuation that is part of the sentence as a whole is placed outside the quotation marks.
- If a speech contains other quoted words use double quotation marks to distinguish them.
- When handwriting, use quotation marks to enclose the titles of short works such as poems, short stories, songs, essays, articles, works of art and radio and television programs. If using a word-processing program, use italics.

**21.3** Insert quotation marks where required in to each of these sentences.

- a** In London I went to Lords to watch the cricket, remarked Simon. It was great.  /2
- b** In cricket, the word over has a very particular meaning.  /2
- c** Have you read the article, How to unclutter your bedroom? I asked my brother.  /2
- d** Dad sang New York, New York at my birthday party. It was so embarrassing.  /2
- e** In the play *Macbeth*, the character of Macbeth utters the famous line: Is this a dagger which I see before me? said Mr King our English teacher.  /2
- f** The prize-winning entry was called Being a young person today.  /2
- g** No means no, Mum yelled, and you'd better start getting used to it.  /2
- h** If Nanna says: When I was your age once more I don't know what I'll do, said Jasmine, but it won't be pretty.  /2  /16

## Commas

We use commas to mark off items in a list; mark off a name, title or extra information within a sentence; and tell the reader when to pause by dividing a sentence into parts, making it easier to read and understand.

Remember that when using commas in lists, a comma is not needed before the words 'and' or 'or'.

**21.4** Insert commas into each of the following sentences where required.

- a** The treasurer slowly rose shuffled his papers cleared his throat and began to speak.  /2
- b** Drew Meek the local member for Wingshut will be our guest of honour at Speech Night.  /2
- c** An old tradition states that a bride should wear 'something old something new something borrowed something blue'.  /2
- d** 'I want to go and watch the lions eat Nanna.'  /2
- e** Tim Davidson my brother's best mate is a fantastic debater.  /2  /10

## EXTENSION

Cut out a short article from the sports section of a newspaper. Choose one paragraph and analyse one of the sentences. How many are simple and how many are compound? Present your findings to the class.

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

Class: \_\_\_\_\_

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

Source material for this worksheet 'Resistance is futile' can be found on pages 87–8.

**22.1** Select a word from the following word list to match each definition.

bitter	indiscriminate	proliferation	resistance	scenario
futile	potency	remedies	rife	symptomatic
heralded				

- a a summary of the plot of a play, film or novel \_\_\_\_\_
- b the act of fighting or acting against something \_\_\_\_\_
- c power \_\_\_\_\_
- d tasting sharp, not sweet \_\_\_\_\_
- e showing signs that a disease or condition exists \_\_\_\_\_
- f shown that something or someone is coming \_\_\_\_\_
- g useless \_\_\_\_\_
- h rapid increase in numbers \_\_\_\_\_
- i not making a careful choice \_\_\_\_\_
- j things that cure or relieve diseases or illnesses \_\_\_\_\_
- k widespread \_\_\_\_\_  /11

**22.2** Choose a 'medical' word from the word list below to complete each gap in the following passage.

antibiotics	cellulitis	meningitis	pneumonia	virus
bacterial	decongestant	paracetamol	respiratory	

I started to feel really sick at recess. The school rang mum, who left work and came to pick me up. She took me to the doctor. The doctor said that I had a \_\_\_\_\_ that was affecting my \_\_\_\_\_ tract. She said I wouldn't need \_\_\_\_\_ because the infection wasn't \_\_\_\_\_ and that I should have a couple of days off school (you beauty!). I have to take \_\_\_\_\_ for my temperature and a \_\_\_\_\_ for my cough. The doctor also said I should make another appointment in three days if there wasn't much improvement, because she didn't want it to turn into \_\_\_\_\_.

/2  
  
  
  
 /7

**22.3** Answer the following questions based on the article 'Resistance is futile'.

- a Why are antibiotics becoming less effective?

\_\_\_\_\_  
\_\_\_\_\_  /2

**b** During which twentieth century event did antibiotics become widely available?

---

---

**c** What statistics are given in the article to show that Australia has a high use of antibiotics?

---

---

**d** Name the two experts quoted in this article and the positions they hold.

---

---

**e** How do antibiotics work?

---

---

**f** What is the alarming result of our widespread use of antibiotics?

---

---

### LOOKING DEEPER

**g** What does the acronym HAI stand for? What is an HAI? What is the difference between an HAI and a superbug?

---

---

**h** Why is it a problem that antibiotics affect all the bugs in our bodies?

---

---

**i** Why don't doctors simply refuse to prescribe antibiotics when they don't think they are necessary?

---

---

**j** Find an idiomatic phrase from the article 'Resistance is futile' that relates to the world of medicine, explain what it means and then use it in a sentence.

---

---

**k** Find out where the phrase 'resistance is futile' comes from and explain how its use as the article's heading is a play on words.

---

---

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

### EXTENSION

Design a pop-up advertisement that could be positioned on a health blog or medical-related Facebook page. This ad should inform its audience about the dangers associated with the misuse and overuse of antibiotics. Your purpose is to persuade viewers that they need to avoid antibiotics wherever possible. Devise a thought-provoking slogan and think carefully about an appropriate layout. Have a class discussion about which pop-ups were the most effective and why.

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

Class: \_\_\_\_\_

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

### Word list

anaesthetic	bronchitis	epilepsy	obstetrician	pneumonia
antenatal	cardiologist	gastroenterologist	oncologist	prescription
antibiotic	diagnosis	haematologist	optometrist	psychologist
audiologist	epidural	microorganism	paediatrician	urologist

### Medical words

Hippocrates, the father of medicine, was an ancient Greek who lived from approximately 460 BC to 177 BC. Many medical words, such as those in the word list, are derived from Ancient Greek. Later, Latin words were used when Latin became the language used by learned people.

The term **gynaecologist** is a combination of the Ancient Greek *gyne* (woman) and the Latin *logos* (study). It means a doctor who specialises in women's health.

**23.1** Answer the following questions, using the appropriate word from the word list above. You might need to do some research on the internet.

- a My grandfather had a heart attack. What kind of doctor will he see? \_\_\_\_\_
- b Which doctor will treat Dad's stomach ulcer? \_\_\_\_\_
- c What kind of doctor looks after the health of children? \_\_\_\_\_
- d Which health professional tests sight? \_\_\_\_\_
- e What kind of doctor delivers babies? \_\_\_\_\_
- f What kind of doctor will oversee my grandmother's cancer treatment? \_\_\_\_\_
- g What kind of doctor specialises in diseases of the blood? \_\_\_\_\_
- h My uncle has kidney stones. What kind of doctor will he be referred to? \_\_\_\_\_
- i I don't think my hearing is very good. Who will test it? \_\_\_\_\_
- j I am always feeling anxious and depressed. What kind of health professional could help?  
\_\_\_\_\_   /10

**23.2** What am I? For each, choose the most appropriate word from the word list above.

- a written by a doctor for patients to obtain medication \_\_\_\_\_
- b a drug given before surgery so a patient feels no pain during an operation \_\_\_\_\_
- c an acute infection of the lungs \_\_\_\_\_
- d the decision a doctor makes after examining someone \_\_\_\_\_
- e a disease of the nervous system characterised by convulsions \_\_\_\_\_
- f a drug used to treat infections \_\_\_\_\_
- g germ \_\_\_\_\_
- h the kind of classes couples take to prepare them for the birth of their baby \_\_\_\_\_

- i anaesthetic injections into the spinal cord where the patient remains conscious but does not feel pain \_\_\_\_\_
- j an inflammation of the respiratory tubes \_\_\_\_\_   /10

**23.3** Match each idiomatic expression with its meaning by placing the correct number in the middle column.

a taste of your own medicine		1 feeling tense or as if you can't relax in a situation	
Achilles heel		2 overcome by strong emotion	
joined at the hip		3 a sample of the unpleasantness you've been giving to other people	
ill at ease		4 a weakness that could result in failure	
weak at the knees		5 exceptionally close to someone	<input type="text"/> /5

## Synonyms

**23.4** Find four synonyms for the word 'cut'.

- a g \_ \_ \_ \_
- b \_ \_ \_ r \_ \_ \_ \_ h
- c \_ \_ \_ \_ z \_
- d \_ \_ \_ \_ k
- e Which one of the above cuts would be the most serious? \_\_\_\_\_  /5

## Word origins

The English language is not only made up of words from ancient Greek and Latin; it incorporates hundreds of words from other cultures and languages.

**23.5** Use your dictionary and the internet to help you match the foreign words and phrases in the word list with their correct meaning in the table. In the second column, give the word or phrase and in the third column, state the language of origin for each.

ENGLISH MEANING	FOREIGN WORD OR PHRASE	LANGUAGE OF ORIGIN
a obey someone without question, grovel		
b social blunder or mistake		
c exaggeratedly masculine		
d existing situation		
e intense attack		

**TOTAL**  /40

## EXTENSION

Compile a glossary of an additional ten words that have become part of the English language. Use the same table format as in exercise 23.5 and share your findings with your classmates.



**What Mum just said** is really funny.

Noun clauses act as the subject of a verb or the object of a preposition. While most clauses have a verb, verbless clauses are sometimes used for effect.

What a champion!

An **embedded clause** is inserted within another clause to add additional information.

The injection, which didn't hurt at all, was given to all the Year 10s.

## Compound and complex sentences

Compound sentences, which you learnt about in worksheet 18, have two or more independent clauses, usually linked by a coordinating conjunction. Each clause is equally important.

The train was on time but i was still late for hockey practice.

A complex sentence has an independent clause and one or more dependent clauses. The dependent and independent clauses are linked by a subordinating conjunction.

I will be dropped from the team (independent clause) if I miss training again (dependent clause).

The order of independent and dependent clauses in a sentence can often be changed.

If I miss training again (dependent clause), I will be dropped from the team (independent clause).

### 24.3 Highlight the two main clauses in each of these compound sentences.

- a The company dispatched the parcels but they have not arrived.
- b It started to rain so the match was postponed.
- c Dogs are affectionate pets but cats are more distant.

/2	
/2	
/2	/6

### 24.4 Highlight the dependent clause in each of these sentences. At the end of each sentence, state whether the clause is an adjectival, adverbial, noun, verbless or embedded clause.

- a I liked that book because it was humorous. \_\_\_\_\_ /2
- b He spoke to the doctor who will be performing the surgery. \_\_\_\_\_ /2
- c Tim kicked ten goals. What a hero! \_\_\_\_\_ /2
- d If you do that again, I shall be very angry. \_\_\_\_\_ /2
- e Anoushka, who had chicken pox, missed three weeks of school. \_\_\_\_\_ /2
- f I see that you feel better today. \_\_\_\_\_ /2
- g Although it snowed heavily, the roads remained opened. \_\_\_\_\_ /2
- h Let me know when you have made up your mind. \_\_\_\_\_ /2
- i The player who pulled a hamstring will be out for four weeks. \_\_\_\_\_ /2
- j I know that you feel sick. \_\_\_\_\_ /2
- k This is the truck in which police found explosives. \_\_\_\_\_ /2
- l In spite of the power outage, the operations continued. \_\_\_\_\_ /2

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

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

Class: \_\_\_\_\_

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

Source material for this worksheet 'Asylum seekers' can be found on pages 89–90.

**25.1** Select a word from the following word list to match each definition.

allegedly	brochure	detract	legitimate
astounding	despicable	fling	rational
asylum	determine	fundamental	scaremongering

- a spreading frightening rumours and stirring up trouble \_\_\_\_\_
- b lessen the amount or value \_\_\_\_\_
- c reasonable, sane \_\_\_\_\_
- d basic \_\_\_\_\_
- e having not been proven \_\_\_\_\_
- f throw violently or carelessly \_\_\_\_\_
- g refuge and safety \_\_\_\_\_
- h contemptible \_\_\_\_\_
- i decide \_\_\_\_\_
- j booklet or pamphlet containing information \_\_\_\_\_
- k astonishing \_\_\_\_\_
- l lawful \_\_\_\_\_   /12

**25.2** In his first post @Nguyenboy has made a spelling mistake with a homophone. How should the word be spelt in this context?

\_\_\_\_\_  /2

**25.3** Answer the following questions based on the posts on pages 89–90.

- a Where did the asylum seeker boat sink? \_\_\_\_\_
- b How many boats have sunk in three weeks? \_\_\_\_\_
- c Which news agency broke the news? \_\_\_\_\_
- d How many participants are there in this online conversation? \_\_\_\_\_
- e Which of these participants has personal experience of being a refugee? \_\_\_\_\_

f Which participants are most supportive of asylum seekers?

/3

g Whose stance lies somewhere in the middle? \_\_\_\_\_

h Who is the most opposed to asylum seekers? \_\_\_\_\_

### LOOKING DEEPER

Writers often appeal to the emotions of their readers.

i From the posts on pages 88–9, find an example of an appeal to fear and identify which participant makes it.

\_\_\_\_\_

/2

j Find an example of an appeal to a sense of fairness or justice and identify the participant.

\_\_\_\_\_

/2

k Different persuasive strategies are used by writers to convince their audience of their point of view. Find an example of negative stereotyping and identify who uses it.

\_\_\_\_\_

/2

l Find an example of an analogy and identify the participant that uses it.

\_\_\_\_\_

/2

m Find an example of a rhetorical question and identify the participant.

\_\_\_\_\_

/2

n Find two examples of emotive language and identify who uses it.

\_\_\_\_\_

/4

o Find one example of hyperbole (dramatic exaggeration that is not meant to be taken literally) and identify who uses it.

\_\_\_\_\_

/2

/26

**TOTAL**  /40

### EXTENSION

You are the keynote speaker at a forum on refugees for students. Write a speech and use at least two appeals to emotion, one rhetorical question, an analogy and one example of either emotive language or hyperbole. Annotate the persuasive techniques that you use.

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

Class: \_\_\_\_\_

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

### Word list

catastrophe	dilapidated	maintained	sanctuary
demonise	inhumane	maritime	stealthy
detained	incarcerated	oppression	tyrant
detention	intercepted	persecution	wretched

#### 26.1 Use words from the word list to complete the following exercises.

- a Find two synonyms for imprisoned. \_\_\_\_\_  /2
- b Find two synonyms that mean the act of treating someone cruelly or unjustly.  
\_\_\_\_\_  /2
- c Find a word that is a synonym for asylum. \_\_\_\_\_
- d Find a word that is a synonym for despot. \_\_\_\_\_
- e Find a word that is a synonym for seized. \_\_\_\_\_
- f Find a word that is a synonym for diabolise. \_\_\_\_\_
- g Find a word that is a synonym for seafaring. \_\_\_\_\_
- h Find a word that is a synonym for miserable. \_\_\_\_\_  /10

#### 26.2 Use words from the word list to complete the following exercises.

- a Find a word that is an antonym of beatify. \_\_\_\_\_
- b Find a word that is an antonym of renovated. \_\_\_\_\_
- c Find a word that is an antonym of triumph. \_\_\_\_\_
- d Find a word that is antonym for breached. \_\_\_\_\_
- e Find a word that is an antonym for humane. \_\_\_\_\_
- f Find a word that is an antonym for freedom. \_\_\_\_\_  /6

### Dictionary discovery

Source material for this section can be found on pages 91–2.

#### 26.3 Answer the following questions, using the dictionary extract on page 90 as your guide.

- a Which word comes from the French word for kitchen? \_\_\_\_\_  /2
- b How is it pronounced? \_\_\_\_\_  /2
- c Which creature produces a cultured pearl when a speck of grit is put into its shell?  
\_\_\_\_\_
- d How do you spell the plural of crush? \_\_\_\_\_
- e Give two meanings for the word 'cuff'.  
\_\_\_\_\_  
\_\_\_\_\_

f What do you do if you 'cudgel your brains'? \_\_\_\_\_

/2

g Which part of speech is the word 'culpable'? \_\_\_\_\_

/2

h What is the distinctive feature of a cul-de-sac?

/2 /14

## Shades of meaning

Words can have different connotations or shades of meaning, which can position readers to see things in quite different ways.

One writer might refer to a group of demonstrators as **a passionate crowd** (positive connotation) while another might use the phrase **unruly mob** (negative connotation).

**26.4** Rewrite the following phrases to give each a different connotation.

a extroverted young man (change to negative connotation)

/2

b renovator's opportunity (change to negative connotation)

/2

c boisterous dog (change to negative connotation)

/2

d surly old codger (change to positive connotation)

/2

e poky little space (change to positive connotation)

/2 /10

**TOTAL** /40

### EXTENSION

Write two pieces about one of the following issues:

- the age at which you can get a driving licence should be raised to 20 years
- a gap year should be compulsory
- reality TV is bad TV.

In one piece you should agree with the contention that is put forward; in the other you should disagree. One piece should be written for an audience your own age and the other should be written for an audience of people who are your parents' age.

Use a range of persuasive techniques and remember what you have learnt about the positive and negative connotations of words. Annotate your pieces to indicate the techniques you have used.

How did your audience shape or influence the kind of persuasive techniques you used? Provide examples.

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

Class: \_\_\_\_\_

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

### Phrases

A phrase is a group of words that does not make sense on its own because it does not contain a finite verb. A phrase can be located anywhere within a sentence.

a few weeks ago      before leaving for school

Phrases are generally used to provide more information about a verb or noun.

The boat left **at eight o'clock**.

The people smuggler, **angered by their criticism**, stormed out of the room.

### Prepositional and participial phrases

Prepositional phrases start with a preposition.

We left our luggage **under the tree**.

In this example, 'under' is the preposition that introduces the phrase.

Participial phrases start with a participle. In the following example, 'buffeted' is the participle that introduces the phrase.

**Buffeted by the waves**, the boat was taking in water.

Participles are formed from verbs. There are two kinds: the present participle is the verb form that ends in '-ing'.

walking      learning      talking

The past participle is the verb form that usually ends in '-ed' or '-t'.

walked      learnt      talked

**27.1** Decide whether each of the following groups of words is a sentence or a phrase, and highlight your answer.

**a** next to the hut      PHRASE/SENTENCE

**b** be quiet      PHRASE/SENTENCE

**c** having lots of money      PHRASE/SENTENCE

**d** given what you've told me,

I understand

**e** can you see through the smoke?

PHRASE/SENTENCE

PHRASE/SENTENCE

/4

/4

/2

/10

**27.2** Highlight the prepositional or participial phrase in each of these sentences and then identify whether it is prepositional or participial.

**a** In a few hours time, we will begin our journey. \_\_\_\_\_  /2

**b** Our bags, filled with our most precious belongings, were quite heavy. \_\_\_\_\_  /2

**c** We ate our dinner on the beach. \_\_\_\_\_  /2

**d** My little brother, carrying his toy elephant, tripped and fell. \_\_\_\_\_  /2

**e** I took a long walk through the forest. \_\_\_\_\_  /2  /10

## Adjectival, adverbial and noun phrases

Phrases that tell us more about a noun are known as adjectival phrases. These include both prepositional and participial phrases.

**Amused by the old man**, the children laughed.

I took the last biscuit **on the plate**.

Phrases that tell us more about a verb are known as adverbial phrases. Adverbial phrases can sometimes be prepositional phrases.

The precious vase crashed **onto the floor**.

Phrases that act like nouns in a sentence are known as noun phrases.

Papa had made dinner, **a chicken curry with rice**.

**27.3** Highlight the phrases in the following sentences and identify whether they are adjectival, adverbial or noun phrases.

- a They left in a hurry. \_\_\_\_\_
- b Frightened by the noise, the little girl hid. \_\_\_\_\_
- c The fire-fighters, showing great courage, saved the day. \_\_\_\_\_
- d My older sister danced around the room. \_\_\_\_\_
- e We had come from Baghdad, the capital of our country. \_\_\_\_\_

## Hyphens

Hyphens are used for the following reasons:

- to connect compound nouns, compound adjectives and compound verbs
- to write fractions and compound numbers
- to join a prefix to a word (although not all prefixes need hyphens)
- to avoid ambiguity
- if a vowel is doubled.

It is becoming common practice, however, to remove the hyphen from some words with double vowels.

**27.4** Each of the following sentences includes words that should be hyphenated. Insert hyphens where required (you may need more than one).

- a They performed mouth to mouth resuscitation on the young man.
- b The bricklayer said that the cement mixer was broken.
- c My brother in law suggested we should go to Australia.
- d Dad turns forty two on Saturday.
- e The police conducted a reenactment of the crime.

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

## EXTENSION

Find a short piece of writing in a blog, a zine, a newspaper or a magazine article. How many phrases can you find? Annotate the article, providing examples of adverbial, adjectival and noun phrases. Which type appeared most frequently?

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

Class: \_\_\_\_\_

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

Source material for this worksheet 'The employment agency' can be found on pages 93–5.

**28.1** Select a word from the following word list to match each definition.

affiliated	curriculum vitae	entrepreneurial	litigation	public sector	resume
autonomy	discipline	flagship	orthopaedic	recruit	selection criteria
candidate	diversified	immerse	personnel	referee	specification

- a applicant \_\_\_\_\_
- b government departments and services \_\_\_\_\_
- c varied \_\_\_\_\_
- d a summary of one's career up to the present time \_\_\_\_\_
- e another word for career summary \_\_\_\_\_
- f a person who provides a reference in relation to a job applicant's skills, abilities and character \_\_\_\_\_
- g self-management \_\_\_\_\_
- h engage new members or workers \_\_\_\_\_
- i most important or prestigious \_\_\_\_\_
- j all the people employed in a business or organisation \_\_\_\_\_
- k skilled at undertaking business, especially business that involves risk \_\_\_\_\_
- l concerned with the correction of deformities, injuries and diseases of the spine, bones, joints and muscles \_\_\_\_\_
- m deeply involve, absorb \_\_\_\_\_
- n connected with \_\_\_\_\_
- o the carrying out of a lawsuit \_\_\_\_\_
- p the set of standards used to distinguish between applicants for a job \_\_\_\_\_
- q a branch or subject of learning \_\_\_\_\_
- r a statement of details and instructions \_\_\_\_\_   /18

**28.2** Refer to the word list above to find:

- a a word that has been borrowed from the French language \_\_\_\_\_
- b a word that is derived from two ancient Greek words, one meaning self-directed and the other meaning arrangement. (Hint: the first part of this word is the same as the first part of an old-fashioned word for car.) \_\_\_\_\_   /2

**28.3** Answer the following questions based on the source material on pages 93–5.

- a What are the qualities that an applicant for the position of litigation lawyer should demonstrate? \_\_\_\_\_

**b** How many referees' names must I include with my curriculum vitae if I apply for the registered nurse position?

**c** Who is the manager of the orthopaedic unit?

**d** For how long are people being invited to teach in Japan?

**e** Is there an age requirement for those wishing to teach in Japan?

**f** Which company is advertising for an assistant store manager?

**g** Is any kind of experience necessary for this position and if so, what is it?

**h** List two qualities that Partner's Pty Ltd Chartered Accountants require in their new employee.

### LOOKING DEEPER

**i** Does the position of litigation lawyer require a great deal of experience? Why or why not?

**j** Why do you think a Working With Children clearance would be required for the position of before-school care coordinator?

**k** I have a year to go before I complete my degree. Will I be able to teach in Japan and, if so, in what capacity?

**l** Name five qualities that most employers seem to value most highly (do not include experience).

**TOTAL**

/40

### EXTENSION

Prepare your own curriculum vitae. It should include your name, address, qualifications (for example, first aid certificate), employment history, and the names, positions and contact details of your referees.

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

Class: \_\_\_\_\_

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

### Word list

actuary	company	interview	proprietary	salary
architect	corporation	market	qualifications	superannuation
botanist	curriculum vitae	pathologist	referee	union
colleague	electrician	private enterprise	resume	worker's compensation

#### 29.1 Use the word list to complete the following activities

**a** Find the five words or terms from the word list that relate most directly to seeking employment.

\_\_\_\_\_

**b** Find the five words or terms from the word list that relate most directly to being in employment.

\_\_\_\_\_

**c** Find the five words or terms from the word list that relate most directly to the structure of the business world.

\_\_\_\_\_

**d** Find the five words or terms from the word list that describe different careers.

\_\_\_\_\_

#### 29.2 Choose a work-related idiom from the list and match it to its meaning below.

- to have your work cut out for you
- a nasty piece of work
- many hands make light work
- to throw a spanner in the works
- to make short work of

**a** to frustrate or sabotage \_\_\_\_\_

**b** a task is easier when you have help \_\_\_\_\_

**c** to complete quickly \_\_\_\_\_

**d** to have a large and difficult task \_\_\_\_\_

**e** a very unpleasant person \_\_\_\_\_

### Changing adjectives to adverbs

- To change an adjective that ends in ‘-le’ into an adverb, change the ‘-e’ to ‘-y’. However, if the ‘-le’ is preceded by a vowel, ‘-ly’ is added after the vowel.

incredible → **incredibly**    vile → **vilely**



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

Class: \_\_\_\_\_

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

### Finite and infinitive verbs

Verbs can be classified as finite or infinitive.

#### Finite verbs

Finite verbs tell us when the action of the verb takes place. They must have a subject.

**The girl** (subject) **listened** (finite verb) carefully.

In this example, the verb 'listened' is in the past tense. Finite verbs are used in the following three moods:

- the indicative mood, which states a fact or makes an inquiry:

The girl listened carefully. (fact)  
Did the girl listen carefully? (inquiry)

- the imperative mood, which always gives a command:

Listen carefully. (the subject 'you' is not stated but is understood)

- the subjunctive mood, which supposes something:

If I were you I would listen carefully.

#### 30.1 Highlight the finite verb in each sentence and then identify the mood.

- a The surgeon operated skilfully. \_\_\_\_\_
- b Train hard. \_\_\_\_\_
- c If I were you I would leave before the storm arrives. \_\_\_\_\_
- d Did Roula text her mum? \_\_\_\_\_

#### Infinitive verbs

Infinitive verbs have no direct subject, and do not tell us when the action of the verb takes place. Most infinitive verbs have the word 'to' in front of them.

The plane began **to descend**.

In this example, the verb 'began' has a subject (the plane) but the infinitive verb 'to descend' does not. The finite verb 'began' tells us that the action was in the past, but the infinitive verb 'to descend' does not tell us about the time of the action.

#### 30.2 Highlight the infinitive verb in each of these sentences. There are 2 marks for each question.

- a The career adviser is available to help you.
- b The timid puppy ran off to hide under the chair.
- c I'm sure she's not trying to mislead you.
- d The kitten tried to catch the toy mouse.
- e The principal told the boy to improve his behaviour.
- f We went to visit our grandparents.

## Participles

Participles are formed from verbs. There are two kinds of participle: the present participle and the past participle.

The present participle ends in ‘-ing’

I am **skiing** tomorrow. They are **watching** you.

The past participle often ends in ‘-ed’ or ‘-t’. It also has irregular forms, such as ‘-en’ and ‘-n’

I have **learnt** all the vocabulary. He has **baked** a cake for tomorrow.

By the end of the week, the shearer had **shorn** 1800 sheep. (irregular)

### 30.3 Highlight the participle in each sentence and state whether it is past or present.

- a Emily is winning so far. \_\_\_\_\_
- b I have eaten all the biscuits. \_\_\_\_\_
- c We are staying with our friends in Turkey. \_\_\_\_\_
- d We have visited Greece twice. \_\_\_\_\_
- e My brother had lost his car keys again. \_\_\_\_\_

	/2
	/2
	/2
	/2
	/2
	/2
	/10

## Compound verbs

Present and past participles combine with one or more auxiliary (helping) verbs such as ‘be’, ‘do’ and ‘have’ to form compound verbs. Sometimes these are called verb groups.

I **have done** all my maths homework.

### 30.4 Highlight the compound verbs in each sentence.

- a They are giving Will a hard time.
- b We will be travelling to Europe next year.
- c The umpire has taken his number.
- d He will have finished his meeting soon.
- e I am coming first in the tipping competition soon.
- f We have been to China.

	/2
	/2
	/2
	/6

## Gerunds

A gerund is identical to a present participle but functions as a noun in a sentence.

Liza was **dancing** when we last saw her. (present participle)

**Dancing** is a popular form of exercise. (gerund)

### 30.5 Highlight the gerund in each of the following sentences.

- a Your worrying won't solve anything.
- b I watched Yuki's running.
- c Sami's hurdling has really improved.
- d Julio loves writing.

	/2
	/2
	/4
<b>TOTAL</b>	/40

## EXTENSION

Design a ‘Wanted’ poster to teach ESL students about the ways in which participles are used. It should be illustrated and refer to the key characteristics of participles.

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

Class: \_\_\_\_\_

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

Source material for this worksheet 'Evidence is there, so what are we waiting for?' can be found on pages 96–7.

**31.1** Select a word from the following word list to match each definition.

accelerated	bunkum	custodians	erred	mire	tentative
alarmist	cautious	debunking	fossil fuel	photosynthesis	transformative
Andrew Bolt	conspiracy	encompassing	mammoth	reflective	vociferous

- a huge \_\_\_\_\_
- b surrounding \_\_\_\_\_
- c nonsense \_\_\_\_\_
- d capable of thinking something over \_\_\_\_\_
- e making an outcry, shouting \_\_\_\_\_
- f became quicker, sped up \_\_\_\_\_
- g exposing falseness \_\_\_\_\_
- h coal, oil and natural gas \_\_\_\_\_
- i swampy ground, mud \_\_\_\_\_
- j people who have the job of looking after something \_\_\_\_\_
- k the process by which green plants use sunlight to turn carbon dioxide and water into complex substances which emit oxygen \_\_\_\_\_
- l made a mistake \_\_\_\_\_
- m a very conservative media commentator \_\_\_\_\_
- n with attention to safety \_\_\_\_\_
- o bringing about a change \_\_\_\_\_
- p cautious, trying something out \_\_\_\_\_
- q a person who raises unnecessary alarm \_\_\_\_\_
- r a plot \_\_\_\_\_   /18

**31.2** Find out the origins of the now old-fashioned word 'bunkum', which means nonsense.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  /3

**31.3** Answer these questions based on the article 'Evidence is there, so what are we waiting for?'.

- a What professional position does Tom Arup hold?
- \_\_\_\_\_

**b** What does the acronym IPCC stand for?

**c** By how much are sea levels expected to rise by 2100?

**d** Provide two reasons why warming has slowed in the past 15 years to rates below the long-term average.

 /2

**e** When will the world next try to sign a full climate treaty?

### LOOKING DEEPER

**f** What tone does the headline and opening of this article suggest?

---

---

---

 /3

**g** What language feature strikes you in the second paragraph and what effect does this device have on the reader?

---

---

---

 /3

**h** What analogy does paralaxview make in their post?

---

---

 /2

**i** Choose two words to best describe the tone of Tom's and \$keptic's posts.

---

---

 /2

**j** What is the common thread in the other posts and why?

---

---

---

 /3  /19

**TOTAL**

/40

### EXTENSION

Collect six headlines of articles about climate change that you find clever or interesting. Present them to the class and explain why each is effective.

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

Class: \_\_\_\_\_

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

### Word list

carbon	economy	green	renewables	threatened
company	ecosystem	multinational	species	wilderness
conservation	emissions	polluted	sustains	woodchipping
deforestation	extinction	poverty		
degraded	globalisation	pristine		

**32.1** Complete the space in each sentence with the most appropriate word from the word list.

- a** Australia has a modern industrialised \_\_\_\_\_
- b** Heinz is a multinational \_\_\_\_\_
- c** The wetlands area was once \_\_\_\_\_ but is now \_\_\_\_\_  /2
- d** \_\_\_\_\_ are sources of energy such as water, wind and solar power that are not depleted by use.
- e** \_\_\_\_\_ is the term for the gases or radiation produced and discharged into the environment.
- f** The process of developing or operating internationally is known as \_\_\_\_\_.
- g** Our environmental footprint relates to the amount of \_\_\_\_\_ dioxide we release into the atmosphere as a result of our actions.
- h** The creek \_\_\_\_\_ a complicated \_\_\_\_\_ of aquatic plant and animal life.  /2
- i** Tasmania has some magnificent \_\_\_\_\_ areas.
- j** Some scientists believe the \_\_\_\_\_ of both the Amazon basin and some areas of Asia has altered weather patterns.
- k** Some \_\_\_\_\_ of birds, such as the helmeted honeyeater are \_\_\_\_\_ with \_\_\_\_\_.  /2
- l** The colour \_\_\_\_\_ is often associated with people who are interested in \_\_\_\_\_ issues.  /2
- m** The process of reducing trees to small pieces of wood for industrial use is known as \_\_\_\_\_.
- n** In many countries in South America, Africa and Asia, people live in \_\_\_\_\_.
- o** The run-off from a local factory has \_\_\_\_\_ a creek in the area.  /20

### Using a thesaurus

A thesaurus can help you to extend your vocabulary and find the perfect word. Some thesauruses arrange their words alphabetically while others arrange them by topic. To get the most out of your thesaurus, you should become aware of the abbreviations used for different parts of speech: for example, 'adjective' might be written in your thesaurus as 'adj'.

When choosing a word, make sure that it is the most appropriate one in the context of your piece of writing. Make sure it is the most suitable for formal or informal communication. Remember, too, that the biggest word isn't necessarily the best word! If you find a word that looks interesting but you don't know what it means, look it up in your dictionary.

**32.2** Use the source material for this section 'Using a thesaurus' on page 98 to answer the following questions.

a Provide two words that are synonyms for 'epilogue'.

 /2

b Provide one informal alternative for the word 'epithet'.

c What part of speech is the word 'equip'?

d Write a sentence that shows how the word 'erode' should be used.

 /2

e Provide four words similar in meaning to the word 'error' that each begin with the letter '-f'.

  
 /4  /10

**32.3** Angus was asked to write a short piece about his holiday but he's made ten spelling errors. Highlight the errors and write the misspelt words out correctly at the end of his piece.

Bushwalking is one of my family's favourite passtimes. In September this year we went to Tasmania to hike near Cradle Mountain.

Our accomodation was excellent. The view from the mountain was absolutly magnificent. You could sit their for ages just looking at the scenery.

My sister and I had an arguement about who had to carry the heaviest backpack. Of coarse I lost. We managed to acheive our hiking goals each day quiet well. Carrying the packs seemed to get easier to.

I can't wait untill I go back next year.

  
  
 /10

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

**EXTENSION**

Use a thesaurus to find as many different words as possible to describe the colours green, blue and red, and then construct a crossword with them. Make sure your clues are as specific as possible to allow your reader to understand the colour shades you've chosen. You could trial your crossword on your classmates.

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

Class: \_\_\_\_\_

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

### Revision: Simple and compound sentences

A simple sentence contains one independent clause and contains a single idea. A compound sentence contains two or more independent clauses linked by a coordinating conjunction or semicolon (see worksheet 18).

Maya rode her scooter. (simple sentence, one independent clause)

Maya rode her scooter but Lani rode her bike.  
(compound sentence, coordinating conjunction **but**, two independent clauses)

### Complex sentences

A complex sentence consists of one or more independent clauses and one or more dependent clauses.

When it began to rain (dependent clause) I opened my umbrella and I stayed dry (independent clause).

#### 33.1 Label each of these sentences as simple, compound or complex.

- |   |  |  |
|---|--|--|
| a | Carnivorous animals eat meat but herbivorous animals only eat plants. _____                            | <input type="text" value="/2"/>                                  |
| b | Stop that! _____   | <input type="text" value="/2"/>                                  |
| c | Are you coming with us? _____  | <input type="text" value="/2"/>                                  |
| d | After Fifi had finished the field trip, she wrote up her observations. _____                           | <input type="text" value="/2"/>                                  |
| e | Sam took the water sample and Charlie took the photographs. _____                                      | <input type="text" value="/2"/>                                  |
| f | The crowd booed when the speakers left the stage, because they had not answered their questions. _____ | <input type="text" value="/2"/>                                  |
| g | The girl with the red hair won the school's environmental award. _____                                 | <input type="text" value="/2"/>                                  |
| h | My father hates most of the music that my brother and I enjoy. _____                                   | <input type="text" value="/2"/>                                  |
| i | The bell had rung and the boys were late, but Ms Croft did not notice. _____                           | <input type="text" value="/2"/>                                  |
| j | The wildflowers that grow on that hill are spectacular. _____  | <input type="text" value="/2"/> <input type="text" value="/20"/> |

#### 33.2 Rewrite each sentence by changing each phrase in *italics* into the type of phrase or clause specified in brackets.

- |   |  |       |  |
|---|--|-------|--|
| a | I liked <i>the ice cream with chocolate chips</i> through it. (adjectival clause)            | _____ | <input type="text" value="/2"/>                                  |
| b | We followed <i>the river winding through the valley</i> . (adjectival clause)                | _____ | <input type="text" value="/2"/>                                  |
| c | Mr Burgess, <i>who is the principal of the college</i> , will now address you. (noun phrase) | _____ | <input type="text" value="/2"/>                                  |
| d | <i>Weather permitting</i> , we will go away next weekend. (adverbial clause)                 | _____ | <input type="text" value="/2"/>                                  |
| e | Aisha interviewed the students <i>travelling to China</i> . (adjectival clause)              | _____ | <input type="text" value="/2"/> <input type="text" value="/10"/> |

## Fewer and less

'Fewer' is the comparative form of the word 'few' and is applied to things that can't be counted individually. 'Less' is the comparative form of the word 'little' and is applied to objects that are measured in bulk. Remember that 'fewer' is for numbers and 'less' is for quantity.

I drink **fewer** cups of coffee than I used to.  
I drink **less** coffee than I used to.

## Like and as

'Like' and 'as' can both be used to compare people and things. Use 'like' before a noun or pronoun when no verb follows.

He plays tennis **like** a champion.

Use 'as' before a noun or pronoun when a verb follows the noun or pronoun.

He plays tennis **as** a champion does.

## Lay and lie

'Lay' means 'to place or position'. It is a transitive verb and so takes a direct object. Do not confuse it with 'lie'.

Mum asked me to **lay** the table.

The past tense of 'lay' is 'laid' and its present participle is 'laying'.

'Lie' is an intransitive verb and therefore takes no direct object. It can mean either:

- to speak untruthfully (past tense 'lied'; present participle 'lying') or
- to rest, to be in a horizontal position (past tense 'lay'; present participle 'lying'; past participle 'lain').

As well as meaning 'an untruth', 'lie' can also be used as a noun meaning 'direction' or 'position'.

Adam Scott was unhappy with the **lie** of the golf ball.

**33.3** Write the correct form of the word from the choice given in brackets. In some instances you will have to make sure there is correct subject–verb agreement.

- a There is \_\_\_\_\_ noise in the classroom when Jim is away.
- b The more arguments you win, the \_\_\_\_\_ friends you will have.
- c Hold the racquet \_\_\_\_\_ I showed you.
- d I want you to do my hair just \_\_\_\_\_ you did last time.
- e The cat was \_\_\_\_\_ in front of the fire.
- f I \_\_\_\_\_ in bed for too long on cold winter mornings.
- g My parents guessed I was \_\_\_\_\_ about my test results.
- h The hens haven't \_\_\_\_\_ any eggs this week.
- i If you want to be a bricklayer you have to know how to \_\_\_\_\_ bricks.
- j Grandma \_\_\_\_\_ down on her bed to rest.  /10

**TOTAL**  /40

## EXTENSION

Write a short article that describes an environmental issue in your community or school, using fifteen simple sentences. Then, rewrite it using at least five compound sentences and three complex sentences. Identify which version of the article is more successful and why.

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

Class: \_\_\_\_\_

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

Source material for this worksheet 'Diversity is Australia's strength and that's worth celebrating together' can be found on pages 99–100.

### Word list

adhere	discarding	egalitarianism	irreverent	patriotism	prosperous
allure	disdain	hallmarks	lineage	philanthropic	robust
conferred	diversity	indisputable	multicultural	pretension	tapestry

**34.1** Select a word from the following word list to match each definition.

- a a belief that everyone is equal \_\_\_\_\_
- b scorn, contempt \_\_\_\_\_
- c enticement, attraction \_\_\_\_\_
- d undeniable \_\_\_\_\_
- e made up of various cultural and ethnic groups \_\_\_\_\_
- f ancestry \_\_\_\_\_
- g performing kind and generous acts that benefit large numbers of people \_\_\_\_\_
- h official marks made on gold, silver and platinum to show its quality \_\_\_\_\_
- i throwing away \_\_\_\_\_
- j successful, rich \_\_\_\_\_
- k love for and loyal support of one's country \_\_\_\_\_
- l a variety, several different kinds \_\_\_\_\_
- m not respectful \_\_\_\_\_
- n granted, bestowed \_\_\_\_\_
- o strong, vigorous \_\_\_\_\_
- p showy behaviour \_\_\_\_\_
- q stick to, keep to \_\_\_\_\_
- r a piece of strong cloth with pictures or patterns embroidered on it \_\_\_\_\_  /18

**34.2** The meaning of a word is sometimes affected by its setting or context and is often different from its most basic or literal meaning. In this passage two words are used differently. Explain what they mean in the context of the article.

- a tapestry \_\_\_\_\_
- b hallmarks \_\_\_\_\_  /2

**34.3** Answer the following questions based on the source material.

- a Who is the writer of this piece and what position does he occupy? \_\_\_\_\_

**b** How many ancestries and languages are represented in modern day Australia?

**c** Highlight any of the following characteristics that the writer says are uniquely Australian.

- i** our love of our landscape, of the beach and the bush
- ii** our devotion to freedom
- iii** our energy and our philanthropy
- iv** our disdain for pretension and ironic sense of humour
- v** our skill as nation builders
- vi** our patriotism
- vii** our informality and egalitarianism

 /3

**d** How many visitors arrived in Australia in 2013?

### LOOKING DEEPER

**e** Which three groups of Australians are identified in this article?

 /3

**f** Apart from diversity, what else is actually celebrated on Australia Day and why might this writer not have mentioned it?

 /2

**g** Why does Soulio say that the boundaries of free speech need to be defined with special care?

 /2

**h** Writers often appeal to the emotions of their readers. Highlight two emotions that this article is appealing to.

- i** hip pocket nerve (the fear that you are being financially exploited)
- ii** a sense of fairness and justice
- iii** national pride
- iv** fear

 /2

**i** The article uses the word 'we' a number of times. What effect does the continual use of 'we' have on readers?

 /2

**j** Highlight whether each of the following statements is fact or opinion.

- i** We are one of the world's oldest liberal democracies.
- ii** This Australia Day, citizenship will be conferred on more people than ever before.
- iii** Those who earn refugee status will become some of our most energetic and philanthropic citizens.

FACT/OPINION

FACT/OPINION

FACT/OPINION

/21

**TOTAL**

/40

### EXTENSION

Brainstorm as many ideas as possible for an essay on the topic 'The challenges that face Australia'. Organise these into a mind map.

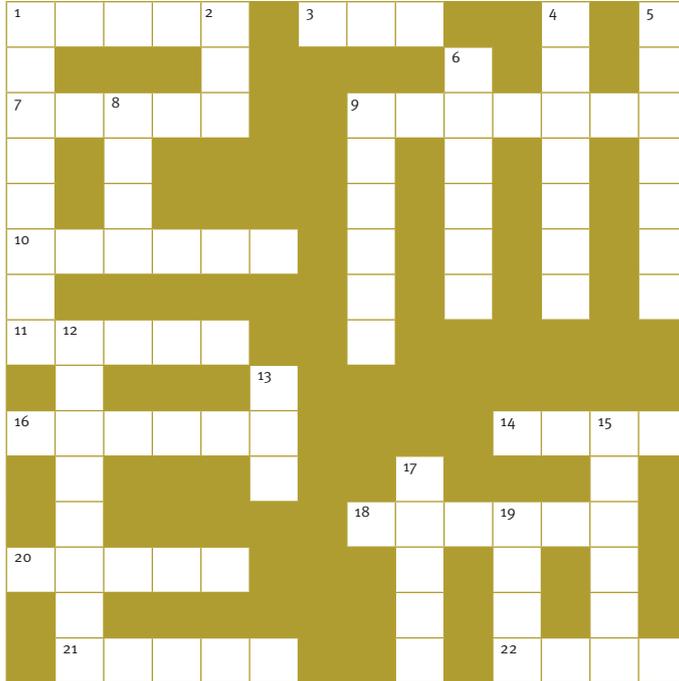
Name: \_\_\_\_\_

Class: \_\_\_\_\_

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

### 35.1

Where is the word list? You will uncover it as you complete this crossword. All of the clues relate to Australia in some way.



### Across

**1** a marsupial that lives in trees

**3** acronym for our most populous state

**7** the type of twang our accent is said to have

**9** our greatest cricketer

**10** an Australian tennis great, Patrick

**11** a special 'house' in Sydney

**14** a television network

**16** the national floral emblem

**18** nickname for an Australian soldier of World War I

**20** the world's largest monolith

**21** the capital of Western Australia

**22** found on our golden beaches

### Down

**1** Skippy, the bush

**2** acronym for the national football competition

**4** found in the jolly swagman's tuckerbag

**5** the type of settlement Australia was founded as

**6** our first prime minister, Edmund

**8** what you can do at Bondi Beach

**9** the bay at which the First Fleet landed

**12** our greatest racehorse

**13** first name of outlaw Kelly

**15** champion Australian golfer, Greg

**17** the Murray, our longest

**19** native trees

/24



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

Class: \_\_\_\_\_

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

### Subject–verb agreement

Subjects and verbs must agree with each other in number, that is, according to whether they are singular or plural. If the subject is singular, the verb that goes with it must also be singular. If the subject is plural, the verb must also be plural.

The Australia Day performance (singular noun) **was** (singular verb) very entertaining.

Many people (plural noun) **have** (plural verb) made an outstanding contribution to Australian public life.

A subject made up of two parts that are each singular and joined by ‘and’ takes a plural verb.

Melbourne and Sydney **are** dynamic cities.

If the subject comes after the verb it must still agree with the verb.

Lying under the books **was** the missing wallet.

If the subject is a phrase that denotes a single thing such as the title of a book, then the verb that accompanies it must be singular.

*Meals for Hungry Teenagers* **is** a very useful book.

Other things to remember:

- ‘either/or’ and ‘neither/nor’ take singular verbs
- collective nouns take singular verbs.
- the words ‘each’ and ‘every’ refer to everyone, so they both take singular verbs.

#### 36.1

Highlight the correct verb out of the pair in brackets in each of these sentences.

**a** His bravery, humour and strength in the face of adversity was/were inspirational.

/2

**b** This litter of puppies is/are very cute.

/2

**c** ‘Frightening Enemies’ was/were back on television last night.

/2

**d** Each of the girls has/have done very well in mathematics.

/2

**e** Either Rashid or Lily is/are likely to win the prize.

/2

**f** In economic terms, that industry has/have gone from strength to strength.

/2

**g** Neither Patrick nor Will want/wants to go on the family picnic.

/2

**h** That bouquet of flowers smell/smells beautiful.

/2

/16

### Verb tenses

Verbs are used in the present, past or future tense. The following table introduces three new forms: the continuous tense, the perfect tense and the continuous perfect tense. These tenses are formed by using one or more auxiliary finite verbs and a present or past participle.

TENSE	PAST	PRESENT	FUTURE
Simple	He studied.	He studies.	He will study.
Continuous	He was studying.	He is studying.	He will be studying.
Perfect	He had studied.	He has studied.	He will have studied.
Continuous perfect	He had been studying.	He has been studying.	He will have been studying.

**36.2** Provide the correct form of the verb tense in each of the following.

- a simple past tense of 'to run' \_\_\_\_\_
- b continuous present tense of 'to walk' \_\_\_\_\_
- c perfect future tense of 'to succeed' \_\_\_\_\_
- d continuous past tense of 'to read' \_\_\_\_\_
- e continuous future tense of 'to travel' \_\_\_\_\_
- f continuous past tense of 'to listen' \_\_\_\_\_
- g simple future tense of 'to play' \_\_\_\_\_
- h simple past tense of 'to drive' \_\_\_\_\_

**36.3** Identify the tense used in each of the following sentences and highlight the auxiliary verb/verbs and participles.

- a I will be studying for my exams. \_\_\_\_\_
- b Rafi has been swimming all day. \_\_\_\_\_
- c Jemima was cooking. \_\_\_\_\_
- d Lee will have completed his course by then. \_\_\_\_\_

**36.4** Rewrite the following sentences in the tense specified in brackets.

- a I am taking Adina to sick bay. (past continuous perfect) \_\_\_\_\_
- b She lost. (past continuous) \_\_\_\_\_
- c Mummy's going to gym. (future continuous perfect) \_\_\_\_\_
- d William had been riding. (present continuous) \_\_\_\_\_

**TOTAL**

**EXTENSION**

Plan an essay on the topic 'The challenges facing Australia'. Refer back to the mind map you prepared at the end of worksheet 34 and make use of any of the ideas in this, or other, units. Remember what you have learnt about paragraphing and topic sentences.

# THE LAW

## SOURCE MATERIAL

*Worksheet 1 (exercises relating to this material can be found on page 1)*

### BUYING THINGS

We all buy things. Sometimes it's a small thing like a piece of clothing, sometimes it's a bigger thing like a car or TV. Regardless of what you're buying, there are laws about exchanging things you've bought and about contracts between the buyer and the seller. Spending more than you can afford is an easy trap to fall into. This section includes contacts for organisations that can help you manage your money.

### WHAT IS A CONTRACT?

A contract is an agreement between two parties which the law says must be carried out. Most contracts do not have to be in writing. You can have an oral contract. For example, when you buy something, you and the seller have made a contract with each other whether you signed anything or not. But if you're buying a car, you do have to sign a written agreement.

#### Am I old enough to agree to a contract?

If you're under 18, you have to stick to a contract if:

- you've bought things you need to live on, like food, housing, clothing or medicine
- it helps you with employment or education
- what was agreed to under the contract has already happened.

For example, if you bought something, you won't be able to get a refund just because you're under 18.

If you've completed the contract – for example, you've paid all the money – you may not be able to go back on the contract unless:

- the goods are faulty
- the sales assistant told you the goods were for a particular purpose but they're not – for example, the sales assistant told you that a plate was microwave safe but when you used it in the microwave it broke.

#### What is a guarantor?

Because under-18-year-olds don't have to stick to contracts except for the reasons above, shops and companies that lend money may not let you use a credit card or borrow money without a guarantor. A guarantor is someone aged 18 or over who promises that you'll stick to your side of the contract and that they'll pay if you don't. If you don't pay, the seller or moneylender can take the guarantor to court as well as taking legal action against you. Usually you can't buy a car without a guarantor.

#### Exchanging goods and refunds

Choose carefully when you buy something. The shop owner doesn't legally have to give you a refund or exchange goods just because you change your mind. If you're not sure about buying something, talk to the sales assistant. Tell them what you want the goods for and find out if it's what you need.

Some stores, like bigger department stores, will give you a refund or exchange goods if you change your mind, but it's up to the store. The store does have to give you a refund if the goods are faulty or if the sales assistant told you the goods were suitable for a particular purpose but they weren't. However, when you buy something it's always worth asking the sales assistant if you can bring it back and get a refund or exchange if the goods aren't right or if you change your mind. If the sales assistant says yes, then you should be able to get a refund or exchange. Keep the receipt as proof of your purchase.

Many shops have a sign near the cash register about their policy on exchanges and refunds. A sign that says 'No refunds' is illegal. Even a policy saying 'No refunds on sale items' is breaking the law.

A shop must give you a refund for goods that are faulty, regardless of whether you bought the goods on sale or not.

If you think you should get a refund but the shop refuses to give it to you, you can complain to Consumer Affairs or to the Australian Competition and Consumer Commission.

### Private sales

The laws about exchanging goods and getting a refund don't apply to sales between private individuals, like friends or family. Make sure you buy what you want and that it works.

### Buying 'dodgy' goods

If you're buying things from friends or privately, like at a market or second-hand stall, check that the person selling the goods has the right to sell them. This means that the goods aren't stolen. It's worth asking for proof of ownership or evidence that the seller has authority to sell. If the goods are stolen, the original owner may be able to claim them back. If you are buying an expensive item, like a car, you can check the Personal Properties Securities Register to make sure that the owner is not still paying it off.

### Am I old enough to get a mobile phone contract?

You have to be 18 to sign a mobile phone contract. Often young people ask their parents to sign the contract. This means your parents have to pay if you can't. Technically the contract can be transferred into your name once you're 18. In reality this can be hard as you need to have a credit check, more than one form of ID and a credit card.

You can get a prepaid phone at any age.

If you're thinking about getting a mobile phone, remember:

- **There's no such thing as a free phone.** There's always a catch. The cost of 'free' handsets may be included in the monthly bill or may mean higher call costs. Check the contract for hidden costs. Shop around and get advice.
- **Work out if you can afford to pay the minimum monthly payment** for the whole contract period, which can be as long as three years. Once you sign up, it's hard to break the contract.
- **The person who signs the contract is responsible** for paying the bills or making sure the bills get paid.
- **Read and understand the contract.** If you don't understand it, don't sign it.
- If your phone is stolen, lost or cut off because of non-payment of bills, you still have to pay out the rest of your contract.
- All calls are timed. So **if you talk for ages, bills will be expensive.** One way of making sure you don't end up with a huge bill is to get a prepaid account.
- **If you download ringtones or pictures to your mobile, check these are one-off downloads** and not a subscription service that sends you more ringtones or pictures that you have to pay for. Keep the 'unsubscribe' information so you can stop the service.
- **If your phone gets stolen, ring your phone company immediately.** You pay for all calls until the phone is reported missing.
- **If you buy a second-hand phone, make sure the SIM card is unlocked.** Some carriers charge to unlock SIM cards.
- If you want to take your phone to school, check first if there is a rule about mobile phones. **Some schools don't let students take phones to school.**

### Where to get more help and information

- Australian Competition and Consumer Commission – visit [www.accc.gov.au](http://www.accc.gov.au)
- Consumer Action Law Centre – visit [www.consumeraction.org.au](http://www.consumeraction.org.au)
- Personal Property Securities Register – visit [www.ppsr.gov.au](http://www.ppsr.gov.au)
- Telecommunications Industry Ombudsman – for complaints about bills, contracts, coverage and network faults

# THE MEDIA

## SOURCE MATERIAL

*Worksheet 4 (exercises relating to this material can be found on page 7)*

### NEWSPAPER ITEMS: A SUMMARY

Newspapers contain a range of articles and features designed to inform us and shape our opinions. Here are some of the most important ones and their distinctive characteristics.

ITEM	CHARACTERISTICS
News report	<ul style="list-style-type: none"><li>• informs rather than presents a point of view</li><li>• supplies the reader with the most important pieces of information (what, who, when where)</li></ul>
Editorial	<ul style="list-style-type: none"><li>• expresses the view of the editor or group of senior journalists of a newspaper about a current issue</li><li>• newspaper's banner headline usually appears at the top</li><li>• often written in a column format</li></ul>
Letter to the editor	<ul style="list-style-type: none"><li>• written by a member of the public to express an opinion</li><li>• appears on the letters page and is fairly brief</li><li>• may comment on previous published letters</li><li>• may be given a catchy heading by the subeditor</li></ul>
Feature article	<ul style="list-style-type: none"><li>• gives detailed background information about an issue</li><li>• quotes from interviews with key participants</li></ul>
Opinion piece/ news comment	<ul style="list-style-type: none"><li>• often written by a journalist who has a regular column</li><li>• expresses a view on a topical issue</li></ul>
Political cartoon	<ul style="list-style-type: none"><li>• is designed to make a political point about a current issue in a different way</li><li>• usually drawn by the newspaper's own political cartoonist</li></ul>

### TEXT TYPES IN NEWSPAPERS

#### Text type 1: Don't speed to stay alive

DRIVERS can't complain if they find themselves fined by speed cameras on Peninsula Link.

Fixed cameras on Peninsula Link are likely to save lives if drivers take notice of a two-week trial.

The Victorian Government would also have been richer by at least \$1.3 million had the cameras been officially operating.

More than 7500 drivers ignored the speed limit between Frankston and Moorooduc over a two-week period.

Hoon drivers were caught out at more than 45km/h over the limit and would have had their licences suspended had the cameras been active.

From now on they will be. This newspaper supports the use of speed cameras when they are properly positioned and accurate. Fixed cameras should be in high-traffic areas where they will do the most good in getting the safety message across.

They must not be used to catch drivers in speed traps at the bottom of hills and close to changes in speed limits to merely raise revenue from the unwary.

Fixed cameras educate drivers who start conforming to speed limits because they know the cameras are there. This leads to more responsible driving habits. Hidden cameras only confirm the public's belief that the cameras are revenue raisers and have little to do with road safety.

Speed is a major factor in a third of road accidents and speeding drivers increase the risk for all road users, according to police.

The Victorian road toll stands at 159 people killed and many more injured, some seriously, requiring long and painful rehabilitation.

The toll for the same period last year was 185 and police hope this year's toll will stay under 200.

Car crashes have been described as a major battleground in public health by Alfred Hospital trauma surgeon Prof. Russell Gruen.

Prof. Gruen says road trauma is catching up to infections and heart disease as a major cause of death. Such is the impact of road fatalities that a trial is being conducted by the National Trauma Research Institute at The Alfred on a 'trauma vaccine'.

As reported in the *Herald Sun*, the vaccine helps to stem internal bleeding and could save as many as 70 lives a year. It is still to be given ethics approval and could reduce fatalities if it is administered by ambulance officers at the scene.

The vaccine is being looked upon as a significant breakthrough that will also reduce the severity of some injuries, but the most effective weapon against the road toll is in the hands of drivers.

Don't speed and you stand a better chance of arriving alive.

### Text type 2: Policy shame

I am ashamed of the way in which our political parties seem to be trying to outdo each other to see who can be the most inhumane to asylum seekers.

What kind of country are we becoming when we allow ourselves to have better standards for the treatment of animals than those for human beings fleeing from persecution?

Not one I want to wave the flag for.

*N. Philip, Apollo Bay*

### Text type 3: Cereal offender

There are substantial risks with lap-band surgery.

A better way to lose weight may be to ask your doctor or dietician for an eating plan and reduce sugar.

I was overfed as a child and was always overweight until I cut out packaged cereal, combined my own muesli recipe, cut out sweetened yoghurt and lost 10 kg.

*M. Sanderson, Moe*

### Text type 4: Thousands in Morsi march

Several thousand Egyptians have protested in Cairo in support of ousted president Mohamed Morsi, far fewer than had been hoped for by Islamists, who had called for mass rallies.

In the capital's Nasr City district, thousands marched holding pictures of those killed in days of violent clashes with police this month during a security crackdown on the Islamists.

The Islamists held smaller rallies elsewhere, some descending into clashes with anti-Morsi protesters that left two people dead in the canal city of Port Said and the Nile Delta town of Zagazig, medics said.

Morsi's Muslim Brotherhood has lost its ability to bring out large numbers of protesters because of sweeping arrests that have netted some of its top leaders.

Text type 5: Political cartoon



Cartoon by Nicholson from the Australia. [www.nicholsoncartoons.com.au](http://www.nicholsoncartoons.com.au)

### CHILLAX, DUDES, THE KIDS TALK ALL RIGHT

Good news, povos! Ja'ime King, Chris Lilley's monster in a private school uniform, is on her way back, ready to sort out the hot from the fugly in a new TV series, *Ja'ime: Private School Girl*.

That Lilley will be back on our screens at all is welcome news; that he's channelling his bold satire through Ja'ime is even better. Not only does Lilley give us, through his young alpha female, a sharp, painfully accurate insight into teenage girl-dom, but he also has a gift for replicating youthful slang in all its wit and potential cruelty.

For me, it's a reminder that the constant laments about young people corrupting the English language and the infiltration of 'text-speak' into the popular lexicon are as tedious as they are misguided. The way kids use language, and create their own, is actually a wonderful thing: sometimes warm and sometimes brutal, often witty and heavily ironic, filled with the ennui – affected or real – of yoof, which has been around, well, forever. Frankly, I'd take kid-speak over the cold clunkiness of corporate-speak, where everyone is being 'incentivised' to 'action' their 'learnings', and so on.

Friends with teens and 'tweens have pointed out that kid-speak these days is sprinkled with the articulation of text message acronyms, such as 'LOL' (laugh out loud), 'TMI' (too much information), 'IDK' (I don't know), 'BRB' (be right back), 'TBH' (to be honest) and 'seeb's' (a contraction of CBS, which is 'can't be stuffed'). Then there is that old favourite 'totes', which can be teamed with lots of other corruptions, particularly 'amazeballs' when something is really ace, as we children of the 1980s would say. Apparently 'noob' is the new 'dag', and 'sos' is sorry. But my favourite is 'cool story, bro', which is used ironically when someone's conversation is boring and maybe a bit TMI. Really, what's not to love?

Of course, young people developing their own language is nothing new, nor is it new for older people to throw their hands in the air and predict the end of civility as we know it. Not knowing what kids are talking about can feel as threatening as a sleeve tattoo and as mysterious as One Direction's hairdos.

The difference today is that where slang may once have been confined to a school or even a particular friendship circle, technology has ensured it now spreads fast and wide, making its way into the popular lexicon in a way that it would not have even a generation ago.

And if we old-timers feel excluded by it, we're meant to. Slang is tribal, a means through which to exercise power, so young people communicating among themselves is a perfectly natural thing for them to do.

When it comes to adults joining in, I reckon the 'look but don't touch' philosophy is best: admire its wit but don't try to use it yourself. And if you absolutely must use it, make sure you know exactly what it means, and what it implies. My mum recently came across 'hook up' as a phrase, thinking it meant simply to meet, and not realising that it has distinctly sexual overtones. I had to fill her in before she started having miscommunications all over the south-eastern suburbs.

Language is a living thing that necessarily evolves with us – just like fashion, the 'rules' should morph with it. The use of the vernacular has always attracted criticism, including from noted writers: as Monash University professor of linguistics Kate Burridge points out, Samuel Johnson took umbrage at words such as 'fun', 'nowadays' and 'capture'; Jonathan Swift got his knickers in a twist about 'mob' and the use of 'pants' as a contraction of 'pantaloons'.

The good news, Burridge told me, is that despite much fretting to the contrary, young people are generally well aware of the difference between slang and the more formal language required for essays or business. In fact, she believes young people write very well, and not at all like they speak. This was backed up by Monika Wagner of the Victorian Association for the Teaching of English, who said that her 15 years of classroom experience showed her that students knew when to use totes amazeballs, and when to keep it tucked away.

So we should all probably relax and just enjoy it from the gallery. Effective use of language is primarily about clarity – if you can add wit and elegance on top of that, more power to you. It's a little tiresome when people bang on about split infinitives or exactly when 'however' can be used, as opposed to, say, incorrect spelling or use of apostrophes, which are important because they impede clarity.

Effective language changes with its users, and the users in turn do well to roll with it and keep a sense of humour. The mere fact that young people are expressing themselves with such wit, creativity and irony makes an old noob like me very happy.

*Amanda Dunn*

## SOURCE MATERIAL

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

### A WORLD APART

Even the most ordinary elements of society in the Land of the Rising Sun make for unique experiences for visitors, writes Jamie Lafferty.

There are times when Japan feels too perfect – its aesthetic and beauty, the meticulousness and supreme organisation ...

Take the train system. The famed Shinkansen, or bullet train, is never late, nor is it early – it arrives precisely when it is meant to. People are quick to praise Swiss rail for its time-keeping, but Japan's population is 16 times larger and its trains more efficient.

With 128 million potential customers, that alone is a miraculous feat of co-ordination and engineering. It's down to extreme hard work, ingenuity and striving to become more perfect through an admirably pure kind of logic.

But then there are the puppy cafes. As with the Shinkansen, they are expressions of Japanese culture – extraordinary and unforgettable to visitors – yet eerily logical. Their purpose is two-fold: places the Japanese can take their dog so it can enjoy (hilariously expensive) treats from a canine menu; and places for people to hire a dog, by the hour, for play. Bunny and cat cafes are also available.

In a country equally obsessed with hard work and *kawaii* (cute) culture, it's hard to argue against the pink, fluffy logic of these places.

I've spent almost five months in Japan, the majority of it as part of a volunteer blogging project that took me to each of its 47 prefectures. Just why Japan is so different and why it is one of the world's most remarkable holiday destinations, I attribute to its *Sakoku* policy. From the mid-17th century, Japan fended off unwelcome advances from foreigners, its ports open only to a few Chinese and Dutch traders. The policy, under which no other foreigners could enter nor the Japanese leave the country, meant that while much of the Western world enjoyed the progress of the Industrial Revolution, Japan evolved in a different way. The policy lasted until American commodore Matthew Perry sailed his black ships up and down Japan's east coast in 1853, threatening to cannonball the doors down.

Such isolation helped cement some enduring elements of Japanese culture, both extraordinary and mundane.

For example, a single piece of fruit, beautifully boxed, being given as a traditional gift (and costing more than \$30); people bowing even when speaking on the phone rather than face to face; fully automated toilets that spring open when you approach; and, in northern Honshu's Akita Prefecture, adults pretending to be *Namahage* (ogres) so as to terrify children into behaving better. In Wakayama Prefecture, you can visit *Jison-in*, a Buddhist temple dedicated to breasts. In Kishi, a few kilometres away, is a train station where the stationmaster is a cat. Not a toy – an actual cat.

Many Japanese cities opt for a cartoon equivalent, a *yuruchara*, to represent them. Somehow these cutesy mascots manage to capture the essence of a town, as well as provide locals with a sense of belonging. Each year there's a national competition to find which *yuruchara* is best. This year's champion is Imabari City's *Barysan*, a fat chicken that has a bridge on its head – for a tiara. His (or her) headwear represents the island of Shikoku's connection with the mainland of Honshu, as well as the Imabari region's obsession with *yakitori* (grilled chicken). As national champion, the chicken figure has made public appearances this year and its image is found on everything from mobile phone covers to towels.

Barysan is extremely kawaii but isn't alone in being an edible mascot. Kochi Prefecture is represented by a bonito (fish), Kagawa Prefecture has a character called Udon No, representing the region's udon noodles.

It should not be a surprise that food is never far away from the Japanese way of being. There are culinary conversations I can have nowhere else in the world. 'Do you like eye-socket of tuna?' 'Will you try some natto?' Natto is a form of fermented soybean the Japanese vehemently maintain is good for one's health. It is popular as a breakfast food, but to me it tastes somewhere between tear-gas and a headbutt, and even if eating it could give me the ability to fly, I still wouldn't try it again.

Yet Japan is home to some of the world's best seafood and to a plethora of Michelin-starred restaurants. Beyond Tokyo's restaurants are many more treats, including Iwate Prefecture's wanko soba (buckwheat noodles), which are presented in tiny bowls and continuously served.

Alongside the practice of omotenashi – Japan's flawless culture of hospitality – having a holiday means accumulating many odd little experiences that form treasured memories, from taking part in tea ceremonies in centuries-old buildings to seeing a traditional geisha show to exploring a wooden castle.

## SOURCE MATERIAL

Worksheet 13 (exercises relating to this material can be found on page 25)

### CONFESSIONS OF A FASHION TRAGIC

Distressed denim? Check.

Flares? Check.

Puff sleeves? Check.

Name a fashion trend and I have been there. My wardrobe is littered with reminders of my numerous fashion *faux pas*. I have contemplated giving them away to the op shop but fear they would reject my bag full of fluorescent skinny jeans, platform shoes and sequin vests.

Fashion victim, thy name is me. I cannot help myself! For every ‘classic’ piece in my wardrobe there lies numerous fashion victim items that you can pinpoint to the exact year, perhaps even month they were in fashion. Two-tone black and white jeans? Spring, 1991. Full combat military jacket and pants? Winter, 1999.

I once read in a magazine that the best way to build a functional wardrobe is to invest more heavily in a few classic basics and then update this look with a few ‘this season only’ pieces from cheaper, more affordable stores. The only problem for me is that I can’t really decipher what is classic and what is ‘this season only’. Just like the bower bird is drawn to collecting pretty things for its nest, I am drawn to collecting anything which I am guaranteed to be mortified by a mere twelve months later.

I can’t help but think that if I were French I wouldn’t have this problem. They ALL seem to have an innate sense of style, it’s as if it’s in their DNA – ‘one must never buy something in polyester, velour or vinyl’. The French really do know how to dress well – think of cigarette pants, ballet flats, a cashmere cardigan and a hugely expensive yet tasteful scarf knotted around the neck. When I was in France I tried to replicate this look but I failed abysmally. Why? I guess I just couldn’t play by the strict rules you need to follow to pull off Parisian chic. My pants were tangerine (the ‘it’ colour of the season, my ballet flats were in a leopard print (the ‘it’ pattern of the season). I preferred chunky knits to cashmere (they were warmer too) and instead of a scarf I found this *amazing* tribal bib necklace. Am I painting a picture here for you? In my effort to do ‘French’ the only thing French about me was that I managed to wear every colour in Monet’s garden.

Sadly, my inner fashion victim does not only involve poor fashion choices. It also plays out when I visit the hairdresser. ‘Oh I just love Lady Ga-Ga’s new look. Can you please dye my hair pale pink and give me a very short, blunt fringe?’ You name it, I have had it: spike bob, perm, hair extensions, red hair, black hair, blonde hair, blue green and purple hair. Just before any males reading this start feeling smug and superior, you are not exempt from fashion victimhood. Let me remind you about ‘sagging’. I refer of course to that ugly fashion of wearing your jeans so low on your hips that your underwear is on show to the world. Here’s another for you too. Why is every bloke under the age of 28 wearing a full Ned Kelly beard? What’s that about?

As this new season looms with its astro-space inspiration, I am going to lie low. I will not buy a thing! The stakes are too high. Can you imagine what somebody like me could do with a trend like that? I could be swanning around looking like Neil Armstrong in no time! By buying nothing new, I will be doing my bit for the environment too. But hang on, maybe I might just pick up a pair of those fantastic silver harem pants with the purple stars up and down the sides ...

### WOMEN IN POLITICS

#### Text type 1: Abbott's false step in keeping women at bay

One hundred years ago, Liberal prime minister Alfred Deakin lamented the formidable lobbying of the Australian Women's National League, a conservative group which sought to 'safeguard the interests of the home, women and children' and to educate women about how they, too, could play a role in politics. 'So far, singlehanded, I have beat them and kept them at bay,' Mr Deakin said. 'But how long can this last?'

As Tony Abbott prepares to be sworn in as prime minister, he may well ask the same question. His decision to appoint only one woman to a cabinet of 19 ministers, and leave four in the outer ministry of 11, is neither acceptable nor justifiable. It raises legitimate questions about the commitment of the conservative parties to the ideals Liberal prime minister Sir Robert Menzies saw as essential to political life.

'Women are unquestionably destined to exercise more and more influence upon practical politics in Australia,' Mr Menzies said. 'In the educating of the electorate in liberal ideas, they have for many years been an effective force. Now we have an organisation in which all distinctions have gone, and with men and women working equally for the one body.' His comments, made during the 1944 reformation of the Liberal Party, came after he struck a deal with the Women's League and forced affirmative action principles on the party's executive and administrative arms.

Nearly 70 years later, there is still so far to go. As women of tremendous political talent retired, the Coalition failed to make a generational adjustment. It may have young women on the ascendancy, but it missed a vital opportunity to revitalise its ranks while it spent six years in opposition.

*The Age* believes recognition of individual merit is the best way to overcome gender discrimination although we are not opposed in principle to quotas and similar forms of affirmative action. It is impossible, however, to know if the parliamentary women of the Liberal and National parties who missed out on positions in the ministry truly lack the requisite skills to be a minister. If they do, that is a shameful indictment on the parties' selection processes. If, as we suspect, they do not lack such skills, what does the Coalition have to say for itself?

#### Text type 2: Time men stepped up

I'm tired of smug men and pandering women telling me and other women we have not earned leadership positions and it's time we stepped up.

I suggest it's time men stepped up. It's time more men did their share of child caring, cooking, cleaning and keeping the family together. It's time more men supported their wives' careers and offered to be the primary carer. It's time more men volunteered to run community support groups, do charity fund raising and help out at school canteens. It's time more men showed leadership in areas that are vitally important in the community but aren't typically well remunerated, such as in social work, nursing and early education.

I'm tired of being told I should accept that the lack of women in leadership roles is simply the way the world works. Government of a democracy is not just about governance; it is about proportional representation. What has been made clear is that this government does not adequately represent the women of this nation.

*Nhi Hoang*

### Text type 3: Gender shouldn't dictate

Tony Abbott might not be my preferred PM; However, we should give credit where it is due. I have long been a supporter of equal opportunity in its entirety. But the best people for the job need to be selected at all times. The Cabinet should be appointed based on experience, potential and ability. No one should be appointed in any role just because they are female or because they are male. The whole point of equal opportunity means that everyone has the same right. In this case I feel Mr Abbott got it spot on.

*D. Thompson*

### Text type 4: Matt Golding cartoon



### THE SPORTING ARENA

#### Text type 1: Our female athletes must have a level playing field

Australian sport has many problems at the moment. Underperformance is one of them. And I have a few ideas on how to fix that. But I'll leave those ideas for the pub. Another problem is gender inequality.

It's not just an issue in Australia, it's a worldwide problem. But Australia should lead the way in gender equality in sport. And if you think there's no gender equality issue, you must not follow sport closely enough.

Think about Olympic Gold and Silver medallist Sally Pearson, lauded as the 'darling' or 'Golden Girl' of track and field in Australia. She's a serious athlete. A gun. The sort of athlete you'd think any brand would want to be associated with. But she's had difficulty attracting sponsors.

And what about Australia's hugely successful and popular national netball team, the Diamonds? So many people loved watching them knock off New Zealand last week. But unlike the Wallabies or the Socceroos or every AFL and NRL player, most of the Diamonds are not full-time athletes, because they can't afford to be. They have day jobs. And these are not just players playing in the ANZ Netball Championship, these are the best of the best.

Don't forget: netball is Australia's highest participation sport, yet our best 12 players in the national team are not funded as well as any of the approximately more than 700 players who play AFL.

Don't get me wrong, I love AFL (go Blues!), but surely everyone agrees this is wrong?

And then last week Australian kayaker and canoeist, Jessica Fox won the gold in the C1 and K1 event at the World Championship, after winning silver in the K1 at last year's Olympic Games. She is the first woman to ever win the K1 and C1 at the same World Championships. But unless things change, she can't do it at the Olympics because, unlike for the men, there is no C1 at the Olympics.

There is simply no justification for having more events at the Olympics in a sport for men than women. This inequity must stop.

And aside from more media attention, the best way to help level the playing field is better funding. That will improve results and improve profiles. It will be fairer.

So how do we improve funding? There are many possible ways. We could move to a European system of taking a portion of state-run lotteries. No doubt our sporting bodies could be better run and use their limited resources better.

But one idea that has never been explored – and should be – is a scheme that requires our top sporting personalities to pay for the 'start' they receive from the Australian Institute of Sport. Essentially I am advocating a system like our HECS university system in which people who get their training at the AIS and go on to earn enormous money pay back a small portion of that to the AIS.

The scheme would see athletes pay back a portion – let's say 10 per cent – of their earnings once they got to a certain threshold – let's say \$100,000 a year. The amount that has to be paid back could be capped at perhaps \$10 million.

Just think of the money that could be pumped back into Australian sport.

Just about every one of our sporting success stories has spent time at the AIS.

For example, our highest earning sporting superstar – basketballer Andrew Bogut – is an AIS graduate. He takes home about \$14 million a year. Others include Shane Warne, Cadel Evans, Cathy Freeman and Ian Thorpe. The list goes on and on. And so does the money they earn.

This is just one idea to increase funding to women's sport in Australia. But perhaps the most important thing that needs to occur in order to ensure gender equality in sport – even more important than funding – is an acceptance of the concept.

Women's sport is just as important as men's sport. In years to come I suspect we will look back with embarrassment at the way women's sport is currently treated. Wouldn't it be good if we could say that Australia led the way?

*Justin Quill is a media lawyer and Director of Kelly Hazell Quill Lawyers and acts for the Herald Sun. He is a former AIS scholarship holder.  
Twitter @justinquill*

## **Text type 2: Ugly parents are bad for the game**

The diaries of Thomas Drouet during his time as Bernard Tomic's hitting partner give an insight into the crazy world of the Australian tennis star and his meddling father, John.

While the Tomic case is extreme, ugly parents are nothing new in Australian sport. Attend any junior footy final and you're sure to find an overbearing parent on the sidelines, berating opposition players, abusing umpires and offering unsolicited advice to coaches and players.

To their credit, many sporting competitions have worked hard to control overbearing parents.

The South Metro Junior Football League banned Hawthorn Coach Alistair Clarkson for four rounds after he told a 19-year-old umpires' advisor to 'f – – off' while running for his son's under-9s team.

This hard-line stance has been replicated in many sporting codes. But it is a shame such measures need to be taken to keep parents in line. Parents should play an active role in their children's development. But they should be there to encourage, not abuse.

Sometimes it pays to remember it's only a game.

## **Text type 3: Heroes save lives**

Now the football is over, can we stop using 'hero' in relation to footballers and other sportspeople?

What does it say for our culture when the same word describes those who put their lives at risk and those who play sport? Sportspeople train to perform and win a contest in front of crowds. Real heroes make life-and-death decisions with no thought of medals, cups or salary deals.

Let's admire and celebrate the achievements of our elite sport stars. But let's reserve hero status for those people whose prime motivation is to save and protect others.

*John Circosta*

# MEDICINE

## SOURCE MATERIAL

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

### RESISTANCE IS FUTILE

Antibiotics transformed modern medicine when they first became widely available to consumers during World War II, but some 70 years on, the overuse and misuse of these once-heralded miracle drugs are driving an increased resistance to treatments.

So serious is the issue that infectious disease experts are warning that, if the problem of over-prescription of antibiotics is not addressed soon, their effectiveness could be reduced to the point where many infections are untreatable.

#### A bitter pill to swallow

With around 19 million prescriptions written for antibiotics every year, Australians are among the highest users in the world says Dr Phillipa Binns, Clinical Advisor at NPS MedicineWise.

‘We know that Australia’s use of antibiotics is above the OECD [Organisation for Economic Cooperation and Development] average,’ she explains. ‘We’re using what we call 24 defined daily doses per 1000 people per day, compared to an OECD average of 20.’

As a recent study conducted by NPS MedicineWise indicates, ignorance among Australians about when antibiotics should be used is rife. According to the research, one in five Australians expect their doctors to prescribe them – or their child – antibiotics when they have a cough or cold, and only 40 per cent are aware that antibiotics should not be taken for viruses.

#### When antibiotics aren’t the answer

So, exactly what are antibiotics and when are they effective?

‘Antibiotics are medicines that treat infection caused by bacteria. The way they work is that they either kill the bacteria outright, or they stop the bacteria multiplying,’ says Dr Binns, adding that antibiotics are effective in treating only bacterial infections, not viral infections.

Dr David Looke, President of the Australasian Society for Infectious Diseases, maintains antibiotics ‘make no difference’ to viral respiratory infections and that symptomatic treatments such as paracetamol, decongestants, hot lemon drinks and rest are the best remedies when we’re suffering from a sore throat, excessive sneezing, a runny nose and a headache.

#### Beware the super bugs

The result of the indiscriminate use of antibiotics is alarming, according to infectious disease professionals, with healthcare associated infections (HAIs) or ‘super bugs’ emerging that are resistant to even the most powerful antibiotics.

Contributing to this scenario is not just the proliferation of people using antibiotics when they don’t need to, but the fact that the effect of antibiotics goes beyond simply killing the bacteria they were intended to,’ says Dr Looke.

‘They affect all the other bugs in the body and the millions of organisms in your bowel and on your skin,’ he explains. ‘Also, the effect of the antibiotic doesn’t end in your body, because they’re often passed out down the toilet into the sewerage system, where they remain active and affect all the environmental organisms.’

#### Spreading the message

While some would argue the solution to the over-prescription of antibiotics is in the hands of our medical professionals, the reality is more complex, maintains Dr Looke.

‘There are always those stories about doctors missing a case of a serious infection and not giving antibiotics, and no doctor wants to be one of those,’ he says. ‘The patient expects the doctor to give them antibiotics. You take a risk that there will be a serious side effect, and it’ll be worse than the infection you want to treat. A lot of doctors weigh up the benefits versus the side effects for the patients.’

The good news, claims Dr Binns, is that the public is gradually becoming aware of the danger of viewing antibiotics as a quick fix solution for ailments, partly through recently launched campaigns designed to tackle antibiotic resistance in the community.

‘We are looking at it from both angles,’ says Dr Binns. ‘One is educating the public about understanding when antibiotics should and shouldn’t be used, and we’ve also done some work with GPs to give them tools to be able to have conversations with their patients to offer alternative treatment and to explain the problem of antibiotic resistance so that it’s a productive consultation and everyone understands each other’s point of view.’

# WORLD ISSUES: REFUGEES

## SOURCE MATERIAL

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

### ASYLUM SEEKERS

#### @WORLD 4 NEWS

Dozens of people have reportedly died after the asylum seeker boat they were travelling in sunk off Christmas Island. The boat, allegedly bound for Australia, was thought to have been carrying up to 200 people. Australian authorities will be working into the night to assist with the rescue operation. This is the fourth asylum seeker boat tragedy in three weeks.

#### @gabriellefox88

Another day, another boat of innocent lives lost thanks to our despicable government who, rather than helping these desperate people, makes it as difficult as possible to seek asylum in this lucky country. Shameful, Australia!

#### @timsy23

Hang on! It wasn't the government who put them on the boat – they know the risks. They should follow proper procedures and not try to jump the queue. Seriously, how desperate can they be if they can afford the \$100K to get on the boat in the first place?

#### @Nguyenboy

Your ignorance is astounding @timsy23. My family and I arrived here by boat in 1977 and you know what, there wasn't a lot of time for rational thinking. We didn't sit down and pour over a glossy brochure trying to work out where to move our entire lives to, it was more a matter of escaping in the middle of the night with nothing more than the clothes on our backs and hoping for the best. Rather than 'sucking up' all of your precious resources, my family has built a successful manufacturing business and employs close to 80 'Aussies'. The more asylum seekers the better – harder working people can only improve this country.

#### @huskings1

Fair point @Nguyenboy. I actually agree with you that immigrants do tend to add to our country rather than detract from it. But if we don't have control over our borders, how are we going to know who comes in? How can we determine who are legitimate refugees or just economic refugees or even, God forbid, terrorists?

#### @gabriellefox88

Good to see the government's scaremongering has worked on you @huskings1. Why this suspicion over asylum seekers? More often than not they are on the run from terrorists themselves! And seriously, who cares if they are economic refugees, doesn't everyone want a chance to build a better life for their family? There's enough to go around in this country, just look around you.

#### @felixthecat

Seeking asylum is a fundamental human right.

**@timsy23**

Oh OK @gabriellefox88, so you are saying just fling open the doors and let anyone and everyone in, is that right? Can see it now – no jobs for the Aussies, no houses left for the Aussies, clogged up roads and next drought, BINGO, we are out of water! Not to mention all their infighting and refusing to speak English. You know what, boat people – we are full so go back where you came from.

**@Nguyenboy**

Your attitude is sad @timsy23. Have you no heart?

**@gabriellefox88**

No brain more like it!

**@timsy23**

My family work really hard just to keep our noses above water. Jobs are tight and you bleeding heart idiots reckon throwing the doors open to the whole world is a good idea!

**@felixthecat**

Now we know how the indigenous people must have felt about us when we arrived by boat over 200 years ago!

**@gabriellefox88**

There's no point even arguing with somebody as ignorant as you are @timsy23. You go on and try to keep your white bread and Vegemite dream alive. Turn your back on those less fortunate than us and enjoy your little life, okay! Just remember next time you head to the pizza shop or for some Thai takeaway where it all came from. It's called cultural enrichment and we wouldn't have it without the gift of immigration, And to you @Nguyenboy, I say thanks to you and families like yours who have made this country much better to live in.

# WORLD ISSUES: REFUGEES

## SOURCE MATERIAL

Worksheet 26 (exercises relating to this material can be found on page 51)

### DICTIONARY DISCOVERY

**crusade** *noun* a campaign against something bad.

**crush**<sup>1</sup> *verb* **1** press something so that it gets broken or harmed. **2** squeeze tightly. **3** defeat.

**crush**<sup>2</sup> *noun* (*plural crushes*) **1** a crowd of people pressed together. **2** a drink made with crushed fruit.

**crust** *noun* **1** the hard outer layer of something, especially bread. **2** the rocky outer layer of the earth.

**crustacean** (*say* krust-ay-shon) *noun* an animal with a shell, e.g. a crab.

**crusty** *adjective* (**crustier, crustiest**) **1** having a crisp crust. **2** having a harsh or irritable manner. **crustiness** *noun*.

**crutch** *noun* (*plural crutches*) a support like a long walking-stick for helping a lame person to walk.

**cry**<sup>1</sup> *noun* (*plural cries*) **1** a loud wordless sound expressing pain, grief, joy, etc. **2** a shout. **3** crying, *Have a good cry.*

**cry**<sup>2</sup> *verb* (**cried, crying**) **1** shed tears; weep. **2** call out loudly.

**crypt** *noun* a room under a church.

**cryptic** *adjective* hiding its meaning in a puzzling way. **cryptically** *adverb* [from Greek *kryptos* = hidden]

**cryptogram** *noun* something written in cipher. [from Greek *kryptos* = hidden, + -gram]

**crystal** *noun* **1** a transparent colourless mineral rather like glass. **2** very clear high-quality glass. **3** a small solid piece of certain substances, *crystals of snow and ice.*

**crystalline** *adjective*

**crystallise** *verb* (**crystallised, crystallising**) **1** form into crystals. **2** become definite in form. **crystallisation** *noun* **crystallised fruit** fruit preserved in sugar.

**cub** *noun* a young lion, tiger, fox, bear, etc.

**Cub** or **Cub Scout** *noun* a member of the junior branch of the Scout Association.

**cubby-hole** *noun* a small compartment.

**cube**<sup>1</sup> *noun* **1** something that has six equal square sides. **2** the number produced by multiplying something by itself twice, *the cube of 3 is  $3 \times 3 \times 3 = 27$ .*

**cube root** the number that gives a particular number if it is multiplied by itself twice, *the cube root of 27 is 3.*

**cube**<sup>2</sup> *verb* (**cubed, cubing**) **1** multiply a number by itself twice, *4 cubed is  $4 \times 4 \times 4 = 64$ .* **2** cut into small cubes.

**cubic** *adjective* three-dimensional. **cubic foot, cubic metre**, etc, the volume of a cube with sides that are one foot or one metre etc. long.

**cubicle** *noun* a compartment of a room.

**cuckoo** *noun* a bird that makes a sound like 'cuck-oo'.

**cucumber** *noun* a usually long, green-skinned, vegetable, eaten raw or pickled.

**cud** *noun* half-digested food that a cow etc. brings back from its first stomach to chew again.

**cuddle** *verb* (**cuddled, cuddling**) put your arms closely round a person or animal that you love. **cuddly** *adjective*

**cudgel**<sup>1</sup> *noun* a short thick stick used as a weapon.

**cudgel**<sup>2</sup> *verb* (**cudgelled, cudgelling**) beat with a cudgel. **cudgel your brains** think hard about a problem.

**cue**<sup>1</sup> *noun* something said or done that acts as a signal for an actor etc. to say or do something. [origin unknown]

**cue**<sup>2</sup> *noun* a long rod for striking the ball in billiards or snooker. [from *queue*]

**cuff**<sup>1</sup> *noun* **1** the end of a sleeve that fits round the wrist. **2** hitting somebody with your hand; a slap.

**cuff**<sup>2</sup> *verb* hit somebody with your hand.

**cuisine** (*say* kwiz-een) *noun* a style of cooking. [French, = kitchen]

**cul-de-sac** *noun* (*plural* **culs-de-sac**) a street with an opening at one end only; a dead end. [French, = bottom of a sack]

**culinary** *adjective* of cooking; for cooking.

**cull** *verb* **1** pick, *culling fruit.* **2** select and use, *culling lines from several poems.* **3** pick out and kill surplus animals from a flock. **cull** *noun.*

**culminate** *verb* (**culminated, culminating**) reach its highest or last point. **culmination** *noun* [from Latin *culmen* = summit]

**culpable** *adjective* deserving blame. [from Latin *culpare* = to blame]

**culprit** *noun* the person who has done something wrong.

**cult** *noun* a religion; devotion to a person or thing.

**cultivate** *verb* (**cultivated, cultivating**) **1** use land to grow crops. **2** grow or develop things by looking after them. **cultivation** *noun*, **cultivator** *noun*

**culture** *noun* **1** appreciation and understanding of literature, art, music, etc. **2** customs and traditions, *West Indian culture*. **3** improvement by care and training, *physical culture*. **4** cultivating things. **cultural** *adjective*.

**cultured** *adjective* educated to appreciate literature, art, music, etc.

**cultured pearl** *noun* a pearl formed by an oyster when a speck of grit etc. is put into its shell.

*from The Australian School Dictionary  
Edited by George Turner and Anne Knight*

# CAREERS

## SOURCE MATERIAL

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

### THE EMPLOYMENT AGENCY

#### Litigation Lawyer

##### Government Solicitor's Office

##### Reference S02003 (Solicitor)

Salary range: \$95,500 p.a. minimum to \$130,000 p.a. maximum

Our Litigation Branch is seeking to recruit a lawyer who desires a career as a government lawyer. This position is aimed at approximately second-year solicitor level.

Candidates demonstrating an enthusiasm for and a commitment to working in the public sector will be highly regarded.

Prospective applicants should access the role specification via [www.gso.com.au](http://www.gso.com.au), or by contacting Donald Tse on 9900 2000. All applicants must address the key selection criteria as specified in the role specification.

Applications addressing the selection criteria and quoting reference number S02003 should be forwarded by close of business 7 December by email, or by mail to:

Manager Operations  
Human Resource Services  
PO Box 2003  
Melbourne 3000

#### Greenskeeper

Victoria Golf Course, the venue for the 2015 Women's Australian Open, is expanding its operations and requires experienced course-maintenance staff.

Applications should be addressed to the Course Superintendent at Victoria Golf Course, PO Box 600, Melbourne, Victoria, 3000 or by email to [staff@vgc.au.net](mailto:staff@vgc.au.net). Applications close 30 November.

#### Australian College of Education

##### Before School Care Coordinator

A degree in teaching (Primary and/or Early Childhood) or an associate diploma in childcare, a current first aid certificate and a Working With Children clearance will be required for this position.

Hours of employment are 7–9 am Monday to Friday during term time.

Further information may be obtained by visiting [www.aus.vic.edu.au](http://www.aus.vic.edu.au) or by telephoning 9400 2003.

Written applications, including names and contact details of three referees, should be forwarded immediately to:  
Executive Director—Human Resources  
Australian College of Education  
PO Box 2003  
Melbourne 3000

#### Assistant Store Manager

A wonderful Assistant Store Manager position has arisen in our flagship store at Melbourne Central. This is a busy store with enormous opportunities. Candy Shop encourages autonomy and an entrepreneurial attitude and the Assistant Store Manager's position is one of responsibility and challenge. If you have retail experience and are an energetic hands-on manager, this is the position for you. We offer an attractive package to the successful candidate. If you are interested in this position, please forward your resume by Wednesday 29 November to: Candy Shop, Fourth Floor, Melbourne Central, 3000.

## Experience of a Lifetime in Japan!

- Want to experience something completely different? Come to Japan for a year and teach something you already know: English! No Japanese ability needed!
- 12 months will simply not be enough time to experience all the benefits of living and working in this culturally unique country!

Have the experience of a lifetime and immerse yourself in a culture distinctly different from our own. Compared to being a tourist in Japan, living and working within the culture will open up many more amazing opportunities to experience the real Japan. Working either 20 or 40 hours a week enables you to get there and see it all. Annual salaries range between

**\$50K–\$61K (net) for full time &**

**\$33 K–\$41K (net) for part time**

Lessons are taught entirely in English with a maximum of three students, generally adults with a keen interest in practising conversational English.

No prior teaching experience is necessary; fully paid training is provided in Japan. Assistance is provided in arranging flights, visas, health insurance and fully furnished rental accommodation.

Positions beginning March & April 2015.

All applicants must have completed all education in a formal English setting, have completed Year 12 and for FULL TIME: hold a bachelor degree in any discipline; PART TIME: completed at least one year of full-time tertiary/TAFE study.

Must hold Australian passport & be under 31 years of age (eligible for working holiday visa).

Applicants MUST include a covering letter and resume with full education details. Send to: Jobs in Japan, PO Box 2003, Melbourne, 3000 Or email: [jobs@jobsinjapan.au](mailto:jobs@jobsinjapan.au)

Only successful applicants will be contacted.

Administration fee may apply prior to departure; partial refunds will be available through return questionnaire.

## Registered Nurses

### Division 1

#### Orthopaedic Unit

Applications are invited from motivated Registered Nurses, for permanent full-time and part-time (day duty and night duty) positions, to work with an enthusiastic team in the orthopaedic unit.

The successful applicants will have an interest and/or experience in orthopaedic nursing and demonstrate a commitment to quality care and ongoing education.

Further information may be obtained by contacting Ms Parvathi Singh, Unit Manager, on 9500 2000.

Closing date for applications is Wednesday 5 December.

Written applications for the above positions, together with Curriculum Vitae and names of two referees, should be forwarded to the Personnel Services Manager, PO Box 2003, Melbourne 3000.

## Accountant Rye/Sorrento

We are an internationally affiliated firm of Chartered Accountants based in Berwick, Sorrento and Rye. Our team comprises 3 Directors, 16 Accountants plus support team. This newly created position is for an experienced full-time Accountant to work at our Rye/Sorrento offices.

Applicants should be C.A./C.P.A. with appropriate tax and business services experience in Public Practice. This role involves direct client contact. A can-do attitude and the ability to be a team player are essential.

Benefits include ongoing technical training, updated web-based technical resources, true 32-bit technology and software and a friendly team who are privileged to work with a diversified client base.

Applications in writing to:

Mr Josh Levine  
Partners Pty Ltd  
Chartered Accountants  
PO Box 2003  
Berwick 3806

### **Baker's Apprentice**

required, must be able to work in a team environment. A great career opportunity for the right person. Phone Dimitri at Sunrise Bakery Brighton on 9900 2003 between 9 am and 12 pm.

### **Architectural Drafting**

Well Built Homes, a leading Australian home builder, requires two self-motivated people for a 6–12 month period with the following attributes:

- Experience required
- Ability to work in a team environment
- A desire to meet deadlines
- Sound knowledge in AutoCad 2014
- Good communication skills

All applications: National Designer  
national.designer@wellbuilthomes.com.au  
or fax: 9700 2003

### **Assistant Manager Restaurant/ Takeaway**

We require an energetic, enthusiastic person to assist in the day-to-day operation of our restaurant/takeaway food outlet. This position requires working Sundays, taking time off in lieu. Applicants must have experience in food industry, possess excellent people skills and be experienced in the supervision of up to 20 people.

Applications in writing to:

The Manager

Restaurant/Takeaway

900 Bourke Street

Melbourne VIC 3000

No later than 14 December.

# THE ENVIRONMENT

## SOURCE MATERIAL

*Worksheet 28 (exercises relating to this material can be found on page 61)*

### EVIDENCE IS THERE, SO WHAT ARE WE WAITING FOR?

After all, who would want to be right about the planet facing an enormous, transformative threat at the hands of its most powerful custodians?

Those working on climate science, of course, do not believe they have erred. The latest IPCC report has lifted the confidence that scientists and the world's governments have had that humans have caused warming to an almost complete certainty.

Yes, warming has slowed in the past 15 years to rates below the long-term average. And no, scientists do not have a lot of confidence in explaining exactly why (it is probably a mix of ocean heat shifts, volcanos, aerosols and solar variations).

But nor has it become any cooler – each of the past three decades were warmer than any preceding decade since records began. It is not uncommon for warming to slow down and speed up in short bursts. It would need to stop for many more decades before we can relax.

This is a cautious, and largely technical report. Yet the IPCC still sets out evidence across all elements of the climate system. The oceans, the ice sheets, extreme events of weather events are all changing at an accelerated rate. These are warning signs of what is to come.

There are only so many times this message can be delivered to world governments before the reluctance to act in a meaningful way conjures the words 'wilful ignorance'.

The last legally binding treaty on climate change to be drawn up was the Kyoto Protocol way back in 1997, covering developed countries. Since then the world has tried and failed to hammer out a stronger, more encompassing treaty. The 2009 Copenhagen talks ended in disaster, stuck in a mire of self-interest and mistrust.

But self-interest will only go so far. That nagging science does not seem to be going away.

There have been encouraging signs in recent years, particularly out of the US and China who are making tentative steps to get their mammoth emissions under control. The world will have another go at signing a full climate treaty at negotiations in Paris in 2015.

But we are cutting it fine to get our act together and begin making the changes needed – the reduction and end to conventional fossil fuel use and a halt to widespread clearing of forests.

Unless you are going to declare the science bunkum, ultimately, at some point, humanity will have to respond in a meaningful way.

Otherwise we chose to engage in an act of self-harm.

*Tom Arup, environment editor, The Age*

### Posts

but before we act shouldn't we really wait till Alan Jones tells the Abbott Team if it's all true or just another left wing plot???

*Surfboy*

trees + sunshine + water – Co2 = construction resource + native habitat. a win-win that's never too late to start and all of us can contribute, except maybe for Jester Jones and Lord Abbott.

*Martin*

hey Martin, it should be “trees + sunshine + water + CO<sub>2</sub>”: plants needs CO<sub>2</sub> for photosynthesis. Get your science right! One more point, rate of photosynthesis is proportional to temperature and CO<sub>2</sub> concentration, hence the warmer the weather and the more CO<sub>2</sub> available, the quicker the plants can get rid of the atmospheric CO<sub>2</sub>!!

S

miscomprehension that you can plant trees to offset emissions, but we are pumping out emissions at a higher rate than we can soak it up

TG

Hey S – We might we say get your science 'right'. Photosynthesis is indeed dependent on CO<sub>2</sub> concentration, light and temperature. Plants don't only get 'rid' of CO<sub>2</sub>, but they also respire it. Beyond 35–45 degrees C (depending on species), photosynthesis slows until it breaks down totally, but respiration continues.

*Plant physiologist*

The Climate Debate is where the smoking debate was 40 years ago when, despite overwhelming medical evidence of the harm it was causing, there was a vociferous opposition using similar tactics and arguments to deny it. People would say, “ah but I have an aunt who smoked 30 a day and lived to 94”, as if this disproved everything that thousands of medical research papers had concluded. Even today, the tobacco lobby is powerful enough to get right-wing shock-jocks on their side to resist every last attempt by government to persuade young people not to take it up. Still, the smoking debate has come along way in 40 years and the smoking rate has fallen dramatically. I hope it doesn't take another 40 years to get the climate debate to that stage. It may be too late.

*paralaxview*

So what happens if accidentally IPCC says “folks we got it wrong”.

They will lose funding and their jobs...

Who in the whole wide world would wish to get unemployed from a lavish 250 K plus job, attention of all the climate alarmist[s] of the world, and a job in which all you are expected to do is come out every couple of years, dish out doom and gloom predictions and build up your pension fund for a good retirement in a beach front home ? Oh i forgot to add the sea levels are rising.

*\$keptic*

Hi S, the CO<sub>2</sub> fertilisation effect (i.e. higher photosynthetic rate due to more CO<sub>2</sub> in the atmosphere) has been demonstrated numerous times, but this effect does not last. In the long term, higher photosynthesis is NOT maintained, hence plants won't get rid of the CO<sub>2</sub> at a quicker rate forever. Plants are not the answer. We need to reduce our emissions and NOW. I don't know why people are so reluctant to do this. The science is clear. Don't people care about future generations?

*Plant scientist*

@tg – you seems to have failed basic science. Plants and trees grow more NATURALLY when there is more CO<sub>2</sub> in the atmosphere and convert it back to its basic constituents.

Climate change caused by man is nothing more than a hoax by governments desperate to increase taxation, and use it as an excuse.

*peter*

No, we should act now and give bucket loads of money to keep Tim Flannery in a job with his completely wild sensationalist predictions. We should all bow down and throw our money because those wonderful dedicated climate scientists, Kate Blanchett, Michael Caton and Al Gore, whose years of detailed study in advanced climate scientists made them people worth listening to. I smell a socialist rat.

*Tom*

# THE ENVIRONMENT

## SOURCE MATERIAL

Worksheet 32 (exercises relating to this material can be found on page 63)

## USING A THESAURUS

### **envy** noun

*feelings of envy, bitterness, covetousness, cupidity, dissatisfaction, ill-will, jealousy, resentment.*

### **envy** verb

*He envies her success.* begrudge, grudge, resent.

### **ephemeral** adjective

*Most newspapers are of ephemeral interest.* brief, evanescent, fleeting, impermanent, momentary, passing, short-lived, temporary, transient, transitory.

OPPOSITES: SEE **eternal, lasting**

### **epidemic** noun

*an epidemic of measles,* outbreak, plague.

### **epilogue** noun

afterword, postscript.

OPPOSITE: SEE **prelude**

### **episode** noun

**1** *a happy episode in my life.* SEE **event**

**2** *an episode of a serial.* chapter, instalment, part, passage, scene, section.

### **epithet** noun

description, designation, name, [*informal*] tag, title.

### **epitome** noun

*She's the epitome of kindness.* embodiment, essence, personification, quintessence, representation, type.

### **equal** adjective

*equal opportunities, equal quantities.* corresponding, egalitarian, equivalent, even, fair, identical, level, like, matched, matching, proportionate, the same, symmetrical, uniform.

### **equality** noun

*equality of opportunity,* balance, correspondence, evenhandedness, fairness, parity, similarity, uniformity.

OPPOSITES: SEE **inequality**

### **equalize** verb

to *equalize* scores, balance, even up, level, make equal, match, [*informal*] square.

### **equip** verb

*to equip workers with tools. to equip a room with furniture.* arm (troops), fit out, furnish, [*informal*] kit out, provide, stock, supply.

### **equipment** noun

*equipment you need for a job.* accoutrements, apparatus, furnishings, [*informal*] gear, [*informal*], hardware, implements, instruments, kit, machinery,

materials, outfit, paraphernalia, plant, [*informal*] rig, [*informal*] stuff, supplies, tackle, [*informal*] things, tools.

### **equivalent** adjective

SEE **equal**

### **equivocal** adjective

SEE **ambiguous**

### **era** noun

SEE **period.**

### **eradicate, erase** verbs

SEE **remove.**

### **erect** adjective

SEE **upright**

### **erect** verb

*to erect a tent, to erect a flag pole.* build, construct, elevate, lift up, make upright [SEE **upright**], pitch (*a tent*), put up, raise, set up.

### **erode** verb

*Water erodes the topsoil.* corrode, destroy, eat away, grind down, wear away.

### **erotic** adjective

SEE **amorous**

### **errand** noun

*an errand to the shops.* assignment, job, journey, mission, task, trip.

### **erratic** adjective

*an erratic performance.* capricious, changeable, fickle, fitful, fluctuating, inconsistent, irregular, shifting, spasmodic, sporadic, uneven, unpredictable, unreliable, unstable, unsteady, variable, wandering, wayward.

OPPOSITE: SEE **consistent**

**erroneous** adjective SEE **wrong** adjective

### **error** noun

*factual errors, a fatal error on the motorway.* [*informal*] bloomer, blunder, [*informal*] boob, fallacy, falsehood, fault, flaw, [*informal*] howler, inaccuracy, inconsistency, inexactitude, lapse, misapprehension, miscalculation, misconception, mistake, misunderstanding, omission, oversight, sin, [*informal*] slip-up, [*formal*] solecism, transgression, [*old-fashioned*] trespass, wrongdoing.

### **erupt** verb

*Smoke erupted from the volcano.* be discharged, be emitted, belch, break out, burst out, explode, gush, issue, pour out, shoot out, spew, spout, spurt, vomit.

# AUSTRALIA: PAST, PRESENT, FUTURE

## SOURCE MATERIAL

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

### DIVERSITY IS AUSTRALIA'S STRENGTH AND THAT'S WORTH CELEBRATING TOGETHER

ON AUSTRALIA Day, our rich and complex modern Australia can be celebrated. But the day will also be for reflection as much as for celebration.

From tens of thousands of years of the strong and diverse customs and traditions of our nation's first peoples, to a nation of approximately 300 ancestries and 400 languages, we have woven a tapestry of cultural and religious traditions in modern Australia.

As indigenous Australians feel a deeply spiritual connection to country, modern Australia's identity also has a strong connection to our landscape.

We have patriotism in the classical sense: a love of our landscape, of the beach and the bush, of the flora and fauna; and from our British and European heritage, we have inherited a democratic tradition and commitment to human rights and the rule of law.

We may imagine ourselves to be young and free, but we are one of the world's oldest liberal democracies and we have forged our own identity. Our informality and egalitarianism, our devotion to freedom, disdain for pretension, and our ironic irreverent humour are a uniquely Australian combination of qualities.

Our nation has been energised by the immigrants who have settled here and demonstrated the greatest of enterprise. We have people who have come to Australia with courage and commitment, who have built a vital nation as they strove to build new and prosperous lives for themselves and their families.

This Australia Day, citizenship will be conferred upon many more people than ever before.

In making this great commitment to our nation, they have had the benefit of choosing their country of citizenship.

Australia's allure is indisputable. Some four million or more visitors will arrive this year: tourists and travellers, working holidaymakers, students, sponsored workers, family visitors, and more.

A smaller number will arrive seeking sanctuary from strife and persecution. They will have come from terrible situations. Those who earn refugee status will become some of our most energetic and philanthropic citizens.

These groups, along with those born here and our first Australians, form the modern Australian cultural landscape. It is one of the hallmarks of our multiculturalism that we work hard to ensure that those who come here have every opportunity to become fully participating members of Australian society, rather than remaining guests or temporary visitors.

It doesn't matter that you don't have Australian lineage or ancestry when you arrive – as long as you contribute.

This ultimate value of citizenship is the defining characteristic of the success of Australian multiculturalism, and one that is recognised globally.

We have accepted the continuing development of our national identity and successfully engaged in more than six decades of constant redefinition of what it means to be Australian. This isn't about discarding elements of who and what we are – there will always be a place for the indigenous and British heritage of this country – but it means our traditions are changing, and embracing the best of what the world has brought to our door.

Debates about identity in a multicultural Australia are not just about ensuring someone can speak the same language, or has work – as important as such issues are – but about ensuring that arrivals have a place and a voice, and are an important part of our story.

Freedom of speech is an important part of the Australian identity, but like all freedoms it has limits. These must be defined with special care. In a free society, we need to be able to respectfully debate even the most sensitive of ideas or beliefs. Robust critiques of ideas or beliefs do not socially exclude those who adhere to them.

In contrast, offending or insulting people because of race, colour, national or ethnic origin or religious beliefs sends a message that such people are not welcome members of our society.

Finally, our government has committed Australians to acknowledging past and present injustices to our nation's first people. But lasting reconciliation must come from the people, and ultimately from the heart of each Australian.

We are living in one of the world's greatest countries. And that is worth celebrating, together.

Happy Australia Day.

*Rauf Soulio is chairman of the Australian Multicultural Council and a judge of the District Court of South Australia*

# 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.

## The law word list

(worksheet 2)

action	civil	jury	prosecuted	testimony
affidavit	court	legal	solicitor	trial
barrister	enact	liability	statute	verdict
charges	judiciary	negligence	subpoena	writ

## The media word list

(worksheet 5)

advertisement	edited	influence	online	quotes
article	editorial	information	opinion	social media
banner headline	electronic media	interview	persuade	subheadings
bias	emotive	journalist	print media	
column	headlines			

## Language word list

(worksheet 8)

accent	context	dialect	linguistics	register
colloquial	diction	jargon	neologism	slang

## Travel word list

(worksheet 11)

accommodation	health	language	national leaders	terminals
air travel classes	itinerary	money	political system	travel protocol

## Fashion word list

(worksheet 14)

à la mode	elegant	haute couture	mannequin	runway
chic	flair	hip	panache	vintage
collections	funky	indie	retro	vogue
craze	glamour	lingerie		
edgy	groovy			

## Politics word list

(worksheet 17)

backbencher	federal	House of Representatives	majority	politics
Cabinet	front bench	Labor	minister	portfolio
candidate	government	legislation	opposition	pre-selection
electorate	Governor-General	Liberal	parliament	The Lodge

## Sport word list

(worksheet 20)

ability	coach	individual	rank	spectator
amateur	eliminate	judiciary	record	talent
association	federation	league	referee	team
athlete	fixture	premiership	relegation	tribunal
champion	forfeit	professional	rules	umpire
club	heat	qualify	score	walk over

## Medicine word list

(worksheet 23)

anaesthetic	bronchitis	epilepsy	obstetrician	pneumonia
antenatal	cardiologist	gastroenterologist	oncologist	prescription
antibiotic	diagnosis	haematologist	optometrist	psychologist
audiologist	epidural	microorganism	paediatrician	urologist

## World issues: Refugees word list

(worksheet 26)

catastrophe	dilapidated	maintained	sanctuary
demonise	inhumane	maritime	stealthy
detained	incarcerated	oppression	tyrant
detention	intercepted	persecution	wretched

## Careers word list

(worksheet 29)

actuary	company	interview	proprietary	salary
architect	corporation	market	qualifications	superannuation
botanist	curriculum vitae	pathologist	referee	union
colleague	electrician	private enterprise	resume	worker's compensation

## The environment word list

(worksheet 32)

carbon	economy	green	renewables	wilderness
company	ecosystem	multinational	species	woodchipping
conservation	emissions	polluted	pristine	
deforestation	extinction	poverty	sustains	
degraded	globalisation	pristine	threatened	

## 1.1

- a** credit check    **f** dodgy    **j** receipt  
**b** carrier    **g** SIM card    **k** contract  
**c** technically    **h** Consumer Affairs    **l** ombudsman  
**d** subscription    **m** authority  
**e** oral    **i** guarantor    **n** reality

## 1.2

- a** false    **f** false  
**b** true    **g** false  
**c** true    **h** false  
**d** false    **i** false  
**e** true    **j** Answers will vary.  
**k** The shop assistant is wrong because the store must give you a refund for faulty goods. You can complain to Consumer Affairs in your state or to the Australian Competition and Consumer Commission.  
**l** You cannot make your friend give you a refund. Laws that protect consumers do not apply to sales between private individuals.  
**m** Contact the Telecommunications Industry Ombudsman for assistance on the issue.  
**n** If your friend refuses to pay, you cannot legally make her pay. If the mobile phone contract is in your name, you are responsible for paying the bills.

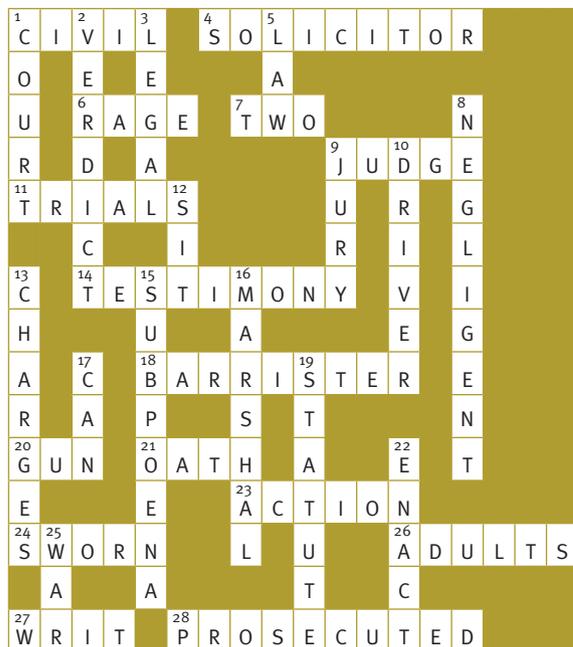
## 1.3

- a** client    **d** customer  
**b** buyer    **e** user  
**c** purchaser

## 2.1

- a** again    **d** one-quarter of the jury  
**b** halves    **e** all  
**c** exactly

## 2.2



## ACROSS

- 1** civil  
**4** solicitor  
**6** rage  
**7** two  
**9** judge  
**11** trials  
**14** testimony  
**18** barrister  
**20** gun  
**21** oath  
**23** action  
**24** sworn  
**26** adults  
**27** writ  
**28** prosecuted

## DOWN

- 1** court  
**2** verdict  
**3** legal  
**5** law  
**8** negligent  
**9** jury  
**10** driver  
**12** sit  
**13** charges  
**15** subpoena  
**16** marshal  
**17** can  
**19** statute  
**22** enact  
**25** war

## 2.3

sentenced, neighbour's, nuisance, barrister, counselling

## 3.1

- a** active    **c** passive    **e** active  
**b** passive    **d** active    **f** active

## 3.2

- a** The verdict was delivered by the jury.  
**b** The witness was cross-examined by the barrister.  
**c** The accident was caused by your company's negligence.

## 3.3

- a** He/She/They/I/We/You apprehended the suspect.  
**b** The boys cooked dinner.  
**c** The surly behaviour of the defendant displeased the judge.

## 3.4

- a** The armed man screamed at the cashier to hand over the money.  
**b** Idun asked his friend whether he would like to come over for a swim.  
**c** The police officer testified that the defendant was travelling at approximately 110 kilometres an hour.  
**d** The teacher asked Josh whether he was doing anything useful.

## 3.5

- a** direct    **c** direct  
**b** indirect    **d** indirect

## 4.1

- a** vaccine    **g** unwary  
**b** fragmented    **h** rehabilitation  
**c** ethics    **i** revenue  
**d** asylum    **j** trauma  
**e** congregating    **k** humane  
**f** conforming    **l** persecution

## 4.2

- a i** Text type 1: editorial; the writer contends that fixed speed cameras will reduce the road toll
- ii** Text type 2: letter to the editor; the writer contends that the asylum-seeker policies of both political parties are inhumane
- iii** Text type 3: letter to the editor; the writer contends that improving your diet by reducing sugar intake is a better way to lose weight than lap-band surgery
- iv** Text type 4: news report; the writer contends that Islamist rallies in Egypt in support of deposed leader Mohamed Morsi are not as large as expected
- b** More than 7500 people
- c** Professor Russell Gruen, trauma surgeon at the Alfred Hospital in Melbourne
- d** The trauma vaccine works by stemming internal bleeding.
- e** sugar
- f** packaged cereal and sweetened yoghurt
- g** two firefighters
- h** Two firefighters appear to be fighting a fierce fire but their attention is focused on their mobile communication devices. The firefighter in the foreground is tweeting, 'Which way is the wind blowing?'. His colleague in the background tweets back, 'Towards social media.'
- i** Wind direction is obviously critically important to firefighters but the question also has a colloquial meaning and refers to the way in which something (in this case the use of social media) will probably develop.
- j** The cartoonist is commenting on society's increasing reliance on social media and he takes a negative view of this development. The firefighters look ridiculous with their attention focused on their screens as a huge blaze heads towards them. We would hope that firefighters would not have to tweet to find out which way the wind is blowing. Similarly, they are standing close to one another so these would appear to be no need for them to tweet because they should be able to speak to each other directly. The cartoonist is suggesting that we are increasingly dependent on a screen/social media rather than using the evidence of our own senses or powers of observation.
- k i** authoritative
- ii** appalled
- iii** commonsense
- l** The headline 'Cereal offender' is a play on the term serial offender. This means a repeat offender. In this case it was the cereal that the writer ate regularly which was the 'offender' or cause of her weight problem.
- m** Text type 2 uses the following rhetorical question: 'What kind of country are we becoming when we allow ourselves to have better standards for the treatment of animals than those for human beings fleeing from persecution?'

## 5.1

influence, print media, electronic media, online, social media, information, persuade, opinion, bias, editorial, journalist, banner headline, column, headline, article, subheadings, emotive, interviews, quotes, edited, advertisement

## 5.2

- a** analogy/comparison
- b** appeal to common sense
- c** use of experts
- d** shocked tone
- e** appeal to reader's sense of fairness
- f** appeal to national pride
- g** disappointed tone
- h** appeal to the reader's sense of good financial management
- i** use of statistics
- j** emotive language

## 5.3

- a** quiet                      **d** complimented    **g** cereal
- b** quite                      **e** affected            **h** serial
- c** complement            **f** effect              **i** stationary

## 6.1

- a** DP    **d** DP
- b** DA    **e** DP
- c** DA

## 6.2

- a** whole    **d** less
- b** all    **e** some
- c** sufficient

## 6.3

- a** first; D    **d** IA
- b** Few; I    **e** IP
- c** not as many; I

## 6.4

- a** 2    **e** 1    **i** 2
- b** 1    **f** 2    **j** 1
- c** 2    **g** 2
- d** 3    **h** 3

## 7.1

- a** ironic    **j** clarity
- b** laments    **k** alpha female
- c** ennui    **l** lexicon
- d** clunkiness    **m** satire
- e** acronyms    **n** impede
- f** infiltration    **o** corrupting
- g** civility    **p** tedious
- h** vernacular    **q** articulation
- i** evolves    **r** take umbrage

## 7.2

- a Chris Lilley created this character.
- b Amanda Dunn states that Ja'ime is a young alpha female.
- c She strongly disagrees with this view.
- d She is critical of the language of the corporate world.
- e The example is: 'cool story bro'.
- f They spread so quickly because of new technology.
- g Sometimes adults don't get the meaning right and miscommunication follows.
- h Kate Burridge is the expert quoted in the article. She is a professor of linguistics at Monash University.
- i Kate Burridge refers to criticisms made by Samuel Johnson and Jonathon Swift. Jonathan Swift wrote in the seventeenth century. He is famous for writing *Gulliver's Travels*. Samuel Johnson wrote in the eighteenth century. His most important work was to compile *A Dictionary of the English Language*. Referring to these two men of letters from the past makes us see that changes in our language have always been criticised and the examples Burridge uses show us how foolish most of these criticisms are.
- j She believes people often feel threatened by what they don't understand.
- k Answers will vary. Shared language connects people, which empowers them through a sense of identity and belonging.
- l It is an opinion piece.
- m Originally it meant the dominant female in a group but it often now used negatively to describe a woman whose behaviour is seen to be arrogant and overbearing. This is very subjective because others might see such behaviour more positively as confident and determined.

## 8.1

- a neologism      e linguistics      i accent
- b jargon          f slang              j context
- c register        g colloquial
- d diction        h dialect

## 8.2

- a chillax                      d shopaholic
- b carjack/blog or google   e travelator
- c emoticon

## 8.3

- a hot                              d viral
- b tweet                          e post
- c text

## 8.4

- a tweet, text, post, viral
- b tweet, text, post, virus, emoticon
- c emoticon
- d any two of: chillax = chill + relax; emoticon = emotion + icon; shopaholic = shop + alcoholic; travelator = travel + escalator; carjack = car + hijack

- e any three of: having great heat/good looking  
tweet: chirping sound made by a small bird/a posting on the Twitter social networking site  
text: the words of something written or printed/  
an electronic text message sent by a mobile phone  
viral: spreading rapidly on the internet  
virus: a very tiny living thing that can cause disease/a hidden code in a computer, designed to sabotage the computer system or destroy data stored in it  
post: the collecting and delivering of letters and parcels/to send a message to an internet bulletin board or forum

## 8.5

- a wrath                              d dumbfounded
- b knowledge                      e resigned
- c doubt

## 9.1

- a will; future                      d were; past
- b was; past                        e will; future
- c am; present

## 9.2

- a will; probability                d must; obligation
- b should; obligation            e might; probability
- c may; probability

## 9.3

- a My teacher said I need to use more precise verbs.
- b 'Mum, is it okay if I borrow your charger?' asked Mei Lin.
- c Charlie told his Dad that he needed to sign the excursion form.
- d Aisha and Idun told us that Croatian is their first language.
- e We have decided to work on our assignments together.
- f Jess left her phone at the cafe.
- g You need to proofread your work carefully,' the teacher told the class.

## 9.4

- a It's                                c it's
- b It's; its                         d it's, its

## 10.1

- a flawless                         f culinary
- b fermented                       g mundane
- c ingenuity                       h vehemently
- d aesthetic                       i accumulating
- e plethora                        j canine

## 10.2

ANCIENT GREEK	aesthetic, plethora
LATIN	any two of : accumulate, canine, culinary, fermented, ingenuity, mundane

## 10.3

- a** i Shinkansen  
 ii Sakoku  
 iii Namahage  
 iv yuruchara  
 v yakatori  
 vi wanko soba  
 vii omotenashi
- b** He claims this because, despite having a population 16 times larger than Switzerland, Japan's trains are more efficient.
- c** The writer lists hard work and cuteness as Japan's two main obsessions.
- d** There are 47 prefectures in Japan. They are different regions of government.
- e** The Sakoku policy delayed the impact of industrialisation on Japan and sealed the country from the rest of the world thus preserving its culture more effectively.
- f** The chicken represents the region's obsession with yakatori and the headwear represents the bridge/link between the island of Shikoku and the main island of Honshu, Shikoku.
- g** The writer wants to provide a fresher and more modern look at life in Japan.
- h** Answers will vary. The writer comes to Japan as a volunteer blogger and visits every prefecture in the country for an extended period of time.
- i** The writer views the puppy cafes as representative of the Japanese obsession with cuteness but thinks they are a bit silly.
- j** Answers will vary. The writer wishes to highlight what is unique and different about Japan and reveals some of the more unusual aspects of its culture.
- k** Answers will vary but should pick up on some of the following: 'cute' means attractive in a pretty or endearing way; 'cutesy' is an attempt to be cute in a self-conscious, forced or exaggerated way. This suggests the writer thinks the mascots are bit kitsch.

## 11.1

- a** witness; language  
**b** DDT; health  
**c** luggage; terminal  
**d** duty-free; money  
**e** longitude; itinerary  
**f** chief executive; national leader  
**g** loyalty card; travel documents  
**h** cathedral; accommodation  
**i** diplomacy; political system  
**j** Eurailpass; air travel classes

## 11.2

Answers will vary.

## 11.3

- a** at the crack of dawn      **f** on the same page  
**b** wake-up call              **g** level playing field  
**c** scared out of our wits    **h** catch-22  
**d** under the pump            **i** thunderous applause  
**e** experience of a lifetime   **j** as pretty as picture

## 11.4

- a** couches                    **f** taxes  
**b** arrivals                    **g** carousels  
**c** addresses                **h** gases  
**d** watches                    **i** taxis  
**e** flights                     **j** grasses

## 12.1

- a** yours                      **d** theirs                      **g** his/hers  
**b** hers                        **e** ours                        **h** mine  
**c** yours                      **f** mine

## 12.2

Hi Family,

Europe is awesome. I've attached some photos. I lost **my camera** yesterday but fortunately Flicka has **hers**. It's a much better camera than **mine** was. When we were in Barcelona we were robbed. **Antonio's bag** was grabbed and unfortunately **his wallet** was in it. Ansuya also lost **her passport**.

Mum can you send me **your cousin's** address in London? Flicka's mum has some family in Scotland and she's sent us **theirs**.

London's weather hasn't been too bad but I still prefer **ours**. **Our flat** is pretty comfortable but crowded. **Its bathroom** is tragic compared with the bathrooms at home.

All **my love** and Antonio sends **his** too, Josie xx

## 12.3

- a** We visited the Sistine Chapel, **which has the famous ceiling painted by Michelangelo**, and many other locations.
- b** At midnight last night, *Princessa Vittoria* (**a cruise ship on its first voyage**) was boarded by pirates off the Somalian coast.
- c** Prague, **the capital city of the Czech Republic**, is very popular with young travellers.
- d** We decided, **having carefully considered the situation**, to postpone our trip to Indonesia.
- e** Just before we reached Machu Picchu, Julio (**our amazing tour guide**) twisted his ankle.

## 12.4

- a** Lee said – **and I hope he is right** – that the trains in China are very comfortable.
- b** Scented plants – **jasmine, gardenia and frangipani** – are very popular.

- c Before Christopher Columbus sailed to the New World many people believed – **incorrectly as we now know** – that the earth was flat.
- d This tour guide – **more than any other we've met** – has the knack of telling a really interesting story.
- e Angkor Wat – **the stunningly beautiful Hindu and later Buddhist temple complex** – is near Siem Reap in Cambodia.

### 13.1

- a faux pas      e chic      i polyester  
 b decipher      f velour      j abysmally  
 c innate      g classic      k replicate  
 d tangerine      h cashmere      l mortified

### 13.2

- a two-tone black and white jeans; combat military jacket
- b Invest more money in a few classic basics; update this look with a few 'this season only' pieces from cheaper stores.
- c She can never really identify what constitutes a 'classic' piece.
- d The writer plans to lie low and not buy anything.
- e She says it would help the environment.
- f light-hearted; humorous
- g There would be reduced pollution (carbon emissions) from the manufacturing process and from the transportation of the finished garments to the store.
- h dubious
- i Answers will vary. Young men are also victims of fashion in their decision to wear jeans that reveal their underwear (sagging) as well as growing bushy Ned Kelly beards.

### 13.3

- a denim that has been mechanically aged and faded to give it a worn look
- b trousers that flare out from the knee and are wider at the bottom
- c very full short sleeves that are gathered in at the top and bottom
- d women's pants with very straight and narrow legs
- e very flat or heel-less women's shoes that resemble a slipper worn by dancers
- f baggy long pants gathered in at the ankle

### 13.4

In any order:

- a bower bird: an Australian bird that decorates its nest with feathers, shells and other found objects
- b Monet's garden: the famous garden at Giverny of French impressionist painter Claude Monet, of which he produced many sumptuously coloured paintings.
- c Neil Armstrong: an American astronaut and the first person to walk on the moon.

### 14.1

- a mannequin      d haute couture  
 b chic      e à la mode  
 c lingerie      f panache

### 14.2

- a indie      c hip      e groovy  
 b funky      d retro      f edgy

### 14.3

- a flair      e collections  
 b glamour      f elegant  
 c craze      g vintage  
 d vogue      h runway

### 14.4

- a no frills
- b a stuffed shirt
- c cut your cloth according to your means
- d a wolf in sheep's clothing
- e after a fashion
- f to hang onto somebody's coat-tails
- g beauty is in the eye of the beholder
- h to give somebody a dressing-down
- i to put yourself in someone else's shoes
- j beauty is only skin deep

### 14.5

- a courtesy; excellence in manners or behaviour
- b idiosyncrasy; a characteristic or tendency particular to an individual
- c fallacy; a false or deceptive notion
- d epilepsy; a neurological disease characterised by convulsions
- e democracy; government by the people

### 15.1

	POSITIVE	COMPARATIVE	SUPERLATIVE
a	scruffy	scruffier	scruffiest
b	bad	worse	worst
c	sophisticated	more sophisticated	most sophisticated
d	bold	bolder	boldest
e	innovative	more innovative	most innovative
f	stunning	more stunning	most stunning
g	youthful	more youthful	most youthful
h	graceful	more graceful	most graceful

### 15.2

- a Anjali is the friendliest of the three sisters.
- b Of the two tops, I like this one better.
- c Which dress is most beautiful: the silver, the gold or the black?
- d The girls looked most admiringly at the second outfit of the three.

## 15.3

- a** *Comparative*: You studied harder for the test.  
*Superlative*: She studied hardest for the test.
- b** *Comparative*: You travel more frequently.  
*Superlative*: She travels most frequently.
- c** *Comparative*: You dress more stylishly.  
*Superlative*: He dresses the most stylishly.

## 15.4

- a** Where was Hannah going?
- b** How stupid of me!
- c** I wondered whether or not to ask him.
- d** Oh my God!
- e** Where did you buy those shoes?
- f** You've got to be joking!
- g** I'm sure it will work out.
- h** Are you okay?
- i** Stop that!
- j** Go away!

## 16.1

Answers will vary.

## 16.2

- a** hunting
- b** When Ulysses S Grant was president of the US (1869–77), he'd go to the Willard Hotel (Washington DC) each afternoon. People who wanted him to do something would wait for an opportunity to speak to him in the lobby, hence the word 'lobbyist'.

## 16.3

- a** It believes the recognition of individual merit is the best method of overcoming gender discrimination.
- b** The writer identifies social work, nursing and early education as low-paid work.
- c** Mother Nature represents the environment. She is depicted outside Parliament House to suggest that the Abbott Government has failed to deal with environmental issues such as climate change.
- d** 'Another woman that didn't make it to Tony's Cabinet'.
- e** text type 1: editorial  
text type 2: letter to the editor  
text type 3: letter to the editor  
text type 4: political cartoon
- f** text type 1: By having only one woman in its first Cabinet, Coalition government has failed to keep up with the times.  
text type 2: Men need to be much more supportive of the women in their lives if women are to be better represented in leadership positions.  
text type 3: The best people for the job need to be selected regardless of gender.
- g** text type 1: measured  
text type 2: scathing  
text type 3: matter-of-fact

- h** Alfred Deakin and Robert Menzies are quoted to incite feelings of frustration in readers and to persuade them that the party has made very little progress in the area of gender equity.
- i** The writer's repeated use of 'I'm tired' highlights their frustration about the unfair division of work within society and the family unit.
- j** The writer tries to introduce themselves as someone who is fair and open minded.
- k** Answers will vary. The cartoon is set at night. The cartoonist has used the metaphor of 'Mother Nature' as a rejected and outcast woman and her being alone at night makes her plight more serious.
- l** Answers will vary but should refer to ideas such as Prime Minister Abbott's perceived lack of commitment to preventing climate change. He is suggesting that this might be a more important failure than the lack of women in the first Abbott Cabinet.

## 17.1

politics, candidate, federal, House of Representatives, parliament, Liberal, Labor, pre-selection, government, opposition, backbencher, electorate, majority, minister, portfolio, Cabinet, legislation, front bench, Governor-General, The Lodge.

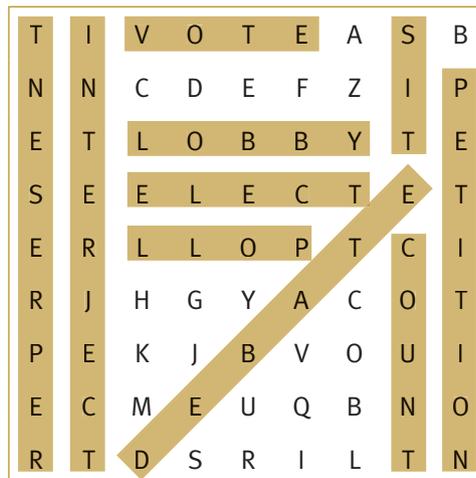
## 17.2

- a** I think I will take a relaxing walk after dinner.
- b** I have decided that it will be good for me.
- c** It clears the head better than taking aspirin.
- d** A walk also makes it easier to fall asleep.
- e** I enjoy the sea breezes.

## 17.3

- |                          |                       |
|--------------------------|-----------------------|
| <b>a</b> collectible     | <b>f</b> miserable    |
| <b>b</b> implacable      | <b>g</b> memorable    |
| <b>c</b> impassable      | <b>h</b> hospitable   |
| <b>d</b> legible         | <b>i</b> irresistible |
| <b>e</b> circumnavigable | <b>j</b> responsible  |

## 18.1



In any order:

- |                    |                 |
|--------------------|-----------------|
| <b>a</b> represent | <b>f</b> lobby  |
| <b>b</b> interject | <b>g</b> elect  |
| <b>c</b> vote      | <b>h</b> debate |
| <b>d</b> sit       | <b>i</b> poll   |
| <b>e</b> petition  | <b>j</b> count  |

### 18.2

- a** These junior players train hard but the seniors are lazy.  
**b** Nana served the dinner while I set the table.

### 18.3

- a** Anwar sings and he acts as well.  
**d** Swimming is great but I prefer running.  
**e** He is a great player and a wonderful sportsman too.  
**f** I am going to the shops but I'd rather go for a swim.

### 18.4

- |                                |                  |
|--------------------------------|------------------|
| <b>a</b> deliver (for example) | <b>d</b> sent    |
| <b>b</b> watched (for example) | <b>e</b> charged |
| <b>c</b> won                   |                  |

### 18.5

- |                               |                |
|-------------------------------|----------------|
| <b>a</b> purred (for example) | <b>c</b> hid   |
| <b>b</b> is                   | <b>d</b> sleep |

### 18.6

- |                       |                       |
|-----------------------|-----------------------|
| <b>a</b> transitive   | <b>c</b> intransitive |
| <b>b</b> intransitive | <b>d</b> transitive   |

### 19.1

- |                      |                     |
|----------------------|---------------------|
| <b>a</b> elite       | <b>f</b> meddling   |
| <b>b</b> unsolicited | <b>g</b> stance     |
| <b>c</b> overbearing | <b>h</b> motivation |
| <b>d</b> prime       | <b>i</b> hard-line  |
| <b>e</b> berating    | <b>j</b> status     |

### 19.2

- a** Underperformance and gender inequality  
**b** Sally Pearson  
**c** netball  
**d** Quill contends that women's sport would benefit from increased media attention and better funding.  
**e** Female athletes find it harder to get sponsorship; women's sports are not funded as well as men's and there are more sporting events available for men to participate in at the Summer Olympics.  
**f** Thomas Drouet  
**g** South Metro Junior Football League  
**h** Real heroes save lives and protect people.  
**i** Readers might be more inclined to accept Quill's opinions because he is a former male athlete and because they may, incorrectly, see females as having an 'agenda' or bias on this subject.  
**j** Two examples of humour are: 'But I'll leave those ideas for the pub' and 'Don't get me wrong. I love AFL (go Blues!)'. They are designed to appeal to people (probably predominantly men) who might

be resistant to his point of view. They show that Quill is a normal man who likes sport and doesn't hold extreme opinions.

- k** Quill's example of an extremely high-earning sportsman is supposed to anger the reader and make them think that his suggestion about successful former AIS athletes paying back a percentage of their income is reasonable.  
**l** text type 1: 'Wouldn't it be good if we could say that Australia led the way?' text type 3: Either: 'Now that the football is over can we stop using 'hero' in relation to footballers and other sportspeople?' or 'What does it say for our culture when the same word describes those who put their lives at risk and those who play sport?'

### 19.3

The idiom 'a level playing field' is included in the heading of 'Female athletes must have a level playing field'.

### 19.4

Answers will vary.

- a** Text type 1: We need to treat women's sport more fairly.  
**b** Text type 2: The bad behaviour of parents at their children's sporting events should not be tolerated.  
**c** Text type 3: We need to keep the achievements of sportspeople in perspective.

### 19.5

- a** Text type 1: News comment/opinion piece  
**b** Text type 2: Editorial  
**c** Text type 3: Letter to the editor

### 20.1

- |                  |                      |
|------------------|----------------------|
| <b>a</b> club    | <b>f</b> rank        |
| <b>b</b> fixture | <b>g</b> to champion |
| <b>c</b> score   | <b>h</b> league      |
| <b>d</b> heat    | <b>i</b> record      |
| <b>e</b> coach   | <b>j</b> rules       |

### 20.2

- |                       |                     |
|-----------------------|---------------------|
| <b>a</b> professional | <b>f</b> federation |
| <b>b</b> team         | <b>g</b> talent     |
| <b>c</b> eliminated   | <b>h</b> walk over  |
| <b>d</b> relegation   | <b>i</b> umpire     |
| <b>e</b> athlete      | <b>j</b> judiciary  |

### 20.3

- a** Type D; Rosie asked me to do her maths problem but I said it wouldn't be appropriate/honest.  
**b** Type A; At the door there is a woman called Anna (who is) wearing glasses.  
**c** Type A; The racehorses were caught by the stewards before any damage could be done.  
**d** Type C; That dog has fleas so I want you to get it off the couch.  
**e** Type C; If the cat doesn't drink its milk, throw the milk away.

## 20.4

- a whether, weather, wether
- b who's, Whose
- c they're, their, there
- d whose, Who's

## 21.1

- a She is studying **at** The Australian Institute **of** Sport.
- b The defender tackled the full-forward **from** the left-hand side.
- c The bowler sustained a shoulder injury early **in** the match.
- d Serena Williams walked slowly **into** the arena.
- e The golf course was **beside** the ocean, just **before** the town.
- f He hit the ball **across** the court **towards** his opponent

## 21.2

PREPOSITION	ADVERB
through	about
until	up
from	

## 21.3

- a 'In London I went to Lords to watch the cricket,' remarked Simon. 'It was great.'
- b In cricket, the word 'over' has a very particular meaning.
- c 'Have you read the article, "How to unclutter your bedroom?"' I asked my brother.
- d Dad sang 'New York, New York' at my birthday party. It was so embarrassing.
- e 'In the play *Macbeth*, the character of Macbeth utters the famous line: "Is this a dagger which I see before me?"' said Mr King our English teacher.
- f The prize-winning entry was called 'Being a young person today'.
- g 'No means no,' Mum yelled, 'and you'd better start getting used to it.'
- h 'If Nanna says: "When I was your age" once more I don't know what I'll do,' said Jasmine, 'but it won't be pretty.'

## 21.4

- a The treasurer slowly rose, shuffled his papers, cleared his throat and began to speak.
- b Richard Orotund, the local member for Wingshut, will be our guest of honour at Speech Night.
- c An old tradition states that a bride should wear 'something old, something new, something borrowed, something blue'.
- d 'I want to go and watch the lions eat, Nanna.'
- e Tim Davidson, my brother's best mate, is a fantastic debater.

## 22.1

- a scenario
- b resistance
- c potency
- d bitter
- e symptomatic
- f heralded
- g futile
- h proliferation
- i indiscriminate
- j remedies
- k rife

## 22.2

virus, respiratory, antibiotics, bacterial, paracetamol, decongestant, pneumonia

## 22.3

- a Antibiotics are overused and misused, which reduces their effectiveness in treating bacterial infections.
- b Antibiotics became widely available during World War II.
- c Statistics are taken from OECD data, which show Australians use 24 defined daily doses per 1000 people compared to an OECD average of 20.
- d The two experts quoted in the article are Dr Philippa Binns, Clinical Advisor at NPS MedicineWise and Dr David Looke, President of the Australasian Society for Infectious Diseases.
- e Antibiotics work by killing bacteria outright or by preventing them from multiplying.
- f The alarming result is the rise of superbugs, which are resistant to several different kinds of antibiotics and immune to even the most powerful antibiotics.
- g HAI stands for healthcare-associated infection, which is an infection that occurs when someone is treated in hospital, a nursing home, a GP's clinic or any other healthcare facility. A superbug is an infection that is resistant to treatment, due to the overuse of antibiotics. It is a type of HAI.
- h Our bodies contain millions of 'good' organisms that all play an important role in protecting our health and wellbeing.
- i Doctors assess whether antibiotics are necessary for their patients. If they decide they are not required there is always the risk and fear that a serious infection may not be treated. Doctors may then have to face litigation. Also, some patients may place pressure on their doctor to prescribe them antibiotics, even though they don't need them.
- j Idiomatic phrase: 'a bitter pill to swallow'. It means an unpleasant fact that has to be accepted. Answers will vary.
- k The phrase comes from the *Star Trek* television series. Answers will vary. The phrase means it is useless to fight back but in the context of the article it means that the weapons we use to fight back against infections are losing their effectiveness so that the super bugs are able to 'resist' them.

## 23.1

- a** cardiologist                      **f** oncologist  
**b** gastroenterologist            **g** haematologist  
**c** paediatrician                    **h** urologist  
**d** optometrist                        **i** audiologist  
**e** obstetrician                       **j** psychologist

## 23.2

- a** prescription                      **f** antibiotic  
**b** anaesthetic                       **g** microorganism  
**c** pneumonia                        **h** antenatal  
**d** diagnosis                          **i** epidural  
**e** epilepsy                            **j** bronchitis

## 23.3

a taste of your own medicine	3	feeling tense or as if you can't relax in a situation
Achilles heel	4	overcome by strong emotion
joined at the hip	5	a sample of the unpleasantness you've been giving to other people
ill at ease	1	a weakness that could result in failure
weak at the knees	2	to be exceptionally close to someone

## 23.4

- a** gash                                    **d** nick  
**b** scratch                               **e** gash  
**c** graze

## 23.5

	ENGLISH MEANING	FOREIGN WORD OR PHRASE	LANGUAGE OF ORIGIN
<b>a</b>	obey someone without question, to grovel	kowtow	Chinese
<b>b</b>	social blunder or mistake	faux pas	French
<b>c</b>	exaggeratedly masculine	macho	Spanish
<b>d</b>	existing situation	status quo	Latin
<b>e</b>	intense attack	blitz	German

## 24.1

- a** when you have seen the doctor  
**b** unless you train very hard  
**c** where they sell the best smoothies in town  
**d** until I hear from you  
**e** who won the recording contract

## 24.2

- a** you must eat nutritious food  
**b** I had my appendix out  
**c** We cannot help  
**d** I chose that running track  
**e** the surfers headed out of the water

## 24.3

- a** The company dispatched the parcels but they have not arrived.  
**b** It started to rain so the match was postponed.  
**c** Dogs are affectionate pets but cats are more distant.

## 24.4

- a** because it was humorous/adverbial  
**b** who will be performing the surgery/adjectival  
**c** What a hero!/verbless  
**d** If you do that again/adverbial  
**e** who had chicken pox/adjectival and embedded  
**f** that you feel better today/noun  
**g** Although it snowed heavily/adverbial  
**h** when you have made up your mind/adverbial  
**i** who pulled a hamstring/adjectival  
**j** that you feel sick/noun  
**k** in which police found explosives/adjectival  
**l** In spite of the power outage/adverbial

## 25.1

- a** scaremongering                    **g** asylum  
**b** detract                                **h** despicable  
**c** rational                                **i** determine  
**d** fundamental                        **j** brochure  
**e** allegedly                               **k** astounding  
**f** fling                                      **l** legitimate

## 25.2

It should be 'pore over'.

## 25.3

- a** It sank off Christmas Island.  
**b** Four boats have sunk in three weeks.  
**c** The news agency was World 4 News.  
**d** There are five participants.  
**e** @Nguyenboy was a refugee.  
**f** @gabriellefox88, @Nguyenboy and @felixthecat are most supportive.  
**g** @huskings1's stance lies in the middle.  
**h** @timsy23 is the most opposed.  
**i** Answers will vary. Possibilities include: 'if we don't have control of our borders, how are we going to know who comes in' @huskings1; 'Can see it now – no jobs for the Aussies, no houses left for the Aussies, crammed up roads and next drought, BINGO, we are out of water' @timsy23  
**j** Answers will vary. Possibilities include: 'Seeking asylum is a fundamental human right' @felixthecat; 'There is enough to go around in this country, just look around you' @gabriellefox88

- k** 'Not to mention all their infighting and refusing to speak English'. @timsy23
- l** 'Now we know how the indigenous people must have felt about us when we arrived by boat over 200 years ago!' @felixthecat
- m** Plenty of examples: '...doesn't everyone want a chance to build a better life for their family?' @gabriellefox88
- n** Any two of 'bleeding heart idiots' @timsy23; 'government's scaremongering' @gabriellefox88; 'white bread and vegemite dream' @gabriellefox88
- o** '... throwing open the doors to the entire world is a good idea' @timsy23

### 26.1

- a** incarcerated, detained
- b** oppression, persecution
- c** sanctuary
- d** tyrant
- e** intercepted
- f** demonise
- g** maritime
- h** wretched

### 26.2

- a** demonise                      **d** maintained
- b** dilapidated                  **e** inhumane
- c** catastrophe                **f** detention

### 26.3

- a** cuisine
- b** kwiz-een
- c** an oyster
- d** crushes
- e** the end of a sleeve that fits around the wrist; a blow with the fist or open hand
- f** You think hard about something.
- g** adjective
- h** It is a street with a dead end.

### 26.4

- a** Answers will vary: loud-mouthed lout
- b** Answers will vary: dilapidated wreck
- c** Answers will vary: over-excited mutt
- d** Answers will vary: quiet elderly gentleman
- e** Answers will vary: cosy, intimate room

### 27.1

- a** phrase                          **d** sentence
- b** sentence                      **e** sentence
- c** phrase

### 27.2

- a** In a few hours time; prepositional
- b** filled with our most precious belongings; participial
- c** on the beach; prepositional
- d** carrying his toy elephant; participial
- e** through the forest; prepositional

### 27.3

- a** in a hurry; adverbial phrase
- b** Frightened by the noise; adjectival phrase
- c** showing great courage; adjectival phrase
- d** around the room; adverbial phrase
- e** the capital of our country; noun phrase

### 27.4

- a** mouth-to-mouth.              **d** forty-two
- b** cement-mixer                  **e** re-enactment
- c** brother-in-law

### 28.1

- a** candidate                      **i** flagship
- b** public sector                  **j** personnel
- c** diversified                    **k** entrepreneurial
- d** curriculum vitae,              **l** orthopaedic  
resume
- e** resume, curriculum          **m** immerse  
vitae
- f** referee                          **n** affiliated
- g** autonomy                      **o** litigation
- h** recruit                          **p** selection criteria
- q** discipline
- r** specification

### 28.2

- a** resume                          **b** autonomy

### 28.3

- a** A litigation lawyer applicant should demonstrate an enthusiasm for and a commitment to working in the public sector.
- b** You must include the names of two referees.
- c** Parvathi Singh is the manager of the unit.
- d** Applicants are being invited to teach in Japan for one year.
- e** Applicants must be under the age of 31 so that they are eligible for a working holiday visa.
- f** Candy Shop is advertising for an assistant store manager.
- g** Yes, retail experience is required.
- h** Two qualities they require are a can-do attitude and the ability to be a team player.
- i** No. The advertisement states that the position is aimed at approximately second-year solicitor level.
- j** All jobs that involve working with children require this clearance. It aims to prevent those who pose a risk to children from working or volunteering with them.
- k** Yes, you will be able to teach part-time.
- l** Most employers value enthusiasm; ability to be a team player; commitment; communication skills; and people skills.

### 29.1

- a** curriculum vitae; referee; interview; resume; qualifications
- b** colleague; union; salary; worker's compensation; superannuation

- c company; private enterprise; corporation; proprietary; market  
 d actuary; pathologist; architect; botanist; electrician

### 29.2

- a to throw a spanner in the works  
 b many hands make light work  
 c to make short work of  
 d to have your work cut out for you  
 e a nasty piece of work

### 29.3

- |                 |             |
|-----------------|-------------|
| a simply        | f publicly  |
| b critically    | g funnily   |
| c slyly         | h probably  |
| d noisily       | i sensibly  |
| e automatically | j gradually |

### 29.4

- |          |                    |
|----------|--------------------|
| a advise | c allowed          |
| b who's  | d whether, weather |

### 30.1

- a indicative; operated  
 b imperative; train  
 c subjunctive; leave  
 d indicative; text

### 30.2

- |              |              |
|--------------|--------------|
| a to help    | d to catch   |
| b to hide    | e to improve |
| c to mislead | f to visit   |

### 30.3

- |                    |                 |
|--------------------|-----------------|
| a winning; present | d visited; past |
| b eaten; past      | e lost; past    |
| c staying; present |                 |

### 30.4

- |                      |                      |
|----------------------|----------------------|
| a are giving         | d will have finished |
| b will be travelling | e am coming          |
| c has taken          | f have been          |

### 30.5

- |            |            |
|------------|------------|
| a worrying | c hurdling |
| b running  | d writing  |

### 31.1

- |                |                  |
|----------------|------------------|
| a mammoth      | j custodians     |
| b encompassing | k photosynthesis |
| c bunkum       | l erred          |
| d reflective   | m Andrew Bolt    |
| e vociferous   | n cautious       |
| f accelerated  | o transformative |
| g debunking    | p tentative      |
| h fossil fuels | q alarmist       |
| i mire         | r conspiracy     |

### 31.2

The word was originally spelt 'buncombe'. The word comes from Buncombe, a county in North Carolina in the United States. The member for this county spoke lengthily and unnecessarily in Congress in an effort to impress the people he represented.

### 31.3

- a He is the environment editor for *The Age* newspaper.  
 b The acronym stands for the Intergovernmental Panel on Climate Change.  
 c Sea levels are expected to rise by between 26 and 81 centimetres.  
 d Any two of: ocean heat shifts, volcanos, aerosols and solar variations.  
 e A full climate treaty is scheduled to be signed in Paris in 2015.  
 f Answers will vary. The headline asks a rhetorical question, as does the opening line. They show the author's impatience with the government's and the world's failure to prioritise this major issue.  
 g There are four dependent clauses that each start with 'that'. The repetition reinforces the author's frustration with the stance that global warming does not exist.  
 h Parallaxview compares the debate about climate change to the debate about smoking that took place 40 years ago.  
 i Answers will vary. Suggestions are: cynical and sarcastic.  
 j The other posts write about photosynthesis, each post has different ideas about whether you can ever plant enough trees to offset carbon dioxide emissions.

### 32.1

- |                       |                                   |
|-----------------------|-----------------------------------|
| a economy             | i wilderness                      |
| b company             | j deforestation                   |
| c pristine, degraded  | k species, threatened, extinction |
| d Renewables          | l green, conservation             |
| e Emissions           | m woodchipping                    |
| f globalisation       | n poverty                         |
| g carbon              | o polluted                        |
| h sustains; ecosystem |                                   |

### 32.2

- a afterword, postscript  
 b tag or title  
 c verb  
 d Answers will vary. Example: Water erodes the topsoil.  
 e fallacy, falsehood, fault, flaw

### 32.3

pastimes, accommodation, absolutely, there, argument, course, achieve, quite, too, until



**35.2**

- |                                     |  |
|-------------------------------------|--|
| <b>a</b> dog's breakfast            | <b>e</b> to put the mockers on someone |
| <b>b</b> pull your head in          | <b>f</b> to big-note yourself          |
| <b>c</b> to put the bite on someone | <b>g</b> to stick your bib in          |
| <b>d</b> sharkbait                  | <b>h</b> to dob in                     |

**35.3**

- |                      |                      |
|----------------------|----------------------|
| <b>a</b> choir       | <b>e</b> queuing     |
| <b>b</b> fiery       | <b>f</b> sandwiches  |
| <b>c</b> February    | <b>g</b> fascinating |
| <b>d</b> unnecessary | <b>h</b> soldiers    |

**36.1**

- |               |                 |
|---------------|-----------------|
| <b>a</b> were | <b>e</b> is     |
| <b>b</b> is   | <b>f</b> has    |
| <b>c</b> was  | <b>g</b> wants  |
| <b>d</b> has  | <b>h</b> smells |

**36.2**

- |                              |                             |
|------------------------------|-----------------------------|
| <b>a</b> ran                 | <b>e</b> will be travelling |
| <b>b</b> is walking          | <b>f</b> was listening      |
| <b>c</b> will have succeeded | <b>g</b> will play          |
| <b>d</b> was reading         | <b>h</b> drove              |

**36.3**

- |  |
|--|
| <b>a</b> future continuous; will be studying           |
| <b>b</b> present continuous perfect; has been swimming |
| <b>c</b> past continuous; was cooking                  |
| <b>d</b> future perfect; will have completed           |

**36.4**

- |   |
|---|
| <b>a</b> I had been taking Adina to sick bay. |
| <b>b</b> She was losing.                      |
| <b>c</b> Mummy will have been going to gym.   |
| <b>d</b> William is riding.                   |









# SKILLWORKS 4

***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.

Skillworks is a four book series for Years 7–10.

