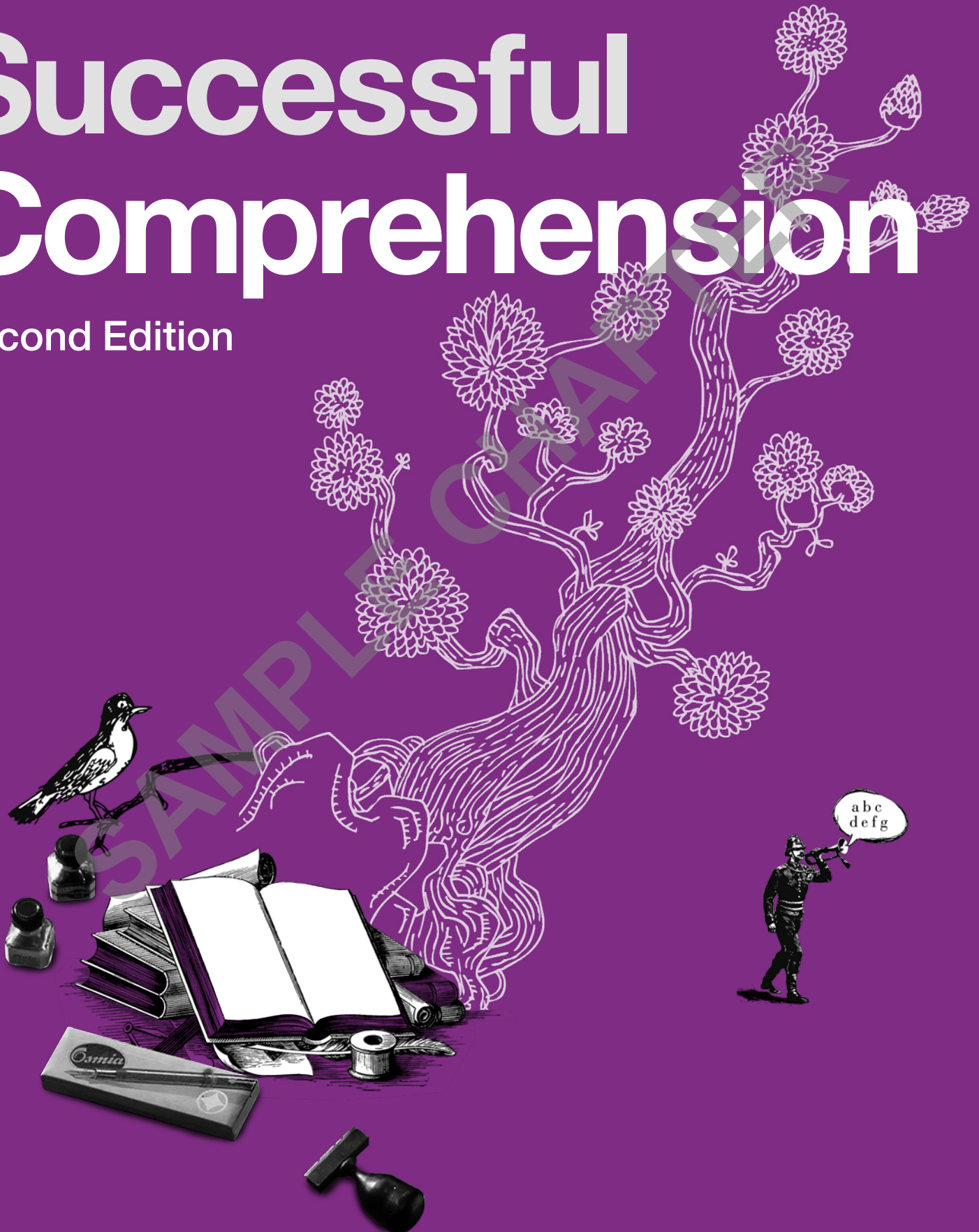


Amanda Ford  
Elizabeth Haywood

OXFORD

# Successful Comprehension

Second Edition



**SAMPLE CHAPTER**

Amanda Ford  
Elizabeth Haywood

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SAMPLE CHAPTER



# OXFORD

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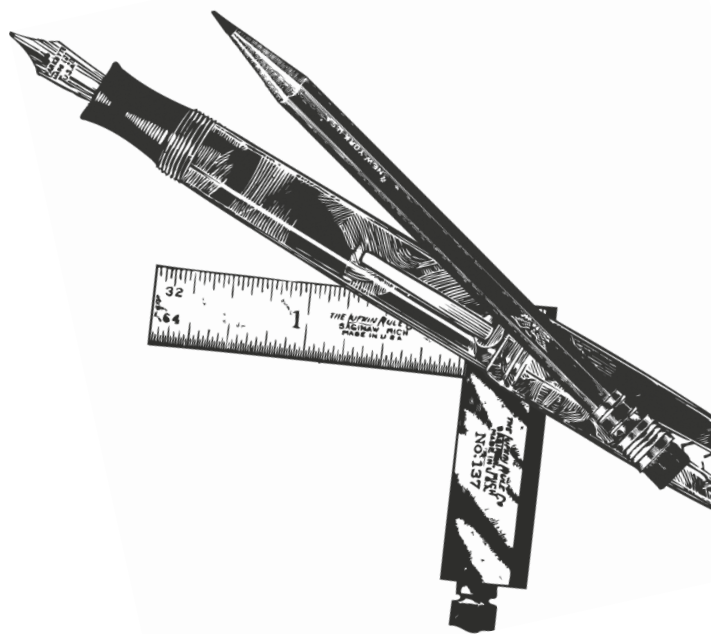


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# Preface




*Successful Comprehension* is a companion volume to other titles in the *Successful* series. It is aimed at students in the first three years of secondary school.

As well as consolidating comprehension skills, *Successful Comprehension* teaches students how to use words in context. A wide range of material is presented, including extracts from novels, magazines, poems, newspapers and instructional material. The emphasis is on providing students with different techniques and genres of writing in order to lead them towards a detailed understanding of written material.

The framework for each unit is based on sound pedagogical approaches to reading comprehension:

- What is being said? (literal comprehension)
- What does it mean? (inferential or interpretative comprehension)
- What do I think about it? (evaluative or implied comprehension)

The units are designed to be used for classwork or homework and are suitable for a wide range of abilities, with the opportunity for extension work provided for in the 'What do I think about it?' section of each unit. Writing to be completed off the page is indicated by the  icon.

Questions should generally be answered in complete sentences.

This book will also provide a very useful basis for ESL students who are learning English, as the units give practical, everyday examples of English as it is used currently.

Answers will be found at [oup.com.au/SucCom](http://oup.com.au/SucCom) and these will reduce the burden of correction. The website also contains a series of additional NAPLAN-style assessment resources.

We hope you will find *Successful Comprehension* a practical addition to classroom work.

**Amanda Ford**  
**Elizabeth Haywood**

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# Unit 1

## Shark attack sparks warning

### Wayne Flower

*Herald Sun*

**Swimmers are being urged to take care at Victorian beaches after a deadly shark attack in Western Australia and several sightings around the country.**

Lifesaving Victoria spokesman Greg Scott said swimmers should follow a set of basic rules to avoid sharks.

'Don't swim alone, avoid dirty and turbid water, don't swim with domestic pets, avoid dusk and night-time swimming and areas where people are congregated fishing,' he said.

Mr Scott said two spotter planes would patrol Victorian beaches daily this summer.

The warning comes after Brian Guest, 51, disappeared in a swirl of blood at a beach south of Perth on Saturday.

Terrified swimmers at Cottesloe Beach were cleared from the water yesterday after a shark was seen 200m off-shore by a helicopter searching for the West Australian.

Police have so far found only pieces of wetsuit believed to have been

worn by Mr Guest when he was snorkelling about 30m offshore with his son Daniel at Port Kennedy.

Daniel, 24, yesterday said his father was fully aware of the risks he took diving and would not have wanted to see any shark hunted down because of an attack.

'Dad loved and respected the ocean environment. He was brought up on it,' he said.

Daniel said his father was an outgoing, kind man.

Mr Guest's brother Bill said they had travelled, fished and dived together for years.

'He loved his fishing, loved his diving and did everything with a great passion,' Bill said.

A witness who saw the shark thrashing around estimated it was 4-5m long.

Police said they would not hunt the shark.

'There's no way of knowing which shark it would be,' said Sen-Sgt Greg Trew of Fremantle Water Police.

'We could hunt down every shark from here to eternity without knowing whether we had the right one.'

In 2005 Mr Guest told an anglers' website forum he did not believe in killing sharks.

'They got a right to be there, we got a right to go there and there are risks associated with everything, but I don't believe the correct way of reducing our risk is to kill the shark.'

Shark expert Ric Wilson said a shark attack in Port Phillip Bay was becoming more likely each year.

He said the unknown impact of dredging and suspected food shortages in the bay could end in tragedy.

Mr Wilson warned swimmers to be particularly cautious of sharks from Ocean Grove to Cape Schanck, Phillip Island back beaches, Point Leo, Kilcunda and the southern end of Port Phillip Bay.

### What is being said?

#### 1 Definitions: what is the meaning of the following?

- a turbid \_\_\_\_\_
- b congregated \_\_\_\_\_
- c thrashing \_\_\_\_\_
- d eternity \_\_\_\_\_
- e anglers \_\_\_\_\_

#### 2 Provide the name of three of the five people quoted in this article and their position or relationship to Mr Guest.

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_





3 Label each of these statements true or false based on the advice given by the Lifesaving Victoria spokesman.

- a Swim alone. \_\_\_\_\_ c Swim at dusk and at night-time. \_\_\_\_\_  
b Don't swim with pets. \_\_\_\_\_ d Swim where people are congregated fishing. \_\_\_\_\_

4 Briefly describe Mr Guest's disappearance in correct chronological order. \_\_\_\_\_

---

---

---

5 What evidence is there that Mr Guest would not have wanted to see the shark hunted down?

---

---

6 What reason do the police give for not hunting the shark? \_\_\_\_\_

---

7 What two reasons are given for the increased likelihood of a shark attack in Port Phillip Bay?

- a \_\_\_\_\_  
b \_\_\_\_\_

8 List three beaches where swimmers are warned to be aware of the danger of sharks.

---

What does it mean?

9 List four questions the reporter would have asked to get the information for this story. In each case, identify to whom he would have addressed the question.

- a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_  
d \_\_\_\_\_

10 Make up an interesting new headline for this story. \_\_\_\_\_

---

What do I think about it?

11 Write a letter to the newspaper giving your opinion on whether or not sharks which attack humans should be hunted down and killed.



# Unit 2

## Is it right to keep animals in zoos?

**Nicolas Brasch**

*The Sunday Age*

**Unless your family has its holidays in the grasslands of Africa or along the banks of the Amazon River in South America, the chances are that your first glimpse of an elephant, anaconda or tiger was at a zoo.**

That's one of the good things about zoos—seeing the animals up close that you would only otherwise see on TV or at the movies. There are other benefits too, such as breeding programs for endangered species and helping injured and threatened animals. However, not everyone thinks that animals should be kept in zoos. Some organisations would prefer zoos to be closed down altogether.

Jenny Gray is the acting Chief Executive Officer of Zoos Victoria. She runs the Melbourne Zoo, Werribee Open Range Zoo and Healesville Sanctuary. Not surprisingly, she believes that zoos are 'incredibly important'. She says, 'We only look after things we understand and know, and zoos introduce us to animals we would never come into contact with otherwise.'

Zoos Victoria has many breeding and conservation programs, not all of them for animals that normally capture the public's imagination. For example, a species of stick insects from Lord Howe Island was believed to be extinct for decades, killed off by rats accidentally introduced to the island when a ship ran aground and the rats ran ashore. But in 2001 a few of the insects were discovered and taken to Melbourne Zoo. They will breed there until 2011, when the island should be cleared of rats.

Another program involves the Tasmanian devil, which is threatened by a disease known as Devil Facial Tumour Disease (DFTD)—like a cancer of the face. By capturing, looking after and studying ill Tasmanian devils, there is more chance of finding the cause of the disease, ways to treat it, and establishing DFTD-free areas in Tasmania so the devil population can increase naturally.

Of course, not all zoos are as well-managed as Melbourne's. There has been criticism lately about the way elephants are treated in zoos. Two international reports said that elephants in zoos lived far shorter lives than those in the wild, and that stress and lack of exercise were killing elephants in captivity. However, Jenny Gray points out that the reports included some information and figures from the 1960s, when zoos treated elephants very differently to today. She also said that none of the zoos in the study were in Australia or the US and that some of the zoos were in Eastern Europe, where there has never been enough money to provide proper facilities. She said this meant it was very unfair to judge Australian zoos based on these reports.

The RSPCA, Australia's best known animal welfare organisation, campaigned against Thai elephants being kept at the Melbourne and Sydney Zoos. They lost this battle but remain opposed to zoos keeping elephants. According to the RSPCA, 'based on a wealth of international scientific evidence, it is clear some animals, including elephants, do not cope well in zoos'.

The RSPCA does, however, 'recognise the value of zoos in education and the conservation of many animal species'. Not everyone agrees.

Animal Liberation totally opposes animals being kept in zoos. Their Victorian spokeswoman, Amy Whiting, says 'Zoos are just businesses that are mainly interested in profits.' (Zoos Victoria is actually a not-for-profit organisation.) She also disputes claims that zoos are good for teaching and conservation. 'They are not observing animals in their natural habitat, so there is no educational value at all,' she says.

In the area of conservation, Amy Whiting says that only about 120 of the thousands of endangered species are involved in zoo breeding programs. 'The zoos only pick those animals that they think will raise their profile.' She also says that 'captive-bred animals have often missed out on valuable lessons their wild parents would have taught them and then, when they are released, they often do not have the instincts or knowledge to survive in the wild.'

Of course, Jenny Gray from Zoos Victoria doesn't agree. 'A lot of animals would not exist if they were not born in zoos.' And, she says, zoos provide positive experiences. 'Zoos are one of the few places where parents can take their children, grandparents can take their grandchildren, and everyone can enjoy the experience and later engage in a discussion about the world. Zoos allow us to open conversations.'

### What is being said?

#### 1 Definitions: what is the meaning of the following?

- a anaconda \_\_\_\_\_
- b endangered \_\_\_\_\_



- c conservation \_\_\_\_\_
- d liberation \_\_\_\_\_
- e not-for-profit organisation \_\_\_\_\_
- f habitat \_\_\_\_\_
- g RSPCA \_\_\_\_\_

2 List three positive aspects of zoos. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Why did the Lord Howe Island stick insect nearly disappear? \_\_\_\_\_  
\_\_\_\_\_

4 How is the Tasmanian devil threatened? \_\_\_\_\_

5 Give two problems identified by international reports on elephants in captivity. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6 How does Jenny Gray answer these international reports? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7 What, according to the RSPCA, are two points in favour of zoos? \_\_\_\_\_  
\_\_\_\_\_

8 Why does Animal Liberation oppose zoos? \_\_\_\_\_  
\_\_\_\_\_

9 How does Ms Gray reply to the Animal Liberation criticism of zoos? \_\_\_\_\_  
\_\_\_\_\_

### What does it mean?

10 This article gives arguments from both sides of the debate about zoos. Which side do you think has been given the most prominence? Give reasons for your answer.



11 The article finishes with a quote from Ms Gray. She says, 'Zoos allow us to open conversations'. What might she mean by this?



### What do I think about it?

12 Write a letter to the editor of a newspaper giving your opinion on the role of zoos, with several reasons for that opinion.



# Unit 3

## Hatchet

Brian worked around the tail of the plane two more times, pulling himself along on the stabiliser and the elevator, but there simply wasn't a way in.

Stupid, he thought. I was stupid to think I could just come out here and get inside the plane. Nothing is that easy. Not out here, not in this place. Nothing is easy.

He slammed his fist against the body of the plane and to his complete surprise the aluminium covering gave easily under his blow. He hit it again, and once more it bent and gave and he found that even when he didn't strike it but just pushed, it still moved. It was really, he thought, very thin aluminium skin over a kind of skeleton and if it gave that easily he might be able to force his way through ...

The hatchet. He might be able to cut or hack with the hatchet. He reached to his belt and pulled the hatchet out, picked a place where the aluminium gave to his push and took an experimental swing at it.

The hatchet cut through the aluminium as if it were soft cheese. He couldn't believe it. Three more hacks and he had a triangular hole the size of his hand and he could see four cables that he guessed were the control cables going back to the tail and he hit the skin of the plane with a frenzied series of hacks to make a still larger opening and he was bending a piece of aluminium away from two aluminium braces of some kind when he dropped the hatchet.

It went straight down past his legs. He felt it bump his foot and then go on down, down into the water and for a second he couldn't understand that he had done it. For all this time, all the living and fighting, the hatchet had been everything—he had always worn it. Without the hatchet he had nothing—no fire, no tools, no weapons—he was nothing. The hatchet was, had been him.

And he had dropped it.

From the novel *Hatchet* by Gary Paulsen

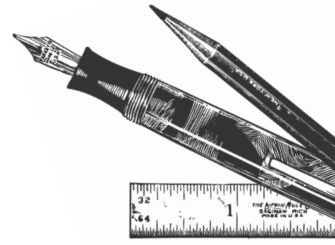
### What is being said?

#### 1 Definitions: what is the meaning of the following?

- a stabiliser \_\_\_\_\_
- b elevator \_\_\_\_\_
- c slam \_\_\_\_\_
- d aluminium \_\_\_\_\_
- e skeleton \_\_\_\_\_
- f hatchet \_\_\_\_\_
- g experimental \_\_\_\_\_
- h triangular \_\_\_\_\_
- i frenzied \_\_\_\_\_
- j brace \_\_\_\_\_

2 How did Brian move himself around the tail of the plane? \_\_\_\_\_

3 Why did Brian think he was stupid to think he could get into the plane easily? \_\_\_\_\_



4 Why did Brian slam his fist against the plane? \_\_\_\_\_

5 What happened to the aluminium covering when Brian hit it? \_\_\_\_\_

6 What did Brian compare the aluminium covering to? \_\_\_\_\_

7 Why did Brian take his hatchet from his belt? \_\_\_\_\_

8 How many times did Brian hit the aluminium before he made a hole the size of his hand? \_\_\_\_\_

9 What did Brian guess the cables were? \_\_\_\_\_

10 What was Brian doing when he dropped the hatchet? \_\_\_\_\_

11 What happened to the hatchet? \_\_\_\_\_

### What does it mean?

12 'Without the hatchet ... he was nothing. The hatchet was, had been him.' What do you think this means?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13 'And he had dropped it.' Why do you think this last sentence is left standing alone? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### What do I think about it?

14 Although this passage is written in the third person (he ...), the reader knows what Brian was thinking. Rewrite this passage in your own words, in the first person (I ...), as though you are Brian.



# Unit 4

## Your feel fabulous guide

There are times when hibernation appeals, but before you go locking yourself in your bedroom for the season, try the pointers below.

### WINTER'S ONLY JUST BEGUN!

Emotions can play havoc with our lives, often making everything seem way too hard. While it can be tempting to curl up in a ball, put the blinkers on and ignore what's really going on, we've found some other options. Only you can change the way you think and feel, and once you do, we promise you'll feel emotionally fitter and more fabulous in no time!

### STRESS

When forces from the outside world interfere with an individual, from freaking out before an exam to a family crisis.

**Exercise** Yoga is a great way to control body and mind, with different forms available to suit the individual.

**Try** Inhaling slowly while saying to yourself 'I am', then breathe out slowly while saying to yourself 'relaxed'. It might feel silly at first but take the time to slow down and you'll feel better for it. No one can tell what you're doing, either.

**Mantra** I'm gonna nail this!

**Diet Tip** Stress makes many of us dose up on caffeine and reach for the grease, but relaxing herbal teas and healthy meals combining meat, complex carbs and veggies are definitely the way to go. B Vitamins and Magnesium are also great.

**Expert Advice** Stress is normal, healthy and even good for you, says Dr Bob Montgomery, Director of Communications, Australian Psychology Society.

#### Top Tips

- Find balance in your life by either unloading some tasks or increasing others
- Prioritise your demands
- Strengthen your coping skills
- Work on your assertiveness to better deal with others.

### ENVY

When you want something that someone else has, from top marks to the school hottie for yourself! Envy can leave you angry, hurt or bitter, which can very quickly destroy your friendships. We think dealing with the issue is better!

**Exercise** Put pen to paper and list all the good things in your life. Remember that for every person you're envying,

there's probably someone envying you. Think about the areas in your life that you'd like to improve and set goals.

**Try** Recognise the trigger for your envy and you'll be able to find a solution

**Mantra** I'm fabulous!

**Diet Tip** Low-fat dairy products have a calming influence, so a skim hot chocolate is a great soother. Creamy pastas cooked with low-fat evaporated milk will also have a feel-good hit, complemented by the carbs included. Tasty too!

**Expert Advice** 'Envy is normal but don't let it get out of hand,' Dr Montgomery says.

#### Top Tips

- Never compare yourself to others—only compare yourself to you
- Ask yourself if you're giving everything your best shot
- If yes, that's your personal best and so feel great about it

### SHUTTING DOWN

When someone retreats and withdraws. They might not be giving anything out, refusing to talk or literally shutting themselves away.

**Exercise** Get some! It's been scientifically proven that exercise is a powerful anti-depressant. Don't do the self-indulgent wallow, the alternative will give you a natural high.

**Try** Going for a quick walk around the block. Consider the fact you get the rest of the day to sit on your ass. Better yet, make it a regular activity with friends so you can chat along the way.

**Mantra** Everyone misses me.

**Diet Tip** Avoid sugar hits and go for a protein load like a handful of almonds. Omega 3, found in fish like salmon and tuna, is also one of the best mood enhancers around, so grab a mate and treat yourself to sushi and sashimi.

**Expert Advice** Dr Montgomery says that when you start shutting down emotionally, it's a warning sign you're getting depressed.

#### Top Tips

- Don't let stress factors get on top of you, deal with them as they arise
- Don't cut yourself off from your support networks
- Set realistically challenging steps to rebuild your life and relationships

From *Girlfriend* magazine

## What is being said?

### 1 Definitions: what is the meaning of the following?

- a havoc \_\_\_\_\_
- b hibernation \_\_\_\_\_



- c prioritise \_\_\_\_\_
- d bitter \_\_\_\_\_
- e mantra \_\_\_\_\_
- f complemented \_\_\_\_\_
- g retreats \_\_\_\_\_
- h assertiveness \_\_\_\_\_
- i wallow \_\_\_\_\_

2 Which emotions are dealt with in this article? \_\_\_\_\_

3 Which expert offers advice in this article and what is his position? \_\_\_\_\_

4 What dietary advice is offered to someone who is feeling stressed? \_\_\_\_\_

5 What definition does the article provide for envy? \_\_\_\_\_

6 According to this article, what are two examples of stress-provoking situations? \_\_\_\_\_

7 Which food is said to be mood enhancing? \_\_\_\_\_

8 Which food is said to have a calming influence? \_\_\_\_\_

9 What does the expert say shutting down could be a warning sign of? \_\_\_\_\_

10 List four examples of informal phrases or words from this article. \_\_\_\_\_

What does it mean?

11 To what aspects of our behaviour does each piece of advice relate? \_\_\_\_\_

12 This article is targeted at teenage girls. Do you think they would enjoy it? Explain your answer.



What do I think about it?

13 Using a similar format, write a column on anger or anxiety.





# Unit 5

## Bon appetit

*Haggis is a traditional Scottish recipe and Kidneys Bordelaise is a classic French dish. They both make use of offal.*

### Haggis

1 cleaned sheep's or lamb's stomach bag (or rice paper)  
2 pounds [1 kg] dry oatmeal  
1 pound [500 g] chopped mutton suet  
1 pound [500 g] lamb's or deer's liver—boiled and minced  
1 pint [550 ml] stock  
heart and lights of a sheep—boiled and minced  
1 large chopped onion  
teaspoon each cayenne pepper, Jamaica pepper,  
salt and pepper

#### METHOD

Toast the oatmeal slowly until crisp, then mix all the ingredients together. Add the stock and mix well. Fill the stomach bag to just over half full, press out the air and sew up securely. Prick all over to prevent bursting and boil slowly for 4–5 hours.

*Serves about 12.*

### Kidneys Bordelaise

2 onions  
6 ounces [180 g] mushrooms  
1 ounce [30 g] butter or substitute  
1 cup dry white wine  
1 cup water  
1 chicken stock cube  
salt and pepper  
8 lamb's kidneys  
1 tablespoon tomato paste  
2 ounces [60 g] extra butter or substitute  
2 tablespoons flour  
1 cup water  
1 chicken stock cube extra  
1 tablespoon chopped parsley

#### METHOD

Chop the onion very finely and slice the mushrooms. Melt 1 ounce butter in a saucepan. Sauté the onions and mushrooms until lightly browned. Add the wine, water and crumbled stock cube, simmer until reduced to half quantity. Stir in the tomato paste, salt and pepper. Remove the skin from the kidneys, cut in half and remove any fat and tubes. Soak in warm salted water for 20 minutes, drain and dry on absorbent paper. Melt the extra butter in a saucepan, sauté the kidneys for 8 minutes, remove from pan. Add the flour to the pan, stir over heat for 2 minutes, remove from heat. Add water and crumbled stock cube, stir until smooth. Add sauce, return to heat and continue stirring until sauce boils and thickens. Add kidneys, simmer gently for 10 minutes. Serve sprinkled with parsley.

*Serves 4.*

### What is being said?

#### 1 Definitions: what is the meaning of the following?

- a bon appetit \_\_\_\_\_
- b offal \_\_\_\_\_
- c mutton \_\_\_\_\_
- d suet \_\_\_\_\_
- e stock \_\_\_\_\_
- f lights \_\_\_\_\_
- g sauté \_\_\_\_\_
- h absorbent \_\_\_\_\_
- i simmer \_\_\_\_\_



2 What could be used to make haggis if you didn't have a sheep's or lamb's stomach bag?

3 What quantity of mutton suet is required to make haggis?

4 What is done with the sheep's lights and heart?

5 How full should the stomach bag be?

6 How is the haggis cooked and for how long?

7 How many people will this dish serve?

8 What kind of kidneys are required for Kidneys Bordelaise?

9 How many chicken stock cubes are required?

10 What five steps are necessary to prepare the kidneys for this dish?

11 How much flour is required for Kidneys Bordelaise?

12 How many people will this Kidneys Bordelaise recipe serve?

**What does it mean?**

13 What has gone wrong if the stomach bag bursts while cooking haggis?

14 What has been done incorrectly if the kidneys are very tough?

15 Approximately how much time is required for the preparation and cooking of the kidneys?

16 Which dish do you believe would be the healthier alternative? Give reasons for your choice.

17 These are both very old recipes. Why do you think people would have made more use of offal in days gone by?

**What do I think about it?**

18 Make up a menu for the worst restaurant in the world. Don't forget to give it a suitable name.



# Unit 6

## Big Brothers Big Sisters

### MENTORS FOR YOUNG PEOPLE

Big Brothers Big Sisters is based on the simplicity and power of friendship. It is a programme which provides friendship and fun by matching vulnerable young people (ages 7–17) with a volunteer adult who can be both a role model and a supportive friend.

Volunteer mentors come from all walks of life—married, single, with or without children. Big Brothers and Big Sisters are not replacement parents or social workers. They are mentors: someone to trust, to have fun with, to talk and go to when needed.

A Big Sister and Little Sister will generally spend between one and four hours together three or four times each month for at least twelve months. They enjoy simple activities such as a picnic at a park, cooking, playing sport or going to a football match. These activities enhance the friendship and help the young person develop positive self-esteem, confidence and life direction.

Big Brothers Big Sisters organisations exist throughout the world. It is the largest and most prominent provider of mentor services internationally and has been operating in Australia for 25 years.

I recently met Emily and Sarah who have been matched since March 2008.

Emily is a vibrant 10 year old who has experienced some difficulties being accepted by her peers at school. She has a close relationship with her family but was feeling pretty down about her school life. 'I just got teased because I was different. I just felt, is there something wrong with me or is there not? I was pretty sure there was something very wrong with me.'

Emily's mum came across Big Brothers Big Sisters and thought it would be of benefit to Emily by 'providing alternative feedback about herself other than just relying on school peers to measure her self worth'.

Sarah wanted to get involved in a volunteer programme, and knew of a girl who was a 'little sister' when she was in high school. 'I googled it and found out how to be a part of it. I am the youngest of six kids and never had a little sister, so I thought it would be fun for me to have one and get involved in making time to do something because sometimes it's all work and no play.'

Big Brothers Big Sisters has been of great benefit and enjoyment to both Emily and Sarah. They love and look forward to their time together and the partnership has

certainly helped Emily be more comfortable in being the wonderful, happy and unique girl she is!

The girls enjoyed making some gorgeous beaded jewellery while we talked.

**Sarah:** I've always had a strong desire to become involved in a volunteer programme and to give of myself, particularly in regard to children. I feel they can sometimes be set back in life due to circumstances out of their control and to help minimise those effects, even if it's just for one child, is a wonderful thing. People who help others inspire me. You know Jamie Oliver's show, the one with the restaurant for troubled kids? It took just one open door, someone to give those kids an opportunity. Children are our future. They have so much pressure on them now and there can be many negative influences rather than positive. It's nice to be able to help.

**Emily:** My mum and I discussed it because I was getting teased. Now I've learnt to cope and just ignore people when they are like that to me. They should respect that I have my own personality and that I am not like a sheep that copies what other people do all the time.

**Sarah:** You don't have to fit into the mould. It was good that Hayley [Mentoring Coordinator] matched Emily and I because I was teased in primary school and I can still remember how awful and how horrible I felt. I don't think anyone comes through primary school and high school unscathed by it, but there are different levels, different ways of coping.

**indigo:** Sarah, what training was involved?

**Sarah:** It was quite hard to get into—there were interviews, a police check, and online modules to complete with an exam at the end. When I finished that, I then had a group training session with role playing in different scenarios, some advice on what to expect, guidelines and boundaries.

**indigo:** How did you feel when you first met?

**Emily and Sarah (lots of giggles):** Nervous!

**indigo:** How often do you get together?

**Sarah:** Once a week usually.

**indigo:** What type of things do you do together?

**Emily:** Beading, craft, cooking—we made yummy muffins and a casserole. We've been to Rollerama and the movies.

**Sarah:** We try to get in the outdoors a bit—bike rides, walking the dogs. Em and I are both very lucky that we both have a love of the outdoors and animals. I did your make-up the other day, Em, that was fun!

By Ruth Letch with thanks to Sarah, Emily and BBBS Melbourne, *indigo* magazine

### What is being said?

#### 1 Definitions: what is the meaning of the following?

a mentor \_\_\_\_\_

b vulnerable \_\_\_\_\_



- c volunteer \_\_\_\_\_
- d international \_\_\_\_\_
- e enhance \_\_\_\_\_
- f vibrant \_\_\_\_\_
- g scenarios \_\_\_\_\_

2 What is Big Brothers Big Sisters? \_\_\_\_\_

3 How does the program hope to assist young people? \_\_\_\_\_

4 How much time do a Big Sister and a Little Sister generally spend together each month? \_\_\_\_\_

5 What are two examples of activities they might they do together? \_\_\_\_\_

6 What problems did Emily have at school? \_\_\_\_\_

7 How did Sarah find out about the program? \_\_\_\_\_

8 How did Emily come to be a 'little sister'? \_\_\_\_\_

9 What do you have to do before you can become a mentor? \_\_\_\_\_

### What does it mean?

10 In what ways are Emily and Sarah similar? \_\_\_\_\_

11 What does the article suggest was the reason why Emily was teased? \_\_\_\_\_

12 From what you have learnt about Sarah in this article, list two or more personal qualities that you believe she has. Provide an example as evidence of each one.



### What do I think about it?

13 Write about someone who has been either a formal or an informal mentor to you. How did this relationship help you? (About 150 words.)



14 What programs does your school have for older students to help younger students? Write a brief article for The Year 7 Orientation booklet explaining how each one works.



# Unit 7

## School of hard frocks

Susie O'Brien

Herald Sun

### Victorian state schools are forcing parents to pay up to six times more for branded school uniforms, thanks to cosy deals with exclusive retailers.

Parents at such schools are not usually allowed to buy generic uniforms from discount stores.

Basic summer dresses at Bob Stewart of Kew, which supplies uniforms to at least 10 state schools, are as much as \$74.00, compared with generic dresses from Target which are \$17.99.

Bob Stewart boys' trousers are more than \$60, compared to Target's \$9.99.

Logo-laden extras such as bags, hats and socks can send bills soaring to more than \$1000 for some high schools and \$500 for some primary schools.

Other retailers such as Dobsons and Beleza have signed deals to provide clothes to hundreds of Victorian state schools.

Parents Victoria spokeswoman Elaine Crowle said many parents were no longer able to buy cheaper

generic uniforms and then iron on a school logo.

'There is a trend for a lot of schools to go to one supplier. Some private companies even have stores in the school grounds,' she said.

Some students, she said, were picked on by teachers for not having the right uniform, with cases including:

ONE student who was told she could not attend the formal because she did not have the right shoes.

A PARENT who had to battle a school to allow her child to have a different school bag.

But many of the schools that have signed exclusive agreements with suppliers have second-hand uniform shops and endeavour to help parents in hardship. And a few allow generic items as long as they fit the school uniform code.

David Schmidt, manager of the State Schools Relief Fund, that helps parents buy school uniforms, said more parents than ever were struggling to meet uniform costs.

In the past two years the non-profit body has spent \$1.25 million outfitting more than 15,000 students. In the past three months there has been a 1 per cent jump in demand for help.

The Victorian president of the Association of State Secondary Principals, Brian Burgess, said it was up to school councils to set uniform policies.

He does not have a problem with the exclusive deals many schools are signing.

'Parents want good quality materials and outfits that will last and we think this is an appropriate way for schools to manage the issue,' Mr Burgess said.

The Department of Education and Early Childhood Development said schools were expected to work with parents to find a suitable solution. The State Government also helps parents through the \$95 million School Start Bonus.

Tips for parents	Secondary school: what you can pay for clothes	
<ul style="list-style-type: none"><li>- Can you buy it secondhand?</li><li>- Talk to teachers or the principal if you are having trouble paying for clothes or shoes</li><li>- Ask parents of older children if they have hand-me-downs</li><li>- Spread the cost burden out across the school year</li></ul>	<b>TARGET</b> School summer dress, \$17.99 Short-sleeved polo shirt, \$16.99 Long-sleeved polo shirt, \$9.99 Pants, \$9.99 Shorts, \$19.99	<b>SPECIALIST RETAILERS</b> School summer dress, up to \$74.95 Short-sleeved polo shirt, \$25.95 Long-sleeved polo shirt, \$26.95 Pants, up to \$65.95 Shorts, \$32.95

### What is being said?

#### 1 Definitions: what is the meaning of the following?

- a exclusive \_\_\_\_\_
- b generic \_\_\_\_\_
- c logo \_\_\_\_\_



d endeavour \_\_\_\_\_

e hand-me-down \_\_\_\_\_

2 How much more than generic uniforms can branded uniforms cost? \_\_\_\_\_

3 According to the article, what is the difference in price between boys' trousers bought at Bob Stewart and those bought at Target?  
\_\_\_\_\_  
\_\_\_\_\_

4 What can be the cost of extras with logos? \_\_\_\_\_  
\_\_\_\_\_

5 What position does Elaine Crowle hold? \_\_\_\_\_

6 Give two examples of students being singled out, according to Ms Crowle.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7 How do some schools try to help parents? \_\_\_\_\_  
\_\_\_\_\_

8 What position does David Schmidt hold? \_\_\_\_\_

9 How much has the State Schools Relief Fund spent on outfitting students in the past two years? \_\_\_\_\_  
\_\_\_\_\_

10 How much of an increase has there been in the demand for help recently? \_\_\_\_\_

11 How does the State Government help parents? \_\_\_\_\_

### What does it mean?

12 The headline ('School of hard frocks') plays on the old expression 'School of hard knocks', which refers to learning hard lessons through life experiences. What does the headline imply about the cost of school uniforms?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13 Look at the box headed 'Secondary school: what you can pay for clothes?' Why do you think there is such a price difference between Target and specialist retailers?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### What do I think about it?

14 You are the Student Welfare teacher. Using the 'Tips for parents' box as a guide, write an article for your school newsletter, giving parents advice on ways to reduce the cost of school uniforms.



# Unit 8

## Danny the Champion of the World

*Danny wakes up in the middle of the night and finds his dad isn't home. When he returns he tells Danny that he has been poaching.*

'Do you know what is meant by poaching?' he asked.

'Poaching? Not really, no.'

'It means going up into the woods in the dead of night and coming back with something for the pot. Poachers in other places poach all sorts of different things, but around here it's always pheasants.'

'You mean stealing them?' I said, aghast.

'We don't look at it that way,' my father said. 'Poaching is an art. A great poacher is a great artist.'

'Is that actually what you were doing in Hazell's Wood, Dad? Poaching pheasants?'

'I was practising the art,' he said. 'The art of poaching.'

I was shocked. My own father a thief! This gentle lovely man! I couldn't believe he would go creeping into the woods at night to pinch valuable birds belonging to somebody else. 'The kettle's boiling,' I said.

'Ah, so it is.' He poured the water into the mugs and brought mine over to me. Then he fetched his own and sat with it at the end of my bunk.

'Your grandad,' he said, 'my own dad, was a magnificent and splendiferous poacher. It was he who taught me all about it. I caught the poaching fever from him when I was ten years old and I've never lost it since. Mind you, in those days just about every man in our

village was out in the woods at night poaching pheasants. And they did it not only because they loved the sport but because they needed food for their families. When I was a boy, times were bad for a lot of people in England. There was very little work to be had anywhere, and some families were literally starving. Yet a few miles away in the rich man's wood, thousands of pheasants were being fed like kings twice a day. So can you blame my dad for going out occasionally and coming home with a bird or two for the family to eat?'

'No,' I said. 'Of course not. But we're not starving here, Dad.'

'You've missed the point, Danny boy! You've missed the whole point! Poaching is such a fabulous and exciting sport that once you start doing it, it gets into your blood and you can't give it up! Just imagine,' he said, leaping off the bunk and waving his mug in the air, 'just imagine for a minute that you are all alone up there in the dark wood, and the wood is full of keepers hiding behind the trees and the keepers have guns ...'

'Guns!' I gasped. 'They don't have guns!'

'All keepers have guns, Danny. It's for the vermin mostly, the foxes and stoats and weasels who go after the pheasants. But they'll always take a pot at a poacher, too, if they spot him.'

*From the novel Danny the Champion of the World by Roald Dahl*

### What is being said?

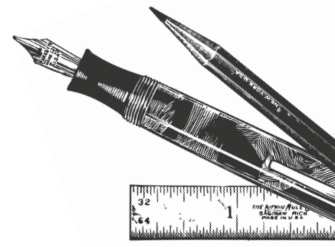
#### 1 Definitions: what is the meaning of the following?

- a poaching \_\_\_\_\_
- b pheasants \_\_\_\_\_
- c aghast \_\_\_\_\_
- d splendiferous \_\_\_\_\_
- e literally \_\_\_\_\_
- f vermin \_\_\_\_\_
- g stoats \_\_\_\_\_
- h weasels \_\_\_\_\_
- i pot \_\_\_\_\_

2 How did Danny feel when his dad told him he was a poacher? \_\_\_\_\_

3 Where was Danny's dad poaching? \_\_\_\_\_





4 Who taught Danny's dad about poaching? \_\_\_\_\_

5 What two reasons did Danny's dad give for men going poaching when he was young? \_\_\_\_\_

6 What were times like when Danny's dad was young? \_\_\_\_\_

7 Why did Danny's dad like poaching so much? \_\_\_\_\_

8 What two reasons did he give for the keepers having guns? \_\_\_\_\_

### What does it mean?

9 Why was Danny so shocked by his dad's confession? \_\_\_\_\_

10 How did Danny's dad try to justify poaching? \_\_\_\_\_

11 How did Danny respond to this? \_\_\_\_\_

12 How can you tell that Danny's dad really enjoyed the excitement of poaching? Use evidence from the text to support your answer.



13 "Guns!" I gasped. "They don't have guns!" What does this quotation suggest about Danny's feelings?

14 Why do you think men might go poaching at night? \_\_\_\_\_

15 What do we learn about the relationship between Danny and his father from this extract?



### What do I think about it?

16 Imagine how Victor Hazell, the owner of the woods, might feel about the poachers, then write a letter from Mr Hazell to the editor of *The Times* expressing his sentiments.



17 What do you think of the arguments Danny's dad puts forward in support of poaching? Can stealing ever be justified? (About 100 words.)

# Unit 9

## Medieval clothing in Japan

The most important item of clothing in medieval Japan was the kimono. The word simply means 'thing to wear'. Kimonos were based on Chinese *p'ao* robes. As time passed, they developed more and more special Japanese features.

### KIMONO CULTURE

Both men and women wore kimonos. These robes were long and full with wide sleeves. They could be worn belted or unbelted. At first kimonos often closed at the side. Later, a front-closing, dressing gown style was more common. Rich women sometimes wore up to 20 kimonos in contrasting colours at the same time. Loose trousers were worn under kimonos, and women especially liked to drape short brocade cloaks on the top.

### COURT COSTUME

In the Nara Period the Japanese imperial family wore Chinese court robes. Later, by the Heian Period, the Emperor's and Empress's costumes were much more Japanese in style. With his robes, the Emperor wore ox-leather slippers covered in brocade. He also wore a silk *kanmuri* cap with a streamer on top. The Empress wore a gold ornament in her hair that was shaped like a chrysanthemum flower.

### RICH AND POOR

The garments of rich Japanese people were usually made of plain or patterned silks. Some silks were so fine that they were transparent. The clothes of the poor—kimonos or short, belted tunics worn with either trousers or skirts—were woven from rough plant fibres such as hemp and ramie.

### SAMURAI STYLE

In the late twelfth century, military government was established in Japan. At this time, warriors called samurai began to play an important role in Japanese life. Samurai body armour was made of leather strengthened with iron plates covered in lacquer and joined with silk cords. The helmet often had a fierce face mask attached. Some helmets had horn-shaped crests. Samurai weapons included steel swords, skewers, bows and arrows.

From the non-fiction book *Clothes of the Medieval World* by Christine Hart

### What is being said?

#### 1 Definitions: what is the meaning of the following?

- a medieval \_\_\_\_\_
- b brocade \_\_\_\_\_
- c chrysanthemum \_\_\_\_\_
- d transparent \_\_\_\_\_
- e samurai \_\_\_\_\_
- f skewers \_\_\_\_\_
- g hemp \_\_\_\_\_
- h ramie \_\_\_\_\_

2 What was the most important item of clothing in medieval Japan? \_\_\_\_\_

3 What, according to this extract, does *kimono* mean? \_\_\_\_\_

4 What country appears to have been the inspiration for much Japanese clothing? \_\_\_\_\_

5 Which came earlier in Japanese history, the Nara or Heian period? \_\_\_\_\_

6 What were the Emperor's slippers made from? \_\_\_\_\_



- 
- 7 What did the Emperor wear on his head? \_\_\_\_\_
- 8 What did the Empress wear in her hair? \_\_\_\_\_
- 9 What fabric was the clothing of rich Japanese made from? \_\_\_\_\_
- 10 What did the poor people wear? \_\_\_\_\_
- 11 When was military government established in Japan? \_\_\_\_\_
- \_\_\_\_\_
- 12 What were the warriors called? \_\_\_\_\_
- 13 How was their armour constructed? \_\_\_\_\_
- \_\_\_\_\_
- 14 What weapons did samurai carry? \_\_\_\_\_
- \_\_\_\_\_

### What does it mean?

- 15 Why do you think rich Japanese women might have worn up to twenty kimonos at a time? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 16 Why would the Emperor have worn such delicate slippers rather than stronger shoes? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 17 Why might the samurai have often worn a fierce face mask, with horns attached to their helmets? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### What do I think about it?

- 18 'We want our clothes to do more than protect us from the weather.' Why are clothes and fashion important to so many people? (About 200 words.)
- 19 Imagine it is the year 3002. Students at Outer Space Secondary College are reading about what teenagers wore in the early 2000s. What would they learn? You may include some illustrations. (About 200 words.)



# Unit 10

## Power is money: cost efficiency is in your hands

**Peter Familiari**

*Herald Sun*

### **In these tough times the last thing you want is galloping energy bills.**

The pity is, saving money can be as easy as turning off appliances not being used.

Or cooling yourself with a fan rather than an energy-guzzling air conditioner.

Something as simple as switching off that second fridge or freezer in the garage or den can save hard-pressed Victorians close to \$100 a year.

And if you get smarter about how you store food and other perishables in the main family fridge, you can save a wad of cash.

Sort out food well past its use-by date and put it out with the garbage. It's using valuable storage space and the fridge has to work harder when it's crammed full.

One of the biggest savings can be made by insulating your ceiling, which will keep the cool in, the heat out and ensure the air conditioner doesn't consume as much power. An insulated ceiling can save up to \$350 a year.

Lowering a steep energy bill can also be as logical as using an

overhead fan instead of an air conditioner.

There's no comparing the cost of a 1–2 star rated air conditioner that costs \$52–\$65 a month to run with an overhead fan, which costs about 40c for an hour's worth of electricity.

But turning off appliances is the fastest way to save cash on spiralling electricity costs.

Most people are unaware appliances, including TVs, PCs, microwaves and games consoles, left in standby mode contribute up to 10 per cent of a home's monthly bill.

Some actually consume up to 85 per cent of the electricity it takes to run them when fully powered. Switch them off at the mains power point instead of doing it the lazy way and using a remote.

A mountain of money, as much as \$175, can be saved by switching from an electric hot water system to gas.

But you'll need to choose a gas water heater with a high energy rating. One with three or four stars should produce at least 25 per cent less greenhouse emissions than an electric model.

Energy-efficient lights instead of filament light globes keep about \$60 a year in your pocket—and the new lights will last much longer.

Keeping your air conditioner running at a comfortable 22–26°C can put \$55–\$150 a year back into your family pocket.

For every degree you lower your air conditioner you'll save 15 per cent off the running costs.

Washing clothes in hot water rather than cold can cost an extra \$60 a year.

Closing windows and drawing the blinds ensures your air conditioners consume less power, and this simple action could trim \$60 per year off an electricity bill.

Converting a shower head to one that's rated AAA isn't hard but it can save \$100–\$150 a year.

But the no-brainer is that Aussie icon, the Hills Hoist.

Most Australians have a clothes line in their back yards. Use it when the sun shines, instead of a dryer, and you could save up to \$70 a year on electricity.

### **What is being said?**

#### **1 Definitions: what is the meaning of the following?**

- a guzzling \_\_\_\_\_
- b hard-pressed \_\_\_\_\_
- c perishable \_\_\_\_\_
- d filament \_\_\_\_\_
- e wattage \_\_\_\_\_

**2 How much does a refrigerator or freezer cost to run per year?** \_\_\_\_\_

**3 How much does a 1–2 star rated air conditioner cost to run per month?** \_\_\_\_\_



4 Highlight the correct response. Why should we turn off appliances rather than leaving them in standby mode?

- a If left in standby mode they contribute 10 per cent of a home's monthly bill.
- b Getting up to turn on appliances at the switch instead of using the remote control would help in the fight against obesity.
- c They actually consume up to 80 per cent of the power it takes to run them when they are fully powered.
- d They are a fire risk.
- e Both a) and c).

5 Which is more environmentally friendly, an electric or a gas hot water service? \_\_\_\_\_

6 What three things can I do to ensure that my air conditioner does not consume as much power?  
\_\_\_\_\_  
\_\_\_\_\_

7 Label the following statements true or false.

- a I should place my refrigerator near an open window. \_\_\_\_\_
- b I should place my refrigerator in a position where it has some space behind it so the air can circulate. \_\_\_\_\_
- c It is a good idea to place my refrigerator next to the oven. \_\_\_\_\_

8 Highlight the correct response. How much less power do energy-efficient lights use?

- a 15 per cent
- b 85 per cent
- c 75 per cent
- d 25 per cent

What does it mean?

9 What is the main point of this article? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10 How does the headline play with words? \_\_\_\_\_  
\_\_\_\_\_

11 Of all the suggestions made in this article, which two do you think would lead to the biggest power savings?  
\_\_\_\_\_  
\_\_\_\_\_

What do I think about it?

12 Using the information in this article and some additional research, design a brochure (MS Publisher is a helpful program to use) advising people how to cut down their use of power and so save money.

- Some headings you might use include *Hot water, Cooling, Washing machines, Meals, Dishwashers, Lighting and Refrigerators.*
- You should make use of dot points.
- It would be helpful to refer to the sections on lighting and refrigerators in this article.



# Unit 11

## Surviving Sydney Cove

### *Rose Hill*

*Saturday 3rd April 1790*

Yesterday was Good Friday. Master Henry Dodd gathered his servants together to read 'The Lord's Prayer'. He made us repeat it after him. Sarah says to never tell anyone that I know my letters. She fears that if the officers hear that I can read and write, they might decide to use me elsewhere, and that this would separate us.

But this morning just after sunrise I was doing the usual house dusting and sweeping when I heard someone say, 'My life for one of those cabbages.'

My heart leapt into my mouth. Sydney Cove is full of murderers & thieves. What if one had come as far as Rose Hill? Holding my broom as a weapon, I tiptoed into the next room. A young Royal Marine was peering out at our garden. This book was under his arm. Catching sight of me, he blushed to the roots of his hair. Then he introduced himself as Winston Russell and told me that he was here to see Master Dodd.

I took a deep breath and said, 'Excuse me, sir. That book. Is it something you can write in?'

'Why, yes,' he said. 'This is a journal.'

I bobbed a curtsey and tried not to show my excitement. My life for one of those cabbages. In this colony, food is power. I knew that I could trade food for just about anything. 'Sir,' I said, 'I could not help overhearing ...' He reddened even further. 'Could you think of exchanging that journal for a vegetable?'

He licked his lips as if tasting it already. 'Maybe for carrots. A cabbage would be nice.'

I said, 'Would an onion do?'

He shook his head. 'My sister Emily is sick. She pines for something fresh. Surely this book is worth three.'

That journal! I could not take my eyes off it. In my mind I could touch the clean smooth paper and smell the leathery cover. But this harsh life as a convict has taught me to strike a hard bargain. I said quickly, 'I have only two.'

'Three,' he insisted.

'Two.' I turned to leave.

'D-Done,' he stammered as I reached the door.

From the novel *My Story: Surviving Sydney Cove* by Goldie Alexander

### What is being said?

#### 1 Definitions: what is the meaning of the following?

- a Good Friday \_\_\_\_\_
- b Royal Marine \_\_\_\_\_
- c peering \_\_\_\_\_
- d journal \_\_\_\_\_
- e pines \_\_\_\_\_

2 What is the date of this journal entry? \_\_\_\_\_

3 Why were the servants gathered together on Good Friday? \_\_\_\_\_

4 What does Sarah tell the writer never to tell? \_\_\_\_\_

5 What might happen if the officers find out she can read and write? \_\_\_\_\_



6 Why did the writer's heart 'leap into her mouth' when she heard 'my life for one of those cabbages'?

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7 What did she plan to use as a weapon? \_\_\_\_\_

8 What was the young Royal Marine looking at? \_\_\_\_\_

9 What was under his arm? \_\_\_\_\_

10 What is the Royal Marine's name? \_\_\_\_\_

11 What did the Royal Marine want in exchange for the journal? \_\_\_\_\_

12 What, in particular, did the writer like about the journal? \_\_\_\_\_

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13 How did she learn to strike a hard bargain? \_\_\_\_\_

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14 What was the final deal struck? \_\_\_\_\_

### What does it mean?

15 What did the Royal Marine really mean when he said 'my life for one of those cabbages'?

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16 Why do you think the writer was so excited when she saw the book?

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17 What does she mean when she says 'food is power'?

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### What do I think about it?

18 In the early days of Sydney it would have been quite unusual to find a young convict who could read and write. What advantages might there have been for a literate convict such as the writer? List at least two.



19 Write the first entry in the new journal. Remember, you are a young convict girl in Sydney in 1790. What are you thinking about? (About 150 words.)



# Unit 12

## Animal magnetism

*As one of the big-cat keepers at Taronga Zoo, Justine Powell, 29, from Sydney's North Shore, spends her days surrounded by lions, tigers and cheetahs.*

At the moment, I have a rabbit, a horse and three dogs—I love animals and I've always had pets. But of all the animals I've worked with over the years, the big cats are my favourite. They are such beautiful, majestic and regal animals. Some of them are real characters, with lots of attitude and personality.

After leaving school, I went into the secretarial field, which didn't suit me at all. So about six years ago, I started volunteering at Taronga Zoo. I also began a zoo keeper's course.

After a year, I got a job as a keeper, and three years ago I began taking care of the tigers, leopards, cheetahs and lions. I also work with bears because they are categorised as carnivores.

Back then, I was involved in hand-raising lion cubs, which was amazing. Three of us raised three cubs from the age of just four weeks. For five months, we bottle-fed them every four hours, right up until 10 o'clock at night. We all bonded with one in particular. My favourite was Little Dot—or at least that's what I called her because she had little dots on her head.

On a typical day, I'm up at 5.30 am and at the zoo by 6.40 am. We get the food ready—chicken, beef, kangaroo and horse—and feed the cats through the feed chutes. During that hour, we talk to the animals and try to make

some connection with them, even though we can't touch them.

Next, we have to clean out any food and mess they've made in their dens and exhibits, and hose it all down so it remains hygienic. As you can imagine, it's a pretty grubby job.

In the afternoon, there's another feeding session, and we also inspect the animals. If they look out of sorts—which is rare—we tell one of the vets.

At around 3 pm, we knock off and the night keepers take over. It's very physical work, with lots of walking and lifting so, by 9.30 pm, I'm usually struggling to stay awake. The worst part is the weather. If it's a cold winter's day and it's raining, there's practically no way for you to stay dry.

People ask me if I get scared. I don't. We're very careful and take a lot of precautions. Besides, we know the cats and they know us. One particular tiger is always a bit cranky, so we know not to put our hands too close to her.

Of course, it's very sad when we lose animals because it's impossible not to get attached. It was horrible when Chester, the white tiger, died. Mind you, he was 17 years old, so he'd had a good innings.

The best part of my job is that I get to spend my days outdoors in the fresh air, working with animals. That's pretty hard to beat. Plus, I feel like I'm learning something every day—from humans and animals. I honestly can't imagine having any other job.

*From For Me magazine*

### What is being said?

#### 1 Definitions: what is the meaning of the following?

- a cheetah \_\_\_\_\_
- b majestic \_\_\_\_\_
- c regal \_\_\_\_\_
- d carnivore \_\_\_\_\_
- e bonded \_\_\_\_\_
- f hygienic \_\_\_\_\_
- g out of sorts \_\_\_\_\_
- h precautions \_\_\_\_\_
- i to have had a good innings \_\_\_\_\_



2 Which animals does the term 'big cats' describe? \_\_\_\_\_

3 Why are the big cats Justine Powell's favourite animals? \_\_\_\_\_

4 How long has Justine been working with the big cats? \_\_\_\_\_

5 Why does she also work with the bears? \_\_\_\_\_

6 When does Justine start work? \_\_\_\_\_

7 What do the big cats eat? \_\_\_\_\_

8 How many times a day are they fed? \_\_\_\_\_

9 When do the night keepers begin their shift? \_\_\_\_\_

10 Why does Justine say the worst part of the job is the weather? \_\_\_\_\_

11 What kind of animal was Chester? \_\_\_\_\_

12 Give three reasons why Justine enjoys her job. \_\_\_\_\_

### What does it mean?

13 Why do you think the keepers bonded so closely with the particular cub in their care? \_\_\_\_\_

14 Why can't the keepers touch the animals at feeding time? \_\_\_\_\_

15 Why might people ask Justine if she gets scared? \_\_\_\_\_

16 Why does she say Chester had a 'good innings'? \_\_\_\_\_

17 What impression do you get of Justine? Give reasons for your answer.



### What do I think about it?

18 Write a job advertisement for a big-cat keeper at the zoo. It should describe the job, and the qualifications and qualities the successful applicant should have. (About 150 words.)



19 Write about a day at the zoo from a lion's point of view. (About 150 words.)

# Unit 13

## Recruits' reality check

### Jesse Hogan

*The Age*

**The AFL's 130 newest recruits were yesterday welcomed to top-level football with a sobering reminder the careers of up to 40 per cent of them will be over before they even reach 10 senior matches.**

That message to the mostly teenage group was delivered by former footballer Mark Porter on the first day of the AFL Players Association's mandatory two-day induction camp in Melbourne.

Porter, the AFLPA's transition services manager, told a small group of youngsters, which included first-round draft picks Jack Watts and Daniel Rich, that 130 players were delisted at the end of last season and that, on average, three or four out of every 10 players will play no more than 10 AFL games.

'I don't think anyone in here wants to be in the zero-to-10 category but some of you will be, so the key is what you can do to try and avoid that,' he said.

Areas covered in the classes included drug policy, alcohol consumption, the 'respect and responsibility' policy, racial vilification, gambling and sexual health.

Former Essendon ruckman Steve Alessio, the AFLPA's general manager of player development, said the association's focus was ensuring the camp was 'not just a once-off that they forget about'.

'What we try to do is paint a picture about the realities of the game, the expectations and the ... things that they're going to have to

come across and deal with in the sport,' Alessio said.

Ayce Cordy, the Western Bulldogs' first choice in the national draft, said he hoped the camp could help him prepare for his new life.

'A lot of things are taken care of for you, but in a way, also, it undermines you a little bit ... with people sort of spoon-feeding you a bit it gets to be a bit frustrating at times ...

'You're obviously looked at as role models in the community, so I think it's very important that the AFL and the players' association make sure that all their young footballers know exactly what goes on so they can keep the brand in good stead.'

### What is being said?

#### 1 Definitions: what is the meaning of the following?

- a recruit \_\_\_\_\_
- b mandatory \_\_\_\_\_
- c induction \_\_\_\_\_
- d delisted \_\_\_\_\_
- e vilification \_\_\_\_\_
- f to stand in good stead \_\_\_\_\_

#### 2 What were the 'sobering reminders' which faced the new recruits? (Three points) \_\_\_\_\_

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#### 3 Who delivered the message? \_\_\_\_\_

#### 4 What is the 'zero-to-10' category referred to by Mark Porter? \_\_\_\_\_

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5 Could the recruits have refused to attend the induction camp? \_\_\_\_\_

6 What does the acronym 'AFLPA' stand for? \_\_\_\_\_

7 List the six areas covered in the induction classes. \_\_\_\_\_

8 According to Steve Alessio, what is the main point of the camp? \_\_\_\_\_

9 Why does Ayce Cordy find the treatment of recruits frustrating at times? \_\_\_\_\_

10 What, according to Mr Cordy, is the positive side of the camp? \_\_\_\_\_

**What does it mean?**

11 Explain the headline, 'Recruits' reality check'. \_\_\_\_\_

12 What do you think the 'respect and responsibility' policy might be? \_\_\_\_\_

**What do I think about it?**

13 To what extent should football players be seen as role models for the community? Write an article for your school newspaper, giving your opinion on the subject.





7 What did he discover in the clearing? \_\_\_\_\_

8 Identify two of the things that Christopher saw lying around the hut. \_\_\_\_\_

### What does it mean?

9 How did the river change as Christopher continued his exploration? \_\_\_\_\_

10 Why could this part of the river be dangerous? \_\_\_\_\_

11 Even though we don't meet him, this extract tells us something about Christopher's father. What do we learn about him? Give evidence to support your answer.

12 How did Christopher feel as he made his way up the secret stairway to the terrace? Provide evidence to support your answer.

13 From this list of adjectives, choose three which you think describe the atmosphere created in this passage most effectively: *cheerful, menacing, happy, oppressive, frightening, bright.*

### What do I think about it?

14 Describe a place that has frightened you. Try to explain why it made you scared.

15 'There appeared to be nobody at home ...' Continue the story. (About 150 words.)

