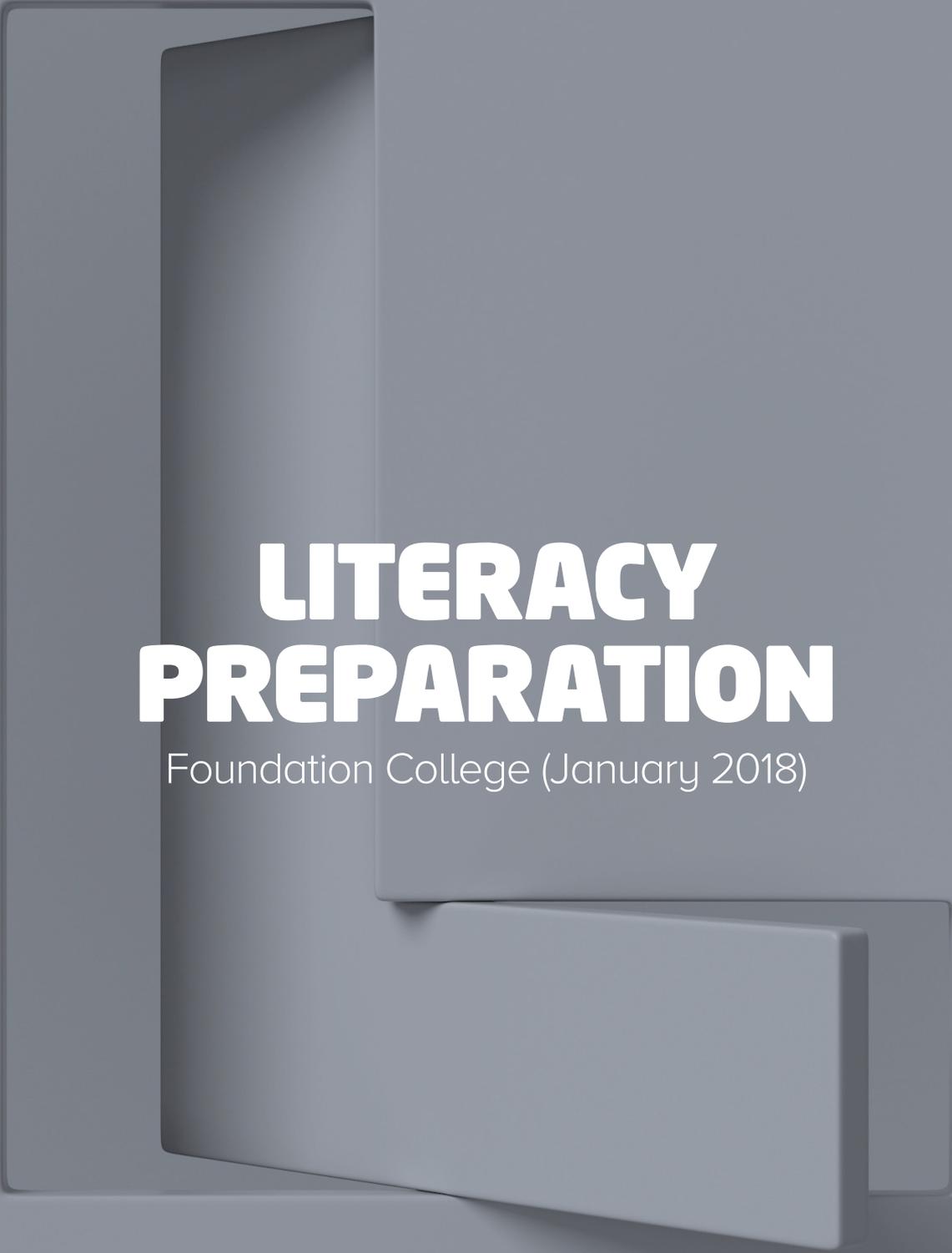


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LITERACY PREPARATION

Foundation College (January 2018)

Chisholm

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Spelling

Vowels: a, e, i, o and u are vowels

Consonant: the other 21 letters of the alphabet

Prefix: an element added to the front of a word (e.g. un/in=not, pre=before, anti=against)

Suffix: an element added to the end of a word (e.g. -ing, -able, -ed, -ly, -ful, -ment, -tion)

Here are some basic spelling rules:

'I/E Rule

1. Write I before E - Except after C - Or when it sounds like an A (eg: "neighbour" and "weigh")
2. **i** before **e**: relief, believe, niece, chief, sieve, frieze, field, yield
3. **e** before **i**: receive, deceive, ceiling, conceit, vein, sleigh, freight, eight
4. Exceptions - seize, either, weird, height, foreign, leisure, conscience, counterfeit, forfeit, neither, science, species

Changing 'y' to 'i' or not

1. For words ending in y preceded by a vowel, **retain** the y when adding s or a suffix.
2. For words ending in y, **retain** the y when adding *ing*.
3. For words ending in y, preceded by a consonant, **change** the y to *i* before
 - convey > conveys, employ > employer
 - try > trying, justify > justifying, certify > certifying, study > studying
 - try > tried, justify > justifies, certify > certifiable, mystify > mystified, laboratory > laboratories

's' or 'es'

1. Add *es* if a word ends in *ch*, *sh*, *ss*, *x* or *z*
2. Add *es* for most words ending in *o*
 - arch > arches, clash > clashes, class > classes, box > boxes, quiz > quizzes
 - tomato > tomatoes, hero > heroes, go > goes, do > does, echo > echoes

-ible or -able

-ible

If the root is not a complete word, add -ible. **aud + ible = audible**

Examples:

- visible
- horrible
- terrible
- possible
- edible
- eligible
- incredible
- permissible

-able

If the root is a complete word, add -able.

accept + able = acceptable

Examples:

- fashionable
- laughable
- suitable
- dependable
- comfortable

If the root is a complete word ending in -e, drop the final -e and add -able.

excuse - e+ able = excusable

Examples:

- advisable
- desirable
- valuable
- debatable

Some exceptions:

- contemptible
- flexible
- responsible
- digestible
- irritable



Practice your spelling skills. Go to this website for free spelling activities with answers: <https://owl.english.purdue.edu/exercises/4/>

Confusing words

Accept, Except

- accept = verb meaning to receive or to agree: He accepted the award.
- except = preposition meaning all but, other than: Everyone went to the football except Jill

Affect, Effect

- affect = verb meaning to influence: Will lack of sleep affect your memory?
- effect = noun meaning result or consequence: Will lack of sleep have an effect on your memory?
- effect = verb meaning to bring about, to accomplish: Our efforts have effected a major change.

Advise, Advice

- advise = verb that means to recommend, suggest, or counsel: I advise you arrive early.
- advice = noun that means an opinion or recommendation about what could or should be done: I'd like to ask for your advice.

Conscious, Conscience

- conscious= adjective meaning awake, perceiving: Bill remained conscious after the fall.
- conscience = noun meaning the sense of obligation to be good: Mario didn't cheat because his conscience wouldn't let him.

Idea, Ideal

- idea = noun meaning a thought, belief, or a generalisation: Gill had a brilliant idea.
- ideal = noun meaning something or someone that is perfect She is ideal for that job.
- ideal = adjective meaning standard of excellence or perfection, or the best: She is an ideal student.

Its, It's

- its = possessive adjective (possessive form of the pronoun it): The cat was cleaning its tail.
- it's = contraction for it is or it has: It's still raining.

Than, Then

Than is used:

- in to compare – it's colder today than yesterday
- to show preference: I would rather stay home and watch TV
- to suggest quantities more than a specified amount

Then

- a time other than now: Life was simpler back then
- a signal word to show sequence and order: First put the flour in the bowl an then

Their, There, They're

- Their = possessive pronoun: They got their books.
- There = that place: My house is over there.
- They're = contraction for they are.

To, Too, Two

- To = preposition, or first part of the infinitive form of a verb: They went to work
- Too = very, also: I was hungry, too.
- Two = the number 2

We're, Where, Were

- We're = contraction for we are: We're on our way!
- Where = location: Where are you going?
- Were = a past tense form of the verb "be"

Your, You're

- Your = possessive pronoun: Your books are on the table
- You're = contraction for you are: You're late!

Word Forms & Opposites

In English, one way we can form new words is by adding some letters to the beginning or ending of the main word. For example, let's look at the word:

happy.

By adding some beginnings and endings to this word, we can make many new words:

happy

unhappy

happ**iness**

unhapp**iness**

happ**ily**

unhapp**ily**

Prefixes

If we add letters to the beginning of the word, we call this group of letters prefixes. We add a prefix to the beginning of a word, to change its meaning - most often to make the word's opposite. Some common prefixes that make opposites are:

un-	il-	ir-	im-	dis-	in-
------------	------------	------------	------------	-------------	------------

e.g. **happy**: We were very **unhappy** with the service and the food at the restaurant.

Suffixes

We add a suffix to the END of a word, to change the form of word, (for example, from noun to verb) or to change the tense (e.g. talk, talk**ed**, talk**ing**).

Here is a reference list of some of the most common suffixes. Use this list to help you complete the exercises on the next page:

Making verbs:

The suffixes **-ise** and **-ify** can be added to many nouns and adjectives to make verbs:

-ise		-ify	
legal	legalise	pure	purify

modern	modernise	simple	simplify
apology	apologise		

Making nouns:

The suffixes **-er** and **-ment** and **-ation** can be added to many verbs to form nouns:

-er		-ment		-ation / -tion	
drive	driver	develop	development	examine	examination
teach	teacher	pay	payment	organise	organisation
plan	planner	retire	retirement	educate	education

The suffixes **-ity** and **-ness** can be added to many adjectives to form nouns:

-ity (-ty)		-ness	
stupid	stupidity	dark	darkness
pure	purity	happy	happiness
cruel	cruelty	kind	kindness

Making adjectives:

The suffixes **-y**, **-ic**, **-ical**, **-ful** and **-less** can be added to many nouns to form adjectives:

-y		-ic / -ical		-ful		-less	
dirt	dirty	grammar	grammatical	pain	painful	pain	painless
hair	hairy	magic	magical	hope	hopeful	hope	hopeless
smell	smelly	idiot	idiotic	care	careful	care	careless

The suffix **-able** can be added to many verbs to form adjectives:

-able	
wash	washable
love	lovable

break	breakable
-------	-----------

Note: these are only some of the suffixes we can use - you can find more in the dictionary.

Here is an example of how we use different forms of a word, depending on their part of speech within the sentence:

Examples:

It can be very expensive to **educate** our children. (verb)

All parents want to give their children the best **education**. (noun)

The teacher showed us a very **educational** documentary film. (adjective)

You might not know the answer, but you can make an **educated** guess. (adjective)

Punctuation

Here are some common punctuation symbols:

.	full stop
'	apostrophe
“ ”	quotation marks
!	exclamation mark
?	question mark
,	comma
;	semi colon
:	colon

Apostrophe

1. Shows ownership/possession. The apostrophe is saying “of” or belonging to:

Eg: The hat of the boy.

Singular	Plural
-----------------	---------------

The boy's hat.	The boys' hats
The cat's bowl.	The cats' bowls
The lion's mane	The lions' manes.
The lady's handbag.	The ladies' handbags
The child's homework.	The children's homework.

Note the changing position of the apostrophe. If there is one owner (singular) the apostrophe goes before the "s". If there is more than one owner (plural) the apostrophe goes after the "s"

For irregular plurals – the apostrophe goes before the added "s", eg men's, children's

2. Takes the place of missing words in short forms or contractions

Examples:

was not	wasn't
does not	doesn't
had not	hadn't
should not	shouldn't
where is	where's
there is	there's
we will	we'll
they will	they'll
I will	I'll
we are	we're
you are	you're
they have	they've
you have	you've
we would	we'd
I would	I'd
he would	he'd
I am	I'm

Exclamation mark!

This shows a strong feeling or emotion. It is used for an exclamation or interjection.

- Wow!
- Be careful!
- Watch out!
- I can't believe it!

Comma

The comma has many uses. Here is a list:

1. To divide items in a list

The shopping list included apples, oranges, bananas and apricots.

2. To separate a series of adjectives.

The big, red balloon looked wonderful at the birthday party.

3. To indicate a short pause when reading. It is used to help a sentence make sense.

The two women, who had just caught a train to the city, were planning a day of shopping.

4. To make sentences clearer in meaning.

He left, happily. (The meaning here is that people think it was a good thing he left)

5. Used instead of a dash or brackets to add more information to a sentence.

The house, which had just undergone a renovation, was on the market.

6. To separate spoken words.

“Open your book,” instructed the teacher.

“I don’t have a book,” replied the student.

Semi Colon

1. The semi colon is stronger than a comma but not as complete as a full stop.

Ten workers started the project; only five remain.

2. It may separate phrases or clauses that already include commas.

We visited Suva, Fiji; Wellington, New Zealand; and Sydney, Australia.

Colon

Indicate the end of the main part of the sentence before introducing more information.

For the excursion to the museum please bring the following: a raincoat, sunhat, water, food for recess and lunch, and a notebook and pen.

The holiday was much better than I expected: exciting, adventurous, with wonderful food and fabulous companions.

Quotation marks “ ”

These are used to show speech in written texts.

“What did you have for lunch today?” asked Tricia.



Practice your punctuation skills. Go to this website for free punctuation activities with answers: <https://owl.english.purdue.edu/exercises/3/>

Grammar

Here's a list of common grammar:

Noun:	Names a person, place, thing, idea
Pronoun:	Takes the place of a noun (<i>he, who, I, what</i>)
Verb:	Expresses action or being
Adjective:	Describes a noun or pronoun
Adverb:	Describes a verb
Preposition:	Relates a noun or a pronoun to another word in the sentence (<i>by, for, from, and so on</i>).
Conjunction:	Ties two words or groups of words together (<i>and, after, although,</i>)

More on Pronouns

Pronouns that may be used only as subjects or subject complements	I, he, she, we, they, who, whoever.
---	-------------------------------------

Pronouns that may be used only as objects or object complements	me, him, her, us, them, whom, whomever.
Common pronouns that may be used as either subjects or objects	you, it, everyone, anyone, no-one, someone, mine, ours, yours, theirs, either, neither, each, everybody, anybody, nobody, somebody, everything, anything, nothing, something, any, none, some, which, what, that
Pronouns that show possession	my, mine, your, yours, his, her, hers, its, our, ours, their, theirs, whose

Verb Tenses

Verb tenses tell us when actions occurred – the past, present or future. Here’s a list of the grammatical terms for different verb tenses.

Simple present tense:	Tells what is happening now.
Simple past tense:	Tells what happened before now.
Simple future:	Talks about what will happen in the future.
Present perfect tense:	Expresses an action or state of being in the present that has some connection with the past.
Past perfect tense:	Places an event before another event in the past.
Future perfect tense:	Talks about something that has not happened yet in relation to another event in the future.

Grammar Reference Table

Tense	Affirmative/Negative/Question	Use	Signal Words
Simple Present	A: He speaks. N: He does not speak. Q: Does he speak?	<ul style="list-style-type: none"> action in the present taking place regularly, never or several times facts actions taking place one after another action set by a timetable or schedule 	always, every ..., never, normally, often, seldom, sometimes, usually if sentences

			type I (<i>If I talk, ...</i>)
Present Progressive/Continuous	A: He is speaking. N: He is not speaking. Q: Is he speaking?	<ul style="list-style-type: none"> • action taking place in the moment of speaking • action taking place only for a limited period of time • action arranged for the future 	at the moment, just, just now, Listen!, Look!, now, right now
Simple Past	A: He spoke. N: He did not speak. Q: Did he speak?	<ul style="list-style-type: none"> • action in the past taking place once, never or several times • actions taking place one after another • action taking place in the middle of another action 	yesterday, 2 minutes ago, in 1990, the other day, last Friday
Past Progressive / Continuous	A: He was speaking. N: He was not speaking. Q: Was he speaking?	<ul style="list-style-type: none"> • action going on at a certain time in the past • actions taking place at the same time • action in the past that is interrupted by another action 	while, as long as
Present Perfect Simple	A: He has spoken. N: He has not spoken. Q: Has he spoken?	<ul style="list-style-type: none"> • putting emphasis on the result • action that is still going on • action that stopped recently • finished action that has an influence on the present • action that has taken place once, never or several times before the moment of speaking 	already, ever, just, never, not yet, so far, till now, up to now

Present Perfect Progressive / Continuous	A: He has been speaking. N: He has not been speaking. Q: Has he been speaking?	<ul style="list-style-type: none"> • putting emphasis on the course or duration (not the result) • action that recently stopped or is still going on • finished action that influenced the present 	all day, for 4 years, since 1993, how long?, the whole week
Past Perfect Simple	A: He had spoken. N: He had not spoken. Q: Had he spoken?	<ul style="list-style-type: none"> • action taking place before a certain time in the past • sometimes interchangeable with past perfect progressive • putting emphasis only on the fact (not the duration) 	already, just, never, not yet, once, until that day
Past Perfect Progressive / Continuous	A: He had been speaking. N: He had not been speaking. Q: Had he been speaking?	<ul style="list-style-type: none"> • action taking place before a certain time in the past • sometimes interchangeable with past perfect simple • putting emphasis on the duration or course of an action 	for, since, the whole day, all day
Future Simple	A: He will speak. N: He will not speak. Q: Will he speak?	<ul style="list-style-type: none"> • action in the future that cannot be influenced • spontaneous decision • assumption with regard to the future 	in a year, next ..., tomorrow
Future Simple (going to)	A: He is going to speak. N: He is not going to speak. Q: Is he going to speak?	<ul style="list-style-type: none"> • decision made for the future • conclusion with regard to the future 	in one year, next week, tomorrow

Future Progressive / Continuous	A: He will be speaking. N: He will not be speaking. Q: Will he be speaking?	<ul style="list-style-type: none"> • action that is going on at a certain time in the future • action that is sure to happen in the near future 	in one year, next week, tomorrow
Future Simple	A: He will have spoken. N: He will not have spoken. Q: Will he have spoken?	<ul style="list-style-type: none"> • action that will be finished at a certain time in the future 	by Monday, in a week
Future Progressive / Continuous	A: He will have been speaking. N: He will not have been speaking. Q: Will he have been speaking?	<ul style="list-style-type: none"> • action taking place before a certain time in the future • putting emphasis on the course of an action 	for ..., the last couple of hours, all day long
Conditional Simple	A: He would speak. N: He would not speak. Q: Would he speak?	<ul style="list-style-type: none"> • action that might take place 	<i>If I were you, I would go home</i>
Conditional Progressive / Continuous	A: He would be speaking. N: He would not be speaking. Q: Would he be speaking?	<ul style="list-style-type: none"> • action that might take place • putting emphasis on the course/ duration of the action 	
Conditional Simple	A: He would have spoken. N: He would not have spoken. Q: Would he have spoken?	<ul style="list-style-type: none"> • action that might have taken place in the past 	<i>If I had seen that, I would have helped</i>
Conditional Progressive / Continuous	A: He would have been speaking. N: He would not have been speaking. Q: Would he have been speaking?	<ul style="list-style-type: none"> • action that might have taken place in the past • puts emphasis on the course / duration of the action 	

Subject – Verb – Agreement

Here are some basic tips to help you work out which verbs are singular and which verbs are plural.

1. Match singular subjects with singular verbs, plural subjects with plural verbs.
2. Amounts of time and money are usually singular (ten minutes *is*).
3. *Either–or* and *neither–nor*: Match the verb to the closest subject (*neither* the boys *nor* the girl *is*).
4. *Either* and *neither*, without their partners *or* and *nor*, always take a singular verb (*either* of the apples *is*).
5. All subjects preceded by *each* and *every* take a singular verb.
6. *Both*, *few*, *several*, *many* are always plural.
7. Use a plural verb with two or more subjects when they are connected by *and*



Practice your grammar skills. Go to this website for free grammar activities with answers: <https://owl.english.purdue.edu/exercises/2/22/>

Adjectives and Adverbs

Adjectives – describe nouns and pronouns. Adjectives can come before nouns or after linking verbs.

Before the noun	I have a black cat.
After a linking verb	My cat is black .

Adverbs - describe verbs, adjectives or other adverbs. They are often (but not always) made by adding 'ly' to the adjective.

- I walked **slowly** ('slowly' tells us about the verb 'walk').
- They worked **quickly**.

Adjectives and adverbs

Careful (adjective): He is always careful.	Quiet (adjective): This is a quiet room.
Carefully (adverb): She put the glasses down carefully.	Quietly (adverb): She spoke quietly.
Bad (adjective): This coffee is bad!	Happy (adjective): She looks very happy.
Badly (adverb): He sings badly!	Happily (adverb): He sang happily.
Gentle (adjective): It's a gentle cat.	Fast (adjective): That's a fast car.
Gently (adverb): He stroked the cat gently.	Fast (adverb): She walks fast.
Early (adjective): She was early for the meeting.	Late (adjective): He is always late!
Early (adverb): He arrived early.	Late (adverb): He got up late this morning ('lately' is also an adverb but means 'recently').

Good / well

'Well' is both the adverb form of 'good', and an adjective that means 'healthy and fine'.

- My mother is well ('well' is an adjective that means 'healthy and fine').
- He did the work well ('well' is an adverb meaning 'in a good way').

We also use 'good' as an adjective.

- This meal is good!
- He can speak good German.

Hard / hardly

'Hard' is both an adjective and an adverb.

- The table is hard (= adjective, meaning 'not soft' or 'difficult').
- She works hard (= adverb, meaning 'with a lot of effort').

'Hardly' is also an adverb, but it means 'almost nothing' or 'almost none'.

- She hardly works (= she does almost no work).
- I have hardly any money (= I have almost no money).

Late / lately

'Late' is an adjective and an adverb. There is also an adverb 'lately', which means 'recently'.

- I'm late (= adjective - 'not on time').
- He came late (= adverb - 'not on time').
- I've been working a lot lately (adverb - 'recently').

Types of Texts

Factual texts

Factual text type	Purpose	Features	Examples
factual description	describes a place or thing using facts	<ul style="list-style-type: none">• begins with an introductory statement• systematically describes different aspects of the subject• may end with a concluding statement	landscape descriptions
factual recount	retells events which have already happened in time order	<ul style="list-style-type: none">• begins with an background information who, when, where• describes the series of events in time order• may end with a personal comment	historical report
information report	classifies, describes and gives factual information about people, animals, things or phenomena	<ul style="list-style-type: none">• begins with a general classification or definition• lists a sequence of related information about the topic• ends with a concluding comment	facts about whales
procedure	gives instructions on how to make or do something	<ul style="list-style-type: none">• begins with a statement of goal (could be the title)• lists materials needed in order of use• gives a series of steps (instructions) in order	recipes instructions manual

		<ul style="list-style-type: none"> each instruction begins with a verb in the present tense 	
exposition	gives reasons for a point of view to try and convince others of it	<ul style="list-style-type: none"> begins with a sentence that gives a point of view on a topic lists the arguments giving reasons and evidence for them uses convincing language eg 'will damage' instead of 'may damage' 	a team's argument for a debate
discussion	gives different points of view in order to make an informed decision	<ul style="list-style-type: none"> begins with some background information leading to the issue lists arguments for and against, giving evidence for different points of view conclusion might sum up both sides or recommend one point of view 	Should cars be banned from the inner city?
procedural recount	tells how something was made or done in time order and with accuracy	<ul style="list-style-type: none"> begins with a statement of what was made or done tells what was made in order written in the past tense 	documentaries retelling a science experiment and its results
explanation	explains how or why something happens	<ul style="list-style-type: none"> starts by naming the topic describes items related to the topic in their right order explains how the items relate to each other and to the topic may end with a concluding statement may include visual images, eg flowcharts and diagrams, which support what is written in words written in the present tense 	the life cycle of a butterfly how gears work labelled diagrams flowcharts

Persuasive texts: factual text types that give a point of view. They are used to influence or persuade others.

Literary texts

Literary text	Purpose	Features	Examples type
literary description	describes people, characters, places, events and things in an imaginative way	<ul style="list-style-type: none"> • describes characteristic features of the subject, eg physical appearance, behaviour • often forms part of other pieces of writing 	description of a character or setting within a story
literary recount	retells events from novels, plays, films and personal experiences to entertain others	<ul style="list-style-type: none"> • begins with background information, eg character, time, place • describes the events in time order • may end with a personal comment about the characters or events 	A recount of a traditional story, eg The Gingerbread Man. A humorous and creatively interpreted recount of an ordinary incident that actually took place.
personal response	gives a personal opinion on a novel, play or film, referring to parts within the passage	<ul style="list-style-type: none"> • describes how you feel about a novel, film, book or play • lists what did and did not appeal to you • may comment on some of the features of the writing 	What did you like about that artwork and why? Describe why you do or do not like this story/poem.
review	summarises, analyses and assesses the appeal of a novel, play or film, to a broader audience	<ul style="list-style-type: none"> • describes how features (eg characters, plot, language features, humour etc) may or may not appeal 	commentary on a film, play, book etc

narrative	tells a story using a series of events	<ul style="list-style-type: none"> • the scene is set in a time and place and characters are introduced • usually has a problem that is addressed • may contain a message for the reader 	picture books, cartoons, mystery, fantasy, adventure, science fiction, historical fiction, fairy tales, myths, legends, fables, plays
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(Source: <https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet> - Accessed 22nd Jan 2018)

Reading Strategies

Skimming

Read quickly to get the main idea of a text. Main ideas are usually found in the first sentences of each paragraph and in the first and last paragraphs.

How to skim:

- Use pictures and headings to help your understanding
- Use feature such as bold, bullets, numbers
- Start at the beginning of the reading and glide your eyes over the text very quickly
- Do not actually read the text in total. You may read a few words of every paragraph, perhaps the first and last sentences
- Become familiar with reading material by skimming before reading in detail

Scanning

Looking over part of a text to find specific pieces of information. Look for key words, abbreviations, numbers etc.

How to scan:

- Identify the section(s) of the text that you probably need to read. Use key from the question to help
- Start scanning the text by moving your eyes quickly over a page
- When you see an important word or phrase, stop and then slow down and read the section thoroughly

Reading for comprehension

Detailed and focused reading for a text to comprehend purpose, ideas, fact and opinion.

How to read for comprehension:

- Underline any unfamiliar words or phrases as you read
- Highlight or make brief notes of key ideas
- Read the text at least twice if it is difficult to understand
- Look up the words you underlined and find each meaning
- Remember that each paragraph usually has one main idea. Check the first sentence or the last sentence.

Critical reading

Gaining deeper understanding of a text by understanding how ideas have been arrived at, and evaluating their strengths and weaknesses.

How to engage in critical reading:

- Consider the writer's purpose and values (social, cultural influences)
- Try to recognise main parts of the argument
- Identify alternatives to the stated idea
- Identify the differences between fact and opinion
- Recognise bias in a text

Fact and opinion in written texts

Fact

A **fact** is a statement that can be proven true or false.

A fact is something that has actually taken place or known to have existed, which can be validated with pieces of evidence. Facts can be measured, observed and proven.

A fact can be an event or information, based on real occurrences which can be tested and supported by proofs, statistics, documentation, etc. Therefore, facts are verifiable truths or reality which are agreed upon by consensus of people.

Opinion

An **opinion** is an expression of a person's feelings that can or cannot be proven.

An opinion is a personal view or judgment about a subject that may or may not be substantiated by the facts or positive knowledge. It is an inconclusive statement of what a person thinks or feels about something or someone.

Opinion is highly influenced by a person's feelings, thoughts, perspective, desires, attitude, experiences, understanding, beliefs, values, etc., which cannot be tested by concrete evidence. Opinion is biased information.

Reading Skills

This section provides a range of reading texts and questions that you can use to revise your reading skills.

Revision Reading 1: St John Ambulance

Go to this website: <http://stjohn.org.au> and read the information.

(Current as at 31st Jan 2018)

Complete these activities based on the information from the website:

1 What is the website about? (Circle answer)

- a) Information about the services and products produced by St John's ambulance
- b) Explaining first aid procedures

2) Do you think is this website is an effective way to encourage people to be volunteers and why?

3) In the name **St John Ambulance**, what does **St** mean? A) Street B) Saint

4) Write down one example of a heading in this website

5) Give two examples of *products or services* that St John's provides

6) Write two events or situations when the Adult First Aid volunteers could provide first aid:

7) How can you make contact if you want to become a volunteer?

Can a Trainee First Aid volunteer, who is a 14-year-old, work alone to give First Aid at a public event like an AFL game? Explain.

8) What does AFL mean? A) Adult Flying League B) Australian Football League

9) The words volunteer@stjohn.org.au appear underlined at the bottom of the web based text. This means? A) it is important B) if you click, you link to another screen

Revision Reading 2: Casey Aquatic and Recreation Centre

Go to this website: <https://www.caseyarc.ymca.org.au/> and read the information.

(Current as at 31st Jan 2018)

Complete these activities based on the information from the website:

1. Before you read the website about **Casey Aquatic and Recreation Centre**, explain what you think it will be about?

Have you been to a Centre like this before?

2. What is the information about? Circle the correct answer.

- a. Casey wave pool
- b. Casey shopping centre
- c. Casey aquatic and recreation centre

3. Who is the information for?

4. Write three things that the centre offers

5. Who manages the Centre?

6- How much is the Concession rate to have a swim sauna and spa?

7- How can you contact the centre if you want to become a member? Write two different ways.

8- What time does the Centre open on weekdays? Why do you think it opens at that time?

9 a). Circle the correct answer. This text come from a:

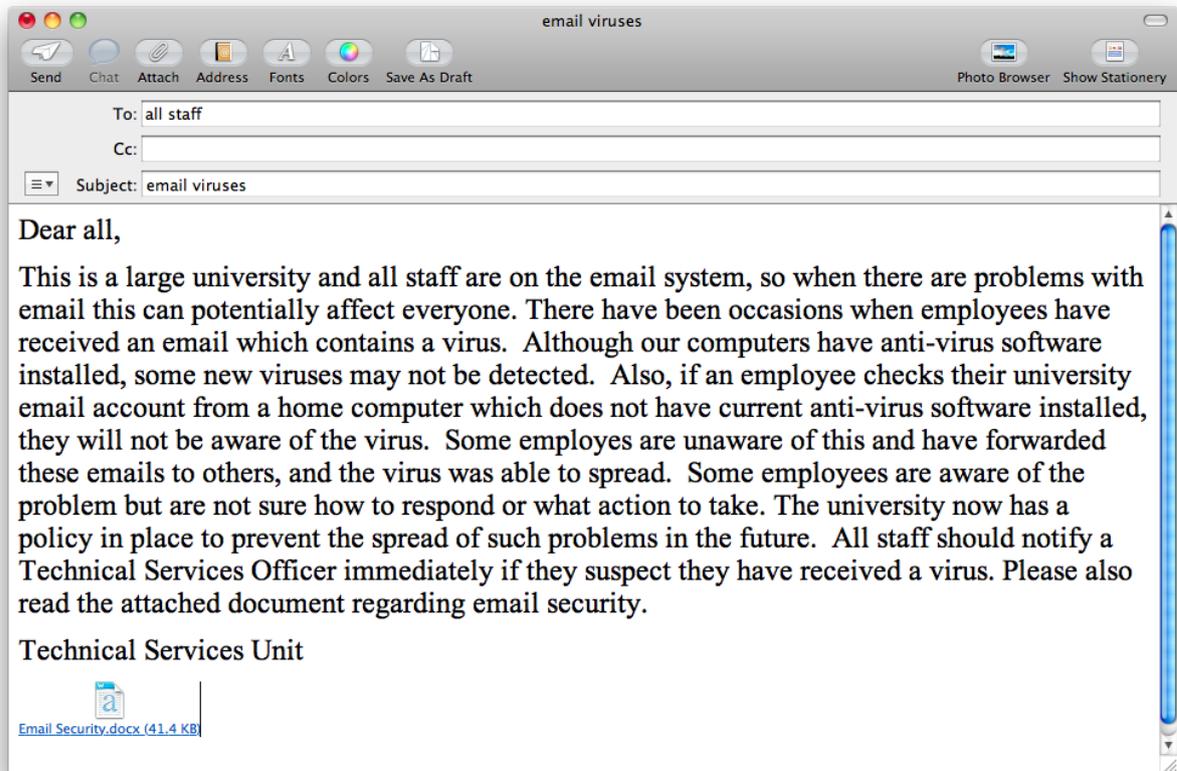
- Website
- Newspaper
- Magazine

b) How do you know?

10. Would you like to go with your family or friends and spend a day there? Give reasons for your answer.

Revision Reading 3: Email Security

Read the text and complete the activities that follow



Activities

1. What is the topic of this email?

2. Who is this email intended for?

3. What kind of workplace is this?

4. What is the tone of this email: (tick) formal informal

5. Which department sent this email?

6. What are two reasons someone might not know they have a virus in their email?

7. Who can assist you if you think you have received a virus via email?

8. What is the name of the attachment to the email?

On the next page, read the email attachment and answer the questions

Email Security

There are many issues regarding computer security and email security, including personal security, company liability and viruses to name a few. This document will give you an overview of security issues and email. It is *your responsibility* to understand the issues and follow the guidelines.

Personal use & security

Email is a quick way to send information but it is not secure. If you would not be happy to have anyone else read your message or view an attachment, it would be better not to send it by email! Always be careful if sending confidential or sensitive material, and check carefully the names in the **To:** box.

In the workplace, the email system is meant for business use, but most companies allow for some private use of email. However, you need to be aware of your company's email policy.

Workplace email policy & security

There have been legal cases regarding the use of email where a company has been found guilty of libel over email content. Libel means a published false statement that is damaging to a person's reputation. Never use email to spread rumour or gossip. Email is a business tool and users are expected to use it in a responsible, effective and lawful manner.

Legal risks

You are not allowed to send emails that offend another person. You need to be aware of the legal risks of email. These are:

- if you send or forward emails with any libellous, offensive, racist or obscene remarks, you and your company can be held responsible
- if you unlawfully forward confidential information, you and your company can be held responsible
- if you unlawfully forward or copy messages without permission, you and your company can be held responsible for copyright infringement
- if you send an attachment that has a virus, you and your company can be held responsible.

Legal requirements

There are laws governing the use of email based on the legal risks.

- **It is strictly forbidden to send or forward emails that contain libellous, offensive, racist or obscene remarks. If you receive an email like this, or are the subject of an email like this, you must immediately notify your supervisor.**
- You must have permission from the sender to forward an email to another person.
- Do not forge or attempt to forge email messages.
- Do not disguise or attempt to hide your identity when sending email.
- Do not send email messages from someone else's account

Viruses

Most viruses are transmitted through email. There are some precautions you can take to minimise the risk of viruses. These apply to both private use and business use of email.

- Do not open any attachment that you are unsure about or if you do not know the sender!
- If your email program has a preview pane, use it to preview your message before opening.
- Run a virus check on any attachment before you open it.
- Many companies have anti-virus software on their servers to filter out viruses. This is one preventative measure, but you should still virus check any attachment.

After reading the text, answer these questions:

1. What is this text about?

2. Who would need to read a text like this?

3. Why would they need to read it?

4. What are the **main** ideas in this text? (Tick . You may choose more than one)

- sending personal emails
 email security
 how to write a business email
 viruses and emails
 legal issues and email
 how to forward an email

5. Give 2 examples of legal risks with email (i.e. if you do this, you or the company will be legally responsible). Write short answers.

6. What do you need to check carefully if you are sending an email which contains sensitive or confidential information?

7. Here are some examples of how informational texts may be formatted. Tick the ones that apply to this text: use of visual materials (pictures)

- graphic information e.g. graphs, charts, tables
- headings and subheadings
- impersonal tone
- inclusion of numerical information
- formal tone
- bullet points or dot points

8. Find two examples of direct instructions in the text and copy them here:

9. Find an example of something you must never do with emails.

--

10. What should you do before opening an attachment?

11. According to the text, whose responsibility is it to ensure that email is used responsibly and lawfully.

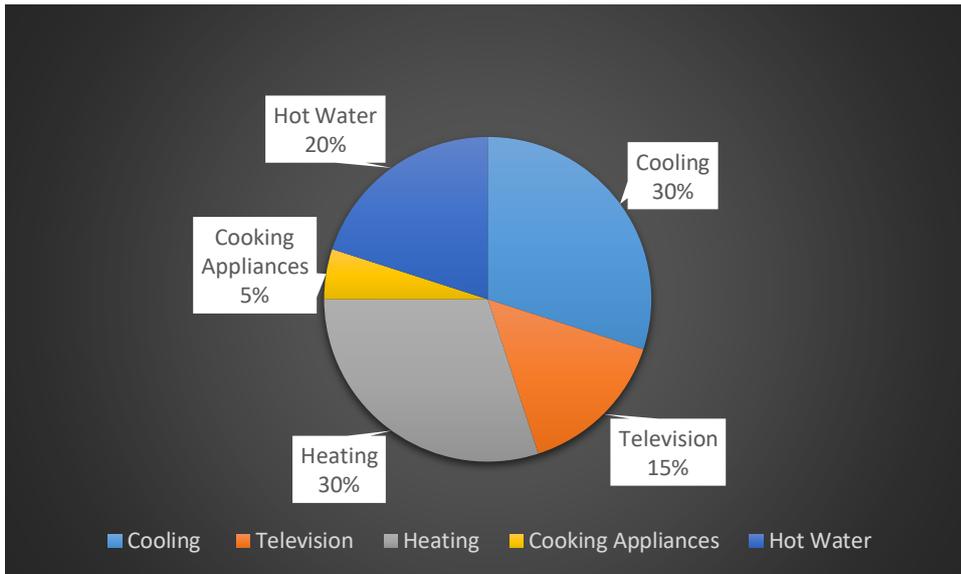
12. What's your opinion? Do you think that workers should be allowed to use their business email to send or receive personal messages? Why / Why not?

Revision Reading 4: Graphs

Text 2

Look at this graph and answer the questions.

Graph 1



1. Why do you think this graph was made ?
 - a. to show people the break-up of energy usage in an average household
 - b. to advertise for more cooking

2. This graph shows how much energy most people use. Is your home typical of “the average household”? Explain

3. Which section of this chart would fridges and freezers belong to?
- a. Appliances
 - b. Water heating
 - c. Cooling
 - d. Cooking
 - e. Space Heating

If the all houses in Australia changed to **solar hot water**, which part of the chart would change and why?

4. Compare the information in this graph (graph 1) to graph 2 - below. Which graph presents the information more effectively? Explain.

Revision Reading 5: Bullying at Work

There are three texts that follow the questions. Refer to each text to complete these activities

Scan Text 1, 2 and Text 3, then read as necessary to answer the following questions.

1. How are the texts linked?

2. Which text was written earlier?

3. What is the audience and purpose of each text?

4. Which of these linguistic features can you find in the texts

	Text 1 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Text 3 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Emotive language		
Bullet points		
Sub headings		
Quotes (reported speech)		
statistics		
Passive language		

5. Refer to Text 1. Who was Brodie Panlock, where did she work and what happened to her?

6. Read Text 1 paragraph 1. How does the Text 1 author use paragraph 1 to interest the reader?

7. List 3 or more main ideas presented in Text 1

8. Give a meaningful statistic from Text 1 to support the idea that bullying is widespread in Australian workplaces?

9. A) Find these words/phrases/acronyms and explain their meaning in the context of the article

- 10. Text 1 -stolen thunder
- Text 1 micromanaged
- Text 1 -stuff-ups.....
- Text 1 -dish out the abuse
- Text 1 -laws need to be replicated
- Text 1 -federal workplace relations issue
- Text 2 –HSR

B Complete this table of words related to the texts to show the word families.

Noun	Verb	adjective
	adopt	
	punish	
	persist	

C - Using a prefix or suffix, write down a word with the opposite meaning

agreement.....

reasonable.....

appropriate

11. Rewrite the following passages

Text 1 paragraph 3 in your own words

This sentence from Text 1 removing the noun “perception” and replacing with the verb form of the word.- “It’s worrying that there is this perception that the workplace is rife with bullying”

12. According to Text 1, most bullying in the workplace comes from Managers. Is this true or not? Explain.

13.

14. According to Text 3, Section 1-What type of behaviour could be called bullying?

Section 5B, How would you advise a co-worker who is stressed because other workers are harassing him.

15. Normally Bruce gets on well with his mates at the factory. However, on his birthday this year, his workmates played a practical joke on Bruce in the lunch room. Is this Bullying? Why or why not ?

16. Susan and Tu work in a restaurant and do the same job. The boss insists that Susan works a full shift every Sunday even though Tu is happy to work every weekend, and Susan asks repeatedly for a change of shift to spend time with her family. Could this be bullying? Why or Why not?

17. Jason is an apprentice and his workmates play nasty tricks on him on a weekly basis.

Could this be bullying? Where can he go for help?

18. Text 2 - Have you seen this poster before?

Is the Poster for the promoting the changes to the laws and penalties relating to Bullying offences in Victoria. Explain the images used in the poster. Give your opinion of how effective they are in communicating their intended message.

Text 1



March 15 2013

Depth of workplace bullying revealed

STOLEN thunder, being blamed for other people's stuff-ups, verbal abuse and unjustified criticism have emerged as the biggest complaints of Australian workers.

One in three workers has been bullied at work, new figures from UMR Research reveals, with over half of them being the victim of persistent office gossip or malicious rumours.

Micro managers breathing down employee's necks are also a major complaint, with 57 per cent saying they have been unfairly micromanaged at some point in their careers.

Slater and Gordon Lawyers personal injuries general manager Janine Gregory said there are a lot of workers anxious about going to work.

"It's worrying that there is this perception that the workplace is rife with bullying," she said. "There is some anxiety amongst people around how they are being treated at work. The research clearly shows that. However, it's not bullying if you have one disagreement with someone at work, for example. Bullying is repeated negative behaviour."

Women are also more likely to be bullied than men, but females are also 10 per cent more likely to dish out the abuse than what males are. Co-workers were the most common culprits, responsible for 53 per cent of bullying cases, followed by managers (47 per cent) supervisors (36 per cent) and business owners (16 per cent).

Damien Panlock's daughter Brodie was driven to suicide in 2006 after being systemically bullied by a gang of co-workers in a Melbourne cafe.

As a result, anti-bullying legislation, called Brodie's Law, was passed in Victoria in 2011 that sees the worst bullies imprisoned for up to 10 years. He said similar laws need to be replicated across the country.



Damian and Rae Panlock with a photo of their daughter Brodie, who took her own life after severe bullying at work. Picture: John Hargest Source: News Limited

"Queensland and Tasmania are doing something about it but the rest of Australia think that they are ok, which is ridiculous," he said.

"If it does not (change) we will fight for changes state by state. It takes times to change mindsets. The way people treat each other is just appalling. If we started caring for people instead of trying to get the upper hand on other people, we would be a lot better off. We need more common decency."

From July 2013, bullying victims can apply to the Fair Work Commission for assistance to resolve the matter quickly and affordably, instead of going through the courts.

Employment Minister Bill Shorten told News Limited the Federal Government is working towards the adoption of a national definition of bullying across states and territories.

"For the first time in the history of the Commonwealth, the Gillard Government is making workplace bullying a federal workplace relations issue," he said. "Bullying is unacceptable in modern Australian workplaces and it needs to be stamped out."

IF YOU NEED HELP, CALL LIFELINE: 13 11 14

Story downloaded from <http://www.news.com.au/finance/work/depth-of-workplace-bullying-revealed/story-e6frfm9r-1226597714339> on 14/04/15

Take a stand against bullying



Serious bullying is a crime punishable by up to 10 years in jail



**Are you a victim of bullying? Do you know somebody who might be?
Help and support is available. Help say no to bullying by taking a stand.**

For information about Victoria's anti-bullying laws visit www.justice.vic.gov.au/saynotobullying
Anyone who needs crisis support can call Lifeline 24/7 on 13 11 14 or your local police.



Bullying & harassment

Everyone has a right not to be bullied or harassed at work.

1. What is bullying

A worker is bullied at work if:

- a person or group of people repeatedly act unreasonably* towards them or a group of workers
- the behaviour creates a risk to health and safety.

* Unreasonable behaviour includes victimising, humiliating, intimidating or threatening. Whether a behaviour is unreasonable can depend on whether a reasonable person might see the behaviour as unreasonable in the circumstances.

Examples of bullying include:

- behaving aggressively
- teasing or practical jokes
- pressuring someone to behave inappropriately
- excluding someone from work-related events or
- unreasonable work demands.

2. What isn't bullying

A manager can make decisions about poor performance, take disciplinary action, and direct and control the way work is carried out. Reasonable management action that's carried out in a reasonable way is not bullying. Management action that isn't carried out in a reasonable way may be considered bullying.

3. How is bullying different to discrimination?

Discrimination happens when there's 'adverse action', such as firing or demoting someone, because of a person's characteristics like their race, religion or sex.

Bullying happens when someone in the workplace repeatedly behaves unreasonably towards another person or group of people and causes a risk to health and safety in the workplace. This behaviour doesn't have to be related to the person or group's characteristics and adverse action doesn't have to have happened.

4. Who is protected from bullying in the workplace?

The national anti-bullying laws cover all national system employees as well as:

- outworkers
- students gaining work experience
- contractors or subcontractors
- volunteers.

5 What to do if you think bullying or harassment has happened

A For employees:

- If you think bullying or harassment is happening at your work, talk to:
 - a supervisor or manager
 - a HSR**
 - the human resources department
 - a union (visit the [Unions and employer associations page](#) to find registered unions in your industry).

B For employers:

- Action carried out by a manager in a reasonable way isn't bullying. Download our [Managing underperformance best practice guide](#) for information about how to take reasonable management action to make sure employees are doing their job properly.
- Download the Commission's [Anti-bullying guide](#) to find out more.
- Read Safe Work Australia's [Guide for preventing and responding to workplace bullying](#).

** HSR workplace health and safety representative

Source reference: [Fair Work Act 2009 \(Cth\) sections 789FA – 789FI](#) Created June 2012

Useful Websites to practice your Literacy skills. These are all free access:

Highly recommended. These contain interactive activities so you can check your answers:

<https://www.bbc.co.uk/education/subjects/z3kw2hv>

<https://owl.english.purdue.edu/owl/>

<https://www.usingenglish.com>

<https://learnenglish.britishcouncil.org/en/english>

<https://www.ielts.org/about-the-test/sample-test-questions>

<http://www.cambridgeenglish.org/learning-english/index.htm>

A good reference for punctuation:

<https://www.macquariedictionary.com.au/resources/view/resource/6/>

Chisholm