



# ALBURY HIGH SCHOOL

## STAGE 5 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.



# Climb Every Mountain

## Comprehension

Read the following passage and answer the questions in sentences.

### Cliffhanger

I rigged the rope ready to abseil, positioned myself at the lip of the drop, and glanced across to Jorge. For about the third time I asked, 'Are you right to go?'

'Yes, he said for the third time.

I leant back so that the rope would take my weight as I began to abseil, but instead the rope was completely loose and I fell. I slammed onto the rocks in the corner on my left side, and then slid down the snow tongue. Unless I could stop myself on the snow I was going to die.

Thoughts flashed through my mind: something is going to block me. There is going to be a huge bang against a rock, or I'll go off the cliff and splat on to the glacier hundreds of metres below. Time was distorted but the words were in my head, *I'll go splat! And then I'll be dead. I wonder what it's like to be dead...*

Then I vanished over the lip of the cliff.

I know now that Colin grabbed the rope, burning his palms very badly as he tried to stop it rushing through his hands. Jorge may have helped him when he realised that things had gone badly wrong, but it was Colin who checked my fall. He saved my life. All I knew at that stage was that I had stopped and that I was dangling in midair like a piece of meat on a string.

I could not breathe because my harness was pulled up under my diaphragm, so I could not speak to say, 'Let me down.' Just below me I could see a little ledge where I would be able to stand and breathe if I could reach it. They could not see me, and there was no move to pull up the rope. Nor did they want to let me fall another inch. I thought, *My God! I'm going to suffocate. I'm not going to make it.*



The cliff was overhanging, but by swinging and kicking frantically, I was able to hook my left crampon\* on a ledge and wedge it there. I was able to take just enough weight off the rope to take a couple of breaths. Then I noticed that my abseiling device, a stitch plate, had jammed on the rope and I realised that this had saved my life. Colin stopped the rope above, but if my stitch plate had not jammed, the rope would have slipped through it as I fell and I would have dropped off the end and fallen to my death.

from *Fear No Boundary*  
by Lincoln Hall with Sue Fear

\*crampon – a grappling iron, designed to take heavy weights

## Reading for understanding

1. What is happening at the beginning of the story?
2. What caused the narrator's abseiling attempt to fail?
3. What did the narrator's body hit?
4. What did the narrator think was going to happen to her?
5. Find three sound words used in the first fifteen lines. What are they? What do they suggest?
6. What happened to Cohn's hands as he saved the narrator's life?
7. Why couldn't the narrator breathe?
8. What is the narrator compared to when she is dangling in midair?
9. How did the narrator enable herself to take a couple of breaths?
10. What had stopped the narrator from dropping off the rope and falling to her death?

10 marks

## Spelling and vocabulary

On the mountain			
challenge	rescue	attempt	ambition
climbers	summit	collapse	safety
ascent	dangerous	achieved	disaster
descent	altitude	purpose	avalanche
expedition	decisive	crevasse	exhausted
mountaineer	treacherous	difficulty	experience

## Conquering Chomolungma (Mount Everest)

Complete the following paragraph using words from the spelling list. The first letters have been given to help you.

The young people's a\_\_\_\_\_ had always been to climb Chomolungma (Mount Everest). They knew that the e\_\_\_\_\_ would be d\_\_\_\_\_ so ensuring the s\_\_\_\_\_ of all involved was a top priority.

The a\_\_\_\_\_ went smoothly until the c\_\_\_\_\_ reached an A\_\_\_\_\_ of 6000 metres. Fierce snowstorms made the conditions t\_\_\_\_\_ and the party realised that their a\_\_\_\_\_ to reach the s\_\_\_\_\_ was impossible.

During the d\_\_\_\_\_ struck when an a\_\_\_\_\_ buried one of the guides. The c\_\_\_\_\_ was to immediately start digging to r\_\_\_\_\_ the M\_\_\_\_\_. After ten minutes of frantic work, the group a\_\_\_\_\_ their p\_\_\_\_\_ and pulled him free.

The e\_\_\_\_\_ friends had learned from their e\_\_\_\_\_ but made a promise to return for another attempt.

20 marks

## Word families

Using the words contained in each box, fill in the spaces below.

Danger	dangerous	endangered	dangerously
--------	-----------	------------	-------------

1. Climbing Chomolungma is \_\_\_\_\_.
2. The narrator placed her life in \_\_\_\_\_.
3. She swung \_\_\_\_\_ over the crevasse.
4. Abseiling \_\_\_\_\_ her life.



Decision      decided      decisive      decisively

5. Colin acted \_\_\_\_\_.
6. The narrator's \_\_\_\_\_ to use her left crampon enabled her to breathe.
7. The narrator \_\_\_\_\_ to jump after questioning Jorge.
8. Colin's \_\_\_\_\_ action saved the narrator's life.

Achieve      achiever      achievable      achievement

9. The ascent of Chomolungma is \_\_\_\_\_.
10. The narrator is a quiet \_\_\_\_\_.
11. It is an \_\_\_\_\_.
12. You can \_\_\_\_\_ most goals if you are determined.

Descend      descended      descent      descendant

13. She is a \_\_\_\_\_ of a famous climber
14. The \_\_\_\_\_ was difficult.
15. The climbers began to \_\_\_\_\_ from the summit.
16. The narrator \_\_\_\_\_ at an alarming rate.

16 marks

### Dictionary Work

The Latin word *altus* means high. The altitude of a mountain is its height above sea level. Using the dictionary to write down the meaning of these words derived from *altus*.

altar: \_\_\_\_\_  
altimeter: \_\_\_\_\_  
exalt: \_\_\_\_\_  
alto: \_\_\_\_\_

4 marks

## Language

### Collective nouns

A collective noun is a word used for a collection or group of similar things.

*a plague of insects      a bunch of bananas      a band of robbers*

### Collective nouns in action

Write down the collective noun from the list for each of the phrases below.

choir	team	flock	staff
flight	pack	album	bundle
library	flotilla	bouquet	swarm
litter	board	galaxy	forest
anthology	crew	kit	gang

- |                       |                        |
|-----------------------|------------------------|
| 1. a _____ of birds   | 11. a _____ of ships   |
| 2. a _____ of oxen    | 12. a _____ of flowers |
| 3. a _____ of thieves | 13. a _____ of stars   |
| 4. a _____ of singers | 14. an _____ of poems  |
| 5. a _____ of sticks  | 15. a _____ of sailors |
| 6. an _____ of stamps | 16. a _____ of tools   |

7. a _____ of steps	17. a _____ of bees
8. a _____ of books	18. a _____ of trees
9. a _____ of pups	19. a _____ of directors
10. a _____ of cards	20. a _____ of teachers

20 marks

### Completing sentences—collective nouns

Add the correct collective nouns from the brackets to complete the following sentences.

- The bushrangers fired a \_\_\_\_\_ of shots at the \_\_\_\_\_ of policemen. (**posse fusillade**)
- In the storeroom there was a \_\_\_\_\_ of rags, a \_\_\_\_\_ of fruit and a \_\_\_\_\_ of drawers. (**crate bundle chest**)
- A \_\_\_\_\_ of \_\_\_\_\_ lions, a \_\_\_\_\_ of antelope and a \_\_\_\_\_ of monkeys watched the slow progress of the \_\_\_\_\_ of soldiers. (**troop pride platoon herd**)
- A \_\_\_\_\_ of bread and a \_\_\_\_\_ of grapes had been placed on the table. (**batch bunch**)
- The millionaire wore a \_\_\_\_\_ of pearls around her neck and a \_\_\_\_\_ of diamonds on her ring. (**cluster string**)
- On the table there were a \_\_\_\_\_ of cards, an \_\_\_\_\_ of poems and a \_\_\_\_\_ of wool. (**anthology skein pack**)
- On my aunt's farm I saw a \_\_\_\_\_ of geese, a \_\_\_\_\_ of bees, a \_\_\_\_\_ of cattle and an \_\_\_\_\_ of trees. (**hive gaggle orchard herd**)
- An \_\_\_\_\_ of ships was following the \_\_\_\_\_ of fish around the \_\_\_\_\_ of islands. (**school armada group**)

23 marks

## Punctuation

### Statements and questions

A statement begins with a capital letter and ends with a full stop.

*Then I vanished over the lip oft cliff*

A question mark is used at the end of a sentence to indicate that a question is being asked.

*Was I going to live or die?*

### Forming questions

Create questions from the following statements using the word given in the spaces below.

- The mountaineer knew the climb to the summit was dangerous.

Did \_\_\_\_\_

- Some climbers were trapped by the avalanche.

Were \_\_\_\_\_

- Tenzing Norgay and Sir Edmund Hillary climbed Chomolungma in 1953.

Was \_\_\_\_\_

- Mountain climbing is considered to be an unusual pastime.

Is \_\_\_\_\_

- The descent from the summit should be easier than the ascent.

Should \_\_\_\_\_

- Mountaineers often need to carry a supply of oxygen.

Do \_\_\_\_\_

6 marks

# Autobiography

## Comprehension

Read the following passage and answer the questions.

### Crash landing

I flew straight for the point where the 80 Squadron airfield should have been. It wasn't there. I flew around the area to north, south, east and west, but there was not a sign of an airfield. Below me there was nothing but empty desert, and rather rugged desert at that, full of large stones and boulders and gullies.

At this point, dusk began to fall and I realised that I was in trouble. My fuel was running low and there was no way I could get back to Fouka on what I had left. I couldn't have found it in the dark anyway. The only course open to me now was to make a forced landing in the desert and make it quickly, before it was too dark to see.

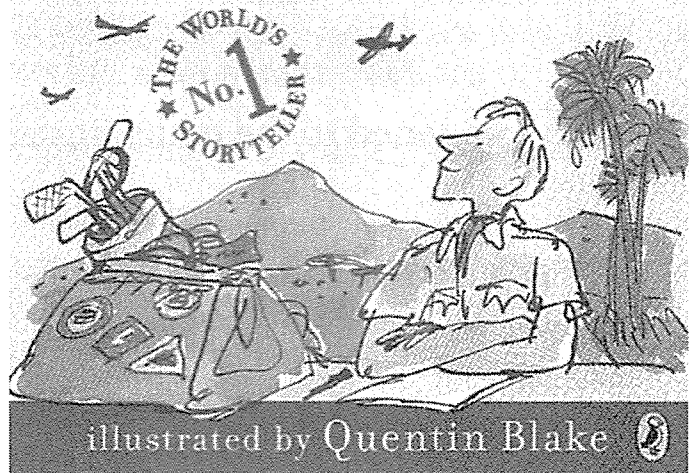
I skimmed low over the boulder-strewn desert searching for just one small strip of reasonably flat sand on which to land. I knew the direction of the wind so I knew precisely the direction that my approach should take. But where, oh where was there one little patch of desert that was clear of boulders and gullies and lumps of rock. There simply wasn't one. It was nearly dark now. I had to get down somehow or other. I chose a piece of ground that seemed to me to be as boulder-free as any and I made an approach. I came in as slowly as I dared, hanging on the prop, travelling just above my stalling speed of eighty miles an hour. My wheels touched down. I throttled back and prayed for a bit of luck.

I didn't get it. My undercarriage hit a boulder and collapsed completely and the Gladiator buried its nose in the sand at what must have been about seventy-five miles an hour.

My injuries in that bust-up came

# Ronald Dahl

*Going Solo*



from my head being thrown forward violently against the reflector-sight when the plane hit the ground (in spite of the fact that I was strapped tightly, as always, into the cockpit), and apart from the skull fracture, the blow pushed my nose in and knocked out a few teeth and blinded me completely for days to come.

It is odd that I can remember very clearly quite a few of the things that followed seconds after the crash. Obviously I was unconscious for some moments, but I must have recovered my senses very quickly because I can remember hearing a mighty whoosh as the petrol tank in the port wing exploded,

followed almost at once by another mighty whoosh as the starboard tank went up in flames. I could see nothing at all, and I felt no pain. All I wanted was to go gently off to sleep and to hell with the flames. But soon a tremendous heat around my legs galvanised my soggy brain into action. With great difficulty I managed to undo first my seat-straps and then the straps of my parachute, and I can even remember the desperate effort it took to push myself upright in the cockpit and roll out head first onto the sand below. Again I wanted to lie down and doze off, but the heat close by was terrific and had I stayed where I was I should simply have been roasted alive. I began very very slowly to drag myself away

from the awful hotness. I heard my machine-gun ammunition exploding in the flames and the bullets were pinging about all over the place but that didn't worry me. All I wanted was to get away from the tremendous heat and rest in peace. The world about me was divided sharply down the middle into two halves. Both of these halves were pitch black, but one was scorching-hot and the other was not. I had to keep on dragging myself away from the scorching-hot side and into the cooler one, and this took a long time and enormous effort, but in the end the temperature all around me became bearable. When that happened I collapsed and went back to sleep.

from *Going Solo* by Roald Dahl

### Reading for understanding

1. What was the first problem that confronted Roald Dahl?
2. Why was the desert area unsuitable for landing a plane?
3. 'I had to get down somehow or other.' Why did Dahl need to land as soon as possible?
4. What evidence shows that Dahl was trying to land the plane as slowly as possible?
5. What happened to the plane immediately after the undercarriage hit a boulder?
6. What caused the injuries to Dahl's skull and face?
7. Dahl twice heard a 'mighty whoosh'. What was responsible for this on each occasion?
8. 'All I wanted was to go gently off to sleep ...' What prevented this from happening?
9. Dahl refers to his brain as 'soggy'. What does he mean by this?
10. Use the dictionary to find the meanings of these words:
  - a) galvanised: \_\_\_\_\_
  - b) starboard: \_\_\_\_\_

11 marks

## Spelling and Vocabulary

Endurance				
aviator	recount	remember	memorable	memoir
boulders	strategy	aeroplane	consequence	delirious
ominous	phenomenon	dilemma	adequate	dexterity
immense	impossible	desirable	precarious	episode
capable	disfigured	advisable	suitable	reluctant
competent	landscape	reconnoitre	hindrance	autobiography

## A word for a phrase

Find words in the spelling list that match the meanings of the following phrases and complete the dilemma puzzle.

1. extremely excited and imagining things      d \_\_\_\_\_
2. very large      i \_\_\_\_\_
3. a view of country scenery      l \_\_\_\_\_
4. an incident in a series      e \_\_\_\_\_
5. worthy of being remembered      m \_\_\_\_\_
6. a record of one's own life and experiences      m \_\_\_\_\_
7. an aircraft      a \_\_\_\_\_

7 marks

## Word skills

1. Write down the plurals of the following words.

- |                        |                    |
|------------------------|--------------------|
| a) autobiography _____ | d) episode _____   |
| b) memoir _____        | e) strategy _____  |
| c) phenomenon _____    | f) aeroplane _____ |

6 marks

2. Write down nouns ending in 'ty' that are derived from the following:

- |                     |                    |
|---------------------|--------------------|
| a) desirable _____  | d) capable _____   |
| b) impossible _____ | e) immense _____   |
| c) suitable _____   | f) advisable _____ |

6 marks

3. Write down the opposites of the following words, using either the prefix 'un' or 'in'.

- |                    |                    |
|--------------------|--------------------|
| a) suitable _____  | d) adequate _____  |
| b) advisable _____ | e) desirable _____ |
| c) competent _____ | f) capable _____   |

6 marks

## Using the clues

Use the clues to find words in the spelling list for each of the following.

- |  |               |
|--|---------------|
| 1 a pilot                                | _____ a _____ |
| 2 something which obstructs              | _____ d _____ |
| 3 a difficult decision                   | _____ e _____ |
| 4 sufficient                             | _____ q _____ |
| 5 unwilling                              | _____ u _____ |
| 6 a clever plan                          | _____ a _____ |
| 7 skill or cleverness with the hands     | _____ t _____ |
| 8 to bring back to or keep in one's mind | _____ e _____ |

8 marks

## Dictionary Work

Many French words have become part of the English language over the last thousand years. 'Reconnoitre' is one such word. Other French words that are now part of our language are listed below. Use the dictionary to write down their meanings.

- nom de plume: \_\_\_\_\_
- adieu: \_\_\_\_\_
- bon voyage: \_\_\_\_\_
- cul de sac: \_\_\_\_\_
- chic: \_\_\_\_\_

5 marks

# Language

## Collective nouns

A collective noun is the name of a collection or group of similar objects, people or animals. For example:

a **bunch** of bananas    a **gang** of thieves    a **nest** of mice

## Adding collective nouns

Choose collective nouns from the list below and write them in the correct spaces. Use each word once only.

colony	bale	gaggle	embassy	flight
bed	army	pack	convoy	pod
choir	mob	block	constellation	suit
hoard	squadron	album	congregation	cast

- a \_\_\_\_\_ of trucks
- a \_\_\_\_\_ of singers
- an \_\_\_\_\_ of diplomats
- a \_\_\_\_\_ of geese
- a \_\_\_\_\_ of apartments
- a \_\_\_\_\_ of stars
- a \_\_\_\_\_ of aeroplanes.
- a \_\_\_\_\_ of actors
- a \_\_\_\_\_ of oysters
- a \_\_\_\_\_ of birds
- a \_\_\_\_\_ of armour
- a \_\_\_\_\_ of treasure
- an \_\_\_\_\_ of soldiers
- a \_\_\_\_\_ of whales
- a \_\_\_\_\_ of wool
- an \_\_\_\_\_ of stamps
- a \_\_\_\_\_ of ants
- a \_\_\_\_\_ of worshippers
- a \_\_\_\_\_ of hounds
- a \_\_\_\_\_ of kangaroos

20 marks

## Abstract nouns

Abstract nouns are nouns that name qualities, emotions and actions—things that we cannot see or touch. For example:

*Beauty    superiority    definition    assurance    contempt*

## Forming abstract nouns

Form abstract nouns from the following words. For example:

*imagine = imagination*

- annoy \_\_\_\_\_
- reject \_\_\_\_\_
- ignore \_\_\_\_\_
- different \_\_\_\_\_
- innocent \_\_\_\_\_
- exclude \_\_\_\_\_
- succeed \_\_\_\_\_
- flatter \_\_\_\_\_
- forgive \_\_\_\_\_
- guide \_\_\_\_\_
- happy \_\_\_\_\_
- angry \_\_\_\_\_
- stupid \_\_\_\_\_
- admire \_\_\_\_\_
- satisfy \_\_\_\_\_
- prepare \_\_\_\_\_
- defy \_\_\_\_\_
- absent \_\_\_\_\_
- disappoint \_\_\_\_\_
- accept \_\_\_\_\_
- anxious \_\_\_\_\_
- devote \_\_\_\_\_
- kind \_\_\_\_\_
- promote \_\_\_\_\_
- discreet \_\_\_\_\_
- humiliate \_\_\_\_\_
- improve \_\_\_\_\_
- generous \_\_\_\_\_
- determined \_\_\_\_\_
- encourage \_\_\_\_\_

30 marks

## Writing

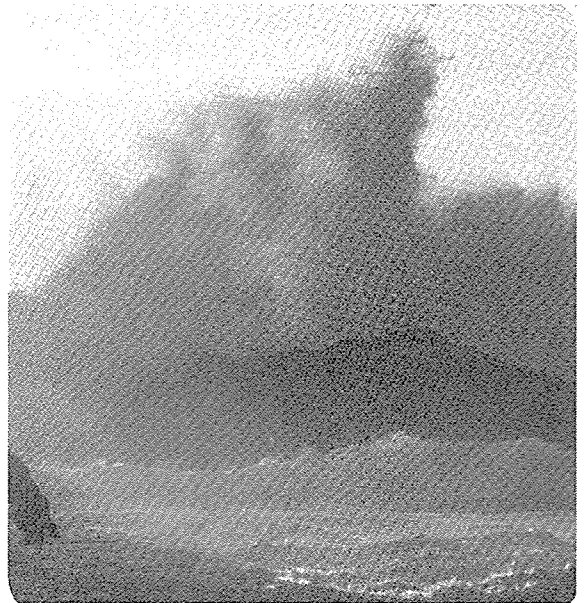
### Recount

Speaking or writing about events that happened in the past is called a recount. In a recount, the events are told in the first person from the point of view of the speaker or writer. The aim of the recount is to describe for the audience what happened, where it happened and who was involved. Examples of recounts are autobiographies, biographies, letters, diaries, newspaper reports, speeches, eyewitness accounts and television interviews.

The following is a recount of an event that took place in the Antarctic in 1916. This incident is recounted by Sir Ernest Shackleton who, with five companions in an open boat, was making an epic 1280-kilometre ocean crossing to the sub-Atlantic island of South Georgia.

### Surviving the savage sea

I had never seen a wave so gigantic. It was a mighty upheaval of the ocean. I shouted, 'Hold on! It's got us!' We felt our boat lifted and flung forward like a cork in breaking surf. We were in a seething chaos of tortured water; but somehow the boat lived through it, half-full of water, sagging to the dead weight and shuddering under the blow. We bailed with the energy of men fighting for life, flinging the water over the sides with every receptacle which came into our hands; and after ten minutes of uncertainty we felt the boat renew her life beneath us. She floated again, and ceased to lurch drunkenly as though dazed by the attack of the sea. Earnestly we hoped that never again should we encounter such a wave.



from *South* by Sir Ernest Shackleton

### Recounting an unforgettable experience

Try your hand at writing a brief recount of an unforgettable experience in which you were involved. Here are some suggested topics:

- The best day ever
- Encounter with the principal
- Flood!
- Chaos in the classroom
- The rescue
- In the emergency ward
- The worst day of my life
- Breaking up
- A terrible fright
- Friends forevermore
- Family feud
- Danger at sea





# Overview and Glossary



During the 20<sup>th</sup> Century, the world was **plunged** into wars more deadly than at any time in history.

In 1914 an **assassination** in Europe led to the outbreak of World War 1 and the deaths of more than 15 million people. The war was mainly between the countries of Western Europe, but their allies from around the world joined in and so it became a global war. World War 1 is famous for its trench warfare, and new weapons of war such as gas, machine guns, hot air balloons, aeroplanes, and tanks.

Australia was heavily involved in WW1 because of its close relationship with Britain. Australia's most famous role in WW1 was the **disastrous campaign** at Gallipoli. This failed campaign would go a long way to creating the ANZAC legend. The ANZACS, and other Australian soldiers, are **commemorated** every year on April 25<sup>th</sup>. When it ended in 1918, the peace treaty that was signed would lead to a second war just 20 years later.

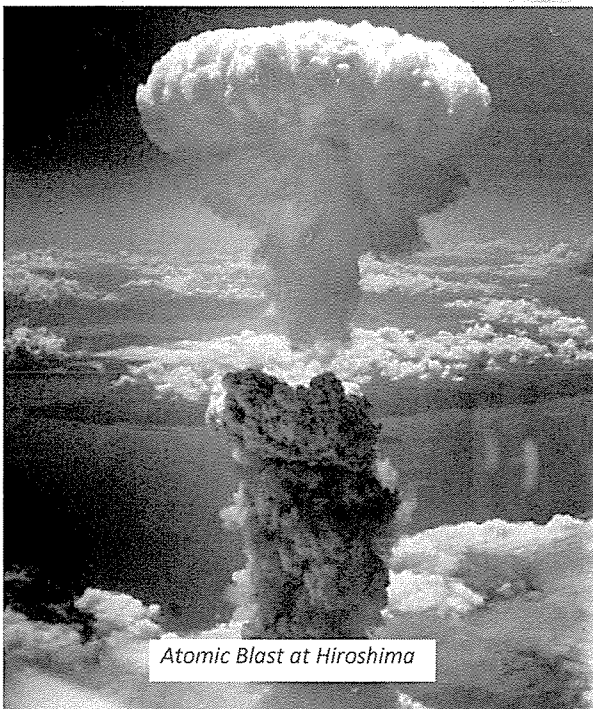


Machine Gun and Gas Masks

In 1939, Germany, under the leadership of Adolf Hitler, would begin World War 2 partly to overturn the treaty that ended WW1. The Second World War would be even more destructive than the first and up to 90 million people were killed. Japan, an ally of Germany caused significant death and destruction through the Pacific region. Australia joined Britain once again, but found trouble closer to home when Japan bombed Darwin and put submarines in Sydney Harbour. Australia most famously fought the Japanese along the Kokoda Trail. The war would end in 1945 with the German and Japanese defeats, but would leave the



Adolf Hitler



Atomic Blast at Hiroshima

world shocked as **atrocities** such as Japanese **POW** camps and the **Holocaust** became known. The world would never be the same as it also witnessed the destructiveness of a powerful weapon, the atomic bomb.

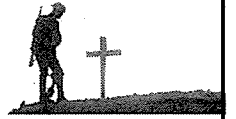
## What's the Big Idea?

### WW1

- 1914-1918
- 15 million deaths

### WW2

- 1939-1945
- 90 million deaths
- Atomic bombs
- Hitler



## Glossary

- AIF
- Alien
- Alliance
- ANZAC
- Armistice
- Artillery
- Casualty
- Censorship
- Conscription
- Digger
- Holocaust
- Imperialism
- Home Front
- Militarism
- Nationalism
- Nazi
- P.O.W.
- Propaganda
- RSL
- Shell
- Shrapnel
- Treaty

## Understanding

1. Define the words in **bold** on the front page.
2. What caused the outbreak of WW1?
3. Who was WW1 mostly between?
4. Name 4 new war weapons used in WW1.
5. What was Australia's most famous role in WW1?
6. Who started WW2?
7. What happened in Australia?
8. When did the two wars start and end?
9. How many people died in each war?
10. Name three things that shocked the world about WW2.
11. Define each of the words from the glossary list.
12. What's the Big Idea from this sheet?



German WW1 Tank "Mephisto"

## Research and extension

1. For each of the 4 pictures on this sheet describe what information we can get about WW1 or WW2.
2. Which of the 4 pictures do you think would have been the most terrifying to people at the time? Explain your answer.



**AIF:** Australian Imperial Force.

**Alien:** A foreign person or thing.

**Alliance:** An agreement between two or more countries to support and defend each other during war.

**Anzac:** Australia and New Zealand Army Corps.

**Armistice:** an agreement made by opposing sides in a war to stop fighting.

**Artillery:** large-calibre guns used in warfare on land.

**Casualty:** A person killed or injured in war.

**Censorship:** Controlling or restricting the information that the public receives by banning certain topics in books, newspapers, movies, media, etc.

**Conscription:** Being forced by the government to enlist in the army.

**Digger:** An affectionate term for an Australian soldier.

**Holocaust:** The effort by Hitler and the Nazis to eliminate all Jewish people in Europe. Over 6 million Jews were killed between 1941 and 1945.

**Imperialism:** The belief that stronger and more powerful countries should rule over weaker ones.

**Home Front:** Life in the home country while war is being fought abroad.

**Militarism:** When a country either builds up its military to be stronger than its rivals, or allows leaders of the military to start making government decisions.

**Nationalism:** An extreme sense of pride in your country, including feeling that your country/ race is superior to all others.

**Nazi:** A member of Adolf Hitler's political party in Germany.

**P.O.W.:** Prisoner of War.

**Propaganda:** Information to persuade or influence people to one point of view.

**RSL:** Returned Services League.

**Shell:** An artillery bullet or bomb.

**Shrapnel:** fragments of a bomb, shell, or other object thrown out by an explosion.

**Treaty:** An official written agreement between two countries.

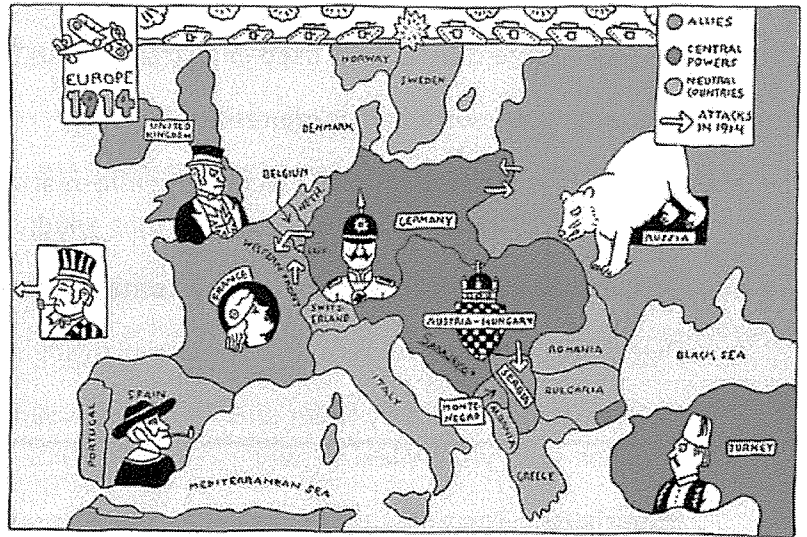
# The Causes of WW1



Prior to 1914, most European nations had been at peace for a few decades, but tensions were beginning to rise among the Great Powers. Four things would lead to Europe tearing itself apart, and inviting the world to join in, Militarism, Alliances, Imperialism, and Nationalism. You can remember them by using the **acronym M.A.I.N.**

## Militarism

**Militarism** occurs when a country either builds up its military, or allows leaders of the military to start making government decisions. All over Europe there had been a large increase in military spending. In both Britain and Germany there was a naval arms race (a race to build the best, and most war ships). Both countries were building the most powerful ships in the world, known as **Dreadnoughts**. With all this build up, the military was just looking for an excuse to test their armies and navies.



## Alliances

The countries of Europe had signed secret **treaties** with one another promising to help their allies if they were attacked. The two main

**alliances** were known as the Triple Entente (Britain, France, and Russia), and the Triple Alliance (Germany, Austria-Hungary, and Italy). If any of these countries were attacked, the other big countries would join in. Other smaller countries had alliances, for example Serbia was protected by Russia, but many treaties were secret so if one country attacked another they couldn't be sure who else would get involved.

## Imperialism

Britain had the largest Empire in the world, and used its powerful navy to protect it. Germany was a relatively young nation and was looking to build its own Empire. It had to compete with Britain and so the Dreadnoughts were being built (see Militarism above). The desire for Empires was known as **Imperialism** and led to conflict.

## Nationalism

**Nationalism** occurs when people of a country start to turn their **patriotism** into hatred of others or a feeling of being superior. It also meant that little countries wanted their independence from controlling Empires such as the Austro-Hungarian Empire. German nationalism meant they wanted to prove themselves to be better than countries like Britain, while Serbian nationalism meant a hatred of the Austro-Hungarians who often threatened them.

### What's the Big Idea?

#### Causes of WW1

- Militarism
- Alliances
- Imperialism
- Nationalism



*This is a postcard showing the leader of Germany, Kaiser Wilhelm II and his dream of ruling an Empire, just like King George V of Britain did. He said he wanted "A place in the Sun".*

### Source Questions

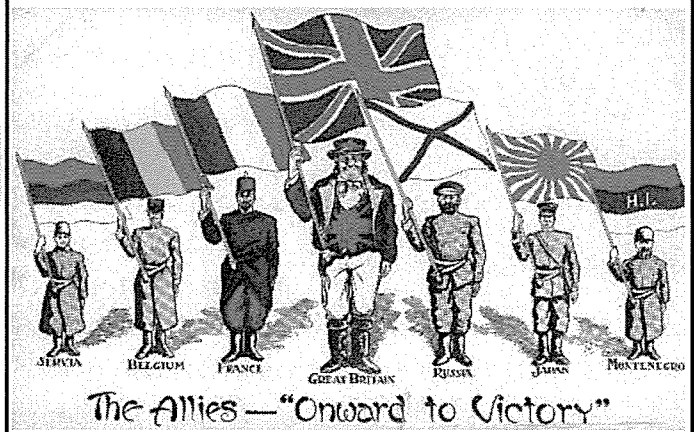
1. Who is depicted in the postcard?
2. Describe the pose of the Kaiser.
3. What did the Kaiser want?
4. Who do you think designed this postcard and why?
5. Is it a positive depiction of the leader of Germany? Why/Why not?

### Understanding

1. Define the words in **bold** on the front page.
2. Give examples of
  - a. Militarism
  - b. Alliances
  - c. Imperialism
  - d. Nationalism
3. What information does the map give us?
4. What is the Big Idea from this sheet?

### Creativity

1. Draw a picture depicting the Triple Alliance and the Triple Entente. E.g.



### Research and extension

1. Visit the link below
2. How does Blackadder explain why the war started?
3. Is he accurate?

[https://www.youtube.com/watch?time\\_continue=66&v=tGxAYeeyolc](https://www.youtube.com/watch?time_continue=66&v=tGxAYeeyolc)



# Assassination



With all the tension caused by Militarism, Alliances, Imperialism, and Nationalism, Europe was like a powder keg (a barrel full of gunpowder) waiting for a spark that would make it explode into war. In June of 1914 that spark would be an assassination.

Bosnia, and its capital, Sarajevo was under the rule of the Austro-Hungarian Empire, and its Emperor Franz Joseph. Many of the people in Bosnia were Serbians who resented Imperialism and wanted the freedom to join with their neighbour the Kingdom of Serbia. A group of Bosnians and Serbians decided to push for independence through the assassination of the heir to the throne, Franz Joseph's nephew, the Archduke Franz Ferdinand.

On the morning of 26<sup>th</sup> June, 1914, Franz Ferdinand was paying a visit to Sarajevo when the assassins threw a bomb at his car. It bounced off, hurting some security officers, but Ferdinand was able to get away.

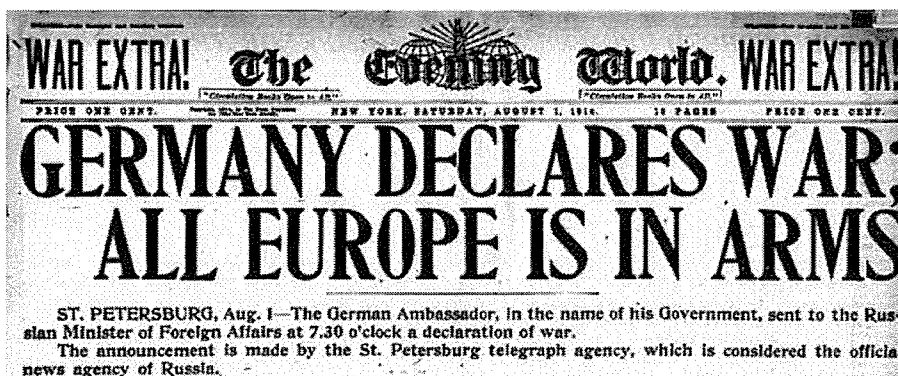


Later that day, Gavrilo Princip, one of the would-be assassins, was feeling **despondent**, and having a sandwich, when Ferdinand's driver took a wrong turn on his way out of town. Stopping to turn around, the driver had pulled up right in front of Princip. Pulling his gun out, Princip fired directly at Ferdinand and his wife Sophie, killing them both.



Hang on, this gets complicated! Austria-Hungary blamed Serbia for the assassination and, after sending an **ultimatum**, threatened war. Russia was an ally of Serbia and got ready to help. Germany, an ally of Austria-Hungary, got ready to fight Russia. France an ally of Russia, got

ready fight Germany. On 28<sup>th</sup> July, just a month after the assassination, Germany, worried about fighting both France and Russia at the same time, decided to attack France as quickly as possible, going through Belgium. Britain, an ally of Belgium, declared war on Germany on the 4<sup>th</sup> of September. And finally, with Britain at war with Germany, all of the British Empire, and Britain's close allies, including Australia, were now at war too!



## What's the Big Idea?

- Assassination of Archduke Franz Ferdinand by Gavrilo Princip is the spark that starts WW1
- Alliances drag everyone to war



### Source

Extract from *The Austrian Ultimatum sent to Serbia*

Now the history of the past few years, and particularly the painful events of the 28th of June, have proved the existence of a subversive movement in Serbia, whose object it is to separate certain portions of its territory from the Austro-Hungarian Monarchy. This movement, which came into being under the very eyes of the Serbian Government, subsequently found expression outside of the territory of the Kingdom in acts of terrorism, in a number of attempts at assassination and in murders....

### Understanding

1. Define the words in **bold**.
2. What was the spark that caused war to break out?
3. Who was Sarajevo under the rule of?
4. What did the Bosnian Serbs want?
5. How did they want to achieve this?
6. Which of the M.A.I.N causes is this an example of?
7. Describe what happened on 26<sup>th</sup> June.
8. Which countries threatened to join or actually declared war in the month after the assassination.
9. When did WW1 start?

### Creativity

1. Design a front page newspaper, or Internet news article about the assassination of Archduke Franz Ferdinand. Use the second link below for inspiration

### Source Questions

1. Is this a Primary or Secondary source?
2. Who is the author of the source?
3. Who is the recipient?
4. Who else might have read this ultimatum?
5. What is the purpose of the source?
6. Why might this source be biased?
7. Is the source a reliable record of events? Why/why not?

### Research and extension

1. Who do you think is to blame for starting the war? Give reasons for your answer.
2. Visit the first link below
3. How did the newspapers and magazines cover the assassination?
4. What kind of media would be reporting an assassination today?

<http://www.europeana-newspapers.eu/wwi-in-historic-newspapers-the-assassination-of-franz-ferdinand/>

<https://www.newsworks.org.uk/news-and-opinion/sun-prints-first-world-war-front-pages>







Many of the words used in science also have non-scientific meanings.  
Match the words provided with their scientific and non-scientific meanings.

COVER SLIP   SLIDE   BEAKER   STAIN   FUNNEL   SOLUTION   GRADUATED   SOLVENT

## Non-scientific definitions

- 1 To mark or discolour
- 2 A ship's smokestack or air flue
- 3 The answer or explanation for a problem
- 4 Having enough money to pay one's bills
- 5 To have completed a series of courses
- 6 Thin material often used to protect a cushion or mattress
- 7 To move easily across a surface
- 8 A large drinking mug

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## Scientific definitions

- 9 A coloured dye used to make tiny objects visible
- 10 A glass container, often with a spout for pouring
- 11 A mixture of one or more substances dissolved in a liquid
- 12 Small, rectangular glass plate on which an object is mounted
- 13 To mark a scale of measurements
- 14 A substance which can be used to dissolve other substances
- 15 Thin glass cover placed over an object mounted on a slide
- 16 A cone-shaped container with a wide opening at the top and a narrow opening at the bottom

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## Keep Thinking!

Write a word that fits both descriptions.  
Folded, glued paper package for sending letters.  
Something surrounding the nucleus of a cell.

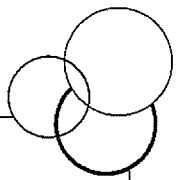
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An accidental stroke of luck. A flattened, parasitic worm.

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A one-to-three wheeled vehicle often moved by pedals.  
An event that occurs regularly.

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## Scientific or non-scientific?

Tick the S (scientific) or NS (non-scientific) box to indicate the context used for the italicised words.

- |   | S                        | NS                       |
|---|--------------------------|--------------------------|
| 17 Laura was afraid she would <i>slide</i> across the ice in her new boots. | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 Andy placed the delicate <i>cover slip</i> over the specimen.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 Jordan stirred the mixture into the <i>beaker</i> .                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 The spilled coffee left a <i>stain</i> on Ron's shirt.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 We poured water in the test tube using a <i>funnel</i> .                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 The <i>solution</i> to the problem was simple.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Last year Kristian <i>graduated</i> from Veterinary College.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 By careful planning, Jesse was financially <i>solvent</i> .              | <input type="checkbox"/> | <input type="checkbox"/> |

25 Write sentences using the words in the context indicated.

- |               | S                                   | NS                                  |
|---------------|-------------------------------------|-------------------------------------|
| state: _____  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| mass: _____   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| drop: _____   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| matter: _____ | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| stable: _____ | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| film: _____   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| bond: _____   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| mole: _____   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

## Homonyms

26 Many words have homonyms used in science. Write a homonym to match each word below.

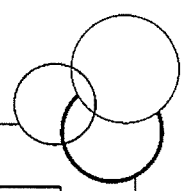
- |               |             |
|---------------|-------------|
| wait _____    | sell _____  |
| currant _____ | thyme _____ |
| reign _____   | see _____   |
| week _____    | pane _____  |
| son _____     | floe _____  |
| jean _____    | pray _____  |
| sent _____    | tow _____   |
| vain _____    | whey _____  |

# More Double Meanings!

Words can have several meanings. Choose a word to match each definition and remember, words will be used more than once.

CONE	STROKE	CROSS	MEDUSA	SEAL	PRODUCER	BARB	IRON	SHOOT	BLADE		
SCALE	MOULD	STYLE	BAT	MOLE	TISSUE	CANAL	POLAR	DISC	PLATE	RAY	ROD

- 1 A distinct way of doing something (dress, write, speak, etc.) \_\_\_\_\_
- 2 Someone responsible for financing or managing a film or play \_\_\_\_\_
- 3 A flattened part of anatomy \_\_\_\_\_
- 4 In a bad temper \_\_\_\_\_
- 5 Small hook-like projections used to 'zip' feathers closed or attach to fur \_\_\_\_\_
- 6 Appliance used to steam press creases out of fabric \_\_\_\_\_
- 7 Covering of most fish \_\_\_\_\_
- 8 A type of seed pod \_\_\_\_\_
- 9 Device used for weighing \_\_\_\_\_
- 10 Long, thin object used for catching fish \_\_\_\_\_
- 11 Container used to hold liquid \_\_\_\_\_
- 12 To discharge a bullet, arrow, etc. \_\_\_\_\_
- 13 To form something into a shape \_\_\_\_\_
- 14 A flat, smooth dish used to hold food \_\_\_\_\_
- 15 Chemical attraction between opposite charged particles \_\_\_\_\_
- 16 Jellyfish \_\_\_\_\_
- 17 Hybrid offspring \_\_\_\_\_
- 18 A sharp cutting object \_\_\_\_\_
- 19 Sudden attack or shock causing a throbbing of the heart \_\_\_\_\_
- 20 A group of cells forming a structural material \_\_\_\_\_
- 21 A mark used as a sign or signature \_\_\_\_\_
- 22 Something used to prevent leaks \_\_\_\_\_
- 23 A 'fluffy' fungal growth \_\_\_\_\_
- 24 Type of golf club \_\_\_\_\_
- 25 Flat object used to store data or music \_\_\_\_\_
- 26 A crunchy, cup-like biscuit used to hold ice-cream \_\_\_\_\_



CONE	STROKE	CROSS	MEDUSA	SEAL	PRODUCER		
BARB	IRON	SHOOT	BLADE	SCALE	MOULD	STYLE	BAT
MOLE	TISSUE	CANAL	POLAR	DISC	PLATE	RAY	ROD

- 27 Tube in the body through which blood flows \_\_\_\_\_
- 28 New growth of a plant, a sprout \_\_\_\_\_
- 29 This metal atom is part of haemoglobin's structure. \_\_\_\_\_
- 30 Mythical gorgon with snakes for hair, slain by Perseus \_\_\_\_\_
- 31 Abbreviation for Barbara \_\_\_\_\_
- 32 Waterway or artificial channel \_\_\_\_\_
- 33 Fish with flattened body and whip-like tail \_\_\_\_\_
- 34 Central region of a starfish \_\_\_\_\_
- 35 A shape made by putting one line perpendicular to another \_\_\_\_\_
- 36 Relating to North and South Pole \_\_\_\_\_
- 37 Stick or club-like object used for hitting a ball in some sports \_\_\_\_\_
- 38 Thin, soft paper used for wrapping or wiping faces \_\_\_\_\_
- 39 Mammal capable of flight \_\_\_\_\_
- 40 Small burrowing animal \_\_\_\_\_
- 41 To climb using ropes \_\_\_\_\_
- 42 To coat with a metal \_\_\_\_\_
- 43 Large moving pieces of the Earth's crust \_\_\_\_\_
- 44 Organism capable of converting radiant energy into food \_\_\_\_\_
- 45 Unit of measure used in chemistry \_\_\_\_\_
- 46 Light-sensitive part of the eye \_\_\_\_\_
- 47 Carnivorous marine mammal, often hunted for its fur \_\_\_\_\_
- 48 Part of the carpel of a plant \_\_\_\_\_
- 49 To rub gently \_\_\_\_\_
- 50 Tubular passage or internal duct \_\_\_\_\_
- 51 Arrangement of musical notes \_\_\_\_\_
- 52 Beam of light \_\_\_\_\_



## Units and symbols

The greatest scientific minds have all had to learn the units and symbols used for their work. The following symbols are regularly used in physics and chemistry.

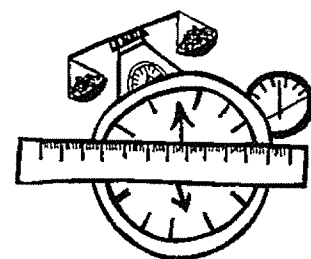
1 Match the symbol with the meanings given below.

L	C	$\lambda$	v	°	h	a	$\mu$	g	$\Omega$	mol
A	aq	J	$\alpha$	$\gamma$		N	$\beta$	Hz	s	t

Area	_____	Solid	_____	Acceleration	_____
Celsius (temp)	_____	Hertz	_____	Mole	_____
Force (Newtons)	_____	Plank's Constant	_____	Joule	_____
gram	_____	velocity	_____	micron	_____
aqueous (liquid)	_____	Litre	_____	time	_____
wavelength	_____	degree	_____	ohm	_____
alpha	_____	beta	_____	gamma	_____

Write the SI Unit of measure.

Unit	Measured in	Unit	Measured in
2 Mass	_____	4 Length	_____
3 Time	_____	5 Acceleration	_____



## Scientific notation

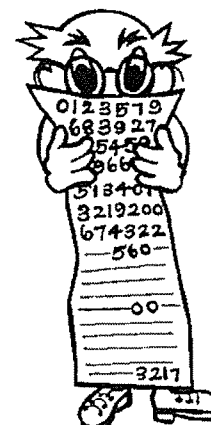
Scientists often work with incredibly large or small numbers. To simplify this task, scientific notation is used. Scientific notation abbreviates numbers, using significant digits, making them easier to record. For example: Imagine a scientist recording the distance of an object in outer space. The object is 6,800,779,346 kilometres away. Scientists decide how many figures come after the decimal point by considering the accuracy of their measuring equipment. If the first three digits are most significant, the scientist can abbreviate it to  $6.80 \times 10^9$ .

6.800 779 346      Keeping the first three digits, count from right to left 9 spaces: hence,  $10^9$ .

If the fourth digit is 5 or greater, round the last of your significant digits *up* to the next number. If the number is 4 or less, leave the number as it is. When working with very small numbers, less than one, use the same procedure, but count from left to right instead and write your exponent with a negative sign. E.g.: 0.000 000 007 917 to three significant digits is  $7.92 \times 10^{-9}$

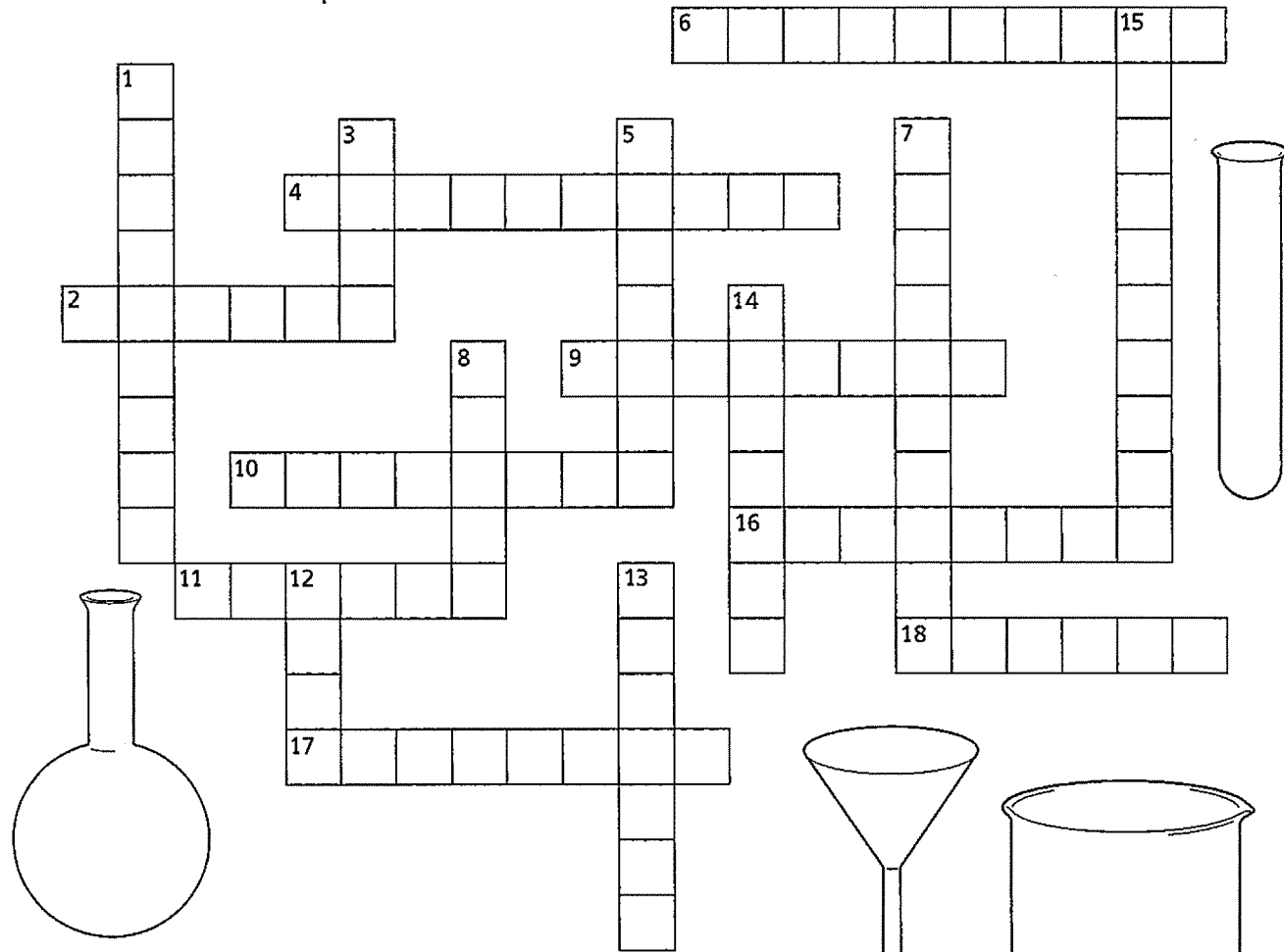
6 Write the following numbers in scientific notation to three significant digits.

49,364,008	_____	8,179,000	_____
0.000,913,4	_____	0.00161	_____
271,917,000	_____	0.000,042	_____
1,000,000,000	_____	0.000,000,769	_____



# General Science Crossword

7 Follow the clues to complete the crossword.



## ACROSS

- 2 Cone-shaped container used for pouring through narrow openings
- 4 Group of animals with backbones (spines)
- 6 Research centre where scientists perform experiments
- 9 A transformation or change occurring when two substances combine to form a new product
- 10 A liquid mixture of two or more substances dissolved in each other
- 11 A glass container, often with a spout for pouring
- 16 Oncologists specialise in the study of tumours. Their branch of science is \_\_\_\_\_
- 17 One or more types of atom bonded together is called a \_\_\_\_\_
- 18 Protein causing a reaction while it remains unchanged by the reaction.

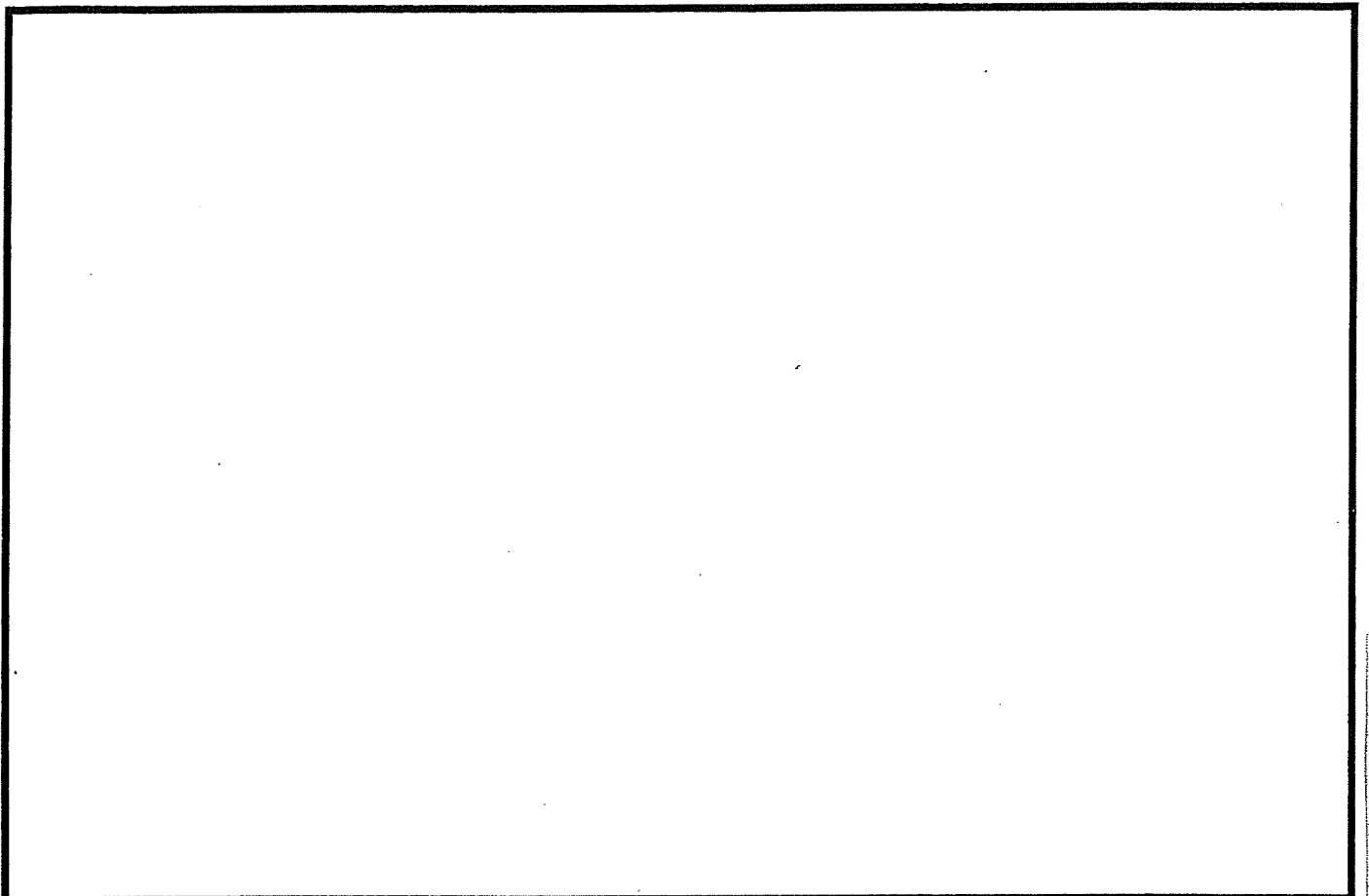
## DOWN

- 1 Marked with a scale of measurements
- 3 The smallest living unit. All living organisms are made up of them
- 5 A naturally occurring substance made of long chains of amino acids
- 7 Instrument used to view details of tiny organisms by magnification
- 8 Liquid vital to life. Chemical formula  $H_2O$
- 12 Smallest particle of matter comprised of protons, neutrons and electrons
- 13 Controversial form of energy using radioactive elements
- 14 The study of how different organisms interact in the environment
- 15 Theory presented in 1905 by Albert Einstein explaining how matter, space and energy work together

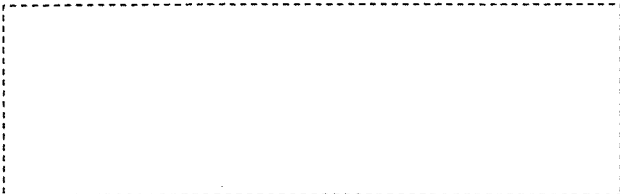


## Postcard Activity

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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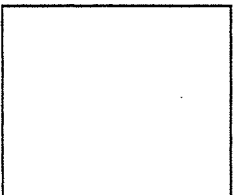
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# AFRICA - MAP CHALLENGE

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



## COUNTRIES

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

1. E \_\_\_\_\_
2. A \_\_\_\_\_
3. N \_\_\_\_\_
4. E \_\_\_\_\_
5. K \_\_\_\_\_
6. S \_\_\_\_\_
7. T \_\_\_\_\_
8. A \_\_\_\_\_
9. B \_\_\_\_\_
10. S \_\_\_\_\_ A \_\_\_\_\_

## CAPITAL CITIES

Find the capital cities of each of the countries.

1. C \_\_\_\_\_
2. A \_\_\_\_\_
3. A \_\_\_\_\_
4. A \_\_\_\_\_ A \_\_\_\_\_
5. N \_\_\_\_\_
6. K \_\_\_\_\_
7. D \_\_\_\_\_
8. L \_\_\_\_\_
9. G \_\_\_\_\_
10. P \_\_\_\_\_

## 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. S \_\_\_\_\_ D \_\_\_\_\_
- B. N \_\_\_\_\_ R \_\_\_\_\_
- C. G \_\_\_\_\_ of G \_\_\_\_\_
- D. M \_\_\_\_\_ S \_\_\_\_\_
- E. R \_\_\_\_\_ S \_\_\_\_\_
- F. N \_\_\_\_\_ R \_\_\_\_\_
- G. M \_\_\_\_\_ K \_\_\_\_\_
- H. L \_\_\_\_\_ V \_\_\_\_\_
- I. M \_\_\_\_\_ C \_\_\_\_\_
- J. K \_\_\_\_\_ D \_\_\_\_\_

## COMPASS DIRECTIONS

Choose from these directions: south, north, east, west, north-east, north-west, south-east, south-west  
**What direction is it from:**

1. Egypt to Sudan? \_\_\_\_\_
2. Tanzania to Algeria? \_\_\_\_\_
3. Nigeria to Ethiopia? \_\_\_\_\_
4. Algeria to Angola? \_\_\_\_\_
5. Kenya to Botswana? \_\_\_\_\_
6. Nigeria to the Red Sea? \_\_\_\_\_
7. South Africa to Mediterranean Sea? \_\_\_\_\_
8. Lake Victoria to Algeria? \_\_\_\_\_

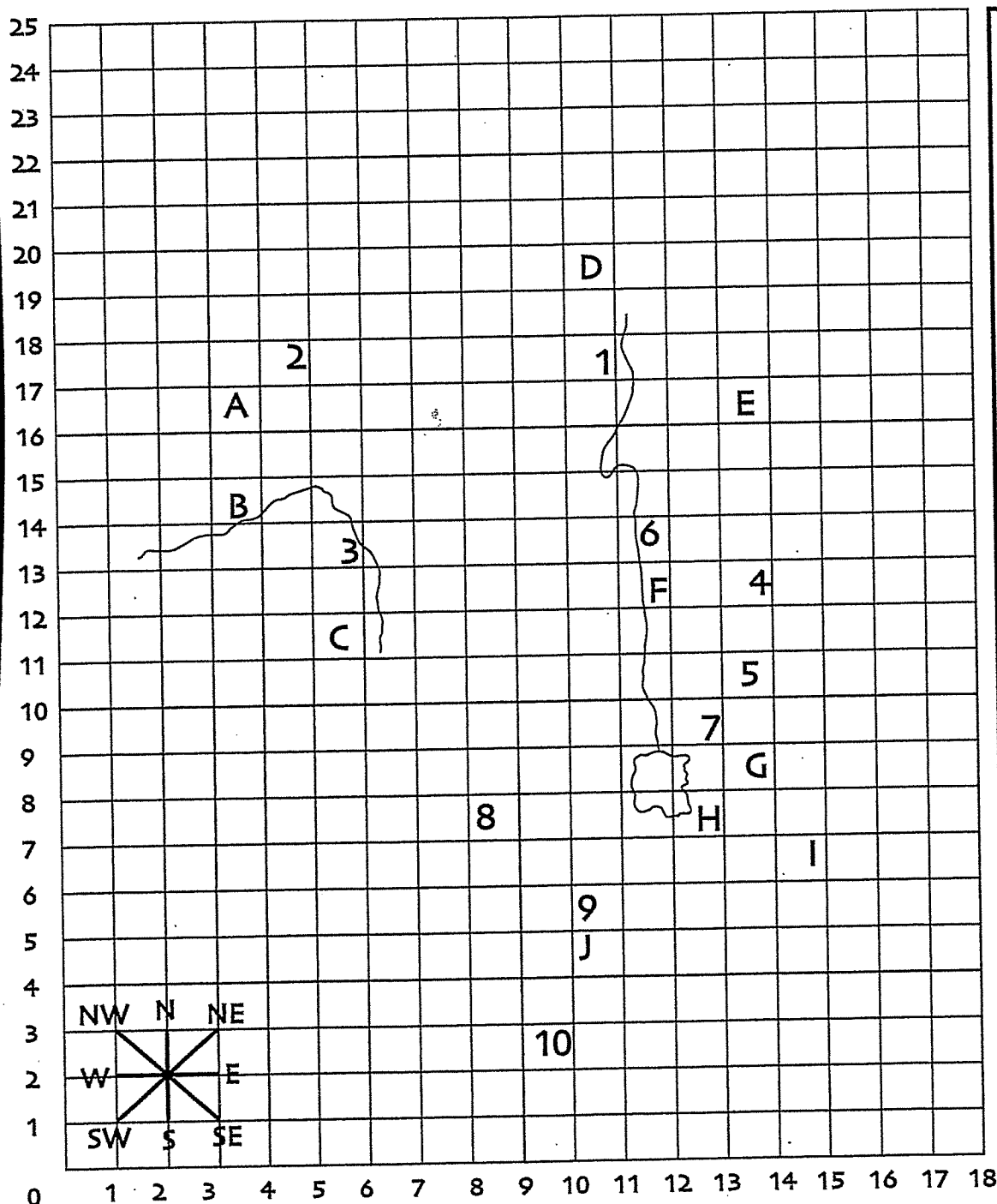
# LET'S DRAW - AFRICA!

Name:



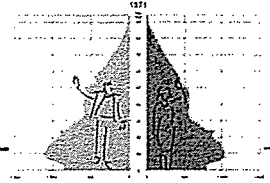
Use the co-ordinates below to draw a map of Africa.

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 Africa are represented by the numbers and letters. Use an atlas to find these.

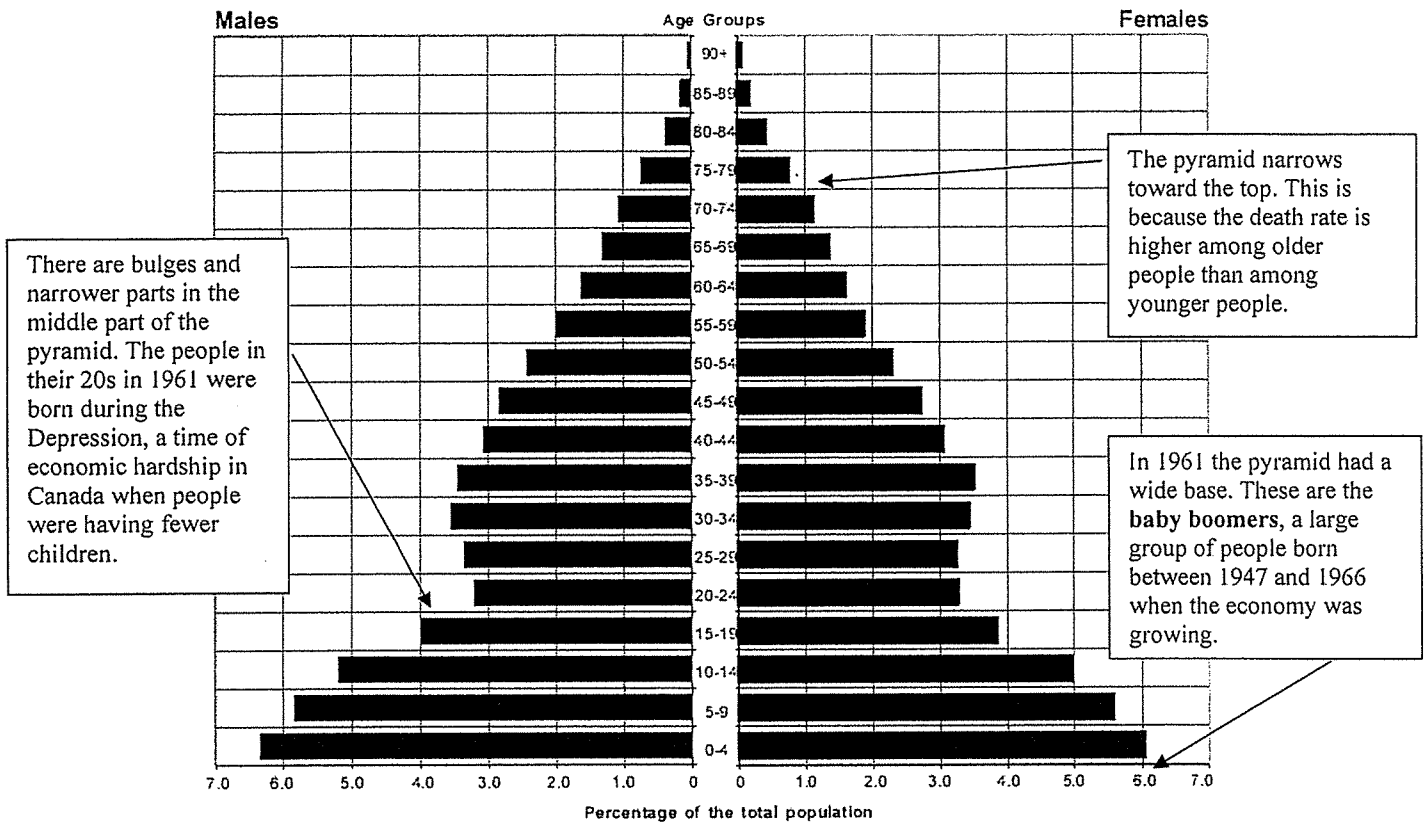


START
(7,20)
(6,20)
(3,19)
(1,17)
(0,14)
(2,12)
(6,12)
(8,8)
(7,6)
(9,2)
(11,2)
(13,5)
(14,7)
(14,9)
(15,11)
(17,13)
(16,14)
(15,14)
(13,16)
(12,18)
(10,19)
(8,18)
(7,19)
(7,20)
*****
(16,7)
(15,6)
(15,4)
(17,7)
(16,7)
END

# Population Pyramid Analysis



Canada's  
Population Pyramid, 1961



1. This is how Canada's population was divided in 1961. How old would a person born during the Depression be today? \_\_\_\_\_ (give a range of ages).
2. Were your parents baby boomers? \_\_\_\_\_
3. How old would someone in the baby boomer generation be today?  
\_\_\_\_\_ (give range of ages)
4. There is a slight difference between the death rate of men and women. Which gender survives better into old age? \_\_\_\_\_.
5. Suggest two reasons why this might be the case:



1. Write the details of your age group and sex within the Canadian population.

age group \_\_\_\_\_ sex \_\_\_\_\_ percentage \_\_\_\_\_

2. What single age group and sex represents the largest percentage of Canada's population?

age group \_\_\_\_\_ sex \_\_\_\_\_ percentage \_\_\_\_\_

3. Circle the 10-year age group that contains the largest percentage of the population.

0-9            10-19            20-29            30-39            40-49

4. What percentage of Canada's population is male and what percentage is female? (Add the percentages for each sex.)

males \_\_\_\_\_ females \_\_\_\_\_

5. Write in the percentages for males and females age 65 and over.

males \_\_\_\_\_ females \_\_\_\_\_

6. Explain why the 1996 population pyramid has a narrower base than that of the 1961 pyramid.

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7. a) Populations are frequently divided into two categories: people who are of working-age (15-64) and people who are not of working age (under 15; 65 and over). Using the data on table, give the percentage for each category in 1996:

working age \_\_\_\_\_ not of working age \_\_\_\_\_

b) List ways the working-age population contributes to Canada's economic growth.

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c) Do you think the proportion of the population who are not of working age will change in the future? If so, which part (under 15, or 65 and over)? Explain.

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Canada's population is aging. This means that the median (or middle age) of Canadians is getting older.

Demographics has become one of the hot topics of our decade. Demographers study population statistics and trends as you are doing in this activity. Among other things, organizations depend on the work of demographers to help plan the location of businesses; the number of schools, hospitals and retirement homes; the building of houses, condominiums, and apartments; and the designing and marketing of products.

**What does Canada's aging population mean for Canadian society? Become a demographer, and predict what might happen as a larger percentage of Canadians is over 65 years old.**

Part of Canadian Society	How Canada's aging population will affect it
health care	
housing	
the people available to work (the work force)	
job opportunities for younger Canadians	
the sorts of things Canadians will want to buy	



CASE STUDIES



**AUSTRALIA'S ENGAGEMENT WITH ASIA:**

Indonesia – Water and human wellbeing

[www.worldvision.com.au/resources/SchoolResources/IndonesianResource.aspx?id=e81d63b7-5bff-4396-ae37-6def329bece3](http://www.worldvision.com.au/resources/SchoolResources/IndonesianResource.aspx?id=e81d63b7-5bff-4396-ae37-6def329bece3)



**AUSTRALIA'S ENGAGEMENT WITH ASIA:**

Indonesia – Food and human wellbeing

[www.worldvision.com.au/resources/SchoolResources/IndonesianResource.aspx?id=e6251963-cd63-4dd9-a0a1-f3845bb44726](http://www.worldvision.com.au/resources/SchoolResources/IndonesianResource.aspx?id=e6251963-cd63-4dd9-a0a1-f3845bb44726)



**AUSTRALIA'S ENGAGEMENT WITH ASIA:** Indonesia  
– Interconnections and human wellbeing

[www.worldvision.com.au/resources/SchoolResources/IndonesianResource.aspx?id=1aa6b99f-493d-4f29-a4c5-9ee9c6111969](http://www.worldvision.com.au/resources/SchoolResources/IndonesianResource.aspx?id=1aa6b99f-493d-4f29-a4c5-9ee9c6111969)



\* G.O to Water & Human Wellbeing

**AUSTRALIA'S ENGAGEMENT WITH ASIA:** Indonesia  
– Urbanisation and human wellbeing

[www.worldvision.com.au/resources/SchoolResources/IndonesianResource.aspx?id=77cac393-5686-424d-8cec-5c6d1aa6ec56](http://www.worldvision.com.au/resources/SchoolResources/IndonesianResource.aspx?id=77cac393-5686-424d-8cec-5c6d1aa6ec56)

Questions: What diseases occur from drinking impure water?



What was the project that improved water quality for the villages?

**PAPUA NEW GUINEA:**

Health and human wellbeing

– What percentage of people suffer from malnutrition?

[www.worldvision.com.au/resources/SchoolResources/Papua-New-Guinea-listings.aspx](http://www.worldvision.com.au/resources/SchoolResources/Papua-New-Guinea-listings.aspx)

\* Give 5 statistics about this issue.



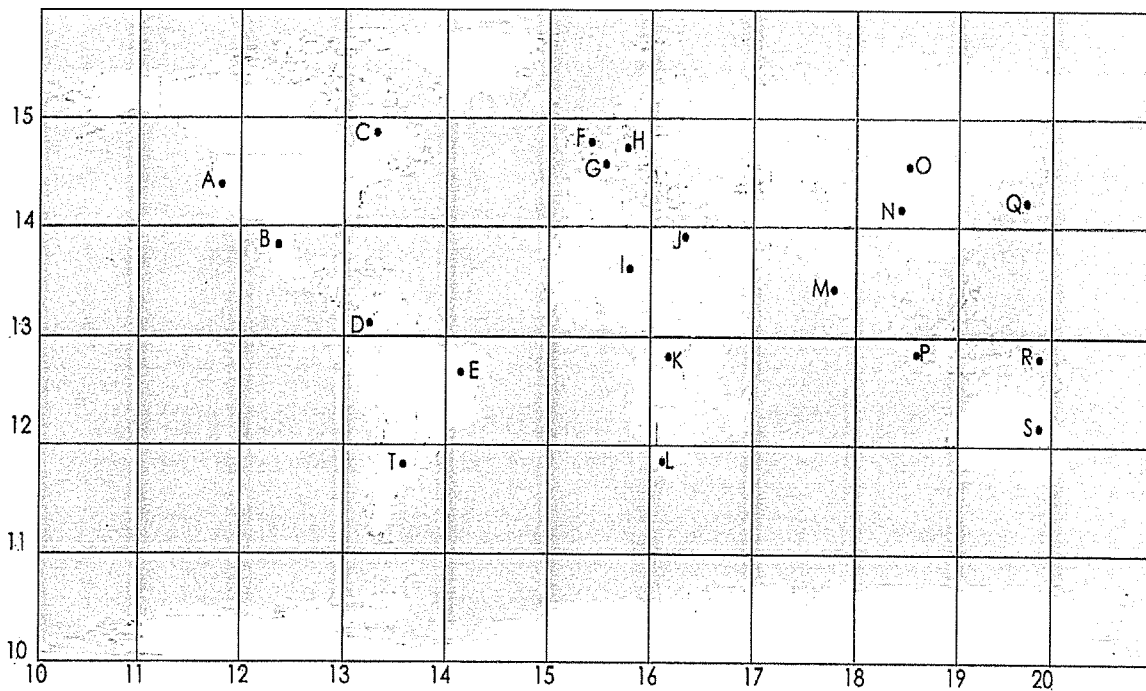
\* What is the aim of the World Vision Project in PNG?

**AUSTRALIA'S AID PROGRAM:**

Department of Foreign Affairs and Trade

[dfat.gov.au/aid/Pages/australias-aid-program.aspx](http://dfat.gov.au/aid/Pages/australias-aid-program.aspx)

## Area and Grid Referencing around the world!



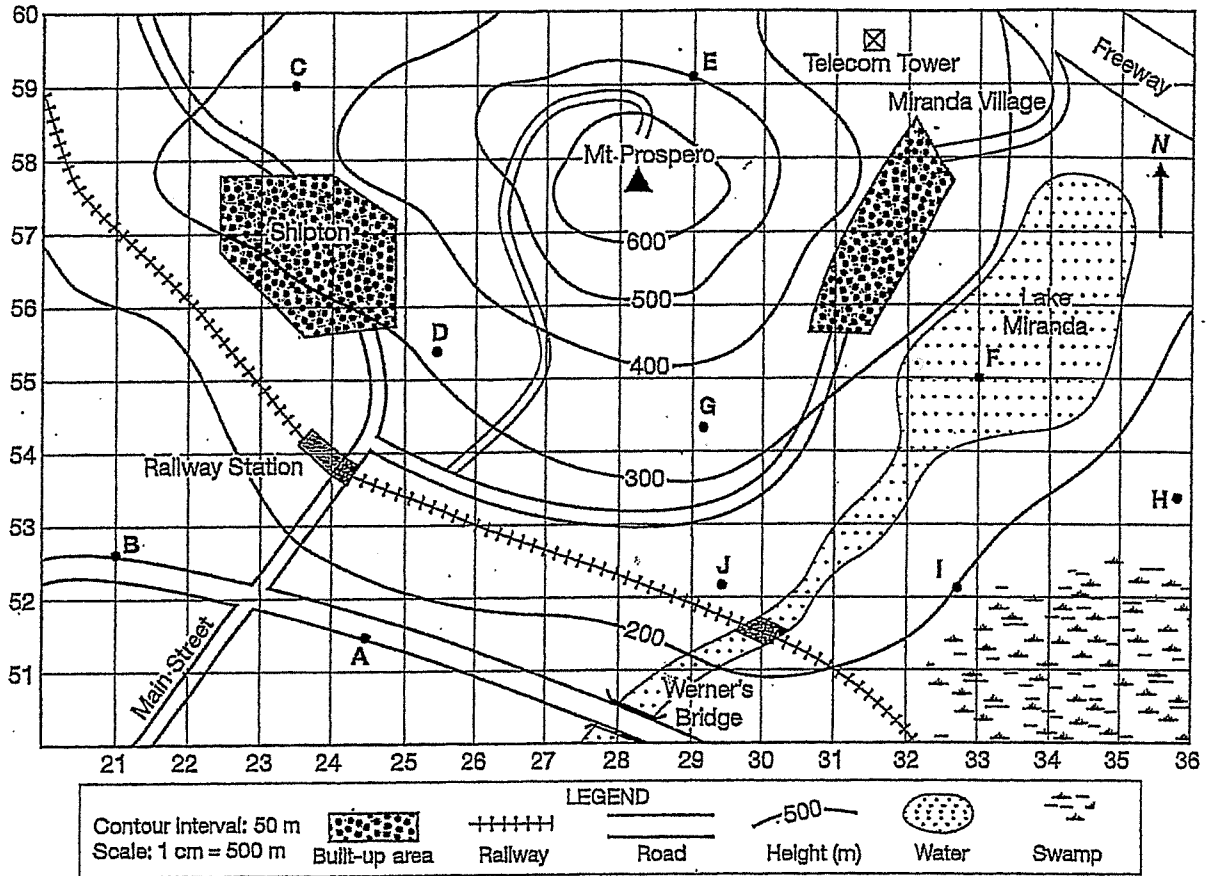
### Area and Grid Referencing Around the World!

	Area Reference	Grid Reference	Country	Capital City	Type of Biome
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					
M					
N					
O					
P					
Q					
R					
S					
T					



# Topographic maps

Topographic maps provide area references and grid references. An *area reference* is a four-digit number listing the *eastings* and *northings*, which tell us the square in which to find a feature. A *grid reference* is a six-digit number that gives us the exact point of a feature in the grid. In grid references, the third and sixth numbers tell us the tenths between the whole numbers marked on the grid, to enable us to locate a precise point.



## Using area references

1 What is the area reference for each of these points on the map? The first one has been done for you.

A is in AR 2451      B is in AR \_\_\_\_\_      C is in AR \_\_\_\_\_      D is in AR \_\_\_\_\_      E is in AR \_\_\_\_\_

F is in AR \_\_\_\_\_      G is in AR \_\_\_\_\_      H is in AR \_\_\_\_\_      I is in AR \_\_\_\_\_      J is in AR \_\_\_\_\_

## Using grid references

2 What are the grid references for each of the points from the previous task?

A = GR 245515      B = GR \_\_\_\_\_      C = GR \_\_\_\_\_      D = GR \_\_\_\_\_      E = GR \_\_\_\_\_

F = GR \_\_\_\_\_      G = GR \_\_\_\_\_      H = GR \_\_\_\_\_      I = GR \_\_\_\_\_      J = GR \_\_\_\_\_

## Finding grid references

3 Give the grid references for the following features.

a Telecom Tower GR \_\_\_\_\_

b Mt Prospero GR \_\_\_\_\_

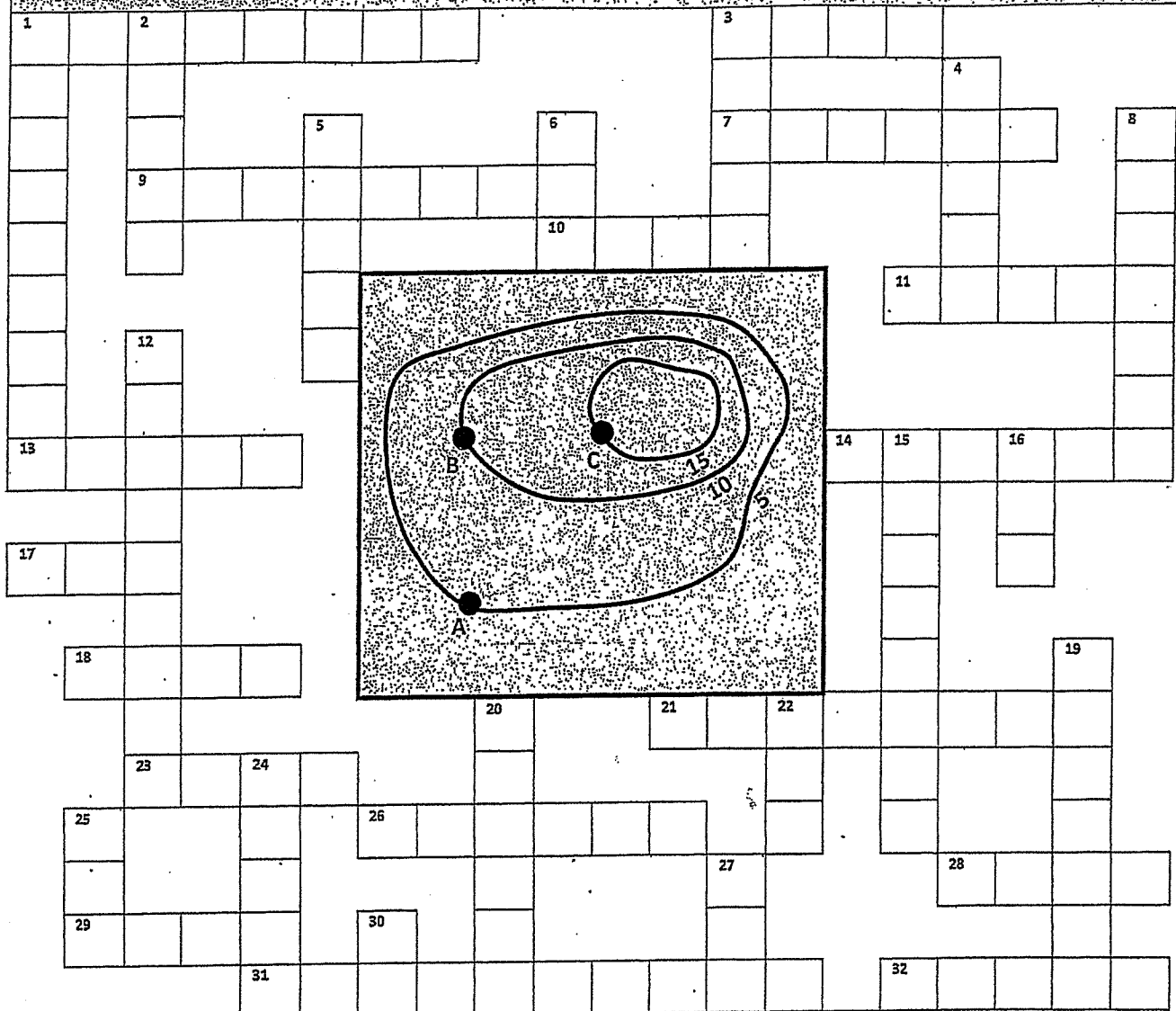
## Estimating distance

4 How far from Telecom Tower is:

a the railway station? \_\_\_\_\_

b the start of the freeway? \_\_\_\_\_

# SKILLS CROSSWORD



## Across

1. How far it is between two points on a map (D)
3. 6 digit reference system to find features on maps (G)
7. A photograph taken from the air; vertical - straight above OR oblique - approaching at an angle (A)
9. A measurement of distance from the equator (L)
10. Another period of Geography might have you saying this: "OH \_\_\_\_\_ IIII" (Y)
11. A cold \_\_\_\_\_ brings similar weather to a Low (F)
13. The direction from Point A to Point B (N)
14. Lines that join places of equal air pressure (I)
17. High pressure systems generally bring \_\_\_\_\_ conditions; no rain (D)
18. No rain, low wind speeds and warm temperatures are characteristics of a \_\_\_\_\_ pressure system (H)
21. Height above sea level is known as (A)
23. The direction of Point C from Point B (E)
26. A photograph which shows what you would see if you were standing at the same location; \_\_\_\_\_ level (G)
28. Another name for precipitation (R)
29. The direction from Point C to Point B (W)
31. Australia is located in the southern \_\_\_\_\_; half a globe (H)
32. The highest minus lowest temperature equals (R)

## Down

1. If you travelled from one place to another, you might describe the \_\_\_\_\_ you moved in; general movement (D)
2. A way of comparing map distances to real life distances; linear, ratio or in words (S)
3. A climate \_\_\_\_\_ gives information about long term weather patterns (G)
4. Your second most important geographic tool (P)
5. The T in BOLTS (T)
6. The L in BOLTS – but the version that starts with K (K)
8. These lines on a topographic map show height (C)
12. The bearing of Point C from Point A approx. (F)
15. A summary chart of atmospheric conditions (S)
16. Lows bring \_\_\_\_\_ weather; another term for lousy (B)
19. An angular measurement from one location to another, measured in degrees (B)
20. You wouldn't expect to see too many of these in the sky on a warm, sunny day (C)
22. The height of Point B in metres (T)
24. The direction of Point A from Point B (S)
25. These bring cold, windy and rainy weather (L)
27. hPa is the unit to measure \_\_\_\_\_ pressure (A)
30. Rainfall (on a climate graph) is measured in \_\_\_\_\_ (M)





# Participation in sport and physical activity 1

The Australian Sports Commission conducts research to find out how many Australians participate in sport (such as organised team sports, athletics and golf) and non-sport physical activity (such as going to the gym or walking). The next few pages explore this research. Researchers conducted more than 20,000 interviews and then estimated how the results affect the Australian population as a whole. In this research, children are classified as people 0-14 years and adults are people 15 years and older.

The full report can be found at [www.ausport.gov.au/information/ausplay](http://www.ausport.gov.au/information/ausplay).

## Tables

Research results can be shown in different ways, depending on your purpose and the type of data being shown. This page covers how to use a **table** to show data.

A table records measurements and data as numbers. The boxes in a table are called **cells**.

Include a title

**Percentage of children participating in sport and physical activity in the last 12 months**

columns

Age (years)	% who participated in sport related activity	% who participated in non-sport physical activity
0-4	36	8
5-8	76	15
9-11	87	13
12-14	77	12

rows

Include measurement units (e.g. %)

Put numbers only in the cells



**Below you can find some data. Arrange the data in a logical order and then draw a table to show the data. Include a heading for the table and for columns and rows.**

Girls and boys participation in different sports. 31.7% of girls swim and 28.3% of boys swim. 22.8% of boys play football (soccer). 6.1% of girls play football. 13.6% of boys play Australian football. 2% of girls play Australian football.



**Comprehension questions - look at the table related to sports played by girls and boys and answer these questions.**



What is the most popular sport for boys and girls? (Hint: The answer is **here** on the page.)

\_\_\_\_\_



Why is football (soccer) more popular than Australian football? (Hint: the answer is in your **head**. You will have to use your general knowledge to think about this. What states play Australian football?)

\_\_\_\_\_

\_\_\_\_\_



Why do fewer girls play both types of football than boys do? (Hint: the answer is in your **head**. You will have to use your general knowledge.)

\_\_\_\_\_

\_\_\_\_\_

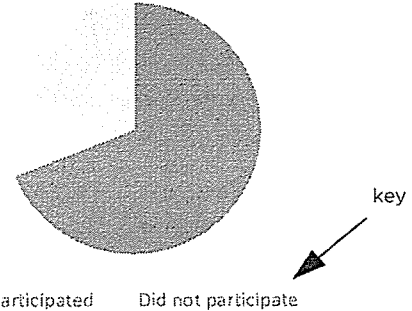
# Participation in sport and physical activity 2

The information on this page comes from the Australian Sports Commission's research into Australian participation in sport.

## Pie charts

A pie chart shows parts of a whole. You can calculate the sections of a pie chart as fractions (half, quarter etc) or percentages.

Percentage of children aged 0-14 years who participated in sport or physical activity outside of school hours in the past 12 months



Create a pie chart based on the information below.

87% of adults participated in a sport or physical activity in the past 12 months. You will have to work out the % who did not participate. Subtract 87 from 100. You will have to estimate the size of the pieces of the pie chart. Include a title and key.



Comprehension questions - look at the both pie charts for children and adults and answer these questions



Do children or adults participate more in sport and physical activity? (Hint: The answer is **here** on the page.)

\_\_\_\_\_



The pie chart for children refers to physical activity outside school hours. What do you think the numbers would be if sport and physical activity **within school hours** were included? (Hint: the answer is **hidden**. The answer is not on the page but it is implied or suggested.)

\_\_\_\_\_



Why do you think children and adults would choose **not** to participate in sport or physical activity? (Hint: the answer is in your **head**. You will have to use your general knowledge to work out a possible answer).

\_\_\_\_\_

\_\_\_\_\_

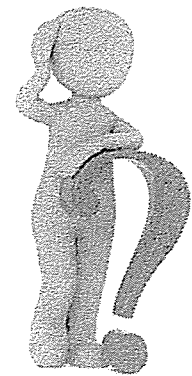
\_\_\_\_\_



# Participation in sport and physical activity 3

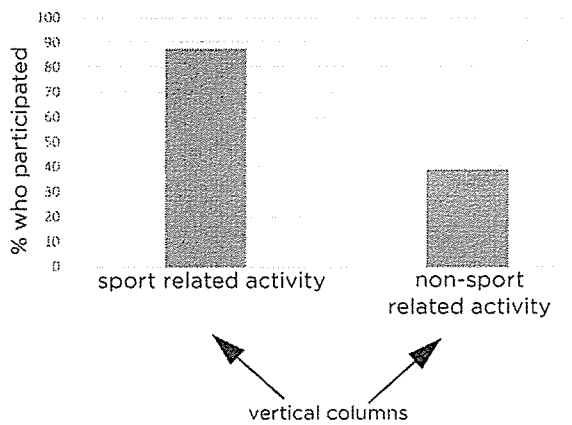
## Column graphs

A column graph shows measurements of separate or different things. The columns are arranged next to each other so that different measurements can be compared. The columns can be arranged vertically (up and down) if the labels will fit underneath, or the columns can be arranged horizontally (across the page) if the labels are long.

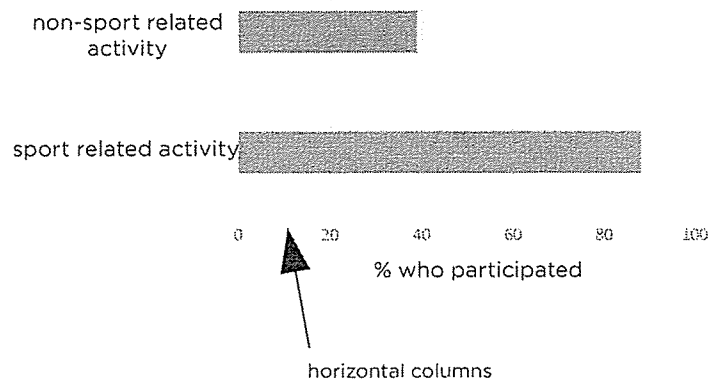


Here are two column graphs that show the same data: activities by 15-17 year olds. As we know, some people participate in both sport and non-sport activities outside school hours. That's why the numbers in the two columns add up to more than 100% (88% sport related and 39% non-sport related activities).

**Participation by 15-17 year olds in sport and non-sport related activities outside school hours**



**Participation by 15-17 year olds in sport and non-sport related activities outside school hours**



**Create a column graph to show participation rates by 15-17 year olds. You can choose a vertical or horizontal column graph. Use the data below. Use a ruler and include a title, and make sure you label the types of activities.**

39% of 15-17 year olds participate in non-sport related activities and 88% of 15-17 year olds participate in sport related activities

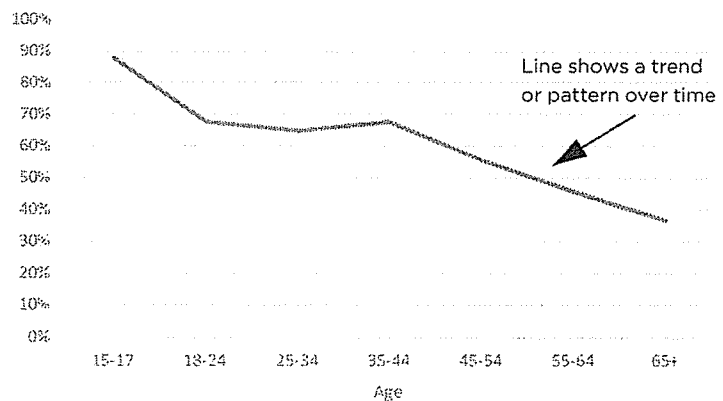
## Participation in sport and physical activity 4

These graphs show the percentage of adults who do sports, or non-sport activities (such as walking or running). The data is shown for different age groups.

### Line graphs

A line graph shows trends or patterns over time. The line from left to right connects data points to show development over time.

Adult participation in sport-related activity by age



Draw a line graph based on the data in this table. The table shows adult participation in non-sport related activity by age. Include a title at the top and ages at the bottom.

Age	%
15-17	39
18-24	61
25-34	67
35-44	68
45-54	71
55-64	73
65+	72



Tick a box to show which type of graph or table would be best for representing these different kinds of data. Write a short reason for your choice too.

Data	table	pie chart	column graph	line graph	reason
recording measurements or counting survey results					
proportion of children who play soccer vs other sports					
average number of sporting injuries for 12 year olds, 13 year olds, 14 year olds, 15 year olds and 16 year olds					
% of household budget spent on sport vs other expenses					
types of technology used when exercising (apps, websites, headphones etc)					

# Teenagers should get more sleep



The information on this page will help you plan to write an exposition on the thesis:  
**teenagers should get more sleep.**



**Read the information in these boxes and complete the activities on the next page.**

## What's the problem?

1 in 3 Australians do not get enough sleep  
14-17 year olds need 8-10 hours per night  
Most teenagers suffer from chronic sleep deprivation, leading to stress and lower marks at school  
Teenagers like staying up late and their body clock suits a later bedtime

## Reasons why teenagers don't get enough sleep

hectic after-school schedule  
use of screens - the blue light from screens prevents the release of night time hormones (melatonin)  
too much light in the bedroom  
hormonal time shift (in puberty, the body clock shifts one to two hours later)

## Impact of poor sleep

feeling tired in class  
difficulty concentrating  
poor memory  
moodiness  
less energy  
slower reflexes  
more likely to get colds and flu

## A sleep routine can train your body to sleep

Try to plan for at least 8 hours sleep  
No screens in the hour before sleep.  
Listen to chill out music  
Keep your room dark  
Have a hot bath before bed - the drop in body temperature after a bath signals that it's time for sleep  
Start your bedtime routine 10 minutes earlier each night

## Improved academic performance

Well-rested students get higher marks in exams

### Sources:

Dimitriou, D. Le Cornu Knight, F. & Milton, P. (2015) 'The role of environmental factors on sleep patterns and school performance in adolescents' in *Frontiers in Psychology*, 6: 1717.

Victorian Government (2017). Teenagers and Sleep. <https://www.betterhealth.vic.gov.au/health/healthyliving/teenagers-and-sleep>

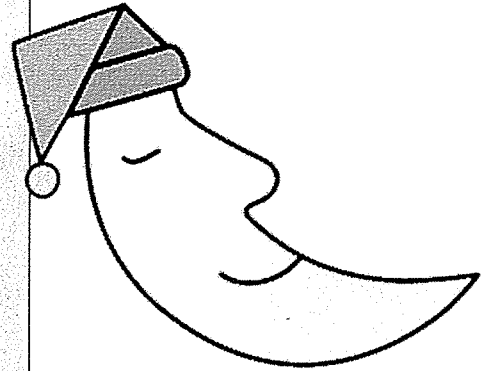
# Teenagers should get more sleep

## Develop arguments

Your task is to write the text of a speech that will persuade teenagers to get more sleep. Use the information on the previous page to create three arguments about why teenagers should get more sleep. You could think of answering these questions:

- What are the benefits of more sleep?
- Why would it be helpful if teenagers got more sleep?
- If a friend told you they like staying up late and they don't feel sleepy until midnight, what could you say to them?

In your speech, you will be able to speak directly to your audience and use 'you'.



**Organise your ideas into three main arguments. Use facts to support your ideas. Your third argument can persuade someone to create a healthy sleep routine**

Arguments: teenagers need more sleep	Facts and supporting evidence



## Evaluative language

Now think of some positive words about what would happen if you got enough sleep and some negative words about sleep deprivation. Write these ideas in the box below

Positive evaluation words	Negative evaluation words
e.g. more energy	e.g. moody, irritable

# Australia's sporting history

## Passive voice

We can change the beginning focus of a sentence by switching between active and passive voice. We use passive voice to avoid repeating the 'doer' or person doing the actions in the sentence.

**Active voice:** DOER + VERB + DONE TO  
eg. The umpire made the decision.

**Passive voice:** DONE TO + helping verb + VERB  
eg. The decision was made.



Source:  
Netball players in action on the court.  
(State Library of Queensland, undated.  
Creative Commons).



Complete these passive sentences about Australia's sporting history. Fill in each blank with a helping verb ('was' for singular, 'were' for plural) plus the main verb.

Verbs	Passive sentences
eg. play	Basketball <b>was played</b> for the first time in Australia in Adelaide in 1900.
1. divide	In the 1800s and 1900s in England, sport _____ into professional and amateur sports, and most sports had both amateur and professional competitions such as rugby, athletics and rowing.
2. follow	This pattern of amateur and professional competitions _____ in Australia too.
3. permit	Only amateurs _____ to participate in the Olympic games.
4. give	Prizes _____ to amateurs for winning some competitions, but most amateurs received no money.
5. force	Since they earned no money from sport, amateur sports people _____ to work full time and only compete in their spare time or on weekends.
6. support	Many sports _____ by schools.
7. hold	School competitions _____ for student athletes in sports like Rugby Union, Rugby League, Australian Rules football, cricket and netball.
8. provide	Until the late twentieth century, few opportunities _____ for females to participate in male-dominated sports like rugby or cricket.
9. encourage	Females _____ to play netball and tennis, but they did not have many chances to compete in sports at an elite level.
10. settle	Before Australia _____ by Europeans, indigenous people played many games and sports, including foot races and boomerang throwing contests.



Choose three of the sentences above and change them into active sentences. You will need to include the 'doer' and you may need to change some of the wordings.

e.g. Basketball **was played** for the first time in Adelaide in 1900.  
Australian basketball teams **played** a match for the first time in Adelaide in 1900.

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# Exercising in local parks

---



## Linking words for elaborating

Elaborating means to give more detail and give examples. Many students struggle to elaborate. These linking words might help you to elaborate.

<b>in fact</b>	<b>that is</b>
<b>for instance</b>	<b>to illustrate</b>
<b>in particular</b>	<b>to put it another way</b>
<b>for example</b>	



**Underline all the linking words that help the writer to elaborate and expand on ideas.**

Research shows that people who live near public parks are more likely to be physically active. In fact, having more parks and public open space nearby has been associated with higher physical activity levels in children, adolescents, adults and older adults. Many physical activities can be done in parks, for instance, walking, running, cycling, skating and other exercising. In particular, walking is the most popular activity in parks. Living near a park tends to lead to more exercise. For example, people who live within 1600m of a large, attractive park are more likely to walk regularly for long distances. Adolescents tend to use parks only if they are closer to home. For instance, if adolescents live within 800m of parks and sports centres, they are more likely to use these facilities. Another factor involved in park usage involves the aesthetic appeal, that is, whether the park is attractive. To put it another way, if a park is attractive, people are more likely to use it. Features of an attractive park include natural beauty and amenities. To illustrate, natural beauty may include wooded areas, trees, plants, grass and flowers, while amenities might include public toilets, benches and footpaths.



**Write an extra sentence to elaborate on the sentence provided. Use linking words for elaborating and the information about community gardens.**

1. Community gardens are shared, open places where people can achieve many benefits.

---

2. Growing fruit and vegetables with neighbours builds relationships in the community.

---

### Sources:

Healthy Active By Design, Heart Foundation of Western Australia  
<http://www.healthyactivebydesign.com.au>

# Positive self-talk



## What is self-talk?

Self-talk is the voice inside our head, our inner voice, that we hear every day but that we don't often say out loud. Self-talk can be positive, such as 'That was a great effort', or negative, such as 'I am so stupid'. Research shows that positive self-talk is helpful to develop self-esteem and resilience and to deal with stress.

## Cause and effect language: verbs

When we explain, we use cause and effect language. We can show cause and effect relationships by using verbs like 'impacts on'.

Read this sentence:

**Positive self-talk impacts on confidence.**

'Positive self-talk' is a cause or reason; 'confidence' is the effect or the result. The verb 'impacts on' shows that 'positive self talk' causes or leads to 'confidence'.

In the box below, you can find useful cause and effect verbs and verb groups. (A verb group contains more than one word e.g. impacts on).

### Verbs or verb groups that show cause and effect:

causes; leads to; results in; contributes to; creates; gives rise to; generates; initiates; brings about; affects; influences; enables; allows for; impacts



**Find and underline the verbs that show cause and effect in this paragraph.**

Self-talk impacts on your confidence and well-being. Positive self-talk contributes to self-esteem and confidence. It enables us to try new challenges and leads to more happiness. However, negative self-talk brings about sadness and anxiety. It results in lower confidence.



**Add a verb or verb group from the box to each sentence to show cause and effect.**

1. Awareness of your self-talk \_\_\_\_\_ insights that might surprise you.
2. If it is unnoticed and unchecked, negative self-talk \_\_\_\_\_ negative feelings.
3. For example, saying to yourself 'I can't do it' \_\_\_\_\_ lack of confidence.
4. Positive affirmations are short, positive statements. Using positive affirmations every day \_\_\_\_\_ growing confidence and well-being.
5. If you are worried about an exam, saying the affirmation 'I can do it' \_\_\_\_\_ improved concentration and better results.
6. If you made a mistake, saying 'I learn and grow every day' \_\_\_\_\_ inner strength and resilience.
7. If you are feeling down, saying 'Today is a great day' \_\_\_\_\_ openness to positive experiences.
8. If you have problems with friends, saying the affirmation 'I am unique and complete, just the way I am' \_\_\_\_\_ growing confidence in social situations.
9. Answer this question using a cause and effect verb: Why should we avoid negative self-talk?

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# Respectful relationships

## Improve your writing in paragraphs

In a paragraph, each sentence should have one main idea. In the paragraph below, there is one long tangled sentence. Read the paragraph and answer the questions.

Respect means valuing and accepting someone for who they are and treating others politely and with sensitivity, and that's not just for others but for yourself too because respectful relationships help you grow and gain maturity and self-confidence and help you feel safe and trusted and comfortable in yourself and like if you have a difference of opinion you can communicate openly and be flexible and work it out so you do not damage the relationship



1. What is the definition of respect?  
\_\_\_\_\_  
\_\_\_\_\_
2. Who do you value in respectful relationships?  
\_\_\_\_\_  
\_\_\_\_\_
3. What are the benefits of respectful relationships?  
\_\_\_\_\_  
\_\_\_\_\_
4. What happens if there are differences or disagreements in a respectful relationship?  
\_\_\_\_\_  
\_\_\_\_\_



Now re-write this paragraph with four to six well-planned sentences. The idea for each sentence is provided on the left. You should change the wordings from the paragraph above so each sentence is more academic and less casual.

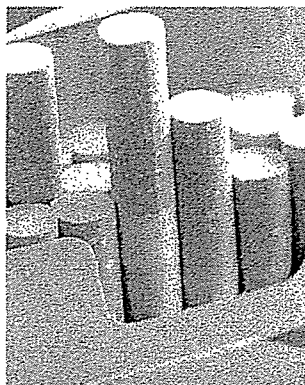
sentence idea	paragraph
definition of respect	_____ _____
who you value in a respectful relationship	_____ _____ _____
benefits of a respectful relationship	_____ _____ _____ _____
what to do if there are differences in a relationship	_____ _____ _____



# 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.

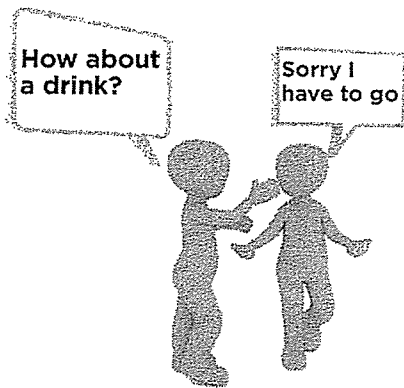
- Speeding in a car is a \_\_\_\_\_ behaviour because \_\_\_\_\_
- Use of illicit drugs is \_\_\_\_\_ as \_\_\_\_\_
- Binge drinking (excessive drinking of alcohol) is a \_\_\_\_\_ social problem since \_\_\_\_\_
- Some young people take up smoking even though tobacco is \_\_\_\_\_ and \_\_\_\_\_
- Some 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 \_\_\_\_\_

# Skills for dealing with challenging situations



During adolescence, there are many situations that may be challenging, such as parties and unfamiliar social situations. You can develop skills for dealing with these challenges, such as avoidance, refusal and excuses.



The topic sentence of a paragraph previews the main idea. Draw a line to match each topic sentence with the paragraph it belongs to:

## Topic sentence

An excuse can also be a useful way of getting out of an unwanted situation.

Avoidance can be an effective strategy for dealing with peer pressure.

Refusal can work in some situations.

## Paragraph

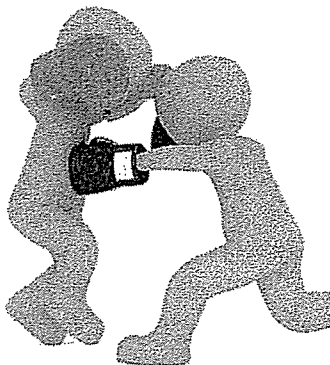
In this strategy, you walk away or leave an unwanted situation. For example, if someone pressures you to take an unwanted alcoholic drink, you can take it, walk away and tip it out when they are not looking. By doing this, you can avoid unwanted attention but still say safe.

This involves saying 'no' firmly but politely. It can also be helpful to prepare some ways of saying 'no', such as, 'not for me thanks' or 'no thanks - I need all the brain cells I can get.'

A real or invented reason can help to get you away from the person or pressure. For example, you can say, 'My parents would ground me' or 'I can't afford it' or 'I have a headache'. Even though excuses can be useful in some situations, you should also feel comfortable to just say 'no' without giving an excuse or reason.



Write a topic sentence to start each of the paragraphs on the right. You will have to read the paragraph first to find out what is about.




---

Even though you want to have a good time at the party, you should think of possible negative events too. You could arrange to arrive with friends so that you are not left alone and you could make sure your phone is charged. And of course you should tell your family where you are in case of an emergency.

---

For example, you might be in a situation where someone starts an argument with you or pushes you. It is worthwhile practising how to stay calm even if you feel angry inside. Then you could practise calm statements such as 'You seem angry so I am leaving now'.

# 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.

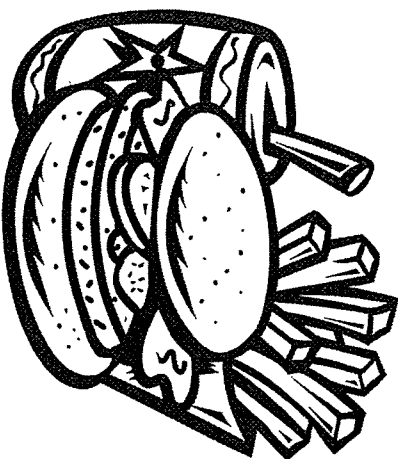
I think that clicking on links can be dangerous as they could contain malware or viruses.

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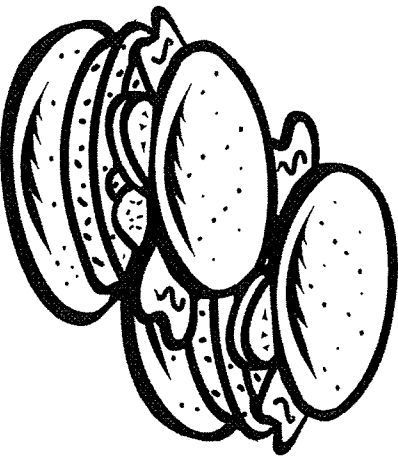


### The Chilli Chicken House

At the Chilli House we  
put as much into  
creating the perfect  
chicken burger as we do  
our service.

Remember if you're not  
completely satisfied with the  
quality of your burger we'll  
refund your money. That's  
The Chilli Chicken House  
guarantee.

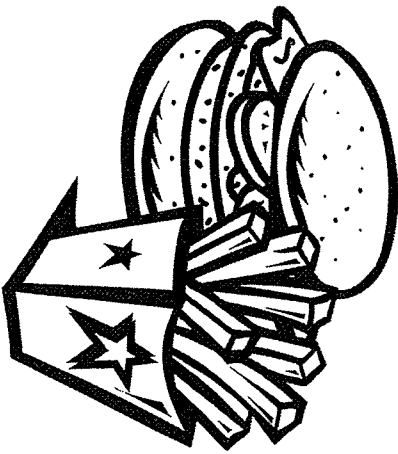
To get these great deals just  
present the coupon at any  
one of our 45 national stores.  
\*We now accept EFTPOS and  
Credit Cards.



### Two Grilled Chicken Chilli Burgers for \$5.80

SAVE \$2.40

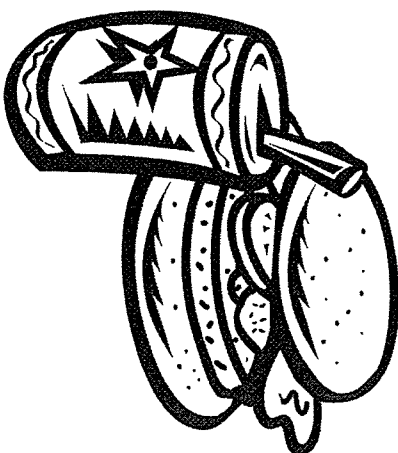
Offer valid every day  
after 4 pm during March.  
Not valid with any other  
offer.  
Limited to one offer per  
person per visit.  
Cash only.



### One Grilled Chicken Chilli Burger + Free Large Chips

SAVE \$1.95

Offer valid every Monday  
during March. Not valid  
with any other offer.  
Limited to one offer per  
person per visit.  
Cash only.



### One Grilled Chicken Chilli Burger + Free Soft Drink

SAVE \$1.40

Offer valid every day in  
March. Not valid with  
any other offer.  
Limited to one offer per  
person per visit.  
Cash only.

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

# The Chilli Chicken House 1

Study the voucher for The Chilli Chicken House. Answer these questions:

1. How many stores does The Chilli Chicken House have? \_\_\_\_\_

2. How much does a Grilled Chilli Chicken Burger cost? \_\_\_\_\_

3. How can you pay for your purchase? \_\_\_\_\_

4. What is the Chilli Burger guarantee? \_\_\_\_\_

\_\_\_\_\_

5. What offer is available on Tuesdays? \_\_\_\_\_

6. When can you get two Grilled Chicken Chilli Burgers for \$5.80? \_\_\_\_\_

\_\_\_\_\_

7. Why do you think the voucher offer is limited to only one person? \_\_\_\_\_

\_\_\_\_\_

8. How do you think Chilli Chicken House will give out these vouchers to people?

\_\_\_\_\_

9. Have you ever used a special voucher offer for a fast food restaurant? When? Which restaurant was it for?

\_\_\_\_\_

\_\_\_\_\_

10. Apart from Chilli Chicken Burgers, list five other items you think they could sell.

\_\_\_\_\_

\_\_\_\_\_

11. Why do people buy food from fast food restaurants? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

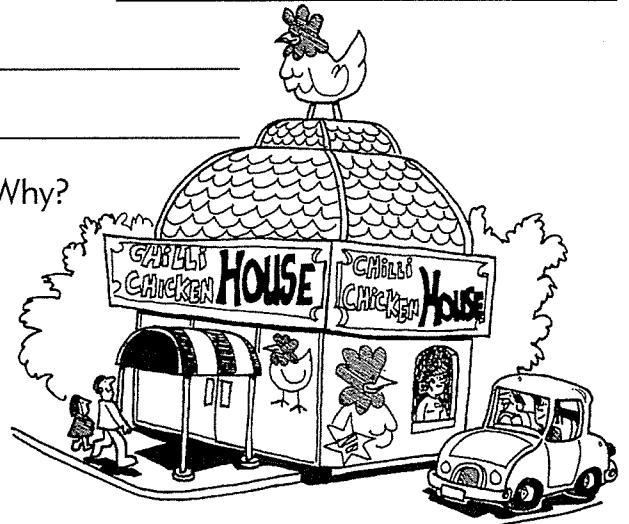
12. What is your favourite fast food restaurant? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







# Train Timetable



- Effective from 1<sup>st</sup> October, 2002.
- It is recommended you always confirm times before travelling. Train services are subject to variation, especially at weekends (such as for engineering work) and public holidays.

## Don Valley to Lycott: Monday to Friday

	All stops	Express★	All stops	Express◇★	All stops	All stops
Don Valley	0600	0605	0615	0720	0630	0700
Tidyemon	0603		0618		0633	0703
Cambridge	0615		0630		0645	0715
Croydon ■	0630	0620	0645	0735	0700	0730
Lydon	0650		0705		0720	0750
Richmond	0720		0735		0750	0820
Waverly	0725		0740		0755	0825
Blackburn	0755		0810		0825	0855
Whittlesea ◇	0807	0720	0822	0835	0837	0907
Westfield	0813		0828		0843	0913
Wanden	0829		0844		0859	0929
Queens Park	0851		0906		0921	0951
Garden City	0934	0825	0949	0940	1004	1034
Belmont	0946		1001		1016	1046
Bell Park	1001		1016		1031	1101
Doverton	1034		1049		1104	1134
Gibson	1048		1103		1118	1148
Lycott	1100	0920	1115	1035	11.30	1200

- ◆ Change for the North Windsor Line
- Change for the Willis Line
- ◇ No bicycles allowed
- ★ This service does not run on Public Holidays

Validate your ticket before you travel

\$5 All day ticket

\$2.40 Adult one way (all stops)

\$1.50 Adult two stops

\$1.40 Under 17 and concession (tickets must be purchased with valid proof of identity)

Children under 5 travel free

Monthly Adult ticket \$80 (all stops)

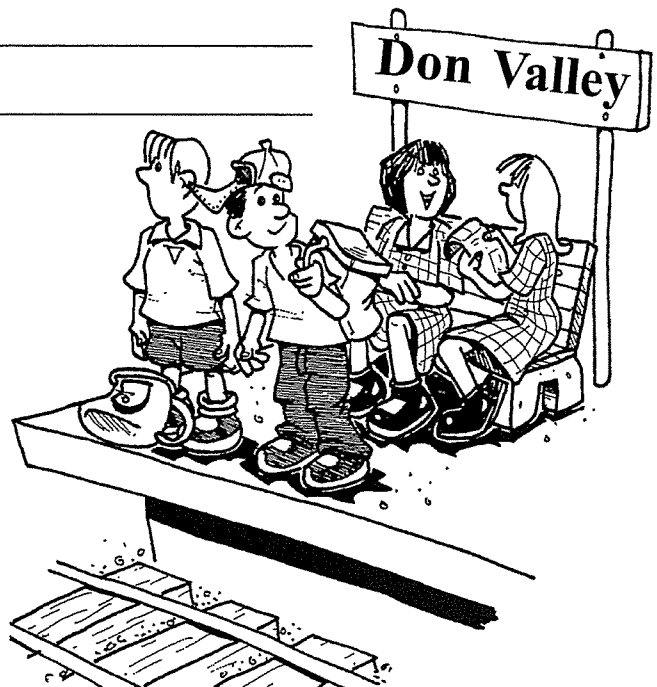
Ticket refunds can be made at Head Office 'Interlink Transport' 45 Collins Street, City



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

# Train Timetable 1

1. What time does the first train leave from Don Valley? \_\_\_\_\_
2. What time does the last train leave from Don Valley? \_\_\_\_\_
3. What does 'All Stops' mean? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What does 'Express Service' mean? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How long does the Express Service take to reach Lycott from Don Valley? \_\_\_\_\_
6. How much quicker is the Express Service from the normal 'All Stops' service?  
\_\_\_\_\_  
\_\_\_\_\_
7. Not everyone can use the Express Service. Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What station do I have to stop off if I want to use the Willis Line? \_\_\_\_\_  
How do you know? \_\_\_\_\_  
\_\_\_\_\_
9. Who do you think would mostly use the train service in the morning before 9 o'clock?  
\_\_\_\_\_  
\_\_\_\_\_
10. If I left Croydon at 0630, what time would I arrive at Bell Park? \_\_\_\_\_
11. If I left Whittlesea at 0837, what time would I arrive at Gibson? \_\_\_\_\_
12. What is the quickest time it takes to get from Croydon to Garden City? \_\_\_\_\_
13. How much would it cost an adult to go from Doverton to Lycott? \_\_\_\_\_



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

# Train Timetable 2

14. How much would it cost an adult to go from Blackburn to Belmont? \_\_\_\_\_

15. Why don't you think they allow bicycles on the 0720 Express Service? \_\_\_\_\_

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16. List two places where you might find this train timetable: \_\_\_\_\_

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17. This timetable is written in 24 hour time. Why? \_\_\_\_\_

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18. Why do you think anyone would want a refund? \_\_\_\_\_

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19. Trains are a quick way to travel. List the different ways people can travel:

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20. Have you ever travelled on a train before? Write two paragraphs about your trip in the train. If so, when and where were you going? Who did you travel with? Did you enjoy it?

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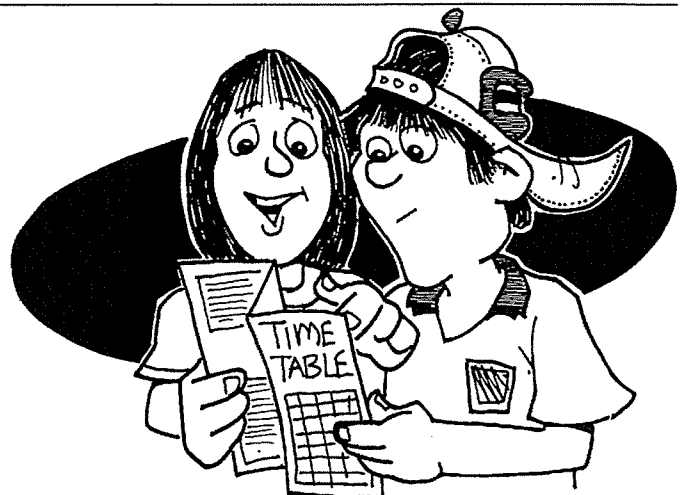
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# MILLENNIUM FRANKSTON

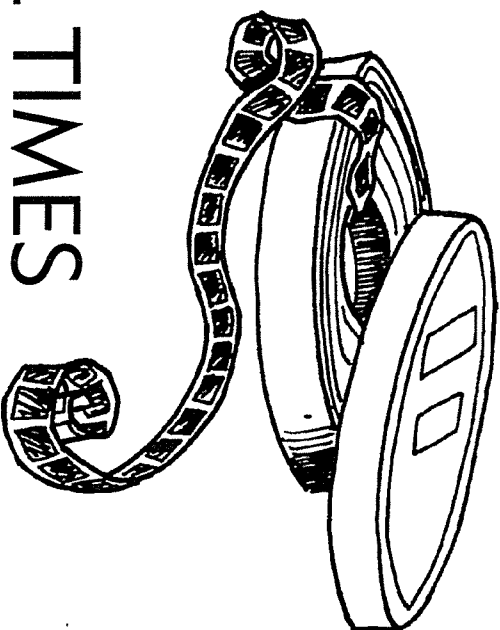
## HARRY POTTER AND PHL (PG)

# CINEMA 7 10:00 AM

### Tue 03 May 02

### \$6.60 (CON)

### RETAIN TICKET AT ALL TIMES



Millennium  
Cinemas

Millennium  
Cinemas

Visit our website  
[www.MillenniumCinemas.com](http://www.MillenniumCinemas.com)

Millennium  
Cinemas

Millennium  
Cinemas

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

# Cinema Ticket 1

1. What is the name of the cinema complex for which the ticket is valid?  
\_\_\_\_\_
2. How much did the ticket cost? \_\_\_\_\_
3. What movie will the ticket holder be seeing? \_\_\_\_\_  
\_\_\_\_\_
4. You will notice part of the movie title (PHL) has been shortened. Why? \_\_\_\_\_  
\_\_\_\_\_
5. What do you think the (CON) stands for that's written immediately after the ticket price?  
\_\_\_\_\_
6. There are at least how many cinemas at this movie complex? \_\_\_\_\_
7. What is their website address? \_\_\_\_\_
8. What sort of information do you think you would find at their website? \_\_\_\_\_  
\_\_\_\_\_
9. Where do you think the Millennium Cinemas are located? \_\_\_\_\_
10. Why do you think the ticket says "Retain ticket at all times"? \_\_\_\_\_  
\_\_\_\_\_
11. What rating is this movie? \_\_\_\_\_
12. Think of three different paid jobs people could do at a movie complex:
  - i) \_\_\_\_\_
  - ii) \_\_\_\_\_
  - iii) \_\_\_\_\_
13. What days of the week do you think movie cinemas are most popular and why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. What types of movies do you like best?  
\_\_\_\_\_  
\_\_\_\_\_



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

# Cinema Ticket 2

16. What was the last film you saw? Where did you see it and whom did you see it with?

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15. Who else can you go with to the movies? \_\_\_\_\_

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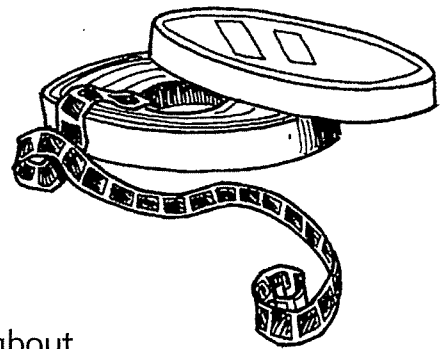
17. Write a short film review about what you saw. Who was in it, what was it about and what did you think about it and why?

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18. Write two paragraphs about an actor or actress you know about.

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19. Find a movie ticket and bring it to school. Show it to a partner and ask them five questions about it.

20. Create and design your own movie ticket. Display it around the room.



# Cardan Valley Recreational Centre

236 Skelly Drive, Compton. Tel: 2823 8390

The Cardan Valley Recreational Centre are now taking applications for this season's district competitions. This year we will be fielding five teams. They are:

1. 10 years and under junior netball side (girls).
2. 13 years and under netball side (open).
3. 10 years and under junior soccer side (open).
4. 13 years and under soccer side (open).
5. 9 years and under Kanga cricket (open).

## Please note:

- We have kept the subs the same as last year; \$30 for the first child and \$25 for each additional child. Children cannot play until subs have been paid.
- Parents are responsible for transporting their child to and from the match. We can offer a limited pick-up service by prior arrangement.
- Fixtures will be sent when finalised. All games will be played at the Cardan Valley Recreation Centre on each Saturday.
- Cardan Valley supply all required equipment but many children prefer to bring their own. The choice is yours.
- Places are strictly limited and new applicants may be subject to a try-out.

---

## Please return by the 15th of April

Name	Team	DOB

Address \_\_\_\_\_

\_\_\_\_\_ PC \_\_\_\_\_

Contact home telephone number: \_\_\_\_\_

Contact mobile phone number: \_\_\_\_\_

Please fine enclosed cheque for \$ \_\_\_\_\_ being for a total of \_\_\_\_\_ children.

Parent signature: \_\_\_\_\_

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

# Cardan Valley Recreational Centre

Sport is a popular pastime of many children and adults the world over. Look over the application form and fill it in before answering the following questions.

1. How many different sides does Cardan Recreational Centre field? \_\_\_\_\_

\_\_\_\_\_

2. When does the application have to be returned by? \_\_\_\_\_

3. How much would it cost a parent if two of his/her children joined and played?

\_\_\_\_\_

4. Why do you think Cardan Valley make new people go for a *try-out* before accepting them?

\_\_\_\_\_

\_\_\_\_\_

5. Make a list of all the equipment you think would be needed for these sports:

★ Netball side: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

★ Soccer side: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

★ Kanga cricket: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Once completed, where do you think the application should be returned to?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Activity:

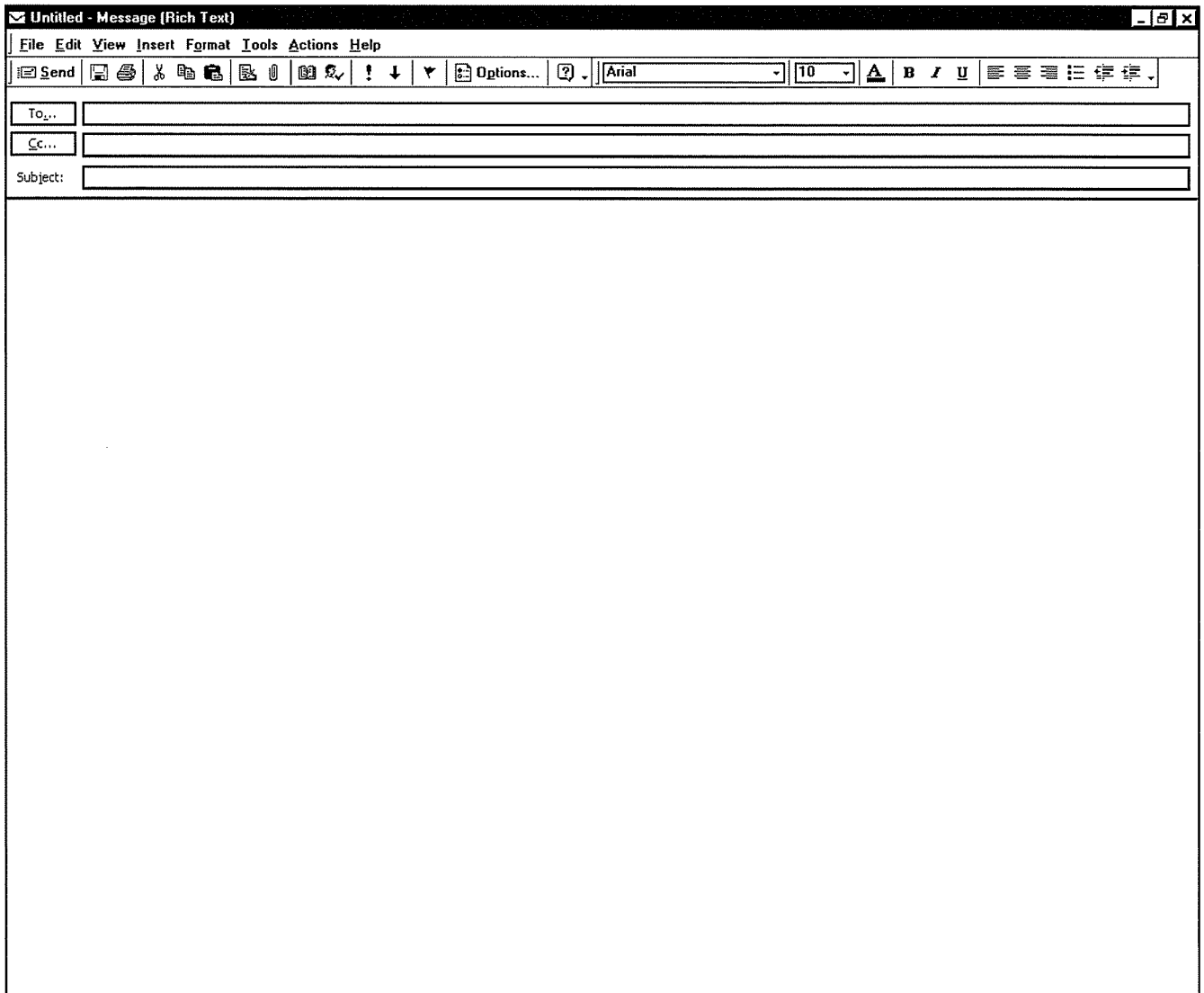
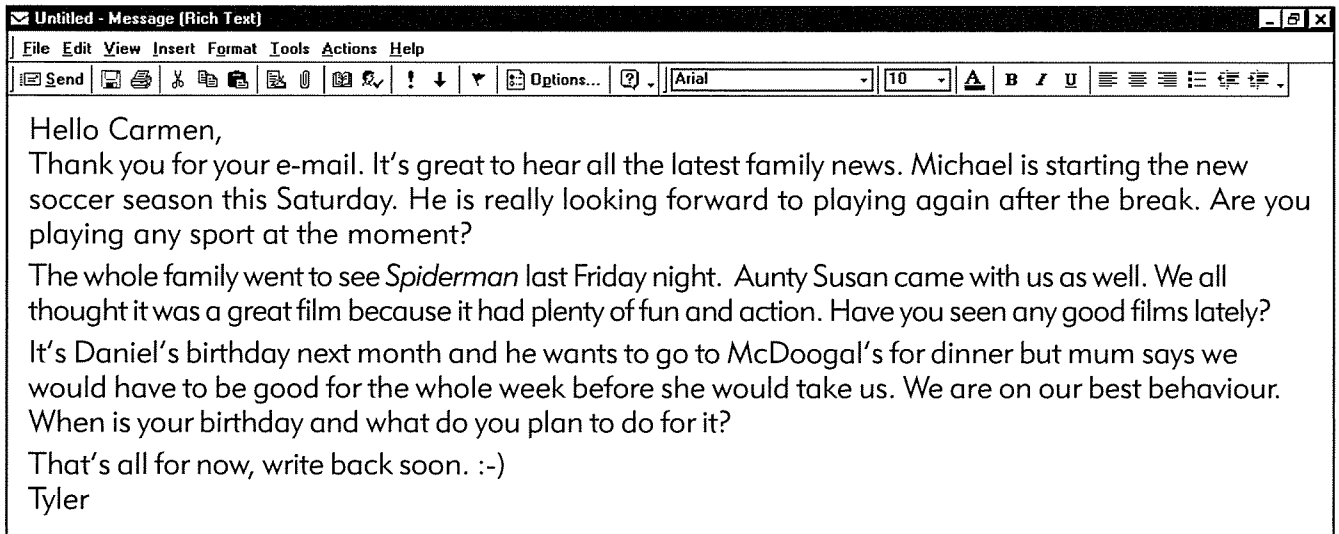
Design a poster for Cardan Valley that you could use to encourage people to join the sports teams. Remember posters need to display a message and should be aimed at persuading people to join. Use bright colours, attractive fonts and a balanced layout. Display in the classroom when finished.



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

# E-mail

E-mail (or Electronic Mail) is used for communicating over the Internet. E-mailing is convenient because you don't have to spend time handwriting and sending messages through the post. It's also cheap, fast and more and more people are using it. It is estimated half of all households use e-mail. Over time, e-mailing could become as common as using the telephone. Here is a typical private e-mail:



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

# Using E-mail - 1

1. What does *E-mail* stand for? \_\_\_\_\_
2. List some reasons why people would rather e-mail than hand-write and post a message.

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3. E-mailing sounds easy enough. However, it is still a skill and you need several things before you can successfully e-mail someone. List the different skills and equipment you will need:

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---

4. What do you think people mostly use e-mail for? Put in order from one to three what you think is the most to the least common use:

- Business or work matters
- Buying things for personal use
- Saying 'hello' to friends and family

Give reasons for your choice. \_\_\_\_\_

---

5. E-mailing is considered cheaper than many other ways of communicating. The cost of making a phone call and sending an e-mail is actually the same since they both dial up and use the telephone line. However, this is only true if you are making a local call. E-mailing someone overseas will be a lot cheaper than calling them on the telephone. Sending e-mail is also more economical as you can send as many as you want for the price of one phone call.

List and compare the costs below:

Sending an e-mail	
Sending a letter	
Making a phone call	

6. Do you have an email address? If so, what is it?

---

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

# Using E-mail - 2

7. What do you or your family mostly use e-mail for? \_\_\_\_\_

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8. How else can people communicate with each other? List at least ten ways:

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9. Compare writing and posting a letter by hand with e-mail. List the similarities and differences.

Things that are the same	Things that are different

10. 'Web-based' e-mail accounts like Hotmail and Yahoo mean you can send and receive e-mails literally from any computer connected to the Internet in the world. Why do you think so many people have web-based accounts?

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11. E-mailing is just one useful tool you can use on your computer. List at least five other tasks that you can use a computer for.

---

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---

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## Activity:

Reply to the e-mail "Hello Carmen". E-mails tend to use shorter sentences because it is harder to read off the screen than on a piece of paper.





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

# Football Stadium Tickets

Everyone wants the best seats to events, however, these seats are usually more expensive. On page 36 is a seating plan of Football Stadium. Look over it carefully before ordering tickets for you and your family to watch the next football match.

## The Sharks Vs The Devils to be played on Saturday the 22<sup>nd</sup> June.

Seats	Full price	Tickets required	Concession	Tickets required	Total
Triangle Seats	\$10		\$6.50		\$
Circle Seats	\$12		\$8.50		\$
Black Seats	\$16		\$12.50		\$
Star Seats	\$25		\$20.00		\$
<b>TOTAL</b>			<b>TOTAL</b>		<b>\$</b>

Total number of tickets required: \_\_\_\_\_

Total amount owed for these tickets: \$ \_\_\_\_\_

### Terms and Conditions of Sale:

- Concessions include children under 16 and pension holders. Proof of ID is required.
- No refunds or exchange on tickets sold unless event is cancelled.
- Payment can be made with credit card, cheque or cash.
- Tickets can be purchased:
  - At all FootyTick outlets
  - By phoning our hotline on 188 132
  - By post

Payment made by:  Cheque  Credit card

### Please print clearly:

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

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

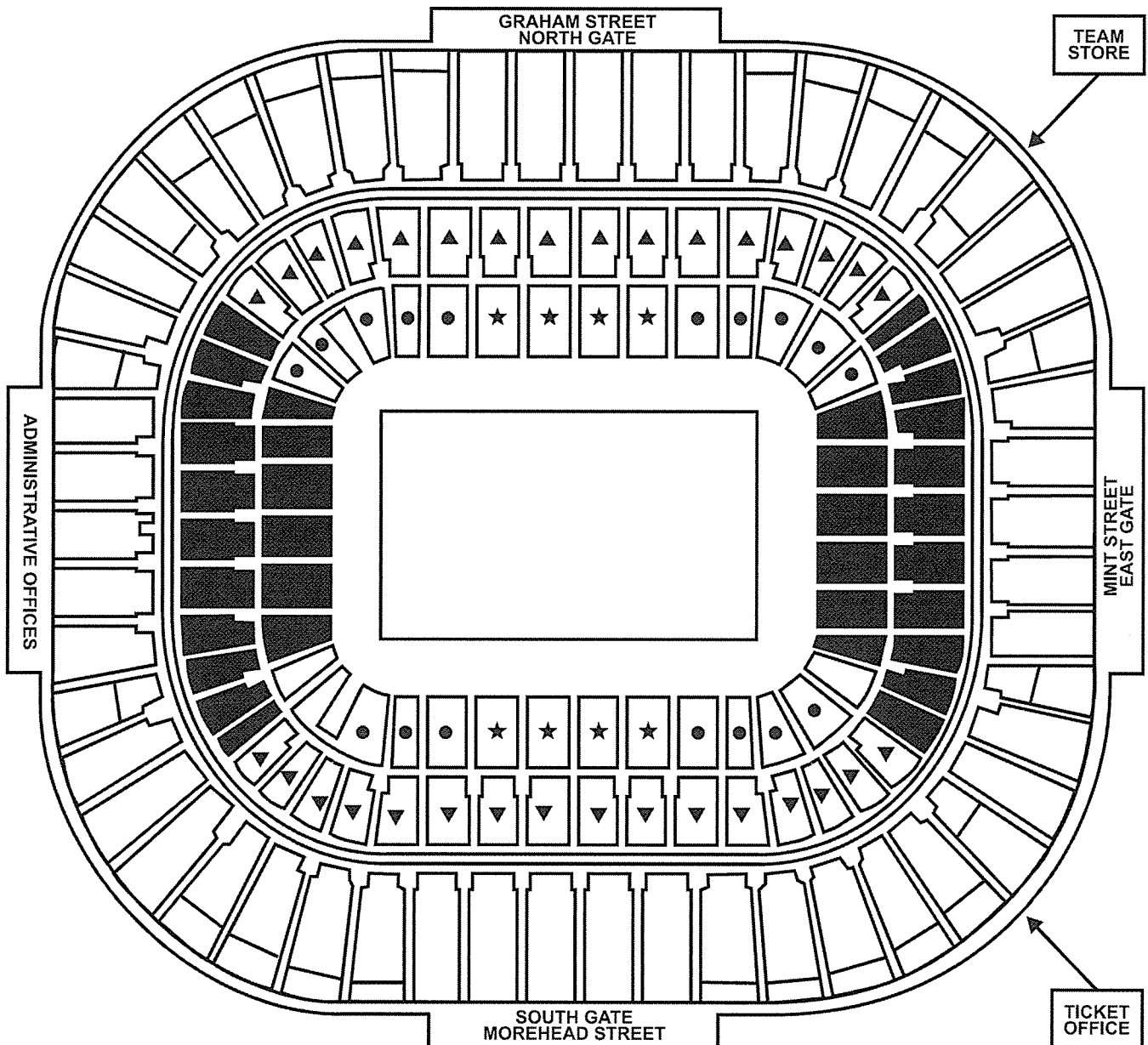
\_\_\_\_\_ Post Code: \_\_\_\_\_

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

**Send to:** Football Stadium, 124 Hero Drive, South Waverton.

# Football Stadium

Note: The unmarked seats in the outer circle are not available.



Stadiums are usually built to allow many different sports to be played there. List some sports you think could and could not be played at Football Stadium.

**Likely to be played:**

---

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**Unlikely to be played:**

---

---

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

# Football Stadium Tickets

1. What match is being played on Saturday 22<sup>nd</sup> June at Football Stadium?

\_\_\_\_\_

2. Where can you buy tickets for this game? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Why do you think STAR seats are the most expensive at Football Stadium?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Why do you think TRIANGLE seats are the cheapest at Football Stadium?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Where do you need to send your ticket order form? \_\_\_\_\_

\_\_\_\_\_

6. Have you ever been to a football match? If so, when, where and who played?

\_\_\_\_\_

\_\_\_\_\_

7. Who normally buys the tickets to events you go to? \_\_\_\_\_

\_\_\_\_\_

8. If you wanted to buy a season pass to watch the football, whom would you contact and how would you find out their contact details?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Complete the order form for you and your family.

How many tickets will you need to order? \_\_\_\_\_

What will be the total cost? \_\_\_\_\_

How will you pay for the tickets? \_\_\_\_\_

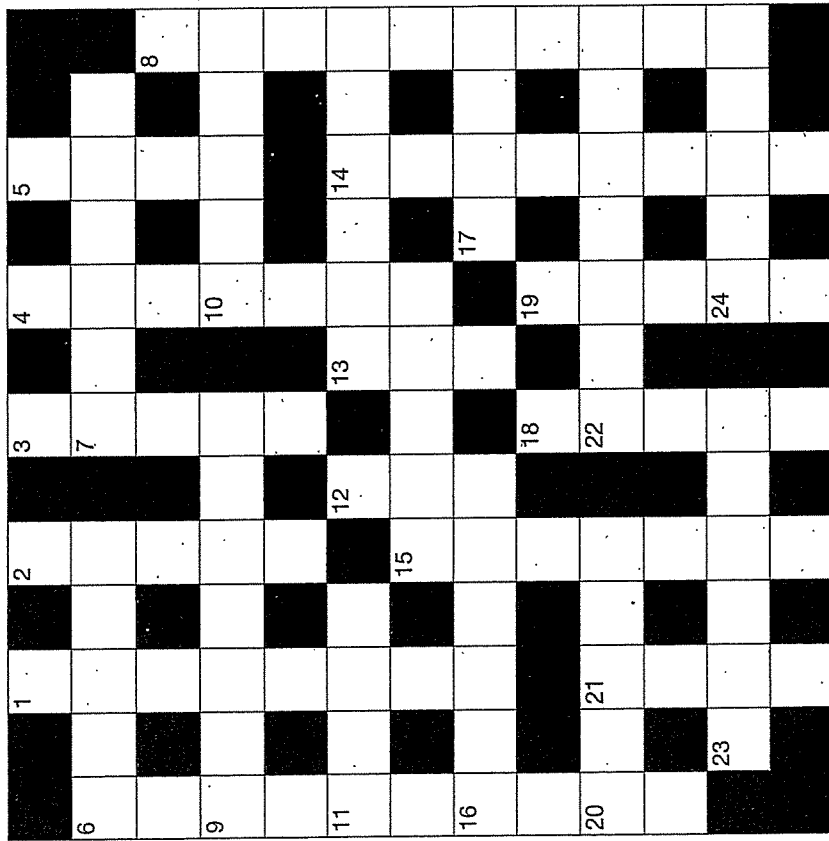
	7			2		
		5	1	9		
3		2		7		4
	5	2	3	8	4	6
	4					3
	3	1	6	4	5	7
4			7	2		5
			4	3	6	
						3

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



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

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

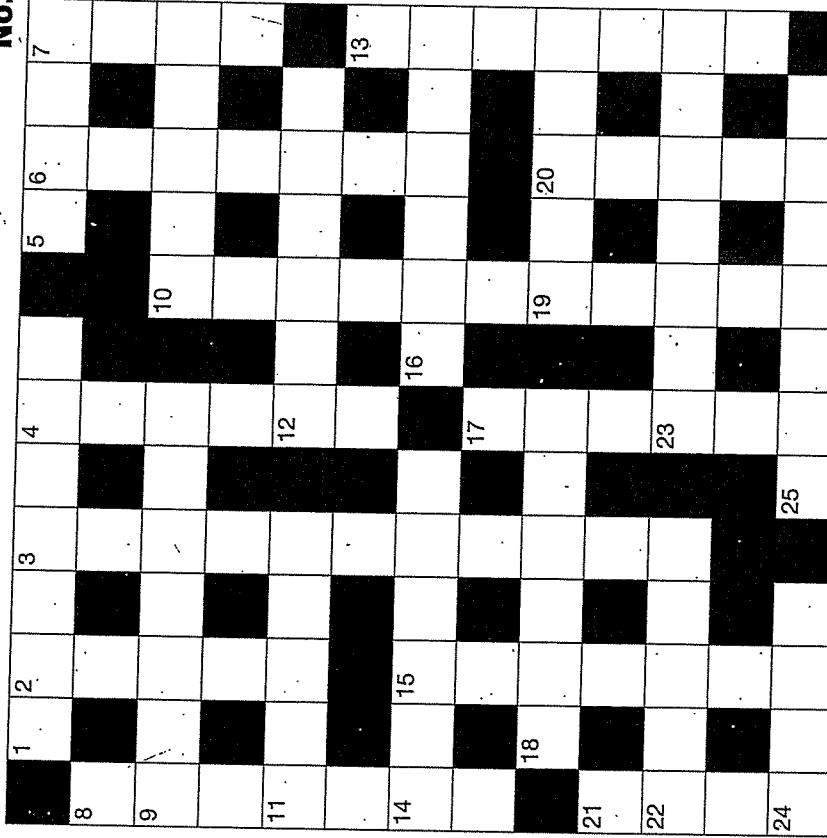


**Across**

- 6 Flower of the daisy family (5)
- 7 Lay waste to (6)
- 9 Shake with fear (7)
- 10 Ascended (5)
- 11 Smell strongly and unpleasantly (4)
- 13 Skilled computer programmer (6)
- 15 Acute (5)
- 16 Manual counting tool (6)
- 17 Has sight organs (4)
- 20 Calls (5)
- 22 Unit of electric charge (7)
- 23 Workroom (6)
- 24 Priest (5)

**Down**

- 1 And so on (2,6)
- 2 Seizes (5)
- 3 Mix of yellow and blue paint (5)
- 4 Coincide (7)
- 5 Aeons (4)
- 6 At a future time (10)
- 8 Amazing (10)
- 12 Video recording format (inits) (3)
- 13 Princely letters (inits) (3)
- 14 Semantic markers (8)
- 15 Abate (7)
- 18 Ice-cream spoon (5)
- 19 Water-raising devices (5)
- 21 Falsetto male voice (4)

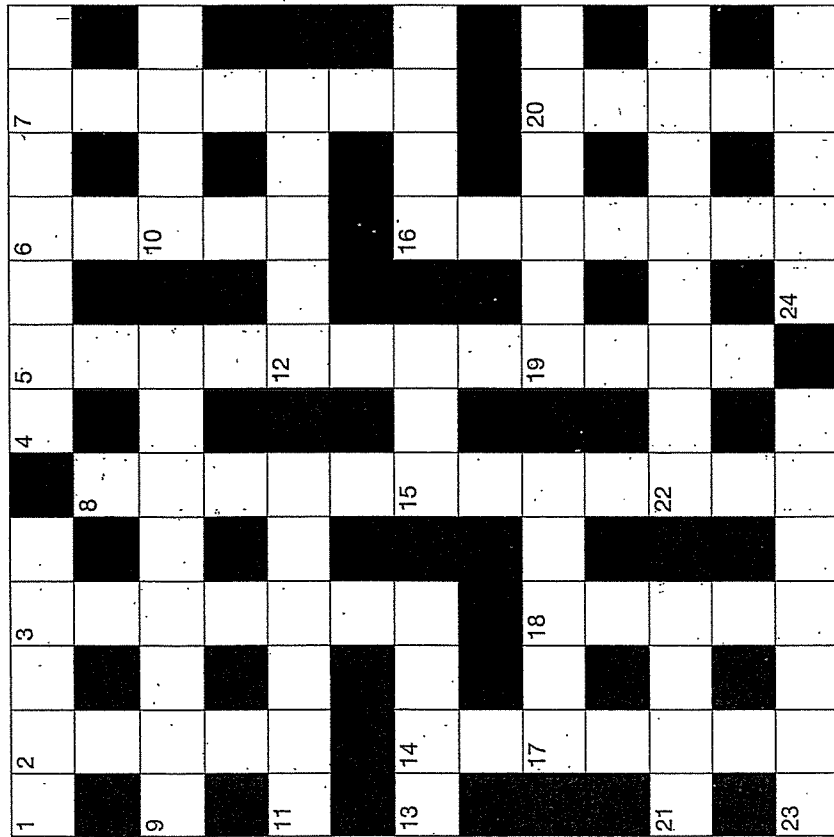


**Across**

- 1 Authority to do something (7)
- 5 Type of paint (4)
- 9 Preferences (7)
- 10 Black piano-key wood (5)
- 11 Accessory device (3-2)
- 12 Messy (6)
- 14 Make (6)
- 16 Oleaginous (6)
- 18 Wound (6)
- 19 Off-limits through social convention (5)
- 22 Foolish person (5)
- 23 Efficiency (7)
- 24 Ancient Gallic neck ornament (4)
- 25 Bringing up (7)

**Down**

- 2 Bypass (5)
- 3 Take apart (11)
- 4 Handkerchief alternative (6)
- 6 Neat and tidy (2,5)
- 7 Ufters words (4)
- 8 Scrape (7)
- 10 Guesses (11)
- 13 Equivalent word (7)
- 15 Before now (7)
- 17 Device for taking pictures (6)
- 20 Moved by an air current (5)
- 21 Rowdy behaviour (4)

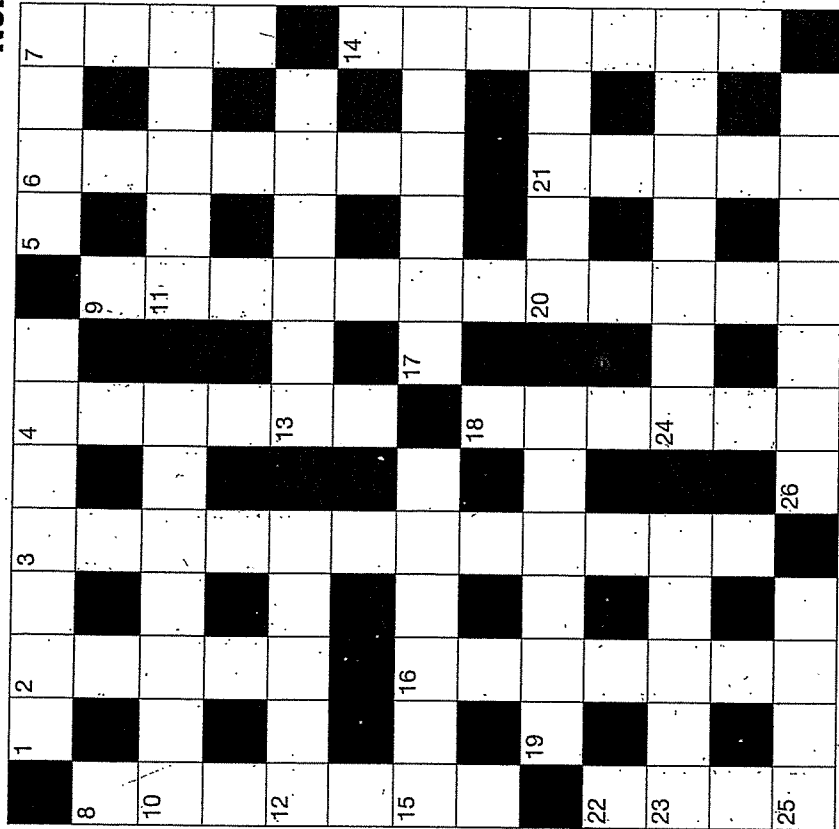


**Across**

- 1 Glass vessel (5)
- 4 Waterfall (7)
- 9 'Straight away!' (4,2,2)
- 10 Murders (4)
- 11 Pressure (6)
- 12 Proportion (5)
- 13 Deeds (4)
- 15 All \_\_\_ day's work (2,1)
- 16 Duty assignment plan (4)
- 17 Rub out (5)
- 19 Money-earned (6)
- 21 Hello; goodbye (4)
- 22 Synonym books (8)
- 23 Detachments of troops (7)
- 24 With-nothing inside (5)

**Down**

- 2 Someone's frequent location (5)
- 3 Emerges (7)
- 5 Options (12)
- 6 ApPOINT (2-3)
- 7 Thaw something out (7)
- 8 Happening by chance (12)
- 14 Fissure (7)
- 16 Retrieve (7)
- 18 Fragrance (5)
- 20 Worth (5)



**Across**

- 1 Photographic equipment (7)
- 5 Mallow plant with long, ridged seed pods (4)
- 10 Rotated (7)
- 11 Thrust (5)
- 12 Sports stadium (5)
- 13 Obscures (6)
- 15 One-dimensional (6)
- 17 Nailing tool (6)
- 19 All your money and possessions (6)
- 20 Accepted practice (5)
- 23 Order of architecture (5)
- 24 Commanded (7)
- 25 Pleasant; gentle accent (4)
- 26 Corrected (7)

**Down**

- 2 Existing (5)
- 3 Profligacy (12)
- 4 Junkie (6)
- 6 Realm (7)
- 7 Scored 100% on (4)
- 8 Guilty (2,5)
- 9 Abruptly (3,2,1,6)
- 14 Buddies (7)
- 16 Nose opening (7)
- 18 Rectification (6)
- 21 Consent (5)
- 22 Graven-image (4)

# PUZZLE # 46

## Take Time

AFTER	DECEMBER	JULY	NOVEMBER	SUNDAY
APRIL	EARLIER	JUNE	NOW	THURSDAY
AUGUST	EASTER	LATER	OCTOBER	TUESDAY
BEFORE	FEBRUARY	MARCH	PAST	WEDNESDAY
CALENDAR	FRIDAY	MAY	PRESENT	WEEK
CHRISTMAS	FUTURE	MINUTE	SATURDAY	YEAR
DATE	HOUR	MONDAY	SECOND	
DAY	JANUARY	MONTH	SEPTEMBER	

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

# PUZZLE # 48

## Faithful Friends

ACCOMPLICE	CHUM	DONOR	HELP	OBLIGE
AID	COLLEAGUE	FAITHFUL	HELPER	PAL
ASSIST	COMPANION	FAVOUR	INTIMATE	PAMPER
ASSOCIATE	COMRADE	FELLOW	LOVE	PARTNER
BACKER	CONFIDANT	FRIEND	MATCH	RELY
BENEFACTOR	CRONY	GIVE	MATE	ROMANCE
BUDDY	DEPEND	HAND	NURSE	

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

