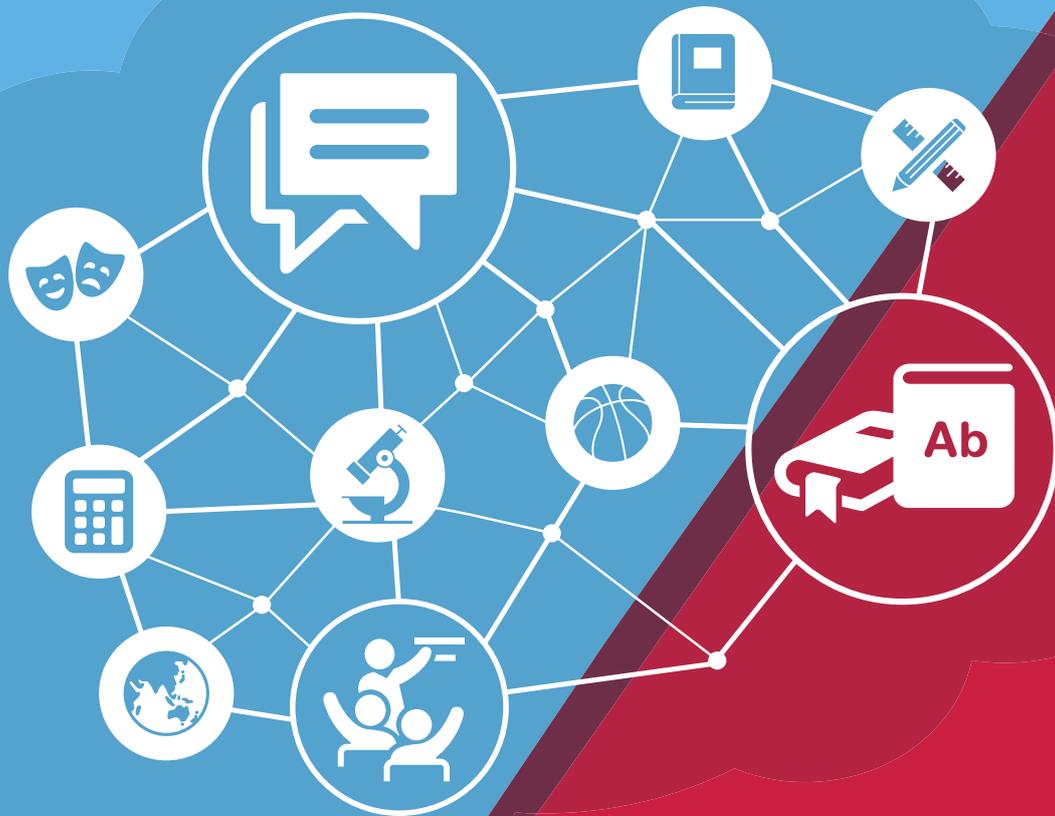CAMBRIDGE

CONNECTING ENGLISH
A SKILLS WORKBOOK YEAR 9

SUE **BITTNER** | MEL **DIXON**
STEWART **MCGOWAN** | BELINDA **RENOUF**

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INTRODUCTION

Welcome to the third book in a series that is designed to take you from Year 7 to Year 10.

Learning any language is a difficult thing to do, but learning your first language (especially if it's English) is perhaps the most difficult task. That's because you speak, read, listen and write in it all the time, so you can clearly use it to communicate effectively; however, as you encounter more and more texts across different subject areas, and become more and more involved in different contexts, you may find that the English you use every day is not enough.

Some units in this book revise familiar rules, and the activities may be easy and repetitive, but other units will test your ability. That's because we all need repetition to reinforce ideas, and acknowledge the wide range of student backgrounds in Year 9. The book is designed to take your writing to a new level: we want you to try things out and have fun with language.

Working with language means working at a few different levels. You'll see the pattern below throughout the book:

word	→	sentence	→	paragraph	→	whole text
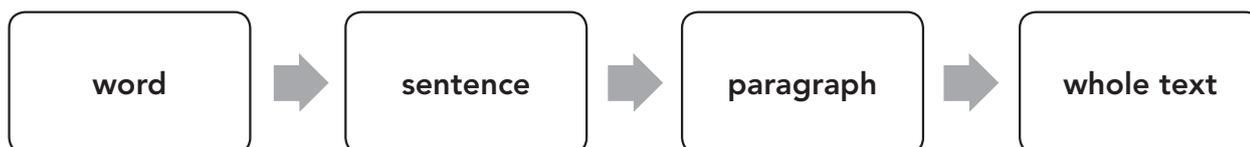
Every word in a sentence depends on the other words: each has to be seen in context. So, you may know what a noun is and what an adjective is. You may also know that a plural noun ends in '-s' and a verb form can be identified by '-ing', but individual words have to be used in a sentence in order to know their part of speech. An 'apple' may be a noun, but when we talk of 'an apple pie', the word 'apple' becomes an adjective because it describes the pie. We call this its 'function': you need to see the word in its context to understand what part of speech it is.

Every unit is divided into *Understanding* and *Applying*. Once the rules are covered in the *Understanding* section, you can move on to *Applying*, where you will find that there are texts from many different subject areas. This is because language learning does not stop in the English classroom. It needs to be transferred to other subjects. The *Applying* section also contains *Connecting in class*, which takes you back to English and reminds you that the language and literacy skills you are learning should not be isolated activities. It is when you start to see the linguistic patterns in the texts you study that you start to really engage with language, and see how it communicates knowledge and ideas. Each unit finishes with *Just for fun*, which takes language to even more places.

Remember that language learning is the key not only to successful interaction, but to a happier life. Enjoy the lessons while you build the skills that you need to survive and thrive in the world.

ICONS USED IN THE BOOK

English		The Arts	
Mathematics		Technologies	
Science		Health and PE	
Humanities and Social Sciences			

ABOUT THE AUTHORS

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LANGUAGE

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NOMINALISATION

Understanding

> **Nominalisation** means changing a word from a verb or adjective into a noun form, usually creating a more formal academic style of writing.
>
> Verb to noun: Adjective to noun:
>
> Explore → exploration   Beautiful → beauty

1. Give examples of three nouns for each of the following noun endings.

Ending	Nouns
-ness	
-tion	
-ity	
-ism	

2. Complete the following tables, which show verb-to-noun and adjective-to-noun.

Verb	Noun
	collection
depict	
combine	
	deprivation
receive	

Adjective	Noun
inferior	
	description
	happiness
diffident	
infectious	

> Nominalisation is often used in academic, political and business language as it creates distance from the reader and appears more important.
>
> Replacing the verb with a noun also forces you to extend the sentence and ideas:
>
> The character represents the wilderness.
>
> The representation of the character as the wilderness … (does what?)
>
> The first sentence is just a statement, but the second sentence demands an **evaluation**. This is one way you can improve your writing and thinking.

3. Nominalise these sentences by changing underlined verbs or adjectives to nouns and rewriting. If the sentence needs more information, underline the extra information.

a. Alexander the Great <u>invaded</u> many countries.

.. ..

.. ..

b. The Red Cross <u>assists</u> people in times of war or great need.

.. ..

.. ..

c. She became a <u>brilliant</u> mathematician after years of study and dedication.

.. ..

4. Change these nominalisations back into verbs or adjectives.

a. He is famous for the simplification of the scientific formula.

.. ..

b. The dependence of the man on his sister was accompanied by his admiration of her.

.. ..

Nominalisation can be very effective but it is sometimes not natural.

Nominalisation can take a clear statement such as:

If you have a lot of rats around, you need to check out your house.

and change it into a formal and often incomprehensible sentence like:

An infiltration of rodents can necessitate an investigation into your domestic habitation.

5. Rewrite these passages without the nominalisation.

a. The inclusion of many characters into the plot can lead to confusion. Comparison of the characters can, however, yield insights for the reader about the author's meaning.

.. ..

.. ..

b. Your receipt of future publications via email is part of our commitment to efficient service.

.. ..

.. ..

Applying

Connecting with the curriculum

Citizenship

The following text is an extract from Australia's Multicultural Policy of 2011.

> **Australia's Multicultural Policy Principles**
>
> Principle 1: The Australian Government celebrates and values the benefits of cultural diversity, within the broader aims of national unity, community harmony and maintenance of our democratic values.
>
> Principle 2: The Australian Government is committed to a just, inclusive and socially cohesive society where everyone can participate in the opportunities that Australia offers and where government services are responsive to the needs of Australians from culturally and linguistically diverse backgrounds.
>
> Principle 3: The Australian Government welcomes the economic trade and investment benefits, which arise from our successful multicultural nation.
>
> Principle 4: The Australian Government will act to promote understanding and acceptance while responding to expressions of intolerance and discrimination with strength and, where necessary, with the force of the law.
>
> 'The People of Australia – Australia's Multicultural Policy',
> Department of Immigration and Citizenship, Australian Government, 2011

1. In the extract we see the four principles of cultural diversity. You'll notice that these principles begin with the subject ('The Australian Government') followed by a verb. For this activity you need to change the verbs into nouns and rewrite the beginning of the principles list (no need to rewrite the whole principle) to follow the stem.

   The principles of cultural diversity of the Australian government include:

   a. ....

   b. ....

   c. ....

   d. ....

2. List eight abstract nouns that you can find in the text.

   ....

   ....

3. What do you think was the main idea in writing these principles?

   ....

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4. Which principle is different from the others and why?

The following is an example of two ways a text can be written: one is more direct while the other is nominalised.

Text	Nominalised
The way our politicians behave frequently deserves to be criticised. They tend to avoid considering difficult ideas proposed to them and it makes us wonder how wise we are to elect them. Often, how they respond is vague and ambiguous or they are reserved about ideas they supported a short time ago. Having elections more frequently does not solve the problem since being loyal to one's political party seems to come before doing the right thing by those whom they represent.	The behaviour of politicians frequently deserves criticism. Their tendency of avoidance of consideration of proposals of difficult ideas leads to some wonder about the wisdom of their election. Often responses are vague and ambiguous with reservations about ideas they supported a short time ago. The solution to the problem is not having elections more frequently since loyalty to one's political party seems to come before doing the right thing by those whom they represent.

5. Which is the more effective writing for understanding? Explain your answer with reference to purpose and audience.

Connecting in class

Take a prose passage from your class novel (not dialogue) and see if you can rewrite it using nominalisation.

Just for fun

1. An article in *The Guardian* online ('Going forward, how should we approach the English language?') criticised modern language usage and said we need to abolish words such as 'stakeholders'. Which five abstract nouns would you like banned and why?

2. Describe the activities you do through the day and week but nominalise these. For example, 'I play sport in the afternoon' becomes 'The playing of sport is undertaken in the afternoon'.

EXPRESSING POSSIBILITY

PARTS OF SPEECH

Understanding

Verbs describe real events and actions, but they also allow us to imagine and predict what might happen, and with what consequences. We can do this by using the **conditional** and the **subjunctive tenses**.

Conditional tense

We use conditionals to explain occurrences, share facts, explain a logical relationship and offer warnings. The conditional tense usually starts with the adverb 'if' in one **clause**, and projects a possibility in the other clause.

> If I practise enough, then I will improve.
>
> I will improve, if I practise enough

The action is 'practise', the consequence is 'improvement'.

Types of conditionals	Examples
Real (zero) conditional: about scientific or other proven facts	If you reduce the temperature of water to 0 degrees, it freezes. If you drop a pencil, it will fall.
Unreal but likely (first) conditional: about a specific incident and expectation	If you go out in the rain again, you will be soaked.
Unreal and unlikely (second) conditional: using past tense about an event that is unlikely to happen	If you had gone out in the rain, you would have caught your death of cold.
Unreal (third) conditional: imagining the consequences of a past action that has not and will not happen	If the Ice Age had gone on longer, we would not be alive today.
Counterfeit or speculative conditional: an action that is never happening but is imagined (Note the use of 'were', not 'was', in this type of speculation.)	If I were king, I would ban all taxes. If I won the lottery, I would buy diamonds.

1. Identify which conditional or conditionals (Zero/First/Second/Third/Counterfeit) we would use for each of the following.

   a. Warnings .

LANGUAGE

    b. Imagined unlikely events .

    c. Facts in science ..

2. Which kind of conditional is each of the following?

    a. If you work on computers all day, your eyesight will deteriorate.

    b. If he were born a dog, he could not have been more obedient.

    c. If you add the right nutrients to plants, they grow healthier.

3. Complete these conditional sentences.

    a. If he tells me one more time how clever he is, .

    b. ...., if you forget to study.

    c. If ...., you can't go to the school formal.

    d. .... if we forget the sacrifices our soldiers make.

    e. If we don't take care of our forests, .

Subjunctive tense

The subjunctive is another way of expressing possibility.

    I wish I **were** better at mathematics.

    He talks about travelling to the moon, **as if** he has been there.

    The rules require **that** everyone bring a signed form.

    My teacher requested **that** I complete my exam this time.

    I suggest **that** we don't make a fuss when we see her.

    Were I to be king, I would not be happy.

The subjunctive mood can be introduced with 'that', 'as if' or it can use the plural verb 'were' (even with a singular subject). The subjunctive is usually in the present tense (has been/complete, bring/don't/see).

The auxiliaries 'could', 'would', 'should' and 'may' can also be regarded as being in the subjunctive mood with the conditional 'if' for something unlikely to happen.

    { If I were to be told, then I could act with some authority.
      If I could be told, I could act with some authority.

---

4. Complete this subjunctive sentence.

    He proposed <u>that</u> they .

Applying

Connecting with the curriculum

Drama

Just like everyday humans, Shakespeare's characters often speculate about what might happen. Through their speeches we see that their motivations and dreams are often not so different from our world. Speculation is at the core of *The Merchant of Venice*, as we can see in the passage below.

Before this scene, the moneylender Shylock has lent money to Antonio; if he is not repaid he has said he wants a pound (0.5 kilograms) of Antonio's flesh. He is Jewish and Antonio is Christian with religious prejudice from both sides. In the extract, Salanio asks Shylock if he will really take flesh from Antonio if he can't repay the loan ('if he forfeit'). Shylock's answer is a very famous speech that reminds us of the similarities between people.

The Merchant of Venice

Salanio:

Why, I am sure, if he forfeit, thou wilt not take
his flesh: what's that good for?

Shylock:

To bait fish withal: if it will feed nothing else,
it will feed my revenge. He hath disgraced me, and
hindered me half a million; laughed at my losses,
mocked at my gains, scorned my nation, thwarted my
bargains, cooled my friends, heated mine
enemies; and what's his reason? I am a Jew. Hath
not a Jew eyes? hath not a Jew hands, organs,
dimensions, senses, affections, passions? fed with
the same food, hurt with the same weapons, subject
to the same diseases, healed by the same means,
warmed and cooled by the same winter and summer, as
a Christian is? If you prick us, do we not bleed?
If you tickle us, do we not laugh? If you poison
us, do we not die? and if you wrong us, shall we not
revenge? If we are like you in the rest, we will
resemble you in that. If a Jew wrong a Christian,
what is his humility? Revenge. If a Christian
wrong a Jew, what should his sufferance be by

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> Christian example? Why, revenge. The villainy you
> teach me, I will execute, and it shall go hard but I
> will better the instruction.
>
> *The Merchant of Venice*, William Shakespeare, act 3, scene 1

1. Highlight all the uses of the word 'If'.

2. Why does Shylock want his 'pound of flesh'?

    ..   .   .

3. What does Shylock think is Antonio's reason to act against him?

    ..   .   .

4. Why is the word 'same' repeated so much? What point is being made?

    ..   .   .

    ..   .   .

5. Shylock uses a list of rhetorical questions starting with the conditional 'if'. Which two
    religious groups and what consequences is he listing?

    ..   .   .

    ..   .   .

6. Shylock is listing all these conditionals to build up a logical argument and to excuse
    what he will do. What is he excusing?

    ..   .   .

Connecting in class

Creative writing depends on 'what if'. Using a class text, write a list of 'what if' questions
that might change the direction of the story.

Just for fun

1. Using the conditional, list five things that need to happen for the world to be a better
    place.

2. Many songs have 'if' in their title or their chorus – 'If I ruled the world (imagine that)'
    (Nas), 'If I were a rich man' *(Fiddler on the Roof)*, 'If you're happy and you know it'
    (popular children's song), 'If I fell' (The Beatles), 'If I just lay here' (Snow Patrol). Research
    songs that use the conditional and write your own chorus or stanza to suit your context.

PARTS OF SPEECH

Understanding

> Choosing to write in the active or **passive voice** is an important consideration. In the **active voice**, the subject of the verb is the person or thing carrying out the action, but in the passive, the subject of the verb is a passive acceptor of whatever action is taking place:
>
> Active: The soldiers attacked the villagers.
>
> Passive: The villagers were attacked by the soldiers.

1. Label these statements as passive (P) or active (A) voice.

a. The famous actor received an award for his performance. (. . .)

b. She drank the medicine with great care. (. . . . . .)

c. The trains were taken off the tracks for the weekend. (. . . . .)

d. The famous actor was given an award for his performance. (. . . .)

e. In spite of all the attention, she was never vain. (. . . .)

f. In the case of a nuclear attack, Sydney will be placed on alert. (. . . . .)

> In the sentences above you will have noticed that passive verbs are always compound verbs. They can be any tense: past, present or future.

2. Which tense is each of the passive verbs (underlined) below?

	Past	Present	Future
She <u>will be captivated</u> by the show when she sees it.			
He <u>had</u> never <u>been encouraged</u> to find his family.			
The pool <u>was covered</u> by the massive tree.			
Elephants <u>are</u> frequently <u>being hunted</u> for their skin.			
She <u>is surrounded</u> by all her friends.			

CONNECTING ENGLISH YEAR 9

LANGUAGE

To change sentences to passive, find the object of the sentence and make it into the subject. In the passive, the person doing the action appears after the preposition 'by … ':

Object

Subject

He took the book from her hands.

The book was taken from her hands by him.
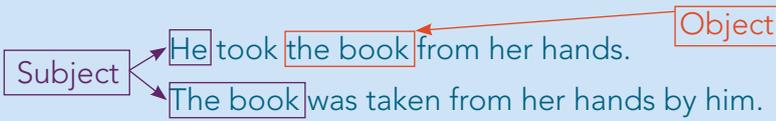
3. Change these sentences from active to passive. Underline the verbs in the given sentences and your sentence.

   a. As she approached the grand house, she felt the difference between its grandness and her life.

   .. . .

   .. . .

   b. The car rounded the corner at sharp speed, with little consideration for the pedestrians.

   .. . .

   .. . .

   c. Dickens sensitively revealed the world of poverty and disadvantage that the Victorian public preferred to ignore.

   .. . .

   .. . .

   d. Biographies offer glimpses into the lives of other people and other times.

   .. . .

Agentless passives are created when we use passive and don't say who or what carried out the action. This form is very powerful because it hides the truth and suggests that something is generally agreed.

Agentless passives are used by many subjects that want to maintain anonymity to sound more official and formal and not state who is doing the action. This includes science reports and experiments (a beaker was filled), police and legal reports (the victim was attacked) and government reports (a bill was passed).

4. Convert the following to agentless passives.

   a. She arrested him. .   ...

   b. We took a vote. .   .. .

Applying

Connecting with the curriculum

History

> ### Education: A progressive idea?
>
> Before the Enlightenment, the church controlled education and what was taught. One of the outcomes of Enlightenment thinking was that religious and general education were separated.
>
> Most subjects as well as the Classics (Latin and Greek) were introduced. The influential Swiss thinker, Jean-Jacques Rousseau, for example, advocated radical new approaches such as natural education for children and the creation of a unified national system of education. Such a national system was actually put into place in Poland in the late 1700s. Both of these developments we take for granted now.
>
> Writers who advocated equality for all such as Thomas Paine and Mary Wollstonecraft saw education as a vital plank in preparing all individuals as citizens of their society. At New Lanark, Robert Owen provided schools for children and evening classes for adults. By the end of the nineteenth century, most Western countries provided compulsory (primary) schooling for children, although attendance was often sporadic and children could be excused from classes to help families at busy times.
>
> In Australia, as elsewhere, a national schooling system was established in the 1870s and 1880s that aimed to give all children a level of elementary schooling (eventually after World war II, there was increased access to secondary schools). In the late nineteenth and early twentieth centuries, a very small percentage went on to universities after completing their school certificate. Throughout the twentieth century, the age of leaving school was gradually raised.
>
> *Humanities and Social Sciences for the Australian Curriculum 9*, p. 277

1. Complete the table: copy all passive verbs, find the subject (ask 'who' or 'what' before the verb) and try to ascertain who is doing the action or if it is agentless. If it's agentless, guess who might have been responsible. Possible agents you could consider: governments, teachers, students, parents, syllabus writers, politicians, thinkers.

Passive Verb	Subject	Who is doing action (If it's agentless write A and take a guess)

2. Change these sentences to passive voice, including the agent.

   a. The church controlled education.

      .. . .

   b. The influential Swiss thinker, Jean-Jacques Rousseau, for example, advocated radical new approaches such as natural education.

      .. . .

      .. . .

   c. Thomas Paine and Mary Wollstonecraft saw education as a vital plank in preparing all individuals as citizens of their society.

      .. . .

      .. . .

Connecting in class

1. Write an official report using passive voice about an incident in the novel or play you are reading.

2. Take a paragraph from a novel you are reading and try to change it to passive voice.

Just for fun

We all occupy different roles in life: child, sibling, parent, student, sportsperson, reader, etc. List some of the roles you occupy in your life under passive or active. What does active or passive really mean for you?

PARTS OF SPEECH

Understanding

> There is a variety of ways we use **negatives**. The most common negative, 'not', is an adverb modifying adjectives, verbs and other adverbs.
>
> > This has been a not too pleasant experience.
> >
> > I will not go.
> >
> > I answered not too harshly.
>
> 'Not', or the contracted '-n't', comes after the modal or auxiliary.
>
> > could not see → couldn't see; will not cope → won't cope;
> >
> > have not been → haven't been; are not going → aren't going
>
> In simple past and present tenses, as well as imperatives, you add the auxiliary 'do', 'does', 'did' for a negative and usually contract it.
>
> > I run. → I don't run. (present simple tense)
> >
> > He runs. → He doesn't run. (present simple tense)
> >
> > I ran. → I didn't run. (past simple tense)
> >
> > Look at me! → Don't look at me! (imperative)

1. Is the word 'not' modifying a verb, adjective or adverb? (To test if it is modifying a verb, see if it can be contracted.)

Sentence using negative	V	ADJ	ADV
He was not a pleasant person.			
She felt a not too sudden jolt.			
We went there often but not daily.			
It is not about the way you do it but how often.			

2. Rewrite these sentences in the negative.

   a. She was often alone in the house.

   . . . .

   b. The writer knew the importance of good characterisation.

   . . . .

Negative questions

Questions in the negative have unusual constructions, including question tags:

Aren't you coming with me?

Are you not coming with me?

You aren't coming with me, are you?

You are coming with me, aren't you?

You must come with me, mustn't you?

The question tag requires a comma before it and uses the modal or auxiliary. As you can see, the question tag reverses the original verb from negative to positive, or positive to negative.

3. Rephrase these negative statements as questions.

a. He will not be at the swimming pool.

b. It doesn't take us long to get to the zoo.

4. Create a question with a question tag at the end of these sentences.

a. That isn't the correct answer, .

b. You could search for days to find her, .

c. Sydney is a large place, .

Double negatives

A double negative is when two negatives cancel each other:

He is not without morals

'Not' and 'without' means he has morals, so the double negative emphasises his moral position.

5. What does each of these double negatives mean?

a. The sum received for the house was not inconsequential.

b. It was not an unsatisfactory solution.

Applying

Connecting with the curriculum

> Most subjects offer information on both sides (positive and negative) so you can have a fuller understanding of what you need to know.

Food technology

> **Symptoms of lactose intolerance**
>
> People can have varying degrees of lactose intolerance. Many people who are lactose intolerant have a level of lactose they can consume with minimal symptoms but most should avoid drinking milk. Cheese contains virtually no lactose, so it can be well tolerated and yoghurt is generally well digested due to the natural level of bacteria cultures. Available now are many dairy-like substitutes that do not contain lactose, which are suitable for people suffering from lactose intolerance.
>
> *Food For You Book 2* (3rd Edition), p. 104

1. The title of this extract immediately alerts us to a negative. Which word does this?

   ....

2. How else can we write this title without using a prefix?

   ....

3. What other negative words and phrases do we see in this passage?

   ....

4. What positive suggestion is made above?

   ....

Statistics and probability

> Mathematics is about solving problems, which are as much about negatives as positives. Have a look at the following problem.

5. In a class of 25 students 40% have been to England. How many students have not been to England?

Why is it more difficult to answer a question expressed in the negative?

..   . .

..   . .

Connecting in class

Playing with the negative grammatical form can be very creative. Explain why the use of the negative in this poem by Pablo Neruda is so interesting and how it balances the positive.

> It is not about forgiving:
> the forgiven does not forgive,
> nor is it about giving
> because he who receives
> remembers your kindness as a wound
>
> <div align="right">'The fist and the thorn', Pablo Neruda</div>

Now write you own version of Neruda's poem, replacing 'forgiving' with your choice of these words: winning; breathing, living, lying, having, destroying.

Just for fun

Our world is filled with rules about what not to do, reinforced with a visual sign often in red or with a strikethrough line. The following signs are missing their words. Advise the sign writer of what the sign should say.

COLONS AND SEMICOLONS

PUNCTUATION

Understanding

Colons and **semicolons** stand out for many as the hardest punctuation to use but the rules governing the use of these punctuation marks are actually quite clear.

Colon

The colon is a very powerful punctuation mark. It:

A introduces a list of items (I want three things: socks, shoes and feet). The list of items can be in reverse (Socks, shoes and feet: all anyone could want!).

B can be used instead of a comma to introduce dialogue (He said: 'Go away!')

C separates a title and subtitle (Creative Writing: How to and when)

D separates hours and minutes in time (3:10)

E states ratios (3:6)

F separates items in a bibliographic entry (in some conventions)

G introduces quotations or formal statements (We can tell Romeo is stunned by Juliet's beauty when he asks: 'But soft what light through yonder window breaks?')

H is used in a sentence when the second clause is responding to the first clause, emphasising it or offering evidence (Let's face it: grammar is not easy).

Avoid using a colon for a list if it follows a verb or preposition.

I want pumpkin, carrots and potatoes.

I want vegetables including pumpkin, carrots and potatoes.

1. Place the colon in the correct places in these examples and in brackets state which rule above (A–H) is being applied.

a. I use the punctuation I know well the comma, the question mark, the colon, the full stop period. (. . . . .)

b. The dictionary states that 'a colon offers more information or responds to the statement before it.' (. . . . . .)

c. He went too far all the way to hell! (. . . . .)

d. Exploring the Earth Landscapes and Seascapes (. . . . .)

e. Elephants, tigers and lions these are the animals everyone wants to see at the zoo. (. . . . . . .)

Semicolon

The semicolon stands between a comma and a colon in its functions.

The semicolon can:

A   separate items in a list of extended items (noun groups)

B   separate items in a list where the items already have a comma

C   join two complete sentences that are related (not **phrases** or non-finite clauses); therefore, to use a semicolon correctly you need to know what a sentence is

D   sit before a conjunctive adverb such as 'however', 'therefore', 'moreover', 'nevertheless', 'otherwise', 'regardless' and 'consequently'; the adverb is followed by a comma.

2. Place the semicolon in the correct places and state which rule (A–D) is applied.

a. He was an intelligent child however, his lack of study led to failure. (. . . .)

b. The conference delegates had come from Sydney, Australia New York, USA London, England and Paris, France. (. . . . . .)

c. Trees need to be protected they need to be nurtured. (. . . . .)

3. Place the correct punctuation in the sentences below.

a. There are three rules for a good life work hard love your family and be punctual.

b. I have one goal in life to find my mother.

c. Here's a rule study hard to get good marks.

4. Are the colons and semicolons in these sentences correct or incorrect? Justify your decision.

a. Nothing needed to be said; nothing could have been said. Correct / Incorrect.

    ..   . .

b. In the darkness of night, I thought; I am truly myself. Correct / Incorrect.

    ..   . .

c. An experiment has three kinds of variables: the one you change, the one you measure the change in, the ones you want to prevent interfering with results. Correct / Incorrect.

    ..   . .

d. I did my bit to help; I was the one who phoned the doctor. Correct / Incorrect.

    ..   . .

Applying

Connecting with the curriculum

History

> The following extracts come from the section on the age of revolutions (including the Industrial Revolution) in *Cambridge Humanities and Social Sciences for the Australian Curriculum 9,* pages 201–16.

1. Why are the following sentences using semicolons and colons?

a.

> From the sixteenth century onwards, millions of Europeans spread around the world, including the Portuguese settlers who went to Brazil; the Spanish who went to Mexico, Argentina and other parts of Spanish America; and the Dutch who went to South Africa and the Dutch East Indies.

b.

> In Java, Dutch colonial rulers forced famers to sell certain parts of the crop to the colonial government at a low price; the Dutch made huge profits from their system.

c.

> On 27 August 1789, the Assembly passed the 'Declaration of the Rights of Man' and a manifesto of political liberalism that began: 'Men are born, and remain, free and equal in rights.'

d.

> There had been a few large factories before 1750: as early as the 1600s, Ambrose Crowley was running a large iron-making factory at Winlaton.

2. Add the best possible punctuation (colon, semicolon, full stop, comma) to this sentence and then explain your decisions.

> There were other understood 'rights' a poor farmer could let geese feed on the land and could let pigs search for food people could pick wild berries, chop wood for fire and 'glean' which meant picking up pieces of wheat left over after the harvest had been finished

3. Combine these notes into one sentence, using a colon and semicolons.

Development of the steam engine
- Steam engine invented in 1698 by Sabery
- Newcomen improved the engine with a steam pump in 1702
- James Watt modern condensing engine 1775.

Connecting in class

1. Different authors use different patterns of punctuation. Conduct a survey. Take a book by a favourite author and open to a page. Add up the number of words and then add up the number of colons and semicolons. Compare your list with a friend. As a class, construct a table and list the authors in descending order of semicolon use. What have you learnt about each author's style?

2. Does non-fiction have more semicolons? Conduct an experiment to see if non-fiction texts have more semicolons.

Just for fun

Construct a 50-word sentence with colons and semicolons. Then try a 100-word sentence with colons and semicolons.

PUNCTUATION

Understanding

> **Hyphens** are an often overlooked form of punctuation that can be a matter of personal choice. They are shorter than dashes and only go between words.
>
> Hyphens are used for:
> - compound words: semi-detached; technology-based
> - amounts: 9-10; 20-35
> - compound numbers: from twenty-one to ninety-nine
> - two or more words acting as a single idea: never-to-be, one-year-old
> - words ending in -like: teacher-like; beast-like
> - hybrid ethnicities: Greek-Australian
> - double-barrel surnames: Smythe-Smith
> - some family relationships: father-in-law, great-grandmother
> - some official position titles: director-general
> - double adjectives: high-quality; micro-sized
> - after many prefixes:
>   - pre- and post-: pre-war; post-war (exemption: 'prejudge')
>   - ex-: ex-husband
>   - self-: self-expression
>   - co-: co-operate; co-ordinate (these can also be unhyphenated).

1. Use the words below to complete these compound hyphenated words.

> anti, state, president, pre, all, under, non, Irish, like, self

a. bell- …………

b. ………………-elect

c. ……….-existing

d. ……….-malignant

e. ……….-expression

f. ……….-oxidant

g. ……….-secretary

h. ……….-of-the-art

i. ….-American

j. ….-knowing

Different hyphen usages

Hyphens can be used when:

- the word combination is acting as an identifier or adjective rather than ending a statement:

    We have a one-year-old.

    The child is one year old.

- the word combination acts alone rather than as part of a bigger phrase:

    His conversation was over-the-top.

    He marched over the top of the hill.

- clearing up ambiguities and distinguishing words with different meanings:

    review and re-view

    recovered and re-covered

- discussing two related words with the same suffix:

    I study geology and biology.

    I study first- and second-year subjects.

- using some idiomatic expressions:

    It was a no-brainer.

- after 'mid', especially about dates:

    mid-1990s

- a word is too long at the end of a line so a hyphen can be used at a syllable break to show the word is continued on the next line.

2. Should the following words have hyphens? Highlight the correct version.

a. I am resigning / re-signing from my job tomorrow.

b. You need to resign / re-sign the papers.

c. This is a hold up / hold-up.

d. Hold up / hold-up your hands.

e. It was a 'how do you do today' / 'how-do-you-do-today' kind of greeting.

f. 'And how do you do today / how-do-you-do-today?' asked the shopkeeper to his customer.

g. In the eighteenth century / eighteenth-century people did not have electricity.

h. The bowl was an eighteenth century / eighteenth-century object.

Applying

Connecting with the curriculum

Business

> ### The workplace
>
> Studies in 2008–09 found that a happy workplace is a supportive space that not only leads to harmonious employer–employee relations but also where profit-making can be maximised. Satisfaction in life is as much work-related as what happens outside work. The ways job satisfaction can be achieved are different for part-time and full-time employees, depending on the circumstances for each type of work. If the employee is part-time by choice and the workplace has supported this, then the part-time employee feels a sense of duty and gratitude to the workplace for allowing some freedom through job-share or other means. With the rise of e-commerce and immediate connection through email, more workplaces are realising that they can give employees a choice about the way they work and where.
>
> If, however, employment has to be in a fixed place, and the part-time employee is low- to middle-income, may be on a fixed-term contract and wants more work, then there is some resentment, especially against full-time employees who are regarded as 'taking the job' or being given daytime hours while the part-time employee works late-night shifts. Even more dissatisfaction occurs when the workplace is too consumer-oriented and loses sight of its employees' needs.

1. List the hyphenated words above and decide whether they are nouns or adjectives. If they are adjectives, add the noun they are describing in brackets.

Hyphenated nouns	
Hyphenated adjectives (plus related noun in brackets)	

2. Some prefixes are actually contractions of longer words. For example, 'electronic' has now been reduced to the prefix 'e-'. We can see the evolution of the use of 'electronic' in the use and further reduction of the word 'email': electronic mail → e-mail → email.

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a. What does the word 'e-commerce' mean?

..   . .

b. Think of five other words using the prefix and hyphen 'e-' to mean electronic.

..   . .

..   . .

3. Choose two to three of the above words to create your own sentence.

..   . .

..   . .

4. Finish these sentences by adding hyphenated words.

   a. We often see the world as opposites, creating an east-. .... .or . . . -. . . . divide.

   b. With resources fast dwindling, we need to consider moving away from coal-. ..... . power.

   c. Rich farmland is high-.... . .. .

   d. Anti-.... ... ... refers to prejudice against Jewish people.

   e. British people still used ration cards in the .... -war period after 1945.

Connecting in class

1. Some poets use hyphenated words to create a rhythm. The poet Gerard Manly Hopkins, in 'Pied Beauty', made up words such as 'couple-colour', 'rose-moles' and 'chestnut-falls' when talking about the beauty of nature.

   a. In pairs, each read a different poem by Manly Hopkins and list all the hyphenated words he uses.

   b. Give these words to your partner, who has to create their own poem with the words.

2. Advertisers also use hyphens to create catchy advertisements that are easily recalled. Write an advertisement to convince young people that reading is good; use at least ten hyphenated words (including your own originals). For example, 'A touchy-feely book is always better than a hearing-seeing film'.

Just for fun

Hyphens, as we have seen, add rhythm. Be a slam poet, using hyphenated words in a topic of your choice (you may choose to use some ideas from above).

EMBEDDED, PROJECTED AND NOUN CLAUSES

SENTENCE CONSTRUCTION

Understanding

> ### Embedded clauses
>
> I like to read books that are science fiction because they make me imagine other worlds.
>
> The sentence above is a complex sentence with an embedded clause.
>
> In the sentence, the clauses are 'I like to read books' and 'they make me imagine other worlds'. These are joined by the subordinating conjunction 'because'. The embedded clause is 'that are science fiction'.
>
> Embedded clauses can start with a relative pronoun: that, who, which, when, where.
>
> They can also be called adjectival clauses if they are adding more information to a noun.

1. Complete the embedded clauses for the following sentences and underline the noun that each clause describes.

    a. The house, where ...., was much smaller than I remembered.

    b. Ms Lee, who ...., liked to tell us about different countries.

> ### Noun clauses
>
> The subject or object of a sentence can be a person or thing, but can also be an extended noun clause. Unlike a noun group, the noun clause includes a finite verb.
>
> **What he said** was controlled by his mother.
>
> If we ask 'who' or 'what' before the verb ('was controlled'), the answer is 'what he said' so this noun clause is acting as a subject.
>
> A noun clause can also be the object of a sentence.
>
> His mother controlled **what he said**.
>
> If we ask 'who' or 'what' after the verb ('was controlled'), the answer is 'what he said' so this noun clause is acting as an object.
>
> Note: An adjectival clause can also be included in the subject or object.
>
> **Books [that are science fiction]** transport you to other worlds.

CONNECTING ENGLISH YEAR 9

LANGUAGE

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2. Underline the embedded clauses in the sentences below, and indicate whether the clause is Adjectival (A), Noun (N) or Adjectival in a Noun clause (AN).

   a. Convicting criminals who had been victims themselves was a difficult task for the judge. (............)

   b. The scientist was examining the flow of ice where it was crossing the North Pole. (.......)

   c. High winds that rose suddenly fanned the fires that had been smouldering. (.......)

Projected clauses

Projected clauses introduce a viewpoint: thinking, speaking or facts. They often begin with 'that', but 'that' can also be implied. There are many ways of introducing the projected clause including the following 'projections':

I think that	It is true that
They imagined that	The book recommends that
He proposed that	Experience has shown that
They agreed that	It can be demonstrated that
It is hoped that	It is unlikely that

Using the pronoun 'it' creates a more formal, less personal viewpoint.

---

3. Complete the following by adding a projecting clause or a projection.

   a. It is common knowledge that . ...

   b. She was advised that . .. .

   c. .. .. that you needed to bring textbooks to class.

   d. History shows that . . . .

   e. I can't agree that .. ..

   f. .... that babies are likely to be harmed by smoking.

4. Are the underlined clauses below examples of noun clauses (as subject or object), adjectival clauses or projected clauses?

   a. Where we stand is often up for debate. . .. .

   b. The influence of teachers who care for their students cannot be underestimated. ....

   c. It cannot be underestimated that teachers care for their students. . . ..

   d. The book explored how he felt. ... ...

Applying

Connecting with the curriculum

History

> The following are abridged sentences or extracts from the textbook *Humanities and Social Sciences for the Australian Curriculum 9,* pages 270–83, exploring the changing world of revolution and research.

Long-term impacts of the women's movement

Women have many more years in which to complete education and training …
Should we argue, then, that the women's movement has had its day, or that it is
no longer necessary?
There are concerns about violence towards women and also about how women
and men can lead full lives as workers and parents.

Achieving the right to vote

From the time of the French Revolution, some women wanted the right to be
full citizens, and to vote for an elected government. … However, opposition was
strong on many fronts. Some argued that men could represent their wives or
daughters … The strong belief that a woman's place was in the home and not in
public life shaped much of the opposition.

Collectivism

One of the results brought about by the Industrial Revolution was that
disaffected people began to organise themselves into groups.

1. Copy one projected clause.

   ..   .. ..… . . . .

   ..   .. ..… . . . .

2. Why are projected clauses so common in the subject of History?

   ..   .. ..… . . . .

   ..   .. ..… . . . .

3. Find any noun clauses and underline these. Why are noun clauses so useful?

   ..   .. ..… . . . .

   ..   .. ..… . . . .

> ## Charles Darwin
> Charles Darwin was another man whose challenging ideas had a significant influence on the progress of the nineteenth and twentieth centuries. Darwin was an English naturalist whose theories of evolution and natural selection shook the establishment of his time because they challenged the biblical notion that the world was created by God in six days and six nights.
> As we have seen, the Enlightenment created a climate where scientific ideas could flourish.

4. This passage is about Charles Darwin. Highlight the two adjectival clauses that describe him.

5. Which verb introduces a projected clause in this paragraph and who or what is the subject of this verb?

   ..   . .

6. Extend these subjects and objects using adjectival clauses and information from the two passages.

   a. Collectivism involved people .. . . organising into groups.

   b. Darwin's ideas influenced the society .. ..

Connecting in class

1. Take the list of examples of projected clauses on page 29 ('I think that'/'They imagined that', etc.) and, using every one of the examples, write statements about a text you are studying in class. You can change the pronoun if necessary.

2. List the characters in a novel or play you are reading and describe three of them in one sentence each, using adjectival clauses.

3. Write a paragraph on creative writing and how you approach it. Use at least three noun clauses.

4. David Malouf starts his book *A First Place* with a noun clause: 'One of the oldest stories we tell is the story about leaving home'. Use this opening to tell a story about someone leaving home.

Just for fun

Take a page of a textbook and colour code it into Noun, Adjectival and Projected clauses. Transfer the colour pattern to a blank page and use this to design a poster on clauses.

SENTENCE CONSTRUCTION

Understanding

Writing should be interesting and engaging. This happens by varying the way you write sentences. Here are more ways to extend your sentences.

Participial phrases

Participial phrases, starting with -ing and -ed words, add information. The participle is not a finite verb so the phrase does not count as a complete sentence clause.

Sentence type	-ing	-ed
Compound	She was hoping that she would see him so she went to the dance.	The Bill was accepted by the majority and then it was passed.
Simple, starting with participial phrase	Hoping that she would see him, she went to the dance.	Accepted by the majority, the Bill was passed
Simple, ending with participial phrase	She went to the dance, hoping that she would see him.	The Bill was passed, accepted by the majority.

The general rule is that the participial phrase should appear as close as possible to the person or thing being described in order to avoid ambiguity.

1. Underline the participial phrases in these sentences.

   a. Having the best of intentions, she had left her child alone.

   b. Shaken by wind, the bird flew back to its nest.

   c. He placed his finger on the globe, tracing the pathway of his flight.

   d. She, knowing it was dangerous, entered the room.

2. Change or join these sentences using participial phrases.

   a. She had considered all her options and realised a science degree was the best thing for her.

b. He was walking in a circle. He was spinning from exhaustion. He wondered if he would ever find his home.

.. ..

.. ..

c. The novel begins at the climax. It then takes us on a journey of discovery to lead us back to the opening.

.. ..

.. ..

3. Combine these sentences into a paragraph and compare your answer to a friend's to see the different ways you can combine sentences.

My name is Dettah Menda. I come from Sri Lanka. Many people think I am Indian but Sri Lanka is not India. I came to Australia a long time ago. When I arrived there weren't many Sri Lankan immigrants. Now there are many. Then it was more difficult. I knew no one. I was alone when I first came. I was lucky to get a job in a restaurant. The restaurant was very busy. I had to work many hours. It was impossible for me to make friends. I saved money. After many years, I went to TAFE. I studied hard to become a hairdresser. Hairdressing was always my dream. My dreams have come true because I came to Australia.

.. . .

.. . .

.. . .

.. . .

.. . .

.. . .

.. . .

4. Join these sentences into one sentence.

a. Josie put down the book. She had enjoyed reading it. It was by an author she didn't know. She decided she would read more books by that author.

.. ..

.. ..

.. ..

b. I saw giraffes in Africa. Their necks are so long. They eat leaves from treetops.

.. ..

.. ..

Applying

Connecting with the curriculum

Geography

> The following extract concludes a chapter about the rise of China as an economic nation and the impact of manufacturing.

Effects of growth of manufacturing in China

The rapid and sustained growth of China's economy has had a range of economic, social and environmental impacts on the country.

Rapid increase in wealth of the population

Despite cheap labour being one of the main factors behind China's economic growth, wages paid to manufacturers are roughly three times what they were in 2005. This has led to a rise in living standards for all those working in factories. At the other end of the scale, China is now producing a class of 'super-rich', as owners of businesses profit from the strong performance of Chinese companies.

Humanities and Social Sciences for the Australian Curriculum 9, p. 133

---

1. One structure for topic sentences is to list what will follow in the rest of the text. What impacts will the next two paragraphs be about?

2. When you encounter long sentences in text, it is often easier to understand them if you can break them down. Divide this sentence into two simple sentences:

   Despite cheap labour being one of the main factors behind China's economic growth, wages paid to manufacturers are roughly three times what they were in 2005.

3. In what way has the addition of the word 'despite' altered the sentences?

LANGUAGE

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4. Now join these two sentences:

Despite cheap labour being one of the main factors behind China's economic growth, wages paid to manufacturers are roughly three times what they were in 2005.

This has led to a rise in living standards for all those working in factories.

..   . .

..   . .

..   . .

5. Mix and match: decide which sentence beginnings go with the endings below.

A. The movement of people from poor rural areas to cities	– around seven times Australia's population.
B. In China in 2010, there were around 150 million migrants from rural areas living in urban areas	is perhaps the most dramatic effect of China's economic transformation.
C. Those still in rural areas	the demand for goods such as cars and electronics increases.
D. As the population gets richer	earn on average less than $500 per year.

6. To join the sentences, you had to make some decisions. Which sentences can be explained by the following?

a. The beginning was the subject (a noun group) so the ending had to start with a verb. ....

b. The beginning was a complete sentence but the ending added extra information after a dash so it was about matching information. .. ..

c. The first sentence is dependent on the second because it is introduced by a subordinating conjunction. . . . . . .

Connecting in class

1. Let's reflect on your reading processes using participial and prepositional phrases. Complete these sentences with comments about a text you are reading in class.

a. Looking at the book cover, you might think/I thought …

b. After reading the first page,

c. On finishing the book,

Just for fun

Take a paragraph in a book and change every sentence to begin with a participle.

SILENT LETTERS

SPELLING

Understanding

As you have already learned in Year 8, there are letters in some English words that are not pronounced. The easiest way to become familiar with the spelling of these is to memorise them. In doing so, you will also expand your vocabulary. A few of them have been listed in alphabetical order to help you to remember them.

Silent letters

- Silent a: measure, treasure
- Silent c: adolescent, discipline, fluorescent, luminescent, scintillate
- Silent h: exhausting, ghost, honest, rhetoric, vehicle
- Silent k: knife, knight, knit, knock, knuckle
- Silent l: balm, behalf, calf, chalk, folk
- Silent p: corps, coup, pneumatic, psychology, receipt
- Silent s: aisle, debris
- Silent u: guarantee, guard, guide, laugh, tongue
- Silent ue: fatigue, plague, vague, vogue
- Silent x: faux pas, roux

1. Use the definition to complete the word – the given spaces indicate the number of letters needed. Circle the letter that is silent.

   a. shadowy outline: silh . .. .. ette

   b. crowded movement: bu . .. tle

   c. line-up: que .... e

   d. evil: mal .... gn

   e. bubbly: efferve . .. c . .. .

   f. promise: gu . . rantee

   g. enjoyment: pl . . a . .. .. . e

   h. able to be seen: notice . .. . le

   i. lung infection: p . . eumonia

   j. small island: is . . e

2. Circle the words that contain silent letters and highlight the silent letter.

panda	neighbour	scoop	giraffe	sponge
football	cupboard	damaged	advantageous	exhausted
knowledge	several	repetitive	plague	ascent
susceptible	aisle	understand	simplicity	adolescent

3. Correct the spelling of the following words.

a. bomer ....

d. iland ....

g. thorouh ....

b. opake ....

e. exilarating ....

h. chassi ....

c. fasinate ....

f. bilding ....

i. hankerchief ....

4. Match the words in the table with their definitions.

Word	Definition
league	without conscience
unconscionable	unable to be tired
foreign	group or alliance
inexhaustible	disastrous
catastrophic	strange

Audible silent letters

Sometimes silent letters are no longer silent when the part of speech is changed or an ending added. For example:
- 'gn': sign becomes signature
- 'mn': autumn becomes autumnal

5. Circle the endings that change the sound so the silent letter is no longer silent.

a. assign   -ment   -ation   -ing

b. malign   -ing   -ed   -ant

c. condemn   -ation   -er   -ing

6. For each letter pair, give an example of a word where one of the letters is silent, and then of a word where both letters are sounded. Do not use previous examples.

a. mb: Silent: ....

Not silent: ....

d. gu: Silent: ....

Not silent: ....

b. sc: Silent: ....

Not silent: ....

e. mn: Silent: ....

Not silent: ....

c. gn: Silent: ....

Not silent: ....

Applying

Connecting with the curriculum

Visual arts

> The following passage captures, in part, what an art class is like: what happens in it, the smells, the paintings, the work that is done (or not) and the way in which art appeals to the imagination.

Dear Anna

I see you in my Art class every Monday, Wednesday and Friday. I know I don't speak English very well, so I can't even write you a note, but every Monday, Wednesday and Friday I write you a letter in my head, putting down all the things I'd like to say aloud but can't.

Your painting is just wonderful. The one you did for the art show, of the waterfall where the purple and white flowers and long graceful branches all hang over the rushing stream, reminds me of how I feel when I watch you leave the room after class. It's as if I'm standing on a bank seeing you carried away from me, watching the tide flow out, beautiful, hurrying and beyond my reach.

Your eyes are like the water you painted: deep turquoise and full of light. I wish I could paint them. I don't even notice the smell of turpentine or the mess I always make in class because I want more than anything to finish my silent letter. Our teacher says I could be great at art …

Last Friday afternoon, we had to take something we consciously remembered about a person we knew and liked, and then design and capture it in a small collage with their name in the corner. So I painted your hand holding a brush to the canvas and the only things on it were those purple and white flowers and the outline of the unfinished waterfall. In the corner, I wrote 'Anna'.

And when I looked at yours, on it was a sheet of paper with a silhouette of me standing on a hill, waving and you had written 'José'.

1. Highlight the words that are incorrectly spelt and are missing a silent letter. Write the correct word in the margin.

2. Make a list of art-related words that have silent letters.

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3. Use five words from Question 2 and/or other words with silent letters to construct a short paragraph, written from Anna's perspective, explaining how she feels about José. Circle the words you have used.

4. Use these words in sentences that are not about art.

   a. gnarled

   b. iridescent

   c. crescent

Connecting in class

1. You are a filmmaker looking for unit titles for the first of your new series of short films made to help refugee children trying to learn English. There are five units in the first film.

   Make a list of five possible titles for the units of work concerned with silent letters in your first short film. Note that at least one word with a silent letter must appear in each of the five unit titles. A sample would be: *The Treasure Hunt: Looking for Silent Letters*.

2. Create your own lists of silent letter words to share with the class.

Just for fun

Use the description of Anna's painting to see if you can draw and/or colour what José saw in her artwork, i.e. flowers, waterfall and so on. Then write a description of your drawing using as many silent letters as you can, explaining which aspects of Anna's painting you used.

SPELLING

Understanding

> ### Dictionary
> Many word processing programs have built-in dictionaries. But a separate, reputable dictionary – especially an online one – is still a very useful resource. It offers extensive information about the English language and about spelling, pronunciation, meaning, word origin, parts of speech and examples of related words.

1. Use these labels to annotate the following screenshot of the online Cambridge Dictionary.

> Definition, Pronunciation, Further links, Related words,
> Other forms, Part of speech

---

thesaurus

noun [C]

UK 🔊 /θɪˈsɔː.rəs/ US 🔊 /θɪˈsɔːr.əs/

plural **thesauruses** or formal **thesauri** UK 🔊 /θɪˈsɔː.raɪ/ US 🔊 /-ˈsɔːr.aɪ/

    + ≡

a type of dictionary in which words with similar meanings are arranged in groups

— Thesaurus: synonyms and related words

Books: reference books

almanac	annual
bible	coursebook
dictionary	gazetteer
guide	guidebook
handbook	headword
lexicon	manual
peerage	phrase book
textbook	the Yellow Pages
who	who's who *idiom*
yearbook	

See more results »

Pronunciation

Some online dictionaries include audio files to demonstrate how the word is pronounced. Dictionaries also use phonetic spelling to show pronunciation: this indicates short or long vowel sounds, soft or hard consonant sounds, and also where the stresses are placed in a word.

Use the two pronunciation entries below to understand phonetic symbols.

dictionary
noun [C]

UK 🔊 /ˈdɪk.ʃən.ᵊr.i/ US 🔊 /ˈdɪk.ʃən.er.i/

dictation
noun

UK 🔊 /dɪkˈteɪ.ʃᵊn/ US 🔊 /dɪkˈteɪ.ʃᵊn/

2. How would you write the following sounds phonetically?

a. Hard c: ....

b. -tion: ....

c. Long a: ....

d. Y ending: ....

3. Is there a difference between the phonetic spelling of the words 'dictionary' and 'dictation' in American and British? If so, explain.

.. ..

.. ..

Meaning

When words may have more than one meaning, the dictionary provides multiple definitions, including examples of words used as part of a compound word. For example, 'ship' occurs in 'friendship' and 'shipyard'.

4. The following words stand alone and are also compound words. Write one or more compound word examples for each.

a. 'Board' occurs in the compound word/s: .   ...

b. 'Sea' occurs in the compound word/s: .   ...

c. 'Place' occurs in the compound word/s: .   ...

5. You can use a **thesaurus** to find similar words, which helps you avoid repetition and be more creative in your writing. Find an alternative for each of the underlined words.

a. He was <u>visibly</u> moved by the funeral service: tears were visible on his face.............. .

b. She was running late, so she <u>ran</u> for the bus. ....

Applying

Connecting with the curriculum

Biological sciences

We see how important definitions are in this extract from a Science textbook. In an online book these definitions might appear as pop-ups. However, a dictionary does more than just offer definitions.

Symbiotic relationships

When individuals from two different species share a close and long-term biological relationship, it is known as a **symbiotic relationship**. There are three different forms of symbiotic relationships and they differ according to how the organisms are affected.

They are:

1 **Mutualism**

2 Commensalism

3 Parasitism.

[…]

Mutualism

Mutualism is a symbiotic relationship that occurs when both species within the relationship benefit from living closely together and neither are harmed. For example, plants have a mutualistic relationship with **pollinators**. Pollinators are vital for many flowering plants to reproduce.

symbiotic relationship a relationship between two types of living things that helps at least one of them survive

mutualism a symbiotic relationship where both organisms benefit

pollinator an organism, such as an insect, that carries pollen from one plant, or part of a plant, to another

Cambridge Science for the Victorian Curriculum 9, p. 146

1. Using the sample dictionary page at the beginning of this unit (Question 1, *Understanding*), compile a dictionary page on the word 'relationship' above. Remember, you have to include the definition, part of speech, other possible forms and phonetic spelling (you may need to look up the phonetic alphabet and related words).

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Word	Relationship
Part of speech	
Phonetic spelling	
Other forms	
Definition	
Other related words	

2. If you were creating a glossary for the Science extract on page 42, what other words do you think might need to be defined?

3. The word 'benefit' has a few variations of meaning. Imagine you are the dictionary creator: complete the online entry for 'benefit' by adding sentences that are suitable for the meanings that are given.

 a. A helpful or good effect or something intended to help:

 b. An advantage, such as medical insurance, life insurance and sick pay, that employees receive from their employer in addition to money [usually plural]:

Connecting in class

1. Write instructions on what you need to know to study a novel. Create hyperlinks to the words that need defining.

2. Dictionaries also include idiomatic phrases. Make a list of 10 common Australian **idioms** and their meanings.

3. If you have someone whose first language is not English in your group or class, ask them to explain some of the idiomatic expressions in their first language.

4. Words from other languages frequently find their way into English and vice versa. Write down the definitions for: espionage, bizarre, doppelganger, futon, siesta, yakka.

5. Work in pairs to write an assessment of three online dictionaries. Using the same word, compare the entries and give a mark out of 10 for each. Consider the layout, the quality of the explanation and the examples. Decide which online dictionary will become your 'friend'.

Just for fun
Write a poem or a comedy sketch using as many Australian slang terms as you can.

GREEK AND LATIN ROOTS

VOCABULARY

Understanding

> Sixty per cent of English words have Greek or Latin **root words** and over 10 per cent of all the words in the Latin language have made their way into the English language without any changes to the words. Some Latin words have come to English via French.

1. Many words for parts of the body come from Greek or Latin words. Add English words that are derived from these words.

Greek or Latin word	Meaning	English words derived from the Latin or Greek word
corpus	body (Latin)	
podi	foot (Greek)	
dens	teeth (Latin)	
manus	hand (Latin)	

Greek or Latin?

An interesting point to note is that often both Greek and Latin words for the same thing have entered English, creating synonyms and variety in the words we use.

For example, a speech by one person can be a 'monologue' (from Greek 'mono' and 'logo', meaning 'single' and 'word') or it can be a 'soliloquy' (from Latin 'solo' and 'loquare', meaning 'single' and 'speak').

2. Write two examples, one for Greek and one for Latin.

Word	Greek	Latin
small	micro	mini
big	mega	magna
old	gero	senex
god	theo	deo

3. Find at least two words that are derived from these Latin words:

Latin word	Meaning	Examples in English
pater	father	
frater	brother	
mater	mother	
filia/filla	daughter/son	

Word groups

Knowing the roots of words will help you guess the meaning of many words and also learn the spelling. For example, if 'gamos' means 'wedding', then you can work out that 'monogamy' is marrying one person but 'polygamy' is marrying many people.

4. Work out the meaning of the following words using these two roots. 'Philo' means 'friend', so words ending in '-phile' mean 'lover of' or 'friend of'. 'Phobia' means 'fear of' (from the Greek 'phobos').

Francophile	Fear of spiders
Anglophile	Fear of enclosed spaces
Arachnophia	Lover of English things
Bibliophile	Fear of open spaces
Agoraphobia	Lover of books
Claustrophobia	Lover of French things

Combinations into new words

English words can be combinations of Greek or Latin derived words. For example, 'geology' comes from 'geo' meaning 'earth' and 'logos' meaning 'study', so geology is the study of the earth.

5. Work out the meaning of these words using the definitions of the individual root words.

a. If 'necro' means 'dead' and 'polis' means 'city', then a 'necropolis' is a

…. .. ……………… … … … .. … . . . .

b. If mono means 'one' and 'archy' means 'rule', then a 'monarchy' is

…. .. ……………… … … … .. … . . . .

c. If 'manus' means 'hand' and 'factum' means 'make', then 'manufacture' is

…. .. ……………… … … … .. … . . . .

Applying

Connecting with the curriculum

Chemical sciences

> **Reactions of life**
> Life on earth is dependent on two chemical reactions: photosynthesis and respiration. These are perhaps the two most important chemical reactions you will ever study.
>
> **Photosynthesis**
> Photosynthesis is the process by which plants make their own food in the form of glucose. It takes place in any part of the plant that is green and exposed to sunlight. As leaves are exposed to the most sunlight this is where most photosynthesis takes place. Leaves are green because they contain a green chemical called chlorophyll in tiny structures called chloroplasts.
> … For photosynthesis to occur, plants need to turn carbon dioxide and water into chloroplasts. Carbon dioxide comes from the air and is absorbed into the leaf through tiny holes called stomata on the underside of the leaf … when carbon dioxide and water react in the presence of sunlight and chlorophyll, glucose and oxygen are formed.
>
> Adapted from *Cambridge Science for the Victorian Curriculum 9*, p. 225

1. Find words in the text that come from these roots:

Root word	Meaning	Word from extract
Scientia	Knowledge	
Studium	Application to	
Glykos	Sweet	
Carbo	Coal	
Stoma	Mouth	

2. Define the following words using these root words:

> plastos (formed), phyllo (leaf), photo (light), chloro (green), synthesis (join/bring together)

   a. Chlorophyll: ….   … … … . . . . . …

b. Photosynthesis: ..   …….. . . . . … .. … .. .. ..   … … ..

c. Chloroplastos: ………….… . .   … … … … . . . .

3. What other words do you know that have these roots?

a. Plastos: ……………………………… . . …. … . . …. . . .. ..

b. Photo: .. ……………………… .. . . … .. . …. .. ..

c. Stoma: . ………………………… .. ..

4. History is often about government and types of leaders. The Greek word 'archon' means ruler and the word 'cratos' means state, so words ending in '-archy' and '-cracy' are about types of rule. List types of government that end in '-archy' and '-cracy'.

.. ..

Connecting in class

1. When we read texts, we often talk about having empathy with characters. The word 'empathy' comes from the Greek 'pathos', meaning feeling; someone who is 'pathetic' conveys too much feeling. Explain the difference between these 'pathos' words: sympathy, empathy, apathy, pathos, pathological.

2. Poetry is known for conveying the senses. Find the roots of these sense words, define the differences and add more words with the same roots.

- aural, auditory, audible
- olfactory, nasal
- visual, visible, visuality, visibility, visor
- tactile, manual
- gustatory.

3. Characters are central to novels but there is more than one type: what is the difference between an *antagonist* and a *protagonist*? What is the difference between *dynamic* and *static* characters? Find the roots of these four words: protagonist, antagonist, static, dynamic.

Just for fun

1. Some Latin phrases are also used regularly in English – such as 'vice versa', 'bona fide' and 'de facto'. Find other such phrases to share with the class.

2. Many mottos use Latin. Working in teams, find as many mottos as you can and post these on a display board with their meanings.

VOCABULARY

Understanding

> Language is always evolving and changing. When a word loses its power, it falls out of use. When our language is missing a word, someone often invents one. Words which are new to the language are called **neologisms**, words created or adapted for a new purpose. A simple example, first recorded in 2004, is the term 'e-waste': a combination of 'electronic' and 'waste'. Neologisms can be formed in a variety of ways for a number of purposes.
>
> ### Combinations of existing words
>
> Neologisms are often formed by word combinations, or 'portmanteau' words, combining two or more existing words to form a new one. 'Brunch', for example, is a combination of 'breakfast' and 'lunch'. It means a late morning meal.

1. Find the portmanteau word derived from the original words.

   a. hash, tag . ...

   b. smoke, fog . .. .

   c. mock, documentary . .. .

   d. chuckle, snort . .. .

2. What do you think are the two original words in the following?

   a. administrivia . .. .

   b. malware .. ..

   c. Nintendonitis . .. .

> Neologisms are often created from root words from other languages. The names given to newly discovered species deliberately use Greek prefixes and suffixes like 'proto', which means first, or 'dactyl', which means a finger or toe.
>
> Today, many neologisms begin life on the internet. When US President Donald Trump accidentally included the word 'covfefe' (instead of 'coverage') in a tweet, it came to mean 'a social media mistake'.

3. Match the following definitions with their neologism.

Neologism	Definition
google	to send mail by electronic means via internet
spam	originally an ugly mythological creature – now a person who posts rude, hurtful or argumentative comments
troll	to look up information on the internet
email	a modern internet term for a string of random characters created by hitting a keyboard in anger or frustration
keysmash	originally a brand of canned meat – now a term for junk emails

Literary neologisms

One of the biggest creators of words was Shakespeare, but the Harry Potter world is also the origin of several neologisms.

4. What is the meaning of the following?

   a. muggle ….……………………………………………… ……………

   b. Slytherin …..……………………………………………… ……………

   c. galleon ..……………………………………… ……… .

   d. howler ….……………………………………………… ……………

5. Many of Shakespeare's inventions passed into regular language use. Match these Shakespearean creations with their meanings.

Neologism	Meaning
metamorphose	very numerous; of great number
besmirch	to transform or change
dauntless	playful and light-hearted
multitudinous	to damage the reputation of another
sportive	unable to be discouraged or subdued

Applying

Connecting with the curriculum

Information technology

Newspapers regularly hold competitions that involve people creating neologisms for humorous purposes. For example, in one competition the word 'abdicate' was redefined to mean 'giving up hope of ever building great abs'. The following is a review of *Because Internet* by Gretchen McCulloch.

Because Internet: The changing face of language

If you are over a particular age, the language of lolcats and doggo is infuriating. You may find parents in particular asking why the cat just can't use 'is' and 'are' properly! If you are a language purist, you might also be the kind of person who decries emojis, finds initialisms like 'lol' annoying and has no time for anything with a hashtag.

If you are one of these people, you are going to find Gretchen McCulloch's *Because Internet* a challenge. The book is an entertaining tour through the changing patterns of our language in the digital era. Lolcat and doggo encourage creative language use. Hashtags such as #sorrynotsorry have made their way into spoken language, along with the word 'hashtag' itself: one linguist quoted in the book loved it when her daughter said 'hashtag awkward!'

In the past, neologisms were the province of formal writing: the works of Shakespeare, books and articles commenting on life and its issues … What has changed is that contemporary language change has been driven by informal writing: the chat, the tweet, the Facebook post, the meme … The triumph of this book is that it does not judge or prescribe. It makes observations, and in the end suggests that we see changes in our language for what they are: a natural response to our changing world.

---

1. Underline examples of neologisms used in new technology.

2. According to the article, what are three language features that language purists would find unacceptable?

   ....

3. Does this reviewer agree with the view of language purists?

   ....

4. Based on the article, what is a 'spoken hashtag'?

..   . .

5. What do you think the hashtag #sorrynotsorry means?

..   . .

6. Do you agree with the writer's views on language change? Give reasons for your answer.

..   . .

7. It isn't just new inventions that cause the creation of new words. In 2020, the COVID-19 pandemic led to the advent of many new words or new meaning applied to known words. Explain what each of these new words means.

    a. Lockdown ..

    b. Social distancing ..

    c. Upperwear .

    d. Infits ..

    e. Contact tracing ..

Connecting in class

Fantasy: new and old words

Fantasy writers often create neologisms but they also use archaisms – words from the past that have fallen out of use and that they have re-purposed for their work. Using words from Greek and Latin, or revitalising previous myths and stories, are other common techniques.

1. Build a fantasy world around words for a story you will write. Create your own neologisms. What words would you use to replace the words 'wall', 'horse', 'trip', 'boredom', 'friend'? Write a story that uses your newly minted words.

2. Look closely at a passage of a fantasy or science fiction story. Focus on one page and list all the odd words, and whether they are neologisms or archaisms. Write a glossary for the book page.

Just for fun

You may have noticed your friends and family inventing words when needed. Perhaps someone asked you to be the 'dishwasherupperer'. These words are called protologisms. Find out more about protologisms. What examples of protologisms can you collect or discover? Why might these words not have moved on to become neologisms?

LITERACY

TEXT CONSTRUCTION

LITERARY DEVICES

GENRE

LITERARY ANALYSIS

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SUBJECTIVE AND OBJECTIVE LANGUAGE

TEXT CONSTRUCTION

Understanding

> **Subjective language** refers to words and phrases that express personal opinions, points of view or judgements. **Objective language** is factual and largely free of emotional content. It is based on observations and measurement.
>
> ### Assessing objectivity using language and context
>
> In practice, we often have to decide how objective or how subjective a statement is. Particularly with controversial issues, careful reading can help.
>
> To tell if the language is objective, we can check and verify information. If the language is subjective, we can examine a composer's purpose: how do they want us to feel and respond?
>
> *Personal pronouns* can be a marker of a subjective statement. 'I think', 'we believe' or 'it is my opinion' usually tell us the speaker is being subjective, but words like 'I saw' or 'I observed' can also be part of objective language, reporting experiences.
>
> *Colloquial language* can be a marker for subjectivity, as can *emotive language*.
>
> *Context* is important: how much authority a speaker has can affect their statement.
>
> Finally, *medium* – where is the statement being spoken or printed?

1. Identify these statements as subjective or objective. Give reasons for your answers.

a. The foundations of nuclear science were developed in the nineteenth century.

. . . .

b. I think that Marie Curie's death from radiation poisoning was a great tragedy.

. . . .

c. German scientist William Roentgen performed experiments that proved the existence of X-rays.

. . . .

d. Long-term exposure to X-rays is harmful for humans.

. . . .

CONNECTING ENGLISH YEAR 9

LITERACY

2. These statements represent a range of views about building a new dam in a rural community. Match each view with the source; write whether it is subjective or objective.

View	Source
The dam, if completed, will hold 450 gigalitres behind an 80-metre-high wall. Total cost will be approximately $477 million dollars.	Spoken at a 'Stop the Dam' rally. Colloquial and emotive language. 'We' indicates the speaker believes they are speaking for the whole community.
I've lived in this valley for forty years, and I know every inch of it. The dam'll ruin the fishing. They can build their dam somewhere else, I reckon.	Facebook comment. No personal pronouns, informal language. Has an imperative tone but is an unsupported statement.
At a length of over 10 kilometres, the dam will see a significant loss of prime agricultural land, but the falling capacity of the catchment as a whole is a greater priority.	Resident of the valley interviewed as part of a news story. Highly personal, colloquial language.
We don't want our valley to become another victim of government greed. Stop the Dam! Stop the Dam!	Extract from the Environmental Impact Statement for the dam, reporting evidence about fish numbers.
The people who have rallied against this dam are out-of-touch greenies who need to keep quiet and let those who care about this town get on with it.	A description of the details of the dam, contained in a press release.
The Healthy Rivers Commission (2002) investigation of the river estimated that about 30% of native fish species had been lost. Studies conducted over the last 30 years have identified 18 native freshwater fish species in decline.	Formal language, authoritative tone, includes factual information. From a newspaper editorial. Uses objective details. Discusses the issue and makes a considered judgement.

Connecting with language

The use of the passive voice can make writing sound more objective – although sometimes this is used to disguise the fact that a subjective view is being expressed. Review Unit 3.

Applying

Connecting with the curriculum

Biological sciences

In Science textbooks, research journals and academic papers, objective language will dominate. In contrast, in science reporting in the popular media it is likely to be a mixture of objective language, personal views and speculations. Reading critically, separating fact from opinion, is an important skill.

> **No, mobile phones still won't give you brain cancer**
> Cell phones have been accused of everything from causing brain cancer to 'frying' men's testicles over the years. Phones emit radiation to communicate with mobile phone masts, and radiation has always had a bad rap …
>
> But phones use a form known as non-ionising radiation, meaning it doesn't carry enough energy to tear electrons away from their atoms and turn them into ions. It's this electron-stripping that means X-rays, for instance, can cause cancerous mutations in our DNA.
>
> … There has been no good evidence that cancers … are increasing in people. Our use of mobile phones and other wireless devices in our homes has been increasing at an unprecedented rate … if tumours of the heart or brain were on the rise, we would know about it by now.
>
> Adapted from 'No, mobile phones still won't give you brain cancer', Clare Wilson

1. Underline the phrases and clauses that are objective. Highlight the parts that are subjective. Remember that judgements and conclusions are technically subjective!

2. Here are some sentences taken from a range of publications, focusing on the 2019 bushfires. Read each sentence and decide whether it is objective, subjective or a mixture. Explain your answer.

   a. The Gospers Mountain fire destroyed an area 10 times the size of Tasmania.

   .   . . .

   b. Massive fires in the Blue Mountains are threatening the secret locations of the Wollemi Pine.

   .   . . .

   c. Twenty-five homes were lost to fire in Balmoral, in the NSW Southern Highlands.

   .   . . .

LITERACY

d. Survivors from some of the worst affected areas are returning to their fire-ravaged homes to see what's left after the crisis.

..   . .

..   . .

e. The Gospers Mountain mega-fire is the biggest fire Australia has ever seen.

..   . .

f. Sydney's air quality today was the worst in the world after smoke pushed the city's levels to more than 20 times worse than Beijing.

..   . .

..   . .

g. The Wollemi Pine was thought to be extinct until its discovery in 1994.

..   . .

> Journalese is the exaggerated style of language found in news stories, designed particularly to heighten emotion and make the stories more dramatic and engaging. Examples include describing a fire as a 'wall of flames' with a 'pall of smoke', or focusing on the feelings of victims exclusively.

3. What language can you see in the sentences in Question 2 that are examples of journalese?

..   . .

Connecting in class

1. Write five objective statements about a class text and five subjective statements.

2. Find examples of the following genres and compare how subjectivity and objectivity work in each genre: persuasion; narrative; information; speeches; picture books; blog; journal article; advertisement.

3. Can a painting be subjective or objective? Argue the case in class.

4. Choose an issue that is in the news at the moment. Separate the objective and the subjective. Look for connotations and for journalese. Share your discoveries!

Just for fun

Work in pairs on a topic relevant to your class text and one of you presents a totally objective speech, while the other offers a totally subjective response. The class can give points out of 10 to determine who was most convincing.

TEXT CONSTRUCTION

Understanding

> **Values** are what people regard as important in life, e.g. family, the environment, religion, social and material success. **Attitudes** are established ways of thinking or feeling about something, e.g. race, the law, education. Belief is confidence or trust placed in something, e.g. democracy, God, scientific principles.
> The lines between values, attitudes and beliefs may be blurred.

1. For each of these statements, indicate if you think it is a Value, Attitude or Belief. Compare your answers with those of a partner.

   a. Compulsory voting is a good way to select a leader. . . . .

   b. Taking public transport is preferable to driving. . . . .

   c. I don't want to lose contact with my friends. . . . .

   d. The evidence on vaccination is solid. . . . .

   e. It's important to dress well for a job interview. . . . .

> Texts convey negative or positive values through:
> • choice of words
> • choice of punctuation
> • choice of **register** (formal, informal, slang, colloquial).

2. Place the words in the correct column as conveying a negative or a positive attitude.

> abuse, constructive, lovely, assist, haggard, witty, clever, negligent, vicious, brave, sickly, careless, hopeful, dangerous

Negative	Positive

3. Attitude can be communicated even when not directly stated. Match the statement with the description.

Statement	Description
A. Train travel! he gruffly responded.	Declaration of opinion with adjective
B. Train travel is tiring.	Clear statement of negative attitude using negative language
C. I don't like train travel.	Implied attitude through punctuation and adverb
D. I think train travel is tiring.	Descriptive statement with adjective

4. Using the letters A–D, sort the statements from weakest to strongest attitude:

Weakest .... ⟶ .... ⟶ . . ⟶ . . Strongest

5. Read the following passage about land use, and answer the questions.

> Any land use or activity undertaken should seek to benefit a range of people in society, and not exploit, endanger or disrespect any group. Health, safety and equity must not be compromised. Traditional landholders and their extensive knowledge of the land should be respected, and the recreational, psychological, aesthetic and spiritual value of environments should be protected.
>
> *Humanities and Social Sciences for the Australian Curriculum 7, p. 11*

a. Which of the following does the writer believe in? (Circle all that apply.)

A. Benefiting people   **D.** Exploiting the land

B. Respecting all groups in society   **E.** People's health

C. Endangering people   **F.** Indigenous people

b. Underline what and who are valued in the paragraph.

c. Which words indicate negative attitudes that should be eliminated?

..   . .

Connecting with language

You could revisit the Year 8 unit on Tone. You could also think about how active or passive voice (Unit 3) and negatives (Unit 4) assist in conveying values.

Applying

Connecting with the curriculum

Geography

> A group of developers wishes to convert Gogleys Lagoon into a canal estate and resort complex. The canal estate will have 300 building sites with water frontages, a 110-room hotel, a marina and a retail complex. The resort will create 160 permanent jobs. Local environment groups have objected on the grounds that it will destroy the environmentally sensitive lagoon ecosystem.
>
> Adapted from *Skills in Geography* (2nd Edition), p. 86

1. Before reading the below graphic, write a sentence about what you would say about a marina being built at a beach or coastal spot you love to go to.

2. Here are some other responses to the proposal. Add these value labels to each person to indicate the value they are most likely to have.

business, employment, recreation, tradition, environment, peacefulness

The resort will create job opportunities for our young people. We have one of the highest levels of youth unemployment in the state.

The lagoon is nothing more than a muddy swamp. Developing the canal estate and resort will make us a good profit. Local businesses support the project. They see it as a boost to the local economy.

Nobody has considered the views of the traditional owners. The lagoon is a very special place. Indigenous people have gathered food there for thousands of years.

As a local boat owner, I support the development of the marina. So what if a few mangroves are destroyed in the process?

The local fishing industry depends on the fish that breed in the estuary of the Camden Haven River.

If managed properly, the estate will have little impact on the environment.

I'm a retiree. I like the idea of living in a canal estate. I could tie up my boat at my own jetty.

My family and I have fished in the lagoon for more than 40 years. They can develop their resort elsewhere.

Protecting the lagoon is essential. Any development will destroy it as a functioning ecosystem.

We like the community the way it is. We don't need a flash new resort. The roads are already crowded. We are concerned that the town will become another Gold Coast.

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LITERACY

3. Which groups in society do you think are represented here?

..   . .

..   . .

4. Explain how the family fisherman and the Indigenous person share values.

..

..

5. What other attitudes do you hear about developments? Add a statement focused on each of the following attitudes.

    a. Physical health: .

    ..

    b. Mental health: ..

    ..

6. Tradition and progress are regarded usually as polarised attitudes – this means as far apart as north and south poles. In your notebook, create a mind map placing the attitudes from Question 2 on each side. Do some fit in between? What does this say about human values? How else might attitudes be polarised?

Connecting in class

1. Choose a section of a class text that lends itself to being transformed into a speech for an audience whose values, attitudes and beliefs are different from those in the original text; for example: in *To Kill a Mockingbird,* a class talk by Scout about having a father who is a lawyer.

2. Search for a recording of Martin Luther King Jr. delivering his 'I Have a Dream' speech. What attitudes is he challenging? What beliefs does he hold? What then are his values?

Just for fun

Create a mind map that shows the values, attitudes and beliefs to the following:
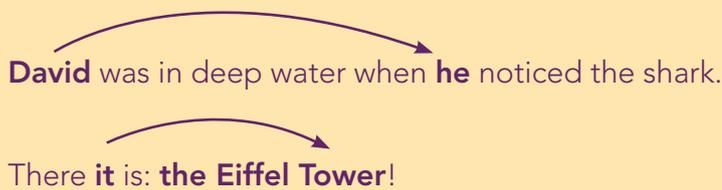
- the creation of a music festival on a farm in a well-established farming region

- selling an inner-city school for development and requiring students to move

- culling kangaroos.

TEXT CONSTRUCTION

Understanding

Cohesion refers to the way a paragraph, essay or text 'sticks' together, creating a flow of meaning. It establishes a relationship between parts of the text and makes it easier to understand what is being said within a paragraph, from sentence to sentence and between paragraphs. There are many forms of cohesion.

Pronouns

One way of connecting is by using pronouns to refer to a previously mentioned person or object, or to refer forward to a person or object.

David was in deep water when **he** noticed the shark.

There **it** is: **the Eiffel Tower**!

You can also use a demonstrative pronoun such as *this* to refer back to an earlier word.

1. Find the cohesive elements and draw arrows between the words of the sentences below to show how they connect across sentences.

   a. John ventured towards the house. He saw it as if in a dream.

   b. Our world was made of the dull light, filtered through the gauze of the sky. It became a small, self-contained thing, a snowdome of our very own.

Lexical chains

A **lexical** (word) **chain** refers to related words (such as synonyms) that connect to each other

It was **cold**. The air was **freezing** and **frost** had formed on the ground.

Repetition

Repetition of a word from one sentence to the next can also link ideas.

The forest was filled with all sorts of **birdlife**. **Birdlife** such as lorikeets, parrots and magpies flitted between the trees.

2. Complete this passage using words that create a lexical chain with the word 'highway'.

They followed the *highway* along the sea but found that suddenly the . ... changed from two .... to one twisting and turning along the sea cliff. As they moved further from civilisation the . ... became a dirt . ...

3. Write your own brief descriptive passage connected with a lexical chain referencing one of these words: heat, ocean, work, trouble, beauty.

..   . .

..   . .

..   . .

> ## Connective (or 'transition') words and conjunctions
>
> Connectives or transition words move the text on to the next idea. These cohesive devices often signal relationships between parts of the sentence and ideas: comparison or contrast, addition or similarity, exemplification, sequencing and other functions.

4. Categorise these transition words in the table below.

> in contrast, similarly, firstly, then, for instance, finally, furthermore, to reiterate, for example, seen in, in fact, that is, as an illustration, next, secondly, again, consequently, likewise, for this reason, so, as, as a result, in one sense, owing to, therefore, as well as, in other words, in comparison, such as, also

Cohesive function	Examples
Comparison or contrast	
Addition or similarity	
Introducing examples	
Sequencing	
Cause and effect	

Connecting with language

When looking at cohesion within sentences, you need an understanding of sentence structure. You may find it helpful to review Units 7 and 8.

Applying

Connecting with the curriculum

Geography

> **Liveability in Sydney**
>
> In 2016, *The Sydney Morning Herald* commissioned a survey of liveability in Sydney. The study used a range of indicators to identify the most (and least) liveable suburbs in the city. The indicators included: access to employment; proximity to train, bus, light rail or ferry services; whether there are cultural facilities nearby, such as libraries, museums and art galleries; the level of traffic congestion; and closeness to schools, shopping, cafés and restaurants. Other factors used were the amount of public open space, tree cover, topographic variations, crime levels, mobile and broadband coverage and harbour and ocean views. The most liveable suburbs were those lining the harbour and the coast. Perhaps surprisingly, some of the most liveable suburbs are also the most densely populated parts of the city. An increasing number of people are embracing high-density, inner-city housing and many apartment-dominated suburbs rated well. The high-rise, inner-city neighbourhoods of Elizabeth Bay, Potts Point, Pyrmont and Darlinghurst were all ranked in the top 10 for liveability.
>
> Elsewhere in the city, areas once dominated by industry (known as brownfield) have been transformed into high-quality, high-density residential areas. The suburb of Rhodes, for example, occupies a site once dominated by the Union Carbide factory. The factory's toxic legacy had to be remediated before construction could commence. The suburb now ranks in the top 100 (out of 555).
>
> Suburbs at the bottom of the liveability ranking are those newly developed neighbourhoods at the edge of the metropolitan area. The liveability rankings will increase as transport services and other urban amenities improve.
>
> There is also evidence of a multi-centre pattern of liveability developing in Sydney.
>
> Adapted from *Skills in Geography* (2nd Edition), p. 35

1. Find examples using the following types of cohesion in the passage.

   a. Demonstrative pronoun: ..

   b. Repetition: ..

   c. Cohesive ties: .

   d. Lexical cohesion: .

2. Complete this passage to make it more cohesive.

Around the world there are some very difficult areas for plants to colonise. The growth of
.... in these areas requires .... .with very special adaptations.
These .... stabilise the environment and allow other .. .. ,
plants that are not adapted to the initial conditions, to eventually move into an

....

3. What cohesive techniques did you use?

Connecting in class

1. Review your own work: Look at an essay and a narrative you have completed for class.
Write a reflection on the way you use cohesion and the differences you discern between
the two styles of writing you have composed.

2. Take a short story and add these cohesive devices into the appropriate paragraphs.

> Firstly; In contrast; Similarly; However; for example; In spite of; furthermore;
> Nevertheless; Another point is; In other words; with reference to; As revealed by;
> In conclusion; alternatively

How does this alter the story?

3. Write the story of 'Red Riding Hood' using these words to link the parts of the fairy story.
Read the results to the class.

4. How successful are these devices for narrative writing? What conclusions do you draw
about appropriateness of cohesive devices?

Just for fun

Robert Gray's poem 'Flames and Dangling Wire' depends on a lexical chain to drive the
metaphor of heat and fire initiated in the title in the word 'flames'. The images of heat can
be traced through phrases and words such as:

*smoke of different fires – always burning dump – the air wobbles – the hot sun – plastic
sheets of heat – dampened fires – sour smoke – hell – blasting*

Use this lexical chain to create your own short story called 'Flames and Dangling Wire'.

LITERARY DEVICES

Understanding

The way we use language can change and shift depending on our context, purpose, who our audience is and if the language is spoken or written. For example, for a job application or an essay we would use formal English. However, a chat to friends or family would be casual and informal with conversational language, including slang, idioms and colloquialisms. These choices of language are called register.

Formal and informal language

Formal language is more objective and distant than informal language, which is more subjective, personal and close.

Formal register includes:
- academic: used for higher level study, for essays and articles
- **jargon**: specialised language of groups; e.g. medical or scientific jargon
- archaisms: old-fashioned unchanging language such as in some versions of the Bible.

Informal register includes:
- colloquialism: spoken casual language
- vernacular: language natural to a country, spoken by ordinary people
- dialect: particular to a region and different from mainstream language
- interjection: speech fillers that agree, disagree or indicate one is listening ('mmm', 'oh', 'wow', 'I see').

1. Fill in the table with the appropriate formal or informal words.

Informal	Formal
gonna	
should've*	
ain't	
	want to
	come on

*Note that 'should of' is <u>never</u> correct but sounds like 'should've'.

2. Identify audience, context and register of the following. The first is done for you.

a. The school wishes to advise that mobile phones are to be kept in lockers.

Parents and students, school notice/newsletter, formal

b. I am pleased to confirm the success of your application.

.. ..

c. Catch up at J's house, sat night. C U there x

.. ..

3. What language might you find in the following texts? Choose from these words: formal, informal, academic, jargon, slang, colloquial.

a. Email to a close friend: .. . .

b. Class essay: .. ..

c. Scientific report to other scientists: . . . .

d. Scientific report for general public: . . . .

4. Using a dictionary or thesaurus, find three formal synonyms for the following words.

a. lucky: . ...

b. boss: .. .. U . ...

c. ask: . ...

> ### Emotive language
> Language is not only formal and informal. It can also be emotive. Emotionally loaded language positions audiences to feel, think or act in a particular way.

5. Add words with neutral connotations to replace the underlined words to create a more balanced tone.

A gang (.................. . . . .) of young hooligans (. .. ...) have been arrested and charged with causing reckless (. .. ... .) damage to homes and vehicles last night. The bunch of criminals (. .. ..) began their crime spree at the local pool where they went on a hooning joyride. They gate-crashed (............ . . . .) an 18th birthday party and finally dumped (.. .. . .) the stolen vehicle at the local footy oval.

Connecting with language

It can be helpful to use a dictionary or thesaurus (see Unit 10) to decide on the correct language to use in formal writing. This can also widen your vocabulary.

Applying

Connecting with the curriculum

Biological sciences

> The following excerpts on shark attacks in Australia use both formal and emotive language. Read both articles and then answer the following questions.

Horror shark attack and fatality statistics show how deadly Australia's beaches can be.

After a spate of recent shark attacks, new analysis shows the spots you're most likely to come face-to-face with a man-eater this summer.

A fierce debate has been reignited about how best to tackle the risks posed by ocean-dwelling man-eaters. On one side, environmentalists argue the dangers are overhyped and culling animals is cruel and unnecessary, while their opponents want more done to protect swimmers and surfers.

Melbourne doctor Daniel Christidis was fatally savaged by a shark in the Whitsundays in Queensland on November 5, sustaining life-threatening injuries to his legs and arm. It was the third attack in Cid Harbour in six weeks and followed maulings of Hannah Papps, 12, and Justine Barwick, 46, in the same location. Fisheries Minister Mark Furner urged tourists not to swim in the area, while local tourism operators hit out at authorities in frustration, demanding more be done.

'Horror shark attack and fatality statistics show how deadly Australia's beaches can be', news.com.au, 20 November 2018

Alternatives to shark culling already exist.

Surf lifeguards and lifesavers monitor our popular beaches around Australia's coast. Innovative approaches have been developed such as aerial drones to spot sharks and shark tagging and monitoring, where tagged sharks 'tweet' their location as they swim past underwater detectors. Many of these non-lethal methods improve our knowledge of shark behaviour. With so many of our magnificent, graceful shark species under threat, this conservation research is critical.

'Save Our Sharks', Australian Marine Conservation Society, marineconservation.org.au

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1. Read the first article and highlight the emotive words and phrases that present sharks in a *negative* light.

2. Then highlight the words or phrases in the second article that have a *positive* connotation.

LITERACY

3. Look up the following words from the articles and give a definition.

    a. spate: ...

    b. culling: ...

    c. innovative: ...

4. Find two words from the first excerpt that sound worse than 'attack'. Explain why you think the author has chosen to use them.

5. How does this sentence combine formal and informal language: 'New analysis shows the spots you're most likely to come face-to-face with a man-eater this summer'.

6. The following notes are about the impact of shark nets and drum lines. In your notebook, rewrite them into a more formal paragraph as a letter to the editor.

- huge amount of misunderstanding about nets

- not a barricade – don't stop sharks getting near beach

- 150m wide, 6m tall, usually set in 10m water – sharks can get around them

- hundreds of other species killed by the nets – not just sharks, e.g. endangered turtles, dolphins, dugongs, rays, seabirds, harmless sharks and rays

- costs millions each year – could be spending money on better alternatives (eco shark barriers and aerial drones)

- ocean = where sharks live, we are entering their territory in the water.

Connecting in class

Using a print or online newspaper, locate the opinion section and choose a letter to the editor that is particularly emotive. Identify the loaded language and rewrite it using a more neutral, formal tone.

Just for fun

Make a list of expressions that you use every day with your friends. Explain the meaning of each expression and identify if it has a formal equivalent.

LITERARY DEVICES

Understanding

> ### Euphemisms
> **Euphemisms** are words or phrases that are used to talk about negative things in a way that avoids being unpleasant or offensive.
>
> between jobs (unemployed)   vertically challenged (short)
>
> passed away (dead)   getting on (old)

1. Highlight the euphemism in the following and find a phrase to replace it.

    a. We're going to have to let you go. . ...

    b. The presentation wasn't up to scratch. .   .   .   .

    c. An armed intervention was conducted in the capital city. . . .   .

> ### Idioms
> Idioms are common expressions that don't literally mean what the words say. For example, someone might say: 'It's raining cats and dogs.' Cats and dogs are not really falling from the sky. It just replaces 'it is raining heavily'.

2. Find idioms that could replace the following phrases.

    a. When something is very expensive or costs a lot of money.

    .   . . .

    b. Stuck between two very bad options.

    .   . . .

    c. The family bond is closer than anything else.

    .   . . .

    d. A superstitious way to say 'good luck'.

    .   . . .

LITERACY

Clichés are sayings or phrases that are overused and therefore have become boring, tired and stale. They have often lost their impact through overuse. They don't really add any detail or interest and so are best avoided in writing and speaking.

3. Match the clichés below to their meanings.

Cliché	Meaning
At the end of my tether	It is your turn to take the next action
The ball is in your court	To take a chance or risk something
Go out on a limb	End a fight or a feud
Bury the hatchet	Out of options, desperate

4. Clichés often use similes and metaphors. Identify which is used in the following.

    a. She felt she had to draw a line in the sand. .. . .

    b. I am as fit as a fiddle. ... .

Jargon

Jargon is language used for a particular activity or by a particular group of people in different industry, professional and technical contexts. Lawyers, journalists, IT professionals, teachers, sporting groups and scientific industries all use specific jargon.

5. Sometimes acronyms are jargon. Match the words with medical terms.

Acronym	Meaning
IM	Blood pressure
BP	Intravenous
K	Intramuscular
IV	Elemental symbol for potassium

Connecting with language

Euphemisms, idioms, clichés and jargon can form phrases within a longer sentence. Units 7 and 8 will refresh your memory of how good sentences are formed.

Applying

Connecting with the curriculum

Earth and space sciences

This is an illustration (albeit to a comical degree) of the principle that given the appropriate vocabulary, any technical concept should be understandable to a lay audience. Since most of the jargon used in rocket science is not among the most commonly used words in everyday life, Randall has challenged himself to 'translate' the blueprints for the Saturn Five rocket using only the one thousand most commonly-used words in the English language.

This comic is a diagram of the Saturn V rocket, 'Saturn' isn't a very common word apparently, and neither is rocket, so Randall decided to use 'Up Goer' which is a fair approximation of a craft designed to lift a payload from the earth to space. The Saturn V vehicle was in use by NASA from 1967 to 1972.

Adapted from 'Up Goer Five', https://cambridge.edu.au/redirect/9098

1. Briefly explain how and why the authors of the comic and the excerpt above have used plain language to explain difficult scientific concepts.

2. Look up rocket blueprints online and find the scientific jargon for the following terms from the diagram.

    a. 'up goer': ....

    b. people box: ....

    c. door: ....

3. Think of one word related to space travel that might be misunderstood or misinterpreted by others. For example, 'crust' is the outermost layer of a planet, but also the edge of a pie or pizza. Write down both meanings.

4. Choose two more words specific to space travel and define them.

Connecting in class

1. Consider your current novel study. Has the author used idioms, clichés or jargon at any time? Write down the examples you find in your notebook and explain why you think they may have chosen to use that language.

2. List 10 to 15 idioms specific to Australia and give their meanings.

Just for fun

Imagine you are a salesperson who can sell anything. Write a couple of sentences for each of these objects using euphemisms or clichés to make them sound appealing: a bottle of cough medicine; a pet lizard; a toilet brush.

NARRATIVE GENRES

GENRE

Understanding

Narrative is an important literary genre. Within narrative, there are many subgenres (narrative types) that we recognise and that shape stories in particular ways. We expect a particular pattern from these genres, which shape the characters, settings, plot, structure, **themes** and even the style of writing. These conventions mean that we can recognise the different stories as romance, western, adventure and so on. We know what to expect, but good writers don't always follow the formula.

1. The narrative genre is often obvious from the opening lines. The following extracts are all from real books. Decide what genre you think each book is: memoir, crime, science fiction, horror, historical, fantasy.

   a. 'During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens,…' (Edgar Allen Poe)

   b. 'His sword was in his hand. The only thing that saved me was the horse's reluctance to pass beneath the gate.' (Lian Hearn)

   c. 'Jan Pelgrom was miserable. He'd been a cabin boy for more than five years.' (*The Blue Eyed Aborigine*, Rosemary Hayes)

   d. 'Early this morning, 1 January 2021, three minutes after midnight, the last human being to be born on Earth was killed in a pub brawl.' (P.D. James)

   e. 'On a refreshingly brisk, beautiful clear fall evening, Amos Decker was surrounded by dead bodies.' (David Baldacci)

   f. 'Here they all are, standing carefully on the curb at a road crossing – my grandmother, my father, my mother and my Aunt Que.' (Alice Pung)

   Discuss with the class what clues led you to these decisions.

When we study narrative we look at the setting, character, plot structure, style and language of the text. Different genres are often identified by the way they combine the elements of narrative.

LITERACY

Narrative poetry

We find narrative in film, poetry, speeches and even non-fiction.

Poetic narrative forms include:

- epic poetry – comes from ancient oral traditions and traces stories of heroes (e.g. Homer's *Odyssey*, *Beowulf*)
- ballads – shorter than epics but like epics have a singing rhythm (e.g. 'The Highwayman' by Noyes) and include Australian bush ballads
- verse novels – a story looking like poetry, using divided lines of prose.

2. Here is the opening to *The Man from Snowy River*:

> There was movement at the station, for the word had passed around
> That the colt from old Regret had got away,
> And had joined the wild bush horses – he was worth a thousand pound,
> So all the cracks had gathered to the fray.
> All the tried and noted riders from the stations near and far
>
> *The Man from Snowy River*, Banjo Paterson

a. Annotate the extract to show setting, characters or plot.

b. What narrative genre might this be? .. ..

Breaking the model

Narratives can be very traditional but many authors change them to fit in with the modern context. For example, modern gender attitudes mean that we don't always need to have a male hero.

3. Test author Ernest Hemingway's statement that a story can be perceived in as little as six words: *For sale, Baby shoes, never worn*. What is the setting, character/s and plot of this narrative?

.. ..

.. ..

4. Using a story you know, try to reduce it to six words in your notebook.

Connecting with language

When reading a narrative text, it is helpful to be aware of different approaches to punctuation (see Units 5 and 6) and sentence construction (see Units 7 and 8).

Applying

Connecting with the curriculum

Business

Narrative is such a powerful way of conveying meaning that we find it in every subject, even in business. Business narratives are usually about achievement: economic prosperity despite the odds; it's about realising the potential of what you have. The extract below is from a business textbook – it offers a narrative about the invention of Post-it Notes.

> ### Economics and business fact
> A well-known example of innovation and entrepreneurship was the development of Post-it Notes by 3M back in the mid-1970s. In 1970 a scientist, Spencer Silver, who was working in the 3M research laboratories, developed a new adhesive (weaker than 3M's current one) which, while it stuck to things, could also then be lifted off. The idea was kept on the back burner until 1974 when Arthur Fry (another scientist), who was a member of a local church choir, decided to try the glue on small markers in his hymn book. He found they would stay in place but when required could be lifted off without damaging the book. This discovery then led to the commercial production of the Post-it Notes.
>
> *Humanities and Social Sciences for the Australian Curriculum 9*, p. 462

1. Analyse this business 'fact' in terms of narrative.

   a. Plot: ....

       ....

   b. Setting: ....

   c. Characters: ....

       ....

   d. Language: ....

   e. Theme: ....

       ....

2. Religion is so powerful that often business narratives align with religious sentiments. How does the inclusion of the churchgoer affect the narrative?

....

LITERACY

3. Like all narratives, this one can be challenged. Post-it Notes are contributing to our environmental devastation. In your notebook, write the narrative from the point of view of an environmentalist. Remember to cast the character as a wicked scientist who only cares about business and money.

Visual arts

Narrative is also a visual medium. One image can convey a whole story. An important period of narrative art is the Victorian period because the Victorians used painting to convey the everyday tragedy of poverty. Historians studying the Victorian period can uncover many stories through the paintings. This painting by Hubert von Herkomer, 'On strike', depicts the sadness of workers' conditions in 1891.

4. Analyse the painting according to narrative criteria.

   a. Plot: . . . .

    .. . .

   b. Setting: .. ..

   c. Characters: .. ..

    .. . .

   d. Theme: .. . .

    .. . .

Connecting in class

1. Use the image in the Applying section to craft your own narrative.

2. Choose an amusing, informative or happy event you have seen or read about. Writing *in role* as <u>one</u> of the people involved in that event, outline the structure of it in three stages, then write a one-paragraph letter, diary entry or narrative expanding each part of the event to about 100 words. You will have 300 words altogether.

3. Working in pairs, read each other's accounts and discuss what else could have been added.

Just for fun

Find pictures of the following, select one and construct a short narrative around it; or alternatively a narrative using two, three or all four: hot air balloon, rocket ship, submarine, racing car.

GENRE

Understanding

Writing descriptively enables us to form a picture or image in the reader's mind. By paying close attention to details, using our senses and a variety of language, we can make our writing more vivid, colourful and interesting. Descriptions become richer by considering the nouns and verbs we use and selecting more precise words.

1. Write down three words or phrases to describe the following.

   a. The feel of sunburn: .

   b. The sound of running water: ..

   c. The smell of a new car: ..

   d. The taste of your favourite food: ..

2. When describing people or characters in a story, it is good to move beyond just their physical appearance. Find at least four descriptive words for the following categories.

   a. Appearance: ..

   b. Personality: ..

   c. Attitude: .

   d. Mannerisms: ..

3. Add words, phrases or clauses to compose more descriptive sentences below.

   a. It was very hot, and our car had broken down on the first day of our family holiday.

   b. She took off her shoes and walked along the beach.

4. In the following we see how a sentence such as 'The old lady gave me a cup of milk' can engage the senses instead of just stating an action.

> The old lady gave me a cup of creamy milk from Bessie the cow; the fresh milk before it had gone through the cooler. Nothing I had drunk had ever tasted like that before: rich and warm and perfectly happy in my mouth. I remembered that milk after I had forgotten everything else.
>
> *The Ocean at the End of the Lane*, Neil Gaiman, p. 18

a. Underline the language that connects taste with feelings in the extract.

b. Using either the following sentence or one of your own, imitate the extract with three sentences that build a vivid sensory description.
The teacher handed me the book from the library shelf.

..   . .

..   . .

..   . .

..   . .

5. Use these words to fill the gaps in the extract from *The Hunger Games:* rotting, primrose, ugliest, raindrop, beautiful, muddy, mashed-in, bright, fresh, missing, distrusts.

> My little sister, Prim, has a face as .. . . as a .. . ., as lovely as the .... for which she was named. My mother was very .. . . once, too. Or so they tell me. Sitting at Prim's knees, guarding her is the world's .. . . cat. .... nose, half of one ear . ..., eyes the colour of .. . . squash. Prim named him Buttercup, insisting that his . ... yellow coat matched the .... flower. He hates me. Or at least . ... me.
>
> *The Hunger Games*, Suzanne Collins, p. 3

Connecting with language

Using a variety of adjectives can add interest and depth to your writing. Varying your sentences can also help. Review Unit 8, *Sentence variety*.

Applying

Connecting with the curriculum

Literature

> Imagery and detailed descriptions are important in writing because they encourage readers to see what is going on and sense the atmosphere or mood of a piece of writing. Read the following extracts and answer the following questions.

The Invention of Hugo Cabret

A cascade of perfect movements, with hundreds of brilliantly calibrated actions, coursed through the mechanical man. The key tightened a spring connected to a series of gears that extended down into the base of the figure. There, the last gear turned a series of brass disks with precisely cut edges. Two little hammerlike contraptions came down and trailed along the edges of the notched disks, rising and falling as the disks steadily turned. The actions set in motion by the little hammers were then translated back up through a series of rods that led into the man's torso. There, the moving rods silently turned other mechanisms in the shoulder and the neck. The shoulder affected the elbow, and as the elbow engaged, it sent other movements in a chain reaction down into the wrist and, finally, the hand. Hugo and Isabelle watched, wide-eyed in wonder, as very cautiously the man's miniature hand began to move …

Isabelle and Hugo held their breath. The mechanical man dipped the pen into the ink and began to write.

The Invention of Hugo Cabret, Brian Selznick, pp. 240–1

---

1. Underline two phrases in the first sentence that create precision and anticipation.

2. Which of the senses do you think is most clearly evoked in this extract? Give evidence.

3. We sometimes refer to cinematic description when the description moves through the scene like a camera. In what ways is this extract cinematic?

4. What is the effect of having an extremely intricate and detailed description in the first paragraph, followed by two short sentences in the second paragraph?

..   . .

..   . .

..   . .

5. This is a story about a machine with human qualities. How does the author imply that the mechanical man is like a human? (Look for words associated with humans.)

..   . .

..   . .

..   . .

..   . .

Geography

> Irrigation canals and bunds are designed to direct fresh water away from natural watercourses and into the rice-farming areas. The impact of water diversion is most significant in the dry season in monsoonal environments. During the wet season, monsoon rains provide abundant water.
>
> *Humanities and Social Sciences for the Australian Curriculum 9*, p. 53

6. Highlight all the adjectives and underline all the prepositional phrases in the extract above.

Connecting in class

1. Refer to your class novel, or another book you have read recently.

a. Write about the protagonist from another character's perspective, including a description of their appearance and actions.

b. Find an example of effective imagery that describes the protagonist or another important aspect of the story. How does the author share the description?

2. Re-tell an experience of visiting a place that is important to you. Draw on your senses to create a description that helps the reader to see and feel what you felt.

Just for fun

Using the extract from *The Invention of Hugo Cabret,* draw the figure of the mechanical man. You may want to do this as a series of graphic panels to reveal the action step by step.

INSTRUCTIONAL WRITING

GENRE

Understanding

> Effective instructional writing allows writers to communicate clearly how to do, make or experience something. Often this relates to a specific task or action, presented in a variety of forms including lists, dot points or paragraphs, generally characterised by:
> - a clear goal or aim
> - resources or materials needed
> - sequential steps or directions
> - a conclusion or evaluation relating to what will be achieved.
>
> Visual elements such as diagrams, photographs, pictures and drawings can help audiences gain a much clearer understanding of the task being presented.

1. What do you think is most important for a good set of instructions? Rank the following elements from 1–8, with 1 being most important.

   ……. Numbered steps to help organise the information

   ……. Equipment needed/'You will need' section

   ……. Sequence words to understand order, e.g. first, next, then, finally

   ……. Clear main heading

   ……. Clear, easy-to-understand language

   ……. Safety tips

   ……. Diagrams or pictures

   ……. Subheadings to break down information into manageable parts.

> Instructions and procedures use imperative verbs that form a command or an order and usually come at the beginning of a sentence. 'You' is the implied subject.

2. Most of the tasks you are set at school start with an imperative verb. List at least five imperative verbs you will find on your class assessment tasks. (Think about the different subjects you study.)

LITERACY

3. Underline the imperative verb in the following sentences.

    a. Complete the worksheet by tomorrow.

    b. Fill in your name, age and address in the form below.

    c. Take two tablets twice a day with water.

4. a. Read the following excerpt from the wikiHow website called 'How to Parkour' and add in the appropriate second person pronouns ('you' or 'your') in the spaces provided.

> Parkour is a natural method for training the human body to be able to leap and move from place to place by climbing, jumping and flipping. This 'art of displacement' requires neither specific structures nor accessories for its practice: the body is the only tool. It takes perseverance, guts and discipline but the end is rewarding.
>
> **Part 1: Gathering your materials**
> 1. **Invest in a good pair of shoes**. . . . . want a pair that has decent grip and shock absorption: it's less about protection and more about morphing with ... . foot to the surface.
> 2. **Get some comfortable clothes**. As long as . . . . can move quickly, and .... clothes are not restrictive . . . . are good to go.
> 3. **Consider wearing gloves as a beginner**. When . . . . are starting out, wearing gloves can be a good way to avoid some serious scrapes and cuts.
> 4. **Find a friend**. Not only will . . . . friend help keep . . . . motivated, but they will show .... things that did not even occur to . . . . . ., keeping ... . motivated.
> 5. **Find a few places to train**.
>
> <div align="right">'How to Parkour', wikiHow</div>

    b. Identify three elements of instructional writing that the writer has used effectively.

    ..   . .

    ..   . .

    ..   . .

Connecting with language

Instructional writing often includes lists and dot points to condense information. Colons and semicolons can help incorporate lists into sentences: review their usage in Unit 5.

Applying

Connecting with the curriculum

Design and technology

> **HOW TO: Organise your bookshelf**
>
> To organise a bookshelf at home, cast aside all thoughts of Marie Kondo minimalism and rules. Let your personality guide your choices. Books should be everywhere in the house; in the kitchen, the bedroom and the lounge room. Cookbooks strategically located in the kitchen and dining room are a personal favourite. Mad about mauve? Arrange your books chromatically; a row of orange Penguin Books will add a welcome splash of block colour. You don't have to restrict your shelves to books alone. You might want to wedge a sentimental item from your childhood at the end of your collection of books on organic gardening; or perhaps a photo of your mother at Cloudland in the 1950s in a gold frame. Another favourite tactic is to hide mementos in books: concert tickets, love letters or postcards. When you open them up you are serendipitously reminded of a past event or acquaintance. Books can help you relive the best of times. If you are looking to cull your collection, an alternative to throwing books out is to lend them to people. Just don't expect them to come back in the same condition. A friend of mine once dropped one of my books in the bath. As someone who has been organising books (with respect) for 40 years, I was not very impressed when the book returned with wrinkled pages.
>
> 'HOW TO: Organise your bookshelf', *The Weekend Australian,* 15 November 2019

1. Define the following words in the context of this excerpt:

   a. minimalism: ....

   ....

   b. arrange chromatically: ....

   c. sentimental: ....

   ....

   d. serendipitous: ....

   ....

2. Find two examples of imperative verbs in the excerpt and write them below.

   ....

3. Giving instructions and using imperatives can sometimes sound bossy. How does this writer avoid taking an overbearing tone?

4. The two excerpts in this unit (on parkour and the bookshelf) use different styles of language. How does this help us to identify their different audiences?

    a. How to Parkour:

    b. HOW TO: Organise your bookshelf:

Connecting in class

1. Choose a skill or activity that you enjoy or know a lot about and create your own instructions following the wikiHow format. Don't forget to include some good graphics or visuals. Present your instructions to the class.

2. Imagine you are a writer for a newspaper or you have a blog. Create a short paragraph, like the extract on page 84, that gives instructions for a task in a friendly and amusing tone.

3. Design a list of 'Frequently Asked Questions' for an activity or skill that you know how to do well. Provide both the questions and the answers.

Just for fun

Students work in pairs to write a set of instructions for each other for a basic task, such as: making a Vegemite sandwich, making a paper aeroplane, creating a simple drawing or making a glass of orange juice. Students take turns to follow the exact instructions.

GENRE

Understanding

> ### Print versus digital
>
> Traditional **journalism** is static. By contrast, website news layout is dynamic. However, traditional features can be found in digital news, including:
> - the flag: the major heading that names the publication
> - the byline: the name of the writer of a particular story
> - the caption or cutline: explains and gives the source for images
> - the layout: the standard position of images on a page.

1. The following story is an example of the practical work of print journalists.

> ### Lisa Harvey-Smith
>
> In her life as an unknown but exceptional astrophysicist, Lisa Harvey-Smith was frighteningly qualified. She had published more than 40 scientific papers, spent a decade working with the CSIRO and played a leading role in helping Australia win the bid to co-host the Square Kilometre Array telescope.
>
> But Harvey-Smith is no anonymous astronomer. She has become one of the best communicators in Australian science, starting with *When Galaxies Collide*, her 2018 book about the Andromeda galaxy hurtling towards us. (Don't worry, it won't be here for another 5.86 billion years.) Soon after, she was appointed Professor of Practice at the University of NSW, and named Australia's first 'Women in STEM Ambassador' – tasked with promoting gender equity.
>
> *'Good Weekend's* Who Mattered 2019: Science', Konrad Marshall

a. Highlight the factual information about Lisa Harvey-Smith.

b. Quote two pieces of evidence that Harvey-Smith is an 'exceptional astrophysicist'.

c. Give examples of subjective language used in this article.

LITERACY

2. This article from Mamamia needs you to complete the annotations to show: headline; hyperlinks allow the reader to follow up; embedded audio and video; photo included; byline (writer) identified; invitation for audience participation; social media icons.

Identified as news in the header

Numbers common in digital media stories – designed to increase interaction from readers

NEWS

The puppy who survived, and 21 other animal good news stories to come out of Australia's bushfires.

GEMMA BATH
Senior News Writer
JANUARY 10, 2020

Traditional news would have a caption on this photo. Omitted here.

Listen Now

The Quicky
Get up to speed. Daily.

00:00

The Quicky
Re-Entry Anxiety: Why We Aren't All Keen To Rush Back To Normal

Re-Entry Anxiety: Why We Aren't All Keen To Rush Back To Normal
The Quicky

BONUS: What Do Daughters (Really) Think Of Their Mums?
Mamamia Out Loud

You help girls learn to read.
Room to Read

Leave a comment

This bushfire season we've lost a staggering one billion animals, with that figure only expected to rise.

It's a haunting number, and is particularly distressing when you consider the sheer vulnerability of a wild animal.

But among the confronting images we've all seen of dying, dead and desperate animals in recent weeks, there have also been incredible tales of strength, compassion and hope.

Short paragraphs with accessible language

For months, rescuers have been working tirelessly to protect and save animals caught in Australia's bushfires. These are just a few of their stories.

Angel, the miracle cat.

Angel's family were forced to flee without her when their property in the Bega Valley caught alight, after she ran into nearby bushland as they were evacuating.

Words like 'yesterday' are absent. News stories designed to stay 'live' on the website for longer

Somehow, she survived seven days in the middle of the firestorm, before making it back to her owners – singed but okay. Ben, her human, thinks she might have sought shelter down a wombat hole.

Angel, you are a miracle cat and we love you.

Writer makes her own emotional response clear. Objective voice mostly absent

Focus on narrative engagement, speculation, rather than a factual record

Connecting with language

Appropriate sentence structure is key to good journalism. Units 7 and 8 look at the use of clauses and phrases in sentences.

Applying

Connecting with the curriculum

Food technology

Health and diet are the subject of many articles in both traditional and digital media. They are also where 'fake news' and unscientific claims are incredibly common. Some of the features of fake health news can include:

- claims of amazing benefits, without evidence
- claims of special powers for a health 'guru'
- anecdote – personal stories – rather than evidence
- claims of popularity – popularity does not equal proof
- celebrity endorsements
- exaggerated or emotional language
- scientific language used to support doubtful claims
- claim that one medicine is a cure for multiple conditions.

The following is an example of a health article making claims about the healing properties of beetroot juice.

Millions are being healed by beetroot juice

Jackson Flowers is the Medical Guru. Born with the unique ability to commune with the Spirit of Compassion, he divines amazingly accurate health information that many others cannot see.

He discovered his powers at the age of five. He 'read' his aunt, and announced to his family that she had lung cancer. His family were shocked when tests revealed he was right.

Jackson uses his gift to help others recover their health.

His books have been #1 New York Times bestsellers. *Medical Guru, Adrenal Cleansing* and *Liver Renovation* are on the Amazon Top 100 sales list and have been endorsed by millions of followers.

He has the trust and love of movie stars, professional athletes and billionaires. In his latest book, *Beetroot Juice*, he shares the secret of how to properly do a powerful beetroot juice cleanse.

You will learn how beetroot does its anti-inflammatory, alkalising, life-changing work. You will see sweeping improvements on every level of your health as beetroot juice relieves digestive disorders, clears brain fog, balances adrenal function and flushes toxins from the liver and the brain.

LITERACY

1. Complete the table, identifying the 'fake news' markers in the previous article.

Feature	Evidence
Claims of amazing benefits, without evidence	'Millions are being healed by beetroot juice'
	'Born with the unique ability to commune with the Spirit of Compassion … '
Anecdote – personal stories – rather than evidence	
Claims of popularity – popularity does not equal proof	
	the trust and love of movie stars, professional athletes and billionaires
Exaggerated or emotional language	
	anti-inflammatory, alkalising
Claim that one medicine is a cure for multiple conditions	

Connecting in class

1. Compare the same news item across two platforms – print and digital – to see the differences. Then create your own news for each platform based on a school event or an event in your class text.

2. 'Fake news' is rarely completely fake. There is often a small amount of truth in the story to help make it more believable. Research this story at https://cambridge.edu.au/redirect/9099 to determine the elements that are true.

3. Write a story around a fake news item you have discovered. Assess your characters' strength of mind: which character would believe fake news? Which character would never believe it? Which character would create fake news?

4. Add a fake news story into your class novel and predict how it will change the events.

Just for fun

The fact-checking website Snopes.com includes a whole section on food and diet. It includes a range of stories from the plausible to the ridiculous. Find and share one amusing and one believable story from the site.

GENRE

Understanding

An effective speech is conscious of the medium of sound and the presence of a listening audience. The speech recognises and exploits the rhythm of language and uses a range of techniques to communicate its message. As well as debates and speeches before live audiences, speech-writing transfers to podcasts, TED talks, vlogs and other contemporary forms.

Speech-writers have a range of language tools they can use to influence their audience, depending on their purpose: do they wish to inform? Persuade? Entertain?

1. Mix and match: the following lists of techniques need to be matched to the correct student-written example in the right-hand column.

a.

Technique	Example
Repetition – repeating key words or phrases in order to make them more memorable.	It's when we get into the workforce that we'll find out how important those Careers lessons were.
Triplets – using groups of three words or phrases.	Who doesn't like winning?
Inclusive language – using the pronoun 'we' rather than 'you' or 'I' connects the speaker and the audience.	Australians gamble in clubs. They gamble at the TAB. They gamble at racetracks, and they even gamble at home.
Pauses and silences – usually indicated by punctuation such as full stops, hyphens and ellipses.	The engines' furnace roar, the grinding groans of the landing gear, the dip and lift of the plane as it slips free of the runway …
Rhetorical questions – a question that implies its own answer.	Cruising yachts aren't roomy. Imagine a family of five living in a single bedroom for a week.
Sound devices – alliteration, assonance, consonance and onomatopoeia are common in speeches.	I knew I wasn't allowed in the poker machine area – but the flashing colours, the music, the promise of winning … I stepped through the door.
Scenarios – an imagined situation designed to connect an audience with your subject.	I didn't realise what a problem gambling was – until one of our neighbours knocked on our door, desperate for money.
Anecdote – a short personal story designed to illustrate a point.	Travel helps us escape from our quiet, humdrum, everyday lives.

b.

Technique	Example
Analogy – a comparison designed to explain or clarify a point.	There is nothing in the world I love more than chocolate.
Shifting modality – Speakers can move between low and high modality, particularly through their verb choice, to appeal to their audience. Examples include: Low modality – requesting, begging; High modality – demanding, imperative.	Today, the cost of flying from London to Perth is under $1000. Thirty years ago, it was three times as much.
Contrast – highlighting the differences between two points.	In economy class, seats on international flights are 79 centimetres apart.
Hyperbole – exaggerated language.	I urge you all to boycott air travel.
Logic, facts and statistics – evidence for a speaker's view – used to persuade rationally.	Could you please help save this building? (Request) Saving this building would benefit us all. (Formal) Your help is needed now. (Imperative)
Emotive language – language chosen to appeal to the audience's mindset and influence them emotionally.	Air flight used to be luxurious, armchairs and champagne, not drop-down plastic trays and crushed knees.
Sharing values and beliefs – language chosen to communicate principles and justify action.	Given the massive environmental cost of air travel, we should all reconsider our attitudes to travel.
A call to action – common particularly in the conclusion of persuasive speeches.	What if next time you travelled, you chose an ocean-going yacht?

2. Here is a range of sentences. Identify the technique(s) that each of them is using. Choose from the techniques listed in Question 1.

a. In Australia, 600 000 people play the pokies on a weekly basis. . . . .

b. When we arrive in a new country, we like to feel welcomed. . . . .

c. Australian airports are friendly and efficient. US airports are threatening and bureaucratic. . . . .

d. Travel should be more than seeing the same old tourist sites, snapping selfies to stick on social media before slumping back to your seedy hotel to complain about the queues. . . . .

. . . .

Connecting with language

Because speeches are designed to be listened to, not read, avoid overly complex sentences. Look at the examples in Units 7 and 8, and think about whether they would be effective.

Applying

Connecting with the curriculum

Geography

Sometimes we find that when an issue is very important, people listen. This is the case with young student Greta Thunberg, whose speech on climate change delivered to the UN in 2018 made a worldwide impact. You can view this speech at https://cambridge.edu.au/redirect/9100.

Our leaders behave like children (abridged)

For 25 years countless numbers of [people] have stood in front of the United Nations climate conferences, asking our nations' leaders to stop the emissions. But, clearly this has not worked since the emissions just continue to rise.

So I will not ask them anything.

Instead I will ask the people around the world to realise that our political leaders have failed us.

Because we are facing an existential threat and there is no time to continue down this road of madness. …

Because how can we expect countries like India, Colombia or Nigeria to care about the climate crisis if we, who already have everything, don't care even a second about our actual commitments to the Paris agreement? …

And why should I be studying for a future that soon may be no more, when no one is doing anything to save that future? …

So we have not come here to beg the world leaders to care for our future. They have ignored us in the past and they will ignore us again.

We have come here to let them know that change is coming whether they like it or not. The people will rise to the challenge. And since our leaders are behaving like children, we will have to take the responsibility they should have taken long ago.

Thank You!

Greta Thunberg, UN climate change summit, 4 December 2018

1. What contrast does Greta Thunberg establish in the opening paragraph?

2. What repetitions are there? How do they add to the speech?

LITERACY

3. What emotive language adds to the impact of this sentence?

....

....

4. What is the effect of the rhetorical question?

....

....

5. The modality of the speech shifts in the last paragraph. Find three language features that make this conclusion more imperative (authoritative and commanding).

....

....

....

....

Connecting in class

1. Reflect on Greta Thunberg's speech. Greta Thunberg has been criticised for her views by some media figures and politicians. Who was critical of her? What were their criticisms? Do you believe these criticisms were justified?

2. Greta Thunberg's speech is just over 500 words, less than four minutes, in length. Write a speech of your own that explores an issue. Attempt to use some of the same techniques as Greta's speech: carefully selected facts, the one paragraph sentence, repetitions, triplets and imperative voice.

Just for fun

One of the problems speech-writers can have is that they can make their language too complex. Pack in too many language devices, and the speech will become unreadable. Try it for yourself: deliberately over-write a paragraph for a speech on the topic of your choice. For example, here is the beginning of a speech on travel and its overwritten version.

- Original version: Travelling the world, meeting interesting people and discovering new places is something we all desire.

- Overwritten version: Travel, perambulating across our multifaceted globe with the glitterati and the cognoscenti, dipping our toes into the uncharted and exotic waters of countries and cultures unknown, fulfils at a visceral level many of our longings.

GENRE

Understanding

> **Biographies** and **autobiographies** are non-fiction texts, based on facts about real people and events. (In Greek, 'graph' refers to a written account, 'bio' means 'life' and 'auto' is 'self'.)
>
> The first biographies from ancient times were about famous people – kings and soldiers. You'd think these biographies would be about important historical events, but in *Twelve Caesars*, the ancient Roman Suetonius wrote biographies about the gossip surrounding Roman emperors. Nowadays, we still have gossipy biographies, but these can be about ordinary people.
>
> The distinction between fiction and non-fiction is not always clear cut – many biographers want to create a story around a real person, collecting facts and imagining the rest: this can be called creative non-fiction.

1. Using the words below, complete the table to determine the features of biography and autobiography. Some words may belong in both columns.

> first person, third person, facts, dates, praise, chronological order, description, reasons for writing, stories, people as characters, events, actions, summaries, family relations, personality, reflection, interviews, feelings, setting, family trees, photographs

Biography	Autobiography

2. Share with the class any biographies or autobiographies you have read and what you learned.

3. Read the biography of famous Australian children's author May Gibbs, and then answer the questions.

> ### Biography of May Gibbs
>
> May Gibbs (1877–1969) is one of Australia's most treasured illustrators, artists and children's authors. Her bush fantasy world has captured the imaginations of Australians for over a century … May was to say in later life, 'I've always had the greatest pleasure in thinking of all those little children who enjoyed my books. Everything became alive for me, it was just a fairy tale all the time.' Born Cecilia May Gibbs in England on 17 January 1877, she was the only daughter of artist, cartoonist and public servant Herbert William Gibbs and Cecilia Rogers …
>
> Raised in a creative household, May demonstrated artistic ability from an early age – 'I could draw before I could walk', … in 1892 at just fifteen years of age May won her first Art prize at the Perth Wild Flower Show.
>
> In 1918, May took her place as a beloved Australian children's author. Her most ambitious work to date *Tales of Snugglepot and Cuddlepie* was published and was ardently scooped up by the Australian public and has never been out of print to this day.
>
> About May Gibbs (abridged), maygibbs.org

a. Give one fact for each of the following: time, place and family.

.. ….. . . . .

.. ….. . . . .

.. ….. . . . .

b. What other facts do you think biographies usually include?

.. ….. . . . .

c. What hints do we find in this extract that May Gibbs's childhood was significant?

.. ….. . . . .

d. Find three words or phrases that suggest praise.

.. ….. . . . .

e. Which sentence sums up her national impact?

.. ….. . . . .

.. ….. . . . .

Connecting with language

Biographies and autobiographies often rely on the use of conditional and subjunctive tenses (see Unit 2), as well as active and passive voice (Unit 3).

Applying

Connecting with the curriculum

History

Oodgeroo Noonuccal

Kathleen Jean Mary Ruska, whose father Ted Ruska was a Noonuccal elder and trade union leader of Minjerriba (North Stradbroke Island), married Bruce Walker, a member of the Gugingin (Logan) people and a childhood friend, in 1942. As Kath Walker, she became in 1964 Australia's first published Aboriginal person and poet. Her celebrated collection *We are Going* rapidly became one of Australia's most successful books of poetry. She was an activist for Aboriginal and Torres Strait Islander peoples' rights and received an order of the British Empire from Queen Elizabeth II in 1971, in recognition of services to her people.

In 1988, the year of Australia's bicentenary, Kath Walker changed her name to Oodgeroo, meaning 'paperbark', in order to reclaim her heritage and as a protest against 200 years of white rule. At the same time she returned her Order of the British Empire – she did not want the award until all Aboriginal and Torres Strait Islander peoples in Australia were given unconditional land rights. Since that time she has been known as Oodgeroo Noonuccal.

Oodgeroo's roles as a writer, activist and educator are hard to separate in her life. All her writing was for and about her people and their struggles. It carried a strong political message. For Oodgeroo, politics and poetry were essentially one: she fought the battles of her people with her pen and echoed the voices of storytellers and song-makers in her prose and verse. Famous Australian writer Judith Wright said her poetry was 'a galvanising set of demands' that 'rang out against a background of long-accepted silence'. Oodgeroo wrote in a voice that was alive, pulsing with the power of anger and sorrow for the suffering of First Nations peoples.

1. Why is Oodgeroo Noonuccal important?

2. Using different highlighter colours, indicate the facts, her beliefs and her impact.

3. Which facts are personal and which are about her work?

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LITERACY

4. Why do biographies often quote other famous people?

5. Many biographies become what is called a 'panegyric', a song of praise. Which paragraph might be a panegyric? Explain how the sentences build the effect of praise.

Connecting in class

Oodgeroo Noonuccal shows us that biography is not just shared through prose but through poetry. Her biographical poetry shares the lives of Indigenous peoples.

Her poem 'Namatjira' is about the painter Albert Namatjira, who 'walked with pride' and 'painted with joy the countryside' but finally they 'broke your heart'.

Another poem, 'Last of his Tribe', is about Willie Mackenzie, the last surviving member of the Darwarbada people of the Caboolture district (Queensland), who died in 1968 in a Salvation Army Home for the elderly, 'A displaced person in your own country'. You can find and read these two poems on the Australian Poetry Library website.

1. Compare Noonuccal's poem on Namatjira to a Wikipedia biography or the Australian *Dictionary of Biography* entry. What differences do you see? Which text is more powerful in evoking Namatjira's life? Discuss as a class.

2. Read the poem 'Last of his Tribe'. Noonuccal contrasts past and present using Willie Lomax as a symbol of the impact of colonialism on First Nations peoples. Which line stands out for you?

3. Read the Wikipedia entry on Truganini. Using the information on that website, write a poem about Truganini – imitate Noonuccal's style in her poem 'Last of his Tribe'.

4. Find out about an author of a book you are reading and write a short (100-word) biographical entry summing up the author's life. Make choices about what information you give.

5. Write an autobiographical extract about an event in the author's life that centres around how something in the book you are reading came to be written. You may have to create some details.

Just for fun

Write about a significant moment in your life as part of your own autobiography.

LITERARY ANALYSIS

Understanding

> A theme is a statement about what is valued in a text. Texts can be about the same topic but show different attitudes to that topic; themes about family might include 'whoever we are, we need family' or 'families are important for imparting moral codes'.

1. List three possible thematic statements around the topic of friendship.

....

....

....

> Themes are easy to find in fables because they are a catchy moral phrase, but we need to go beyond a catchphrase and express it more clearly.
>
> 'Slow and steady wins the race' might be expressed as 'Hard work and focus are necessary for us to achieve in life'.
>
> To find the themes in a text we are studying, we might ask:
>
> **1.** What can I learn in this text about human experience?
>
> **2.** Who is the main character and what values does that character represent?
>
> **3.** How can I apply the ideas in the story to real life?
>
> **4.** What beliefs 'win' in the end?

2. Using the guide questions above, what themes might you draw from Red Riding Hood?

....

....

....

> What you'll notice is that themes are always expressed as generalisations.
> - We don't use the characters' names or places.
> - We express the theme in third person; a theme should be universal.
> - We use abstract general language.

3. Circle the more effectively expressed thematic statement in the following pairs.

   a. **i.** *To Kill a Mockingbird* is about prejudice in 1930s America.

      ii. *To Kill a Mockingbird* shows us that prejudice is a powerful negative force in society that can have tragic consequences.

   b. **i.** Perseverance is a necessary and admirable human trait.

      ii. If we keep trying, we will get there in the end.

   c. **i.** Romulus doesn't like Australia at first, but then he gets to like it and feels like he belongs.

      ii. Belonging can take time and can be learned.

> Every element of a text supports the theme: the characters, the plot, the setting and the language all add up to a bigger picture. Sometimes characters might make a 'philosophical statement' about what things mean to them and this will direct us to the theme.

4. This passage comes from the novel *Skellig* by David Almond.

   a. Underline the sentence that offers a 'philosophical statement' that hints at the theme.

> 'What does it mean,' I said. 'If Skellig eats living things and makes pellets like the owls?'
>
>   She shrugged.
>   'We can't know,' she said.
>   'What is he?' I said.
>   'We can't know. Sometimes we just have to accept that there are things we can't know. Why is your sister ill? Why did my father die?' She held my hand.
>
> *Skellig*, David Almond, p. 140

   b. Using just this passage from *Skellig*, offer a suggestion for a theme.

Connecting with language

It is often easiest to focus on character, plot and setting when identifying the theme, but the author's choice of vocabulary can also give emphasis to particular elements.

Applying

Connecting with the curriculum

Poetry

Often themes may be conveyed through symbols or even animals which represent human traits, as we see in the poem 'The Eagle' by Alfred, Lord Tennyson.

The Eagle
He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

'The Eagle', Alfred, Lord Tennyson

1. When analysing the poem to find the themes, we first need to understand the poem, then we need to consider what is valued. A text about the natural world can be about nature or it can be used to represent human values.

   a. Fill in the blanks:

   In this poem Tennyson focuses on the eagle, perched high above the sea, close to the .... , surveying the .... below and then seizing his prey. The poem shows the greatness of the .... as part of nature.

   b. What is valued in this poem?

   ....

   c. What might be the theme of this poem?

   ....

   ....

   d. There is often more than one theme in any text. Write another possible theme you can draw from this text: this time use the eagle to represent a powerful person.

   ....

   ....

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LITERACY

The following poem, written in 1920 by American poet Robert Frost, uses the symbol of a road to develop a theme about the pathways we follow in life.

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference.

'The Road Not Taken' (abridged), Robert Frost

2. What are the two choices of road that the traveller has to make?

....

3. What attracts the speaker to the road he takes, and what are the consequences?

....

....

4. What theme can we draw from the poem?

....

....

Connecting in class

Just for fun

Compose a negative and a positive theme in response to debating topics such as: wisdom is for the old; the environment is the responsibility of the individual; we need to protect our privacy.

EVALUATING TEXTS

LITERARY ANALYSIS

Understanding

Evaluation is about passing judgement. In assessing the quality of a text or the information contained in that text, we determine what it is we value. Evaluation is different across disciplines: in Science, evaluation may be objective and based on measurement; in History it is about contrast, assessing what is stated against available verifiable facts; however, in English literary study, evaluation can be more subjective, where we judge the effect of a text on the audience. Whatever the view, it is important to understand the process of evaluation and the values we apply to judging a text.

1. How do you assess whether you like or don't like a text? Share your answers with another student in the class and discuss the similarities and differences in the way you approach texts.

The language of evaluation

In everyday life, every time we press 'like', we are evaluating and passing judgement. In English, our evaluations are expressed in carefully selected words across digital and print texts, in short answers, essays, book reviews, online comments, tweets, blogs … the list goes on. Words drive the evaluation, but we also need to give evidence to support our views.

2. Is the following leading to a positive or negative evaluation? Underline the words that tell you this.

	Positive	Neutral	Negative
The novel provided an interesting perspective on the lives of child performers in the 1920s.			
It is a worthwhile text for older readers.			
This adventure isn't very different from any other book.			
Sasha is a strong and credible character with an enquiring mind.			
This particular book is about Bridget, who arrives in Brisbane town from Ireland in the nineteenth century.			

LITERACY

3. Think of interesting positive and negative words you might use to judge the following features of a novel.

	Positive	Negative (critical)
Character		
Setting		
Theme		
Plot		

4. Reviews are an important way of evaluating literary texts.

a. The review paragraphs below are out of order. Number them 1–5.

Out of order paragraphs	Order
The refugee camp in Ramallah where Karim lives reflects overcrowding and dislocation with them living like 'packed sardines in the sprawl of the refugee camp'. In contrast the 'little piece of ground' where he plays football becomes a metaphor for freedom.	
A Little Piece of Ground is a book that everyone should read as it encourages empathy about a situation that is not always understood.	
Karim and his friends, Hopper and Joni, find a small patch of ground which they set about clearing for a small soccer pitch. All the boys want a sense of connection through playing soccer in a safe environment.	
The book follows his growing up, from innocent child to aware young man as he begins to realise the bad ways people treat each other. Karim's uncle tells him: 'I see what humans are capable of. I know we could be like them too'.	
Many readers will know Elizabeth Laird's writing through the book *Kiss the Dust*. This book, *A little Piece of Ground,* follows in this fine tradition, capturing the everyday life of a Palestinian boy.	

b. Is the review a positive or negative evaluation? Explain what language led to your answer.

.. . .

.. . .

Connecting with language

The units *Sentence variety* (Unit 8) and *Dictionary and thesaurus* (Unit 10) will also help you with narrative writing skills.

Applying

Connecting with the curriculum

> Evaluation follows a different process in different subjects. In this section you will look at the way we make evaluations in two subjects: History and Science.

History

> The following extract gives advice to history students about *quality evidence*.

Written or literary sources

For a historian, the most important source of information that has survived from the ancient past is literary or written sources. But to the best information from it, each source needs to be examined or exposed to a range of questions.

- Who wrote it and when, and how close or distant in time was it to the event it describes?
- Is the source reliable?
- Why was the written text produced?
- What information does it provide?
- Is the information credible?
- Does the source tell us where the information it provides came from?
- Can the information the source provides be substantiated?

Humanities and Social Sciences for the Australian Curriculum 7, p. 193

---

1. The extract mentions the 'closeness' or 'distance' from an event. How does this time lapse affect the view of what happened?

2. What would make a source 'reliable'?

3. Why might historians not be able to determine the origin of a source?

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LITERACY

Cambridge University Press

Scientific thinking

An important distinction in Science is between quantitative and qualitative data.

Quantitative data	Qualitative data
Quantitative data: information about the *quantity* (how much) • Uses numbers or categories • Can be statistically analysed • Easily measured and compared with other data • Similar to objective data as researchers can easily draw conclusions and allows for comparison with other data.	**Qualitative data:** information about the *quality* (characteristics) • Often expressed in words (letters) or pictures • Difficult to categorise/analyse: wide variety of forms and open to personal, observer or research biases • Similar to subjective data because both are opinion-based.

Cambridge Science for the Victorian Curriculum 9, p. 10

4. Which words above are negative and which tabled heading do they appear under?

5. From the table above, what do we see that science values?

Science values	Yes	No	Science values	Yes	No
Statistics			Personal bias		
Objectivity			Words and pictures		

6. In your notebook or a digital document, write a comparison of evaluation methods in the different subjects English, History and Science.

Connecting in class

One of the issues in narrative or personal writing is the issue of the unreliable narrator. This is someone who does not tell the truth for one reason or another. Why might a writer employ such a character and what effect might it have?

Just for fun

Write a diary entry about an encounter with a time traveller who, in exchange for an explanation of your present, tells you about the future.

REFERENCING

LITERARY ANALYSIS

Understanding

> ### Referencing
>
> A **reference list** is made up of all the sources you have cited in your work. Reference lists are important as they give evidence of where material in an essay comes from.
>
> Referencing includes consistency with punctuation, italics, information to be provided and the order of that information. Titles can appear in minimal case (only one capital for first word) or maximal case (all words start with capital). Because of the variety of texts we use as evidence, referencing is very different across text types.
>
> There are a number of different referencing styles in use. Your teachers may tell you what style they prefer you to use, or you may even have a school style guide. In this unit, we will look at several common referencing styles.
>
> ### Referencing books
>
> Depending on the style of referencing you are following, a reference list for a book may include:
> - author's surname
> - author's name or initials
> - date of publication
> - title italicised (underlined if handwriting)
> - publisher
> - place of publication.
>
> Two common referencing styles are Harvard referencing style and MLA.

1. Here are bibliographical entries of books using Harvard and MLA styles. Under each entry, write down the elements. Put them in the correct order, and have the same punctuation between them as in the reference. Use the following list of elements: surname, first name (state whether initials or full), book title (in italics – state whether maximal or minimal case), publisher, date of publication, place of publication.

    a. Harvard referencing: Holt, DH 1997, *Management principles and practices*, Prentice-Hall, Sydney.

    b. MLA referencing: Leroux, Marcel. *Global Warming: Myth or Reality?: The Erring Ways of Climatology.* Springer, 2005.

Referencing websites

Writing the URL of a website is not enough as it may change or disappear, so the website reference has to include the date of accessed information. You need:
- name of author or organisation (if available)
- date of creation (if available)
- title of the text and title of the website
- date accessed.

2. Under each entry for websites below, show the order of the reference information with the correct punctuation:

a. Harvard: Weida, S 2013, *Developing strong thesis statements.*

Available from: https://owl.english.purdue.edu/owl/resource/588/1/.
[13 October 2015].

..   ..

..   ..

b. MLA: Regas, Diane. 'Three Key Energy Policies That Can Help Us Turn the Corner on Climate.' *Environmental Defense Fund*, 1 June 2016, www.edf.org/blog/2016/06/01/3-key-energy-policies-can-help-us-turn-corner-climate. Accessed 19 July 2016.

..   ..

..   ..

More rules for referencing
- Entries in a reference list or bibliography must appear in alphabetical order; e.g. Avis, Bevan, Edgeware, etc.
- If the book has an editor, put (ed.) after the name.
- If there is more than one author, then you may see 'et al.', which is short for the Latin 'et alia', meaning 'and others'.
- If there is a citation within a citation, the original must appear first followed by 'in' and so on.
- Entries for articles, poems, short stories, chapters and other short forms that come from a book or newspaper must have quotation marks, and the book or newspaper they appear in has italics or is underlined (if handwritten).

Connecting with language

In the Year 7 book, Unit 10 on punctuation (when to use capitals for titles – maximal and minimal case) is relevant for referencing.

Applying

Connecting with the curriculum

History

> **Finding the information**
>
> In the Understanding section, we looked at what you need for a reference list, but we haven't looked at where to *find* the information. The cover page of a book is often about attracting attention and may not have as much information as we need, so we have to go to the title page (the first or second page, which has title, author and other information) and also the *back* of that page.

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1. The extract above is from the back of a title page of a History textbook. Add labels to show: publisher, author/s, place of publication, date of publication.

LITERACY

2. The name of this book is *Humanities and Social Sciences for the Australian Curriculum 9*. Use this title and information on the back of the inside cover to write two references for this book using Harvard and MLA styles, which appear on page 106. When there is more than one place listed, use the one that seems most relevant – in this case, the book is an Australian text.

   a. Harvard: ..

   ..

   b. MLA: ..

   ..

3. Here is a reference using the Oxford style guide:

   Bracken, F.M. (ed.), *Tracing History through the Ages,* Cambridge, U.K., Cambridge University Press, 2009.

   Rewrite the Cambridge textbook reference above using this style format. Remember that punctuation is essential, regardless of differences in style guides, and must be copied.

   ..

   ..

4. If your teacher prefers a different style (e.g. if your school has a style guide), write the reference using this style.

   ..

   ..

Connecting in class

1. Conduct research on different systems of referencing that are available and decide which you like best. Explain to the class why.

2. Write the reference details of this language book in three different styles (MLA, Harvard and Oxford).

Just for fun

You have become a world-famous author on a subject of your choosing. Prepare a fictitious bibliography of your work. Include a book, a film, a website, a research paper and your autobiography.

GLOSSARY

This glossary contains foundational words from the textbook. An extended glossary is available for download from Cambridge GO.

active voice the subject of the verb is the person or thing carrying out the action

attitudes established ways of thinking or feeling about something

autobiography a person's life story, written by themselves

biography a person's life story, written by someone else

clause a part of a sentence that contains a subject and a verb (and possibly also an object or other complement). There are many types of clauses: projected clauses introduce a contention; embedded noun, adverbial and adjectival clauses may not have a finite verb.

clichés sayings or phrases that are overused and therefore have become boring

cohesion the way parts of the text relate to each other, creating a flow of meaning

colon a punctuation symbol used mostly to separate elements of a sentence, such as to introduce a list, quotation or formal statement, or title and subtitle, or when the second clause is responding to the first clause

conditional tense a way of expressing possibility by starting a clause with the word 'if'

euphemisms words or phrases used to avoid being unpleasant or offensive

evaluation assessing the quality of a text, or other item

hyphen a punctuation symbol, shorter than a dash, used to create compound words

idioms common expressions that don't literally mean what they say

jargon language used for a particular activity or by a particular group of people

journalism writing for broadcast or publication in news media including terms such as 'flag', 'byline', 'caption' and 'cutline'

lexical chain a series of words that are related in some way and connect across a sentence, paragraph or verse

negatives words or word forms used to negate a proposition; a double negative is an assertion of a positive statement

neologism words created or adapted for a new purpose

nominalisation changing a word from a verb or adjective into a noun form

objective language words and phrases that are factual and largely free of emotional content

passive voice the subject of the verb is a passive acceptor of whatever action is taking place; the agent of action is unknown if it is an agentless passive

phrase a part of a sentence often beginning with a preposition or a participle but without a subject and verb combination*

reference list list of sources cited in a work

register the way we make different language choices based on social context

root word a word that forms the basis of another word; many English root words come from other languages, including Greek and Latin

semicolon a punctuation symbol used mostly to separate items in a list, to join two complete sentences that are related, or sit before a conjunctive adjective

subjective language words and phrases that express personal opinions, points of view or judgements

subjunctive tense a way of expressing possibility by using words such as 'as if', 'that' or 'were'

theme a statement about what is valued in a text

thesaurus a type of dictionary in which words with similar meanings are arranged in groups

values what people regard as important in life

* from ACARA definition