

# Language for Living In Australia

## DIFFERENT THEMES



EDMUND RICE CENTRE  
MIRRABOOKA  
*Advancing Learning and Community Development*

Language For Living in Australia funded by



Government of Western Australia  
Office of Multicultural Interests

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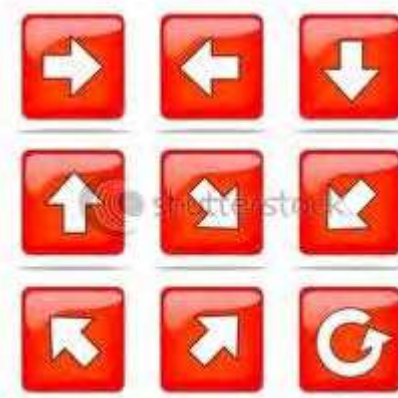
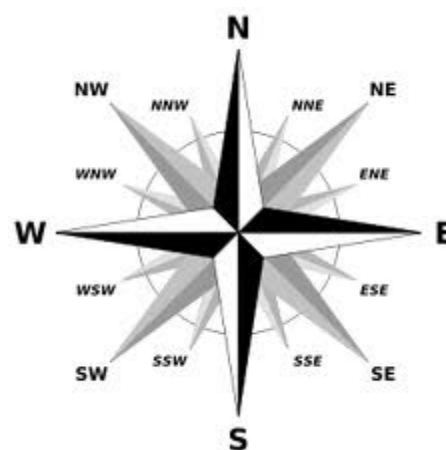
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Activities  
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Activities

# How to read the WA Road Maps



# Directions

Use the pictures to answer the questions.

1. Where do people go to post letters? \_\_\_\_\_



2.  Where can people swim? \_\_\_\_\_



3. Where can people go when they are very sick? \_\_\_\_\_



4.  Where can people put their money? \_\_\_\_\_



5. Where do people go to catch a train? \_\_\_\_\_



6.  Where do people go to watch a movie? \_\_\_\_\_



7. Where can people go to borrow books? \_\_\_\_\_





1. Where do people go to get fit? \_\_\_\_\_

2. Where do students go to study? \_\_\_\_\_



**Isabella's Story**

Isabella goes to the gym on Thursday evening. Because it's far from her house she catches the train. On Monday she goes by bus to her English class. Most Wednesdays she visits the bank to put in the money she receives from her job at the hospital. Isabella walks to the bank because it is close to her home. On the way home she often goes to the library to study. On Friday she meets up with her friends and catches the train to a cinema in town.

1. What day does Isabella go to her English classes? \_\_\_\_\_
  2. How does she get there? \_\_\_\_\_
  3. How does Isabella get to the bank? \_\_\_\_\_
  4. What day does she visit the bank? \_\_\_\_\_
  5. What does she do on her way home? \_\_\_\_\_
  6. Who does she meet on Fridays and where do they go? \_\_\_\_\_
- 

**Highlight the places Isabella visits.**

Write sentences about the places Isabella visits.

1. Isabella goes to the \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Prepositions Activity

across		on	straight
along	into	out	through
at	of	past	under

Fill the gaps below using each of the prepositions in the box once.

1. Go \_\_\_\_\_ of the building and turn right.
2. At the end \_\_\_\_\_ the street turn right.
3. \_\_\_\_\_ the traffic lights turn right again.
4. Go \_\_\_\_\_ ahead until you come to a petrol station.
5. Turn left \_\_\_\_\_ Acacia Avenue.
6. Next, take the third turning \_\_\_\_\_ your right.
7. Go \_\_\_\_\_ the newsagents and carry on until you come to a bridge.
8. Go \_\_\_\_\_ the bridge and on the other side you will see a park.
9. Go \_\_\_\_\_ the park until you come to Church St. on the other side, where you turn left.
10. Keep going. After about 300 metres, you go \_\_\_\_\_ a railway bridge.
11. Keep going \_\_\_\_\_ Church St, for another 200 metres.



## DIRECTION PREPOSITIONS

across	around	over
along	under	through

**NB.** The words can be used more than once

1. While they were hiking \_\_\_\_\_ the forest, Laurelle and Frank saw a lion.
2. We walked \_\_\_\_\_ the river looking for a way to get \_\_\_\_\_ it, but there was no bridge.
3. When the children saw the snakes in the grass, they started running \_\_\_\_\_ screaming hysterically.
4. The train passed \_\_\_\_\_ nine tunnels on the way to Perth.
5. They strolled \_\_\_\_\_ the beach watching the sunset.
6. The plane flew \_\_\_\_\_ the Darling Range on the way to Sydney.
7. Several animals, including emus, ran \_\_\_\_\_ the road in front of the cars as they were driving \_\_\_\_\_ the outback of Australia.
8. They walked \_\_\_\_\_ the building twice looking for the entrance.
9. The cruise ship passed \_\_\_\_\_ The Heads as they were leaving Sydney.
10. His dog is always trying to escape from the backyard. Sometimes he manages to jump \_\_\_\_\_ the fence, and sometimes he digs a hole and crawls \_\_\_\_\_ it.

## Directional Prepositions

Using this given key of prepositions, complete the sentences on the following page. Here are your **Answers**

1. The girl looked **under** the table for the cat.
2. The small child fell **off** the chair
3. The man went **into** the house.
4. She had to go **up** the stairs to see her grandmother.
5. The ball rolled **through** the tunnel.
6. The policeman led the group **across** the road.
7. To reach the dog, the lady walked **away** from her office and **past** the desk where the man was sitting.
8. Every day the people walked **past** the houses to get to the park.
9. The policeman asked the people to move **away** from the accident.
10. The young boy climbed **onto** the chair to get to the sweets.
11. The lady went **down** the steps and **out of** the dress shop.
12. The crowd of people rushed **toward** the bridge and **over** to the other side to get away.

## Directional Prepositions

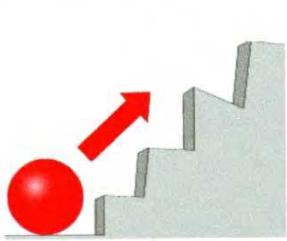
*Using the given key of prepositions, complete the following sentences.*

1. The girl looked \_\_\_\_\_ the table for the cat.
2. The small child fell \_\_\_\_\_ the chair.
3. The man went \_\_\_\_\_ the house.
4. She had to go \_\_\_\_\_ the stairs to see her grandmother.
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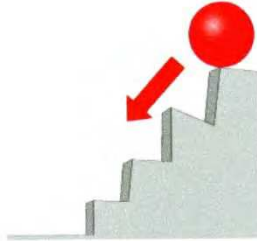
# Directional Prepositions

マークの英会話教室 長野卓也

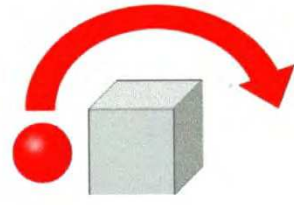
www.mes-english.com



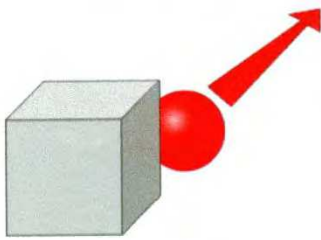
up the stairs



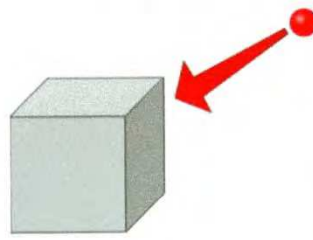
down the stairs



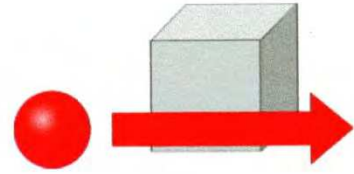
over the box



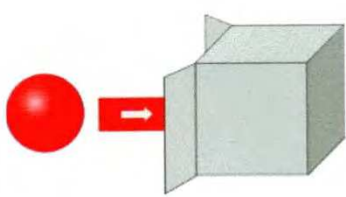
away from the box



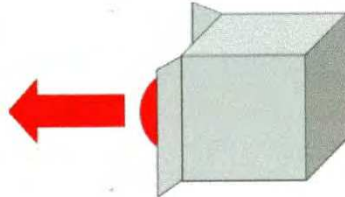
toward the box



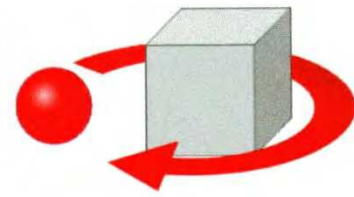
past the box



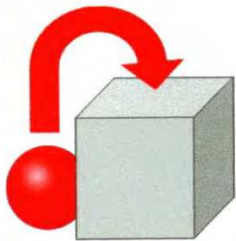
into the box



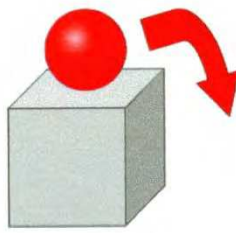
out of the box



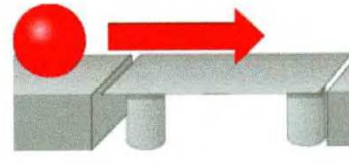
around the box



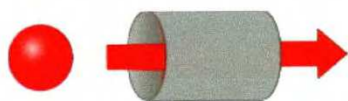
onto the box



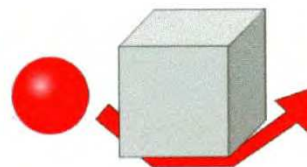
off the box



across the bridge



through the tunnel



under the box

MES-English - ESL/EFL resources for teachers

# GROUND MAP

HOW DO WE GET THERE?

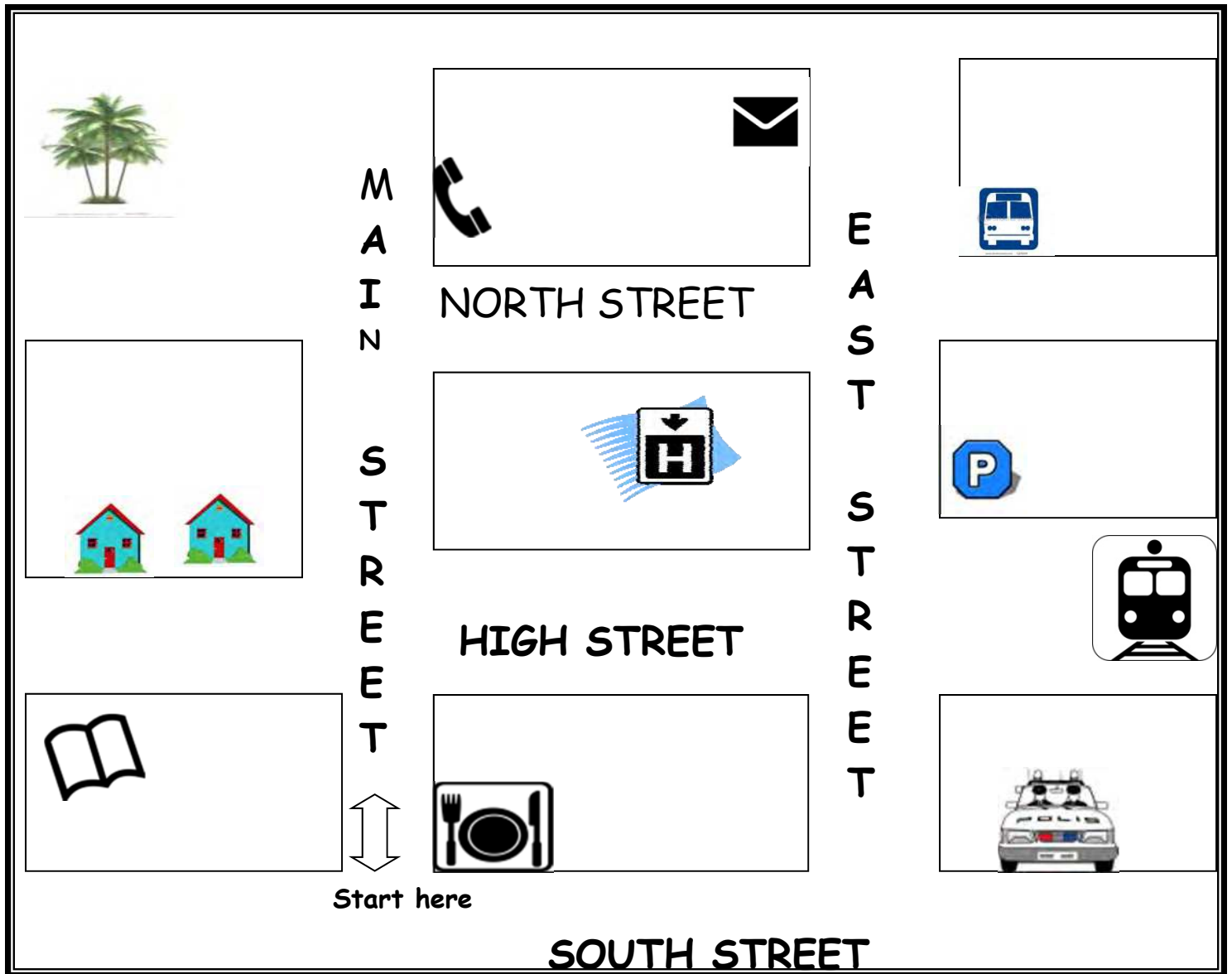
North



Some phrases you may use in this activity

- walk along the road
  - take a right turn
  - turn right or turn left
  - on your right or on your left
  - across from, next to, going straight along
  - over or under
1. Starting from OLD St, write down a route to the BUS STATION.
  2. You are in GREEN Rd. Write down a route to the LIBRARY.
  3. Starting from the PRIMARY SCHOOL, write down a route to the HEALTH CENTRE.
  4. Starting on STATION RD South, write down a route to the ODEON.

# READING A MAP











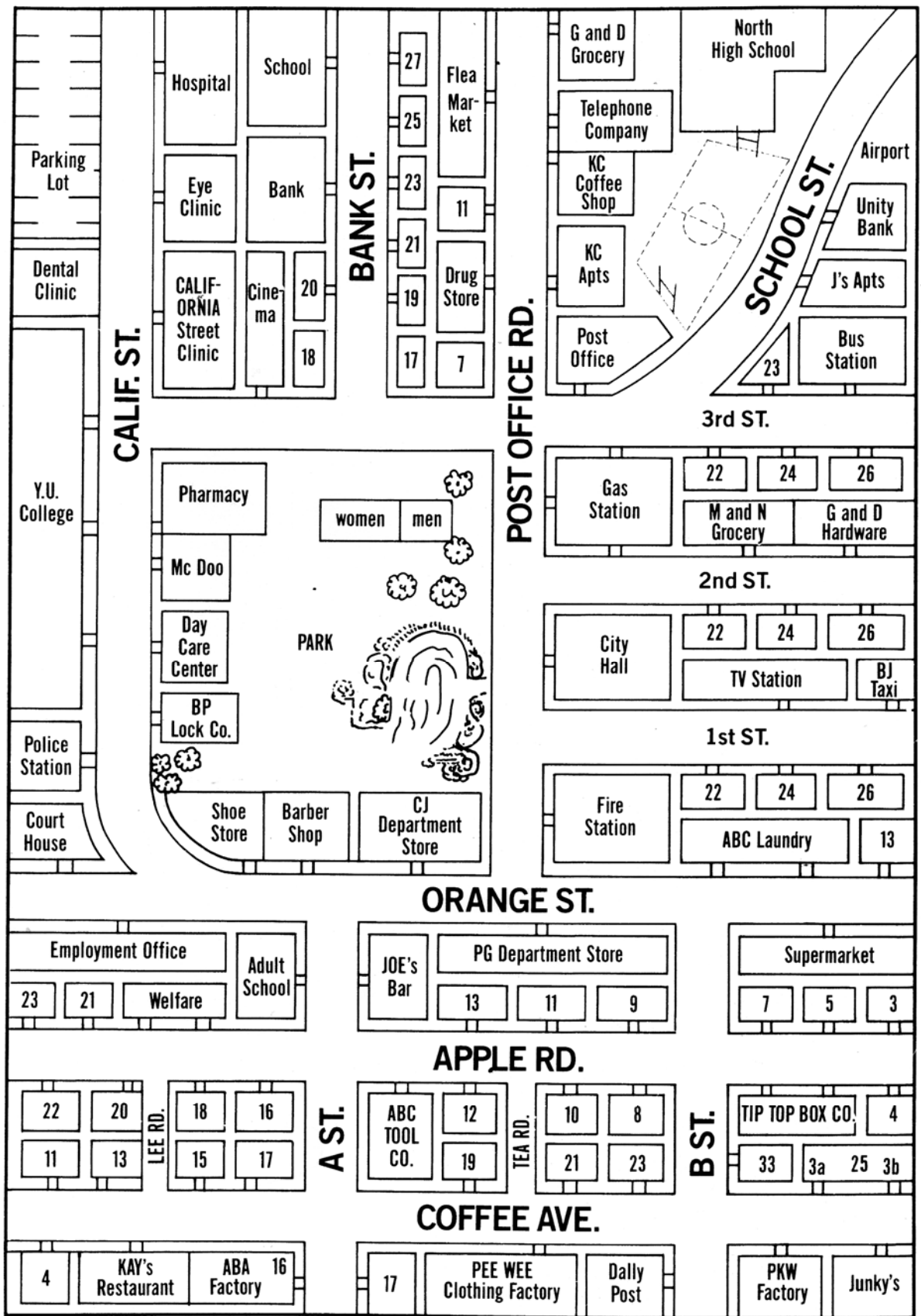
(The key for this map is on the next page)

1. Starting from sign (**Start here**) write down the way taken to get to each of these facilities.:

- ◆ telephone
- ◆ Police Station
- ◆ restaurant
- ◆ Library
- ◆ Park
- ◆ housing estate.

## Key to read the map.

	Telephone		Parking
	Post office		Train station
	Houses		Library
	Park		Restaurant
	Hospital		Police station
	Bus stop		













## Directions

Write down the directions to get to the following places-

1. From: Pee Wee Clothing Factory  
To: The Hospital
2. From: North High School  
To: The Employment Office
3. From: Y.U. College  
To: The Supermarket
4. From: Adult School  
To: The Post Office
5. From: The TV Station  
To: The Cinema
6. From: The Day Care Centre  
To: KC Coffee Shop

# MAP GRID LINES

	A	B	C	D	E	F	G	H	I	J	
1		St Georges Tce		Turf Way							1
2	Hobbs St.		Lennards Gdns				Newton Rd.				2
3	Royal St.		Huxley Pl.			Telstra Ctre					3
4	Epson Rd.					Mayor Ave		school		Harold St.	4
5		hospital					Mel Cresc				5
6				Amnity Blvrd		Cary Rd.			Law Courts		6
7										Picote Cresc	7
	A	B	C	D	E	F	G	H	I	J	

## Map Grid Lines Activity

Find the grid references for the places below.

Place the grid  
reference here.

Picote Crescent	
The school	
The swimming pool	
The church	
The road interchange	
hospital	
Hobb Street	
The park	
Telstra Centre	
Harold Street	
Turf Way	
Amnity Boulevard	

## Map Grid Lines Activity - *Answers*

Find the grid references for the places below.

Place the grid reference here.

Picote Crescent	J7
The school	H4
The swimming pool	I2
The church	E3
The road interchange	E5
hospital	B5
Hobb Street	A2
The park	F1
Telstra Centre	F3
Harold Street	J4
Turf Way	D1
Amnity Boulevard	D6

# Australian Aboriginal Culture

WHITE AUSTRALIA  
HAS  
A BLACK HISTORY





# Sharing Aboriginal Nyungar Culture

## Doolan Leisha Eatts

I am a Whudjuk Ballardon woman. I was born on 12<sup>th</sup> October, 1939 and grew up at Tammin at Badjaling Mission.

My earliest memory is of being Nyungah; sitting around the campfire with my grandmother, aunties and uncles, mum and dad, listening to Dreamtime stories. My grandmother told and retold stories to me about growing up in Kings Park in the mid-nineteenth century.



Kings Park

Kellerberrin



My father worked on farms around Kellerberrin and Tammin, doing poison-picking and clearing land; all for low wages. My family survived by cooking dampers, kangaroo stews, collecting honey, and using quandong nuts to make jam

As I was fair skinned, my mother was afraid the Welfare would take me away. I was admitted to Quairading Hospital for four days and the Native Welfare received information about me and came looking for me but they were too late. When my mother took the horse and cart to town, she hid me under the blankets. Later, white farmers offered our family the chance to live on their property.

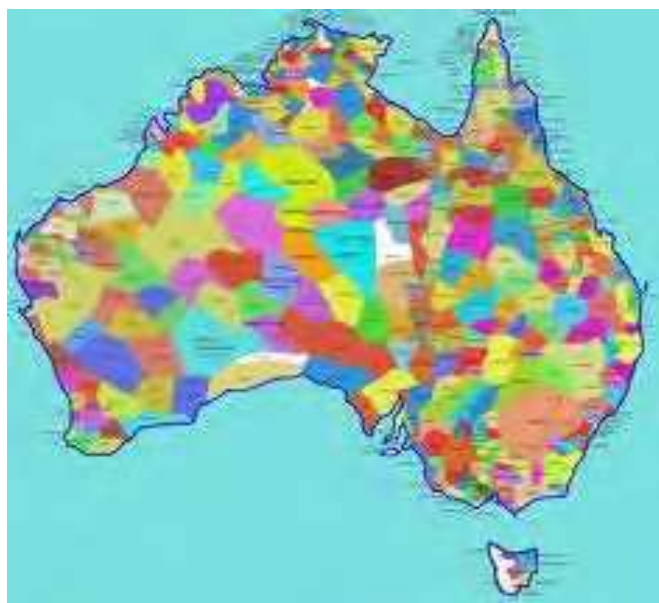
My dad accepted to get us away from contact with the Native Welfare.

Tammin



I taught myself to read from books and comics I found at the tip. I was forced to leave school at age fourteen and worked on the land with my parents. But I continued to borrow books and comics from my brother, Willy, and his partner Amie.

I experienced racism in several country towns. Nyungar people weren't allowed to eat or drink in restaurants or bars; we were served last when buying groceries and were sold the worst vegetables available.



*A map showing all the different Aboriginal languages*



ABORIGINAL GROUPS OF THE SOUTH WEST OF WESTERN AUSTRALIA





## Sharing Aboriginal Culture

### Vocabulary

Whudjuk woman	a lady born into the tribe called Whudjuk
missions	places set up to house, protect and teach Christianity to Aboriginal tribes
Nyungar/ Noongar	an indigenous Australian people who lived in Western Australia from Geraldton on the west coast to Esperance on the south coast -Nyungar/Noongar means people
Dreamtime stories.	The Dreamtime stories are the oral history of the Aboriginal race. It tells of the actions of ancestral beings who created the natural world. They carry truth from the past with a code of law for living today.
damper	is a bush or seed bread, high in protein and carbohydrates, which balanced traditional diets  The women of the tribe collected legumes, grains or roots for preparing into a dough mixture. All of the seeds needed winnowing. They did this on their collection bowls.



	<p>Next the seeds etc were ground on hard stones and made into flour. The flour was mixed with water to make a dough. This dough was then cooked on hot ashes in the fire. Sometimes the dough was eaten raw.</p>
Native Welfare	<p>The new arrivals in Western Australia decided that the indigenous people need to be cared for. The first government act was the Aboriginal Protection Act of 1886. Many other acts followed. All of the acts decreased the rights of the people because the attitude of the time was that they would all eventually die out. When they didn't, an attempt was made to assimilate them into the white society. So they isolated the full blood Aboriginals and took the half-caste children away from their parents. They placed the Aboriginals into missions, which were camps usually run by religious groups.</p> <p>In these camps the Aboriginal people almost completely lost their rights. They had to request most things they needed; from food, to clothing, to permission to marry. They were not allowed to leave the mission without written permission. If they escaped they were hunted down, returned and</p>

	punished.
schooling	Education was not available for Aboriginal children. When they were finally allowed primary schooling, they were forced to leave if any white person objected to their presence.

## Sharing Aboriginal Nyungar Culture

	A	ANSWER		B
1.	mission		A	a government act to protect the indigenous people in Australia
2.	damper		B	food stuffs
3.	Native Welfare		C	hostile attitudes to members of other races
4.	schooling		D	oral history of Aboriginal race
5.	memory		E	continue to live
6.	campfire		F	is a bush or seed bread, high in protein and carbohydrates, which balanced traditional diets
7.	survive		G	educating people
8.	property		H	a fire in the bush where people sat and listened to stories
9.	groceries		I	a way of keeping things in our head
10.	racism		J	owning a house or land
11.	Dreamtime stories		K	past happenings in life
12.	experience		L	places set up to house, protect, teach christianity to Aboriginal people

## Activity 2.

## Comprehension

Complete the following questions in full sentence answers.

1. What is the article about?
2. Who is the main character in the article?
3. What part of Western Australia was Doolan discussing?
4. What years were covered in the article?
5. What do think Doolan's feelings were towards her childhood?

## Activity 3.

## Jumbled sentences

1. Kellerberrin on worked My around father farms.
- 

2. to town the horse mother cart and When my took she under blankets me hid.
- 

3. in I several towns racism experienced country.
-

## Sharing Aboriginal Nyungar Culture

### Activity 4.

earliest retold	memory Kings Park	Nyungar century	around mum
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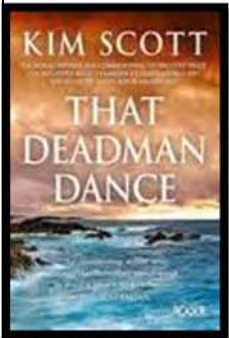
My \_\_\_\_\_ is being \_\_\_\_\_ ;  
sitting \_\_\_\_\_ the campfire with my  
grandmother, aunties and uncles, \_\_\_\_\_ and dad,  
listening to Dreamtime stories. My grandmother told and  
\_\_\_\_\_ stories about growing up in  
\_\_\_\_\_  
in the mid-nineteenth \_\_\_\_\_.

**Answers.**

**Sharing Aboriginal Nyungar Culture**

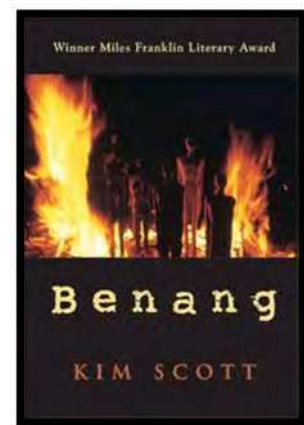
	A	ANSWER		B
1.	<b>mission</b>	<b>L</b>	A	a government Act to protect the indigenous people in Australia.
2.	<b>damper</b>	<b>F</b>	B	food stuffs
3.	<b>Native Welfare</b>	<b>A</b>	C	hostile attitudes to members of other races
4.	<b>schooling</b>	<b>G</b>	D	oral history of Aboriginal race
5.	<b>memory</b>	<b>I</b>	E	continue to live
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8.	<b>property</b>	<b>J</b>	H	a fire in the bush where people sat and listened to stories
9.	<b>groceries</b>	<b>B</b>	I	a way of keeping things in our head
10.	<b>racism</b>	<b>C</b>	J	owning a house or land
11.	<b>Dreamtime stories</b>	<b>D</b>	K	past happenings in life
12.	<b>experience</b>	<b>K</b>	L	places set up to house, protect, teach christianity to Aboriginal people

## WA Author Wins Miles Franklin Award



WA author Kim Scott has won the Miles Franklin Literary Award for his novel *That Deadman Dance*

This is the second time Scott, who takes home \$50,000 in prize money, has won Australia's most prestigious literary award. In 2000, he became the first indigenous author to win the Miles Franklin Award for his novel *Benang*.



"It's all a bit nerve-racking to tell the truth," said Scott, who received the award at a dinner at the State Library of Victoria last night.

"I'm so pleased and assured. And grateful for the opportunity to shine a spot light on Nyoongar language and heritage- that's really important."

Scott said it was important to remember the South West had something to offer that people could not get anywhere else in the world.

"It gives me a real buzz," he said. "Seeing and experiencing the land as text and hearing all those stories. It would be nice to build on that."

Scott said there was still a lot of work to be done. "There are other stories that need to be told, and I'd love to be part of that, either in the telling or the listening," he said.





Set in the early 1800s on the south coast of WA, *That Deadman Dance* explores the relationships between black and white and young and old with a sometimes savage poetry and transcendent grace that are rare in contemporary literature of any nation.

“*That Deadman Dance* is an astonishingly original work by a writer who can imagine and project possibility where most of us can only see stark adversarial conflict,” said Morag Fraser AM, speaking on behalf of the 2011 judging panel.



The **Miles Franklin Literary Award** is an annual [literary prize](#) for the best [Australian](#) ‘published novel or play portraying Australian life in any of its phases’.

The award was set up according to the [will](#) of [Miles Franklin](#) (1879–1954), who is best known for writing the Australian classic [My Brilliant Career](#) (published in 1901) and for bequeathing her estate to fund this award. As of 2011, the award is valued [A\\$50,000](#).



## WA Author Wins Miles Franklin Award

### **Activity**                      *Comprehension*

Complete the following questions using FULL sentence answers.

1. In what year did Kim Scott first win the Miles Franklin Award?
  2. How many books by Kim Scott have received the Miles Franklin Award?
  3. What is the Miles Franklin Award?
  4. In what area did Kim Scott say there was work to be done and how did he feel about this work?
  5. What does *That Deadman Dance* explore?
  6. What were Morag Fraser's comments on *That Deadman Dance*?
- 

### **Activity**                      *Jumbled Sentences*

1. lot was there said a to done be Scott said still of work.
2. astonishingly *That* original work *Deadman* is an *Dance* writer a by.
3. was it important remember to said offer South the to something had West Scott.

## WA Author Wins Miles Franklin Award

### Activity

Place the words from the box in the correct place in the text.

experiencing    text    was    remember  
buzz    West    would    stories    offer  
anywhere

Scott said it \_\_\_\_\_ important to \_\_\_\_\_ the South \_\_\_\_\_ had something to \_\_\_\_\_ that people could not get \_\_\_\_\_ else in the world. "It gives me a real \_\_\_\_\_," he said. "Seeing and \_\_\_\_\_ the land as \_\_\_\_\_ and hearing all those \_\_\_\_\_. It \_\_\_\_\_ be nice to build on that."

## WA Author Wins Miles Franklin Award

### ANSWERS

#### Jumbles Sentences

1. Scott said that there was still a lot of work to be done.
2. That Deadman Dance is an astonishingly original work by a writer.
3. Scott said it was important to remember the South West had something to offer.

#### Activity 4 Word matching

1H: 2N; 3K: 4M: 5D:6L:7I: 8B: 9A: 10J: 11P: 12C: 13O: 14F: 15G: 16E.

#### Words Squares

- anywhere
- heritage
- conflict
- literary
- Nyoongar
- stories

## Author Wins Mile Franklin Award

### Activity

Match a word or phrase in column **A** with its meaning from column **B**.

	<b>A</b>	answer		<b>B</b>
1.	prestigious		A	rise above, exceed
2.	nerve-racking		B	exciting
3.	indigenous		C	amazingly
4.	author		D	significant
5.	important		E	first to create
6.	Nyoongar		F	unfriendly, enemy
7.	heritage		G	battles
8.	real buzz		H	famous
9.	transcendent		I	ancestry, lineage
10.	contemporary		J	current, modern
11.	literature		K	native of country
12.	astonishingly		L	Aboriginal group.
13.	stark		M	writer, scribe
14.	adversarial		N	worrying
15.	conflict		O	blatant, harsh
16.	original work		P	writings e.g.novels

# WA Author Wins the Miles Franklin Award

## Activity

### Word Squares

W		N
H	A	E
E	R	Y

A	I	R
T	G	H
E		E

A	I	Y
	T	R
R	L	E

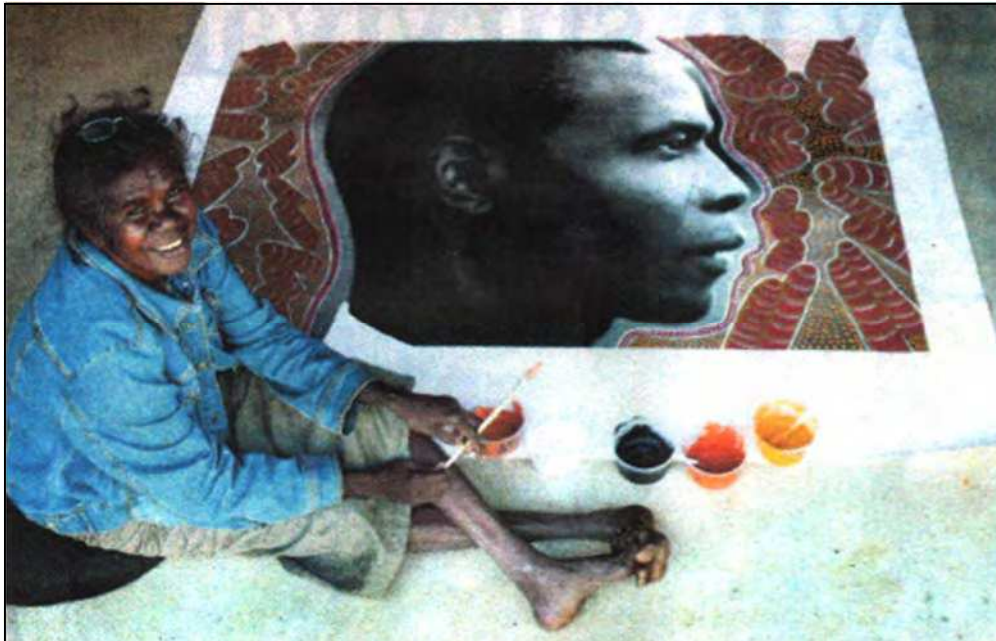
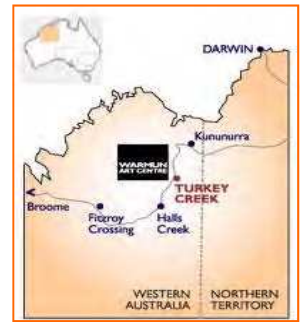
N	R	O
G		N
A	O	Y

O	I	C
	T	N
C	L	F

T	I	S
E		
R	S	O

Write the correct word under each square.

# Indigenous Art With a Unique Twist.



Hard at work: Turkey Creek artist Bessie Daylight with her work based on the Bungle Bungles and a portrait of Bobor Sam-bindi, from Sierra Leone

Tucked away at a bush retreat in Chittering Valley, a group of indigenous artists are adding the final elements to a State Government-commissioned portrait exhibition for the Commonwealth Heads of Government Meeting in Perth in October.

Internationally renowned photographer Russell James and his Nomad Two Worlds project— which aims to bridge the gap between indigenous people and non-indigenous people through action and art — has been engaged to create an exhibition documenting the faces of 53 West Australians, each hailing from a different commonwealth country.

Indigenous artists from across WA have spent the past five days adding their artwork to the pictures taken by James, to create a unique contemporary exhibition.



Indigenous artists



Turkey Creek

Nomad chief executive Joyce Lanigan said the emerging and established artists were producing exceptional artwork that would put a “human face” on CHOGM



## Indigenous Art with a Unique Twist

<b>1. tucked away</b>	<b>placed somewhere (in this case hidden away)</b>
<b>2. bush retreat</b>	<b>bush: a place in the country retreat: a quiet place where you can rest or do things in private</b>
<b>3. indigenous non-indigenous</b>	<b>a person native to a country a person who is native to another country</b>
<b>4. artists</b>	<b>a person who creates pictures</b>
<b>5. elements</b>	<b>something that combines with others to make a whole e.g. adding spices to make food tasty</b>
<b>6. internationally</b>	<b>crossing many countries</b>
<b>7. renowned</b>	<b>well-known by many people</b>
<b>8. photographer</b>	<b>using a camera to make an image</b>
<b>9. project</b>	<b>a plan for the future (planned or expected to happen)</b>



<b>10. 'bridge the gap'</b>	<b>to bring together two separated structures or things</b>
<b>11. engage</b>	<b>occupied in doing something e.g. two people agreeing to get married</b>
<b>12. create</b>	<b>bring into existence</b>
<b>13. exhibition</b>	<b>to show something in a public area</b>
<b>14. documenting</b>	<b>making a retained record</b>
<b>15. hailing from</b>	<b>coming from</b>
<b>16. unique contemporary</b>	<b>one of a kind happening in recent times</b>
<b>17. Chief Executive</b>	<b>head of a business or company</b>
<b>18. emerging</b>	<b>coming out</b>
<b>19. establishing</b>	<b>starting or setting up a system</b>
<b>20. exceptional</b>	<b>unusually talented or clever</b>
<b>21. 'human face'</b>	<b>giving human qualities</b>
<b>22. nomad</b>	<b>a person that walks from place to place</b>

## Indigenous Art with a Unique Twist

### Activity 1

**Match** a word or phrase in column **A** with its meaning from column **B**.

	A	Answer		B
1.	engaged	1R	A	a wanderer
2.	retreat		B	appearing
3.	indigenous		C	unusual
4.	artists		D	recording
5.	elements		E	all over the world
6.	portrait		F	image of a person
7.	exhibition		G	native to country
8.	internationally		H	display of something
9.	renown		I	parts of something
10.	project		J	creators
11.	non-indigenous		K	well known, famous
12.	create		L	of recent times
13.	documenting		M	setting up a system
14.	hailing from		N	giving human qualities
15.	unique		O	bring into existence
16.	contemporary		P	making plans for
17.	emerging		Q	non-native
18.	establishing		R	involved in something
19.	human face		S	hide away or shelter
20.	nomad		T	coming from some place

## Jumbled Words: Indigenous Art with a Unique Twist

### Activity 2

The words below have letters that are jumbled. Your task is to put the correct letters together to make the word. The first one is done for you.

1. JTEPCRO	PROJECT
2. WONREN	
3. ETERCA	
4. QINEUU	
5. ONBITHIXEI	
6. DMAON	
7. ERRTEAT	
8. SEBTALSHI	
9. GNEMGIER	
10. TTRISA	
11. RTPOAIRT	
12. USENOIGIND	

## Indigenous Art with a Unique Twist

### Activity 3.

Place the words in the box into correct part of the text.

hailing from	renowned	non-indigenous	bridge art
indigenous	engaged	internationally	create Nomad
project	exhibition		

\_\_\_\_\_ \_\_\_\_\_ photographer Russell James and his \_\_\_\_\_ Two Worlds \_\_\_\_\_ which aims to \_\_\_\_\_ the gap between \_\_\_\_\_ people and \_\_\_\_\_ people through action and \_\_\_\_\_ have been \_\_\_\_\_ to \_\_\_\_\_ an \_\_\_\_\_ documenting the faces of 53 West Australians, each \_\_\_\_\_ a different Commonwealth country.

### Activity 4 Jumbled Sentences

1. Bessie with Daylight her Turkey work Creek artist
2. Twist Indigenous a With Unique Art
3. spent past the Indigenous adding artists across WA have their artwork from days five

## ANSWERS Indigenous Art With A Twist

1R , 2S, 3G, 4J, 5I, 6F, 7H, 8E, 9K, 10P, 11Q, 12O, 13D, 14T,  
15C, 16L, 17B, 18M, 19N, 20A

### Jumbled Words.

1. project
2. renown
3. create
4. unique
5. exhibition
6. Nomad
7. retreat
8. establish
9. emerging
10. artist
11. portrait
12. indigenous

### Jumbled Sentences

1. Turkey Creek artist Bessie Daylight with her work.
2. Indigenous Art With a Unique Twist
3. Indigenous artists from across WA have spent the past five days adding their art work...

# Reading with Comprehension



## Teachers' Notes

### Using the Section concerned with

*'Reading with Comprehension and Word recognition.'*

1. The series of newspaper articles addresses reading with comprehension. It commences by asking students to make decisions on an appropriate headline suitable for each of the newspaper articles.
2. Following those decisions there is an opportunity to practice vocabulary provided in the form of a *Matching Words* activity.
3. This is followed by a variety of other activities.  
(Answers are given)
4. Selected articles aim at:
  - ✓ Introducing written comprehension
  - ✓ Introduction of *Who-What-When-Where-Why* questions.
  - ✓ Writing answers in full sentences.
5. The final activities should use the new introduced words.

## Reading with Comprehension And Word Recognition

Headlines:

<u>'Killed by smoke'</u>	<u>'Pensioner hurt in fire'</u>	<u>'House fire deaths'</u>
<u>'Building ablaze'</u>	<u>'Polar base blaze'</u>	<u>'School blaze'</u>
<u>'Infant injured in fire'</u>		

Select a headline for each article.



1. An elderly man was treated for smoke inhalation today after fire swept through his home.

The fire broke out in the rear of his weatherboard cottage in Wales St. Croydon Park, at about 8.05am. Ambulance paramedics treated the man at the scene before transferring him to Concord Hospital

in a stable condition.

Meanwhile, firefighters believe an arsonist may have been responsible for a blaze which broke out at the University of Technology today.

The fire started about 5a.m. on the first floor of the Broadway building, with firefighters from two city stations managing to extinguish the flames before it caused major damage.

Police and Fire Investigation Unit remained at the scene to help determine how the fire started.

---



2. Firemen from 14 fire brigades battled for more than an hour last night to save Asquith Girls' High School from a large fire which broke out shortly before 11p.m. A fire brigade spokesman said units were called to the school at 10.48 p.m. to find several buildings well alight.



- 
- 
3. The fire brigade is investigating a blaze which destroyed a \$2.4 million office building and closed a section of the Pacific Highway at North Sydney for two hours yesterday. It took fire officers over 45 minutes to bring the fire, which gutted the ground floor of the building, under control.



- 
4. The bodies of a man in his late 40's, his Filipino wife in her mid 20's, and their three year old son, were found in the main bedroom of their home in Rennie St. Homebush shortly after midday on Saturday. The woman's relatives had not been informed by last night, police said.



A fire brigade spokesman said yesterday it was believed that the fire had started accidentally and the family had died of inhalation. He said the fire had been contained in the bedroom but the rest of the house had been severely damaged by smoke.

Neighbours called firefighters after smoke was seen billowing from the house. A police spokesman said the family had been living in the street for about 12 months.

---

5. The 24 Antarctic expeditioners' at Australia's Mawson Station are building a new kitchen and dining room after a fire gutted their mess on Saturday night. Despite midwinter darkness, a temporary power loss and blizzard conditions, the blaze was contained and no-one was injured.



---

6. An eight month old baby trapped in a burning house near Penrith, on the weekend, remained in a serious condition in hospital last night, a police spokeswoman said. His mother, who tried to rescue him, was also in a serious condition in intensive care.





7. A woman died in a house fire on the central coast early today. Firefighters found the woman's body huddled behind the front door when they entered the house at Ettalong. Fire brigade officials received a triple-O about 4 a.m. and units from Ettalong and Woy Woy responded. The weatherboard house was well alight when they arrived and there was little they could do to save the woman.

---

**Write Your Headlines With the Given Number.**

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---

---

---

---

Match a word or phrase in column **A** with its meaning from column **B**.

Place letters here		<b>A</b>		<b>B</b>
1.		inhalation	a	enquiring into
2.		swept through	b	on fire
3.		broke out	c	put out fire
4.		paramedics	d	decide
5.		treated	e	reacted
6.		arsonist	f	the cause of
7.		blaze	g	in order
8.		firefighters	h	succeeded in doing
9.		extinguish	i	rising and rolling
10.		damage	j	not intentionally
11.		determine	k	fought
12.		investigation	l	free from danger
13.		gutted	m	destroyed the insides
14.		under control	n	ripped through
15.		responded	o	kept in check
16.		alight	p	fire
17.		managed	q	taking into lungs
18.		accidentally	r	started suddenly
19.		responsible for	s	gave medical attention
20.		billowing	t	ambulance officers
21.		trapped	u	fire brigade
22.		battled	v	harm leading to loss of value
23.		contained	w	caught
24.		rescue	x	person who sets something on fire

## Jumbled Sentences

Rewrite the jumbled sentences so that they make sense:

1. Of the suffered smoke occupants house inhalation from.
2. Hours to firefighters the for battled blaze four extinguish it.
3. The the gutted blaze warehouse.
4. Accidentally fire started was the.
5. Severely was house by the damaged smoke.

### **Square Words 1.**

Work out word from each square.

e	i	m
r	d	n
e	e	t

i	i	o
b	n	g
w	l	l

s	s	r
n	a	
i	o	t

## Square Words 2.

---

e	r	b
a	e	t
d		t

n	t	c
n	o	d
e	i	a

	r	a
t		e
d	p	p

---

m	g	a
	d	d
e	a	

e	e	y
l		r
v	s	e

---

**Underline the word that does not belong:**

1. broke out, swept through, homework, gutted, damaged
2. paramedics, nurses, doctors, ambulance officers, arsonists
3. start, control, contain, extinguish, put out
4. determine, ask, decide, conclude, resolve
5. investigate, search, enquire, write, examine
6. huddled, hunched, curled up, swam, crowded
7. temporary, permanent, casual, full time, absent
8. weatherboard, cotton, brick, sandstone, fibro
9. firefighter, scene, situation, place, site
10. found, located, painted, spotted, discovered

Fill in the gaps in the newspaper article using the words below.

residents	firefighters	lit	attacks	believe
damage	five	in	caused	least

### City Hit by Spate of Fire Attacks

Police and \_\_\_\_\_ fear for the safety of inner city \_\_\_\_\_ after a spate of arson \_\_\_\_\_ on New Year's Day has \_\_\_\_\_ more than \$100,000 damage.

Detectives \_\_\_\_\_ an arsonist has \_\_\_\_\_ 17 fires in the past \_\_\_\_\_ days, with attacks on Sunday causing \_\_\_\_\_ worth at \_\_\_\_\_ \$10,000 at the King Street Brasserie \_\_\_\_\_ Perth.

## Answers

Word Matching.

1Q.2N.3R.4T.5S.6X.7P.8U.9C.10V.11D.12A.13M.14G.15E.16B.17H.18J.  
19F.20I.21W.22K.23O.24L.

Jumbled sentences...rewritten.

1. Occupants of the house suffered from smoke inhalation.
2. For four hours firefighters battled the blaze to extinguish it.
3. The blaze gutted the warehouse.
4. The fire was started accidentally.
5. The house was damaged severely by smoke.

Square Words 1

1.Determine. 2. Billowing. 3. Arsonist.

Square Words 2

1.Battered. 2. Contained. 3. Trapped. 4. Damaged. 5. Severely

Underline the words.

1. homework. 2. arsonists. 3. start. 4. ask. 5. write. 6. swam.
7. absent. 8. cotton. 9. firefighter. 10. painted.

Fill in the gaps.

Police and firefighters fear for the safety of inner city residents after a spate of arson attacks on New Year's Day has caused more than \$100,000 damage.

Detectives believe an arsonist has lit 17 fires in the past five days, with attacks on Sunday causing damage worth at least \$10,000 at the King Street Brasserie in Perth.



## How to Read a Text

### Comprehending a Text;

'I keep six honest serving men. They taught me all I knew; their names are what and why and when and how and where and who.'

Rudyard Kipling (Just So stories)

All text should answer the *six honest men*, especially newspaper articles.

- ❖ WHAT HAS HAPPENED?
- ❖ WHO WAS INVOLVED?
- ❖ WHEN DID IT HAPPEN
- ❖ WHERE DID IT HAPPEN
- ❖ HOW DID IT HAPPEN
- ❖ WHY DID IT HAPPEN

### Perfect Score for Bomb Squad

LONDON: The car of a *Championship Golf* caddie has been blown up by troops who thought it contained a bomb. Henry Toan parked his car at Poole Harbour in Dorset and took the ferry to the Channel Isle for the Jersey Open. Security staff at the harbour became suspicious when they noticed the car's Belfast number plates and called in the bomb squad. Attempts to find the car's owner were unsuccessful so explosives experts blew the car up. All they found was some mangled golf clubs.

1. What happened?

---

---

---

2. Who was involved?

---

---

3. When did it happen?

---

---

4. Where did it happen?

---

5. How did it happen?

---

6. Why did it happen?

---



Comprehension is reading the text with understanding.

A text can be many things



There was a young lady of  
Bright  
Who could travel faster than  
light  
She set off one day  
In a relative way  
And returned on the previous  
night.

Written text. Nursery Rhyme



3 4

# 1. Reading with Comprehension



Firemen from 14 fire brigades battled for more than an hour last night to save Asquith Girls High School from a large fire which broke out shortly before 11pm. A fire brigade spokesman said units were called to the school at 10.48 pm to find several buildings

well alight.

---

Match a word or phrase in column A with its meaning from Column B. Place your answers in column 2

	2	A		B
1.		fire brigade units	A	fought
2.		battled	B	on fire
3.		spokesman	C	firemen
4.		alight	D	representative

---

## Comprehension of the text.

1. What happened? \_\_\_\_\_  
\_\_\_\_\_

2. Who was involved? \_\_\_\_\_  
\_\_\_\_\_

3. When did it happen? \_\_\_\_\_

\_\_\_\_\_

4. How did it happen? \_\_\_\_\_

\_\_\_\_\_

5. Why did it happen? \_\_\_\_\_

\_\_\_\_\_

6. Where did it happen? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now put that information into sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Headlines:

'Killed by smoke'      'Pensioner hurt in fire'      'House fire deaths'  
'Buildings ablaze'      'Polar base blaze'      'School blaze'  
'Infant injured in fire'

From the box above choose headlines that would suit the newspaper article.

1. \_\_\_\_\_

2. \_\_\_\_\_

Title \_\_\_\_\_

2. The 24 Antarctic expeditioners' at Australia's Mawson



Station are building a new kitchen and dining room after a fire gutted their mess on Saturday night. Despite midwinter darkness, a temporary power loss and blizzard conditions, the blaze was contained and no-one was injured.

	Words	Letter here		Meanings
1.	expeditioners		<b>A</b>	stopped
2.	gutted		<b>B</b>	snowstorm
3.	mess		<b>C</b>	lasting only for a short time
4.	temporary		<b>D</b>	people who examine other lands
5.	blizzard		<b>E</b>	food preparation and eating place
6.	blaze		<b>F</b>	completely destroy
7.	contained		<b>G</b>	hurt
8.	injured		<b>H</b>	fire

**Comprehension of the text.**

1. What happened? \_\_\_\_\_  
\_\_\_\_\_
2. Who was involved? \_\_\_\_\_  
\_\_\_\_\_
3. When did it happen?  
\_\_\_\_\_
4. How did it happen? \_\_\_\_\_  
\_\_\_\_\_
5. Why did it happen? \_\_\_\_\_  
\_\_\_\_\_
6. Where did it happen? \_\_\_\_\_

Now put that information into sentences.

---

---

---

---

---

---



Headlines:

'Killed by smoke'      'Pensioner hurt in fire'      'House fire deaths'  
'Building ablaze'      'Polar base blaze'      'School blaze'  
'Infant injured in fire'

From the box above choose a headline that would suit the newspaper article.

1. \_\_\_\_\_

2. \_\_\_\_\_

expeditioners	gutted	mess	blizzard
temporary	injured	blaze	contained

*Using the words in the box complete the newspaper article.*



2. The 24 Antarctic \_\_\_\_\_  
at

Australia's Mawson Station are  
building

a new kitchen and dining room after  
a fire \_\_\_\_\_ their \_\_\_\_\_ on

Saturday night. Despite midwinter darkness, a

\_\_\_\_\_ power loss and \_\_\_\_\_ conditions, the \_\_\_\_\_

was \_\_\_\_\_ and no-one was \_\_\_\_\_.

Title/Headline \_\_\_\_\_



A service station attendant was threatened by a man carrying a pistol during a hold-up at Coogee early today.

The robber walked into the Caltex Station on Coogee

Road and ordered the 32 year old man to hand over money from the till.

The attendant took an amount of cash and put it into a plastic bag before handing it over.



---

		letter		
1.	service station		A	a person who works at the station
2.	attendant		B	give to
3.	pistol		C	cash register
4.	hand over		D	money
5.	till		E	a shop where you can buy petrol and other goods
6.	cash		F	a hand gun
7.	threatened		G	terrorised

pistol  
hold-up

till

cash  
threatened

service station attendant  
hand over

*Place the words in the correct place in the article below.*

A \_\_\_\_\_ was \_\_\_\_\_  
by a man carrying a \_\_\_\_\_ during a \_\_\_\_\_  
at Coogee early today.

The robber walked into the Caltex station on Coogee Road and  
ordered the 32 year old man to \_\_\_\_\_ money from the  
\_\_\_\_\_.

The attendant took an amount of \_\_\_\_\_ and put it  
into a plastic bag before handing it over.

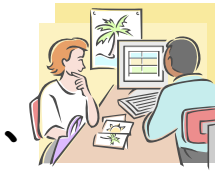
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### **Comprehension of the text**

1. What was the action about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# VISITING THE TRAVEL AGENT





## VISITING THE TRAVEL AGENT

This year James is taking his wife and two children back to Rwanda to visit family members. The journey from Australia to Africa is long and expensive and so he and his wife, Odette, have been planning for the trip for some time.

A few weeks ago James visited a travel agent. The first thing he enquired about was the cost of return tickets to Rwanda. The travel agent asked how many people would be travelling and James replied that there would be four. The travel agent then needed to know the number of adults, the number of children and the children's ages. James told her there would be two adults, one child aged five and one child aged two.

The travel agent explained that a child aged between two and twelve years is charged 75% of a full fare and a child aged between nought and two years is charged 10% of a full fare.

When asked about the date they wished to travel James replied that they would like to depart Australia in the first week of April and return four weeks later. The travel agent typed in the information on the computer and then gave James a quote for the cost of the tickets.

The travel agent then informed James about the payment terms and cancellation penalties. He had not known about these and was very pleased that the travel agent had included this important information. He was also informed about travel insurance which protects against cancellation of, or amendment to, the tickets.

The travel agent then enquired about passports for the family. James explained that he and his family would become Australian citizens later in the year but for this trip they would be travelling on their Rwandan passports. The travel agent informed James that each passport was required to have a minimum of 6 months validity from the anticipated return date into Australia and a re-entry visa for Australia.

James felt happy about his visit to the travel agent and was able to tell Odette what he had learned. Once they were made aware of the important facts and had a quote for the tickets he and Odette decided to obtain quotes from a couple of other travel agencies before making their final decision and commitment.

A few days later James returned to one of the travel agencies and informed the travel agent that he was ready to commit to booking the four tickets.

The travel agent required the names of James and each family member as they appeared on their passports. James listed the names as James Bagabo, his wife Odette Uwimana, his five year old son Mossa Faziri and his two year old daughter Janet Mahoro.

James understood that he must pay for the four tickets by a particular date. He also decided to buy travel insurance.

As the departure date becomes closer James must remember that it is the family's responsibility to reconfirm the travel arrangements, to ensure knowledge of any flight changes.

James and Odette are looking forward to taking their children to visit relatives.





## Visiting the Travel Agent - Comprehension

1. Who is visiting the travel agent?

---

2. Who will be travelling?

---

3. What information did the travel agent give James that made him feel very pleased?

---

4. What did James decide to buy in addition to the flight tickets?

---

5. What passports will they be using?

---

6. What type of visa does each passport need?

---

7. What names does the travel agent require?

---

8. List those names.

---

---

9. Which country will they be travelling to?

---

10. Which continent?

---

11. Why are they going there?

---



12. Why did James decide to buy travel insurance?

---

---

13. Why must James remember to reconfirm travel arrangements?

---

---

14. How much does a ticket cost for a child aged between two and twelve years?

---

15. How much does a ticket cost for a child aged between nought and two years?

---

16. How much validity from the anticipated return date must a passport have?

---

17. If a foreign passport does not contain a re-entry visa what might happen?

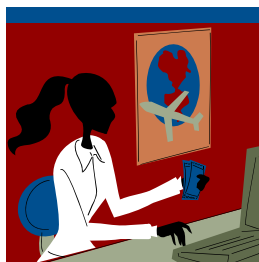
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18. If a passport has less than 6 months validity what might happen?

---

---





# 24 HOUR CLOCK

## Vocabulary

### Hundred, hours, midday, midnight

1 hundred hours	1.00
2 hundred hours	2.00
3 hundred hours	3.00
4 hundred hours	4.00
5 hundred hours	5.00
6 hundred hours	6.00
7 hundred hours	7.00
8 hundred hours	8.00
9 hundred hours	9.00
10 hundred hours	10.00
11 hundred hours	11.00
12 hundred hours	12.00
13 hundred hours	13.00
14 hundred hours	14.00
15 hundred hours	15.00
16 hundred hours	16.00
17 hundred hours	17.00
18 hundred hours	18.00
19 hundred hours	19.00
20 hundred hours	20.00
21 hundred hours	21.00
22 hundred hours	22.00
23 hundred hours	23.00
24 hundred hours	24.00

## 24 Hour Clock - Comprehension

1. Your flight *departs* at 7.00 hours. Show this time on the clock.
2. Your flight *departs* at 11.00 hours. Show this time on the clock.
3. Your flight *departs* at 17.00 hours. Show this time on the clock.
4. Your flight *departs* at 20.30 hours. Show this time on the clock.
5. Your flight *departs* at 23.55 hours. Show this time on the clock.
6. Your flight *departs* at 24.05 hours. Show this time on the clock.
7. Your flight *arrives* at 6.00 hours. Show this time on the clock.
8. Your flight *arrives* at 18.00 hours. Show this time on the clock.



## VISITING THE TRAVEL AGENT

### THE TRAVEL AGENT WILL ASK THE CLIENT...

1. How many adults / children 2-12 yrs / babies 0-2yrs will be travelling?
2. When do you wish to travel?
3. For how long?
4. Will you be requiring accommodation?
5. Do you have a valid Australian passport or a valid re-entry visa?
6. What are the names of the people travelling, as they appear in the passport?

### THE CLIENT NEEDS TO KNOW THE FACTS

1. Cost of the ticket
2. Payment terms - when must the ticket be fully paid?
3. Cancellation penalties - if the ticket is cancelled or amended what costs will there be?
4. Travel insurance - protects against cancellation or amendment
5. Re-entry visa - for returning to Australia
6. Passport - must have a minimum of 6 months validity from the anticipated return date into Australia
7. Departure details - client must reconfirm flight to ensure knowledge of any flight changes



# 2011

January						
Su	Mo	Tu	We	Th	Fr	Sa
						1
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9	10	11	12	13	14	15
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30	31					

February						
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May						
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29	30	31				

June						
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July						
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31						

August						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September						
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				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
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						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

# Departure Card

**Outgoing passenger card - Australia**

PLEASE COMPLETE IN ENGLISH WITH A BLUE OR SILVER PEN

1 Family's name: \_\_\_\_\_

2 Given name: \_\_\_\_\_

3 Passport number: \_\_\_\_\_

4 Flight number or name of ship: \_\_\_\_\_

5 Country where you will spend most time abroad: \_\_\_\_\_

6 What is your usual occupation? \_\_\_\_\_

7 Nationality as shown on passport: \_\_\_\_\_

8 Date of birth: \_\_\_\_\_

PLEASE TICK (X) AND ANSWER D OR E OR F

**D** Visitor or temporary entrant departing

9 State where you took last leave: \_\_\_\_\_

10 Intended length of stay (approx): \_\_\_\_\_

11 Main reason for overseas travel (X one only):

Government/business	Employment
Business	Education
Visiting friends or relatives	Deception
Holiday	Other

12 Country of residence: \_\_\_\_\_

**E** Australian resident departing temporarily

13 In which state or territory do you live?

NT	WA	QLD
SA	VIC	DC
RI	ACT	Other

14 Reason for overseas travel (X one only):

Business	Education
Deception	Other

**F** Australian resident departing permanently

15 In which State do you live?

NT	WA
QLD	SA
WA	VIC
NT	ACT
	Other

16 What is your country of future residence? \_\_\_\_\_

**DECLARATION** The information above given is true, correct and complete.

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

**TURN OVER THE CARD**  
English

17 Are you taking out of Australia AUD10,000 or more in Australian or foreign currency equivalent? If answered "Yes" you must complete an International Currency Transfer Report to present with this card. Yes  No

18 **Did you know?**  
For scanning any bank deposit machine accounts you may have by visiting [www.aic.gov.au/ICM2007.html](http://www.aic.gov.au/ICM2007.html) You will need to provide your Australian tax file number, address and date of birth to access the system. If you remain in Australia or a temporary resident visa you may be able to claim your superannuation money back. For more information call 1300 456 600 or visit [www.aic.gov.au/ICM2007.html](http://www.aic.gov.au/ICM2007.html)

19 **WALK OVER - YOU HAVE COMPLETED DEPARTURE OF THIS CARD. PRESENT THIS CARD, ON DEPARTURE WITH YOUR BOARDING PASS AND PASSPORT.**

20 Electronic information on this form is required to activate immigration, customs, quarantine, biosecurity, health, state and territory and of Australia and to take data to a database. By presenting it we do not collect any personal information from you and you may wish to ensure it does not fall into the public domain. Security of your personal information is a priority of Australia's police and customs.

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16/08/07 (Rev 11/05)



## Departure Card - Comprehension

(imagine you will be travelling overseas)

1. What is your family name?

---

2. What are your given names?

---

3. What is the nationality shown on your passport?

---

4. What is your date of birth?

---

5. Are you an Australian resident?

---

6. Are you a visitor or temporary entrant?

---

7. Are you departing temporarily or permanently?

---

8. How many years /or months /or days will you be overseas?

---

9. Why will you be travelling overseas?

---





## - BOOKING FLIGHTS ONLINE

Question: *what do I need to know before making a booking?*

Answer (ask yourself these questions)

1. Where do I want to depart from?
2. Where do I want to go?
3. When do I want to depart?
4. When do I want to return?
5. Who will be travelling?
6. What class of ticket do I require?

Question: *what is an E ticket?*

Answer

1. It is an electronic ticket.
2. It is a ticketing option that eliminates the need for a physical ticket.
3. Booking details are stored in the airline's computer system.
4. When it is time to travel the receipt and passport are presented when checking in at the airport.

## Airline Travel Lesson.

Riding in an airplane is a great way to travel because it is fast and easy. Some people fly to their vacation destination and others fly for business. Plane tickets can be purchased online, by phone, or by using a travel agency.

The prices of tickets vary, so it's best to check around and research all your options. If you're flying for vacation, try to plan your trip several months ahead of time so you can get the best deal. You might want to compare vacation packages that include your plane ticket, hotel room, and rental car.



### What is a "gate number"?

- A gate number is a label that tells you which airport gate to go to board your plane.
- The gate number is on your plane ticket.



### What is an airport concourse?

- An airport concourse is a walkway for travellers.
- Once travellers find the correct gate, they follow the signs in the concourse.

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## Airplane Travel Lesson



### How do you know if your flight is cancelled?

- Flight schedules and cancellations are posted on bulletins in the airport.
- Be sure to check the schedules.
- Some flights are on time and others are late.



### What is a boarding pass?

- A boarding pass is a paper that has information about your flight.
- This boarding pass is for Gate 22 and Seat 5B.



### What is the check-in area?

- The check-in area is where travellers check-in their luggage.
- They also let the workers know that they are there.



## Airline Travel Lesson



### What is this area?

- This is the waiting area.
- It is where travellers wait until they are called to board the plane.



### Why is the luggage on the cart?

- The luggage is going to be put on the plane.



### What is this area of the plane called?

- It is the cockpit.
- The pilot and co-pilot work in the cockpit.
- There are many instrument gauges in the cockpit.

## Holidays and travel quiz

1: The first thing to do when arranging a holiday is to decide on the \_\_\_\_\_.

- location
- destination
- place
- situation



2: Don't forget to \_\_\_\_\_ a taxi to take you to the airport.

- book
- buy
- rent
- reserve



3: Before you leave home make sure you have all your travel \_\_\_\_\_.

- paper
- permissions
- passports
- documents



4: I always \_\_\_\_\_ travel insurance for peace of mind.

- take on
- take off
- take in
- take out



5: One thing they say about travelling is that it \_\_\_\_\_ the mind.

- widens
- enlarges
- strengthens
- broadens



6: If you've travelled around many time zones you might suffer from \_\_\_\_\_.

- travel-sleep
- plane-tiredness
- jet-lag
- holiday-fatigue



Check Answers

# HOLIDAYS

Adjectives: words that describe something

restful	happy	great	lonely
wonderful	lazy	magic	hard
exciting	gentle	busy	sunny
wonderful	sad	pleasant	interesting

Verbs: action words (doing something)

work	visiting	shopping	picnicking
gardening	working	cooking	swimming
reading	travelling	listen	walking
laughing	visiting	lunching	cleaning

Nouns: words of people, places, and things.

friends	family	restaurants	beach
house	children	supermarket	cinema
beach	books		

**What did you do during the holidays?**

Using as many of the words above, write down what you did, with whom and how it felt.

Process:

**Who:** who are the people you will write about?

**What:** what did you do?

**Where:** where did you go?

**How:** how would you describe it?

Who: \_\_\_\_\_

\_\_\_\_\_

What: \_\_\_\_\_

\_\_\_\_\_

Where: \_\_\_\_\_

\_\_\_\_\_

How: \_\_\_\_\_

\_\_\_\_\_

Example:

During the holidays I had an exciting and happy time travelling to Sydney where I played with my grand children, went shopping for clothes, had several lunches in restaurants, and read many books.





## Australian quarantine

Food, plant material and animal products from overseas could introduce some of the world's most serious pests and diseases into Australia, devastating our valuable agriculture and tourism industries and unique environment.

### Declare or beware!

You must declare for inspection all food, plant material and animal products on arrival in Australia to ensure they are free of pests and diseases.

Some products may require treatment to make them safe. Other items that pose pest and disease risks will be seized and destroyed by AQIS. You can dispose of high-risk items in quarantine bins in the airport terminal.

If you're not sure, ask an AQIS officer.

**The following is not a complete list of items that you must declare on arrival.** In many cases, items you declare will be returned to you after inspection. Some may be allowed in if accompanied by an import permit (issued by AQIS prior to arrival), or with treatment in Australia to make them safe (fees and charges apply). Alternatively, you can drop them in quarantine bins at the airport.

- dried fruit and vegetables\*
- instant noodles and rice\*
- packaged meals\*
- herbs and spices\*
- herbal and traditional medicines, remedies, tonics and herbal teas\*
- snack foods\*
- biscuits, cakes and confectionery\*
- black tea, coffee and other beverages
- infant formula (must be accompanying a child)
- airline food/snacks.

## Dairy and egg products



- dairy products (fresh and powdered) including milk, cheese and 'non-dairy' creamers
- cheese—must be commercially prepared and packaged and originate from countries free from foot and mouth disease
- airline food containing dairy including milk, yoghurt and sandwiches containing cheese
- all whole, dried and powdered eggs, and egg products that contain more than 10 percent egg as an ingredient, such as mayonnaise
- homemade egg products including noodles and pasta that are not commercially manufactured.



- all uncanned meat including fresh, dried, frozen, cooked, smoked, salted or preserved—from all animal species
- sausages, salami and sliced meats
- airline food including sandwiches containing meat
- fish and other seafood products\*
- pet food—including canned products and rawhide chews
- rawhide articles and handicrafts including drums.



- cereal grains, popping corn, raw nuts, pine cones, birdseed, unidentified seeds, some commercially packaged seeds, and ornaments including seeds.

## Fresh fruit or vegetables



- all fresh and frozen fruit and vegetables.



- all mammals, birds, birds eggs and nests, fish, reptiles, amphibians and insects
- feathers, bones, horns, tusks, wool and animal hair
- skins, hides and furs
- stuffed animals and birds (taxidermy certificate required—some may be prohibited under endangered species laws)
- shells and coral (including jewellery and souvenirs)
- bee products including honey,\* beeswax and honeycomb
- used animal equipment including veterinary equipment and medicines, shearing or meat trade tools, saddlery and tack and animal or bird cages.



- biological specimens including tissue culture\*
- craft and hobby lines made from animal or plant material
- used sporting and camping equipment including tents, footwear, hiking boots, golf equipment and bicycles (need to be checked to ensure they are clean and free from soil contamination)
- used freshwater watercraft or fishing equipment including rods and nets, waders, kayaks, paddles and life jackets.



- all potted/bare rooted plants, cuttings, roots, bulbs, corms, stems and other viable plant material
- banana products including food (fresh and dried) and souvenirs made with banana plant material
- souvenirs made with or filled with straw, including Thai cushions
- wooden articles and carvings including painted or lacquered items
- items that include bark
- artefacts, handicrafts and souvenirs made from plant material
- mats, bags and other items made from plant material, palm fronds or leaves
- straw products and packaging\*
- bamboo, cane or rattan basket ware and furnishings
- potpourri\* and coconut shells
- Christmas decorations, wreaths and ornaments
- dried flowers and arrangements



- fresh flowers and leis.

\* Special import conditions may apply—check import conditions on [ICON](#)

[More detailed items can be found on the Frequently asked questions web page](#)



There is a significant risk that the freshwater alga, [Didymo](#) could enter, establish and spread in Australia on used watercraft, sporting or fishing equipment.

If you are planning to bring fishing rods and nets, waders, kayaks, paddles, life jackets or any other recreational freshwater equipment into Australia, you should:

1. make sure all equipment is thoroughly cleaned and dry—not wet or damp, and
2. present all equipment (clean and unclean) to an AQIS officer for inspection when you arrive.

AQIS officers may send the equipment for treatment to make sure it is safe.

Import conditions for 'freshwater' commodities may apply—check the AQIS import conditions database, [ICON](#) and search for 'fresh water'.

## Before you land in Australia

You will be given an Incoming Passenger Card before you land in Australia. This is a legal document. You must tick **YES** to declare if you are carrying **any food, plant material or animal products**. If you have items you don't wish to declare, you can dispose of them in quarantine bins in the airport terminal.

On arrival your baggage may be X-Rayed, inspected or checked by a detector dog team. If you fail to declare or dispose of any quarantine items, or make a false declaration:

- you will be caught
- you could receive an on-the-spot fine of up to \$AUD220, or
- you could be prosecuted and face a fine of up to \$AUD66,000 or 10 years imprisonment which may result in a criminal record.

**You will not be penalised if goods are declared.**

### **An important note for domestic passengers travelling on international flights:**

If you're carrying food or other items subject to quarantine, you must show the AQIS officer a receipt or other document proving that the product is of Australian origin. If you cannot show proof, your goods will be seized. Please note that some states prohibit the entry of fresh fruit from other parts of Australia.

## What happens to items I declare?

In many cases items you declare will be returned to you after inspection. However, anything that presents a disease risk or is found to contain insects or larvae will be withheld. Depending on the quarantine risk, you can:

- pay for the item to be treated to make it safe (for example fumigation, irradiation)\*
- store the item at the airport for collection when you leave Australia\*

- re-export the item\* or
- have the item destroyed by AQIS.

Treatment may damage goods. AQIS makes every effort to minimise the risk of damage but does not accept liability for damage that may occur as a result of treatment.

\* These options are subject to fees, and special conditions may apply.



## Detector dogs

Detector dogs are trained to detect food, plants, animals and their products in passengers bags. If you see a detector dog working close to you, please place your bag on the floor. The dog will simply sit next to your bag if it finds something: an AQIS officer may ask you about what's in your bag, and check to make sure there's nothing that could present a quarantine risk to Australia.

## Reporting quarantine and export breaches

Report suspected breaches of Australian quarantine, export or food inspection laws to the AQIS Redline (1800 803 006). It is a free telephone service that you can use to confidentially report someone you suspect of breaking Australian quarantine laws. You can also write confidentially to AQIS Redline, Compliance and Investigations Program, GPO Box 858 Canberra ACT 2601 or send an [email](#).

## Download the What can't I take into Australia brochure

- [What can't I take into Australia? \(includes graphics\)](#)  PDF [500kb]
- [What can't I take into Australia? \(text only version\)](#)  Word [51kb]
- [View the brochure in other languages](#)

## More information

- [Frequently asked questions](#)
- Phone 1800 020 504 (free call within Australia)

## ARABIC

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[أستراليا؟ إلى إدخاله يمكنني لا الذي ما](#) PDF [463 kb]  
[What can't I take into Australia?](#)

[أستراليا إلى بالبريد إرساله يمكنني لا الذي ما](#) PDF [377 kb]  
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### Animal and Plant Health

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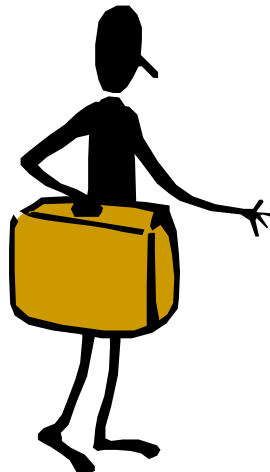
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## Family Vacation

### A. Reading

The Chow family is on vacation. They are staying in Hawaii for five days. They rented a hotel room on the beach in Maui.

Everyone is excited. The kids want to go on a submarine tour and see the fish in the Pacific Ocean. Mrs. Chow wants to go shopping and take a sunrise tour of Haleakala Crater. Mr. Chow wants the family

to go hiking in the morning, visit museums in the afternoon, and have a barbecue on the beach in the evening. He is worried about spending too much money.

Mrs. Chow thinks her husband worries too much about money. She wants him to relax and forget about money while they are on vacation. What should Mrs. Chow do? How can she solve her problem?



### B. True or False

1. \_\_\_\_\_ Mr. and Mrs. Chow are married.
2. \_\_\_\_\_ The Chow family is going to Hawaii for a week.
3. \_\_\_\_\_ Haleakala Crater is in Maui, and Maui is in Hawaii.
4. \_\_\_\_\_ Mr. Chow is concerned about the family's budget.
5. \_\_\_\_\_ Hawaii is in the Atlantic Ocean.

### C. Yes or No – What about you?

1. \_\_\_\_\_ I went to Hawaii on vacation.
2. \_\_\_\_\_ I like to stay in hotels.
3. \_\_\_\_\_ Unfortunately, I can't afford a vacation this year.
4. \_\_\_\_\_ I am saving money to take a trip.

### D. Writing – What should Mrs. Chow do? How can she solve her problem?

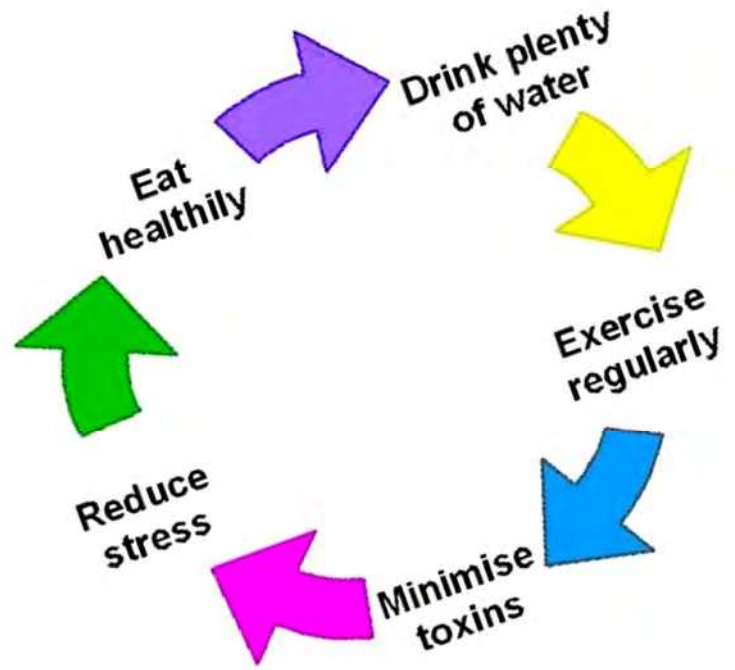
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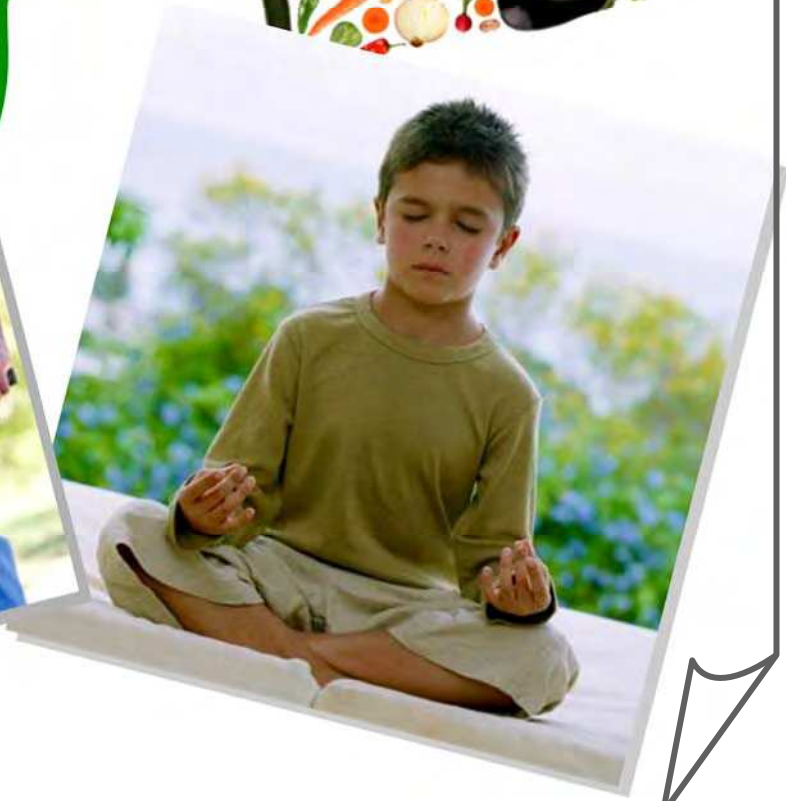
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*Teachers: This free lifeskills worksheet may be copied for classroom use. Visit us on the web at [www.elcivics.com](http://www.elcivics.com) for more downloadable ESL and EL Civics lesson material.*





# Healthy Living



## 95 Year Old Woman Sets Running Record



### LEAD- IN (Pre viewing the story):

- Place the colour A3 page (with the newspaper headline and photo, **but not the story itself**) on the white board.
- Students write down various words that they associate with the phrase; ***'the age of a person'***

Some example words which may be useful:

*young - ageing - mature - old - wisdom  
longevity - time - generation - years - life*

- Students then share the words they have written with the whole class and discuss their meaning.
- Teacher records any words which are relevant to the story in a vocabulary column on the white board.
- Students look at the story headline and the photo and try to predict what will be in this story.



# 95 Year Old Woman Sets Running Record

Ida Keeling received lots of **ribbing** when she began running. Other runners would say to her, "*Oh, my grandmother's younger than you!*" She said that she was always the oldest person running.

Two nights ago, at a **track meet**, Keeling was again the oldest athlete there. She set a **world record**, by running 60 metres in 29.86 seconds. No other woman of her age has ever done that.

Ninety five year old Ida Keeling is a small person, but a **wonderwoman**, who looks so much younger and fitter than her real age. She takes only one prescription drug, and **recalls** names and dates as fast as someone half her age. Active and healthy, she lives alone in her New York **apartment**, and looks like a 75 year old person. She says, "*I feel younger now than when I was in my 30s and 40s and had all those problems. Then I was aged!*"



Over her long life, Keeling has **endured** so much **heartbreak** and **hardship**. Her mother passed away when she was a child, and her husband died suddenly of a heart attack when he was only 42. She lost two sons to **drug-related killings** in 1979 and 1981. In running, Keeling has found a **refuge**.

Her daughter Shelley, a running coach, **convinced** her to go on a "*mini-run*" when her mother was 67. Two years later, Ida Keeling ran a 5K race, and she's been running ever since. "*It felt good, I felt **uplifted** and knew that running was what I was meant to do,*" she said. Her bookshelves are filled with medals and trophies she has won, some from other countries. Three years ago, she set the record for fastest **sprint** in the '*90 and over*' age group.

Her health is excellent because she eats steak, liver, or fish for breakfast to give her energy for the day, and a small dinner at night. Ida practices running in the long hallway of her apartment building. She also rides an exercise bike, **lifts weights** and (even at 95) **jumps rope**. "*My secret is just to believe in myself, count my many blessings and feel positive*".

Keeling is not sure how much longer she will run, but hopes "**to make it to 108.**" If she does, she will be 4 years older than her grandmother, who lived until the age of 104.

<http://abcnews.go.com/Health/95-year-woman-sets-running-record/story?id=12960251&page=2>

## **WORD DEFINITIONS** for Newspaper Story

<b><u>Word</u></b>	<b><u>Meaning</u></b>
<b>ribbing</b>	jo king
<b>track meet</b>	a race contest with other runners
<b>world record</b>	the best in the world
<b>wonder woman</b>	a woman who is good at doing very difficult things
<b>recall</b>	to remember things from the past
<b>apartment</b>	a set of rooms on one floor of a large building
<b>aged</b>	to feel old
<b>endure</b>	to be in a difficult or painful situation for a long time without complaining
<b>heartbreak</b>	great sadness or disappointment
<b>hardship</b>	something that makes your life difficult or unpleasant
<b>drug-related killings</b>	to be killed because of drugs
<b>refuge</b>	shelter or safety from someone or something
<b>convince</b>	to persuade someone to do something
<b>uplifted</b>	to feel happier and more hopeful
<b>sprint</b>	to run a short distance moving very fast
<b>lift weights</b>	to use weights to become stronger
<b>jump rope</b>	to use a skipping rope to become fitter
<b>to make it to</b>	to be able to arrive at a destination or a goal (e.g. <i>to live to be 108 years of age</i> )

# Story - 95 Year Old Woman Sets Running Record

## Worksheet 1

**Gap Fill Exercise:** Find the missing words in the story and write them into the gaps below.

Ida Keeling received lots of ..... when she began running. Other runners would say to her, "*Oh, my grandmother's younger than you!*" She said that she was always the oldest person running.

Two nights ago, at a ....., Keeling was again the oldest athlete there. She set a ....., by running 60 metres in 29.86 seconds. No other woman of her age has ever done that.

Nine ty five year old Ida Keeling is a small person, but a ....., who looks so much younger and fitter than her real age. She takes only one prescription drug and ..... names and dates as fast as someone half her age. Active and healthy, she lives alone in her New York ..... and looks like a 75 year old person. She says, "*I feel younger now than when I was in my 30s and 40s and had all those problems. Then, I was !*"

Over her long life, Keeling has ..... so much ..... and ..... Her mother passed away when she was a child and her husband died suddenly of a heart attack when he was only 42. She lost two sons to ..... in 1979 and 1981. In running, Keeling has found a .....

Her daughter Shelley, a running coach, ..... her to go on a "*mini-run*" when her mother was 67. Two years later, Ida Keeling ran a 5K race, and she's been running ever since. "*It felt good, I felt ..... and knew that running was what I was meant to do,*" she said. Her bookshelves are filled with medals and trophies she has won, some from other countries. Three years ago, she set the record for fastest ..... in the '*90 and over*' age group.

Her health is excellent because she eats steak, liver, or fish for breakfast to give her energy for the day, and a small dinner at night. Ida practises running in the long hallway of her apartment building. She also rides an exercise bike, ..... and (even at 95)..... . "*My secret is just to believe in myself, count my many blessings and feel positive*".

Keeling is not sure how much longer she will run, but hopes " ..... 108." If she does, she will be 4 years older than her grandmother, who lived until the age of 104.



## Move It Or Lose It!

### An active lifestyle for the whole family

Happy, healthy families are physically active every day. Being active helps build healthy minds, bodies and family bonds.



### Simple steps to be a more active family

**Be active as a family:** Spending time together is great for family relationships as well as your health. (Your dogs love being active too!)

**Do slow and faster types of activities every day:** For example; a slower activity would be a brisk walk. A game of tag would be a faster activity.

**Play together:** Kids love it when family and friends join in their games. Take a frisbee or ball down to your local park and play together. Fly a kite, or just do whatever your children like doing.



**Try new activities:** Have fun as you learn new skills. Make your body stronger, and more flexible. Improve your balance and coordination. Show your children that you support their choices of activities and give them lots of praise for their hard work.



**Turn chores into a fun activity:** Use the stairs more often or take the dog out for a daily walk. When you lift, carry, push, or pull something, do it with vigour.

**Have less idle time in front of the television or computer:** Go out into the fresh air, be active in the sunshine and enjoy nature.

**Discover where you live:** Walk, or cycle through different areas in your suburb. Explore every part of your community together.

**Involve the family in community activities and events:** Try volunteering or taking part in neighbourhood events like rubbish clean-ups, 'plant a tree' day, or helping out in your favourite charity event. There are lots of activities going on in your local community. Look up the Community Events column in your local newspaper.

**Be a good example for your kids:** Children learn by watching their parents. When they see you living an active lifestyle, they will probably be more active and healthier too.

**Give presents that encourage activity:** For birthdays and Christmas, give your kids things like badminton sets, bats, balls, frisbees, bikes, skate boards or skipping ropes. Make it easy and fun for your children to stay active.



## WORD DEFINITIONS for "Move It or Lose It"

- ◆ **life style** *how some one live s, including the place they live in, the things they own, the job they do, the activities they enjoy.*
- ◆ **physic ally** *talking about your body, not your mind or emotions.*
- ◆ **family bonds** *emotional ties, such as family relationships.*
- ◆ **relationships** *see explanation for 'family bonds' above.*
- ◆ **brisk** *walking quickly and with energy.*
- ◆ **tag** *a children's game in which one player chases and tries to catch others.*
- ◆ **frisbee** *a game played with a piece of plastic, shaped like a plate, that you throw to someone else to catch.*
- ◆ **flexible** *someone who is flexible is able to bend down and also stretch upwards with ease.*
- ◆ **coordination** *the way muscles work together when the body moves.*
- ◆ **support** *to help, to agree with and to encourage someone.*
- ◆ **praise** *to say good things about what someone has done.*
- ◆ **idle** *not doing anything.*
- ◆ **vigour** *physical energy and determination.*
- ◆ **discover** *to find out something that you didn't know about before.*
- ◆ **volunteering** *someone who does a job willingly without being paid.*
- ◆ **'plant a tree' day** *a community tree-planting and nature care event. Australians plant and care for native trees to improve the environment.*
- ◆ **charity event** *an event organized to collect money for charity.*
- ◆ **encourage** *inspiring someone with confidence to make something more likely to happen.*
- ◆ **badminton** *a game that is like tennis, but played with a small object made with feathers instead of a ball.*
- ◆ **skate board** *a short board with 2 small wheels at each end which you can stand on and ride for fun or sport.*

WITHOUT THE HELP FROM THEIR STORY WORKSHEET, students work together to rewrite the pieces which have been 'cut off' each side of the article.

## Year Old Woman Sets a Running

Keeling received lots of ribbing when she began running. Runners would say to her, "*Oh, my grandmother's you than you!*" She said that she was always the oldest running.

Nights ago, at a track meet, Keeling was again the destination there. She set a world record, by running 29.86 seconds. No other woman of her age has done that.

75-year-old Ida Keeling is a small person, but a wonder. She looks so much younger and fitter than her real age. She takes only one prescription drug and recalls names and details as someone half her age. Active and healthy, she lives in her New York apartment, and looks like a 75-year-old. She says, "*I feel younger now than when I was in my 30s and had all those problems. Then I was aged!*"

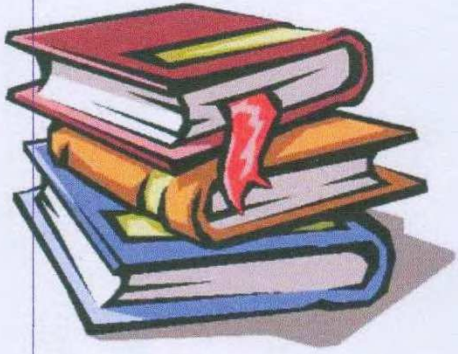
Over her long life, Keeling has endured so much heartache and hardship. Her mother passed away when she was a child. Her husband died suddenly of a heart attack when he was 42. She lost two sons to drug-related killings in 1979. In running, Keeling has found a refuge.

Her daughter, Shelley, a running coach, convinced her to go "for a *mini-run*" when her mother was 67. Two years later, Ida began to jog. She ran a 5K race, and she's been running ever since. "*It's good, I felt uplifted and knew that running was what was meant to do,*" she said. Her bookshelves are filled with medals and trophies she has won, some from other countries. Years ago, she set the record for fastest sprint in the over-75 age group.

Keeling's health is excellent because she eats steak, liver, or fish for breakfast to give her energy for the day, and a small dinner at night. Ida practices running in the long hallway of her apartment building. She also rides an exercise bike, lifts weights, and (even at 95) jumps rope. "*My secret is just to believe in myself, count my many blessings and feel positive.*"

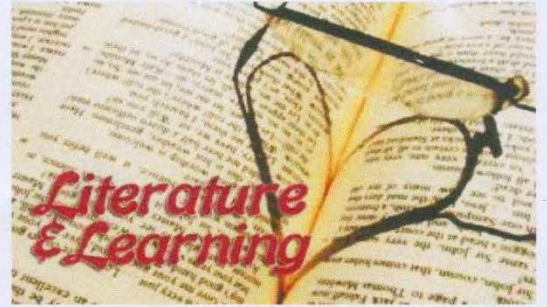
Keeling is not sure how much longer she will run, but hopes to "*make it to 108.*" If she does, she will be 4 years older than her mother, who lived until the age of 104.



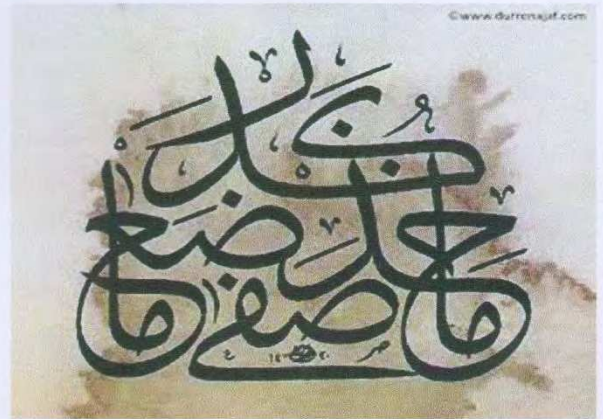


# Writing The News

## RECOUNTS



*Lifelong learning  
Intuitive Insight  
Theatre of Life  
Enriching Education  
Radical Richness  
Artistry of form and language  
Truth in the Telling  
Undeniably pleasurable  
Rapturous appreciation  
Epiphany in Experience*



# Recounts, Telling & Writing News

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### A Trip to the Park

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### Harmony Day Celebration

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### Telling or Writing News

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# Recounts

## Teachers' Notes

Recounts can be biographies, autobiographies, journals, diaries, letters, newspaper reports, eyewitness accounts of incidents, histories, even accounts of accidents for insurance claims. All of these methods of writing are recounts.

There are three forms of recounts:

- **personal recounts.** This is when you write about something you have experienced.
- **factual recounts.** These are when you write details about an event or incident that has happened.
- **imaginative recounts.** You can write a fictitious recount where you relate imaginary events.

To start a recount you need to begin with an **orientation** or **setting**. Your story will necessarily be in the **past tense** as recounts are written in this tense. Use words that describe the events in terms of **what, who, when** and **where** in your sentences. This gives the reader the background to the topic.

Next you must write about a **series of events**. These are the important things that happened and need to be told in the order in which they happened (**chronological order**). The series of events are organized into **paragraphs**, with each event in a new paragraph.

At the end there will be a **conclusion, concluding statement** or an **evaluative comment**. Often this is a comment that reflects the author's feelings about the events described.

When writing a **personal recount**, having observed the details of style for a recount you may also like to add personal comments about the events.

# Recount Plan

**TOPIC:**

<b>1. Setting-Who? Where? When? What? Why?</b>
<b>Events in time order</b> Event 1
Event 2
Event 3
Event 4
<b>3 Concluding statement/Ending.</b>

# Recount Plan

## TOPIC: A trip to the park

### 1. Setting-Who? Where? When? What? Why?

family, park, yesterday, picnic.

### 2. Events in time order

Event 1

walked around

Event 2

played in playground

Event 3

played cricket

Event 4

ate lunch, fed ducks

### 3. Concluding statement/Ending.

go home, happy



Title summarizes the text

## A Trip to the Park

Text cohesion is provided by linking words of time.

Setting tells: when? Who? Where? Why?

Yesterday my family went to the park to have a picnic.

Event 1

When we got there we had a walk around to find the best spot for our picnic.

Event 2

After we had found a good place for our picnic we went to the playground. There were slides, swings and a wooden fort with a rope ladder which the children needed to climb to get to the top.

Written in past tense

Event 3

Before lunch the children had a game of cricket. We had brought a bat and ball with us. It was great fun.

Paragraphs in time sequence order

Event 4

During lunch we fed the ducks with our leftover bread. They were noisy and quacked as they asked for more.

Conclusion

When we returned home we felt tired but happy because we had had so much fun.

Action words: went, played, fed, returned



# Recount Plan

## TOPIC:

**1. Setting- Who? Where? When? What? Why?**

*Edmund Rice Centre, Mirrabooka, 24 March, Harmony Day, celebration*

**2. Events in time order**

Event 1

*arrive in Mirrabooka Square, see Angela, Karen and Paula*

Event 2

*'Welcome' dance, harmony torch, Mayor's speech*

Event 3

*activities, school children, singing and dancing*

Event 4

*looking at stalls, healthy eating, mammograms*

Event 5

*painting blank canvas*

**3. Concluding statement/Ending.**

*hot weather, enjoyed the celebration*



## Harmony Day Celebration

On Thursday 24<sup>th</sup> March, I went to Mirrabooka Square where the Edmund Rice Centre Mirrabooka and many other organizations were celebrating Harmony Day.



When I arrived at Mirrabooka Shopping Centre, I went to the information desk to find out which way to go. The Square was decorated with tents and gazebos with balloons and kites tied on to them. I met Angela, Karen and Paula.



I missed the 'Welcome' dance but arrived in time to listen to Aboriginal elders when they gave a 'Welcome to Country' on centre stage.



Next, the 'World Harmony Run' torch arrived and then the Mayor of the City of Stirling gave a speech.

After that the activities began with school children's choirs, singing and dancing.



I really liked the group from Balga. They did an Aboriginal dance about kangaroos and emus to the music of the didgeridoo and tapping sticks.



While the entertainment was going on, I walked around to see all the

different stalls.



I collected information about healthy eating and also about mammograms.

I saw Samia and Julia. They were decorating people's hands with henna. Samia painted a beautiful flower on my hand. I also saw her write a name on one girl's arm and paint a bird on another girl's shoulder. Paula also had her hand decorated.



One stall had a blank canvas with a design drawn on it, for everyone to share in painting it. I used orange because it is the Harmony Day colour.

As the weather was quite hot, I only stayed for a little while although there was a lot more entertainment to come. I really enjoyed visiting the Harmony Day celebration and hope there will be another next year.



# The Mirrabooka Times

Perth: Last Tuesday a group of students gathered with their teacher in a class room to complete the 2011 Australian Census form. They came to fill out their forms at the Edmund Rice Centre Mirrabooka, rather than in their homes, because the information required was often confusing.

Each student had a copy of the booklet. The meaning of each question was discussed and individuals entered the correct information for themselves.

What happened? \_\_\_\_\_

Who was involved? \_\_\_\_\_

When did it happen? \_\_\_\_\_

How did it happen? \_\_\_\_\_

Why did it happen? \_\_\_\_\_

Where did it happen? \_\_\_\_\_

## TELLING OR WRITING NEWS

### Teachers' Notes

These *News Plans* may be used either orally or as a framework for writing journals or recounts. Initially students could be encouraged to recall an event such as "What did you do on the weekend?" To help them remember what happened, notes or pictures are made on the *News Plan*. The format of WHEN, WHO, WHERE, WHAT and WHY (not necessarily in that order) is used so that the student can include as much information as possible. The news may be told or written in a single sentence or in several sentences. If the student is writing a journal, using a photograph as a memory prompt will remind the student to include the events the photograph captures.

Giving students pictures of different events and asking them to tell or write about what is happening in the picture could also create fictitious recounts.

## NEWS PLAN

When?	Who?	Where?	What?	Why?


NEWS PLAN- suggestions				
When?	Who?	Where?	What?	Why?
yesterday	I	at home	shopping	because
morning	my family	at the shops	swimming	wanted to
afternoon	my sister	in the park	picnic	needed to
last Saturday	my brother	the city	visiting	holiday
last Sunday	my cousin	Perth	filling	birthday
last Monday	my friend	the dentist		
last Tuesday	my neighbour	the beach		
last Wednesday	names: Peter, Jane.	the river		
last Thursday	Mohamed, Abouk,	Rottnest		
last Friday	Yazmin, Beatrice,	Melbourne		
last month	Samuel, Mariam.	Sydney		
last year		refugee camp		
		Egypt		
		Kenya		



## NEWS PLAN- sample

When?	Who?	Where?	What?	Why?
last Sunday	visit my friends  Samuel & Beatrice.	Hovea, near John Forrest National Park	took lemons aubergine from garden  lunch salad rolls.	Beatrice has a broken ankle.  I haven't seen them recently.  I wanted to take them the lemons . They are all becoming ripe. I have too many lemons.

## My News

Last Sunday I went to visit my friends Samuel and Beatrice. They live in Hovea, near John Forrest National Park.

I took them some lemons and an aubergine from my garden. I stayed for lunch. We had salad rolls.

I visited because Beatrice had a broken ankle and I haven't seen them recently. I also wanted to take them the lemons because they are all becoming ripe and I have too many.

## MY NEWS - comprehension

1.) **Who** did the author visit?

---

2.) **Where** do these people live?

---

3.) **When** did the author visit them?

---

4.) **What** did the author take?

---

5.) **Why** did the author visit?

---

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## THE WEST AUSTRALIAN, Friday 19 August 2011

### Medal Haul

Australian swimming legend John Konrads has netted more than \$100,000 in an auction of his medals and sports memorabilia.

Konrads (69) had said it was a hard decision to sell, but he needed to close a chapter in his life.

The swimmer, who became Australia's youngest male Olympian at age 14, was "thrilled" by the result of yesterday's sale in Melbourne.

## Difficult Words and Phrases

Match the meaning to the word.

	<b>Words</b>	<b>Matching Letter</b>		<b>Meanings</b>
1.	legend		A	very happy
2.	netted		B	sale
3.	auction		C	memorable things
4.	medal		D	a person who has competed in the Olympic Games
5.	memorabilia		E	collected
6.	close a chapter in his life		F	somebody who has become famous for their achievements
7.	Olympian		G	finished with
8.	thrilled		H	piece of metal in the shape of a coin awarded to an athlete

Answer these questions about 'Medal Haul'

**When** did this happen? \_\_\_\_\_

**Who** is the story about? \_\_\_\_\_

**What** happened? \_\_\_\_\_

\_\_\_\_\_

**Where** did it happen? \_\_\_\_\_

**Why** did it happen? \_\_\_\_\_