



# ALBURY HIGH SCHOOL

## STAGE 4 WORK PACKAGE

This is an emergency work package created to allow your child to continue with meaningful learning whilst at home.

The contents of this work package are to be completed over the course of one week with approximately 2 to 3 hours of learning time per day.

In regards to Mathematics, if possible, students should access their Mathspace accounts for which they should have the log on details (if not, contact the school). The teacher may set a task to complete and/or students may choose to consolidate their own learning via the online text book.

If the learning-from-home time extends beyond a week teachers will upload classwork to the assigned Google Classroom. An email will be sent to all families with these details if required.

When your child returns to at school learning they will be required to submit this work package to their year group's box at the Front Office.



## Ancient times

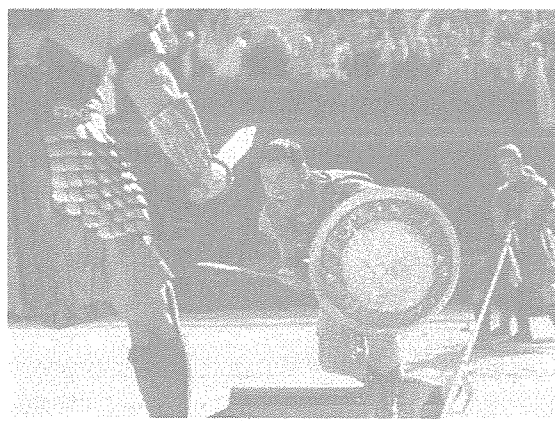
### Comprehension

Read the following passage and **in sentences** answer the questions that follow.

#### Gladiators

ROMAN gladiators were typically slaves, prisoners of war or convicted criminals. There were different types of gladiators. As the Roman Empire expanded, many of the prisoners of war who became gladiators wore the clothes and weapons associated with their conquered country. For example, Samnites carried oblong shields and short swords and wore plumed helmets with visors. Thracians used small, round shields and fought with curved daggers. The 'net men' carried large nets to entwine their opponent and then killed them with a trident, a three-pronged weapon. Some gladiators, called bestiarii, were trained to fight wild animals. The number of animals killed in any one day was astonishing. During the special games, which Trajan held when he became Emperor, 9000 animals were slaughtered. Strangely enough, a number of free citizens chose to become gladiators and to renounce their rights as citizens. These were mainly poorer people who chose this life because gladiators, on the whole, were well fed and were given proper medical care. Even members of higher social status sometimes chose to enter a gladiator school if their family had financial problems. Most owners and trainers regarded their gladiators as an investment and ensured they were well looked after.

If a gladiator was wounded and unable to fight on, he gave the sign for mercy. It was up to the crowd to either give the thumbs up sign to say they wanted him to be spared or the thumbs down sign to say they wished to see him die.



Usually gladiators fought four or five matches a year and could win their freedom by showing bravery or becoming popular with the crowd. If a gladiator survived, he could be granted his freedom and may even have been given a monetary reward. Gladiators could never become Roman citizens but they could marry citizens and their children could become citizens.

### Reading for understanding

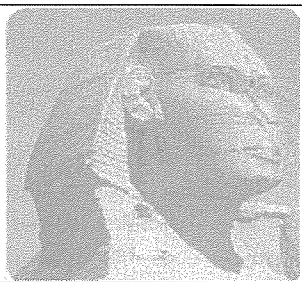
1. What people were more likely to become gladiators?
2. Explain how gladiators came to dress differently and use different weapons.
3. What weapons did the Samnites carry?
4. What protective equipment for the head did the Samnites wear?
5. What weapons did the Thracian gladiators use?
6. Why were the bestiarii different from other gladiators?
7. What event took place when Trajan was Emperor?
8. Why did some free citizens decide to become gladiators?
9. Why did most owners ensure that their gladiators were well looked after?
10. What did a gladiator do if he was wounded or unable to fight on?
11. How did the crowd indicate that the gladiator should live or die?
12. How could gladiators win their freedom?

12 marks

## Spelling and vocabulary

### Ancient worlds

treasure	chariot	burial	conqueror
heroes	pharaoh	pyramid	tomb
papyrus	weapon	shield	sword
dagger	soldier	warriors	dungeon
gladiator	centurion	powerful	guard
cavalry	military	emperor	sphinx



Insert words from the spelling list in the appropriate spaces below. The first letters have been given to help you. Each word should be used once only.

1. Sometimes gladiators were armed with a s\_\_\_\_\_ and s\_\_\_\_\_.
2. A Roman c\_\_\_\_\_ was a s\_\_\_\_\_ in charge of a hundred men.
3. A Roman e\_\_\_\_\_ was so p\_\_\_\_\_ he could have any of his subjects imprisoned in a d\_\_\_\_\_ under g\_\_\_\_\_.
4. In Egypt, tourists can see a s\_\_\_\_\_ and a pyramid of a famous p\_\_\_\_\_.
5. T\_\_\_\_\_ raiders broke into the b\_\_\_\_\_ chamber of a p\_\_\_\_\_ in search of t\_\_\_\_\_.
6. Egyptian tombs sometimes contain a c\_\_\_\_\_, a w\_\_\_\_\_ such as a d\_\_\_\_\_ and remnants of p\_\_\_\_\_.
7. In ancient times, stories would be told of h\_\_\_\_\_ and w\_\_\_\_\_.
8. The Egyptians were a m\_\_\_\_\_ nation and had their own c\_\_\_\_\_.

22 marks

### Words and meanings

Write down a word from the spelling list for each of these meanings.

1. an Egyptian ruler \_\_\_\_\_
2. a group of soldiers riding horses \_\_\_\_\_
3. paper made from a tall water plant \_\_\_\_\_
4. a two-wheeled carriage \_\_\_\_\_
5. a huge Egyptian tomb \_\_\_\_\_
6. a dark underground prison \_\_\_\_\_
7. men or women admired for brave deeds \_\_\_\_\_
8. soldiers or fighting men \_\_\_\_\_
9. a person who fought at the Colosseum \_\_\_\_\_
10. a person who rules an empire \_\_\_\_\_

10 marks

## Dictionary Work

The Latin word *centum* means 'one hundred'. A centurion commanded a hundred men. With the help of the dictionary, write down words beginning with *cent-* for each of these meanings.

one hundred years: - \_\_\_\_\_

one-hundredth of a dollar: \_\_\_\_\_

a hundredth part of a metre: \_\_\_\_\_

a small invertebrate animal with many ('a hundred') legs: \_\_\_\_\_

temperature scale that shows water boiling at 100°: \_\_\_\_\_

5 marks

## Language

### Nouns

Nouns are naming words. They are used to name:

people: *gladiator mother, teacher, Roald Dahi, Nicole Kidman*

places: *harbour, school, hospital, Egypt, Rome, Colosseum*

things: *sword, apple, chair, aeroplane, car road*

qualities: *honour, sadness, love, happiness, bravery*

### Missing nouns

An analogy is a form of comparison, for example: Soldier is to army as sailor is to navy Complete the following analogies by supplying the missing nouns.

1. Day is to week as a month is to \_\_\_\_\_.

2 Wing is to \_\_\_\_\_ as fin is to fish.

3. \_\_\_\_\_ is to son as mother is to daughter.

4. Cat is to \_\_\_\_\_ as dog is to puppy.

5. Aunt is to niece as uncle is to \_\_\_\_\_.

6. North is to \_\_\_\_\_ as east is to west.

7. Artist is to \_\_\_\_\_ as author is to book.

8. Tongue is to taste as \_\_\_\_\_ is to smell.

9. Hearing is to ear as sight is to \_\_\_\_\_.

10 Food is to \_\_\_\_\_ as water is to thirst.

10 marks

Choose nouns from the list and insert them in the spaces below in their correct categories.

eagle	soccer	fear	canoe	yacht	Paris
Nile	bee	London	hawk	cicada	banana
mosquito	cherry	joy	Cairo	peach	anger
tennis	dove	Amazon	golf	Murray	catamaran

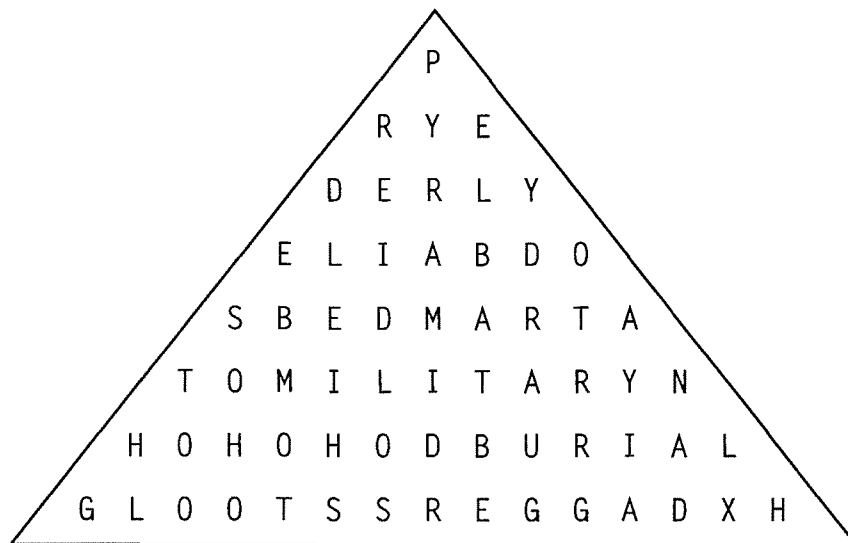
fruits	cities	boats	birds

Rivers	Sports	Feelings	insects

### NOUN PYRAMID

Find the words from the box hidden in the word pyramid. They may be horizontal, vertical, forward or backward.

pyramid	soldier	burial	shield
dagger	tomb	guard	military



5 marks

### Punctuation

#### Starting and finishing sentences

We write in sentences so that our words will be easier to read and understand. A sentence that makes a statement begins with a capital letter and ends with a full stop; for example:

*Roman gladiators were typically slaves, prisoners of war or convicted criminals.*

Insert capital letters and full stops where necessary.

1. the ancient Egyptian civilisation began more than 5000 years ago
2. tomb robbers broke into the pyramids to steal the treasures inside
3. water was lifted from the Nile using a device called a shaduf
4. the rulers of ancient Egypt were called pharaohs
5. the ancient Egyptians worshipped more than 1000 different gods and goddesses
6. the three pyramids at the town of Giza are more than 4500 years old
7. as god of the dead, Osiris was in charge of the underworld
8. each block used to build the Great Pyramid weighed as much as two-and-a-half elephants

8 marks

## Around the world

### Comprehension

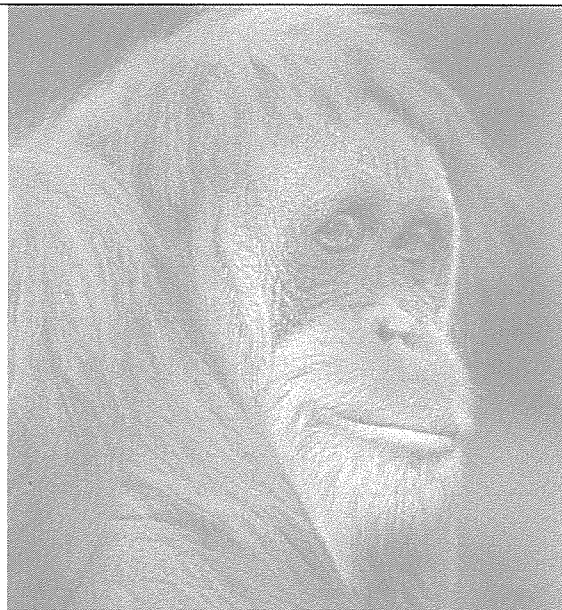
Read the following passage and **in sentences** answer the questions.

#### Expedition to the jungles of Borneo

THE orang-utan hung above us, baring his yellow teeth and squealing angrily. He must have been nearly four feet tall and weighed perhaps ten stone—I was sure that he was larger than any I had ever seen in captivity. He climbed to the top of a slender branch until it bent beneath his weight and curved downwards towards a neighbouring tree. Then he stretched out one of his long arms and lumbered across. Occasionally he broke off small branches and threw them down at us in fury, but he seemed to be in no hurry to escape. Before long we were joined by other villagers, who helped us to carry our gear as we followed the animal and enthusiastically cut down saplings to give us a clear view of him. We had to pause every few minutes for the damp forest in which we were working abounded with leeches. If we stayed in one particular place for long they came looping across the leaves of the undergrowth like small thin worms. When they reached us, they crawled on to our legs and dug their heads into our flesh, sucking blood until they were swollen to many times their original size. Preoccupied with watching the ape, we often did not notice them until the Dyaks thoughtfully pointed them out and shaved them off with their knives, so that the places in which we had filmed were marked not only by the fallen saplings but by the severed oozing bodies of the leeches.

At last we decided we had secured all the film we needed and began to pack up.

‘Finish?’ asked one of the Dyaks.



We nodded. Almost immediately there was a deafening explosion behind me and I turned to see one of the men with a smoking gun to his shoulder. The ape had not been badly hit for we heard it crashing away in the distance to safety but I was so angry that for a moment I was speechless.

‘Why? Why?’ I said in fury, for to shoot such a human creature seemed to amount almost to murder.

The Dyak was dumbfounded.

‘But he not good! He eat my banana and steal my rice. I shoot.’

There was nothing I could say. It was the Dyaks who had to wrest their livelihood from the forest, not I.

from *The Zoo Quest Expeditions*  
by David Attenborough

#### Reading for Understanding

1. What is the orang-utan doing at the beginning of the description?
2. What information does the narrator give about the orang-utan's height and weight?
3. What method did the orang-utan use to travel from tree to tree?
4. How did the orang-utan show his anger towards the humans?

5. How did the villagers help the narrator and the film crew?
6. What did the leeches do when they reached the narrator and the film crew?
7. Why did the narrator and the film crew often fail to notice the leeches?
8. How did the Dyaks remove the leeches?
9. '... there was a deafening explosion behind me .. .' Why was the narrator angry?
10. How did the narrator know that the ape had not been badly wounded?
11. Why had the Dyak tried to kill the orang-utan?

11 marks

## Spelling and vocabulary

### Getaway

destination	paradise	departure	souvenirs	holiday
tourists	arrival	view	vacation	incredible
favourite	abroad	traveller	scenery	delight
location	experience	enthusiasm	cruise	accommodation
curiosity	leisure	luggage	village	journey
queue	fascinating	beautiful	tropical	quiet

### An enjoyable holiday

Use words from the spelling list to complete the following passage. The first letters have been given to help you.

This was the h\_\_\_\_\_ of a lifetime. We had reached our d\_\_\_\_\_ :  
 a tropical island p\_\_\_\_\_. On our a\_\_\_\_\_ we were taken to  
 our a\_\_\_\_\_ at the small island v\_\_\_\_\_. Imagine our d\_\_\_\_\_ at the  
 t\_\_\_\_\_ s\_\_\_\_\_ outside our window! It was i\_\_\_\_\_. Our f\_\_\_\_\_  
 e\_\_\_\_\_ was a c\_\_\_\_\_ to v\_\_\_\_\_ the b\_\_\_\_\_ coral reef.  
 After this, we and the rest of the t\_\_\_\_\_ were able to purchase s\_\_\_\_\_ at a  
 l\_\_\_\_\_ nearby. When our v\_\_\_\_\_ a\_\_\_\_\_ ended, we had to  
 q\_\_\_\_\_ at the d\_\_\_\_\_ desk because of our excess l\_\_\_\_\_

23 marks

### A Word for a Phrase

Write down a word from the spelling list for each of the following phrases.

1. A trip from one place to another
2. A holiday
3. In another country
4. Lodgings; a place to stay
5. Hard to believe; unbelievable
6. To travel from place to place by boat
7. The place you are travelling to
8. The desire to know about something
9. Things kept as a memory of a place or event
10. People who travel for pleasure

10 marks



## Dictionary Work

The word 'location' is derived from the Latin word *locus* meaning 'a place'. Use the dictionary to find out the meaning of these words based on *locus*.

locomotion: \_\_\_\_\_

relocate: \_\_\_\_\_

locality: \_\_\_\_\_

allocate: \_\_\_\_\_

4 marks

## Language

### Common and proper nouns

A common noun is a general word used for any person, animal, place or thing belonging to a category or class. Most nouns are common nouns.

*girl dog table husband biro nose paper ambulance*

A proper noun is the name of a particular person, place or thing. Proper nouns can be identified easily because they always start with a capital letter. You come across proper nouns all the time in your reading and writing.

*David Attenborough Mercedes Wednesday Anita Easter July Melbourne*

### Matching up proper and common nouns

Place proper nouns from the box next to the common nouns below.

Cleopatra	Atlantic	Africa	Tasmania	Edison
January	Christmas	India	Saturn	Smarties
Athens	Wednesday	Amazon	Qantas	Target
Toyota	Rebecca	Shakespeare	Vesuvius	<i>Artemis Fowl</i>

1. city _____	11. queen _____
2. car _____	12. volcano _____
3. planet _____	13. country _____
4. month _____	14. river _____
5. island _____	15. playwright _____
6. inventor _____	16. novel _____
7. airline _____	17. girl _____
8. department store _____	18. ocean _____
9. lollies _____	19. day _____
10. continent _____	20. festival _____

20 marks

## Countries and people

Next to each of the countries below, write down the name for the people who live there,

For example: *Egypt - Egyptians*

1. Africa	2. Greece
3. India	4. Japan
5. Afghanistan	6. The Netherlands
7. England	8. Poland
9. China	10. Russia
11. Norway	12. Switzerland
13. France	14. Canada
15. Turkey	16. Sudan
17. Brazil	18. Iran
19. Wales	20. Portugal

20 marks

The names of some capital cities around the world are written below in code. In the code a number represents a letter of the alphabet. In the example the nine letters of the city name are given.

A	M	S	T	E	R	D	A	M
1	2	3	4	5	6	7	1	2

As you work through each city fill in the table below to help you break the code.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
A																

1

6	8	2	5

6

1	4	14	5	12	3

2

2	1	7	6	9	7

7

13	5	6	15	9	12

3

2	8	3	10	8	11

8

15	8	12	7	8	12

4

10	1	9	6	8

9

16	9	5	12	12	1

5

10	1	12	13	5	6	6	1

10

17	1	6	9	3

## Punctuation

### Making sense with sentences

A sentence is a group of words that makes sense by itself. We organise words in a sentence to give sense to what we want to say.

### Jumbled Sentences

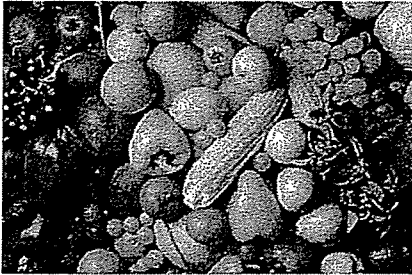
Rewrite the following groups of jumbled words as sentences.

1. Dahl by written Boy Roald was
2. England of is the London capital
3. general famous was Napoleon a French
4. city rediscovered Italian of was in the Pompeii 1748
5. city is Scotland in Glasgow a
6. came the Scandinavia from Vikings
7. ruled Aztecs was by Mexico the
8. England Conqueror invaded the 1066 in William
9. Granger's Muggles are Hermione parents
10. southern is in Botswana Africa

10 marks



# Nutrition



The origin of the word **'nutrition'** is Latin: 'nutrire' – to feed or nourish. In English, **to nourish** means to feed, look after, strengthen and keep something or someone alive. Word endings often have meanings. In the word 'nutrition', the 'ion' ending means that the word is a noun, a thing. Try this activity to see if you can work out the different forms of the word nutrition.



**Draw a line to match the topic sentence with the paragraph it belongs to:**

**nutrition**

a substance that provides nourishment

**nutrient**

healthy and providing nourishment to the body

**nutritionist**

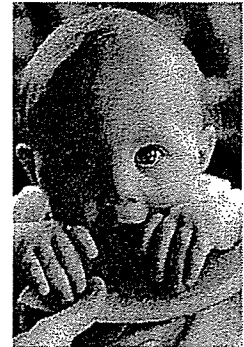
the process of being nourished; the study of how organisms take in and use food

**nutritious**

a person who studies nutrition and advises people on healthy eating

Some of the most common grammar mistakes involve three letters: I T S.

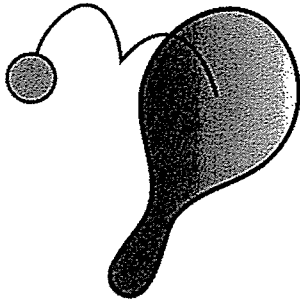
- ❌ **its** a possessive for a neuter object (not a female or male).  
eg. The food released **its** nutrients to the body.
- ❌ **it's** a contraction, a shortened way of writing "it is"  
eg. **It's** time for lunch.
- ❌ **its'** incorrect – there is no such word.



**Colour in the circle for the correct word to fill the space in each sentence: it's its or its'**

1. \_\_\_\_\_ a fact that each person's body needs food as fuel.       its       it's       its'
2. The body can receive \_\_\_\_\_ needs from a nutritious or balanced diet, as shown in the Australian Guide to Healthy Eating.       its       it's       its'
3. \_\_\_\_\_ components include many food groups: grain (cereal) foods, vegetables and legumes (beans), proteins (such as lean meats, poultry, fish), dairy (including milk, yoghurt, cheese) and fruit, as well as water.       its       it's       its'
4. \_\_\_\_\_ usual for a healthy person to gain all the nutrients the body needs from food and water, without taking any extra vitamins or supplements.       its       it's       its'
5. If a person consumes too many calories, \_\_\_\_\_ likely that the person will become overweight.       its       it's       its'
6. Many health problems can be caused by a diet high in fats and sugar. Some of \_\_\_\_\_ effects include low energy, feeling unwell and mood swings.       its       it's       its'
7. A diet consisting of too few calories has \_\_\_\_\_ own problems, leading to tiredness, low energy and stunted growth.       its       it's       its'
8. Extra calories can be used during exercise so \_\_\_\_\_ a good idea to exercise every day.       its       it's       its'
9. \_\_\_\_\_ important for every Australian to understand how to select and eat a balanced and nutritious diet.       its       it's       its'

# Resilience



This ball is resilient because it bounces and rebounds on the paddle. The word 'resilience' comes from the Latin word 'resilire' which means to spring back or rebound.

We can call someone resilient if they show the capacity to deal with life's problems (e.g. He is a resilient person) or we can write about the quality of resilience as a thing (e.g. He showed resilience in that situation).

## Many people are confused about these two words: your and you're

### your

a pointer (possessive pronoun) that shows it belongs to you

e.g. **Your** friends are very important.

### you're

a contraction, a shortened way of writing 'you are', the apostrophe means that a letter is missing

e.g. When **you're** feeling stressed, problems can seem bigger.



Place the word 'your' or 'you're' on the line so that each sentence makes sense.

1. Resilience is like a bouncing ball - it means that you can bounce back after challenges in \_\_\_\_\_ life.
2. If \_\_\_\_\_ resilient, it means that you can manage change, challenges or difficulties.
3. When \_\_\_\_\_ growing from a child to an adolescent to an adult, resilience is particularly important.
4. During adolescence, \_\_\_\_\_ body is changing and \_\_\_\_\_ experiencing rapid psychological and social changes too.
5. To build your resilience, in \_\_\_\_\_ friendship groups, you should try to support each other and listen to each other.
6. If \_\_\_\_\_ experiencing regular arguments or bullying in \_\_\_\_\_ friendship group, maybe it's time to find some new friends.
7. When things are tough, you can gain perspective on \_\_\_\_\_ troubles by helping others. \_\_\_\_\_ school will probably have links with charities and organisations where you can volunteer your time and help others.
8. Make sure that \_\_\_\_\_ getting enough sleep and exercise. If \_\_\_\_\_ feeling tired and grumpy, a simple solution could be to go to bed earlier.
9. When you think about \_\_\_\_\_ day, remember to include positive things, rather than always focusing on \_\_\_\_\_ problems and what went wrong.
10. Notice if \_\_\_\_\_ being too negative. Maybe \_\_\_\_\_ 'inner critic' is speaking up too often and needs a break.



**Think about resilience. In what ways are you resilient?  
In what ways do you need to become more resilient?  
Write your reflections on these lines.**

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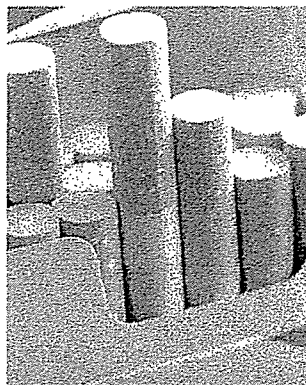
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# Risk taking behaviour

## Evaluative language

In PDHPE, sometimes we need to evaluate health decisions or behaviours. When evaluating, many students overuse the words 'good' and 'bad'. Arrange the words from the word list on the right to show if the meanings are positive ('good') or negative ('bad').



## Word list

effective, healthy, dangerous, harmful, safe, suitable, helpful, harmless, advantageous, risky, damaging, productive, serious, reputable, unhealthy, hazardous, unsafe, troubling, appropriate, worrying, accurate, toxic

### Positive (good)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Negative (bad)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Judging people

When we judge other people or their decisions, we need to be polite. We also need to avoid overly emotional or offensive language.



Circle the words that are NOT appropriate when judging a person.

unreliable    stupid    lame    dumb    unhealthy    braindead    loser    idiot

## Evaluating behaviour

When we evaluate risk-taking behaviour, we need to choose evaluative words that are professional and objective, not personal and offensive.



Use negative evaluation words in these sentences. Choose different evaluative words from the lists above. You will also have to think of some reasons why the behaviour is a problem.

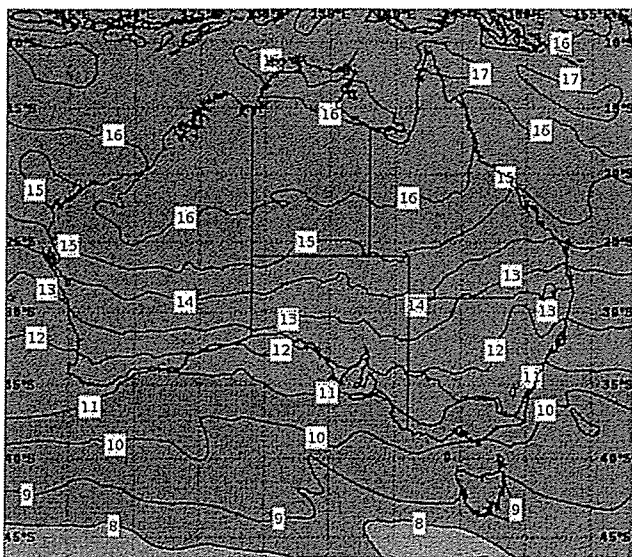
- Speeding in a car is a \_\_\_\_\_ behaviour because \_\_\_\_\_
- Use of illicit drugs is \_\_\_\_\_ as \_\_\_\_\_
- Binge drinking (excessive drinking of alcohol) is a \_\_\_\_\_ social problem since \_\_\_\_\_
- Some young people take up smoking even though tobacco is \_\_\_\_\_ and \_\_\_\_\_
- Some risk taking behaviour involves \_\_\_\_\_ activities like playing in traffic or jumping from heights. This is \_\_\_\_\_ because it could result in \_\_\_\_\_



Use positive evaluation words in these sentences. Choose different evaluative words from the lists above. You will also have to think of some reasons why the behaviour is positive.

- Instead of risk taking behaviour, young people should be encouraged to undertake \_\_\_\_\_ activities that give an adrenalin boost but are safe, such as \_\_\_\_\_
- Young people should develop \_\_\_\_\_ strategies to deal with peer group pressure such as \_\_\_\_\_

# Sun safety



Map of Australia showing the UV index for a summer's day

(Source: Bureau of Meteorology)

The UV index shows the level of ultraviolet radiation (dangerous energy). A UV index of 3 to 5 is moderate. UV levels of 8-10 are very high and 11 or above are extreme.

There are many words that sound the same but have different spelling and different meanings. These are called homophones.



**Draw a line to show the pairs of homophones that sound the same**

coarse	through
dear	flower
build	flee
flea	course
flour	guest
steal	plane
threw	billed
waist	steel
plain	deer
guessed	waste



**This report contains homophones. Cross out the incorrect word in each sentence**

## Sun safety

Hear/here in Australia, more than a thousand people die/dye from skin cancer every year and many thousands more are diagnosed with skin cancer. Skin cancer is due/dew to skin cells being damaged by over exposure to ultra violet radiation from the son/sun.

Have you herd/heard about the UV index? The UV index is the main/mane measure of ultraviolet radiation coming from the sun, reported daily by the Bureau of Meteorology. When the UV level is 3 or above, the sun's raze/rays are strongest so you need to cover up. On sunny daze/days, the sun will be stronger than days when the whether/weather forecast is for rain/rein. If you are swimming or near the see/sea, the sun may reflect off the water and be even stronger. On this page, you can fined/find a map of UV levels on a typical summer's day, showing that the whole/hole of Australia has an extreme UV level. (See map above.)

There are several ways/weighs that you can stay safe in the sun. So/sew before you venture outside, paws/pause for a moment and consider your options. First, you need to keep your skin type in mined/mind. If your jeans/genes have given you fair/fare skin, you will need to protect your skin more carefully than if you have naturally olive or tanned skin. Unfortunately, even miner/minor skin damage can lead to cancer many years later.



The mane/main principle/principal of sun safety is 'slip, slop, slap': slip on a shirt or protective clothing, slop on sunscreen and slap on a hat. You need to apply a thick layer of sunscreen, as the sun will burn any spot you have missed/mist. After an hour/our in the sun, sunscreen may knead/need to be reapplied. At sum/some schools, students are not aloud/allowed outside unless they are wearing a hat.

You should check/cheque your skin often for/four changes. If you fined/find some/sum freckles or dark spots that have changed colour or have grown, go to see a doctor.



# Swimming



## Apostrophes

An apostrophe can show possession, which means that a thing belongs to something or someone:

If the owner is **singular** (eg: one coach), the apostrophe comes **before the s**.  
eg: one coach's training plan (the training plan of one coach)

If there is **more than one** owner, the apostrophe comes **after the s**.  
eg: many coaches' training plans (the training plans of many coaches)



**Draw a tick or cross to show if each apostrophe is used correctly.**

1. Swimming is one of Australia's  most popular sports.
2. Most children's  upbringing involves swimming at pools and beaches.
3. Swimming is a high profile sport in the Olympics as many Australians stand on the winner's  podium to receive medals.
4. A persons'  ability, gender or age does not matter in swimming - anyone can learn to swim.
5. Swimming is a low impact activity, which means that there is not much stress'  on the body's  joints.
6. Even though it is low impact, swimming can be high intensity depending on the swimmer's  effort and exertion.
7. Both arms'  movements when they pull through the water and the legs'  kicking motions are excellent aerobic exercise.
8. In aerobic exercise (also known as 'cardio'), the swimmer's  heart work's  hard to pump more oxygen to the working muscle's  so the heart rate rises.
9. The lungs work harder to spread oxygen to the body's  muscles.
10. In addition to fitness benefit's , many swimmers'  sense of wellbeing also improves.
11. Swimming can be a relaxing and peaceful activity as the day's  worries can seem to be blocked out under the water
12. On summer's  hottest days, swimming can also be a pleasant way to cool off.

# Team sports



## Writing about cause and effect

This page explains why people play team sports. You will complete some sentences about why people play team sports and you will think of some of the reasons to complete each sentence.



Read the sentence starter. Then choose a cause and effect conjunction. Finish each sentence by adding a reason. Use a range of different conjunctions.

Sentence starter	Cause and effect conjunction because, so, since, as	Reason
e.g. Some people exercise outdoors	because	they enjoy fresh air.
1. Sports can build team work skills	since	<hr/> <hr/>
2. Team sports build community connections	because	<hr/> <hr/>
3. Playing a sport can relieve stress	_____	<hr/> <hr/>
4. People who play sport are less likely to be overweight	_____	<hr/> <hr/>
5. Children who play sport learn resilience	_____	<hr/> <hr/>
6. Sports help to develop discipline	_____	<hr/> <hr/>
7. Playing sports improves confidence	_____	<hr/> <hr/>
8. Playing sport can also help you get a good night's sleep	_____	<hr/> <hr/>

# The impact of bullying



## Linking ideas with conjunctions

A conjunction is a joining or linking word. It is like a chain, linking ideas together.

A conjunction can be in the middle of a sentence:  
eg. We saw the bullying happen **although** we didn't tell a teacher.

A conjunction can also appear at the beginning of a sentence:  
eg. **Although** we saw the bullying happen, we didn't tell a teacher.

## Purposes of conjunctions

Conjunctions have different jobs and different ways of making meaning. The purposes of conjunctions are shown on the right, with some examples.

<b>Adding information</b>	and, as well, plus, also, besides
<b>Giving examples</b>	for example, for instance, in case of
<b>Contrasting ideas</b>	although, but, however, instead, whereas, yet, rather, nevertheless, otherwise, even though
<b>Cause and effect</b>	because, since, as, so, so that, as



**Underline the conjunctions in these sentences. Write the function of each conjunction on the line (adding information, giving examples, contrasting ideas or cause and effect).**

- Bullying has a negative impact on the target and it impacts others in the school community. \_\_\_\_\_
- Students who are bullied, sometimes known as targets, can have low self-esteem because they are being constantly criticized.  
\_\_\_\_\_
- Targets can experience lower academic outcomes, for example, they might have lower marks in tests or assessment tasks.  
\_\_\_\_\_
- Bullying can have serious impacts on a student's concentration in class, plus it can make them dislike school. \_\_\_\_\_
- Although bullying has terrible impacts on the target, bystanders can also be affected. \_\_\_\_\_
- They may feel fearful or guilty as they are unable to prevent bullying. \_\_\_\_\_
- Students who bully others can experience negative impacts for instance getting into fights and other anti-social behavior. \_\_\_\_\_
- Schools should take action against bullying, otherwise many students might experience the negative impacts of bullying. \_\_\_\_\_



**Combine these two sentences into one sentence using a suitable conjunction.**

- Targets of bullying may feel depressed. They do not have friends to stand up for them.  
\_\_\_\_\_

- It is important for students to feel safe at school. They need to feel safe at home.  
\_\_\_\_\_

# Using social media safely

There are three different perspectives we use when writing and speaking:

**1 First person**  
 First person is from the speaker's or writer's own perspective.  
 e.g. I like using Facebook.

We can use first person to express our personal opinion, to write complaint letters and to write reflections. Only use first person if you are asked for your opinion.

**2 Second person**  
 Second person is used when the writer or speaker directly addresses someone else.  
 e.g. You should be careful about the photos you post online.

Sometimes the 'you' is general (all people). Only use second person if you are giving specific advice or recommendations to a person or a group of people.

**3 Third person**  
 Third person is used for writing and speaking about someone or something.  
 e.g. Many young people post photos online that are embarrassing or inappropriate.

Third person is used for factual, academic and technical writing in a subject.

Draw a tick under a heading to show if each sentence is an example of first person, second person or third person	First person	Second person	Third person
1. The Australian Government's eSafety website provides useful tips on how to be safe when using social media			
2. If you share a photo online, you might be sharing with people you do not know.			
3. I never 'friend' anyone who I do not actually know.			
4. You should never share your personal details with anyone over the net.			
5. All social networking sites have their own privacy and security settings.			
6. You should make sure you know how each site works and how to change your settings.			
7. But what do I do if I receive a message from someone I don't know?			
8. You should never reply to a random text message or internet message, unless you know who sent it.			
9. Online videos and photos are private and personal so they should only be shared with friends.			

**1. Change this sentence from second person to third person**

You should be careful to protect your online reputation and not post photos that might be embarrassing.

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**2. Change this sentence from first person to third person.**

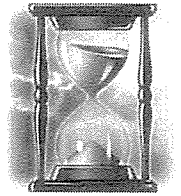
I think that clicking on links can be dangerous as they could contain malware or viruses.

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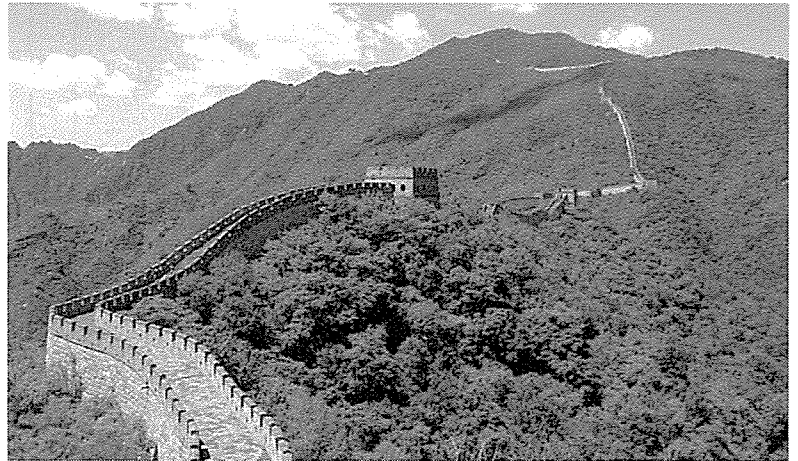
# 1. Why Study History?



The word history comes from the Greek word *historia*, meaning inquiry, and knowledge acquired by investigation. It is the study of human past since evidence of civilisation began.

History is everything, and is all around us! What happened to you yesterday, when you were born, your grandparents' house, the first Australian Prime Minister, Captain Cook sailing around the East coast of Australia, the building of the Great Wall of China, the Roman Colosseum, the Greeks inventing **Democracy**, the Great Pyramids of Egypt, the Aboriginal **Dreamtime**, are ALL a part of history. But History isn't just a list of things that have happened in the past. History also helps to explain why things happened and, understanding History, helps you to understand the world we live in today.

Studying History gives you **valuable** skills that you can use every day. By studying History you will be able to explain how people, events and forces from the **past** have shaped our world. It will help you to understand the different **perspectives** people have: the struggles people such as **migrants**, women and Aboriginal people have had, and continue to go through.



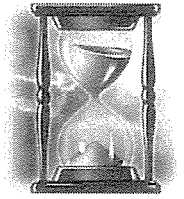
History will help you understand your place in the world, and how you can better **appreciate** what it is to be a **citizen** of Australia. It will also help you to become a better thinker, to look at the world **critically**, and to solve problems.

But History is so much more than that. It's also about exciting stories and adventures, and **gross** things than we can only try to understand today. It's about knowing why Egyptians scraped brains out of dead people, and why doctors put blood sucking leeches on people to try to cure them, and about why the Vikings believed the first man and first woman came from the sweat of a giant's armpits!



History is valuable and important, but it is also a great deal of fun.

We can divide history into time periods called **ages** or **eras**. The main periods we study are: Ancient History from around 3500BC to 500AD, the Middle Ages from the end of the Roman **Empire** to around 1400AD, the Renaissance after that until around 1800AD, and the **Modern** World leading up to today.



# Activities

## Comprehension Questions

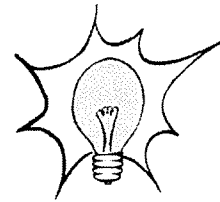
Before you start, define the terms in **bold**.



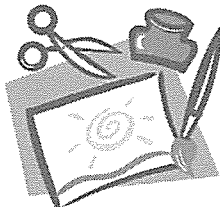
1. What is history?
2. Give some examples of what history can be about.
3. What skills can the study of history give you?
4. How do historians divide the time periods of history?
5. When was
  - a. Ancient History?
  - b. The Middle Ages?
  - c. The Renaissance?

## Thinking Questions

1. Why do you think we should study history?
2. Write a paragraph describing something that has happened within your lifetime that might be considered historically important 100 years from now.



## Creativity



1. Draw any event, person, or object from History. Explain your choice.

## Research and Extension

1. Visit the link below.
2. Describe the reasons the website gives for why History is important.

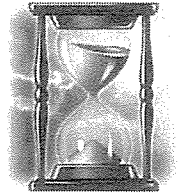


<http://www.knowswwhy.com/why-is-history-important/>



**Ctrl+Click the link to visit the website**

## 2. Glossary of important terms.



**AD** “Anno Domini” is a Latin phrase meaning “in the year of our Lord” it is used for our dating system starting from the proposed birth of Jesus. (Also known as CE – the Common Era.)

**age** is a period of time named for a common feature of that time e.g. Iron Age

**anachronism** an item, custom or event that is placed in the wrong period of time

**archaeologist** a person who studies ancient cultures by digging up objects from under the ground or under the sea

**artefact** an object made by humans such as pottery, clothing, tools, and weapons

**bias** a one-sided, prejudiced, or unbalanced point of view

**BC** means “Before Christ”, the time before Jesus’ birth. (Also known as BCE – Before the Common Era.)

**century** 100 years

**chronological order** events arranged in the order that they happened

**civilisation** a group of people who have a distinct culture or society

**conservation** preserving something or restoring it to its original state

**document** anything that is written, usually on paper

**evidence** something that provides information about the past

**generation** a body of people born in approximately the same ten-year time span

**heritage** all things that we have inherited from previous generations, including events, traditions, monuments or natural environments

**perspective** a particular point of view

**prehistoric** belonging to the time before people created written records (more than 5000 years ago)

**primary source** a source of evidence from the time being studied, e.g. diaries, eyewitness accounts

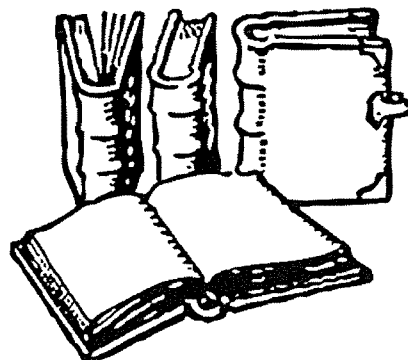
**reliable** trustworthy and of good quality

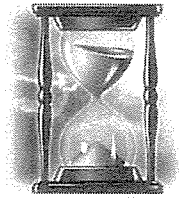
**secondary source** a source of evidence created after the period being investigated

**sequence** the order of time in which events occur

**sources** written and non-written items that help us understand past events and people

**timeline** a way to show events in their chronological order and how they relate to each other





# Activities

## Comprehension Questions

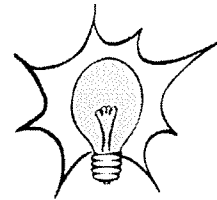
Answer each using full sentences.



1. Describe the difference between AD and BC.
2. Which of the glossary words describes a job?
3. When was prehistoric time?
4. Which 6 words describe a period of time?
5. Which 6 words describe the evidence an historian might use?
6. Which 4 words would an historian use to put things in the right time and order?
7. Which 3 words are about how much you can trust evidence?

## Thinking Questions

1. For each of the following words, describe why you think they are important to historians.
  - a. Artefact
  - b. Conservation
  - c. Heritage
  - d. Evidence



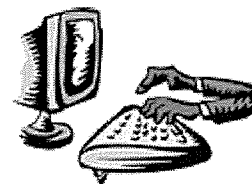
## Creativity



1. Create a History poster using words and meanings from the Glossary. Illustrate it with appropriate pictures.

## Research and Extension

1. Visit the link below.
2. Describe who Dionysius Exiguus is, and what he has to do with "Anno Domini".



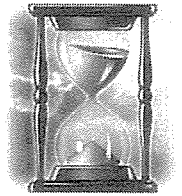
<http://historymedren.about.com/od/dwho/p/Dionysius-Exiguus.htm>



Ctrl+Click the link to visit the website



### 3. What is an historian?



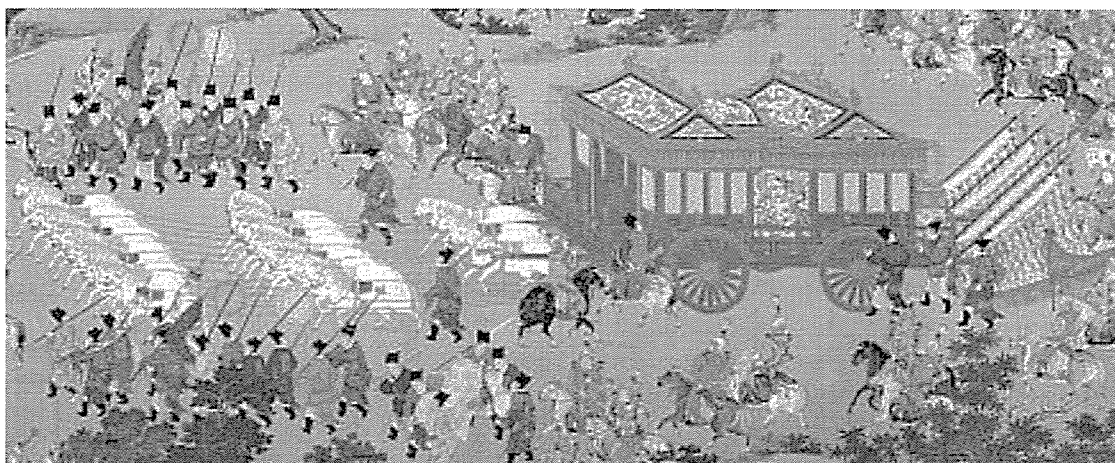
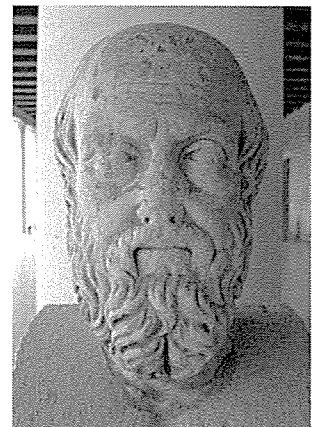
An historian is someone who studies the past, and you are about to become one! Historians look at evidence from the past and try to work out what happened and why. Historians help us learn from the past so that we can become more **informed** about the world we live in and become better citizens.

The evidence an historian uses is called a source. Historians look for sources in the **remains** of the past, and also from the thoughts of others who have studied the past. They discover new evidence about what has happened and try to **interpret** the sources to better understand the **motives** of people and the events that shape our world. Historians look at these sources and make **conclusions** about what may have happened in the past, they also try to fill in the gaps we have in our historical records.

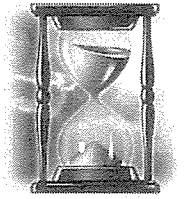
There are many professions that use their skills to investigate the past. These include **archaeologists, anthropologists, cryptographers, linguists, forensic scientists, paleontologists**.

Some famous historians of the ancient world include:

- Herodotus, who was born in the 5<sup>th</sup> Century BC in Turkey. He wrote about Greek History, and especially about the wars between the Greeks and the Persians. He has two nicknames: “The Father of History” – because he is the first writer we know of to try to write down the past for future generations, and he is also known as “The Father of Lies” – because he often filled in gaps in his knowledge with folk-tales and strange stories that probably weren’t true.
- Thucydides, another Greek historian, who lived from 460BC to 395BC. He was stricter in his evidence gathering than Herodotus and is nicknamed “The Father of Scientific History”. He wrote about the wars between Athens and Sparta.
- Chen Shou, who was a Chinese historian. He lived from 233-297 and wrote about a time in China known as the “Three Kingdoms Period”.



# Activities



## Comprehension Questions

Before you start, define the terms in **bold**.



1. What is an **historian**?
2. What do **historians** do?
3. Where does an **historian** look for sources?
4. What do **historians** do with the sources they find?
5. What other professions use skills to interpret the past?
6. What two nicknames does Herodotus have and why?
7. Write a sentence about
  - a. **Thucydides**
  - b. **Chen Shou**

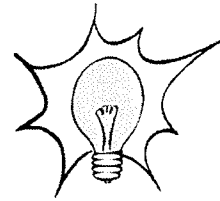
## Paragraph Writing – PEEL

The PEEL method is a way of writing a paragraph that has the following structure

- P- Point (your first sentence should state the main point of the paragraph)
- E – Explanation (your next sentence should explain the main point)
- E- Example (give an example to support your main point)
- L – Link this sentence with the point you are making in a long piece of writing.

Paragraph 2 is an example of a PEEL paragraph about sources.

Try writing a paragraph about the different professions that investigate the past using the PEEL method.



## Creativity



1. Build (or draw) a time capsule for an **historian of the future** to find that would give evidence about life in the world today.

## Research and Extension

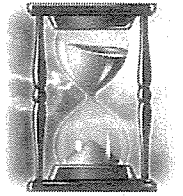
1. Visit the link below.
2. Describe what **Thucydides** is famous for.

<http://www.ancientgreece.com/s/People/Thucydides/>



**Ctrl+Click the link to visit the website**

## 4. Historians are like detectives.



Being an historian is very much like being a detective. Detectives look for clues to solve crimes and **mysteries**. The clues they use are called **evidence**.

Historians use clues in the same way to solve mysteries of the past. The clues historians use are called **sources**.



Detectives look at crime **scenes** or mysteries and try to piece together a **puzzle**. In the same way, historians often look for mysteries from the past, and try to work out how and why things happened. Detectives use clues such as fingerprints, bloodstains, and bullet casings. Historians use evidence from people's experiences from the past such as diary entries, **ruins** of ancient buildings, **tomb** engravings, or even the stomach contents of a frozen ice age traveller.

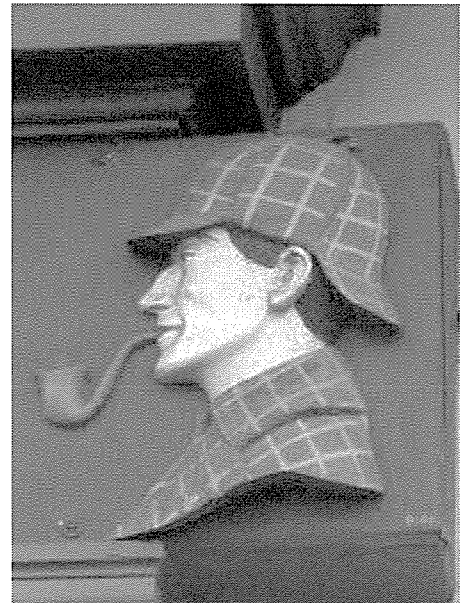
The evidence an historian collects, their sources, gives them clues about the way people lived in ancient times, about how and why societies **developed**, and about the **motives** people had for doing the things they did. Being an historian is about asking the right questions and working out how the world has changed.

### Sherlock Holmes – The World's Greatest Detective

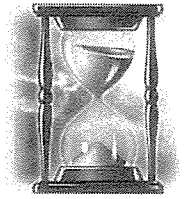
Of course, the most **famous** detective in the world was Sherlock Holmes. He is so famous, in fact, that this **fictional** detective is often believed to be real. He is featured in a number of books and stories by the author Arthur Conan Doyle. Sherlock Holmes used his detective skills to solve crimes and mysteries the way an historian uses sources. Holmes had amazing powers of **observation**, carefully looking at the world around him to gather clues. He also had a great **breadth** of knowledge which allowed him to understand his clues better and **enabled** him to find the reasons for why events may have happened – historians use their knowledge of a wide range of areas such as language, maths, science, and psychology to do this as well.

In the stories, he lived at 221b Baker Street and solved crimes with his partner Dr Watson.

You can read about Holmes' adventures in such stories as *The Hound of the Baskervilles* and *The Speckled Band*.



# Activities....



## Comprehension Questions

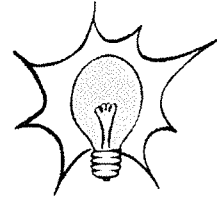
Before you start, define the terms in **bold**.



1. What do detectives look for?
2. How do historians use clues?
3. What are the clues an historian uses called?
4. Describe the clues detectives use.
5. Describe the evidence historians use.
6. What kinds of things do the sources an historian uses tell us about the past?
7. Who is Sherlock Holmes?
8. What skills did Sherlock Holmes have?
9. How does breadth of knowledge help detectives and Historians?

## Thinking Questions

1. Explain, in your own words, why an historian is like a detective.
2. Write a paragraph describing Sherlock Holmes' skills and how they would help him be a great detective.



## Creativity



1. Write your own detective story. Have your detective use observational skills to solve a mystery.

## Research and Extension

1. Visit the link below.
2. See if you can solve the mystery there!



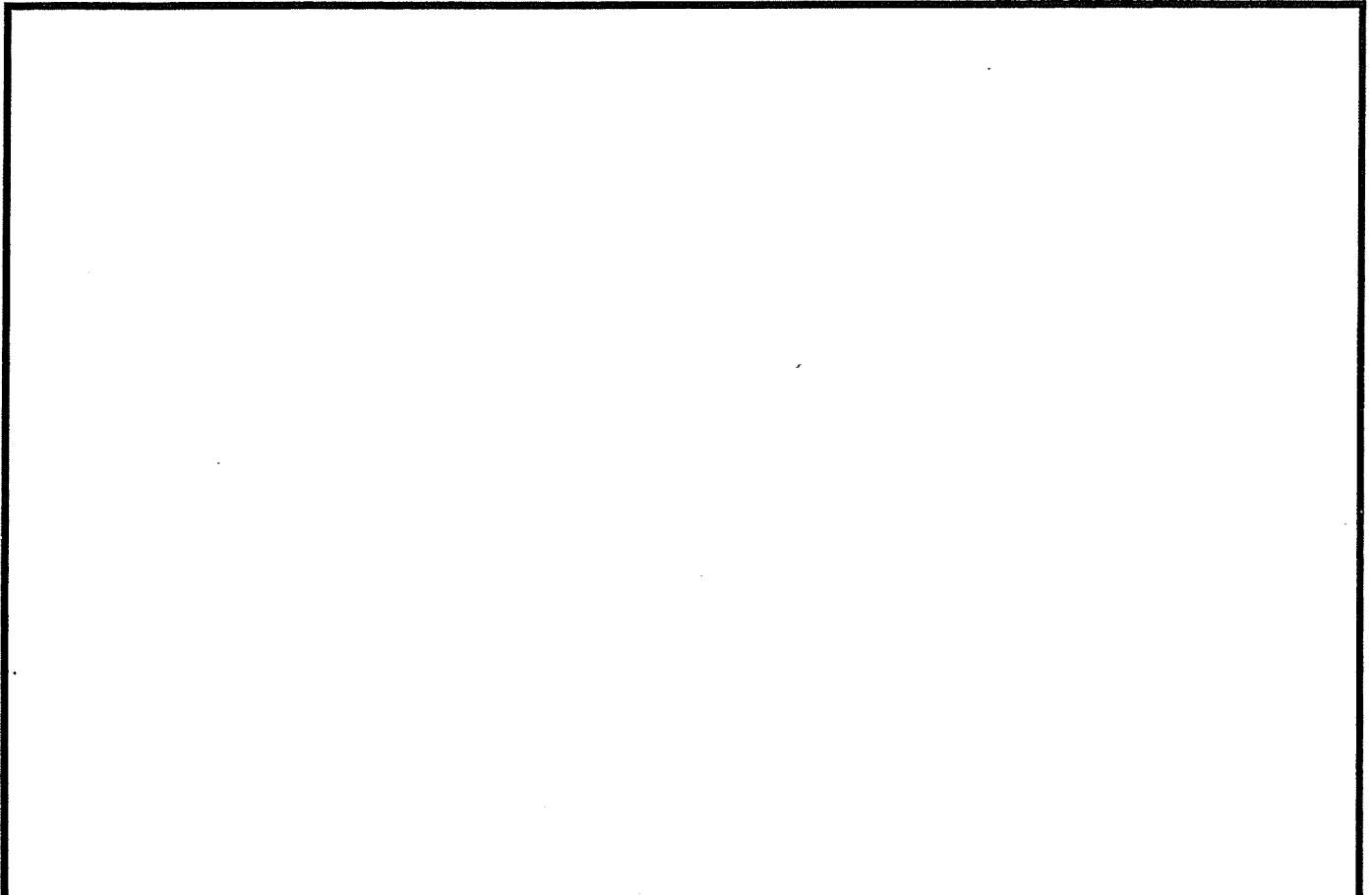
<http://kids.mysterynet.com/solveit/>




**Ctrl+Click the link to visit the website**

## Postcard Activity

Use the template attached to write a postcard from your favourite Australian holiday destination. In your postcard you might like to include a description of the key geographical features of that location (landforms and landscapes), food that you can eat there and cultural experiences you enjoyed. On the other side, complete an image to finish your postcard – this can be a picture, a map, a sketch or diagram.



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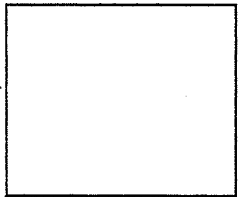
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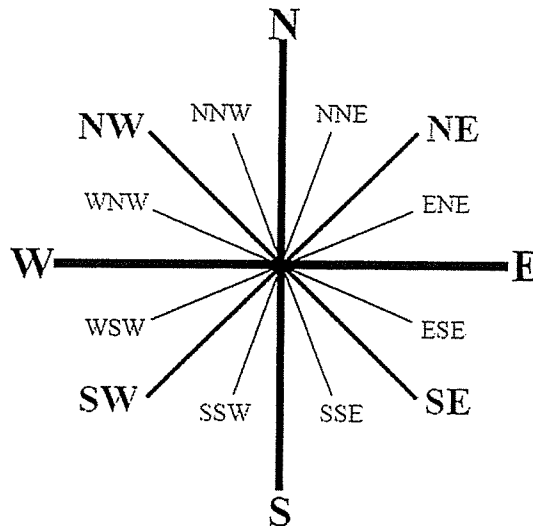
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# DIRECTION

When using compass directions, you should be aware of and use those shown in the diagram below:

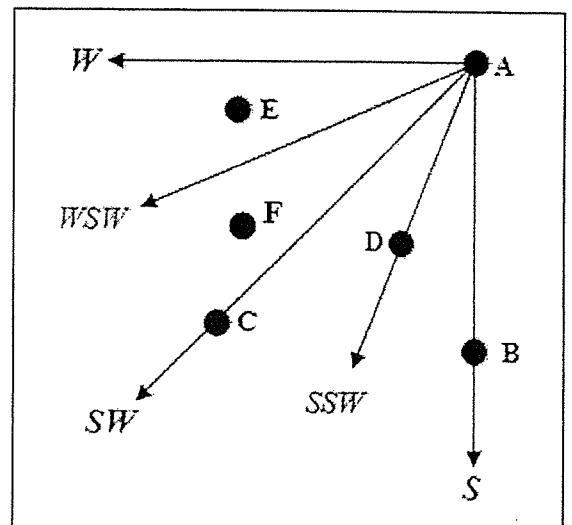


It is important to realise that directions are only good for general use, and are generally not accurate enough for things like shipping and aircraft navigation. As the diagram below shows, it often occurs that there is no exact direction that answers a question.

In the diagram shown here, compass direction lines have been drawn over the top of a series of locations, shown by the dots A to F. You can see that the direction:

- From A to B is clearly South (S)
- From A to C is clearly South West (SW)
- From A to D is clearly South-South West (SSW)

However, the direction A to E is not covered by any of the directions we have available to us, but since it is obviously not West, we would settle for WSW as our answer. If asked the direction from A to F, either SW or WSW would have to be accepted.



You might find in the questions on page 2 that, sometimes, there is no 'exact' direction. Just use your best judgement and write what's best in these cases.

## BE CAREFUL OF THE WORD 'FROM'!

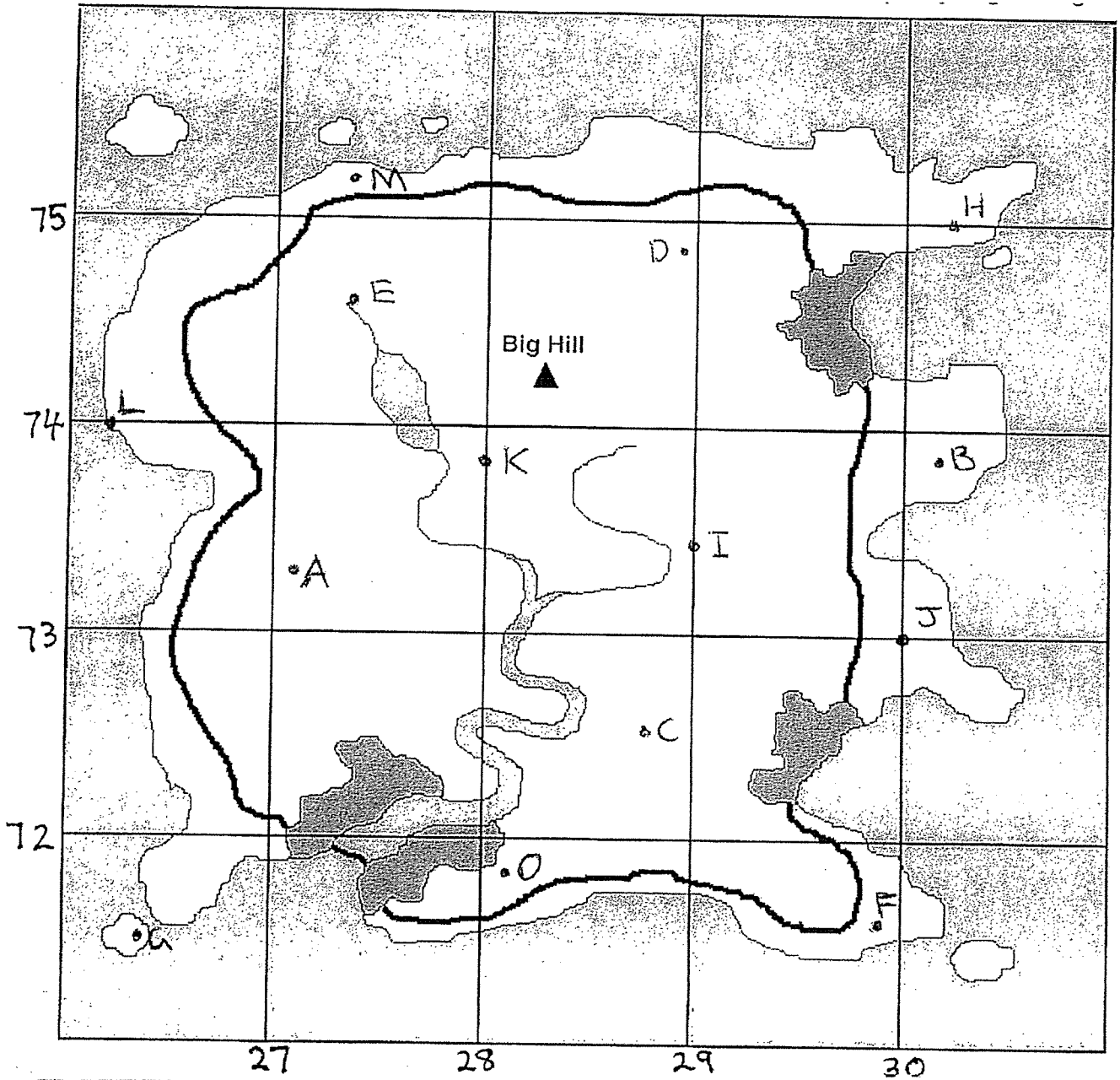
The word from makes a big difference in questions like these. Consider:

- The direction from A to B is South
- The direction to A from B is North.

..but...

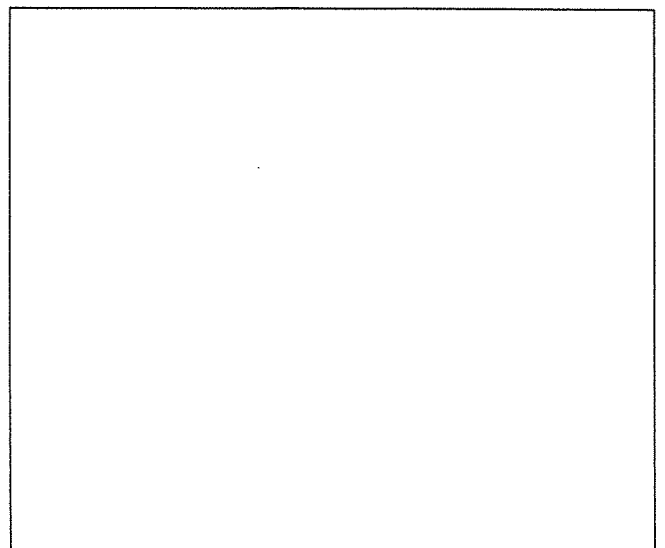
This is often used to trick you in a direction question. Read each question carefully!

# Direction: Activity 1



What is the direction:

1. From Big Hill to point D? \_\_\_\_\_
2. From point A to Big Hill? \_\_\_\_\_
3. To point C from point F? \_\_\_\_\_
4. To point B from point J? \_\_\_\_\_
5. From point I to Big Hill? \_\_\_\_\_
6. To point M from point B? \_\_\_\_\_
7. From point G to point O? \_\_\_\_\_
8. From point J to point B? \_\_\_\_\_
9. To Big Hill from point H? \_\_\_\_\_
10. From point K to Big Hill? \_\_\_\_\_





# LET'S DRAW - AUSTRALIA!

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

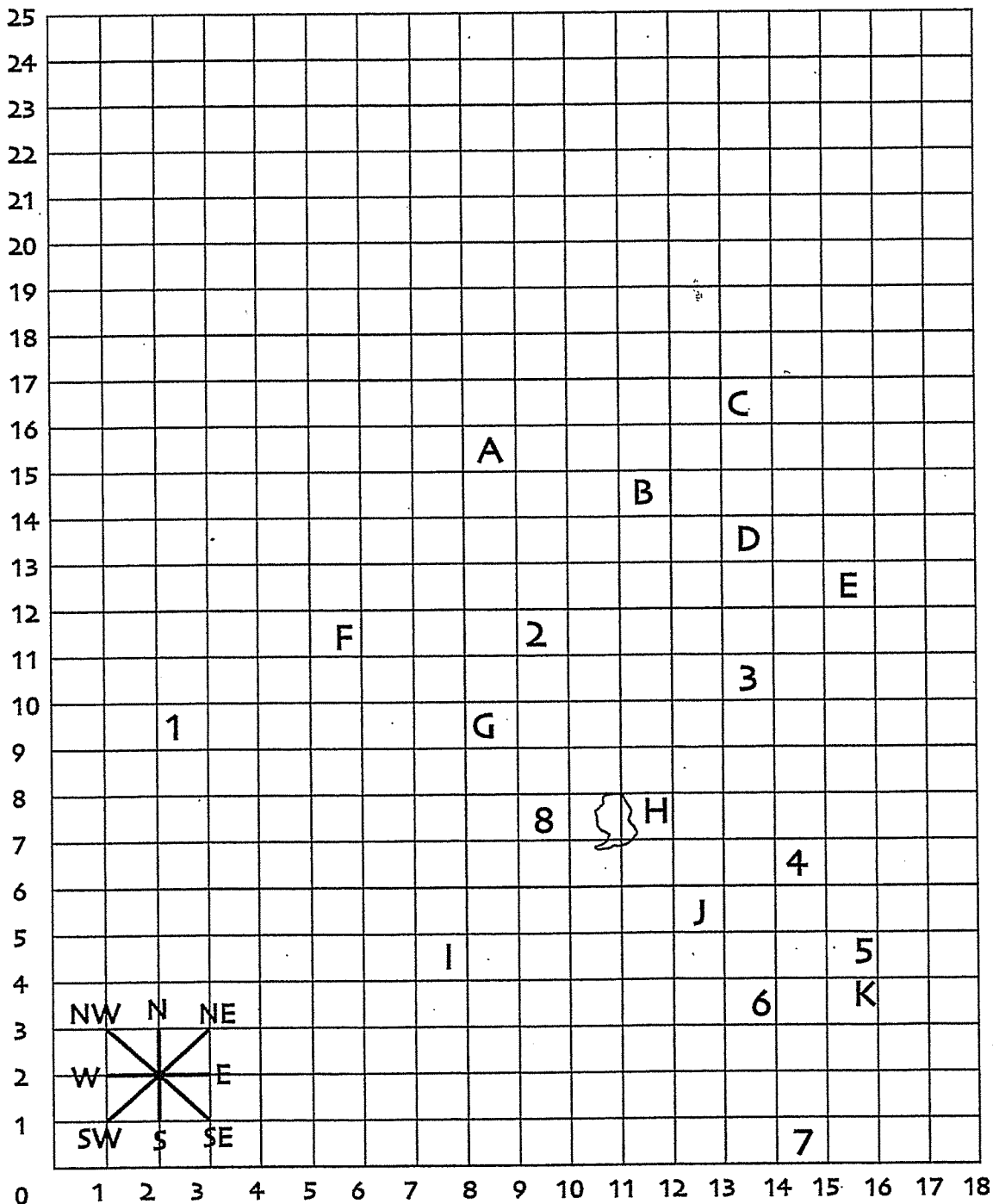


Use the co-ordinates below to draw a map of Australia.

Follow these steps to plot the co-ordinates: **1.** Find the first number in the brackets on the x-axis **2.** Find the second number on the y-axis **3.** Put a dot where the grid-line going up from the first number meets the grid-line going across from the second number **4.** Join each dot to the next in the order they were given by ruling lines **5.** Start a new line after the stars (\*\*\*\*\*). Places in Australia are represented by the numbers and letters. Use an atlas to find these.

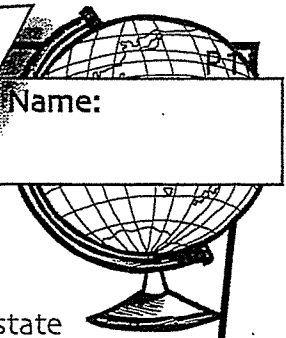
**START** → (0,10) (0,8) (2,4) (6,5) (8,6) (10,5) (10,4) (11,5) (12,3) (14,2) (16,3) (17,5)  
 (18,7) (18,9) (15,12) (15,14) (13,16) (13,14) (12,13) (10,14) (10,16) (8,16) (7,14) (5,14)

(4,12)  
 (0,10)  
 \*\*\*\*\*  
 (14,0)  
 (15,0)  
 (15,1)  
 (14,1)  
 (14,0)  
 \*\*\*\*\*  
 (7,14)  
 (7,6)  
 \*\*\*\*\*  
 (7,9)  
 (12,9)  
 (12,3)  
 \*\*\*\*\*  
 (11,9)  
 (11,13)  
 \*\*\*\*\*  
 (12,7)  
 (18,7)  
 \*\*\*\*\*  
 (12,5)  
 (16,3)  
**END**



# AUSTRALIA - MAP CHALLENGE

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



## STATE/TERRITORY

Each of the large numbers on the map is placed in the middle of a state. Use an atlas to find out what each state is.

1. W \_\_\_\_\_ A \_\_\_\_\_
2. N \_\_\_\_\_ T \_\_\_\_\_
3. Q \_\_\_\_\_
4. N \_\_\_\_\_ S \_\_\_\_\_ W \_\_\_\_\_
5. A \_\_\_\_\_ C \_\_\_\_\_ T \_\_\_\_\_
6. V \_\_\_\_\_
7. T \_\_\_\_\_
8. S \_\_\_\_\_ A \_\_\_\_\_

## CAPITAL CITIES

Find the capital cities of each state in Australia.

1. P \_\_\_\_\_
2. D \_\_\_\_\_
3. B \_\_\_\_\_
4. S \_\_\_\_\_
5. C \_\_\_\_\_
6. M \_\_\_\_\_
7. H \_\_\_\_\_
8. A \_\_\_\_\_

## PHYSICAL FEATURES

Each of the large letters on the map shows the position of a physical feature (e.g. a desert, a river). Use an atlas to find what each one is called.

- A. A \_\_\_\_\_ L \_\_\_\_\_
- B. G \_\_\_\_\_ of  
C \_\_\_\_\_
- C. T \_\_\_\_\_ S \_\_\_\_\_
- D. C \_\_\_\_\_ Y \_\_\_\_\_  
P \_\_\_\_\_
- E. G \_\_\_\_\_ B \_\_\_\_\_  
R \_\_\_\_\_
- F. G \_\_\_\_\_ D \_\_\_\_\_
- G. A \_\_\_\_\_ R \_\_\_\_\_
- H. L \_\_\_\_\_ E \_\_\_\_\_
- I. G \_\_\_\_\_ A \_\_\_\_\_  
B \_\_\_\_\_
- J. M \_\_\_\_\_ R \_\_\_\_\_
- K. Mt K \_\_\_\_\_

## COMPASS DIRECTIONS

Choose from these directions: south, north, east, west, north-east, north-west, south-east, south-west

**What direction is it from:**

1. South Australia to Northern Territory?  
\_\_\_\_\_
2. South Australia to Queensland?  
\_\_\_\_\_
3. Northern Territory to Tasmania?  
\_\_\_\_\_
4. Tasmania to Western Australia?  
\_\_\_\_\_
5. Gulf of Carpentaria to Western Australia?  
\_\_\_\_\_
6. Torres Strait to Victoria?  
\_\_\_\_\_
7. Mt Kosciuszko to Ayers Rock?  
\_\_\_\_\_
8. New South Wales to Queensland?  
\_\_\_\_\_

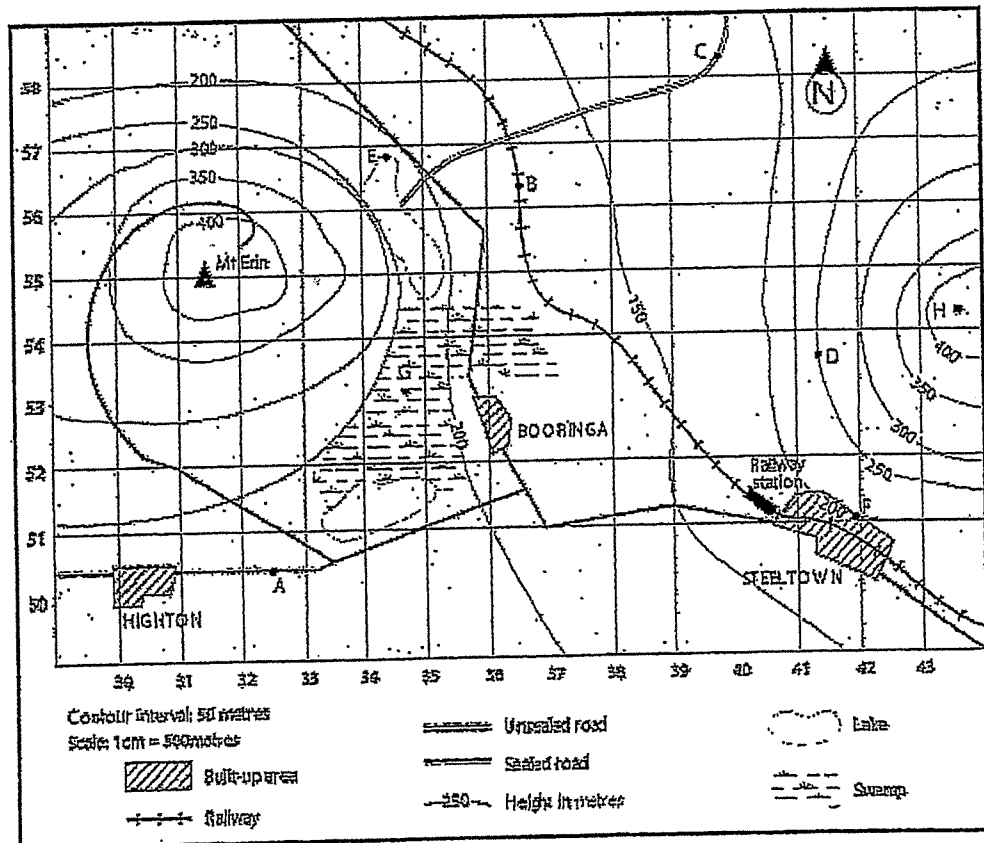


# Topographic mapping skills

A topographic map shows the varying shapes, heights and slopes of a landscape using contour lines. That's why they are so useful for bushwalking, property mapping and even town planning. Contours are lines that connect points at the same height above sea level and are plotted using vertical aerial photographs. The closer these contours are — the steeper the gradient. However, the height difference between one line and the next is always the same throughout the map. This is called the contour interval and on the map overleaf it is 50 metres. Topographic maps are included on the pages of sources listed in the References.

Topographic maps also detail both the natural and human features of a landscape. Natural features include forests, rivers, lakes, mangroves, mountains and beaches while human features include roads, ridges, fences, buildings, parks, railways and mines. Topographic maps use conventional symbols to represent all these elements and their meanings are explained in the map key or legend. Different colours are also used to indicate certain objects. For example: brown is used for natural features including contours and ridges; blue is used for all water and river features; green is used for vegetation and ground cover; and black and red are used for human features such as roads, railways and buildings.

Finally, topographic maps are overprinted with grid lines to help us locate the different places. These vertical and horizontal lines are all given two-digit numbers in the map margins called area references. The lines running up and down the map (north/south) are called eastings because the numbers increase the further east they are. The lines running across the map horizontally (east/west) are called northings, because the numbers increase the further north they are. In an area reference, the eastings are given first then the northings, making a four-figure number. For example, point H on the map overleaf is roughly located at AR4354. The letters AR stand for Area Reference.



Look at the extract from a simple topographic map featured on the first page of this worksheet. Use it to answer the questions below.

1. How much higher is the land at point D than at point F? How do you know?  
.....  
.....
2. How do you know that Mt Erin is more than 350 m above sea level?  
.....  
.....
3. (a) If you walked from the railway station to Mt Erin, how many metres would you have climbed?  
.....  
(b) Which part would be the flattest section of your journey to Mt Erin?  
.....
4. At what area reference does the unsealed road and railway line intersect?  
.....
5. (a) Which is the steepest face of Mt Erin — its northern or southern face?  
.....  
(b) How do you know?  
.....  
.....
6. Which is the highest town above sea level — Highton, Booringa or Steeltown? Explain how you know?  
.....  
.....  
.....
7. What map points are located at the following ARs?  
(a) 3250 .....  
(b) 4251 .....  
(c) 3958 .....  
(d) 3656 .....
8. In which direction would you travel to reach point D from:  
(a) point C? .....  
(b) point G? .....  
(c) point H? .....  
(d) point F? .....
9. Using the map key or legend, write down what exists at:  
(a) point A .....  
(b) point G .....  
(c) point E .....  
(d) point F .....
10. What is the height of the land at the following points?  
(a) point B .....  
(b) point D .....  
(c) point H .....  
(d) point E .....
11. Create a cross-section of this topographic map using the worksheet: **Contour and cross-section skills** as a guide.

# World Heritage sites

## What is a World Heritage site?

- 1 Rearrange these six sentences into a meaningful paragraph about World Heritage sites. Rewrite the paragraph using correct punctuation. Use your notebook if you need extra space.
- the World Heritage program began in 1972 and involves more than 180 political jurisdictions around the globe
  - these sites are protected by international law
  - it has enabled the protection of many important and beautiful places which can now be preserved for the benefit of future generations
  - UNESCO (the United Nations Educational, Scientific and Cultural Organisation) maintains a list of almost 900 special locations around the world that are deemed to be of international significance
  - each site remains the property of the country in which it is located
  - a World Heritage Site is a natural or built feature that appears on a list administered by the World Heritage Commission

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## Australian places on the World Heritage List

2 Use the terms in the box to complete the names of these Australian World Heritage sites.

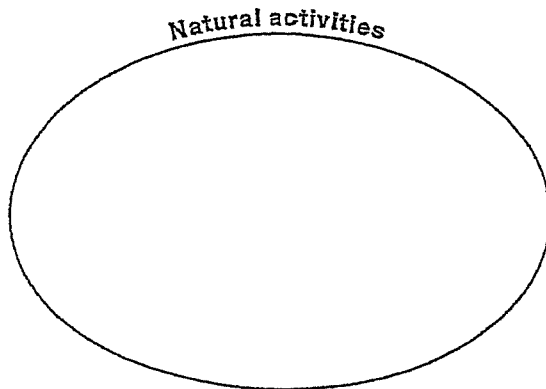
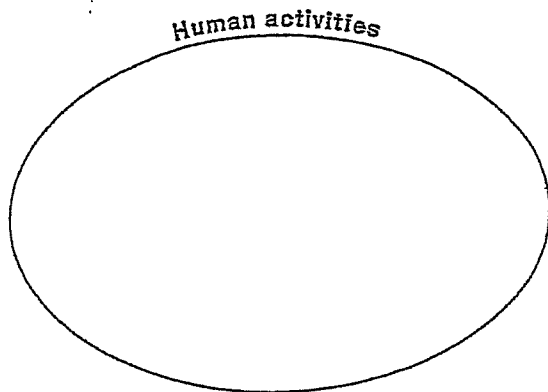
- |                |                        |
|----------------|------------------------|
| a Fraser _____ | b Kakadu _____ Park    |
| c Blue _____   | d Great _____ Reef     |
| e Shark _____  | f Royal _____ Building |
| g Sydney _____ | h Tasmanian _____      |

Barrier
Island
Mountains
Bay
Exhibition
Opera House
Wilderness
National

## Human and natural agents

3 Write each of the following activities in one of the circles below, according to whether it describes a human or a natural activity.

- |            |          |            |             |           |
|------------|----------|------------|-------------|-----------|
| protecting | growing  | weathering | identifying | eroding   |
| assessing  | thriving | preserving | decaying    | restoring |

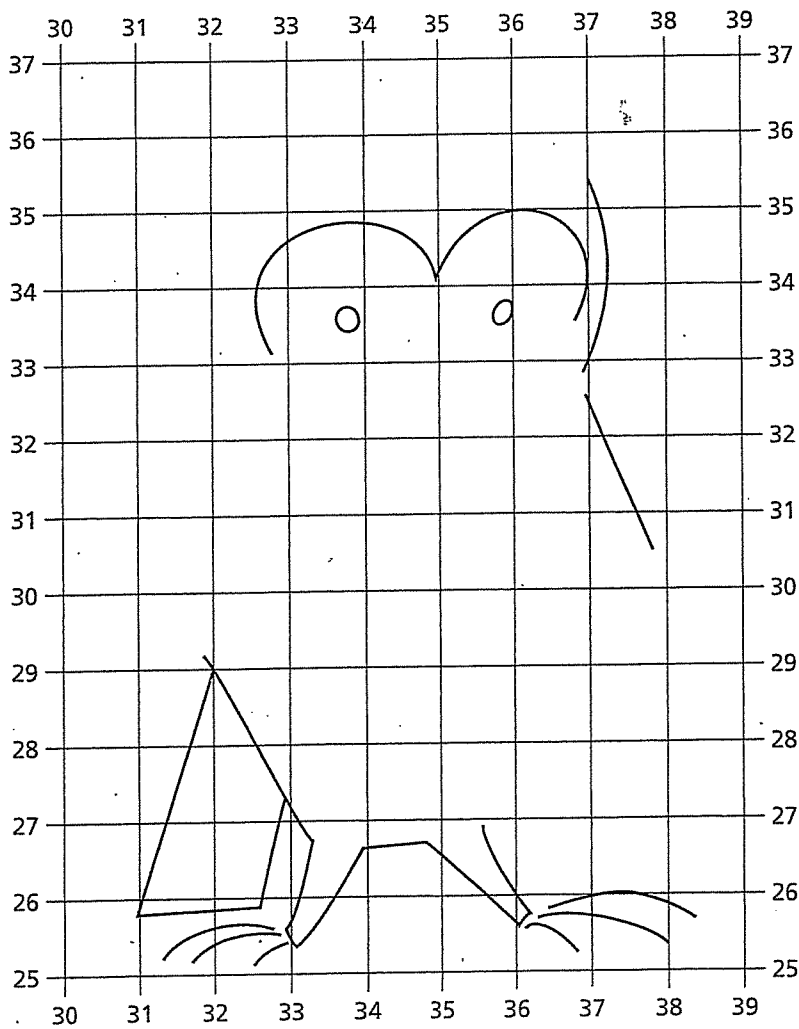




# Hoot

Use the grid references below to mark dots onto the grid. With straight lines, join the dots as you place them on the grid.

- |    |        |    |        |
|----|--------|----|--------|
| 1  | 370354 | 11 | 326330 |
| 2  | 365365 | 12 | 345325 |
| 3  | 361358 | 13 | 354316 |
| 4  | 326354 | 14 | 360327 |
| 5  | 318360 | 15 | 368328 |
| 6  | 312328 | 16 | 389311 |
| 7  | 302322 | 17 | 380275 |
| 8  | 303275 | 18 | 378303 |
| 9  | 332308 | 19 | 355270 |
| 10 | 320325 |    |        |





# Ghostbuster

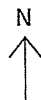
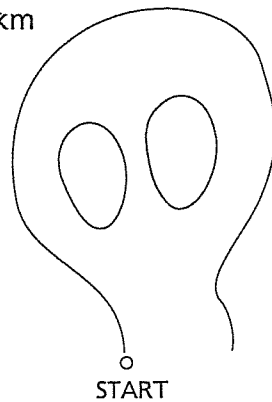
Note: Use the scale 1 cm represents 8 km

Our intrepid ghostbuster was sent out on a dangerous mission. So that she can find her way back, map out her journey on the map below.

## The ghostbuster's journey

(Begin at the dot marked start)

- |   |                              |    |                                |
|---|------------------------------|----|--------------------------------|
| 1 | Travel north-west for 32 km  | 9  | Travel north-east for 16 km    |
| 2 | Then go south for 40 km      | 10 | Then head north-west for 20 km |
| 3 | Go south-east for 24 km      | 11 | Travel due north for 12 km     |
| 4 | Then go north-east for 12 km | 12 | Then due east for 12 km        |
| 5 | Then go south for 32 km      | 13 | Go north for 48 km             |
| 6 | Go south-east for 24 km      | 14 | Then go south-west for 36 km   |
| 7 | Go due east for 32 km        | 15 | Finally go due west for 8 km   |
| 8 | Then go north-west for 24 km |    |                                |

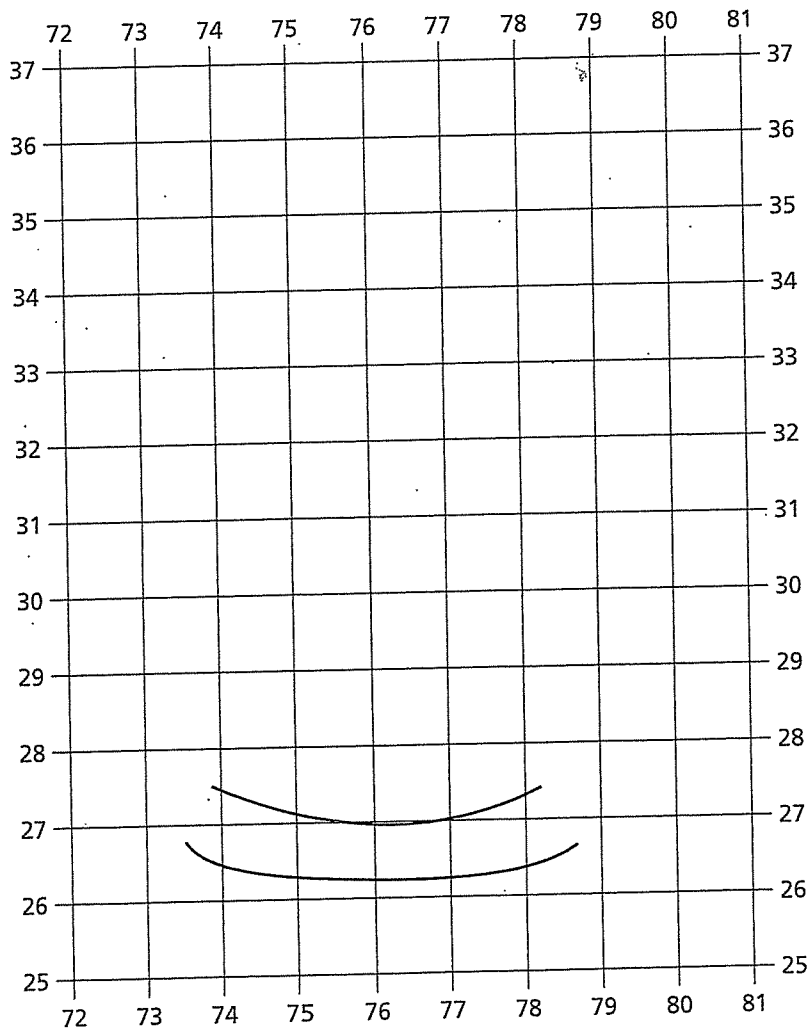




# Everyone Out

Use the grid references below to mark dots onto the grid. With straight lines, join the dots as you place them on the grid.

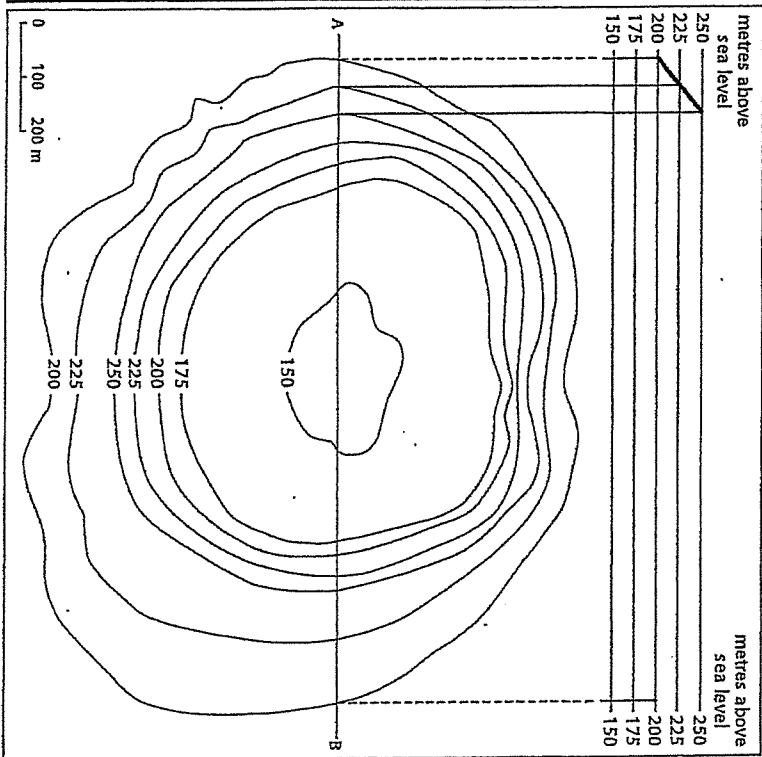
- |   |        |    |        |
|---|--------|----|--------|
| 1 | 734268 | 9  | 772355 |
| 2 | 743281 | 10 | 765315 |
| 3 | 752306 | 11 | 770312 |
| 4 | 756308 | 12 | 767307 |
| 5 | 754312 | 13 | 770305 |
| 6 | 758315 | 14 | 777280 |
| 7 | 756354 | 15 | 788267 |
| 8 | 765360 |    |        |



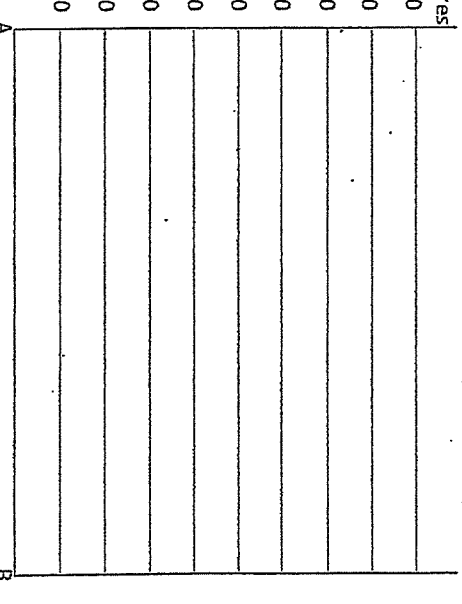
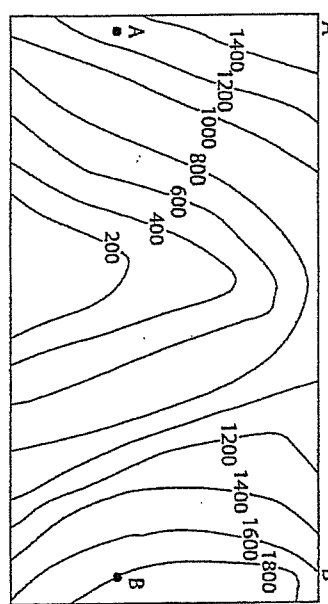
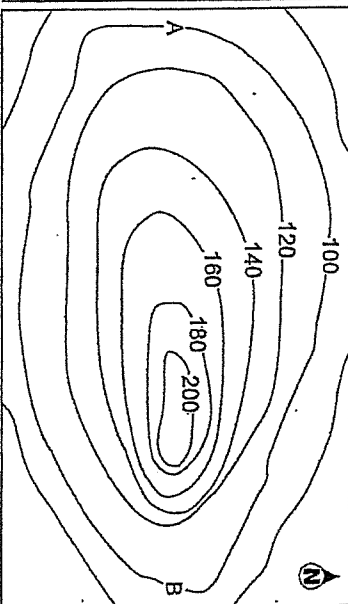


# Contour and cross-section skills

Wolf Creek Crater was formed by a giant meteorite that crashed to Earth in northern Western Australia many thousands of years ago. It is the second largest meteorite crater in the world measuring 800m wide x 50m deep. Below is a contour map of this crater. It maps what the crater would look like if viewed from directly above. Each contour line joins points of equal height above sea level. The height difference between one contour line and the next, called the contour interval, is always the same within a map. Here it's 25 metres. To see what the crater would look like if viewed side-on, you need to make a cross-section. Read the instructions to complete the Wolf Creek Crater cross-section below. It has been started...

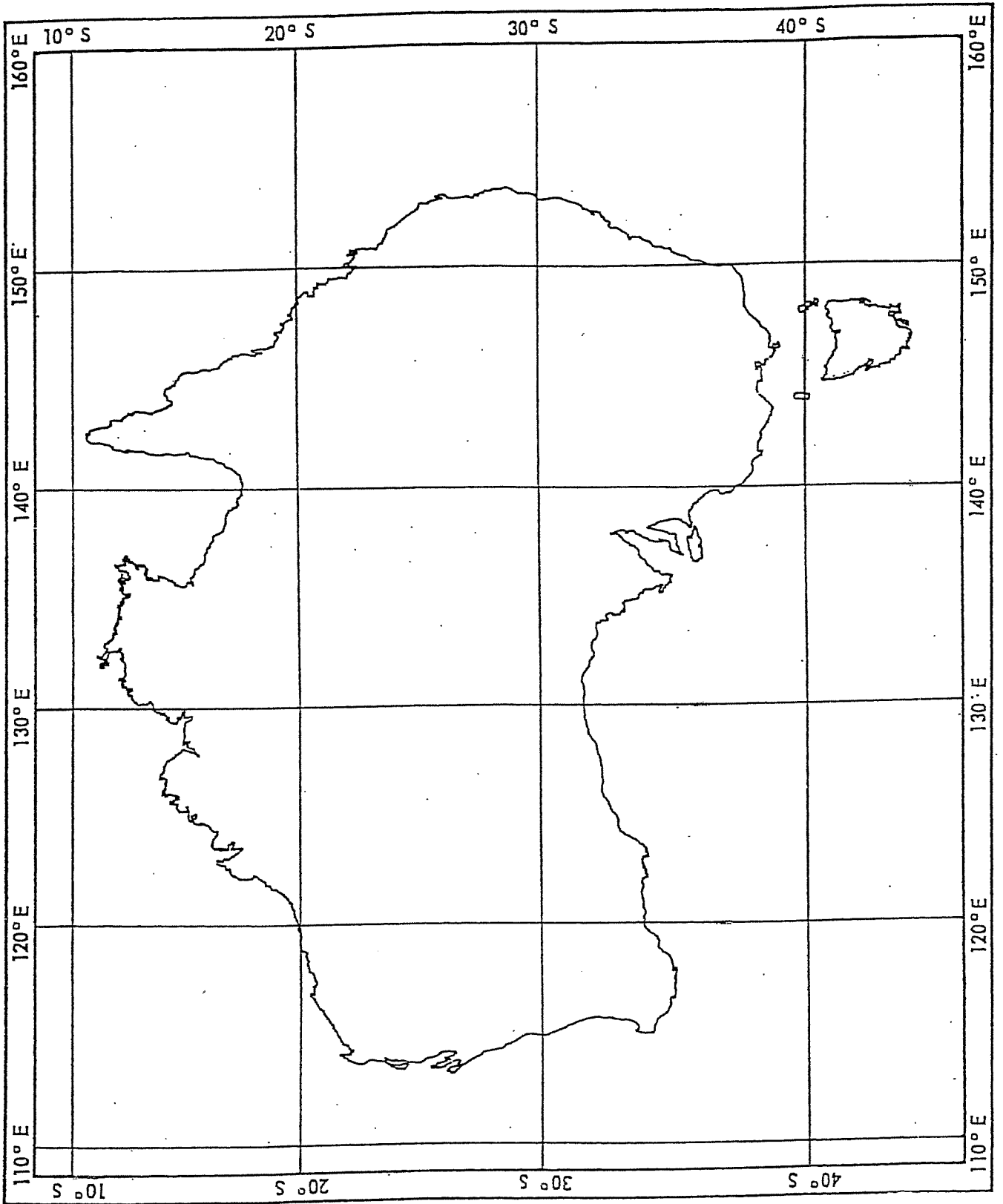


- WOLF CREEK CRATER CROSS-SECTION**
1. A horizontal line A-B has been drawn through the centre of the crater map. Note where it intersects the contour lines.
  2. Using a ruler, draw vertical lines up from each intersection point to the relevant line on the graph above. For example, vertical lines drawn up from the two points where line A-B cuts the 200m contour line will stop at the corresponding 200m line on the graph.
  3. Once you've drawn all the vertical lines, connect the tops of them with a thick black line on the graph. This line is a cross-section of the crater — what you would see if you looked at it from side-on.
- Things to note about contour maps and cross-sections:**
- When contours are close together - the slope is steep.
  - When contours are wide apart - the slope is slight.
  - Sometimes spot heights are added to contour maps to show the exact height of the land at certain points not on a contour line.



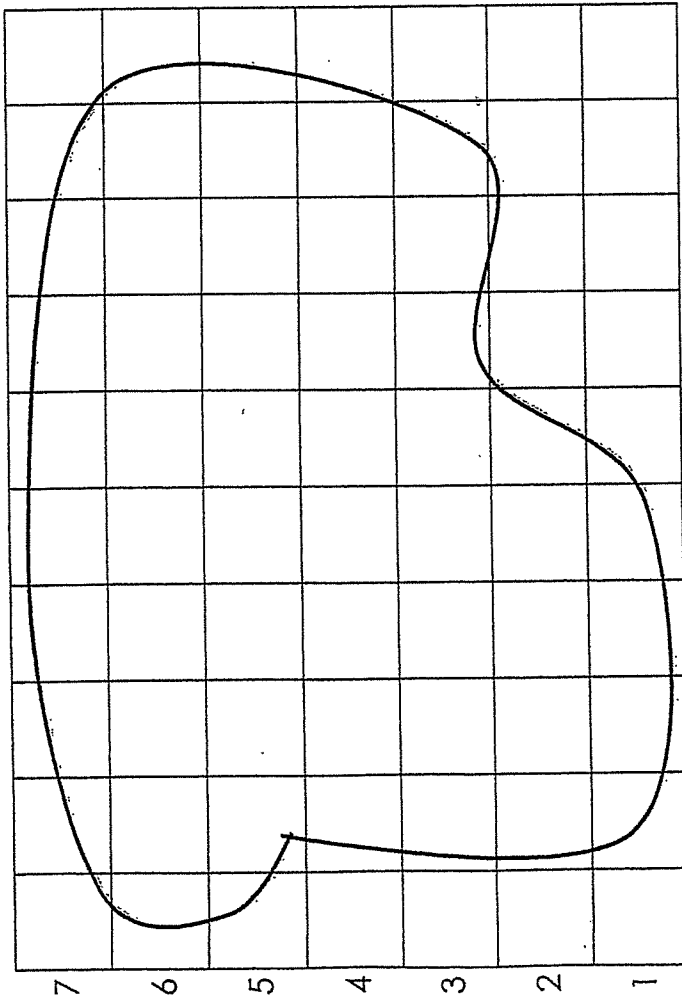
Now try drawing cross-sections of these imaginary landforms. You will have to trace the last contour map on a new page first.

References: SOSE Alive 1, pp132-133 • Geoactive 1, pp298-303 • SOSE Alive Geography 1, pp12-13  
 Jacaranda SOSE 2 2E, pp104-105, 108-109 • Jacaranda SOSE Geography 2, pp16-17, 20-25  
 SOSE for Queensland 1, pp182-183 • Jacaranda Society & Environment Atlas, pp14-15



# CREATING A MAP GRID

Cut out the pirate symbols below. Glue them onto the island map grid. Then, write the grid reference for each symbol.



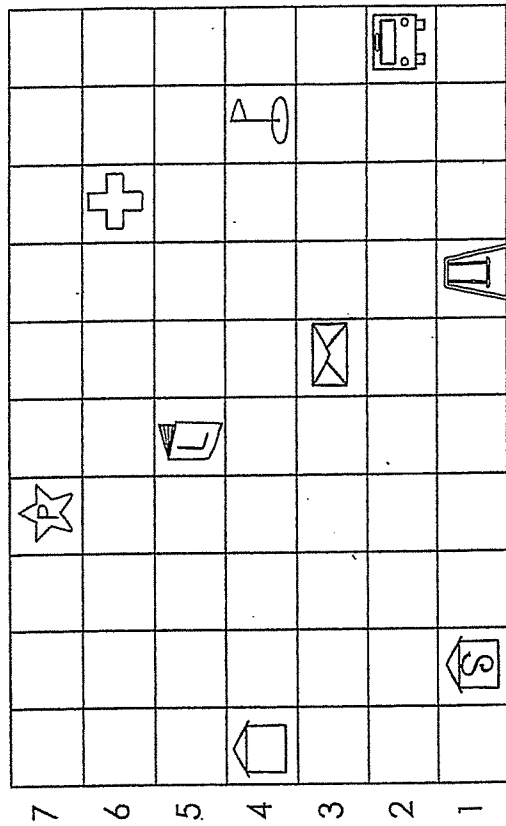
A B C D E F G H I J

1. Wheel \_\_\_\_\_
2. Flag \_\_\_\_\_
3. Cannon \_\_\_\_\_
4. Skull \_\_\_\_\_
5. Anchor \_\_\_\_\_
6. Swords \_\_\_\_\_
7. Hook \_\_\_\_\_
8. Ship \_\_\_\_\_
9. Castle \_\_\_\_\_
10. Bomb \_\_\_\_\_



# FOLLOWING DIRECTIONS USING A MAP GRID

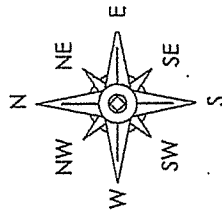
Use the grid, legend, and compass rose to help answer the questions below.



A B C D E F G H I J

Key/Legend

	playground		school		library
	police station		hospital		house
	post office		golf course		bus stop



1. Start at the school. Go 3 blocks east and 4 blocks north. Where are you? \_\_\_\_\_
2. Start at the golf course. Go 7 blocks west and 3 blocks south. Where are you? \_\_\_\_\_
3. Start at the post office. Go 2 blocks north and one block west. Where are you? \_\_\_\_\_
4. How would you get to the house from the police station? \_\_\_\_\_
5. How would you get to the library from the playground? \_\_\_\_\_

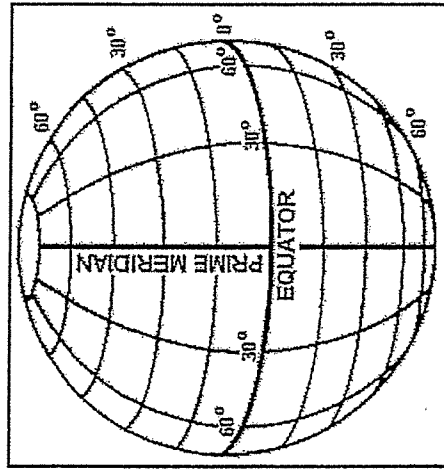


# PARTS OF A GLOBE

A globe is a map of the earth. Unlike a map you might keep in your car, a globe is round because the Earth is round. This is the only way to really see how all the continents look, and where they are in relation to one another.

There are four parts to the globe. If you cut it in half horizontally across the middle, you will have a top and bottom section. The top section is called the **Northern Hemisphere** and the bottom is called the **Southern Hemisphere**. The imaginary line running horizontally across the middle of the globe is called the **Equator**.

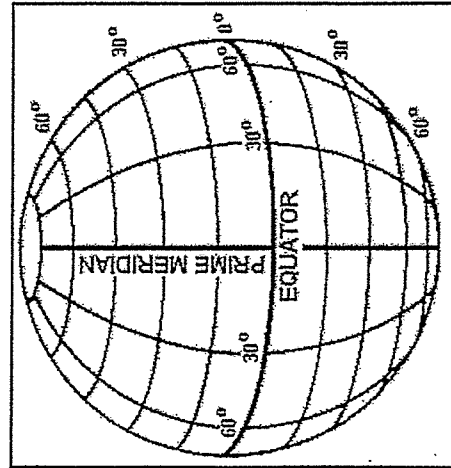
Another way to partition the globe is to cut it in half vertically. When doing this, one half is the **Western Hemisphere** and the other half is the **Eastern Hemisphere**. The imaginary line running vertically across the middle of the globe is called the **Prime Meridian**.



Trace the Equator in red.

Color the Northern Hemisphere green.

Color the Southern Hemisphere blue.



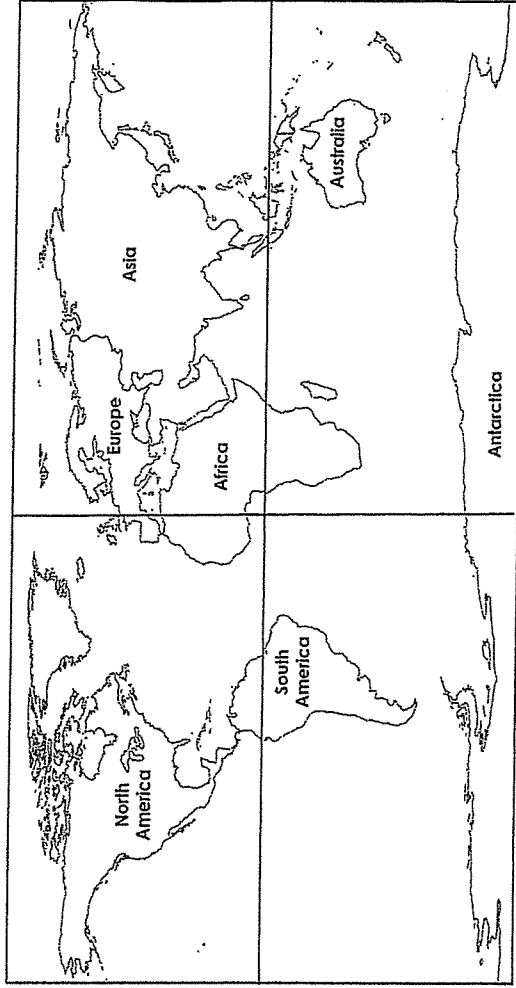
Trace the Prime Meridian in purple.

Color the Eastern Hemisphere yellow.

Color the Western Hemisphere orange.

# HEMISPHERES

Color the Equator red and the Prime Meridian green. Then, use the map of the world below to sort the continents based on which hemisphere they are in. Hint: Some continents can be in more than one hemisphere.



Northern Hemisphere

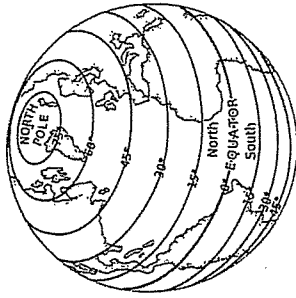
Southern Hemisphere

Eastern Hemisphere

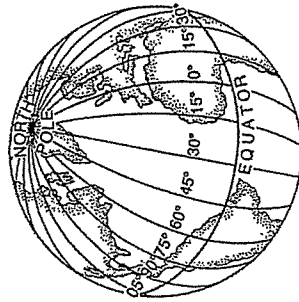
Western Hemisphere

# LATITUDE AND LONGITUDE

Using the latitude and longitude lines is another way to locate where you are on the globe. They are both imaginary lines that circle the Earth.

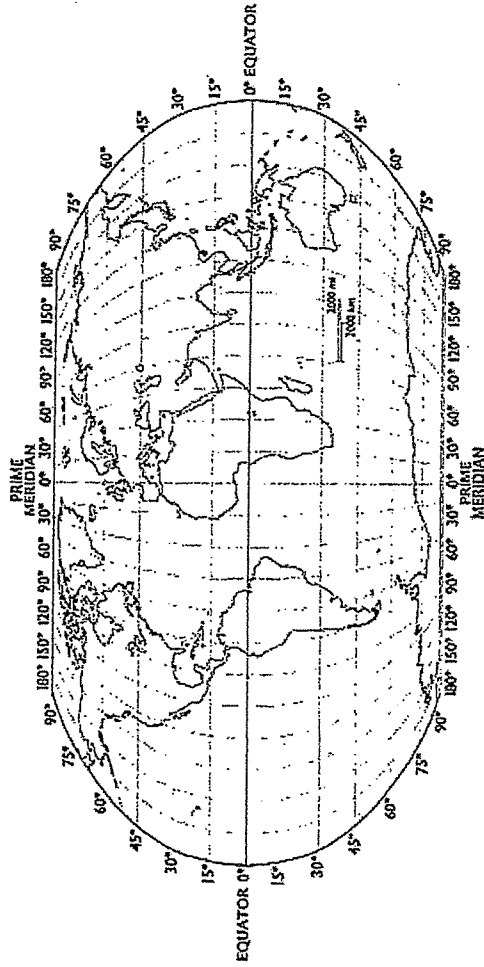


**Latitude** lines circle the Earth running east and west. One way to remember this is that lat is flat.



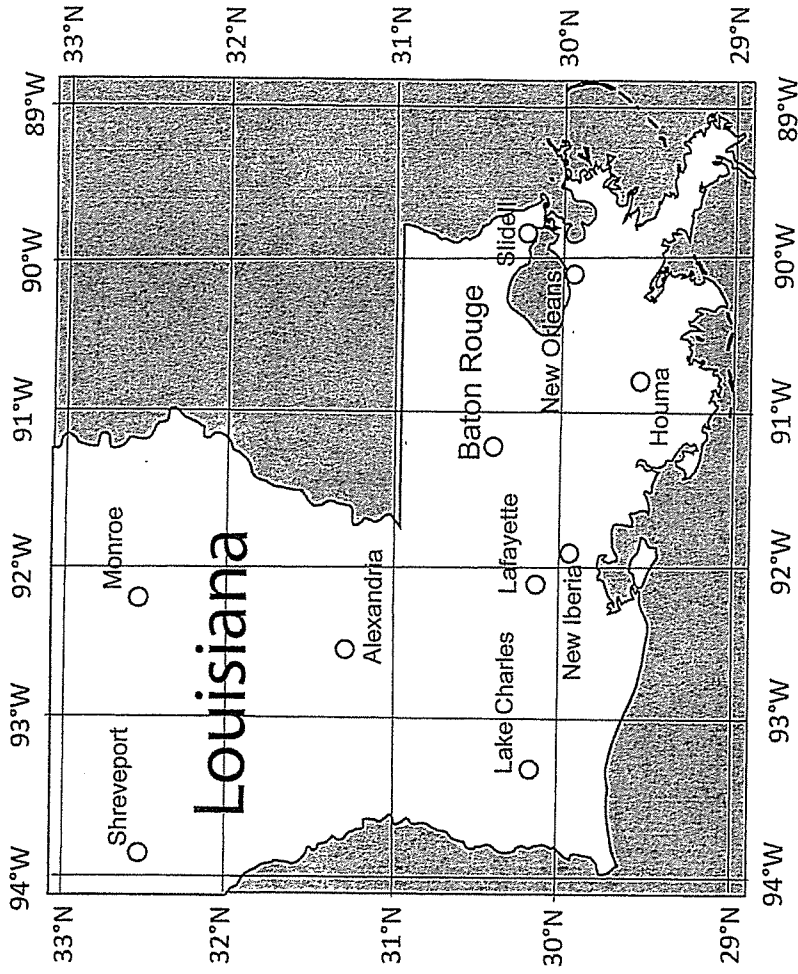
**Longitude** lines circle the Earth running north and south. To remember this, look at the first four letters in the word longitude. These are **long**, lines running north and south on the globe.

When the latitude and longitude lines are together, the lines form squares like those on graph paper. If you look closely, you will see numbers and letters on or by the lines. These numbers help to give a specific "address" to places on Earth. These "addresses" are called **absolute location**.



# LATITUDE AND LONGITUDE

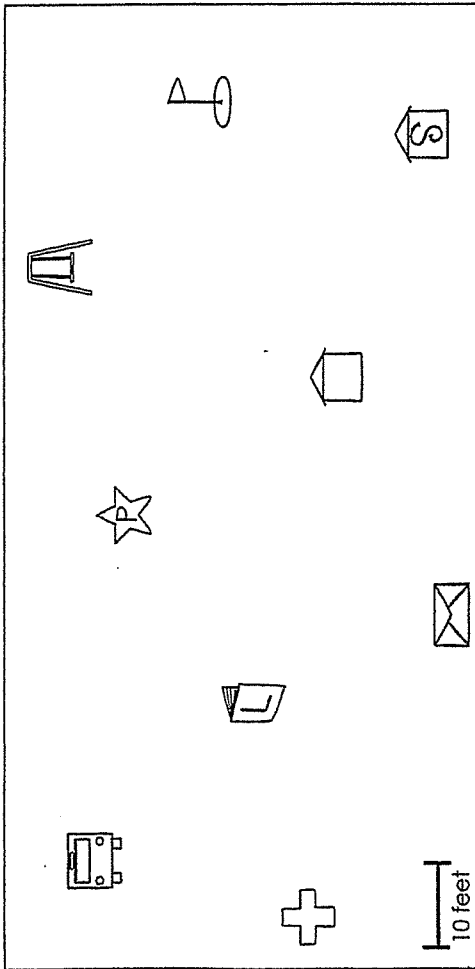
Using the map of Louisiana below, answer the questions on latitude and longitude.



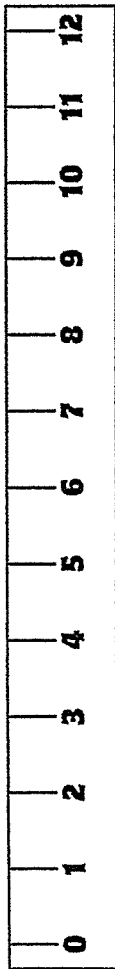
1. Baton Rouge is located between which two lines of longitude? \_\_\_\_\_
2. Baton Rouge is located between which two lines of latitude? \_\_\_\_\_
3. Which city is near 30°N and 93°W? \_\_\_\_\_
4. Monroe is located near which line of longitude? \_\_\_\_\_
5. Which line of latitude runs through the center of Louisiana? \_\_\_\_\_

# MAP SCALE - BASIC

Cut out the ruler below. Use the map scale and the ruler to find the distance between each object. Measure from the center of each symbol.

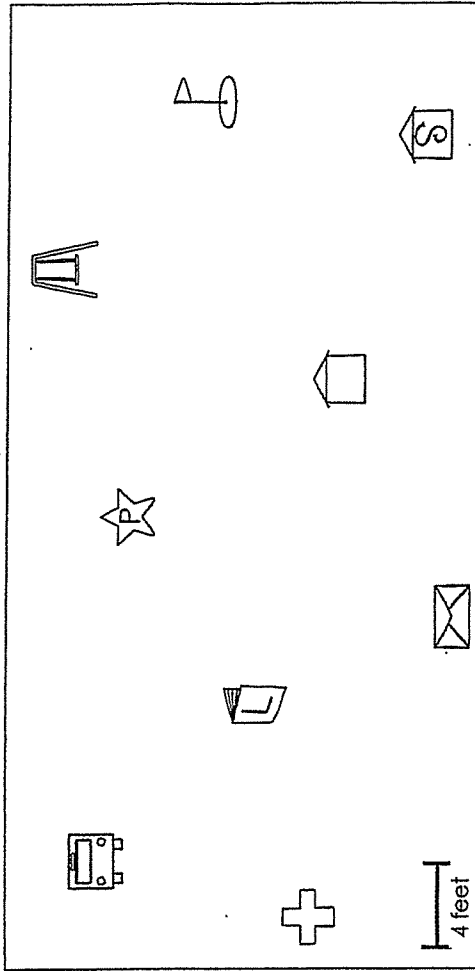


1. What is the distance between the hospital and the library? \_\_\_\_\_
2. What is the distance between the bus stop and the house? \_\_\_\_\_
3. What is the distance between the school and the playground? \_\_\_\_\_
4. What is the distance between the golf course and the house? \_\_\_\_\_
5. What is the distance between the post office and the hospital? \_\_\_\_\_
6. What is the distance between the police station and the library? \_\_\_\_\_
7. What is the distance between the hospital and the golf course? \_\_\_\_\_
8. What is the distance between the school and the library? \_\_\_\_\_

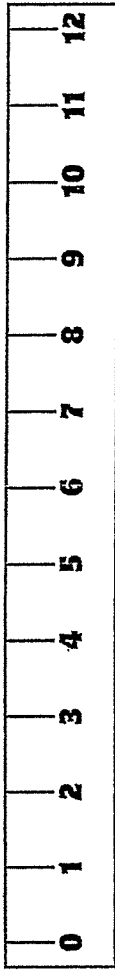


# MAP SCALE - INTERMEDIATE

Cut out the ruler below. Use the map scale and the ruler to find the distance between each object. Measure from the center of each symbol.



1. What is the distance between the hospital and the library? \_\_\_\_\_
2. What is the distance between the bus stop and the house? \_\_\_\_\_
3. What is the distance between the school and the playground? \_\_\_\_\_
4. What is the distance between the golf course and the house? \_\_\_\_\_
5. What is the distance between the post office and the hospital? \_\_\_\_\_
6. What is the distance between the police station and the library? \_\_\_\_\_
7. What is the distance between the hospital and the golf course? \_\_\_\_\_
8. What is the distance between the school and the library? \_\_\_\_\_







# ***SUPER DUPER'S VIDEO BARN***

## **Membership Application Form**

Thank you for joining *Super Duper's Video Barn*. We are pleased to welcome you as a new member. Please take a few minutes to fill in this application form then read the *Terms and Conditions* and sign. If you have any questions, don't hesitate to ask one of our staff.

### **Please print clearly:**

Full name: \_\_\_\_\_

Home address: \_\_\_\_\_

Post Code: \_\_\_\_\_

### **Contact Details:**

Home: \_\_\_\_\_ Mobile: \_\_\_\_\_

Work: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

### **Identification:**

Date of birth: \_\_\_/\_\_\_/\_\_\_ (D/M/Y)

Driver's Licence Number: \_\_\_\_\_

Passport Number: \_\_\_\_\_

Security Password: \_\_\_\_\_ (NOTE: Keep your password secret.)

### **Your preferred video choices** (tick what interests you most):

- |                                |                                    |                                 |                                    |                                   |
|--------------------------------|------------------------------------|---------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Drama | <input type="checkbox"/> Adventure | <input type="checkbox"/> Action | <input type="checkbox"/> Romance   | <input type="checkbox"/> Thriller |
| <input type="checkbox"/> War   | <input type="checkbox"/> Classics  | <input type="checkbox"/> Comedy | <input type="checkbox"/> Art House | <input type="checkbox"/> Musicals |

### **What movies do you usually rent?**

- Weekly       New Release       Overnight

### **Terms and Conditions**

- I am responsible for the return of rented videos and DVD's.*  
I will return them in good condition and I agree to rewind the videos back to the start.
- I agree to pay the penalty rate if I don't return the video on time.*  
Penalty rate is the same as the daily cost to hire that video.
- I agree to pay the costs for loss or damage.*  
If I don't return the video after 14 days, or if I lose or damage it, I agree to pay the costs of repairing or replacing it.
- I agree not to rent the video out.*  
I agree not to re-rent the video out to anyone else.

Yes, I have read and understood all the Terms and Conditions and agree to them all.  
I want to join *Super Duper's Video Barn*.

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

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

# Super Duper's Video Barn

Application forms are used as a way of gathering accurate and relevant information about people wanting to join clubs or companies. Usually this information is entered into the computer for future reference. Look over, discuss and then complete the **Member Application Form** for *Super Duper's Video Barn*. Answer the questions below:

1. Why do you think they ask for so many different contact numbers? \_\_\_\_\_  
\_\_\_\_\_

2. What do you think the security password is for? \_\_\_\_\_  
\_\_\_\_\_

3. Why do you think they want to know your date of birth? \_\_\_\_\_  
\_\_\_\_\_

4. Are you, or someone from your family, a member of a video store? If so, which one?  
\_\_\_\_\_

5. Look over the *Terms and Conditions*. Why do you think the video store makes you agree to them before they will let you become a member?  
\_\_\_\_\_

6. If you didn't agree with all of the *Terms and Conditions*, could you still join the video store? Why or why not?  
\_\_\_\_\_

7. Why is it important to read a document carefully before you sign it? What could happen if you don't?  
\_\_\_\_\_  
\_\_\_\_\_

8. Why do you think they ask people which videos they prefer and what videos they usually rent?  
\_\_\_\_\_

9. Are there any other rules *Super Duper's Video Barn* could add to their *Terms and Conditions*? Think hard and write at least two others.  
\_\_\_\_\_  
\_\_\_\_\_

## Activity:

Create and design your own video application form. If possible, use computer software such as MS Word or MS Publisher and print it out.

# Uncle Ray's Book Catalogue

<b>Horror</b>	<b>Sci-Fi</b>
....HR3123 Things That Go Bump \$19.95	....SF5098 Space Explorers \$9.95
....HR2463 Last Stop \$12.95	....SF5033 Star Man \$14.95
....HR2574 Camping at the Rock \$19.95	....SF5034 Deep in the Outer \$9.95
....HR2003 Halloween Surprise \$14.95	<b>Adventure</b>
<b>Romance</b>	....AD6121 Spot and Mars Run Away \$4.95
....RM3285 Reg and Juliet's Sisters \$9.95	....AD6549 The Adventures of SuperDude
....RM3474 My Summer Holiday \$14.95	....AD6328 Black Beauty \$12.95
....RM3967 New Boy in Class \$7.95	....AD6494 Lost at Sea \$9.95
<b>Sport</b>	<b>Travel</b>
....SP4219 The Cricket Book \$9.95	....TR7985 The Mountain Men \$14.95
....SP4567 Swimming Heroes \$14.95	....TR7843 Around the World Again \$14.95
....SP4856 World Cup Soccer \$9.95	....TR7742 Trans-Siberian Express \$14.95
....Sp4742 The Olympics \$29.95	....TR7932 Travel UK \$12.95

## Order Form

Code	Title	Qty	Price
Total			
Please add \$3 per book for postage and handling to a maximum of \$15			
Grand Total			

### Shipping Instructions:

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

Address: \_\_\_\_\_

\_\_\_\_\_ P/C \_\_\_\_\_

Phone number: \_\_\_\_\_ Mobile: \_\_\_\_\_

### Payment options:

Please bill me later     Please find enclosed a cheque     Please charge my credit card  
*Please do not send money though the post.*

### Send your order to:

Uncle Ray's Books, 438 Holt Highway BrookVill, 98484 Ph: (05) 948 793

- ◆ Please allow 7-14 days for delivery.
- ◆ Prices are subject to change without notice.
- ◆ Phone 1800 1919 for any other queries.

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

# Uncle Ray's Book Catalogue

Buying from book catalogues is a popular way to buy. It's sometimes easier and quicker to look through a list of books and order from a catalogue than it is searching through a bookstore trying to find what you want. Catalogue books are also often cheaper than buying from a bookstore. Look over *Uncle Ray's Book Catalogue* and place an order for some books you might like. Add up the totals and select a method of payment. If you wanted to pay by cheque, you could make up your own cheque form.

1. Why do you think each book has its own CODE? E.g. **RM3474** My Summer Holiday  
\_\_\_\_\_
2. Why do you think people would use a book catalogue instead of buying from a bookstore?  
\_\_\_\_\_
3. Have you ever bought a book from a catalogue? If so, which book/s did you buy, when did you buy them? Did anyone help you fill out the form?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why do you think the catalogue has been broken into groups such as *Horror* and *Romance*?  
\_\_\_\_\_  
\_\_\_\_\_
5. Why do you think it says, "*Please do not send money through the post.*"?  
\_\_\_\_\_
6. What would you do if you sent off your order and they accidentally sent you the wrong items? Explain what you could do about it.  
\_\_\_\_\_  
\_\_\_\_\_
7. What does the expression 'shipping' mean? Where do you think it came from?  
\_\_\_\_\_  
\_\_\_\_\_
8. What do you think this means? "*Prices are subject to change without notice.*"  
\_\_\_\_\_  
\_\_\_\_\_

## Activity:

Set up your own catalogue book company. Make a catalogue. Write down all the books you would sell and make up an ORDER FORM. Give it to a partner to fill in and use.

# Greeting Cards

**HAPPY  
BIRTHDAY!**

**Get  
Well  
Soon**

Sorry To  
See You  
Leave

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

# Greeting Cards

Greeting cards are sent to people on special occasions and celebrations such as birthdays and anniversaries or for other reasons such as if someone is sick or leaving. Write your own personal greeting message for each of the greeting cards on the previous page and then answer the questions.

1. Why do you think people like to send greetings cards? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. List as many different greeting cards as you can. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. List three different places you can buy greeting cards. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Have you ever sent a greeting card to anyone? If so, to whom and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Greeting cards often use adjectives to describe the kinds of special days. Adjectives tell more about the noun. For example, "Have a **happy** birthday". Think of adjectives for these special days:

Wedding Day \_\_\_\_\_

Birthday \_\_\_\_\_

Valentine's Day \_\_\_\_\_

Christmas \_\_\_\_\_

## Activity:

Design your own greeting card with the intention of giving it to someone. Use firm card. Start with a well thought out front cover. Use colours and attractive writing. Once you have done this, write a special message on the inside of the card before giving it to the person.

# Kids World Magazine

## Hi Kids!

Want to get the coolest magazine around? Well look no further! Kids World Magazine is loaded with heaps of great stuff...here's what you get:

1. Interesting stories from Australia and New Zealand.
2. Amazing stories from all around the world.
3. Fantastic full colour pictures.
4. Exciting regular features such as *Sport Wrap* and *Wild, Wild World*.
5. Hilarious cartoons to read such as *Zilt* and *Baby Dave*.
6. Fun competitions and great prizes to win.
7. Fabulous activities to do such as origami, puzzles and quizzes.
8. Hours of enjoyment in one great mag!

What are you waiting for? Sign up below but don't send any money. Please remember you will need your parent's permission and signature. Got any questions? Phone our HOTLINE on 1800 9811.

## ★ Yes, sign me up! Kids World Magazine sounds too good to resist...

Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_

Postal address: \_\_\_\_\_

Postcode: \_\_\_\_\_

## ★ Sign me up for (tick one):

- 6 monthly issues at \$4.95 each, plus \$1 postage and handling per issue.  
Total \$35.70
- 12 monthly issues at \$4.95 each FREE postage and handling. Total \$59.40  
(saving of \$12)

## ★ Send no money now, you will be sent an invoice later.

Parent/guardian signature \_\_\_\_\_ Date \_\_\_\_\_

★ Cut out and send to: FREEPOST 99,  
PO Box 23 Gioppe North  
Capital City 43848

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

# Kids World Magazine

- Magazines can be bought from newsagents, and can also be bought direct from the publisher. Look over the Kids World Magazine flyer and fill in the application form.

Complete the following.

1. What are four different features you will find in *Kids World Magazine*?

---

---

2. Why do you think it's cheaper to buy 12 months subscription rather than 6 months?

---

3. FREEPOST means the magazine will pay for the postage when you send the application form. Why do you think they will pay the postage for you?

---

4. It is not necessary to send money straight way; instead they will *invoice you later*. What does this mean?

---

5. What do you think are the best features about Kids World Magazine?

---

---

6. List three ways in which magazines differ from books.

---

---

---

7. Why do you think magazines usually cost more than newspapers?

---

8. Have you or any other member of your family ever subscribed to a magazine. If so, which one/s?

---

## Activity:

If you could start your very own magazine, what would it be about? Give it a name and make a list of all the types of stories you would include. Design and make a front cover for your magazine, making it as attractive as you can. Don't forget to put a price on it! Display it in the room when completed.



# Registration Warranty Card

Thank-you for purchasing **Boston Games Console Power Gen 111**. Please take a few minutes to fill in this registration card. By registering now, you will have the benefits of:

- 1. **Product replacement or repair.** If your Console experiences some problems we will either repair or place it. Valid for 12 months from date of purchase.
- 2. **Product updates.** You'll be the first to know about our new product updates.
- 3. **Proof of ownership.** In case of an insurance loss such as fire, flood or theft this card will act as proof of purchase.
- 4. Helping us know more about you so we can design new and better games.

**For further information visit [www.bostonpowergen.com](http://www.bostonpowergen.com)**

---

## Product Warranty Card

Your first and last name:


Your address:


Your phone number:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Date of purchase:

		-			-		
--	--	---	--	--	---	--	--

Date of birth:

		-			-		
--	--	---	--	--	---	--	--

Serial number:

J																
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Place of purchase:


**Return immediately to: Boston Games Pty Limited 102 Dickson Avenue Hatfield.**

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

# Registration Warranty Card

Registration warranty cards are usually found inside the box or packaging of the goods you bought. They are used by companies to keep records of what goods are purchased and by whom. Warranty means if anything breaks down on the product over a limited time, you may be entitled to either have it repaired or replaced free of charge.

1. If you don't complete and send in a warranty card and your product breaks down within the warranty period, the law says you can still have it repaired or replaced for free. What other reasons are there for people to fill the card?

---

---

---

2. List some common reasons for people asking for a refund on a product.

---

---

---

3. Sometimes if the product breaks down, you may not be entitled for a free repair or replacement. Why?

---

---

4. Why do you think the warranty is for a limited time only? \_\_\_\_\_

---

---

5. Why do you think the company wants to know when your birthday is? \_\_\_\_\_

---

---

6. Have you ever seen a warranty card? Have you ever filled one in and returned it? Give details.

---

---

## Activity:

Design and make your own warranty card for a favourite product of your choice. Make your final design on a firm piece of card and then give it to a partner to complete. Collect all the cards from the class and use them to work out what the average age of the "customer" is. Design a marketing program for your target age group.

Bowling Alley City Presents  
MONSTER HOLIDAY OFFER

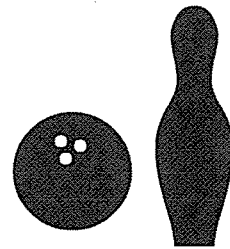
**TWO FOR THE  
PRICE OF ONE**



**\$5.50 for two** for one game of bowling.  
Includes: shoe rental **PLUS \$1 off** Cola and Popcorn  
voucher

**Save \$5.50**

Valid only 8.30 am till 10.30 pm.  
All days except Saturday, until  
25th January.



**Monster Offer available at all participating  
Bowling Alley City centres. Phone 1800 1231  
for your closest participating centre.**

**WHY BOWL?**

- Meet new friends
- Get fit
- Have lots of fun
- Get away from the T.V.

**Not to be used in conjunction with any other  
offer or for tournament or league play.**

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

# Bowling Discount Voucher 1

Ten-pin bowling is a popular indoor game. As the name suggests, the idea is to knock down ten pins with a large round ball. Look at the discount voucher and answer the following questions.

1. What is the special bowling discount offer? \_\_\_\_\_
2. When is the special offer valid to (time and date)? \_\_\_\_\_
3. How much would I save if I use one of these vouchers? \_\_\_\_\_
4. All Bowling Alley City centres will accept this voucher. Is that TRUE or FALSE?  
(Circle one.)

Explain how you know the answer.

\_\_\_\_\_

\_\_\_\_\_

5. What are three good reasons to bowl? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Why do you think the offer is called "Monster"?

\_\_\_\_\_

\_\_\_\_\_

7. Why do you think Bowling Alley City is having this promotion over the holiday break?

\_\_\_\_\_

\_\_\_\_\_

8. Why do you think this special Monster promotion is only valid at certain times?

\_\_\_\_\_

\_\_\_\_\_

9. For people to take advantage of the offer, they have to present the voucher when they book a lane. List two good places where you think Bowling Alley City should give these vouchers away to people.

\_\_\_\_\_

\_\_\_\_\_



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

# Bowling Discount Voucher 2

10. Do you think this discount voucher is a good offer? Why/why not? \_\_\_\_\_

\_\_\_\_\_

Use books in your library to help you answer the following.

11. Explain the difference between a 'spare' and a 'strike'? \_\_\_\_\_

\_\_\_\_\_

12. Do you know any of the rules of ten-pin bowling? Write down three rules you know:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. Have you ever gone bowling before? If yes, where and with who? \_\_\_\_\_

\_\_\_\_\_

14. Write down three things that are the same about soccer and ten-pin bowling.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. List three different paid jobs that could be done at Bowling Alley City centre.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Would you use this voucher if you could? Why or why not? Explain.

\_\_\_\_\_

\_\_\_\_\_

17. This offer is valid over the holiday period. List ten other activities you could do over the holidays.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Triple Jay Hottest Hits



## CD ONE

1. SPIDERFOOD: BUY ME A HORSE 1.41
2. AFFIX: TOP OF THE HILL 5.09
3. BABYLON CITY: GET HERE GET NOW 4.11
4. CLEAR AND MURKY: THE ZOO 4.54
5. BABYDOG: TROUBLE NO MORE 4.24
6. SWAP: NO U TURN ALLOWED 3.59
7. UBOAT: UNCLE HAIRCUT 4.07
8. MENACE PEOPLE: THE TRAVELLERS 3.44
9. TOP DOWN: HYPER SPEED 2.51
10. 911: DON'T CALL ME THAT 3.42
11. THE PROPS: WOMBO LOMBO 3.02
12. TIFFANY X: JELLYBABY 4.05
13. MODERN DAYS: BYE BYE BYE 3.30
14. OSRAMS: YOUTH LEADERS 3.34
15. BIG KAHUNAS: I WORK FOR FREE 3.11

DJH Communications  
3143 Brentwood Drive  
Westlake Village 9345

Made and printed in Australia (2002).

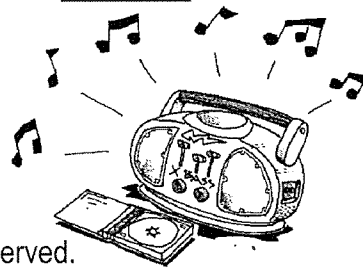
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Marketed in Australia under exclusive licence.



## CD TWO



1. REQUIRED: FEET ON THE GROUND 2.58
2. WART OFF: NOT TO BE TAKEN 3.13
3. CALM FRIENDS: SINGING TOO LOUDLY 1.36
4. RUSH: THE BIRDS 5.40
5. THE BEATMASTERS: ADDICTED TO RAP 3.07
6. STUDENTS: YOU'RE READY I'M NOT 4.00
7. SONS AND COUSINS: FREQUENCY 4.34
8. QUEENS ROAD: SOUTH OF THE BORDER 3.38
9. STOPPING SHORT: SEAL OUR LIPS 5.21
10. GATHERINGS AT NIGHT: AIM HIGH 2.50
11. APPLEHEADS: CLOSE YOUR EYES 3.37
12. SHARK BAIT: SKINS AND BECKS 3.13
13. ANGQUIDO: MATHEW 4.14
14. FINI FINI: RUN FAST 3.34



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

# CD Cover 1

Compact Discs are a popular way to listen to music. However CDs have not been available for very long, in fact the first CD was only released for sale in 1982. They quickly became popular and affordable, with most homes now having a CD player and many different CDs to listen to.

Look at the back cover of the CD and answer these questions.

1. How many tracks are there on this CD altogether? \_\_\_\_\_

2. What is the address of DJH Communications? \_\_\_\_\_  
\_\_\_\_\_

3. What is the title of this CD? \_\_\_\_\_

4. What song does BABYDOG sing on this CD? \_\_\_\_\_

5. Who sings UNCLE HAIRCUT? \_\_\_\_\_

6. Why do you think there are two CDs in this package? \_\_\_\_\_  
\_\_\_\_\_

7. Name the longest and shortest songs on Triple Jay Hottest Hits.  
\_\_\_\_\_

8. How long does the song JELLYBABY play for? \_\_\_\_\_

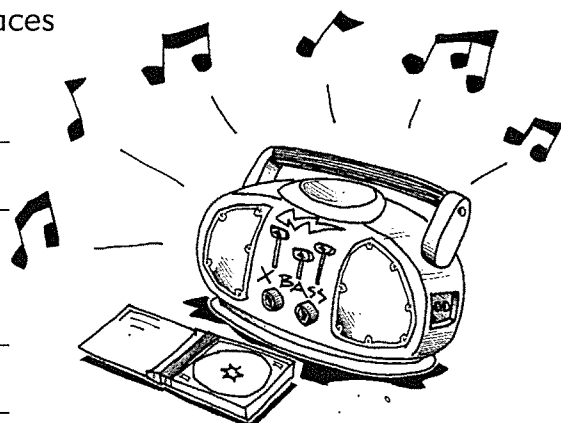
9. About how much do you think this CD would cost in the shops? \_\_\_\_\_

10. Where does the money go when you buy a CD? List three companies or people who you think would receive some of that money.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Why do you think CD ONE has 15 songs while CD TWO has 14? \_\_\_\_\_  
\_\_\_\_\_

12. Apart from a CD shop, list two other possible places where you could buy this CD.  
\_\_\_\_\_  
\_\_\_\_\_

13. Who do you think DJH Communications are?  
\_\_\_\_\_  
\_\_\_\_\_



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

# CD Cover 2

14. Think of another title for this CD and write it down. \_\_\_\_\_

\_\_\_\_\_

15. Most products you buy will have a BAR CODE. What do you think a BAR CODE is used for?

\_\_\_\_\_

\_\_\_\_\_



16. Write down three things that are the same and three things that are different about a rock music band and a symphony orchestra.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. This cover makes up the back of a CD. On a separate piece of paper draw a creative and interesting cover design. Display your design in your classroom when you have finished.

18. Do you own any CDs? List four CDs you own or are allowed to play at home.

\_\_\_\_\_

\_\_\_\_\_

19. Sometimes you'll see a sticker on CDs warning that some of the songs have 'explicit language'. This usually means there is swearing in the songs. Do you think it's a good idea to warn people about this?

\_\_\_\_\_

\_\_\_\_\_

20. Who is your favourite singer or artist? Write a paragraph about him or her and then draw a picture of your favourite singer.

\_\_\_\_\_

\_\_\_\_\_

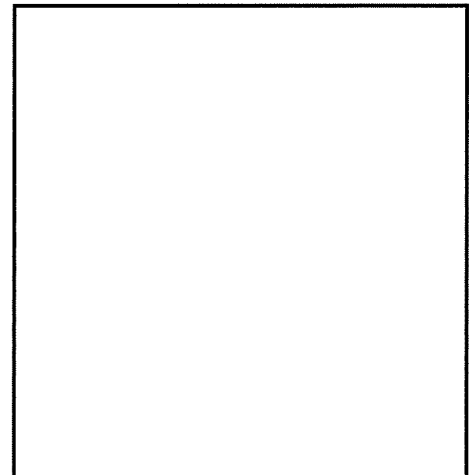
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**LAYNES SUPERMARKET STORE: 376**

669 Glendown Parade 8456

PH: (03) 981 8783

**Open 24 hours**

**7 days a week**

RECEIPT 2719

\$

SPINACH BUNCH	2.68
CHICKEN	1.78
ONIONS 1KG @ \$2 KG	2.00
BROCCOLI	0.60
ICEBERG LETTUCE EACH	1.50
WHEAT BISCUITS	2.00
TUNA CAN 400G	3.99
BBQ SHAPES BISCUITS	1.78
HONEY BUZZ	2.04
EGGS DOZ.	1.98
DRIED APRICOTS PKT	1.00
MILK 2LTR	2.56
4 PKT YOGHURT	3.49
COLA 1.25 LITRE	1.45
WASHED POTATOES	
.5KG @\$2 KG	1.00
CARROTS 1.5 KG	2.02
CORN CHIPS	1.69
BREAD	2.20

SUB TOTAL	35.76
ROUNDING	-0.01
TOTAL FOR 18 ITEMS	35.75

VISA	
26728920 2920 29029 2	
CREDIT ACCOUNT	35.75
PURCHASE	

TRANSACTION	APPROVED
10:36PM 21-05-02	

Please retain your receipt for refund or exchange purposes

FLY FAR CARD NO. 3456575757

THANK YOU FOR SHOPPING AT LAYNES.

PLEASE CALL AGAIN!

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

# Supermarket Shopping Receipt 1

A receipt is a record of the transaction that has taken place. It is written proof of what you bought, where you bought it and how much you paid. Look at this shopping receipt from a supermarket and answer the following questions:

1. What is the name of the supermarket? \_\_\_\_\_
2. What store number is it? \_\_\_\_\_
3. What is the address of the store? \_\_\_\_\_  
\_\_\_\_\_
4. How many items are listed on the receipt? \_\_\_\_\_
5. How much did the milk cost? \_\_\_\_\_
6. How much did the honey cost? \_\_\_\_\_
7. What was the total cost of the shopping after rounding? \_\_\_\_\_
8. How many eggs were bought? \_\_\_\_\_
9. On what date was this receipt issued? \_\_\_\_\_
10. What do you think these shortened words mean in the docket?

LTR: \_\_\_\_\_

KG: \_\_\_\_\_

DOZ: \_\_\_\_\_

G: \_\_\_\_\_

11. Why do you think Laynes use shortened words instead of printing the whole word out?  
\_\_\_\_\_  
\_\_\_\_\_

12. How were the items paid for?  
\_\_\_\_\_

13. How else can people pay for their shopping at a supermarket?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. How much would 1 kg of potatoes cost?  
\_\_\_\_\_



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

# Supermarket Shopping Receipt 2

15. The bottom of the receipt says "Please retain your receipt for refund or exchange purposes". List three reasons why someone might want a refund.

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

16. Why do you think Laynes Supermarket wants to see the receipt before they will offer a refund or exchange?

\_\_\_\_\_

17. At what time do you think this person first entered the supermarket to go shopping?

\_\_\_\_\_

18. What are the shopping hours of Laynes Supermarket? \_\_\_\_\_

19. Look at the items on the shopping list. List two different meals you could make from them.

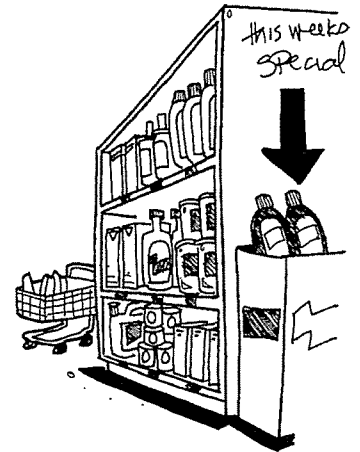
\_\_\_\_\_

20. Do you ever go supermarket shopping? \_\_\_\_\_

Where do you mostly shop? \_\_\_\_\_

21. List ten items you normally buy from the supermarket:

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



22. Why do you think supermarkets are popular places to shop? \_\_\_\_\_

\_\_\_\_\_

23. Supermarkets arrange their aisles so similar foods go together.

What items do you think you could get in these aisles:

FRUIT & VEGETABLES: \_\_\_\_\_

CLEANING & LAUNDRY: \_\_\_\_\_

SAUCES: \_\_\_\_\_

CONFECTIONARY: \_\_\_\_\_

CANNED FOOD: \_\_\_\_\_

FROZEN FOOD: \_\_\_\_\_



### Graphing Exercise

Below is a set of data.

Mr Salmon wanted to know how long it took him to walk from D block to the Jones St store.

He recorded how far he walked every 2 seconds and recorded it in the data table below.

<b>Time (seconds)</b>	<b>Distance (meters)</b>
<b>2</b>	<b>10</b>
<b>4</b>	<b>20</b>
<b>6</b>	<b>30</b>
<b>8</b>	<b>40</b>
<b>10</b>	<b>50</b>
<b>12</b>	<b>60</b>
<b>14</b>	<b>70</b>
<b>16</b>	<b>80</b>
<b>18</b>	<b>90</b>
<b>20</b>	<b>100</b>
<b>22</b>	<b>110</b>
<b>24</b>	<b>120</b>
<b>26</b>	<b>130</b>
<b>28</b>	<b>140</b>
<b>30</b>	<b>150</b>

How long did it take Mr Salmon to walk 70 meters?

---

How far did Mr Salmon walk after 20 seconds?

---

Mrs Lee made a cup of tea that was too hot. She decided to record the temperature of the tea until it was cool enough to drink.

She made to following data table.

<b>Time (minutes)</b>	<b>Temperature (°C)</b>
<b>1</b>	<b>100</b>
<b>2</b>	<b>95</b>
<b>3</b>	<b>90</b>
<b>4</b>	<b>85</b>
<b>5</b>	<b>80</b>
<b>6</b>	<b>75</b>
<b>7</b>	<b>70</b>
<b>8</b>	<b>65</b>
<b>9</b>	<b>60</b>
<b>10</b>	<b>55</b>
<b>11</b>	<b>50</b>
<b>12</b>	<b>45</b>
<b>13</b>	<b>40</b>
<b>14</b>	<b>35</b>
<b>15</b>	<b>30</b>

What was the temperature of the tea after 9 minutes?

---

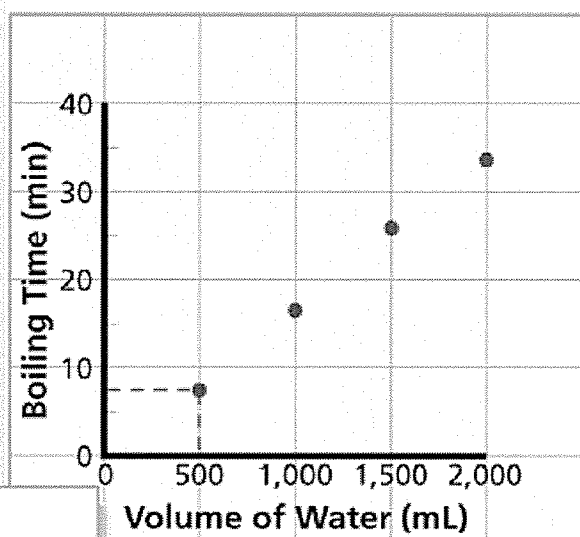
Mrs Lee prefers to drink tea at 75 degrees Celsius. How long must she wait until the tea is this temperature?

---

# How to draw a line graph

Use the coordinates from your data to plot a data point on the graph

## 4 Plot the Data



Data Table

Volume of Water (mL)	Boiling Time
500	7 min 48 s (7.8 min)
1,000	16 min 37 s (16.6 min)
1,500	26 min 00 s (26.0 min)
2,000	33 min 44 s (33.7 min)





## DRAWING GRAPHS - Rules to remember

- Decide what type of graph to draw based on information provided
  - 1) Number vs number = line graph (eg temperature vs time)
  - 2) Number vs word = column graph (eg colour of car vs number on the road)
- BUT sometimes number and number can be on a column graph if one of the sets of numbers are in a set eg graphing height vs age group 12-15 years, 16-19 years etc
- When you draw a graph, there are several things that a marker will look for. You lose a mark for each one you don't have
  - 1) Axis around the correct way. Remember the independent variable goes on the x-axis, dependent on the y-axis
  - 2) Labelled axis WITH UNITS
  - 3) Linear scale – regular intervals between the numbers on their axis. This means the distance and the actual number
  - 4) Scaled drawing – use all the space provided! Larger is better
  - 5) Correctly plotted – dot or cross is clearly marked
  - 6) If it is a line graph, smooth the line out (curve or line of best fit)
  - 7) If it is a column graph, have a space between each column, and use a ruler to draw them
  - 8) If there is more than one variable, use a key
  - 9) Only plot the data given. Don't assume it starts at zero, and draw a line back to the origin.
  - 10) Title
- You don't lose marks for doing it in pen, BUT USE PENCIL as it is easier to correct mistakes.

### Introduction to Graphs

Graphs are a very good way of showing a picture or drawing of some information. They can show important information at a glance. Using them makes it easier to interpret results and observe patterns. There are many types of graphs. Each type is best used to show different types of information.

The main types of graphs used in science are explained in the table below.

Type of Graph	Form of Information	Why they are used.
Bar Graph	Groups of things that have been counted or measured	Used to compare things.
Line Graphs	Two quantities that have been measured or counted. One is usually time. The X axis value is the quantity which affects the Y axis value	Used to show trends or changes over time.
Pie Graph	Percentages or proportions of different things that make up the whole	Used to compare the relative size of things



# Scientific Terms and Professions

## Deciphering the mystery of scientific words!

Scientific words can, at first, look quite frightening, but you will soon discover that many of the same prefixes, suffixes and root words\* are repeated and it all starts to make sense. Learning how scientific words are put together makes them easier to understand. (\*Root word = main word. Prefix = before root word. Suffix = after root word.)

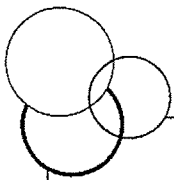
*Consider a non-scientific example:* The prefix 'peri' means 'all around' ('metre' is a unit of measure). The *perimeter* of a circle is the measurement around that circle. The word 'scope' refers to any instrument used to look through. Hence, a *periscope* is an object, used on tanks and submarines, to view an area from all sides. Now, whenever you see peri in a word you will know it means 'around'!

Think about the following fragments of scientific words:

FRAGMENT	WHAT IT REFERS TO
stoma	any mouth-like opening
bio	life, living organisms
derm	skin
gastro	stomach
osteo	bone
bronchus	bronchi or windpipe
ology	a specific branch of knowledge
itis	suggests disease
cide	means 'killer or 'to kill'
osis	suggests abnormal or diseased condition

Using the table above, write definitions for the following words.

- 1 insecticide \_\_\_\_\_
- 2 gastrodermis \_\_\_\_\_
- 3 peristoma \_\_\_\_\_
- 4 biology \_\_\_\_\_
- 5 dermatitis \_\_\_\_\_
- 6 bronchioscope \_\_\_\_\_
- 7 fungicide \_\_\_\_\_
- 8 stomatology \_\_\_\_\_
- 9 gastritis \_\_\_\_\_
- 10 osteoporosis \_\_\_\_\_
- 11 dermatology \_\_\_\_\_
- 12 bronchitis \_\_\_\_\_
- 13 stomatitis \_\_\_\_\_



## Scientific professionals

A scientist is referred to by the branch of science in which they specialise. By blending the branch of science with the ending 'ist', we produce a general title telling us the branch of science a scientist works in. Write the name of the type of scientist who specialises in each of the following:

14 Biology \_\_\_\_\_

15 Physics \_\_\_\_\_

16 Chemistry \_\_\_\_\_

Different branches of science are found under a major heading. Name the scientists for each one.

17 Zoology \_\_\_\_\_

18 Physiology \_\_\_\_\_

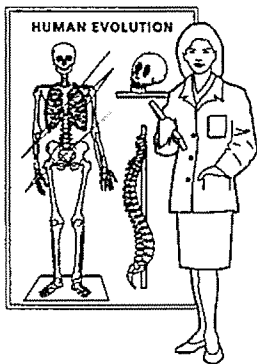
19 Botany \_\_\_\_\_

20 Entomology \_\_\_\_\_

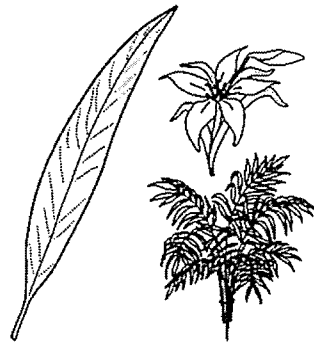
21 Seismology \_\_\_\_\_

22 Anthropology \_\_\_\_\_

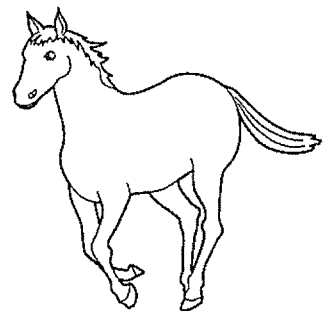
Label the scientist involved with each illustration.



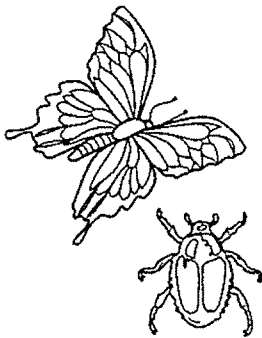
23 \_\_\_\_\_



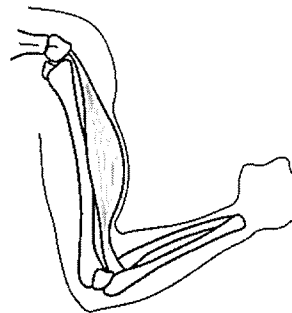
24 \_\_\_\_\_



25 \_\_\_\_\_



26 \_\_\_\_\_

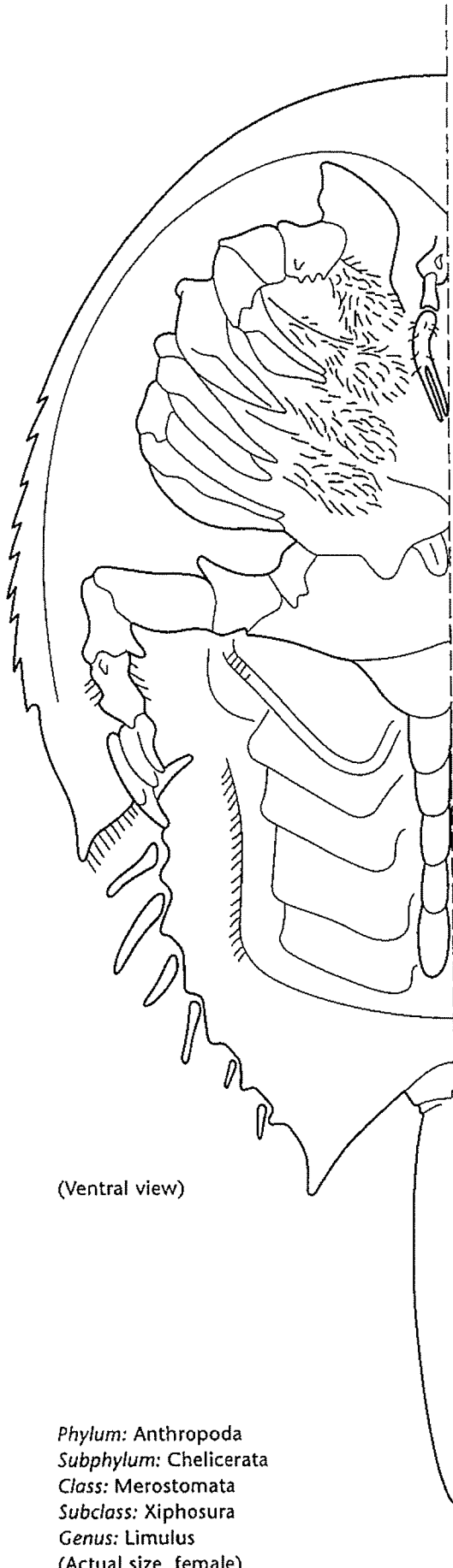


27 \_\_\_\_\_



28 \_\_\_\_\_

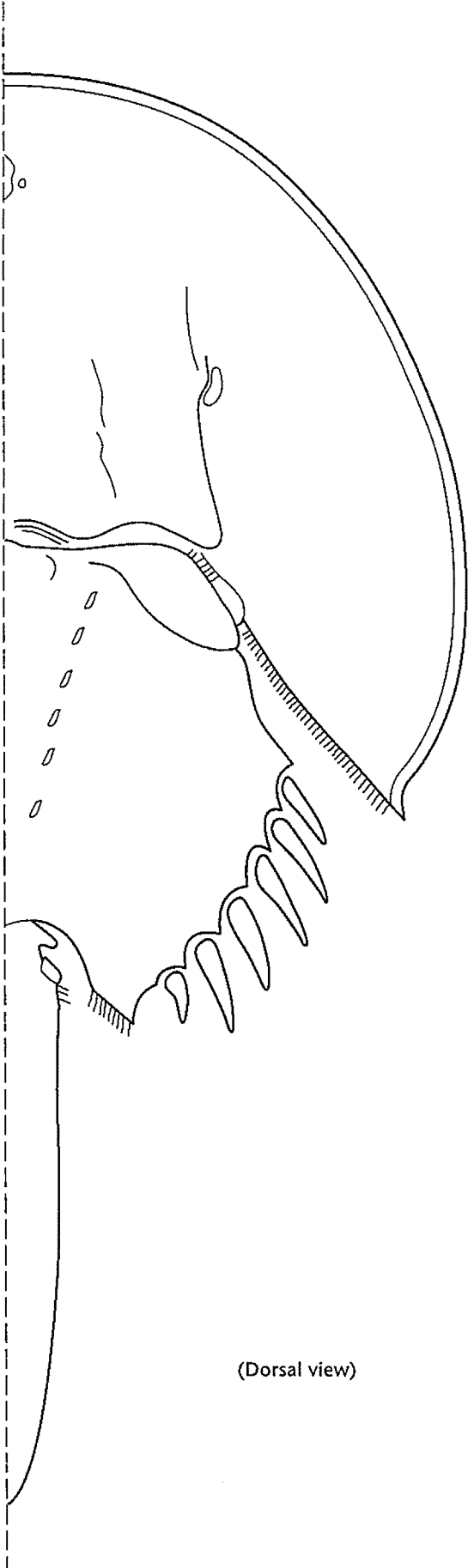
Reproduce, as a mirror image, the second half of the horseshoe crab illustrated.



(Ventral view)

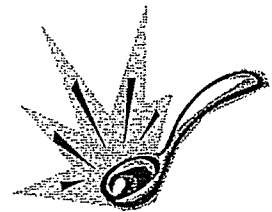
*Phylum:* Anthropoda  
*Subphylum:* Chelicerata  
*Class:* Merostomata  
*Subclass:* Xiphosura  
*Genus:* Limulus  
(Actual size, female)

Reproduce, as a mirror image, the second half of the horseshoe crab illustrated below.

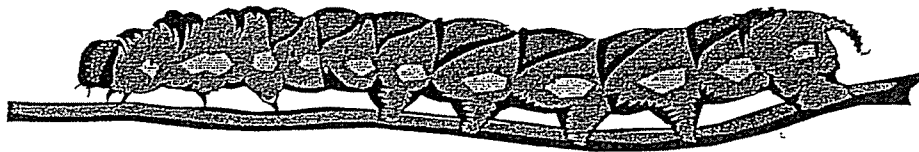




# SEQUENCE



A sequence is a series of actions or events which happen in a particular order. Usually the order is from first to last. When you cook a meal, there are a number of steps which take place. The steps below are in the wrong sequence. Re-write these 9 steps in the correct sequence.



## MAKING WITCHETTY GRUB SOUP

- Stir the stock and grubs well and cook for half an hour
- Get 10 fresh witchetty grubs
- Eat up! Enjoy your witchetty grub soup
- Use a ladle to spoon the soup into four bowls
- When the grubs are sizzling, add one litre of chicken stock, salt, dried onions and peppercorns
- After half an hour of cooking, pour in half a cup of powdered milk.
- Heat a saucepan on high, add a little oil, throw the witchetty grubs in, and stir.
- When the soup is nearly ready, add a pinch of flour to thicken it.
- Put the bowls on the table with cutlery and serviettes for your friends.

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# RECOUNT



# Recount

**RECOUNTS** are used to retell an event. All recounts have three sections:

1. orientation
2. sequence
3. re-orientation

The following passage shows how a recount is structured.

## **ORIENTATION**

**Where?**

**When?**

**Who?**

**Why?**

On Wednesday, October 12, Year 8.2 had a practical food technology lesson. We made banana smoothies and drank them in class. The lesson was part of our topic on healthy snack food.

## **EVENTS**

**in sequence**

**(from first to last)**

We arrived on time to class, and Mrs Nguyen laid out all the ingredients we would need - milk, bananas, yogurt, and honey. In addition, there were 5 blenders we could share.

Our first task was to measure the ingredients. I poured milk into a measuring cup to the 1/2 cup level. Next I poured the milk into the blender. I added one tablespoon of yogurt, and one teaspoon of honey. I chose a ripe banana, peeled it, then mashed half of the banana with a fork. After I added the banana to the blender, I put the lid on it, and turned it on. I watched the mixture in the blender for about a minute, then turned it off. Finally, I took the lid off and poured the mixture into a glass. At last, I drank my smoothie.

## **RE-ORIENTATION**

**Evaluation and  
personal opinion**

I enjoyed making the smoothie and I liked drinking it even more. It tasted delicious. Next time, I want to add strawberries for colour and flavour. Mrs Nguyen had to remind me to wash up all of my equipment and utensils. I like preparing food, but I hate cleaning up.

1. Underline the past tense words in the recount above.
2. Draw a circle around all the connecting words and conjunctions.

Mark / Comment

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# Punctuation

Fix the punctuation in each sentence. Capital letters should be used at the beginning of each sentence, for proper nouns, and for acronyms. Add capital letters and full stops where they are needed.

1. c.s.i.r.o stands for commonwealth scientific and industrial research organisation.

2. the c.s.i.r.o. works with australian manufacturers to help develop natural resources and technology for marketing in australia and overseas

3. a division of the c.s.i.r.o. called food science australia (or f.s.a.) deals with the food industry

4. for example, the nashi is a type of pear grown in victorian orchards

5. the nashi has a sweet taste and crisp texture, and over 7000 tonnes of nashi pear are grown every year.

6. ten to fifteen percent of this crop is classified as low grade, due to minor defects, and these pears go to waste

7. food science australia has worked with the growers to turn the low-grade pears into delicious dried snack food, like chips

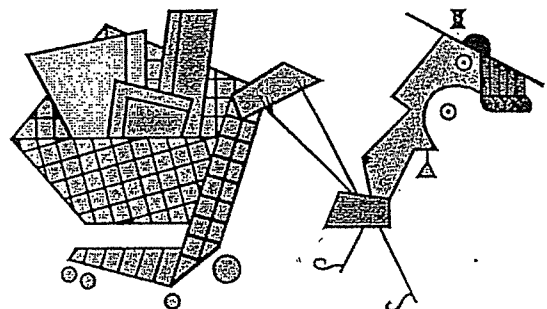
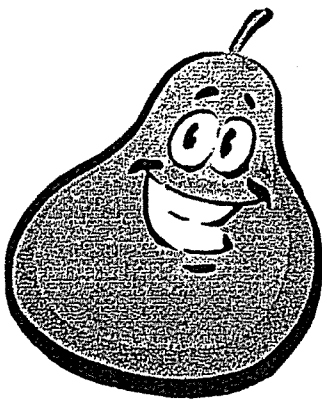
8. the preservation process is in two steps.: dehydration then drying.

9. this example shows how technology helps australian producers use low-grade materials to create exciting new products.

10. f.s.a has just completed a 10 year project to create a new cooking oil called monola oil.

11. monola oil is low in fat, and has an excellent favour.

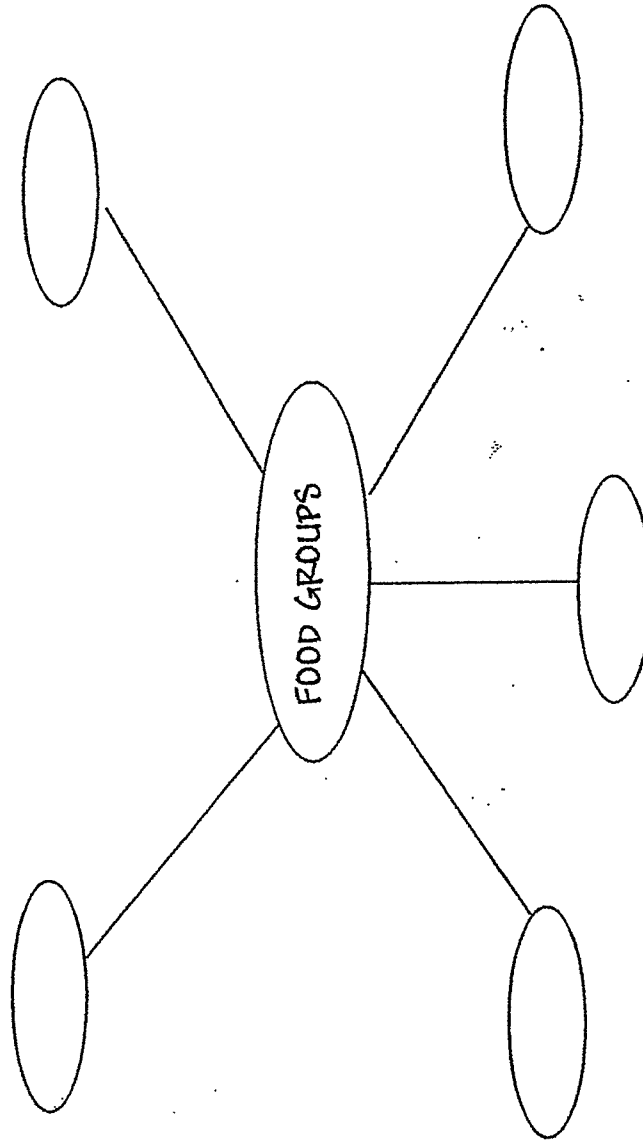
12. thanks to the c.s.i.r.o, there is yet another excellent australian product to add to the supermarket shelves here and overseas.



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# MIND MAP



A mind map helps you to organise words and ideas into groups. It will help you to learn and remember.

There are 5 food groups. Grains and cereals; fruit and vegetables; dairy products; meat and meat substitutes; fats and oils.

Organise these words into the 5 food groups and add them to the mind map.

Draw more lines as you need them

- muesli
- chocolate
- cornflakes
- hamburger bun
- yogurt
- rice
- carrot
- apple
- sausage
- pineapple
- beef
- milk
- twisties
- cheese
- broccoli
- noodles
- fish
- potato

Mark / Comment



# PLURAL

Plural means more than one.

We make a noun plural by adding "s" or "es" or "ies".  
eg. kitchen / kitchens; watch / watches; family / families.

Write the plural form of these words:

saucepan \_\_\_\_\_

facility \_\_\_\_\_

tray \_\_\_\_\_

tong \_\_\_\_\_

dish \_\_\_\_\_

switch \_\_\_\_\_

knife \_\_\_\_\_

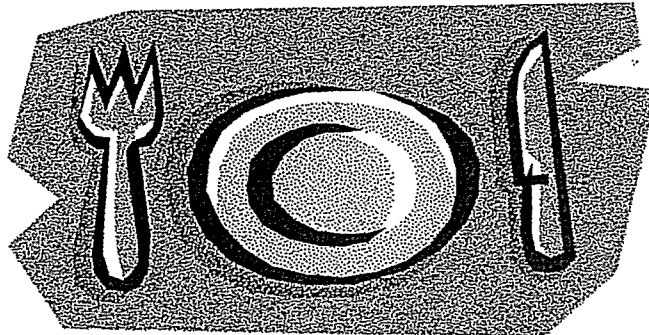
oven \_\_\_\_\_

family \_\_\_\_\_

ladle \_\_\_\_\_

spoon \_\_\_\_\_

bench \_\_\_\_\_



Read this paragraph. There are 15 words which should be plural. Underline the mistakes, then add an "s", "es" or "ies" with red pen.

There are many utensil and appliance required for a fully equipped kitchen. Your kitchen should contain all the item you need to cook a variety of recipe. You need different sized dish for baking and serving, as well as plate, tray, knife, fork, spoon, saucepan and pot. Food such as milk, meat and vegetable will keep fresh in a refrigerator and freezer. The other major appliance you need is an oven with hotplate and a griller. Tupperware is useful for storing food which is already cooked, and it is also helpful to have some plate which are microwave safe.

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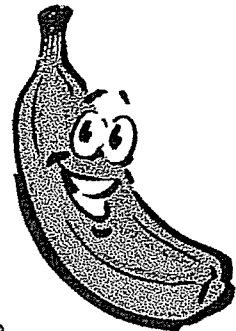
# Punctuation & Paragraphs

Fix the punctuation in each paragraph. Add capital letters, quotation marks, and full stops where they are needed.

## FOOD PACKAGING

(First paragraph - 3 sentences)

all food has some type of packaging to protect it natural products like apples and bananas have been given their own natural packaging - their skins the skin of a banana or apple protects the flesh inside from bruising and damage



(Second paragraph - 4 sentences)

there are many resources and materials which we can use to make packaging, including glass, tin, aluminium, paper, plastic, foil and cardboard manufacturers choose from this list depending on the type of food, the degree of breakability, and how and where the product will be displayed biscuits are packaged in plastic trays, covered in plastic wrappers to protect them from breakage and to keep them fresh peeled tomatoes are packaged in tins to protect them from damage, to keep the air out, and to enable easy stacking on supermarket shelves

(Third paragraph - 4 sentences)

it is the law for all manufactured food products to be labelled accurately the label must list the ingredients, the weight of the product, nutritional information, storage instructions and use by date always check the use-by date of any food product and never consume it the use-by date has passed the name and address of the manufacturer will be listed too, so contact them if you have any questions or complaints



(Fourth paragraph - 4 sentences)

we must consider the environment when designing food packaging plastic, tin cans and other rubbish cause major pollution problems in australian waterways and parks most councils have a recycling program for packaging made from paper, glass, aluminium and plastic PET bottles when you go to the supermarket, try to choose products with environmentally friendly packaging

Mark / Comment

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# Apostrophes

Apostrophes are used to show ownership, or possession.

**For a singular noun, (one person or thing) add an apostrophe then s.**

eg. The **boy's** computer was new. (one boy)

**For a plural noun, add an apostrophe after the s.**

eg. The **boys'** computer was broken. (more than one boy)

**Put the apostrophe in the correct place in these sentences**

- 1 One of Australias most important exports is wool.
- 2 History books tell us that John Macarthurs experiments with wool production earned him the title "father of the Australian wool industry".
- 3 However, it was Macarthurs wife, Elizabeth, who should get the credit.
- 4 The young couples plan was to leave England and travel to Australia to find a better life.
- 5 They arrived in Australia in 1790 just after Elizabeths 24th birthday
- 6 The Macarthurs bought some land on the Parramatta River, and it was Johns idea to name it "Elizabeth Farm".
- 7 The Macarthurs imported Merino sheep from Spain, as the Merinos wool was famous for its quality.
- 8 The farms biggest money earner became wool, and the Macarthurs started exporting their wool to Europe.
- 9 Australias wool industry was born.
- 10 Just when things were going well, Johns business affairs got him into trouble and he was sentenced to jail in England.
- 11 Elizabeths resourceful nature meant that she was able to run the farm on her own, even though she had six children to care for as well.
- 12 Every day Elizabeths responsibilities included shearing, sorting, cleaning and baling wool, and breeding the flock of 4000 sheep.
- 13 By the 1820s, the states biggest and most successful farm, belonged to Elizabeth Macarthur.

# a / an / the

a / an / the are words which help explain the structure of a sentence. There are many rules for using a / an / the, but here are just two simple rules:

1. use a/an when talking about a general, non-specific noun. Use the when talking about a specific noun.

eg Pick up a pencil. (Pick up any pencil)

Pick up the pencil. (Pick up that particular pencil)

2. a is used when the next word starts with a consonant; an is used when the next word starts with a vowel. eg a glass; an opportunity

Fill in the blanks with a, an or the.

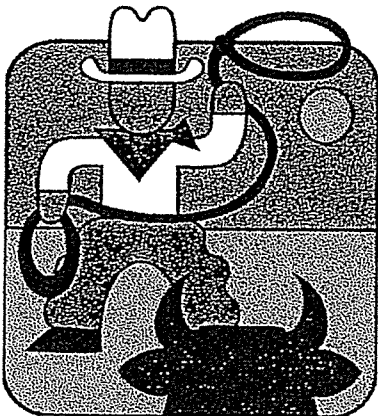
R. M. Williams is \_\_\_ Australian bushman who became famous for creating \_\_\_ range of bushwear. His clothing is known throughout \_\_\_ world as being distinctly Australian.



Reginald Murray Williams (or R.M. for short) was born in 1908 near Adelaide. As \_\_\_ young man he worked as \_\_\_ labourer and then as \_\_\_ camel driver.

\_\_\_ techniques of leather making were shared by older, more experienced bushmen. Soon, R.M. had developed \_\_\_ skill to make leather bridles, saddles and boots.

\_\_\_ wealthy cattle station owner, Sir Sidney Kidman, bought some saddles from R.M. \_\_\_ money was used by R. M. to set up \_\_\_ factory. R. M.'s business became \_\_\_ big success.



Today, \_\_\_ R. M. Williams trademark is known worldwide. \_\_\_ most famous products are \_\_\_ R. M. Williams stockman's boot, and \_\_\_ Drizabone waterproof oilskin jacket. You can find \_\_\_ R. M. Williams store in every capital city in Australia and in most country towns. \_\_\_ items sold are high quality shirts, trousers, jackets, boots, belts, hats and other accessories.

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# Adjectives

An adjective is a word that modifies (or describes) a noun or pronoun. Adjectives make our writing more interesting. An adjective may describe how much, how many, what kind, what colour etc.

eg. The boy played with the friendly dog.  
“friendly” describes what kind of dog, so it is an adjective.

Draw a circle around the adjectives in these sentences. Then write the adjectives at the end of the line.

Teenagers have always liked to show their unique personalities and style through the clothes they wear.

For teenagers, clothes are not just a functional material to keep the body warm, they are a fashion statement.

In the 1950s, teenagers first shocked their conservative parents by wearing black leather jackets, and denim jeans.



In the 1960s, Australian surfer fashion was popular, with bleached hair, long board shorts and the perfect summer accessory - the surfboard.

In the 1970s, teenagers wore hippie tie-dyed dresses and shirts, and flared jeans in bright colours. The best handbag for women was made from macrame.

The early 1980s saw some teenagers rebel by wearing radical leather punk gear, with pierced noses and shaved heads. Others favoured the “new romantic” look by wearing puffy shirts, flamboyant clothes, permed hair, and makeup for boys as well as girls.

In the 1990s, the rap scene created yet another teenage fashion style, with baggy trousers, baseball caps worn backwards, gold chains and expensive sneakers.



Who knows what fashion trends are around the corner? Whatever they are, teenagers will be the group leading the way.

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# Paragraphs

A paragraph is a group of sentences about the same idea. A new idea starts a new paragraph.

The first sentence of a paragraph gives a general idea of what the rest of the paragraph will be about. This is called the topic sentence.

The passage below has been broken into 4 paragraphs. Next to each, write the main idea of the paragraph, in your own words.

There are many different types of natural and man-made fibres used to make clothing. The first clothing ever worn was probably animal skins, worn as protection from the cold. Wool is another natural fibre which is still a major source of clothing materials. The humble cotton plant is used to make cotton clothing. It is well known for its light weight, coolness and flexibility.

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In 1930, an American chemist named "Doc" Wallace Carothers was working for the company DuPont. He invented nylon in his laboratory. It was the world's first man-made fibre, and it changed fashion forever. The invention was celebrated in the New York Times newspaper as "synthetic silk".

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Man-made fibres are extremely popular, including polyester, rayon and acrylic. They are cheap to manufacture, do not crush, and they can be made in a vast array of textures and colours.

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Even though synthetic fibres are cheap, many consumers still prefer natural fibres for their clothing. Cotton and wool are long-lasting and strong. They are cool in summer and warm in winter, and they "breathe", allowing air to circulate between the skin and the fabric. This increases comfort for the wearer.

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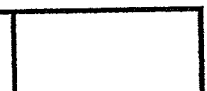
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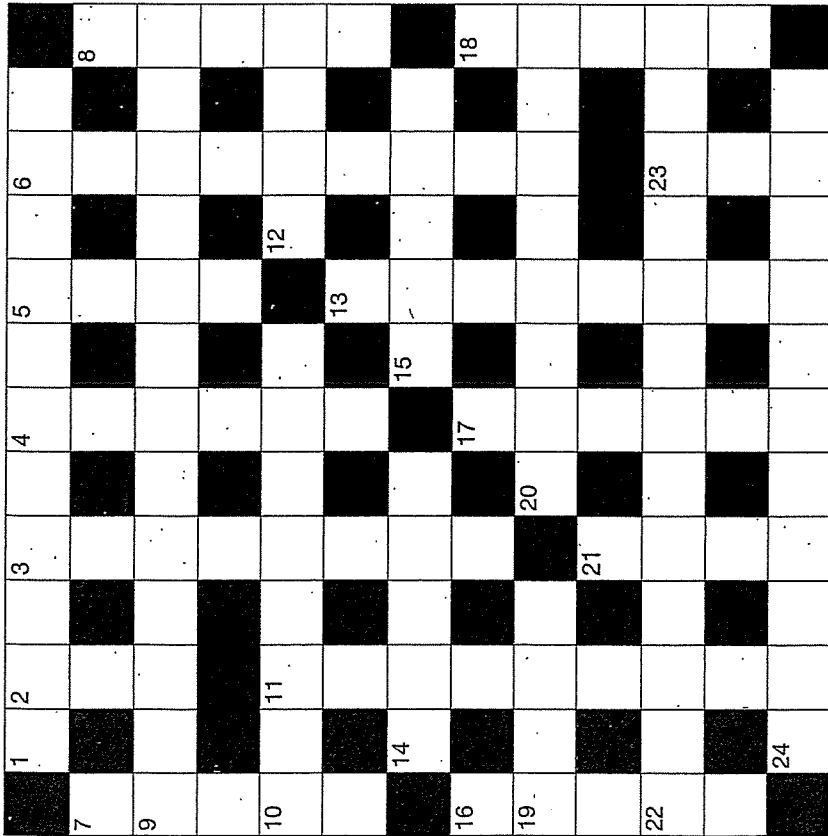






1	4	8				3	6	2
5			1					4
		3			8			
	6		3	4	8		2	
	1		9	5	2		8	
		7				2		
6				7				8
4	9	2				7	3	5

		9	4	1	2		
	8	3			1	5	
1	2					3	4
5			8	2			1
3			9	6			8
7	1					2	3
	6	5			8	7	
		4	7	8	6		

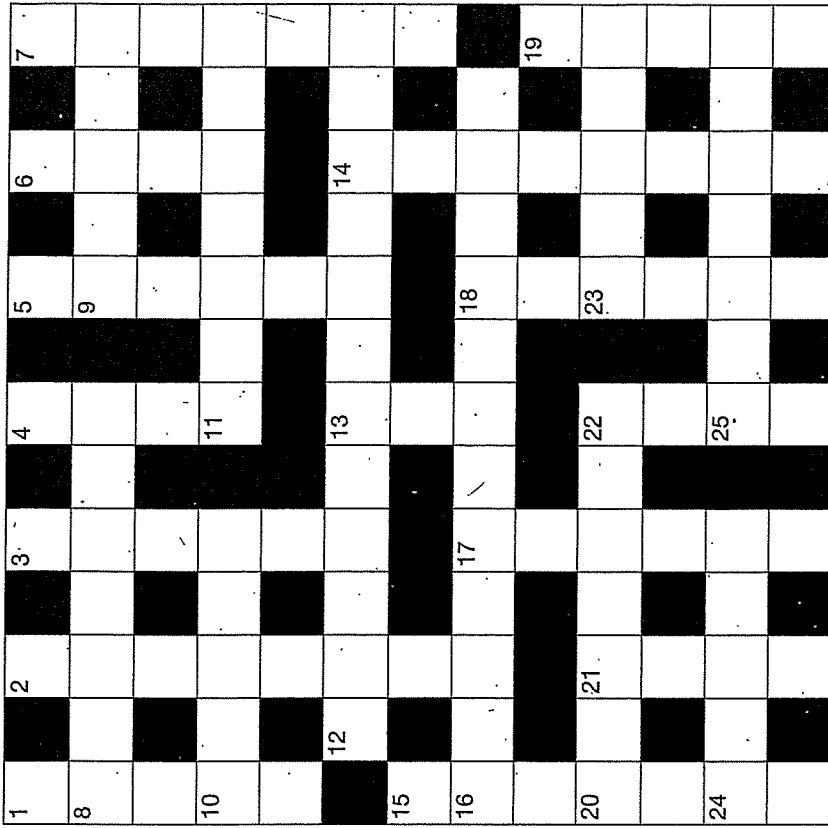


**Across**

- 1 Without any question (6,5)
- 9 Fortification (13)
- 10 Block (8)
- 12 Government adviser (4)
- 14 Very dark wood (5)
- 15 Snatches (5)
- 19 Tiny amount (4)
- 20 Christmas month (8)
- 22 Dialogues (13)
- 24 Vocabulary (11)

**Down**

- 2 Electrical current interference (inits) (3)
- 3 Donation (8)
- 4 Take charge of film-making (6)
- 5 Dedicated poems (4)
- 6 The Devil (9)
- 7 Fault (5)
- 8 Harsh (5)
- 11 Material (9)
- 13 Opposite of occidental (8)
- 16 Steal (5)
- 17 Reduce (6)
- 18 Crass (5)
- 21 Smile (4)
- 23 Online gasp (inits) (3)

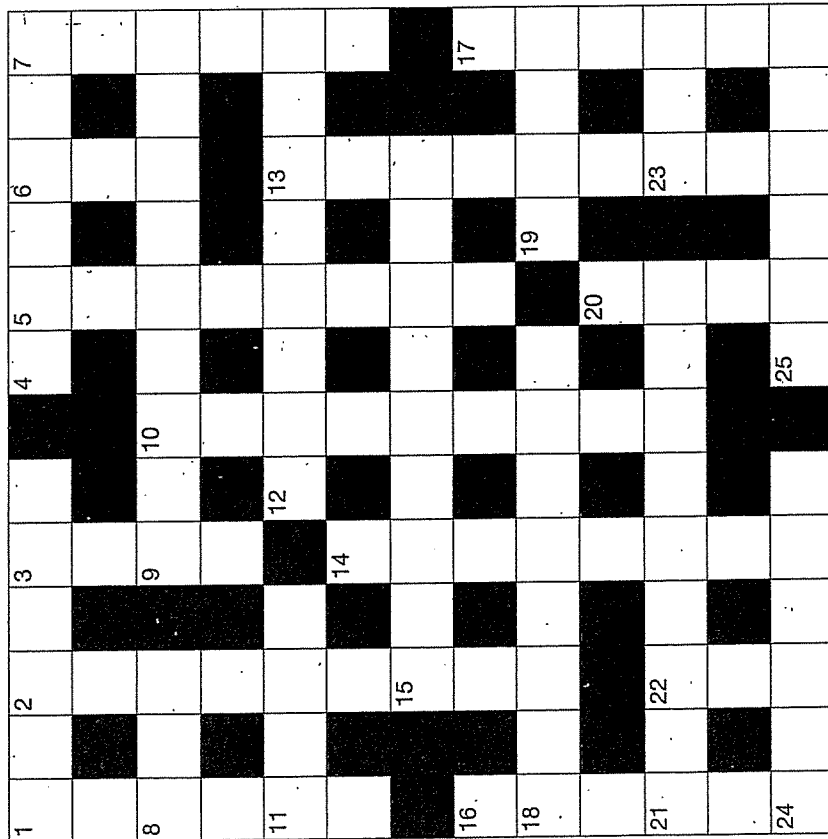


**Across**

- 8 Evolve (7)
- 9 Member of a company (5)
- 10 Fencing move (5)
- 11 Acorn-bearing plant (3,4)
- 12 Run with inflexible procedures (12)
- 16 January to December (8,4)
- 20 Road around the outside of a town (7)
- 23 Oversight (5)
- 24 Guiding philosophy (5)
- 25 Thrift (7)

**Down**

- 1 Curiously (5)
- 2 Ensuing (8)
- 3 Claim (6)
- 4 Not exceeding (2,2)
- 5 Electronic investigator (6)
- 6 Mix a liquid (4)
- 7 Insistence (7)
- 13 Amsterdam University (abbr) (3)
- 14 Five millilitres (8)
- 15 Halloween month (7)
- 17 Public statement (6)
- 18 Primary painting colour (6)
- 19 Pale green gem mineral (5)
- 21 Thai money (4)
- 22 Onion relative (4)

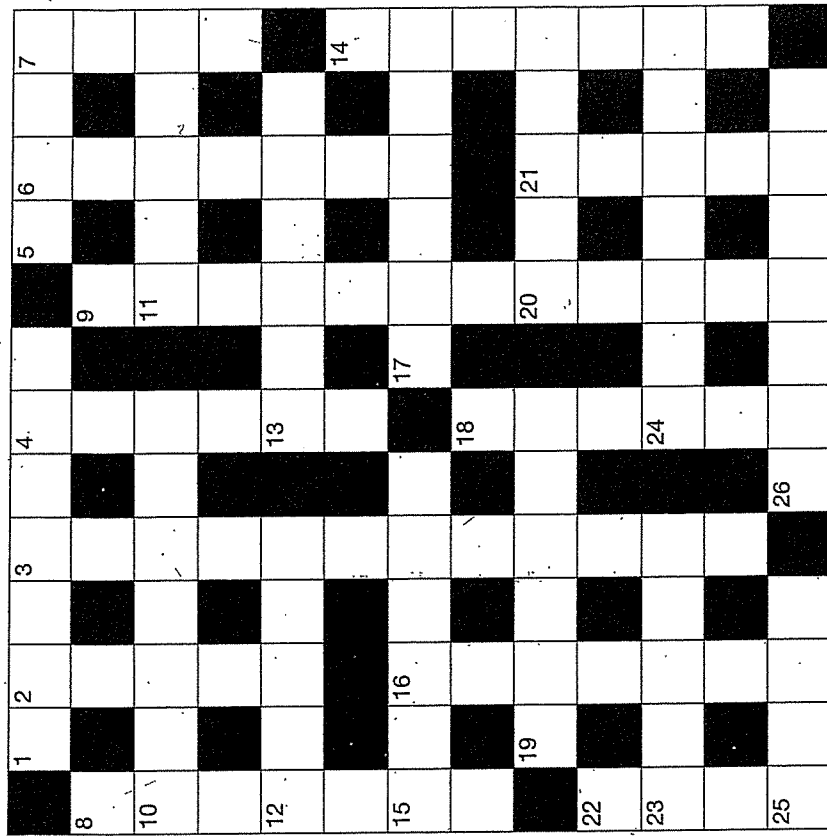


**Across**

- 1 Mythical winged serpent (6)
- 4 To-do list (6)
- 8 Social campaign group (inits) (3)
- 9 Layout (9)
- 11 Conceits (4)
- 12 Feelings (8)
- 15 Hobbies (9)
- 18 Depict in words (8)
- 19 Slips up (4)
- 21 Diversion (9)
- 23 Wilhelmina, informally (3)
- 24 Crush (6)
- 25 Used for licking (6)

**Down**

- 1 Rejected (6)
- 2 Expressions of regret (9)
- 3 Accident exclamation (4)
- 5 Most immense (8)
- 6 Original surname (3)
- 7 Professional drawer (6)
- 10 Pleasing (9)
- 13 Watching (9)
- 14 Appetizers (8)
- 16 Paragons (6)
- 17 Getaway (6)
- 20 Founder of the Holy Roman Empire (4)
- 22 All-purpose Inuit knife (3)



**Across**

- 1 Travelled over (7)
- 5 Eugene, to his friends (4)
- 10 Maths equations (7)
- 11 Assist (5)
- 12 Metric length (5)
- 13 Allow to leave (6)
- 15 Hesitant (6)
- 17 Largest wild sheep (6)
- 19 Elasticity (6)
- 20 Destined (5)
- 23 Reddish-brown (5)
- 24 Prognosis (7)
- 25 Ancient god of love (4)
- 26 Edify (7)

**Down**

- 2 Other way to left (5)
- 3 Sunken (12)
- 4 Tooth covering (6)
- 6 Europe and Asia combined (7)
- 7 Thread holes (4)
- 8 Damaging (7)
- 9 Of a single colour (12)
- 14 Slip-up (7)
- 16 Late October star sign (7)
- 18 Brief unit of time (6)
- 21 Roughly (5)
- 22 Wight or Man, eg (4)

# PUZZLE # 10

## Movie Magic

AIRPLANE

BIG

GLORY

MISERY

ROBOCOP

ALIEN

CASABLANCA

GOLDFINGER

MOONSTRUCK

ROCKY

ALWAYS

COCOON

GREASE

NETWORK

SPLASH

ANNIE

FLETCH

JAWS

PREDATOR

SUPERMAN

BATMAN

GHOST

MERMAIDS

REDS

TWINS

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

