

Campbell High School

2014

Literacy Book



TABLE OF CONTENTS

Page 3	Introduction and Principal's message
Pages 4/5	Getting organised for school
Page 6/7	Punctuation Tips
Page 8	Connectives and Conjunctions
Page 9	Adjectives
Page 10	Parts of Speech
Page 11	Types of Sentences
Page 12	Hamburger Paragraph Model
Page 13	Paragraph Builder
Page 14	Hamburger Essay Model
Page 15	Hamburger Essay Builder
Page 16	Humble Hamburger Essay Example
Page 17	Essay Tips
Page 18	Essay Checklist
Page 19	Text Cohesion
Page 20	Text Cohesion Example
Pages 21/22	Oral Presentation/PowerPoint Tips
Page 23	Hamburger Oral Presentation Model
Page 24	Spelling Tips
Pages 25 - 30	NAPLAN Prescribe words
Page 31	Acknowledgements and References



INTRODUCTION

Literacy is a tool for daily life in modern society.

Literacy is the road to human progress and the means through which every man, woman and child can realize his or her full potential.

Kofi Annan (United Nations)

It is important that every student be able to read and write efficiently by the time they finish school.

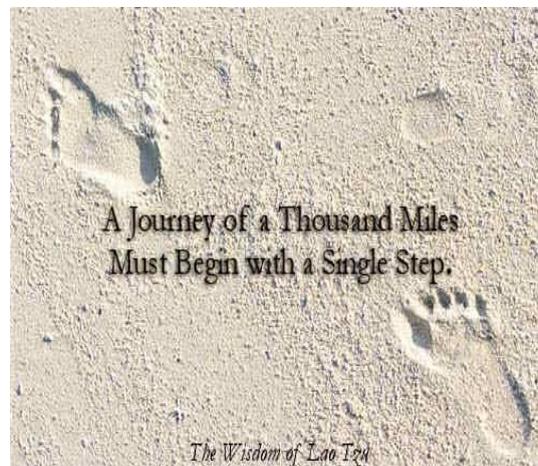
At school, literacy is one of the main communication tools. It allows students to communicate in many different forums – written, oral and through reading.

This literacy handbook has been created to assist and support ALL students to achieve the best possible results when completing classwork and homework.

The aim of this book is to raise students' awareness of all aspects of literacy. It will support students in writing tasks, helping them with grammar, punctuation and spelling.

As teachers, we set out to create the best possible programs for students, so that they can build on their literacy within the context of our classrooms. Teachers will refer to this book in class when introducing assignments.

To parents we encourage you to use this book as a guide when supporting your child at home.



If you have any queries, questions or concerns, please contact the school's literacy coordinator, Susan Daintith susan.daintith@ed.act.edu.au or alternatively ask any teacher for assistance.

Heather Paterson
Principal
Campbell High School

TIPS FOR GETTING ORGANISED

GOALS. Set realistic goals at the beginning of the school year and break those large goals into mini-goals. Write these goals down in a special or accessible place and keep them in a highly visible place where you can see them every day. Recording your goals makes them more concrete, and motivates you to keep working towards them.

DON'T RUSH. Wake up early enough for school to arrive well ahead of time. If you need 30 minutes to get up, shower and dress, fill in that time by waking up at least 45 minutes prior to your departure. To ensure you don't turn off your alarm clock and go back to sleep, place your clock at the far end of your room. This way, you actually have to get out of bed to turn it off, and you're most likely to stay up.

PREPARE YOUR WARDROBE. Before you go to bed each night, choose your clothes for the next day. This way, you'll be all set to dress and go in the morning.

AVOID CLUTTER. At the beginning of the school year, you have no clutter. Be careful not to build clutter as the year progresses. Create separate folders for school announcements, tests that have been graded, papers you must give to your parents and so on. As papers become outdated, such as an event that has passed, toss them immediately.

MAKE TO DO LISTS. Always spend a minimum of 15 minutes per day, preparing your To Do list for tomorrow. In doing so, you will know exactly what tasks you have to accomplish the next day.

EFFECTIVE STUDY AREA. Designate a quiet, well-lit area for studying. Don't study in front of the television, or in an area of your home where you're bound to be distracted. Hang a Do Not Disturb sign on your door. If you can't find a quiet spot at home, go to the library. In addition, you should study while sitting at a table or desk. Avoid studying in a very comfortable chair or a bed, which may cause you to feel drowsy.

GET YOUR BEAUTY SLEEP. Get a good night's rest. This will ensure you are alert and ready to learn the following day.

AN APPLE A DAY. Eat three healthy meals each day, along with fruit for snacks. Don't overload on sweets, which cause many people to feel tired.

AVOID OVERLOAD. While you may sign up for extra school activities, such as basketball or cheerleading, don't take on too much. First determine how much study time you need. Then, choose one or two recreational activities that you enjoy.

USE A STUDENT PLANNER. Use a good student planner or organiser. The ones that have pocket folders, dividers and planning calendars are ideal.

USE ONE CALENDAR. Use one calendar to plan all of your school and personal activities, rather than two or more. When you use more than one, you run the risk of scheduling conflicts and missed appointments. This is very important. Heed the old proverb, A man who wears two watches, never knows the correct time. You could also use your calendar on your phone.

COLOUR-CODE. You may consider colour-coding similar activities on your calendar. For example, highlight all upcoming tests in yellow, study time in green and recreational activities in pink.

WRITE IT DOWN. When you learn of an upcoming test, event, or anything you must prepare for or attend, immediately write it in your calendar. Don't wait for later, or you may forget about it.

BREAK UP YOUR STUDY TIME. Determine how many study hours you need, and schedule study time in your planner. For example, if you need six hours of time to study for a test, you may break that time up into six sessions, of one hour each. Choose the six days, and make a Study Time notation in your calendar.

SCHEDULE CONSISTENT STUDY TIMES. Set aside time every day for study, and make it consistent. For example, set your study time for each afternoon from 4:00pm to 6:00pm. Whatever you do, avoid last minute studying and cramming.

BREAK IT UP. Break up big tasks, into smaller, bite-sized jobs. For instance, if you have to study three chapters in your history book, study one chapter at a time each day. If you have to work on a project, break it down into three or four stages.

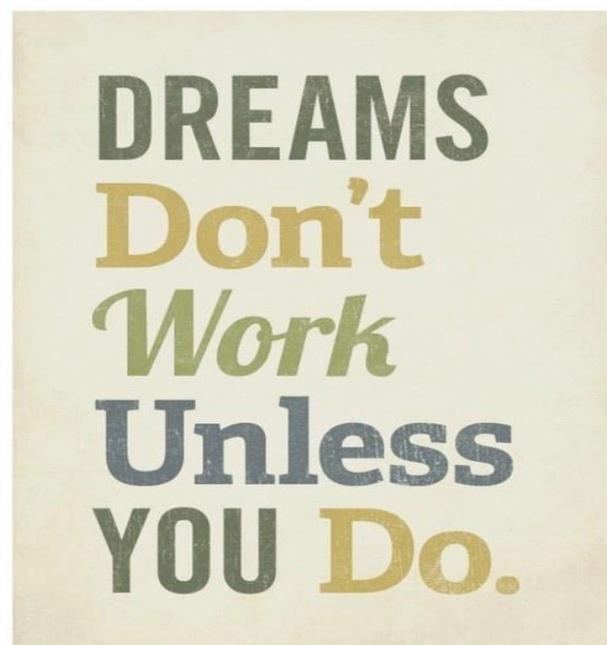
EAT YOUR BROCCOLI FIRST. Imagine eating your dessert before your broccoli. What would be left for you to look forward to? Just the same, do your homework for your most difficult subjects first. Then, everything else will be a breeze, and therefore, more enjoyable.



PUNCTUATION TIPS

<p>Capital Letters</p> 	<p>Capital letters are used -</p> <ul style="list-style-type: none"> • To start a sentence and to begin speech. Kim said, "Are we there yet?" • For the first letter of proper nouns James lives in Baldwin Drive, Kaleen. • To indicate the word "I" • For titles of books, movies, songs, magazines etc. <i>Tomorrow When the War Began</i>
<p>Full Stops</p> 	<p>Full stops are used -</p> <ul style="list-style-type: none"> • At the end of a sentence and when numbers are used to show the time. <i>The lesson starts at 9.00am.</i> • To end abbreviations (shortened versions of words that don't end with the same letter as the original word) <i>ed. (editor)</i> • Abbreviations like <i>Mr</i> and <i>St (Saint)</i> don't need full stops because they end with the same letter as the original word.
<p>Commas</p> 	<p>Commas are used -</p> <ul style="list-style-type: none"> • To separate items in a list instead of using "and". <i>I ate bread, lettuce, tomato, cheese and carrot.</i> • Separate figures <i>The winner received \$5,000,000.</i> • Separate names from the rest of the sentence <i>Jake, I'd like you to meet my sister, Emily.</i> • Tag direct speech <i>Sarah said, "This is my house."</i> • Avoid confusion <i>Have you eaten, Jessica?</i> • Are used before some conjunctions <i>I would like to go for a walk, but it is raining.</i> • Separate words that give additional information <i>Sir Donald Bradman, the famous cricketer, was Australian.</i>
<p>Exclamation Marks</p> 	<p>Exclamation marks are used -</p> <ul style="list-style-type: none"> • Indicate intense emotion <i>Ouch! Shh! Help!</i>

<p>Apostrophes</p> 	<p>Apostrophes are used -</p> <ul style="list-style-type: none"> • Show that letters have been left out <i>don't (do not) 6 o'clock (6 of the clock) must've (must have) G'day (good day) it's (it is)</i> • Indicate possession or ownership <i>Lisa's pen</i>
<p>Colons</p> 	<p>Colons are used -</p> <ul style="list-style-type: none"> • Introduce lists, series or quotations <i>Luke plays the following sports: tennis, cricket, basketball and volleyball.</i>
<p>Semi Colons</p> 	<p>Semi colons are used -</p> <ul style="list-style-type: none"> • To mark a break that is stronger than a comma but not as final as a full stop. • It's used between two main clauses that balance each other and are too closely linked to be made into separate sentence. <i>The road runs through a beautiful wooded valley; the railway line follows it.</i> <i>An art director searched North Africa; I went to the Canary Islands.</i>
<p>Question Marks</p> 	<p>Question marks are used -</p> <ul style="list-style-type: none"> • At the end of a sentence that asks a question. <i>What time is it?</i>



CONNECTIVES AND CONJUNCTIONS

- Any member of a small class of words distinguished in many languages by their function as connectors between words, phrases, clauses, or sentences, as and, because, but, however.
- Any other word or expression of similar function, as in any case.

Time (when)	Place (where)	Manner (how)	Cause (Why)	Adding (Joining a like)	Contrasting (comparing)
after as soon as at first at once Before finally meanwhile next now now that since then until when while	where wherever	as if by like likewise	although as a result because by consequently despite in case in order that in that case in this way otherwise since so so as to so that therefore through thus to that end unless yet	and also as well as besides in addition including moreover similarly	alternatively but except for however in contrast if not.. then instead of on the other hand or whereas



ADJECTIVES

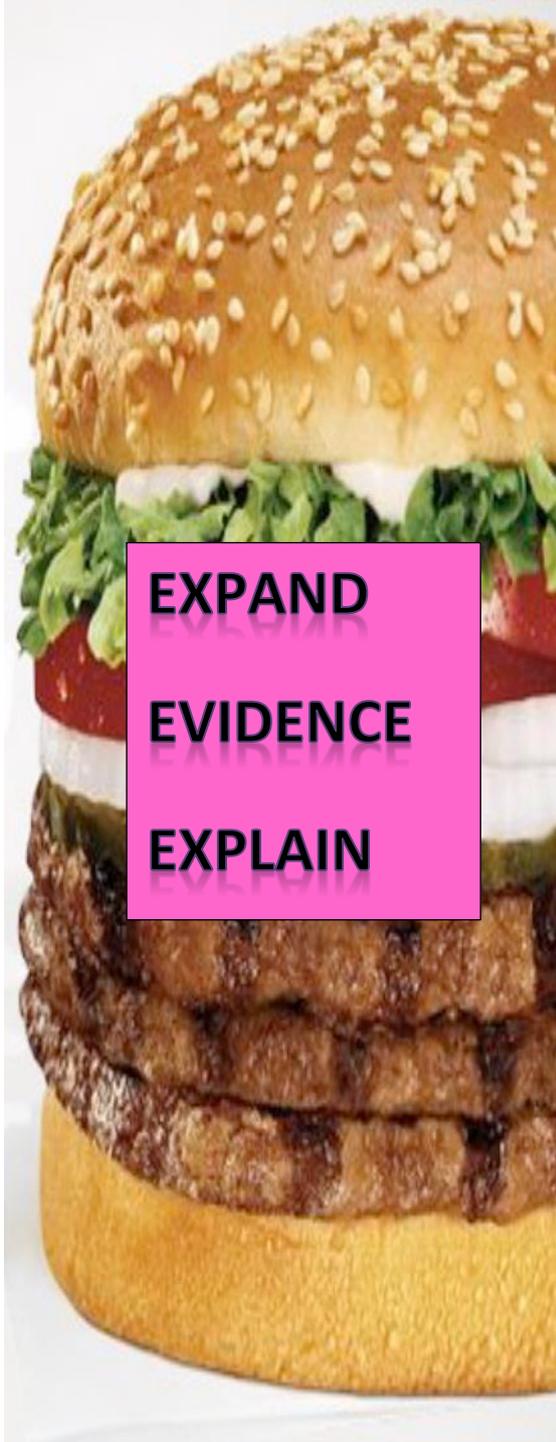
Feelings	People	Noise	Size
angry	abnormal	cooing	Big
annoyed	absent-minded	deafening	colossal
anxious	adventurous	faint	fat
arrogant	affectionate	harsh	gigantic
ashamed	agile	high-pitched	great
awful	agreeable	hissing	huge
bad	alert	hushed	immense
bewildered	amazing	husky	large
clumsy	ambitious	loud	little
combative	amiable	melodic	mammoth
condemned	amusing	moaning	massive
confused	analytical	mute	miniature
crazy	angelic	noisy	petite
creepy	apathetic	purring	puny
cruel	apprehensive	quiet	scrawny
dangerous	ardent	raspy	short
defeated	artificial	resonant	small
defiant	artistic	screeching	tall
depressed	assertive	shrill	teeny
disgusted	attentive	silent	teeny-tiny
disturbed	dainty	soft	tiny
dizzy	decisive	squealing	
dull	delicate	thundering	
embarrassed	demonic	voiceless	
envious	devoted	whispering	
evil	discerning		
fierce	discreet		
foolish	distant		
frantic	distraught		
frightened	distrustful		
grieving	earnest		
grumpy	ferocious		
helpless	generous		
homeless	great		
hungry	grouchy		
hurt	guarded		
ill	hysterical		
itchy	impatient		
jealous	imperturbable		
jittery	impetuous		
lazy	impractical		
lonely	impressionable		
mysterious	obnoxious		
nasty	prejudiced		
naughty	reluctant		
nervous	resentful		
	reserved		
	tactful		

PARTS OF SPEECH

ARTICLES:	<ul style="list-style-type: none"> The 3 articles in English are 'a', 'an' and 'the'. You use 'an' (not 'a') when the next word (adverb, adjective, noun) starts with a vowel sound. You use 'the' with an uncounted noun when you are talking about a particular example of that thing.
NOUN	<ul style="list-style-type: none"> A word (other than a pronoun) used to identify any of a class of people, places, or things common noun, or to name a particular one of these proper noun.
ADJECTIVE	<ul style="list-style-type: none"> An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.
VERBS	<ul style="list-style-type: none"> The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence
ADVERBS	<ul style="list-style-type: none"> An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as 'how' 'when,' 'where,' 'how much'.
CONJUNCTIONS	<ul style="list-style-type: none"> You use a co-ordinating conjunction ('and,' 'but,' 'or,' 'nor,' 'for,' 'so,' or 'yet') to join individual words, phrases, and independent clauses. Note that you can also use the conjunctions 'but' and 'for' as prepositions.
PREPOSITION	<ul style="list-style-type: none"> A preposition links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition.
INTERJECTION	<ul style="list-style-type: none"> An interjection is a word added to a sentence to convey emotion. It is not grammatically related to any other part of the sentence. You usually follow an interjection with an exclamation mark.

TYPES OF SENTENCES

SIMPLE SENTENCE	<p>The most basic type of sentence is the simple sentence, which contains only one clause. A simple sentence can be as short as one word:</p>	<p>Melt! Ice melts. The ice melts quickly. The ice on the river melts quickly under the warm March sun. Lying exposed without its blanket of snow, the ice on the river melts</p>
------------------------	--	--



**TOPIC
SENTENCE**

**EXPAND
EVIDENCE
EXPLAIN**

**SUPPORTING
SENTENCES**

CONCLUSION

It's the TSSC with the 3's EEE



PARAGRAPH BUILDER

<p>Topic Sentence – (STATE) introduces the reader to the idea that cats make a great companion for people.</p>	<p>People enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Cats are great companions to people, they can be affectionate and playful company.</p>	<p>Body</p> <p>Expand</p> <p>More information about the topic sentence</p> <p>Evidence</p> <p>Quote and research into the topic is brought into the sentence</p> <p>Explain</p> <p>Provide further information on the topic.</p>
<p>Concluding Sentences</p> <p>A summary or thought of the paragraph is written which is linked to the topic sentence.</p>		

HAMBURGER PARAGRAPH BUILDER



Paragraph Builder

Topic Sentence _____

Expand _____

Evidence _____

Explain _____

Concluding Sentence _____



INTRODUCTION

BODY

POINT 1

POINT 2

POINT 3

CONCLUSION

ESSAY BUILDER

INTRODUCTION	TS <ul style="list-style-type: none">••• C	
POINT 1	TS <ul style="list-style-type: none">••• C	
POINT 2	TS <ul style="list-style-type: none">••• C	
POINT 3	TS <ul style="list-style-type: none">••• C	
CONCLUSION	TS <ul style="list-style-type: none">••• C	

THE HUMBLE HAMBURGER

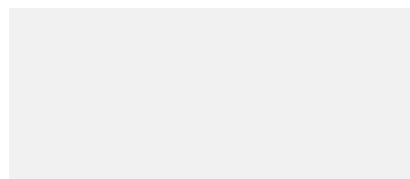
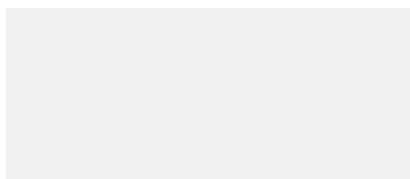
A hamburger is a satisfying meal that appeals to a variety of people. Firstly, a hamburger contains a succulent tomato. This fruit enhances the overall taste of the food as well as containing many health benefits for consumers. Secondly, the meat patty is the main source of protein in the burger. The patty enables people to reach their daily requirement of protein. Finally, lettuce completes the hamburger. This leafy vegetable contains ample amounts of folate and nutrition as well as preventing the base of the bread bun from becoming spongy. It is clear that the hamburger is a wholesome meal.

The tomato in a hamburger is the main appeal. Not only is the tomato considered a superior fruit, its health benefits are considerable. Today, 'tomatoes are now eaten freely throughout the world, and their consumption is believed to benefit the heart among other things. They contain lycopene, one of the most powerful natural antioxidants, which, especially when tomatoes are cooked, has been found to help prevent prostate cancer' (<http://en.wikipedia.org/wiki/Tomato>). As young people are reluctant to consume vegetables, ensuring that a tomato is added to a hamburger will assist in maintaining a healthy lifestyle. Therefore, a tomato is a necessary filling.

A hamburger's main ingredient is the meat patty. The serving size is adequate for one meal. People should consume protein with every meal to ensure that their body is receiving the daily nutritional requirements. Good nutrition is vital as it creates a burst of energy source in the body. Clearly, the meat patty has many health benefits and one way to achieve these benefits is to eat a hamburger.

Lettuce is the final filling in a hamburger. The overall appeal for potential eaters is the green-colour which compliments the tomato making it a visually attractive meal. The benefit in consuming dark lettuce leaves is the richness in 'folate and (it) contain useful amounts of beta-carotene as well as vitamin C, potassium and certain phyto-chemicals (coumarins, flavonoids and lactucin) that act as a mild sedative, especially when eaten with bread' (http://www.organicfood.com.au/Content_Common/pg-lettuce-information-facts.seo). The folate is an essential mineral for healthy growth and development, particularly for women during pregnancy. Evidently, a lettuce's presence in a hamburger is fast becoming a health necessity.

Therefore, a twenty-first century hamburger serves a greater purpose than its visual appeal. The tomato has considerable health benefits such being as a powerful antioxidant. A meat patty also fulfils the one-third of the daily protein needs in order to maintain an adequate energy source in the body. Finally, the lettuce contains useful amounts of beta-carotene and other important vitamins. Clearly, a hamburger has evolved to a healthy-option meal.



ESSAY TIPS

Before you bring pen to paper and begin to write your essay it is important that you prepare properly and develop an essay plan, by following these steps.

Understand the question

If you are unsure what is being asked of you then clarify the question with your teacher so you do understand. It's important to have a clear understanding before you start planning and preparing your essay.

Brainstorm the topic.

- How much do you already know about the topic? Get all your thoughts and ideas down on paper. (At this stage they don't have to be in logical order.)
- Research the topic
- What do you need to find out?
- What research do I need to do to develop my knowledge of the topic?
- Look up the definitions of key words or words that are unfamiliar to you to help you understand the topic.
- A graphic organiser is a great way to record your research.
- Plan your Essay
- This book consists of a range of templates that can be used to plan or your essay.
- Organise your information, thoughts and ideas into a logical order that can be easily understood. It should be clear, simple and easy to follow.
- Make sure you do not leave any key factors out, go over your notes.
- Check your plan to make sure you are on task. Refer to the question have you included information that answers the question or have you gone off topic?
- If you are thorough with your preparation and take the time to brainstorm, research and plan your essay. The result will be that you have created a well-structured and clearly set out essay.

Don't forget to hand in your essay plan so your teacher can understand the process that you have undertaken to create your essay. Never throw away any of the work that you did during the planning till after you receive your essay back after marking.

Use the essay checklist on the next page to make sure you have created a great essay. Make sure you allow enough time to do plan properly don't leave your essay to the night before it is due.



ESSAY WRITING CHECKLIST

Introduction:

- Is the main idea (i.e., the writer's opinion of the story title) stated clearly?
- Is the introductory paragraph interesting? Does it make the reader want to keep on reading?

Body Paragraphs:

- Does each body paragraph have a clear topic sentence that is related to the main idea of the essay?
- Does each body paragraph include specific information from the text (including quoted evidence from the text, if required by the instructor) that supports the topic sentence?
- Is there a clear plan for the order of the body paragraphs (i.e., order of importance, chronology in the story, etc.)?
- Does each body paragraph transition smoothly to the next?

Conclusion:

- Is the main idea of the essay restated in different words?
- Are the supporting ideas summarized succinctly and clearly?
- Is the concluding paragraph interesting? Does it leave an impression on the reader?

Overall Essay:

- Is any important material left unsaid?
- Is any material repetitious and unnecessary?
- Has the writer tried to incorporate "voice" in the essay so that it has his/her distinctive mark?
- Are there changes needed in word choice, sentence length and structure, etc.?
- Are the quotations (if required) properly cited?
- Has the essay been proofread for spelling, punctuation, grammar, etc.?
- DOES THE ESSAY HAVE AN INTERESTING AND APPROPRIATE TITLE?



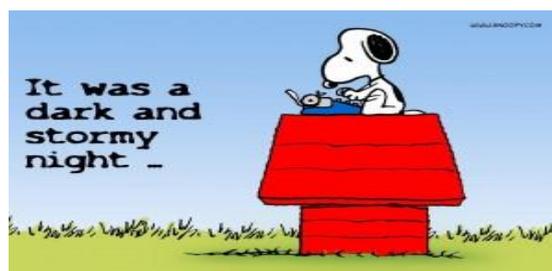
TEXT COHESION

Cohesion is achieved by linking ideas or concepts and controlling threads and relationships across a whole text using referring words, text connectives, substitutions, word associations and ellipsis. Also contributing to cohesion are:

- Verb tenses
- Referring expressions (anaphoric, cataphoric and exophoric reference – or forward and backward reference and reference to someone or something outside the text)
- Rhetorical questions
- Repetition (words and structures)
- Parallelism (+ the rule of three)
- Semantic fields (lexical cohesion)
- Substitution (Do you like reading? Yes, I do.)
- Ellipsis (What are you doing? Watching TV.)
- Conjunctions

Conjunctions and text connectives:

- Temporal: first, second, next, meanwhile, while, then, later, previously, finally, to conclude
- Causal: because, for, so, consequently, due to, hence, since, accordingly
- Additive: also, moreover, above all, equally, besides, furthermore, as well as, or, nor, additionally
- Comparative: rather, elsewhere, instead, alternatively, on the other hand
- Conditional: yet, still, although, unless, however, other wise, still, despite, nevertheless
- Clarifying: in fact, for example, in support of this, to refute



TEXT COHESION – Keeping text together

Traffic must be reduced in central Sydney

In the 21st century, there are too many cars on Sydney's roads **and therefore** motorists should be discouraged from driving in the centre of Sydney. Cars pollute the air causing health problems and environmental damage.

The fumes emitted by cars make the air foul and **this polluted air** can cause respiratory illnesses such as asthma. Air pollution has also been linked to serious illnesses such as cancer. If people are ill, **they** cannot work and therefore **this** leads to a loss of productivity. Furthermore, when air quality is poor and many people become ill, our hospitals become over-burdened and at times are forced to close their Casualty wards.

Car fumes **also** contribute to environmental damage. Plants and trees suffer **as a result**, and buildings and homes are damaged. **This** can lead to ugly discolouring of stonework or expensive cleaning and restoration work, especially of historic buildings, having to be carried out.

Cars emissions increase the carbon dioxide levels in the air and, **as** CO2 is a greenhouse gas, **this** contributes to global warming **which** is having a devastating effect on our planet. The high volume of traffic leads to congestion of our city streets. **This** makes city driving very frustrating for motorists, **and the resulting** stress can lead to health problems **such as** heart attacks.

Traffic congestion makes it hard for pedestrians to cross the street and can lead to people being hit by cars and injured or even killed. **It** also makes cycling difficult and dangerous. Traffic congestion makes it difficult for buses to run on time **as** they are often held up. **It also means that** emergency vehicles such as ambulances and fire engines are not able to reach their destinations quickly and human life may be endangered **because of this**.

To discourage the use of cars in central Sydney, drivers could be charged for using the city's roads. A congestion tax charged to motorists in central London has greatly reduced the amount of cars on the roads. **This** has led to significant reductions in CO2 and other air pollutants, greater safety for pedestrians and cyclists, and improved reliability of the central London bus network.

It is imperative that steps are taken as soon as possible to reduce the amount of traffic on Sydney's roads. **Charging motorists** to use the roads has been proven to effectively reduce traffic congestion in London, and **its** implementation in Sydney would provide an efficient and cost effective way to reduce traffic in the CBD.



HOW TO DELIVER AN ORAL PRESENTATION

Step 1 - Preparing your oral presentation

- What is the purpose of your presentation?
- Who is the audience?
- What is the content of your presentation?

Step 2 – Organise your ideas

- Brainstorm your topic.
- Write a rough outline.
- Research your topic.

Step 3 - Draft

- Understand what the assignment or task is asking you.
- Think about the required length and time allocation.
- Summarise your draft into points.
- Plan and prepare your visual aids.
- Ask someone to have a look at your draft such as a family member or teacher.
- Make sure you have covered all of the assessment criteria.
- Refer to the marking criteria or rubric.
- Familiarise yourself with your script and its content.

Step 4 – Practice

- Check the pronunciation of difficult, unusual, or foreign words beforehand.
- Practise in front of someone.
- Time your speech.

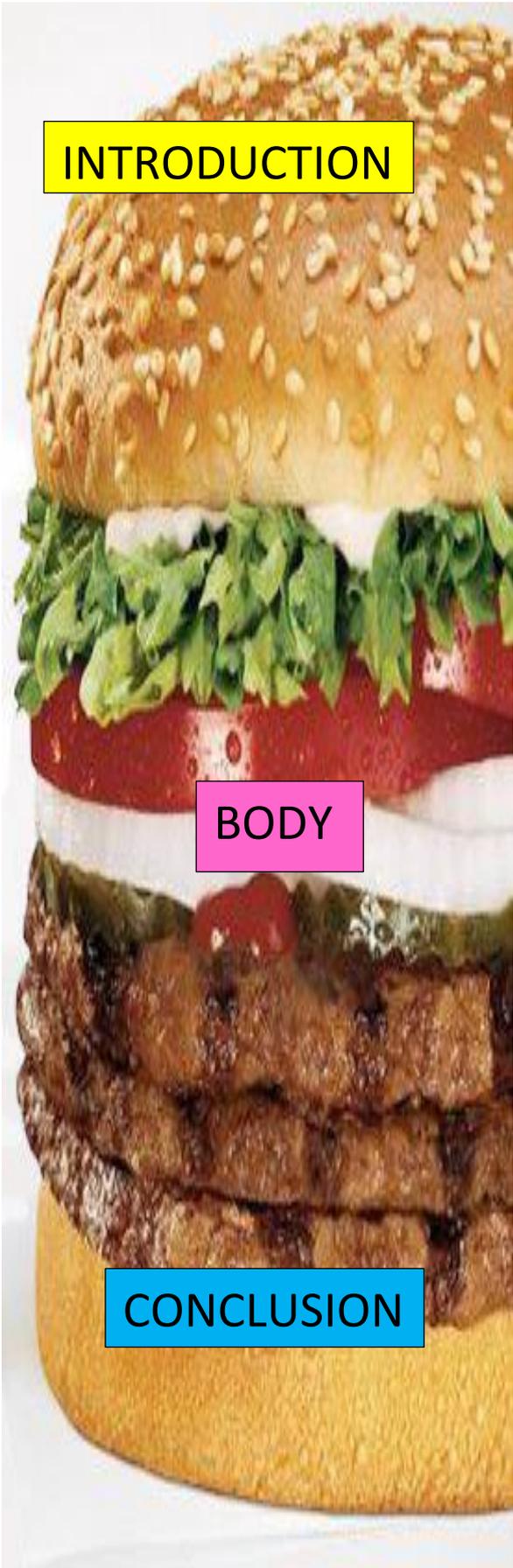
Step 5 – Present your Speech

- Talk to your audience, don't read to them! They will lose their concentration.
- Use cue cards as prompts to speak to the audience.
- Watch your language! Keep it simple.
- Emphasise the key points—and make sure people realise which are the key points. Repeat them using different phrasing.
- Use your voice to communicate clearly.
- Speak loudly and clearly enough for everyone in the room to hear you.
- Don't rush; it will only make it harder for other people to understand you.
- Key words are important. Speak them out slowly and loudly.
- Vary your voice quality so that your audience will not switch off.
- When you begin a new point, use a higher pitch and volume.

- Use pauses—don't be afraid of short periods of silence. (They give you a chance to gather your thoughts, and your audience a chance to think.)
- Use your body to communicate.
- Stand straight and comfortably. Do not slouch or shuffle about.
- Hold your head up. Look around and make eye-contact with people in the audience. Do not just address the teacher! Do not stare at a point on the carpet or the wall. If you don't include the audience, they won't listen to you.
- When you are talking to your friends, you naturally use your hands, your facial expression, and your body to add to your communication. Do it in your presentation as well. It will make things far more interesting for the audience.
- Don't turn your back on the audience!
- Stop if necessary and explain a point again.
- Check if the audience is still with you and use phrases such as 'Does that make sense? Or 'Is that clear?'
- Be open to questions.
- Use visual aids in your presentation, as it helps people to understand. People learn visually as well as aurally. Particularly if your accent is different from your audience's accent, it can be very helpful to let them see your keywords.
- PowerPoint
 - ✓ Only use key points on slides and not chunks of information.
 - ✓ You should use the notes function tool to use if you need to write reference material.
 - ✓ Sometimes students are tempted to spend more time on producing PowerPoint graphics than on the actual talk. Remember—if your talk is poor, no amount of fancy graphics will save it!
 - ✓ Think of the colour scheme and ensure the font size is readable.
 - ✓ Your PowerPoint is meant to support your presentation and avoid using colours and imagery that draws attention away from you.
 - ✓ Use the PowerPoint tools such as the animation effects or font functions to make your presentation interesting, but not too many.
 - ✓ Remember that PowerPoint may look great, but if the technology goes wrong it's a good idea to print a hard copy for the teacher.



ORAL PRESENTATION MODEL



INTRODUCTION

- Introduction (may be written last)
- Capture your listeners' attention: Begin with a question, a funny story, a startling comment, or anything that will make them think.
- State your purpose; for example:
 - ✓ 'I'm going to talk about...'
 - ✓ 'This morning I want to explain...'
- ✓ Present an outline of your talk; for example:
 - ✓ 'I will concentrate on the following points: First of all...Then...'
 - ✓ This will lead to... And finally...'

BODY

- Present your main points one by one in a logical order.
- Pause at the end of each point (give people time to take notes, or time to think about what you are saying).
- Use examples to illustrate your points.
- Use visual aids to make your presentation more interesting
- Make it absolutely clear when you move to another point. For example:
 - ✓ 'The next point is that ...'
 - ✓ 'OK, now I am going to talk about ...'
 - ✓ 'Right. Now I'd like to explain ...'
 - ✓ 'Of course, we must not forget that ...'
 - ✓ 'However, it's important to realise that...'

CONCLUSION

- It is very important to leave your audience with a clear summary of everything you have covered.
- It is also important not to let the talk just fizzle out. Make it obvious that you have reached the end of the presentation.
- Summarise the main points again, using phrases like:
 - ✓ 'To sum up...'
 - ✓ 'So, in conclusion...'
 - ✓ 'OK, to recap the main points...'
- Restate the purpose of your talk, and say that you have achieved your aim:
 - 'I think you can now see that...'
 - ✓ My intention was ...,
 - ✓ and it should now be clear that ...'
- Thank the audience, and invite questions:
 - ✓ 'Thank you. Are there any questions?'

SPELLING

HOW TO IMPROVE YOUR SPELLING

1. When you are practising spellings, use as many senses as you can:
 - Look closely at a word and try to remember what it LOOKS like.
 - Think about the SOUND of a word that will often give you clues about the spelling.
 - To learn a word, WRITE it or TYPE it - or both.
2. Never use capitals when writing to learn words - the word will have no shape, which will not help your visual memory.
3. To make your learning personal to you, start a 'Spelling Log' - your own personal dictionary.
4. Dictionaries can be a help whether paper, online or electronic.
5. Read a lot - not just books but everything around you e.g. food packets, newspapers, catalogues, billboards, road signs etc.
6. Keep a scrap of paper on hand to try out different spellings for a word. Often you will be able to tell which one 'just looks right' e.g. toylet/toilet tois/toys
7. If you can't recall the look of a word, use the sounds - then, even if the spelling is not exactly right, the reader will know what you mean.
8. Don't be scared to ask people - most will only be too pleased to help you.
9. Ask a friend/parent to check through anything important for you.
10. Ask your teachers for help.



	Simple	Common		Difficult		Challenging
A	a add am an and are as at	able always about amount above amuse action angry active another added any afford appear afraid apply after aren't again around ages ask agree aspect allowed/aloud assist almost avoid alone		abandon ability abnormal abolish absolutely accept access achieve acknowledge activity actually addiction addition advantage advice	allocate annoy answer appalling area argue artistic assess attachment attempt attention auction available average awareness	accelerating accumulate acquaint acquire acquisition adolescent adrenaline advantageous aisle ambiguous annihilate appreciate appropriate artificial associate
B	bad back ball bark bee bell best big book box boy bring but by	backyard bare/bear based basic basketball because become before behave behind believe belong below besides	bigger bike birthday blend block body boost bottom bought/ brought brain brand break bullied buy	bargain barrier behaviour benefit bias board/bored bonus borrow boundary brutally build burden business		basically belligerence beneficial benefited benevolent biodegradable blasé brevity brilliance brusque
C	can car clap cost cup	carry care case catch cause centre chance change chase cheap child choose city clean climb close collect colour comment	common compare conflict consist console contain control could couple course crack crime crowd cry cycle	capable capacity category celebration certain charity cheque choice circuit cognitive comfortable committed community comparison competition complaining complete computer concentration	concern conclusion condition confidence connotation consider consumer continue contraption controller convince coordinator country create crisis culprit culture curious customary	camouflage changeable colloquial colossal column complementary conscience conscious consequence consequently controversial controversy correspond courageous cylinder

	Simple	Common		Difficult		Challenging
D	deep did dog doll dot drag drip drop drum dull	debate define degree delight depend destroy detail didn't/don't direct disagree display does/doesn't dollar donate done door	downside draw dream due during	damage dangerous debatable debt decide decision decorate decrease defence demolish demonstrate depression deprive description deserve detrimental	develop device different difficult digest disadvantage disagreement disappear disappoint discomfort discover discuss distance donation doubt	debris deficient definite dependency desperate disadvantageously discipline dramatically
E	end	each earlier earnings earth easiest easily edge educate effort eight either enable enjoy enough escape even	ever everybody everywhere evil evoke exactly examine example exist expect expert explain explode expose extent eyes	economy educational effect electronic element emerge emphasis energy engage engine enjoyable enormous ensure entertain entirely episode	especially essential esteem evidence except excess exciting exercise expanse experience explanation exploit explosion exposure extremely	effervescent efficient embarrassed endeavour environment ethically euphoric exaggerate exhilarating explanatory
F	feel fell fill fit food for from fun	fair false family fear feeling few field fighting final first/firstly floor fly/flies	follow forget formal found four frankly free/freedom friend fruit full funny fur	facet factory famous fashion favourite feature figure finally focus force foreign forest	formation fracture fragile frenzied frighten fuel furniture further fury/furry futile future	facilities fascinating fluorescent fulfil/fulfilled

	Simple	Common				Challenging
G	get go going good got	game gain garden getting gizmo globe goes	goodness great greed ground group grownup growth	gadget general generation genius gesture gigantic global	government graphics grumble guess guide	gauge generalisation grandeur guarantee guillotine
H	hand harm has hat have he help her here him hot how hunt	habit handful happen happiness happy/ happiest hardly harsh haste head heavier high holidays hope/hoping	house however huge humans hundred	haphazard hazardous health hesitance hesitate hilarious history honest hopefully hopscotch horrify humorous hurriedly	hygiene	haemoglobin hallucinate humanitarian
I	I if in into is it	ice idea ignore imply important impress improve include income inside insight instead	involve islands	illegal imagination immediate implicate importance improvement increase incredible incur indecision individual industrial	injury insolent inspire instance instinct insurance intention interest interrupt introduction invisible ironic	inconsequential inconsolable incorporate indecipherable interrogate intrigue invulnerable iridescent irrelevant irresponsible
J	just	jacket joke joyful	judge juice justly	jeopardy jewel jewellery	journey judgement	judicial juxtapose
K	keep kid	key keeping kitten	knee know	kilometres knowledge		kaleidoscope kayaking
L	land lay leg lets long look lot	large lastly latest laugh lead learn least leave length	lesson/lessen likely limit little live/living local lonely lose/loose love	labour language laser library lightning limited litany literacy logical	lunar luxury	leisure liquefy litigious longevity luminescent

	Simple	Common	Difficult	Challenging		
M	may me meet men much my	mainly major make many master match mean medium member mental merit metal middle might	mimic minor mistake mobile model modern money moral more mother movie music myself	machine magazine maintain majority manage manufacture massive maturity maximum measure memory mentality mention millions	mineral minimum minority minute mixture moderation monopoly morally motivation muscle mutual mystery myth	magnificent manageable manoeuvre mathematician mediaeval miniature mischievous misconstrue
N	no norm not now nut	nearest never new/newest nice noise/noisy normal nothing	numb	natural naughty negative negligent neighbour neither nervous	neutral nevertheless normally notice nowadays numerous nutrition	naivety narcissist necessary nonchalant noticeable notoriety nuisance
O	of old one our out	obtain offer often older once only ooze other ought	ourselves outcome outside over own	obedient obesity oblige observe obvious occupy occur opinion opportunity	opposition optimist option ordinary organise original ourselves outweigh overstatement	obnoxious obscure obsesses obsessive occasionally occurrence opaque opinionated outrageous
P	park pay pet play put	pair panic parents passed paw/poor/ pour payment peace/piece peers people perfect person phone place plastic point pose power	present prevent price problem profit program progress proof protect prove provide public pull	participate particular penalise penalty personal persuade picture platform pleasure plethora popular positive possible poverty powerful pray/prey precious presence	previously principal principle priority probable process procure produce properly prosperity prototype proven punctual punishment purchase pure/purely purpose pursuit	parallel peculiar pessimistic physically possess prevalence privileged psychiatrist psychology

	Simple	Common	Difficult	Challenging		
Q		question quickly quiet/quite	quaint quality quantity	quench query questionable	queue quiescent	
R	ran rest rid room run	rare racist really reason recover refuse regarding relax release relieve remote repair report reserve results	return reward right robot rough rubbish rude running	rational realise reality receive recent recognise recommend recreation reduce reference reflexes regulate relationship relaxation relevant	reluctant remember remnant repayment replenish represent reproduce require research resource responsible revenge revenue ridiculous	racquet rancour realistically reminiscent remuneration responsibility resurrect resuscitate rhythm ricochet rigorous
S	sad saw say seem she shed shut sick sit six so spot such	safety said same saving school scrape second secret selfish sense seven sexist shaping share sharp shiny shock shopper should show side sign simply single	sixth size skill some someone sound speak speech spent spoilt sprawl stable staple state stopped strange stress strong study style subject super sure/surely	satisfy sceptical scheme science scissors seize serious service several shoulder signal similar simplicity situation skateboard social solely solution special spectacular standard statement station strategy	structure subside success suitable summary summoned supervision supply support suppose surprise surround survive sweat system	sabotage sanctuary scintillate separate significance silhouette sovereign stationary stationery stereotypically strategically subtlety subtly sufficient

	Simple	Common		Difficult		Challenging
T	tall tells ten that the then thing this to top	taken tantrum teacher teenager their/there they/they're think thirdly though thought thousand three through throw tired	title together tomorrow too/two topic touch towards travel treat trick tries trouble truth twice type	taught technical technique technological television temperature tension terrible territory themselves theory therefore thorough threatening traditional	transfixed travelled treasure trophy typical	temperamental temporary therapeutic tournament traumatic
U	undo up	ugly unable underneath understand unfairly unfit until upset	use useful useless	unbelievable uncertain uncomfortable undecided understatement uneducated unethical unfortunately	unique unnatural urban urgency usage usual	ubiquitous unconscious undoubtedly unethically unfathomable unintentionally unnecessary unparalleled
V	vat vet	valid vanish very video view	visit	valuable value various vehicle version	victory violence virtual vision	vulnerable
W	was we went will wing wish with	wait wallet want warn waste water wear/where were what when whenever which while who	whole whose why window winner without word world worse worth would writing wrong	wary wealth wearisome weary weighed weight welfare whereas whether whilst wholly witness wonder worthwhile	wrapped	waive wilful wondrous
X Y Z	xbox xray yell yes you zoo	yardstick your yourself zapped		yacht yearn yield younger yourselves	youth zany zenith zodiac zoology	zephyr

ACKNOWLEDGEMENTS

We would like to acknowledge the following sources that we have used in developing this literacy booklet.

- Campbell High School English and Languages Faculty
- Campbell High School Improvement Committee
- Critical Friend - Deidre Clary
- ACT Department of Education, Executive Officer Secondary English and Literacy Years 7-12 – Kathy Griffiths
- UC and Kaleen High School 2011 Writing Handbook
- 2005, Stepping Out Writing, Steps Professional Development, Western Australia
- Education Department of WA, 1997, First Steps Writing Resource Book, Rigby Heinemann, 1st
- Education Department of WA, 2007, First Steps Writing Resource Book, Rigby Heinemann, 4th
- 2011, A New Grammar Companion For Teachers, Beverly Derewianka
- Dictionary.com - <http://dictionary.reference.com/>
- Oxford Dictionary <http://www.oxforddictionaries.com/words/semicolon>
- ACARA, 2012 NAPLAN Spelling Reference List
- 2014 Literacy Coordinator – Susan Daintith